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

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YELLOWKNIFE, NORTHWEST TERRITORIES

WEDNESDAY, FEBRUARY 19, 1986

MEMBERS PRESENT

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

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Wednesday, February 19th. Before we start business today, I would like to welcome Mr. Appaqaq among us. I understand that he has had a bit of an accident. Welcome home.

---Applause

Item 2, Members' replies. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Mr. Speaker, my reply is going to be very short. I just wanted you to know that I had an accident. I am sorry for being late because of the accident. Even though I am still having problems I will still be at the meetings. I am glad I am able to attend the meeting. I was out hunting. I got hit in the ribs by my sled and have a broken rib. I am glad to be able to come here even though I am tired.

MR. SPEAKER: Thank you, Mr. Appaqaq. That will not count as a Member's reply.

SOME HON. MEMBERS: Oh, oh!

HON. DENNIS PATTERSON: New rules?

---Laughter

MR. SPEAKER: Inasmuch as he spoke just about himself, Mr. Patterson. Item 2, Members' replies.

Item 3, Ministers' statements. Mr. Curley.

HON. TAGAK CURLEY: Mr. Speaker, it is a rather short statement that I want to make, really to correct the newspaper article attributed to me. In the Yellowknifer dated Wednesday, February 19, 1986, page 13, it says "Curley says NCPC decision to be his". I just wanted to indicate to the House that I did not make that statement at the city council. I indicated that this was a decision that the Executive Council as a whole, was going to be making. Thank you.

MR. SPEAKER: Thank you, Mr. Curley. Item 3, Ministers' statements. Item 4, oral questions. Mr. Richard.

ITEM 4: ORAL QUESTIONS

Question 59-86(1): Northern Benefits Legislation Subordinate To Constitution Of Canada

MR. RICHARD: Thank you, Mr. Speaker. My question is for the Minister of Economic Development. Mr. Speaker, it is related to a statement the Minister made in the House yesterday in answer to a question by Mr. McCallum. The Minister stated that he is committed to making sure that the benefits on major projects acquired by northern operators, northern contractors -- whether they are native, Metis or others -- in so far as the Minister was concerned, he stated that the government's policy is to maximize the northern benefit for northern contractors and that he was prepared to announce that he is working on the proposed territorial legislation which would incorporate a northern benefits component that that becomes the responsibility of this government. In light of the details of the TFN subagreement that was disclosed yesterday, Mr. Speaker, can the Minister not confirm that there will be a difficulty with such territorial legislation because if the TFN subagreement becomes part of the final land claims settlement, it will be entrenched in the Constitution of Canada, and the territorial legislation that the Minister is speaking of will be of no effect because it will be subordinate to an entrenched benefits package, entrenched in the Constitution of Canada. Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question 59-86(1): Northern Benefits Legislation Subordinate To Constitution Of Canada

HON. TAGAK CURLEY: Thank you, Mr. Speaker. My remarks are true, Mr. Speaker. I think the Member knows very well that we have presently the resource development policy which guides the government in attempting to influence the developers, the oil companies, the mining companies, to try and ensure that northerners do get a share of the development and benefit from these activities taking place. I have been instructed by the Executive Council with respect to possibly formalizing that policy by legislation. That exercise is being carried out by the Energy Secretariat. Some of the parameters instructed by the Executive Council will be tabled in this House as to how the northern benefits component should be formulated. I will be seeking some comment from Members, as well as the regional representative groups.

I do not believe that this government is precluded from making legislation which it, within its own jurisdiction, can enact. One of them has to do with putting some terms and conditions to some of the activities that are taking place. We have had discussions with the federal government. The federal government and industry are in support of formalizing the northern benefits part as being the responsibility of the government. As a result of that, my exercise has been carried out with the advice from the resource companies and the federal government, as well as the industry. As far as its relationship with the native claims is concerned, that is something that I have no mandate for nor am I responsible for ensuring that we conform to the agreement in principle because these are preliminary stages, I believe, in my own view. Thank you.

MR. SPEAKER: Supplementary, Mr. Richard.

Supplementary To Question 59-86(1): Northern Benefits Legislation Subordinate To Constitution Of Canada

MR. RICHARD: Thank you, Mr. Speaker. It is interesting that the Minister indicates that the Government of Canada has agreed that our government is party to this northern benefits component, that same Government of Canada that we are told is a signatory or initialler to the TFN subagreement.

As a supplementary, Mr. Speaker, does the Minister not agree that while he makes able legislation in this Assembly that is within the jurisdiction of this government, does the Minister not agree that the jurisdiction of this government will be lessened and decreased by the entrenchment of a benefits package such as that set out in the TFN subagreement?

MR. SPEAKER: Mr. Minister.

Further Return To Question 59-86(1): Northern Benefits Legislation Subordinate To Constitution Of Canada

HON. TAGAK CURLEY: Mr. Speaker, I do not think the role of any government would be decreased but what it would do, in my view, is that there would be one set of terms and conditions for some groups in the North and other terms and conditions, in general, regulated by either this government or any other government, and as well, to guide the oil companies and so on.

In my view, my colleagues' responsibility does not deal specifically with regulating the resource development activities taking place in the North. That is the role of the federal government as well as this government. We are not exercising at this moment that we will take over the environmental or whatnot and all these major issues. There are federal processes that the oil companies normally abide by. We are not negotiating or attempting, with the exercise that I have outlined, to take over but rather formalize what we presently can carry out in maximizing the northern benefits component. These have been carried out but they have been done by the socio-economic agreements with the developers. We have not been able to enforce them, and as a result there has been loss of opportunities in terms of training, as well as other benefits that would have been assured by this government. So, Mr. Speaker, I just want to be clear that I will not be tabling legislation here. I will be tabling a discussion paper -- my colleagues have asked me to consult with the public as well as the Members of the House. Thank you.

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

Supplementary To Question 59-86(1): Northern Benefits Legislation Subordinate To Constitution Of Canada

MR. RICHARD: Mr. Speaker, the Minister seems to adeptly avoid reference to the TFN subagreement which is the substance of my question. It is my understanding, Mr. Speaker, that this subagreement relates to what is termed "major projects" on public lands in Nunavut, major projects being those over \$35 million, which in this day and age, Mr. Speaker, are not large projects. If that is the case, it would seem to be clear, Mr. Speaker, that this subagreement would have quite an impact on the resource industry or the energy industry. Is the Minister aware of any concern in the private sector in those industries about the impact of this agreement which was initialled last month?

MR. SPEAKER: Mr. Minister.

Further Return To Question 59-86(1): Northern Benefits Legislation Subordinate To Constitution Of Canada

HON. TAGAK CURLEY: Mr. Speaker, yes, I am aware of the concerns of some of the representatives from the oil and gas companies. I know that in their own way I think they are communicating their feelings to the Minister responsible for Energy, Mines and Resources, as well as the federal Minister responsible for Indian Affairs. I am not at liberty here to disclose any of their company names, but I can tell you that some of the oil companies' representatives, mainly Gulf Oil, will be appearing before the Executive Council on the 24th of this month. This particular issue is not on the agenda but I am sure he will want to talk about territorial policy as it relates to the present regime and compare the number of issues that are affecting the oil activities in the Northwest Territories. Mr. Speaker, I do not feel comfortable in responding to the Member in regard to TFN's claim because am not directly responsible for that issue. Thank you.

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

Question 60-86(1): Concerns Regarding TFN Subagreement

MR. MacQUARRIE: Thank you, Mr. Speaker. My question is for the Minister responsible for Aboriginal Rights and Constitutional Development. On a radio report this morning, the Minister indicated that our government did have some concerns with respect to the TFN subagreement that was signed and indicated that I knew that. I say, yes, I was aware of that, but of course the public is not. So could I ask the Minister, what is the nature of the concerns that were expressed to the Minister concerning the signing of that agreement?

MR. SPEAKER: Mr. Minister.

Return To Question 60-86(1): Concerns Regarding TFN Subagreement

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I must say as the Minister directly responsible for the steering of our government's position on all land claims negotiations, I am pleased to be finally asked about this matter. Mr. Speaker, yes indeed, the very concerns that the honourable Member for Yellowknife Centre so eloquently expressed yesterday, were in fact present in the mind of myself and the Executive Council in reviewing this particular subagreement. Therefore we did advise the Minister of Indian Affairs and Northern Development and the chairman of the Tungavik Federation by tabling, simultaneous with our initialling of the particular agreement in question at the negotiations, a letter which I would be pleased to table in this House, which clearly states, if I may quote: "Our government wishes to express our broader concerns that the role of public government in the North in nonrenewable resource management must be more clearly defined in a process which will lead up to an overall agreement in principle and ultimately a final agreement. It is our government's view that it is in the interest of all parties that the role of northern governments and the management and control of nonrenewable resource exploration, development and production must be clarified well before the final agreement stage. This will help ensure the establishment of an integrated and workable regime for management of nonrenewable resources in the settlement area." I will table the full text of that letter today, Mr. Speaker. Thank you.

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

Supplementary To Question 60-86(1): Concerns Regarding TFN Subagreement

MR. MacQUARRIE: Thank you, Mr. Speaker. I appreciate that information being given to the public. It is my understanding that the letter also said that "I have received the support of my colleagues on the Executive Council in instructing my senior negotiator to initial these provisions based on our acceptance of the principle that a special interest for Inuit exists concerning the impact of major developments within the TFN settlement area and that they, represented by a designated Inuit organization, DIO, can negotiate benefits packages directly with a proponent to mitigate such impacts."

In view of the fact that it is stated, Mr. Minister, that that principle is accepted by the government, could I ask the Minister if he does not share the concern that I do, that in a sense once you initial and accept that principle, that you are closing the barn door after the horse has been let out? That if you then ask to clarify the role of public government, is it not in a sense already clarified by accepting a principle that diminishes the role of public government?

MR. SPEAKER: Mr. Minister.

Further Return To Question 60-86(1): Concerns Regarding TFN Subagreement

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. In reply to the honourable Member I would perhaps quote the old adage "There is many a slip 'twixt cup and lip" and remind the honourable Member, as my honourable friend, the Minister of Economic Development has just said, that we are merely at the very beginning of a long process which will lead firstly, to an overall agreement in principle, provided the parties to the initial subagreement ratify what their negotiators have initialled. The second step would be an overall agreement in principle. Then finally, a final agreement.

Now we expect that the agreement in principle may be ready sometime in the coming year, but it is certainly some distance before the final agreement is resolved at which point perhaps this government may have indeed introduced or prepared legislation to deal with the matter which it has not to date. So, Mr. Speaker, as we found with the COPE agreement and certain public concerns that were expressed with regard to certain matters, what is in an agreement in principle and what is in a final agreement may well differ significantly. The Members may note that substantial changes were effected in the COPE agreement between the agreement in principle stage and the final agreement. Mr. Speaker, I do not feel that the horse is out of the barn by any means. I think we are at a very preliminary stage and I have served notice on the parties to negotiations that our government through our ongoing participation in the negotiations, which will lead to a final agreement perhaps two years away if we are lucky, will be expecting clarification of the role of public government. I do not think it is too late. Thank you, Mr. Speaker.

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

Supplementary To Question 60-86(1): Concerns Regarding TFN Subagreement

MR. MacQUARRIE: Another supplementary, Mr. Speaker. I am pleased to hear that the government has concerns about the role of public government and will be following it up further. I would ask the Minister, however, in view of the fact that it appears to me that the Minister of Indian Affairs would now have received information on the one hand, that our government has initialled a subagreement which, as I say, generally means endorsement of a principle -- and indeed the letter states that there is an endorsement of the principle -- and on the other hand receives a letter of concern. Does our Minister not agree that may put the Minister in kind of a quandary as to where our government really does stand and that it will be very important in the near future to clarify that so there is no misunderstanding at all?

Just finally on that, in responding, the Minister seemed to indicate that we expected the role of public government to be clarified and it seems to me that he is saying that that properly belongs to other parties, perhaps the federal government and TFN, and I am just saying, ought we not to clarify what the role of public government is from our own point of view?

MR. SPEAKER: Mr. Minister.

Further Return To Question 60-86(1): Concerns Regarding TFN Subagreement

HON. DENNIS PATTERSON: Yes, Mr. Speaker, certainly the Government of the Northwest Territories will be present at the negotiations although not a party and certainly the views of this Assembly on the important role of this public government and future public governments in the North will be uppermost in our minds as we monitor the detailed negotiations which will lead to a final agreement. I would like to clarify, Mr. Speaker, that I am not apologizing for the principle that the Executive Council endorsed. I think it is quite appropriate to me that native people who are principally involved in the impacts of development should have a good opportunity to secure protection for their culture and for their economic opportunities only to put them in a position where they have at least parity with non-beneficiaries. We know from Mr. Butters' budget address, with respect to the economy of the Northwest Territories, that presently even without major developments, non-native people are five times more likely to be employed than native people in the North.

I do not apologize for that principle but I do believe that it can quite happily co-exist with the public government having a jurisdiction and a major responsibility for dealing with the major issues associated with impact. I would point out that this agreement, in my view, is rather narrowly concentrated on matters which would lead to economic equality with non-beneficiaries and cultural matters and does not include such a wide jurisdiction as to usurp the future role of public government in impact mitigation. So I hope that I can assure the Member, yes, we will be presenting our own views about the role of public government, not those of the federal government, and we will be doing so having regard to the advice of the honourable Member and other Members of this House. Thank you.

MR. SPEAKER: Oral questions. Mr. Richard.

Question 61-86(1): Initialling Of The Subagreement

MR. RICHARD: Thank you, Mr. Speaker. Mr. Speaker, my question is for the Minister responsible for Aboriginal Rights and Constitutional Development. I too, Mr. Speaker, am pleased that the Minister did write to the federal Minister expressing a concern about the future of public government. That act of sending the letter, Mr. Speaker, I take is confirming the concerns I have about what has been done by the initialling of the subagreement. I too, Mr. Speaker, have a difficulty with the Minister, both in his letter and on his feet in this Assembly today, explicitly for the Executive Council's endorsing the principle that is in the subagreement which on anyone's reading of the principle diminishes, takes away, from the role of public government after the final agreement. On the other hand he says "Oh, but we are concerned." To me, Mr. Speaker, that simply means "I am concerned about what I have just done" and it leads, Mr. Speaker -- appreciating that last session the Minister in the tabled document indicated that he would be tabling a discussion paper setting out the role of our government at those negotiations tables and the Minister indicated yesterday he would do that later this session -- I am concerned about the process, Mr. Speaker.

When the Executive Council directed that the subagreement be initialled, what does that mean? The Minister indicates that we are present at the table but we are not a party. Does initialling simply mean we acknowledge this is what TFN and the Government of Canada have agreed to because we sat there and heard them discuss it? Or, Mr. Speaker, does our government's initialling of it mean that we as a government endorse the principles in the subagreement? Mr. Speaker, that is my first question. If the Minister could clarify exactly what our initialling means. Secondly, could our government have said "No"? Could our government as it understands our role on initialling, could we have on this subagreement said "No, we will not initial for the following reasons"? Thank you, Mr. Speaker.

MR. SPEAKER: Mr. Minister.

Return To Question 61-86(1): Initialling Of the Subagreement

HON. DENNIS PATTERSON: Number one, initialling indicates support. It is not simply being a witness. It is an indication of support. Number two, yes, we could have not initialled. We could have indicated our objections. Certainly we were not obliged to initial. It was a carefully considered position.

Mr. Speaker, I would just like to say once again that I think the Member is wrong if he thinks that the principle behind the agreement, which I think cannot be fully understood without being considered in the full context of the agreement and the purposes behind the agreement, which I have indicated I believe are relatively narrow, mainly cultural protection and protection of cultural interests and secondly economic benefits which might put the aboriginal people who may be especially impacted by development, in a similar position to the non-beneficiaries -- I do not think that it is correct to say that the one cannot exist without the other. So we did not say "Yes, we had initialled it, but by the letter we wish we had not." We said "Yes, we initialled it and support the principle, but more details have to be flushed out about how the public government jurisdiction, which is the primary jurisdiction, should be defined and protected in the steps leading up to the final agreement." Thank you.

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

Supplementary To Question 61-86(1): Initialling Of Subagreement

MR. RICHARD: Yes, Mr. Speaker, supplementary question. The Minister then confirms that it was within the right of our government to refuse to initial this subagreement. We are told, Mr. Speaker, through the media, by TFN and not from this government, but we understand from TFN through the media that there are 15 such subagreements now. That is with TFN. The Government Leader undertook to confirm or not that for me yesterday. I presume that the Dene/Metis have, with the Government of Canada, initialled one or more subagreements. My supplementary question to the Minister, Mr. Speaker, is: How many such subagreements that have come before this government, has the government refused to initial?

MR. SPEAKER: Mr. Minister.

Further Return To Question 61-86(1): Initialling Of Subagreement

HON. DENNIS PATTERSON: Mr. Speaker, I welcome this opportunity to explain to the honourable Member for Yellowknife South a bit about the process which is involved in dealing with these subagreements in principle as they are called. Indeed 15 have been signed in the TFN claim. The Government Leader is going to provide more details in returns today and I believe too with the Dene/Metis claim.

Mr. Speaker, the process involves the secretariat for which I am responsible, consulting with all other government departments in respect to the subject of an agreement in principle as it affects them; such as archaeology, where obviously the appropriate government departments would be consulted. Where concerns are identified, and concerns have been identified through departments with almost every agreement in principle that our government has. Working with the negotiators and the parties -- I like to think we have a good working relationship with those parties such that we can present our concerns and have them respected -- in most situations those concerns are resolved before the final draft of the agreement in principle is completed. In that event where any concerns of departments of our government have been dealt with satisfactorily, then there is no need to draw the matter to the attention of the Executive Council itself, since Ministers are satisfied that any concerns they might have have been satisfactorily dealt with.

However, Mr. Speaker, when concerns of departments may not be entirely satisfactorily dealt with, where the two parties to the negotiations have not gone as far as perhaps we might wish them to go with respect to a particular concern, then the matter becomes one which the Executive Council should review and carefully consider. So for example, municipal lands, wildlife -- off the top of my head -- are two matters that I definitely recall being brought to the Executive Council because there were matters of some controversy still left. And so with the Inuit impact and benefit agreements, for the reason that I stated -- the need to clarify the role of the public government, eventually. Otherwise, Mr. Speaker, there is no need to have the Executive Council review each one of 15 subagreements, although I should point out that Executive Council Members are informed of the details of those agreements. I hope that answers the Member's question, Mr. Speaker. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Mr. Richard, supplementary.

Supplementary To Question 61-86(1): Initialling Of Subagreement

MR. RICHARD: Mr. Speaker, I am taking the Minister's response as indicating that the Executive Council have not refused to initial any subagreements.

MR. SPEAKER: Mr. Minister.

Further Return To Question 61-86(1): Initialling Of Subagreement

HON. DENNIS PATTERSON: Mr. Speaker. No. Once we have reviewed carefully the position of the Government of the NWT, in the interests of public government, we have not refused to initial a single agreement in principle to date. Thank you.

MR. SPEAKER: Oral questions. Mr. McCallum.

Question 62-86(1): Matters Overlapping Jurisdiction Of Public Government

MR. McCALLUM: Thank you, Mr. Speaker. I just want to address a question to the Minister of Aboriginal Rights. In his reply to Mr. MacQuarrie's or Mr. Richard's question, I am not sure which, he indicated that he did not think that this subagreement had wide ranging implications for public government. I wonder if he would confirm that within the Inuit impact and benefit agreements that virtually any matter connected with this major development could be put on the table, as it were, or matters identified as subject to negotiation.

For example, matters that are really in the realm of responsibility of public government. For example, labour relations, housing, accommodation, recreation, safety, health, hygiene. Are these not in the realm of responsibility of public government?

MR. RICHARD: Hear, hear!

MR. SPEAKER: Mr. Minister.

Return To Question 62-86(1): Matters Overlapping Jurisdiction Of Public Government

HON. DENNIS PATTERSON: Mr. Speaker, as I said, I think the subjects of possible negotiation for benefits which have been accurately enumerated by Members of the Assembly in questions over the last couple of days -- I will not say opposition -- those provisions, Mr. Speaker, should be considered in the context of the principles underlying the entire document. As I see it, those principles which amount to the preamble to the agreement, in my mind, make it clear that the focus of these agreements is relatively narrow. As I mentioned, in my view, it has two primary thrusts. Certainly, Mr. Speaker, I agree that these matters could overlap the jurisdiction of a public government. That is precisely why I, on the advice of the Executive Council, wrote to the Minister of Indian Affairs to draw this fact to his attention. So that as we work toward more detailed delineation of what is at the moment a mere agreement in principle, we will indeed ensure that there is a proper respect for that public government jurisdiction. I think the two can exist in harmony and that is precisely why, Mr. Speaker, I suggested we should work on our side of it now, the public government side and clarify. We fully intend to do so. Thank you.

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

Supplementary To Question 62-86(1): Matters Overlapping Jurisdiction Of Public Government

MR. McCALLUM: Thank you, Mr. Speaker. I wonder if the Minister could indicate to me whether some of these concerns were raised by the Department of Justice. The Minister is not here today but if you could indicate to me the concerns that you indicated in your letter to the federal Minister, to Mr. Crombie, that you are going to table. Were some of the concerns that the government raised by the government's Department of Justice?

MR. SPEAKER: Mr. Minister.

Further Return To Question 62-86(1): Matters Overlapping Jurisdiction Of Public Government

HON. DENNIS PATTERSON: Mr. Speaker, with all respect to the honourable Member I think you are asking me to get into cabinet confidentiality.

MR. MacQUARRIE: (Inaudible comment)

HON. DENNIS PATTERSON: No, I believe in open government. I cannot today tell you how many departments expressed opinions on this, but as I recall the Department of Justice had some comments on the agreement in principle. But Mr. Speaker, I would like to emphasize that the Executive Council has supported the initialling of the agreement in principle and is satisfied that, with the action taken and the follow-up that I am most certainly going to do, any concerns that were expressed, that we do have, will be resolved. At that time of course if they are not, why, then we may yield to the urgings of the Members from Yellowknife and Fort Smith and decide we are not going to sign the final agreement. We may do so if public government has been trampled into the dirt as the Members are concerned about. I am quite confident this will not happen. I am quite confident that we are aware of all these interests and perhaps as a non-native person I would like to say that I am quite conscious of the interests of that half of my constituency. I will be vigilant, Mr. Speaker. Thank you.

MR. SPEAKER: Supplementary, Mr. McCallum.

Question 63-86(1): Public Information Program

MR. McCALLUM: Thank you, Mr. Speaker. I perhaps phrased the question wrongly. I wanted to know whether the document was referred to the Department of Justice. I accept what the Minister has indicated.

I have a further question and I guess it follows along with what has been said here and I have to refer back to the Commissioner's Address on behalf of the government as to what was going on. I refer to page four in the third paragraph of that particular document where the Commissioner indicated that the current topics such as the Inuit water rights and the Inuit impact and benefit agreements, the Dene/Metis claim, have sparked some interest amongst the general public and that the general public is more anxious to learn more about land claims and how the public interest is being protected at these negotiations. The paper goes on to say that the government is currently preparing a public information strategy to help meet this need to ensure that non-beneficiaries -- that the government is indeed representing them. I wonder if I could have an indication from the Minister how far along this public information strategy is and how it will be put out to the general public? Will it be through the Department of Culture and Communications? Will it be through the Aboriginal Rights Secretariat? Will it be in ministerial statements here in this House? Just how is this information going to get out so that the public does indeed know and is satisfied that the government is protecting its interests in initialling and supporting these particular subagreements?

MR. SPEAKER: Mr. Minister.

Return To Question 63-86(1): Public Information Program

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. My secretariat is preparing this public information package. We are having some questions about printing deadlines but it is certainly my hope that it can be tabled before the end of this session. It is quite well advanced but we have to allow significant time for printing. It is a written document and we will attempt to give it as widespread distribution as we can. I have not exactly worked out what role my honourable friend in

Culture and Communications would play in distribution but I am certain we may well ask his department's assistance. The other aspect, Mr. Speaker, is information that we hope to present to this House during this session on how political development and land claims are related and can be properly linked. Thank you.

MR. SPEAKER: Thank you. Oral questions. Mr. T'Seleie.

Question 64-86(1): Support For Dene/Metis Agreements

MR. T'SELEIE: Thank you, Mr. Speaker. I would like to ask the Minister of Aboriginal Rights some questions with respect to the matter that is being raised by Members to my left. First of all, I would like to compliment the government on initialling an agreement that is going to have some real benefits for the Inuit people. I would like to ask the Minister of Aboriginal Rights whether or not this government would be favourable to supporting similar kinds of provisions for any agreements that might be coming from the Dene/Metis negotiations?

MR. SPEAKER: Mr. Minister.

Return To Question 64-86(1): Support For Dene/Metis Agreements

HON. DENNIS PATTERSON: I thank the honourable Member for those kind comments. His comments show that there is more than one interest to be reconciled in this difficult matter of land claims and political development. I appreciate those comments.

Mr. Speaker, to answer the honourable Member's question, subject to satisfying concerns that might be raised by Messrs. Richard, MacQuarrie and McCallum and departments within the government, certainly our government supports aboriginal rights and supports their resolution of land claims. We are particularly anxious, I would say, that the most critical issues of lands and resources which are now coming into the fore of negotiations and which will present perhaps challenges to all of us but really will get us over the hump, toward finalizing land claims. We certainly would support a fair measure of benefits to the Dene and Metis people as well in connection with the development of land and resources in the Northwest Territories.

With regard to the Dene and Metis claim, I am aware that they have taken perhaps a slightly different approach than the Inuit to date. We have encouraged them to explore with the federal government the concept of obtaining a portion of revenues from projects on crown lands through a fractional blanket interest. This concept is still in the exploration stage and we are not sure at this point what reaction the federal government might have. We are watching those discussions with great interest and I trust that our participation in these negotiations will satisfy both the Dene Members of this Assembly and also the non-native Members of this Assembly. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Supplementary, Mr. T'Seleie.

Question 65-86(1): Publicizing Negotiation Information

MR. T'SELEIE: Thank you, Mr. Speaker. With respect to the earlier question on publicizing the information that comes from land claims negotiations, I would like to ask the Minister whether or not, before he makes that decision to go ahead with making public information that comes from negotiations, whether or not he will allow the Members of this Assembly to give him permission to do that?

MR. SPEAKER: Mr. Minister.

HON. DENNIS PATTERSON: (Inaudible comment)

---Laughter

MR. SPEAKER: Mr. T'Seleie, supplementary.

MR. T'SELEIE: Mr. Speaker, the reason I ask that is that in this whole discussion I am a little bit confused about what the meaning of public government is. My assumption is that this is a public government and the Executive over here is acting on behalf of a public government. But it seems to me that in the last couple of days, public government has been named as only a concept

that is vaguely out there somewhere. My belief is that it is here where the public government is. With that in mind I would like to again ask the Minister whether or not he will seek the permission of this Assembly before he decides to proceed with making the negotiation information public?

MR. SPEAKER: Mr. Minister.

Return To Question 65-86(1): Publicizing Negotiation Information

HON. DENNIS PATTERSON: Mr. Speaker, I am not quite sure how I would go about seeking permission of the House. I intended to reveal our plans to present public information in introducing the budget the Aboriginal Rights Secretariat, my purpose being to try to allay public concerns and some public opposition that has arisen toward certain elements of the claim. I would like to assure the honourable Member that we do not intend to breach the confidentiality of negotiations and reveal the documents or every detail of documents that are private between the two parties in negotiations. In fact we are working with the claimants, the Dene and Metis and the TFN, to ensure what we say does not breach any of that confidentiality. I would also like to note that the Dene and Metis have themselves released an information package on wildlife, on the provisions of the wildlife agreement. So I trust that with those assurances if the Member still has reservations he can take appropriate action while my budget is under consideration or otherwise. Thank you.

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

Question 66-86(1): Opportunity To State Position At Claims Negotiations

MR. MacQUARRIE: Thank you, Mr. Speaker. My question is for the Government Leader. Based on his comments or perhaps lack of comments on the radio this morning, I and many other members of the public, would get the impression that our personae at the land claims talks are deaf and dumb in more ways than one. Could I ask the Government Leader whether he would confirm publicly that our delegation to land claims talks is entitled to speak and is able to put forward positions at those talks?

MR. SPEAKER: Mr. Minister.

Return To Question 66-86(1): Opportunity To State Position At Claims Negotiations

HON. NICK SIBBESTON: Mr. Speaker, generally I avoid publicity and it is interesting that there is a comment from the Member now that there has not been anything about me, so you cannot seem to win either way. Certainly the members of our government that are sitting in on the claims discussions are able to talk. Where concerns or matters being dealt with are the primary jurisdiction of our government, we are certainly entitled to forward positions.

MR. SPEAKER: Thank you, Mr. Sibbeston. Supplementary, Mr. MacQuarrie.

Question 67-86(1): Public Awareness Of Contents Of Agreements Before Signing

MR. MacQUARRIE: Yes, a question to the Government Leader, Mr. Speaker. We have heard today from the minister responsible for Aboriginal Rights and Constitutional Development that initialling of an agreement means support. That was the statement that was made. We have heard another Member here recognize that this government is a public government representing all people. I draw the conclusion, therefore, that when our government initials an agreement it is doing so on behalf of all the people. The fact is stated by the government as well that the people cannot know what is being endorsed...

HON. GORDON WRAY: Question.

MR. MacQUARRIE: ...on their behalf. My question is therefore, since people cannot know what is being endorsed on their behalf, could I have a commitment from the Government Leader that from this time forward he will therefore not initial any agreements that come forward unless he can make everybody aware of what is in them?

MR. SPEAKER: Mr. Minister.

Return To Question 67-86(1): Public Awareness Of Contents Of Agreements Before Signing

HON. NICK SIBBESTON: Mr. Speaker, the answer, of course, is that we would not refrain from initialling any subagreements if we thought, as a government, that we could support them. We will continue, where we deem it in the public interest, to support any of the subagreements by signing them.

The Member referred to some other Member raising the question of public government. I think all that the Member was saying is that we as Ministers have to recognize that we represent the public government, the people of the North. I think what the Member was concerned about is that we as Ministers represent all of the Assembly and the majority of the people in the Assembly are native people. I think the Member was a bit concerned that questions and concerns were being raised by a group of people who are in a minority in the Assembly and who are raising undue concern.

MR. RICHARD: What happened to consensus?

HON. NICK SIBBESTON: I think the Member was just indicating that we, as the government, represent all of the people here and the majority of people here are native people. We as an Executive Council attempt in our work to represent the majority of people in the North.

MR. SPEAKER: Supplementary, Mr. MacQuarrie.

Supplementary To Question 67-86(1): Public Awareness Of Contents Of Agreements Before Signing

MR. MacQUARRIE: Just so there is no mistake, Mr. Speaker, do I understand the Government Leader to say that indeed he and our government will go on supporting agreements that contain principles, that essentially he feels people whom he represents have no need to know what those are. That is what I am understanding. I am asking him to confirm, is that the case?

SPEAKER: Mr. Minister.

HON. NICK SIBBESTON: Mr. Speaker, I must apologize to the Member. I did not get the question.

MR. SPEAKER: Mr. MacQuarrie, could you repeat your question please.

MR. MacQUARRIE: Mr. Speaker, I understood the Government Leader to say that he intends to have his government continue to initial subagreements that come before the government and that he agrees, in order to do that, people whom he is signing on behalf of, have no need to know what is in those agreements. That is what I understood from his answer. I am asking him to confirm whether that is the case.

MR. SPEAKER: Mr. Minister.

Further Return To Question 67-86(1): Public Awareness Of Contents Of Agreements Before Signing

HON. NICK SIBBESTON: Mr. Speaker. Yes, it is true as the Member indicates it. We will continue to initial subagreements that come before us as a result of the negotiations between native peoples and the federal government, if we agree with them. In initialling them, of course, we will only do so if we think it is in the interest of the general public of the North. I find the latter part of the question a little confusing. I am not saying that there is no need for the public to know, if that is his question. But I think the Member must understand that we are not able to publicize and make public these subagreements. Our involvement will be known to the people of the North wherever possible and we will make it public whenever we initial any of these subagreements. We can give a certain amount of information as to what is contained in those subagreements but we cannot release the details.

So it is a situation where in a sense we are being criticized by you but you do not know all of the details and the public does not know all of the details in these subagreements. It is a situation where you simply have to believe and trust us that in signing these agreements we have the public in mind. The Member must recognize that as Ministers we are subject and accountable to this Assembly...

AN HON. MEMBER: Hear, hear!

HON. NICK SIBBESTON: ...and most of the people here are native people. We have to recognize that. In saying this I am not trying to be disrespectful or critical of the Members in raising questions. It is their right. But the Member should understand the position that we take and our attempts to satisfy the majority of this Assembly.

MR. SPEAKER: Thank you. Oral questions. Are there any further oral questions for today? That appears to conclude oral questions. Item 5, written questions. Are there any written questions? Mr. Arlooktoo.

ITEM 5: WRITTEN QUESTIONS

Question 68-86(1): Lake Harbour Representative On Board Of Baffin Regional Hospital

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I have a written question for the Minister of Health. Although Lake Harbour patients have made frequent visits to the Frobisher Bay hospital, there is a lack of communication. Lake Harbour residents have requested me to ask the Minister responsible for Health when they will be able to have a community representative on the Baffin Regional Hospital Board. Thank you.

MR. SPEAKER: Are there any further written questions? That appears to conclude written questions for today. Item 6, returns. Mr. Wray.

ITEM 6: RETURNS

Return To Question 52-86(1): Impact Of Land Claims Subagreement On Local Government

HON. GORDON WRAY: Thank you, Mr. Speaker. This is a return to oral Question 52-86(1), asked by Mr. Richard on February 18th, with regard to the effect on municipal governments of the Inuit impact and benefits agreements.

The proposed Inuit impact and benefit agreement is not considered to have adverse impact on municipal governments in the NWT. The process for determining Inuit impact and benefit agreements from major development projects applies only to projects carried out by the private sector and by crown corporations. Municipal governments in the NWT are not engaged in these kinds of projects. It is important to note that the proposed Inuit impact and benefit agreement is intended to secure economic and cultural benefits for Inuit, as a result of major development projects in Nunavut. The normal planning, zoning and other by-law making authorities of municipal governments over developments on municipal lands and within municipal boundaries are not impaired by the proposed agreement. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Returns. Mr. McLaughlin.

Return To Question 27-86(1): Health Care Plan Registration

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I have a return to oral Question 27-86(1) asked by Mr. T'Seleie on February 14th, regarding the renewal of health care cards in the Northwest Territories. The Department of Health, in the renewal of health care plan coverage for NWT residents, followed the following steps:

- 1) Posters were devised to be used in areas of visibility. These posters were in English, Roman orthography and syllabics. The Dene languages were not used but the Department of Health hopes that the Department of Culture and Communications will be able to assist in providing these for the next registration period in March 1988. The posters referred people who had any questions, to their nursing station or the Department of Health. In the case of the Department of Health, a toll free Zenith number was listed.
- 2) Posters were sent out to businesses and various government offices, federal, territorial and municipal, with a letter requesting their assistance. These bodies were also advised of who to contact in the event of questions.
- 3) Posters to nursing stations were accompanied by material as to how to respond to various questions raised by residents.
- 4) Radio spots in all native languages were placed on the CBC advising of the registration process.

- 5) Television spots on CBC were broadcast in all native languages advising of the registration process.
- 6) Advertisements were placed in all northern papers advising of the registration process.
- 7) Renewal packages were sent to all registered residents at their registered address. This renewal package again referred individuals with queries to their nursing stations or the Department of Health.

Due to the available mailer package, the Department of Health was only able to send mailers in English.

Mr. Speaker, I should say, aside from this written answer I have given here, last night when I got back from Pine Point I went to the office and was doing my own personal mail and I had my form to do. You are supposed to take it apart and fold it along all the right lines and then you end up with an envelope with the piece of paper that confirms everything is okay. After I folded all the lines and ripped along the appropriate lines I have to admit I ended up with an envelope without a flap. Thank you.

---Laughter

MR. SPEAKER: Are there any further returns? Mr. Minister.

Return To Question 44-86(1): Details Of 14 Previous Land Claims Subagreements

HON. NICK SIBBESTON: Mr. Speaker, this is a return to an oral question asked by Mr. Richard yesterday. Firstly, there are indeed a total of 15 initialled subagreements in principle in the TFN claim. The first of these dealt with wildlife and was initialled in October of 1981. It is important to understand the process of negotiations. Initialling by negotiators is merely an indication that they have reached a point where they feel confident in recommending to their leadership the provisions in a subagreement they have been negotiating. Our senior representative draws heavily on the knowledge and expertise of departments in developing positions taken at the table in response to positions tabled by the claimants. Where issues and concerns are identified that cannot be resolved at the staff level, such matters are brought to the attention of the Executive Council. Specific direction may then be given to our representatives at the negotiations.

In some instances, initialled subagreements do not become public until after they are incorporated into an overall agreement in principle, unless the parties to the negotiations agree that they may be released. Exceptions are made, as was the case with the municipal lands provisions in the TFN claim, which was tabled in this House in February 1984, but that is not the norm. As was the case with the Inuvialuit agreement in principle, the Assembly will have an opportunity to debate the overall agreements in principle when they have been completed. In the case of the Inuit claim this is not likely to be concluded until sometime next year.

The position of the Executive Council is one of support for the work completed to date on the TFN claim. However, as was stated in our letters to both TFN and the Minister of Indian and Northern Affairs, which were tabled at the negotiations recently -- which the Minister responsible said he would table to the House and which the Members already have copies of -- we are concerned that the full consequences of these subagreements and their effect on matters within our present jurisdiction cannot be readily determined at this time. We expressed broader concerns respecting the need to clarify the role of public government in the North, especially in the area of non-renewable resource management. We strongly advised the Minister of Indian and Northern Affairs of our view that the role of this government must be more clearly defined in the process which will lead to an overall agreement in principle and ultimate final agreement. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Returns. Mr. Pedersen.

Return To Question 5-86(1): Regulations Concerning Raven Population

HON. RED PEDERSEN: Thank you, Mr. Speaker. I have a return to oral Question 5-86(1), asked by Mr. Arlooktoo on February 13th. This will get us off the very weighty subjects we have just been on. It concerns ravens. Ravens are protected under the Wildlife Act and cannot be hunted.

However, there are provisions in the act to provide permits that allow nuisance wildlife to be destroyed. The municipality may obtain a general wildlife permit from the Frobisher Bay regional office.

---Applause

MR. SPEAKER: Thank you, Mr. Pedersen. Mr. Pedersen.

Return To Question 19-86(1): Wildlife Officer For Lake Harbour

HON. RED PEDERSEN: Thank you, Mr. Speaker. I have one further return. Return to oral Question 19-86(1), asked by Mr. Arlooktoo on February 14, 1986, concerning a wildlife officer for Lake Harbour. Our department plans to establish a renewable resources officer position at Lake Harbour in the fiscal year 1987-88. In the interim the department is prepared to appoint a wildlife guardian upon recommendation from the hunters and trappers association in Lake Harbour. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Returns. Mr. McLaughlin.

HON. BRUCE McLAUGHLIN: I am sorry, Mr. Speaker. The Member who asked the question is not in the House so I will save it until he is here. Thank you.

MR. SPEAKER: Returns. That appears to conclude returns for today.

Item 7, petitions.

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

ITEM 9: TABLING OF DOCUMENTS

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I have three documents that I wish to table.

Firstly, Tabled Document 18-86(1), a letter to Mr. Donat Milortuk, chairman of TFN board of directors, dated January 17, 1986, from myself as Minister of Aboriginal Rights and Constitutional Development, respecting land and resources elements of the TFN claim.

Secondly, Mr. Speaker, Tabled Document 19-86(1), a letter to the Hon. David Crombie, Minister of Indian and Northern Affairs, dated January 17, 1986, also from myself, respecting land and resources elements of the TFN claim.

Thirdly, in anticipation of my budget coming up today, Tabled Document 20-86(1), entitled "Northwest Territories Education, Annual Report 1985." Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Tabling of documents. This appears to conclude tabling of documents for today. Item 10, notices of motion. Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I give notice that on Friday, February 21st, 1986, I shall move that Bill 9-86(1), An Act to Amend the Public Trustee Act be read for the first time.

MR. SPEAKER: You are close to that particular item, Mr. Ballantyne, but you have not arrived at it yet. This is Item 10, notices of motion. Are there any notices of motion? Mr. Arlooktoo.

ITEM 10: NOTICES OF MOTION

Notice Of Motion 4-86(1): Public Housing Rent Payment

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I am giving notice to move a motion on February 21, seconded by Ludy Pudluk, Member for High Arctic. My motion is with regard to rental scales for public housing. Thank you.

MR. SPEAKER: Thank you, Mr. Arlooktoo. Are there any further notices of motion? This appears to conclude this item for today. Item 11, notices of motion for first reading of bills. Mr. Ballantyne.

ITEM 11: NOTICES OF MOTION FOR FIRST READING OF BILLS

Notice Of Motion For First Reading Of Bill 10-86(1): Society Of Management Accountants Act

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I give notice that on Friday, February 21st, 1986, I shall move that Bill 10-86(1), An Act to Amend the Society of Management Accountants Act, be read for the first time.

MR. SPEAKER: Thank you. I understand you have more. Would you give all of the items you might have?

Notice Of Motion For First Reading Of Bill 9-86(1): Public Trustee Act

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I give notice that on Friday, February 21st, 1986, I shall move that Bill 9-86(1), An Act to Amend the Public Trustee Act, be read for the first time.

MR. SPEAKER: Thank you. Have you anything further? Thank you, Mr. Ballantyne. Are there any further notices of motion for first reading of bills? Item 12, motions. Motion 3-86(1), Recreation Complex for Clyde River. Mr. Paniloo.

ITEM 12: MOTIONS

Motion 3-86(1): Recreation Complex For Clyde River

MR. PANILOO: (Translation) Thank you, Mr. Speaker. The seconder of this motion has changed. I will read my motion:

WHEREAS the the hamlet of Clyde River has identified the urgent need for a community hall;

AND WHEREAS the community, at present, uses the school auditorium to hold community games, feasts, dances, and meetings;

AND WHEREAS this arrangement is not feasible as the community wishes to establish a much-needed day care and young children's daytime activities, among other programs;

AND WHEREAS there are no plans to construct a community hall in the government's capital plan;

AND WHEREAS the community of Clyde River has prepared the Clyde River community hall development project proposal which has been tabled in the House;

AND WHEREAS the Government of the NWT will not have to fund the total cost of the community hall as they do in other communities;

AND WHEREAS this community hall will create much-needed employment and training in the community;

NOW THEREFORE, I move, seconded by the honourable Member for High Arctic, that the Legislative Assembly recommend to the Executive Council that it consider the planning and construction of a community hall in Clyde River commencing in the fiscal year 1986-87.

MR. SPEAKER: Your motion is in order. However, the interpreters were not interpreting your motion as written. Will the records be amended to make a copy as shown in the motion book rather than having it redone and reread so that it is the same as the motion that is in the book, rather than the interpretation? I will instruct the translators to look after this matter. That can be done, Mr. Clerk? We note that there is a change in seconder to Mr. Pudluk. Your motion is in order, Mr. Paniloo. You may proceed.

MR. PANILOO: (Translation) Thank you, Mr. Speaker. I would just like to speak briefly on it. I have tabled this motion. Now for this recreation facility we are requesting, the local education authority and the hamlet council have difficulty in coming to an agreement so that this recreation facility can be used by the community. The reason why they are having difficulty is that they feel the school gymnasium is adequate. That is the opinion of the education council. So that is the reason for this motion.

The other reason is the construction of the building will be done in the community and when they are building this structure it will be an opportunity for training. We are going to get a contractor for the BRC. This recreational facility will be used for and used by the youth. There is a youth council. Also for the people who have social problems, it will be a good centre to keep these people informed. Also the council sees its use as economically viable -- and the reasons for this, I will not mention although they are attached. This motion will have to be approved by the Executive Council. We are going to have to be supported by the government and also by the Executive Council. That is all I have to say for now. Thank you.

MR. SPEAKER: Thank you, Mr. Paniloo. Mr. Pudluk, as seconder do you wish to speak now?

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I am happy that I have been able to second this motion. I just want to say that our young people in our communities have nothing else to do in their community and they usually break the law. We do not like this when it happens to our young people. There have to be things for young people to do in the communities starting now, and although it is not much, it is a start. They should be able to get things like skating rinks and other things for young people's activities.

Although a community is not heavily populated, I think the smaller communities should be assisted by the government because they all have the same problems as major cities. Recreational facilities are being used by the young people all the time and it will be helping the young people of the communities in the way of recreation. I know that when we were over here at the last session we saw some people that were on a hockey tournament here from Rankin Inlet, from the Kitikmeot Region and I think, from Frobisher. They played with very professional hockey players and they had just started out in the communities. The reason they are not up to par with the other professional hockey players is because they do not have enough recreational facilities in order to practise what they want. The reason why I wanted to second the motion is because I want to start seeing things done for the young people. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Pudluk. To the motion. Question is being called. Do you wish to finalize the debate, Mr. Paniloo?

MR. PANILOO: (Translation) Thank you, Mr. Speaker. I am not going to say much more about my motion. I think the intent of the motion is pretty clear. I would like to be supported on this motion. Thank you.

Motion 3-86(1), Carried

MR. SPEAKER: Thank you, Mr. Paniloo. To the motion. All those in favour? Opposed, if any? The motion is carried.

---Carried

Item 12, motions. That appears to conclude motions for today.

Item 13, first reading of bills.

Item 14, second reading of bills. Item 15, consideration in committee of the whole of bills and other matters: Bill 1-86(1), Appropriation Act, 1986-87, and Bill 3-86(1), Institute of Chartered Accountants Act, 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 1-86(1), APPROPRIATION ACT, 1986-87

CHAIRMAN (Mr. Gargan): The committee will now come to order. We will take a 10 minute coffee break.

---SHORT RECESS

Department Of The Executive

Women's Secretariat

CHAIRMAN (Mr. Gargan): The committee will now come to order. We are on the 1986-87 main estimates. We are on the Executive on page 2.16, Women's Secretariat. Would the Minister like to make any opening remarks? Mr. Minister.

HON. RED PEDERSEN: Thank you, Mr. Chairman. I would like to invite my witness to the witness table and make my opening remarks from there, if you please.

CHAIRMAN (Mr. Gargan): Does the committee agree?

SOME HON. MEMBERS: Agreed.

---Agreed

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

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Would the Minister like to introduce his witness and then make his opening remarks? Mr. Minister.

HON. RED PEDERSEN: Thank you, Mr. Chairman. On my immediate right is Ms Toni Graeme, the executive director of the Women's Secretariat.

CHAIRMAN (Mr. Gargan): Go ahead with your opening remarks, Mr. Minister.

Minister's Opening Remarks

HON. RED PEDERSEN: Thank you, Mr. Chairman. Since the formation of the Advisory Council on the Status of Women and the creation of the Women's Secretariat, members of the advisory council and staff of the Women's Secretariat have been very active on a wide range of issues. They have consistently and strongly lobbied for more women to be appointed to senior management positions within this government. For your information there are in our annual report on the photo page of senior management people, for the first time, two women.

AN HON. MEMBER: Hear, hear!

HON. RED PEDERSEN: I know that the advisory council will expect to see more in the future. The council is emphatic about the inclusion of women in the Government of the Northwest Territories affirmative action program and expect to participate fully in the advisory committee which is being established and I would like to encourage Members of the Assembly to use the talent bank for women developed by the secretariat when making suggestions to territorial and federal Ministers for appointments to boards or agencies.

In the area of health care for women, both the council and the secretariat have advocated at all levels of government for the acceptance and availability of midwives to enable women to stay in their communities for their birthing if there are no medical problems expected.

Last fall, amendments to legislation complying with the Charter of Rights were reviewed and as a result the council will continue to be active during the family law review which will be undertaken later this year. Requests have also been made to the Department of Education to implement assertiveness and self-defence programs for young women in the territorial school system.

The council has also requested that the Municipal Act be amended to allow communities throughout the Northwest Territories to control at the local level, the availability of pornographic material within their municipal boundaries. As Minister responsible for the Status of Women, I have asked my colleague, the Hon. Gordon Wray to see how this can be best accomplished.

As Members are aware, spousal assault in the Northwest Territories is a major problem with 540 cases being reported to the RCMP in 1985. The rate for spousal assault in Canada is one in 10, but in the Northwest Territories three out of every 10 women will be victims of this form of family violence. Both the secretariat and the advisory council were major forces in the development of this government's response to the task force recommendations on spousal assault. Copies of the three year plan are available through the secretariat and I will be tabling this government's response for the information of Members later in this session.

In the past year, funds were provided for eight projects dealing with different aspects of family violence in the communities of Frobisher Bay, Inuvik, Yellowknife, Fort Providence and Fort Smith. These projects dealt with the development of transition houses for victims of family violence. They dealt with workshops on spousal assault, focussing on counselling techniques and additional staff for local groups for research and to assist in the operation of a crisis centre in Fort Smith. The council and the secretariat will continue to play an active role in the coming year in the area of family violence and will provide every assistance to the activities of the territorial Departments of Culture and Communications, Health, and Social Services. We cannot overemphasize the importance of the media campaign, counselling training courses, community workshops, safe houses for victims and children and the transition houses in Frobisher Bay, Inuvik, Fort Smith and Yellowknife.

In the coming year the council will be presenting a brief for the parliamentary task force on child care and look forward to the report being prepared on day care in the Northwest Territories. This is being prepared by the Minister of Social Services, the Hon. Bruce McLaughlin.

In closing, Mr. Chairman, we hope that Members will approve the new initiatives taken by this government as reflected in departmental budgets and I hope you will continue to support the fine work carried out to date by the members of the Advisory Council on the Status of Women and the staff of the Women's Secretariat. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Are there any general comments on the Women's Secretariat? Mr. Paniloo.

Funding For Local Groups Concerning Family Violence

MR. PANILOO: (Translation) Thank you, Mr. Chairman. In some of the communities the women have formed committees and started programs which I do not think are financed in the communities. These are local women's groups concerning spousal assault. I would like to ask the Minister how this problem can be rectified in the communities. Will they be allocated some funding? The reason I am asking is if they do not have any offices in the local area, I do not think this program will run smoothly. I have asked my constituents and they do not hold any meetings in the communities. I would like to know what impact this proposed program will have. I think these social problems are dealt with mainly by Social Services, the way I see it. I would like some indications as to the programs you are proposing. Thank you.

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

HON. RED PEDERSEN: Thank you, Mr. Chairman. Very recently there was a family violence workshop held in Frobisher Bay. Delegates from Mr. Paniloo's constituency attended this workshop. It was, in the opinion of the delegates that went to it, a very successful one. The women and men who attended, all the delegates, agreed that they were going to return to their communities and organize groups to support victims of family violence and try to do something about eliminating this problem. Funds are available upon application to the Women's Secretariat. Each application will be considered on its merit, but the funds have been made available in the past year to the groups that applied. However, the program should be decided by the people within the community, not by the Women's Secretariat. The secretariat will fund the program but the people within each community should decide for themselves what type of program they wish to run. This is the clear message we got from the delegates, not only at the Frobisher Bay workshop but also at the workshop that was held shortly before that at Edzo.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I just have a few general comments. I would like to say, first of all, that I was privileged to have attended both conferences on family violence that were held recently with the support of this government and other governments. I would like to

just say that I felt these conferences were extremely useful to the participants and myself. I am generally getting to be fairly cautious about going to conferences because sometimes they are primarily talk, not related much to action. But I found that these two conferences, in particular the Baffin one which I attended at more length, were both definitely oriented, as the Minister has said, toward people going back to their communities and actually doing something about the problem at the community level on their own terms and with their own resources.

Community Desire To Deal With Problem

I was pleased to see that people who came to these conferences, delegates from the communities, were not looking to the government as solving the whole problem. They recognized that the first steps are community awareness and a community desire to control and deal with the problem. I think these are great steps forward, generally for all people in the Northwest Territories. I welcome the publicity that has resulted from these conferences.

I would also like to mention that I am very impressed with the Spousal Assault Network, I think it is called, the publication that has been put out by the secretariat. I think it is very well put together and an excellent way of getting men and women in Northwest Territories to think about this important issue which touches so many of us.

I would also like to congratulate the Minister, Mr. Chairman, on having been able to secure approval for what I consider to be quite a significant indication of the government's desire to help communities to help themselves and help people to help themselves. I think the program that was announced earlier in this session is quite significant and will be a good basis for an ongoing approach and eventually, hopefully, a solution to this gravest of problems. Certainly the understanding and awareness and enthusiasm of the delegates that attended the Baffin regional conference bodes very well for this problem being tackled in Baffin communities at least. I hope this will be the beginning of a trend in all other parts of the Northwest Territories.

Representation By Minister At UN Conference

Speaking of conferences, Mr. Chairman, I would like to simply acknowledge as I have not really been able to do before this House, the fact that as a former Minister responsible for the Status of Women, I had the privilege this past summer to represent the Northwest Territories as part of the Canadian delegation to the United Nations conference marking the end of the UN decade for women, in Nairobi, Kenya. I think we should all be pleased that the United Nations has adopted the so-called forward-looking strategies that were approved by consensus at the UN conference that I attended. I feel that the forward-looking strategies are worth considering in the context of the Northwest Territories because I was quite astonished at the world conference to find out how many of the concerns brought by other countries, even developing countries in the world, were similar to the concerns that are current in the Northwest Territories. I am pleased to note that this forward-looking strategy was adopted by the UN and this gives further impetus to the UN plan of action, which our government has already adopted last year, which is a way of seeing in all areas that our government becomes more sensitive to the rights and interests of women.

I would like to give the Minister my assurance that although I no longer have that portfolio, I still feel that I have learned a lot from my time in that portfolio and give him this pledge of support to the important work he is doing, and also the support and advice that our government will be given by the Advisory Council on the Status of Women. I am pleased to note that members of that council are present here today. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Patterson. General comments on the status of women. Mr. Erkloo.

Passing Of Mrs. Tincombe

MR. ERKLOO: (Translation) Thank you, Mr. Chairman. The comment I have to make is that I received a telephone call that the social worker in Montreal has just recently passed away two days ago and I just wanted to inform everyone here. For those who have gone down to Montreal for medical reasons, she has helped a lot. I am sorry for having to mention this at this time about this lady's death.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Erkloo. I would like at this time to recognize Edna Elias, the president of NWT Advisory Council on the Status of Women, in the gallery and also the members of the Native Women's Association.

---Applause

Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. Concerning the family violence symposium in Frobisher Bay, the delegates that came from the communities met there and when they returned to their communities I believe that they would be able to pursue the problems that are arising in their communities.

I would like to get some indication as to how they would start handling this kind of work in their community. It can be started by the hamlet councils or through social services or through religious groups or other agencies. The symposium that was held in Frobisher Bay was more religiously oriented, by the way the meeting went. Also there are many Inuit who try to avoid having family violence. I do not know as to where they would get their jurisdiction or who they are going to get their support from. Perhaps maybe they will be using the traditional ways sometimes when they return to their community -- when they implement the program then there are no problems. Or it could be the opposite. I would like to get some indication as to what department will support this responsibility. Thank you.

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

HON. RED PEDERSEN: Mr. Chairman, the consensus of opinion that came out of the conference in Frobisher Bay was that the problem is not a problem that government can solve as such. It is a social problem. It is a problem which individual people have and in the final end it can only be solved by these individuals themselves. Government could help but government cannot be seen as the solver of the problem. It will not work. If government was capable of doing that, I suggest we would merely need to pass legislation here that says that we shall all behave nicely to each other and there would be no problems; but we cannot do that.

Traditional Ways of Dealing With The Problem

The importance of dealing with the problem in the traditional way was emphasized over and over again at the Frobisher Bay workshop. It was emphasized that government should not get too involved in the programs. Make funding available, support groups, but not get involved in creating the program and implementing it because people themselves knew better than government does. I fully agree with that concept.

Mr. Arlooktoo asked if it was primarily religious groups that were involved and the answer to that is no. Very emphatically no. Religious groups, churches, clergymen most certainly do have an influence in this and can be very helpful in the solving of the problem but it is a social problem we are dealing with. Family violence is a social problem, it is not a religious problem and people emphasized that very strongly, that it should not be turned into a religious problem because it is not that. That is not what it is.

What people have done in other communities, Mr. Chairman, is to organize support groups where certain individuals volunteer their names, phone numbers, their houses as safe houses within the group. One person might take it Monday and Tuesday, another Wednesday and Thursday -- taking turns to provide this service to the community. It would appear that one of the most important things in combatting this problem will be in making people aware of the problem. Getting the problem out of the closet and out in the open where each individual community can see just how severe and how ugly the problem is. We can no longer hide it. It has to come out. These are not all thoughts strictly from myself, these are developed as a result of the comments made at the two workshops I mentioned before and I wholeheartedly agree with these thoughts expressed.

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

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I am happy that you were able to respond to my question. Also you have clarified some of the questions that I had concerning transition homes, how these are being organized. That I am very happy to hear. In bigger communities transition homes are very much needed and in some communities it will not have any protest.

I would like to mention that I would like to thank the women's groups here at the Legislative Assembly. Yes, we all have children who will be growing up. It reassures us to know that if they do have this kind of a problem that it will be looked after and that the Inuit have made a move to make better living conditions. I wanted to indicate that I am very happy about this. Thank you.

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

Future Funding For The Problem Of Spousal Assault

MR. T'SELEIE: (Translation) Thank you, Mr. Chairman. I will say this in my own language. They are discussing helping all the women that are going through spousal assault at present. I want to know how long they will be helping to solve the problem of spousal assault. Right now there is money that is allotted to work on spousal assault. Will it be there again next year when we meet again? This is what I want to ask the Minister right now.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. RED PEDERSEN: Mr. Chairman, the short answer to Mr. T'Seleie's question is it would be my intent as Minister for the program to continue until the problem is eliminated. For the immediate future I refer to my opening remarks, where I stated that a three year plan of action is available for anyone who wishes it, through the Women's Secretariat, and I will be tabling it later this session. This will provide the detailed information of the programs and funding over the next three years. The reason I do not have it available for tabling right now -- and I apologize for it -- is that it has not yet been translated.

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

MR. T'SELEIE: (Translation) Mr. Chairman, also I would like to ask another question. This Minister is also the Minister of Renewable Resources and there is talk by the anti-fur trapping movement going on down south. I was wondering if you have any plans to follow up on the work on this issue.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. RED PEDERSEN: Thank you, Mr. Chairman. Mr. T'Seleie and myself were both at the recent conference at Chisasibi with Indigenous Survival International. At that conference there were delegates from many places, including two from Alaska. The two Alaskan delegates, both Inuit delegates, were both women. The contribution, in my opinion, that they made to the conference was far greater than the number two would have indicated. It was a very significant impact particularly at a news conference that was held. If we are going to advance the argument of traditional aboriginal use and the right to use renewable resources, the fur resources in particular, I think it is very important that we advance the total argument. There is more to the traditional use of furs than merely trapping and just killing an animal by the male trapper. It is a part of the total lifestyle of aboriginal people, men and women.

Woman Delegate To ISI Conference In Europe

I think it is very important that women get involved to a very high degree in the effort to combat the anti-fur forces. I am very pleased to have been able, through departmental funds, to finance the travel of one woman delegate, who is now in Europe or on the way to Europe, with the ISI delegation.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments on the Women's Secretariat. Does the committee agree that we go to the details of the main estimates? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Women's Secretariat, Total O And M

CHAIRMAN (Mr. Gargan): Women's Secretariat. Total O and M, \$490,000. Mr. McCallum.

MR. McCALLUM: Mr. Chairman, I just have a couple of questions to the Minister regarding the total, not so much in terms of the funding that is on page 2.16, but the proposed budget that he is putting in to introduce public awareness in communities, funds for safe shelters and community action groups. I wonder, in terms of these particular moneys, how the individual groups are going to access into those funds. Is the Minister of the secretariat going to take requests from various groups? In my particular constituency there is an active group and I am pleased to see that the Minister has indicated that there would be a transition house in the making in Fort Smith because of the likelihood of having difficulties if we continue using the one we have now. I guess what I am concerned about is how soon do these come on stream? Is the Minister going to be looking at trying to build these or is there the possibility of a purchase of an existing government unit or having the government unit turned over to the community group? How does the action group that is now in place in Fort Smith and has done quite a bit of work, how are they going to access these funds?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. RED PEDERSEN: Thank you, Mr. Chairman. The funds that the honourable Member refers to are in the budget of the Hon. Bruce McLaughlin, Minister of Health and Social Services, but I will comment on it though. The funds can be accessed by the local groups through representation to the Minister. The Minister has in his budget a co-ordinator who can be made available to go and work with the local groups in formulating their proposals. I would like to also say that all the groups that were mentioned in my introductory remarks have made prior representation to the government over the past year. These representations have been taken into account when requesting funds as we are presenting in this budget to you. I am sure Mr. McLaughlin will be able to provide further specific details when we get to his department. I hope this answered some of the concerns.

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

MR. McCALLUM: Mr. Chairman, I was simply referring to the Minister's notes on the three year action plan regarding spousal assault. I guess I was referring to that in terms of the transition houses. I apologize if I am in the wrong pew of the church but in the budget speech of the Finance Minister he talked about a spousal assault program totalling \$1.9 million. I thought it would come under this particular group as well. If it does not then fine, I just wanted to get an idea of what is going on with the transition houses. I would have expected that it would come under this as well. If it is not then I will wait until we get to the other.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. RED PEDERSEN: Thank you, Mr. Chairman. The announcement made in the budget speech was the total governmental response and the particular initiatives have been distributed departmentally. The transition houses will be coming up under the Hon. Bruce McLaughlin's budget.

Women's Secretariat, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. Women's Secretariat, total O and M, \$490,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): I would like to thank the Minister. Thank you, Mr. Minister.

Department Of Education

We will now move to the Department of Education. It is on page 17.02. Does the Minister wish to make an opening statement? Mr. Minister.

Minister's Opening Remarks

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am pleased to present the main estimates for the Department of Education for the coming year. I would like to take some time to try to give the Assembly a bit of a report on what has been accomplished and what is being planned in education in

the coming year. In that connection, Mr. Chairman, with apologies to the Inuit Members, I have tabled today a copy of a report called "Northwest Territories Education", which I hope will provide all Members with a pretty good idea of just what our successes have been and in what areas we need to be more successful.

Mr. Chairman, this report is the first time that another separate report on education has been published since 1968, in addition to what is included in the annual report of the Government of the Northwest Territories. But I felt it was appropriate this year that a report be made since it has now been some years since the Ninth Legislative Assembly struck a special committee to inquire into all aspects of education and make a report which was adopted with amendments by this Legislative Assembly.

Last year I held a conference amongst senior superintendents and managers within the Department of Education to review what progress had been made on implementing the recommendations of the special committee and to set goals for the next five years. I will briefly state those goals. They are to increase local control of education; to preserve native culture and languages; to increase participation of northerners in the NWT labour market; and to increase public awareness of the value of education. This annual report is part of my efforts to increase public awareness of education.

Philosophy Of Effective Schools

I would also like to take a moment if I might, Mr. Chairman, to talk about the subject of effective schools. I think it is important that there be public discussion about what it is that makes effective schools and how we can learn from the models of successful effective schools and apply that experience to schools that may not be achieving our highest expectations. Mr. Chairman, over the past several years there has been quite a body of research done on the topic of effective schools. The research has been aimed at trying to find out which factors account for some schools being more effective than others in reaching the goals of education as determined by the schools and the community.

Generally research has found that the most effective schools are those whose strategies are considerably different than our present mode of operation in which we try to accommodate varying tastes and levels of ability amongst students and varieties of styles and methods amongst teachers. Key elements of the effective schools approach include a strong sense of academic purpose in the school and high expectations conveyed to all students. In effective schools it is expected that students will work to grade level in the core subjects and that teachers will structure the learning environment and manage the classroom efficiently. Effective schools feature regular and consistent communication with parents, clear policy on homework, emphasis on regular school attendance and clear statements to parents on behaviour standards.

Mr. Chairman, we believe that schools which are most effective can be identified by the use of pupil testing, to determine their success in teaching children. We believe that successful schools show characteristics which are related to their success and lie within the domain of educators to utilize. We believe that the characteristics of successful schools can provide a basis for improving schools which are not succeeding in their educational tasks.

Generally, Mr. Chairman, I would say of our schools in the NWT, that those schools which serve predominantly non-native children are the ones that often seem to be most effective. When travelling through native communities, meeting with parents and community leaders, we are continually confronted with their stated opinion that the schools in their communities are not up to the same standards as our southern schools or schools in larger centres. Our statistics, whether it be those on attendance or achievement, certainly do seem to support this view. Mr. Chairman, the report which I refer to, which I have tabled, does show our success in participation in post-secondary programs, as well as high school graduation statistics in educating native and non-native students in the general and advanced diploma.

If we reflect back on the reasons why the research into effective schools began, we find that the issues that cause concern in the other parts of Canada are the same as the issues that we currently face. When we talk about moving away from continuous progress back to a grade system -- and I support the comments of the Member for Natilikmiot in his reply to the Commissioner's Address -- when we talk about accurate and honest reporting to parents, when we talk about improved and compulsory attendance by all students, we are really speaking about elements of the effective schools approach. So I would like to propose that in presenting this budget for the Department of

Education that we make it very clear to the public and to our staff in the regions and schools, as well as at headquarters, that we are not going to simply keep bandaging the old system and philosophy of education, but that we intend to embark on basically the effective schools philosophy. If we approach the issues faced by our schools in a way that is systematic and consistent with this current trend in education we should find that it is easy to make use of this current research and expertise.

We are now in the process of drafting evaluation forms for our teachers and principals; school registers are being revised and our testing program is continuing. If we are going to move in this direction toward more effective schools, it will be necessary to ensure that all of these documents do reflect that emphasis. I believe the most critical ones right now are the principal and teacher evaluation forms.

Characteristics Of Effective Schools

Mr. Chairman, I would like to briefly describe the main characteristics of effective schools which emerge repeatedly, because I believe that there is much that Members of this Assembly, as opinion leaders in the Northwest Territories, can do to accomplish having these characteristics featured in all our schools.

Sense Of Purpose

Firstly, there must be a sense of purpose or mission. Successful schools project a consistent philosophy and a sense of purpose which is developed and shared by parents, staff and students. A basic problem in many of our schools, I believe, particularly in outlying communities is that there is often no consensus on what the purpose of the school should be. Some parents in the community believe very strongly that English language skills should be the main emphasis of the school, while other parents and possibly the majority in many communities, believe that the school must as a first and primary goal ensure that the child's cultural background and language and appreciation of history are enhanced. Others may believe it is possible to do both within the current school time allotment.

Mr. Chairman, unless the direction and purpose for each school in each community is clarified to the satisfaction of parents, staff and students, it is very difficult, particularly for teachers, to feel committed to a common purpose. Likely what would happen in such a situation is that the quality of education in each classroom and possibly even the general direction of education would be dependent almost completely on the individual teacher's ability. So during the next several months and years, it will be essential in my view, for staff, students and community members generally to become more involved in charting a direction for their school. It can be a different direction and goal for each community. Unless there is such involvement it is not likely that a sense of ownership can be cultivated nor will the community members, staff and students all become committed to the success of the local education operation.

High Expectations

Secondly, Mr. Chairman, a characteristic of effective schools is high expectations. All staff, parents and students must believe that every student is capable of performing at a high level. We know that students are quick to perform or behave according to expected levels but unless we as educators and parents and community leaders believe that students can perform, they will quickly begin to fall below minimum standards. The fear I have, Mr. Chairman, is that all too often we are too quick to group children into lower achievement groups which are in themselves self-fulfilling. I am not saying that it is not good to group children but I must emphasize in my view that effective schools do continually review themselves in order to determine that the programs are best suited to the highest achievement possible for every child. Student achievement in effective schools is closely monitored to ensure that children meet their education goals to the best of their true ability. It is the conclusions that we as educators draw about what their true ability is that must be carefully watched.

School Climate

Thirdly, the school climate. Effective schools pay conscious attention to school climate. Specific attention is given to the creation and maintenance of a climate conducive to learning. In other words, clear rules and guidelines are laid down and adhered to by everyone so the school

atmosphere is orderly without being too rigid and quiet; without being oppressive. An effective school climate features attention being paid to the general climate in the school, not only in classrooms but in the hallways, out in the playground and in the staff room. All staff must be very involved and concerned that this positive atmosphere be maintained.

Academic Focus

A fourth characteristic of effective schools which deserves much discussion in the NWT because of the emphasis which our schools place on cultural content is academic focus. The most successful schools in the country are those which emphasize basic academic skills. Private schools, as well, reveal that those which are the most successful are successful because of the academic orientation as well as other things.

I do not want to suggest that academic focus has to be at the opposite end of the continuum to cultural content. But I do feel that at times we tend to soften the academic expectations and quickly excuse children from the importance placed on the instruction in these skills because of cultural factors. I believe it will be important for us in developing more effective schools to ensure that each projects a positive and excited atmosphere with a high level of morale from all concerned. It is not easy to inject a sense of academic expectation. In order to be effective we must be able to do this without becoming rigid and demanding beyond students' capability. To do so would backfire very severely on the whole system. My hope would be that by placing emphasis on academic achievement in all subject areas, whether basic skills or cultural content, we are able to significantly reduce the number of students who claim that school is boring.

Motivational Strategies

Fifthly, motivational strategies. Positive motivational strategies for staff and students, as well as a community, seem to be a fifth characteristic frequently found in effective schools. The most successful schools are the ones which place a greater conscious reliance on positive rather than negative reinforcement. That is, on praise rather than punishment. This again is something which is fairly difficult to build into a school's climate since very often it is dependent on the styles developed and reinforced over years by teachers and the principal. Fortunately many of our schools already do place a lot of emphasis on positive reinforcement or at least are making solid efforts to build in this area. I believe it is only through positive reinforcement that we will foster a friendly and supportive climate, as well as a positive self-image by each student.

Feedback

Feedback. Last summer at the conference of senior educators which I mentioned, we unanimously decided it was necessary for the total education system and individual schools to improve the system for providing parents and children themselves with accurate feedback on how well they were or were not achieving. In fact, generally, I would say that the Alberta testing program and the Northwest Territories testing program are both based on a goal of providing more effective reporting to parents.

One area which has not been closely linked but on which I believe we have to have more discussion, is the relationship between pupil evaluation and the monitoring of teaching performance and the appropriateness of our curriculum goals and objectives. The pattern in schools across Canada is to treat each of these basically as separate activities. Although we recognize there is a relationship, we have steered away from it for fear of offending professional integrity. I believe this relationship deserves greater consideration, particularly in teacher assessment and evaluation.

Leadership

Finally, Mr. Chairman, the seventh main characteristic of effective schools, and probably the most critical one, is leadership. Good schools invariably have administrators who possess key leadership qualities. These include most of all the ability to provide educational leadership to the staff. While administration and paperwork are essential and must be done, our principals must be careful not to get bogged down in the clerical requirements of their jobs, the administrative requirements of their job. I believe a main requirement of a good educational leader is an assertive administrative style which is based on high standards and expectations and a personal vision strongly supported by teachers, students and parents. This means that as well as having

these characteristics, it is necessary for a strong educational leader in the school to be able to communicate his goal to the staff and community, while at the same time being able to integrate into the school operation, the views and concerns of teachers, students, and the community.

I want to be very careful in pointing out that, in my view, there is a major difference between a principal who runs a school as his own fiefdom and one who is able to operate a school as an institution that reflects the goals and objectives of the community, the Northwest Territories and the world generally. And is able to do so in a way that promotes a feeling of ownership and accountability by staff, students and community in a climate of high expectations. That is a big challenge but it is one we are going to expect of education leaders working for the Department of Education.

I will be discussing this much more extensively with education staff in the coming year. I do feel that we should look at the possibility of placing much more emphasis on the development of our schools through a common philosophy of education. I believe that in the coming year if we are going to achieve this goal of more effective schools, it must be made clear to all schools and communities that this will be our approach.

Mr. Chairman, I apologize for perhaps having dwelt on that for some length but I think it is an appropriate introduction for the details of this budget. Mr. Chairman, I mentioned the broad goals established by the Department of Education: increased control of education; preservation of native culture and languages; increased participation of northerners in the NWT labour market; equal access to educational opportunities; and increased public awareness of the value of education. I believe that generally the new initiatives in the budget which I am presenting today, reflect those goals and objectives.

I would like to make particular note of new initiatives since last year: extension of grades in communities; the establishment of a new division for language and culture, which includes provision for decentralization of aboriginal language programs to community-based language centres; public and business administration; social services; renewable resource training and upgrading programs at the Iqaluit campus, many of which will be offered in the field-based mode; priority funding for training on-the-job programs to assist employers who wish to train employees; development of a labour market information system; increase in in-service trainee positions in response to the affirmative action program; creation of a new section to address needs in the area of policy, legislation and program evaluation; development of an Inuit and Dene studies program for secondary schools; adult education instructors for Coral Harbour, Snowdrift and Hall Beach; priority funding to expand the number of seats available in the, I believe, successful community administration program; new instructors of millwright and plumbing programs at Thebacha campus; student travel to Expo '86, which will be a one-time expansion of our student travel program; funding to create new societies; development funds for future divisional boards; additional educational leave assistance to help train native northerners for senior level positions; and a public information program to address recommendations of this Assembly respecting the need for more and better education, to reach parents and local educational authorities; and finally enhancement of special needs education through special needs teachers and assistants.

Philosophy Of Special Needs Program

I would just like to comment briefly on some of those main new initiatives, Mr. Chairman, and then open the budget to comments and questions. I would like to talk a little bit about the philosophy of the special needs program that has been significantly enhanced this year and last year. I would like to note to Members that, in developing this special needs enhanced program, we have been guided by the recommendations approved by the Ninth Legislative Assembly in the area of special needs or special services as it was called in the report. I think if Members wish to review those six recommendations respecting special services, they will see that our new program follows those recommendations.

We believe that, as I believe I stated in this House in answer to a Member's question the other day, every person is unique and has the right to an education appropriate to their individual strengths and needs, which should ideally be provided with peers and friends in a local community school within a regular classroom. The department is well aware that additional support and services, over what is now present, are essential if this goal is to be achieved. We also realize that these fundamental rights of individuals to equality of opportunity and education have not always been fully recognized in the NWT or indeed in all parts of Canada. These rights, as I see

them, include the right to live with, as part of a family or household, relatives or friends. I know that we still have children with multiple handicaps living in hospital wards. There are some students still attending southern institutions and we still take children and put them in institutions in the NWT, away from their family. But they should, wherever possible, have the right to live in their home community.

This ties in with the right to enjoy a culturally appropriate education which nurtures and prepares them for life as adults in their own community. Institutions and special schools cannot always provide that culturally appropriate experience. This also includes the right of access to meaningful work and adequate income. The department is committed to offering education to all the residents in the Territories and this especially includes those people with special needs that have sometimes been hidden away in institutions or special schools. I believe that as long as our communities have children perceived to have problems, taken away, they will never develop the skills to deal themselves with those children with special needs.

Arctic College System

A few words about the Arctic College system, Mr. Chairman. It is being developed toward the goal of serving all adults of the NWT with opportunities for education and training close to home wherever practical to do so. The Iqaluit campus is already established and operating. In addition to regional campuses like that one, there will be program centres established in a number of locations to co-ordinate the delivery of college programs in an area. To facilitate this development the college head office is being established in Yellowknife to co-ordinate campuses and program centres. Some of this expansion may be slowed down a little since much of it is dependent on extension program offerings funded by the federal government through the Canada Employment and Immigration Commission. Since the inception of the Canadian job strategy, the funding for college-delivered programs will be cut back over the next three years. We are still actively negotiating with the federal government in an attempt to persuade them to change their approach, where appropriate, because of the special needs of the NWT.

As I mentioned, Mr. Chairman, additional person years are being provided for the Iqaluit campus. It will be phased in over a number of years with early emphasis on the delivery of high demand programs, such as business and administration studies.

Field-based programs available at the community level, such as those already used in teacher training, will also be a priority. Priority funding is being provided to the college in two areas. One of these will involve the delivering of community small business management programs in the community. This program will work out of the planned Inuvik campus when it is established, as well as the community administration certificate program. Extra money has been budgeted which will enable that program to expand so that its second component can be offered to serve the Eastern Arctic. It is also planned that the planned Inuvik campus will deliver the community recreation leadership program which is now located in Fort Smith. These programs, together with the college programs already being delivered in Inuvik by extension, will form the core of the proposed new campus.

Nearing completion now is the trades complex addition at the Thebacha campus which was jointly funded by the federal government and our government through the skills growth fund. This will make it possible to offer additional apprenticeship programs here in the North rather than having to send students south. Work is now under way on the development of a field-based component of the teacher education program for the West operating out of the Thebacha campus. The program will be designed to produce bilingual teachers and will enable students to work toward a university degree over several years while at the same time providing an early supply of teachers who can speak the language of the community.

Advanced Education

Major initiatives in advanced education in the coming year, Mr. Chairman, involve the apprenticeship program. I am pleased to note that the success of NorthwTel in bidding for contracts on the north warning system is expected to result in approximately 100 jobs for northerners over the next few years. In recognition of this significant boost to the economy, my department of advanced education, the NWT apprenticeship board, and the Arctic College have co-operated with the Canada Employment and Immigration Commission and NorthwTel to establish an accelerated northern training program designed specifically for the needs of the communications industry. A new trade of communications electrician has been established and the electronics program at the Thebacha campus

will be revamped to provide their required trades theory courses. Joint funding will be made available under CEIC's Canadian job strategy and through advanced education to provide an accelerated on-the-job training program to provide northerners with trades certification in just over three years rather than the normal four year requirement.

As I mentioned, additional money has been made available to advanced education for on-the-job training. Trainees will be assigned to employers who will be provided with salary subsidies. The object of the program will be to obtain guarantees of employment for trainees upon successful completion of programs.

In continuing education, Mr. Chairman, in response to increased demand for adult basic education at the community level, new adult education positions have been planned for the three communities mentioned and we propose that additional person years would be provided over the next several years for communities with the greatest need.

A Territories-wide adult basic education curriculum for grades one to nine is currently being developed and will be available for the beginning of the 1986-87 academic year. This program will provide adult educators with departmentally approved resource materials, a standard curriculum and comprehensive testing mechanisms. I might mention that this will not be the TABE test. This will be a new test that will be much more appropriate to the NWT than an American testing system with all its culturally inappropriate content. For the first time ever it will be possible to provide departmental certification at each grade level for adults. The adult program for grades 10 and 11 is being developed in parallel with this work and in conjunction with the Arctic College. It should be available for use at adult centres in the spring of 1987.

In the area of human resource planning, as a follow-up to the NWT labour force survey completed in January 1985, a comprehensive information system will be developed in the coming year with comprehensive data on the NWT labour market. This year money has been provided to manage the system which will permit the planned development of training programs using NWT-wide information on labour supply, availability of jobs and skilled levels of northern residents who require employment support programs.

Divisional Boards Of Education

On the subject of divisional boards, Mr. Chairman, we are preparing for the expansion of divisional boards since the inception of the first divisional board in the Baffin Region in 1985. An evaluation of the success of that board will be conducted by May 1, 1986. We also plan to offer assistance in orientation and training for potential divisional boards in the coming year which will prepare new boards to take on responsibilities in 1987 and 1988 and beyond.

Staff Development

In the area of staff development, which is an important part of the division of advanced education, in recognition of the approval of the native employment policy, additional person years and salary dollars have been budgeted for trainee positions. I would like to note that although these person years are attached to the headquarters budget and are managed centrally, they are delegated to regional offices according to the requirements outlined in human resource plans. The total person years available in this program is 67 to complement the 77 person years available in the in-service apprenticeship program. Most of the northerners employed in these programs are employed at regional centres even though the budget does show up in headquarters.

Mr. Chairman, the department also offers short staff development courses for employees and in 1986 we plan to totally revamp this program to respond to the training demands which have now been identified in departmental affirmative action programs. Plans call for the development of one to two week courses in skill areas common to all departments. These courses will be affiliated with the Arctic College wherever possible and successful employees will be able to work toward the completion of college diploma programs while increasing their promotional potential. This initiative is expected to provide better access to college programs for native employees in particular and to provide training specifically related to employment requirements within the government.

A management training program will also be developed during the coming fiscal year to prepare employees in all departments to take on more responsibility. The courses will be affiliated with the college and designed to acquaint managers and potential managers with government systems and management skills. This is in recognition of the need to assist employees to obtain the skills they require to enhance their potential and promote career planning within the GNWT.

Mr. Chairman, those are my opening remarks in introducing the budget for the Department of Education for 1986-87. I would like to request the assistance of my deputy minister and chief of finance if the committee should agree. Thank you.

CHAIRMAN (Mr. Gargan): I would like to thank the Minister. Before we call in the witnesses we will take a 10 minute nutrition break.

---SHORT RECESS

The committee will now come to order. Would the Minister introduce his witnesses for the record?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have with me Mr. Joe Handley, deputy minister, and Mr. Paul Devitt, chief of financial and management services. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We are on page 17.02, the objectives. Are there any general comments? Mr. McCallum.

MR. MCCALLUM: Thank you, Mr. Chairman. I think we are going to have to get a new award. That might have been a new record for an introduction of a budget but it was very interesting.

MR. WAH-SHEE: It is the best presentation.

MR. MCCALLUM: I was here for both of them and some of you were not here for both of them. I note in the growth within the department since 1984-85 and proposed for this coming year, we have a growth of approximately 17 per cent in the total O and M in roughly two years. A growth of about 10 per cent in the person years over those two years as well. That may not be very significant because you start with a pretty good base but in the O and M, we have approximately \$14.5 million increase and as well in the total person years there is approximately 135 positions within that 10 per cent growth. I wonder if the Minister could indicate to me what is the growth within the in-school program in terms of students? Has there been a corresponding growth in the formal years of schooling? I recognize the 135 PYs are not all allocated to the school program, there are other activities. And as well that total O and M is not just in the school program. Is there some corresponding growth in our in-school program over those years?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. There have not been drastic increases in enrolment, Mr. Chairman, over the last couple of years although there has been a steady marginal growth. Most of the increased person years, if I understand the Member's question correctly, are not related to enrolment changes but rather are related to program enhancement. Thank you.

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

MR. NERYSOO: Thank you, Mr. Chairman. I just would like to make a few general comments with regard to the department. First, let me commend the Minister and his staff for their efforts in reviving the whole education system in the NWT. It is not always the role of Members in what you might consider the opposition, to be complimentary but let me compliment the Minister and his staff for their efforts. I want to say that while the Minister's opening and introductory remarks were lengthy and very thorough, they also begged some serious questions and it is unfortunate that I do not have the presentation and the only time I will be able to get it is probably tomorrow when the Hansard is made available to us. There are still a couple of questions or concerns I have.

Value Of Formal Education

Firstly, the question on the issue of the incentive as Mr. Patterson put it, the incentive for students to come to school, to create an environment where they are comfortable, they feel a part of the educational system and in fact appreciate the educational system. That area, I think,

requires a lot of work. It requires an effort on our part as a government and as a Legislature and as individual leaders to persuade the young people of the NWT that the educational system and the programs that are being offered are of value to them. I guess the reason I say that is because of some of the issues that Mr. Patterson raised of school being boring and some of the excuses that students give. Or that they are going out on the land. While I believe it is necessary to provide cultural education to our young people it is also very important to make them aware of the value of the formal educational system as well and to encourage them to participate and to encourage them through whatever methods are possible.

The point that Mr. Patterson raised so eloquently about punishment I think is something that has gone out of the door some time ago. It is really not the best approach to take. However, we still have to make the students aware that there is a certain responsibility they have in schools as well and a certain respect that they ought to be giving to their teachers and to their principal and those people that are involved in the educational system. That is something, as you pointed out earlier, that we have to do a lot of work in.

Role Of Principal

I also still have a major concern with the relationship of the principal to what might be considered management, in the case of the regional office or headquarters, and at the same time having a relationship to the teacher and to the community. I think that that has to be clarified and at some time I would hope that position would be one of being the manager of the school in the community and being able to mediate the differences or the problems that might arise with a teacher and the regional staff or headquarters staff. To bring to the attention of the community the concerns that the teachers might have with regard to their students or the kinds of programs that are being requested of the educational system, at the same time bringing to the teachers the concerns of the community in general with regard to the programs that are being offered by the teachers and the attitude of the teachers. Not necessarily trying to create bad feelings between the community and the teacher but to create a situation where the concerns of teacher, the community and the student can be discussed without having someone sit there knowing that he has to take sides or protect someone's interest because of a personal relationship or professional relationship that he might have. I think that is just an issue or concern that I have. I hope that sometime we could deal with that so that we improve the accountability, either the relationship of the principal or of the school to the community and also to the student, but also the relationship of the department to the community.

Problem Of Grade 10 Offered In Community

On another issue, I know that you have become very strong about the idea of providing -- the direction you have taken over the past year has been to encourage, in some cases -- grade 10 in the communities. I do not personally oppose that direction. But I do want to raise a concern with the Minister. It is this. When a request is made to provide grade 10 in the community, we have to be cognizant of the fact that once a student leaves that community and has obtained what might be considered grade 10 in that community, that student has to be able to function in grades 11 and 12 as competently as he would if he had left earlier, and to be provided with the necessary teaching professionals that they offer in the larger centres. Having one teacher provide a grade 10 program is very much different than having four, five or six teachers providing separate subjects to an individual. We offer that in the larger schools. What will happen, when we are trying to encourage our children to be a part of the matriculation program, the academic program, we will end up with a program in the communities -- when we are offering grade 10 with one teacher -- offering the students a very general program. The program that is offered does not encourage our students to take and go the academic route. I think that we have to be cognizant of that and realize that that might be as much a problem as the problem of encouraging grade 10 to be provided in the community. I hope that we recognize that, when we are providing that for those opportunities in the smaller communities.

I have a whole bunch of issues. One other issue I just wanted to raise and then I will give my colleagues some opportunity for general comments -- I can raise the other issues in the specific areas. One of the areas which is discouraging students and young people from attending our schools, has to be the whole area of young people seeing their peers, their friends, who are 16, 17, 18 years old, who have quit school, being paid to attend adult education programs. If there is one way to create a disincentive for young people to attend formal institutions, that is a good way of doing it. I would ask that we could address that particular question at some time and offer

some way in which we could create the incentive for young people to go to our junior high schools and high schools and from there utilize our college programs. It is just something that I have a concern with and I hope that we can address it. It is not to suggest that we not offer to our adults some finances to ensure that they are able to attend school themselves, so that we take care of either their children or their families while they are not at home. So those are just a few of the remarks that I wanted to make. I will ask some further questions when we get on with the details of the department. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Nerysoo. General comments, Department of Education. Mr. T'Seleie.

MR. T'SELEIE: Mr. Chairman, every year the government draws up priorities and I would like to ask the Minister what priority Education is?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, if you want my opinion, it is the most important department. I feel education is critical to everything else, constitutional development, economic development, everything else. Now if the Member is asking who got the biggest increase, it was not the Department of Education. I think partly because this Assembly felt housing was an urgent priority. But I will say -- I am not complaining in any way -- I will say that of the new moneys available to the government, I am quite satisfied that the Executive Council has given the Department of Education a good measure of the new moneys. I outlined quite a list of new initiatives that have resulted. So I think that although in terms of percentage growth in budget, it might seem that other departments are a greater priority, I think good support has been given to my department and I think that most Executive Members will agree that education is the base for everything else. I hope that answers the Member's question. Thank you.

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

Legal Requirements Versus Policy

MR. T'SELEIE: Mr. Chairman, one of the areas that I would like some comment on here is with regard to education generally. I am aware that as the politics of the North change, many of the programs of this government depend on who sits in these chairs. I have the same feeling about education. What I am asking is, say tomorrow there was an election and there was a new bunch of people here who did not feel that language centres should be developed in the NWT, by law what is the government required to do in education? I would like to ask that.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. In the area of language and cultural education, the only legal requirement -- I should not say the only one, I think it is a major one, is that the department shall provide instruction in the first language of the student where the local education authority requires it, from kindergarten to grade three. This does mean that we have really a statutory obligation to deliver programs in native languages where communities wish them. But as far as how we develop materials and the extent of the materials and whether or not we develop language centres, that is really a matter of the policy of the government of the day. I have indicated in my opening remarks that we do believe that we should be doing language work in communities where the languages are alive and well and spoken, such as communities in the Member's constituency and other constituencies rather than Yellowknife. I feel that this direction which we have begun will likely -- I hope it will be reinforced by the recommendations of the task force on aboriginal languages. I think once the centres are established and shown to be effective ways of developing curriculum materials and also training bilingual teachers it is going to be pretty hard to stop them. There is no statutory requirement respecting language centres at the moment. Thank you.

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

MRS. LAWRENCE: Thank you, Mr. Chairman. I would just like to comment on the special needs in some communities. I am glad to hear that education is a priority. I feel that education is very important for our young people. The department should consider alternative programs, as well, at the community level for older students. There are some students who are 15, 16 who are in lower

levels. Some of them are in a grade three, four level and do not really fit into the school so therefore they are floating in the society. They are just wandering around. They do not really fit in adult education or in the schools. I think it is really important that we look at some of these people and try to do something for them while they are still young. Eventually they are going to end up not doing too much, when they get older. Maybe we can have some sort of alternative program for these students, get them into some kind of occupational programs. I am sure a lot of these students maybe are not good at reading or writing but they are very good with their hands and they can do something. I wonder if such a program could be considered by the department and with Social Services. I know you cannot speak for Social Services.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Programs For Students Who Do Not Fit Into Special Needs Programs

HON. DENNIS PATTERSON: Mr. Chairman, I thank the Member for those comments. I would like to say that we do have alternative and special programs for students which I think she is describing, who may not be going anywhere academically but may well require basic education in order to be ready for jobs. I refer to two programs, in addition to the money that we are spending on special needs education, which would look after individual students who may not always fit into these programs. The two programs are the community occupational program and the senior practical program. I would like to note that of 12 1985 Rae-Edzo graduates from the community occupational program, three are now working full time, one is working part time, three are working part time and attending adult education, three are attending adult education full time, one has been mainstreamed back into the Rae-Edzo school and one is not doing anything. I think this shows how successful this program can be. If the committee will bear with me I will just note communities where it has been implemented. Rae-Edzo 1983, Pangnirtung 1984, Gjoa Haven 1985, Sanikiluaq 1985, Cambridge Bay 1984, Pond Inlet 1984, Fort Simpson 1985, Nanisivik/Arctic Bay 1985. Our plans are to implement it in Coppermine, Resolute Bay, Tuktoyaktuk in 1986, in Baker Lake subject to approval of the society and may I say that if Fort Resolution wishes to implement this community occupation program, we will work with them to do it, recognizing the strong support in that community that exists now for education. I am very pleased to have seen that. So, there are programs and we welcome community interest in establishing them. Thank you.

CHAIRMAN (Mr. Gargan): General comments. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. I have other comments but I will turn to programs on the community level another day. I will leave it at that for now.

CHAIRMAN (Mr. Gargan): Thank you, Mrs. Lawrence. General comments, Department of Education. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I want to thank the Minister of Education because of his opening remarks. I would like to say that they have that program going in Sanikiluaq. They will be finishing pretty soon. They have been working with the program smoothly and they are very thankful as residents in Sanikiluaq.

Lack Of Jobs After Training

The thing I wanted to mention is, even though they graduate from this work experience school and they are taught the non-native way, even after that they still cannot find jobs. They are educated to do a certain type of job but there is no job opening for the thing they were educated for. They do not seem to want to go to other communities for employment. I have been told that as things are running right now there seems to be a lack of places to put the kids to work because there are not enough job openings in the communities. They educate them but they do not have any jobs to go to. They turn to crime because they do not have anything to do in the communities after they are educated. They do not have any jobs. For that reason the educational system seems to be lacking something and probably in the Dene communities too. They were taught in the school but I think there should be something for them to do after they are taught to do a job.

Need To Teach Native Skills

They should be taught the ways of their culture so that they can go ahead and work on carvings and learn hunting or go out on the land. They teach them the non-native ways and they do not have any jobs to give them. So they should teach them in the native way, such as carving and going out on

the land. They do not know their own culture and so they are just lost. They can speak Inuktitut but they have not learned their culture. So for that reason they cannot do either one. Even if they are told what to do they do not know how to do it.

So there seems to be a lot of money allocated to the Department of Education for education purposes but it still seems to be lacking something. For the Inuit people, even though the kids are educated in their community to do jobs, something is still lacking because they do not have any jobs to put them to. Although I have not been educated, I know my culture and I know what jobs to do. The young people seem to be lost. Thank you.

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

HON. DENNIS PATTERSON: I will try to respond, Mr. Chairman. I know full well that there are a limited number of jobs available in Sanikiluaq. Our community occupational program is aimed at preparing people for what jobs do exist, knowing that there are more young people finishing schools than jobs will be created. However, I would like to say that in my opening remarks I talked about the need, in my view, for schools to establish goals appropriate to their community. I am hearing the honourable Member say that in Sanikiluaq, in the absence of a lot of opportunities for wage employment and assuming that many people do not want to leave their community to seek work elsewhere, then it would seem to be a goal of Sanikiluaq that students be trained to support themselves in more traditional ways, through carving, hunting, trapping, or perhaps other forms of art.

Changing Schools To Meet Priorities Of Communities

I welcome this advice and I would suggest that perhaps if the people of Sanikiluaq wanted to see the school shift toward the traditional area, that we as a department can help in that area. For example, in addition to the \$42 per student that we provide for so-called cultural education, if the community states clear goals of providing more education in the area of traditional skills, we can also see the school operating budget shifted into those areas. We can help the school develop a plan which will use the teachers and classroom assistants and cultural instructors in a way that will allow more emphasis to be placed in that area, providing there is agreement at the community level and it is clearly understood that these are the goals of that school. So I hope that in the coming year we can work better with communities that have clear expectations of our education system which may not be met now and sit down with the community and say, "Okay, these are your priorities, greater emphasis on traditional skills. Let us go ahead and change the school so that it meets those community priorities and goals." So I hope we can respond to that and that is what I was trying to say in my opening remarks. Thank you, Mr. Chairman.

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

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I was talking about not only the settlement of Sanikiluaq. There are many students who have either finished school or left school who are willing to get a job. I am not advocating that English academic education is inappropriate, but I thought that there should be an alternative set up. As I know and have been told, for cultural programs like carving or going out on the land, for one year in Sanikiluaq, \$4000 is inadequate. There are skidoos and canoes that are used. The money is not enough. When the funding is lacking the programs will have very little effect. The equipment that is needed for the instructors, that might be considered. Thank you, Mr. Chairman.

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

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I had a great concern in this area about education. Today we are without the students. Although they have good education, good teachers in the communities -- and they are taught in the communities -- when they go up to grade eight they have to leave the community in order to upgrade. So they finish school and they go through a ceremony or graduation. If the students of Keewatin come to Yellowknife, we hear that the education is different. When we had a session in the fall, one student finished school. However, he could not get into the university because his grades were not the same as the university requirement.

I for one, as a father, will not know how well my son or daughter will progress while he or she is going to school in another community. One of my children has graduated from high school. When my child completed the grade 12, my child did not continue with further education and started looking

for a job. Our Minister congratulated me in that my child graduated from high school. If they want to get a further education in college or university and cannot be accepted, this will create a problem in the future.

At one time, the special committee on education visited the various communities to find out the problems and how they can be solved within the NWT. My opinion was in the report of the committee on education at the time. I think it has to be read again, to try and find out what their recommendations were, in solving some of the problem areas. Our education system in the NWT is very different where it is not consistent from community to community.

The Minister has been invited to the High Arctic and I believe he has not accepted any of the invitations to meet with the local people. Sometimes I am caught in between my constituents and the Minister. I would like to represent my constituents and when it comes to education it is never solved. Maybe sometime in the near future you will be able to talk with my constituents concerning the education system. Since the last fall session, I have met with Bill Hughes and he wrote me a letter which I will read so that it can be recorded.

Firstly, the teacher of grades seven, eight and nine had written to Bill Hughes and I will read it in English. I may be a bit slow. The person who wrote this letter is a Newfie so his vocabulary is a bit different. I will give it a good try in reading it. I will try and read as a Newfie. (Translation ends)

---Laughter

Mr. Chairman, thank you. It is addressed to Mr. Bill Hughes, Arctic Bay. "Dear Mr. and Mrs. Hughes: This letter will certify that during the last several weeks I have supervised your daughter, Connie, who is presently in grade nine, during the writing of her grade nine mastery tests and her results were as follows: language, 54/81, that is about 66 per cent; math part one, 56/88, about 63 per cent; math part two, 58/96, about 60 per cent. The passing mark on those tests is 50 per cent. Based on the above marks, I recommend that Connie enter the grade 10 academic program in Frobisher Bay in September of 1982."

Bill Hughes wrote to me dated November 30, 1985. "Further to our conversation of October, 1985, I attended my daughter's graduation ceremony at Frobisher Bay at which time she received what I thought was a high school diploma. I later found out it was a blank piece of paper. Nevertheless I congratulated her on being able to stick it out at the residence and completing three years at GREC.

"Mr. Dennis Patterson, Minister, and Ms Rhoda Inukshuk of ITC, were speakers at the ceremony and I wonder if they felt concern at the blatant fact that students who had taken all of their education in the Northwest Territories were hopefully going into the work force and students who had taken only some of their education in the NWT were going to southern universities.

"My daughter passed the high school entrance exam to GREC but was automatically put into a business program. She may or may not have been capable of the arts and science program but the fact remains that she was not given the chance to find out. My daughter wants to do something other than working in an office so she applied for the further training only to find out that after sitting a TABE test she had only grade seven and would not only have to take three years of high school over again but also two years of elementary.

"I have been in Arctic Bay since 1963 and I know of several students, now adults, who are in the positions such as adult educators, home management officer, social development officer, interprovincial HDM, all of whom were educated in Churchill and Ottawa. GREC graduates are not doing too well at all. One representative of the Education department told me and I quote, 'We provide them with a high school diploma. What they do with it is up to them.' Which brings me to the subject of counselling. When I went to the school every graduate had a session with a careers counsellor or youth employment officer. If my daughter had been counselled in her first week in GREC she might have received a good academic education. I conclude by asking that you recommend that students who show obvious potential be given grants to attend southern learning institutions and that if parents want to send their kids to southern learning institutions they be given partial financial assistance. I am concerned that at this particular period in the growth of the Eastern Arctic, politics might be interfering with our children's education." Signed by W.J. Hughes.

(Translation) For that reason, I have mentioned this. The parents of the students approve when their children are asked to go to school other than in their community. They are not trying to keep them at home. The high school will have to do something about it to improve it so this generation will have a chance.

When I was in Arctic Bay last winter we worked on the amendment to the Education Act concerning the students who did not attend school and will have to pay for the time that they are absent. Some were informed and had mentioned that at the time when they were growing up they were taught how to hunt. In the case of a woman then they were taught how to sew so that they will not have to worry when they grow up. In a case where they lost their parents, the children will have all these necessary things that they should know on their own so they will be able to look after themselves even if the parents are not around to look after them. It was also mentioned at the time concerning this same subject. The present education has come to the North -- they are not learning any hunting skills. They have to be educated so that they will be able to look after themselves even when their parents are not around to look after them, so they will be able to earn some wages.

There are many people in the communities who have the same concern as many parents. The students today should be able to look after themselves sometime in the future. When we receive a letter like this -- this does not make progress at all. When their grades become lower than what they had completed. Thank you very much for this opportunity to bring my concerns forward, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pudluk. I would like to remind the Members to stay within 10 minutes when making general comments. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to try to reply briefly. First of all, as far as not accepting invitations to go to the High Arctic, I do not know what the honourable Member is talking about. I love to go to the High Arctic, to any community in his constituency. I was there only three or four weeks ago meeting in Pond Inlet with the Baffin divisional board who represent all communities and I try to consult regularly with them at least. If the Member is extending an invitation to me to visit his beautiful constituency and discuss education, I am quite open to doing so.

Importance Of Achieving Greatest Potential

Secondly, with respect to the letter that he read. As I said in my opening comments, I do agree that we have to do much more to challenge students to achieve their greatest potential in school. In the case of the Member's constituent, it seems evident that she was not aware of the implications of the programs she was taking. She was in a business program and she did not want to pursue that career and I am very disturbed to hear that that could have happened without the parent and the student fully understanding. I am a bit familiar with that particular case and I recall that when I looked into it with the honourable Member, one of the reasons that the student was not able to get into the education institution she applied to was not that she had not passed but that her marks were not high enough. Unfortunately, these days it is not good enough just to have more than 50 per cent. Sometimes there is a large number of applicants who have better marks who are going to get preference and this again goes back to trying to inspire students to do their best and to achieve the best levels.

On the matter of education getting mixed up with politics and the Member's constituent recommending that we should send students to the South to southern education institutions, I imagine it would be in Montreal or Ottawa or some place that would be 2000 miles away from Resolute Bay or Arctic Bay rather than 600 or 700 miles away. I must say that if politics is influencing whether or not a student can be subsidized to go to a school in another province, I would say, yes in my opinion, there is generally public support for our education system in the NWT. If we do not have public support for our education system in the NWT then we might as well close down regional high schools in Frobisher Bay, Yellowknife to the extent that it is a regional school, Inuvik, to name the major ones, and export our children to school and admit that we cannot do the job here. I am not willing to make that admission. I believe that most people would say "Well, we are not doing as good a job as we could but let's darn well fix the system up", because I am not convinced that the average student from Arctic Bay is going to be necessarily well served by being thrust into say an urban environment in Montreal or Ottawa, much farther away from home and family than they would be in another community in the region. So I feel that we should try to fix the school up and remedy the problems the Member mentioned.

Improvements In Counselling System

I agree that our counselling system is in need of improvement, that parents and students have to know what their kids are taking and there has to be consent to that course. There has to be, as I mentioned earlier, a general agreement on the goals of that school. I think the answer is to try and improve our record in that area and one measure that I propose to implement in the coming year is school counsellors working in connection with compulsory attendance. They would be trained in community schools to provide career guidance to students and this career guidance would come from people who would be more likely peers of the student, not necessarily a guidance counsellor in the school but also a community person. So those are my comments on the Member's comments, Mr. Chairman. Thanks.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments, Department of Education. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. I was very pleased to hear the opening remarks in the Minister's introduction, what he called an effective schools philosophy. It sounds generally very good to me and the idea that there should be objectives for each school. Objectives that would include input by parents and teachers as well. But do I understand that it is still a given, that there is always a core departmental concern and that the individualization of schools and their objectives is always built around that, Mr. Minister?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Core Curriculum In All Schools

HON. DENNIS PATTERSON: Mr. Chairman, the answer is a definite, yes. If I could make a comment on something Mr. Nerysoo said, as well as what Mr. MacQuarrie has said, that his concern was that grade 10 programs at communities should have the same standard as grade 10 programs in larger high schools in regional centres. Certainly the grade 10 programs that we are implementing, do contain the essential core curriculum of any high school in the NWT. They do not contain the full range of options that you find in a larger school, but they contain a core curriculum. And where those specialty options are not available at the community, we will subsidize the student to attend the school nearest which will provide those specialist courses. But to answer the Member's question, definitely yes, the core curriculum and the increased emphasis on academic success is certainly not intended to be eroded by an education plan in a community, but it would serve to focus the efforts that go in the other approximately 40 per cent of the curriculum, in my view. Thank you.

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

MR. MacQUARRIE: The effective schools philosophy had a number of elements and in the end the Minister indicated that in order to ensure that it worked well that the whole process would have to be effectively monitored. I would like to ask the Minister to explain a little further about what will be required. For example, would I be right in visualizing that from time to time a group of superintendents may visit a school and evaluate in that sense? Just what will the monitoring be comprised of to try to make sure that this whole philosophy is implemented in the schools?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I have asked Mr. Handley, who is a relatively new deputy minister, to make this a priority in his objectives in the coming year. So I am going to ask him, if I may, to comment on the subject of evaluation, monitoring of the effectiveness of the school.

CHAIRMAN (Mr. Gargan): Mr. Handley.

Evaluation Systems For Teachers And Principals

MR. HANDLEY: Thank you, Mr. Chairman. When we speak of the need to have effective leadership, we are then recognizing in the department that there is an onus on us as a department to provide the staff in the schools and also in the regions with the training that is necessary for them to be able to do their job effectively. So in response to the question. One of the main thrusts, of course, is going to be more training for principals, as well as for superintendents in terms of their roles as educational leaders. As well, we are currently working on an evaluation system that

is for both teachers and for the principals. There is an expectation that each region will have an educational plan or a set of educational goals that are consistent with those of the Department of Education. We are then asking that each principal reporting to a superintendent have his goals for a school that are consistent with the plans of the community as well as the region and in turn asking that the teacher in his or her classroom have a plan that is again consistent.

In evaluation, it will be the principal's responsibility, or primarily the principal's responsibility, to provide the leadership both through supervision and evaluation to each classroom teacher. We intend that the evaluation system will put a lot more emphasis in the future on classroom management on the part of teachers. We feel that it is not good enough only to evaluate how well a teacher is teaching a subject but we also want to know how well a teacher is managing her classroom and generally carrying out his or her responsibilities as a teacher. The same will apply in evaluation of principals. Up to now, we have not had a good consistent system. We are working on one now and will have one that will be applied across the Territories by the fall of 1986, by the next school year.

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

MR. MacQUARRIE: Thank you. A couple of questions arising from that. You did mention that there would be evaluation of teachers and of principals. Would there also be evaluation of schools from time to time? Let's say hospitals are evaluated and accredited. I am not suggesting there should be accreditation for schools but will there be that kind of comprehensive evaluation of how well a school is doing compared to whatever standard is maintained?

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

HON. DENNIS PATTERSON: Again, I would like to refer that to Mr. Handley.

CHAIRMAN (Mr. Gargan): Mr. Handley.

MR. HANDLEY: Mr. Chairman, yes. The intention is that we will have school evaluations. We have discussed this with superintendents very briefly. My intention is that as well as having each superintendent evaluating their own schools, we would have a superintendent from other regions occasionally visit and assess schools in someone else's area to provide that outside evaluation. Thank you.

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

Role Of Principals In Evaluation

MR. MacQUARRIE: With respect to the evaluation of teachers by principals, I have forgotten what the term is. I think it is called formative evaluation when you are not trying to give a definitive evaluation but a type that inspires and encourages and that sort of thing. Is that largely what the principal will be doing and will the other type of status evaluation, or whatever it is, be done by superintendents? I raise that simply because I think it will be important in determining how the teacher responds to having the principal around fairly frequently and that sort of thing. If they are convinced that they are there to help, then they will respond in quite a different way. If they think it is a matter of being looked at and a report sent to somebody they may respond in another way which might save their skins in that situation but might not contribute to a very good classroom learning situation.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, in my opening remarks, in talking about principals I believe, I stressed in my view and I think Mr. Nerysoo also mentioned it that they must be community leaders and school leaders and that we do expect them to perform some kind of a management and supervisory function, recognizing that if action is required based on their evaluation of their staff that this is more appropriately left to a superintendent or someone else. I feel strongly that whether principals are part of the same bargaining unit as teachers or not and whether they are professional colleagues or not, they are paid specially and recognized specially as people who have a management leadership role in the school. I must perhaps note that this view of mine is not shared by the current president of the NWT Teacher's Association who has actually written teachers

to the effect that they should not participate in evaluation of their colleagues. I feel they must do so. If the principal is not exercising that function of evaluating his staff to some extent on a daily basis then we are missing an important element that simply cannot be left entirely to the superintendents.

Now I do recognize, however, that in educational jargon there is a difference between formative and summative evaluation and I so accept that principals should not be expected to perform what I believe is the summative part; that this is asking too much. I do not think it is asking too much of them to be evaluators in a helping way, constructive critics of their staff's performance on a daily basis. So this is a problem that we are going to have to work out with the teachers' association but the evaluation scheme that is being developed and the forms that are being prepared clearly have a role for principals.

I also believe that good teachers, like all good employees, welcome the opportunity to be evaluated by their boss. It may only be some weak teachers who might be afraid of this process. So I am hoping that we can work this out co-operatively with the teachers' association. It is going to be difficult because as I mentioned they have served notice that they do not appear to agree with this approach but I am hopeful that we can work it out and I believe that I have the authority to implement this improved evaluation system and will do so by next school year. Thank you.

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

MR. MACQUARRIE: I am very surprised to hear that the president of the NWTTA is suggesting that principals should not be assessing the quality of teaching that is going on in the school. So I will be very interested, Mr. Minister, to find out how you do work that out. I have always felt that by far the lesser part of a principal's job was making sure there were the right number of coat racks or desks or whatever, and that it was inspiring teachers and leading them and encouraging them to do more in the field of education that was the important part of the work. What you have said seems to suggest that there may be a move in another direction which I would not like to see. So I will be interested to hear, Mr. Minister, how that works out.

Development Of Regional High Schools

Another question arises as a result of what you just mentioned with respect to grade 10. The Minister is aware that over the years I have always believed that grade 10 could be taught adequately and maybe more than adequately in smaller communities. I have always supported that and I am glad to hear that it is progressing but we still do have need for what could be called regional high schools. We have them now in Fort Smith, Yellowknife, Pine Point, Inuvik, Frobisher Bay and so on. I am not sure whether there is any move in that direction for the Kitikmeot area at all but I know there has been in the Keewatin. Could I ask the Minister how is that progressing, the development of our regional high schools? I know that there are still some Keewatin students that come to Sir John Franklin in Yellowknife and I know that that was to be phased out. Can you tell me the time frame for that?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. With respect to new high school programs, we implemented grade 10 in Rankin Inlet for the first time this year, with approximately 40 students. We hope most of those grade 10 students will be successful and will be able to continue grade 11 next fall. We are making short-term arrangements to provide classroom space. Last year the high school students shared the elementary school. This coming year, because of the influx of kindergarten children, we are going to have to move the grade 11 students out of the elementary school. We are making arrangements to accommodate them on a short-term basis pending the construction of more classroom facilities and high school facilities the following fiscal year, 1987-88.

The high school program has started in Keewatin and the class of grade 10 students which will graduate this year will be able to graduate from grade 12 in Keewatin. The Keewatin students who are at Sir John this year are either students who have started there whom we let follow through to grade 12 if they wish having once started in Sir John or some students who for program reasons have been allowed to attend in this community. It is a good thing we have accommodated those 40 students in Rankin Inlet this year because we were simply bursting at the seams at Akaitcho Hall as it was.

As far as other high school programs are concerned we have initiated new grade 10 programs in the past year in Cape Dorset, Igloolik and Pond Inlet as well as Coppermine. Preliminary indications are that all programs have been very successful with retention rates of 16 out of 20 in Igloolik, 12 out of 15 in Pond Inlet, eight out of 15 in Cape Dorset which is not quite as good, and in Coppermine we have had a mixed success. One reason is that there was an earlier commitment made that students would have a choice of going to Yellowknife or Coppermine so we automatically lost approximately half of the grade 10 students through that commitment. We have generally found that the ones who remain behind have had chronic attendance problems in the past and have been drop-outs before and therefore it has not been a particularly successful program. We are very carefully reviewing whether in fact it should be offered again. Enrolment now at the moment is 10 students so that...

CHAIRMAN (Mr. Gargan): Sorry, Mr. Minister. The Chair will now recognize the clock and report progress. I would like to thank the Minister and the two witnesses, Mr. Handley and Mr. Devitt.

MR. SPEAKER: Mr. Gargan.

ITEM 16: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF BILL 1-86(1), APPROPRIATION ACT, 1986-87

MR. GARGAN: Mr. Speaker, your committee has been considering Bill 1-86(1) and wishes to report progress and request leave to sit again.

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. SPEAKER: Thank you, Mr. Gargan. Members have heard the report of the chairman of the committee of the whole. Are you agreed?

SOME HON. MEMBERS: Agreed.

---Carried

MR. SPEAKER: Mr. Clerk, orders of the day.

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. Members are reminded of the Workers' Compensation Board reception this evening in the Gold Room immediately after adjournment. There will be a meeting of the special committee on rules, procedures and privileges tomorrow morning at 9:30 a.m.

ITEM 17: ORDERS OF THE DAY

Orders of the day for Thursday, February 20th.

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 1-86(1), 3-86(1), 7-86(1)
16. Report of Committee of the Whole
17. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until Thursday, February 20th at 1:00 p.m.

---ADJOURNMENT

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