



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, FEBRUARY 21, 1984

MEMBERS PRESENT

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

ITEM 1: PRAYER

---Prayer

DEPUTY SPEAKER (Mr. Wah-Shee): Item 2, Members' replies. Are there any replies today? Item 3, Ministers' statements. Ms Cournoyea.

ITEM 3: MINISTERS' STATEMENTS

Minister's Statement In Response To Petition 3-84(1)

HON. NELLIE COURNOYEA: Mr. Speaker, I would like to make a statement in response to Petition 3-84(1) that was tabled by Mr. Arlooktoo on February 7th concerning a renewable resources officer for Lake Harbour. Recent financial constraints have forced the Department of Renewable Resources to consider staffing arrangements in several locations. We do not currently plan to place an officer in Lake Harbour during the 1984-85 fiscal year. The requirement for an officer will be reassessed on a yearly basis. Government financial regulations do not permit the unsupervised use of government buildings due to questions of insurance and liability for accidents. The department will, however, explore other means of making the building in Lake Harbour available to residents. Option for a lease to the hamlet council or another local organization will be discussed. Regional staff of the department will also assist the Lake Harbour Hunters and Trappers Association with the preparation of an application for assistance under available grant and loan programs should their plan prove to be eligible.

MR. DEPUTY SPEAKER: Thank you. Any further Ministers' statements? Item 4, oral questions. Mr. Arlooktoo.

ITEM 4: ORAL QUESTIONS

Question 89-84(1): Use Of Renewable Resources Building, Lake Harbour

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I was just given the Minister's statement. My question will be to the Minister of Renewable Resources. The request was they were rather concerned because they wanted to have a renewable resources officer and they wanted to be able to use the building. I realize and I understand the answer that you gave me, but my question is, if they use a house and they do not have a renewable resources officer at Lake Harbour would the hunters and trappers be able to use the office?

MR. DEPUTY SPEAKER: Ms Cournoyea.

Return To Question 89-84(1): Use Of Renewable Resources Building, Lake Harbour

HON. NELLIE COURNOYEA: Mr. Speaker, as I had indicated to the Member, Mr. Arlooktoo, the regional person who is responsible for that office will be talking to the hunters and trappers to try to make available the facilities that are there and discuss with them what exactly they want to do and try to work that out. So, Mr. Speaker, we are trying to make the effort to work with the Lake Harbour Hunters and Trappers Association to make use of the building.

MR. DEPUTY SPEAKER: Thank you, Madam Minister. Any further oral questions? Mr. Erkloo.

Question 90-84(1): Panarctic Request For Federal Funding

MR. ERKLOO: (Translation) Thank you, Mr. Speaker. My question is to the government officials. We have just heard in the Inuit Circumpolar Conference, that Panarctic is trying to get some funds from the federal government in order to go along with oil exploration routes. Could you indicate to me what they plan on doing about this situation?

MR. DEPUTY SPEAKER: Mr. Minister.

HON. RICHARD NERYSOO: Mr. Speaker, I will take that question as notice and provide a written reply for the honourable Member because the question is actually to be directed to the Minister of Economic Development and Tourism who is also the Minister of Energy, Mines and Resources.

MR. DEPUTY SPEAKER: Thank you, Mr. Minister. Any further oral questions? Mr. Gargan.

Question 91-84(1): Koe Go Cho Society, Fort Simpson

MR. GARGAN: Thank you, Mr. Speaker. My question is directed to the Minister of Education and it is with regard to the situation in Fort Simpson where the government has taken over the administrative control of the Koe Go Cho Society in Fort Simpson. Has the problem been resolved at all?

MR. DEPUTY SPEAKER: Mr. Patterson.

Return To Question 91-84(1): Koe Go Cho Society, Fort Simpson

HON. DENNIS PATTERSON: Mr. Speaker, the Government of the Northwest Territories and my department in particular were concerned about certain problems that existed in the Koe Go Cho residence which were drawn to our attention by concerned citizens, parents and even by some members of the Koe Go Cho board of directors. We therefore felt it was in the best interest of the children in the residence that the management contract with the Koe Go Cho Society, as an interim measure only, be withdrawn and that it be taken over by the government for a short period. We are very shortly going to be meeting and holding workshops with the Koe Go Cho board to acquaint them fully with the results of an operational audit that we conducted with a view to getting the operation of the residence back on track, so that as soon as possible the management of the hostel can again be returned to the Koe Go Cho Society. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you, Mr. Minister. Any further oral questions? Item 5, written questions. Mr. Gargan.

ITEM 5: WRITTEN QUESTIONS

Question 92-84(1): Management Of Wood Bison At Fort Providence

MR. GARGAN: Thank you, Mr. Minister. I read an article in the News/North of Friday, February 17, regarding the management plan for wood bison in Fort Providence. I guess the wildlife service wants the public to know how the bison herd is going to be managed. My question is to the Minister of Renewable Resources. Would the Minister indicate to the House whether any kind of a precedence would be given to the people of Fort Providence and, if a final comprehensive document is formulated, would it have the final approval of the Fort Providence band before it is implemented. After all, it is the community of Fort Providence that is directly involved and will be directly affected by any final document.

MR. DEPUTY SPEAKER: Mr. Gargan, is that a written question? Okay, thank you. Any further written questions? Item 6, returns. Mr. Sibbeston.

ITEM 6: RETURNS

Return To Question 67-84(1): Street Lights In Pangnirtung

HON. NICK SIBBESTON: Mr. Speaker, this is in response to a written question by Mr. Paniloo regarding street lights in Pangnirtung. Street lights are owned and installed in hamlets by NCPC. Hamlet councils are billed for street lighting in 12 equal monthly instalments based on total annual use, most of which occurs in winter months. Street lights are installed with light sensors which turn on the lights as it gets dark and shuts them off again when it is light. These occasionally malfunction, meaning they do not work, and some lights stay on but this extra energy use is paid by NCPC. I have asked my department officials to bring the matter to the attention of Pangnirtung hamlet council as well as NCPC officials to make sure that this does not happen during this coming summer.

MR. DEPUTY SPEAKER: Mr. Minister. Mr. Patterson, under returns.

Further Return To Question 81-84(1): Substitute Teacher For Grade 10, Pangnirtung

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. This is a return to an oral question asked by Mr. Paniloo, the honourable Member for Baffin Central, yesterday, concerning a teacher transfer from Pangnirtung to Coppermine. The transfer of the teacher from Pangnirtung to Coppermine will take effect at the beginning of the 1984-85 school year next fall. Initially he was offered the position to take effect immediately but this would have placed some students at Pangnirtung in jeopardy of not qualifying for next years grade 11 program. Thus, the teacher will stay in Pangnirtung to the end of the school year. The vacancy in Coppermine will be filled immediately on a term basis to the end of their school year. Representatives of the Department of Personnel have met with the NWTTA president to discuss midyear teacher transfers. Those discussions are continuing and it is anticipated that a final resolution of this problem will be reached soon. Thank you.

MR. DEPUTY SPEAKER: Any further returns?

Item 7, petitions.

Item 8, reports of standing and special committees.

Item 9, tabling of documents. Item 10, notices of motion. Mr. MacQuarrie.

ITEM 10: NOTICES OF MOTION

Notice Of Motion 22-84(1): Standing Committee On Legislation Terms Of Reference

MR. MACQUARRIE: Thank you, Mr. Speaker. I wish to give notice that on Thursday, February 23rd, I will move, seconded by the honourable Member for Kitikmeot West, Mr. Pedersen, that the following terms of reference be adopted by this Assembly.

Under the title "Establishment and Membership": That there shall be a standing committee of the Legislative Assembly to be known as the standing committee on legislation established according to the rules; That the standing committee shall not withstanding the rules consist of 10 Members to be appointed by motion of the Legislative Assembly; That the Members of the standing committee shall, at the earliest opportunity following their appointment, elect a chairman and deputy chairman from their own number; That five Members, including the chairman of the standing committee, shall constitute a quorum; That meetings of the standing committee shall be held at the call of the Chair.

Under the title "Responsibilities" the standing committee on legislation shall: a) examine such matters as may be referred to it by the Legislative Assembly or by the administration; b) review all draft legislation prepared for introduction into the Legislative Assembly; c) examine all orders and regulations issued by the Commissioner to ensure compliance with the ordinance under which they are issued; d) monitor all motions adopted by the Legislative Assembly apparently

requiring legislative action; e) review current or proposed legislative policy to the extent it deems necessary; f) examine such other matters that, in the opinion of the committee, require examination; and g) make a written report to each session of the Legislative Assembly containing the observations and recommendations arising from the committee's deliberations.

Under the title "Conduct of Business": That the standing committee shall conduct its business in a manner approved by the Legislative Assembly; That the standing committee shall have the power to call for such persons, papers and records and to examine witnesses as, in its opinion, are necessary to the conduct of its business; That the necessary administrative support shall be provided by the Clerk's office of the Legislative Assembly; That the standing committee will obtain the funds required to carry out its responsibilities from the appropriations of the Legislative Assembly; That the standing committee as a whole, or individual Members, may undertake such travel as is required to carry out the assigned responsibilities of the committee; That the standing committee be empowered to retain the services of such professional staff as deemed advisable by the committee; That the committee have the power to sit during sittings, adjournments and recesses of the House.

MR. DEPUTY SPEAKER: Thank you. Notices of motion. Honourable Mr. Patterson.

HON. DENNIS PATTERSON: Yes, Mr. Speaker, I promised Mr. McCallum yesterday I would table a document today and I would like to get the permission of the House to go back to that item.

MR. DEPUTY SPEAKER: Mr. Patterson, we will deal with further notices of motion, if any, and then we will return to tabling of documents. Any further notices of motion? Mrs. Sorensen.

Notice Of Motion 23-84(1): Management And Services Board Appointments

MRS. SORENSEN: Thank you, Mr. Speaker. I have a notice of motion that I will be requesting unanimous consent to proceed with under motions. I give notice that on February 23rd, I will move the following motion: Now therefore, I move, seconded by the honourable Member for the High Arctic, Mr. Pudluk, that the following Members be appointed to the Management and Services Board of this Assembly: Hon. Don Stewart, Hon. Bruce McLaughlin, Hon. Nick Sibbeston, Mr. Mike Ballantyne, Mr. Red Pedersen.

MR. DEPUTY SPEAKER: Thank you. Any further notices of motion? Is it agreed that we return to Item 9, tabling of documents?

SOME HON. MEMBERS: Agreed.

---Agreed

ITEM 9: TABLING OF DOCUMENTS

MR. DEPUTY SPEAKER: Mr. Patterson, proceed.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I wish to table the following document: Tabled Document 23-84(1), a letter to the Hon. John Munro from myself dated February 9, 1984, respecting the position of the Executive Council on the final agreement between the Government of Canada and the Committee for Original Peoples Entitlement. Thank you.

MR. DEPUTY SPEAKER: Thank you, honourable Mr. Patterson. Item 11, notices of motion for first reading of bills. Mr. McLaughlin.

ITEM 11: NOTICES OF MOTION FOR FIRST READING OF BILLS

Notice Of Motion For First Reading Of Bill 6-84(1): Territorial Parks Ordinance

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I would like to give notice that on Thursday, February 23rd, 1984, I shall move that Bill 6-84(1), An Ordinance to Amend the Territorial Parks Ordinance, be read for the first time. Mr. Speaker, later today I will be asking for unanimous consent to proceed with first reading of that bill.

MR. DEPUTY SPEAKER: Item 11, notices of motion for first reading of bills. Mr. McLaughlin, we are under Item 11. Proceed.

Notice Of Motion For First Reading Of Bill 7-84(1): Petroleum Products Tax Ordinance

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I would like to give notice that on February 23rd, 1984, I shall move that Bill 7-84(1), An Ordinance to Amend the Petroleum Products Tax Ordinance, be read for the first time and I will be asking also for unanimous consent later in the day to proceed with first reading of that bill as well. Thank you.

MR. DEPUTY SPEAKER: Item 12, motions. Ms Cournoyea.

Notice Of Motion For First Reading Of Bill 8-84(1): Science Advisory Board Ordinance

HON. NELLIE COURNOYEA: Mr. Speaker, I give notice that on Thursday, February 23rd, 1984, I shall move that Bill 8-84(1), An Ordinance to Amend the Science Advisory Board Ordinance, be read for the first time and, Mr. Speaker, I seek unanimous consent to proceed with the first reading of the bill and I further seek unanimous consent to waive the requirements to have the bill available for perusal of the Members prior to the giving of the first reading to the bill.

MR. DEPUTY SPEAKER: Item 11, notices of motion for first reading of bills. Item 12, motions. Honourable Mr. McLaughlin.

ITEM 12: MOTIONS

HON. BRUCE McLAUGHLIN: Yes, Mr. Speaker, I would like to ask unanimous consent at this time to proceed with first reading of Bill 6-84(1), An Ordinance to Amend the Territorial Parks Ordinance.

MR. DEPUTY SPEAKER: Mr. McLaughlin, that will come under Item 13. That does not come under motions. Motions. Mrs. Sorensen.

MRS. SORENSEN: I request unanimous consent to deal with my motion concerning appointments to the Management and Services Board, Mr. Speaker.

MR. DEPUTY SPEAKER: Unanimous consent has been requested. Is it agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. DEPUTY SPEAKER: Any nays? Proceed, Mrs. Sorensen.

Motion 23-84(1): Management And Services Board Appointments, Carried

MRS. SORENSEN: Mr. Speaker:

WHEREAS this Assembly is required to appoint Members to the Management and Services Board in accordance with section 24(2) of the Council Ordinance;

AND WHEREAS the Management and Services Board is required to be appointed at the first session of each Legislature;

NOW THEREFORE, I move, seconded by the honourable Member for High Arctic, Mr. Pudluk, that the following Members be appointed to the Management and Services Board of this Assembly; Hon. D. Stewart, Hon. B. McLaughlin, Hon. N. Sibbeston, Mr. M. Ballantyne and Mr. R. Pedersen.

MR. DEPUTY SPEAKER: To the motion.

SOME HON. MEMBERS: Question.

MR. DEPUTY SPEAKER: The motion is in order. Question has been called. Those in favour of the motion please indicate. Thank you. Those against, if any? The motion is carried.

---Carried

Any further motions? Item 13, first reading of bills. Honourable Mr. McLaughlin.

ITEM 13: FIRST READING OF BILLS

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I would like to ask unanimous consent at this time to proceed with first reading of Bill 6-84(1), An Ordinance to Amend the Territorial Parks Ordinance.

MR. DEPUTY SPEAKER: Unanimous consent is being requested. Are you agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. DEPUTY SPEAKER: Any nays? Proceed, Mr. McLaughlin.

First Reading Of Bill 6-84(1): Territorial Parks Ordinance

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I move, seconded by the honourable Member for Iqaluit, that Bill 6-84(1), An Ordinance to Amend the Territorial Parks Ordinance, be read for the first time.

MR. DEPUTY SPEAKER: Thank you.

SOME HON. MEMBERS: Question.

MR. DEPUTY SPEAKER: All those in favour of first reading of Bill 6-84(1)? All those opposed, if any? Bill 6-84(1) has had first reading.

---Carried

First reading of bills. Mr. McLaughlin.

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I would also like to ask unanimous consent at this time from the House to proceed with first reading of Bill 7-84(1), An Ordinance to Amend the Petroleum Products Tax Ordinance.

MR. DEPUTY SPEAKER: Unanimous consent is being requested for Bill 7-84(1). Are you agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. DEPUTY SPEAKER: Any nays? Proceed, Mr. McLaughlin.

First Reading Of Bill 7-84(1): Petroleum Products Tax Ordinance

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I move, seconded by the honourable Member for Iqaluit, that Bill 7-84(1), An Ordinance to Amend the Petroleum Products Tax Ordinance, be read for the first time.

MR. DEPUTY SPEAKER: Thank you. All those in favour? Could you indicate once more, please, all those in favour? Thank you. All those opposed, if any? The motion is carried.

---Carried

Bill 7-84(1) has had first reading. First reading of bills, Ms Cournoyea.

HON. NELLIE COURNOYEA: I move, seconded by the honourable Member for Mackenzie Delta, that Bill 8-84(1), An Ordinance to Amend the Science Advisory Board Ordinance, be read for the first time.

MR. DEPUTY SPEAKER: Could I have unanimous consent to waive the rule? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. DEPUTY SPEAKER: Ms Cournoyea, please proceed.

First Reading Of Bill 8-84(1): Science Advisory Board Ordinance

HON. NELLIE COURNOYEA: Mr. Speaker, I move, seconded by the honourable Member for Mackenzie Delta, that Bill 8-84(1), An Ordinance to Amend the Science Advisory Board Ordinance, be read for the first time.

MR. DEPUTY SPEAKER: Thank you. All those in favour of Bill 8-84(1)? Thank you. Opposed, if any? Bill 8-84(1) has had first reading.

---Carried

Item 14, second reading of bills. Honourable Mr. McLaughlin.

ITEM 14: SECOND READING OF BILLS

Second Reading Of Bill 5-84(1): Young Offenders Ordinance

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I move, seconded by the honourable Member for Iqaluit, that Bill 5-84(1), An Ordinance Respecting Young Offenders and the Young Offenders Act (Canada), be read for the second time. The purpose of this bill, Mr. Speaker, is to establish procedures for dealing with offences committed by young persons against territorial ordinances and regulations and municipal by-laws; to provide complementary legislation to the Young Offenders Act (Canada) to carry out certain provisions of that act that affect the Northwest Territories; and to provide for amendments to other ordinances consequential to the enactment of this ordinance, namely, Child Welfare Ordinance, Fine Option Ordinance, Interpretation Ordinance, Justices of the Peace Ordinance, Legal Services Ordinance, Magistrate's Court Ordinance, Summary Conviction Procedures Ordinance and Territorial Court Ordinance. Mr. Speaker, copies of the bill in imperfect form were distributed to Members yesterday and the bill in its final form is physically being carried over to the House at this moment. It should be here in about five minutes for distribution.

MR. DEPUTY SPEAKER: To the principle of the bill.

SOME HON. MEMBERS: Question.

MR. DEPUTY SPEAKER: Question has been called. All those in favour of the motion? Thank you. Opposed, if any? Thank you. Bill 5-84(1) has had second reading. Mr. McLaughlin.

---Carried

HON. BRUCE McLAUGHLIN: Yes, Mr. Speaker, I would like at this time to move Bill 5-84(1) be forwarded to the committee of the whole for its consideration.

MR. DEPUTY SPEAKER: Mr. McLaughlin, you do not have to make such a motion. It automatically goes to the committee of the whole.

HON. BRUCE McLAUGHLIN: Thank you.

MR. DEPUTY SPEAKER: Item 15, consideration in committee of the whole of bills and other matters. Bill 1-84(1); Tabled Document 4-84(1); Bills 2-84(1), 3-84(1), 4-84(1), 5-84(1), with Mr. Gargan in the chair.

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

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-84(1), APPROPRIATION ORDINANCE, 1984-85; TABLED DOCUMENT 4-84(1), 1984-85 MAIN ESTIMATES

Department Of Education

CHAIRMAN (Mr. Gargan): The committee will now come to order. Is it agreed that the Minister bring in his witnesses?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Gargan): Mr. Minister. For the record, would the Minister introduce his witnesses. Thank you.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have with me my deputy minister, Mr. Brian Lewis, and chief of finance, Mr. Art Nutt.

Schools, Total O And M

CHAIRMAN (Mr. Gargan): We were on page 16.05 from yesterday. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. I would like to make clarification on that comment I made yesterday. Apparently it got back to the community all completely different from what I had said to the headquarters. If they are not too clear on what I am saying, they can ask questions and I will make it clear to them. The program I am referring to is called CCD program, Canadian community development program. That is teaching children in school craft skills, gym, and nutrition. The funding will be cut off at the end of March, 1984. That was funded under the CEIC program. Now, that program has been very successful. Therefore will the Minister consider funding this program to carry it right until the end of the school year, June, 1984? This has nothing to do with adult education.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, this is the first that I have heard about this program. I do not know what it would cost or how it works. But, yes, we would look at it and look at the cost and see if we could find a way to support it.

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

MRS. LAWRENCE: Thank you, that is all I wanted to know.

CHAIRMAN (Mr. Gargan): Mr. McCallum.

Teacher Certification

MR. MCCALLUM: Mr. Chairman, I recognize that we were on page 16.05 but I would like to ask a question on page 16.04 on the administration. It deals with the teacher certification and the Minister recognizes and knows of the question. I, as well as other Members of this House and other people have written the Minister about the issue of teacher certification. Certification of people who have been in the employ of the government as teachers for a period of time but because of circumstances, not the least of course would be that we are somehow leading a political life, have been refused permanent certification. On an application it has been indicated that they would be able to receive an interim certification. For a number of people this represents a kind of insult. I wonder if the Minister would be able to indicate to me just the status of that request, now.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, very briefly. I do look to the teacher certification board for advice on teacher certification in the Northwest Territories, although I do retain ultimate authority of teacher certification, as Minister of Education. The petition the Member refers to, which was signed by a number of persons in that particular category, was referred to the teacher certification board and considered by them late last month. Unfortunately, they did not see any merit in making the changes recommended to allow once active, but now inactive qualified teachers to get permanent certification. However, since the board met I have considered the issue again myself. I have looked again at the representations made by the former teachers concerned and I am happy to tell the Member that I have decided that, subject to certain reasonable qualifications, I will be revising the certification system by regulation to allow permanent certification for former qualified teachers in that category, but I believe they must be residents now of the Northwest Territories. I believe that, as well, there should be a limit on the period of former service. It makes sense to me and I am going to revise the regulations so that we would allow persons who had taught for two years since the Northwest Territories assumed jurisdiction over education. Those would be the qualifications, subject of course, to application and the usual fee being required by persons who wish to obtain permanent certification.

I trust that will answer the concerns of the Member on that particular class of teachers who I know felt quite strongly about the appearance of this dual system. So, I will revise the regulations. I intend to work with the teacher certification board and I showed them a copy of the proposed revisions but I am confident that they will accept my direction in that regard.

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

MR. McCALLUM: Mr. Chairman, I appreciate the position that the Minister is going to take and I can only say that that is only apropos and commend him for that position.

CHAIRMAN (Mr. Gargan): Thank you, Mr. McCallum. Mrs. Sorensen.

MRS. SORENSEN: Thank you, Mr. Chairman. Yes, I would like more information with respect to the actual issuance of a permanent certificate to a teacher. I wonder, Mr. Minister, if you could describe for me what that certificate means, what it provides for the teacher.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Perhaps, Mr. Chairman, the best way of answering that question would be to start off by clarifying what the certificate does not mean. It does not mean that a teacher with a permanent certificate is guaranteed employment. A teacher with a permanent certificate would still have to apply in due course and be accepted for a position. However, the permanent certificate does generally indicate that a teacher has a valid acceptable university degree in education and has had two years, at least, of satisfactory teaching experience in the Northwest Territories. That satisfactory experience must be attested to by a superintendent or by an acceptable senior education person. Thank you.

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

MRS. SORENSEN: In the nursing profession, Mr. Chairman, we have something that is somewhat similar in that you can apply for and receive the right to nurse in the Northwest Territories. But, if you are out of nursing for more than five years you are required to go back and obtain a refresher course or be able to demonstrate that you have put in X number of shifts, a shift being an eight or 12 hour day over so many days in that five year period. Does a teacher have to do the same in the Northwest Territories? Do you have such things as refresher courses for those teachers who may have a permanent certificate, who may have demonstrated that they are capable of teaching in a two year period but who have not taught since the time that the territorial government took over the education in the Northwest Territories which is 10 to 13 years ago? It may even be longer I am not quite sure. Is there such a thing as a refresher course that exists in the teaching profession? If not, is it something that we should be looking at?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I suppose that relates directly to the issue raised by the honourable Member for Slave River a few moments ago. Initially, the teacher certification board had required that persons who had been out of teaching for some time be given only an interim

certificate and that they would have to satisfactorily teach again for another two years before being given a permanent certificate. However, there is a school of thought in education, I believe, that says once a teacher always a teacher and once a qualified teacher always a qualified teacher. A teacher who comes back into the system after perhaps a period of absence, has a professional duty to become reacquainted with the curriculum if it has changed since that teacher left. So to answer the Member's question, there is no requirement for a refresher course and, although I had considered it, it is not something that is planned at the moment in that I believe that teaching skills are general skills. They do not require updating once learned, in my view, and they may be different from, for example, the health care field where actual techniques do change. I may well receive different advice on this, but this is my current view and I would point out to the Member that again just having a permanent certificate does not mean that a former teacher will be hired. It is up to the hiring authority to determine that that teacher is qualified to do the particular job in that particular school. I am confident that our hiring and our probationary provisions would ensure that we do have teachers in the system who are capable of doing the job required. Thank you.

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

MRS. SORENSEN: Maybe the Minister, Mr. Chairman, could enlighten me on what kind of evaluation process teachers have to go through during that two year period. You have mentioned that the superintendent is involved and does have to authorize the issuance of the permanent certificate but do we as a government have an established policy and procedure whereby we follow the progress of a new teacher through that two year period, whereby periodic evaluations are taken and whereby a file is kept on those evaluations or is it entirely left up to each superintendent in the schools? What is the process for the two year evaluation?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Superintendent Responsible For Evaluation

HON. DENNIS PATTERSON: Mr. Chairman, yes, it basically is a responsibility of the superintendent of education. May I say to the Member that in the NWT and indeed all across the country I think there is a growing interest in and emphasis on evaluation of programs, teachers and students. With regard to students, we see the development of examinations which have been introduced now into the Territories as a result of initiatives from Alberta and, as I mentioned yesterday, we are reviewing now, with the participation of the teachers association, our procedures and policies on evaluation to ensure that superintendents are discharging their responsibilities adequately because I think that there has been concern expressed that in some instances teachers have not been given the sort of rigorous evaluation that the public expects. So this is under active review and I hope that our evaluation procedures now in place can be improved and I believe that the teachers association is concerned with that and agrees with that approach. Thank you.

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

MRS. SORENSEN: I guess then, Mr. Chairman, if I read between the lines what you are saying is that you are not satisfied with the evaluation procedures that you now have and that you are reviewing them in order to update them. I would be very interested in receiving information on your review and on what measures you will be taking to improve this system of evaluation. I am very concerned personally. I have three children in the education system, although my children are in a school board system and not in a territorial school. As a parent I feel that I have similar concerns to other parents throughout the North with respect to the quality of teachers that are teaching in our schools and I know all parents would join with me in saying that our government must have a good evaluation system, one that we can rely on as parents and one that we can feel comfortable with in sending our children to be taught by the teachers in our territorial schools.

I guess I refer to the situation in Alberta where it was discovered in fact a teacher was teaching things in the school that were in opposition to what the Alberta school system stood for and in fact in opposition to what the parents, or the majority at least of parents, in that community stood for. I refer now to the Keegstra affair. I am not suggesting that similar things are happening in the NWT but it occurs to me that if we do not have a thorough and comprehensive review of the two year evaluation process of the two years that a teacher is in our system, because we do not have refresher courses, because we are now allowing teachers who have been out of the system

for several years to have a permanent certificate, if they apply and are accepted to get back into the system we should make sure that the two years they have taken in the system to obtain their permanent certificate are valuable years in terms of our own evaluation of them.

I agree somewhat with the Minister's observations about the differences between teachers and nurses. The nursing profession, and indeed the medical profession is a changing profession and procedures and drugs are constantly changing, but I do have some concerns in this area because I can see that because of technological change, the introduction of the computers into the school system -- and I see that as being somewhat massive in the very near future -- that a whole new way of teaching is going to be brought about and I would not see the NWT being left behind in that whole technological change either. Just because we are isolated, just because we have less numbers of students we should not fail to introduce new concepts of teaching and new facilities to enhance the teaching profession.

Introduction Of Computer Programs

That leads me to another question. In the Yellowknife schools we are now introducing computers and computer teaching to the students. In fact there is quite a comprehensive program being developed in the separate school system, in St. Pat's, where in fact they have a teacher who is teaching programming to students. It is not only the bright students, and it is not only those students who are being rewarded who are able to take part in that program, it is all students that are able to. I am wondering if in our own territorial schools whether we have yet introduced computers. If we have, under what procedure and systems and teacher education, teacher upgrading are we introducing the computer teaching and, if we have not, do we have any intentions of doing so? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. Firstly, I would be pleased to provide the Member with information on the review of our evaluation policies and procedures, which as I say, is actively under way and is a concern of mine. May I say that as far as quality of teachers is concerned in the NWT when one looks at the level of education and experience, our teachers compare much more favourably than most jurisdictions in the country. They are better educated and better experienced on average. We tend to hire experienced, well-educated teachers rather than teachers who have little experience or who have the more basic level of education. But this is not to say that our evaluation procedures cannot be improved. I think the department agrees with the Member because we have taken that initiative.

Now as far as computers are concerned we have 167 computers in place in schools in all regions of the NWT, and we are aware of the need to provide support to teachers who may not be familiar with these learning devices. Our basic philosophy has been to provide students with an opportunity to develop computer literacy. We have not yet taken the step of using computers to actually teach students and indeed in attending meetings of the Council of Education Ministers in Canada it seems from the experience in other provinces which in some cases have really plunged wholesale into it, it must be approached with some degree of caution. So our approach has been computer literacy and we have assigned a member of the headquarters staff to the task of providing support to schools that are interested in purchasing computers, providing advice on software. We are a member of national and indeed North American computer software clearing houses so that we can have access to the best programs that are being developed and changed. Mr. Smith also spends a great deal of his time travelling in the regions, providing workshops at professional development conferences or at individual schools so that teachers can find out how to use these microcomputers. I hope that answers the Member's question. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Questions, comments? Mrs. Sorensen.

Breakfast And Lunch Programs In Schools

MRS. SORENSEN: I know that the question of school lunch programs and the provision of breakfast for school children has come up before, and indeed I believe it comes up regularly over the years. Do we have any schools now in the Territories, independent of the school board schools, that provide either a breakfast program or a school lunch program that are sponsored by the territorial government funds?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, at the risk of sounding like Ronald Reagan, we have discouraged school lunch programs, at least supported by public funds, simply because we have felt that our primary obligation is to put our resources into feeding the children's minds rather than their mouths, as it were. It is a parental obligation to provide children with breakfast and lunch. If the government or this education system takes over this responsibility it may indeed be a further erosion of the family unit which is a charge that is often made against the government, particularly in native communities. So, to make a long story short we do not support school lunch programs with public funds except in situations where the children are bussed to school and provided lunch at school because it is easier to do that than to bus them back. Rae-Edzo comes to mind as one community where that occurs. As well, for the hostel residents in the high school in Frobisher Bay, they are given lunch on that basis.

We have, in the amendments to the Education Ordinance passed by the Ninth Assembly, admitted that it may be possible for divisional boards to establish a school lunch program if indeed they feel that they can change their priorities away from within the classroom, to these kinds of programs which are not really educational in nature. But the government itself has resisted funding these programs directly. Simply because we cannot afford it. Thank you.

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

MRS. SORENSEN: In some schools there is food available to be purchased at cost, for instance, sandwiches, milk, juice, because it is recognized that students -- and I would take it in many communities the same situation exists -- seem to have money but they do not either have the opportunity to spend that money through the purchase of nutritional food in the local grocery store or the local canteen or they spend it on chips and pop. A great number of children do have dollars to spend. Has the Department of Education looked at the possibility of providing, at cost, sandwiches and other types of drinks of a nutritional basis to children in schools as an alternative to providing it for free?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we encourage student councils to set up opportunities for purchase of snacks in schools and if they can make a small profit on it then so much the better. I think this is what happens in Yellowknife and a number of other schools in various parts of the Territories. We certainly give that our support. Also, if communities are willing to raise money from other sources to provide school lunches then I think the attitude of our department is to do everything possible to help such a program to exist and encourage the use of the school for it. So we do support school lunches on those bases where the initiative is taken either by the student council or the community.

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

MRS. SORENSEN: On another matter, it is my understanding that a school, if supported by the community, or directed by the community, can take its hours of opening and closing on any one day, as long as it is consistent, and move them. Traditionally a school opens at 9:00 a.m. and closes at 3:30 or 4:00 p.m. Do we have territorial schools that are in fact operating on different hours than the traditional hours? How many schools, if so, and what are their locations?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we do not have that information here. We do not record that information because it is an initiative that can be taken locally. One example does come to mind. I do not know if it is still the situation but I know that in the community of Paulatuk they started school as late as 10:30 a.m. in the morning. Of course, they stayed in school later, when I visited there several years ago. That is the only one I can think of. It is a matter of local decision making and as long as they put in the necessary hours we are not really fussy about when school starts. In fact, in Paulatuk it seemed to be working quite well. I know that after the change was made to a later start in the school day attendance did improve. Thank you.

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

Communicating Successful Innovations

MRS. SORENSEN: Mr. Minister, you have indicated then over the last little while that we do have some schools that are providing, through their student councils, lunches that can be purchased. You have also indicated that we have some schools, or at least one, Paulatuk, that has recognized that perhaps a later time to start could improve attendance and has done so. What mechanism does the Department of Education use to alert other areas, other educational societies, other communities, of these success stories and what mechanism do you use to indicate to communities that perhaps are not as sophisticated as Paulatuk in being able to say to its teachers, "Let us work together and improve the attendance. Maybe this is one way we could do it by opening later in the day"? What mechanism do we have, because we are so large and because our schools are so isolated from each other and our teachers are so isolated from each other although I do understand they get together from time to time? What mechanism do we use in the Department of Education to talk about the success stories and to encourage other communities to perhaps try these kinds of experiments to improve the attendance of the students and to perhaps even improve the morale in a community with respect to its school and teacher relationship and school and community relationship?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I think ultimately a group like an association of school trustees, which we do not yet have in the Northwest Territories, would provide one opportunity for that kind of exchange of success stories and successful innovations. Of course we do bring the superintendents together and even at regional teachers conferences I assume quite a bit of that kind of exchange takes place informally. To answer the Member's question, as far as the Ministry is concerned, this was precisely what I intended with the newspaper, Education Focus, which I had established late in the life of the Ninth Assembly and which I told the honourable Member for Foxe Basin I was going to continue. I think that such a newspaper which would go to all parts of the Northwest Territories, would be a very good way of communicating these success stories and also informing communities of programs that they might consider. I intend the newspaper to be a means of promoting education generally and promoting better communication between far-flung communities who often have the same problems but are not aware of what each other is doing. So, I am getting more inspiration from the Member to make this newspaper a lively means of communicating these ideas. I have been inspired too, to make sure that an article on flexible school hours is included so that situations like the one in Paulatuk, which I thought was innovative, can be shared with other communities. I thank the Member for that advice.

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

Ratio Of Support Staff In Schools

MR. McCALLUM: Mr. Chairman, questions relating to the schools activity, on page 16.05. I am having a little difficulty with some of the figures that are there. On page 16.05 it says person years continuing, 858.5 so I take it that either that figure or the figure on page 16.02 which says 838.5 must be a mistake. I do not know which is correct. Regardless, the Minister indicated yesterday, Mr. Chairman, that there were 602 teachers and 131 CAs. Regardless of the figure used 858.5 or 838.5, I take it the remaining number involved with schools are for support staff. I wonder if the Minister could indicate then, is there a formula in effect similar to the pupil/teacher ratio that determines the number of support staff the school may have? If so, would he indicate what it is?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. We do have standards for support staff. One of them I can cite to the Member is that we allocate one janitor for 13,500 square feet of area, and the rule that we use with secretaries is that if there is an assistant principal and a principal the school is provided with a secretary, but if there is just a principal we provide funds for casual secretarial service on an hourly basis according to the requirements and the size of the school. We do try and achieve uniformity in that regard. Thank you.

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

MR. McCALLUM: Just on the same page, 16.05, I note that grants and contributions total \$11,873,000. On the grants and contributions detail on pages 16.09 and 16.10 the total grants and contributions are \$14,601,000. Could the Minister, Mr. Chairman, just indicate why the difference in the two?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. The reason for the discrepancy is that the \$11.8 million mentioned on page 16.05 in grants and contributions relates only to schools; whereas on pages 16.09 and 16.10 we have grants and contributions from all departments including the administration where the indigenous language fund and the Terry Fox Foundation, etc., are administered and as well continuing education where certain adult education programs are funded by grants and contributions. So that is why it is a larger amount at the end of the budget. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Any general comments? Mrs. Sorensen.

MRS. SORENSEN: Mr. Minister, you indicated in your opening statement that the attendance rates were improving, but not yet to a level that we could be proud of in the Northwest Territories. It is my understanding that the Education Ordinance allows for communities through the local education authorities to establish a truant officer. Do we have areas where they have established such a person yet?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Provision Of Attendance Officers

HON. DENNIS PATTERSON: Mr. Chairman, it is true that the ordinance provides an attendance officer where compulsory attendance regulations are in effect, but there are no school districts at the moment where compulsory attendance regulations are in effect. Therefore, there are no places where there are attendance officers. I should say, however, that I had received through the previous member for Foxe Basin a request from the community of Igloodik to implement compulsory attendance regulations and I did draft compulsory attendance regulations for that community which their education society is now reviewing. I do intend to proceed with compulsory attendance regulations in that community and elsewhere where it may be requested, but the Member may well know that it is a very controversial issue in some communities. People feel that still it is unfair to fine parents who, for whatever reason, refuse to send their children to school. So I have been approaching the matter with some caution and really on the basis of community initiatives. While I do believe that compulsory attendance regulations and truant officers have their place, I am still convinced that the best way of improving attendance is by inspiring people to believe in the value of an education and to send their children to school because they want to, not because of the threat of fines or court action or even a truant officer. The Member is quite correct. The provision is available. However, I am not sure if the funding that we have established by policy will satisfy many communities. I believe the level is \$1000 per year that we have established in our present policies and the indications I have got in discussing this matter with some communities are that they envisage full-time truant officers which would burden our budget if it became a widespread practice. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We will continue with questions after coffee for 15 minutes.

---SHORT RECESS

The committee will now come to order. Mrs. Sorensen.

MRS. SORENSEN: I believe we were talking about the ability of a community to ask for regulations to be put into effect by the government which would authorize and allow them to hire and pay for a truancy officer. I guess I go back to my previous question with respect to information. Do all the communities in the Northwest Territories and the people that are involved in those communities with the operation of the school realize that they can ask for that kind of a regulation and that the government will respond? Is information getting down to the individuals who must do the requesting?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I think that probably not all communities are aware of this. It was a very large issue I understand when the Education Ordinance was passed and when this provision was put in the ordinance but I would say many communities may not know about it. Certainly Igloodik knew about it because they asked me to have the regulations drawn up, but this is perhaps another thing that should be put in the education newspaper that I started.

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

MRS. SORENSEN: You had mentioned, Mr. Minister, that there was some concern about the \$1000 per year as, I guess, an honorarium for such a position. I am not sure whether I understood you were looking at the possibility of increasing that honorarium or whether because you have a philosophy that a truant officer is perhaps not what communities really require, that you would rather not see compulsory attendance but, rather, people feeling that to send their children to school is a positive thing and therefore taking the responsibility on their own to do that. I have some difficulty with that philosophy, that people will take responsibility, because we know in fact it is not happening and it perhaps will take quite a while for that to happen. I would like us to get on with the job of getting our children in school although I certainly would be interested in hearing how Members feel who represent the smaller communities where there indeed is a truancy problem where children are not going to school, how they feel about the setting up of another position in the community called a truancy officer, whether it could work and whether the wages, were they higher, would be an incentive for someone to take on that responsibility and incentive for the community to ask for that regulation to be brought into effect.

I guess what I am saying is that I do not have enough experience in small communities. My own community has a very high attendance rate and so I am not concerned about my own constituency because the children of the parents that I represent are, in fact, in school but I do have a concern for those communities and those children who are not in school. Yet I do not feel qualified enough to push hard for an increase in this wage and for the implementation of these regulations, but I think this is an opportunity for Members who have the same concerns to raise the issue now or perhaps to think about it and raise it at the next opportunity. I think it is something that we should look at as a means by which we get our children into school now and at the same time spend our efforts on educating and helping parents to realize that an education is a positive thing and that they should be proud of the school and the things that it offers in the community. Of course to do that, a lot of the things that were in the special committee's report should be implemented, but we are faced with the lack of funding and obviously the realization that to implement some of those things, at least, will take some time. So while I do not have any strong recommendations on this issue, I do feel that it is something that we should be looking at and I certainly would like to hear from Members from small communities.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: I thank the Member for that advice. I must say I think the term in the ordinance is attendance officer and not truant officer. I think of a truant officer as a real hard-nosed enforcer type of person. I do not think that is what any community would really want. I think what was envisioned with the attendance officer was some person respected in the community who would look at the students who are not going to school and try to use persuasion, the influence of authority and respect, to inspire parents to send their children to school. I think it is an important issue and I thank the Member for that advice. I welcome advice from other communities. Thank you.

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

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. I have a little different subject here. I have my own little concern here and I hope I am on the right track at this moment; it is regarding teacher assistants. I know in a lot of small communities and this is also in my constituency, there are teacher assistants, hired by the local bodies that are elected as boards of education, that have only at most grades four and five. This has a lot of impact on the children, I believe, for the way they are speaking the English language today. While I see a lot of kids that I talk to, a number of kids, I have seen a lot of them talking. They sometimes say he is pillowing and that I -- does not sound so good. I think that applies from the teacher assistants who have only grades four and five. So I feel personally strongly in that some sort of policy should be made so that in the future the teacher assistants are going to be hired to teach English. A policy should be made that they do not hire any teacher assistants that have only grade four and five because I see a lot of students that have much higher grades than that and they do not have the opportunity to be hired. I feel it is good enough to have Inuktitut teachers that are only grade five and six, but if they are going to assist teachers in teaching English, I believe that they should have better education than that. I would like to have an answer on that, to see if that seems to be correct or wrong.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Role Of Teaching Assistants

HON. DENNIS PATTERSON: Mr. Chairman, the teacher assistant positions were never designed to teach English to students. In the Kitikmeot there are over 50 university educated and trained teachers to teach children English. Teaching assistants should not be teaching them English. The purpose of the teaching assistants is to bridge the gap where students are not sure of English but can speak the Inuktitut language. The teaching assistants should be assisting the teachers to communicate with students who cannot speak English by communicating to them in their native language. That was the theory. If it is not happening in the Kitikmeot then we should look at those teaching assistants and review our policies. The theory was never to hire them to teach English. Thank you.

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

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. Mr. Minister, yes, you did give me the correct answer there and I am happy for it. As the Minister of Education I do not think you have been travelling that much. I live in that area and I have seen this happening and I have seen my kids complain. Yes, that is true that if they do not understand any English they can be spoken to in Inuktitut so that they could understand. I hear of teacher assistants that teach the rest of the afternoon while the teacher is doing something or attending to other students. I have heard some kids complain that their teachers are speaking in two languages and it makes it hard for them to learn which way they want them to speak. I think that has to be checked up a bit to see whether that is really being followed because it has been happening for a number of years and I thought for sure that these teacher assistants were supposed to teach in English or Inuktitut. I was not sure and I finally got the answer and thank you for your reply.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I would certainly welcome the opportunity to travel to Kitikmeot and unfortunately they just had a regional education authority meeting but it conflicted with the Legislative Assembly. I informed them I would not be able to attend but I do welcome the opportunity to attend those meetings. I have attended at least two in the last four years. The other thing I would just mention is that local education authorities can prescribe the language of instruction in the school. If there is a concern in the Member's constituency that students are being confused with more than one language the LEA has the power to straighten that out by requesting the department to teach in only one language. So, I would welcome advice from the local education authorities if this duality is causing problems.

The other thing I would say to the Member is that if it seems we are not making the best use of classroom assistants in his region, at least in some communities, then I am certainly quite open to converting those positions into teaching positions because classroom assistants or teaching assistants are not really supposed to be teaching classes without being supervised by a teacher. If that is going on or if they are teaching English and departing from the original mandate we have envisioned for them I think there are ways of correcting that and putting those person years to better use. So, I would be pleased to get advice from Kitikmeot Region on how we might make better use of our human resources in various communities. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. General comments. We are on page 16.05, schools. Total O and M, \$52,165,000. Mr. Pudluk.

Motion To Build Keewatin Region High School As Soon As Possible

MR. PUDLUK: Thank you, Mr. Chairman. I am really concerned about the high school in Keewatin. I would like to move a motion. I move that the committee of the whole recommend to the Executive Council to consider proceeding as soon as possible with the building and completion of a high school for the Keewatin Region.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pudluk. Mr. Pudluk, your motion is in order. To the motion.

MR. PUDLUK: Thank you, Mr. Chairman. (Translation) In the past I mentioned this. I had a concern regarding the Frobisher Bay high school. I have heard this before. In the Keewatin Region there are a lot of drop-out students who were going to school in Frobisher Bay and they cannot be

accepted to go to school in Yellowknife. Also in my constituency they have seen drop-outs of that school, too, because they do not like going to school in Frobisher Bay. Also we cannot send our students anywhere else besides Frobisher Bay. Maybe if we get the high school in Keewatin, other students will be able to go to this high school since this has been worked on already and also they will be starting to build it. I would like to see it done as soon as possible. In future we will have to follow the school curriculum. Regarding our new government in the future, I guess we will have to start planning ahead of time. I would like to see the school curriculum already set up before we form our new government. I do not want to see any more drop-outs. For this reason I vote for this motion. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pudluk. To the motion. Mrs. Sorensen.

Controversy Regarding Location Of High School

MRS. SORENSEN: Mr. Chairman, it is my impression that we are going to build the high school in the Keewatin Region, but one of the problems that exists is that the people in the Keewatin are still having some difficulty with making a decision on the location even although, as I understand it, there has been a plebiscite. I wonder if the Minister could clarify that because I have heard that the people of Baker Lake, are in fact, saying that they will not send their children to a high school that is built in Rankin Inlet, that they would prefer to either keep their children in their own community or send them to Yellowknife. I am wondering if that is the issue preventing breaking the sod, so to speak, on the Keewatin high school. Could I have clarification on that, Mr. Chairman?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I think the biggest challenge to us in building a high school in the Keewatin has been identifying the significant capital funds that are required. We commissioned an extensive study of the costs of a high school in the Keewatin including residence, all the other impacts, the residence, staff housing, utilidor, expanded services, and found that it was going to cost considerably more than the \$16 million we have allocated in our budget. One of the reasons that we have had to approach it with some caution is that it is a very costly undertaking and we wanted to phase it in such a way that we were sure to have the funds and have sort of a long-range construction timetable so it would not be too great a burden on the capital plan.

As to the issue of location of the school, shortly after I took office in 1981 I went to a meeting in Rankin Inlet of the Keewatin regional education authority. It was attended by the two Keewatin MLAs, Mr. Noah then and Mr. Curley and it was attended by chairmen from all the local education authorities in the Keewatin. There had been a plebiscite with a preference for Rankin Inlet, but not a clear margin, but that group on a motion by Mr. Noah, who then represented Baker Lake, recognizing that divisions and indecision would delay the project and keep any education facility away from the Keewatin gave me clear direction to build the high school in Rankin Inlet. It was a unanimous resolution of that group and I was very relieved that they were able to come to that kind of agreement because it allowed us to go ahead. That has been the direction that I have been operating on over the last couple of years. However, I must say I was a bit distressed to learn that this same Keewatin regional education authority with some new people now in place has met during this Assembly and are now singing a different tune and the resolution that I got several weeks ago said -- it was an ambiguous resolution, really -- "Do not delay construction of the school in Rankin Inlet but we also want to see high schools in Baker Lake and Eskimo Point." I was paraphrasing that.

So there is a problem and I heard some rash statements that the school in Rankin Inlet will be boycotted unless other high schools are built in Baker Lake and Eskimo Point. While it may cost more or less the same amount to build the capital facilities in two or three communities it is going to cost us an awful lot more to operate smaller high schools, three small high schools instead of one large centralized school and furthermore, we will not be able to offer the same quality of program in smaller high schools, as people like Mr. McLaughlin well know. So all I can say is that unless I get different direction from the Executive Council which may consider this issue, the plans are still to build a centre in Rankin Inlet which we have been planning now for some years based on the direction that I got from both MLAs and the education authority chairmen in 1981. It is clear that it is going to be a subject of continuing interest and perhaps controversy in the Keewatin, but I am determined to proceed.

I believe the Keewatin needs an education facility, high school facility, more than any other region. It is very difficult to satisfy Keewatin parents if their children are in Yellowknife or in Frobisher Bay. They have expressed dissatisfaction with Frobisher Bay in recent years but they were very unhappy with Yellowknife or at least some parents were very unhappy with Yellowknife when their students were going here. With all respect to those schools I think that the distance means that parents are going to worry and I am convinced that we have got to build a facility there. I welcome this motion and I think that wherever the school is, it is going to be supported by the people of the Keewatin once we get down to brass tacks and start building it and have it in place. I think Rankin Inlet is a lot closer to Baker Lake or Eskimo Point than Yellowknife or Frobisher Bay and we are going to build the residence this summer and get on with the job.

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

MRS. SORENSEN: The Minister mentioned that the department was having some difficulty in identifying all the dollars that would go with building the school. Could I ask what action is being taken to assure the Legislature before it passes this motion that, in fact, we will have the money to build this school, given the new figures that you obviously have?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Phased Approach

HON. DENNIS PATTERSON: The approach we have decided to take is not to build the whole facility, grades 10 to 12, to the maximum capacity that we can predict for the Keewatin all at once. We have decided instead to take a phased approach and we will start off by aiming at providing a facility for grade 10 students beginning next school year, actually using surplus classrooms in the elementary school there. Then we will take the next step and expand the 40 bed residence that we are building there this summer so that we can take in another class of grade 10 students and accommodate the grade 11 students. We feel that with this phased approach we can come up with the necessary capital resources required to eventually have up to grade 12. It will not happen all at once, but we are convinced that if we space it over the next five years incrementally with contributions from the various departments such as Personnel providing staff housing, Local Government providing the necessary water and sewer infrastructure that might be required and roads, that we can, using our capital budget, meet our target of having a high school in place in five years. We are taking it a step at a time, in other words, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. To the motion.

MR. MacQUARRIE: Could you read the motion again?

CHAIRMAN (Mr. Gargan): The motion reads: I move that committee of the whole recommend to the Executive Council to consider proceeding as soon as possible with the building and completion of a high school for the Keewatin Region. Moved by Ludy Pudluk. To the motion. Mr. Pedersen.

MR. PEDERSEN: Thank you, Mr. Chairman. I too, had heard about the meeting the Minister referred to, the recent one with the new regional education committee and I was just wondering if he could enlighten me on the situation. Could the Minister provide us with figures of how many students from outlying communities would be expected to go to the Rankin Inlet facility, grades eight, nine, 10, 11 and 12 students?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, this centre has been planned by residents of the region to be not just an academic high school, but also a facility that would offer vocational and indeed adult education facilities, depending on what is required in that region. The academic students would number about 40 and the vocational side of it would add about another 60 students in the beginning years. We would expect that would expand over time. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. To the motion. Mrs. Sorensen.

MRS. SORENSEN: I am a bit concerned with the communique that you had from the Keewatin regional education authority that says "Proceed to build in Rankin Inlet but we want schools in Eskimo Point and Baker Lake as well." May I ask the Minister what has been your response to that communique, or if you have not responded yet, what do you plan to respond to that?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, this resolution was one of a number of resolutions that were transmitted to me from the Keewatin regional education authority covering a multitude of subjects. I have not responded to the Keewatin regional education authority, but what I do propose to do is take the issue to the Executive Council and alert them to this particular development. The Executive Council will be reviewing the capital plan for Education including the Keewatin centre from time to time anyway, but I do intend to bring that issue forward to the Executive Council for their advice because the ninth Executive Council had as recently as several months before the election, confirmed their belief in the wisdom of the first decision to build it in Rankin Inlet. Now that this recommendation has been received, I will seek further advice from the Executive Council. Bearing in mind of course, that if we build high schools in Baker Lake and Eskimo Point then we would have to plan high schools in communities like Pond Inlet, Igloodik and Pangnirtung and Cambridge Bay which are also of relatively comparable size. I think it would be a significant change in our policy if we were to accede to that request. It would be a significant change in the use we have made of resources and the policy we have had with high schools to date in the Northwest Territories. Thank you.

CHAIRMAN (Mr. Gargan): Mrs. Sorensen, I would like to give the other Members an opportunity to talk to the motion. To the motion, Mr. MacQuarrie.

MR. MacQUARRIE: Could I clarify a statement that the Minister made earlier with respect to there being some rash comments that there would be a boycott of the school in Rankin Inlet? Do the rash comments come from members of the education authorities? Is that not worth clarifying more, so we do not find ourselves in a situation where we build what could become a white elephant? In other words the facility is there but the other communities refuse to make use of it. Is the Minister taking steps to clarify what the attitude is in that respect?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Conflicting Directions

HON. DENNIS PATTERSON: Mr. Chairman, I had hoped that the Keewatin regional education authority would hold their meeting at a time other than during the Legislative Assembly. I had requested that they do so, so that I could attend and find out first hand what they were saying, being people elected by their communities to represent them on educational matters. I am concerned about the situation in the Keewatin and I will seek the first opportunity to meet with those local education authorities and meet with parents in the communities to try to find out precisely what they say. I use the term "rash" comments because I do not think they reflect the views of the majority of people. Education is a subject which evokes great passions. Perhaps particularly in the Keewatin where people feel that they have been left out.

I had a number of conflicting directions from elected people in the Keewatin. Some years ago they wanted Keewatin students sent to Churchill. They wanted Keewatin students sent to Ottawa. So it is hard sometimes to know what to do. I think the underlying sentiment is a great desire for improvement in facilities available to high school students in the Keewatin. I am convinced that we have to build a facility there. If there is some dissent we have to explain to people why it is not feasible to have a high school in every community. Thank you.

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

MR. MacQUARRIE: So Mr. Minister, even if this motion were to pass you do intend to do that kind of consultation with the Keewatin educational authorities in the very near future, is that correct?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, absolutely, Mr. Chairman. I certainly do not really consider that parents who are faced with the prospect of a well-run facility within their region would actually refuse to send their children there in protest. I cannot believe that the majority of parents would take this attitude. There will be some who will go to expense to send their children outside of the Territories. That happens in all parts of the Northwest Territories and indeed in all parts of Canada. People lose faith in the public school system. They are usually a small and sometimes vocal minority. I consider it a volatile situation and working with the elected representatives

from that region I want to make sure that the people of that area accept the good faith of the Department of Education and work together on the underlying goal of improving educational opportunities for Keewatin students because there is no question in my mind that of all parts of the Territories, it is Keewatin students who are most in need of further support and further resources because they are not succeeding in high school the way they should be. Indeed, I am very concerned with the support at the community level, even at the elementary level in several Keewatin communities. It is very poor. It is abysmal in certain communities so I think it deserves my attention and, to answer the Member's question, I intend to make that a priority. Thank you.

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

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. Regarding the motion I would just like to say that I am going to be voting against this motion. I do understand why someone made a motion in regard to education. I know the reason and I also found out that in my concept I think, I seem to realize that some of the settlements in Keewatin are not in agreement or have not come to consensus. I also realize that education officials are prepared, they have not gone hastily into preparing this long project. Also Ludy Pudluk who moved the motion has not directly consulted with the Keewatin residents. So in regard to this I am going to be voting against the motion. I do realize it has to go through and I realize that -- I think it will be in the good hands of the Executive Council plus the Education department. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Arlooktoo. To the motion. Mr. McCallum.

MR. MCCALLUM: Mr. Chairman, I am not too sure that the motion is required. It seems to me that the government has received direction to go ahead and build a high school in the Northwest Territories previously. The one that is contemplated for Rankin Inlet that is within our books is not just a high school as the Minister has indicated. It involves much more than that. Certainly, from what I understand the Minister to say, the department is proceeding with the plan as has been put before them in the past. So there will be a high school; it is contemplated spending one million dollars on it this year. So I am not too sure that the motion is necessary. They are proceeding and as I understand the motion, it says to recommend to the government to proceed with the construction of a high school. They are in fact proceeding to do that. So I am not too sure whether the motion is required.

CHAIRMAN (Mr. Gargan): Thank you, Mr. McCallum. Mr. Pudluk, to the motion?

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I think it was already clarified by the Minister of Education where the high school would be or the location. I have not personally talked with the Keewatin residents but in spite of that I think we all have concerns even over at Baffin Region plus Keewatin Region, we all have our concerns. Our students who go to school in these regions sometimes would be sent to one centre instead of dividing them equally. When they get overcrowded even though they are just like native people sometimes the residence or the hostels are overcrowded. Also some of them are not from the community. Most of them are from other communities. So in regard to this, the problems that we have or have had with the hostels and also not having proper supervisors or management -- of course I realize that in trying to accomplish or carry out the tasks that they have, it is a bit too much to handle. I do not want to withdraw my motion that I already moved. I realize that they are going to continue building the high school and we have been discussing this over the past few years. So I am thinking that maybe we could overcome our problems and probably solve it faster by just letting the Keewatin high school be under construction. Thank you.

Motion To Build Keewatin Region High School As Soon As Possible, Carried

CHAIRMAN (Mr. Gargan): Mr. Pudluk has concluded his statement to the motion. All those in favour of the motion? All those opposed? This motion is carried.

---Carried

We are still back on page 16.05. Mr. Erkloo.

Motion To Support Minister Of Education's Efforts To Secure Additional Federal Funding, Carried

MR. ERKLOO: Thank you, Mr. Chairman. While the Members are in the mood, I think I would like to make a motion. I know that the Minister of Education is trying to get more funds from the federal government so that the education system and the facilities can improve in the Northwest

Territories. So I am going to make a motion. It is: I move that this committee support the Minister of Education's efforts in securing additional funding from the federal government for improving the education system in the Northwest Territories.

---Applause

CHAIRMAN (Mr. Gargan): The motion is in order. Mr. Erkloo.

MR. ERKLOO: (Translation) I would just like to speak to the motion that when we look at Education it is a broad department and we have also discussed the other departments like Government Services, Housing and some of their projects have either been transferred or are being transferred to Education and one of the things that was mentioned too, was that they have to prepare the education programs. I also realize that I appreciate that the Minister of Education is going to be giving us another teacher for the year of 1984-85. Also a school over at Pond Inlet. Thank you.

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

HON. DENNIS PATTERSON: No, thank you.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Gargan): Question being called. All those in favour? All those opposed? Abstentions? The motion is carried.

---Carried

We are back at page 16.05. Mrs. Sorensen.

MRS. SORENSEN: Yes, Mr. Chairman. When we were discussing the earlier motion to build a Keewatin high school as quickly as possible, the Minister responded to the comments with respect to a high school in Baker Lake and Eskimo Point with what I thought was a reasonable answer, in terms of the fact that if we were to build them in those two communities then, as well, people in Igloolik and Cambridge Bay and other communities would also certainly want to have high schools. I would add that the same thing exists for those who live in the West, that we also have communities like Rae, Providence, Simpson and Fort McPherson, that I am sure probably would like a high school as well. But I think it comes down to a matter of priority. I know you will be going to the Executive Council for input on this thing that has arisen with respect to the Keewatin, the Keewatin regional authority requesting high schools for those two communities, but it has to be a matter of priority. I think our first priority has to be grade nine in every community and regional high schools. That is one of the reasons that I very honestly support a Keewatin regional high school because it is a region and certainly I think we should look toward a regional high school in the Kitikmeot Region as another priority.

I grew up in a community of 500, however, that had a high school and had a very good high school. We had academic programs. We were limited in our programs, in that we did not have the vocational and the certificate programs and a lot of the programs that are now offered in our schools, programs that we like to say are enlightened, but we had a basic academic program that most graduated from in a small community of 500 people. So I would say that we can provide quality of education if we are careful about all of the programs that we provide in small communities in high schools, but that our priority has to be the provision of grade nine first and then perhaps the expansion to grade 10. First we have to do a good job from grades one to nine, develop our own curriculum in an expanded way and put our dollars and our priorities into those areas first so that we are not using the scatter gun approach in our small communities. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Minister, would you care to comment?

HON. DENNIS PATTERSON: Just to say that I agree with the Member's comments, although I think that we are now finding that there is a demand for more than just academic programs at the high school level so it makes it a little more difficult to have a small high school that will meet all the needs in a small community but I agree with those priorities. I would just mention that we are looking at the situation of small high schools carefully and trying to develop a policy for small high schools in the NWT, but the first step would be to develop, make sure we have grade nine in every community -- and good quality grade nine -- and make sure we have regional high schools that

are fairly accessible within the regions. The direction I take from the Legislative Assembly is to try, then, to put grade 10 into communities so the students will be able to spend another year at home. I think that is a more realistic goal than putting high schools in a number of small communities. So I thank the Member for those comments.

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

MR. BALLANTYNE: Thank you, Mr. Chairman. Supplementary to what Mrs. Sorensen said I think we have to really always keep in mind we cannot just get priorities in one area, for instance, in education. We have all talked about the need for housing, the need for social programs and if you want to alleviate the housing problem there are only so many dollars in the capital fund in the future. So I think all of us have got to decide what our priorities are overall and even though it may be nice to have a high school in every community I think the reality is, if we want to accomplish a lot of other things we want to do, that may have to wait a little bit. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Ballantyne. Page 16.05, Ms Cournoyea.

Serious Problems At Community Level

HON. NELLIE COURNOYEA: Mr. Chairman, I think I would be remiss if I did not say anything about this subject. I certainly would like to compliment the Minister of Education on his efforts to try to reach the objective to see students through school and making an attempt to try to provide an atmosphere where young people want to continue in school. I certainly cannot deny the fact that Keewatin needs a central location for a school of some sort for a higher level of learning. However, I cannot sit here and not bring back to the attention of this Legislative Assembly -- when we were on the special committee on education -- the serious problems we had at the community level where students did not have grade six, did not even have grade five. They are dropping out at grade seven. I believe the special committee on education did put forth a kind of aura of supporting the people who are really concerned about education and the students sort of felt at that time that they were given a special emphasis, that they were important. In the last year I feel that we have not been saying it as much and it has not been as high profile, but it seems to me the thing that has to continue is the promotion and pushing of morale in the educational system and for the children to find a real need and a reason to go to school in the first place. I guess I have a little bit of concern about the amount of money to build a centre in any location because \$16 million seems to be a big whack of money. It seems that the Department of Public Works were putting an emphasis on maybe streamlining their buildings a little bit more so you can get more for your dollar.

But back to the educational system, I realize that in some of the communities, generally in the area where I live, when we ask for a higher grade in our community, like going to grade 10 or grade nine, the first thing the Department of Education asks you to do is to provide statistics. How many students do you have in grade six? Then after you do that, they ask you another question. What is the mortality rate or how many of those do you think will make it to grade seven? Then they ask, how many students do you have in grade seven? After you say the number that you have then there is another calculation done. How many students do you think are going to get to grade eight? After you do that it goes on and on. So when you want to elevate a grade to bring it into the community we have to go by these statistics or this sort of mortality rate that people are surviving at the community level. It is a great disadvantage because when you are arguing the point, you find that you have very few people who are going past grade seven. Then if you look at past statistics it does not look too good, either, because if you take the percentage that survive and the percentage that do not, it looks even worse. Then they go to grade eight. If we want something more than grade eight or grade nine or grade 10 in the community we are asked all those questions and then the heat is put on for you to justify that and the community has to try to improve the figures.

But if you take also the number of students that finally get there, you know, you have to be proud of the number of them that actually get there. I am certainly proud the educational system has been able to provide somebody with the kind of forum where they even end up in grade 11. I am proud of those students and I am proud that we have the ability to do it. Yet in all, when you really come down to it, we still have a serious problem in getting students past grade six, past grade seven, past grade eight. Some of the concerns of the students I have a lot to do with are that, when they get close to grade seven they start thinking about this business of moving away from home or hearing some of the funny stories or having a sister or brother who came back from

school and dropped out because they found it a little hard to get along in the hostel or there were a lot of things they had to deal with they were not quite prepared for or the community grade level was not as good as they thought it would be and they were not as good as they thought they should be when they got there.

Educational System Of The Past

So I think a lot of emphasis still has to be put on the community educational system that exists and also on the priority that has been identified through all the hearings across the NWT that a higher level of education should go to the community. Maybe we do not have to put in a high school up to grade 12, but at least we should reach to grade 10 and maybe grade 11, because it seems to me that it has been done in the past and perhaps the deputy minister of Education himself might have come out of a little brick schoolhouse which had grade 12. I do not know, but it seems to me a lot of people in his age group have been able to survive in the system and become involved with an education program that has allowed them to come as far as they have. Certainly our objective is to have a lot of our students sitting in the position of the deputy minister with his good English, excellent English, excellent ability to deal with the system. If he has been able to do that on coming out of a red brick schoolhouse that did not have a lot of rooms but did have teachers that were able to move students along, well maybe we can do that without going to a tremendous amount of expense like \$16 million or going into the multimillion dollar bracket before we can do that.

I have been very supportive of the Minister of Education because he has done a lot in promoting interest in good education and being supportive at the community level. At the same time we have been doing that for a number of years and our job has not been finished. In my area I would like to see students go to a regional high school but many, many of them have not got grade eight. To build a school, to me -- we can have a building or any number of buildings no one can reach so I believe the priority should still be to get the lower grades that have not achieved that level to get there. Perhaps some of the representations that have been made at the community level when we had the committee on education going around should not be forgotten because we have not overcome the problems of the community level. At the same time there is still a strong desire in the communities to see a higher grade level able to be achieved in their community. The excitement that has been created by the Minister of Education in recognizing the desire has allowed a lot of people to put more effort into it. But I still believe that we have not achieved that goal yet and we should not dismiss the fact that those representations did come forward and we have not met the objectives. Thank you.

Schools, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Ms Cournoyea. We are on page 16.05. For schools, total O and M, \$52,165,000. Do you agree?

SOME HON. MEMBERS: Agreed.

---Agreed

College Programs, Total O And M

CHAIRMAN (Mr. Gargan): Thank you. Page 16.06, college programs. Mr. McCallum, did you want to ask a question? Mr. McCallum.

MR. MCCALLUM: Mr. Chairman, on the college programs, would the Minister indicate to me what number of personnel are at Thebacha College still on contract appointments?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: There are 40.

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

MR. MCCALLUM: Out of 78, is that correct, Mr. Chairman?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: In addition to the 78.

CHAIRMAN (Mr. Gargan): College programs. Mr. McCallum.

MR. McCALLUM: Mr. Chairman, does the Minister or the department envisage making some of these 40 positions permanent for those instructors whose programs are fairly well established?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, yes. There are of course, some courses offered where it is more convenient to provide instructors through contracts. It gives us some flexibility to switch directions and respond to changing demands. However, we do recognize that there are well-established courses which should have permanent and not contract positions. I can tell the Member that we have a submission before the Financial Management Board to address that very problem; that is to convert, subject to approval of the board, some of these contractual positions into the permanent positions the Member is talking about. We have the funds but they are not permanent positions. So, I recognize the problem and I am trying to address it at the Executive level. Thank you.

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

MR. McCALLUM: Mr. Chairman, just a final question. The question may have been asked of the Minister previously. If it was, I apologize for it and maybe he would not mind repeating it. Is the resource management consultants study a public document now and has it been made available to the House?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, it was commissioned by the board of Thebacha College so I suppose I should not answer for them as to whether it is public or not. It has been given to the Executive Council. I have a feeling that they would be quite happy to share it with the public. It has their full approval and their participation. But perhaps the board should be asked about public release rather than myself. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We will take a 15 minute coffee break.

---SHORT RECESS

The committee will now come to order. Mr. Ballantyne, did you want to ask a question?

MR. BALLANTYNE: Thank you, Mr. Chairman. I have a question under college programs. I see that Thebacha College in 1983-84 offered some courses related to the Norman Wells pipeline. I think a million and a half dollars was budgeted for that. My first question is, what courses did Thebacha College actually offer related to the pipeline? My second question is was the one and a half million dollars budgeted fully utilized and was it fully recovered from the federal government?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, to the last question, the money was fully recovered. I can give the Member a quick rundown. Courses were offered in driver training, cooking, class five and class one driver training in Aklavik. Class five driver training and small motors and basic training and skill development in Arctic Red River. Fort Franklin, cooking, driver training, several classes. Small motors, basic training and skill development. Fort Good Hope, class one and five driver training, small motors, basic training and skill development and basic office procedures. Fort Norman, cook's helper, class one driver training, small motors, basic office procedures. Fort Simpson, class one driver training, cooking. Fort Liard, basic training and skill development. Hay River, welding and nautical deckhand. Trout Lake, basic training and skill development. Inuvik, class one driver training. Fort McPherson, class one driver training. There was a special course in oil rig that is not listed here that was offered in Pine Point.

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

MR. BALLANTYNE: Thank you, Mr. Minister. As a follow-up question to that, does the government now have a policy to give graduates of these programs first priority for job opportunities. Secondly, does the government have any sort of a working arrangement with some of the large companies perhaps involved with exploration in the Beaufort Sea or at the Norman Wells project to encourage them to give graduates of these programs the first opportunity for jobs?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: I think, as far as public service jobs are concerned, that is not my department. I cannot really answer that question for the Department of Personnel.

Meeting Needs Of Industry Through Education

On the question of working with industry, I think the whole purpose of the consolidation of training in the Department of Education that I mentioned in my opening remarks is, instead of having training taking place in several departments of government, if we have one department clearly responsible then industry will have a door through which they may contact the government and relate to the government in one place. I think this will improve our relations with industry and our strategy is to allow us to develop an information system which will work with industry to find out what job opportunities are available and make sure that our training priorities go into creating skilled people to fill those jobs. I think we are working fairly well with industry now but it is split between at least two departments, Economic Development and Education. If we have it in one department we are hoping that we can do even better at meeting job needs of industry through our education programs. Thank you.

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

MR. MACQUARRIE: At an earlier point the Minister had mentioned the strategic plan with respect to the college system and commented on its importance. Could I just ask the Minister to outline the procedure which the department is taking in responding to that plan or dealing with any of the recommendations or implications that are in it? Is there a formal process established for dealing with it?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we have received a number of recommendations from the Thebacha College board and as a government we have not yet had an opportunity to sit down and look at the total report, especially where it calls for new initiatives, new programs and new capital structures, but we are not standing still. In particular, as I mentioned, we have applied to the skills growth fund to expand the trades complex which certainly was recommended by the RMC study as an important capital priority. We expect to hear word on that by the middle of next month.

We have also expedited the consolidation of training which was recommended by the special committee and also referred to and endorsed by the Thebacha College strategic plan. We propose to establish a new division in education with an assistant deputy minister who would be specifically charged with relating to college and training and post-secondary programs in the NWT, taking that burden from the deputy minister and giving us more concentrated resources in the college area. But as far as the strategic plan is concerned I have my officials in that department of the headquarters of the Department of Education developing, analysing the study, analysing its financial implications, both capital and operations and maintenance. They will be presenting to the Executive Council a series of options which will allow us to decide over the long term what we do with these recommendations; what it will cost, what policy and, indeed, legislative changes are required because to implement some of these changes we are going to need not only policy, but legislation which will establish a framework for a college and university system. In fact we are developing legislative proposals which will be a companion to those directions and give us the legislative power to establish, formally, a college system in the Territories. Up until now it has been done by policy of the government. We have had it in place now for a couple of years and I think we are now ready to formalize that through legislation. So we have tried not to stand still while we are preparing these recommendations for the Executive and I expect that in the next couple of months we will have had the first good look at it at the Executive level, but, as I mentioned earlier, there was a sort of change of government between the time the report was submitted and now, so we have not yet considered the long-range implications in depth. Thank you.

College Programs, Total 0 And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We are on page 16.06 then, college programs, \$7,410,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Continuing education, total O and M, \$3,255,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Student Residences, Total O And M

CHAIRMAN (Mr. Gargan): Student residences. Mr. McCallum.

MR. McCALLUM: Mr. Chairman, I wonder if I may have from the Minister an idea of how much is paid per diem per student to residences, for example, in Fort Simpson, Inuvik? Is it \$12, \$14, \$15, or what is the per diem in those?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we do not have the per diem costs per student, but I could give the Member the annual costs of each resident. I suppose it would be a relatively simple matter to divide those annual costs by the number of days and come up with the rate, but I am sorry I do not have the particular numbers the Member wishes.

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

MR. McCALLUM: Mr. Chairman, I wonder if the Minister would indicate to me what amount is provided for students outside of the residence. For example, I think in Yellowknife there are some students who are getting private home accommodation. Maybe I could get a per diem rate on that.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: In Yellowknife it is \$12 a day, Mr. Chairman.

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

MR. McCALLUM: Mr. Chairman, I wonder again if I may ask the Minister is that the same rate that is paid to students who attend Grandin residence? Is it a \$12 per diem?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: I am sorry I do not have that information, Mr. Chairman. If I could take that question as notice and provide it to the Member, I think the rates are adjusted according to costs and we keep them parallel with the rates established by Social Services for home boarding, so they would vary from community to community according to the cost of living and in line with the Social Services policy.

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

MR. McCALLUM: Mr. Chairman, I guess the Minister took the wind from my sails. What I was wanting to do is to find out what the per diem cost was because it is my understanding that the Grandin residence in Fort Smith is having a difficult time with the present per diem given to those students. I am not sure what amount we pay to Northlands school division in Alberta for example, to have students get education who stay at that residence. But I had an ulterior motive in asking this of the Minister because I wanted to move a motion to have that per diem rate that is being paid to Grandin more favourably equated with what it would be in our own government-run hostels if it is not, because, as I say, it is my understanding from discussions that Grandin residence is having a difficult time with the cost of running that operation. That is one operation, Mr. Chairman, I think that has had a pretty good success rate over the years. However, without getting the information from the Minister, I do not dare make any kind of a motion to recommend that the Minister and his department take a look at those so there is a more equitable rate paid on a per diem basis to Grandin. However, it may possibly come back again. I thought I might have had the chance to get something. I only see three Members of the Executive Council across the way and I thought this might have been the time to get some kind of a motion in. However, without the information I cannot very well go ahead.

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

HON. DENNIS PATTERSON: I am sorry I do not have that information, Mr. Chairman. It is hard to anticipate every question but what I will undertake to do is to provide to the Member an analysis of our per diem costs at the government-operated residences and at the residences where we contract services such as Koe Go Cho in Fort Simpson and Grollier Hall in Inuvik so he can do that, he can make that comparison himself. Thank you.

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

MR. PEDERSEN: Thank you, Mr. Chairman. I would like to request from the Minister if I could have a copy of the same information. It is similar information I am after. Akaitcho Hall I know has more students attending Sir John Franklin than can be accommodated in Akaitcho Hall and some are now accommodated in private home accommodation. Could the Minister indicate how many students are accommodated this way and also does his department by any chance have an estimate of how many students will be required to be accommodated in private homes in the next, say, five year period perhaps?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, there are 127 students now in the residence in Akaitcho Hall in Yellowknife and 21 students are presently being home boarded. As to the second part of the Member's question I do not have a forecast now, but based on the past I am sure we could predict what the student load might be over the next five years and I would be glad again to instruct my officials to undertake that projection.

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

Home Boarding Program

MR. BALLANTYNE: Thank you, Mr. Chairman. Still on the home boarding program, as I understand it now the program is in effect just because of the lack of space in the residences. Is that correct?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: That is correct, Mr. Chairman. We have a policy of trying to make use of the residences because of the overhead and the fixed costs that we have there. We require students to stay there when there are empty beds. It is only because the residence is full to capacity that we are undertaking home boarding in Yellowknife.

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

MR. BALLANTYNE: What I would like to know is this. Is any sort of an evaluation being done on the program? For instance instead of adding additional bed space to the hostels, can it ever be demonstrated that this is a positive alternative? That, if given the choice, a number of students might prefer this sort of accommodation rather than the hostel?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, yes. We acknowledge that, particularly some students who may be older and more mature or even not quite as sociable as other students, can survive better outside the hostel. I will use the word survive. In fact, in Akaitcho Hall in recent years there has been a very successful experiment undertaken whereby students were accommodated in the cluster units, I believe they are called, in Northern United Place. That has worked well. Also I think we are open to those kinds of alternatives. As a matter of fact I just met today with the president of the Dene Nation who said that there are some Dene students who, in his view, because of the cultural environment that they can find in certain Dene families in the city, are better off in private homes than they are in Akaitcho Hall. Mr. Kakfwi asked me if I would look into the possibility of establishing a policy to accommodate students with these special needs. I told him that I was open to that, especially since the residence is quite full anyway. I was open to reviewing the special situation of the Dene students that he had identified to me.

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

MR. BALLANTYNE: Yes, the following question to that. I understand that the rate for a home boarding program is \$12 a day. Has the Minister had any complaints from any of the people who are actually participating in the program and providing homes, that \$12 a day might not be adequate to feed a growing teen-ager?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Actually, Mr. Chairman, we had a number of complaints so we increased the rate to \$12. My information is that we are able to attract good families, good homes in good numbers now, with that rate in this city.

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

MRS. LAWRENCE: Thank you, Mr. Chairman. My question is that somebody had brought up about students getting kicked out of Akaitcho Hall. Does that mean that once a student is sent out or kicked out that he or she can go back to school if the individual student should find accommodation of her own? Can they let her go back to school? Because that means that if they do not allow her to go back to school then it is not doing her any good, by throwing her out of school as well.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: No, Mr. Chairman, the hostel has its own rules and the students that violate those rules may not be allowed to remain at the hostel. It certainly does not mean that they are out of school. They have the opportunity to continue to attend high school and the decision about whether or not they are suspended from high school rests with the high school. So, a student who can find her own accommodation is still able to attend school.

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

MRS. LAWRENCE: Thank you, Mr. Minister. I have another question about that comment that I made earlier regarding the program where the funding was cut off, the program that was running in Fort Resolution. I wonder if the Minister found any information on that program that I was talking about.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I apologize for the confusion in this matter. I was convinced yesterday that the Member was referring to an adult education program where allowances were sponsored by Canada Employment and Immigration. It indeed is a different program that is also offered in Fort Resolution under the Canada community development program. We have learned that CEIC has committed \$53,508 to this program and it is scheduled to terminate March 9th. We now have the information from CEIC and the Member's advice that it is a worthwhile project. We will endeavour to use our good offices to persuade CEIC to continue the program until the end of the school year as the Member requested. Failing that we will see what we can do, given the absence of a home economics program in the school, to support the project to the end of the school year if the CEIC is not able to continue it.

Student Residences, Total O And M, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Page 16.08, student residences, \$4,552,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Grants And Contributions

CHAIRMAN (Mr. Gargan): Thank you. Detail of grants and contributions, page 16.09. Mr. MacQuarrie.

MR. MACQUARRIE: Thank you, Mr. Chairman. With respect to post-secondary students, I have had the concern -- it is a theoretical concern in the past -- that with the removal of the part of the Edmonton office and what appeared to be a reduction in counselling services, we might begin to

see more drop-outs among students who are going to the South for post-secondary education. Could I ask whether the Minister has statistics to indicate over this past year just how that is working out? Is there any worse a percentage of drop-outs than there had been in the past?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, firstly we did retain a counsellor in Edmonton. There is a full-time counsellor there available to the large number of territorial students who go to school in Edmonton. I do not have statistics here on success rates of students under our grants and bursaries program. I am informed, generally, that they do very well. They are increasing in their rate of success rather than any trend the other way. I could provide the Member with, not individual marks, but indications of how many of our students pass their courses each year. I am sorry I do not have that information at my finger tips except the reports of the student services office that our students are doing very well. Of course, some of them have distinguished themselves with scholarships and other distinctions. Of course, we do provide scholarships now for 80 per cent achievement in high school and at the university level which seem to have been well-received. I know we have given out significant numbers of those achievement awards.

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

MR. MACQUARRIE: Thank you, Mr. Chairman. I do not need that information immediately but it is an area I am interested in so I would appreciate taking the Minister up on his offer to receive that kind of information at an appropriate point.

CHAIRMAN (Mr. Gargan): Thank you, Mr. MacQuarrie. Detail of grants and contributions. Mr. Ballantyne.

Tree Of Peace Funding

MR. BALLANTYNE: Mr. Chairman, on page 16.10 I see the grant to the Tree of Peace is \$144,000. That is for the kindergarten. The Tree of Peace also runs an adult education program. Is there some other funding identified for the Tree of Peace or is \$144,000 the total funding for the Tree of Peace?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: The budget book is not quite accurate, Mr. Chairman. It is for both the adult education and the kindergarten program.

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

MR. BALLANTYNE: I would like to make the Minister and his officials aware that the Tree of Peace are about \$15,000 short of what they actually need to have the program. I do not know if they have been in contact with you or with Mr. Lewis but if they have not I am sure they will be shortly.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we did give a \$7000 increase over last year to try to cover some of the increased costs and my deputy informs me that he was to meet with Mr. Eagle today but he had to come here today instead. So I think they will be meeting shortly. Thank you.

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

MRS. LAWRENCE: Thank you, Mr. Chairman. Back to page 16.09 under the boards of education grants. It seems there is such a big amount. Can you explain to me what all is involved? Also, I still want that policy for grants and bursaries. Is it possible for me to obtain that policy?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Funding For Boards Of Education

HON. DENNIS PATTERSON: Yes, Mr. Chairman. I had meant to provide that information to the Member or to the House and I have it on my desk, but I just passed by it today in returns to questions. Yes, it certainly is possible to provide the policy and criteria for grants and bursaries.

The funding to the school boards looks large. In fact it is as generous as we can be. But Members should know that the school boards in Yellowknife represent approximately 20 per cent of the students in the Northwest Territories and the grants are simply based on a formula which takes into account all the costs that the government ordinarily has to meet in running a territorial school; fuel, materials and supplies, maintenance, utilities, water, as well as staff. What we do is look at the nearest comparable communities around the lake and provide the school boards in Yellowknife with the same level of support with a 25 per cent reduction, which is made up by the taxpayers of the city of Yellowknife. We did revise the formula at the request of the school boards. We reviewed it and revised it and it now does include a formula for special education funding based on the level of services provided in the Fort Smith Region. That is quite a high level of service. It has resulted in more funds being available for special education this year in districts one and two. But it is really just based on the costs that we incur in comparable government schools, less the moneys that are raised by Yellowknife taxpayers, which amount to about a quarter of the costs. Thank you.

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

Terry Fox Foundation

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. On page 16.09 I would like to make a comment regarding the Terry Fox Foundation. Looking back at the Terry Fox marathon when the incident was happening, if this were translated people would be able to help themselves to know more about the situation. I was asked in my constituency if you might be able to get to translate Terry Fox's life into Inuktitut. Terry Fox's life was so emotionally involved so I think we should give this information to other communities and maybe it would be some help if you could write Terry Fox's life and translate it into Inuktitut. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I thank the Member for that advice. I think Terry Fox is an inspiration to all Canadians and we should find a way to incorporate his life story into our school curriculum. I am going to follow that up on the Member's advice, but I would like to explain, Mr. Chairman, that this reference to Terry Fox in contributions is a small fund that we have to help send territorial students to the Terry Fox Centre in Ottawa. Communities that can raise one quarter of the travel costs can get assistance from us and a program called Open House Canada. They can visit the Terry Fox Centre in Ottawa and meet other students from across the country, see the nation's capital and find out more about Terry Fox's life. So that is what that contributions fund is for, but I think the Member has given us good advice on making sure our students know about the example set by Terry Fox. Thank you.

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

Funding For Athletic Competition

MR. MACQUARRIE: I would turn the Minister's attention to 16.09 under contributions, the NWT School Athletics Association. This I understand is a contribution that is made to this association each year to help interschool athletic competitions, the travel costs for interschool athletic competitions, but I understand this has not been raised significantly over the last three years at least, or perhaps longer than that. I also am aware that somewhere in the neighbourhood of perhaps \$150,000 would have been spent by schools last year in having students travel from one school to another for participation in athletic events. In view of that I just feel that there should be some significant change in the amount that is allocated for this purpose. I think it is a very desirable kind of exchange socially as well as athletically. So I would like to see a more significant amount allocated to that, but I guess I would also like to see a special designation of part of that fund for high school interathletic competitions because when students get to the high school level where the development of skills has occurred to a considerable extent then I think that interschool athletic competition becomes even more important. I believe right at the moment it is just a block fund and decisions are made without respect to grade level so that there is not a great deal available for assisting the high schools in this regard. Could I ask the Minister whether there is the possibility of increasing that amount and whether he perhaps also feels that some part of the fund should be designated to assist high school travel?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am glad the Member raised this because I had agreed fully with what he says and in fact I thought I had directed that we increase this allocation. I recognize that it is small, that it has not changed for many years and I do recognize that communities and schools are raising significant amounts of money on their own and growing amounts of money and that we should at least try and increase the portion of our contribution. I have received many representations from physical education teachers even in my own constituency about this and I can tell the Member that I am very confident we can find a way to enlarge this amount in the coming year. I know we can find a way because I think it is worthwhile. I think this is a very important part of education and I think we have to keep pace with the efforts that schools are making. Maybe there is merit to the idea of setting aside a separate category for high schools because they have a different level of competition and a separate need. We have done that with computers and I do not see why we cannot split up this fund, but without being specific I can assure the Member that I am determined to do something about this and I am sure a way can be found.

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

Cultural Inclusion

MR. ERKLOO: (Translation) Thank you, Mr. Chairman. On page 16.09, the very last paragraph, I am going to ask a question concerning cultural inclusion. Is this talking about one person who will be paid \$35 a day? That is per head?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: That is the \$35 per student grant, where it comes from.

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

MR. ERKLOO: (Translation) Thank you, Mr. Chairman. To my understanding they are divided into different groups for cultural inclusion and English programs. I thought they were going to try and amalgamate those two different programs.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I agree with the Member that cultural programs should not be added on to the school program through a separate fund. My own feeling is that as we succeed in training bilingual teachers and in making our curriculum more relevant to the culture and history of particular communities, the school will become a cultural event in itself. There will be no need to add on cultural programs. This is a belief that I have. I think I agree with what the Member is saying. It is just that I find that it is very difficult to stop a program once in place. I am afraid that I would receive a very negative reaction if I were to take the cultural inclusion fund and put it into the department budget toward curriculum development and toward improving the cultural content of the school through teacher training and this sort of thing. So it still remains and I would welcome the Member's leadership in finding a better way to use these funds because I think that sometimes they are used effectively and sometimes they are not. I would rather not see them added on to the regular school program. Thank you.

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

Written Record Of Culture

MR. ANGOTTITAUROUQ: Thank you, Mr. Chairman. Looking at culture there, I have some strong feelings toward culture. Lately I do not also feel that it should be taught in classrooms. But there is nothing really that marks down the culture these days in a book -- or the parents cannot really teach their kids any more because they are living in houses now and that is a different story. To really remind the kids of culture they have to be out on the land or somewhere besides the houses, and people usually do not take their kids out for camping. I strongly feel that it should not be forgotten but I really do not think that it should be taught in classrooms because, well, nowadays students are, whatever you call it, people are changing to a modern way of living. But to think of culture and hearing that there are, some of these things are in museums, and I really do not believe in collecting too many things about culture in museums because not a whole lot of people in settlements get the chance to see them. I strongly feel that before the elders are fading away that this should be marked and be put in a book completely so that in the future it could be

taught. If need be, to be remembered or just as a library, not really to teach but for interested people to read. I have seen a lot of books about the North but these books some of them are made so beautiful that people just buy them just to hear the good story. It is not really educational. Some of them are not even true. But what I am thinking is before the elders fade away I believe that something should be put in a book so that it could be saved for the future. There is a lot of money here that is going toward culture. I believe, in the future that something should be done to take some of that money that goes toward culture and get some few people travelling from one settlement to the other to really put that in a book. That is what I believe and I would like the Minister's reply to see whether that could be thought of in the future.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am very impressed with what the Member says and I think there is great merit in what he says. The portion of that \$2.7 million which goes into cultural inclusion is about \$420,000 and it represents a \$35 per student per year grant which goes directly to the local education authorities. If the Members of this Assembly are saying there are better ways of using those funds so as to preserve the cultural heritage, the rich cultural wealth of the Northwest Territories for succeeding generations, then I am quite willing to reconsider how we spend those funds. However, as I have said earlier, I know that there are a number of local education authorities who would complain if those funds were not available to them. Some of those local education authorities actually do make it possible for parents to take their children out on the land in the spring or for hunters to take children out on the land who might not otherwise have an opportunity to see cultural skills being practised as Mr. Angottitauruq was suggesting.

The other factor now entering into it is the initiative taken by my colleague, the Hon. Nick Sibbeston, to establish a Ministry of Culture which would seek to preserve and promote cultural activities in the Northwest Territories. I guess what I am saying is that I am getting direction from Members of this House, which I welcome, to review the effectiveness of this program and perhaps to, in light of Mr. Sibbeston's initiatives in the area of culture, find out whether there may be more effective ways in which to use these moneys. If we had divisional school boards they would take this grant and decide for themselves whether they would wish to spend it on cultural programs or put it into other programs. So, the divisional board would take the discretion away from the department and put it into the hands of the elected representatives in a particular region. Until we get divisional school boards established, I am quite willing to review the effectiveness of this program with my officials and before next school year take another look at how we might better use those funds to promote the goals that the Members have mentioned. Thank you.

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

MR. ERKLOO: Thank you, Mr. Chairman. When we talk about culture maybe we are talking about different cultures. What I am talking about is children, preparing them where they are. That is what I am talking about. I am not talking about going back to 2000 years ago. What I am talking about is my child being taught at the school so he can live in Pond Inlet. If he was taught in, let us say, Yellowknife, that would be something else. He would have to drive a truck to be able to live. In the smaller communities it is something else. When your skidoo breaks down you have to survive, you have to look after yourself. The women have to be able to make the clothing for their husbands. That is what I am talking about because when I go out with my 17 year old I expect him to act like a 17 year old, not seven years old. When I go out with the Kabloona I have to look after him, I do not know, like a young person because he is not suitable to that environment or condition. I think my younger generation and the next generation will live around Pond Inlet for a long time to come. So we have to prepare them. They have to live in that situation or condition. That is what I am talking about when I say cultural. I am not talking about 2000 years ago culture. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Erkloo. We are on page 16.09, grants and contributions. Mrs. Sorensen.

Indigenous Language Development

MRS. SORENSEN: On page 16.09 you have indigenous language development program. The Minister made the comment in his opening remarks with respect to that program and I am wondering if you could elaborate for me on how you are pulling it all together, particularly with respect to the Dene

languages and the newness of the program. I think we are now two years into the indigenous language program in the West, in a meaningful way, in a planned way. Can you perhaps enlighten me and the committee on how well you are doing now and what the plans are for the future? Whether we can continue as a government to rely on outside projects like this to continue to develop the work that needs to be done in the programs or whether at some point do we have to pull it all together under one body?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The Member has very well stated the challenges we have to address with this fund. I should explain that significant resources from the Department of Education have gone into supporting the projects and trying to co-ordinate the projects so that where a Slavey curriculum is developed in a particular community it can be shared with other communities. We have had, I think, significant successes in producing curriculum materials that are useful in classrooms and we have had, I would say at least, offhand, six or seven full-time staff people working for the Department of Education who are themselves experts in various native languages as well as curriculum development, working in the Keewatin building together, to try to support these projects and assist in developing curriculum which has educational relevance.

We have also found that we had to sort of start at the beginning in many communities and train people because we just do not have skilled linguists or people who have the necessary skills to prepare and develop curriculum existing in the communities. So in looking at or discussing, reviewing the program in connection with this budget preparation it was observed that perhaps we should have put more effort in earlier years into actually training before we started trying to produce curriculum material because as it was, we tried to do both at once, knowing that it was a program designed to terminate after three years. But generally I would say that we have done a significant amount of good work and learned quite a bit.

With the help of the Secretary of State we are going to be sitting down in early April to assess exactly where we have gone and where we should go from here, what the priorities should be. I can briefly describe to the Member the objectives we have set for 1984-85 for the fund. They are to assist projects to conclude their research activities, to analyse and appropriately record linguistic, social and cultural research data collected during the initial years. In other words, to make sure that before the fund ends, we have collected everything. To gather and complete learning and classroom materials and make sure that it is produced and made available to other communities. For Dene languages to develop a curriculum outline for native languages as first language situations and also for native languages as second language situations. In Inuktitut to produce materials to support the kindergarten to grade six curriculum outline prepared by the department. That is an example where the department has developed an outline and we are counting on communities to fill in with the production of materials. To continue to provide training for individuals involved in native language curriculum materials development and native language teaching. To work closely with regions so that they can assume a greater role in the ongoing development of local language specific resources to support the language curriculum and to prepare proposals and recommendations concerning ongoing funding and resource allocations for the continuance of work at the regional level.

I have been warned I guess that we are much further ahead with the Inuktitut curriculum development than we are with the Athapascan languages, that to reach a similar level with Athapascan languages will require greater levels of endeavor given the degree of language loss, the number of languages involved and the limited present usage of native languages in public documents and materials. For these reasons it looks very much like -- at least for the Athapascan languages or particularly for the Athapascan languages -- we are going to require a sustained level of support over future years if we are to succeed in preserving those languages and enhancing their use. We are already working on appropriate strategies and funds to meet these challenges beyond 1985. As I say, fortunately the Secretary of State has developed a new program and this conference will allow us to address just what level of support we can expect now from the federal government which is pouring significant resources into bilingual education in terms of French and English but has just started to address the problem of indigenous languages. I hope we are really going to develop some long-range goals at this conference which will basically bring together all the participants in the indigenous language fund projects over the last couple of years. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Page 16.10, total contributions is \$6,199,000. Agreed?

SOME HON. MEMBERS: Agreed.

Total Grants And Contributions, Agreed

CHAIRMAN (Mr. Gargan): Thank you. Total grants and contributions, \$14,601,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Administration, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Detail of capital, total administration, \$54,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total buildings and works, \$9,945,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

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

MR. ERKLOO: (Translation) Thank you, Mr. Chairman. There are a lot of places that have been done and also I am aware of new schools being built in other different settlements. Can you clarify where the Pond Inlet school would get some more money to build an extension to the classrooms in Pond Inlet in 1984?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the capital plan is not necessarily as rigid as it appears to be in this book. We can, in responding to needs that have not been anticipated, bring projects forward, especially if they are smaller projects and take advantage of moneys which for one reason or another are not used in a particular year. As I mentioned to the Member in the House, I recognize fully that the school in Pond Inlet is now crowded and will become more crowded in the coming year. Therefore, I think in advance of the school addition being constructed to replace the old wing I am quite confident that through this capital outlook process we could build a double portable classroom to ease the strain even in the coming year through the capital outlook process. The major addition, four classroom addition is still on schedule for preliminary work in 1985, design in 1986 and construction in 1987, but since there is a space crisis there I am looking at putting a portable facility in to alleviate the overcrowding situation until the new addition is built. We also made it for last year, but because of sealift deadlines could not quite get the materials to Pond Inlet on time, but I think this year we could certainly do it with more lead time. I hope that answers the Member's question.

Minor Projects, Schools, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Page 16.12, total minor projects, \$527,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture And Equipment, Schools, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture and equipment, \$752,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Grants, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Thank you. Total grants, \$150,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total schools, \$11,374,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education

Minor Projects, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total minor projects, \$45,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture And Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture and equipment, \$85,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total continuing education, \$130,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

College Program

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total buildings and works, \$350,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Furniture, Equipment And Mobile Equipment, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total furniture, equipment and mobile equipment, \$526,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

College Program, Total Capital, Agreed

CHAIRMAN (Mr. Gargan): Total college program, \$876,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Student Residences

Buildings And Works, Total Capital

CHAIRMAN (Mr. Gargan): Total buildings and works, Mrs. Sorensen.

MRS. SORENSEN: Thank you, Mr. Chairman. I am interested in the two 12 bed hostels for Fort McPherson. I wonder if I could have an explanation of this project, please.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the hostels in Fort McPherson are badly run down. I have seen that for myself, but I am informed by my officials that the community apparently has expressed a desire to have us study the home boarding option that Mr. Ballantyne alluded to earlier as an alternative to the institutional approach so at the request of the community we are -- I guess we have put this project on hold until we investigate this option for them. I think that is all I could say at the moment. Thank you.

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

MRS. SORENSEN: Maybe you could enlighten me, Mr. Minister, who uses the hostel? There is not a high school in Fort McPherson. Who is it designed for?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, there are several small hostels in the Mackenzie Valley. There is another one in Fort Good Hope. These facilities have been required for students whose parents go out trapping and go out on the land so that the students can remain behind and get an education. They have been used seasonally and they include students from Fort McPherson, but also from other communities in that region who similarly have children who would not be able to get an education otherwise. As Ms Cournoyea pointed out, in that area not every community does yet have grade nine. I believe we are still working on getting up to grade nine in Arctic Red River, although I think some progress was made in the last year. So it probably includes some students from communities like Arctic Red River who cannot get even to grade nine, in their home communities.

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

MRS. SORENSEN: Two questions arise out of that then. Who looks after the children when they are in the hostel? Are they government employees or is it a community-run institution? Secondly, do we have within the Department of Education a policy that allows other communities to have similar types of institutions because obviously there are other communities, many other communities where parents go out on the land who, perhaps, would like to leave their children in the community for similar kinds of reasons such as attending school. So do we have a policy and number two, who is involved in the running of the institution?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, these facilities are really a legacy of the era when the federal government had responsibility for education. The hostels are usually run by contract with the local band council. The employees -- I should not call them employees, they are really group home parents -- are not really public servants. Because those are, I guess, legacies of the federal era we do not have a policy that allows for similar facilities across the Northwest Territories, although I think it is fair to say that we do try to accommodate in our various residences, students whose parents are on the land who would not otherwise receive an education. I do not think we have a policy as such. It is more or less an ad hoc community by community arrangement which seems to be working fairly well.

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

MRS. LAWRENCE: Thank you, Mr. Chairman. The question I was going to ask, Mrs. Sorensen has asked but while I have the floor I would like to ask, it seems that when the federal government was responsible for education they met the needs of the people at the community level such as this hostel that has been existing in Fort McPherson. I know in some areas there is a need for that sort of thing because there are families that would like to go trapping and they cannot leave their children with anybody else. There is no provision made for these families. I wonder if it is possible for the Education department to consider having at least a regional set-up for people that would like to go out hunting to leave their children behind during the school months.

CHAIRMAN (Mr. Gargan): Mr. Minister.

No Policy For Students Whose Parents Are Out On The Land

HON. DENNIS PATTERSON: I think the Member is asking if we could look into developing a policy for residences in regions for students whose parents are out on the land. I guess in answer to Mrs. Lawrence's question, I think we have programs in place in some communities. But no real policy. So maybe we should look at whether there are needs in other areas that are not being met. We are looking in Fort McPherson at developing alternatives to the institutional approach through the home boarding situation. It may be cheaper and may be more effective for us to offer to board students whose parents are out on the land. So I think in the course of reviewing the Fort McPherson community proposal for home boarding as an alternative to hostels we should be able to come up with a policy that we can apply in other communities. I take that as good advice from the Members and I will look into that.

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

HON. RICHARD NERYSOO: All good politicians must come to the aid of their communities when it seems there is confusion in the comments that are being directed toward the Minister. First of all I would like to commend the Minister for finally responding to a concern that arose some five years ago in which the communities were requesting a residence in Fort McPherson. In fact, it was a suggestion at that time of the department to move a portion of the Fort Good Hope hostel to Fort McPherson. That did not come about. During that period we also removed the existing federal hostel and in fact completely demolished it. That was a decision that, of course, the Executive Council made but it was a suggestion by the engineers of the Government of the Northwest Territories to do so.

The other concern that was not addressed I think was -- it seemed to centre around the idea of Fort McPherson getting the hostel -- that they are looking at options. I think that I would have to suggest that they are not totally committed to the idea of the hostel and both hostels being constructed in that community. So I think I would have to clarify those particular issues. If you have other concerns I suggest to the Members of the House they talk to their local education authority about their ideas on the particular issue as well.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Nerysoo. Mrs. Sorensen.

Need For Clear Policy

MRS. SORENSEN: Mr. Chairman, my questions and the answers I have received have not provided for any confusion at all. I think that what has been established is that there exists in the capital, money to rehab and perhaps reconstruct a hostel which, to my mind, we do not have a policy for in the Department of Education. That is something that has been hanging around, so to speak, from the federal government. The hostel is something that has not been debated in this House with respect to whether we want to provide hostels for children whose parents are on the land or whether we want to board these children, or in fact we do not wish to do any of that at all. I am not saying that I disagree with hostels nor with boarding the children. What I am, in fact, saying is that I think we should have a clear policy on which direction we intend to take because once we have a precedent in one community then it will be very difficult not to say to the 30 or 40 other communities where the same or similar circumstances exist for the parents, "No, you cannot have a hostel." Therefore, we are beginning the process of establishing through this appearing in our main estimates, a precedent that I am not so sure this House approves of yet. So I would caution the department, even with its approach to home boarding of these students, that if they intend to do

that then it should come back into this House for a clear debate on whether this government wishes to take over the responsibility of parenting when parents go out on the land. Again, I would reiterate for Mr. Nerysoo's sake, that I am not opposed to it necessarily but I would like the opportunity to debate that whole question in this House before we take any affirmative action on this issue.

CHAIRMAN (Mr. Gargan): Thank you, Mrs. Sorensen. Mr. Nerysoo.

HON. RICHARD NERYSOO: Mr. Chairman, it just seems ironic though that the issue would arise at this time when the whole policy or the program was established some 10 or 15 years ago. It has long existed and the question arose on a particular capital project. I suggest that if the question is to arise on a policy issue it should have arisen a long time ago. Not just because a particular project is in the capital plan. I think the historical evidence will show that this particular request, and I will defend it, was in fact requested long before I became a Member of this House.

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

MR. MACQUARRIE: I would just like to address the matter more generally. The Minister seemed to indicate that he was open to reviewing the matter and possibly attempting to formulate a policy. It seems to me that in order to do that effectively there is or should be information available to the department that would help it to develop an effective policy because there are places where either or both of these methods have been used and some places where one method was used and then the other. For example, when I first went to Baker Lake as the principal there, there were two small hostels in operation. It was a federal school at that time. The children who lived in them were very well cared for. There is no question about that at all. But they were quite costly to operate. During the period of my time there, the decision was made in the community to go to local boarding and the hostels were closed down. That was just during my last year there. So, I personally cannot say what results were eventually, as to that change, whether it was more desirable or was not. It certainly was cheaper and generally, as the principal, I found that the children who were placed in local boarding were also well looked after. So the department would have that kind of information I am sure, not only from Baker Lake but from other communities to enable it to draw a policy that would be acceptable to most Members.

CHAIRMAN (Mr. Gargan): Thank you, Mr. MacQuarrie. Mrs. Sorensen.

MRS. SORENSEN: Well, Mr. Chairman, I must rise to Mr. Nerysoo's remarks and say that 15 years ago I was a very young, innocent, blushing girl, not around to ask questions concerning policy. I find the opportunity now to ask such questions and I will not be put off. I have another question regarding the renovation program of Grollier Hall. I wonder if I could have an explanation of that and what the condition of the hall is that requires renovation.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the condition of Grollier Hall is basically the same as it was when it was built in the 1950s and that is the reason that we have budgeted these funds. The Department of Public Works has undertaken an assessment of the structure and have uncovered a number of significant requirements for upgrading. In addition to the physical needs of the building, and I am thinking of plumbing and wiring and those kinds of physical needs, when I have been in the hostel in Inuvik students and staff have said "Well, you know, it is time we had new furniture. The beds are 1950s style beds with extremely soft mattresses and there is a need for new furnishings and fixtures as well as the physical maintenance." I can tell the Member that I see this \$180,000 as only the beginning of the renovations that are required in Grollier Hall to bring it up to the standard of the residence in Yellowknife. So there is a long way to go and anyone who has been in that residence will agree with me. I think that the structure, although still sound, is now some 30 years old and is in need of major rehabilitation to be brought into the 1980s. Thank you.

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

MRS. SORENSEN: My question was not to try to thwart, Mr. Chairman, but rather, I am aware that the building is very old and I am also aware that when you try to renovate something that is 30 years old you sometimes create a bigger problem than you had when you started. The concern I have is, are we sure that a renovation program is what we should be doing? Or have we looked at an alternative which is an entirely new hostel, a new institution as opposed to a renovated one?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Of course I am not an engineer and in fact I am not even an educator, but the feeling I get as a politician was that we needed to improve that residence, so I directed that moneys be allocated toward renovations and I am informed that the Department of Public Works has done detailed investigations in preparation for this fiscal year when we do have these funds available. The report is still not complete, but I am quite confident that the engineers or the experts who are doing that report will tell us if we are trying to keep a sinking ship afloat. I guess my own instinct as a layman is that the buildings of that era are solid and are worth upgrading compared with the exorbitant costs of new facilities, but we will have to wait for the report of the experts. The final report is not yet in my hands but we are confident -- or hopeful at least I should say -- that we can get some more life out of this building with fairly modest amounts of capital funds compared with the costs of a new building. So I would have more information for the Member on that once I get the report from DPW which I think is expected shortly. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. The time now is 6:00 o'clock. I will now report progress.

SOME HON. MEMBERS: Agreed.

---Agreed

MR. DEPUTY SPEAKER: Mr. Gargan.

ITEM 16: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF BILL 1-84(1), APPROPRIATION ORDINANCE, 1984-85; TABLED DOCUMENT 4-84(1), 1984-85 MAIN ESTIMATES

MR. GARGAN: Mr. Speaker, your committee has been considering the 1984-85 main estimates of the Department of Education and wishes to report progress, with two motions being adopted.

Motion To Accept Report Of Committee Of The Whole, Carried

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

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

SOME HON. MEMBERS: Agreed.

---Carried

MR. DEPUTY SPEAKER: Thank you. Any announcements from the floor? Mr. Clerk, announcements and orders of the day, please.

CLERK OF THE HOUSE (Mr. Hamilton): There will be a meeting of the standing committee on finance tomorrow morning at 10:00 a.m. There will also be a caucus briefing at 11:30 tomorrow morning.

ITEM 17: ORDERS OF THE DAY

Orders of the day, Wednesday, February 22nd, 1:00 p.m.

1. Prayer
2. Members' Replies
3. Ministers' Statements
4. Oral Questions
5. Written Questions

6. Returns
7. Petitions
8. Reports of Standing and Special Committees
9. Tabling of Documents
10. Notices of Motion
11. Notices of Motion for First Reading of Bills
12. Motions
13. First Reading of Bills
14. Second Reading of Bills
15. Consideration in Committee of the Whole of Bills and Other Matters: Bill 1-84(1) ; Tabled Document 4-84(1); Bills 2-84(1), 3-84(1), 4-84(1), 5-84(1)
16. Report of Committee of the Whole
17. Third Reading of Bills
18. Orders of the Day

MR. DEPUTY SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until Wednesday, February 22nd, at 1:00 p.m.

---ADJOURNMENT

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