



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

4th Session

10th Assembly

**HANSARD**  
Official Report  
**DAY 17**

**THURSDAY, FEBRUARY 28, 1985**

**Pages 541 to 582**

Speaker: The Honourable Donald M. Stewart, M.L.A.

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

## Speaker

The Hon. Donald M. Stewart, M.L.A.  
P.O. Box 1877  
Hay River, N.W.T., X0E 0R0  
Office (403) 874-2324  
Home (403) 874-6560  
Office (403) 873-7629 (Yellowknife)  
(Hay River)

Angottitauruq, Mr. Michael, M.L.A.  
Gjoa Haven, N.W.T.  
X0E 1J0  
Phone (403) 360-7141 (Hamlet Office)  
(Kitikmeot East)

Appaqaq, Mr. Moses, M.L.A.  
Sanikiluaq, N.W.T.  
X0A 0W0  
Office (819) 266-8860  
Home (819) 266-8931  
(Hudson Bay)

Arlooktoo, Mr. Joe, M.L.A.  
Lake Harbour, N.W.T.  
X0A 0N0  
Phone (819) 939-2363  
(Baffin South)

Ballantyne, Mr. Michael, M.L.A.  
P.O. Box 1091  
Yellowknife, N.W.T.  
X1A 2N8  
Office (403) 873-8093  
Home (403) 873-5232  
(Yellowknife North)

Butters, The Hon. Thomas H., M.L.A.  
P.O. Box 908  
Yellowknife, N.W.T.  
X1A 2N7  
Office (403) 873-7128  
Home (403) 920-4411 (Yellowknife)  
(403) 979-2373 (Inuvik)  
(Inuvik)  
Minister of Finance and Government  
Services

Cournoyee, The Hon. Nellie J., M.L.A.  
P.O. Box 1184  
Inuvik, N.W.T.  
X0E 0T0  
Office (403) 873-7959  
Home (403) 979-2740  
(Nunakput)  
Minister of Renewable Resources and  
Information

Curley, The Hon. Tagak E.C., M.L.A.  
P.O. Box 36  
Rankin Inlet, N.W.T.  
X0C 0G0  
Office (403) 873-7139  
Home (819) 645-2951  
(Aivilik)  
Minister of Economic Development and  
Tourism

Erkloo, Mr. Elijah, M.L.A.  
Pond Inlet, N.W.T.  
X0A 0S0  
Phone (819) 899-8845  
(Foxe Basin)

Gargan, Mr. Samuel, M.L.A.  
P.O. Box 2131  
Yellowknife, N.W.T.  
X1A 2P6  
Office (403) 873-7999  
Home (403) 699-3171  
(Deh Cho)

Lawrence, Mrs. Eliza, M.L.A.  
P.O. Box 2053  
Yellowknife, N.W.T.  
X1A 1W9  
Office (403) 920-8052  
Home (403) 873-2457  
(Tu Nedhe)

MacQuarrie, Mr. Robert, M.L.A.  
P.O. Box 2895  
Yellowknife, N.W.T.  
X1A 2R2  
Office (403) 873-7918  
Home (403) 873-8857  
(Yellowknife Centre)

McCallum, Mr. Arnold, M.L.A.  
P.O. Box 454  
Fort Smith, N.W.T.  
X0E 0P0  
Phone (403) 872-2246  
(Slave River)

McLaughlin, The Hon. Bruce, M.L.A.  
P.O. Box 555  
Pine Point, N.W.T.  
X0E 0W0  
Office (403) 873-7113  
Home (403) 393-2226  
(Pine Point)  
Minister of Health and Social Services

Nerysoo, The Hon. Richard W., M.L.A.  
P.O. Box 1320  
Yellowknife, N.W.T.  
X1A 2L9  
Office (403) 873-7112  
Home (403) 873-5310  
(Mackenzie Delta)  
Government Leader and Minister of Justice  
and Public Services

Paniloo, Mr. Pauloosie, M.L.A.  
Clyde River, N.W.T.  
X0A 0E0  
Phone (819) 924-6220 (Hamlet Office)  
(Baffin Central)

Patterson, The Hon. Dennis G., M.L.A.  
P.O. Box 310  
Frobisher Bay, N.W.T.  
X0A 0H0  
Office (819) 979-5941  
(403) 873-7123  
Home (819) 979-6618  
(Iqaluit)  
Minister of Education

Pedersen, Mr. Red, M.L.A.  
Coppermine, N.W.T.  
X0E 0E0  
Phone (403) 982-5221  
(Kitikmeot West)

Pudluk, Mr. Ludy, M.L.A.  
P.O. Box 22  
Resolute Bay, N.W.T.  
X0A 0V0  
Phone (819) 252-3737  
(High Arctic)

Richard, Mr. Ted, M.L.A.  
P.O. Box 1320  
Yellowknife, N.W.T.  
X1A 2L9  
Office (403) 873-7920  
Home (403) 873-3667  
(Yellowknife South)

Sibbeston, The Hon. Nick G., M.L.A.  
P.O. Box 560  
Fort Simpson, N.W.T.  
X0E 0N0  
Office (403) 873-7658  
Home (403) 695-2565  
(Deh Cho Gah)  
Minister of Local Government

T'Seleie, Mr. John, M.L.A.  
Fort Good Hope, N.W.T.  
X0E 0H0  
Phone (403) 598-2303  
(Sahtu)

Wah-Shee, Mr. James, M.L.A.  
P.O. Box 471  
Yellowknife, N.W.T.  
X1A 2N4  
Office (403) 873-8099  
Home (403) 873-8012  
(Rae-Lac La Martre)  
Deputy Speaker

Wray, The Hon. Gordon, M.L.A.  
Baker Lake, N.W.T.  
X0C 0A0  
Office (403) 873-7962  
Home (819) 793-2700  
(Kivallivik)  
Minister of Public Works

## Officers

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

Law Clerk  
Mr. Joel Fournier  
Yellowknife, N.W.T.

Clerk Assistant (Procedural)  
Mr. Albert J. Canadien  
Yellowknife, N.W.T.

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

Clerk Assistant (Administrative)  
Mr. S. James Mikeli  
Yellowknife, N.W.T.

Sergeant-at-Arms  
S/Sgt. David Williamson  
Yellowknife, N.W.T.

TABLE OF CONTENTS

THURSDAY, FEBRUARY 28, 1985

	<u>PAGE</u>
Prayer	541
Members' Replies	
- Mr. Curley's Reply	541
Ministers' Statements	
- On Point of Privilege	545
Oral Questions	545
Returns	549
Tabling of Documents	549
Notices of Motion	550
Motions	550
Second Reading of Bills	
- Bill 10-85(1) Supplementary Appropriation Act, No. 3, 1984-85	550
Consideration in Committee of the Whole of:	
- Bill 7-85(1) Appropriation Act, 1985-86	
- Department of Education	551
Report of Committee of the Whole of:	
- Bill 7-85(1) Appropriation Act, 1985-86	581
Orders of the Day	582

YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, FEBRUARY 28, 1985

MEMBERS PRESENT

Mr. Angottitauruq, Mr. Arlooktoo, Mr. Ballantyne, Hon. Tom Butters, Hon. Nellie Cournoyea, Hon. Tagak Curley, Mr. Erkloo, Mr. Gargan, Mrs. Lawrence, Mr. MacQuarrie, Mr. McCallum, Hon. Bruce McLaughlin, Hon. Richard Nerysoo, Mr. Paniloo, Hon. Dennis Patterson, Mr. Pedersen, Mr. Pudluk, Mr. Richard, Hon. Nick Sibbeston, Mr. T'Seleie, Mr. Wah-Shee, Hon. Gordon Wray

ITEM 1: PRAYER

---Prayer

DEPUTY SPEAKER (Mr. Wah-Shee): Orders of the day. Item 2, Members' replies. Mr. Pedersen, point of privilege.

Point Of Privilege

MR. PEDERSEN: Thank you, Mr. Speaker. I rise to make a correction in statements that were attributed to me. Mr. Speaker, yesterday, February 27, 1985, edition of the Yellowknifer, in the lead story "Division talks halted", on page A2, a statement that a certain document had its wording changed over the weekend was attributed to me. Mr. Speaker, I wish to correct that. What I stated was that the wording in Tabled Document 23-85(1), a report to this House, was different from the wording in a document attached to this tabled document as appendix A and, in my opinion, altered the meaning of appendix A. Also, Mr. Speaker, I am referred to on the same page as the MLA for Kitikmeot East, I think my colleague next to me might object to that. I believe I am still the representative of Kitikmeot West. Thank you.

---Applause

MR. DEPUTY SPEAKER: Thank you, Mr. Pedersen. Item 2, Members' replies. Mr. Curley.

ITEM 2: MEMBERS' REPLIES

Mr. Curley's Reply

HON. TAGAK CURLEY: (Translation) Thank you, Mr. Speaker. It is going to be mentioned here clearly since we are going to recess for a while, there are going to be a lot of items and concerns that have been arising in this meeting. We have to -- since this is the government of our constituencies, the only one that is set up in the NWT. Mr. Speaker, even if there is a lot of concern, even our relatives in our area -- I would like to speak and I do not want to see so many problems arising. There are times that there are some -- especially in the newspapers, there have been a lot of mistakes in the news and I would like to speak up concerning my constituency. What we have been doing up to now. There are times that I was not involved and I would like to have my time to speak on this. They have to understand exactly what we have been doing, as well as the MLAs.

Since I started as an MLA, since 1979, that was the first time I entered into the House. Especially concerning the NWT government, the Executive Council, before 1979, was not really recognized and we were not set up well. It was not even recognized by the people in our area and

also our relatives did not recognize it then and, also, our friends, Dene community people did not recognize them either. That was why I ran to become an MLA. Also, there were a lot of people who were scared of the Executive Council, especially the people who lived in outpost camps and they were trying to tell them what to do. However, our constituencies never used to listen. Due to that fact, that is why I ran to be an MLA. We are going to have a territorial government that will be based upon white people, Dene people and Inuit people so we have to deal with them when we are making legislation so that is the reason why I was running for my riding and when we were elected and I was really happy to see Dene Members and also the Kabloona Members. However, I stated before that I did not want to get into a ministerial position because we did not know what was really happening so that is the reason why I did not say yes when I was being encouraged to become a Minister.

We had to deal with a lot of development. The communities had to have a representative so there were a lot of other Members too who were Kabloona and they used to work together. So we developed a territorial government. It has been developed for many years now -- like the people we saw when we first opened the session. It is not because we are better than them but we are trying to be open to the communities since 1979.

The government in those years was good enough to be called territorial government by all the communities. For that matter, Mr. Speaker, although we have to deal with heavy development -- however, I still have expectations that Nunatsiak people, Dene people and Kabloona people will still face some problems. Even though it is not today, even though it is not tomorrow, we still can be working toward bettering some of the problems. I do not know how the future is going to be, if we are going to make a boundary in the land as brothers and friends, white people and Dene people. I know a lot of Dene people. We will not have to break up if we are going to live in Canada. For that reason, before I left, I wanted to specify my own ideas. Although we are going to be having arguments, this is not going to be the biggest.

I also would like to comment on some of the things that we were dealing with. My friends across from us -- we are not trying to make them look bad but we have to say our concerns today. I am very happy for the fact that we are going to go home for a while so we can talk to our constituents and make them understand. I will be reporting to my constituents of Rankin Inlet, Chesterfield Inlet and Repulse Bay as to how the territorial government has progressed. And also I will report to them as to how hard we work but when we get back to our communities we are going to look for ways to solve these problems of trying to have an agreement. It is a well-known fact that they are going to be supporting us and the people I called in my communities had supported us. They told me that the territorial government cannot break up because the people in the Territories have trust in the territorial government and they like it. And they do not want to see us breaking apart. We can split the land and have a boundary but we should not break up our friendship and our relationships. That is what I wanted to say. (Translation ends)

I would like to go back to when I was elected in the House. I remember making a statement in 1982 when the issue of the ethnology of the proposed government was being dealt with by this House. I know there always have been strong feelings from both sides that if you have a majority composed of one ethnic group of the population of the NWT, you could be seen up here to be an ethnic government. I remember saying that and I can quote from my remarks at that time. I stated in 1982: "As long as I am a Member of this House and involved in this political development, I will not want to see any discrimination against non-native people." I will never let that happen as long as I can.

And I will say again that these principles still hold for me today. There has been some reporting in the press that what is left of the proposed Nunavut territory -- and I am saying this without prejudice to the editor, although I have great concerns with respect to the objectivity of the editor of the only newspaper and publishing company that we have in the NWT as far as the local press is concerned -- that the issue of division if it is not dead, it says, it has been replaced by the movement for an ethnic territory dominated by northern and eastern coastal people.

#### Minority Group In Confederation

I want to appeal to the press really in that regard because I strongly feel that although the case for eastern Members -- I am not speaking for the Constitutional Forum because I am not a Member. But I will say this, the notion of trying to keep one minority group together in Canadian Confederation is in my view an ideal one. As long as they can be grouped together amongst other members of the Canadian population, there is nothing wrong with it in my view.



HON. DENNIS PATTERSON: Hear, hear!

HON. TAGAK CURLEY: I do not see anything wrong with many of the Ukrainian Canadians who have come into Canada to many parts of the west uniting together and building that part of the province where they live and contributing to the well-developed culture of that province. I believe that was the only major reason that the Inuit in the eastern part of the Territories are not prepared, at the moment, at this early stage, to compromise that and that is why the case for trying to remain together, preserve the unity that they have tied together, in recent days has developed to that height in view of the fact that they see in future, maybe in a hundred years, if the division were to take place without that group of people being protected we would maybe eventually be in a similar condition to many of our Indian communities down south.

#### Request For Homeland

I think many of us are not proud of what has happened to many of our friends, of what our Canadian aboriginal people have become in southern Canada. That is why, from my perspective, we are calling -- I am speaking as an Inuit representative, representing many of the predominantly Inuit communities in my riding -- they have joined together no less, I will say that that is the main reason and, therefore, in spite of all the other points that the press has made that what is left is the Eastern Arctic people really calling for an Inuit homeland. Again, there is nothing wrong with saying that because many of the documents that have been put forward by the various aboriginal groups that we have, three main ones, have asked for certain homeland. The connotation, I think, is used not in the revolutionary fashion but because these people, the aboriginal people who have lived here have a very strong attachment to the land and to its resources, the non-renewable resources, and the fact that the land brings to them the wealth and in many respects I think, too, a spiritual connection to the land. As a result, they have made reference to that -- not only will there be a homeland in many ways but it will be a home of the many other Canadians.

I know that our document "Building Nunavut" states that any proposed government would be a public form of government, that it would not be only the homeland of the Inuit people and therefore, Mr. Speaker, again, I appeal to the press that the connotation that is being portrayed recently is not correct, that we are not calling for a revolutionary type where we are going to try to exclude and forever discriminate against those others that have built the North and take part. I know the other day when I was involved with the opening of Expo '86 pavilion, there was one group of corporate partners, although they have possibly not had all the respect and acknowledgment given to them, the Hudson's Bay Company, who were proud to take part in this project because they see themselves as one of the original pioneers in developing the North. They did not want to be left out in this exercise, so I was proud to introduce them as one of the original pioneers of the development of the North and they were still interested in trying to keep pace with us.

So, that is the kind of thing I wanted to portray to this Assembly because I feel at the moment there are very strong feelings and I am not attempting at this moment to try and deflect the strong negotiating position that the two sides will eventually have to face -- to try and deflect them from that but what I am saying is, in spite of these complexities, common sense is going to have to prevail. The northern people, the public, should not have to suffer as a result of this Assembly getting into a very complex, even, I think, a perplexing situation today.

#### Common Sense Will Prevail

Compared to some of the points that we normally see down south, which the political parties and the majority governments in the provinces and the federal government get into -- there is normally, at least, patience and expectation from the public that common sense eventually will prevail in the end and we see, in spite of the problems our governments have brought to the Canadian people and to the people of the Northwest Territories, normally we see the cooling-off period eventually prevails and our politicians come to their senses and get back to the reality that we would like them to be at.

Therefore, today, I am speaking because we have to face the reality that we are going to have to bring back to the public, to the constituents that have put us there, that this government is too strong to be divided and that the Members of the Assembly are too strong to be put into an acrimonious and permanent damage to each other and today I am asking Members, each one of you, and I am not saying that I will become one of the best friends of my colleagues from the other side, but I will ask that we continue to have that respect for one another, as individuals.

AN HON. MEMBER: Hear, hear!

AN HON. MEMBER: Agreed.

Objectivity Of The Press

HON. TAGAK CURLEY: Mr. Chairman, there was one area that I really feel strongly about, the objectivity of the press. I know that they are involved, they have the responsibility to report and provide facts and mainly the printed word. Considering the kind of comments and opinions which have appeared in the local press, I am concerned that they also contribute to the confusion and frustration of those that are innocent and expect much from this government. I feel today that the media is contributing to this by, in my view, getting involved in the emotions of this heated, debate and, therefore, in my view, I do think some sense of objective reporting. I believe one way or the other they seem to have taken sides, prejudging some of the matters which are by no means concluded yet.

Mr. Speaker, because I have no appeal at the moment to draw to the attention of the press, I am raising this concern to this process because I believe this government will debate the issue and we will give the democratic process a chance to work the problems out and I believe that they will eventually be sorted out regarding the roles of the two sides and all the disagreements that we have eventually, I think, are going to be placed where they can be manageable. The conclusion is really, I think, far from sight but I am confident that these are going to come to a proper course of direction which then must be.

Mr. Speaker, in my concluding remarks again, I wish to say to the House that a little before I was going to speak to one of my colleagues over there but I was caught off guard when the Speaker proceeded with the orders of the day so I had to walk in quickly but I would like sometime before long to be able to talk a bit not just so much about the boundary concept. As a result, we are going to put forth a proposal in the form of a motion, and again I am saying, there will be ample time for Members to look at the content of the proposed motion. We will be giving notice today and I think that eventually will try and appeal to both sides because the other day it was unfortunate that we were not able to come to an agreement.

Motion Offers Opportunity For Agreement

I think our Leader, again, along with our caucus chairman, the western caucus, must be given compliments for trying to see if the two sides could come to their senses and establish the kind of deal that we would like to start from but we were not able to do that. So, Mr. Speaker, that opportunity is one we are going to offer in the form of a motion, mainly because I think there are fundamental points and principles and concepts that we must now deal with. Mainly because the public as well has been made to believe the case is now only that two sides or one side, particularly those of us from the East might be seen to be calling for an ethnic territory. We would like to be given an opportunity to explain these principles to you. Mr. Speaker, again I say to Members from the other side, although there are a lot of disagreements and I have some of them that concern me, I do not think it will be helpful for me to raise them point by point because these will only contribute to something I think we should not really get involved in too much further and damage our very precious situation today.

(Translation) The people that we represent, I would like them to know that we are going to have a recess, perhaps for 10 days, so we are going to go back to our respective constituencies and this division of Nunavut and these two forums will be working and negotiating. We know that they are going to be going on and so we are going to go back to them when we come back here. So I would like for them to be looking forward to the time we will be back and then we will be in a better position to talk about this. Thank you, Mr. Speaker, and last of all, I mentioned this in my reply, it is not easy, from the beginning to before the session ends before the end of March, I think we are going to have to let the people we represent know that we will depart in good faith. That is all I wanted to say. Thank you.

---Applause

MR. DEPUTY SPEAKER: Item 2, Members' replies. Any further replies? Item 3, Ministers' statements. Mr. Patterson.

ITEM 3: MINISTERS' STATEMENTS

Minister's Statement On Point Of Privilege

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would like to rise on a point of privilege, once again, to object about biased, inaccurate and misleading reporting in local newspapers. On February 27, 1985, Mr. Speaker, it is reported in the Yellowknifer that I had expressed regret over what was said and done in the Legislative Assembly. The reporter chose not to ask me for my views but she instead relied on Mr. MacQuarrie to report what I had felt and said to him. The report suggests that I felt regret over what was said and done in the Legislative Assembly when Ms Cournoyea was appointed to fill a vacancy on the Nunavut Forum. Mr. Speaker, since this comment could be misunderstood, I would like to clarify in this House that if I felt regret I felt regret that Ms Cournoyea's appointment was questioned. I would also like to question the assertion in that report that I told Mr. MacQuarrie I would affirm the tentative agreement on the boundary. I told Mr. MacQuarrie, as I recall, that there would be a meeting of the Nunavut caucus the following weekend at which the tentative boundary agreement would be discussed and that it might be affirmed or it might not, but that I would take direction from my Nunavut colleagues. Finally, Mr. Speaker, I must object once again to an editorial in that same newspaper, February 27 edition, which alleges not only mud slinging but also racist remarks. Who made such racist remarks and what they were is not reported, however, my name appears in the editorial and the implication at least exists that these unspecified racist remarks came from myself. I deny ever having made racist remarks recently and I challenge the News/North, Northern News Services Limited, to specify what those remarks were and where they were made. I have considered making some rude remarks about the News/North, Mr. Speaker, but I will refrain. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you, Mr. Patterson. Item 3, Ministers' statements. Item 4, oral questions. Mrs. Lawrence.

ITEM 4: ORAL QUESTIONS

Question 128-85(1): Middle Management Training

MRS. LAWRENCE: Thank you, Mr. Speaker. I have a question for the Minister responsible for Education. In his comments made the other day when we were dealing with the budget, the Minister mentioned something about training in middle management in his area. My question is how many training positions was he referring to and will he be considering the same kind of training in headquarters in other regions? Mahsi cho.

MR. DEPUTY SPEAKER: Mr. Patterson.

Return To Question 128-85(1): Middle Management Training

HON. DENNIS PATTERSON: Mr. Speaker, I am not quite sure what remarks the honourable Member is referring to. In my opening remarks, introducing the Education estimates the other day, I referred to the establishment of a new public and business administration program in the Eastern Arctic. This would complement the public and business administration program which operated at Thebacha College which primarily serves people from the Member's area. I suggest if further clarification is required, Mr. Speaker, that the Member could ask me more questions when my estimates are presented to this House later today. Thank you.

MR. DEPUTY SPEAKER: Oral questions. Mr. Pudluk.

Question 129-85(1): Reply Re Vehicle For Grise Fiord

MR. PUDLUK: Thank you, Mr. Speaker. I had written Question 65-85(1) on February 12 about the vehicle for Grise Fiord. I wonder when a reply will be given to me. I would like to get a reply before I go back to my constituency.

MR. DEPUTY SPEAKER: Which Minister was this question directed to, Mr. Pudluk?

MR. PUDLUK: Health.

MR. DEPUTY SPEAKER: Mr. McLaughlin.



HON. BRUCE McLAUGHLIN: I am sorry, I am not sure which question the Member is referring to.

MR. DEPUTY SPEAKER: Mr. Pudluk, clarification on your question please.

MR. PUDLUK: Mr. Speaker, it is in this book. He should know.

MR. DEPUTY SPEAKER: Mr. McLaughlin, have you got the question?

Return To Question 129-85(1): Reply Re Vehicle For Grise Fiord

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. With relation to that, I have asked the Minister of Local Government by letter to see if he might replace that vehicle which is operated there by the settlement of Grise Fiord, one year earlier than he had scheduled, and that he replace it using a van. The Minister of Local Government will be getting back to me on that and we will let the Member know before the end of this session. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Oral questions. Mr. Pudluk.

Question 130-85(1): Costs Of People Moving From High Arctic To Northern Quebec

MR. PUDLUK: Thank you, Mr. Speaker. I believe the Minister of Indian Affairs announced some time this month about the people who have been moved to the High Arctic from Northern Quebec. They will be allowed to go back into Northern Quebec if they wish. Is this government going to be involved with the cost or is only the federal government going to be involved? Thank you.

MR. DEPUTY SPEAKER: Mr. Nerysoo.

Return To Question 130-85(1): Costs Of People Moving From High Arctic To Northern Quebec

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. Just to indicate to the honourable Member that we have not had an opportunity to speak to the Minister of Indian and Northern Affairs with regard to his statement and as soon as I do have that opportunity, I will report to him. At the moment we are not involved in paying any of the costs associated with moving people back from the High Arctic to Northern Quebec and there has been no indication of that from this government.

MR. DEPUTY SPEAKER: Oral questions. Mr. Pudluk.

MR. PUDLUK: Thank you, Mr. Speaker. If the Quebecker from High Arctic has to move back down to Quebec, I think I will have to join the West.

---Laughter

Just kidding.

AN HON. MEMBER: Agreed.

AN HON. MEMBER: A separate motion.

---Laughter

Question 131-85(1): Grade Levels In Resolute Bay

MR. PUDLUK: This question is to the Minister of Education. What grade does Resolute have right now? What school grade do they have right now in Resolute Bay?

MR. DEPUTY SPEAKER: Mr. Patterson.

Return To Question 131-85(1): Grade Levels In Resolute Bay

HON. DENNIS PATTERSON: Mr. Speaker, kindergarten to grade nine. Thank you.

MR. DEPUTY SPEAKER: Thank you. Oral questions. Mr. Gargan.

Question 132-85(1): Sale Of NTCL

MR. GARGAN: Thank you, Mr. Speaker. My question is directed to the Government Leader. I would like to ask the Minister to indicate the most up-to-date information on the federal government's sale of NTCL. Also, whether the successful bidder has satisfied the federal government's requirement in getting northern native people involved in the business?

MR. DEPUTY SPEAKER: Mr. Nerysoo.

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. I believe that the question requires a fairly detailed response. I will take it as notice. I can indicate to the Member though that the sale of NTCL has not been concluded to date.

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

Question 133-85(1): Reply To Question On Egg Production, Hay River Reserve

MR. GARGAN: Thank you, Mr. Speaker. I would like to direct my question to the Minister of Economic Development. I asked the question, I believe the first or second day this House opened, and it is with regard to the egg production that was supposed to be happening on the Hay River Reserve. I believe that the Minister indicated that it is really up to the Minister of Agriculture, I believe, that to make a decision on whether the reserve would be getting a quota or not. I would like to ask the Minister if any information has come since.

MR. DEPUTY SPEAKER: Mr. Curley.

Return To Question 133-85(1): Reply To Question On Egg Production, Hay River Reserve

HON. TAGAK CURLEY: Thank you, Mr. Speaker. Yes, I have received a communication from the Minister of Agriculture and his letter, as usual, was really that he had received my inquiry and has asked for his officials, as well as the Canadian Egg Marketing Corporation, to bring the position of the Canadian Egg Marketing Corporation to him. So, I would think that before long I will be getting further communication from the Minister. I will be in Ottawa right after our session next month and I will try, at that time, to have a face-to-face meeting with the Minister. That is the only way that we are going to get some commitment. In the meantime, my department and my officials continue to try to keep the Minister's staff, at least, informed of the urgency of this matter and as soon as I get any indication I will be communicating to Hay River and to the Member from that area. Thank you.

MR. DEPUTY SPEAKER: Item 4, oral questions. Mr. MacQuarrie.

Question 134-85(1): Public Inquiry, Con Mine Accident

MR. MacQUARRIE: Thank you, Mr. Speaker. I have a question for the Minister of Justice and Public Services. The House is aware that the Yellowknife local of the United Steelworkers Union has asked the Minister to hold an inquiry into the cause of a death at Con Mine this past summer, because they felt that the narrow limits which were imposed at the coroner's inquest did not allow relevant facts to come to the surface. I am aware that representatives of the union have been to see the Minister in this respect and I would like to ask the Minister whether he has made a decision yet as to whether the inquiry will be held and when, and more importantly, they are concerned that it be an inquiry that has a very high calibre chairman and that an opportunity be available to all participants to use counsel. Can I hear the Minister's comments on that request please?

MR. DEPUTY SPEAKER: Mr. Nerysoo.

Return To Question 134-85(1): Public Inquiry, Con Mine Accident

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. Just to indicate to the honourable Member that I have had the opportunity to meet with the representatives of the union and that we are speaking presently as to a number of options. I am not prepared at this time to make those public. I believe that I would like the opportunity to speak to the mine manager, employer, to determine what

the best process might be. Of course, I could comment with regard to some of the statements that have been in the press -- that we are not moving on the issue. The reality is that we are. I would rather move with the support of both the employer and the employees in developing any type of process whether it is a public inquiry of any type or an inquiry in general. I do say that we have had some response from the Steelworkers Union, and hopefully we can speak today to the mine and get a response from them on our proposal. And that is the government's proposal, it is not a matter of a proposal from any particular group of individuals in particular.

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

Supplementary To Question 134-85(1): Public Inquiry, Con Mine Accident

MR. MacQUARRIE: So, do I gather then, Mr. Minister, having spoken to the management as you intend to do very soon, you said, that a decision about an inquiry would be made in the very near future then, perhaps by the end of this week?

MR. DEPUTY SPEAKER: Mr. Nerysoo.

Further Return To Question 134-85(1): Public Inquiry, Con Mine Accident

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. I would hope that that decision would be made prior to the conclusion of this particular session and that it would be a process that would develop some results in the interests of both the employee and the employer in developing future direction or direction to the government to ensure that proper legislation or policies are put into place so that such incidents do not occur or, in fact, that we can have a proper process in future, so as not to limit the requirement for documents or information to be made public at any forum.

MR. DEPUTY SPEAKER: Thank you, Mr. Minister. At this time the House would like to recognize the students from Elizabeth Ward School from Fort Providence and, as well, the exchange students from Emile Legault School, Montreal, Quebec.

---Applause

Item 4, oral questions. Mr. Erklou.

Question 135-85(1): Reply To Question On Use Of Old RCMP Building, Pond Inlet

MR. ERKLOO: (Translation) Thank you, Mr. Speaker. I asked this question before to the Government Leader but I am going to ask the same question. I talked about the Pond Inlet women's association trying to get a building for the museum and other purposes. They are trying to get the old police house and it was built in 1942. It is an old building and the police that have been asked have said it was okay but they were told that it has to be moved from the location. Because it is an old building I think it is going to be ruined if they move it. I was wondering if you could negotiate with the police, if they could keep that building there for five years and maybe try and get another building after five years. This is my question. Thank you.

MR. DEPUTY SPEAKER: Mr. Minister.

Return To Question 135-85(1): Reply To Question On Use Of Old RCMP Building, Pond Inlet

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. Certainly, with regard to the particular proposal, I will be prepared to see what I can do in ensuring that the best solution is proposed for the women's group. We are now in the process of working on that particular proposal and as soon as we come to a conclusion I will inform the honourable Member as to the conclusion and provide the necessary information that he requires.

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

Question 136-85(1): Transfer Of Inmate From Drumheller

MR. GARGAN: Mr. Speaker, my question is directed to the Minister of Health and Social Services. I believe I wrote a letter to the Government Leader requesting an inmate from Drumheller to be transferred back to Yellowknife, or else to the South Mackenzie Correctional Institute. In his

letter the Minister said that probably the inmate should be going to the classification committee. Is that a parole board you are talking about? Because I believe in the letter that the inmate wrote to me, he said he was refused parole, even day parole, and he has got two years or less than two years.

MR. DEPUTY SPEAKER: Mr. McLaughlin.

Return To Question 136-85(1): Transfer Of Inmate From Drumheller

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I have asked the Alberta system to see if this prisoner might make application to become a prisoner in the Northwest Territories rather than in Alberta. I have asked specifically that the people in my department contact people in the Alberta system to specifically help this prisoner make the application and then once the application is made they will have to decide whether the prison facilities we have can accommodate him. I do not know what the charge is, why he is in prison in the first place. For example, Mr. Speaker, if he is a very dangerous prisoner then probably we would not have him back in the Northwest Territories. Once he makes application it will be reviewed and I have asked that people in the Alberta system help him make the actual application.

MR. DEPUTY SPEAKER: Item 4, oral questions.

Item 5, written questions. Item 6, returns. Mr. Wray.

ITEM 6: RETURNS

Further Return To Question 114-85(1): Document On Public Housing Needs In Yellowknife

HON. GORDON WRAY: Thank you, Mr. Speaker. I have a return to oral Question 114-85(1), asked by Mr. Richard on February 21st, with regard to the Yellowknife housing authority needs survey. I have the documents, they are very extensive, so I will just provide it to the Member and to the House rather than read through it.

MR. DEPUTY SPEAKER: Item 6, returns.

Item 7, petitions.

Item 8, reports of standing and special committees. Item 9, tabling of documents. Mr. Wray.

ITEM 9: TABLING OF DOCUMENTS

HON. GORDON WRAY: Thank you, Mr. Speaker. I wish to table Tabled Document 33-85(1), Building Nunavut, A Working Document with a Proposal for an Arctic Constitution, Nunavut Constitutional Forum, 1983.

MR. DEPUTY SPEAKER: Tabling of documents. Mr. Paniloo.

MR. PANILOO: (Translation) Thank you, Mr. Speaker. I wish to table Tabled Document 34-85(1), a letter written to me from Pangnirtung Housing Association. I would like to give it to the Minister responsible for Housing and also to the special committee on housing. It is talking about the rent scales and single persons' accommodation. Thank you.

MR. DEPUTY SPEAKER: Item 9, tabling of documents. Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Speaker, I wish to table the following document: Tabled Document 35-85(1), telex dated February 27th, 1985, from the Paulatuk settlement council concerning the WCF and boundary agreement.

MR. DEPUTY SPEAKER: Item 9, tabling of documents. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I am pleased to table the following document: Tabled Document 36-85(1), Preliminary Report by the Task Force on Spousal Assault, February 25, 1985. Thank you.

---Applause



MR. DEPUTY SPEAKER: Item 9, tabling of documents. Item 10, notices of motion. Mr. Curley.

ITEM 10: NOTICES OF MOTION

Notice Of Motion 9-85(1): Constitutional Progress Toward Division Of The Northwest Territories

HON. TAGAK CURLEY: Thank you, Mr. Speaker. With all due respect to the difficult times that we have, here is one for thought. Mr. Speaker, I wish to give notice that on Monday, March 18, I will move, seconded by the honourable Member for Nunakput, that this House endorse the following principles for constitutional progress toward the establishment of Nunavut and the western territory:

- 1) that members of the Western Constitutional Forum and the Nunavut Constitutional Forum should immediately embark upon discussions and negotiations to develop a renewed process acceptable to both the Nunavut and the western caucus for the establishment of Nunavut and the western territory;
- 2) that the Western Constitutional Forum and the Nunavut Constitutional Forum renew discussions on the question of the division of the Northwest Territories and the creation of two new forms of public government for Nunavut and the western territory;
- 3) that this House deliberate upon the outcome of such discussions and negotiations and endorse them once they have been concluded by the Nunavut Constitutional Forum and the Western Constitutional Forum;
- 4) that this House encourage the Nunavut Constitutional Forum and Western Constitutional Forum, through the auspices of the Constitutional Alliance, to seek public acceptability of the agreement reached between them from the residents of the Territories;
- 5) that this House affirm that any decisions made pertaining to the establishment of Nunavut and the western territory be based on recognized forms of public government taking into account the Nunavut proposal "Building Nunavut" and the Denendeh proposal. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Item 10, notices of motion. Mr. Richard.

Notice Of Motion 10-85(1): Report Of The Task Force On Spousal Assault

MR. RICHARD: Thank you, Mr. Speaker. Mr. Speaker, I give notice that on Thursday, March 14, 1985 I will move the following motion: I move that the report of the task force on spousal assault be moved into committee of the whole for discussion as the first item of business on Thursday, March 21, 1985.

MR. DEPUTY SPEAKER: Item 10, notices of motion.

Item 11, notices of motion for first reading of bills. Item 12, motions. Mr. Nerysoo.

ITEM 12: MOTIONS

Motion To Adjourn House Until March 13, 1985, Carried

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. I move, seconded by the honourable Member for Nunakput that at the conclusion of today's sitting, the House shall stand adjourned until 1:00 p.m., Wednesday, March 13.

MR. DEPUTY SPEAKER: Motion to adjourn is not debatable. The motion put forward is in order. All those in favour? Opposed, if any? Abstentions? Motion is carried.

---Carried

Item 12, motions.

Item 13, first reading of bills. Item 14, second reading of bills. Mr. Butters.

ITEM 14: SECOND READING OF BILLS

Second Reading Of Bill 10-85(1): Supplementary Appropriation Act, No. 3, 1984-85

HON. TOM BUTTERS: Mr. Speaker, I move, seconded by the honourable Member for Nunakput, that Bill 10-85(1), An Act Respecting Additional Expenditures for the Public Service for the 1984-85

Financial Year, be read for the second time. The purpose of this bill, Mr. Speaker, is to provide for additional expenditures for the public service for the 1984-85 financial year and to authorize the deletion of obsolete public property from the inventory of specific revolving funds.

MR. DEPUTY SPEAKER: To the principle of the bill. Question has been called. All those in favour? Opposed, if any? Bill 10-85(1) has had second reading.

---Carried

Item 14, second reading of bills. Item 15, consideration in committee of the whole of bills and other matters: Bill 7-85(1), Appropriation Act, 1985-86; Bill 3-85(1), Workers' Compensation Act; and Bill 9-85(1), Loan Authorization Act, No. 1, 1985-86, with Mr. Gargan in the chair.

ITEM 15: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 7-85(1), APPROPRIATION ACT, 1985-86

CHAIRMAN (Mr. Gargan): Before we go for our coffee break, I just wanted to mention for the benefit of the students that did come from Montreal to Fort Providence, I just wanted to try a little bit of my French with them and I guess a few years ago a person asked me how do you say "cut the grass" in French? And so my reply was "mow the lawn".

---Laughter

We will take a five minute coffee break.

---SHORT RECESS

Department Of Education

The committee will now come back to order. We are on the Department of Education and on general comments on the objectives of the department. I would like to remind the Members to keep their questions to the objectives of the department.

SOME HON. MEMBERS: Hear, hear!

CHAIRMAN (Mr. Gargan): Mr. Minister. Do you agree that the Minister brings in his witnesses?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Thank you. Before we go into general comments, the Chair would like to recognize the former Member of this House, Abe Ookpik, in the gallery.

---Applause

For the record, Mr. Minister, would you introduce your witnesses?

HON. DENNIS PATTERSON: Mr. Ed Duggan and Mr. Ken Lovely, assistant deputy ministers. Thank you.

CHAIRMAN (Mr. Gargan): That is with two "g's" right? Thank you, Mr. Minister. General comments. Mr. T'Seleie.

MR. T'SELEIE: Thank you, Mr. Chairman. I want to just say a few things about education. I do not believe that there is anyone really in the North that would deny the importance of education and I do not know of anyone that does but I think that today the situation with education has changed since the time that I, myself, went to school. I notice quite a few changes and I have my own ideas about why today there is a very high drop-out rate. As I think back on my own schooling, one of the reasons that I felt keen on school was because I felt that I had good teachers, teachers that were concerned about my learning and at least in small communities today I do not see that in all cases that is the situation. What happens today in small communities is that there is usually more than one teacher. Back quite a few years ago there used to be only one or two in a small

community and back then there were very few outsiders in a community and therefore they had to mix quite a bit more with local people. Today that situation has changed a little bit and you might find 20 or 30 people, the RCMP, the teachers, the Bay, the nurses and I see them not really mingling with local people and trying to understand their ways as much as they used to and I think that that has an effect on the students in the schools today.

I really see that as the reason why the quality of education is suffering and just to point out part of the problem, I know the Department of Education has a special kind of tutoring program where local people could, I guess if they chose, could decide to be paid to tutor slow learners and I wonder why should that situation be. I think that the teachers, at least when I went to school, stayed after hours if you were a slow learner. You were made to stay after hours and made to learn what you had to learn. Those are my general comments. I will have some more detailed questions later.

CHAIRMAN (Mr. Gargan): Thank you, Mr. T'Seleie. Mr. Minister, would you like to respond to the comment?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I recognize those concerns. We are trying to address them. Thank you.

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

#### Education And Lifestyle Today

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. I am also quite concerned about the drop-out rate in the Territories and in my constituency and I would like to try and express my concern and try and put out my belief about why there are so many drop-outs in small communities. I am pretty sure it is already on paper, but I would just like to put out my opinion now. When I first started going to school, I started pretty late, at eight years of age and I knew enough already about my surroundings before I went to school and I did not speak any English at all at that time. At that time I was raised in an igloo and we were living off the land and I guess, to go back to that and to the present, it is quite understandable that there are some reasons why some students drop out, mainly the boys I guess these days. Well, having a meeting with the education society and a public meeting with the education society, some of us who spoke English were concerned about the students dropping out at an early age. There are some times we even exchanged some words with the older people. We know the older people are always quite right in what they say but then with this changing lifestyle I do not think they could keep up with that. Well, today, the main thing to put bread on the table is to have a good education.

It used to be too, when you were a good hunter, you could put some food on the table or into the igloo or into wherever you were living or for your family. But I believe today that education is the only thing, but the older people who never went to school do not seem to understand the changes that are coming about today and we sometimes try to express our feelings or our thoughts for the future but then again the people that speak English or who have gone to school seem to be always put down by the older people.

But I guess most of all, in my constituency, we have some students that drop out and when they drop out they do not do any hunting or try to look for work as in a small community you cannot really find work. Then again, there are some students that reach up to grade 9 who have to go to Yellowknife. In one instance I came in with some students from my home town to Yellowknife just about two days or three days after I got here and one of the students did not last a week. What I heard about that was that the student kept calling home and finally the parents told her, "You must go home. You cannot keep phoning us every day." That is not a very good excuse, I do not think. That means the parents in some way are even pushing their kids not to go to school. That is what I believe. When we used to go to school, we could not even go home for Christmas. We stayed away from home for approximately eight months. But today the students are very free and that is also one of the reasons why I think some of them are slow learners.

#### Concerns Of Parents

At the same time the people in my constituency are quite concerned with their kids being in Yellowknife, being so free, from hearing what people have seen them doing. That, also, I believe, is keeping some of the parents from sending their kids to school. They know at the same time I



guess, when the students get older, when the school at their home town cannot keep up to their grade any more, they have to go to Yellowknife to get higher grades. I think that also involves in some of the parents' minds, the thought that when their kids are old enough, now these days they are free and they could go where they choose to go. For instance, they could go down to the bar if they are old enough on Friday night and Saturday night and that brings worries to their parents, once a person from their home town recognizes them in a bar and reports back to their parents.

I know you cannot keep people from what they want to do. They could do what they want to do but when I was in school, once, if anybody was ever caught drinking they were usually sent home. But the system is changing and it is getting better in one way -- educationwise. But on the other hand, it is not all that satisfactory but what can you do? You just wait for the best or you just wait for better policies and rules. I think what I am really talking about is the concerns that I have with education and I only hope that the young people would try to go to school as long as they can.

#### Requests For Grade 10 In Communities

Then again, the availability of the education also has to be in the settlements where their parents are these days. I guess we have gone a long way. When I went to school there were no schools in my constituency at all. There was one in Cambridge Bay but there was not a school in Gjoa Haven or Pelly Bay or Spence Bay, but now they have from kindergarten to grade nine. I think it is about time now that they should get at least a grade 10 and, at the same time, for many years now, I guess, education authorities in my constituency have been asking for a higher grade so that the kids that need to go to school to get a grade 10 do not have to go out and with that I agree, for one reason. The higher grade they get and the older they get they get a little wiser and then, I guess, if they are a little wiser their parents will still think of them but they would have enough confidence in them to let them begin to go into the world a little more, I guess.

That is my feeling. So I think I am asking if there could be a grade 10 in my constituency in the very near future, on account of what I have said. It may not be too applicable but once you have an idea or concern and you speak to it, it is your own concern and you have deep feelings for it. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Angottitauruq. Mr. Minister, would you like to respond?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think that is a very good assessment of some of the problems that we are having in education, at the community level. Mr. Chairman, I have received some moneys in my budget this year to establish grade 10 programs at the community level. Not in any great number of communities, perhaps not more than two or three, depending on what is required in the way of housing and teaching positions. The amount allocated is \$485,000.

Mr. Chairman, I have just asked every regional superintendent to give me an assessment of which communities in their region could make the best use of a grade 10 program, having regard to attendance, the quality of education offered at the grade nine level, and community support, and other criteria. I expect that well before the next school year I will be able to let this House know where these new programs will be implemented and I will certainly be paying attention to the Kitikmeot Region. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Mr. T'Seleie.

MR. T'SELEIE: Thank you, Mr. Chairman. I would like to ask the Minister whether or not the department receives any moneys from Ottawa for Dene or Inuit education.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, not in the way of direct grants. No. We receive money for education of all northern students from the federal government, but to my knowledge none is specifically earmarked for native students. Thank you.

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



### Teaching Of Lifestyle And Culture

MR. ANGOTTITAUROUQ: Thank you, Mr. Chairman. I guess I will try to express another concern regarding culture. This has been a concern too in my constituency and I also believe that it is a concern of all the native territory, across the Territories. From viewing for so many -- not so many -- years now, and hearing the concerns of people, I have been thinking for some years since I started knowing that things were changing and it has finally made me think and to try and to find the best solution that the schools in the Northwest Territories may get grants for teaching of the lifestyle and culture but I firmly believe that there is a mistake toward that. Why I seem to believe this is that I know from the day I could remember I was brought up in a different way and now today I am trying to live a different way. What I believe is, they may teach about culture but as the years go by, as the instructors change and their ages change, the true fact of their culture is not going to be taught the way it was. Because what I was taught about culture, I have left at least about 75 per cent of it behind me. That is a very short time I have been in the North or in the world, you could say. What I am afraid of is, in 30 to 50 years from now, if the grants are put to education or schools to teach about culture -- I guess part of it to my belief -- one of those instructors that is trying to teach about the culture may have in mind about spacecraft. Because that is what I believe -- there is going to be some great change that it will not be exactly true.

What I believe in is that the teaching materials are not too readily available. There may be some books in the museums and libraries about culture but walking through my home community school, I do not think I have seen too many of the right kind of books about culture. When I see them it looks to me that too much and not enough is always put there. To me, looking at these books these days about culture it is as if you are baking a pie and you put four different kinds of filling into it and you cannot choose and you cannot say "This is a good pie." And that is what I think of those books that they have in the classrooms these days.

At the same time the culture instructors do not have any proper books to go by. For example, if I went to school and if I am interested in the history and the explorers like, maybe Franklin, you know, it is lost, he is gone and nobody has the true story of him. That is the same thing I believe that is going to happen about the native culture in the North if nobody updates everything about the culture today. If I want to read or if I am interested, when I am in school, about Marco Polo, my teacher may know a little bit about it. But the teacher has to grab a book that he has written that has been passed down so many years and he grabs that book and if he teaches me about it, I would not get every detail of it unless I have that book in my hand and read it. That is what I believe in about the culture today.

### Funding To Update Cultural Resources

So I guess, what I am trying to say is that I am hoping that more funding should be allocated to try and start collecting and updating the books about culture. I, personally, would have a real good argument about what I have said, that regarding the books about culture they have written a few years back, there is always a little too much of this and there is always a little too much of that. I believe that the people who write these books may have one language, they may have two, but our interpreters these days are much better than the interpreters in the 1930s or 1920s. So for that reason I guess it is simply to say the books about history and lifestyle have a lot of valuable information missing from them. Some of them are even hard to believe when you know part of the culture and you are not a stranger to it.

I am asking the Minister, would there be any funding in the very near future? The old people are dying every year and I believe that they are the ones who have the true information in their minds. But at the same time again, with the lifestyle of today, they cannot always sit on a rocking chair and tell the stories to their kids much any more due to many things happening around the settlements and around the home.

That is as far as I could go. I am just wondering if there would be some funding toward culture, to upgrade the whole thing. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I do not want to steal any of Mr. Sibbeston's thunder but there has been a decision made to establish an NWT advisory committee on arts and culture, which will be responsible to Mr. Sibbeston as Minister of Culture, and will

provide, beginning in the coming year, financial contributions to people who wish to research their cultural heritage. I think Mr. Sibbeston could provide more information but this fund under his authority will allow the kind of research work to be done that I think the Member is referring to. At the same time we are very anxious that those kinds of materials can be used in the school program because it is true there is precious little material available on northern history and culture. We will hope to take advantage of the work that will be done by communities in our school program. Thank you.

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

MR. McCALLUM: Thank you, Mr. Chairman. I just have two questions and they relate to the objectives. Under the advanced education the objective is to develop an information system to serve as a basis for employment and training strategies, etc. I wonder if the Minister would comment about any kind of discussions that go on with the Department of Justice and Public Services given that the Leader has indicated he may change some of the responsibilities there. Is there any anticipation that there will be changes in the same way with Education? There are certain functions that are now within Education -- I think in terms of the labour component there, being moved into another area in relation to what the Minister of Justice and Public Services said in reducing or taking on more of the responsibilities for that department. He, I think, specifically was referring to such things as manpower, the safety part, that he now has under his particular department. Is there anything going on between your department and his department in trying to come together?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we are discussing with the Department of Justice and Public Services the possibility of transferring certain responsibilities for labour to the NWT from the federal government. Those discussions are in the preliminary stages but they would involve the transfer of the regulatory function to this government. I do not think it is clear yet to which department but we are determined to initiate negotiations with the federal government and there have been some preliminary discussions with the federal Minister of Labour. Thank you.

CHAIRMAN (Mr. Gargan): Mr. McCallum.

#### Regulation Of Post-Secondary Institutions

MR. McCALLUM: Thank you, Mr. Chairman. Just on another objective and that is dealing with college programs. One of the objectives this year is to develop the policy framework for legislation to formalize the existence of the college system and the later part of that objective is to regulate the operation of private institutions of post-secondary education. I wonder are we talking some other forms of post-secondary education rather than a college system? Just in conjunction with that what is being looked at as regards adult educators? Will that come under this particular piece of legislation as well? I wonder if I could have some comments on that.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, at the moment there is simply a vacuum as far as our government's ability to regulate post-secondary institutions in the Northwest Territories. There is a section that requires Commissioner's approval before degree-granting programs are established but really there is nothing to govern our authority over other post-secondary training institutions. We have jurisdiction over private schools, but not private post-secondary institutions. We just feel that it is time we made sure that any such post-secondary training initiatives are established on the authority of the Education Ministry. So that is what is intended, to fill a vacuum and with a view to regulating standards -- not discouraging new opportunities for training but simply making sure that their quality is controlled. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. I would like to ask the Minister a question under the objectives. There is one paragraph under the administration where it says "develop and implement a plan for special needs students in the Northwest Territories, including planning for central facilities for these students". What do you consider a special needs student?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, these are students with real handicaps which make it impossible for them to take advantage of the regular school programs. These are students with, I would say, severe special needs and marked problems usually of a physical nature; blindness, severe retardation, that sort of thing, it can include severe behavioural problems. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mrs. Lawrence.

Children Who Cannot Adjust To School

MRS. LAWRENCE: Thank you, Mr. Chairman. What kind of plan do you have then for students that have problems in school, not severe behavioural but they just do not want to listen to the teacher and because the teachers do not have time, they cannot be bothered, they do not understand the meaning of the word "encouragement", therefore, the child is let out on to the street and there are so many of our young people floating in the community and into the society not fitting in anywhere. I just feel that there is something that could be done for students with this kind of problem. It is just that the teachers cannot be bothered with it most of the time because, like I said, you know, if a child is acting up in class, well, they just label them, "That is a problem child so we cannot be bothered with it," and away they go. I just do not believe that is the answer. It might be an answer to the teachers in dealing with the student but I still feel that there has to be some kind of a program for these children.

Many times they are never given the time that they need. There might be some serious problem, either in the home or in what is brought to their attention. Maybe they do not understand what is going on. I see some of these students right now in Yellowknife floating in and out of the cafeteria because they just do not have anywhere to go, they cannot even go to school. I feel so sorry for these little students. What kind of life are they going to have later on? Eventually they are going to commit suicide or they will end up in the correctional centre. They need attention and we cannot seem to give it to them now. The attention that they get is only after the fact, after they commit suicide or after they get into the correctional institute and I just feel, right now, it is the time with all the services and all the planning, development programs, that we should have some kind of a program in place for these students that are really needing help. Mahsi cho.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we certainly encourage our teachers to try to counsel those students who are having difficulties adjusting to school and also to work with parents. If teachers are not doing that job, they should be doing it and should be given encouragement to do it. I did mention that we are going to concentrate on teacher evaluation to find out more about how our teachers are doing their jobs in the coming year and, perhaps, identify those who are not performing to the standards expected by their profession and by the department.

Enhanced Special Needs Program

I also mentioned yesterday an enhanced special needs program which, in certain cases, could provide tutoring outside, in addition to what they can get in school, for students who have special problems, including behaviour problems. We also need to develop a better relationship with Social Services and we are working with Social Services on improving the linkages because it is not always clear sometimes when a student can be better helped by a social worker or by a teacher. I am very concerned about the problems the Member has mentioned as well and we cannot afford to lose a single student if possible. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. It is a serious concern, I am sure, amongst a lot of parents when these children are having problems and it just seems that no department can find out any little programs. In some cases, I am not putting the total blame on the teachers, but it is further up. Even the principal should identify this problem and bring it to the attention of the responsible government department, whether it is Social Services or Health or whatever but it never happens it seems and I am very, very concerned about young people committing suicide and I think today with all the programs and everything around the country, we should be able to come up with something. I, for one, am very interested in getting involved in setting up some kind of a program for these young people because there are too many of them floating around in Yellowknife -- even in



the cafeteria and I just want to take them home and say "You stay with me." It is just like no one cares for them and I think eventually these young people will end up committing suicide because no one cares for them. Mahsi cho.

CHAIRMAN (Mr. Gargan): Thank you, Mrs. Lawrence. Mr. Minister.

HON. DENNIS PATTERSON: Well, we do care about them and there is much more, I am sure, that can be done to rescue some of these students that are drifting away really from society. I think that there are a number of ways of tackling the problem, including compulsory attendance, a better teacher recruitment and evaluation, public education so there is more public support, provision of community support through tutors and teacher aides where appropriate, extending grade levels in communities, as Mr. T'Seleie and Mr. Angottitauruq recommended. We will try to tackle that problem, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mrs. Lawrence.

#### Support For Parents

MRS. LAWRENCE: Thank you. I just have one more comment to make. Many times the parents need just as much help and they do not seem to have that kind of support too, so, I am glad to hear you mention public support and I think that public support should go toward parents as well because many times for some parents, if they are not motivated, then it is very hard for them to deal with the problems themselves and especially if they are not educated to handle today's problems that exist. It seems that every time you turn around there is always something new -- new problems to be involved with, whether it is drugs, alcohol, glue, whatever. Mahsi cho.

CHAIRMAN (Mr. Gargan): Thank you, Mrs. Lawrence. Mr. Minister, would you like to respond?

HON. DENNIS PATTERSON: I think Mr. Duggan has a brief comment to add, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Duggan.

MR. DUGGAN: Thank you, Mr. Chairman. I just wanted to add that we are in the process of developing a guidance counselling program that will actually begin down at the grade six level and carry on through the high school grades. In addition to that, we are also developing a program in the area of life skills and personal development which will cover a lot of the, I guess, type of guidance that young people need today in order to cope with the world and with school and eventually when they get out into the world, the work world, as to all sorts of things, everything from budgeting to, sort of, understanding themselves. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Duggan. Mr. T'Seleie.

#### Request For Sahtu Regional High School

MR. T'SELEIE: Thank you, Mr. Chairman. Over the last few months some of the parents in my constituency have been saying that one of the reasons that there is a very high drop-out rate is that they have to send their children to high school in Inuvik and parents feel that there ought to be a regional high school in my region. I just wonder if the department has done anything about this?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, that concern was expressed very clearly at the Inuvik regional conference of local education authorities and Mr. Raymond Yakaleya and others made that point. It was suggested that the old Fort Franklin school might be utilized as a potential high school. We have investigated that building and found that it is a fire trap and just not at all fit for continued use as a school. I have been looking into it and I have also found that most of the drop-outs in that region occur well before the age where students have to attend high school. We are really losing students in the grades six to nine level, well before they even have to leave home, although I acknowledge that the prospect of having to leave home may discourage them or their parents. I think the first step would be to try and implement a grade 10 program, if the numbers warrant it, so that at least they will be able to stay home one other year.



We are also working hard on developing a small high school policy. That work will soon be complete and I will be in a better position when I get the results of that study which has looked at small high schools in other parts of Canada and even in Alaska. I will be in a better position to see how we might establish small high schools in areas, rather than regions in the future. I expect to have that report within a month or so and it may give me some guidance as to how I can tackle the concerns raised in the Great Bear area. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. T'Seleie.

MR. T'SELEIE: I wonder if the Minister could tell me how the decision is made to provide grade 10 in a community.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: That decision is mine, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Mr. T'Seleie.

MR. T'SELEIE: In that case, then, I would recommend that the Minister look into providing grade 10 in the communities of my region.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I have already asked the regional superintendent to recommend on the viability of grade 10 programs in that region. I must caution that we are not going to be able to quickly establish grade 10 in large numbers of communities, but I certainly am aware of the concern in that area. Also, we do encourage local education authorities who are interested in seeing grades extended to communicate that support to the superintendent of education. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Mr. Pedersen.

#### Recognition Of Qualifications

MR. PEDERSEN: Thank you, Mr. Chairman. The comments that Mrs. Lawrence made are comments which concern all of us about the students who are having problems. However, I would like to address some of the problems of the students who are not having any problems, our successful students. I mentioned, when we examined the Department of Personnel budget, the difficulties we have when our hiring policies do not seem to honour the qualifications that our education system gives our students. We must not forget that throughout the school career of a child we encourage them to attend school, to finish school. When they finally finish we have graduation ceremonies, we give out awards and speeches are made and it is generally a very great achievement. After that we seem to dump them. That is it, we have done our job and I applaud the Department of Education for that policy. We certainly should encourage them but I also urge the Minister, as a Member of the Executive Council, to try to formulate an overall governmental policy.

I have mentioned before the native students from my constituency being almost routinely and matter-of-factly channelled into the diploma line rather than the matriculation line. I really think that we should encourage the students to go the other way, to channel them automatically into the matriculation line and then if they cannot handle that and do not wish to, then let us bring them to the diploma line. We have had some things happen lately, I am sure they have happened before, too, but they have come to my attention and I will mention them to illustrate the problem. Some of them have been dealt with already.

In the regional headquarters of our region in Cambridge Bay, we had an instance where training positions were advertised. The educational requirement for these training positions was a successful completion of grade 12. A number of the applicants for these positions did have their grade 12 certificates but were still required, even though they had these, to take a TABE test in order to prove that they qualified. And many of us felt that this made rather a mockery of our education system. We encourage children all the way through to take it and after they take it we tell them it really is not worth the paper it is written on.

I have spoken to the Minister about that and I believe it has been corrected satisfactorily. But I still want to mention it publicly to illustrate the difficulties that some of us can have when we try to encourage children to carry on, when they turn around and tell me "Well, that's all very well, why should I carry on? When I get my diploma -- my brother or sister whoever it may be, last month applied for something and it was not good enough even though he already had this." So I think there is an attitudinal problem in certain government departments, maybe within Personnel, I am not sure. I have seen correspondence where an applicant was referred to as having "only" a grade 12 diploma, as opposed to a matriculation, "only this". We try to encourage the children to go through to grade 12, we should not then be guilty of saying that they "only have that". We should be glad they have it and not question it.

So, Mr. Chairman, I think this is the International Year of the Youth and I think it might be a good time to rededicate our total system to encourage our youth not only to attend school and complete their education and take whichever diploma they are capable of taking, but also after they finish it as a government we should recognize their achievements in our hiring practices and in other practices. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pedersen. Mr. Minister, would you like to comment?

Better Career Counselling

HON. DENNIS PATTERSON: Yes, Mr. Chairman. I think I can agree with everything the honourable Member has said. I was distressed about the situation that he brought to my attention and we have since taken steps in co-operation with Personnel to emphasize the points made by the honourable Member. One thing that has come out of it is my desire to review the diploma program itself. In looking at the credit requirements for the high school diploma which is now under review in connection with the Alberta secondary program review, my opinion is that we leave far too much choice to students and a diploma can be obtained in our high schools which will not very well suit a student for the kind of employment, perhaps in the public service, that they may wish to take. I am determined now to ensure that students are given better career counselling so that if they have a goal of public service it will be ensured even if they are to take a diploma rather than matriculation level that they obtain the necessary math and English, for example, that might be required.

I also agree with the Member that we should encourage students to fulfil their highest potential, and it distresses me that there are so few students from Kitikmeot Region who are in the matriculation stream. I think they are likely capable of doing more and I am going to scrutinize our counselling procedures to ensure that students are encouraged to aim for high levels of education at the high school level and beyond. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Does the committee agree we go into the details of the department?

SOME HON. MEMBERS: Agreed.

Administration, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Administration. Total O and M, \$9,096,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total O And M

CHAIRMAN (Mr. Gargan): Schools. Total O and M. Mr. McCallum.

MR. McCALLUM: Mr. Chairman, I just have one question and it is to deal with schools. It is a concern that I have that there is an apparent move by the federal government to recognize measurements both in metric and imperial. That may be a problem, or not a problem to a great number of people, that decision of the federal government to allow both. But I think it could present a problem within our schools if now our school and education process is going to revert back, as it were. I think that we have developed a group of people who know nothing else but

metric. There are those of us, of course, who have some knowledge of it but I referred the Minister to the confusion that existed when we were talking about the special committee on housing getting materials both in the plans and the actual building materials where the things would not jibe. I think it is a concern and it has been expressed to me as such. It is a concern of mine, because the federal government is going to allow this, wishy-washy, instead of one or the other. It will present some kind of a problem to our school children. Because as I say, we have a whole group of students who know nothing about the imperial or very little. They have been brought up and taught in a metric system.

MR. MacQUARRIE: Hear, hear!

MR. McCALLUM: And I am not going to debate which is the better...

MR. MacQUARRIE: Or less.

MR. McCALLUM: But I just have a concern that given this bit of news as it were, of a policy of the federal government, that there may now be within our education system a permissiveness to allow teaching in both. I just would wonder if the Minister would comment on that. I do not think it would be proper to go back to the imperial since most of our children know the metric, even though a lot of things in our world are still using imperial. I do not suggest that we are going to have to but I just wonder if there are any plans to follow along with the federal scheme.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Putting aside my own strong personal views on the subject, I will say clearly to the honourable Member the Department of Education has no plans whatsoever to go back to teaching the imperial system.

MR. MacQUARRIE: Hear, hear!

HON. DENNIS PATTERSON: As I said I am putting aside my own personal views which happen to be quite, quite different from the department's position. But the federal government decision, as I understand it, gives merchants a choice but does not abandon the decision for Canada to go metric and we are not going to confuse our students by starting to teach imperial again. I am informed we even have on occasion chided the CBC and other organizations dealing with the public who are clinging to the imperial system because our students have now learned metric and they will continue to learn metric only under our present plans. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Schools. Total O and M. Mr. MacQuarrie.

#### Teacher Evaluation

MR. MacQUARRIE: Thank you, Mr. Chairman. I notice that one of the objectives -- I guess maybe it should have come under administration but I think it applies to schools because it talks about developing standard procedures and regulations for teacher evaluation. I would like to know a little bit more about what is intended there. I certainly agree that it is a very important thing. I sometimes hear Ministers or others commenting about if not the competence of teachers, of other public servants and I think that part of the problem may be that the way we have handled evaluation in the past is not adequate. There is always an opportunity during a probationary period to do effective evaluation. I fear that in the past it has not been done adequately and then you have a problem that we have to live with later on. So, I am pleased to see that some apparently very, very concrete steps are being taken to develop a good teacher evaluation program. I would like to know more about it. What is planned in this respect?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we believe it is in the interest of both teachers themselves and the general public that there be enhanced evaluation procedures. I would like to ask Mr. Duggan to briefly describe the new approach we will be taking.

CHAIRMAN (Mr. Gargan): Mr. Duggan.



MR. DUGGAN: Thank you, Mr. Chairman. Actually we have had a meeting of superintendents and they have made a number of recommendations as to how the whole system can be improved and standardized. These recommendations have been circulated again and we have had input from the superintendents and others in the field concerning this process. We are now trying to put together a model for the supervision of program delivery and teacher evaluation. In the past it has been felt generally that the reason that this has not been done as well as it might be is that it has been left solely to the superintendent, to carry it out and as we know, superintendents only make one or two visits to the school during the year. This is all that they are able to accomplish. This way, really, there is not a good deal of ongoing supervision taking place. So what we would like to do is make the principal a primary agent in this whole process. We would have him keep close track of program delivery and try and improve that whole process on an ongoing, regular basis. This is not happening in all schools at the present time and when the superintendent comes around he will confer with the principal to find out how this is taking place and he will do the actual summative appraisal of what is happening in the classroom. However, this ongoing process by the principal will ensure on almost a day-to-day basis that it is happening.

We also are recommending as part of this whole process that both principals and superintendents are given training in this area so that they know very well what to look for. We are also recommending that they be certified before they become principals and superintendents. Finally, that they have the resources that will allow them to carry out this process. This means that the principal will have time to do a proper job, even in a small school. That is basically the process, without going into a lot of detail. Thank you, Mr. Chairman.

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

MR. MacQUARRIE: Yes, when you said that it had not been happening as much as it should, with respect to principals and schools, I felt that it was probably the case and was going to ask why it was not. But I gather you are saying in some cases they did not have time and in other cases maybe felt that they did not have the training necessary to do it but those steps are being taken. So you are saying a principal, even at a small school, would be able to get time off if it meant bringing somebody into the school to look after things for a while. So that is without question he would have the time to do this.

CHAIRMAN (Mr. Gargan): Mr. Duggan.

MR. DUGGAN: Yes, there is a certain amount of time allocated to principals at the present time for administrative and supervisory duties. However, if they are going to become the prime agent in this whole process, they will have to perhaps have more time and we will be recommending that this happen and that resources be provided to allow for it.

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

MR. MacQUARRIE: Yes, even if there was more time, but it was kept under one category, "administrative and supervisory", I can tell you what would happen during that time. It will be spent on administrative duties, they are neater and you can show concrete results and you do not get into, perhaps, tense situations or difficult situations. I would recommend that there be clearly a supervisory duty not lumped in with the other, that it is very clear to principals that that is the job.

Could it be that another problem is -- I have forgotten the technical terms, but there are two kinds of evaluation. One is formative -- summative, formative, yes. The formative type is simply to try to help people to -- that is, if the principal were doing that, going into classrooms and seeing what weaknesses a teacher might have and offer encouragement and advice to help strengthen it and simply make notes on what the problems seem to be. If they are serious, then refer the matter to someone else who does a summative evaluation which is more judgmental, I guess, than the other. So is there some thought in all of this that a principal would have more of one kind than the other?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, the principals will mainly be responsible for the formative approach since they have a collegial relationship with the teachers. They will contribute to the summative, but it will be the summative evaluation that will be the

responsibility of the superintendent. Of course, I am also concerned about evaluating superintendents as well and, also, about evaluation of our programs overall. Thank you, Mr. Chairman.

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

MR. MacQUARRIE: So is there likely to be a new evaluation policy in effect by the fall of this year? Is that the objective?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. Implementation will begin this fall. It will be fully operational by the following year. I want to move as quickly as humanly possible. Thank you.

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

#### Grade 10 Program Objectives

MR. MacQUARRIE: On another matter, under schools. I know that it is a policy of the department and a policy that I approve of to try to extend education in smaller communities, at least to the grade 10 level. But, if I could have some clarification about that, is it intended and will it be possible that students in the smaller communities that are going to take grade 10 could get a full grade 10 program, they could get credits, Alberta credits, in the academic program that would enable them to enter grade 11 in a larger high school somewhere? Or is it intended that there would only be a limited grade 10 program and that any student who took it in the community would necessarily be deficient in credits on going to a regional high school?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, it may not be possible, it will not be possible to offer the full range of grade 10 courses that one can get at a large school like Sir John Franklin, but the minimum credits required for matriculation program, if that is what is desired by that community, will be available. We are not talking about what I believe some years ago was called the community grade 10 program and was a terminal program. We are talking about being able to move from grade 10 to grade 11. We have some successful models already in place where that has happened with good success. Pangnirtung is one community which presently has 24 students and has a good record of graduating students who went on with the grade 11 program directly. Thank you.

CHAIRMAN (Mr. Gargan): Mr. MacQuarrie.

MR. MacQUARRIE: Thank you. My last point, and that is just to say that I am very pleased to hear the response and I have always been confident that that could be done at the grade 10 level, offering a full matriculation program. The one area where I was sometimes worried that perhaps you could not offer quite as good an academic program would be maybe in the area of science but mathematics, social studies and English and so on, there is no reason why in a small community you could not be offering a good academic program. So, I am very pleased to hear that that is the objective and that where possible it will be done.

CHAIRMAN (Mr. Gargan): Mr. Minister.

#### Exceptions To Taking Grade 10 In Community

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think we will be requiring local education authorities to agree that where grade 10 is established, the students in that community will take grade 10 in that community and, indeed, will have no choice. However, where a student requires a program like physics to meet their career aspirations, of course, exceptions would be justifiable and would be made. They would have to attend a larger high school in the region, or in the Territories. Thank you.

CHAIRMAN (Mr. Gargan): Mr. MacQuarrie.

MR. MacQUARRIE: Which leads me to another point. I thought that was going to be my last one, but it did occur to me the other day when you were talking about funding for special needs, that a group of children who do have special needs are gifted children as well. I suppose what you were saying there is that if there are students in communities who are showing exceptional abilities that they may very well be funded so that they can take advantage of special opportunities.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, special needs includes gifted children, Mr. Chairman. We will try to respond to those needs where identified with these new initiatives. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. I would like to inform the Members that there will be a short meeting of the housing committee in the small board room at four o'clock. So, we will take the usual coffee break now.

---SHORT RECESS

The committee will come to order please. Schools. Total O and M. Mr. T'Seleie.

MR. T'SELEIE: Thank you, Mr. Chairman. I want to ask about business education programs. Is this part of Thebacha College and if it is, is it possible for communities to request these types of programs in business education?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, would this be for adults or school students?

CHAIRMAN (Mr. Gargan): Mr. T'Seleie.

MR. T'SELEIE: I am thinking of adults.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Can I suggest that be discussed under the college program, Mr. Chairman? Or I could answer it now.

CHAIRMAN (Mr. Gargan): Is it all right, Mr. T'Seleie? We are on the main estimates, item for item and we are under schools right now. Total O and M. Mr. Pudluk.

#### Grades In Resolute Bay

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. Today I asked this question as I would like to take it back to the communities which want to have higher education. Some of the communities have grade 10. However, many other communities would like to get this grade 10. Many settlements are requesting this because some students have to go out when they are at a young age. Maybe it will be better if they can go out to these central areas when they are at a little older age. When they have to go to high schools they have difficulties and the parents have difficulties. I would like to know if that is the case in my constituency, if it has gone up to grade nine.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I must say the Member caught me off guard in question period today and I provided the wrong information. Resolute Bay does only go up to grade seven.

Let me simply say it is a high priority to provide grade nine in all communities in the NWT. In the last couple of years I have been working hard to bring every community up to grade nine. We corrected that problem in Arctic Red River and Paulatuk in the last couple of years and I am determined to provide grade nine in Resolute Bay as soon as possible. I would suggest that with the new school going in there that we will have room in the new school. This would be a good time to provide the necessary resources so that a grade nine program can be offered there. I agree that it is a very tender age to have to leave home.



MR. PUDLUK: Thank you, Mr. Chairman. On December 31, 1984, I received a letter in reply to my letter to the principal of Resolute Bay. Mr. Bert Rose, assistant superintendent of schools, Frobisher Bay wrote me a letter. It says, "At present as you are aware Qarmartalik School goes only to grade nine." I am really confused now. You are telling me now, that it goes only to grade seven and this letter told me that it goes to grade nine. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Well, I'm confused now too, Mr. Chairman. When I answered the question today I thought it went to grade nine. I was told subsequently that we only offer grade seven and that is why I just corrected myself. Would the honourable Member give me a few moments to find out the facts? I am sorry that I am not aware of the exact situation there.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Is it all right with the Member if the Minister does provide the information later? Okay, we will go on with schools. Mr. MacQuarrie.

#### Modifications To High School Curriculum

MR. MacQUARRIE: I note that the Alberta high school curriculum is presently under review as a part of the general review. I was aware of that review and I think I recall in the introductory remarks the Minister saying that the Territories itself will sort of do an assessment and if it appears that Alberta education is maybe going in directions that are not totally suitable to the North, that it is possible we will be modifying our own high school curriculum in the North. While that is a good objective and I approve, again, I know that many of my own constituents would be very tense about hearing that prospect because since we do not have post-secondary institutions in the NWT -- or I should not say, none, but not many -- many students have to go south. They have had a confidence in the Alberta curriculum that maybe is not necessarily warranted from the material but because of creditation and that kind of thing, it is valued. So I am sure they would want assurances that as reviews take place, there would be no question at all that this government would ensure that whatever revisions were made, students from the North could always be sure that the grade 12 they got was a grade 12 that would be respected by academic and other institutions in the South. So would the Minister comment on that please?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, certainly the intention is to retain that kind of credit for our territorial high school graduates who may wish to go to Alberta or any other post-secondary institution. If I can give a concrete example, we have already approval from the Ministry of Education in Alberta that a high school credit course in Inuktitut offered in the high school in Frobisher Bay will count for credit toward equivalent of an Alberta matriculation. I am sure the Member's constituents would not object to that sort of a modification of the curriculum. I think what we are talking about is enhancing the curriculum where the Alberta program may not provide for unique needs in the Northwest Territories, but it would certainly not be at the expense of the core Alberta curriculum. Thank you.

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

MR. MacQUARRIE: So, do I understand then that if there is a review there may very well be that kind of enhancement, which again I approve of, and I think my own constituents would approve of too? But, is the Minister saying that, for example, in the area of English 30 that there is not a very great likelihood that we would develop a program that was significantly different from the English 30 that is required in Alberta?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I agree with what the Member has said. There are minimal standards for university entrance and we are well aware of them and they will not be altered. Even when we get our own curriculum, I am certain that -- and that is looking some great distance down the road -- I am certain that programs like English 30 would not change at all in any material respect. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Schools. Mr. T'Seleie.

MR. T'SELEIE: Mr. Chairman, I notice in the standing committee on finance document that under local education authorities the Inuvik district had an increase, the proposed change is \$3000 between last year and this year; Kitikmeot is a \$67,000 increase; the Keewatin is \$199,000 increase. I wonder what is going on in the Keewatin?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Budget Reflects Residence And High School Programs In Keewatin

HON. DENNIS PATTERSON: Mr. Chairman, I think the Member is referring to the establishment of a new residence in the Keewatin which will start to offer high school programs beginning in the coming fiscal year. It has been felt that the Keewatin being the region farthest away from regional high schools should be our next priority for providing local high school facilities. So, the staff and operating and maintenance budgets have been increased in the Keewatin Region to reflect the starting of the operation of the student residence and beginning high school programs in that region. Thank you.

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

MR. ERKLOO: (Translation) Mr. Chairman, I am going to ask this question. Perhaps I will be asking it again later on. Yesterday, I received a call from Igloodik chairman, Joanasi Sarpinak, for the local education authority and from John Illupalik, who is the chairman for the Baffin Region Education Society. There is going to be an addition made to the school, but they would like a totally new school building. I would like to know if he is informed whether maybe the school is not proper, or what is the reason for the request? I would like to know. When they called me, I told them that I wanted to receive a letter. I am expecting the letter when we come back from recess, so I will ask that again. However, according to what was stated they called to the headquarters in Frobisher Bay and I was wondering if you know anything about it. How do you understand this? Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Problems With Mechanical System In Igloodik School

HON. DENNIS PATTERSON: Mr. Chairman, I am aware that they are having serious problems with the mechanical system in the Igloodik school. I also know that a staff person from the Department of Public Works has recently visited that school and taken a good look at it. The capital plan calls for the construction of a school addition, which would be a second storey to the Igloodik school in 1986-87 and we are now looking at designing that addition. The plan might change as a result of this recent assessment by the engineer from Public Works. However, I would be concerned that if we are going to change gears and build a new school instead of a school addition, we will be looking at a delay, perhaps a substantial delay, since we only have in our capital plan moneys for a school addition. A new school would likely require five to 10 times the money we have presently budgeted. We would probably be in a better position to answer the Member once we get this latest report, but I would say we are going to try and make use of the existing facility and get that addition constructed as soon as possible because we know enrolments have increased significantly.

Grades In Resolute Bay

Mr. Chairman, if I may also comment on Resolute Bay. I have now got the information and perhaps it can explain why we were a bit confused here. Officially, Resolute Bay is designated as a school which offers up to grade nine. However, for the last three years, I am told, there have been no students who have actually enrolled in grades eight or nine, so we offer the kindergarten to grade nine program but so far, I am informed, students have not got past grade seven. So, it is a grade nine school but it does not have any grades eight or nine students. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Schools. Mr. Pudluk.

MR. PUDLUK: Mr. Chairman, is he replying to the honourable Member for Foxe Basin or to me?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I replied to the Member for Foxe Basin and I wanted just to give the information about Resolute Bay on the tail end of that reply. Thank you.

CHAIRMAN (Mr. Gargan): Thank you. Schools, total 0 and M. Mr. T'Seleie.

MR. T'SELEIE: Mr. Chairman, in my earlier question, I do not know if the Minister knew what I was referring to. I am referring to the moneys that are allotted for local education authorities under the activity, local education authorities. Could the Minister tell me what this covers, because I have had complaints from some cultural inclusion or language instructors in the schools that their wages were far too low for the amount of work that they put into preparing lessons and I would like to know if this is covered under this? I am concerned that in the Inuvik Region a \$3000 increase over last years budget is a pretty slim increase.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, my officials would just like a few minutes more to examine that question, but one thing I can tell the Member in the meantime is that as far as grants to local education authorities are concerned, they are getting a 20 per cent increase in the grants for what is called, "cultural inclusion". So it would be possible for a 20 per cent increase in salary to be given for local people employed in schools in the Member's constituency. I will just have to take a moment to find out the reason for apparent discrepancies between Keewatin and Inuvik Regions. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We will take a five minute break.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The House will come to order. Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. The explanation for the increase in Keewatin compared to the Inuvik Region is that this fiscal year reflects the addition of two new education societies in that region, in Rankin Inlet and Repulse Bay. So those extra costs are reflected in the budget of that region. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Schools. Total 0 and M, \$56,572,000. Mr. MacQuarrie.

Progress In Implementation Of Divisional Boards

MR. MacQUARRIE: Thank you, Mr. Chairman. Just one question on the implementation of divisional boards. I know that a lot of us look toward that process hopefully and see it as a way of trying to ensure that people in various areas have as much control as possible over their own lives. Yet it seems to have taken a while to get going. The first I believe is the Baffin divisional board. Could you tell me when that is going to be fully implemented, and then is there a plan? Are there others on tap for one years time, two years time -- or you know, are special efforts being made to try to get that under way?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. A great deal of work has been undertaken in recent months to prepare regulations for implementation of the first divisional board in the Baffin Region beginning April 1, 1985. It has taken some time since the amendments were made to the Education Ordinance but partly because, I believe, an extensive community development process is required. There has been a training program under way in that region in the past year and, of course, prior to that local education authorities had to consider and then collectively petition for divisional board status. That took some considerable time.

I was very hopeful that we would simultaneously be able to establish another divisional board in the western part of the Northwest Territories but the progress has not been as rapid. I would say, Mr. Chairman, that the highest degree of interest and support for the divisional board concept has come in what I call the Dogrib region. There has been extensive preparatory work done and recently I have received a letter from the local education authorities in that region asking that they achieve divisional board status. So in the coming year, while I do not think it is feasible to establish a divisional board in the Dogrib area, we will be providing support for training and the necessary groundwork to be laid with a view to aiming at divisional board status the following year in that area. There has also been a strong expression of interest in the Inuvik Region although the local education authorities at their last meeting decided they needed more time to prepare. It



has been discussed at the Deh Cho Regional Council as well, although I have told the Deh Cho Regional Council that I feel that a regional council is not an appropriate body to take over educational programs, that it should be something springing from the local education authorities themselves who, I feel, have a different mandate than local governments. So I am hoping that we will have a divisional board established in the western part of the Northwest Territories -- or on the road to establishment -- by this time next year. Thank you.

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

MR. MacQUARRIE: I am pleased to see that there is a training program to help get them under way. It is evident that despite this government's willingness to establish them that it could very well be that local education authorities themselves just do not feel ready and in that case, it is wise not to rush them. But is there danger that it could be the other way around too, that as you have changing personnel on local education authorities, they are not aware of the potential and simply never see themselves moving in that direction? So is there any additional program that tries to cultivate an interest and a willingness in local education authorities to look at divisional board status down the line as a possibility?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Responsibility Of Local Education Authority Development Officers

HON. DENNIS PATTERSON: Mr. Chairman, that is precisely the responsibility and the conduct that we expect of our local education authority development officers. They are required and encouraged to provide that sort of community development encouragement that the Member speaks of, and I am confident it will bear fruit in time. Thank you.

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

MR. MacQUARRIE: Yes, a last one. Perhaps I should know this but I do not. Are there these local education authority development officers in every region of the Territories?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes. Thank you.

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

MR. GARGAN: Thank you, Mr. Chairman. I would just first of all like to thank the Minister for the new school that is being built and that is completed in Hay River Reserve and also the portable classroom that was built in Fort Providence. I am just wondering, your five year capital plan, it does not designate any capital moneys, but it does say for the current year, \$147,000. Does that mean that it is pretty well open on whichever year that you feel that it could be designated? This is in the five year capital plan booklet I am looking at.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: No, Mr. Chairman. When a future year cost is set out, it is assigned to a specific year. So, if the Member has a question about any particular amount and when it will be spent, I could tell you which year it has been planned for. Thank you.

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

Portable For Adult Education, Fort Providence

MR. GARGAN: Thank you. It says here the current year, \$147,000 for classroom unit. That is all it says. Does that mean that they are going to be building an addition or what is it? Because right now in Fort Providence, Mr. Chairman, we do have an adult education school that is pretty run-down and has been for some years and we have been pretty well taking on other people's second-hand portables. Every time a community does away with a portable classroom, they usually chuck it over to Fort Providence to make use of it over there. I would like to ask the Minister whether he has plans to make an expansion to the portable classroom that was built last year.

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

HON. DENNIS PATTERSON: Yes, I understand now the Member's earlier question, Mr. Chairman. The \$147,000 which is identified in current year is the money that we spent to build the new portable that the Member referred to. That has already been spent. That is in the fiscal year we are in right now. Okay? We do not have any plans at the moment to expand or upgrade those portables.

HON. GORDON WRAY: Yellowknife has got all the money.

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

MR. GARGAN: Mr. Minister, I just wanted to, for the record, express that I do have a concern with regard to the portable classroom that adult education is now working in and whether in future years they might be able to get a better facility than what is now presently there.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I will take note of that concern and it may not be a difficult task to at least upgrade that facility and may I also acknowledge the Member's thanks for the new schools that have been built. I only feel sad that we may not have Mr. Cardinal's mural to put in the new Hay River Reserve school. I think that is a tragedy but I thank the Member for his comments.

Schools, Total O And M, Agreed

CHAIRMAN (Mr. Pudluk): Thank you. Schools, total O and M, \$56,572,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Advanced Education, Total O And M

CHAIRMAN (Mr. Pudluk): Thank you. Page 16.06, advanced education, total O and M, \$10,850,000. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. Under advanced education in training, there was a time when they used to have training on the job. I called it middle management training. They had two positions going in Health at one time and they had two people and one successfully completed. I understand there are similar positions to that in Frobisher Bay but there are about five training positions, or four, whatever, at the senior level. That is the question I was trying to ask you today, Mr. Minister, if there are such training positions at a senior level. I think that is one of the nicest training programs that they have in the department and I was just wondering if there will be such training as this in the other regions.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The Department of Education is responsible for 69 in-service training positions within the Government of the Northwest Territories. But I understand the Member is referring to a new project that was started in the Baffin Region a year ago which by co-operation between regional departments put six promising native persons in an accelerated in-service management training program. That was a kind of experimental program which so far seems to be very successful. I spoke to the Commissioner about it because Personnel is also involved and he informs me that the program looks promising and is being evaluated and it is likely that the model which appears to be successful will be implemented in other regions. But in the meantime we do have other ways of providing in-service training in all parts of the Territories through these 69 positions that are administered through the division of advanced education. Thank you.

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

MR. MACQUARRIE: Thank you, Mr. Chairman. At noon hour today we had a little talk on program performance assessment that our government is planning. In the area of student financial assistance, I know it was hoped that when the Student Financial Assistance Ordinance was changed, I think three years ago I guess it was, that it was hoped that some of the provisions would serve as an incentive to native students to take advantage of post-secondary education opportunities. I

realize that is a pretty short time, but I am just wondering, are there any indications that, in fact, it is working? Do you have statistics on the numbers of native students who are going to post-secondary institutions and has it increased over the past couple of years?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Native Students Attending Post-Secondary Institutions

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I think we are continuing to make significant progress in the number of students and the number of native students who are taking advantage of our student financial assistance program. The latest figures in 1984-85 show a total of 542 students supported for post-secondary education compared with 505 last year and of those 542 students, 119 or approximately 20 per cent, maybe less than 20 per cent are native students. This is approximately double or triple the number that we were dealing with two or three years ago when the regime was changed. It still, of course, is not enough but I am encouraged to see the numbers growing every year. Thank you.

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

MR. MacQUARRIE: Yes, that is a very encouraging statistic. Some time ago there were also changes made to the system of counselling students who leave the Territories for post-secondary education and I remember being concerned that we were not going to have enough counselling support in the South for students who do go out. The statistics you give indicate numbers of students that are embarking on post-secondary education. The question would be next, how many of them are sticking it out and are we finding that native students are finding sufficient support and counselling aid that they are sticking with the programs in the big cities and fulfilling their obligations through the whole year?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I do not have figures on success rates at hand, but I will undertake to provide that information to the Member. I think I can generally say that our success rates are improving but I'd better let the figures speak for themselves. I will provide them to the House by way of a written return. Thank you.

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

MR. McCALLUM: Thank you, Mr. Chairman. Mr. Chairman, I note under this that there is a labour market information system planned in this coming year for human resource planning and under the grants and contributions there is an amount of \$65,000. Is that what that relates to, seeking to assist community councils in seeking employment and training opportunities? Is that the same?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Labour Pool Officers

HON. DENNIS PATTERSON: No, Mr. Chairman. The \$65,000 is for labour pool officers in the Inuvik Region. The object of establishing a labour market information system is just that, an object. We are hoping to identify the funds through the federal Minister of Employment and Immigration. But the funds have not yet been identified. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. McCallum.

MR. McCALLUM: Thank you, Mr. Chairman. Again, here it indicates in our book that there is an increase of 37 per cent in other O and M as a result of the inclusion of funding for a remission and doubtful account allowance. Just on that, I am just wondering what has occurred with the comments of the Auditor General as regards remission. The Auditor General did comment that application forms should be made available as soon as possible. Now, I recognize the government has agreed and the information we have received is that these forms were being processed now and that remission should be on a current basis. That is the system in 1985-86. Have these particular application forms been developed at the present time? The whole question of remission and doubtful account allowance brings into play a number of the comments of the Auditor General regarding eligibility, part-time student regulations regarding that, the loan agreements and the procedures for the collection of loans that are doubtful.



I note that as we were told that there is \$613,000 in this increased O and M that brings the question of course, what per cent of loans to students are written off as uncollectable? But, there were comments made by the Auditor General regarding the subsidiary loan records, the comments of the Auditor General about the procedures for collection of the loans, all of these things. I would just like to get some comment from the Minister as to what has occurred as regards this. If I may, Mr. Chairman, I know I am shown a lot of them here, but they all are related. One of the recommendations said that the regulations should be clarified -- and I am talking about eligibility here -- and revised. The comment from the government was that a legal interpretation of that particular offending clause has been requested. I am wondering what that legal interpretation has been because a further comment from the government is that if further clarification is required, the regulations will be amended. My concern is, have the regulations been amended or are they still being contemplated? If they have been amended, may we know what the new regulations are? Have they been sent out to the various students who apply and/or the boards who give these particular loans?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. On the remission procedures, we have established a system. The forms are in place and students have been informed.

Secondly, the Member asked about percentage of defaults on loans. It is a bit hard to establish a pattern, of course, because this is really the first year that students have had to start paying loans back. I can only tell him that the remission rate and the bad debts combined amount of 58 per cent of our loans. But, of course, the remissions are forgivable loans. If he wishes the bad debt figure, I will provide that later.

The legal interpretation referred to, clarified that a student's residence in the Northwest Territories does not flow from a parent's residence.

Finally, revisions to regulations required by comments of the Auditor General have been given a high priority and I have been informed by the Department of Justice that by April the necessary amendments will be complete. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Advanced education. Total O and M, \$10,850,000. Mr. Richard.

#### Grants Program Compared With Provinces

MR. RICHARD: Thank you, Mr. Chairman. Mr. Chairman, I have a brief question for the Minister with respect to these grants to northern students under the financial assistance program. The basic grant part of the program and the grants for mature students and the scholarships, are there maximums on those particular items and if so, how do those maximums fit in with the programs in southern Canada? In other words, are our students getting -- and I am not talking of the supplementary grant that is available to the native applicants but the other aspects that deal just with tuition and with grants and scholarships. Is our program as generous as the programs offered to southern residents under their provincial program?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, our program is more generous. Thank you.

CHAIRMAN (Mr. Gargan): Thank you very much, Mr. Minister. Mr. Richard.

MR. RICHARD: Thank you, Mr. Chairman. Mr. Minister, are we above all of the provinces or is that a generality? Although I do not have the figures, I had at one point been advised that we were more generous than the provincial programs but we have lagged behind now.

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

HON. DENNIS PATTERSON: Mr. Chairman, I was making a general comment when I said our system was more generous. One of the reasons that our grants to students amount to much more, compared to the provinces, is that we do pay transportation costs which can be significant. And as well we pay living allowances and dependants' allowances which are not offered by provinces. This is in keeping with the federal government's support to native students in southern Canada and amounts to significant support compared to the loans and grants that are usually available in the provinces.

Also, I would say, Mr. Chairman, that we have kept the levels up. There have been increases I think to keep up with the rise in the cost of living. I could give the Member a detailed comparison but generally I am told even by students -- all students, that our level of support compares very favourably with what most provinces offer. And I have not really heard of occasions where students have been unable to exist on the amounts provided to them. They do not necessarily make money but I have never heard of students who have said they just cannot survive on the levels that we pay. I think partly because we pay actual tuition and books costs. They do not have to try to make their grant cover what might be higher costs. We pay actual costs and we pay actual transportation costs. So I think it is a system we can be proud of in the rest of the country and I will provide the Member with a detailed comparison which I am confident will back that up. Thank you.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. Minister. Advanced education. Total O and M, \$10,850,000. Agreed? Mr. Ballantyne.

MR. BALLANTYNE: Thank you, Mr. Chairman. Another recommendation of the Auditor General was that adequate loan records should be established and maintained to provide proper control over loans. And according to the information here, the existing records did not indicate dates of issuance of loans, repayment dates, interest rates, interest due dates and interest and principal repayments. The Office of the Commissioner says that this is now being done. Are you happy with what is happening now? Is that sort of information being compiled?

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

Establishment Of Loan Records

HON. DENNIS PATTERSON: That necessary work has been done although I am not satisfied yet because we are still on a manual system. I have now asked the department to work with Government Services to put the system on a more efficient basis using our mainframe computer. I am also scrutinizing the resources available in the student services area, because I think with the tremendous growth in the number of students, it is time to look at providing more staff resources. I think some of the problems that the Auditor General quite properly identified reflect the fact that our staff has not increased even though the numbers of students have increased considerably. So we will be looking at computerizing and at increased human resources if required. Thank you.

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

MR. BALLANTYNE: I find it quite interesting that actual loans were given but no loan agreements were made, and there is no procedure for collection of loans that have been identified. What has been done to rectify this? It is rather an unusual situation I think to give away money without these procedures being in place.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the ordinance requires that a student complete a consolidated loan agreement before their education is complete. So this is what we have been doing. We have asked students to make a commitment upon receiving their first loan to enter into such a consolidated agreement before they complete school. But we have not made a loan agreement because the ordinance does not contemplate the agreement being made until the education is complete. So that is the explanation. Thank you.

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

MR. BALLANTYNE: The ordinance says that you want these students to enter into consolidated loan agreements at any time before they complete their education. What happens if somebody quits after a year, before you have an agreement? There is no agreement there, and how can you force them to pay?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, to be precise the regulations require that the loan agreement be entered into within six months after ceasing to be a full-time student, either completing their education or terminating. We do get a binding commitment from a student who gets

the first loan to undertake to enter into that agreement. I think the purpose is simply that since they do not have to pay the loans until after they have left school and since we do not know how much the total loan is until after they have left school, it would seem to make sense to have the promise to repay follow the educational period rather than be at the beginning. Then we can also factor in the remission. If that is not an appropriate procedure then the regulations will have to be changed.

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

MR. BALLANTYNE: I think that was the Auditor General's comment that probably the existing procedure is not adequate and that these arrangements should be made as soon as possible and not wait until some time in the future. I think that was the idea of the Auditor General's concern.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Appropriate Forms For Accountability

HON. DENNIS PATTERSON: Mr. Chairman, as I understand, the Auditor General's comments were that we had not, at the time of his scrutiny of the department, prepared the necessary forms for consolidated loan agreements. It was suggested to be a lack of foresight in the administration of the fund which had been operating for about two years. That may be so, although, as I mentioned earlier, we did not have to start collecting loans until three to four years into the new system. We have since developed the appropriate forms and I think that we will be operating in a financially accountable manner from here on. Thank you.

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

MR. BALLANTYNE: Well, I am glad to hear that the system is being streamlined. To go on to the next point, the Auditor General also recommended that the procedures for collection of a loan should be developed as soon as possible and the comment from the Office of the Commissioner was the procedures for collecting loans would be developed prior to April 1st, 1985. How is that process going and will you meet that target date?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. We actually hired a consultant to make sure that work was done and it is on target for our April 1st completion date. In fact, we have already sent letters to students who have been tardy in completing the consolidated loan agreement forms. So, I think we are on top of that situation now. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, just to suggest that these questions are all very valid and should be asked but it is the type of question that I expected would be asked when the public accounts committee meets and it seems to me that time is so short to get through our budget as it is, maybe we should concentrate on the budget before us and do the public accounts committee work when it meets in May or whenever.

HON. TAGAK CURLEY: Hear, hear!

CHAIRMAN (Mr. Gargan): Thank you, Mr. Butters. Mr. Ballantyne.

MR. BALLANTYNE: We are talking about certain things that are very relevant to this particular point and I think if it is the committee's desire to find out now whether or not some of these things are being looked after, I think it is very relevant and makes a lot of sense but we appreciate the suggestions of Mr. Butters.

CHAIRMAN (Mr. Gargan): Mr. Butters.

HON. TOM BUTTERS: I appreciate that the honourable Member appreciates my comments but the departments will be available and prepared to answer not only the public accounts committee but the Auditor General when he appears during that committee's reviews, so I would suggest that time will be most profitably spent to get into the detail of the debates before Members and leave the Auditor General's report to the public accounts committee.



HON. TAGAK CURLEY: Hear, hear!

CHAIRMAN (Mr. Gargan): Thank you, Mr. Butters. We are dealing with advanced education and we are dealing with the total O and M, \$10,850,000. Mr. Ballantyne.

MR. BALLANTYNE: I said I think these questions were important because the last thing I asked, it was going to be developed April 1st, so I think it is important to find out if they are on target rather than waiting until next May or something to find out that they are late. We just want to get some target dates down. Anyhow, if I can go to a more specific question to do with remissions. If some student comes back to the Territories after completing their education and is really, sincerely trying to find work but they are unable to, do we still make them pay back the loan? What responsibility do we have there?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, generally, people who get an education do not have difficulty finding jobs and of course, our government pays special attention to students that we have invested in and we try to employ them and often do. However, on the occasion where students have been unable to find jobs after diligently looking, the ordinance does allow for a period of forgiveness of the obligation to repay -- six months at a time, I believe -- and so we have been able to extend the repayment requirement, hoping that a job will be found. That is how we have treated those up to date. Thank you.

Advanced Education, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Advanced education, total O and M, \$10,850,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

College Programs, Total O And M

CHAIRMAN (Mr. Gargan): Thank you. College programs, total O and M, \$9,009,000. Mr. Ballantyne.

MR. BALLANTYNE: Thank you, Mr. Chairman. I wonder if the Minister can explain what are the ramifications, if any, because of the decrease of one and a half million dollars due to the non-renewal of the Mackenzie Valley training program?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. It is a bit early to tell just now what the ramifications of that are because we have yet to negotiate our training agreements for the coming year with Manpower. However, I think that now that the Norman Wells impact period has been deemed to be over, it is likely that we will not be able to offer the same number and extent of programs in the valley in the coming year that we had offered up to date. But we are not clear on that yet because our negotiations are not complete with CEIC. As I mentioned, we are hoping that the new Minister of Employment and Immigration will recognize some of the tremendous training needs we have in the North and perhaps support can be given in the Inuvik Region to meet anticipated oil industry developments in the Beaufort rather than the Norman Wells area. I am, as I mentioned, hopeful that something enhanced can be developed, particularly in the following year with the Minister's new initiative. Thank you.

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

Lasting Benefits From Mackenzie Valley Training

MR. BALLANTYNE: I wonder if any sort of evaluation was done on the Mackenzie Valley training program? Were the courses offered tailored specifically to that short-term construction of the pipeline and as such have no lasting benefits? Do we, right now, have a lot of trained people with no pipeline to work on?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: I will ask Mr. Lovely to answer that, if I may, Mr. Chairman, thank you.

CHAIRMAN (Mr. Gargan): Mr. Lovely.

MR. LOVELY: Thank you, Mr. Chairman. Many of the programs which were funded through that million and a half dollars were specifically related to oil pipeline work and there are obviously some of those skills which are not going to be able to be put to use on anything other than pipeline work -- downhand welders and those kinds of things, but there were a lot of training programs which were very general in nature and which will help people to get work in a number of different areas. Those are things such as driver training, training for cooks; training in just basic academic upgrading which is going to lead to enhanced employment opportunities. We also delivered some training programs in word processing which should be helpful as well.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Lovely. Mr. Ballantyne.

MR. BALLANTYNE: I have been asking a question of every department that has been involved in the Norman Wells project. I think we really have to do a thorough evaluation of the effectiveness of the programs we had to see if whether or not, in fact, they threw the million and a half to shut us up so we would go along with it. Did it really accomplish something that is of long-term benefit to us? Maybe next time we may approach it differently. Instead of giving us money to develop skills that could only be used in the short term, in projects like this, we might just want our base level in education increased by \$10 million or something like that to give us flexibility. I really get the feeling that in many ways on the Norman Wells pipeline we were bought off. If there is going to be another pipeline in 1995 or whatever, let's hope we are ready for it and we have a strategic plan ready so we can really use any resources that we get from the federal government and/or resource companies.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I certainly think I can agree generally with the Member that the moneys promised and the moneys spent for the Norman Wells training did not provide the kind of long-term dividends that we would hope to have. In the first place, there was initially a commitment of some \$10 million for training and through various complications including difficulties in reaching agreement jointly between two governments and two native organizations, including procedural and administrative complexities and hoops that had to be gone through to access the money, we ended up only spending a fraction of that \$10 million. Probably about three million dollars. So, the process for even accessing the money meant that we only got a third of what was committed. Much of that came quite late in the project, that is in the last couple of years.

#### Lessons Learned For Future Impact Training

I would say I agree that in future the better way of handling it would be to provide to the college system moneys that we could use as we see fit. I am confident that we could work co-operatively with appropriate native organizations to make sure programs were developed that met their needs. The result of all the different program requirements was that in many cases we were required to spend money in specific ways, and had we had control of it we would probably have done things differently and I think more effectively. So that there are some lessons to be learned from that exercise and hopefully we can profit from those when we are faced with another impact of that kind. Thank you.

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

MR. BALLANTYNE: I remember there were many headlines and the federal Minister making great announcements that there were going to be millions pouring in the door. Everybody was getting political credit for these things and in the final result, hardly anything comes. This may be a simplistic example, but for instance, with the Treasury Board submission right now of the Department of Education for base level funding, maybe next time we will say, "Okay, in return for our support for the pipeline we want you to approve that for our whole education system." Maybe we can use that sort of proposal rather than this sort of political nickel-dime approach that was used.

CHAIRMAN (Mr. Gargan): Mr. Minister, would you like to respond?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, it was a very frustrating exercise. Thank you.

---Laughter

Thank you.

College Programs, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you. College programs. Total O and M, \$9,009,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Continuing education. Total O and M, \$3,243,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Student Residences, Total O And M

CHAIRMAN (Mr. Gargan): Student residences. Total O and M, \$5,580,000. Agreed? Mr. Richard.

MR. RICHARD: Thank you, Mr. Chairman. On student residences, page 16.9, there is a reference to a policy approved in July 1984 to provide more flexible access to regional high schools. Perhaps I should have asked for a copy of that policy before today, but could the Minister explain what the policy is regarding students living in a community or region where there is a high school and being permitted or directed, if you will, to attend a high school in another community or region?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the general policy up until last year had been that students would be required to attend the residence in their region. That still is the basic approach. However, the new policy approved has recognized that more flexibility is desirable and I will give some instances.

It was decided, for example, that in the Keewatin Region where the high schools in Frobisher Bay and in Yellowknife are approximately equidistant from the Keewatin, students in that region should for the first time have a choice. Until last year they did not have a choice of which high school to go to. Secondly, we have also recognized that there may be special circumstances where it may be in the students' interest that they attend a high school in a region not their own. For example, we found that there are students from the Inuvik Region whose families work in Yellowknife. Particularly when these are native students, they may benefit from a home environment and an environment where their own culture is present and it would be in the students' interest to make an exception and allow them to attend in Yellowknife. Also, of course, where programs are not available, we will allow an exception as well. This is a process that requires approval of the superintendent of the region the student applies to. These exceptions must be granted by the Minister and are not routine matters.

Pressures On Educators And Residence Administrators In Yellowknife

I am aware that considerable pressure was put on Yellowknife schools and the residence as a result of this change in policy which saw significant new numbers of students come to Yellowknife. We regret the fact that these increases came at a time when there was little opportunity to prepare. I was able to establish an extra term position in Sir John Franklin to help alleviate the classroom pressures when they became identified. We have developed I think quite a comprehensive home boarding policy because the residence in Yellowknife was simply not adequate to handle the increases. But the only reason for flexibility, Mr. Chairman, is so that we can provide for the students' best interests and the best chance of educational success, even though I recognize it did cause inconvenience to educators and residence administrators in this community. Thank you.



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

MR. RICHARD: Thank you, Mr. Chairman. Mr. Chairman, I notice in the new provisions of the Education Ordinance dealing with divisional boards, that it contemplates this situation where a divisional board, and in some cases the Minister, will approve a student resident in one region in fact studying in a school in another community or another region. But it specifically, when this legislation was drafted, provides for consultation with the school authorities in both areas if you will. I believe the Minister is very understanding of the concern that was experienced recently in the Yellowknife situation but I do not believe that the Yellowknife school authorities were necessarily reluctant to take on more students. I understand that it was more in the nature of, if you are going to give us the students you have got to give us the resources to cope with the new numbers. I take it that having gone through that recent experience that that would be the case in the future, the terms that if you add more students there must to be more resources added to deal with them. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Richard. Mr. Minister, would you like to respond?

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I will certainly admit that last year the residency policy was changed quite late in the summer and it meant that everyone was caught off guard and the necessary planning was rushed or incomplete. I have told the superintendents of the schools in Yellowknife that next year we will be better able to forecast and consult with them on what kind of pressures they might expect in that area. Certainly, we will be able to adjust our staffing resources, I am confident, so that the schools can cope. Thank you.

Student Residences, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Student residences, total O and M, \$5,580,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Grants

CHAIRMAN (Mr. Gargan): Thank you. Details of grants and contributions. Total grants \$1,103,000. Mrs. Lawrence.

AN HON. MEMBER: It is the same thing as we were talking about before and you didn't want to ask questions on it.

MRS. LAWRENCE: Well, I have one question. Thank you, Mr. Chairman. I would just like to make more of a comment maybe rather than a question. On the home management program, I would just like to say that I was involved in setting up the program and I remember appearing in front of the Legislative Assembly in 1978 asking for the native women to take over the program. At that time the program was set up to teach native adults, young and old, and teenagers that were not in school. Some of the programs we set up were to teach all aspects of home management, all sorts of cooking, sewing, nutrition, knitting, crocheting, budgeting, how to manage money, health program, child care, grooming, drugs and alcohol, assisting with local women's groups, and how to cope with everyday living sort of thing. This was taught in both English and native languages. The way I see the status report in front of me is that the present program offers only sewing. If the priority of the home management program is not the same as it was in recent years, then I would question the need to run this program at all in Yellowknife. Could the program perhaps be better received in some smaller communities? Mahsi cho.

CHAIRMAN (Mr. Gargan): Thank you, Mrs. Lawrence. Mr. Minister, would you like to respond?

Accounting Of Objectives Of Program

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I appreciate the Member's concerns and I am glad to understand why the program was originally established. It seems they have changed the content and I will undertake that when we negotiate the budget for the coming year for that program, we will ask for a good accounting of the objects. This will be an opportunity to make sure that programs offered are really relevant to the needs that were identified when the program was established. Thank you.

Total Grants, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Total grants, \$1,103,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Contributions, Agreed

CHAIRMAN (Mr. Gargan): Total contributions, \$14,417,000. Agreed? Mr. Richard.

MR. RICHARD: Mr. Chairman, could the Minister or one of his officials briefly describe the student travel and exchange programs? What are the restrictions or parameters around those types of contributions?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I know that of that sum, \$40,000 is provided for interschool athletics and I was pleased to be able to double that money this year since there are tremendous demands. Usually we ask schools to raise funds themselves and we complement the amount. I believe it also includes visits to the Terry Fox Centre in Ottawa and debating activities and we grant up to \$3000 for student exchanges, such as the students on exchange that we saw in this House today. We could provide full details if the Member wants. I haven't any more details with me now. Thank you.

CHAIRMAN (Mr. Gargan): Is that agreeable to the Member? Mr. Richard.

MR. RICHARD: Agreed.

CHAIRMAN (Mr. Gargan): Thank you. Total contributions, \$14,417,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Grants And Contributions, Agreed

CHAIRMAN (Mr. Gargan): Total grants and contributions, \$15,520,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Administration

Buildings, Works And Minor Projects, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Detail of capital, administration, total buildings, works and minor projects, \$77,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture And Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture and equipment, \$54,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Administration, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total administration, \$131,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Schools, total buildings and works, \$9,312,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Minor Projects, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total minor projects, \$583,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture And Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture and equipment, \$701,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Mobile Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total mobile equipment, \$90,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total contributions, \$952,000. Mr. Richard.

MR. RICHARD: Mr. Chairman, I know that my colleagues are anxious to leave for their break. However...

HON. GORDON WRAY: You are home and we are not.

MR. RICHARD: Holman?

MR. MacQUARRIE: Feel at home.

MR. RICHARD: The item, classroom expansion, \$800,000. I was going to ask the Minister for some further information about how this is being added to, because I believe the Minister said yesterday that he is going to increase this to \$1.35 million. I would like some more details on whether there is O and M associated with those capital funds and the nature of the expansion program but seeing as how all my friends want to get back to their homes, Mr. Chairman, I will simply ask if the Minister would undertake to provide me with that information at some other time.



CHAIRMAN (Mr. Gargan): Thank you, Mr. Richard. Total contributions, \$952,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total schools, \$11,638,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education

Buildings, Works And Minor Projects, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Continuing education. Total buildings, works and minor projects, \$103,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture And Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture and equipment, \$63,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total continuing education, \$166,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

College Program

Buildings, Works And Minor Projects, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): College program. Total buildings, works and minor projects, \$4,005,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture, Equipment And Mobile Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture, equipment and mobile equipment, \$359,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

College Program, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total college program, \$4,364,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Student Residences

Buildings, Works And Minor Projects, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Student residences. Total buildings, works and minor projects, \$1,685,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture And Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture and equipment, \$40,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Student Residences, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total student residences, \$1,725,000. Agreed?

SOME HON. MEMBERS: Agreed

---Agreed

Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total Education, \$18,024,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): The last three pages are just information items. Mr. Richard.

MR. RICHARD: Mr. Chairman, knowing that we are winding down I just wanted to make a comment on Mr. Butters' concern about my chairman of the standing committee on finance here, Mr. Ballantyne's questions about the Auditor General's report. I appreciate that there will be another opportunity to use the Auditor General's report in questioning Members of the Executive and far be it for me to defend Mr. Ballantyne's questioning but I think the point here is that one of the few effective powers that we have as MLAs is to refuse to pass a departmental appropriation. And if we cannot be satisfied at this point in time before voting the departmental funds, that the government has followed up on the Auditor General's recommendation, then that is one occasion when we may not vote the funds. So I think it is a very appropriate time to be...

HON. GORDON WRAY: But after we get all the schools.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Richard. Mr. Butters.

HON. TOM BUTTERS: I would like the Member to tell when we have not followed up on the Auditor General's suggestions or who hasn't? There are very, very few governments that would dare challenge the Auditor General's suggestions or observations.

CHAIRMAN (Mr. Gargan): Mr. Richard.

MR. RICHARD: Mr. Chairman, Mr. Butters makes my point. If we do not ask if they have been followed up, how do we know if the answer is "yes" or "no"? We happen to be blessed with...

---Laughter

We happen to be blessed, Mr. Chairman, with eight perfect Ministers who have, in fact, followed up on all the Auditor General's reports but it might have been different.

Total O And M, Agreed

CHAIRMAN (Mr. Gargan): We are on page 16.3, Department of Education. Total O and M, \$94,350,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Capital, \$18,024,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Does the committee agree that the Department of Education is concluded?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): I would like to thank the -- Mr. Ballantyne.

MR. BALLANTYNE: It is concluded -- that we may stay here for days yet. It is on page 16.18, the revolving funds and chargeback centres. The Auditor General had some concerns but I know that Mr. Butters is tired and wants to go home so we will prepare some really tough questions for him when we have the public accounts committee meetings.

---Applause

CHAIRMAN (Mr. Gargan): Thank you. I would like to thank the Minister, Mr. Lovely and Mr. Duggan, with two "g's". I will recognize the clock now and report progress. Thank you.

MR. DEPUTY SPEAKER: Mr. Gargan.

ITEM 16: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF BILL 7-85(1), APPROPRIATION ACT, 1985-86

MR. GARGAN: Mr. Speaker, your committee has been considering Bill 7-85(1), Appropriation Act, 1985-86, and wishes to report progress, and that Bill 3-85(1) and Bill 9-85(1) are further recommended for consideration in committee of the whole.

Motion To Accept Report Of Committee Of The Whole, Carried

Mr. Speaker, I move that the report of the committee of the whole be concurred with.

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

SOME HON. MEMBERS: Agreed.

MR. DEPUTY SPEAKER: Agreed. Thank you.

---Carried



Are there any announcements from the floor? Mr. Wray.

HON. GORDON WRAY: Mr. Ballantyne hit it on the head. Couldn't go home without it, eh? Mr. Speaker, on behalf of the Nunavut caucus, I would like to advise the western caucus that we accept their decision not to accept the resignation of the two representatives of the WCF in the same spirit in which they accepted the appointment of the Member from Nunakput to the NCF. Thank you.

---Laughter

MR. BALLANTYNE: They did not give you any choice.

---Laughter

MR. DEPUTY SPEAKER: Any further announcements from the floor? If not, Mr. Clerk, the orders of the day.

ITEM 17: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton): Orders of the day for Wednesday, March 13th at 1:00 p.m.

1. Prayer
2. Members' Replies
3. Ministers' Statements
4. Oral Questions
5. Written Questions
6. Returns
7. Petitions
8. Reports of Standing and Special Committees
9. Tabling of Documents
10. Notices of Motion
11. Notices of Motion for First Reading of Bills
12. Motions
13. First Reading of Bills
14. Second Reading of Bills
15. Consideration in Committee of the Whole of Bills and Other Matters: Bills 7-85(1), 3-85(1), 9-85(1), 10-85(1)
16. Report of Committee of the Whole
17. Orders of the Day

MR. DEPUTY SPEAKER: By order of the House, the Assembly stands adjourned until 1:00 p.m. Wednesday, March 13th.

---ADJOURNMENT

Available from the  
Publications Clerk, Department of Information,  
Government of the Northwest Territories, Yellowknife, N.W.T.  
\$1.00 per day; \$30.00 for 1st session, \$20.00 for 2nd and 3rd session; or \$50.00 per year  
Published under the Authority of the Speaker of the Legislative Assembly  
of the Northwest Territories