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

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TABLE OF CONTENTS

WEDNESDAY, FEBRUARY 27, 1991

	<u>PAGE</u>
Prayer	221
Ministers' Statements	
- 14-91(1) Round Table on the Environment and Economy	221
Members' Statements	
- Mr. Lewis on Tribute to RCMP	221
- Hon. Titus Allooloo on Rescue of Missing Hall Beach Hunters	222
- Hon. Jeannie Marie-Jewell on NWT Gold Medal at Canada Games, PEI	222
- Mr. Morin on Federal Budget	223
- Mr. Ernerk on Lack of Health Care Services in Repulse Bay	223
- Mr. Whitford on Recycling and Litter Control	223
Returns to Oral Questions	223
Oral Questions	224
Written Questions	231
Tabling of Documents	232
Notices of Motion	232
Consideration in Committee of the Whole of:	
- Bill 7 - Appropriation Act, 1991-92	232
- Department of Education	232
Report of Committee of the Whole	243
Orders of the Day	244

YELLOWKNIFE, NORTHWEST TERRITORIES

WEDNESDAY, FEBRUARY 27, 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 Wednesday, February 27, 1991. Item 2, Ministers' statements. The honourable Member for Iqaluit.

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 14-91(1): Round Table On The Environment And Economy

HON. DENNIS PATTERSON: Mr. Speaker, last fall I announced the membership of the Northwest Territories round table on the environment and economy. Establishing the round table reflects our determination to allow for meaningful input and participation in decisions related to the environment and resource development. It also demonstrates a commitment by government and this Legislature to enhanced consultation and consensus building in respect to conservation and development of resources in the Northwest Territories.

Mr. Speaker, the round table includes 15 people representing the cultural and geographic diversity of the Territories. It speaks for a unique part of Canada where most of our residents live very close to the land and already have a working knowledge of the principles of sustainable development in their daily lives. Today, I would like to report that the first meeting of the round table was held January 30 and 31 at Snare Lake, near Yellowknife.

Members were brought up-to-date on the progress of other round tables in Canada. They also discussed the concept of sustainable development and how it can be explained to the people of the Northwest Territories in simple, understandable, terms which could also be translated into aboriginal languages. They agreed on the following explanation: "The environment is our true source of wealth and its wise use will provide benefits forever."

Mr. Speaker, round table members also reviewed the current situation respecting our northern economy and environment. In the course of that discussion, great concern was expressed about delays in announcing the federal government's Arctic environmental strategy.

As a result of this concern, Members asked me, as chairman, to write to federal Environment Minister Robert de Cotret in order to express their great interest in this initiative and to ask him when we will see its release.

Mr. Speaker, the federal strategy is expected to support community-based projects on the environment. Because of this, round table members and our government view the strategy as being critical to the promotion of community decision-making and responsibility for local environmental issues. We also understand that the strategy will address Arctic contaminants, water quality, and waste clean-up.

The Minister of Renewable Resources, cabinet and round table members see these issues as critical concerns in northern

Canada, and consider them crucial to international initiatives Canada is pursuing with other circumpolar nations. Qujannamiik.

MR. SPEAKER: Thank you. Ministers' statements. Prior to proceeding to the next item, I just wish to draw the attention of honourable Members to visitors in our gallery today. They are grade 10 students from St. Pat's School, with their teacher, Coleen McDonald.

--Applause

I also want to draw the attention of the honourable Members to the students from the executive secretary development program and their instructor, Vicki Bobinski.

--Applause

Item 3, Members' statements. The honourable Member for Yellowknife Centre.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Tribute To RCMP

MR. LEWIS: Mr. Speaker, at noon today I listened to an account of young people in trouble with the law. In this particular case it was young people who had suddenly found Gravel to be a way of enhancing their lifestyle.

Mr. Speaker, today my statement is about the RCMP, Royal Canadian Mounted Police. This demonstration that was made in Hay River indicates how complex the work today is of doing police enforcement. When the Northwest Mounted Police was established in 1873, Mr. Speaker, it was really to provide a government for all that part of Canada which had been transferred; a place called Rupert's Land which represented half of this country. The job that was given to that group of people, now probably the most famous police force in the world, was to find some way of stopping whisky from being traded across the border; finding ways to prevent all of the bad people that had created the Wild West from coming across the border; it was a way of helping settlers to get along well with native people. In fact, their job was enormous if you look at it.

When you compare what happened then with what police have to do today, you realize how many different ways you can get in trouble with the law today, as compared to those earlier days over 100 years ago when it seemed such a huge job to provide law enforcement throughout the Northwest Territories.

Mr. Speaker, I would like to point out to Members that this force which, as I said, is one of the most renowned forces in the world, went through several changes. Mr. Speaker, after doing a remarkable job of bringing law enforcement and forming a kind of government in this large part of Canada it changed its name and the word "Royal" was added to it when these men went as cavalry officers to fight in the Boer War at the turn of the century so it became the Royal Northwest Mounted Police. In 1920 they became the RCMP and they

became a police force that provided enforcement right across the country.

MR. SPEAKER: Order please. The honourable Member's time period for his Member's statement has expired. The honourable Member for Yellowknife Centre.

MR. LEWIS: I seek unanimous consent to finish my statement, Mr. Speaker.

MR. SPEAKER: Thank you. The honourable Member for Yellowknife Centre is asking for unanimous consent to continue with his statement. Are there any nays? There are no nays. Proceed.

MR. LEWIS: Thank you, Mr. Speaker. In 1920 we did not have a real state police, we had a group called the Dominion Police who provided protection for government buildings, that was their main job; to make sure that the buildings were looked after, almost like a security police. So they were merged into one force that provided police protection right across the country, except provinces did have their own responsibility under the act to provide police protection within their provincial jurisdictions. But this force had developed such a reputation over a period of time that most of the provinces decided that they would be better off if they entered into a contract or an agreement so that the RCMP would provide that kind of service in each of the provinces. That is the kind of relationship that we have today with this force in the Northwest Territories, through a contract or with an agreement.

Mr. Speaker, since the RCMP are again in the news today about the complex work that they have to do, I thought that I would pay tribute to them in making this very short assessment of how they started and what they do today. Thank you.

---Applause

MR. SPEAKER: Thank you. Members' statements. The honourable Member for Amittuq.

Member's Statement On Rescue Of Missing Hall Beach Hunters

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. As the Member for Amittuq, I would like to inform the Members that the party of five hunters who left Hall Beach by dog-team to go walrus hunting at the floe edge in Foxe Basin on February 20, 1991, have been found.

I am very relieved to report that Joepee Kaernerik, Ammie Kipsigak and Peter Siakuluk were found at 7:00 p.m. on February 26, 1991, by ground searchers at the Umiiguvik outpost camp approximately 80 miles by land, south of Hall Beach. I am pleased to tell you that Mr. Kaernerik and Mr. Siakuluk are reported to be in good condition, although Mr. Kipsigak is suffering from severe frostbite to two toes on one foot as well as his palms, nose and one cheek. The ground searchers located Ben Arnardjuat to the southeast of Umiiguvik at about 10:15 p.m. last night and he is reported to also have severe frostbite on the toes of both feet. I join with the families and friends of these hunters in welcoming them home and rejoicing in their safety.

I am very saddened by the loss of James Qammaniq, the fifth member of the hunting party. Mr. Qammaniq apparently fell into the water at about 4:00 p.m. on February 25, 1991, and although he was pulled out quickly he passed away shortly thereafter as a result of exposure to the cold. My sincere condolences to his father, Elijah Qammaniq, his family and friends in Hall Beach.

As of noon today, Mr. Speaker, a Bradley Air Twin Otter has picked up the four hunters and ground party, whereby the medical team is assessing whether or not the four hunters require transport to appropriate medical facilities.

MR. SPEAKER: Order please. I want to indicate to the honourable Member that time has expired for his Member's statement. The honourable Member for Amittuq.

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I seek unanimous consent to finish my statement.

MR. SPEAKER: The honourable Member for Amittuq is seeking unanimous consent to proceed with his Member's statement. Are there any nays? There are no nays. Proceed.

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I congratulate the RCMP who led the search and rescue operation, which was conducted jointly with the valuable assistance of the Baffin Region emergency measures organization, the Department of National Defence and the local search and rescue group from Hall Beach. I believe the efforts and exact planning of the rescue operation saved the lives of the hunters who were combating -33 degrees Celsius temperatures and winds from the northwest at 23 knots.

I want to leave the Members and the public with the important message about the incredible dangers of the floe edge and the necessity for everyone who travels away from their communities to always be prepared for emergency situations. Please remember, even if you are going out hunting or travelling just for the day, that something unexpected could happen. You must carry extra supplies, sleeping bags, tents, stoves, fuel and emergency equipment. Even those who have traditional knowledge and ability to endure harsh conditions, can get into trouble at the floe edge or out on the land. The floe edge can be very unpredictable and unforgivable.

I feel that my friends from Hall Beach were fortunate to have had the guidance of their dogs because modern transportation such as snowmobiles could have been even more dangerous in these types of conditions.

I urge all my fellow Members in this House to stress to the people in their communities the importance of being prepared when they are going out on the land. I cannot stress this more strongly, Mr. Speaker. I hope and pray for all our future safety. Qujannamiik.

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

Member's Statement On NWT Gold Medal At Canada Games, PEI

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. Mr. Speaker, as the MLA for Slave River and as a citizen of Fort Smith and of the Northwest Territories, I rise in this House to pay tribute to a young figure skater, Mr. Lee Bakker, a 14 year old grade nine student from PW Kaeser High School in Fort Smith, who won a gold medal in the pre-novice men's category yesterday at Canada's Winter Games being held in Prince Edward Island.

---Applause

Lee has been skating for approximately five years and is a member of the Fort Smith Figure Skating Club. I know that I speak for Members of this House and for citizens of the NWT in offering our congratulation for a job very well done and a very hearty thank you for being such a wonderful representative of the NWT and a fine example for all athletes.

While Lee has made the NWT proud of his accomplishments, I am sure that there is no other person more proud than Lee's mother, Barb. Once again, my congratulations to Lee Bakker. Thank you.

---Applause

MR. SPEAKER: Thank you. Members' statements. The honourable Member for Tu Nede.

Member's Statement On Federal Budget

MR. MORIN: Thank you, Mr. Speaker. Today must be a sad and shameful day for members of the Conservative Party of Canada. Mr. Speaker, the Conservative Party members, and their Prime Minister, should be scrambling to look for the nearest rock to crawl under after yesterday's Budget Address.

Mr. Speaker, it is not bad enough that they blew the Meech Lake Accord deal on a gamble last summer, that they attacked the Mohawk people in Quebec, but now they want Canadian citizens to pay for their mismanagement of government. Mr. Speaker, I do not know the complete effects that yesterday's Budget Address will have on Northerners, but I know with the Canadian job strategy cutbacks, we as Northerners need this program in order to train our people, or just to get our people basic job skills. Unemployment premiums are going up to 24 per cent. This may be the final blow for some small businesses on top of the GST. Education and health benefits, how is that going to affect us and especially the green plan being delayed by one year when environment is a great concern to Northerners. That may also have bad effects. Mr. Speaker, thank God, we as Northerners, had the good judgment to elect two Liberal Members as MPs...

---Applause

...so we do not have to share in the disgrace of the Conservative Party today.

AN HON. MEMBER: Shame, shame!

MR. MORIN: Mr. Speaker, I expect that our Executive, whether they may be Conservatives, Liberals or whatever, will let the Prime Minister of Canada know through some public forum, of the dissatisfaction Northerners have with his government. Mashì cho.

MR. SPEAKER: Thank you. Members' statements. The honourable Member for Aivilik.

Member's Statement On Lack Of Health Care Services In Repulse Bay

MR. ERNERK: Thank you, Mr. Speaker. I would like to talk about what appears to be a lack of health care delivery system in Naujaat, Repulse Bay. Mr. Speaker, it is to do with our elders who do not speak English. In recent months and weeks, Mr. Nicholas Kringayark, Mrs. Elizabeth Tinashlu, her husband, Mr. Charlie Tinashlu and Mrs. Felicity Kaunak all had to be medivaced to many parts of Canada to medical centres including Yellowknife, Edmonton, Winnipeg and Montreal.

Mr. Speaker, I have always supported the nurses in the communities because of the tremendous amount of work they are required to do almost 24 hours per day. However, Mr. Speaker, I am also very concerned that the people in the communities are not being informed of their rights to receive proper and acceptable health care services in our homelands. Some people, Mr. Speaker, just give up because they are often told to just take an aspirin and there is nothing wrong with them, which apparently has been the case with some of

the people I have mentioned.

Mr. Speaker, every citizen in this country has a right to receive proper health care service. It is the standard objective of this nation to provide proper health care services to every individual. The people of Naujaat deserve the same kind of health care services as all other Canadians. Mr. Speaker, at an appropriate time, I shall be pursuing this matter with the Minister of Health. Thank you very much.

MR. SPEAKER: Thank you. Members' statements. Members' statements. The honourable Member for Yellowknife South.

Member's Statement On Recycling And Litter Control

MR. WHITFORD: My apologies for delaying, Mr. Speaker. I would like to make a couple of comments on the issue of recycling. I have spoken many times to the House about my concern for environmental issues. Other Members of course, spoke of their concerns for the environmental issues as well. I spoke about PCBs, smoke from the dump, dying off of trees, but I have also raised the issue of the numerous containers that are spread across the Northwest Territories; beer cans, bottles and stuff like that. Finally through my efforts and other Members' efforts, we persuaded the government to look into the issue of putting a surcharge or a deposit on bottles so that these bottles would be collected and recycled. However, I think there is a bit of confusion in whether or not the intentions of the Members and other people who have spoken on environmental issues as to whether this is a litter control program or a recycling program. When you look at litter control, it is just that; it is just that we keep items that are imported into an area off the ground. Our picnic areas are kept clean of aluminum foil, empty boxes and discarded bits of junk and when companies go into an area to do work, that they should pick up their barrels and all their miscellaneous equipment that they might choose to leave there because it is simply too expensive to remove.

When I am talking about recycling, that is a different matter. Recycling is where we take items that are reusable and we send them to places where they can be turned into usable items. The question of aluminum cans coming into the Territories are what I am referring to. Aluminum, you can recycle that, it is profitable. But glass, well it is true we want it off the ground, but it is also recyclable, as well, our plastic bags and our newspapers and other paper products. We can send them back to areas where they can be turned into usable materials and cut the amount of environmental damage through the extraction process or the wasteful use of our non-renewable resources and our renewable resources. There is a difference between recycling and litter control, Mr. Speaker.

MR. SPEAKER: Thank you. Members' statements. Item 4, returns to oral questions. Honourable Member for Sahtu.

ITEM 4: RETURNS TO ORAL QUESTIONS

Further Return To Question O43-91(1): Condition Of High School, Pangnirtung

HON. STEPHEN KAKFWI: Thank you. This is a response to a question asked by Mr. Kilabuk on February 15th regarding the condition of the high school in Pangnirtung. The Member asked if renovations were planned for the other school in Pangnirtung.

The present school facilities in Pangnirtung consist of the old 11 classroom school, the new primary school, which has five classrooms with a double multi-purpose classroom, and three old portables. A major renovation is being considered for the old school, but before this renovation project can start we

must add to the new Alookie School. This will allow for adequate classroom space to house the students who must vacate parts of the old school while renovations are under way. The design funds for this addition are included in the department's 1991-92 capital main estimates -- you can see why I took this question as notice.

An evaluation of the old school can start in 1991-92 to determine what renovations are necessary. It is planned that the oldest section will be demolished. The education council and school staff will be consulted during the evaluation of the old school and development of a program for the proposed renovations.

In the future, Pangnirtung will have the new Alookie School for the kindergarten to grade six program and a modernized Attagoyak School for the junior and senior high school program. We will also be able to dispose of the old portable classrooms so that more playground space for the children is available.

In response to the safety concerns raised by the Member, the Fire Marshal's office advises that there are no code deficiencies in the old school that are a threat to the safety of the students and staff. Thank you.

MR. SPEAKER: Thank you. Returns to oral questions. Honourable Member for Inuvik.

Return To Question O101-91(1): New Land Fill Site In Broughton Island; And Further Return To Question O106-91(1): Reimbursement To Hamlet Council For Land Fill Site

HON. TOM BUTTERS: Mr. Speaker, I have a reply for a question asked by Mr. Kilabuk on February 21st, relative to the new land fill site in Broughton Island. The project for the relocation of the community waste disposal site was originally planned to start in the 1990-91 fiscal year but experienced delays for two major reasons.

The need to process and finalize plans and obtain the necessary regulatory approvals were discussed in some detail with the hamlet senior administrative office on December 6, 1989. Present at this meeting were officials of Municipal and Community Affairs, Renewable Resources, the Baffin Regional Health Board and the federal Departments of Environment Canada, Indian and Northern Affairs, and Fisheries and Oceans. A co-ordinated action plan had been discussed and was agreed to at this meeting.

Unfortunately, no site design was completed, nor was formal approval granted by the responsible environmental authorities, including the Department of Indian and Northern Affairs, the Department of Renewable Resources and the NWT Water Board, for the proposed site. The work to secure the necessary approvals was unavoidably delayed due to a long-standing vacancy in the position of municipal planning engineer in the Baffin Region. The staffing of this position has been very difficult.

However, I am now able to assure the Member and the community that the project will commence this summer with the construction of an access road to the waste disposal site. This is a multi-year project involving access road construction this summer and site construction and clean-up of the old solid waste disposal site planned for 1992-93 and 1993-94.

With regard to the expenditures undertaken by the hamlet, I am advised that the hamlet undertook those expenditures on their own without having engineering work done and without seeking prior approval from the department. The Member's understanding is that the work that was done by the hamlet

was to relocate the land fill site. Actually, the hamlet expended the funds in order to construct an access road to what they hoped would be the approved waste disposal site. The existing waste disposal site is still being used by the hamlet. There will be a need for my department to review and verify with the hamlet the expenditures which have been identified by the Member. Once I have reviewed the results of those discussions, I will be more able to determine to what extent the hamlet should be reimbursed for the work carried out.

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

ITEM 5: ORAL QUESTIONS

Question O160-91(1): Completion Of Food Basket Survey

MR. ZOE: Thank you, Mr. Speaker. My question will be directed to the Minister of Social Services. Mr. Speaker, during the last session in November a formal motion was passed with regard to the rates for the food basket. The preamble to that motion indicated that a new food basket survey should be conducted by October of this year. Mr. Speaker, in either the Minister of Finance's Budget Address, or in the departmental objectives, I do not see any reference to the survey or the study to be undertaken. My question to the Minister is, would she inform the House today how her plans are progressing and whether this food basket survey will, in fact, be completed by October 1991? Thank you.

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

Return To Question O160-91(1): Completion Of Food Basket Survey

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, we did ask the Bureau of Statistics to complete the survey by October 1991, with respect to both food and clothing. It is my hope that this survey is completed by the date set. Thank you.

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

Supplementary To Question O160-91(1): Completion Of Food Basket Survey

MR. ZOE: Supplementary, Mr. Speaker, on the same motion that I made reference to. Mr. Speaker, in several ways the most significant aspect of the motion was the recommendation that by April 1992, social assistance rates should be indexed to the cost of living and adjusted automatically twice a year. Can the Minister advise the House on the progress that she has made in developing an implementation plan and timetable for the indexing of social assistance rates as recommended in the November 1st motion of this House?

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

Further Return To Question O160-91(1): Completion Of Food Basket Survey

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I want to advise the Member that we are looking at completing the survey with respect to the food basket and the clothing. However, as to the implementation of the plan of cost indexing, as part of the motion is directing the department to follow through with it, it is being looked at. However, there may be some difficulties with it. We have not, to date, got to the point where we are looking at the cost of living being

indexed in our social assistance rates. We are currently only at the stage of doing our survey with respect to the food basket and clothing amounts to determine what increase of costs we would have to absorb as a department. Thank you.

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

Question O161-91(1): Finance Minister's Comments To Media Re Federal Budget

MR. LEWIS: Mr. Speaker, my question is to the Minister of Finance. Mr. Speaker, yesterday we recessed so that we could listen to the Budget Address. I know that the Minister of Finance very much wanted to hear this and I would like to ask him why, after listening to the Budget Address by Mr. Wilson, he then decided to indicate to the public, through CBC, what the impacts of this budget would be, rather than to tell us here in this House so that we could know what his feelings are, too? Why did he choose to do that through the media rather than in this House?

---Applause

AN HON. MEMBER: Shame!

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

Return To Question O161-91(1): Finance Minister's Comments To Media Re Federal Budget

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I would like to say in the House that I will be meeting with Mr. Wilson, the other Finance Ministers and their officials, on Sunday and Monday. I will bring back and report to this House the detailed analysis of the budget and how it impacts on the Northwest Territories.

What I was asked to do yesterday was to give to the media a very brief overview of my first reaction. It was the same question that was asked of Finance Ministers across the country. I thought it reasonable that I do that and I am prepared here, if asked a question, to give exactly that same analysis here in the House. As I said to the media, I would be unable to do more than that until I and my officials have had an opportunity to analyse the budget, to discuss the budget with Mr. Wilson and with Finance officials, and to be able to better understand the full impact of this federal budget on the Northwest Territories. Thank you.

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

Supplementary To Question O161-91(1): Finance Minister's Comments To Media Re Federal Budget

MR. LEWIS: Thank you, Mr. Speaker. That was not my question. It was not the answer that I expected. I would like to ask the Minister of Finance, since he has shared this information, his first impression of the impact of this budget on the people of the Northwest Territories, and since he is not really accountable to the media but to this House, would he repeat for those people that do not listen to CBC that much, what his initial impressions are of this budget? What does he see as the kind of impact that this budget will have on the people of the Northwest Territories? We look forward, with interest, to further details that he may learn at this meeting next week.

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

Further Return To Question O161-91(1): Finance Minister's Comments To Media Re Federal Budget

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. With due respect, when we returned after listening to the Budget Address, we were still in question period and nobody asked me any questions in the House about the budget. There were still 15 minutes left in question period where the honourable Member could have asked me. There was not an opportunity for me to do that. So I apologize if people of the House did not like that approach, but I thought it important that immediately after the budget that at least an initial impression by the Finance Minister of the Territories was made to the public. But I would be more than happy to give you the immediate reaction.

In the time that I have been Minister of Finance, and over the last 15 or 20 years, this is the toughest budget I have ever seen the federal government bring down. There are some very profound, philosophical changes to the way the federal government will carry out its responsibilities because of this budget. We are talking about legislative changes to program deliveries, caps on program deliveries. We are talking about legislative changes to caps on wage increases, to name two.

I think everybody in this country -- and I think I can say this quite confidently -- whatever party, recognizes that this country is in a horrible mess and that the federal debt will pass \$400 billion this year. I think that once you look beyond the partisan sorts of statements that are coming out, you have to recognize that any government who is leading this country is going to have to deal with that, whether it is NDP or Conservative or Liberal. Now there might be some different approaches as to how to deal with it, but I think there is a lesson for all Canadians. We have some real tough times here and we will for the next 10 years.

As far as the Northwest Territories, my job is not to protect all Canadian citizens, my job is to do my best on behalf of this government and this Assembly, to protect the people of the Northwest Territories. The three immediate areas where we see problems, and the honourable Member for Tu Nede mentioned one of those, was UIC. We definitely see that having potential for significant impact. We see the job strategy. There are agreements, and we want to confirm how protected any agreements we have are in that particular area. Also, there are cuts to CMHC housing, which has the potential to have one of the most serious impacts here in the NWT. So they are the three areas that give us the most concern after a very immediate look at the budget.

I have to say that there could well be other areas, and my overall concern is not just for this year but for the future of the NWT over the next five to 10 years. If this trend continues, which it might, whatever party is in charge, I see the possibility of deeper cuts in the years to come. We now have the protection of a formula financing agreement which puts us in a better fiscal situation than any other jurisdiction in the country. To respond to the honourable Member for Tu Nede's concern, the established programming formula financing cuts in Education and Health are protected by the formula. They are fail-safed, so there will not be a direct impact on the NWT for those cuts.

So this budget confirms that the tack that we have taken over the last four years and our success on the formula. We have to stay, I believe strongly, on a very steady course over the next few years. When I get back from Ottawa I will have a much better idea if there are more areas that we should be very, very concerned about.

But this was not a "good news" budget for the Northwest Territories. It could have been worse, but for me there is

nothing there to try to encourage growth, economic development, in the NWT. That is the most negative signal that has been sent out. There is nothing now on the federal agenda that is saying, "We want the North to grow."

Mr. Speaker, I hope that is sufficient for today and I am prepared to give a full response on the implications of the budget when I return from my meeting with Mr. Wilson and his officials. Thank you.

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

Supplementary To Question O161-91(1): Finance Minister's Comments To Media Re Federal Budget

MR. LEWIS: Thank you, Mr. Speaker. I would like to ask the Minister, what were the three points that he noted in the budget that would really have an impact on the Northwest Territories? I cannot recall them because I happened to be going out the door when this was going on. I would like the Minister to repeat for the House.

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

Further Return To Question O161-91(1): Finance Minister's Comments To Media Re Federal Budget

HON. MICHAEL BALLANTYNE: As I said, the concern that the honourable Member from Tu Nede brought forward, the very significant increases in UIC rates which will affect both employees and employers; a 15 per cent cut in social housing with CMHC which will mean that the total number of units that we have available in the North could very easily be cut by 15 per cent. We will have to confirm that; and the job creation strategy where the Department of Education is in the process of finalizing agreements with the federal government. Those particular agreements could be in some jeopardy, but we will have to confirm that over the next few days. Thank you.

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

Question O162-91(1): Qualifying For Social Assistance

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I have a question directed to the Minister of Social Services. The recipients of social assistance, how can they not be eligible for assistance? What is the rate that they have to earn or the earnings they have to earn? Is there a policy on this? I would like more information on this. Thank you.

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

Return To Question O162-91(1): Qualifying For Social Assistance

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, I want to advise the honourable Member that yes, there is a certain rate that individuals are allowed to earn. Once they earn in excess of the amount that is allotted for their particular community or region, then they may not be considered for social assistance. I should indicate to the Member that these rates vary across the Territories in accordance to a scale which is applied to communities and regions in the Territories. For the Member's specific constituency area, I can advise him as to the rate once I obtain those particular rates and let him know what the allotment is. Thank you.

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

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. If that is the case, I would want further information because my constituents have been concerned about this policy. Thank you.

MR. SPEAKER: I believe it was more of a statement than a question indicating a need for more information. Oral questions. The honourable Member for Baffin Central.

Question O163-91(1): Counselling For Inmates At Correctional Centres

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I think this question would be appropriate to the Minister of Justice. When inmates who are in correctional centres request counselling from a guard or an employee, are they provided that service? I do not know who exactly to direct this question to. I do not know if it is for Social Services or for the Minister of Justice. Either one of you can answer. Thank you.

MR. SPEAKER: The honourable Member for Slave River.

Return To Question O163-91(1): Counselling For Inmates At Correctional Centres

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, yes, there are counselling services in some of our correctional centres. However, we do not have full-time counsellors in all of our centres, unfortunately. We do have a psychologist who is available at YCC, Yellowknife Correctional Centre. I do not believe there is one that is full time on staff at BCC, Baffin Correctional Centre. However, I am aware that there is an elder who has been recruited and used as a counsellor for the inmates at BCC. Thank you.

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

Supplementary To Question O163-91(1): Counselling For Inmates At Correctional Centres

MR. KILABUK: (Translation) Thank you, Mr. Speaker. Thank you for your response. I will add another question regarding the inmates. Would they have to ask themselves if they want counselling? Do they have to make an appointment beforehand, before they can get counselling services? I am sure most of the inmates have to feel comfortable with one person that they can trust when they want to talk about their inner feelings or their concerns. Do they have guards as counsellors at BCC? Thank you.

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

Further Return To Question O163-91(1): Counselling For Inmates At Correctional Centres

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, some of the responsibility that guards take on is counselling; however, I believe that they find it very difficult to both keep security and try to counsel. I believe the process is that the inmate does ask the guards on duty, if he feels that counselling is required, and then it is brought to the attention of whoever is deemed to be the counsellor for the centre. With that, the inmate is provided with the appropriate counselling. Thank you.

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

MR. KILABUK: (Translation) Thank you, Mr. Speaker. Thank you for your response. I think providing counselling services is the best way to work toward a better life for these inmates, so perhaps if you can provide more counsellors in the centres,

particularly for younger people or even older inmates, it would be very appropriate for the inmates, if they can get counselling services and have people that they can talk to without having any concerns or worries as to whether their words are going to be kept confidential. I am sure there is a lot of unsettled feeling when they are in jail or even in correctional centres, and I know a lot of people have personal problems and that is why they end up in centres like that. Perhaps if you can get better counselling services in the centres, it would be a lot better for our younger people's future. Thank you, Mr. Speaker.

MR. SPEAKER: I do not believe that was a question. It was a matter of direction to the Minister. Just to remind honourable Members, in terms of supplementary questions, your preamble should be short. I am lenient in terms of the initial questions but I would ask that the honourable Members take advantage as much as possible of oral question period. Oral questions. The honourable Member for Aivilik.

Question O164-91(1): Donation Of Musk-Ox To Soviet Union

MR. ERNERK: Thank you, Mr. Speaker. Briefly, my question is directed to the Minister for Renewable Resources. According to 1974 Commissioner's Annual Report, Mr. Speaker, the Northwest Territories government captured 10 musk-ox on Banks Island which were sent to the Soviet Union as a gift from the Government of Canada. Would the Minister confirm this, Mr. Speaker? Thank you.

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

Return To Question O164-91(1): Donation Of Musk-Ox To Soviet Union

HON. TITUS ALLOOLOO: Mr. Speaker, it is true that back in 1974 the Government of the Northwest Territories donated some musk-ox from Banks Island to the Soviet Union. Back in the early 1970s the Soviet Union and Canada were trying to establish a scientific exchange program between northern Canada and the northern Soviet Union. In establishing a scientific exchange program, at the outset the Canadian Government agreed that they would supply 20 young musk-ox from Banks Island to be taken over to Taimyr Peninsular in Siberia. One year later 20 more musk-ox were taken from Nunivak Island, Alaska, also to the Taimyr Peninsular in Siberia.

Since then, we have had contact with the Soviet Union and my deputy minister, in 1988, went over to the Soviet Union and he observed that the musk-ox were in good hands and were in a good grazing area, and they have multiplied up to 300. Thank you.

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

Question O165-91(1): Possible Musk-Ox Repopulation In Wager Bay Area

MR. ERNERK: Thank you, Mr. Speaker. Giving notice of a question to a Minister normally provides you with a long answer to a short question. A supplementary to my question, Mr. Speaker. Since the Government of the Northwest Territories could capture musk-ox and subsequently the Government of Canada could provide musk-ox to the Soviet Union as a gift, my supplementary question to the Minister is this: I wonder if the Government of the Northwest Territories would consider transplanting a certain number of musk-ox that would be suitable as a breeding herd to repopulate the Wager Bay area. Thank you, Mr. Speaker.

MR. SPEAKER: I believe that is a new question. The honourable Member for Amittuq.

Return To Question O165-91(1): Possible Musk-Ox Repopulation In Wager Bay Area

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. We can consider the request. Thank you.

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

Question O166-91(1): Feasibility Study On Tourism Potential, Wager Bay

MR. ERNERK: Thank you, Mr. Speaker, a supplementary. I wonder then, Mr. Speaker, since tourism is good as a future venture, and there is already a lodge in Wager Bay, if the government would consider doing a feasibility study beginning in 1992-93. Thank you.

MR. SPEAKER: Thank you, a new question. The honourable Member for Amittuq.

Return To Question O166-91(1): Feasibility Study On Tourism Potential, Wager Bay

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. In our experience of transplanting wildlife, such as reindeer, to different areas within the Northwest Territories we have to do a scientific study of the area where the animals might graze. If we were going to look at the proposal, we would have to scientifically study the vegetation around Wager Bay, and yes we would take that into account regarding this proposal. Thank you.

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

Question O167-91(1): Establishment Of Cadets In Smaller Communities

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. My question is directed to the Government Leader regarding community Army Cadets. I want to ask the Government Leader if they have a policy regarding cadets. For instance, in the communities do they have to go by a certain population if they want to join the cadets, or do they just apply to the larger communities? Can smaller communities have cadets started in their communities? Thank you.

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

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. The community cadet program is a program sponsored under the auspices of the Department of National Defence, but our government supports the cadet program and encourages it wherever possible because it seems to be a very successful program in many communities in the Northwest Territories, useful for young people in particular. Mr. Speaker, I cannot answer the Member's specific question about the policy on community size, but I will undertake to arrange that the Member be given appropriate information about how he can encourage the cadet program in his constituency, even if it is a small community. I will therefore take the question as notice and provide the information to the Member. Thank you.

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

Question O168-91(1): Approval Of Fuel And Wood Subsidies For Elders

MR. MORIN: Thank you, Mr. Speaker. My question will be for the Minister of Finance. Mr. Minister, probably yourself, similar to me, you never like to be the bearer of bad tidings. I have to go home this weekend and I have to take the news of yesterday's federal Budget Address home, so I would like to take some good news with me as well.

Is there any chance at all that the Financial Management Board would be meeting prior to the weekend and approving the policy on a fuel as well as wood subsidy for elders?

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

Return To Question O168-91(1): Approval Of Fuel And Wood Subsidies For Elders

HON. MICHAEL BALLANTYNE: I think, in fairness, the Minister has said that that particular initiative is under active consideration, and I think at the appropriate time it will be discussed at the Financial Management Board, but I cannot make that commitment that we will have a specific meeting on that specific issue. Thank you.

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

Supplementary To Question O168-91(1): Approval Of Fuel And Wood Subsidies For Elders

MR. MORIN: Thank you, Mr. Speaker. A supplementary, Mr. Minister. My understanding from question period the other day was the process this has to go through and the final part of that process is the Financial Management Board; and it has basically been approved in principle by cabinet already. How soon would this item come up on your agenda? Thank you.

MR. SPEAKER: The honourable Member for Yellowknife North.

Further Return To Question O168-91(1): Approval Of Fuel And Wood Subsidies For Elders

HON. MICHAEL BALLANTYNE: Thank you. As the Member can probably appreciate, we have dozens, maybe hundreds, of items that come before the Financial Management Board, and I cannot say at this particular moment exactly where this particular item will appear. If the Minister wants to deal with it as soon as possible, we will definitely try to deal with it, but I cannot give you a firm commitment of time right now.

MR. SPEAKER: Thank you. Just prior to proceeding I would just remind the honourable Members, in terms of procedural information, that questions cannot be asked if they seek information about matters which are by nature secret, such as the proceedings of cabinet. It is in order, however, to ask if a certain matter has been discussed by cabinet and not necessarily the proceedings itself.

Oral questions. The honourable Member for Natilikmiot.

Question O169-91(1): Inuit Translators At Senior Citizens' Home, Yellowknife

MR. NINGARK: Thank you, Mr. Speaker. The reception here is not very good. I think we must be feeling the restraint from the budget speech already.

---Laughter

My question is directed to the Minister responsible for Social Services. Madam Minister, are there any Inuit people staying at the senior citizens' home here in Yellowknife? If yes, are there any translators available at the residence? Thank you.

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

Return To Question O169-91(1): Inuit Translators At Senior Citizens' Home, Yellowknife

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I am not aware of whether or not there any Inuit at the senior citizens' home here in Yellowknife. I am not sure whether he means the Mary Murphy Home or the Aven Seniors' Centre, so I would like to take that under notice.

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

Question O170-91(1): Disposal Site For Recycled Bottles

MR. WHITFORD: Mr. Speaker, I would like to direct a question to the honourable Minister of Government Services, who is responsible for the disposal of bottles. There seems to be a dispute, certainly in Yellowknife, as to the disposal of the glass collected through this initiative that the government has made in recycling litter control. Has the Minister instructed his officials to examine the possibilities that this glass will not be recycled and that it will be disposed -- has the Minister instructed his officials to investigate where this disposal is going to take place?

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

Return To Question O170-91(1): Disposal Site For Recycled Bottles

HON. TOM BUTTERS: Mr. Speaker, the department and I have looked at using the broken glass in concrete and I think that option is still open. If the Member remembers when the project with regard to glass was originally made known to this House there was no indication that it would be recycled; shipped out of the Territories and turned into a product outside. The money generated for the project, some \$90,000, was generated on the expectation that the glass would be broken, thus creating a smaller volume in our dumps, but it would remain in the Territories.

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

Supplementary To Question O170-91(1): Disposal Site For Recycled Bottles

MR. WHITFORD: Thank you, Mr. Speaker. Was this fact made clear to the people that were looking at this project? The Minister indicates that he made it clear to this House but I am in this House and it was never clear to me as to whether or not this was the intention; simply to clean it off the street and take it out to the dump. Was this made clear in the proposals that were made to the people that would be involved in this bidding?

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

Further Return To Question O170-91(1): Disposal Site For Recycled Bottles

HON. TOM BUTTERS: Thank you, Mr. Speaker. Yes, I

believe it was. One of the proponents indicated that an additional amount of money would be needed to ship the glass outside for such purposes.

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

Question O171-91(1): Philosophy Of Government Recycling Program

MR. WHITFORD: Thank you, Mr. Speaker. I think I understand what the Minister is saying now. The question I will ask him deals with the issue that I raised in my Member's statement about litter control as opposed to recycling. Is this the philosophy that is governing what the government is doing in its recycling program; to get rid of stuff or to recycle?

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

HON. TOM BUTTERS: Mr. Speaker, when you make a forward step you expect to get a pat on the back rather than a kick in the ass.

SOME HON. MEMBERS: Shame!

Return To Question O171-91(1): Philosophy Of Government Recycling Program

HON. TOM BUTTERS: This government has acted to remove broken glass that is cluttering up our landscape but there is much more to do.

MR. SPEAKER: Point of order. The honourable Member for Yellowknife South.

MR. WHITFORD: Mr. Speaker, I ask that the Minister would withdraw his unkind remarks about where I am supposed to kick him.

HON. TOM BUTTERS: I will withdraw any unparliamentary remarks, sir.

MR. SPEAKER: Order! Prior to proceeding, I was going to ask the honourable Member for Inuvik if there were any unparliamentary remarks that they should be withdrawn but he indicated already that would happen. Oral questions. The honourable Member for Deh Cho.

Question O172-91(1): Baseline Studies On Northern Environment

MR. GARGAN: Mr. Speaker, I would like to direct my question to the Minister of Health and it is with regard to baseline studies. Mr. Speaker, several years ago there was a nuclear reactor disaster in Russia and it affected the North. We also have a situation in the Gulf where they are burning oil and there is a lot of oil that has gone into the sea that might affect the marine life in the Arctic. Also, the burning of the oil might have some effect on the atmosphere.

I would like to ask the Minister if there are any studies being done, baseline studies, to measure what the effects of any kind of environmental problems would have on the North.

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

Return To Question O172-91(1): Baseline Studies On Northern Environment

HON. TITUS ALLOOLOO: Mr. Speaker, we have studies in different areas to determine what kind of contaminants might

be coming into the Northwest Territories; one close to this area is Snare Rapids.

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

Supplementary To Question O172-91(1): Baseline Studies On Northern Environment

MR. GARGAN: Thank you, Mr. Speaker. In order to measure the effects of those studies being carried out to determine the effects of those studies, would be to do a baseline study. You cannot just do studies on a form of measurement at the start and the results at the end. My question is whether or not there are baseline studies being done right now on land, water, humans, animals, plants and the atmosphere? Is the government doing that now?

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

Further Return To Question O172-91(1): Baseline Studies On Northern Environment

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. There is a limited amount of baseline information which is available to our government to use. As far as the contaminants, the levels have been established by the Canadian government, to what degree the safe levels are. Thank you.

MR. SPEAKER: Honourable Member for Aivilik.

Question O173-91(1): Health Studies, Repulse Bay

MR. ERNERK: (Translation) Thank you, Mr. Speaker. This is directed to the Minister of Health. There are a lot of people in Repulse Bay that are ill and there are a lot of unilingual people and they cannot make themselves understood to the health people. They are not checked properly in the Repulse Bay area. I would like to ask the Minister if there is a study being done in Repulse Bay, maybe after she read the letter. My concern today is whether it is being implemented. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Honourable Member for Nunakput.

HON. NELLIE COURNOYEA: Mr. Speaker, the question that the honourable Member asked has a number of components and I take the question under advisement and will reply at a later time on the studies that have been done.

MR. SPEAKER: The honourable Member is taking the question as notice. Oral questions. The honourable Member for Natilikmiot.

Question O174-91(1): Group Meeting For Handicapped

MR. NINGARK: Mr. Speaker, my question is directed to the Minister responsible for Social Services. Madam Minister, is there going to be a handicapped group meeting sometime in the spring? If yes, are you inviting people from each region, each community?

MR. SPEAKER: Just to remind Members that the orders do call for one question. The honourable Member for Slave River.

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, I will take that under advisement.

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

HON. JEANNIE MARIE-JEWELL: I said I would take it under advisement, yes.

MR. SPEAKER: I just want to indicate to the honourable Member that one must take the question as notice, not as advisement. Oral questions. Honourable Member for Yellowknife Centre.

Question O175-91(1): NWT Participation In Expo '92, Seville, Spain

MR. LEWIS: Thank you, Mr. Speaker. In the absence of Mr. Wray I would like to direct my question to the Government Leader. I understand that the Executive Council has made the decision that we will participate in Expo '92 in Seville. In light of the fact Seville is well known as the drug centre for Spain, one of the big drug centres for Europe. In view of the fact that it has an average temperature of between 85 and 90 degrees Fahrenheit in the summer, that is over 30 degree Celsius, in view of the fact that most people in Seville leave there in the summer because it is so uncomfortable, why is this government deciding to participate in such an exotic place, where there are so many other things that we could be doing to promote our Northwest Territories?

MR. WHITFORD: Good question.

MR. SPEAKER: Thank you. Honourable Member for Iqaluit.

Return To Question O175-91(1): NWT Participation In Expo '92, Seville, Spain

HON. DENNIS PATTERSON: Mr. Speaker, I guess Vancouver had a reputation for being a very rainy place.

---Laughter

When we were considering participating in Expo '86 there were naysayers and doomsayers at that time, Mr. Speaker, who said it would not work, we should not do it, it would be risky. But the government of the day made a decision and I think after it was all over, Mr. Speaker, most Members of the Legislature, even those who had been critical, felt that it had been beneficial for the NWT, it had helped our economy and helped put us on the map, nationally.

Now Mr. Speaker, we have a similar proposal for taking a bold step and perhaps a risky step in Seville. Members of this Legislature will have every opportunity to question that decision when the appropriate bill comes forward shortly for debate in this House. If there are some questions to be answered about climate and the location and the character of this city, I am sure the Minister of Economic Development and Tourism will be prepared to answer those in detail. I am not possessed of all the details, Mr. Speaker, I have never even been to Seville. But I can assure the honourable Member that he will have a full chance for answers to those questions and if he wants to oppose the initiative, then he will have an opportunity to do so at that time. Thank you.

MR. SPEAKER: Oral questions. Honourable Member for Yellowknife Centre, supplementary.

Supplementary To Question O175-91(1): NWT Participation In Expo '92, Seville, Spain

MR. LEWIS: These are very general questions, Mr. Speaker. In light of the fact that Spain is one of the poorest countries in Europe and the largest number of people you can expect to go to Seville would be Spaniards with very little money to spend, why are we going to Seville?

MR. WHITFORD: Good question.

MR. SPEAKER: Honourable Member for Iqaluit.

Further Return To Question O175-91(1): NWT Participation In Expo '92, Seville, Spain

HON. DENNIS PATTERSON: Mr. Speaker, this is a World Exposition and it is anticipated that there will be many millions of people attending the World Exposition. I think one of the main reasons we are considering going is that it will provide an opportunity for many people in the NWT to get useful employment preparing arts and crafts which we would offer for sale at the Canadian pavilion.

Secondly, Mr. Speaker, it will be an opportunity for us to promote the NWT, in Europe, as an attractive travel destination. Those, I understand, are the main reasons why we are considering this initiative.

MR. SPEAKER: Honourable Member for Yellowknife Centre, supplementary.

Supplementary To Question O175-91(1): NWT Participation In Expo '92, Seville, Spain

MR. LEWIS: I would like to ask the Government Leader whether he will convince Mr. Wray that since this is the place where we are going to be able to sell all these arts and crafts, that we will be able to produce arts and crafts so cheaply so that the poor people in Spain who have very little money will be able to buy something from the Northwest Territories. Will he tell them that?

MR. SPEAKER: The honourable Member for Iqaluit.

Further Return To Question O175-91(1): NWT Participation In Expo '92, Seville, Spain

HON. DENNIS PATTERSON: Well Mr. Speaker, I do not think that the Minister for Economic Development, were he able to be here, would say that this proposal is not without risk. It is possible that we may not be as successful in selling NWT arts and crafts as we might hope. Mr. Speaker, I believe that the department is examining and will examine the potential market there so we will be producing, if we go ahead, appropriate materials for the price range and the tastes of the expected visitors to the Canadian pavilion in Seville and frankly, Mr. Speaker, knowing as I do the quality of workmanship and artisanship in all of the handicrafts produced in the Northwest Territories, I have every confidence that whatever products we might produce would be attractive even to people who may not have as much money as the people who visited the NWT pavilion in Vancouver. I think we can provide innovative and novel arts and crafts that even poorer people will want to buy. Thank you.

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

Question O176-91(1): Membership And Terms Of Reference For Base Review

MR. GARGAN: Thank you, Mr. Speaker. Mr. Speaker, I would like to refer my question to the Minister of Finance, Mr. Ballantyne. On February 19, on CBC they were speaking about the base review and you are going to be looking for well-seasoned and proven public sector managers to serve on this committee outside this government to do this review -- aboriginal Northerners as well as the business sector. I would like to ask the Minister, we do have in the life of this Assembly a limited time, and I would like to ask the Minister if those people have already been selected?

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

Return To Question O176-91(1): Membership And Terms Of Reference For Base Review

HON. MICHAEL BALLANTYNE: Yes, the people have been selected and they have been hard at work for the past three weeks.

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

Supplementary To Question O176-91(1): Membership And Terms Of Reference For Base Review

MR. GARGAN: Mr. Speaker, I would like to ask the Minister whether or not he would be able to provide us with the terms of reference for this group?

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

Further Return To Question O176-91(1): Membership And Terms of Reference For Base Review

HON. MICHAEL BALLANTYNE: Certainly, Mr. Speaker.

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

Question O177-91(1): Possible Increases To Day-Care Funding

MR. ERNERK: Thank you, Mr. Speaker. I would like to direct this question to the Minister of Social Services. I wonder if the Minister could indicate to this House as to whether or not there are going to be some increases and I am talking about some substantial increases in day-care funding, both for operation and maintenance as well as capital funding. Thank you, Mr. Speaker.

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

Return To Question O177-91(1): Possible Increases To Day-Care Funding

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, we do not anticipate any increases in capital for day-care; however, we do anticipate to deliver our current interim program more than likely at the same rate. Thank you.

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

Question O178-91(1): Request For Day-Care Centre, Chesterfield Inlet

MR. ERNERK: (Translation) Thank you, Mr. Speaker. Last month when we were in Chesterfield Inlet around the 30th of January, you were asked a question by the residents of Chesterfield Inlet. They were requesting a day-care centre. Has there been any plans or what kind of answers do you have about getting a day-care centre for Chesterfield Inlet?

MR. SPEAKER: A new question. The honourable Member for Slave River.

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, I did not quite get the translation on my receiver, but I will take that under notice.

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

MR. WHITFORD: Thank you, Mr. Speaker. I did have a question for the Minister of Social Services. Mr. Speaker, I would like to ask for consent to extend question period.

MR. SPEAKER: The honourable Member for Yellowknife South is seeking unanimous consent to extend question period. Are there any nays? Extension period is not extended. Oral questions. The honourable Member for Yellowknife South.

Question O179-91(1): Recommendations Of 1988 YCC Study

MR. WHITFORD: Thank you, Mr. Speaker. I will direct the question to the Minister responsible for Social Services. Mr. Speaker, I am a curious person, actually I am pretty nosy, is the word. I was reading through Hansard and the Minister did say that she had a number of studies conducted at YCC, Yellowknife Correctional Centre, over the last few years dealing with everything from riots to other things. In 1988 there was a study conducted by Mr. Hank O'Handley. He submitted his report to the Minister and I have never seen the recommendations on that. I would like to ask the Minister if she would table these recommendations that Mr. O'Handley had in his report and if she could outline which ones have already been adopted by her department.

MR. SPEAKER: I am in a bit of a dilemma here in that the question may be asked about a report that was provided to a previous government and a previous Minister because it is not usual for questions to be posed about a previous government; however, if the honourable Member wants to deal with the issue. The honourable Member for Slave River. Order please. The honourable Member for Slave River.

Return To Question O179-91(1): Recommendations Of 1988 YCC Study

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, I cannot recall offhand what exactly were the recommendations that Mr. O'Handley had posed as a result of his investigation. As far as tabling the recommendations, I will review the recommendations to determine how many have been complied with and advise the Member at a later date.

MR. SPEAKER: Thank you. Time period for oral questions has expired. Item 6, written questions. The honourable Member for Yellowknife South.

ITEM 6: WRITTEN QUESTIONS

Question W4-91(1): Data On Territorial Corrections System

MR. WHITFORD: Yes, Mr. Speaker, I would like to table a written question to the Minister. Would the Minister list and/or table all reports of inquiries, internal studies and program evaluations related to staffing, administration organizations and service delivery within the territorial corrections system, completed over the past three fiscal years?

MR. SPEAKER: Thank you. Written questions.

Item 7, returns to written questions.

Item 8, replies to Opening Address.

Item 9, petitions.

Item 10, reports of standing and special committees. Item 11, tabling of documents. Honourable Member for Baffin Central.

ITEM 11: TABLING OF DOCUMENTS

MR. KILABUK: (Translation) Thank you, Mr. Speaker. I wish to table Tabled Document 27-91(1), a letter in regard to rent increases of the teachers from the teachers from Pangnirtung. Thank you.

MR. SPEAKER: Tabling of documents. Item 12, notices of motion. Honourable Member for Deh Cho.

ITEM 12: NOTICES OF MOTION

Notice Of Motion 3-91(1): Increasing Allowances To Disabled People

MR. GARGAN: Mr. Speaker, on Friday, March 1st, I will move the following motion: Now therefore, I move, seconded by the honourable Member for Baffin South, that the Legislative Assembly will commence and urgently request that the Executive Council consider increasing the allowance paid to disabled people in the Northwest Territories.

MR. SPEAKER: Thank you, notices of motion.

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

Item 14, motions.

Item 15, first reading of bills.

Item 16, second reading of bills. Item 17, consideration in committee of the whole of bills and other matters: Bill 7, Committee Report 2-91(1), Bills 8, 9, and 11, with Mr. Gargan in the chair.

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

Bill 7, Appropriation Act, 1991-92

Department Of Education

CHAIRMAN (Mr. Gargan): The committee will come to order. We are on the Department of Education main estimates, operations and maintenance, 1991-92. We are still on general comments. We will take a 15 minute break.

---SHORT RECESS

The committee will come to order. We are dealing with the Department of Education. The Minister is not here to respond to questions. I would like to ask what is the wish of the House? Mr. Zoe.

MR. ZOE: Mr. Chairman, I do not recognize a quorum.

CHAIRMAN (Mr. Gargan): Mr. Zoe, a quorum is not necessary. We are not voting. Mr. Kakfwi is here now, we are still on general comments of the Department of Education. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairperson. As the Minister is aware, the United Nations declared 1990 as the International Literacy Year and called for the global eradication of illiteracy by the year 2000. The United Nations recognizes literacy and education as a basic human right. It also recognizes the direct correlation between illiteracy and being able to exercise other human rights, such as the basic human right to possess an economic base and the base, with regard to human rights, to self-determination.

Mr. Chairperson, in the Northwest Territories, 72 per cent of the adult aboriginal people are functionally illiterate in English. This was told to us a couple of years back by the previous Minister who said in this House that the ability to speak in English on the part of the aboriginal people is lower than that of their Kabloona counterparts -- neighbours.

In the NWT only 34 per cent of the adult people are employed during the winter months and only 32 per cent of the public service of the Government of the NWT are aboriginal people, even though we are the only political jurisdiction in Canada that has a majority of aboriginal people. So we cannot see what the United Nations are saying.

In the current NWT, because there is a lack of literacy among aboriginal people, aboriginal people are unable to exercise the basic human right to possess an economic base.

MR. ZOE: Mr. Chairman, point of order.

CHAIRMAN (Mr. Gargan): Mr. Zoe, your point of order.

MR. ZOE: Mr. Chairman, I have drawn your attention to a lack of a quorum and the Chair did not consider that. Under Rule 7(6) it states: "If the attention of the chairman is drawn to a lack of a quorum, the chairman shall call in the Members for up to 15 minutes and if no quorum is present the chairman shall rise and report to the Speaker." There is a lack of quorum in committee of the whole. So I am drawing your attention to a lack of a quorum, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you. Mr. Zoe, you are correct. I misunderstood what you were saying. I realized there was no quorum at that time but whether or not you wanted me to ring the bell at that time, I was not sure. There is a quorum now. Mr. Ernerk, would you continue?

Eradicating Illiteracy With Financial Assistance

MR. ERNERK: Thank you, Mr. Chairman. As I continue my general remarks, the Canadian government could not have illustrated this principle any better, even if they tried. The United Nations called for the eradication of illiteracy by the year 2000 and by doing so they have sent a message to our political leaders and that message is: It is possible to eradicate illiteracy by the year 2000 as long as there is a political will to do so.

In the NWT, Mr. Chairman, there must be a political will to provide adult students at the literacy level, student financial assistance so they can go to school and support their families at the same time. There must be the political will to hire more adult educators across the NWT. There must be a political will to build new community learning centres and improve existing facilities and there must be a political will to build student housing for single and married students at the community level.

Mr. Chairperson, there must be a political will to build new day-care centres so that young parents, as we have said many times, and those individuals who wish to continue their education, can go to school, and student counsellors must be trained and hired so personal and social problems can be dealt with while attending school.

There must also be a political will to establish a full complement of libraries in each and every community learning centre for English and all the other aboriginal languages of the NWT -- the current situation. I will have a question for the Minister later on when he appears before the House with his officials on this very issue, Mr. Chairperson.

CHAIRMAN (Mr. Gargan): Would the Minister like to go to

the witness table and bring in his witnesses?

HON. STEPHEN KAKFWI: Mr. Chairman, I thought I would wait until after general comments. But I am willing to move any time.

CHAIRMAN (Mr. Gargan): Mr. Ernerk.

Establishment Of Leadership Residences

MR. ERNERK: Thank you, Mr. Chairperson. I wanted to make some other comments with regard to the Minister's statement yesterday when he made his opening remarks. I will have some questions for the Minister later on with regard to the establishment of leadership residences in the NWT. The Minister knows that I have supported the idea of the establishment of leadership schools in the NWT, especially in Nunavut. For me, my position has not changed with regard to seeing an establishment of a leadership residence in the Nunavut side of the NWT. So the Minister can be assured of my support with regard to that initiative.

With regard to the initiative on the part of the Arctic College journalism program in which the Minister indicates that the program is being redesigned and I quote: "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...", and so on.

I also want to indicate to the Minister and his department that I support the idea of introducing journalism programs in the communities, especially within the Nunavut side. I think journalism is a good program. It should be introduced to all areas of the Northwest Territories, because it is a good way to communicate to inform the people in the Northwest Territories. I have found that the media in the Northwest Territories, especially within the Inuktitut programming of both television, as well as radio, to be extremely useful to the people that it serves in the Nunavut communities. I totally support this idea of establishing journalism through Arctic College to the fullest, Mr. Chairperson.

Drop-Outs A Concern

I do have a bit of a concern with regard to drop-outs in the communities. While I agree that we should make every effort to keep our students in school so that they can get a good education, learning to write, learning to read, as well as learning arithmetic, I am also extremely concerned about the number of drop-outs that we are seeing in our communities in Nunavut. As a matter of fact, last month in Chesterfield Inlet one of the resolutions dealt with the high percentage of drop-outs in the classrooms within the Keewatin Region. I have always said, Mr. Chairman, that we have to be able to commit ourselves to go to school. We have to have discipline, both as parents, as teachers, educators, and as children, to be able to continue schooling; this modern education that we have today in our communities.

Mr. Chairperson, I am very hopeful that we will begin to see a turnaround soon so that our children receive the highest quality of education in our communities. That is it for now. Thank you.

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

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, just a brief comment on the Department of Education. Mr. Chairman, first of all I would like to commend the Minister and his department in having a good working relationship with the Dogrib divisional board which the Minister has developed in the last two years. So far the working relationship between

our board, the department and Arctic College has been very successful and I would like to commend the Minister to continue working in that area.

Mr. Chairman, in regard to the overall initiative of the Department of Education, in my view, Mr. Chairman, the Minister's initiatives are positive but in some cases I do not think they go far enough. I will get into the specific details once we get into the budget details, but just to say, Mr. Chairman, that a number of initiatives that the community wants to undertake has been communicated to the department. Just to refresh the Minister's memory because I will be raising a number of questions with regard to that under schools in the budget, is that the existing school in Rae-Edzo has to be utilized because we are getting a new primary school by this coming fall. I know that the divisional board has submitted a proposal for a regional high school program in the Chief Jimmy Bruneau School in Edzo and I will be questioning him further on that when we get to the schools main estimates.

Mr. Chairman, communication with the department has been very positive. The divisional board has been communicating with me on a regular basis and keeping me informed as to how things are working within my region and also with the Arctic College people. For the last three years in my term, Mr. Chairman, things have been moving quite well in terms of getting facilities, bringing them up to standards, and getting the basic needs in my communities. Except, Mr. Chairman, for the construction of a new school in Rae Lakes that the Minister indicated may be delayed this coming year. I will be questioning him further once we get into our capital books in that regard.

Mr. Chairman, on the overall budget of the government I do not have many general comments as to how the government is moving in this direction. For now I will keep my comments brief and I will continue later on, once we get into the budget.

CHAIRMAN (Mr. Gargan): Department of Education, general comments. Are there any further general comments? Does the committee agree that we go through the details of the budget. Agreed?

SOME HON. MEMBERS: Agreed.

--Agreed

CHAIRMAN (Mr. Gargan): Does the committee also agree that the Minister bring in his witnesses? Agreed?

SOME HON. MEMBERS: Agreed.

--Agreed

CHAIRMAN (Mr. Gargan): Thank you. Mr. Minister, for the record would you introduce your witnesses?

HON. STEPHEN KAKFWI: Mr. Chairman, I have with me the deputy minister of Education, Mr. Joe Handley, and the director of finance, Mr. Paul Devitt.

Directorate And Administration, Total O And M

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We are on the Department of Education, directorate and administration. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. The Minister listened to my remarks just a while ago, I am sure. My question is this, what specific measures is the government undertaking to eradicate illiteracy in the Northwest Territories by the year 2000 as called upon by the United Nations as a

basic human right?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Literary Projects Contributions

HON. STEPHEN KAKFWI: Mr. Chairman, since we started in February 1989 to begin a \$1.9 million literacy initiative, which we have been cost sharing with the national literacy secretariat, we have launched with the strategy three major components. One was just a public awareness campaign about literacy. The other was actual community-based literacy initiatives. The third one was an expanded literacy program through Arctic College.

In the public awareness campaign we included, for instance, Minister's literacy recognition awards which are awards we give out for students and people who make notable achievements in the area of literacy, personally and within their work. We have done radio and news conference type interviews, done stories and ads, brochures, buttons, T-shirts and posters. In the community literacy program area we made \$250,000 available to the non-profit sector for community-based literacy projects. In 1989-90 we had really good interest in the program and 13 projects received contributions. I can make available to the Members a list of details of the projects. I will not spend a great deal of time talking about it here. In 1989-90 we made \$515,000 available to Arctic College and in 1990-91 we have made \$315,000 available to provide additional literacy programming, particularly in those communities that were doing without adult educators.

In this current year we put a couple of video spots on the CBC TV channel, one promoting English literacy and the other aboriginal language literacy. As well, there was some promotion of T-shirts which promoted reading in all eight official languages, which were distributed to learners, teachers and people that tutor students.

The Department of Education commitment to literacy statement, which was approved by the Executive Council and released on September 8th, should be noted as well. A detailed literacy strategy was tabled during the fall session, again which I can make available to people, and a really interesting project we had initiated was an international book voyage which was a book which went to different communities around the North, and I think it went on to the rest of Canada and to the UN, marking writings and contributions by people from here in the Northwest Territories.

Last year we hosted in Yellowknife a Circumpolar Literary Conference which was attended by more than 350 people from most of the circumpolar countries. We have funded another 11 projects in the communities this year. We provided start up funding for the NWT Literacy Council, which is a newly established non-government literacy organization, which was founded in April of last year. This council is a community-based organization with 11 members, a regionally based elected board and executive. It received \$110,000 in corporate donations raised through the Peter Gzowski Celebrity Golf Tournament that was held in Yellowknife last year. We suggested, and it is agreed, that these funds will be used to fund community-based literacy projects. The council also received just under \$100,000 from the federal government's national literacy secretariat to begin a territorial newsletter and to conduct a community-based literacy needs assessment.

I should say as well that we are presently planning for a second golf tournament which, if it goes ahead as planned, will take place in Pond Inlet in May of this year. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. I thank the Minister for that answer. The other concern was with regard to the establishment of leadership residences. I do not like to call them "residences" but I do want to call them leadership schools. I do want to ask the Minister, Mr. Chairman, with regard to the possible establishment of a leadership school in Nunavut. I would like some information on that, Mr. Chairperson. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, on the idea of creating a special residence to promote leadership in the area called Nunavut, we have some money, about \$50,000, which we found to begin this work. Presently we are planning to have discussions with people from the Keewatin, Kitikmeot, and the Baffin divisional boards as to how we might best approach implementing such an idea.

CHAIRMAN (Mr. Gargan): Thank you. Directorate and administration. Mr. Zoe.

Providing Books To School Libraries

MR. ZOE: Mr. Chairman, I think it is under the directorate and administration section that school libraries fall under. As the Minister is aware, a number of schools, especially the older schools, the materials that they have in there are not the best materials available. Just to refresh the Minister's memory, when we were out in Rae-Edzo at the CTEP, Community Teacher Education Program banquet we toured the school and they showed us the library -- the Minister will recall that the materials there were -- they did not have a library per se; there were just a few books and some dated back to God knows when, when I was way back in school, and those books are still there. They brought it to the attention of the Minister and I was hoping that somebody from the department would look into bringing all school libraries up to par with all other schools. I think this is one area that has to be improved.

I want to ask the Minister if he has done any work -- I do not see any increases of any sort in the directorate and administration section to undertake this type of work.

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

HON. STEPHEN KAKFWI: Mr. Chairman, one way that we help divisional boards provide materials for the learning of children is, we provide on the average of about \$210 per student so that schools can be supplied with books and learning materials. Perhaps this may not be enough to see new books being ordered by schools. We know that many of the divisional boards do have some flexibility in their budgets to come up with projects that they can fund themselves but it does not seem to be something that is a high priority. If we, as a department, are requested to come up with some sort of a program to enhance libraries across the North in the schools we could look at that if the Legislature considers it as one of its many priorities. We could look at it but I know that we cannot do it in just a few months. It is something that I can say we, and whoever comes after me, should take on to make sure that there is something done to help schools be able to have current well stocked libraries with good research materials. Those are my comments. Thank you.

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

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, I wonder if the department consults or works in conjunction with

the library services? I think it is under Mr. Allooloo's responsibility under Culture and Communications, I believe. Could the two departments not get together and see how they can address the problem of library services for the schools and for the community use, rather than having two separate libraries? Why can they not work together to facilitate that? Why can they not work together and utilize the school, not only for school purposes but also for the general public to utilize the materials that are available there?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, some of the larger communities in the North that have community libraries – I understand in all of these areas the Department of Education works closely with Culture and Communications to make sure that these are well used. I also understand that the schools in these communities and regions are advised to make good use of these as well.

CHAIRMAN (Mr. Gargan): Thank you. Directorate and administration. Mr. Ningark.

MR. NINGARK: Thank you, Mr. Chairman. Mr. Minister, I am one of the advocates of bringing higher education to the communities. I think most of the Members here know that quality education at home can be just as good as in the larger centres like Yellowknife, Inuvik, and Fort Smith. Most of the people in my riding of Natilikmiot, Spence Bay, Pelly Bay and Gjoa Haven, have approached me a number of times wanting to have higher education, grade 10 and grade 11, at the community level. I wonder if your department has any projection within five years to bring a higher education to the communities within the North? Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, there is currently a number of requests from communities to divisional boards to get resources so they can increase the level and include grade 10 in a number of communities in the North. We are currently trying to support these communities. I think we are going to support them and it will be up to the divisional boards to organize and deliver the good quality programs that we all expect them to come up with. So where it is requested, we try to comply as quickly as possible. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Directorate and administration, total O and M, \$3,180,000. Mr. Gargan.

Input Into Proposed Revision Of Education Act

MR. GARGAN: Mr. Chairman, under this task there is also the goal of the department to redraft the Education Act. They have consulted with the boards and agencies. I would presume that when it refers to the boards and agencies, I would assume it is the education boards and authorities and education committees, maybe even the regional office. I do not know what agencies would also be receiving the Education Act for consideration in the redraft. I would like to ask the Minister, with regard to the redrafts reflecting the educational needs of the communities, have you consulted the aboriginal organizations, the band councils, the hamlet or municipal councils or is this an internal thing, in other words, feeding your own purposes?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, letters have been sent and presentations have been offered to be made to all the major aboriginal organizations in the NWT, requesting that they give us their views and input into the proposed revision

of the Education Act. So far the majority of them have responded and given us some initial feedback on the letters and requests we put forward to them.

I do not think we have written to individual chiefs and councils and Metis Locals, but we have communicated with the Dene Nation and Dene Cultural Institute, for instance, and the Metis Association, and the Inuvialuit Development Corporation.

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

MR. GARGAN: In light of the information the Minister has given, it would seem that this is an internal review on the redrafting of the Education Act. That is my conclusion.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, what we are proposing to do is to solicit comments through this part of the work to rewrite the Education Act, to come up with a new Education Act and get all people's comments, whatever they are, together, compile it, and then sometime this spring, probably in May, we will compile all the comments and views that people give back on what it is we are proposing to do and also on how we are proposing to do it. And through the summer and fall we would have meetings with communities and groups that have requested us to talk to them about the report, to have a second round on the discussions about it.

I think the Member should be aware that we have decided to do it this way because we do not want to get into spending a great deal of money talking to people about this act. We have not set up a commission or special committee to do this. We are proposing to do it as a department and we think it should be sufficient to come up with a kind of act that everybody will be satisfied with. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. Gargan.

MR. GARGAN: I do not see how they can meet that mandate if they do not get full participation from the public.

Mr. Chairman, in 1979 the special committee on education went around, and it does say in your activity that it was based on the recommendation from the special committee on education that you are redrafting the Education Act. It has taken over 11 years to follow up on a recommendation, but I would like to ask if the department in its own view has seen some flaws within the Education Act that required change and whether or not those changes could have been made without boards and agencies participation. The department must have looked at redrafting the act because of difficulties they found. I would like to ask if the intent was just to make some major changes so it does reflect the 1990s view or was it the intention of the department to approach education with a whole new concept? And was the intention to redraft the whole Education Act as opposed to making major or small amendments just to satisfy their own mandate?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Communities Want Involvement In Education

HON. STEPHEN KAKFWI: Mr. Chairman, since the special committee did its work in the early 1980s, the result of it was there were numerous changes made to the legislation that governed education here in the North and it resulted in major revisions to an old act and it was starting to look like patchwork legislation. There were so many changes to it that we need to seriously look at rewriting the whole thing. That by itself warranted us looking at this idea.

The other factor that moved us in this direction was the

The other factor that moved us in this direction was the development of official languages and, of course, the issue of the French language, the rights of Francophones and the impact that the Charter of Rights is having on legislation here in the North. We thought that we should do some work to reflect that so it would make everybody happy. It would be a much more explicit way also of recognizing that in the Dene communities there is a real need to let the communities address how the Dene chiefs will be involved in the responsibility for education at the community, regional or board level. In many of the divisional boards that we set up in the areas where there are Dene/Metis communities there have been leaders who have indicated that they wanted an opportunity to explore ways in which education and the responsibility for education could be tied to and reflect the authority and responsibility that many chiefs feel they have for the education of treaty people. This was another major reason for making the offer that we did.

Another major reason was when we were setting up divisional boards, again in the Mackenzie Valley in the Dene and Metis communities, many of the people said that they did not like the way that the legislation was drafted, how divisional boards are created, how they are run, what kind of responsibility they have and what kind of responsibility level bodies have; and how they do not recognize, for instance, chiefs and councils. This was another reason for our offering to divisional boards that a year after they were created we would start to look at a rewrite of the Education Act, and it has been a year already since we have set up most of the divisional boards. Most of them are aware of the kind of powers and responsibilities that they have and they know what they like about the present arrangement, and I think have a pretty clear idea of what they do not like as well. I think it is a good opportunity to move ahead with the work that we are undertaking.

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

MR. GARGAN: Thank you, Mr. Chairman. I would like to thank the Minister for that information. Mr. Chairman, I would also like to ask, the Minister seems to think that because of the band councils and the treaties there should be some changes reflecting those rights. Is the Department then saying that they recognize that under the treaties, treaty people have a right to education, that we recognize that and we will put that in our act to ensure that those rights are protected under the Education Act, or is the Department saying that under the Indian Act the native people could control their own education, that this would also be recognized, and if that is the direction the treaty people want to go then they have that option? Is that basically what I am hearing you say? Or, again, are you saying that although we recognize that those rights exist, this government's intention is to recognize them but rather to try to implement it in the existing system? Is that pretty well what you are saying?

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

HON. STEPHEN KAKFWI: Mr. Chairman, I know that the majority of Dene and Metis leaders in the Western Arctic are really interested in the idea of looking at different types of government for communities; that is, looking at the relationship or lack of relationship between bodies that the territorial government set up and the chiefs and councils, for instance. I know that some of the communities are interested in running programs and services exclusively for the band members. Many people have questions about the relationship or lack of relationship between things like hamlets, chiefs and councils and education bodies, housing bodies, with the traditional self-governing structures like chiefs and councils for the Dene people. It has been my view that this is the context in which we undertake this work.

I would say that the majority of Dene chiefs and Metis leaders would be very interested in looking at ways in which they could work out arrangements between themselves and the government with regard to who is responsible for education of treaty people, and how chiefs and the government can come to agreement on how these things can be taken care of.

I do not want to take time to talk about how I personally feel about these developments. As the Minister of Education, I am just recognizing that the times they are a-changing and we need to put this kind of proposal before the communities so that they can work out their own arrangements. That is as far as we are going. We are not advocating anything in particular, but we would be very interested to see what communities indicate to us, what it is that they like and do not like about the present arrangements.

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

Relationships With Governments Different In Provinces And In Territories

MR. GARGAN: Thank you, Mr. Chairman. The Minister indicated that there is a lack of relationship between the chiefs and band councils, and this government. The reason why there is a lack of relationship between this government and aboriginal organizations in the aboriginal communities is because they are not recognized as a body that represents a majority of the community. If you were to compare it with southern jurisdictions, Mr. Chairman, the relationship is with federal and native organizations and there is no in-between person, no in-between governments. There are very few programs that the aboriginal people on the reserves control in their areas that are under any provincial control, with the exception that they do have a formula in which the provinces do make contributions to those organizations; cost-sharing arrangements, I believe.

Up here, Mr. Chairman, the relationship is different and that has never been resolved. There is still the view in the communities for people that are status that education is a treaty right; this is their view on it. They also feel that the band councils under the Indian Act have certain controls over programs but that has never been revised. There was an agreement between this government and the federal government with regard to Indian education. I would like to ask the Minister what terms and conditions were agreed to with regard to the education of status people in the North. Was there ever a working arrangement done with regard to that, that was acceptable by the aboriginal people at that time? I think it was in 1969.

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

No Written Agreement In Transfer Of Education Responsibility

HON. STEPHEN KAKFWI: Mr. Chairman, I understand that when the territorial government agreed to be responsible for providing education to all of the residents of the Northwest Territories back in the 1960s, or whenever that agreement was made between the Commissioner of the day and the Minister of Indian Affairs, there was no written agreement, there was no transfer agreement, no agreement entered into. There was an allocation of money that was put into the territorial government budget from the federal government to provide education to all people in the North. There was no specific mention at all of native people. If there was, it was not written down, as far as we know, and we have checked last year or the year before. There is no documentation; there is no transfer agreement at all. Thank you.

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

MR. GARGAN: Mr. Chairman, in light of that, has your department considered any kind of legal implications that might arise because you do not really have any documents to substantiate your transfer or your agreement? It could very well be that if the document does not exist, then the transfer never took place and there is still a question of whether or not this government is legally still responsible for Indian education as the relationships are down South, where the Department of Indian Affairs still provides the education of status people.

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

HON. STEPHEN KAKFWI: I do not know that it would concern the territorial government whether or not we had a questionable legal basis for providing this service. It appears to me that the nature of treaty rights and aboriginal issues is that if the Dene feel that their rights are being infringed upon by our providing the service, they have the option to take some legal action to address it, to assure themselves that nothing is being eroded, undermined or denied to them. The other people that would be concerned about such an implication would be the federal government, since they have the constitutional and treaty obligation to meet.

That would be my own view of it at this time. It has been an ongoing concern by a number of chiefs over the years but nothing specific has been suggested as far as what we are going to do.

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

MR. GARGAN: Mr. Chairman, I believe Mr. Lewis indicated the kind of problems that students up here are having with regard to southern institutions, in which they find out after a month that they are falling a month behind because of their academic levels not being high enough to meet southern standards. I would have to say that as far as the delivery of education to aboriginal people, the government falls short in their responsibility to give the aboriginal people the amount of education required in order to enter southern institutions. There is already the fault that would justify native people in saying that they are not getting the proper amount of money for them to actually bring their levels up high enough so that they get into southern institutions. I know a lot of students in my own community are taking special classes at Akaitcho Hall because of the required level for entry into the regular program here.

Mr. Chairman, the other thing I would like to address is whether the Department of Education has looked at a five year vision for the creation of Nunavut, and what is the department striving toward with regard to an eventual split? I understand that the new residence is open in Iqaluit. I still see a lot of Eastern or High Arctic students here in Akaitcho Hall. Are students from the East or High Arctic given an option to go to school in Inuvik, Iqaluit or Yellowknife? Or is it an arrangement where if you are from the Baffin then you go to Iqaluit and if you are from the High Arctic you go to Inuvik? I do not know if there is a high school in Inuvik in the first place, but I am wondering if those are the kinds of practices that are now implemented. You have to understand that the reason for those questions is that we are in a time of restraint and I think that you have to view that in light of that.

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

HON. STEPHEN KAKFWI: Mr. Chairman, the students from the Baffin are expected to go to schools in their own community or in Iqaluit, whichever provides the programs they want. In Yellowknife we provide the territorial high school primarily for the Kitikmeot and Keewatin. I think there are probably 40 students from the Nunavut area here in Yellowknife that I know of, maybe more. There are students

from Sahtu, Deh Cho, North Slave and South Slave regions as well.

CHAIRMAN (Mr. Pudluk): Mr. Gargan.

MR. GARGAN: The Minister indicated that students from the Baffin do not have to go to Iqaluit. They still have that option of coming to Yellowknife. I think I heard you say that you have left room open to say that students still have that choice to go to Yellowknife or Iqaluit.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. STEPHEN KAKFWI: Iqaluit provides all the different courses, programs at the high school level. Places like Pond Inlet, Pangnirtung, most of the Baffin communities do not provide a wide range of programs that a larger centre like Iqaluit can provide. If the courses you want to take are available in your home town, we advise you to stay home and take the courses there. If there are reasons why you think it is better to go somewhere else and take it, or if the courses are available only in another community, we would support the students to attend the other school.

CHAIRMAN (Mr. Pudluk): Mr. Gargan.

MR. GARGAN: So if the courses are in their own area, then the students are expected to take the courses in those areas. But where the courses are not available, then they would have to come to Yellowknife. Am I correct in assuming that there are courses in Yellowknife that are not available in the Eastern Arctic and students in the West do have that option to take those courses that are not available in Yellowknife in Iqaluit?

MR. SPEAKER: Mr. Minister.

HON. STEPHEN KAKFWI: We would be open to it. There have not been any requests yet.

CHAIRMAN (Mr. Pudluk): Mr. Gargan.

MR. GARGAN: For the interest of my constituents, I would like to know what the courses are in the Western Arctic that might be offered to students from the West.

Future For Territorial High School In Yellowknife

One other problem is with regard to the new board, with regard to the Akaitcho Hall or Sir John Franklin Territorial High School board. What are the plans for that board now? Are there plans to dissolve that board in favour of a district school board so that Yellowknife operates that school and maybe the territorial high school goes somewhere else? What is the plan?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, it is my view that once the regions all have their own high schools, then it will be no longer necessary or desired on the part of the regions to have a secondary board of education for the territorial high school here in Yellowknife, since they would all have their own programs there. But one of the questions is how many students would still come to Yellowknife because of the variety and wider selection of courses and programs that are available in Yellowknife that for many years will not be available in some of the smaller communities and regions.

Having said that, I still believe that Yellowknife has to be assured that at some time or another they are going to have their own high school that they can manage and operate, that increasingly the surrounding communities and regions will have less need to depend solely on Sir John Franklin High

School as their high school; that they will have more high school programs and grades available and even high school facilities available in the regions and communities. So I see it as something that eventually will phase itself out.

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

MR. GARGAN: Mr. Chairman, we have a cap on our own budget with not that much of an increase, and the department is looking at ways of saving money, so that if whatever is offered in Yellowknife is offered in Iqaluit or Inuvik or the Keewatin or Kitikmeot, the one teacher's salary and the benefits that go with it would probably be less than if you sent a bunch of students from those regions to Yellowknife. It must be pretty expensive accommodating students here and providing for them. The Minister made a very good statement yesterday with regard to the civil service and said that it is time they got off the gravy train. I would like to ask the Minister whether or not he is going to tell the students the same thing and tell them it is time they got off the gravy train; they do not have the option of going to Yellowknife whenever they feel that their best bet is go to Yellowknife for an education. He should be telling the students, "Those courses are offered in your region. Take them there."

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

Distance Education

HON. STEPHEN KAKFWI: Mr. Chairman, one of the areas that we have been doing some work on -- it is new and it has been worked on in places like Alberta as well -- is distance education. It is intended to use the electronic gadgets of today, communication systems, to bring the teaching expertise of a specialist, for instance in math, physics, chemistry, or whatever, to small communities through electronic communication systems. This is intended to reduce the cost of trying to provide good experienced teachers for many of the programs that are considered specialties. For instance, there are teachers who focus exclusively on sciences in high school. Not just anybody can come in and teach the math, physics or chemistry courses at high school. I know they are tough subjects, and the smaller the community the more difficult it is to attract specialists and people with that sort of background and expertise.

We are looking at the distance education approach to get around the cost and also to try to find a way to standardize the quality of the courses that are given in the small communities. I think this is something the Member is concerned about.

We also put a lot of faith in the divisional boards that have been set up. There are many good people on those boards, parents and community leaders who are really interested in trying to improve the system -- the interest and involvement of the parents and the community leaders in the education of children, in finding ways to work with the teachers to find better ways to run schools. We have people who are dedicated to introducing new grades, higher grades and new courses that are good quality and well thought out and well delivered courses. I think they are also interested in making sure that they hire -- we do not hire -- the kinds of teachers and people that they want to teach their children and live in their communities.

I think it is going to be cheaper for us to let the communities take this direction of increasing the grade levels in their communities because the parents, we believe, will become more involved and this should result in children feeling more positive about school, about themselves and generally this should result in more children staying in school longer and

more of them succeeding in their schooling. We also think that it is cheaper to go this way than to build large residences and keep adding to Sir John Franklin. We think there are going to be more results for us by providing communities the opportunity to provide it right at home. Thank you.

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

MR. GARGAN: I fully support and agree with the Minister on that, and as the Minister says, you do have physics and those types of specialized courses which take a specialized teacher, and you are not going to attract them into the smaller centres. In other words, you are attracting them to the larger centres and that is exactly what is happening to the students, they are attracted to larger centres. You have a situation where, although eventually those communities will do their own hiring and so on, you still have a problem right now. We are in a recession. Unemployment is high, and people down South are probably looking at opportunities to come North to teach in these small communities in those specialized areas. The Minister should jump at that opportunity right now while we are in that type of a situation.

Hard Line On Where Students Attend School

The Minister never answered my question when I asked him whether or not it is the intention of the department to start taking a hard line on where students should be going to school. You look at the difficulties your department has to go through with regard to the amount of expenditure; you cannot afford to have students making choices as to whether they want to go to school in Yellowknife or Iqaluit. You have to say to them, "Those courses are offered in your area; take them there." The Minister should be doing that because you cannot allow this to go on. I think even students have to accept the fact that the gravy train has stopped a long time ago, about two years ago anyway, and I think it is time that we looked at having the students accept that these are the areas and perhaps it is time you consider your own area. This is where you are born. This is where your culture is. This is where your language is. I think he should take more of an active interest in ensuring that they are within their culture and their own language group. I would hope that the department would look at taking some tougher measures with regard to where students are allowed to go to school, or if they are given those opportunities, I do not think they should be.

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

HON. STEPHEN KAKFWI: Mr. Chairman, the hard line that the Member is advocating, as far as I know, has been in effect all along. Students are not given the option to go anywhere they want in the North to go to school. If, for instance, your community has up to grade nine, you cannot just decide to go somewhere else to take those grades. You stay home and take those grades at home, unless there are some difficulties with your family or your accommodation and there are special circumstances that warrant looking at.

If grade 10 is offered in your own community but they do not offer the kind of courses you want -- for instance, if you want to take advanced education and all they have are general courses, then we would offer to let the student go where these courses are offered and where there is space available. That is the general route we follow. I want to assure the Member that we are not flying people around the North just because students want to go to school at different high schools.

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

MR. GARGAN: Thank you, Mr. Chairman. They have high school students that go to school in Hay River right now; how

is that program working? Is it working or not working? There were some students from Fort Resolution that were actually going to school in Hay River and they stay in a residence of some sort. Has it failed?

The other thing is, I would like to ask the Minister if he could provide me with statistics with regard to the students that are actually going to Sir John Franklin; the statistics on where those students come from.

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

HON. STEPHEN KAKFWI: Mr. Chairman, we can give the Member the statistics on who is attending Sir John Franklin and where the students' home towns are. We can also provide some information on the Fort Resolution students who are staying in a residence in Hay River and are attending school there. My information is that they are doing all right. They are still in school, which has been a problem in previous years in which they were not attending school; they were poor attenders. The people involved, the parents, the community, generally feel very good about this project. I can provide a more detailed briefing for the Members.

Directorate And Administration, Total O and M, Agreed

CHAIRMAN (Mr. Ningark): Thank you. Directorate and administration, total O and M, \$3,180,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Advanced Education, Total O And M

CHAIRMAN (Mr. Ningark): Advanced education, total O and M, \$21,618,000. Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. This post-secondary student financial assistance program was increased to \$921,000 from what number?

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

HON. STEPHEN KAKFWI: The original amount was \$3,986,000. This is what the \$921,000 is added onto.

CHAIRMAN (Mr. Ningark): Mr. Gargan.

MR. GARGAN: Mr. Chairman, did you say this was increased? I did not hear what the numbers were.

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

HON. STEPHEN KAKFWI: Mr. Chairman, the money that we put into the student financial assistance program has been increased by \$921,000 this year. Last year it was \$3,986,000, so the \$921,000 is added to that. That is what we budgeted this year for our student financial assistance.

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

MR. GARGAN: Mr. Chairman, so it would be about four million eight hundred and something dollars for our student financial assistance, then.

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

HON. STEPHEN KAKFWI: I am sorry, I missed the question.

CHAIRMAN (Mr. Ningark): Mr. Gargan.

MR. GARGAN: Mr. Chairman, this year's estimate would be about four million eight hundred and something dollars for student financial assistance. Is that correct? Thank you.

The other thing is with regard to the increase of \$354,000 for the public service, in-service training. When you say in-service training, what kind of training are you actually giving to public services? Why is there an increase of \$354,000 -- from what number last year?

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

HON. STEPHEN KAKFWI: Mr. Chairman, that amount that we budgeted last year for in-service training is \$2,411,000, and the in-service training...

CHAIRMAN (Mr. Ningark): Order please.

HON. STEPHEN KAKFWI: ...people within government and train them specifically to take over certain jobs. They work with somebody within government for a period of one to three years. They have a work plan in place that gets them ready to take over the job that they are targeted to do. This year we are going to try to focus more on getting native people to train for senior management level jobs within the government. That is where we are going to use most of this increased money.

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

MR. GARGAN: Thank you. Is there any difference between the in-service training and the training on the job, or what are the requirements that make them different?

CHAIRMAN (Mr. Ningark): Mr. Minister.

HON. STEPHEN KAKFWI: There is a difference in that the in-service training means in the service of the government. Training on the job is more for the private sector, housing associations, community organizations, corporations and businesses. We assist businesses, corporations and groups to train apprentices and other people on the job.

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

MR. GARGAN: The training on the job has increased by \$500,000 from what number?

CHAIRMAN (Mr. Ningark): Qujannamiik. Mr. Minister.

HON. STEPHEN KAKFWI: The amount last year for training on the job was \$640,000.

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

MR. GARGAN: Mr. Chairman, during the finance meetings a lot of Members had limited themselves to asking questions at that time because they wanted to make their views public and also not to nitpick on the programs. Even after three weeks we still missed several departments. I do not know whether Members get annoyed when one individual asks questions all alone, but education is one area where Members like me to be the critic and I am doing that. It might seem that I am picking on the Minister, but that is not the case. I am just trying to convey as much as possible what, in my opinion, is the interest of the North as well as the people in my constituency and try to improve whatever the agenda of the department is. Thank you, Mr. Chairman.

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

HON. STEPHEN KAKFWI: Thank you. I want to let the

Member know that I have no qualms about his questions at all. I think he is doing a good job.

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

Project Change School

MR. GARGAN: I guess, Mr. Minister – as long as we finish with this department this week? Mr. Chairman, I would like to ask the Minister, on the contribution of \$35,000 "for Project Change School to ensure disadvantaged youth who cannot be reintegrated into the high school system are provided with upgrading and counselling in preparation for employment," who does this upgrading and counselling preparation for employment?

CHAIRMAN (Mr. Ningark): Qujannamiik. Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, this school called Project Change is run by a non-profit Yellowknife-based group which I can provide the Member with more information on. It has been a really successful project and one that I know the staff within Project Change and the people that are overseeing it have worked really hard on. It has grown from something that had very little attention in its initial stages and now it gets good support from the different departments such as Social Services and Education, as well as the federal Canada Manpower, CEIC. We think it is an excellent project because it takes many of the high school students who are at a point where they are just ready to quit, or have actually quit school, and by giving them encouragement and special support they very often do a great job once they are talked into going to the Project Change school. I have had the good fortune to visit there over the last three years and it is really a good experience and wonderful to see.

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

MR. GARGAN: Thank you. There is another task; I do not know whether it is a new task or not: "The department will spend \$30,000 to track clients and measure the results of training, referrals and employment." Presumably this means that the department will now have a little bit of money to track down people that are unemployed and see how they are doing, or track down those people who are employed as a result of the training that they have been given. Is this a survey sort of thing, the \$30,000 will get a person to do a survey and track down all the people that maybe went to school from 1960 to 1980 and track down what they have been doing? What is this? I am not doing too bad myself.

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

HON. STEPHEN KAKFWI: Mr. Chairman, one of the things that we have been doing is we are putting into a computer system all the people in the North who are seeking employment so that we have a record of all those people who are employable, the kind of education and experience they have. It is all on system and this is money that is going to be used to continue this work.

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

MR. GARGAN: We have got about \$30,000 then. I thought the Department of Personnel were the ones that do these information system banks, to look at people that are looking for work and their qualifications and everything else. Are we doing some kind of a double thing here, or what is the case?

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

HON. STEPHEN KAKFWI: This is the only project of its kind that is presently within the government. We are going to be

using it in conjunction with Manpower whenever they need this type of information as well.

Advanced Education, Total O And M, Agreed

CHAIRMAN (Mr. Pudluk): Thank you. Advanced education, total O and M, \$21,618,000. Agreed?

SOME HON. MEMBERS: Agreed.

—Agreed

Schools, Total O And M

CHAIRMAN (Mr. Pudluk): Schools, total O and M, \$112,471,000. Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. Under schools, I believe this is where regional high school programming is budgeted for. There was a proposal sent to the Minister's department from the Chief Jimmy Bruneau School. The Dogrib Divisional Board of Education sent it on behalf of the community requesting for regional high school programming in Chief Jimmy Bruneau School. Has the department responded to the proposal that was sent in and has any work been done to date on what is going to be happening on this request? In other words, can he tell me the status of it, where it stands?

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

HON. STEPHEN KAKFWI: Mr. Chairman, the department has been working with the Dogrib Divisional Board of Education on a proposal that they are going to bring forward to me in the next while. It is going to be basically a proposal to introduce grade 10 this fall and grade 11 and grade 12 in the following years. As long as they think they can deliver the courses and it is supported by the communities and we are assured that it is going to be good quality courses and it does not ask for great amounts of money, we would be quite happy to support the proposals.

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

MR. ZOE: Mr. Chairman, the proposal that was sent to the department is a proposal for the development of a regional high school in Rae-Edzo. But I think the proposal that the Minister is talking about is specifically to add additional grades this coming fall. Am I right?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. STEPHEN KAKFWI: I think they are the same thing; to get a high school and to increase the grade levels in the community.

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

MR. ZOE: My understanding was that it is a full high school right to grade 12. But are you suggesting it is only a couple more grades?

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

HON. STEPHEN KAKFWI: It is my understanding that it is less disruptive to introduce one grade at a time. You cannot introduce grade 10, 11 and 12 with one shot. You would be disrupting the students that are taking their high school right now in places like Sir John. It is very, very difficult to put staff together that can go in and all in one year start to deliver a consistent, good quality, high school program. The way to go is by introducing them gradually and this is the way that I think everybody is intending to go at this time.

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

MR. ZOE: How soon would the divisional board get an answer from the department that it is a go-ahead for the coming school year?

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

HON. STEPHEN KAKFWI: I would say within a month or two.

CHAIRMAN (Mr. Pudluk): Thank you. Schools, total O and M, \$112,471,000. Mr. Pedersen.

MR. PEDERSEN: Thank you, Mr. Chairman. There is an awful lot of money on this one page. I think this is the biggest activity in the government and it includes a lot of different items, including the residence program. Could I ask the Minister, first of all, about the per student costs in the leadership residence program? Is that equivalent to or is it higher than the per student cost in our other residence programs, where we home board? I understand this is essentially a home boarding situation.

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

HON. STEPHEN KAKFWI: Mr. Chairman, I think we would have to ask the Member if we can come back with more specific figures. We cannot work them out right here at the table. We would be prepared to bring them back to the Member tomorrow.

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

Alternative To Building Student Residences

MR. PEDERSEN: Thank you, Mr. Chairman. Yes, that would be fine. Mr. Chairman, in the standing committee on finance's review of the budget, I pointed out to the Minister my concern for the very high cost of building student residences. I pointed out, for instance, that in Iqaluit, and it is not to pick on Iqaluit because it is called that or it is where it is, it has been the biggest consumer of residence dollars over the period. In Iqaluit alone, with the year we are in, the two previous years and the projected two years ahead, which covers pretty well the time span of the construction we are looking at, there has been some \$19 million spent on student residences. That is an awful lot of money to spend on something which essentially is housing.

Mr. Chairman, I suggested to the Minister then that perhaps we should look at, rather than approaching the problem of housing students from only a Department of Education point of view, approach it from a governmental point of view and possibly solve two grave problems with the same dollar. What I suggested to the Minister was that we could possibly build public housing units that were considerably larger than the ones we build now. Instead of building three bedroom houses, possibly build five-bedroom houses and then invite families who were interested in home boarding to apply for those housing units on the condition that there would be availability for two students.

I went into a bit more detail than that, Mr. Chairman. I believe I suggested the same thing to the Government Leader. The Minister of Education did say that he thought it was a good suggestion and would mention it to the Minister of Housing. I wonder, Mr. Chairman, if there has been any progress, even discussion, on that since that time.

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

HON. STEPHEN KAKFWI: Mr. Chairman, I will ask Mr.

Handley to answer that.

CHAIRMAN (Mr. Pudluk): Mr. Handley.

MR. HANDLEY: Mr. Chairman, there has been a meeting of the deputy ministers involved, with the president of the Housing Corporation, to look at this issue. We are continuing to look at it, as well. One of the limiting factors we have, of course, is the additional cost of providing public housing as opposed to student residences, and in the case of high schools, of being able to provide the supervision that is necessary and the kind of facility that will facilitate fairly efficient supervision.

As we are planning for our student hostels, we are building small ones. For example, in Pond Inlet and Fort Simpson we are building duplex units which will be used as hostels for the time being but can be turned into two three-bedroom housing units later on.

In the case of Arctic College student housing, we are looking at building a combination of apartments which can be used by the public or other people if they are not needed for students, along with a combination of apartments and cluster units that could be converted into apartments if necessary.

The larger residence for the high school students we are putting in Iqaluit to replace Ukkivik, which is in bad shape, is one that is a 40-bed design right now and could be turned into Arctic College housing, later on, more easily than it could into public housing. That, in turn, could free up more Arctic College space for use by the public. Thank you.

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

MR. PEDERSEN: Thank you, Mr. Chairman. I appreciate that there has been discussion on that. I hope there will be ongoing discussion. I think when the deputy minister says that this type of housing may not provide the kind of supervision and facilities that a residence would, I would suggest that we discount that statement a fair bit because the best kind of supervision and the best kinds of facilities for any high school student is to live at home, I think, and the vast majority of high school students across Canada do that.

I really do think that we might be able to solve two problems. I know there will be more money needed for housing in order to do that, but what I am suggesting is that some of the large amounts of money that you are spending in your department — instead of doing it departmentally, do it governmentally.

The total cost, Mr. Chairman, of education is becoming quite scary and we really must start looking at it. Very soon we are going to be in a position of not being able to afford it and it is an extremely important part of our government; many would say it is the most important. I am not sure I agree with that. I still feel that if you do not have anything to offer in the form of meaningful employment after you have provided the education, then you have probably just created a greater capacity in the population for unhappiness.

Education And Economic Development Departments Compared

When I was first elected, Mr. Chairman, in my maiden speech to this House I complained about the small percentage that Economic Development had of our budget compared to Education. I compared the two departments as being equally important. Back then Education had 18 per cent of the budget and Economic Development had just over four per cent. Today, out of the budget that we have here, Education now has 21.13 per cent of the total budget and Economic Development has exactly four per cent. That includes the \$10

million that we have put in for the recently created Development Corporation.

I do not know where the costs have got away but certainly student residences cost us an awful lot of money. Another thing that undoubtedly costs an awful lot of money is the cost of teachers. I know that we have more children now and we therefore need more teachers, but I do not think we probably have a higher percentage of students than we had then, and therefore as a percentage of the budget – I am not talking dollars – that has grown tremendously, too.

I do not know if we will ever achieve it, but I do still feel that it is necessary to change the method by which we pay our teaching staff. I have mentioned it many times now that it is the only profession that I know of where we classify the incumbent and we do not classify the job. It just does not seem right to me to see a job advertisement for a teacher and it says in there, "Salary range from \$34,000 to \$64,000." I would much rather see it say that we need a grade three teacher for Hall Beach and the salary range is \$34,000 to \$38,000, as it is for other jobs. If you then want that job you apply for it and that is what that job pays.

The divisional boards of education we have set up, Mr. Chairman, to manage large parts of our budget really do not have a heck of a lot to manage. The only thing they can manage is that interest income that they have been earning; the rest of it is that they have inherited this seemingly unwieldy creature called the Department of Education system that we have given them where, despite what I thought was the political will to upgrade one department – not necessarily downgrade because even in my comments then I did not say Education should be downgraded, but Economic Development should try to catch up to it over a period of years – we have not managed to do that. Yet I think that every single time we have an election campaign the issue is always jobs, economic development and the fact that when the kids grow up there is nothing to offer them.

Mr. Chairman, I will probably discuss this in some more detail on the residences when we get into capital. There were some other things I was going to say, but they have floated out of my head just now. I will stop now and let others in. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. Any comments, Mr. Minister? Schools. Member for Nahendeh.

Selection Of Students For Fort Smith Residence

MR. SIBBESTON: Mr. Chairman, I appreciate that the subject of the residence in Fort Smith has been touched upon. I have some general comments and I think the Minister knows that I have had some concerns about the selection of students who have been admitted to the program. My criticism has been that there are too many students from the Sahtu area and there are too many students from the larger communities of Fort Smith, Hay River and Inuvik. These large centres have high schools already, and I just wondered what was the purpose of the school in admitting students who already come from homes and backgrounds that have a good chance of succeeding, coming from communities where there are already large schools.

I have always thought of such a school as a place where kids who otherwise do not have a chance can go, primarily native kids and primarily kids from small communities who do not have access to good schools and whose parents are not too well off.

Mr. Kakfwi knows my views on this, and I am just wondering, this coming fall when there is another selection made --

maybe the selection will begin in the near future -- if the Minister could state what he intends to do to broaden the base of kids there with a view to really giving kids and students a chance who otherwise really do not have a chance. Will there be an emphasis on this for the fall?

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

HON. STEPHEN KAKFWI: Mr. Chairman, maybe a better way to phrase that might be not to say that there are too many students from the Sahtu and the large centres in this residence, but rather that the Member is concerned that not enough applications were made from some of the regions and small communities in the North. I do not want to leave the impression that some of us do not like too many kids from one region benefiting from a program like this, but rather that we all share the concern that more students from some of the regions like the Deh Cho should apply, and that students from some of the smaller communities should benefit the most from residences like this.

We have to understand that when the pilot project started, it started on really short notice. The staff went to all the communities that had grade nine students who were interested in going on to high school and it is unfortunate, I guess, that we do not see more students from Deh Cho, any at all, in these courses, but in the fall we do plan to offer openings for another group of grade 10 students from across the western part of the Territories to enter this program. I know that the board that is set up to run this residence is working really hard to make sure that we get good quality students, a cross section, from all the different communities and regions in the western part of the Territories. Thank you.

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

MR. SIBBESTON: Mr. Chairman, I just wanted to relate the feelings and findings that I had with respect to parents in Fort Simpson when they heard about that school. Generally there was not very much information about the leadership school and some of the parents said that the teachers were not very enthusiastic about it in the sense that they generally had an attitude that there were not likely to be any students picked from their school. For some reason I think some of the teachers have the view that there was very limited space and the chances of kids from a particular school in Fort Simpson, anyway, were not very great in terms of their being able to go to this school. I think that may have been the reason why there were not any from the Simpson school or from our area at all. I think that parents in the Simpson-Deh Cho area would be interested in having their children go there but do not feel they have a chance at all. The teachers were not very enthusiastic about it, partly because they did not think the students would have much of a chance to make it there, and partly because of the small number that is involved.

This coming spring, summer and fall I wonder if the department could do a better job of making it very clear to all the schools that, indeed, it is an open system, it is not just for a select few, and that if you are an ordinary person in the community, poor, but you have a student that is bright and able, that that student has a reasonable chance of attending. I just see too many children of people living in the large communities who are attending. I do not want to get really specific, but I know that there is an official of Arctic College in Fort Smith who has a child taking part in the program. I really do not think the program should be for an official of Arctic College, just as much as I do not feel that my son should attend, because I have a home and we as parents are raising our children well enough that they have a reasonable chance in the system to complete and go through the school system.

It is not intended for parents like myself or Arctic College

officials. It is for people in the communities whose children otherwise do not have a chance. That is why, I think, that the school was promoted and the Minister was supported and encouraged to start the program, and it is with that idea that the leadership school should be. I really encourage the Minister to make the school accessible to all parts of the western NWT, the new western part of the NWT, and to make it available to small communities, and primarily native students. I do not think it is bad for me to say that. Most of the kids in the school should be native because it is native kids, native students, that do not get through the system. There should be an emphasis on native kids and also an emphasis on children from small communities and very few, if any, from Fort Smith, Hay River, Yellowknife, Inuvik or Norman Wells. Those are my expectations of the school, and I hope that this comes to pass. When we look at the list, when we are all re-elected and look at the list next fall, we can see that the Minister has done a good job and we will commend him for that if he has.

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

HON. STEPHEN KAKFWI: I do not have anything to say.

--Laughter

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

Aboriginal Language Teachers

MR. ERNERK: (Translation) Thank you, Mr. Chairman. I will try and make my question to the Minister of Education very brief. You are already aware that we have a concern within Nunavut. My question is, the aboriginal teachers who teach aboriginal languages for instance, syllabics, will that funding be cut off? Thank you.

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

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

CHAIRMAN (Mr. Zoe): Mr. Handley.

MR. HANDLEY: Mr. Chairman, there is no decrease in the funding available for teachers who are teaching aboriginal languages and cultural programs. In fact, we are optimistic that there is going to be an increase in funding that we get from the federal government as well, for aboriginal languages.

We are also initiating a program for this year for certification of the individuals who are teaching the aboriginal language programs and the cultural programs. I think that will mean a salary increase for the people, plus they will be getting the status of being a full teacher in the school.

Our approach is to provide the funding to the boards for all of the teaching staff in the schools without differentiating who will teach aboriginal languages or science or math or anything else, and then leave the decision to the boards to decide how many of their teachers would become teachers of aboriginal languages and how many would teach other things. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. The reason why I mentioned this to the Minister and his officials is because during the meeting of the Keewatin Divisional Board of Education in January, 1991, in Chesterfield Inlet, there was a real fear that aboriginal or Inuktitut instructors' positions will be cut from the department's teaching positions. So let me just

get this from the Minister. I will take Mr. Handley's reply to my question as a commitment that there will be absolutely no cut in Inuktitut teaching positions in the area of Inuktitut teaching positions.

CHAIRMAN (Mr. Zoe): Any comments, Mr. Minister? My understanding was there will be no additional cuts in funding. Mr. Minister.

HON. STEPHEN KAKFWI: There is no intention to cut funding to the boards. The boards are the ones that decide on the positions that they fill and they fund.

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

Special Needs Teachers

MR. ERNERK: The other comment, Mr. Chairman, that I would like to comment on is in the area of special needs teachers. Whenever I go to the communities of Repulse Bay, Chesterfield Inlet, Coral Harbour, even in Rankin Inlet, a need to put emphasis on the issue of special needs teachers is always mentioned by the people at the community level, and that we are lacking teaching positions; we are lacking teachers. When it comes to the area of special needs teachers, keeping in mind this has to be one of the most important aspects of the Department of Education's objectives, I am wondering what the Department of Education has to say about that. Thank you, Mr. Chairman.

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

HON. STEPHEN KAKFWI: Mr. Chairman, the money that we are putting into special needs this year is just to keep up with the increased student enrolment. There is no attempt on our part to top off what we are giving to the schools in the area of special needs. It is still based on the funding level we gave last year. Restraint.

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

MR. GARGAN: Mr. Chairman, I move we report progress.

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

--Carried

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

ITEM 18: REPORT OF COMMITTEE OF THE WHOLE

MR. SPEAKER: I would like to call the House back to order. Item 18, report of committee of the whole. The honourable Member for Rae-Lac la Martre.

MR. ZOE: 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.

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 19, third reading of bills. Item 20, 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. a meeting of the Management and Services Board.

ITEM 20: ORDERS OF THE DAY

Orders of the day for Thursday, February 28th.

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: Just prior to adjourning for the day I just want to draw the attention of Members to recognize the 21st birthday of the Member for Yellowknife North.

---Applause

Point of order, the honourable Member for Kitikmeot West.

MR. PEDERSEN: Mr. Speaker, it should not be permitted to be guilty of any deliberate inexactitudes in this House. I think the Member for Yellowknife North is at least 25.

---Applause

MR. SPEAKER: Well, I stand corrected.

---Laughter

This House stands adjourned until 1:30 p.m., Thursday, February 28th, 1991.

---ADJOURNMENT

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