



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

7th Session

10th Assembly

HANSARD
Official Report
DAY 7

THURSDAY, FEBRUARY 20, 1986

Pages 207 to 247

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

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

Speaker

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

Angottitauruq, Mr. Michael, M.L.A.
Gjoa Haven, N.W.T.
X0E 1J0
Office (403) 360-6600
(Natilikmiot)

Appaqaq, Mr. Moses, M.L.A.
Sanikiluaq, N.W.T.
X0A 0W0
Home (819) 266-8808
(Hudson Bay)

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

Ballantyne, The Hon. Michael, M.L.A.
P.O. Box 1091
Yellowknife, N.W.T.
X1A 2N8
Office (403) 873-7658
Home (403) 920-2968
(Yellowknife North)
Minister of Justice and Housing

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

Cournoyee, Ms Nellie J., M.L.A.
P.O. Box 156
Tuktoyaktuk, N.W.T.
X0E 1C0
Office (403) 979-2737 (Inuvik)
Home (403) 977-2405
(Nunakput)

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

Erkloo, Mr. Elijah, M.L.A.
Pond Inlet, N.W.T.
X0A 0S0
Office (819) 899-8903
Home (819) 899-8345
(Amittuq)
Deputy Chairman, Committee of the
Whole

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

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

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

McCallum, Mr. Arnold, M.L.A.
P.O. Box 454
Fort Smith, N.W.T.
X0E 0P0
Office (403) 872-3224
Home (403) 872-2246
(Slave River)

McLaughlin, The Hon. Bruce, M.L.A.
P.O. Box 2637
Yellowknife, N.W.T.
X1A 2P9
Office (403) 873-7113
Home (403) 873-6200 (Yellowknife)
(403) 393-2939 (Pine Point)
(Pine Point)
Minister of Health and Social Services

Nerysoo, Mr. Richard W., M.L.A.
Fort McPherson, N.W.T.
X0E 0J0
Office (403) 979-7112 (Inuvik)
Home (403) 979-2668 (Inuvik)
(Mackenzie Delta)

Paniloo, Mr. Pauloosie, M.L.A.
Clyde River, N.W.T.
X0A 0E0
Office (819) 924-6336
Home (819) 924-6340
(Baffin Central)

Patterson, The Hon. Dennis G., M.L.A.
P.O. Box 310
Frobisher Bay, N.W.T.
X0A 0H0
Office (819) 979-5993 (Frobisher Bay)
(403) 873-7123
Home (819) 979-6618
(Iqaluit)
Minister of Education

Pedersen, The Hon. Red, M.L.A.
Coppermine, N.W.T.
X0E 0E0
Office (403) 873-7959
Home (403) 982-5221
(Kitikmeot West)
Minister of Renewable Resources and
Culture & Communications

Pudluk, Mr. Ludy, M.L.A.
P.O. Box 240
Resolute, N.W.T.
X0A 0V0
Home (819) 252-3719
(High Arctic)

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

Sibbeston, The Hon. Nick G., M.L.A.
P.O. Box 560
Fort Simpson, N.W.T.
X0E 0N0
Office (403) 873-7112
Home (403) 695-2565
(Nahendeh)
Government Leader, Chairman of
Executive Council and Minister
of Personnel

T'Seleie, Mr. John, M.L.A.
Fort Good Hope, N.W.T.
X0E 0H0
Home (403) 598-2325
(Sahtu)

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

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

Officers

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

Clerk Assistant
Mr. Henry Zoe
Yellowknife, N.W.T.

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Yellowknife, N.W.T.

Editor of Hansard
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YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, FEBRUARY 20, 1986

MEMBERS PRESENT

Mr. Angottitauruq, Mr. Appaqaq, Mr. Arlooktoo, Hon. Michael Ballantyne, Hon. Tagak Curley, 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 Thursday, February 20th.

Item 2, Members' replies. There do not appear to be any replies today.

Item 3, Ministers' statements. Item 4, oral questions. Mr. MacQuarrie.

ITEM 4: ORAL QUESTIONS

MR. MACQUARRIE: I have a question for the Government Leader but the Government Leader is not in the House. I would appreciate it if, when he does come to the House, I would have an opportunity to ask the question.

MR. SPEAKER: Mr. McLaughlin.

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. Just I guess a point of order of information for yourself and other Members. Mr. Butters is quite ill and unable to attend this afternoon so I will be acting House leader for the government today. Mr. Butters advised me if there are any urgent oral questions of his department if Members would ask them as soon as possible and I will confer with his officials and hopefully get the answer back to the Member before the end of the day.

MR. SPEAKER: I understand that you say you are acting as House leader for today. Mr. MacQuarrie, you have a question. Oral questions. Mr. Nerysoo.

Question 69-86(1): Funding For Youth Alcohol And Drug Prevention Program

MR. NERYSOO: Thank you, Mr. Speaker. This is a question directed to the Minister responsible for Social Services. There has been some concern expressed with regard to funding for the youth alcohol and drug prevention program. Could the Minister provide this House with an update on funding for this particular program?

MR. SPEAKER: Mr. Minister.

Return To Question 69-86(1): Funding For Youth Alcohol And Drug Prevention Program

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I would like to thank the honourable Member for advising me of the concerns he had in this area the other day. I was able to have my officials give my department's support to a funding request before the Alcohol and Drug Co-ordinating Council to extend that pilot project and I met with the youth workers involved in that pilot project today at lunch. I was able to advise them and I advise the Members now that ADCC has found

the funds necessary to extend the pilot project of the youth drug and alcohol prevention program to the end of the fiscal year, March 31st, Mr. Speaker.

---Applause

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

Question 70-86(1): Proposed Grade 10 Program, Clyde River

MR. PANILOO: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister of Education. There was a meeting in Pond Inlet. You were mentioning that by April 12th you would see that grade 10 would be implemented in the community of Clyde River. I would like to find out when this would be taking place.

MR. SPEAKER: Mr. Minister.

Return To Question 70-86(1): Proposed Grade 10 Program, Clyde River

HON. DENNIS PATTERSON: Mr. Speaker, I had told the Baffin Divisional Board of Education that I expected by the beginning of the Legislative Assembly, February 12th, I would have a decision on whether or not there would be a new grade 10 program in Clyde River. In fact, I have carefully looked at the situation in that community and, Mr. Speaker, there simply are not enough students there to justify a grade 10 program either in the present grade nine class or in the preceding grades seven and eight classes. I do not have the numbers at my fingertips but we had set a guideline that there should be at least 10 students for the establishment of a grade 10 class and there are less than half that number in the present grade nine class in Clyde River. There are not the corresponding numbers in the previous grades seven and eight. Accordingly, Mr. Speaker, I regret to advise the Member that until there are more students I cannot justify recommending the expense of a teacher and a program for such a small number of students. So, I have decided that this request in Clyde River cannot be supported.

I might mention, Mr. Speaker, that I know that there is an expectation in Clyde River that if we established grade 10 there would be a number of former drop-outs who would come forward and build the numbers up but experience in other communities, and I might cite Coppermine as one last year where that reasoning was applied, shows that we cannot count on those people to make up a full class or continue the kind of attendance that would be required to justify a full class. Thank you, Mr. Speaker.

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

Question 71-86(1): Significance Of Initialling Subagreement

MR. MACQUARRIE: Thank you, Mr. Speaker. My question is for the Government Leader. I have been reviewing the answers that have been given by the Ministers over the past couple of days with respect to the TFN subagreement. In some ways I have a number of concerns about what was done but perhaps a growing confidence that the government from this time forward is prepared to let us know precisely what kind of structure there is going to be to ensure that public government concerns are addressed. At any rate, today confidence is growing but I did not say by how much, Mr. Minister. There is promise, that's right. I would like one thing clarified, Mr. Government Leader, if you would. In answer yesterday to the question "What does initialling mean?", on page 268 of the transcript, Mr. Patterson says, "Initialling indicates support. It is not simply being a witness. It is an indication of support." Then on page 281 in a reply to an oral question that you made a little later, Mr. Government Leader, you said, "Initialling by negotiators, is merely an indication that they", that is the negotiators, "have reached a point where they feel confident in recommending to their leadership the provisions in a subagreement they have been negotiating." The two explanations are not the same. I am hoping that in fact the Government Leader's explanation is the right one. So I would merely ask the Government Leader, will he confirm that that is the statement that he made yesterday, and is indeed the correct interpretation to place on the initialling of a subagreement?

MR. SPEAKER: Mr. Sibbeston.

Return To Question 71-86(1): Significance Of Initialling Subagreement

HON. NICK SIBBESTON: Yes, Mr. Speaker. I think the answer given by the Member responsible for Aboriginal Rights and Constitutional Development and the answer given by myself in a written reply

yesterday are not opposite or contradictory. I think, as was stated, initialling the subagreement indicates support, but in all cases it is subject to the ratification or further support of the membership of each of the parties. If it can be seen that way, I think they are not in conflict. As Mr. Patterson said, our signing or our initialling of the subagreement indicates the Executive's support up to that point. Of course, we in turn are subject to the Assembly. I think, as I indicated too yesterday, in supporting it we of course are conscious of the Legislative Assembly, whether they would like to be supportive of such an undertaking on our part. So I do want to confirm that support does indicate that it is subject to further ratification by the membership of each of the parties.

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

Question 72-86(1): Places For Kitikmeot Students In Akaitcho Hall

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. I have a question and it regards this new year when there were some students from my constituency that were supposed to go to Akaitcho Hall. At the last moment the parents were frustrated because we understood that there was no room at Akaitcho Hall for those students. These two communities do not have grade 10 and we know how it would feel if we had to move some of the students from Akaitcho Hall back to their homes. We believed the whole situation was set up so that students from my constituency could attend Akaitcho Hall. Every year we believe that there are going to be students ready to go, not at the beginning of the school year but maybe some will be ready to go in the new year. This new year, Akaitcho Hall was not ready although the students were ready.

I am wondering in the first year if the students could attend grade 10 in their home towns where they have grade 10 and maybe leave room if possible for some of my students in the future, so that a problem like this would not happen again because it happened to my constituency twice already. I think the parents are worried when they are being told "There is no room at this time, send them the next year or go to another region." I am wondering if this would be solved or better preparations made in the future so that some similar things as this do not happen. Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question 72-86(1): Places For Kitikmeot Students In Akaitcho Hall

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would note in reply that we were happily able to solve the accommodation problems of the Gjoa Haven students quickly although it did appear there were going to be problems for a while. To answer the other part of the Member's question, my fervent desire is that in communities such as Gjoa Haven, Spence Bay, Clyde River, when there is a class of 10 students who have passed the grade nine qualifications for entrance to grade 10, that indeed we will establish a grade 10 program in that community. And certainly this has to happen because Akaitcho Hall cannot continue to expand and we cannot cram more and more students into Akaitcho Hall. So that is the policy of our government -- as soon as classes are established in sufficient numbers, to establish grade 10. I should note that we require a minimum of 10 students in grade nine and we require a total of 50 students in grades seven to nine to justify the back-up for continuing the program. I have a note here, Mr. Speaker. There are only four grade nine students in Clyde River presently by the way. So this is our policy and I would welcome the Member's support in encouraging the communities in his constituency to get the attendance up, get the drop-out rate down and get the class sizes up to at least 10 and we will give you grade 10 when that has been accomplished. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. It has been brought to my attention that with their co-ordinator, Dorene Redshaw, we have with us today 10 youth in the gallery from the youth alcohol and drug prevention program. Welcome to this House.

---Applause

Supplementary, Mr. Angottitauruq.

Supplementary To Question 72-86(1): Places For Kitikmeot Students In Akaitcho Hall

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. It is a supplementary to my question. The reply was about Clyde River, not talking about the students that had the problem of going to Akaitcho Hall.

It was not only the students that were having problems. Ask the parents of these students. There were some decisions that were to be made by some parents that if they were not going to be sent to Akaitcho Hall maybe send them to Inuvik or to some other region, that they would not send them. It seemed that it was kind of hard that there was no assurance that they were going to be in Akaitcho Hall that time. I know how hard the Minister worked to get the students to Akaitcho Hall. My question is, I want to know if we will have a similar problem in the future at the last minute. I think that if the parents cannot see some of the students from the same community being together that they might want to drop out right away and they wanted to keep them together. I would like to know if that problem would be looked at much more closely in the future in Akaitcho Hall, if some of the students can attend school at home and leave room for these students. We know, sometimes not within the first part of the school year but after the new year, there are some students that are ready to go to Akaitcho Hall. We have learned that some students were attending school when their communities had grade 10 and that did not leave any room for my students to attend there. That was the reason.

Now I would like to know if your department could look after this much more closely to be prepared for some unexpected students to come in the new year. We have a lot of students in the Northwest Territories. Thank you.

MR. SPEAKER: Mr. Minister.

Further Return To Question 72-86(1): Places For Kitikmeot Students In Akaitcho Hall

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Well, I can just undertake that we will certainly do our best to accommodate students from Kitikmeot who need to attend high school outside their own communities. As I said, I believe we did accommodate the students from Gjoa Haven that the Member is referring to. It was not easy because there are only so many spaces in Akaitcho Hall and there are only so many boarding homes that we can identify in the city of Yellowknife. We will continue to do our best and if there is more improvement with community support for high school programs at home we will respond beginning with grade 10 so that those students can have an opportunity if there are enough of them to attend school in their home community.

I have received a copy of a telex that was sent to the Member, from the Kitikmeot regional education committee, pointing out this problem and asking that Kitikmeot students should have a priority over students from other regions. I will do my best to see that the needs of Kitikmeot students are dealt with first, recognizing that they do not have a regional high school in their region. We will certainly do our best to continue to accommodate students that must come here from that region. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. That appears to conclude oral questions for today. Item 5, written questions. Mrs. Lawrence.

ITEM 5: WRITTEN QUESTIONS

Question 73-86(1): Severance Pay Policy For Government Employees

MRS. LAWRENCE: Thank you, Mr. Speaker. I have a question for our Government Leader regarding severance pay for our government employees. Could the Government Leader provide a detailed description of the government policy on severance pay for government employees? I am especially interested in how much severance pay government employees are entitled to and if the amount varies with the position held. Mahsi cho.

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

Question 74-86(1): Natsiq Sewing Centre Funding

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister of Economic Development. It is in regard to the Cape Dorset sewing centre. The Natsiq Sewing Centre in Cape Dorset asked me to inquire about their proposal to Economic Development and Tourism for funding to which they have not received a response. They want this funding in order to pay their ladies for garments they have completed. As it is now, the ladies do not receive any moneys until their work is actually sold. They would like to try operating the business this way for one year. They are very anxious to receive a favourable response from the department. Would the Minister responsible for Economic Development and Tourism look into this matter and report back to this Assembly? Thank you.

MR.SPEAKER: Thank you, Mr. Arlooktoo. Written questions. Mr. MacQuarrie.

Question 75-86(1): Funding For Government Decentralization

MR. MacQUARRIE: Thank you, Mr. Speaker. My question is for the Minister of Finance. Would the Minister please identify those funds in the 1986-87 main estimates which are specifically to be expended on implementing the decentralization of government offices from regional centres to other communities?

MR. SPEAKER: Thank you, Mr. MacQuarrie. Written questions. This appears to conclude written questions for today. Item 6, returns. Mr. McLaughlin.

ITEM 6: RETURNS

Further Return To Question 34-86(1): Medical Transient Centre, Inuvik General Hospital

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I have a return to oral Question 34-86(1) asked by Mr. Nerysoo on February 17th, regarding the medical transient centre at the Inuvik General Hospital.

The patient transient centre in Inuvik is located in the hospital. It was opened in the summer of 1985 and is operated by Allen's Enterprises under contract to the medical services branch, Health and Welfare Canada. Health and Welfare Canada officials have given their assurance that non-native and Metis patients who are indigent, and their escorts, will be accommodated in the centre. The accommodation costs for these people will be paid by the GNWT Department of Health.

With respect to non-native and Metis patients who are not indigent, they and their escorts will be accommodated in the centre when space is available. However, they will be required to pay their own accommodation costs to Health and Welfare Canada. Federal government officials have emphasized that they are in no way intending to enter into competition with private enterprise hotel operators in Inuvik. Thank you, Mr. Speaker.

MR. SPEAKER: Returns. Mr. Ballantyne.

Further Return To Question 49-86(1): Constitutional Implications Of Land Claims Subagreement

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I have a return to oral Question 49-86(1), asked by the honourable Member for Yellowknife South on February 18th, to do with the constitutional implications of the subagreement.

In response to the question of the honourable Member for Yellowknife South, the full impact of the subagreement cannot be determined until the full text of the agreement in principle is completed. It is true, however, to say that under the constitution, a land claims agreement will be treated as a "modern treaty" and will therefore receive the constitutional protection accorded to present treaties in Canada. In general terms, the inclusion of the subagreement in the final land claims agreement of the TFN would have the result of being constitutionally protected. Any public government in the Northwest Territories would therefore have to ensure that it does not pass legislation or initiate policies that are in contravention of the final agreement.

Once entrenched in the Constitution of Canada, the final agreement will not be amendable by territorial or federal legislation.

MR. SPEAKER: Thank you, Mr. Minister. Are there any further returns for today? This appears to conclude returns.

Item 7, petitions.

Item 8, reports of standing and special committees.

Item 9, tabling of documents.

Item 10, notices of motion.

Item 11, notices of motion for first reading of bills.

Item 12, motions.

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; Bill 3-86(1), Institute of Chartered Accountants Act; Bill 7-86(1), Official Languages Act; with Mr. Gargan in the chair.

I would like to indicate that it has been agreed that there will only be one coffee break a day and that will be at 4:00 o'clock. We have been in error in having the chairman recess for coffee. So there will be one coffee break only and that will be at 4:00 o'clock.

MR. MacQUARRIE: Point of order.

MR. SPEAKER: Point of order, Mr. MacQuarrie.

MR. MacQUARRIE: Could I ask by whom it was agreed, Mr. Speaker, and when?

MR. SPEAKER: It has never been in the rules that there should be any coffee breaks and it was felt that the matter of the breaks were getting to a length that were disrupting the business of this chamber. So I have decided to cut it down to one. Now, there is coffee on from 1:00 o'clock onwards all afternoons when Members can get up one or two at a time and have coffee but we will not officially break. These breaks on the time clock are now running to three quarters of an hour to an hour for each break which means that in the course of an afternoon we are losing two hours with two breaks. Now, surely this is far too long and it is my ruling that there will be one. If you do not want that you can go through caucus and order us to have two. Thank you. Point of order, Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Speaker. Yes, I just wanted an explanation, not a lecture...

---Laughter

I accept it. I only wanted to know who it was agreed by and I see it was agreed between the Speaker and the honourable Member for Hay River. I accept that.

---Laughter

---Applause

MR. SPEAKER: I thought the honourable Member was used to lectures and would not be content without one, I am sorry.

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

Department Of Education

CHAIRMAN (Mr. Gargan): The committee will now come to order. We are on the Department of Education, page 17.02, objectives. Would the Minister like to bring in his witness? Is it agreed by the committee?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Mr. Minister, would you introduce your witness?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. My witnesses will be again Joe Handley, deputy minister, and Paul Devitt, chief of financial management and services, I believe. Or management and financial services -- anyway he is our finance man. Thank you.

---Laughter

CHAIRMAN (Mr. Gargan): Mr. Minister, Mr. Devitt is not in at this time and once he is here you are going to have to ask permission again to bring him in as a witness. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. When you recognized the clock yesterday I had been asking questions of the Minister, so can I just pick it up at that point?

CHAIRMAN (Mr. Gargan): Go ahead.

MR. MacQUARRIE: As I remember it, I was asking a bit about the high school programs and the development of high schools. I believe I understood the Minister to say grade 10 in Rankin this year, grade 11 next year and grade 12 the year after, so that within three years there should be that regional high school operating in Rankin Inlet. I had asked earlier about the Kitikmeot as well. Are there any plans for something similar in the Kitikmeot area?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Status Of Grade 10 Programs In Kitikmeot

HON. DENNIS PATTERSON: Mr. Chairman, as I indicated today in the question period, we are suffering severe accommodation problems especially with respect to Kitikmeot students. Therefore, it certainly is our goal to offer high school programs beginning with grade 10 on a community by community basis in Kitikmeot just as soon as the numbers can justify it.

I was saying in my reply yesterday, Mr. Chairman, that we are not certain at the moment whether we can continue the grade 10 program started in Coppermine last year, that is whether we can continue to offer grade 10 again because it was not very successful in terms of the number of students retained. Similarly we do not seem to have enough numbers in Cambridge Bay yet either but it is certainly our goal to offer grade 10 programs as soon as it will be viable. Once grade 10 is established and successful, then it is my feeling that we should build on that and look at offering grade 11 programs. But we still have not really reached the first step in the Kitikmeot Region, simply because of numbers. Thank you.

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

MR. MacQUARRIE: So I gather that students from the Kitikmeot will be coming to Sir John Franklin for some years yet -- the grade 11 and 12 levels.

On another matter, Mr. Minister, I am wondering whether the provisions that were recently included as an amendment to the Education Act with respect to compulsory attendance, have those provisions been implemented anywhere? Has the Minister had requests and is that actually implemented anywhere?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, information has gone out to the local education authorities and I have not yet received any formal -- I believe it is a motion that is required from the local education authority. But I do know there are a number of communities interested in it and I am quite certain that requests will be received shortly. I also expect we will have the amendment proclaimed shortly, as well. As I mentioned, we have developed a training program for the potential employees who will work on this scheme at the community level. It is basically designed to take advantage of the concept of peers counselling peers. I think if we can attract the right people in communities, this could be a very effective way of building more support for the school. Thank you.

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

MR. MacQUARRIE: Even without the change in the act, it seemed that over the past couple of years that things were looking better in respect of attendance in the schools in the NWT. Could the Minister let the House and the public know how things are going this past year? Is there a general improvement in attendance throughout the NWT?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Slight Improvement In Attendance

HON. DENNIS PATTERSON: Mr. Chairman, it is difficult to generalize because attendance is very good in some communities. We have had spectacular improvements in some communities -- Fort Resolution comes to mind as one. Generally, however, the trends are an incremental improvement in the territorial averages. It is slowly improving but we still have serious attendance problems in a number of communities and a number of regions. There are still communities where attendance is in the high 50s or 60 per cent range, and some of these are very large communities. But generally there has been a slight one or two per cent improvement over the last few years, which trend is continuing this year. But I think we need to do much better than that. Thank you.

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

MR. MACQUARRIE: Where there has been a spectacular improvement, has the department attempted to assess what might account for that and will steps be taken to see whether there is any transferability? In other words, suggestions and guidance that could be given to local education authorities in other communities in order to spur similar increases in attendance in those communities.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: We have not specifically analysed what has happened in a school where attendance has improved and maybe we should do that. I think what I was trying to say in my opening remarks about effective schools is that there are identifiable characteristics of schools where education is successful and as I indicated, that is the approach we want to take in our whole approach to providing leadership in education throughout the Territories. But clearly where attendance has improved, and perhaps Fort Resolution is a good example to cite, we saw the development of a strong local education authority through revived community interest and support for education. That was spurred by kind of a crisis in Fort Resolution a couple of years ago when, in fact, students even went on strike for a while over disciplinary procedures at the school and where staff and the principal decided to make improved attendance a goal. This is what I was also saying earlier about having goals clarified at the school and community level and having an education plan for each community.

There are a number of communities, I believe, that should have the improvement of attendance as their goal. This certainly has been communicated to the superintendent in the Keewatin Region where attendance is 74 per cent and in the Kitikmeot Region where attendance is 73 per cent on average. They are the two regions with the real problems. Yellowknife attendance is well over 90 per cent. In the Fort Smith Region the average is 83 per cent; most schools are quite good in attendance. In Inuvik attendance is 82 per cent on an average, although there are some specific schools with problems. In Baffin it is 80 per cent. This makes a territorial average of 82 per cent. But it is really the schools that are in the 60s that I am most worried about. Many of the schools do not have an attendance problem and in fact show strong community support. Thank you.

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

MRS. LAWRENCE: Thank you, Mr. Chairman. I have a bit of a concern regarding accommodation for students who are going to Akaitcho Hall, to Sir John Franklin School. Just recently for the last semester, we had to send four students to Fort Simpson, from Snowdrift. It makes it very difficult for these children to be sent away to Fort Simpson. It was bad enough that we had to send them to Yellowknife but since there was no accommodation for them, they had to be sent to Fort Simpson. Some of them did not want to go but we had to encourage them to try out the Simpson area.

Per Diem Allowance For Boarding Homes

Now I understand that they are paying \$12 a day for student accommodation and they are having problems finding proper accommodation. With \$12 a day many families take them just out of the goodness of their heart. Out of that \$12 a day they also have to be taxed, the individual family who is taking these students in is taxed. Can the Minister consider increasing the rate for

accommodation and also that they will not have to pay tax on it? It is not much, \$12 a day, when you have to share everything with the student and some students are very destructive. If you have to share your whole household I just do not believe \$12 a day is enough. If we can increase and not tax it I think we would have a better response in getting good accommodation for out of town students. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I expect that by the beginning of the next school year we will be able to offer \$15 a day to boarding home parents. I have not received approval for this change but I am intending to seek it. It will require an extra \$90,000 or so to be found within our budget. We had not budgeted for an increase but I am told by my advisers that we should be able to identify that sum. So, I will give the Member a clear indication that it would be my goal to offer \$15 by next fall. I am pretty confident we can achieve that.

CHAIRMAN (Mr. Gargan): Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. Does that mean then that it would be tax free as well?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, unfortunately the tax laws are not set by our government. We have explored this thoroughly and the reality is that the federal government considers these home boarding payments as income and they therefore have to be reported as income. The recipients of those home boarding payments therefore have to keep track of expenses in order to write those expenses off against the income. I know it makes it complex for ordinary people but we cannot see any way around it. Thank you.

CHAIRMAN (Mr. Gargan): Thank you. General comments. Mr. Paniloo.

High School In Pangnirtung

MR. PANILOO: (Translation) Thank you, Mr. Chairman. You are aware as a Minister from your constituency that I always hear concerns on two schools from your area. I have always been informed by Broughton Island and by Pangnirtung. The students in Pangnirtung are in the range of 300 or over and there are a number of students who would like to go to school in Frobisher Bay. When they have requested to go to Frobisher Bay to further their education sometimes they come across some problems. This seems to be an ongoing problem as I see it. I would like to ask you if it will be possible to establish a high school in Pangnirtung. They would not need a residence for the students. I would like to know if this would be possible or not because the question has been raised a number of times by Pangnirtung residents. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, with all due respect to the honourable Member I would say we have at least the beginnings of a high school in Pangnirtung already in that we have a very successful grade 10 program which has been operating now for a number of years. I would say at least eight years. The success of this program has inspired us to establish grade 10 programs in other communities. This year the graduating class is 23. So, we already have a grade 10 program which is the first year of high school and I can tell the honourable Member that I am quite open to considering establishing a grade 11 class for that number of students. I am seriously considering that option and I will be seeking advice from the Executive Council on that possibility.

It will depend on housing and class space, as well as general policy considerations but I think that is the way we should be going and I think there are enough students in Pangnirtung that this can be justified. I would like to point out that we are talking about an academic program. We are talking about the same quality program as can be found in any other high school in the NWT and we are talking about class sizes that would likely be even smaller than you might find in a larger regional high school. So I do not see any serious reasons why we should not take the Member's advice very seriously. I expect that before the end of this session I will be able to make a decision on that and inform the honourable Member as to whether we can go with grade 11, in the future, in Pangnirtung. Thank you.

CHAIRMAN (Mr. Gargan): General comments on education. Mr. McCallum.

MR. McCALLUM: Not so much a general comment. I just want to ask a couple of questions. In the Commissioner's Address it was noted that the Minister would present the department's first comprehensive report card. I take it that is what you tabled yesterday. Is that correct?

Secondly, in the Finance Minister's budget speech, on page 12 dealing with education, and I quote from it, "The Department of Education will also be taking steps to improve the management of its programs. Major effort will be focussed on development of policy, the evaluation of programs and the development of a formula for the staffing and funding of schools." I wonder if the Minister could elaborate more on the last, the development of a formula for the staffing and funding of schools.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Formula For Staffing

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have been concerned over the years I have had this job that very often I am called upon to respond to requests for more teachers. It is very commonplace for me to go to a community and be told, "Our school needs more teachers." Very often communities will pick other schools and other communities and say community 'A' has so many teachers for so many students, we deserve the same. I find myself in the difficult situation of having to respond to these requests without a clear and rational staffing policy to offer as assurance that everyone is being treated equally. Therefore, in the past we have dealt with these staffing requests by doing reviews but they have not been based on a comprehensive formula and a clear policy that can be offered to everyone.

So my intention, and we are well along in developing this policy, is to establish clear guidelines for pupil/teacher ratios for the grades K to nine level. For the grades 10 to 12 level, recognizing that high schools require more teachers than junior high schools, I might note that we intend to recognize that there are economies of scale that operate with larger schools that mean that you cannot apply a formula to high schools which is fair to both small and large high schools. There has to be special provision made for the Pine Point high school type of situation where you have a smaller number of students that will still require a minimum target of teachers.

We also are proposing to establish ratios for the community occupational program and for the allocation of classroom assistants. Our target for completion of the formula, Mr. Chairman, which has yet to be presented to the Executive Council, is by the end of this month. The object is to have the new staffing formula approved and announced to the public and our staff in time for some adjustments next year. These adjustments appear to be required based on our preliminary analysis that, in fact, for historical and other reasons, there seem to be some inequities that have developed over the years. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments on the Department of Education. Does the committee agree then that we go into the details of the main estimates? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Directorate And Administration, Total O And M

CHAIRMAN (Mr. Gargan): Okay, turn to page 17.06. Directorate and administration, total O and M, \$8,556,000. Agreed? Mr. McCallum.

MR. McCALLUM: I wonder if I could ask the Minister when he expects to place before the House the legislation for the Arctic College.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I intend to table the legislation this session. It is almost ready for presentation. There was a meeting of the board of governors in Inuvik last week and I decided it would be useful to discuss the nature of the legislation with them. So having now done that, I am almost prepared to table it. I can assure the Member it will be tabled before the end of this session, within a week or two, and the object is to place it before the Assembly and the public for their comments and then proceed to pass the legislation next fall at the fall session. Thank you.

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

MR. T'SELEIE: Mr. Chairman, I would like to ask the Minister if the additional funding for special needs has been allocated. If it has been allocated then I would like to ask the Minister where it has been allocated?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Special Needs Education Plan

HON. DENNIS PATTERSON: Mr. Chairman, the plan for special needs education, as I like to call it, depends entirely on the identified needs of students. I would just like, region by region if that is what the Member would like, to indicate broadly how the budget will be allocated. I would also like to explain before going through, just what we are doing in each region. The way we are approaching it is that for every student that has special needs there will be developed an individualized education plan. For each student that has special needs there will be a plan for that student's education, with goals and appropriate support.

In headquarters, Yellowknife, we have a special school, the Borealis School which is staffed with three persons. We have three students in the South and 11 students registered in the special school. This is primarily for students with behaviour problems. In Fort Smith Region, we have two special needs consultants to support schools, one supervisor and individual education plans for 273 students. In the Inuvik Region we have one special education consultant, one teacher of multihandicapped people and individual education plans for over 150 students. There are also two teaching positions which will be allocated in the coming year in the Inuvik Region.

In Baffin we have three consultants working as a team, five program support teachers in various schools and a budget for a special needs assistant, which amounts to 0.7 of a person year. We have developed individualized education plans for over 250 students. In Keewatin, there is one special education consultant, 1.5 person years for special needs teachers, one teacher of the hearing impaired, one teacher of multihandicapped and a half person year which will be available for allocation in the coming school year. There are individualized education plans for 100 students. In the Kitikmeot there is one consultant, three teaching positions available for allocation in the coming year and we have developed individualized education plans for approximately 80 students. The total new resources allocated for special needs education in the coming fiscal year -- Members will remember there was a significant increase last year as well -- is 10.5 person years and \$530,000. This does not include special needs funding for Yellowknife school boards which is identified in the grants to them and a portion of the funding in the Baffin Region which is identified in the grant to the Baffin divisional board. Thank you.

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

MR. T'SELEIE: Mr. Chairman, are special needs the needs of students, say, with a hearing problem or blindness? How is it defined?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: I would like to ask my deputy minister to answer that, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Handley.

Categories Of Students With Learning Difficulties

MR. HANDLEY: Mr. Chairman, when we refer to special needs students we are referring to students who have special learning difficulties. We group the students into two categories generally, although more specifically for instruction purposes. The one category we call high incidence. Those are children who have special learning difficulties but they are not so serious that they cannot be handled in the regular classroom with an IEP, individual education plan. That would be a case where the consultant would help the classroom teacher, the classroom teacher would work with that student. Then we have the low incidence students and those are children who have special learning needs that might be physical, it could be a child in a wheelchair, it could be someone who is blind or someone who is deaf, or it could be a very severe learning difficulty, a severely retarded child for example. Thank you.

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

MR. McCALLUM: Thank you, Mr. Chairman. The special needs personnel are listed under the directorate in your additional PYs. Are there 10.5 PYs involved in that program?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. The person years are included in the directorate and administration. There are 10.5 new person years in the 1986-87 budget and the current total including the 10.5 new ones is 26.5 person years in that area. Thank you.

Directorate And Administration, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Education, directorate and administration, total O and M, \$8,556,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Advanced Education, Total O And M

CHAIRMAN (Mr. Gargan): Advanced education, total O and M, \$15,276,000. Mr. McCallum.

MR. McCALLUM: Mr. Chairman, in this particular activity, are adult educators included? I know here there is a reduction of two person years in this particular activity. Could the Minister indicate to me if you still employ adult educators on a contractual basis or have you plans to formalize their positions rather than have them on a contractual basis? There is some difficulty, of course, in adult education programs if you keep hiring people by contracts. There does not seem to be as much continuity to it. I wonder what the department is doing in attempting to solve that particular problem.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we have established three new adult education positions which would replace the approach whereby casual instructors were used. So we are slowly increasing the number of full-time adult education instructors. The Member's concern, though, is that the budget seems to be decreasing and that can be explained because of supps and other adjustments. I could ask Mr. Devitt to explain why there appears to be a reduction. I think it is a false impression.

CHAIRMAN (Mr. Gargan): Mr. Devitt.

MR. DEVITT: We received a supplementary estimate of I think approximately \$470,000, if I remember correctly, and 13 person years in this fiscal year 1985-86. That was one-time funding. In the 1986-87 main estimates we have only requested and included an increase of six PYs, which is approximately \$240,000. Because the difference is from the revised main estimates in 1985-86, which includes supps to the 1986-87 main estimates, it shows as a decrease of two net but seven in terms of trainees, when the real increase is six from the main estimates to main estimates, for the trainees. Now, in addition we have three person years for adult educators, labour information officer and a clerk typist so that the net increase is two from the revised.

CHAIRMAN (Mr. Gargan): Thank you. Advanced education, total O and M, \$15,276,000. Is it agreed? Mr. McCallum.

MR. McCALLUM: Thank you, Mr. Chairman. Where are the three new adult educator positions?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Snowdrift, Coral Harbour and Hall Beach, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you. Advanced education, total O and M, \$15,276,000. Mr. T'Seleie.

MR. T'SELEIE: Mr. Chairman, I would like to ask the Minister whether or not there has been a trend, in the last few years, in the amount of the forgiveness and write-off of student loans. Is that increasing or decreasing?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, it is a bit difficult to establish trends because although the new student financial assistance regime has been in place for several years, last year was the first year actually, where we had students graduating so it is a little bit early to tell to what extent they are going to be forgiven loans. So I am advised that it is difficult to talk about trends on the basis of one year's experience. But I could provide the Member with information about how many loans were forgiven, if he wishes.

CHAIRMAN (Mr. Pudluk): Mr. Paniloo.

Training For Work In HAP

MR. PANILOO: (Translation) Thank you, Mr. Chairman. I do not know if this is the appropriate time to ask the question. I know it is very hard for school drop-outs to get back into school. I was wondering if you have ever considered having them work in a home-ownership program, if they can get additional funding to educate these school drop-outs to work along with home-ownership program employees? There is a lot of money being sought for the school drop-outs, so we would like to get a clarification as to whether you could get additional funding to put them to work.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have been working with the Minister responsible for the Housing Corporation to plan a scheme whereby the people who work on HAP units are given some training in connection with the job that they do building houses. We are still working out the details of that program but I understand the Minister responsible for the Housing Corporation is looking for significant amounts of money to employ people to build those HAP houses. If he can identify that labour money then our department is co-operating so that we will try to ensure that everyone who works on a HAP house gets credit for any skills that they might acquire and also can be given some training. But I would respectfully think that the question might better be directed to the Minister for Housing. Thank you.

CHAIRMAN (Mr. Pudluk): Advanced education, \$15,276,000. Mr. Gargan.

Adult Education In Fort Providence

MR. GARGAN: Thank you, Mr. Chairman. I have a concern that I expressed two years ago concerning the adult education program in Fort Providence. I have since spoken with the superintendent and there was an indication at the time that perhaps they would be replacing the person in Fort Providence. The replacement has not occurred yet. I would like to ask the Minister whether there is a program with regard to adult education in Fort Providence at the moment because I believe there is not. The one that was implemented last year did not even go past first base as far as the community of Fort Providence is concerned. It has been expressed time and time again and there does not seem to be anything to resolve that situation. I would like to ask the Minister what is happening.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I could give more details to the Member shortly but I can tell him that we have carefully reviewed the performance of the particular individual. We are carefully monitoring that person's ongoing performance and we are aggressively pursuing CEIC to sponsor an upgrading course in Fort Providence in the coming year. Those negotiations are still not complete but we are hopeful that with our encouragement, a course can be put in place in the coming year. Thank you.

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

MR. GARGAN: I just want to refer to the statement that the Minister made, both in Hansard and in the book, Northwest Territories Education. He indicates that the general public does want to see much greater control of education placed in the hands of people within the communities. This has been the position of the department for quite some time. I believe whether it has been expressed by the local education authority or not -- I know it has been expressed by individual LEAs in the communities of this particular individual and the concerns they had with him -- apparently that has not been the case and it is still within headquarters and within the regional office that the control is. We have been running into this for the past two years and it has never been resolved. I wanted to express that concern.

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

MR. McCALLUM: Thank you, Mr. Chairman. In the activity under staff development, what is the percentage of salaries that goes into the professional improvement fund I think it is called? Is there a certain percentage that is given by way of agreement of the NWTTA -- somewhere in the vicinity of two or three per cent isn't it?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, our contribution as employer to the professional improvement fund is 2.25 per cent of base salaries. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. McCallum.

MR. McCALLUM: Under program development, I note that in here this particular task deals with evaluating apprenticeship training programs. What is the co-ordination between this particular task and the one that is in the directorate about the policy and program evaluation? Is there a co-ordinating role there or are we dealing with two different things?

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

HON. DENNIS PATTERSON: Mr. Chairman, really I think basically there are two different things. One is testing for apprentices and developing standards, etc. That comes under task 1462. The other policy and evaluation function, which we are trying to beef up in the coming year since I think Education is the one major department that has not had a significant capability in this area, is designed primarily for overall evaluation of our programs, particularly in the school area. So one is a very specific focus dealing with apprenticeships and the other one is much broader. Thank you.

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

Native People In Management Levels

MR. GARGAN: Thank you, Mr. Chairman. Last year the department indicated a target of 34 per cent native people to move into senior positions within the department. I just want to ask the Minister whether this target has been achieved?

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

HON. DENNIS PATTERSON: Mr. Chairman, that target has not been achieved but we have presented that goal in our affirmative action plan and are fully determined to reach the goals within the time frame outlined. I might say that I am concerned that in the Department of Education we are underrepresented in management levels by women and native people. I am determined to do something about that. Thank you.

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

MR. GARGAN: I guess my only other question with regard to this particular target and the placement of native people in the civil service is that what would happen -- I know the Minister is determined but what does that mean to other employees within the department to achieve this particular date? Does it mean that some of the staff will go on early retirement or move to other departments, Mr. Chairman?

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

HON. DENNIS PATTERSON: Mr. Chairman, there are a number of ways of dealing with this task recognizing that most positions are currently filled by persons who may not fit our affirmative action goals. There is what we call attrition which means that if people quit or are forced to leave for some reason that we can make special efforts to replace the position with someone who meets our affirmative action goals. There is retirement which creates vacancies. We are looking at assigning people to different tasks in order to create vacancies. There is also the possibility of hiring new positions on a term basis with trainees attached to those jobs so that they will be able to phase in in one or two years. So I think there are ways of doing it without having to resort to more drastic measures. We have a large enough department and enough volume of turnover

and enough flexibility that I think we can fit new people in, if the will is there, at the management level. I can assure you that this is one area where I have given clear direction to my deputy minister and staff to get something done because our record certainly is not as good as it could be and as it should be in those areas. We do have lots of women working in the education system but they are all mostly teachers. There are very few principals or administrators although we have made some progress in the last year in that area. Most of our native people unfortunately are school janitors or teachers and we want to do something about getting them into the management area as soon as they can be qualified. Thank you.

CHAIRMAN (Mr. Pudluk): Advanced education. Mrs. Lawrence.

Professional Training In Areas Of Health For Native People

MRS. LAWRENCE: Thank you, Mr. Chairman. With all due respect to your department, Mr. Minister, in the in-service training and apprenticeship program, I still do not see too many northerners training in the health field. I recognize the one program that exists is the ophthalmic medical assistants in the health area. Is this an oversight or are you going to be concentrating on training more northerners in the health field since there is so much talk about transferring the health program to the territorial government?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. We also do offer a certified nursing assistants program in Yellowknife in addition to the ophthalmic technician program that the Member is referring to. Mr. Chairman, I am planning through the college system to offer a certified nursing assistants program for the Eastern Arctic as well because we found that students from the Eastern Arctic who come over to take that program here have a high drop-out rate.

Secondly, I can tell the honourable Member that I recently had occasion to meet with the Minister of Health and Welfare for Canada and one of his assistant deputy ministers. I specifically addressed the issue of native health professionals and how we could work better with the federal government to provide more training opportunities for people to become nurses and doctors. The federal Department of Health and Welfare has a native nursing program which provides special incentives to native people who wish to train as nurses and I think we should be taking better advantage of that. So I have asked Mr. Epp to work with my officials to see that we co-operate and so can start steering people into that area.

Also there is a program in the University of Manitoba which has now been established for native doctors. I have been working with Mr. McLaughlin to try to attract at least one student next year, who would be paid and sponsored by our government, for admission into this special program. So those are the concrete things I can tell the Member that we are doing. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. I am happy to hear that they are looking into professionals in health. At the community level we used to train community health representatives, called CHRs. I wonder why that has been dropped. The last training we had in the West was in 1974. I know of some community health representatives that were trained and after a few years working at the community level, they entered into the higher level of registered nursing. I just feel that at the community level, community health representatives are very important positions and yet there was never any serious consideration given to this CHR program. I wonder if the Minister could comment on the training of the CHRs.

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

Need To Increase Numbers Of High School Graduates

HON. DENNIS PATTERSON: Mr. Chairman, we have recently provided funding through our student financial assistance program to send four native students to a community college in Alberta to take a specialized program leading to jobs as community health workers. This is a pilot project which we hope to expand if it is successful. Generally, Mr. Chairman, I think that if we had more qualified graduates we could have the program and the funds to sponsor them in any number of institutions either in the North or in the South, but our biggest problem has been that we are not producing enough graduates. These four students I mentioned did not have the academic

qualifications but the program has been designed so that they can spend the first part of their time upgrading themselves. This is probably a good model for the short term until we start to increase the number of graduates from our community high schools. We will be monitoring this one pretty carefully and hoping to expand the number of students we sponsor in future as community health representatives. The Minister of Health may have more to say about that but this is what I know from my point of view. Thank you.

CHAIRMAN (Mr. Pudluk): Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. I have one other question. At one time we had two training positions in the health field in a three year program and once they completed the program they could be hospital administrators. After this, one graduated and the other one did not graduate but they never had another similar training program again. Will the department be looking into training for administrators again?

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

HON. DENNIS PATTERSON: Mr. Chairman, we do not have any programs specifically designed to train hospital administrators but I can say that we have an in-service training program within my budget which could provide a training position for some government employee or potential government employee who could work with an administrator in one of our hospitals to learn the skills necessary to take over that particular job. So that route is certainly quite possible. I will take the Member's comments as advice that we should make sure that health professional training is a priority as we decide how we are going to allocate these in-service training positions within the government's own public service. So that would apply to people working in hospitals who have potential or people who may wish to apply for training positions that would open up.

As to other training opportunities we do have a public and business administration diploma course at Thebacha College which provides general management training which could lead to management positions in health or other fields. I also know that we have on occasion worked co-operatively with Northern Careers to sponsor students through their program but as to a specific training program for health administrators we do not have one. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. At this time I would like to recognize in the gallery the grade 10 class from St. Patrick's High School and their teacher, Tony Campbell. Welcome to the House.

---Applause

Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. I had an opportunity to read an article in the newspaper about the teachers conference that occurred in Yellowknife. A Dr. Clare Brant, a native psychiatrist, made an introductory -- I also know the individual, not through involuntary committal...

---Laughter

...but through conferences. The difference between two cultures is something that he has addressed in the newspaper article. These are the things I have been addressing when I went to these individual conferences. Not only Clare Brant, who is a native psychiatrist, but even white psychiatrists would identify a lot of differences between the native and white culture.

In the Minister's statement I guess the focal point in education was a purpose or mission in successful school projects, consistency in philosophy and a sense of purpose which is developed and shared by parents, staff and students. He also identified in his statement that in a lot of the outlying communities that sense is not there or that purpose is not there. I would like to identify that too. I agree with the Minister on that and that in most cases for example, the support of the LEAs is not there. In a lot of cases too, the LEAs are put in place, not through the election process but through acclamation, if you want to call it that. So a lot of times they isolate themselves from the communities.

Petition Not Supported By LEA

I did a petition in Fort Providence, I am sure the Minister is aware of it, in which I had over 50 signatures according to the Education Act for the community education committee to become a society. But it was the LEA that went against that wish. They were questioning the validity of the signatures on the petition too. That really disturbs me because the only thing I was doing was trying to get an indication of what the community wanted in education, whether maybe giving more responsibility, more power to the committee might give them a sense of more responsibility and react to the needs of the community. That was not the case. I have copies of the letter. I also have copies of the petition but I am almost afraid to present it because the Minister also has a copy of the letter not supporting the petition. For this reason the statement that the Minister made is quite true. In a lot of outlying communities the sense of mission, if you want to call it that, is not there. I feel very frustrated as a Member of this Legislature to try and strive for more autonomy for the community and then you are sort of put down by individual interest groups because they figure that they are the ones that are the authority for education or health and they are the ultimate authority that decides the destiny of the community, if you want to call it that. It really concerns me.

CHAIRMAN (Mr. Pudluk): Thank you. Advanced education, \$15,276,000. Mr. McCallum.

MR. MCCALLUM: Mr. Chairman, I would just like to indicate to the Minister that I am very pleased with the report card that is being sent out. I would like to say, as well, that I am pleased with the quickness of his department and the federal government in getting involved with the north warning system and trying to get training. I recall a year or so ago that mention was made of that in this House. Of course I am extremely pleased that you are going to begin this program at Thebacha College. I would hope that the entry qualifications for that particular program will not be too high and dissuade some people. I am not sure what the prerequisites will be to get into that program but I would hope that they are not so high as to dissuade students from entering into it. I would hope as well, that with the number of people that you are attempting to take into the program, you are going to be dealing with northerners, totally. And that this program will be open to people who want to get involved with the training and to take on employment within that particular system over a period of time.

I would like to make mention here of the plans that the department has in rewriting the Student Financial Assistance Act. I wonder if the Minister could indicate to me now just how far along the department is in doing that. You will recall during one or other hats as Members of the finance or public accounts committee that we were concerned with this particular act and made a strong submission to the department to rewrite the act in total. So I wonder if we could get an indication about how far along we are in that particular aspect.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. First I would like to thank the Member for his remarks about the work we have done to help northerners get employment in the north warning system. We were working hard with both bidders on the contract and we would have been prepared to work with NorthwesTel or the Telesat applicant. As to qualifications, certainly we are targeting northern people in this new communications electronic apprenticeship. We are not going to make the entrance requirements restrictive. It is generally a grade 10 level that is required for apprenticeship programs but we have structured the college so we can very quickly, where the will is there, very quickly upgrade people to the necessary requirements. Our target is to make 100 northern jobs out of that particular communications contract. I would say the company is also giving good support to this. I think that efforts of this Assembly to impress the Government of Canada that we want something out of this new development have helped in terms of directions given contractors.

Regulations To Student Financial Assistance Act

On the second question, Mr. Chairman, about the Student Financial Assistance Act regulations. We have gone through about five drafts of regulations now and I can tell you that we are nearing the end. We have found some areas where changes are warranted. They do have financial implications so we have to obtain approvals from the Financial Management Board. But the goal is certainly to have

the new improved system in place by the next school year. So we are working toward that deadline and it is going to mean that it will have to be done early this year in order that by the time students apply and applications are considered, they will know what they are getting into. I think generally the system has worked fairly well, but we have found some weaknesses and they are being corrected. Thank you.

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

MR. MCCALLUM: Thank you, Mr. Chairman. I would like as well to commend the department for their public service training program that they are going to embark upon for school administrators -- the principals as well as the superintendents. Because I think I can put in my two cents worth based on a few years experience. I have always found that we had very few superintendents, especially at the high school level, with any high school experience; very few that I can recall. We have had a number of good superintendents, I am not suggesting we did not, but I think most of their educational background has been at the primary or elementary level, maybe at the junior high level but certainly not at the senior high -- the ones that I can recall, that I have had dealings with over the years.

So I would hope that there would be some means, in this in-service training program, to ensure that superintendents get that sort of background, not only in interpersonal relationships but dealing with staff, people, certainly looking at the development programs in the areas of planning, estimate preparation, budget control, program supervision, etc., and supervision of staff. And I would hope some public relations would go into that as well, because I think there are times when, especially now with the development of the education societies, that is a very important part of a superintendent's job obviously, to deal with more people than just school teachers and it requires some work on that. These particular development programs are things that I would have hoped that a lot of our school principals, as well as superintendents, would have had in their own educational background. Unfortunately, I think, over the years there have been very few with an administration background. That is not to say that we have had poor school principals, but very few have had administrative courses in this whole business of knowing how to get involved with budgetary planning and dealing now with LEAs and education societies in developing budgets within certain parameters for the schools under their supervision.

I think that one of the things that I would hope that the superintendents would be able to get involved with is in the whole area of developing an understanding that there is a difference in the methodology, if you like, or approach required in teaching, for a high school or a junior high or primary/elementary. I think there is a different approach that has to be taken by teachers and I would hope that superintendents would recognize that. I have found that over a number of years because superintendents have that background at the primary/elementary or junior high level, they seem to want to take the same approach in dealing with high school teachers under their supervision as they did with primary/elementary. I think it is a different ball game. So I would hope that in this training that the department is undertaking and in the evaluation, as I understand that you are going to do with school principals and superintendents, that these things would be stressed and in whatever kind of small programs that are undertaken for these people that those things come to the fore.

Just as a means, Mr. Chairman, of trying to stress the importance of that, because I really do believe that there is a different approach to be taken with students depending upon the area of school in which they are registered, from the elementary to the high school. I think that has to be noted and superintendents have to be aware, when they are doing an evaluation of a teacher. You know, you are dealing with students of different age and interests and everything else. So I just wanted to emphasize that to you and I applaud you for undertaking this particular program training. I think it is long overdue.

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

HON. DENNIS PATTERSON: I accept the Member's advice and I am told that we are going to have different approaches for high school and junior high school teachers. Generally I would like to say I agree that this is long overdue but it is not fair to expect our principals and superintendents to be more rigorous in their management approach to the school and in their evaluation of their staff without offering them opportunities to be trained in those administrative skills where they may not have had that training. Some have, but many have not as the honourable Member points out. So we cannot just demand more without offering more training. I think we do fully understand that.

I would like to just mention, Mr. Chairman, that our plan is, once this training method is established -- we will be doing it through in-service training but also in co-operation with universities -- once this training scheme is implemented, we propose to introduce a principal's certificate so that we will actually formally recognize teachers who have obtained those administrative and management qualifications and would be certified as such. Thank you.

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

MR. MacQUARRIE: Just a further question on the last statement that was made. Is it the thought of the Minister that no one would be eligible for a principalship if he did not already have the certification referred to? Or is it possible that teachers who appear to have the kinds of abilities needed might indeed still be appointed to a principalship but care taken to make sure that as soon as possible they get the certification? Could you clarify that, please?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I should have clarified that. I realize we are in a transition period and we would only require that principals be committed to enrolment in the program. They would not need to have completed it in order to be appointed in the early years. That is all I will say, thank you.

Advanced Education, Total O And M, Agreed

CHAIRMAN (Mr. Pudluk): Thank you. Advanced education, \$15,276,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

School Program Development, Total O And M

CHAIRMAN (Mr. Pudluk): School program development, total O and M, \$2,684,000. Mr. Angottitauruq.

MR. ANGOTTITAUURUQ: First of all I would like to ask the Minister on this page, what is your department's intention. Can you explain that a little further -- not from reading this book but the true goal of this page here so I can come to my question.

CHAIRMAN (Mr. Pudluk): Page 17.08. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, at some length yesterday, in introducing the budget, I stated our goal at developing more effective schools through a strategy that I outlined in some detail. The key elements of the strategy are, that I believe that there needs to be a greater emphasis on a sense of purpose based on shared educational goals between the community and the school, including the staff and students both. That there should be high expectations developed of students so that we demand the very most that a student can be expected to achieve. That there be a conscious attention paid to the school climate from hallways and playgrounds to classroom. The atmosphere should be orderly without being overly disciplined. That special attention must be paid to academics. That we should rely on what I call positive motivational strategies which means praise before punishment wherever possible. And that we should do a better job of obtaining feedback from the public on our successes, through improved evaluation of students and improved reporting of student progress in real terms based on grade levels to students and parents.

Finally there is a sometimes intangible element of leadership, which I think should begin with the Minister of Education but should be an expectation of our school principals. They should be education leaders and community leaders in their communities. That leadership requires being attuned to the community climate as well as being in charge of the school. So those are the broad goals in this area to make our schools more effective. Thank you.

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

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. I guess I will be asking a question regarding the aboriginal languages program. I guess natives are being taught in classes at any age. We have all kinds of dialects in the Northwest Territories. In my constituency we are using the Baffin dialect and we have our own dialect. The older people and the parents are saying to the younger generation

that they are forgetting their language. This could be true but I also believe that one of the things that really confuses the students when they go to school -- the older people say that they want their children not to forget their original language. Then they are taught in a classroom in Inuktitut that is not their dialect. Even though it is an Inuktitut dialect, they are just as confused as if it were another language, because when they go home they talk to their parents and aunts in another language, in another dialect. The way a lot of these educational booklets are coming out is they are in a different dialect. What I am asking is, there are people in the community that know the language who should be given more authority to produce them, and to teach them at the community level so that each student within each region gets the best education in their language the best way possible. The government can say it will cost a lot of money, but using the local people it can be beneficial to the true language they speak and preserve it the way it should be. That is my question. Thank you.

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

Decentralization Of Language Development

HON. DENNIS PATTERSON: Mr. Chairman, up until now we have concentrated the development of native language curriculum and native language materials in headquarters, in Yellowknife. I recognize fully that there are much better locations in which to do this kind of work, that this kind of work should take place in communities where the language is used as a working language. Ideally this kind of work should take place close to the area where a particular dialect is spoken. I am well aware of frustrations that people in Kitikmeot have had who have obtained materials that contain different dialects. I know Kitikmeot people, or at least certain communities in Kitikmeot, do not use the syllabic writing system and they therefore have no use for those materials yet they still often receive materials and even letters in syllabics. So, I agree with the Member's advice that these language development activities should take place closer to the areas where the languages are spoken. So we have decided that we will, beginning this coming year, decentralize language development to regional locations through what I am calling language centres. Those language centres will be locations for curriculum development and also locations for part of the teacher education program for both classroom assistants and teachers.

We do plan to, as fast as money will permit, establish these centres in all regions including the Kitikmeot using some of the funds we presently have concentrated in headquarters for language development, using additional moneys that may be granted to us through increases in our budget and also, we hope, some of the moneys that might be available through the federal government, through the Secretary of State's additional assistance plan for aboriginal languages. This of course will depend on the recommendations of the task force on aboriginal languages which will be presented to this House later this session. I am quite confident, partly because I know that in both the Dene and Inuit task forces there are educators who are serving on those task forces, that they are going to be recommending that some of the new moneys be applied to curriculum development and community language development for the schools.

I hope I have satisfied the Member that we are moving in the direction that he is talking about of community based language development. We saw in the operation of the indigenous language development program which my department administered for the last couple of years, that the communities are well able to do that work and that there are experts, as the Member said, in communities that we should be using and that we can be using. We are moving in that direction and within the next two years I am quite confident that there is going to be a centre for language development in the Kitikmeot Region which, if no one else can, will ensure that the dialect is correct. That is the direction we are moving, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. T'Seleie.

MR. T'SELEIE: Thank you, Mr. Chairman. Under school program development, I would like to ask the Minister about students learning to read and write. I am particularly concerned about the fact that quite a few native students in the schools are more deficient in reading and writing. I would like to know what steps the department is taking to address that problem in the schools.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: I am going to refer this to my deputy minister. He is the educator, I am not. Thank you.

CHAIRMAN (Mr. Pudluk): Proceed.

MR. HANDLEY: Mr. Chairman, in response to the question, we are working in a number of areas at both the elementary level and also at the high school level in English as a second language. In doing that we are preparing specific material that is geared toward the needs of children who are speaking a native language as a first language and English as their second language. I do not know that there is anything more I can say about that.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. T'Seleie.

MR. T'SELEIE: Mr. Chairman, I was not so concerned about students in high school. In my constituency there is no grade 10. All the schools only go up to grade nine. I was wondering about such matters as how much time students in the lower grades are required to spend at learning to read and write English.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: I will ask my deputy minister to reply.

CHAIRMAN (Mr. Pudluk): Proceed, please.

MR. HANDLEY: In schools where English is the language of instruction then students are spending approximately 35 per cent of their time in language instruction in language, reading, writing.

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

MR. GARGAN: Thank you, Mr. Chairman. I have a question for the Minister. Yesterday there was a presentation made by the Minister responsible for Status of Women in which I believe the Minister has requested your department to implement assertiveness and self-defence programs for young women in the territorial school system. I would like to ask the Minister whether he has been able to respond to that particular request from the department.

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

HON. DENNIS PATTERSON: Mr. Chairman, it was a little bit embarrassing to me to have been Minister responsible for the Status of Women for a couple of years and really not have done anything about that particular recommendation. But now that I have been relieved of that responsibility I have no excuse whatsoever for not doing something about it. I can tell the Member that I have directed my department to have that program worked into the school phys ed curriculum for the next fiscal year.

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

MR. GARGAN: Thank you, Mr. Chairman. I was only expressing some concern for male students.

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

Inuit And Dene Studies In Schools

MR. NERYSOO: Thank you, Mr. Chairman. I just wanted to ask a question with regard to the cultural study side and not so much isolated to the cultural studies, because the North has had quite a history -- the native people themselves have had quite a history, the recent immigration of the non-native people to the North and their contribution to the development of the North and more recently the participation of the resource development decisions that have been made. We have also had the aboriginal organizations do much with regard to presenting their historical presence in the North through research either through their aboriginal organizations or for that matter research from and by universities. Is the department at some time going to try to bring together the documentation to allow for historical studies in the schools of the Northwest Territories? I think we have a history that we ought to be proud of and should be able to provide that historical information to our young people.

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

HON. DENNIS PATTERSON: Mr. Chairman, this is one question I am glad to get because in fact I am pleased to announce that we have committed significant funds in the new year's budget toward doing precisely what the Member has recommended. The goal is to develop courses for high school credit in Inuit studies and Dene studies. We are working actively with the Dene Nation and the Inuit Cultural Institute now, so we can take advantage of that good work that they have done over the years with assistance from this government. I am confident that with the amount of money that has been committed -- and it is \$180,000 I might say -- we should be able to finally develop a first class program to recognize the rich historical and human heritage in the Northwest Territories.

Mr. Chairman, the proposal is this. That for 1986-87 -- apparently I understand we are well enough advanced that we will be able to offer a course called "Inuit studies 10" in Baffin schools at least this coming September -- in the next fiscal year we will have the Dene program implemented for grade 10 and following those years we will establish 20 and 30 courses. I might mention that through an agreement with the Alberta Minister of Education reached last year, which resulted in the signing of a protocol, we will now automatically get Alberta credit for these courses. So they will be high school credit courses and count toward matriculation. So I thank the Member for those comments and I agree that it is long overdue but I think we will have a very good program soon. Thank you.

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

Involvement Of Other Jurisdictions

MR. NERYSOO: Thank you, Mr. Chairman. Just with regard to the establishment of language centres. Has the government or the Minister had an opportunity to speak to other jurisdictions that might want to be involved in developing the research component for such language centres? I will give you an example; there are two languages in my particular constituency, Inuvialuktun and the Loucheux language, both of which are spoken in the Western Arctic but have a history of also being spoken in Alaska. In the case of Loucheux, it is spoken in the Mackenzie Delta, the Yukon, and also in Alaska as well. I am wondering if the Minister has had an opportunity to discuss with the Minister responsible in the Yukon and for that matter speak to the government agency responsible in Alaska. We have been having exchanges of individuals who are fluent or have the professional research capability in those areas for a number of years now, so I am just wondering if that discussion has taken place.

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

HON. DENNIS PATTERSON: Mr. Chairman, I can tell the Member that our intention is to take full advantage of the good work that has been done in Loucheux in Yukon, especially through Mr. Ritter and we have been actively co-operating with him and have trained a number of our people at the institute established in Yukon. The intention certainly is to profit from their good experience in Loucheux and I guess recognizing that there are even more Loucheux speakers in Yukon than there are in the NWT. I have not had a chance to talk to the Minister of Education for the Yukon because I have not met the new Minister yet. I am hoping to and I will certainly mention that but at the staff level the co-operation is there.

As far as Alaska is concerned, Mr. Chairman, no, there have been no discussions to date between myself and the appropriate authorities in Alaska, although in the development of Inuvialuktun, we are working closely with the Inuvialuktun language commission or the COPE language commission, I believe it is called, and they do have connections with Alaska. I am also told, Mr. Chairman, just as a footnote, that we have created a new position to enable us to hire a Loucheux language expert in the Member's constituency in the coming year. So there will be one extra position over what is available now as well. That is good advice and I expect to be able to follow it up. I am quite interested in the Alaskan experience with small high schools and in exploring that, I may have the opportunity to make direct contact with Alaskan educators in the Inuvialuktun area. I thank the Member for that advice. Thank you.

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

MR. NERYSOO: Thank you, Mr. Chairman. Also I believe that the University of Alaska has a credit course that they offer at the university in the native language. There is also a teacher accreditation that takes place in being able to speak and teach the native language as well. So that might be of interest to the Minister since we are considering and probably will be considering the whole issue of language and language development and how we recognize and enhance and develop those particular languages.

Student Travel To Expo

Just one other question with regard to the issue of student travel to Expo. Could the Minister explain how the resources are going to be allocated? Is there going to be a certain responsibility on the part of the students to raise funds, matching dollars, that the government is prepared to advance or what is the status and the nature of the funds?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. We invited all schools in the NWT to indicate whether they wish to consider travelling to Expo. We asked them to apply by November 15, 1985. We offered them incentives based on the school size and based on a formula where the school would raise a substantial part of the money. The result has been that 20 schools in all regions of the NWT will receive subsidized assistance to go to Expo, but a good portion of the funds are going to have to be raised at the community level. I think schools in those communities are quite actively raising funds. I could provide a list of schools. I see the Member wants that list. They are: Rankin Inlet, Fort Simpson, Jean Marie River, Cambridge Bay, Gjoa Haven, Holman Island, Chief Sunrise Education Centre in Hay River, Igloolik, William McDonald in Yellowknife, Mildred Hall in Yellowknife, Rae-Edzo, Fort Liard, Trout Lake, Coppermine, Spence Bay, Norman Wells, Fort Resolution, Broughton Island, Tuktoyatuk and P.W. Kaeser in Fort Smith. Also Mr. Chairman, I should mention that 130 seats were made available by Pacific Western Airlines to NWT students through participation in art, photography, essay writing and carving contests. So there are another 130 students from a number of other communities who have won a seat plus a seat for their parent or guardian. I have a list of the schools where students won those seats, if Members wish it.

CHAIRMAN (Mr. Pudluk): Mr. Nerysoo.

MR. NERYSOO: The Minister does not have to answer this particular question now but maybe work with the Minister responsible for Expo. I have a concern with regard to accommodation for the students who are going to be going to Expo. There seems to be, at this particular time, a lack of accommodation. I am just wondering if sometime the Minister could inform the House as to how he expects the students to deal with this issue.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: I would like to take this one as notice and provide an answer to the Member, perhaps through returns as soon as I can get the information. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. Wah-Shee.

MR. WAH-SHEE: Thank you, Mr. Chairman. I wanted to find out from the Minister. In putting this history of the North together with regard to Dene and Inuit, I wonder if he has considered involving the museum division, since they are involved with artifacts and anthropological excavations in the North. I wonder if there would be any plans to involve that division which could make a contribution to developing the curriculum in cultural studies.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes indeed, Mr. Chairman. As we develop the program we will be taking advantage of the resources of the museum division of the government. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Wah-Shee.

Establishment Of A Dogrib Language Centre

MR. WAH-SHEE: The other area has to deal with language development. In our area we have had anthropologists from the University of Iowa coming into the Dogrib area since I believe the late 1930s and onwards. They have been coming every year until a few years ago. I wonder if your department has had any contact with the University of Iowa particularly the anthropological department. There is a Dr. June Helm who has been doing research on the Dogrib history and language. I wonder if your department has had any contact with the University of Iowa with the view to perhaps assisting with the language development of the Dogrib people.

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

HON. DENNIS PATTERSON: Mr. Chairman, I am informed that we have not had any direct contact although we are aware of the work that has been done particularly as it deals with a writing system. Certainly the Dogrib region is an area where we propose to establish a language centre. This centre would be an ideal location for the results and the continuation of that kind of research. So I thank the Member for that advice and I think as we plan the establishment of a Dogrib language centre we will make sure we do obtain the input and assistance of that university with all that experience.

I might also take this opportunity, Mr. Chairman, to mention that the Northwest Territories is sponsoring an Athapascan language conference this coming year, on May 27-29, which will bring together Athapascan language speakers from all over North America. This may also be a very good opportunity for our department to meet some of the experts from other countries and get ideas at that time. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. T'Seleie.

MR. T'SELEIE: Thank you, Mr. Chairman. Under school curriculum, earlier you indicated that you would be developing a high school course on Inuit studies. I am wondering whether or not you are considering doing that in lower grades? Perhaps I could just tell you, Mr. Minister, that when I was a young man I listened to many stories from my elders and...

MR. RICHARD: (Inaudible comment)

MR. T'SELEIE: Unlike Mr. Richard I listened to them.

---Laughter

I remember being told legends and about old time wars. It was a history of people. This is in Slavey and I know many of the old people still know those stories. Except for little bits here and there where some young person in a community has taken an initiative to try and collect those, there is not, to my knowledge anyway, very much that has been done. I know the Dene Nation through some of their programs have done a bit in that area. Later on in my life, I had a chance to work with older people in collecting place names as part of land use research in my region. This was another education for me. In doing that work quite a bit of it was sitting down and listening to some of the same stories that I had heard as a young man and quite a bit of our culture stems from the land. I was wondering, if under this part of your department, there are any activities that relate to that. Because I see it as a very simple exercise. I see it as hiring a few elders, different ones perhaps every week, to go into the schools as part of their curriculum and to pay these elders. If not that, then to collect some of the information on tape before it disappears. I am wondering if under this part of your department there is any activity that is related to that.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would note before answering the questions with respect to schools, that through the Department of Culture and Communications our government is giving support to the development of a Dene cultural institute, which I think will be another enormous resource that we should take advantage of. I also would mention that a lot of excellent work was done at the community level through the indigenous language development fund. We have all that material too that is available for insertion in the school program. I would like, Mr. Chairman, to ask my deputy minister because he has been working on this area with the program development staff, to just elaborate a little bit further.

CHAIRMAN (Mr. Pudluk): Mr. Handley.

Northern School Program

MR. HANDLEY: Mr. Chairman. One of the observations I made both when I worked with the special committee and also when I started as deputy minister, is that it seemed that there was not much use being made of local or cultural material and styles in the program at any level. At the high school level, the approach as you notice, is toward developing specific courses in Dene studies or Inuit studies. At the kindergarten to grade nine level, the approach which we will be using and which we intend to put a lot more effort into, is integrating into the regular school, subjects with more cultural content.

During the past few months I have had two meetings with the school programs people and we intend to continue having meetings. The main intentions of the meeting is to discuss what we do mean when we talk about a northern curriculum or a northern school program. When the Minister refers to us having a goal or a mission in each of the schools then I think that is essentially what we are talking about. We want to make sure that if we are teaching science, that the science program does reflect the science that has been practised by people historically as well as modern science. I think it is possible to integrate the two of them into a good science program that is geared toward a community. The same would apply with social studies and math and so on. We intend to continue to make even more use of local elders and people in the community who are familiar with this area.

The other group of people I intend that we will be calling on are people like Dr. Brent who was here last week. I think native people like him have done a lot of thinking about how we can integrate, we will call it both the western world and also the more traditional concepts that people live by. So the emphasis from kindergarten to grade nine is really going to be on developing programs that do take into account both cultures, both the western and the traditional native culture. Thank you.

CHAIRMAN (Mr. Pudluk): School program development, \$2,684,000. Mr. T'Seleie.

MR. T'SELEIE: Mr. Chairman, the point I am trying to make here is to -- what I said before about trying to put some of this knowledge into the schools very quickly -- bring the elders into the schools. Somebody should be hired to tape some of the knowledge of the elders. I am wondering if you are doing something like that now. In smaller communities, unless this happens, in the eyes of the elders in the community, unless this type of thing is undertaken, the schools will not have the kind of credibility or the kind of respect from local people that you want them to have. I think if you undertook this type of a program of consultation with elders that you would establish the fact that you are serious about cultural inclusion and those types of things. But at the moment that is not the case in many communities and as long as that is the case that means that the education system will not be recognized as being serious about native inclusion.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Credibility At Community Level

HON. DENNIS PATTERSON: Mr. Chairman, I believe totally in what the Member is saying. I think that if that is not happening in communities, and I recognize that it is not happening in many communities but I think it is happening in some communities, then it is our job, in working with the superintendents and principals, to ensure that the school program is changed to emphasize the cultural fabric of the community in every aspect of the school's operation. At the same time I think we have to train our teachers so that they will know how to use that kind of material and have the sensitivity to find it, seeking it out, if necessary, in a community.

All I can tell the Member is that I am quite confident that my deputy minister understands as well, the need to build credibility for our schools, by improving this area. I attended a meeting with him this fall with all the school program development staff. The message that I gave them, which was a message that I got from my community visits and input from Members of this Legislative Assembly such as the honourable Member who just spoke, was that the school system lacks credibility in small communities because people are not seeing culturally relevant materials used in the schools, they are not seeing local people used in the schools, they are not seeing local history used to teach history and social studies. I have told them in the most certain terms that I can muster, that we have to turn around our effectiveness in this area.

I know as well that my deputy minister has held several all-day sessions with the staff involved in that area, to try to underscore that point. And I can tell you that it is a clear goal of our department in the coming year. We have specifically budgeted money for the development of a high school program which I am pleased with, but we are not going to neglect the elementary schools either. I think we have the human resources at the community level, we have the cultural materials gathered or able to be gathered through the Ministry of Culture and Communications programs and there is no reason in the world why we can't then have these materials start to permeate the schools. So I cannot be explicit, except to tell the Member that I hear what he is saying, I understand what he is saying, and I am confident that there will be evidence of a change in the school climate in this regard in the coming year, because it is one of our goals in this whole area. Thank you.

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

MR. T'SELEIE: So Mr. Minister, if tomorrow one of the LEAs in my constituency was to draw up a proposal -- say one of the LEAs said they would like to hire two community people to tape X number of hours of the old people and we would like to pay them. What would happen with a submission like that?

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

HON. DENNIS PATTERSON: Mr. Chairman, as I stated in the introduction to this budget, I think it is critical that there be agreement between the community and the school about the goals and objectives for that school. If a community through the LEA were to approach the Department of Education and say "We want to develop an education plan to enhance the cultural content of our school", we would welcome that kind of initiative and we would certainly do our best to respond. I know that in Good Hope itself there has been a tremendous wealth of material collected already. I have seen it. I would think that we have got a really good start in that community particularly in this area, and every community should have that kind of an inventory of ethnographic material. But this is part of the goals and objectives of a school and we welcome that kind of input. We will do our best to respond. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. I think it is now 4:00 p.m., we can have a coffee break for 15 minutes. If you are there, Mr. Speaker, if you are here, maybe we are going to take 15 minutes for coffee.

---SHORT RECESS

School Program Development, Total O And M, Agreed

We are still on page 17.08, school program development. Total O And M, \$2,684,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total O And M, Agreed

CHAIRMAN (Mr. Pudluk): Schools. Total O and M, \$61,108,000. Is that agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Arctic College, Total O And M, Agreed

CHAIRMAN (Mr. Pudluk): Arctic College, total O and M, \$11,314,000. Agreed? Arctic College, page 17.10. Mr. Nerysoo. Make up your mind. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Residences, Total O And M

CHAIRMAN (Mr. Pudluk): Residences, total O and M, \$5,134,000. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. Regarding the residence, I am very concerned regarding the lack of recreational guidance provided to the residents of Akaitcho Hall. We have about 160 students at this residence and the number of staff employed there allows nothing more than the minimum care, kind of a babysitting service. How can we expect 26 staff to take the place of 320 parents? I believe that we are all aware of what today's teenagers can be like. These are no different. At the very best, we provide two supervisors for 60 teenagers in each of the dorms, and on weekends, the midnight shift when the problems usually start, in each of the dorms, we have one staff person for 60 students. As a parent, I would not wish that kind of responsibility on anybody.

I wonder would the department seriously consider placing a recreation/home boarding co-ordinator for students. A lot of time these students have no place to go and many of these students are encountering alcohol and drug problems. In many cases, it is because they are caught up in it before they came and then they have nothing else to do. There is no parental support, because some parents will not accept the fact that their children have a problem, and the students will not admit to having problems, and eventually end up getting dismissed.

Many times they are thrown out of Akaitcho Hall after two or three warnings and they really have nowhere else to go. I brought this up before, and I am bringing it up again because a lot of these students come into my office and I counsel a lot of these children and have found them a place to stay. But I can only do so much and I think that it is very important that we have some kind of a recreational guidance provided for these students. I mentioned this last year and I am mentioning it again. I think that it is time that the department gave this serious thought for these students. Mahsi cho.

CHAIRMAN (Mr. Pudluk): Thank you. I do not know if there are any questions. Do you wish to respond, Mr. Minister?

HON. DENNIS PATTERSON: Mr. Chairman, I agree with the Member that we need a recreation co-ordinator and I can also tell her that we have a plan to provide such an additional person. We will add that position to the staff complement of Akaitcho Hall.

CHAIRMAN (Mr. Pudluk): Thank you. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. Mr. Minister, are you saying then that you are considering putting a recreational person in the residence of Akaitcho Hall for the students?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am not considering, we will do it in the coming fiscal year.

CHAIRMAN (Mr. Pudluk): Mr. Nerysoo.

MR. NERYSOO: Thank you, Mr. Chairman. I was just going to get some advice from Mrs. Lawrence on how I might be able to get some money from the Minister.

SOME HON. MEMBERS: Me too, me too!

MR. NERYSOO: We are all approaching her now. No, but thank you, Mr. Chairman. With regard to the position that you are just talking about, recreational adviser or supervisor at Akaitcho. I am wondering if that adviser also could be given the responsibility for dealing with those students that are in home boarding situations as well. Students that come in from outside communities might be able to utilize or be a part of the recreational program at Akaitcho Hall.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. I think that the Member previous described more precisely what it is that we need to do. I think the primary recreation needs do relate to those home boarded students, and I think that the new position that she has in mind would provide recreation, perhaps some counselling as well and be primarily designed with the home boarded students in mind. So, I think that we can perhaps call it a combined home boarding co-ordinator and recreation person. That is exactly the role that I had in mind, particularly to meet the needs of those students. Thank you.

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

Home Boarding Program

MR. NERYSOO: Thank you, Mr. Chairman. I appreciate the response of the Minister. Another issue or concern that I have is with regard to the home boarding program. The home boarding program was instituted within the last year, particularly in Fort McPherson, to deal with elementary and junior

high students in Fort McPherson. I am wondering if at some time, the Minister might be able to provide me with an analysis of that home boarding program and what the problems were and if there are any other solutions that we might be able to recommend that would improve the home boarding program in McPherson.

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

HON. DENNIS PATTERSON: Mr. Chairman, I do not have that information present now, but I would certainly be quite pleased to undertake to review that program and acquaint the Member with the results of that review. I know that it was initiated, I guess, several years ago now as kind of an experiment, as an alternative to actually building a hostel, and it is timely that we should have up-to-date information on how well it has gone.

I might also mention, Mr. Chairman, that the commitment that I made to find the moneys to increase our home boarding allowances by next year, would also apply to, not just home boarding allowances in Yellowknife, but also allowances in all parts of the Territories. So it would include Fort McPherson for example. I will provide the Member with that information within the next couple of months. Thank you.

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

MR. NERYSOO: Thank you, Mr. Chairman. Could the Minister give me an update on what is going to occur at Grollier Hall this year? And how do we intend to deal with the students if there is a situation where construction is not complete by the beginning of the school year of 1986-87?

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

HON. DENNIS PATTERSON: Mr. Chairman, we have a very ambitious program of renovations scheduled for this coming summer. In fact I am informed that the proposal for tenders closed yesterday. The work that is scheduled is replacing the mechanical and ventilation system, redoing the upstairs dorms and possibly, if time permits the chapel area which is going to be converted into a resource centre. I know we have been successful in getting the work done in the summer, in the past without disruption to students. We have so far had no hitches and the contractor certainly will be expected to again meet that schedule so that students are not interrupted in their work. That is our goal. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Residences, \$5,134,000. Agreed? Mr. McCallum.

Contract For Kivalliq Hall, Rankin Inlet

MR. McCALLUM: Thank you, Mr. Chairman. I just want to refer to the contract that the government has with the Kivalliq residence. I remember in the standing committee meetings I had asked the Minister about the terms and conditions of the contract. I had asked about the provision of a clause in it for termination of the contract and the Minister said at the time that he was not sure what was in it but he would provide it. He did provide it to us and I note in it that when I asked him if it had a 30 day opting out on the part of the contractor, he said he did not think it had. Well I agree with him now, it has not, it is 60 days. So it is a one year contract but you just do not have a 30 day opting out clause on it -- it can be terminated by either party -- you have 60 days. That was a concern we raised back with other contracts. So in effect you do not really have a one year contract, you have a contract for 10 months. I think that was the problem that we had.

MR. RICHARD: ...60 day contract.

MR. McCALLUM: Yes, in effect you have a 60 day contract. In other words if things are not going too well -- it is a fairly expensive one, because I think it is \$25.41 a day for 312 school days, times 34, it is a fairly substantial contract -- in effect you have only a two month contract. That was one of the concerns we had in the public accounts with the Auditor General people as well. I do not know how you get a contract like it without having something but this was a concern we had and there was to be something done about it. I see now it is not just a one month contract it is really a two month contract.

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

HON. DENNIS PATTERSON: Mr. Chairman, it is true that the contract for provision of food at the residence in Rankin Inlet at Kivalliq Hall is the most expensive contract we have in the Northwest Territories. I think it is justifiable because of the high cost of freight to that community. It is higher than any other community where we have catering contracts.

I must say I cannot quite understand the thrust of the Member's question, Mr. Chairman, in that it seems to me that if we want to effectively police a contract we should have the ability to cancel it if performance is not satisfactory. It seems to me that if we had a shorter notice period we might be really hard pressed to replace an unsatisfactory contractor. In my mind the two month notice would simply allow us time to make other arrangements should the performance be unsatisfactory. If it is too long I would like to know just how we can replace an unsatisfactory contractor.

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

MR. MCCALLUM: Thank you, Mr. Chairman. My concern is not with the idea that you cannot get out of it. The biggest concern that I have is with the contractor. If the contractor does not like it he can give you 60 days or, if you like, hold something to you to increase the rate. I do not have any difficulty with the department on it, rest assured on that. You have something there, that you just cannot accept something blindly. I have a difficulty with the opposite side, the public funds that are there. Regardless of how large it is, it is the fact that you may be held for more money if he is not satisfied or the company is not satisfied. That is where I have the difficulty and he says "No, I am not" -- I forget the terminology of the contract. It says "Either party may terminate or cancel the agreement at any time during the duration by giving the other 60 days advance notice in writing." So if the contractor finds that it is not economically feasible in his view and he would like to have an enhancement on it and he gives you 60 days notice in writing anytime during that period, what do you do then? That is the concern that I have.

I recognize, Mr. Chairman, that there may be difficulties trying to get some kind of a contract together to provide a service. But if you sign a contract on September 1st for the contractor to provide those meals and then at the end of October he finds that he is not able to provide it, what do you do? That is the concern that I have, Mr. Chairman. I want to see that the government, and therefore the department in this instance, is being able to protect itself. I do not like the idea of once giving the contractor the contract to provide some service or goods and then the contractor decides that he does not like the deal, he would like to sweeten it. I have a difficulty in that instance. That is the concern that I have.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I certainly see the Member's point and it seems to me that since, on my suggestion, we have only contracted for one year in this new situation, it would seem to me that in retendering the contract, which is what we will likely do, we should definitely bear those comments in mind. It seems clear to me that it is not unfair to expect a contractor to make a commitment for a year. If there is any notice of provisions on the contractor's side I am sure we can demand that they be much more generous in order to allow the department to adjust and prepare for a termination if it should even be permitted at all. All I can say, Mr. Chairman, is that when we renegotiate or retender this contract and review it again, we will improve those provisions. I am certain that we can do that in order to give the government more security. Thank you.

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

MR. MCCALLUM: Thank you, Mr. Chairman. I just wanted to make it perfectly clear, Mr. Chairman, to Members of the committee that by bringing this up I am not intending to mean anything derogatory to the contractor that you now have. My concern is a concern I think that was raised by the Auditor General. The concern is with that opting out clause that if, in the Minister's words, you hire somebody on a contract for a year, that is what it should be and not to allow opting out because you could be held up to a greater amount. I have not only a concern with this contract but concerns with contracts that the government has in other areas, not just in Education or in here. I have a concern that if I get a contract and somebody bids on it, they bid lower in order to get it and then they have that opting out provision, then you have to retender it or you renegotiate it with the contractor to whom you awarded it in the first place. That is the concern that I have, the concern that the Auditor General has. Again, I just want to emphasize, Mr. Chairman, that I am

in no way casting any aspersions on the present contractor providing the services. It is in the principle of the government entering into contracts with firms for a particular period of time for a specified price and still allow an opting out clause. That is the concern that I have.

Residences, Total O And M, Agreed

CHAIRMAN (Mr. Pudluk): Thank you. Residences, total O and M, \$5,134,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Grants, Agreed

CHAIRMAN (Mr. Pudluk): Detail of grants and contributions, total grants, \$1,120,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Contributions, Agreed

CHAIRMAN (Mr. Pudluk): Contributions. Total contributions, \$18,151,000. Mr. Nerysoo.

MR. NERYSOO: Thank you. I did not have an opportunity to raise the question under schools but I will raise it under here. It has to do with the local education authorities. Is the Minister going to continue to allow local education authorities or regional committees to participate in the process of recruitment?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. Nerysoo.

MR. NERYSOO: Thank you, Mr. Chairman. Not a question but just to indicate my personal support for that ongoing process and to commend the department for allowing the representatives of the community and the local education authorities to participate. I think it is a good process. About a year ago, I believe, I made a comment suggesting to other regions that they should encourage local education authority representatives to participate because we have been quite successful. I just want to commend the department for allowing our representatives to participate.

CHAIRMAN (Mr. Pudluk): Thank you. Total contributions, \$18,151,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Grants And Contributions, Agreed

CHAIRMAN (Mr. Pudluk): Total grants and contributions, \$19,271,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Students Loan Fund

CHAIRMAN (Mr. Pudluk): Students loan fund, any questions? Mr. Richard.

MR. RICHARD: Mr. Chairman, I was just going to ask, I notice that the limit has been increased by \$1.8 million and yet the figures show it is anticipated that the loans to be granted are going to be roughly the same. The allowance for loans forgiven and written off is increased slightly. Why is the fund being enlarged if the loans are remaining the same on an annual basis?

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

HON. DENNIS PATTERSON: I will ask Mr. Devitt to explain that please, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Proceed.

MR. DEVITT: The reason the limit is increasing is that each year we advance more loans and the loans that we have advanced in prior years have not yet been repaid so the actual total is increasing even though each year we are -- like for example looking at the chart, in 1984-85 we advanced \$1.5 million in loans. Many of those loans have still not been repaid because the students have not finished their program. In the next year we have advanced another \$1.4 million and you will find that it may be that a portion of the \$1.5 million has been repaid but not all of it. So each year we have to increase the limit of the fund to accommodate. We will reach a point, in fact we have almost reached that point, where we will reach our limit and there will be as much going into the fund or being repaid or written off as we are advancing and then there will not be a need to increase the loan limit further unless of course the numbers increase.

CHAIRMAN (Mr. Pudluk): Thank you. Are there any further questions on the students loan fund?

SOME HON. MEMBERS: Agreed.

---Agreed

Detail Of Work Performed On Behalf Of Third Parties

CHAIRMAN (Mr. Pudluk): Does the committee agree on the detail of work performed on behalf of third parties? Any questions? Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. I just wanted to mention, I guess go a little bit further to what Mr. Nerysoo said with regard to regional councils. I understand in 1982 when the special committee on education did their travels, one of the recommendations that came out of that was that the Minister of Education may delegate the administration of education from kindergarten to grade 10 to divisional boards of education. On page 44 of that report, the recommendation indicates the Deh Cho educational board with the following communities, and it names Fort Simpson, Fort Liard, Nahanni, Tungsten, Trout Lake, Fort Providence, Hay River Dene Reserve, Wrigley, Kakisa and Jean Marie, and that appropriate changes be made in the names of the membership of the communities shown as constituting the educational boards. I guess that is what it indicates. At that time I guess a recommendation was made for the establishment of such a board in the Deh Cho area. I am just wondering if it is still the intention? Is it going to be a whole new board other than the Deh Cho Regional Council or are you designating that responsibility to the Deh Cho Regional Council or thirdly, are you looking at establishing a regional board of education comprised of LEAs from each of the communities? I would like the Minister to answer that.

CHAIRMAN (Mr. Wah-Shee): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, as I told the Deh Cho Regional Council when I met with them this fall and I was very pleased to see their great interest in and support for education, there is a fair amount of flexibility in the way we can establish divisional boards and I recognize that in that region some local education authorities are active and some are not active. In some communities the band, for example, is the local education authority. So the question of whether or not the Deh Cho council could have some authority through band and community council representatives as opposed to a divisional board composed of local education authorities is, in my view, quite open. I invited the Deh Cho council to work with us to look at the divisional board concept and perhaps other models that are available in Canada or even elsewhere to tell us how they would like to see regional control of education developed.

So in the coming year, Mr. Chairman, we hope to work with both LEA and Deh Cho representatives. I think a working group has been struck which will be meeting at least once before the end of March. I have committed money to fund such a meeting. As I see it, the role of this working group would be to prepare a plan for greater educational control in that region either through the regional council or through a regional local education authority group or through a combination of both. So I am quite in favour of providing greater control over education in that region and I am quite open to getting advice from the leaders in that area as to just how we can best do it. Thank you.

CHAIRMAN (Mr. Wah-Shee): Thank you. Mr. Gargan.

Educational Control By Regional Council

MR. GARGAN: Thank you, Mr. Chairman. There was a conference for LEAs in Fort Providence during the third week of January. It was during our finance session and I took one day to go over there to attend the meeting. It was after that that they met with the Deh Cho executive and one of the requests they had was that they take a leading role in the areas of education. I guess their idea is that they create a whole new body altogether to address the education issues. The only problem I have with that, Mr. Chairman, was at that time too I suggested to them that I know in some communities possibly they could take on society status for education. There are other communities that said they are not prepared to go to society status because they do not think they could tackle that -- I said you are going even further by saying that you want to take on divisional boards when you cannot even take on society status.

So we have come up with the position that if it is supported by the band council, we would be taking the leading role in that, if the LEAs in the communities want a representative body on that council, then that is a position that we would be willing to take. I would hope that if it boils down to making a decision on the responsibility of education as a whole at the regional level that the Minister would recognize the regional council as the body that would be able to address all issues at the regional level with regard to education. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Wah-Shee): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, as long as there is consensus in the area I am now open to any form of authority. I know Mr. Wray is proposing to review the character of a regional council and I think he is concerned, if I understand him correctly, that there should not be a great number of bodies developed in a region, that the regional council should be the prime body.

Some years ago I expressed the fairly strong opinion to the Deh Cho Regional Council that education was separate from local government and that it should be a separate body dealing with education in the region. I have now changed my view and I now feel that if there is agreement in a region and if the people who are elected, where they are elected to represent education interests, are happy with the model, then we can be quite flexible. I went so far as to provide the Deh Cho Regional Council with the opportunity to run the Koe Go Cho residence in Fort Simpson. They are doing an excellent job. The quality of residence services has improved immeasurably. So I am quite open to seeing that council take on other responsibilities in education provided again, as I say, that you can sort it out in your area so that most people are happy with what is proposed. We will do our best to respond and I believe that the legislation that deals with divisional boards allows the flexibility through regulation to set up a slightly different model according to the views of each region. Thank you.

Detail Of Work Performed On Behalf Of Third Parties

CHAIRMAN (Mr. Wah-Shee): Thank you. We are on page 17.16, detail of work performed on behalf of third parties, \$616,000. Are there any further questions? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Revenues, Recoveries, And Transfer Payments

CHAIRMAN (Mr. Wah-Shee): Page 17.17, revenues, recoveries, and transfer payments, \$9,357,000. Any questions? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M, Agreed

CHAIRMAN (Mr. Wah-Shee): We will now go back to page 17.05. Total O and M, \$104,072,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): We will now go to capital. Does the committee agree we go into detail of capital? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Directorate And Administration

Buildings And Works, Total Capital

CHAIRMAN (Mr. Wah-Shee): We now go to page 14.11, detail of capital. Directorate and administration, buildings and works, total headquarters, \$25,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Fort Smith, \$5000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Inuvik, \$8000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Baffin, \$6000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Keewatin, \$5000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Kitikmeot, \$3000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Total buildings and works, \$52,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Total Capital

CHAIRMAN (Mr. Wah-Shee): Equipment acquisition, total headquarters, \$10,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Fort Smith, \$10,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Inuvik. \$6000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Keewatin, \$40,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Kitikmeot, \$6000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Total equipment acquisition, \$72,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Total contributions, \$12,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Directorate And Administration, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Directorate and administration, total capital, \$136,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Advanced Education

Buildings And Works, Total Capital

CHAIRMAN (Mr. Wah-Shee): Advanced education, buildings and works, total headquarters, \$5000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Fort Smith, \$5000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Inuvik, \$7000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Baffin, \$120,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Keewatin, \$4000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Kitikmeot, \$5000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Buildings and works, total capital, \$146,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Total Capital

CHAIRMAN (Mr. Wah-Shee): Equipment acquisition, total headquarters, \$10,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Fort Smith, \$10,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Inuvik, \$14,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Keewatin, \$15,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Total Kitikmeot, \$10,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Total equipment acquisition, \$59,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Total contributions, \$15,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Advanced Education, Total Capital, Agreed

CHAIRMAN (Mr. Wah-Shee): Total advanced education, \$220,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools

Buildings And Works, Total Capital

CHAIRMAN (Mr. Wah-Shee): Schools, buildings and works. Mr. Richard.

MR. RICHARD: Thank you, Mr. Chairman. Mr. Chairman, I wanted to make some comments on the capital budget of the department as it relates to schools. It concerns Education District No. 1 in Yellowknife. That district, Mr. Chairman, has currently over 1300 children, from kindergarten to grade nine. The schools in that school district are quite crowded because of the growth of the community, particularly the schools, Mildred Hall, J.H. Sissons and more recently, the portables constructed in Frame Lake South last year.

The department, Mr. Chairman, did respond to a request from Education District No. 1 last year for those portables because of the high growth in the Frame Lake South area. That is where the city of Yellowknife is growing. The families that are moving into the new subdivisions there are, by and large, young families with young children. The Minister did agree last year, as a temporary measure, to provide portables in Frame Lake South and there are, Mr. Chairman, four rooms there. One is an administrative room and the other three are classrooms for kindergarten, grade one and grade two.

The growth is continuing, Mr. Chairman, and the school district is trying to plan for accommodating the increased number of children who will be enrolling in school this coming fall and again in the years ahead. The city of Yellowknife has announced that there are 48 new lots being developed next summer in that area of town. Apparently 35 more trailer lots, five duplexes, and I understand there is also another apartment building in that area.

In addition to this new growth in Frame Lake South, Mr. Chairman, there is just a general increase in the city and the number of students. I am told very recently, Mr. Chairman, that just in the last 10 days there are 12 new students enrolled in Mildred Hall School. The school district has requested even more portable classrooms. Next year the grade two students who were in the portables will have nowhere to go because a new kindergarten class is projected and the grade two students will be pushed out of their classroom, so to speak, to accommodate the incoming kindergarten, grade one and grade two. It is because of this projected enrolment at the bottom end, Mr. Chairman, that the school district has requested two additional portables so that there would be, hopefully this fall, six portables in that temporary facility.

The Minister, Mr. Chairman, has responded very recently in a letter to me that at the moment, looking at the total capacity of the Education District No. 1 system, adding all the numbers together for the four school facilities, the Minister has indicated that at the moment he cannot see his way to providing any additional classroom space. The Minister does say though, Mr. Chairman, that he is still, with his officials, going to try to accommodate this request with a further review of the department's overall capital plan, to try and identify some funds which would allow for the addition of these two portable classrooms for the school year commencing in September of this year.

I should say Mr. Chairman, that I do appreciate the Minister's efforts in this regard and that of his officials. I would ask that if the Minister does find a way to get the funding for these portables that it be done in a timely fashion so that the delay of last year is not repeated. Last year, Mr. Chairman, I understand the decision to go ahead with the four portables was made in May, which resulted in the portables not being available for use until the end of October. For roughly two months of the school year, those roughly 60 children were accommodated in a church until the portables were available for use at the end of October.

Mr. Chairman, although I appreciate the Minister is still trying, I wanted to make these comments to the committee today because if the portables are not provided, that will result in a number of things. Firstly, there will be some considerable inconvenience to or disruption to some of those children in that it will, for some of them, mean a third move within three school years. The children who are currently in grade two at the portables in Frame Lake South were in grade one in Mildred Hall last year. If a portable is not provided for their use for grade three this September they will have to go back to Mildred Hall in September.

In addition to that, Mr. Chairman, the overall crowding will accentuate the difficulties currently being experienced. It is my understanding that these classes have a gross capacity of 25. Unfortunately, as the Minister is aware, school children do not necessarily come in perfect little groups of 25. The Minister has made reference in the last day or two of his department's emphasis on providing services for special needs students. Special needs students, Mr. Chairman, almost by definition, require an accommodation in smaller groups than 25. So if the portables are not provided, Mr. Chairman, the school district will have to squeeze those children into the existing facilities, that is for the school year commencing this September. In the fall of 1987 there will, with the projected enrolments and the continued growth of Frame Lake South, be an even a greater overcrowding problem if no portables are provided.

I know the school district is hopeful that by the fall of 1988 the permanent school will have been built and ready for occupancy. Now that is a separate issue, I appreciate, with the department and its capital plan. The current capital plan calls for that school to be opened in September of 1989 and the school district is of the view that it would be required in the fall of 1988. Mr. Chairman, I simply wanted to put those comments on the record for this committee that the request is in, the Minister is working on it and the most recent communication from him as of two days ago is that he is continuing in his efforts to find the funding within the department's capital plan. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Wah-Shee): Mr. Minister, would you like to respond to that?

Yellowknife Separate Schools Not Utilized To Capacity

HON. DENNIS PATTERSON: Mr. Chairman, the Member raised a lot of points and I am not sure if I am going to be able to answer them all. I would like to say, firstly, that I am not entirely ashamed of what has been provided in the way of school facilities in Yellowknife over the last couple of years. There was a new William McDonald School costing over seven million dollars. We have put those portables in Frame Lake South albeit a bit late. There were three new portables added to St. Pat's High School last year and four classroom and six classroom additions to St. Joseph's School in the last couple of years. Reading off that list does point out one anomaly in Yellowknife and that is that there are pressures on the public school board schools although they are not yet utilized to capacity according to our calculations.

I might mention that we do not use 25 to one in elementary class space; we use a figure of 22.5 and we use a figure of 12 to one for special education. So we do, in our calculations of gross operational capacity recognize that special education is something different but the situation that we now have in Yellowknife is, according to our calculations, 86 per cent capacity in Mildred Hall, 90 per cent capacity in Sissons, 68 per cent capacity in William McDonald and yet the corresponding

separate schools are St. Pat's Elementary 49 per cent, St. Pat's Secondary 58 per cent, St. Joseph's Elementary 66 per cent. So, the possibility presents itself, and we have had some discussions with those school boards, that if there is a crunch next year and if we cannot find the money to add more portables, which I will state I am committed to still seeking, one possible solution might be if there can be agreement for the short term, using some of that surplus capacity in the separate school board schools which are in Frame Lake South and as I say, considerably underutilized at the moment. There is lots of room in those schools and we are starting to get very crowded in the public schools. That is one thing I will just throw out as something we are working on.

I must say, Mr. Chairman, I do not believe the new school is a separate issue, with all respect to the Member. I think that if we can bring the new school forward and if we can give a commitment to the board that we will bring the new school forward, and I certainly hope we can do that, I would feel a lot better about asking them to live within their existing operational capacity for another year and they might feel better about it as well. According to our calculations, as I say, they still have some room for growth.

Now, enrolment projections are always a subjective matter. I suppose the location of NCPD headquarters is one thing that we are going to have to react to as a department once it becomes finalized. If it comes to Yellowknife it certainly is going to put pressure on the schools here. I am only suggesting that it might come here. The point is, Mr. Chairman, there are often disagreements about enrolment projections but I must state, for the record, that in our enrolment projections which we did work up with the co-operation of the superintendent for that school board, we are forecasting a declining enrolment by 1989-90 and I believe I have given that. I am sorry. I should clarify that, Mr. Chairman. We are not forecasting a declining enrolment but we are forecasting that by 1989-90 we will still be barely within our standard operational capacity according to the calculations we use.

Now, I know members of the school board feel that perhaps the department is unduly tight in the calculations we use. Perhaps we do not recognize as much as we should the number of extra programs that those boards are able to offer with the funding available to them. We acknowledge the situation is tight but I must say my feeling is currently, in looking at it carefully, if we can bring the new school forward a year it would seem that we could limp by without portables. I feel that in the next short while and certainly well in advance of the deadlines required for site development, etc., we should be able to clarify this situation.

The Member may appreciate that factors such as bids received on schools that are now out to tender, which should all be in by the end of the month, can significantly affect the amount of money available to us. If schools come in low we may well be able to identify moneys in order to construct a portable in the coming year. I have not given up on that but my calculations, which I have shared with the Member, do lead me to believe that we probably could scrape by, although I think that moving the new school ahead would ease a lot of the pressure and perhaps ensure the members of the school board have just a little bit more patience.

That is a long and probably somewhat rambling answer, Mr. Chairman, but I think I understand the situation pretty well and I expect it can be resolved or I know it will be resolved probably within the next couple of weeks. I may be able to give the Member a clear answer on what is happening at that time. We are doing a major review of all capital projects, looking for ways of saving money recognizing that there are other requests, in addition to this one, which we will try to meet in the fairest way possible.

CHAIRMAN (Mr. Wah-Shee): Thank you. Schools, buildings and works, total headquarters, \$102,000. Mr. Richard.

School Needs In Yellowknife Are Real

MR. RICHARD: Thank you, Mr. Chairman. I appreciate the Minister's remarks and I agree with him. Neither he nor the department should feel any shame at what has been provided to this city in terms of school facilities in recent years. It cannot go unsaid that the task is not over. The fact that there is a school coming on stream is indicative that the requirement is there. Numbers are the problem. The Minister also, I think, should not only feel some pride with what his department has provided but with being associated with Education District No. 1. I believe the Minister would agree that the group of people there in the last number of years have done an excellent job of running that school district. They also themselves are pressured quite a bit, in addition to MLAs

from this area. The school board is pressured quite a bit by very concerned parents. I know in the short time that I have been holding public meetings, in the last year and a half, Mr. Chairman, education issues in this city dominate every public meeting that the MLAs hold. The parents come and talk about their child being crowded with others in the school facilities. They are very real issues and that is why we bring them forward.

I agree with the Minister, Mr. Chairman, that the permanent facility is related to the portables and on that issue, Mr. Chairman, I was going to again confirm for this committee that the school board has asked that the capital plan be altered to an extent, at least, that in the coming fiscal year an amount -- and I am told of approximately \$500,000 -- be brought forward so that the planning and acquisition of the site can be accomplished in this current fiscal year and that both the department, in its capital plan, and the school board can aim for a September 1988 opening of that facility. That would alleviate the portables question. I agree. At the moment, Mr. Chairman, the school board -- no, I believe it is the government in its own budget -- is spending \$50,000 a year leasing the land on which the portables sit. I feel, Mr. Chairman, that the title for the land should be acquired now and the development of the permanent facility be commenced.

The enrolment figures that the department and the school board have been working with, Mr. Chairman, ignore any growth. The projected enrolment figures simply assume each year there are going to be some children coming in at the bottom end in kindergarten and do not assume any growth in numbers from grades one through nine. That may be an erroneous assumption, Mr. Chairman, in view of what has happened in recent years. The figures that have been provided to me indicate there has been an average growth over the last five years in excess of four per cent a year. Over the last two years, the average increase has been greater than six per cent. The fact that in the last 10 days, 12 new students have enrolled in Mildred Hall -- those children are coming from out of town somewhere. They are not being relocated within the system. That fact would seem to confirm the continuing growth, Mr. Chairman. I feel that the figures that the department, in conjunction with the school board is using, are very optimistic in assuming no growth, be it three per cent, four per cent, five per cent, whatever, and that we will be exceeding capacity if the permanent school is not available for use in the fall of 1988.

I would simply ask therefore, Mr. Chairman, that the Minister again attempt to get some planning moneys available in fiscal year 1986-87 so that the project can be moved forward. There was an alteration, Mr. Chairman, in the capital plan this year, but with all respect to the departmental officials, it has not moved forward. In my view, the occupation date, under the plan, is as it existed last year. The school would have been available for use in the fall of 1989. Although some of the money has been brought from year three into year two, under the current plan...

CHAIRMAN (Mr. Wah-Shee): Excuse me Mr. Richard, you have spoken beyond 10 minutes. Does this committee agree that he carry on? Agreed? The point was that the honourable Member spoke beyond 10 minutes, so I need committee approval if we are going to carry on. That is basically the direction that I want. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Wah-Shee): Okay, carry on, Mr. Richard.

MR. RICHARD: Mr. Chairman, those are my remarks. I do not need two more minutes. Thank you.

CHAIRMAN (Mr. Wah-Shee): Thank you. Schools, buildings and works, total headquarters, \$102,000. Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: Mr. Chairman, I have been asked, as Minister of Justice, to move we report progress. The House today will be honoured with the citizenship court, presided over by Judge Slaven, and also honoured by the Mildred Hall School choir, and if I could, with the concurrence of the House, move progress, please.

CHAIRMAN (Mr. Wah-Shee): There is a motion to progress. It is not debatable. All those in favour? Opposed, if any? The motion is carried.

---Carried

I would like to thank the Minister and your witnesses for appearing before the committee. Do come back again. Thank you.

MR. SPEAKER: Mr. Wah-Shee.

ITEM 16: REPORT OF COMMITTEE OF THE WHOLE

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

MR. WAH-SHEE: Mr. Speaker, your committee has been considering Bill 1-86(1) and wish 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. Wah-Shee. 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. Pudluk.

MR. PUDLUK: Mr. Speaker, I also would like to report the chairing of this afternoon. With regard to your concern, we only took one coffee break this afternoon and it was at exactly 4:00 and I came back on time, 4:15. We did not start after five minutes. Do not blame me for that -- five minutes late.

MR. SPEAKER: Well if you wish to take the glory for your deeds, then you must also sacrifice the condemnation for being five minutes late, so congratulations. That is much better than the average, however. Thank you.

---Applause

We are having a ceremony carried on by Judge Slaven of the swearing in of new Canadians, in the chamber, immediately following our close of this evening. I had hoped that all Members would remain in their seats. It will not be a very long program and we would appreciate it if you would stay with us. Mr. Clerk, orders of the day.

ITEM 17: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton): Orders of the day for Friday, February 21st at 9:30 a.m.

1. Prayer
2. Members' Replies
3. Ministers' Statements
4. Oral Questions
5. Written Questions
6. Returns
7. Petitions
8. Reports of Standing and Special Committees
9. Tabling of Documents
10. Notices of Motion

11. Notices of Motion for First Reading of Bills
 12. Motions: Motion 4-86(1)
 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 9:30 a.m. on Friday, February the 21st.
- ADJOURNMENT

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of the Northwest Territories