



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, MARCH 5, 1981

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Mr. Curley, Ms Cournoyea, Mr. Evaluarjuk, Mr. Fraser, Mr. Kilabuk, Mr. McLaughlin, Mr. MacQuarrie, Hon. Richard Nerysoo, Mr. Noah, Hon. Dennis Patterson, Mr. Pudluk, Mr. Sibbeston, Hon. Don Stewart, Hon. Kane Tologanak, Hon. James Wah-Shee

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): The orders of the day for March the 5th. Item 2, oral questions.

ITEM NO. 2: ORAL QUESTIONS

Mr. McLaughlin.

Question 145-81(1): Term Of Appointments To NWT Water Board

MR. McLAUGHLIN: Thank you, Mr. Speaker. I have a three part question for the Minister of Renewable Resources. Members will recall that early last year Mr. Don Gamble and Father Lou Menez were recommended by motion of this House for appointment to the Northwest Territories Water Board and were subsequently appointed by the Hon. John Munro. My question is: Does the Minister know that these appointments were only for one year while previous members were appointed for two or three year terms? Does the Minister think that the shortness of these appointments is in any way related to the fact that the Department of Indian and Northern Affairs is currently in the process of recommending changes to the Northern Inland Waters Act which will affect the people of the North?

SOME HON. MEMBERS: Shame, shame!

MR. McLAUGHLIN: And that the Northwest Territories Water Board has not been asked to participate in these recommendations?

HON. TOM BUTTERS: Foul.

MR. McLAUGHLIN: Finally, has the Hon. Mr. Nerysoo or any other official of this government been consulted and if so, will the Executive Committee be making their present position known to the House before finalizing any recommendations or changes to the Northern Inland Waters Act?

MR. SPEAKER: Mr. Nerysoo.



Return To Question 145-81(1): Term Of Appointments To NWT Water Board

HON. RICHARD NERYSOO: Yes, Mr. Speaker. With regard to the appointments of Mr. Gamble and Father Menez, the appointments were for a one year term. They replaced people that had been recommended for one year terms previously, and presently there are a number of other appointments that have, or will run out within the next four or five months. With regard to the amendments to the Northern Inland Waters Act, amendments have apparently gone to cabinet and that is without consultation with the Water Board or with myself as Minister responsible.

MR. MacQUARRIE: Shame!

HON. RICHARD NERYSOO: It is more than difficult, I guess, at this time to say whether or not we, the Executive Committee, will have any position, but I certainly will express disappointment to the Minister if I have a chance to talk to him about these amendments that are occurring at the moment.

MR. SPEAKER: Thank you. Supplementary, Mr. McLaughlin.

Supplementary To Question 145-81(1): Term Of Appointments To NWT Water Board

MR. McLAUGHLIN: Yes. Just to go into detail, a question on some of this: I would like to know if the Minister is aware that one of the changes being proposed would allow the controller, and the controller is an employee of the federal department, to issue some licences without having to go through the board.

HON. DENNIS PATTERSON: Shame!

MR. SPEAKER: Mr. Minister.

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I would like to say that we are not aware of the total details of the amendments that have gone to the cabinet.

MR. SPEAKER: Thank you. Will you take that as notice and try and bring back an answer? Oral questions. Mr. Curley.

Question 146-81(1): Hunting Rights, Thelon Game Sanctuary

MR. CURLEY: Mr. Speaker, my question is to the Minister of Renewable Resources. He indicated about a couple of weeks ago in response to Mr. Noah's question about the Thelon Game Sanctuary with respect to hunting rights for people -- is the Minister actually preparing to negotiate with the federal government to try and open up the hunting rights for people in the Baker Lake area and if not, why not, because I believe he should be aggressively trying to open the hunting rights for people there? Also, I would like to know what would happen to a hunter if he were to open a trap line in that area? What steps would be taken to prevent him from doing that?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 146-81(1): Hunting Rights, Thelon Game Sanctuary

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I would just like to say that with regard to the Thelon Game Sanctuary, I made the Minister of Indian Affairs and Northern Development aware of the situation and the need to have some amendments for the Inuit hunters to be allowed to hunt in that area. Now, there was some concern expressed on my part that I did not necessarily want total amendments to the regulations for the sanctuary, in that it might, in future, allow for mining companies to move in there without further consulting, or

getting authority from the communities to be allowed to do that. Now, that was one of the major concerns that I had, that if you open it, you may open up the area to development as a whole and not necessarily to be used by just the Inuit hunters.

MR. SPEAKER: Oral questions. Item 3, written questions and returns.

ITEM NO. 3: QUESTIONS AND RETURNS

Are there any written questions? Are there any returns today? Mr. Nerysoo.

Return To Question 80-81(1): Polar Bear Tags For The Yukon

HON. RICHARD NERYSOO: Yes, Mr. Speaker. Return to Question 80-81(1), asked by Ms Cournoyea, regarding the polar bear tag recovery. The Yukon government has indeed offered this government the privilege of using five of their polar bear quota in the Beaufort Sea. I stated the conditions of their offer in reply to Question 37-81(1). I have not responded to their offer, because I am still examining the implications of the conditions to the offer. For example, the Yukon government made it clear that the quota is only suballocated to us as a loan to be reviewed annually. Since Northwest Territories residents have traditionally hunted these bears and the quota has not been used by Yukon residents, I question whether, in fact, it should be our right to have this quota without being questioned by the Yukon government. By signing an agreement with the Yukon, do we not acknowledge that government's right to the total quota of six bears? Once I resolve these concerns, my department will act quickly to amend the wildlife regulations to accommodate the five tags. I will then instruct my staff to consult with the Inuvialuit Game Council and the hunters' and trappers' associations of the Western Arctic region to determine how the tags will be distributed.

MR. SPEAKER: Thank you, Mr. Minister. Are there any further returns?  
Mr. Patterson.

Further Return To Question 115-81(1): Sanikiluaq Students In Frobisher Bay High School

HON. DENNIS PATTERSON: (Translation) Mr. Speaker, this is a question from Mr. Appaqaq and I will answer his Question 115-81(1). I studied the Ukkivik residence in Frobisher Bay. At the present time, right now, it seems to occur. (Translation ends)

It is true that of 135 students who started there this year, there are now only 110. This is about the same level as in previous years. Some four students from Sanikiluaq stayed home at Christmas after a tragic fire killed members of a family. In total about 20 students from Ukkivik stayed home at Christmas this year. One other Sanikiluaq student later left because of homesickness. One other student recently left because of a sick mother. Now there are no Sanikiluaq students at Ukkivik.

I am informed that the students are now getting more country food. Recently Ukkivik obtained 1200 pounds of fish from Pangnirtung and caribou is now being served twice a week. When the catering contract comes up in June this year, I will try to put more country food into the contract. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Are there any further returns?  
Mr. Nerysoo.



HON. RICHARD NERYSOO: Mr. Speaker, I have two further returns. I would like to stand and reply to both questions.

Return To Question 9-81(1): Polar Bear Quota Increase In Cape Dorset

Return to oral Question 9-81(1), asked by Mr. Arlooktoo on February 6th, with regard to polar bear quotas in Cape Dorset. Polar bear quotas are allotted on the basis of the number of bears that can be taken from the population by hunters. Our present information is that hunters are presently harvesting the maximum number of bears from the Cape Dorset area population. No further increases in the quota can be allowed at this time.

Return To Question 110-81(1): Assistance For Hunters And Trappers Of Cape Dorset

This is a reply to oral Question 110-81(1), asked by Mr. Arlooktoo, regarding assistance to hunters and trappers in Cape Dorset. The most appropriate source of funding for the Cape Dorset fox trappers would be the outpost camp program if they intend this to be a long-term effort. The trappers could apply for outpost camp funding to enable them to either set up a permanent camp for use each year, plus funding for food and supplies, fuel oil, and transportation, or they could apply for transportation assistance only into Inuksulik Lake.

Funding for the outpost camp program should be available at the beginning of the new fiscal year. Applications for assistance should be submitted before the end of April to allow the Department of Renewable Resources to review all applications and allocate funding to approved applications in sufficient time to allow recipients to set up camps prior to the 1981-82 trapping season. Our wildlife officer in Cape Dorset is available to assist them with preparing an application, if that is their wish.

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

Item 4, petitions.

Item 5, tabling of documents. Mr. Nerysoo.

ITEM NO. 5: TABLING OF DOCUMENTS

HON. RICHARD NERYSOO: Mr. Speaker, I wish to table the following: Tabled Document 28-81(1), Recommendations from the Fish, Fur and Game for the Future Conference, Sponsored and Organized by the Science Advisory Board of the Northwest Territories, Yellowknife, February 23 to 25, 1981. I would like to note that this document has been translated.

---Applause

MR. SPEAKER: Thank you. Any other documents for tabling?

Item 6, reports of standing and special committees.

Item 7, notices of motion.

Item 8, motions. There are no motions in the book today.

Item 9, notices of motion for first reading of bills.

Item 11, second reading of bills. Mr. Braden:

HON. GEORGE BRADEN: Mr. Speaker, did you read out item 10? I think you went from notices of motion to second reading. I have some bills to introduce for first reading today.

MR. SPEAKER: Item 10, introduction of bills for first reading was called, but...

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Go ahead, then.

ITEM NO. 10: INTRODUCTION OF BILLS FOR FIRST READING

HON. GEORGE BRADEN: Mr. Speaker, I have a number of bills for first reading. I wonder if I might proceed as quickly as possible through them.

MR. SPEAKER: Proceed, Mr. Braden.

First Reading Of Bill 6-81(1): Boilers And Pressure Vessels Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 6-81(1), An Ordinance to Amend the Boilers and Pressure Vessels Ordinance, be read for the first time.

Mr. Speaker, I move that Bill 7-81(1), An Ordinance to Amend the Electrical Protection Ordinance, be read for the first time. Do I need a seconder?

MR. SPEAKER: Yes, I think we had better. I am sorry.

HON. GEORGE BRADEN: You are supposed to know this stuff.

---Laughter

MR. SPEAKER: I was mesmerized by your dulcet tones, Mr. Braden.

---Laughter

We will return, and what is the number of that first bill, number one?

HON. GEORGE BRADEN: Number six.

MR. SPEAKER: Bill 6-81(1). Do I have a seconder? Mr. Wah-Shee. All those in favour? Opposed, if any? The motion is carried.

---Carried

First Reading Of Bill 7-81(1): Electrical Protection Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 7-81(1), An Ordinance to Amend the Electrical Protection Ordinance, be read for the first time.

MR. SPEAKER: Do I have a seconder? Mr. Butters. All those in favour? Opposed, if any? The motion is carried.

---Carried

First Reading Of Bill 8-81(1): Fire Prevention Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 8-81(1), An Ordinance to Amend the Fire Prevention Ordinance, be read for the first time.

MR. SPEAKER: Do I have a seconder? Mr. Butters. All those in favour? Opposed, if any? The motion is carried.

---Carried



First Reading Of Bill 11-81(1): Justices Of The Peace Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 11-81(1), An Ordinance to Amend the Justices of the Peace Ordinance, be read for the first time.

MR. SPEAKER: Do I have a seconder? Mr. Butters. All those in favour? Opposed, if any? The motion is carried.

---Carried

First Reading Of Bill 12-81(1): Liquor Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 12-81(1), An Ordinance to Amend the Liquor Ordinance, be read for the first time.

MR. SPEAKER: Do we have a seconder? Mr. Tologanak. All those in favour? Opposed, if any? The motion is carried.

---Carried

First Reading Of Bill 13-81(1): Pawnbrokers And Second-Hand Dealers Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 13-81(1), An Ordinance to Amend the Pawnbrokers and Second-Hand Dealers Ordinance, be read for the first time.

MR. SPEAKER: Do I have a seconder? Mr. Fraser. All those in favour? Opposed, if any? The motion is carried.

---Carried

First Reading Of Bill 14-81(1): Regulations Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 14-81(1), An Ordinance to Amend the Regulations Ordinance, be read for the first time.

MR. SPEAKER: Is there a seconder? Mr. Butters. All those in favour? Opposed, if any? The motion is carried.

---Carried

First Reading Of Bill 15-81(1): Safety Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move that Bill 15-81(1), An Ordinance to Amend the Safety Ordinance, be read for the first time.

MR. SPEAKER: Do we have a seconder? Mr. Tologanak. All those in favour? Opposed, if any? The motion is carried.

---Carried

HON. GEORGE BRADEN: Thank you very much.

MR. SPEAKER: Item 11, second reading of bills.

Item 12 on your order paper today, consideration in committee of the whole of bills, recommendations to the Legislature and other matters.

ITEM NO. 12: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS, RECOMMENDATIONS TO THE LEGISLATURE AND OTHER MATTERS

Bill 1-81(1), An Ordinance Respecting Expenditures for the Public Service for the Financial Year Ending the 31st Day of March, 1982. The House will resolve into committee of the whole, with Mr. Fraser in the chair.

---Legislative Assembly resolved into committee of the whole for consideration of Bill 1-81(1), Appropriation Ordinance, 1981-82, with Mr. Fraser in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-81(1), APPROPRIATION ORDINANCE, 1981-82

CHAIRMAN (Mr. Fraser): The committee will come to order. If I remember right, last night it was agreed that we bring Education in before we deal with the Public Works. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Education

CHAIRMAN (Mr. Fraser): Thank you. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have a brief opening statement to make. I would like to request permission from the committee to be accompanied by Mr. Brian Lewis, Deputy Minister, and Mrs. Carol MacKillop, chief financial officer.

CHAIRMAN (Mr. Fraser): Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Proceed, Mr. Patterson. The Sergeant-at-Arms will see these witnesses in. We have seated with the Minister, Mr. Brian Lewis and Mrs. MacKillop. I am sorry, is it Miss, Mr., Mrs.? Mrs., thank you very much. Do you have any opening remarks, Mr. Patterson?

Reduction In Programs And Staff

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, short opening remarks. The main estimates for the Department of Education, which are found on page 17.01 of the main estimates book, does represent an increase over last year. However, the total figure of \$51,947 million is less than the department had requested to continue with existing programs. For this reason, reductions were made in all program areas, except for those identified as priority areas by the Legislative Assembly. To remain within the target provided, the department has made reductions in administration, schools, and adult education.

There is an increase in vocational training since these costs are recovered by the federal Department of Employment and Immigration and this area was identified as a priority by the Legislative Assembly. Actual reductions have been made in teaching staff, curriculum development at headquarters, adult education positions and the Edmonton office. It is clear that although the Department of Education has received increases of 8.2 per cent in 1977; 9.3 per cent in 1978; 6.9 per cent in 1979; 10.8 per cent in 1980; and is currently requesting an increase of 12.2 per cent in 1981-82, these moneys do not reflect the enormous demand for new programs. They represent an attempt to maintain the same level of service in the face of greatly increased costs and uncontrollable expenditures.

It should be noted that this department has followed the direction to limit growth of staff. In 1977-78, the department had a total of 1063 man years. This year, four years later, as you will see, we are requesting 1032 man years.



I should like to also point out to Members that of these 1032 man years, only 36 are at headquarters. It is because there have been no increases in staff, no new programs, and no increase in the school population that the budget has been kept to the levels which I have indicated. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Do you wish to deal with the capital? Is it agreed that we deal with capital first or just general comments all through the budget?

MR. MacQUARRIE: General comments.

CHAIRMAN (Mr. Fraser): General comments all through the budget then. Comments of a general nature. We have our learned friends up there to answer anything you want. Mr. MacQuarrie.

Departmental Views Being Made Known To Special Committee On Education

MR. MacQUARRIE: Thank you, Mr. Chairman. The Assembly's special committee on education is making a detailed study of education in the Northwest Territories over the next couple of years. I wonder, Mr. Minister, is the Department of Education itself intending to make representations to the committee; involve itself in recommending new ideas and new approaches to education in the North? I know from personal experience, a couple of years ago, that there was some rather good thinking going on with respect to potential new approaches to education in the North, creating a public school system that was slightly shorter in its total length than what we have now and then going to a college system for post public education. It sounded very interesting. Will the department be making its views known to the special committee on education?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. If the Department of Education is invited by the special committee to make presentations to the committee, it will do so. The department has offered to co-operate from the beginning in any way that it might by way of providing information, making its officials available to the special committee, but we would be prepared to make submissions on certain areas if we are invited. However, the department feels that since it is itself under study and under review, we must be careful not to impose our views on the special committee. Thank you, Mr. Chairman.

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

Education Department Not Under Review

MR. MacQUARRIE: Personally, Mr. Minister, I would prefer to see the Department of Education not take a passive approach in that. I do not think it is the Department of Education that is under review but rather education in the Northwest Territories, and I would sincerely hope that people who have been involved over the years, who have had first hand acquaintanceship with many problems that have arisen and many successes, would want to ensure that these thoughts were considered adequately and that without necessarily trying to force a determination in the end. But I would hate to see the acceptance of a passive role where they simply wait to be asked. I think it is too important, in my opinion, for the department not to step forward and at least offer some thoughts on the matter. A comment if you would, Mr. Minister.

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, I recognize that there are many experienced people working in the department who have come up with good proposals in the past, who have done a lot of thinking on new directions and who would like to communicate their ideas to this special committee. I want to say that I have told my staff that individual employees who have ideas should not at all be discouraged or inhibited from making submissions and working closely with the special committee. The only point I wish to make, Mr. Chairman, is that while I agree that the department should not be passive with respect to the special committee on education, at the same time we would not want to be aggressive about imposing our views or the views of individual employees on the committee. They certainly have been encouraged to make their views known to the committee, especially if they have good ideas. Particularly, I can say we would like to share with the special committee knowledge that has been gained in projects which have been successful. Thank you.

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

MR. MACQUARRIE: Thank you. Yes, I suppose we do have a difference of opinion there because I really would like to see the department make an organized effort and be a bit more aggressive and of course it is up to the Assembly then and to its special committee to ensure that a disproportionate influence or undue influence is not allowed to prevail. But I would like to see good aggressive input.

#### Recruitment For Northern Schools

Turning to another matter then, could you tell me, Mr. Minister, what the situation is with respect to recruitment for northern schools now? What is the picture with respect to availability of prime quality candidates for teaching in the North? Do we have as many applications or letters of interest as we have always had? What is the situation please? Not only with respect to teachers from outside but with respect to graduates from our own teacher education programs.

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I would like Mr. Lewis to answer that question, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Lewis.

MR. LEWIS: Mr. Chairman, one of the things that the Department of Education did last year was to transfer the responsibility for recruitment to the Department of Personnel so that the recruitment of all staff of the public service would be in the same place. However, the method by which staff are recruited remains the same and it involves a number of our superintendents in the regions holding recruitment interviews in southern Canada and that process begins next week.

#### Problem In Attracting Teachers To The NWT

I would like to make a comment about the numbers of people that we project bringing into the public service over the years. The likely turnover we expect to be between 25 and 27 per cent. We find that although there is a problem in southern Canada inasmuch as there are many teachers who are unemployed, that it is not getting easier to attract people to work in the Northwest Territories. The reason for that is that the surplus of teachers in southern Canada has resulted in most of those people wanting to stay close to the market place, so that if jobs become available, they will be able to take advantage of them.



So, although there is a surplus, it has not resulted in an advantage to the Northwest Territories. There has not been an increased interest in working in the Northwest Territories. So, we will be expecting to recruit about 90 people, in that order, but we will not know that until the end of next month.

As far as the training of our own teachers, we have graduated, since 1969, over 100 people, just a little bit more -- I think 101 -- and we have found that we have not retained those people on our staff. Many of them have gone on to other jobs. Many of them still are working in the Territories, but no longer in teaching. So, there is a problem of not only attracting more northern people into teaching, but also retaining them in the classrooms. I hope that answers your question.

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

MR. MacQUARRIE: The last problem that you mentioned is a very important one, I think, because I really believe that without question an important part of solving any educational problem we have in the Northwest Territories is having as high a percentage of teachers who are born and raised in the Northwest Territories as possible. So, is there any analysis done on why we do not retain teachers who are coming through the teacher education program? In that connection, perhaps you could maybe comment briefly on salaries too. What is the salary picture with respect to teachers compared to what people can get in other parts of the country for teaching and what our TEP graduates trained here can get by turning to other occupations?

CHAIRMAN (Mr. Fraser): Mr. Minister.

#### Attracting People To The Teacher Education Program

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I can give some statistics. Of the total of 124 new teachers that were hired last year for positions across the Territories, nine of those positions were TEP students, 23 people were hired in the Northwest Territories, although in fairness, that does not necessarily mean that they were long-time northern residents. They may have been wives of policemen or people in that category.

I would say that the biggest obstacle to improving the proportions of northern teachers in our teaching force is the relatively tiny number of students and graduates in both teacher education programs. At the present rate of graduates in TEP, in Frobisher Bay and Fort Smith, we will have to wait hundreds of years before we will be able to build up the northern component of our teaching force. I might say that this is of great concern to me. Already this year the Executive Committee has approved in principle a program which will seek to increase the number of people who are attracted to TEP in two ways.

Firstly, by improving the allowances and making it more attractive. This matter has been discussed at some length by this Assembly already. Secondly, by making teacher training available to persons who may not wish to leave their home communities for up to two years at a time, by building in a field based training component, so that most of the training could be obtained in the community, meaning that those students who do not wish to leave their community could obtain the same qualifications, over a longer period of time, by working in a supervised situation in their home communities.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Stewart.

Student Enrolment

HON. DON STEWART: Thank you, Mr. Chairman. I was wondering, in the opening remarks of the Minister, he indicated the number of teachers and the amount of money being spent over the last two or three years. I wonder whether he could give us the figures of the number of students for the same period of time? If he does not have that readily available, I can get that later on, but if it is available, I would like to have it.

CHAIRMAN (Mr. Fraser): Mr. Minister, have you the information now or do you want to give it to him later? Mr. Minister.

HON. DENNIS PATTERSON: Yes, we have the information. I might ask Mr. Lewis to reply.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Lewis.

MR. LEWIS: Mr. Chairman, the number of students -- we have it broken down by region, if that is acceptable, and we can do some adding, maybe. For 1980-81, in the Fort Smith region, there were 4399. In the Inuvik region there were 1982. In the Baffin region there were 2593. In the Keewatin, 1376, and in Yellowknife, in the non-government schools, schools that are run by the two school boards, there were 2217, which is about 18 per cent of the total.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Lewis. Mr. Stewart.

HON. DON STEWART: For comparison purposes, could I have the figures then for 1979-80? I am trying to get a relationship between the number of teachers and this type of thing, compared with the number of students. That is what I am trying to accomplish.

CHAIRMAN (Mr. Fraser): Any further comments, Mr. Minister?

Reduction In Teaching Staff

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think the Member really is asking about the pupil-teacher ratio. The fact is that the pupil-teacher ratio has gone up this year. There are less teachers per student now than ever before. I will ask Mr. Lewis to give the details.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: Mr. Chairman, of the figures I just gave you on the four regions, there has been a significant reduction in the Fort Smith region in the number of students that go to school. In the overall sense, we have changed the student-teacher ratio from 19 to one, which was what it was last year, to 20 to one, for next year. That is because there has been a slight reduction in the teaching staff that we will make available for the total school system.

CHAIRMAN (Mr. Fraser): Mr. Stewart.

HON. DON STEWART: Okay. What I really want to know too -- normally in Canada the number of students is dropping every year in the schools -- are we going up or down or staying fairly consistent?

CHAIRMAN (Mr. Fraser): Mr. Minister.



Reduction In Student Enrolment

HON. DENNIS PATTERSON: Yes, thank you Mr. Chairman. Total enrolments show a slight reduction since 1976. I will give the figures. In 1971 to 1975, the figures went up. In 1971 it was 11,209 and by 1976 it was up to 12,958. However, in 1977 it went down slightly to 12,725; up slightly in 1979 to 12,846 which was just slightly lower than the 1976 level, and in 1980-81, it dropped again to 12,567 which is approximately the 1974 level.

Mr. Chairman, the average pupil-teacher ratio in southern Canada is about 22 to one. I think it is also true that while enrolments are slightly dropping in the Northwest Territories, they are dropping at a much higher rate in southern Canada and this reflects increases in the populations in certain parts of the Northwest Territories. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Curley.

MR. CURLEY: Mr. Chairman, have we a quorum here?

AN HON. MEMBER: Yes.

MR. CURLEY: We have? Eleven is a quorum then.

CHAIRMAN (Mr. Fraser): Well...

MR. CURLEY: Only.

MR. MacQUARRIE: Including the one who is a witness.

Differentiated Staffing Policy

MR. CURLEY: Yes, Mr. Chairman, I would like to ask the Minister, regarding the department's policy which I was not very clear on last year when we began to debate the department's estimates regarding differentiated staffing. How does it work and why was it imposed by the department, because from what I hear, the teachers in the Northwest Territories do not seem to be satisfied with the department's policy with respect to differentiated staffing. Could the Minister explain to me why this particular policy is necessary? What does it accomplish as a result of it?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The differentiated staffing policy as it is known -- I do not particularly like the word or the term -- is not a policy which has been imposed on local education authorities. They have the choice whether or not they wish to accept the principle in the policy or not. The simple principle is designed to give communities more flexibility in how school programs are delivered and basically involves community education authorities making a decision as to whether or not they want to trade teaching positions for money, which money could be used to hire non-professional persons to deliver a wider range of services. If communities do not like the results of those changes, they always have the option of cashing in their money and regaining the teacher positions.

Training Northern Teachers Is First Priority

As to the position of the teachers themselves, I am aware, and Members may be aware from presentations made by the Northwest Territories Teachers' Association, that there is a concern on the part of the NWTTA with this policy for a number

of reasons. All I can say in answer to the Member's question is that we may be stuck with this policy until we can significantly increase the number of northern teacher graduates. My belief is that we must move with great vigour as a first priority to train northern teachers because if we can train northern teachers, then we can solve two problems. (1) We can have professional teachers which communities want delivering academic subjects based on proper qualifications; but (2) we can also introduce implicitly the language and cultural component that communities also want. Ideally, I think we should be working toward the day when all subjects which are taught, if the local education authority wants it, can be taught in the language of that community with reference to the particular history and culture and environment of that community. I hope that answers the Member's question.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. McLaughlin, did you have a point of privilege?

---Laughter

MR. MacQUARRIE: Yes, to be left alone.

CHAIRMAN (Mr. Fraser): Mr. Curley.

Human Resources In Exchange For Dollars And Cents

MR. CURLEY: Thank you, Mr. Chairman. Yes, I agree that we should definitely train more teachers in the North but I believe though that the department having a policy with respect to differentiated staffing, I do not think solves that particular problem. What I am concerned with is I think the department is playing with human resources in exchange for dollars and cents so that community education committees can at least get a small portion of whatever the difference is...

AN HON. MEMBER: Hear, hear!

MR. CURLEY: ...from releasing one teacher, because I do not think the department gives all the financial resources that the teachers normally get in terms of isolation pay, in terms of holiday pay that they normally will get. There are all these benefits including the accommodation rentals that the teachers would normally get. His salary is probably within the range of \$30,000 to \$40,000. I would think...

CHAIRMAN (Mr. Fraser): I am sorry, Mr. Curley. We have lost our quorum. Thank you, Mr. Braden.

HON. GEORGE BRADEN: My pleasure.

CHAIRMAN (Mr. Fraser): I am sorry. Mr. Curley.

Saving To The Government

MR. CURLEY: Thank you, Mr. Chairman. So the question is, does this policy effectively provide funding by releasing a teacher then, considering all the points that I have raised? Or do you normally just give them a little portion of it and possibly 50 per cent and more of the teachers benefits is normally kept by the department? If so, where is it spent then?



CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. This year for communities who do choose to make this choice, they will be given, in exchange for the loss of one professional teaching position, \$30,000. The average teaching salary is \$28,600 and therefore I could say that they get a little bit more than the average teaching salary since they get \$30,000.

Now, as to what happens to the other benefits such as vacation, travel and housing and the like that the Member is referring to, since the Department of Education is part of the Government of the Northwest Territories, I suppose that does represent a saving to the Government of the Northwest Territories as a whole. The department itself does not keep any money that would appear to be saved that way. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Before I ask any more Members, I have a request. We have a gentleman in the gallery, Mr. Phillip Simba of Kakisa Lake, formerly chief of Fort Providence, if we could recognize Mr. Simba.

---Applause

Thank you. Any further comments? Mr. Curley, are you through? Mr. Curley.

#### Potentially Dangerous Policy

MR. CURLEY: Yes, Mr. Chairman. I would hope that the Minister will resolve that thing, because I think this is a potentially dangerous policy, potentially dangerous not only for the teachers, but it does not solve the student-teacher ratio problem that the communities and the teachers have been expressing to me in places like Eskimo Point and Rankin Inlet. I know that some of the principals are not very happy with that, because it does not solve anything. You know, if you want to provide funding to the education committees, do not appease them with something that they would have to sacrifice something else for in trying to run their own program.

MR. MacQUARRIE: Hear, hear!

MR. CURLEY: I think the department should be concerned with the long-term development of the housing -- how we can provide a maximized funding, rather than taking the teachers away. As the Minister did indicate, teacher-student ratio is pretty high. It has increased, and I know that my constituents are very concerned with that.

I will not just at the moment come up with any motion, but if someone wants to do so, fine with me. I would hope, voluntarily, the Minister will drop this policy and try to resolve it before it creates a real problem with the teachers and students in the communities. If the communities properly understand what they have to sacrifice, I do not think they would appreciate it. I do not think the community education committees are well aware of what they have to exchange in getting these, you know, even just one third of the teachers benefits accruing to the community when they release it.

I have another question to the Minister, and if he wants to comment on that part, I welcome him to. It is concerned with the teacher education program and I think Dennis Patterson introduced a motion, or whatever, sometime last year to try to put the classroom assistants into the in-service training program. Have they been able to succeed in getting them into this ongoing program, as part of the Government of the Northwest Territories in-service training programs? Have they been able to come up with any recommendations to that effect? Thank you.

CHAIRMAN (Mr. Fraser): Mr. Minister.

Increasing Base Funding For Education

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. First of all, dealing with the question raised about the differentiated staffing policy and the unfortunate choices that it imposes on committees, the fact that it requires a trade-off. I agree fully with the Member that it is unfortunate that local education authorities have to make these kinds of decisions. We want to offer them more flexibility in the types of programs that they can offer, but ideally, we do not want to make them pay for it from the other hand.

All I can say about that, Mr. Chairman, is that if the department had the resources to provide both the professional and the non-professional staff that communities are very eloquently requesting, I would be much happier. I am not content with the present state of affairs. What I will be doing in the coming year -- and as I tried to indicate in my opening remarks -- we have not developed any programs or done anything except in the areas mentioned, to increase our budget levels above previous levels from year to year. The only solution, and it is a solution I will be working toward in the coming year, is seeking to increase the base funding for education, because I am aware of the dilemmas that this imposes on committees and those are difficult choices, but those are the same choices that the department presently has to make, because we just have to make those trade-offs, in view of the fact that there are no financial resources.

This sort of complaint was heard by Members from Mr. Braden, when he was talking about new programs desired in Justice and Public Services, and I am afraid I have to say the same thing about Education. I am certainly going to try and do something about it in the coming year.

CHAIRMAN (Mr. Fraser): Mr. Noah.

MR. NOAH: I did not have my hand up.

CHAIRMAN (Mr. Fraser): Did you have your hand up, Mr. Noah?

MR. NOAH: No.

CHAIRMAN (Mr. Fraser): Sorry. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I wanted to answer the Member's other question, about...

CHAIRMAN (Mr. Fraser): I am sorry. Proceed.

Attracting Classroom Assistants To Teacher Education Program

HON. DENNIS PATTERSON: ...about providing better levels of support for TEP students. I am well aware, Mr. Chairman, that TEP students enrolments have not been as high as they could have been, because especially classroom assistants must take a cut in income when they leave their jobs to go into TEP. Therefore, there are a lot of classroom assistants in the field who would come to TEP if they were not faced with a losing proposition moneywise.

The Executive Committee agrees in principle and I believe that last week, while the Department of Personnel was being discussed, the Commissioner specifically made reference to that problem and said that he regretted that to date we simply had not been able to identify the moneys to correct



that situation. I think the solution is very near at hand, and I do not mind telling the Member that of all the things I want to do in what is a new position for me, that is the very first problem I want to solve. So, hopefully, it will be a matter of days if not weeks before we can announce that it has been solved and I certainly am aiming at solving that problem so that we will recruit larger numbers of people for programs in Fort Smith and Frobisher Bay TEP campuses this fall. It has been supported by the special committee on education. It has been supported by the Legislative Assembly and supported in principle by the Executive Committee. What we have to do is identify funds. They are not specifically provided for in this budget, but I am confident that the Executive Committee will solve that problem in short order. Thank you.

---Applause

CHAIRMAN (Mr. Fraser): General comments. Mr. MacQuarrie.

#### Teacher-Cash Exchange Policy

MR. MACQUARRIE: Thank you, Mr. Chairman. I have to confess, I have been sitting here somewhat surprised and amazed. I know that critics of the so-called differentiated staffing policy have told me that what it involves is exchanging teacher positions for cash, but I thought that that was its most extreme expression. So, I was rather surprised to hear the Minister of Education say that that is what the policy is. I think that should not be called a differentiated staffing policy. It should be called a teacher-cash exchange policy or something. I just really cannot accept that at all. It seems to me that whatever aims the department has in mind in implementing that policy, that they will be defeated rather than realized through doing this.

First of all, in a situation where we are dealing in a multicultural, or at least a bicultural situation in our schools, and where we have multigrades, that it is important to reduce even further the pupil-teacher ratio; that we should have a ratio that is significantly lower than what there is in southern schools and not allow it to rise, as it has, from 19 to one to 20 to one, because also, as a long-term teacher, I know that that figure is deceiving. It does not mean that if you go to the average classroom you will find 19 or 20 students with one teacher, because the figure includes principals and vice principals and the guidance counsellors and so on. So that the people who are actually delivering education are faced with greater numbers than that; so what you may have then is a single teacher teaching three or four grades in one classroom with 24 or 25 or in some communities, I am told, even more than 30 students.

#### Our Students Deserve The Best

That is nearly an impossible situation. Our students deserve the best education and the best in teaching. Now, that would include the knowledge of the teacher, the training of the teacher, the cultural knowledge and sensitivity of the teacher. Now we are in a situation where we do not have all of that together in one person or at least not over the total system. It seems to me that it is important then to retain teachers who are very knowledgeable, well qualified and trained to teach, and supplement that at every possible level with strong classroom assistants who can bring the knowledge of the culture and language to the classroom. Meanwhile, we can carry on with the policies that encourage more and more young native students to enrol in teaching and to become graduates and to figure out ways to retain them once they do graduate.

I really feel that if this policy were to continue, there are two important results. One is that we will find a number of young native people who are not taught by trained teachers and who may therefore suffer as a result, and therefore themselves not complete their schooling and become trained teachers. Also, I would say that if we persist in this policy, that it will disguise the true nature of the problem. In other words, the problem is that apparently we do need more money to have effective education programs but if we pursue this policy, it will look as though things are okay and obviously they are not then. We need money for teacher positions in communities to keep the pupil-teacher ratio low. We also need money for cultural inclusion and for the development of good programs. Well, let us recognize that and work to achieve it and not persist in this.

#### Motion To Discontinue Differentiated Staffing Policy

I feel strongly enough about it, Mr. Chairman, that I will move at this time that the Department of Education discontinue the so-called differentiated staffing policy.

CHAIRMAN (Mr. Fraser): We have a motion on the floor. Can we get a copy of that motion please, Mr. MacQuarrie? To the motion: I move that the Department of Education discontinue the so-called differentiated staffing policy. To the motion.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Mr. Patterson. To the motion.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would just like to briefly comment on the honourable Member's remarks which probably echo sentiments I have expressed myself at various times. I agree with him that the word, the term "differentiated staffing" is perhaps misleading and certainly not terribly useful and I make no apologies for having described the policy in common sense terms without trying to dress it up.

MR. MacQUARRIE: I appreciate it.

HON. DENNIS PATTERSON: However, Mr. Chairman, I would like to make Members aware that the situation which led to the development of this policy or practice is a situation which has in its origin a shortage of money, a shortage of resources to do everything that communities want. Members should know that although there are drawbacks to the policy, and I am aware of concerns that professional teachers have about their numbers being reduced in the schools, there are significant advantages that many communities, after considering the alternatives, make the choice.

#### Advantages Of The Differentiated Staffing Policy

Now, to comment on the pupil-teacher ratio, as the honourable Member for Yellowknife Centre probably knows, these figures are calculated based on enrolment figures and in fact the ratio is usually lower than 20 to one because we have an attendance problem in schools, and it is a problem that I want to do something about. In fact, there are often classes much smaller than the pupil-teacher ratio would indicate. Now, the implications of the motion should be understood by Members. Many schools are presently using those funds to hire local people. They are taking students out hunting on a regular basis. There are local women who are teaching sewing and crafts. Men are teaching not only hunting skills but teaching students about the weather, about how to make komatiks and hunting implements, how to trap. Those committees will say those



local teachers, some of whom may not even speak English, do not need to have a Bachelor of Education degree or even go to TEP to be able to teach people what they have done all their lives. They do not need to teach from books and they do not need a degree to know how to teach because they know what they are doing. Members should realize that if the motion is followed and implemented, there will certainly be enough professional teachers but those communities who have decided to make the trade-off will find that they have very limited resources in which to involve local people in the school program.

The fact is that local people do not want to work in schools for nothing anymore. They want to be paid and that is why the department has been forced to offer this unpleasant alternative. I would personally rather see a motion supporting expansion of the budget of the department in this area so that we can meet all the demands both for professional teachers and for non-professional teachers. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. To the motion. Mr. Curley.

#### Responsibility To Youth Of The North

MR. CURLEY: Thank you, Mr. Chairman. I am going to vote in favour of the motion because the differentiated policy for anybody would be a very bad policy for any government to have. I believe the department has a responsibility to educate the young people of the North whether it be their culture -- that is the department's responsibility, but to have a policy on one hand that says, "Well, if we are going to educate you and you want to learn about your lifestyle and your culture, we have to exchange..." For any government anywhere to have that kind of policy that says we can only do that if you relieve one of the teachers, it is not good. It is a bad policy, mainly on the principle that it is not a good one. I will vote against it and we certainly will be giving the department a lot of opportunity to seek funds from elsewhere, here and there, but to continue to try and defend that policy will only develop an atmosphere or confrontation that we may regret one day.

So I think it is better that if the department wishes to have continuing co-operation with the teaching profession and so on, we have to start with a fair game, fair approach. So on that basis, I will vote in favour of it. I do respect the Minister's concern but I believe we can give him a better mandate than the one that his department has given him. So, Mr. Chairman, I just want to indicate that I am in favour of the motion. Thank you.

CHAIRMAN (Mr. Fraser): Did I hear a question?

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): A question being called. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, a couple of things that the Minister raised I think deserve comment.

CHAIRMAN (Mr. Fraser): To the motion.

#### Adequate Funding For Cultural Programs Needed

MR. MacQUARRIE: Yes, he raised matters with respect to my motion so I am responding. First of all, many of the things the Minister said are true and I would openly acknowledge that but I do say that while they are true, that that line of reasoning does not deal adequately with the question of education in its total scope for young people in these communities.

With respect to irregular attendance actually reducing the pupil-teacher ratio, that is not a valid argument at all. I know as a teacher that irregular attendance does not ease the burden of a teacher. It adds to the load because you are trying to keep track of where people are when they come back. You have to do extra planning to pick them up from where they were. So it does not make it easier because you have only got 15 out of 20 today. That is not a valid argument and I, like Mr. Curley, want to see this policy discontinued. I can agree that cultural education is important. Perhaps this motion should be followed by a motion that calls for adequate provision of funds for the kinds of cultural concerns that people have in the communities as well. I can easily support that.

MR. CURLEY: Question.

Motion To Discontinue Differentiated Staffing Policy, Carried

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Against? The motion is carried.

---Carried

We will have a 15 minute coffee break. I would like to remind Members that we are having a hard time keeping a quorum. If we could come back in 15 minutes precisely. After the break, Mr. Butters.

---SHORT RECESS



CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. I have Mr. Butters next on the list.

Motion That Priority Of Department Of Education Be Identified For Funding

HON. TOM BUTTERS: Mr. Chairman, I notice that committee Members are making motions. I would recommend that a very important motion that should be made at this time is that the Department of Education be considered by the Government of the Northwest Territories as a high priority department for funding during 1982-83.

I think Members will realize and recognize that the departments that received priority funding support in this current budget are those departments that were recommended to the government by this House. I repeat them. There is the constitutional area, the Renewable Resources area and the Economic Development area. The government has responded to meet the priorities that were identified to us and I suggest that it would be most helpful if Education would be singled out for such special treatment at this session.

The department, as I mentioned in my opening remarks as the Minister of Finance, has received a moderate increase over its last years budget and the reason for that I think was that there was quite, if not a concern, an interest in the fact that in last years budget, the department budget had increased from some \$40 million to \$46.25 million in one year. I explained at that time that the reason, the major reason, for the increase was to bring the department's base into an adequate shape.

There are many shortcomings that we have not been able to address; the vocational education stream, the special education and tutorial assistants, hostels, the post-secondary business administration course at AVTC, AVTC extension courses and the capital improvements that had to be deferred because of the fact that this department was not considered to be a priority department of this House during this current fiscal year for the coming fiscal year. So I would just recommend to Members that it would be wise, I think, and helpful if the priority nature of the department's spending and programs might be indicated by motion to the government.

MR. MacQUARRIE: Is that a motion, Mr. Butters?

CHAIRMAN (Mr. Fraser): Yes, are you making the motion, Mr. Butters?

HON. TOM BUTTERS: I so move.

CHAIRMAN (Mr. Fraser): Would you repeat it please?

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Could you repeat the text of your motion?

HON. TOM BUTTERS: Mr. Chairman, I move that this House identify to the Government of the Northwest Territories the Department of Education as a priority department for funding in the fiscal year 1982-83.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. To the motion.

SOME HON. MEMBERS: Question.

Motion That Priority Of Department Of Education Be Identified For Funding,  
Carried

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Against?  
The motion is carried.

---Carried

Comments of a general nature. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would just like to briefly mention that I am happy to hear those sentiments expressed by my predecessor in this position, because really if we look at the areas that were set as priorities last year, constitutional development, Renewable Resources and Economic Development, all those areas hinge on the people of the Northwest Territories being able to take on more responsibilities as citizens in a democracy...

MR. MacQUARRIE: Hear, hear!

HON. DENNIS PATTERSON: ...as labourers in an area where new job opportunities are opening up, as managers and administrators in an area where new governments are likely to be created and where we want to take the lead role in responding to new business opportunities and economic opportunities. Everyone must eventually turn back to the training and education of our students and our adults. So I welcome this motion and I feel that no matter what other priorities are set by the Assembly, education is pivotal. It all comes back to education and we can negotiate with resource companies for northern jobs but they are going to want to hire people who have skills. Education is the bottom line and I am grateful the Members have recognized that. Thank you.

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

Motion To Increase Funds To Education Societies For Cultural Inclusion, Carried

MR. MacQUARRIE: Thank you, Mr. Chairman. To make good an undertaking I gave just before the break, I will move that this Assembly urge the Executive Committee to attempt to identify and allocate increased funds to give to local education societies which design and wish to implement cultural inclusion programs.

CHAIRMAN (Mr. Fraser): To the motion.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Mr. Minister, do you care to comment on that motion?

HON. DENNIS PATTERSON: I am happy with the motion, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Fraser): Thank you. Question being called. All in favour? Down. Against? The motion is carried.

---Carried

Detail Of Capital, Agreed

General comments. Detail of capital. Pages 17.10, 17.11, 17.12 and 17.13, in the amount of \$16,007,000. Agreed?



SOME HON. MEMBERS: Agreed.

---Agreed

Administration, Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Go back to page 17.02. Administration, total O and M in the amount of \$5,196,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total O And M

CHAIRMAN (Mr. Fraser): Page 17.03. Schools, total O and M in the amount of \$35,995,000. It is getting bigger all the time. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. There are several things here that I would like to deal with. I guess one revolves around the question of attendance. Mr. Minister, could you first of all tell us what, specifically, the attendance policy is in the Northwest Territories at the present time? What problems are encountered? How that policy is enforced?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The ordinance states that there shall be compulsory education in the Northwest Territories, that is, students are required to attend. Their reasonable, acceptable excuse is participation in a bona fide on-the-land program, but the ordinance does not specifically provide for enforcement of that clause in the ordinance. Societies and local education authorities can request that regulations be developed in a particular area to enforce compulsory attendance by fines and measures of that nature. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: Are local education societies made aware of the authority that they have in that area and the means for enforcing attendance?

CHAIRMAN (Mr. Fraser): Mr. Minister.

Authorities Reluctant To Use Force Of Law

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The local education authorities are aware, or should be aware, of the requirement for compulsory attendance, but almost universally, local education authorities are reluctant to enforce attendance using the force of law and penalties, the feeling being that it is much preferable to persuade parents of the merits of sending their children to school and making school attractive to students, rather than using coercion, if you like, and the force of law to achieve that end.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: I certainly agree that involvement in land-based activities with parents is a bona fide excuse and in that connection, I will ask you to comment on the idea of the department providing a teacher or two who would go

to live in outpost camps for periods of a month or two months during the year to bring the rudiments of learning to children that are in outpost camps -- but that can wait a moment.

With respect to irregular attendance, is "needed at home" an acceptable excuse? I mean, I can see, certainly, that in every family emergencies arise where "needed at home" is an acceptable excuse, but over a prolonged period of time, is that an acceptable excuse to the department, keeping in mind that compulsory education in every society where it has been made compulsory, was made so in order to protect children from, one might say, exploitation of others or of parents, to ensure that their opportunities for personal development were fulfilled? So, what is the department's attitude on that, and then, with respect to providing teachers for outpost camps?

CHAIRMAN (Mr. Fraser): Mr. Minister.

#### Living On The Land Is Education

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Being needed at home for, in the case of girls for example, baby-sitting younger children is not an acceptable excuse in my view, or for any other similar kind of use, including, in the worst example, labour. However, and I think the Member agrees, if a child is on the land, living that kind of life, this is seen as an education in itself and certainly would not be considered classed as exploitation, in my view.

As to the second part of the question, I have received already, requests from certain areas of the Northwest Territories, where outpost camps have been established, for the provision of a teacher. In one case, simply for the provision of a teacher on a full time basis and in another case, for some kind of extension service, if you like. The narrow answer to the question is that we certainly are under no obligation under the ordinance to provide that kind of service and again, I hate to sound like a broken record, but the existing financial resources and demands of the existing school programs mean that that sort of option is simply one that cannot be entertained.

I think it is desirable. Personally, I am a very strong believer in the merit, the worth of outpost camps, and I was happy to see that this year the budget has provided for a significant increase in funding two outpost camps. I am always distressed that in addition to students not attending school, in many instances, they are not doing anything else. They are not learning how to sustain themselves on the land when they are not in school, in all too many cases.

#### Use Of Educational Television In The Future

I would like to be able to provide even basic education services to students in outpost camps. I can say that I have started exploring developments in satellite technology, which could conceivably in the future provide delivery of educational services to even tiny settlements, even one family settlements, through educational television. All that would be needed is a small power source and a small ground receiving station, but in the near future, to be perfectly realistic, I cannot see being able to do anything in that direction. Thank you, Mr. Chairman.

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

MR. PUDLUK: Thank you, Mr. Chairman. I am just going to ask the same question as I asked before -- not in the House -- but I would like to ask this question in the House, about the Resolute Bay school. Is there any plan for the next few years to build a new school for Resolute Bay? The reason I am asking, is because the Resolute settlement might be increased when the Polaris mine starts fully operating. Also, another question, are we getting more teachers for Resolute Bay, for next year?



CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. According to Cominco, there will be no impact on schools in Resolute Bay by the mine, and based on that assurance, new expanded school facilities in Resolute Bay are not planned for in the three year capital forecast. I might say that if that situation was to change, there now is a mechanism in Baffin for representatives of the local council and the Member for Resolute Bay to persuade the capital planning committee of the Baffin Regional Council that priorities should be changed. Based on the representations by Cominco, which occurred at the public hearing into the new mine, there are no plans to expand the school.

Pupil-Teacher Ratio High In Resolute Bay

Now, as to the request for additional teaching positions, that is one request that the regional office is aware of and one that I think can be responded to. I am aware that, especially compared to other schools in the Baffin region, the pupil-teacher ratio in Resolute Bay is much higher and I am confident that the regional superintendent in Baffin is aware of that and will be making changes next year which will improve that situation. Thank you.

CHAIRMAN (Mr. Fraser): Mr. Pudluk.

MR. PUDLUK: Mr. Chairman, supplementary. Sometimes I think the decision has to be made in this House instead of in the region. I feel very strongly that school should be moved to a safe place, or a new school built. Where it is right now is not safe at all because of polar bears. I think this problem has to be resolved and should be a first priority. Thank you.

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, this is the first time that I have heard about this problem and I may ask Mr. Lewis to reply since he is aware of it. I will say that if we are not able to give you a definite answer at this time, I will make a written reply to the Member once I have personally had a chance to look into it. It just was not known to me until now. I will ask Mr. Lewis...

MR. PUDLUK: I mentioned it three years ago.

HON. DENNIS PATTERSON: Well, I did not have this job three years ago.

MR. PUDLUK: You are fired.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Curley.

Motion To Include Native Languages And Culture In Curriculum And Provide Supplies Therefor

MR. CURLEY: Thank you, Mr. Chairman. I have a couple of motions here. I would like to just go through them. Mr. Chairman, I move that the Department of Education develop in all areas of the school program curriculum objectives that reflect the language and culture of the native peoples and that the Department of Education supply and/or prepare the necessary textbooks and resource materials to be used by students and teachers in meeting those curriculum objectives.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Could we have a copy of that, please? To the motion. Mr. Curley.

MR. CURLEY: I just would like to speak very briefly. It was also evident when we had a public hearing in Rankin Inlet that some of the teachers remarked and said, look, we have a quantity of some of the materials related to the curriculum. That sheet of paper that comes out through the Gestetner machine is supposed to be curriculum, but they are not attractive to young kids. They have no interest in getting a piece of Gestetner type of material to be used in the classroom. So it is a problem. I think the department should be given a guideline. Look, if you are going to be supplying curriculum, let us have them in better quality. You know, let us increase the quality, not -- sure, quantity too, if possible.

So my motion is asking that the department actually should supply some better material because right now the schools I believe are short of the necessary teaching materials to be used for teaching the culture of the natives and so on. So the Minister may want to comment on that but I would just urge that they should try to do a better job and provide necessary materials to classroom assistants or teachers when they are teaching what is supposed to be culture and history of the Inuit people or native people in the Territories. Thank you, Mr. Chairman.

Amendment To Motion To Include Native Languages And Culture In Curriculum And Provide Supplies Therefor, Carried

CHAIRMAN (Mr. Fraser): Mr. Curley, we seem to be having a little problem with your motion. I am informed that you have to use "recommend" in there some place. It deals with money so if you just want to -- I move the Department of Education recommend -- or recommend to the Department of Education. Is that okay?

MR. CURLEY: Yes, it was an oversight.

MR. PUDLUK: To the amendment.

CHAIRMAN (Mr. Fraser): Well somebody has to amend that motion. Mr. Pudluk.

HON. GEORGE BRADEN: I will amend it.

CHAIRMAN (Mr. Fraser): Thank you. To the amendment. Question being called. All in favour? Down. Opposed? The amendment is carried.

---Carried

To the motion. Mr. Minister, Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am very aware of the problem mentioned by the Member. In fact, I was at that same meeting in Rankin Inlet when a veteran teacher presented at a public meeting a high quality, glossy English children's book and compared that with -- pardon me. The book that was presented was produced in Greenland and it was compared to the mimeograph material that has been produced in the Northwest Territories. It was observed that the material that we have been able to develop in the Northwest Territories compares very poorly with the high quality English books which are available in school libraries and similarly, the Greenlandic literature which they have been able to produce.

Reduction In Budget For Curriculum Development

I have looked into that and have discovered that it is very expensive to develop high quality school materials for a relatively small number of students. While I certainly will do everything in my power to do something about this, and I



agree completely with the Member and with the direction of the motion, I must say that as I mentioned in my opening remarks, the budget for this coming year calls for quite a significant reduction in the money we now have available for curriculum development so I must observe that it is going to be even harder to do, in the coming year, than it has been in previous years. Thank you.

CHAIRMAN (Mr. Fraser): Do I hear question? To the motion.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): Question. Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. I would just like to react to the Minister's comment. I sincerely understand that there is a shortage of funds all around but somewhere in there, in the department, there must be personnel that should be concentrating in developing adequate curriculum for the Inuit culture, native people. We cannot find any money to produce and then we will definitely -- we will be anxious -- certainly would be supportive of voting additional money for next year. Surely, the department with all the civil servants in there, I am sure they are probably not active all day long when they should be really writing stories and writing manuscripts for development of the curriculum materials. I do not think it would cost any more because they are already on the government payroll, the department's man years. I do not know. You might be short but surely there must be a way of finding someone to start preparing for that kind of thing.

I think the problem of the government right now, the department, is that other Assemblies have not given them enough guidelines and therefore, they have continued to be short of funds, you know, the areas in the department, the branches. I think this kind of motion will at least give the department something to consider and work toward in the future. If you cannot do it today, do it tomorrow. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Did I hear question?

HON. KANE TOLOGANAK: Question.

Motion To Include Native Languages And Culture In Curriculum And Provide Supplies Therefor, Carried As Amended

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CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Opposed? The motion is carried as amended.

---Carried

Comments of a general nature. We are on page 17.03, schools, total O and M in the amount of \$35,995,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. Curley.

MR. CURLEY: Yes. Mr. Chairman, I have another motion. It deals with the classroom assistants and I probably should have moved it earlier, but we went quite fast. If you would permit me, I would like to move the motion now.

CHAIRMAN (Mr. Fraser): Proceed with your motion, Mr. Curley.

Motion To Recommend That Teachers Be Used To Train Classroom Assistants

MR. CURLEY: Mr. Chairman, thank you. I move that this Assembly recommend to the Minister of the Department of Education, as a supplement to the summer school classroom assistants program, the Department of Education develop an on-the-job training program for classroom assistants, utilizing the services of professional teachers in the field, which would have the following effects:

- (1) Creation of local employment;
- (2) Increased quality of instruction offered in the native language in core curriculum;
- (3) Increased instruction in the native language in core curriculum;
- (4) Further incentives for native people to enter the teaching profession;
- (5) Removal of frustration experienced by classroom assistants in trying to organize and administer their instructional time. Thank you.

CHAIRMAN (Mr. Fraser): Could I have a copy of that, please, Mr. Curley?

MR. CURLEY: No.

CHAIRMAN (Mr. Fraser): Comments of a general nature. Just hang tough a minute, while we check this motion out. Bingo. It is okay. Mr. Curley.

Better Utilization Of Expertise

MR. CURLEY: Very briefly, Mr. Chairman, I have talked to the representative of the teachers' association, and I am sure that they are concerned that we have not utilized a profession that already has expertise in the field to the fullest extent, I believe, by establishing a program so that the teachers' assistants can be trained in the regions. I think it would certainly help, the expertise that is already there. I think last year we expressed the concern that many of the classroom assistants were not prepared to leave and move to Fort Smith to go through the two year program, or whatever it was. I think this motion asks the department, if at all possible to utilize the expertise in the field, enter into an agreement with the teacher, if he or she has the time to train classroom assistants to the teaching profession.

I think it certainly would make things much easier in the Northwest Territories, particularly in the Eastern Arctic. I do not think they have such difficulties in the Mackenzie and this area, but in our area, there are many of the classroom assistants who could be trained, but because the department does not have a policy that they be trained in local communities, the expertise is not utilized. I am absolutely convinced that the teachers, because they have related and professional skills, can certainly train those classroom assistants and would certainly encourage that young person to remain home and be with their families. They would have to go out, only when absolutely necessary, to take further training. So, I would just ask the Members to vote in favour of the motion. Thank you.

CHAIRMAN (Mr. Fraser): To the motion.

MR. MacQUARRIE: Question.



Motion To Recommend That Teachers Be Used To Train Classroom Assistants, Carried

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Opposed? The motion is carried.

---Carried

Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. That is precisely what I am trying to do; that is, the object of that last motion. A proposal has been prepared in some detail for implementing such a plan, using experienced teachers, beginning on a pilot basis in Baffin and in Fort Smith regions, and when that occurs, expanding it to all regions in the Territories. So, I welcome the motion and would like to say that by this time next year I hope to be able to report that it has been effected, in a beginning way. Thank you, Mr. Chairman.

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

MR. PUDLUK: Thank you, Mr. Chairman. I thought I was going to get more reply from the Deputy Minister. Could you...

CHAIRMAN (Mr. Fraser): Thank you. I believe the Deputy Minister had his microphone there and I cut him off. Sorry about that. Mr. Lewis.

MR. LEWIS: Mr. Chairman, the way in which a community gets a new school or an addition to a school is achieved in two ways; first of all, because you have an increase in students and you need to have more space, or because the building is in such poor shape that you have got to knock it down and build another one. In the case of Resolute, it was brought to our attention that that school was unsafe in a different way. It was not that it was really, really old, but that it was not safe because there were polar bears in the area. The request was made that that be solved by building a fence, so that it would be safe. I understand that that was the solution that was proposed for Resolute Bay.

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

MR. PUDLUK: Mr. Chairman, supplementary again. Sometime in 1975 or 1976, when we were planning to move to the new location in Resolute Bay, I thought the territorial government and the federal government made an agreement to build the new school in a few years from that. What happened to those plans for building a new school in Resolute?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I am going to ask Mr. Lewis to reply.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

Plan For Resolute Bay Not Yet Decided

MR. LEWIS: Mr. Chairman, that proposal was part of a large plan for Resolute Bay, which I understand did not go ahead and, to my knowledge, that plan to bring all the facilities in Resolute into one place has not been decided on as yet. That is the information that we were given.

CHAIRMAN (Mr. Fraser): Any further comments? Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. I had other questions earlier or other comments earlier when the Minister was speaking about attendance. I simply would like to say that I generally agreed with the kinds of comments he made with respect to outpost camps, whether "needed at home" was an acceptable excuse for absence from school and so on. Generally I agreed very much and would like to see the department proceed in some of those areas. One comment with respect to "needed at home", if yourself and the department feel that that is not an acceptable excuse, I think that it would be worth while to make that known to local education societies.

To turn to something different, Mr. Minister, there was an attempt to provide some special education for emotionally disturbed children in the fall with the establishment of Kestrel school. It was an attempt to have private enterprise provide a service which would fill a public need. Apparently it did not work out for economic reasons. Has the department drawn any conclusions as a result of that project? With the failure of that project, what has happened to the children who were involved and what will be provided for them in the future? Finally, I believe the department is doing some work on a special education policy. Could you give me a little information about that?

CHAIRMAN (Mr. Fraser): Mr. Minister.

#### Public Awareness Program On Attending School

HON. DENNIS PATTERSON: Mr. Chairman, very briefly I would like to comment on the Member's remarks concerning attendance. I agree that we should do more to publicize the fact that being needed at home is not an excuse and in fact I am very much looking forward to working with the Department of Information in the coming year to develop a public awareness program of the value of attending school. Unfortunately, because of rapid developments in the Northwest Territories, some parents who just have not had the opportunity themselves to receive education need to be made aware of the importance of education in modern society.

I hope to mount a publicity campaign which will do something to improve attendance problems as they are felt particularly in certain communities. Generally, however, across the Territories I was surprised to and pleased to see that, with the exception of the Fort Smith region, overall attendance is going up and each year there are improvements being made. I think this is encouraging and the department must push even harder to persuade parents and students of the importance of going to school.

On the question of Kestrel school which occurred really before my time and the special education policy, I am going to ask Mr. Lewis to reply, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

#### Kestrel School

MR. LEWIS: Mr. Chairman, the Kestrel school was established last August. What we decided to do was to try to deal with the most difficult problem first, which was the problem presented by a number of young people who were emotionally disturbed. We entered into an arrangement with a qualified psychologist who had been on the staff at the University of Calgary and had set up a business in Yellowknife and had done some work both for the department and also for the school districts. That project failed partly because of financial reasons but also because at that time it was our first attempt to resolve this within the



Territories. In the past, many of those students had gone outside and some of them in fact were receiving no assistance whatsoever.

What we learned from that is that perhaps we went into it too quickly and what we have done since Kestrel school closed on November the 10th, has been to discuss with the two school boards in Yellowknife ways in which we could continue to provide that service for the Northwest Territories commencing for the next school year. When the school closed, the department assumed the responsibility itself by providing its own staff and assistance from within our own department. That is the situation that we have today.

#### Policy On Special Education

As far as the policy on special education, we would like to begin a complete program but to phase it in gradually over a number of years beginning with dealing with these special cases first, the ones that need the most help and then gradually throughout the region, providing a different level of assistance for those children who are not terribly disabled but who find difficulty in learning for one reason or another. It is that proposal that in principle has been accepted by the Executive Committee of the government. Because it is such a broad subject and has very, very heavy financial implications, we have not been able to identify the level of funding and also the progression of the program for the next number of years.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Curley.

MR. CURLEY: Mr. Chairman, I would like to ask the Minister if he would briefly outline the proposed plan of the department to establish a business administration course. I believe his department is considering a program of that sort and has asked a number of organizations to represent him through the committee. Could he explain whether or not this particular program would be run through the territorial schools or would it be run through Fort Smith AVTC; how he intends to implement the proposed business administration course? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Minister.

#### Advisory Committee For Business Administration Course

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Tomorrow morning will be the first meeting of the special advisory committee which has been convened to advise us on the best way of structuring and delivering a new business administration and management course. Eight persons nominated by the Inuit Development Corporation, the Metis Development Corporation, the Dene Nation, the Chamber of Mines, the Chamber of Commerce, the Northwest Territories Association of Municipalities -- I think I have got everybody -- and these are people who have had real practical experience in the field of business and in the field of providing practical training to people who wish to pursue a career in business management and administration. They will sit down and tell us how to make the best course to meet the real existing needs in the Northwest Territories. They will advise us on the course content, what is needed and what is not needed. They will advise us on the best way of delivering the course, whether it should be delivered in one institution or in the field. Once we have got what I believe will be very practical, sensible advice based on the experience of these nominees, we will then make those decisions about the form of the course.

Urgent Priority For Future Employment

I feel this committee is crucial in making the course relevant to existing needs in the Northwest Territories and I am very much looking forward to hearing what their recommendations are and presenting them to the Executive Committee for approval and immediate implementation, because this is an area where we can see the jobs. We can smell them, if you like, and we need to provide bodies to fill those jobs or else they are going to be filled by outsiders once again. So, this is an urgent priority, and I trust that the Member agrees that we are going about it in the right way, in seeking advice from people who have the most -- really, people who will end up employing the graduates of those courses. We feel they can tell us best how to run the course and what should be in the course. I think that model was used for the renewable resources technology program, and that course has been highly successful, at least in providing jobs for graduates. Thank you.

CHAIRMAN (Mr. Fraser): Mr. Curley.

MR. CURLEY: Mr. Chairman, one last comment with respect to the proposed special advisory committee to advise the Minister and the department regarding the business administration and management field. I welcome the Minister for initiating this, and I certainly will indicate to him that I will continue to certainly keep my interest with that, because we have been saying in the North for a long time, look, we want managers. We want people with business experience and I think it is about time the Members at least give support to the department for going ahead and seeking advice from the private sector. I think for a long time the department had lacked advice from outside, with the business community, that has real experience in running the northern economy. I really will compliment you for doing this and look forward to working with you and receiving reports on the progress of this particular advisory committee. I think the Members here should have a little more enthusiasm for this, because I think that will count in the long run. Thank you.

Schools, Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Thank you. Page 17.03, schools, total O and M in the amount of \$35,995,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Continuing Education, Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Page 17.04, continuing education, total O and M in the amount of \$1,886,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Vocational Education, Total O And M

CHAIRMAN (Mr. Fraser): Page 17.05, vocational education, total O and M in the amount of \$4,588,000. Agreed?



SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, thank you. I do not have very much to say. I am having a look at some of the things that we did not discuss today. I probably will not be very specific, but I would like to say what I have to say. It was really hard to run the education, especially over in Frobisher Bay. It was really hard. We wanted education to start in the community. Now, with the young people, we are having problems in the Northwest Territories and particularly in our community. After these students are living in Frobisher Bay, they had to be returned back home. They had to take grade 10 again in Frobisher Bay. We were very unhappy about this when, after they had taken grade 10 in the...

CHAIRMAN (Mr. Fraser): Sorry, we have lost the translation. Okay.

#### Grade 10 In Small Communities

MR. KILABUK: (Translation) As I was saying, the students who had grade 10 in the settlements had to take grade 10 again in Frobisher Bay, and we were very unhappy about this. The education committee was very unhappy about this, and we also thought that it would happen in the other settlements, too. For the Baffin education committee, this did not exist before, this question of grade 10 in the community. The students that took the grade 10 program had to take grade 10 again. If they did not do this, I think there would be more students going to school taking this grade 10 program. Right now, there are some students that are taking the grade 10 program. These students will continue and finish their grade 10, and they will probably take their grade 10 over again when they reach Frobisher Bay. Now, this is not a very good thing to hear about, that after they take the grade 10 program in the communities, when they send them over to Frobisher Bay, then they have to take grade 10 over again. I would ask Mr. Lewis or the Minister or your predecessors, how do you plan to take care of this problem? I would like to make a motion on it after I get a reply.

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have received very well thought out letters explaining the problem of the community grade 10 programs from the education authority in the Member's home of Pangnirtung and also from Pond Inlet, and I have also heard concerns from people in Aklavik. The concern is that people who take the grade 10 program in the communities cannot go into grade 11, if they decide to go further on in their education.

#### Existing Policy On Community Grade 10 Program

I am quite familiar with the problem, and I have started to study it. What I have learned is that an existing policy of the government provides that the community grade 10 program should only be made available to students who do not wish to go further on in school. I realize, however, that it may be that a student who goes into the community grade 10 program might change his mind after he is finished that year and might decide, when they are a little older, that they in fact do want to go on and finish the full high school program.

The reason that it is not as easy to solve as people might think is that there are quite serious consequences of saying we will offer, in the communities, the same kind of grade 10 program that we offer in the regional high school. Just to give an example, in the area of science, if we are to teach science in

Pangnirtung of the same standard as the science that we can offer in the regional school, in GREC, Gordon Robertson Education Centre, we have to provide a teacher and we have to provide the labs, the facilities for conducting experiments, which those community schools just do not have right now. The territorial government, up until now, has decided that we will concentrate those kinds of resources in regional high schools, and there are regional high schools in the Northwest Territories now which provide those kinds of resources and where you can have teachers in such specialized areas as science and high school mathematics.

Proposal Involves Major Policy Change

So I must explain to the Member that what he is proposing involves a major policy change. I feel that I would have to go to the Executive Committee and get their approval for this kind of a major change, because it would mean that we would have to provide more resources to community schools all across the Territories which might want to exercise that option.

Personally, I recognize that there is a serious problem existing with that program and that the local authorities are quite anxious that it be resolved. I will tell the Member this, that I will study the problem in more detail, present it to the Executive Committee for their approval and make a decision in time for the coming school year so that students who go into those programs and those communities will know what they are getting into. I cannot promise right now that we will be able to provide the resources so that students who go into what is called community grade 10 can go into grade 11 at the regional school if they wish to proceed. I cannot make that guarantee right now because I must consult my colleagues on the Executive Committee.

Whatever decision we do make, we will make it in time for the coming school year so that people in the Member's community will know what they are going into. I hope that -- I know it is not a clear answer, but I hope that promise will be of some assistance to those communities. Thank you, Mr. Chairman. Incidentally, the Member said he wishes to make a motion. This would certainly help me in raising this issue and resolving it with my colleagues at the earliest possible time. So I welcome the motion in that it recognizes a problem that I agree is urgent. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. The time being 4:00, we will break. Just a minute. Mr. Kilabuk, you have another question for the Minister. Go ahead.

MR. KILABUK: (Translation) Mr. Chairman, I would like to ask a supplementary. I know in my community over in the Baffin region, this is one of the busy communities. I think that in the school facilities in that school, maybe if they had a grade 10 course for two years the students would agree. Have you thought about this, taking a grade 10 course program for two years?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am going to ask Mr. Lewis to provide a little more detail to answer the Member's question.

CHAIRMAN (Mr. Fraser): Mr. Lewis.



Grade 10 Program In Aklavik

MR. LEWIS: Mr. Chairman, the grade 10 program was started as a result of a request in the Inuvik region because many students did not want to go away to schools in Inuvik. Many of them said that the program that they wanted should be different to what existed in Inuvik. As a result, a proposal was made and a policy was made that a grade 10 program would be established in Aklavik and it would consist of some courses which would be the same as they have in Inuvik and other courses, other kinds of learning, which would be developed locally. At that time the thinking was the people that took that course would get a grade 10, or something that we would recognize, for those people who wanted to go into apprenticeships and to other courses where grade 10 was required.

What the Member from Pangnirtung has suggested, Mr. Chairman, I believe, is that the request in the Eastern Arctic has been to have a grade 10 which is different to that, which would allow people to do more academic subjects. Currently, we have in Pangnirtung a program in which a fair number of Alberta subjects are offered and a student who goes through that program can in fact go on to grade 11 in Frobisher in those subjects in which he completed grade 10 in Pangnirtung. So he could, in fact, be going into Frobisher and do part of grade 10 and part of grade 11. So that possibility already exists with the program that is being offered in Pangnirtung.

The same thing would apply in Aklavik, that the people there could go into Inuvik and would be able to carry on, in some subjects, into the next grade. That, Mr. Chairman, is how the program was developed and it was to meet the needs basically of those people that wanted to finish their education locally, but would not close the door to them if they wanted to carry on into the regional school in the following year. I do not know whether that completely answers the question, Mr. Chairman.

Two Year Program In Pangnirtung

If the program was to be extended over two years, in other words that the grade 10, or a fuller grade 10 program, be developed over a two year period in Pangnirtung, I can see no difficulty in achieving that objective. It means it causes some problem with the principal in using his staff to the best possible extent. Also, we would have to look at the facility to see how many courses could be offered in Pangnirtung.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Lewis. We will have a 15 minute coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. We are on vocational education in the amount of \$4,588,000, and I have Mr. Kilabuk, still to ask a question. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I had a good answer. I understood that settlements with greater population can have grade 10 in their communities. I know that in our settlement, next year, there will be grade 10 coming in, and that has 10 students. I would like to ask him again, is it because they have 10 people to take grade 10 that grade 10 is being put into a settlement? Does it have to be 10 people? The majority of it to be 10 students, in order to have grade 10 in the settlements?

CHAIRMAN (Mr. Fraser): Mr. Minister.

Number Of Students Not A Requirement

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. No, there is no requirement for a certain number of students for us to offer the grade 10 program. Of course, it is preferable that we have the program operating in communities that are large enough so that there will be enough students in a class to make it worth while, both for the students and the teacher, but there is no minimum level, and the program certainly will continue in Pangnirtung in the coming year. The only question is, are we going to make changes which will make it fit better into the high school program so that it becomes more like the kind of program a student can take in GREC, or do we still have to offer quite a limited program in communities like Pangnirtung? That question I am going to be looking at urgently, and I will be communicating back to the local education authority in Pangnirtung once we have been able to decide whether changes should be made.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I therefore would like to make a motion. Maybe it is not going to be too much in effect, but I will read the motion slowly.

I move, regarding the students that go to have their education in the settlements, that if they are going to Frobisher Bay, Gordon Robertson Education Centre, to attend their grade 10 that they not take their grade 10 over again, and that the community grade 10 program be given school supplies for laboratories so that they are able to take the grade 10 course in the community without having to take it for two years.

CHAIRMAN (Mr. Fraser): Mr. Kilabuk, I think we will have to get that motion translated, and then we can deal with it when it comes down.

MR. KILABUK: (Translation) Yes, it will be better that way, because it is kind of a long motion, and it will definitely have to be translated.

CHAIRMAN (Mr. Fraser): We will come back to it again, Mr. Kilabuk, if you could have it translated. Thank you. We will just continue on then and come back to the motion. Is that agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed



Ms Cournoyca.

Vocational Training In The Western Arctic

MS COURNOYEA: Mr. Chairman, when the finance committee reviewed the budgets of the various departments, we could not review the budget of the Department of Education, because the estimates and the information was not available for any scrutiny of the budget at all. So we were not able to do that.

On vocational education, would the Minister outline what is being done for the area of the Western Arctic for vocational training, whether there is going to be emphasis put on the creation of a vocational school in that region? If not, what kinds of programs are being designated for that region? In view of the recommendations that have been coming from the Western Arctic and the number of people who have applied for the technical and vocational training, what has been your response to those requests to meet those needs?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am aware that there are expected to be, and undoubtedly there are currently, numerous job opportunities available in the Western Arctic which require skills, and there is a lack of opportunities for people to obtain job related training without leaving their communities, or even their region. There was a lot of work done by the vocational education division over the last several years, toward developing a vocational training program for the regional school in Inuvik. I am going to ask Mr. Lewis to give more details, but I understand that it was developed in great detail with participation of people from that region. The program was approved in principle, but not funded. I will ask Mr. Lewis to elaborate, since all this occurred before my tenure.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: Mr. Chairman, you can give me some guidance on this issue. Am I allowed to correct my Minister on the issue as to whether in fact that program was approved or not?

AN HON. MEMBER: Agreed.

Certification Program For Vocational Training In Inuvik Region

MR. LEWIS: Mr. Butters presented the proposal, which in fact was developed within the Inuvik region, and it was in fact to develop a high school certificate program so that there would be another branch, if you like, or another kind of program, that would be offered in the Inuvik region. This was eventually prepared for Mr. Butters, who presented a five year plan for the development of a vocational education program at the high school level in the Inuvik high school, and when the proposal was examined by the Executive Committee, and they realized the amount of money that would be required over the five year period for only one high school, the Minister decided to accept the advice of the Executive Committee that that be withdrawn, and maybe re-presented on a bit more modest scale. So there was no decision to go ahead with the high school certificate program for vocational training in the Inuvik high school, but that had been developed in the region. It was submitted to the Executive Committee, and we have agreed to bring it back again.

CHAIRMAN (Mr. Fraser): Thank you. Ms Cournoyca.

Vocational Training In Tuktoyaktuk

MS COURNOYEA: Mr. Chairman, in view of the response for training requirements from the recently publicized technical training workshop or school or whatever you want to call it in Tuktoyaktuk, what is the department doing in responding to all the people who were turned down because there was not enough room in the instruction classes to take care of them?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I am going to ask Mr. Lewis to reply.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: I believe the Member is referring to programs at the adult level rather than at the schools level, and it is that activity, vocational education, that in fact we are discussing right now, the vocational training of adults beyond high school. The programs that we offer under vocational training are mostly done by extension. In other words, there are more programs outside of Fort Smith than there are in Fort Smith, and there are many more students, therefore, involved in those programs. In Tuk a program was developed and we received guidance both from our regional staff, from the local committees and also from our own department of employment, which indicated to us what the need was in that region, and programs in fact were developed to meet that need.

The problem arose when the federal Department of Employment and Immigration, which also has money for training, began to identify needs in addition to those that were identified by the Government of the Northwest Territories. Having made our plans within our own budget, we were not able to respond to those extra requirements that have been identified by the federal government. That is the reason why some people did not get the training that they had hoped to get in the Inuvik region.

CHAIRMAN (Mr. Fraser): Ms Cournoyea.

MS COURNOYEA: What are you doing about it?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I will ask Mr. Lewis to reply.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: Within the amount of money that we have for that activity, we are using it all to provide training and one proposal we have made, to my previous Minister, was that we tried to clarify the role that our own government plays in identifying needs and the role that the federal government identifies in providing an idea of what is required in that region. What we are doing at the moment is using all the resources that we have to provide the training in the Inuvik region.

CHAIRMAN (Mr. Fraser): Thank you. Ms Cournoyea.

People Unable To Receive Training

MS COURNOYEA: Do I take it then that the 76 people who could not get into the program that was developed for heavy duty operators, I believe, clerk typists, welding, that these people are not -- the budget is not reflecting what would be done with trying to get the 76 people who applied and could not get into the program, taken care of? Could you answer that?



CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I am going to ask Mr. Lewis.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: Mr. Chairman, we asked for and received an additional \$400,000 in vocational training to meet the needs in the next fiscal year that we were not able to meet in this fiscal year, and that is reflected in this budget.

CHAIRMAN (Mr. Fraser): Thank you. I have Mr. McLaughlin next.

MR. McLAUGHLIN: Thank you, Mr. Chairman. My comments and question are sort of related to Mr. Kilabuk's on the communities grade 10. What I have become aware of is that students, after they finish the grade nine courses in some of the communities, that if they come to Yellowknife to take the academic program, they require upgrading both for this and in order to go into vocational programs. Also if the program is not in existence, the grade 10 community program, is not in existence now, if you put it in, could this upgrading occur then so that when the students come to Yellowknife they would not have to take the upgrading here, they could do it in their own community? I would like to ask the Minister why, when you have grade 10 or grade nine in some of these communities, you actually do not have grade nine or grade 10? Why does this come about, that grade nine in Cambridge Bay is not grade nine in Yellowknife?

CHAIRMAN (Mr. Fraser): Mr. Minister.

Varying Levels Of Quality Of Education

HON. DENNIS PATTERSON: Mr. Chairman, the problem of the quality of education is one that I am aware of and would like to do something about. I will ask Mr. Lewis to explain in more detail why he feels this dilemma occurs from the small communities.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: Mr. Chairman, the grades up to grade nine follow a program which is a territorial program. When students go into grade 10 we follow an Alberta curriculum. The problem that we have in the Territories is no different to what exists in southern Canada where there is a difference between the quality of education in the large urban centres and what exists in the small rural places. There are many reasons for the difference, not necessarily to do with instruction, but because of the various experiences that people have in a large city or a large town. For example, they can visit museums and they have a broader exposure to other kinds of learning, whereas in the small schools, the academic program has to be delivered almost entirely in the school. In the large centre, much of the academic learning is achieved both inside the school and out.

So the problem that we have is similar to what exists in southern Canada, except worse. The gap is greater in our jurisdiction than would exist in southern Canada. We are attempting, and have attempted for the last five years, to at least ensure that those students that go through the program from K to nine will get a core program, so at least in the basic subjects we will have some measure of standard as they go through the program. That is a priority for us, to guarantee that by the time students are finished at the grade nine level, that in some major areas we have quality control in that program.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: So in a way then, if you are just concentrating on the core subjects, then my suggestion that you could do the upgrading in the community would not really work because it is the very things that are not in that community that they have to be upgraded in Yellowknife for anyway. So in actual fact, the upgrading probably could not be done in the community grade 10 course then, is that right?

CHAIRMAN (Mr. Fraser): Mr. Minister.

Resources And Teaching Specialists Concentrated At Regional Centres

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, I think, essentially, that describes the problem. We have to decide whether we concentrate our resources and our teaching specialists in regional centres, or whether, as an alternative to regional centres, we eliminate them and spread those same resources throughout the communities. So far the direction has been to provide those specialist resources in the regional centres. It is that very problem that lies at the root of the question of the community grade 10 program. Thank you.

CHAIRMAN (Mr. Fraser): Thank you. I have Mr. Appaqaq next. Do you have another question, Mr. McLaughlin?

MR. McLAUGHLIN: Yes, just on the same thing again. So even when you put a community grade 10 program into a community with some of the vocational courses that are offered, some of the technical and academic parts of those courses, even then some students would need upgrading at the same time they are trying to take the vocational courses at AVTC or they might find it very difficult to take the courses because they do not have some of the academics.

CHAIRMAN (Mr. Fraser): Mr. Minister.

Problem With Community Grade 10

HON. DENNIS PATTERSON: Mr. Chairman, yes. The upgrading often has to take place at AVTC for example where certain academic courses must be provided depending upon which particular trade or training is being taken. The problem with community grade 10, for example, is that it is not possible to offer the same wide range of academic courses as can be offered in the regional school.

CHAIRMAN (Mr. Fraser): We have a copy of the motion now that was made by Mr. Kilabuk. I would like to go back into that motion if I could and get that cleared away. I have a couple of other speakers on, but I will let them speak after we deal with the motion.

The motion reads: I move that the students who finish grade 10 in their communities do not repeat grade 10 in high schools in other communities like Frobisher Bay, and that the grade 10 in community high schools have the same curriculum and be able to repeat grade 10 if they fail in their own community. Does that sound right, Mr. Kilabuk? Mr. Kilabuk, to the motion.

MR. KILABUK: (Translation) Yes, Mr. Chairman, the last part, does it say that they go to school and they can finish in their community after two years, in the last part?

CHAIRMAN (Mr. Fraser): Could you maybe just repeat that again? We have not got it. Mr. Kilabuk.



MR. KILABUK: (Translation) Mr. Chairman, in the last part, that it does not really finish there, that it says instead of grade 10, pass their schooling and finish their schooling in their community, but it does not say here.

INTERPRETER: Can we get a copy of that, please?

CHAIRMAN (Mr. Fraser): We will give a copy of that to the interpreters, and maybe they can read it back to us. Mr. Appaqaq, I will let you talk to that while they are straightening out the motion. Mr. Appaqaq.

#### Adult Education In Baffin Region

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I want to ask a question. I do not know whether it is going to be answered or not. It is going to be quite difficult. I remember there was an adult education centre in Keewatin. There were some adult people going to school in that community. It was a very good thing going, but now, they go to the Baffin region, when we became part of the Baffin region. I have not heard about it since. It was very helpful to me due to the fact that I studied for one month, but I could not go on anymore, due to an illness. If the school was not being used, if I had to go to a meeting, I had to get an escort, but now I am quite comfortable coming to the meetings by myself.

I want to know if there has been a change made, or if the adult education centre is now located in each community. Rather than sending adult education students to different communities, are they now having it locally? That is what I want to know.

CHAIRMAN (Mr. Fraser): Mr. Minister.

#### Adult Education In Individual Communities

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. In answer to the Member's question, adult education is provided in most communities in the Northwest Territories that want them. In Sanikiluaq, the Department of Education had, some years ago, worked with the community to find out the interest in having a full scale adult education program there, and specifically, the council was consulted as to what suggestions they might have for courses and programs.

I am informed by the Baffin region Department of Education that there did not seem to be the kind of interest or support for a full scale program at that time when Sanikiluaq was being considered. At present, there is no position allocated for adult education in Sanikiluaq or Resolute Bay or Hall Beach, in Baffin. If the community is interested in obtaining a specific course or specific training in a certain area, the adult education supervisor for the region will respond, and deliver the kind of program that the community wants. This year, with this budget however, your community could not have a full time adult education instructor, if it was requested.

CHAIRMAN (Mr. Fraser): Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. Does the Minister know when there are a certain amount of people that want to go to school in the community, how many people in the community would there have to be in order to get support for adult education in our community?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I am going to ask Mr. Lewis to answer that, please.

CHAIRMAN (Mr. Fraser): Mr. Lewis.

MR. LEWIS: Mr. Chairman, in adult education, it would depend upon what particular course people wanted to have, and if they wanted to have a course for, for example, upgrading, or for a certain period of time, then they could make that request to their regional adult education person. There would be no specific number of people, but we usually look at around about 10 people in order to have a course that would justify getting an instructor hired for a certain number of weeks to do what the community would like to have done, in upgrading for example.

CHAIRMAN (Mr. Fraser): Thank you. I have Mr. MacQuarrie next.

MR. MacQUARRIE: I wanted to speak to something related to Mr. Kilabuk's motion, so if you are proceeding with that, I will wait until it is sorted out.

CHAIRMAN (Mr. Fraser): Thank you. We will deal with Mr. Kilabuk's motion now. I believe the Member talked to the interpreters, and this is the way he wants the motion read.

Motion That Community Grade 10 Be Equivalent To Large Centres

I move that the students who finish grade 10 in their communities do not repeat grade 10 in high schools in other communities like Frobisher Bay, and that the grade 10 in communities and high schools have the same curriculum and be able to repeat grade 10 if they fail in their own communities. To the motion, Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I think it is understood by the Members when translated into English. The reason I had -- the things we Inuit people use, such as moving and hunting and the weather, learning, that is the reason why I make this motion, because they do not seem to take into account those subjects. Now we know we have to use skidoos in a certain way, but they are not using it and putting it to good use. Sometimes the students are at home -- if they are taught the safe way of using the equipment. Also some of them do not like to eat Inuit food after awhile because some of the Inuit people that have been going to school do not like to eat Inuit food when they come back. That is one of my other reasons.

If they know their parents all the time, maybe they would not be turning this way. When we are able to teach our children according to our knowledge. The reason I make the motion is because I want to see these things supported. Is it supported or non-supported? Maybe we could talk about it some more. I would very much like to be supported on that. Thank you.

CHAIRMAN (Mr. Fraser): To the motion. Mr. MacQuarrie.

Possible To Provide Equivalent Education In Communities

MR. MacQUARRIE: Thank you, Mr. Chairman. I certainly support the idea of providing as much education as possible in local communities. I recognize the difficulty of giving what would be considered to be an equivalent education at the high school level in communities and yet I would urge the Minister not to be too easily persuaded that it is not possible to provide equivalent education to the grade 10 level in communities. My reason for saying that is that I come from a very small community myself, took all of my public education from grade one to grade 12 in a community that perhaps had 1000 people in it.



CHAIRMAN (Mr. Fraser): Let us get to the motion; Mr. MacQuarrie.

MR. MacQUARRIE: It is to the motion. The motion is calling for education in communities. I am trying to demonstrate that it is possible. As I say, we were able to get an academic education that enabled some of us in that community to go on to university. As a teacher also for many years, I believe that it is possible without high costing apparatus, to provide at least a grade 10 academic education in communities but I would say that in order to be able to do it effectively, it means that in all the years prior to that time, that there has to be regular attendance at school and there has to be attention to sound progression and development of the core subjects that we were talking about. If that is done, I really believe that it is possible to provide academic education to the grade 10 level in communities. While there are difficulties right now in the way of doing that, I will support the motion as a very desirable aim.

---Applause

CHAIRMAN (Mr. Fraser): Thank you. Do I hear question?

AN HON. MEMBER: Question.

Motion That Community Grade 10 Be Equivalent To Large Centres, Carried

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Opposed? The motion is carried.

---Carried

I have a request from Mr. Tologanak that he would like to go back to continuing education. Is it agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

Revert To Continuing Education, Total 0 And M

Mr. Tologanak.

MR. CURLEY: He is sick today.

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. I wanted to go back to continuing education to ask questions on behalf of my constituents. First of all, I would lead off with a question to the Minister concerning Coppermine and Spence Bay adult education. Are these programs being cut from this budget, first of all?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Coppermine and Spence Bay will not suffer any reduction. Overall in the Territories, as the budget book shows, there was a reduction, again due to a lack of funds, a total reduction of 8.5 man years. The Baffin region took four and a half of those years, fortunately in positions which had been vacant for some time. Two positions came from the Inuvik region where adult education services have been turned over to the -- I am sorry. They were home management positions which are included where those positions were turned over to the native women.

HON. KANE TOLOGANAK: Answer my question.

HON. DENNIS PATTERSON: Now in your area, looking at it as it was when the budget was being planned at Fort Smith region, there was a total reduction of two positions. Since Coppermine and Spence Bay were vacant, those positions were felt at the time to be surplus. However, I have obtained assurances from the regional superintendent in Fort Smith that the Coppermine position will be filled, that is it will not be allowed to remain vacant. An adult educator, when hired, will fill that position. I cannot give the same assurance for Spence Bay.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Tologanak.

Adult Education In Spence Bay

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. When I received correspondence from Spence Bay, I was quite concerned that the position in Spence Bay would not be filled because it is a very worth while program and the Central Arctic people have been involved in adult education so that they can further themselves, upgrade themselves so they can apply for training positions which the resource development is imposing upon people in the Territories. Also, thinking about the replies to the Commissioner from Mr. Curley for Keewatin South, we have to start supporting some of these people. What kind of future do they have? Some of these young people are out of school and cannot get back in some cases and have to look to adult education in order to upgrade themselves so that they can get into apprenticeships. They are trying to get into programs that other agencies are offering. I think these adult education centres should be looked at very seriously and viewed by the department as a very high priority. Thank you, Mr. Chairman. That is all. The Keewatin people are in a rush.

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

Adult Education A High Priority In The North

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree with the honourable Member and I can say that as the honourable Member knows, these shortfalls have been already discussed at the Executive Committee. I feel hopeful, if not confident, that to meet the need which I fully recognize in Spence Bay, and in other places where needs have been identified such as Mr. Appaqaq's concern about his community, we can do something about this. That is all I can say at this point, that I agree it is a priority.

Before I was appointed to this position, I made a submission to the finance committee in which I said the same thing, that adult education was of prime importance and should not suffer, especially in those parts of the Northwest Territories where people simply have not had the opportunity to obtain schooling through the normal route. Schools just have not been available until relatively recently. So I am in full sympathy with those concerns, and feel that bringing the program up to at least existing levels is something that must be given full attention. Thank you.

Vocational Education, Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Curley. We are on page 17.05, vocational education, total O and M, \$4,588,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed



Higher Education, Total O And M

CHAIRMAN (Mr. Fraser): Higher education, \$1,194,000. Mr. Curley.

Motion To Defer Higher Education Activity, Carried

MR. CURLEY: Mr. Chairman, in view of the motion that is before the House to debate the special committee's recommendation on grants and bursaries, I think it would be appropriate to defer this item until after the debate, as it might not be appropriate to vote on it now, because we have a motion to deal with that on Monday.

CHAIRMAN (Mr. Fraser): Could you make a motion then, Mr. Curley?

MR. CURLEY: I do.

CHAIRMAN (Mr. Fraser): You so move that we defer higher education item on page 17.06, until completion of the motion on education recommendations. To the motion.

MR. MacQUARRIE: Question.

CHAIRMAN (Mr. Fraser): Question. All in favour? Down. Opposed? The motion is carried.

---Carried

Pupil Residences, Total O And M

Pupil residences, on page 17.07, total O and M in the amount of \$3,088,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: I would just like to ask the Minister, because of the fire in Fort Smith involving the residences, is there any concern for the people in the western region of the Territories that use that facility, that there will be lack of accommodation there next year for pupils?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, there is concern about that. As a matter of fact, I was just speaking to Mr. Graves this morning about the cutbacks in courses that will have to take place if we do not solve that accommodation problem soon, but we are hopeful that in the short term, through negotiations with the Anglican Church to use the old hospital there, that we can accommodate the students who have been displaced because of that fire. You may know that the Executive Committee recently improved renovations to Breynat Hall, which will pave the way for more extensive construction of space which can be used for residence or classroom use, as we see the need developing. However, in the short term, we are hoping that the old hospital can fill our needs for student accommodation. If that fails, I will not give up. Thank you.

CHAIRMAN (Mr. Fraser): Right on. Mr. McLaughlin.

MR. McLAUGHLIN: In another area regarding residences, the Minister will probably recall when he went to U of A the same time I did, we used to have something called varsity guest weekend, where what we tried to do was have the presidents and vice presidents of the different high school student unions travel to the University of Alberta and spend the weekend in the residence and become familiarized with the way the university operated. I was wondering, with the apprehension that parents and some local education authorities have about the hostels, has the government ever made any attempts to have situations where at least some of the students from the community schools in grade nine and possibly some of the people on local education advisory boards could go to the hostels on a regular annual basis on a weekend and stay there and hopefully something could be done by the students in the hostel to host the students in the hostel communities?

CHAIRMAN (Mr. Fraser): Is there a question there, Mr. McLaughlin, or just a comment?

MR. McLAUGHLIN: I am just asking if they have ever had a program like that or considered having one?

CHAIRMAN (Mr. Fraser): Mr. Minister.

Exposing Parents To Hostel Facilities

HON. DENNIS PATTERSON: No, Mr. Chairman, not for students, but I think the programs which have brought parents to the residences and which have brought local education members to the residences have been far more beneficial in encouraging parents to send their children. The obstacle usually seems not to be the students, who are usually willing to go, but the parents who are not willing to send them. So, I think the department has wisely tried to expose parents to the facilities as a priority, instead of the students themselves.

I agree with the Member's concern that we try to make the parents interested in seeing the fact that our residences are decent places for students to stay and encouraging them to send their students there. I will take the suggestion into consideration, but my present feeling is that it is the parents who need this exposure, not the students.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Total O and M, \$3,088,000. Mr. Appaqaq.

Sanikiluaq Students In Frobisher Bay

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. Over at Ukkivik residence, in Frobisher Bay, I would like to comment on it a little bit. I am very sad to see that there are no more students from Sanikiluaq in Frobisher Bay, because education there is very important and this is of some great importance. This morning, the question that I raised, I got a return back on it, and it did not seem to really answer my question. The question that I raised to the Minister is very important.

I think there are no more students going to Frobisher Bay, because the administrators in that area -- I mean there was a big turnover in the administrators of the hostel, and they have made new policies in that hostel without asking the students whether they liked the policy or not. That is why they were not



very happy in that school. Can the Minister ask the supervisors or the administrators of the school whether they can -- would the Minister -- could he tell the administration of the Ukkivik residence -- whether they can ask the same questions or if the students can have more say about the policies that were being put out by the administrators?

CHAIRMAN (Mr. Fraser): Mr. Minister,

Situation At Ukkivik Residence Being Watched Closely

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I thank the Member from Sanikiluaq and as well Mr. Kilabuk and Mr. Arlooktoo for alerting me, last week, to the fact that students were unhappy. I have, as much as is possible from here, investigated the source of student unhappiness and just this morning I had a meeting with the Baffin regional superintendent and pointed out some of these concerns. I have received his assurances that he is watching the situation at Ukkivik very closely and will try to improve communications so that students do not leave because of policies in place at the residence. However, I must say that the number of students who have left this year is only a little higher than the number who have always left in each year. There is a new administrator there this year and quite a few new staff and it has been a little less stable for that reason than it was over the previous years when the administration was the same.

Unfortunately, we cannot really do very much when a student's mother calls and says the student has to come home. All we can do is try to persuade the student to stick it out. Those efforts were made with the students who recently left from Sanikiluaq but we failed. I am disappointed in that and I have asked the staff there to do everything they possibly can. The country food quota has improved and when the contract is up for renegotiation, I hope to make the amount of country food served there even greater.

I agree with Mr. Kilabuk that it is desirable to improve that situation because all of the students in Ukkivik like country food and it is plentifully available and even more cheaply than southern foods. All I can say now is that the situation is being observed quite carefully and I hope it will improve and I hope we do not lose any more students. Part of the responsibility rests on the parents and I would invite the Member from Sanikiluaq to communicate with parents of those students to try to persuade them that things are not as bad as they might think. I will try to deal with any problems that he feels have not been solved in the next little while but I hope the situation has now improved. Thank you.

CHAIRMAN (Mr. Fraser): Pupil residences, \$3,088,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

Private Accommodation As Opposed To Hostels

MR. McLAUGHLIN: I would just like to ask the Minister regarding the cost of keeping students in hostels. The special committee on education has received letters from people who are interested in having a program where students who are in Yellowknife, for example, could stay in private accommodation and receive some sort of a daily allowance for that rather than stay in a hostel. I just wonder what the department's official position is on that right now.

HON. DENNIS PATTERSON: Yes, I received a copy of that proposal, Mr. Chairman. It is the same dilemma that we have with regional high schools. If you build and staff and equip a large expensive facility, it is very difficult to turn around in the other direction and say we do not want a residence. We will pay people to board students. This is a major policy question. I am not unwilling to consider the proposal and I realize that perhaps with particular students, who for some reason cannot tolerate residence life, we may have to look at solutions in those special cases.

I was recently at a meeting planning the Keewatin regional high school with the chairman and council, community representatives from all over the Keewatin region and was perhaps a bit surprised to find out that those people clearly wanted a large residence. They felt that that type of accommodation was superior to what could be offered by way of boarding homes because you can never be assured of a sufficient standard in individual homes and when students stay in private homes, they have to follow the hours of the household and sometimes they do not get up in the morning for school and this sort of thing.

So I want to say that while I am prepared to review that proposal, I feel that changing the existing state of affairs would be a major policy change and could not be done without very serious thought and not taken lightly. It sounds like a good idea but we have to realize that we have gone in a completely different direction up to date and we cannot ignore the investment that we have got in Akaitcho Hall. As the Members may know, Mr. Butters initiated a program for major renovations there and it is going to cost \$100,000. We have to look very carefully, if we are going to cut back on those facilities because they are there. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. McLaughlin.

Group Or Family Type Residences

MR. McLAUGHLIN: This makes me ask why do you have at the top of the page "Any future construction will be for group or family type residences"?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: I expect that when that was written, we had not heard from the people of the Keewatin. When I was speaking to the people in the Keewatin, I was almost sure that they would want to consider group or family type residences because we have heard so many complaints about the hostel and the institution and what terrible places they are. In fact, parents in the Keewatin and the local education representatives in the Keewatin do not seem to think they are quite as bad after all when they were presented with the alternatives. So I think that particular sentence is now out of date. Thank you.

Pupil Residences, Total O and M, Agreed

CHAIRMAN (Mr. Fraser): Thank you. Pupil residences, total O and M \$3,088,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Turn to page 17.01 in the amount of -- we are going to have to hold off and defer this. We have a motion on the floor to defer the activity on higher education. So we will leave this budget and we will thank the witnesses for -- Mr. Curley, have you a point of order?



MR. CURLEY: No, Mr. Chairman. Mr. Chairman, I was going to ask one question with respect to pupil residences, if you would permit me.

CHAIRMAN (Mr. Fraser): Pupil residences. Okay, Mr. Curley. Go ahead.

MR. CURLEY: Mr. Chairman, since the government now has allotted the amount of about \$300,000 for a proposed high school in Keewatin, will the Minister inform this House once again whether he will initiate some discussions with the education committee in Keewatin to plan the type of best possible addition, pupil residences. I noticed you referred to it but will you be again going back to them to try and finalize the type of residence that they should have? In a broader sense, could you tell me what you further plan to do on that?

CHAIRMAN (Mr. Fraser): Mr. Minister.

HON. DENNIS PATTERSON: Absolutely, yes, Mr. Chairman. In fact, I hope that the new regional high school and the residence facilities that will be constructed in Keewatin will be the best planned facilities to date in the Northwest Territories. Beginning on Tuesday in this coming week, a meeting is taking place, the first meeting of the planning committee that has been selected by all the local education authorities in the Keewatin region. That planning committee will spend the whole of the coming year working with architects and engineers to say exactly what kind of facilities they want and exactly what the residence, for example, will look like. I felt, from the meeting in Rankin, that the delegates had fastened on a large hostel type institution, but ultimately that planning committee will be working out the details and if they do change what seems to be the direction and go for smaller family type residences or group home style residences, then we will be directed by that group.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Curley.

#### Large Hostel Type Institution

MR. CURLEY: One comment, I did not get the impression that they seemed to be going in the direction of the large type of hostel at all. I do not know where the Minister got that impression from, I was at the same meeting and they did not at all seem to prefer the particular type of pupil residences that they should have. I think they pretty well left that to the planning committee, because when dealing with the proposed location, it was difficult enough for them to decide, and they really did not want to have to decide with regard to the type of pupil residences there should be. I just do not want to get the impression of the Minister that he was of the opinion that they were leaning toward a large type of pupil residences. Maybe his officials have, but I certainly did not get that impression from the Keewatin education representatives when I was there. Thank you, that is all I want to say.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. This then completes the budget for the Education department -- with the exception of one page, 17.06, which we will come back to after completion of the recommendations. We will thank the witnesses then, for their time and expertise.

---Applause

AN HON. MEMBER: Report progress.

CHAIRMAN (Mr. Fraser): What is the wish of the committee now, that we report progress?

MR. PUDLUK: Report progress.

SOME HON. MEMBERS: Progress. Progress.

AN HON. MEMBER: Shame, shame!

CHAIRMAN (Mr. Fraser): Mr. Nerysoo.

AN HON. MEMBER: One more department.

HON. RICHARD NERYSOO: I would not mind if I could have the indulgence of the House to at least hear general comments from my department. I would like to proceed with making those comments at this time and then, probably calling progress after that.

CHAIRMAN (Mr. Fraser): Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Renewable Resources

CHAIRMAN (Mr. Fraser): Who do you wish to call in? Mr. Nerysoo.

HON. RICHARD NERYSOO: Mr. Chairman, I would like to ask my Deputy Minister to come in.

CHAIRMAN (Mr. Fraser): Is it agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

MR. PUDLUK: Which department is that then?

MR. CURLEY: Agreed.

---Laughter

HON. RICHARD NERYSOO: Thank you.

CHAIRMAN (Mr. Fraser): Mr. Minister, I understand you have some opening remarks.

HON. RICHARD NERYSOO: Yes, Mr. Chairman. Just comments that I would like to make people aware of, and that is that, firstly, the budget we are going to review will seem to represent a substantial increase over last year, but before we get into the discussion or commenting on that increase, I would like to inform you that the 1980-81 budget represented an increase of three quarters of one per cent of 1979-80. Wage increases over those two years have been 15 and a half per cent. Fuel increases over the same period have been 45 per cent. The costs of all goods and services have increased substantially. The net result has been a reduction in our programs. This years budget is an increase of \$1.3 million over last years. I must tell you, however, that during the course of the past year, the Executive Committee has taken action to assist hunters and trappers during these inflationary times. You will see the result...



CHAIRMAN (Mr. Fraser): Mr. Minister, could you slow down, please, just a bit for the interpreters?

HON. RICHARD NERYSOO: Okay.

CHAIRMAN (Mr. Fraser): I know you are in a rush to get through, but you will have to slow down.

HON. RICHARD NERYSOO: You will see the results of this action in the supplementary estimates in the amount of \$618,000. The growth in our budget then, is not what it seems. The budget you are about to review is not necessarily the budget we had hoped for. Our request was well over a million dollars more. As you have heard from other Ministers, that money is not available. The target given to our department was \$6.3 million.

#### Pressure On Department To Expand And Enrich Programs

I would also like to advise you that we are participating in an effort to obtain supplementary or B level funding for the Government of the Northwest Territories. This is in response to the unprecedented number of development proposals that are quickly closing in on us. They include a number of mines, oil and gas developments, pipelines, etc. In the face of these developments over which we have little control as a government, this department must accelerate our inventory and survey work. Our base information for species management is incomplete and inadequate. In addition to this, there is an increase in wildlife harvest flexibility for domestic and commercial purposes, by an increasing population of harvesters. There is considerable pressure on the department to expand and enrich programs. Examples of this are in the new gasoline subsidy program of \$150,000, the fur incentive programs which have been increased by \$70,000 and an additional \$150,000 for the outpost camp program.

Now, during the year I also have taken the initiative to try to work out transferring responsibility of management and of programs to the communities. In my opinion, there has not been the response that I thought I might get. Now, I say this mainly because we began with the whole idea in the Keewatin area. I have been somewhat happy about the kind of effort that the honourable Members from the Keewatin have given in trying to help resolve the issue of communities and the hunters' and trappers' associations participating in the area of wildlife management and in the development of policy and responsibility for the program areas. I still think, though, that we can succeed in resolving some of the problems that we have had over the past years in the area of participation of the hunters and trappers in wildlife management, in the development of policy, and in the development of programs.

#### Amendments To Wildlife Regulations

There are a number of amendments, I guess, I have made over the past year to the wildlife regulations that I would like to make available to people in this House and in fact table them and have them translated so that people can see the amendments that have been made. It has been, at times, more than difficult to make amendments because we have to recognize that there are needs and concerns that are being expressed to me as the Minister with regard to amendments to the regulations or, in fact, to the ordinance. If any major amendments to the ordinance are planned, then those amendments have to come before this House for approval. With regard to wildlife

regulations, that whole amendment or amendments can go before the Commissioner and myself and, upon my recommendation to the Commissioner, can be changed.

There is a commitment I made during a question I was asked by Mr. Curley on the issue of allowing HTA members to play a role in the enforcing of regulations. Now, we have done some work on that and presently the ordinance, as you know, does not allow us to appoint ex officio game officers except for the chief of the wildlife service, RCMP, or fisheries officers. Therefore, to appoint members of HTA as ex officio game officers, we would have to amend the Wildlife Ordinance.

We have, in the interim, the possibility of allowing for the appointment of wildlife guardians in the communities to be appointed as I guess one might refer to as ex officio officers, and that they will be assigned the responsibility to enforce the Northwest Territories wildlife regulations. However, the one area that is clear to us, and that is at present the chief of wildlife service who assigns the responsibility for enforcement cannot authorize the game guardians until we have ex officio wildlife officers, the responsibility to enforce federal acts or regulations.

I realize that it may not seem somewhat of a positive response but I would like to suggest or to make the Member aware that I am willing and have suggested in the new budget year the program of wildlife guardians to be part of the new program for this year. Those appointments themselves can be done by the hunters' and trappers' associations in the communities and they can be paid through a retainer, term or contract. This game guardian program could be for the interim because we require an amendment to the ordinance and we could do that probably but we would have to present the amendment to the next Legislative Assembly session.

Now, I realize that we are still going to, over the next year, have to address a number of the issues and concerns that we have in the regions. I would really appreciate support and the help of the MLA's over the next year so I can try and resolve some of the concerns that still exist. Certainly the amendments have not come to the regulations or to this Assembly for changes to the ordinance. On that note, I think that I would like to close my opening comments.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister.

---Applause

Mr. Pudluk. No further comments? Mr. Curley.

#### Need For Local Management And Enforcement Of Wildlife Regulations

MR. CURLEY: Thank you, Mr. Chairman. We have a few minutes time left before we report progress. I welcome the Minister's remarks and the fact that he recognizes the need to make certain amendments to the Wildlife Ordinance. I certainly believe that he has good reason to amend the Wildlife Ordinance because last year when we debated the Wildlife Ordinance, the estimates, the Minister was given enough direction from this Assembly to improve the wildlife department and enforcement of the management programs. I am just a little concerned that nothing really productive, at this time, is presented for our consideration as to how the regional hunters and trappers or locals should be involved in management and enforcement of wildlife regulations.



I think it certainly is not satisfactory enough. This government is very interested in representing the public. We hear from the Minister for Aboriginal Rights that he is interested in representing the "others" other interests. When are we going to start representing the native people? When are we going to start proposing through ordinances and regulations that native people have the priority in terms of hunting rights? When are we going to start seeing them? This government has taken their hunting rights. It has continued to change the regulations that takes away the hunting rights of the native people. We see that through the general hunting licences. You know, the conditions were changed so that even a non-native person can be eligible for general hunting licence.

#### Government Not Representing The Majority

So these are the kinds of things that people are very concerned with. They are losing patience with the wildlife service. It is not, in a sense, representing the majority of the people of the Northwest Territories. It continues to represent the non-native. Fine. If they need it, it is fine. They can be given special licences, special permits but to try and continue to apply it equally across the Northwest Territories might be darn good for the director of the Renewable Resources but that is not what he is being told by the public, by the native people of the Northwest Territories.

I am just expressing the frustration of the people of the Territories, the Baker Lake area and the Thelon Game Sanctuary. It is quite a large, large area of land. The people in the Baker Lake area would like to be able to trap and hunt in that area. The Minister says he cannot do that because he is afraid that the oil and mining companies might want to get in there too. For goodness sake, if you are serious and if you are aggressive, you can say to the Minister of Indian Affairs, only hunting rights and hunting rights only. Establish in that regulation that native people can hunt and trap. The federal government has a lot of experience in dealing with those.

#### Represent Native People's Interest First

In 1929 they issued an order in council by establishing an Arctic Island game reserve, but this government took it away from the Inuit people and Indian people so that their hunting rights were -- by very casual procedures in the House, they abolished the hunting rights of those people. So these are the kinds of things that we would like the Minister to represent for the native people. Represent them. You can represent the other interests too, non-Inuit people, but first of all, I think the Minister's responsibility is to protect, first and foremost, the interest of the native people. Only then I think the Minister will be able to develop a fair and respectful relationship with the majority of the Eastern Arctic and native communities.

I will have a lot more to say on this. I would like to just go through that because I do not think it is a very major problem in changing an ordinance if we want to. The fact is, does the department, and its officials, want to amend the ordinance so that these hunters and trappers representatives can actually take part in being the guardians and ex officio officers of the Wildlife Ordinance and its regulations? Thank you. I think it is about time to report progress.

---Laughter

CHAIRMAN (Mr. Fraser): Report progress. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Mr. Fraser.

REPORT OF THE COMMITTEE OF THE WHOLE OF BILL 1-81(1), APPROPRIATION ORDINANCE, 1981-82

MR. FRASER: Mr. Speaker, your committee has been studying Bill 1-81(1) and wish to report progress.

MR. SPEAKER: Thank you, Mr. Fraser. Are there any announcements? Mr. Clerk, announcements and orders of the day, please.

CLERK OF THE HOUSE (Mr. Remnant): Friday, March 6, 9:30 a.m., a meeting of the special committee on constitutional development in room 301.

ITEM NO. 13: ORDERS OF THE DAY

Orders of the day, 1:00 p.m., Friday, March 6, 1981.

1. Prayer
2. Oral Questions
3. Questions and Returns
4. Petitions
5. Tabling of Documents
6. Reports of Standing and Special Committees
7. Notices of Motion
8. Motions
9. Notices of Motion for First Reading of Bills
10. Introduction of Bills for First Reading
11. Second Reading of Bills
12. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters: Bill 1-81(1); Ninth Report of the Standing Committee on Finance; Report of the Special Committee on Education Respecting Student Aid
13. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. The hour being 6:00 p.m., I declare this House adjourned until 1:00 p.m., March 6, 1981, at the Explorer Hotel.

---ADJOURNMENT



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