



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

MONDAY, FEBRUARY 15, 1982

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

DEPUTY SPEAKER (Mr. Fraser): Item 2, replies to Commissioner's Address.
Mr. MacQuarrie.

MR. MacQUARRIE: I rise on a question of privilege, Mr. Speaker. On Friday, when the estimates of the Department of Local Government were being considered, it was alleged at that time that there was an inordinate amount of Local Government capital being spent in the Minister's constituency and I did not have access to detailed figures and relied on figures that were quoted by another honourable Member of the House which led me to make the statement that a quarter of the capital budget of Local Government was being spent in the Minister's riding. It has since been brought to my attention that that is not the case, but that that figure included capital expenditures from other departments and I therefore withdraw that remark and apologize to the honourable Minister and regret any embarrassment it may have caused him.

---Applause

MR. DEPUTY SPEAKER: Thank you, Mr. MacQuarrie. Replies to Commissioner's Address. There are no replies.

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Noah.

Question 23-82(1): Construction Of Rental Housing By NWT Housing Corporation

MR. NOAH: (Translation) Thank you, Mr. Speaker. This is concerning the NWT Housing Corporation. The houses that have been rented to the people, they will not be giving any more to the NWT residents. I want to know whether this is true or not. This is a question to the Minister responsible for the NWT Housing Corporation. Why are the houses not being sent to the communities? Is the rumour I am hearing true or not, Mr. Speaker?

MR. DEPUTY SPEAKER: Thank you, Mr. Noah. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I am not sure if I understand the question. Is the Member saying that there were some houses that were indicated they were to go to particular communities and he has heard that now they are not going to go? I am not clear as to the question.

MR. DEPUTY SPEAKER: Thank you.

HON. ARNOLD McCALLUM: Would he mind repeating the question?

MR. DEPUTY SPEAKER: Mr. Noah.

MR. NOAH: (Translation) I will ask him in English. (Translation ends)
Mr. Speaker, my question is directed to the Minister responsible for the Housing Corporation. There is a rumour going around that there will not be any houses coming to the Northwest Territories this year or this summer, especially to the community of Baker Lake. From my understanding there was supposed to be 10 houses coming into Baker Lake this summer and now I hear that there will not be any houses coming at all for the northern communities this year. Is the rumour true or not true at all? Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you, Mr. Noah. Mr. McCallum.

Return To Question 23-82(1): Construction Of Rental Housing By NWT Housing Corporation

HON. ARNOLD McCALLUM: Mr. Speaker, the Member is correct. The Housing Corporation is not building any new houses anywhere in the Northwest Territories this year. We are finishing up those houses that were started last year and we are preparing the sites and acquiring land for 82 or 80-odd houses that will be started next year, but the Member is absolutely correct. It is not a rumour. It is correct. The Housing Corporation is not starting any new housing construction this year.

MR. DEPUTY SPEAKER: Thank you, Mr. McCallum. Item 3, oral questions. Mr. Curley.

Question 24-82(1): Eligibility For Home-Ownership Program Funds

MR. CURLEY: Yes, Mr. Chairman, my question also is to the Minister responsible for the Housing Corporation. It has been rumoured that the Western Arctic is the only region that will be eligible for the home-ownership program as far as Housing Corporation funds are concerned. Could the Minister explain to this House why the other regions, such as the Eastern Arctic, which is having a lot more difficulty regarding opportunities for ordinary citizens to own homes, are not being given a chance to be involved in this program?

MR. DEPUTY SPEAKER: Thank you, Mr. Curley. Mr. McCallum.

Return To Question 24-82(1): Eligibility For Home-Ownership Program Funds

HON. ARNOLD McCALLUM: Mr. Speaker, the Housing Corporation, as I indicated, at the last session, has been able to acquire capital funding to get into a new or a different kind of program that would promote home-ownership. As of this date, there has in actual fact been one community approach the Housing Corporation to get in on this program. There are other communities and they have been in the Western Arctic, that is in the Mackenzie Valley, who have made overtures to wanting to get involved with it, but home-ownership is a concept that the Housing Corporation, as well as the Government of the Northwest Territories, would promote and would hope to see occur anywhere in the Territories. The more people who own their own homes the better off the Territories would be. This government, as well as the Housing Corporation, would be in favour of promoting home-ownership anywhere in the Territories. The money that I had indicated at the last session

that would be available for housing, that is to help promote housing, that is the money for which there has been only one community really putting forward a proposal. The government would be willing to accept proposals from any community in the Territories to promote the concept of home-ownership.

MR. DEPUTY SPEAKER: Thank you, Mr. McCallum. Item 3, oral questions. Mr. Noah.

Question 25-82(1): Shortage Of Low Rental Housing

MR. NOAH: Thank you, Mr. Speaker. A further question for the Minister responsible for the Housing Corporation: Is the Minister aware that almost every community has a lack of low income houses? Is he aware of the lack of houses for the Inuit communities, especially in my region? Thank you.

MR. DEPUTY SPEAKER: Mr. McCallum.

Return To Question 25-82(1): Shortage Of Low Rental Housing

HON. ARNOLD McCALLUM: Mr. Speaker, I am aware, and the Housing Corporation board of directors are aware, that there may be a lack of housing across the Territories, but we are not involved with low rental housing. The mandate of the Housing Corporation is to provide social housing, that is, to provide housing to help people with their housing. What we would prefer to do as a government is to promote home-ownership across the Territories, as I had indicated. Housing may be at a premium in various parts of the Territories, but this government and the Housing Corporation is in a particular bind in acquiring the capital funding, and paying for that funding, to provide housing for which there is very little return in the way of rents from these homes.

The board of directors of the Housing Corporation, together with the government of the Territories, has decided this year to put a moratorium on building houses. We will continue to finish the houses that were started across the Territories in various communities this year. We are involved with a great deal of rehabilitation work, I think to the tune of about \$14 million, across the Territories. This involves a number of homes, but again it is an instance where this government must borrow money at exorbitant terms, in particular the length of time that we have to pay back that money and at the current interest rates, and this government, as well as the board of directors of the Housing Corporation, has decided that this year we will not start any construction. That is not to say that there will not be houses built in later years and we are very much aware of the needs of housing across the Territories, but again one thing that we would want to do is to promote home-ownership, that is, for people to put their own homes up, and as my colleague for the Keewatin South indicated, the people all across the Territories would want to get into home-ownership rather than getting involved in social housing.

MR. DEPUTY SPEAKER: Thank you, Mr. McCallum. Item 3, oral questions. Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Are there any returns? Mr. Nerysoo.

Further Return To Question 18-82(1): Replacement Of Wildlife Officer In Lake Harbour

HON. RICHARD NERYSOO: Mr. Speaker, I have a further reply to an oral question asked by Mr. Arlooktoo on February 11th, 1982 with regard to wildlife officer replacement in Lake Harbour. The competition for Wildlife Officer I at Lake Harbour closes February 20th, 1982. To date we have received only one application. That application is from a person from that community.

MR. DEPUTY SPEAKER: Thank you, Mr. Nerysoo. Item 4, questions, written questions. Mr. Curley.

Question 26-82(1): Status Of Native Women Married To Non-Native Men

MR. CURLEY: Mr. Speaker, I have a question to the Minister responsible for the status of women. This is going to be a real exercise and test of the Minister to perform his responsibility. What is the policy of this government regarding status of Inuit women who are married to non-native men? Is the Indian Act enforced by this government regarding Inuit women married to non-native men? If not, why has this government allowed the Department of Health and Welfare to refuse a number of Inuit women coverage of their medical expenses and transportation and other benefits applicable to Inuit women not married to white men?

My final question is, will the Minister responsible for the status of women immediately introduce legislation to correct this type of discrimination endorsed by the federal government to protect and preserve equality in the Northwest Territories?

---Applause

MR. DEPUTY SPEAKER: Thank you, Mr. Curley. Any further written questions? Returns. Mr. Patterson.

HON. DENNIS PATTERSON: I have two actually, Mr. Speaker.

MR. DEPUTY SPEAKER: Proceed.

HON. DENNIS PATTERSON: (Translation) I am sorry that today I will be speaking in English. I am still having problems talking in Inuktitut. (Translation ends)

Return To Question 6-82(1): Additional Teacher, Repulse Bay

First, to reply to Mr. Noah's question on February 4th concerning an additional teacher in Repulse Bay: I have checked the current enrolment of the Repulse Bay school. There are 130 school-aged children in the community. Of these, 103 attend school regularly; 27 of them either do not attend school at all or attend sporadically. Unfortunately the percentage attendance during the month of January was 47 per cent. This means that on the average there were 50 or fewer students in attendance each day last month. In the spring, the percentage attendance may rise to approximately 65 per cent. The average percentage of attendance for the period of January to March, 1981 was 73 per cent, and for the period of April to June, 1981 was 60 per cent. When that is the case, there will be approximately 65 children in attendance. These figures explain that the Department of Education cannot presently justify assigning more than five teachers to the Repulse Bay school. If ever this situation changes, and I certainly hope it does, reconsideration will certainly be given to the request.

Further Return To Question 7-82(1): Lake Harbour Education Committee Petition

I also have a reply, Mr. Speaker, to a question asked by Mr. Arlooktoo on February 5th concerning a petition from Lake Harbour requesting new school facilities, the petition dated November 4, 1981. This petition has been thoroughly studied. In earlier replies to similar requests, I stated that the number of students expected to be enrolled in the Lake Harbour school in 1984-85 is 81 students. I have checked this forecast again and have found that an up-to-date projection now forecasts 96 students or about 20 students per class, not counting kindergarten, which would have about 15 students. This means that the number of regular classrooms will still be adequate in the mid-80's.

The petition requests new additional facilities for cultural inclusion, for a shop and home economics program, for a grade 10 program, and for showers and physical education facilities. I am going to request the superintendent of Education for the Baffin region to visit Lake Harbour and to meet with the local education authority to determine what additional facilities may be needed, if any, in order to deliver an adequate education program to the residents of Lake Harbour.

I will also ask the Department of Local Government to consider the recreational needs of the community and to determine, in consultation with both the community of Lake Harbour and the Department of Education, how the recreational and physical education needs of the entire community can be met in a manner that is most economical to the Government of the Northwest Territories and yet to the satisfaction of the community. When these consultations have taken place, I will write to the local education authority to advise what new plans, if any, will be introduced to the Department of Education's five year capital plan when this is reviewed in the fall of this year. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you, Mr. Patterson. Item 4, questions and returns.

Item 5, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. Braden.

HON. GEORGE BRADEN: In accordance with section 39 of the Interpretation Ordinance, Mr. Speaker, I table Tabled Document 14-82(1), Consolidated Regulations of the Northwest Territories, numbers 8, 9 and 10 of volume 2 of part 1 of the Northwest Territories Gazette; number 5 of volume 2 of part 2 of the Northwest Territories Gazette; number 3 of volume 2 of part 3 of the Northwest Territories Gazette; and indices of the regulations of the Northwest Territories, statutory instruments and appointments made pursuant to the ordinances of the Northwest Territories, that have been made between November 1st, 1981 and February 1st, 1982. Thank you.

---Applause

MR. DEPUTY SPEAKER: Thank you, Mr. Braden. Item 6, tabling of documents. Mr. Tologanak.

HON. KANE TOLOGANAK: Mr. Speaker, I wish to table the following documents: Tabled Document 15-82(1), Report of the Workers' Compensation Task Force -- the recommendations of this report have been translated into Inuktitut; and Tabled Document 16-82(1), Administration and General Expense Budget of the Workers' Compensation Board, which also has been translated. Mr. Speaker, I will be giving notice of motion later today to move these documents into committee of the whole for discussion. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Tologanak. Item 6, tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. Sibbeston.

Notice Of Motion 18-82(1): Reappointment Of Mr. MacQuarrie To Constitutional Development Committee

MR. SIBBESTON: Mr. Speaker, I wish to give notice that on February 17th I will make the following motion: That this Assembly reappoint Mr. MacQuarrie, Member for Yellowknife Centre, to the special committee on constitutional development.

---Applause

MR. DEPUTY SPEAKER: Thank you. Item 8, notices of motion. Mr. Tologanak.

Notice Of Motion 19-82(1): Tabled Document 15-82(1) To Committee Of The Whole

HON. KANE TOLOGANAK: Mr. Speaker, I give notice that on Wednesday, February 17, 1982, I shall move that the document I tabled earlier today, Tabled Document 15-82(1), Report of the Workers' Compensation Task Force, be moved into committee of the whole for consideration, at a time to be set by the Speaker.

Notice Of Motion 20-82(1): Tabled Document 16-82(1) To Committee Of The Whole

I have another one, Mr. Speaker. I give notice that on Wednesday, February 17, 1982, I shall move that Tabled Document 16-82(1), Administration and General Expense Budget of the Workers' Compensation Board, which I tabled earlier, be moved into committee of the whole for consideration, at a time to be set by the Speaker. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Tologanak. Item 8, notices of motion. Mrs. Sorensen.

Notice Of Motion 21-82(1): Arctic Pilot Project Representatives In Committee Of The Whole

MRS. SORENSEN: I wish to serve notice of motion that on Wednesday, February 15th, I will make the following motion: Now therefore, I move, seconded by the Honourable Member for Mackenzie Delta, that this Legislative Assembly consider matters relating to the Arctic Pilot Project as a first item of business in committee of the whole on Wednesday, February 24th; and further, that representatives of the Arctic Pilot Project be invited to appear, at their own expense, before the committee of the whole when this subject is being considered.

---Applause

MR. DEPUTY SPEAKER: Thank you, Mrs. Sorensen. Just for the record was that the 15th, did you say, or the 17th?

MRS. SORENSEN: I beg your pardon, Mr. Speaker. I meant the 17th.

MR. DEPUTY SPEAKER: Thank you very much. Item 8, notices of motion.

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

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 11-82(1). Mr. Curley.

MRS. SORENSEN: Mr. Speaker, point of order.

MR. DEPUTY SPEAKER: Mrs. Sorensen.

MRS. SORENSEN: Mr. Speaker, with respect to Motion 11-82(1), Postal Service in the Keewatin Region, I find myself having to declare a conflict of interest in that I sit on the Canada Post Corporation board of directors and I not take part in the debate, nor will I vote on the motion itself.

MR. DEPUTY SPEAKER: Thank you, Mrs. Sorensen. Mr. Curley, Motion 11-82(1).

Motion 11-82(1): Postal Service In The Keewatin Region

MR. CURLEY: Mr. Speaker:

WHEREAS the people of the Keewatin should have the same level of postal service provided to other Canadians;

AND WHEREAS the present regional post office district is too far and takes unreasonable delay in delivering mail within the Northwest Territories;

AND WHEREAS mail destined for the western and eastern Territories and within the Keewatin must be routed through Churchill or Thompson, Manitoba;

AND WHEREAS the Northwest Territories now enjoys trans-territorial linkage via Northwest Territorial Airways, an excellent service;

NOW THEREFORE, I move that this Assembly recommend to the Canada Post Corporation to move its regional postal facilities and district office to Rankin Inlet, NWT, from Churchill or Thompson, Manitoba, as soon as time permits without undue delay.

MR. DEPUTY SPEAKER: Thank you, Mr. Curley. Your motion is in order. Mr. Curley, to the motion.

MR. CURLEY: Mr. Speaker, I need a seconder for this.

MR. DEPUTY SPEAKER: I have the seconder as Mr. Noah.

MR. CURLEY: Okay. Yes, Mr. Speaker. (Translation) Because the facilities are improving and the amenities are becoming larger, they would be able to go right through to one of the communities, out of Churchill -- the route of the mail usually goes through Churchill. Parcels and letters that are being sent out have to go through the Churchill route and it is very inefficient. I would like some support for this motion, that the postal service be moved to Rankin Inlet. Their facilities there are adequate and the planes go through Rankin and Frobisher Bay. (Translation ends)

Mr. Speaker, I think the motion is very simply stating the realities of today, that we no longer have to rely on just one type of air transportation from south to north and north to south, so I would urge the Members to support it. It is simply just urging the Canada Post Corporation to move the facilities to Rankin Inlet, from Manitoba. The Keewatin region should no longer be held hostage just to protect one small community's economy. We have to protect our own economy in the Northwest Territories. It is very important that the small business community receive its grants, and not so much the bills, but their revenue through the mail. So, I would urge you to support this motion. Qujannamiik.

MR. DEPUTY SPEAKER: Thank you, Mr. Curley. Mr. Noah.

MR. NOAH: (Translation) Thank you, Mr. Speaker. I will support the motion that Mr. Curley put. I know that the chairman for the hamlet council has made a resolution to have this motion supported. They want a postal station in the Keewatin region. The provinces in Canada have their own postal services and I think we should have the same sort of services in the Northwest Territories, because the letters take a long time to reach their destination. I would like the other Members to support this motion. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Noah. Mr. Braden, to the motion.

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I would just like to express my support for the motion and I would like to commend the Member for Keewatin South for his complimentary and supportive remarks about a Yellowknife based business, Northwest Territorial Airways. I am sure that these remarks are sincere and I would say that they are very much appreciated by myself and I am sure by my Yellowknife colleagues, Mrs. Sorensen and Mr. MacQuarrie.

AN HON. MEMBER: Hear, hear!

MR. DEPUTY SPEAKER: Thank you, Mr. Braden. Mr. Patterson, to the motion.

HON. DENNIS PATTERSON: The other matter is accountability, Mr. Speaker. I heard of a deplorable incident in which a Manitoba postal official visited a small Keewatin community and closed the post office, without having the courtesy to inform the local council. He told a few people as he was leaving town. Now, if the officials who make these kinds of arbitrary decisions were to be resident in the region in which the consequences of their actions were visited, you might have a more responsive administration. I support the motion, Mr. Speaker. Thank you.

AN HON. MEMBER: Question.

Motion 11-82(1), Carried

MR. DEPUTY SPEAKER: Thank you, Mr. Patterson. Question being called. All in favour? Down. Opposed? The motion is carried.

---Carried

Motion 12-82(1). Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Speaker. Although I am within the time limit, I gave indication that I would be moving the motion on Tuesday, February the 16th.

MR. DEPUTY SPEAKER: What is it doing on the order paper? You do not wish to proceed with your motion today? Is that correct, Mr. Nerysoo?

HON. RICHARD NERYSOO: Mr. Speaker, on giving notice of the motion, I indicated that I would be moving the motion on February the 16th.

MR. DEPUTY SPEAKER: Thank you very much. Motion 13-82(1). Mrs. Sorensen.

Motion 13-82(1): Freeze On Power Rates Increase

MRS. SORENSEN: Thank you, Mr. Speaker.

WHEREAS we have been assured that our concerns regarding power costs would be addressed by the NCPC subcommittee of the House of Commons standing committee on Indian Affairs;

AND WHEREAS in the meantime we are experiencing rate increases which are causing undue hardship;

AND WHEREAS consumers and business enterprises in the NWT can no longer afford the crippling power rates imposed by the Northern Canada Power Commission;

NOW THEREFORE, be it resolved that this Legislative Assembly requests the Commissioner to convey to the Minister of Indian and Northern Affairs its urgent recommendation that he implement immediately a freeze on all territorial power rate increases until the report of the NCPC subcommittee of the House of Commons standing committee on Indian Affairs has been released and acted upon and until action has been taken to solve the serious problem of out of control power rate increases.

Mr. Speaker, my motion is seconded by the honourable Member for Frobisher Bay, Mr. Patterson.

MR. DEPUTY SPEAKER: Thank you, Mrs. Sorensen. Your motion is in order. Proceed, Mrs. Sorensen.

MRS. SORENSEN: Mr. Speaker, in an editorial in Friday's News/North, it stated that territorial politicians are mostly talked out. Now, I am not sure whether the editorial was referring to NCPC and our power rates or the constitutional issues facing the NWT, particularly the division question, but I would like to take this opportunity, Mr. Speaker, to reassure the writer of that editorial that this politician is not talked out on any issue, let alone NCPC, and I believe quite emphatically that neither are the people of the Northwest Territories talked out. Mr. Speaker, the people of the NWT are mad as hell, to coin a phrase.

---Applause

Unaffordable Power Rates

They are mad as hell, Mr. Speaker, about their power costs. It is not cheap power that they are asking for, they are not asking for something for nothing. All they want is a fair deal and a square deal and what is that, Mr. Speaker? It is power at affordable rates and in Yellowknife it is no longer affordable, and if it is not affordable in Yellowknife where the rates are among the lowest in the NWT, Mr. Speaker, then you can imagine that it is not affordable in Inuvik; it is not affordable in Rankin Inlet or Baker Lake or Frobisher Bay or, for that matter, anywhere, with the exception maybe of Fort Smith, although I think their rates are pretty high there as well.

Now, Mr. Speaker, when I say the Yellowknife rates are among the lowest in the NWT, that is quite right, but what is low? I think that is important. What is low? Well, we are much higher than the 2.5 cents per kilowatt hour that Ottawa pays, and we are higher than the four cents a kilowatt hour that Edmonton consumers pay. How much higher? Well, almost five times higher than the Ottawa rate and three times higher than that of Edmonton. Right now Yellowknife rates are approximately 11.4 cents per kilowatt hour and on a monthly basis that works out to about \$170 for 1500 kilowatt hours.

Mr. Speaker, there are reasons why all MLAs should be concerned about the Yellowknife rates rising. MLAs will be returning to their communities shortly and as the Legislative Assembly has asked, the government has been turning to a user-pay program for tenants of staff and public housing. These people are in the process of being notified that they will be paying for their electricity at Yellowknife rates. Therefore, as Yellowknife rates climb so too will the rates for citizens in the regions. However, the interesting thing, Mr. Speaker, is that that subsidy for the people in the regions is only for the first 700 kilowatt hours. So if you live in -- take Rankin Inlet -- the first 700 kilowatt hours, yes, they are subsidized to the Yellowknife rates and that rate right now is about 8.4 cents per kilowatt hour because the water surcharge is not taken into account, but over 700 kilowatt hours, they are paying 27.6 cents per kilowatt hour. So a small business in Rankin could be paying well over \$250 for a mere 1500 kilowatt hours and businesses tend to use much more than 1500 kilowatt hours. The same applies for Inuvik. After the first 700 kilowatt hours are subsidized, consumers there and businesses there have to pay 15.2 cents per kilowatt hour. I could go on and on, I have all the rates for many of the communities here.

Rate Increase Freeze Requested

So, Mr. Speaker, Mr. Patterson and I are asking for the support of the Legislature in calling for a rate increase freeze. Now, we realize that the Executive Committee and the Commissioner have no jurisdiction on this issue and neither does the Legislative Assembly. This issue is entirely a federal issue and Mr. Patterson and myself realize that NCPC has an act of parliament which dictates that it must break even. Therefore if NCPC's accounting people tell NCPC that NCPC needs more money with which to break even, we know that the rate will be adjusted accordingly and therefore that means regular rate increases. However, Mr. Speaker, the Minister of Indian Affairs and Northern Development does have the jurisdiction over NCPC. Mr. Munro and the federal cabinet can institute a rate increase freeze in the NWT and if Members pass this motion, then the Commissioner will convey the message to the Minister and the message is: Freeze our rates before you freeze us out.

Mr. Speaker, I have spoken of the need for a rate increase freeze because of the skyrocketing power costs we are experiencing. There is another reason, however. Last year we called for an inquiry into the NCPC operations and the Department of Indian Affairs and Northern Development responded by referring the question to a subcommittee of a standing committee of Indian Affairs and Northern Development. That subcommittee, also known as the Penner inquiry, held public hearings last summer in the NWT and it met with officials from the Northern Canada Power Commission and the Alberta Power Corporation along with private individuals. Mr. Speaker, we are looking forward to reports and a set of recommendations which will address our concerns. That report is due soon. However, the recommendations must then be reviewed and be acted upon by Minister Munro. Therefore, the whole process could take many more months, in fact years.

So, Mr. Speaker, in conclusion I think Members will agree that a rate increase freeze is only fair, at least until the report has been released, it has been debated, and it has been acted upon, and I hope Members will vote for this motion.

---Applause

MR. DEPUTY SPEAKER: Thank you, Mrs. Sorensen. Mr. Patterson, as seconder.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I cannot hope to add very much to the eloquence of the honourable Member for Yellowknife South. However, I would like to speak in full support of her motion with one exception. My grade five teacher always reminded me that we must be careful how we use the word "mad" and I would just want to clarify that when Mrs. Sorensen said northerners are mad as hell about the rate increases, she meant mad in the sense of angry and not crazy.

MRS. SORENSEN: Both!

HON. DENNIS PATTERSON: We are not crazy yet.

MRS. SORENSEN: They are driving us crazy though!

HON. DENNIS PATTERSON: We may all soon be forced to declare bankruptcy, at least the people who have the courage to have their own homes and their own businesses in the Northwest Territories. Mr. Speaker, people in the Eastern Arctic do want to own their own homes and do want to be independent, but when one looks at the proposed power rates for domestic use in Frobisher Bay, at 20.7 cents per kilowatt hour as of this spring, one can only conclude that people who are owning their own homes and propose to continue owning their own homes are in fact a little bit crazy. This government encourages home-ownership and yet we are being defeated at every turn by the policies of the federal government.

I urge Members to support this motion and seek, finally, some justice from the federal government that is not hesitating to exploit the natural resources of the Northwest Territories to the fullest through Bill C-48 and let us ask for something in return, Mr. Speaker, and this is a very good place to start because it starts in the home and it starts with the small businessmen who are the key to the growth and development of the Northwest Territories. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Patterson.

AN HON. MEMBER: Question.

Motion 13-82(1), Carried

MR. DEPUTY SPEAKER: Question being called. All in favour? Down. Opposed? Let the record show the motion was carried unanimously.

---Carried

MR. DEPUTY SPEAKER: Motion 14-82(1). Mr. Wah-Shee.

Motion 14-82(1): Constitutional Alliance, Withdrawn

HON. JAMES WAH-SHEE: Mr. Speaker, I would like to say at this time that I have been informed that my motion that I had given notice to is not in order because it does have financial implications. Therefore, I would like to go back to notices of motion once the motions have been completed.

MR. DEPUTY SPEAKER: Thank you, Mr. Wah-Shee. Motion 15-82(1). Mr. Patterson.

Motion 15-82(1): Air Canada Witnesses To Appear Before The Assembly

HON. DENNIS PATTERSON: Mr. Speaker:

WHEREAS this Assembly by Motion 3-82(1) has agreed to invite Nordair Limited and the Canadian Transport Commission to appear before this Assembly when the matter of Eastern Arctic air carrier policies, prices and services is considered in committee of the whole;

AND WHEREAS Air Canada owns Nordair Limited and therefore has an interest in the policies, prices and services of Nordair;

NOW THEREFORE, I move that a representative of Air Canada be invited to appear, at their expense, before the committee of the whole as a witness when the matter of Eastern Arctic air carrier policies, prices and services is being considered during this session by this Assembly.

MR. DEPUTY SPEAKER: Thank you. Is there a seconder? Mr. Pudluk. Mr. Patterson, to the motion.

HON. DENNIS PATTERSON: Mr. Speaker, both these air lines are owned by the federal government and I would be very disappointed if Nordair was able to come before this House and say that some of the questions that were asked by Members from the Eastern Arctic or Members from anywhere were the responsibility of Air Canada, as the major shareholder in Nordair. The Hon. Jean-Luc Pepin, Minister of Transport, has announced on Friday that although three years ago he stated that the federal government, through its air line had only acquired Nordair so that it could be sold elsewhere, on Friday he announced that the federal government will keep control of this air line indefinitely. Now, I would like to know why this decision has been made and what the implications are for the people of the Eastern Arctic and I would like to be able to ask Air Canada what their relationship is to Nordair.

Equitable Policy For Air Line Rates

Now, specifically, Mr. Speaker, just a few of the things that I think the people of the Eastern Arctic deserve to know is this: If these two carriers are under control of the federal government, then why cannot the policies and practices of Air Canada apply to Nordair? Why can we, for example, not have a break on the restrictive northern baggage policies? Why can we not have the same generous baggage allowances that are allowed persons who use the other carrier owned by the Government of Canada, Air Canada? Why do we not have that privilege when we are flying from Frobisher Bay to Montreal, especially when the ownership is the same? Another thing I would like to ask, Mr. Speaker, is why there does not appear to be any co-operation between Nordair and Air Canada? Specifically, why are we confined to low capacity 737 cargo jets, when DC-8 jet freight liners, which Air Canada could, I would assume, make available to Nordair, which cost half as much per pound, because of the extra volume that the larger plane can take? Why can we not get freight into Frobisher Bay at half the price, using larger air liners that would be available through Air Canada?

Mr. Speaker, I believe that Air Canada is a national air line and was initially established with a view to serving the regions, the hinterlands of Canada. In those days perhaps it was the west coast rather than the North, but now that both these air lines are controlled by the federal government, why can we not see our national air line and its policies extending to the Eastern Arctic so that people in the Eastern Arctic and in the North can benefit from the economies of scale -- so that the increased costs of northern operation, if there are such increased costs -- and this is one thing I would like to find out from Nordair -- but if there are increased costs in northern operation, then considering these air lines are owned by the federal government, why should these costs not be spread across all of Canada? If this is a national air line and if we have an equitable policy, why could not people in all of Canada pay generally the same rates for cargo and freight? These are questions I would like to pose to Air Canada and I am sure Members will support their inclusion in this debate, in light of the close connections between Nordair and Air Canada and in light of the Minister's announcement on Friday that there is now no plans to sell Nordair. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you, Mr. Patterson. Mr. Pudluk.

MR. PUDLUK: Mr. Speaker, I do not have any comments at this time.

MR. DEPUTY SPEAKER: Thank you. Mr. Curley, to the motion.

Amendment To Motion 15-82(1)

MR. CURLEY: Mr. Speaker, I would like to add an amendment to the motion. On the resolution part, on the first line, right after "Air Canada", I would add the words "and the president of Northwest Territorial Airways".

MR. DEPUTY SPEAKER: Thank you, Mr. Curley. I take it your amendment is on the second paragraph, "And whereas Air Canada owns Nordair Limited...". Is that the line you are talking about?

MR. CURLEY: No, no. On the resolution, "Now therefore, I move...".

MR. DEPUTY SPEAKER: Yes. "I move that representatives of Air Canada and the president of Northwest Territorial Airways be invited to appear...".

MR. CURLEY: Yes.

MR. DEPUTY SPEAKER: To the amendment.

MR. CURLEY: I need a seconder, I suppose.

MR. DEPUTY SPEAKER: Seconder? Mr. Noah. Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. I believe we have at this time a breakthrough, pretty well, in air transportation as far as that part of the service is concerned. I think Northwest Territorial Airways has done what no other regional carrier has been able to do for many decades in the Territories. What I would like to do in this motion is invite also the president of Northwest Territorial Airways to explain to the Assembly what his plans and strategies are for the future of that air line. The president of NWT Air recently came back from Ottawa, presenting his case on the Minister of Transport's white paper on air transportation. I think it is important that this Assembly has the full information and also the information on the air transport white paper, which I have asked the Leader of the Elected Executive Committee to table before this House and to be considered in committee of the whole. I hope that he will table the document soon, so that we can review the air policy and how it affects the Northwest Territories. The air transport department is talking, I believe, about rearranging the structure of the management capabilities of the air transport. So, I think it is important that NWT Air be asked to appear before this House to have a dialogue with the Members of this House. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Curley. Mr. Noah, to the amendment.

MR. NOAH: (Translation) Thank you, Mr. Speaker. I do not have any more comments about the amendment. I just want to vote now. Thank you.

MR. DEPUTY SPEAKER: Thank you. Do I hear question?

AN HON. MEMBER: Question.

MR. DEPUTY SPEAKER: Mr. Patterson, to the amendment.

HON. DENNIS PATTERSON: Mr. Speaker, I would support the amendment. My concern with the original motion was that there seems to be an unwholesome situation in the Eastern Arctic and I guess my main concern is that there does not seem to be any alternative to Nordair. There does not seem to be any competition or even prospect of any competition and even though the government owns Air Canada and Nordair, there seems to be no willingness to take advantage of the resources of Air Canada to the advantage of people in the East. Therefore, I would welcome testimony from a private non-government carrier. They are getting few and far between, unfortunately, and I think the Assembly could benefit from his point of view and his views about the desirability of competition as an incentive to lower air passenger costs and freight costs in the Northwest Territories. So, I support the motion. Thank you.

MR. DEPUTY SPEAKER: Thank you. To the amendment.

AN HON. MEMBER: Question.

Amendment To Motion 15-82(1), Carried

MR. DEPUTY SPEAKER: Question being called. All in favour? Down. Opposed? The amendment has been carried.

---Carried

To the motion.

AN HON. MEMBER: Question.

Motion 15-82(1), Carried As Amended

MR. DEPUTY SPEAKER: Question being called. All in favour of the motion as amended? Down. Opposed? Thank you. The motion is carried.

---Carried

Motion 16-82(1). I understand Mrs. Sorensen is waiting for further information. She wants to stand down this motion for one day.

Item 11, introduction of bills for first reading.

Item 12, second reading of bills. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Speaker, I would like to ask for unanimous consent to go back to notices of motion under Item 8.

MR. DEPUTY SPEAKER: Unanimous consent is being requested to go back to Item 8, notices of motion. Is it agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

REVERT TO ITEM NO. 8: NOTICES OF MOTION

MR. DEPUTY SPEAKER: Mr. Wah-Shee.

Notice Of Motion 22-82(1): Constitutional Alliance

HON. JAMES WAH-SHEE: Mr. Speaker, I give notice of motion that on Wednesday, February the 17th, 1982 I will move the following motion: Now therefore, I move that this Assembly expresses its support for the constitutional alliance in pursuing the following objectives:

- a) Invite full public participation and debate in all parts of the Northwest Territories in the process of constitutional reform;
- b) Provide a forum and a means to assist members of the constitutional alliance in areas of common interest;
- c) Initiate the development of common positions and negotiate constitutional reform with the federal government;
- d) Initiate political and administrative reform within the Northwest Territories where the jurisdiction rests with the Northwest Territories Act. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Wah-Shee.

Item 13, consideration in committee of the whole of bills, recommendations to the Legislature and other matters.

ITEM NO. 13: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS, RECOMMENDATIONS TO THE LEGISLATURE AND OTHER MATTERS

Bill 1-82(1), Appropriation Ordinance, 1982-83; 13th Report of the Standing Committee on Finance, with Mr. Pudluk in the chair.

---Legislative Assembly resolved into committee of the whole for consideration of Bill 1-82(1), Appropriation Ordinance; 13th Report of the Standing Committee on Finance, with Mr. Pudluk in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-82(1), APPROPRIATION ORDINANCE; 13TH REPORT OF THE STANDING COMMITTEE ON FINANCE

CHAIRMAN (Mr. Pudluk): This committee will come to order. Now, let us take 15 minutes for coffee break.

---SHORT RECESS

Department Of Education

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum. I would just like to remind you that our 15 minute coffee break seems to be getting longer and longer every day, so try to get back on time next time. It would be appreciated. We are on Education, the Department of Education. I wonder if Mr. Patterson, the Minister of Education, would like to make opening remarks.

HON. DENNIS PATTERSON: Mr. Chairman, with your agreement, I would like to sit in the hot seat there in the centre of the floor so I can have my deputy minister Mr. Lewis, with me.

CHAIRMAN (Mr. Pudluk): Is this House agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Pudluk): Thank you. I would like to welcome Mr. Lewis and Mr. Patterson at the witness table. Opening comments. Proceed, Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to make some opening remarks. I was a somewhat brand-new Executive Member this time last year when I appeared in this seat for this purpose and Members were quite kind to me, perhaps because I did not know very much about the Department of Education, being so new to the position, but now I should know a lot more and I understand you have every right not to be so kind to me. Before you start in on me, I would like to make a few remarks. This year has really been quite an education for me. It has been a most fascinating year for me because I had the opportunity to visit almost all parts of the Northwest Territories and meet teachers at work, parents at local education authority meetings, meet the regional staff and the general public.

Directions In Education Should Change

I would like to say that I have been particularly gratified with being able to meet so many people who work for the Department of Education in the field. I have been generally very impressed with their dedication to what they are doing. It may be that the special committee on education report, which will be tabled later this session, may suggest that some of the directions we have been taking in education have been the wrong ones and that things should change, but I think it will be in the spirit that it is no reflection on the dedication of people who are working in the system. My own view and the view of the people who work in the Department of Education is that we are looking forward to this report and we are ready for change.

I think also it is fair to say that the Executive of this government has given every aid to the review of education which is under way. We have made it a major priority of this government to act on the recommendations of the special committee once they have been considered by the Legislative Assembly. We will, in the coming year, be looking forward to receiving that report and to hearing the advice of the Assembly. It may even be, Mr. Chairman, that at some points in this discussion of the department's estimates, I may say that although changes might be indicated, that it would be advisable to wait for the Assembly's adoption and consideration of the special committee on education report.

Budget Increased In Keeping With Assembly Recommendations

This budget perhaps is a contrast in some respects to the budget last year. Last year you will recall that in a year where there were severe restraints, cutbacks and limited growth in almost all areas of government spending, we were faced with some pinches in education and there had to actually be reductions in adult education and in new teaching positions. Whereas this year, I think in keeping with the general recommendation from the Legislative Assembly that education must be a priority in the Northwest Territories, you have before you a budget which, compared with the base estimates, the main estimates that were before you last year, is now 21 per cent greater than it was last year.

I was, of course, participating with other Executive Members in development of our overall budget and I can assure you that it was not an easy process. Real sacrifices had to be made in many areas but the Education budget has not suffered in that regard. We are able to keep up with inflation in the coming year and add new programs and I think this is in keeping with the direction from the Legislative Assembly that education be a priority. I am pleased with the way the Executive Committee responded this year and will be responding in future.

College System Being Established In NWT

I would just like to mention some of the things that I expect to be happening in the coming year and some of the things that you should look for in this budget. There have been a few notable events this year. The Executive Committee took a step toward establishing a college system throughout all parts of the Northwest Territories through establishing a board of governors and declaring Thebacha College the first college in the Northwest Territories and that board will be meeting for the first time on March 2nd at Fort Smith. This government is working toward a system of colleges throughout all parts of the Northwest Territories.

Also there has been a major increase in our budget in the high schools themselves. I would like to give you very briefly some details about the high school certificate program which was developed really, in concept, under my predecessor, the Hon. Mr. Butters, but I guess I am getting some of the credit for its implementation which we were finally able to afford during this year. You may have heard some announcements on this subject in the press in the last few days. I am very proud of this program.

High School Certificate Program Vocationally Oriented

I think it is going to result in more students enrolling in high school and a better retention factor because now, like some of the southern, or most of the southern composite high schools, we are offering a much broader based program. The appealing thing about the high school certificate program, I think, is that students who may have wondered or had some doubts about whether they should go to high school can now see, if they take these courses, that they are in a program which can lead to jobs. While we have an excellent academic program available in high schools in the Northwest Territories, we now have a vocationally oriented, job related program which will give students credit toward apprenticeships and also the likelihood of employment if they wish to leave high school after completing, particularly, a three year program.

In that regard, as to what is going to be happening in the high schools, I was impressed to note that in the 1981 school year, we had many more grade 12 graduates at the end of the year than we ever had in the Territories before. Specifically, this last year 86 per cent of the grade 12 class graduated from high schools in the Territories compared with 69 per cent in the next best year, which was the year before. In 1976-77, the rate was only 58 per cent. So we are making some strides in that area and I would urge Members to spread the word about the high school certificate program within their constituencies because I think that students who are now considering high school may have some new reason to be interested.

Programs To Be Offered In The Next Three Years

I would just like to briefly describe the programs that will be offered beginning this fall and in the next three years. Business education courses in all three years, grades 10, 11 and 12, will begin in Frobisher Bay -- where there already is a program but it will be expanded -- Inuvik and Yellowknife, this fall. Automotive courses will be available in Inuvik and Yellowknife beginning in grade 10 this fall and phased in to a full three year program,

over the three years. Courses in building construction will be offered in Frobisher Bay and Yellowknife this year and Inuvik in 1983; general mechanics in Frobisher Bay in the coming year and Inuvik in 1985; and health and social services beginning this fall in grade 10 in Inuvik. We have been able to find six additional teaching positions to serve these new classes and an additional four are planned over the 1983-84 and 1984-85 school years. The total expenditures on equipment and staff and buildings for 1982 will be \$1,114,000. The programs have been developed using a competency profile analysis format and meetings are now under way with the communities to let people know and hopefully encourage students to apply.

Teaching Certificates Will Be Recognized Throughout Canada

I would also like to refer briefly to the resurrection, if you like, of the teacher certification board which occurred this year. I was very pleased to have attended a meeting of provincial education ministers where it was agreed between the provinces that teaching certificates, which we are now offering in the Northwest Territories, will now be made portable throughout Canada. This means that our teachers' certificates will be recognized in other parts of Canada and likewise we will recognize those certificates in the Northwest Territories and I am looking forward to working with the new teacher certification board in the coming year.

Expansion In Area Of Special Education

In the area of special education there is also new growth available and new man years available. Specifically, in the coming year we are now going to be able to hire in each region, an expert in this field who can do diagnostic work and work with the children to assess their special needs, work with the teachers to develop programs, and this represents a much needed expansion in the area of special education.

Assistance From Donner Foundation To Teacher Education Program

In keeping with my belief that the future successes of the Northwest Territories school system depend on us hiring, employing and training northern teachers, we are continuing our support to the teacher education program. I was pleased this year that in addition to what this government has been able to do, was to establish the field based training program which will allow people who do not want to come to Fort Smith or Frobisher Bay to take most of their courses in their home communities. McGill University is receiving \$100,000 per year for four years to assist staff at the Frobisher Bay teacher education program to put on more courses in smaller communities. So we hope to see even more people trained through that Donner Foundation grant. We can expect in the coming year and in future years more graduates of our teacher colleges in the Northwest Territories than ever before and I look forward to the day when northern teachers will form the majority of our teaching force.

Generally, Mr. Chairman, we will be continuing to expend significant amounts of our funds wherever possible in handing over powers and responsibilities to local education authorities and other organizations and institutions where they so wish to take them on. I am pleased to report that as of last week, I received applications for four societies in the coming year in the Northwest Territories in Yellowknife, Cape Dorset, Frobisher Bay and Pond Inlet. With those opening remarks, Mr. Chairman, I will await questions or comments from Members. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Patterson. Mrs. Sorensen would like to make opening remarks from the finance committee. Proceed.

Comments From The Standing Committee On Finance

MRS. SORENSEN: Thank you, Mr. Chairman. The standing committee on finance has no formal motion that it wishes to make. We would like to recognize the effort put forth by the department in its attempt, in its opening statement to the standing committee on finance, to meet the Assembly's wishes in the area of special education and the high school certificate program and certainly in continuing education.

Members will note that there is an increase of some 18.5 man years and they are in the areas that follow: field based teacher education programs, two man years, special education for the Keewatin curriculum and higher education, 7.5 man years; high school certificate program, 5.5 man years; and in continuing education or adult education, 3.5 man years. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mrs. Sorensen. We are on page 17.01, Department of Education. Does anybody wish to make opening remarks? We are going to have only 10 minutes for opening remarks unless this House is agreed. Mr. Curley.

MR. CURLEY: (Translation) Thank you, Mr. Chairman. Concerning education there are a lot of things that parents are stressing. The parents now are trying very hard to continue education so in the future they can have good jobs. Today if you are not a white person you cannot work in the mines. I do not think this is the way to go. If you are educated in the English language it does not mean that you are not going to go out hunting or to work the land. The way I see it is I think everything is open. We in the Northwest Territories have to find and keep employment and keep our culture at the same time. We have to find employment for our young people because we know that not all the young people are going to be going out hunting and trapping. We know that they all go out in the spring and in the fall.

In the winter the farmers have unemployment and then they take the rest of the year to farm their land. If the young people are going to work in the mines, it does not mean that they are not going to be hunting and fishing any more. The Minister is not trying to turn the people back to hunting and fishing. When I just started out there were not very many who were not scared of white people. When I was a young person just starting out, some people used to wonder how come I was not scared of the white people. The understanding I got is if you are an Inuit or a native person it does not mean that you have to be at the very bottom, but when I was just starting out, as soon as I started speaking English the government thought "You are speaking English now, so you are not an Inuit any more." It is not like that and at the present I am an Inuit. When I use my own language it is not just a fabrication, it is for real.

Sometimes we hear about other people saying that we have to keep our culture and not forget about our culture. We have to have courage to keep going. Parents always support their kids when they are growing up to inherit the culture of the people and not to forget their ancestry. That way they can take things a little bit more and for that reason -- I am going to say it in English but before I go into English, I have a question for the Minister about the high school that is going to be built in the Keewatin. It seems that there is not enough money in the budget. Was it because you were being rushed, that there is only \$50,000 that is applied for the high school for the year 1982-83? It seems that even his deputy is getting more than \$50,000 a year. I think this is ridiculous.

Living On The Land Taught By The Late Leo Ussak

The reason I talked about the Inuit culture is that there is one person who worked in the school for a long time in Rankin and he died. His name is Leo Ussak and you have probably heard about him. I used to go see him before

and after I became a Member. He worked in the school for a long time and he was an old man and he always fought for his rights as an Inuit. He knew that the Inuit people had not finished their education yet about hunting and working on the land. He talked about the Inuit people going downhill and it always concerned him. He was wondering how he could help in the education system. In January he died and for that reason I would like him to be recognized by the House because he always made great efforts in the education system. I would like to ask the Minister if he could talk to his wife and relatives. Talking about the high school in the Keewatin region, is it possible to name the high school after Leo Ussak, because he is known by the people in the Keewatin region and he was the greatest man? He always tried to help the young people on how to live on the land. Even when he grew old he never stopped teaching the young people.

Some of the schools that are named are named after nobody we know in the Northwest Territories. I would like to ask the Minister if he could take it into consideration, naming the high school after Leo Ussak and I would like his relatives to know about that. I only wanted to mention this. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. The honourable Member for Mackenzie Liard. Opening remarks.

MR. SIBBESTON: I am very glad that Mr. Tagak Curley is beginning to be concerned about some of the things that I had raised in the past, things like naming buildings and schools, etc., after people you know, that are from the North, instead of the Prince of Wales and Mr. Laing and all these other characters that I suppose were on the scene in the North so, Mr. Hodgson, I guess, in his wisdom, decided to pay due respect to them.

Changes As A Result Of Motions On Native Languages

I was just going to question Mr. Patterson very generally, to ask him, if there has been any change -- as the Minister will know, last spring in Hay River a motion was made that the Dene language be the number one priority. I would just like to know, in the Education department has there been any change? Has that motion meant anything to him and his department? If no, of course, it ends there, I suppose, but if yes, what are these changes that we might see in our part of the North where the Dene language is?

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

HON. DENNIS PATTERSON: Yes. Thank you, Mr. Chairman. Yes, there have been changes in the Department of Education as a result of the motions and I would suggest in the government as a whole; motions in Hay River and the other recent motion, in the fall session, on native languages. First of all, this year, in the actual money that is available within our department for curriculum department and program development, 80 per cent of the funds that we did have available were spent on developing native languages. Although I recognize we have a long way to go and this is only a beginning, I did ask Mr. Carnew to arrange to have placed outside the Assembly a sampling of some of the 70 publications that were developed and made available to schools in the past year in the Dene languages. Unfortunately, governments have to have policies before they spend money. This may be a source of frustration to some of us, but we did spend a lot of time this year with the regional superintendents, working on the development and implementation strategy for what is called a bilingual education strategy and that was a lot of work which I think will pay off in the long run.

Conferences On Language Development

I could go into what was done in the past year in more detail, but the Member may know that one of the things that has just taken place was a major conference on Dene languages in Inuvik, with a view to getting advice from the many people who are concerned about Dene languages and working in the field already; the Athapascan language steering committee and other people from various communities who have taken initiatives in this area. We are also next week having a conference in the Eastern Arctic on the subject of development of the Inuktitut language. I can say with some confidence to the honourable Member, whom I know is extremely concerned about development of native languages, that the Executive Committee will be responding in the coming year with money and with policy to follow up on the advice that we have received in these areas.

Maybe I will not give any more detail now, because the Member may well have more questions. I would also just like to briefly, if I may, Mr. Chairman, respond to Mr. Curley and say that I am very delighted to see that he has a suggestion for a worthy memorial to the late Mr. Ussak from Rankin Inlet and suggesting that the new Keewatin education centre be named after him. We can certainly name a school after anyone we wish and, in fact, it is even possible to change the name of a school if people so wish. I recently received a request from Baker Lake in that regard, which we acted on. I would humbly suggest to the honourable Member that there is a very active and enthusiastic planning committee that has been working on the new school -- the new centre over the last year and it might well be wise to inform them of your suggestion and seek their concurrence, but I welcome his suggestion and I look forward very much to the opening of that school and selecting a name.

Keewatin Education Centre In Capital Plan

We have some distance to go yet before that happens, but I would assure the honourable Member that although the planning funds in the coming year might not look as significant as they could, the Keewatin education centre is firmly located in the capital plan and in the coming year, within the government, what we are going to be working on is rationalizing all the different departments that have to contribute to a capital structure of this scale. We are going to be working hard in the coming year within the government and bringing in Local Government, the Housing Corporation, town planning and lands, water and sewer and all these different areas that must come together to have the school completed by the target date of 1985-86. That is one of the things that you do not see specifically singled out in the capital budget, but it will be taking place in the coming year and we will be continuing the momentum that has been started. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. The honourable Member for Mackenzie Liard.

MR. SIBBESTON: Yes. I am not sure if I have understood the answer correctly to my question, "What has been the difference in his department between last year and this year, considering there was a motion in Hay River saying the Dene language was to be the number one priority of this government?" Mr. Patterson says that we will be responding with money in the coming year. I want to know precisely just where there has been a difference, where there has been a change? Are there more moneys allotted in his department, in this budget, for the Dene languages just from within the existing programs or whether there has been any new money injected into the department? I want to know specifically whether there has been a difference. If so, where and how much?

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

Dene Language Programs

HON. DENNIS PATTERSON: Well, in this current year, Mr. Chairman, we have concentrated on supporting community initiatives in Dene language programs. I can specifically mention Fort Franklin where a qualified local teacher was hired on contract to develop and implement a language program in the Chief Jimmy Soldat School. That was \$25,000. We spent \$45,000 in a project in Fort McPherson to do the same thing with respect to the Loucheux language, providing in-service training for instructors and working on a language awareness program. In Fort Good Hope an agreement was made with the Dene community council to provide assistance for them to do language research and determine their requirements for Dene education programs support. To date, that program is \$79,000. In Fort Providence an agreement was made with the Dene band council to provide assistance to them to do Slavey research and develop programs and materials and a qualified Slavey teacher was assigned to that project. The moneys expended there were \$80,000.

I have also initiated these two major conferences, particularly the one now concluded in Inuvik, whose recommendations I tabled before the House, to find out just how we can best spend grant moneys which the Executive Committee has committed itself in principle to making available in the coming year to continue this kind of community based work. It seems to be the way the Dene people are wishing to proceed and quite frankly, I think that if these programs start in the community, in the grass roots, from the band and in some cases the local education authority or in some cases the two of them working together, this is the very best way we can spend public funds to encourage language development.

Funding For Conferences

I cannot tell the Member at this point just how much we can commit to this grant program, but I have agreement from the Executive Committee in principle to set up such a fund in the coming year. I would suggest that the size of the fund, within the limits of restraint that we are all subject to, would depend in large measure on the need. This year we did budget the amount of \$70,000 for these two major conferences, so that we would not be establishing a policy without having consulted the people who are most concerned about how these funds should be spent. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. The honourable Member for Mackenzie Liard.

MR. SIBBESTON: I take it then that all of these things that he talks about are just funds that have been found within the department for various things that are more or less allotted to the Dene language. I take it there has not been any new funding.

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

HON. DENNIS PATTERSON: Mr. Chairman, the moneys that I have mentioned that we have spent on these various community projects have been found from within the resources of the department. The Executive Committee did approve the advance spending authority so that we could hold these two conferences. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. The honourable Member for Mackenzie Liard.

MR. SIBBESTON: I guess I just want to state again, for what it is worth, that while these attempts are very good, that it is not enough and I am not satisfied at the response of the Executive Committee to that motion in Hay River. I guess

I just want to tell the Executive Committee Members again that I am not satisfied with the lack of action. You know, they just have not taken that motion in Hay River very seriously and they will never be forgiven for that for quite a long time, until they do something about it. So, you are generally in my bad books, for what that is worth.

Humble Beginnings In Dene Languages

I just want to say too that really these little starts, these humble beginnings in Providence and Good Hope and McPherson are fine, but really they are so little. They are piddly compared to the amount of money that goes into regular education. I am really serious when I say that it would not be very much for the government to just automatically triple the amount of money that goes into a place like Fort Providence. I am sure that they can expand the program. You know, they can triple the number of people that are working on the project. In places like Simpson they have humble beginnings of teaching Slavey. They have one-half hour a week and it is a very uneventful, unexciting type of Slavey teaching for this time. Kids drawing pictures of animals that have underneath them "golo" or "diga" -- you know, they maybe learn 10 words through the year and it is very piddly. It is nothing. You know, I would not want the department to think they are doing fantastically. I have seen some of the work that -- Mr. Phil Howard, who is in the audience here, I think ought to be recognized. He is one of the few white persons in the North who speaks Slavey and I would like him to stand up, if possible.

---Applause

I have seen some of the work that he has done teaching, working with the student teachers, working with the Dene teachers in schools, like Simpson and some of the communities, and it is very impressive.

It is very good work that is being done, but it is so little. You know, there ought to be so much and there could be so much done, but there is just lack of money, lack of resources. I certainly do not say this to discourage the present Dene and Metis people that are working in the schools and I have spoken to them before saying this as I do not want to discourage them, what they are doing. I am sure they are doing the best they can, but it is so little and so much more can be done. I have seen what is possible. I have seen what is possible in Providence, where there is a Dene teacher speaking, dealing orally, teaching Slavey to the kids and it is a conversational type of Slavey and it is just fantastic. I know that approach is the approach that will succeed and will bear fruit. That is what I think has to be done throughout the schools but in order to do that you have to put much more money and effort into the teaching of native languages.

Changes May Come After Release Of Committee Report

I have come to the conclusion that obviously this government is not going to move. I have come to the conclusion that nothing will likely happen until after the education committee report comes out and there is new direction, new impetus made in the Dene languages. There could also be kind of a clearing out of all the present government in these positions that are not doing anything; the superintendents of Education in places like Fort Simpson, Hay River, who are doing very little for the Dene languages. I have a feeling that in order for there to be really good work done, there have to be new fresh people who are really committed to doing something about the Dene languages. So I guess I have kind of, frankly, given up on this group of people and look forward to the report being published and made public and then a clearing out of all the education administrators that have not done very much in the last few years or all their lives, getting younger, perhaps, open-minded people who are really committed to the Dene languages to take over and I think that is the only time that we will have any real change for Dene languages in the North. I would like

a response from the Minister to see whether he agrees with me on this and whether he looks similarly to the type of changes that are needed in order to really get Dene languages in the schools on the road.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I can assure the honourable Member for Mackenzie Liard that I am well aware of the enormity of the task of reviving and preserving the Athapascan languages. I am personally strongly committed to the importance of that task and the important role that the Department of Education has to meet that end. I certainly would not try to be overly defensive about what has been done to date, but I do think that with the resources that have been made available to the Department of Education, not just in the past year but also in previous years, a great deal of good work has been done by people like Mr. Howard and Mr. Carnew and many others, but in no way would I say that the job is by any means nearly complete. I agree with the Member that it is going to require a lot more money, that this is an extremely expensive undertaking, and also that the recommendations of the special committee on education are going to be, I think, of great assistance to this House and to the Department of Education in seeing where we should go.

It was interesting to me that at the Inuvik conference where pretty well every major Dene language activist, if you like, was present, one of the messages from that conference was that the department should not necessarily rush into any new programs without receiving the advice from the special committee on education. I look forward to their report and I look forward to its adoption by this Assembly because I think it will mean that we can devote even more resources to this area where attention is clearly needed.

Language Development Is Costly

I think that it may not quite be fair to chastise members of the Department of Education for not having been able to deliver because, like everything else, financial resources are required in this area and in language development it is particularly costly. So I think you will find a willingness and an enthusiasm in the people in the Department of Education to get more funds and spend them. I think also that the Executive Committee will respond. I suppose I am asking the Member to show a little bit of trust and faith in us. Perhaps we have not responded with the lightning speed that he would like to see but if he were to become involved in the Executive Committee, he would see that sometimes things have to be carefully considered and policies developed and the like.

Also we have to consider the pace at which people in the communities are willing to accept changes and I cannot help but comment that I specifically did, through my executive assistant, approach the leader of the Providence workshop and ask if she would like to have her budget doubled or tripled and was told, well, they perhaps could use a new typewriter and that one of the casual staff could be put on permanent status, but really she was not sure what she would do with three times the budget just because of the beginnings they have made and the scale of the project. So I think eventually that program will grow to three times its size but I think we have to be a bit careful about making sure the timing is in accord with the pace at which the community wants to move. So I hope that, in some way, answers the Member and I look forward to further discussion on this subject in the May session of the Assembly when we are going to be debating the all-important recommendations on language, along with the other special committee recommendations. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Page 17.01, Department of Education. Ms Cournoyea.

Difficult To Put Across Need For Programs At Regional Level

MS COURNOYEA: Mr. Chairman, I believe that in the general comments, in reply to the Minister of Education, the concern normally at the regional level is the need to know just how fast a group of people can move, as he stated, but when we talk about things like adult education, kindergarten, remedial teachers, and upgrading in communities of the grade level, oftentimes it is a very difficult task, to try to get across the need for that kind of a program. I guess there are two states of mind about education; there is a negative and a positive. I guess the positive line that we can move into right now is accepting what exists today to see how we could use it to the best benefit of the individuals that are supposed to take part and hopefully the individuals whom the system was built to help. But sometimes in a general sense it is very difficult, because people are going through their own values and where they see themselves. Oftentimes when they take a look at themselves, they look at the educational system, they look at their parents with the love that they have for their parents and the confidence that they have in the parents' way of life being that way which they can depend on, and then looking to the other way of life where you just go to work, you depend on companies and depend on wage economy, which oftentimes is really not very secure because it changes from time to time. Some people may say that this is away from the subject, but if you build the educational system on how people can take part in wage benefit with oil and gas industry, in the long term, then I believe that the educational system is denying the people from the longer term building of their individual community needs and where they see themselves. I think -- I should not say that I think; I hear that word so often I begin to say that I think -- but I know that is a conflict that people oftentimes see in education.

At home no one denies the need to have education, technical education, but to identify that, but also to be able to use that from where they are at. I do not think that 85 per cent of my people want to become clones of Mr. Butters or people that they see who really do not relate to the long-term kind of living that you have in Aklavik or Sachs Harbour or Paulatuk or Tuk or Holman Island. So there is that kind of feeling of schizophrenia about education. I myself, as a representative of the people, oftentimes have a difficult time in explaining why when we are building clones of a certain kind of system, that we are not able to look at the real needs of the people at a community level.

Adult Education Needed For Upgrading At Community Level

For example, I think if you take the situation in our area, there is a need for adult education. The adult education has been an area where people have in many instances been able to upgrade themselves and these are generally people who have dropped out of school, and I think, Mr. Minister, you will agree that there are many in my area. Those people are the older people, and when I say older people I am talking about 17, 18 and 19 year olds and older. These people are the ones that generally have a better sense of work ethic if you want to relate to what wage economy is, because oftentimes they are a little older, they have families, they are the oldest people in the family who have to look after the family. It concerns me that that particular area is not addressed and neither is the need for upgrading or remedial teachers. Those are the areas that have been strongly identified by the people at a community level, people who have gone to Inuvik, they have tried to go to school, they have dropped out of the hostel system and they have been sent back home.

We are talking about a whole group of people that cannot even enter into any vocational training because they do not have grade seven; they do not even have grade six. This need that I call "need to know" is that if you are going to spend multimillion dollars in higher level education, then why is that amount of money not being identified for that region, for that region deciding where exactly that money should be spent and being given the option on whether they are going to use it for adult education, upgrading or community upgrading of the school level that they have within their community?

Another area that has been identified is kindergarten. It appears that many families have children who are presently going to school and they are stuck in town; their idea is that if they were able to get their smaller children in school sooner while they are stuck in town, then those children will want to be with their brothers and sisters. That will get them through the system as far as they will want to go before they get into the ticklish system of age 14 and 15 where a lot of parents have trouble keeping their youngsters in school.

So those are the areas that are identified as critical areas that need to be looked into, yet in our area we talk about the higher grade levels and are anticipating spending a great deal of money. I would like to know from you where you think those people are going to come from. Who is going to take part in those programs? I would like to identify one little community that only has up to grade six in their community. One small Cessna 185 charter goes for \$800; the statistics show that these young people are sent to school in Inuvik but the majority of them end up going back home after a short period of time. It is known as a community where the intelligence level of those young people is very high, but we are not addressing where the young people are at, where the dropouts are at, and I am wondering how, if we have this large expenditure going into any one region, people can make a decision.

I will tell you why there is a confusion here because there is someone that is going into a community talking about adult education and when they talk about education, we are talking about where to find the money; talk about kindergarten, that is the sort of a program that we are not quite into yet; we talk about upgrading and remedial teachers, well, that is special funding such as languages almost. It is never taken into the concept that we are going to have three million dollars spent in that region, what are the priorities? Perhaps that may be the problem of why you cannot tie things together when you are discussing education with a region. I believe the people who are on local education associations are always asked to discuss things at an individual level, like adult education, kindergarten, upgrading, remedial teachers, and then when we come to a larger thing, the decisions are made elsewhere.

Academic Program Must Work For People

I am concerned that the educational system in its academic level should work for people. There are a lot of things that have to be done in languages and cultural inclusion and geographic teaching programs, but right now we have an academic program. I believe that we are not able to get our young people through that academic program and I am concerned about that. I am concerned about where the decisions are made. I am concerned that the local education advisory committees...

CHAIRMAN (Mr. Pudluk): Ms Cournoyea, your time is up. Is this House agreed that she can continue?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Pudluk): Go ahead.

MS COURNOYEA: The local education committees discuss things in isolation, at their community level. Until such time as the Department of Education wishes to concern them in dealing with the total package and what they are able to do and the money that is available at that regional level, then I think that the local education committees -- all they can do is decide on the cultural inclusion money; whether they should spend it on a bus, soup and sandwiches or a piddly language program. That is discouraging to the education committee and the people who are spending their time and trying to work within that system that you have provided for them. The option that is normally put

to them is to build up their status to a board, but then when you talk about the board, then what does that give them? You know, where is the final decision on expenditure, according to the priorities set out? Those are the general comments that I have on education.

CHAIRMAN (Mr. Pudluk): Thank you, Ms Cournoyea. Mr. Minister, do you want to respond to Ms Cournoyea's opening remarks?

Adult Upgrading In NWT Dependent On Federal Funding

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I will try to respond. There were a number of areas covered. Maybe I will just deal with the points that I noted down. I recognize fully the great need for adult upgrading in the honourable Member's region and, indeed, in other parts of the Northwest Territories. For many good reasons adults have not had the chance to either go to school or have had to leave school and now want to get themselves upgraded. One of the difficulties that we face in the Northwest Territories is our great dependence, like it or not, on the federal government and the Department of Employment and Immigration and that commission for providing funds to defray the costs of adults attending upgrading courses that we can offer through our adult education centres. There has been some erosion of the funds available from the federal government in recent years, as the Member may know, and we are now at the point of negotiating for the coming year with the federal government as to just what level of support will be available in this area of general upgrading that is such a crucial area. At this point in time I cannot say whether or not the federal government will help respond to this clear need that we have in the Northwest Territories.

Federal Minister Informed Of Needs Peculiar To NWT

I have informed the Hon. Lloyd Axworthy of the great need for this kind of general upgrading in the Northwest Territories, but this may possibly be in conflict with some aspects of a new program that Mr. Axworthy has announced, whereby the federal government wants to concentrate employment training funds on what are called national priority occupations. Now, I expressed the concern to the honourable minister that in the Northwest Territories, rather than being concerned in large measure with high technology, highly skilled jobs, we really want to concentrate on general upgrading. I do want to assure the Member that I fully appreciate the need in that area and I will do my utmost to see that the new federal program takes into account the peculiar needs of the Northwest Territories.

In the area of remedial education and generally in the area of better reflecting priorities from the communities in the Education budget, I do recognize that there should be perhaps a better way of seeking input on a regional basis from communities in the Inuvik region than we have now. I am aware that some efforts were made in the past to see local education authorities getting together on a regional basis to advise the government, but I am informed these efforts were not successful. I would assure the Member that my own view is that indeed we must seek, on a regional basis, advice from the local education authorities, so that priorities can be set, which may well be quite different in education from one region to another, depending on the particular needs and stresses that are taking place.

Transfers Can Be Made To Reflect Changing Needs

I would, however, assure the Member that even before that takes place, that we do get advice from the region on what priorities should be placed through the superintendent of Education and also that those priorities do change and can change throughout the year. Transfers can be made from one area of education to another to reflect changing needs and concerns from the communities and we

can approve those transfers at the financial management board. For example, even if there does not appear to be an adequate emphasis on remedial education, which the Member referred to, it is certainly possible to adjust our priorities within that region to provide more remedial education. I guess without a growth in the budget for that region, though, it would have to perhaps be at the cost of, perhaps, larger class sizes for the students who are not in the remedial classes, but if that is the wish of people from that region, we can respond.

I am not sure about the Member's concern with regard to kindergarten. I am not sure whether she was suggesting that the age for accepting kindergarten students should be lowered. This was certainly the message we got from some communities in that region during hearings I participated in, but the cost implications of that are quite significant. Perhaps I can ask the Member if there could be more detail provided on her concern in that area.

Extending Program Beyond Grade Six In Paulatuk

I believe her reference to a small community which only has grade six and has had perhaps not as good success at the regional high school as we would like to see, refers to Paulatuk. All I can say is that I was very impressed when I did visit Paulatuk that they only did offer up to grade six, and I think particularly in light of its isolation we should act as quickly as possible to offer higher grades in Paulatuk. To that end, I can report to the Member, since our visit there, that I have fastened on a plan, which I will present to the Executive Committee through our capital outlook process, whereby we could, I think this summer, transport a portable classroom, which is now located in Inuvik and not being used, to Paulatuk as a first step in offering programs beyond grade six. The Member may appreciate that there would be a requirement that we solve a housing problem if we were to add a teacher this coming fall, but I will be working to solve that problem. I agree that that need should be responded to.

Just in conclusion, Mr. Chairman, I think the Member is concerned that too much is going to Inuvik, if I read her remarks correctly. I would like to say that in planning capital expenditures and more man years being offered to the regional high school in Inuvik under the high school certificate program, my view is that all we are really doing is bringing that school up to the sort of standard that we can expect in a major high school in the rest of the country. I do not think it is envisioned that the scale of the school would change significantly. It is just that we want to be able to offer a broader range of courses to the students who are already going there. That is all I would say at this point, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Page 17.01. Are there any more general comments? The honourable Member for Mackenzie Liard.

Native People On Local Education Committee Will Challenge System

MR. SIBBESTON: I just want to say to the Minister that thus far, certainly in my part of the North, there has not been very much attention given to education as such, you know, from the native perspective. Initially the missionaries, I think for the most part, were welcome. Then eventually the federal government and then the territorial government, have moved into education and in a place like Simpson, education has pretty well gone the way the government has wanted. Native people have not really been very involved in any way and the few that have been involved have been supporters of the status quo. I am aware that just recently, at the latest election of the local education committee, there were some native people who got on the committee and these are the ones who will begin challenging the system, the way that things are going. So, just generally,

I am aware that in the next few years there is going to be much more attention paid to education by native people. I think that there are going to be a lot of suggestions for change. That is why I say that I suspect that you are going to have to change horses that are presently administering education in the regions, because the type of changes that will be suggested will be fairly significant.

Basically, what has happened, too, is that native leaders in a place like Simpson have had to concentrate on other things that meant more to them. You know, issues like pipelines, Cadillac Mines, getting the band on its feet, getting into business and so forth. So as things are in place, they will have more time and energy to deal with education. I think, as people get on their feet, when the day to day things are taken care of, then man has time for other things; music, cultural matters and so forth. I think basically this is the situation as I see it. As native people get on their feet, get stronger, they will concentrate and have more time to deal with other things, like, as I said, cultural matters, language and these sorts of things. So, I expect that there is going to be a lot of energy in the next few years put into education and I guess, depending on what government thinks -- I suppose maybe there would be some people who do not like this, who fear it, but the more open-minded people will see it as welcome and will be able to respond to it. So, I just kind of give the government warning that they ought to know that there is going to be a lot of controversy, a lot of attention, a lot of demand for change in the education sphere and I just hope that the people are up to it.

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

Incredible Interest In Work Of Committee On Education

HON. DENNIS PATTERSON: Mr. Chairman, I certainly believe that the Government of the Northwest Territories is up to the challenge that might be put to us from native people and native organizations and, indeed, from the public of the Northwest Territories. I have been very gratified at the incredible interest in the work of the special committee on education that has been shown by the people of the Northwest Territories. I have been gratified at the gargantuan efforts and time that Members of this Assembly, who have sat on this committee, have put into the review of education that is now almost complete. I have also been very gratified at the -- I think it is a revived or it is a new trend -- interest or the more significant interest of native organizations in the subject of education and languages, that I have seen in the past year. I was asked to attend the ITC annual general meeting specifically to discuss the subject of education and received some very good advice from all the leaders who were there. The Dene Nation has shown and the Metis Association working with them have shown a great deal of interest, have asked the government to support a study that they wish to do on education as it relates to the Dene.

Generally I would just say that I recognize the increased interest that has been expressed by this Assembly and I look forward very much to, I suppose, the remaining years of my term -- if I am allowed to continue holding this job -- because I think there is a great deal that this government can do to respond to these new suggestions and pressures that will be placed upon us. I recognize that we will never be able to satisfy people like the honourable Member for Mackenzie Liard but I welcome his interest and his constructive criticism, because I think we are going to make great strides in the coming year in these directions. I feel that if we have interest and support from the people in the communities and concern about the school and a sense of ownership of that school, that is the key to improving the quality of education.

We have still a massive attendance problem and that rests in large measure with each parent. If we can have, by focussing public attention on education through

the native organizations, by focussing attention on the importance of education, if we could have this problem and others addressed by each and every parent and student, we can make very significant strides in the coming year. So I am optimistic and I do hope that we can rise to the challenge, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Let us take 15 minutes for coffee.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum now. The Minister for the Department of Education is not here at the moment. He is probably being interviewed by the press. Now we have to wait for him. Thank you, Mr. Minister. We are on page 17.01, Department of Education. General comments. The honourable Member for Mackenzie Liard.

Higher Education Grants

MR. SIBBESTON: Last year at this time we went through quite an ordeal, as it were, dealing with higher education grants to students and so forth, and certain motions were passed. I am just wondering what has become of all of this.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. The Member might appreciate that this is an extremely complicated area with federal governments and a rather complicated system in place in the Northwest Territories, so changing the principles on which student aid is to be based has required a fair amount of work. I can assure the Member that I have been working hard on this and so have people in my department.

The current status is this. I am planning on introducing new legislation at the May session which would make the necessary changes to implement a new system in time for the coming fall. We, I believe, have responded to the direction from the Legislative Assembly and following one last final review at this coming Friday's Executive meeting, I will be tabling the principles in this House on which the new legislation will be based and on which the new grants and bursaries system will operate. So early next week I will table that information and it should give Members and the public a very clear idea of where we are going in time for this fall. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. General comments on the Department of Education. Does this committee wish to go on to pages?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Agreed.

---Agreed

Total O And M, Administration

Page 17.02, total O and M, \$8,099,000, administration. Mr. Curley.

MR. CURLEY: Mr. Chairman, sometime last year we urged the Minister to see if he would increase the number of teachers in a couple of settlements in my riding, particularly Eskimo Point and Rankin. I wonder if the Minister could assure this House whether or not the request is reflected in this budget. I would like to point out that Eskimo Point has the highest student-teacher ratio and having recognized that, would the Minister now tell this House whether or not he will now increase the number of teachers in Eskimo Point and Rankin Inlet. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am not trying to dodge the question but that is really a matter for the schools part of the budget. It is not part of the administration expenditures. Should I defer answering that question until we reach the schools activity?

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

MR. CURLEY: Yes, the reason I asked that question under administration is because the administration makes the decision, not the schools. For two years now Eskimo Point has been requesting that the teachers be increased and the administration has not responded. Will the administration now make a decision that they will in fact increase the number of teachers in Eskimo Point and Rankin Inlet? A simple question. If we get to the schools -- it will save you a lot of time answering other questions in that item. Thank you.

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

Student-Teacher Ratio In Eskimo Point And Rankin Inlet

HON. DENNIS PATTERSON: Mr. Chairman, in response to the Member's concern which has been pointed out to me and in response to what I heard in public meetings in, particularly, Rankin Inlet and Eskimo Point, I have received a report from the regional superintendent on staffing requirements in the Keewatin. That report did confirm that at current levels, staffing levels, we do have a considerably higher student-teacher ratio in Eskimo Point and in Rankin Inlet than we strive for in other parts of the Territories. I have not been able to find any additional resources so far this year to give any relief in those communities but when the superintendents meet in April of this year to look at the enrolment in the coming year to consider allocation of staff, at that time I will be in a position to do something or try to do something about this problem. I recognize the problem and I would like to respond. To date we have not, but I hope that by next fall we will be able to do something about this.

It has also been suggested by the regional superintendent that there may be some inequities as to the allocation of classroom assistants between Rankin Inlet and Eskimo Point and that we should also look at enhancing the number of classroom assistants so as to make that a better, a more equitable situation and relieve the obligations on teachers. That also has to be looked at as part of the whole formula. I feel that at the start of a new school year, rather than in the middle of the year, would be a more appropriate time to make those kinds of changes. I hope that at least satisfies the Member that I am aware of the problem, have taken some action and hope to satisfy those concerns by the time school opens next fall.

I also might add, Mr. Chairman, that I am aware that the special committee on education is examining the whole question of staffing and is doing an analysis of our existing staffing policies. The committee, through its adviser, may well have some recommendations to the department on new and perhaps improved methods of allocating staff so as to avoid the inequities that Members sometimes are concerned about. Thank you, Mr. Chairman.

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

Teacher Shortage Problem Must Be Resolved

MR. CURLEY: Yes, thank you, Mr. Chairman. Again I would like to be able to agree with the Minister that he will do something about it at an appropriate time, sometime before the fall. I am not sure that that word is really good enough for my constituency because the regional superintendents have documented all the reasons and supported the position that there are, in fact, teacher shortages in Eskimo Point and Rankin Inlet. I am not sure that his promise that he will do something about it at a later time would be any better than right now while we are dealing with the budget. So I do not know what that would do. I realize that the special committee on education will be making recommendations, but that is a long way from ever becoming policies of the government. I am not

sure they will be implemented by the fall. We are dealing with an urgent matter, a matter that is of concern to my constituency for the last two years. Eskimo Point -- I could be corrected on this -- has about 28 to one student-teacher ratio. Who in the world wants a teacher classroom of that size in places like Yellowknife or Pine Point or Hay River? So I am asking the Minister, if the teachers are going to do their jobs or be able to have any kind of planning to do the job, they are going to have to resolve the very important problem of solving the teacher shortage problem.

So I do not think he has answered that he will do something about it; accept his word that he will deal with it when he meets with the regional superintendents again. It is really saying to the local education societies at Eskimo Point and Rankin Inlet that they are really not capable of making a decision or justifying their needs in the region for increasing the teachers in the settlements. "I am going to have to consult with my regional superintendents again and then, if they have any reason to further substantiate your request, then I will consider by next fall whether I am going to increase that or not." You do not do that in the headquarters. When you need a specialist, you go out and issue a contract to resolve a problem. I am sure the department officials sitting out there know that very well.

So I would say that unless the Minister does that, I will have to introduce a motion to support the long tradition policy of -- what do you call that -- where they can at least withdraw certain positions in the communities to carry on with more traditional type of education in the communities? If we are not going to have an academic status because of the shortage of teachers to justify good programs, then let us go back and get rid of some of the academic teachers and teach real traditional cultural programs which the communities certainly would want to have enough financial resources to carry out anyway. So maybe the Minister can convince me further that he will not just attempt to come to an agreement with me through a gentlemen's agreement, that in fact he will assure me by next fall that he will do certain things in such a way that I will not continue on with my mistrust of his department. Thank you, Mr. Chairman.

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

Differentiated Staffing

HON. DENNIS PATTERSON: Mr. Chairman, I guess one of the reasons that we have a higher teacher-student ratio than might be desirable in Eskimo Point is precisely because the local education authority or the society asked that the funds for a teaching position be turned over in 1978 to give cultural inclusion and land programs for the older pupils. This was a decision not of the Department of Education but was our response to that society's request in 1978. Now, this Assembly has since given direction that these sorts of trade-offs not occur in future and none have occurred in the past year. The term is "differentiated staffing", but that is partly the reason for the problem now in Eskimo Point, as to the timing for these kinds of changes. I guess what I am saying to the Member is that I do feel that in a few short months, when we look at the projected enrolment and look at the way we can best allocate staff positions in that region, this will be an appropriate time to make any adjustments that have to be made.

I would also point out that, while the teacher-pupil ratio in both Eskimo Point and Rankin Inlet is one to 26, if one looks at the ratio of professional teachers to students, both schools are fairly well endowed as far as classroom assistants are concerned. Rankin Inlet has eight and Eskimo Point has 5.5 positions and if you take into account the classroom assistants, the total staff-student ratios are one to 16 and one to 19, with Eskimo Point having the one to 19 ratio. In his report to me, the regional superintendent also pointed out that attendance is one factor that we can consider in looking at the adequacy of ratios and if we do consider the portion of non-attenders in both those schools, the ratio drops even lower than the figures might appear to be.

I was told by the regional superintendent that if we were to reduce the pupil-teacher ratio to 22 to one in both Rankin Inlet and Eskimo Point, we would need two more teachers in Rankin Inlet and three more teachers in Eskimo Point and I guess that sort of scale of assistants was pretty difficult to attain in a year when we actually had to cut back our whole teaching staff by nine throughout the Northwest Territories. I would ask the honourable Member's indulgence in the difficult position I would be in if I were to have responded by adding this level of support to his constituency when there are many other areas of the Northwest Territories that have similar complaints. I am not saying that I will not be able to do anything in the coming year but that is why it has been, I think, quite difficult in this particular year, in the middle of this school year, to consider making that scale of change, but I will be looking with great interest at what we can do in the next couple of months and perhaps by the May session can give the Member some concrete answers as to what we can do in the coming fall with those two schools. Thank you, Mr. Chairman.

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

Youngsters Should Have Decent Educational Opportunities

MR. CURLEY: Yes, Mr. Chairman, I respect the Minister's difficulty in finding answers to this very important and critical problem. I think Eskimo Point is very critical. You know, they have had to make do with the space in there and not only have they a shortage of teachers, they have actually physical problems with the school there. I am not at all sure that my expectation may be way far out that, in order to provide decent educational opportunities for youngsters, we have to have a fairly acceptable size of building and enough teachers to provide that all-important educational system to our young people and children in the communities.

I would like to address the people again further that the regional director, if he had any influence at all, does support that requirement. In a letter of September 28th to the Minister he stated that he found that the report which was sent to the Minister certainly supports what the two local education authorities have been saying. He went on to say, "We now have a firmly documented need for additional teaching positions, both in Eskimo Point and Rankin Inlet and I would appreciate you having the matter reviewed at your convenience." That was in September.

I do not know what else I can do. I would like to be able to respond to the communities with enough justification that they can get what they want and that they can get a decent teaching staff because the Minister is not quite satisfied that putting the acceptable teacher-student ratio is the answer, is convincing to him yet. The superintendent's report suggests the target for primary classes is to have roughly one teacher for every 22 pupils, much smaller than the intermediate to junior high classes. What the regional director said was that the target for primary class is to have roughly one teacher for every 22 students, but that is not so, as far as the Minister is saying. He disagrees with his regional superintendents.

So what the Minister is saying to the Eskimo Point education society and Rankin Inlet is that 22 pupils for every teacher is really not the answer. It is better to have 26 to one student-teacher ratio in places like Eskimo Point where there is possibly a high level attendance problem. An attendance problem, as some teachers say, is the result of continuing teacher shortages. The students get discouraged, the teachers get discouraged, because at one point in Baker Lake a teacher said that they spend more time trying to find out where the student is and what is wrong with the student than preparing for the course and the time needed to teach a decent program. That was also expressed in Eskimo Point when we had a committee meeting. If the Minister can be a little more assuring that

his reasons are justifiable, I wish he could say it in such a way that an ordinary person like me can understand it so that I can carry that message to the local education society in Eskimo Point and Rankin Inlet. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. (Translation) Mr. Minister, do you have something to say to that?

Extreme Situation In Eskimo Point

HON. DENNIS PATTERSON: Mr. Chairman, I do believe that perhaps, in Eskimo Point particularly, I just have received a copy of a letter from the principal of that school to Mr. Diveky about this very same concern, and perhaps because of this differentiated staffing policy which has now been abandoned as a result of direction from this Assembly there is a serious situation currently existing there. It may be that the situation there is the most extreme of any of the schools currently in the Northwest Territories. It is very unfortunate that this request, as I mentioned, did come to me at a time when we actually had to cut back staff last year, which is not the case in the coming year. In the coming year we have been able to meet increases and provide more man years where we see the population growing, as it is growing in Eskimo Point.

What I can tell the Member is I had decided that it was something that should be more properly dealt with at the April meeting of superintendents with a view to correcting the situation in the coming year, but on thinking it over here now, I think I can give this assurance, at least, to the Member, that I will, during this session, take another look at the problem. I would invite the Member to check with me before the end of the session as to whether or not I have found a way to ease the problem for the remainder of this school year, particularly in Eskimo Point where I recognize pressures are being felt. I will take another look at the possibility of taking action during this school year and the Member can seek advice from me or question me during this session as to what decision I have been able to take with the Executive.

As to the physical problems that were mentioned at the school, I do recognize that the school in Eskimo Point, perhaps like other schools in the Northwest Territories, was designed at a time when the open area was in vogue and now the communities seem to be wanting us to go back to classrooms. We have put in two portable classrooms there last year to try to meet this need. I think there has been some consideration given to the possibility of partitioning the school there into classroom type segments but it is quite difficult, I am informed, with basically a round school or octagonal school with a sloping roof. I do not know if there have been any studies done on that possibility or not, but I will look into that and see if I can report back. My own feeling is that with the growth of that school we have to look at -- I would say growth and enrolment in Eskimo Point and the population growth, the answer is to add facilities outside the existing school in the more traditional model. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Administration, page 17.02, \$8,099,000. Ms Cournoyea.

Students Eligible For Indian Affairs Program

MS COURNOYEA: Mr. Chairman, I asked at the normal question period about the students who had qualified for the Indian Affairs rate of payment for attending school in the South. The Minister's answer to that was that they had recently corrected the situation and that he did not see that the past neglect of paying them at the Indian Affairs rate had caused hardship for these students who were attending school in the South. I believe that statement would have to have the students document and state what hardships they had overcome while they were not paid at the rate that they thought they were to receive. It was not the

students' choice that they establish their per diem rate or the rate of payment by going through the territorial government, but it was the Executive Committee's decision that they would take the shortfall from the territorial rate to the Indian Affairs rate. It was their decision to do so. They did not have to do so. They could have told the young people to apply through Indian Affairs.

Now, since this Legislative Assembly supported the fact that the payments should be made accordingly, I am wondering how the Minister can come back and put the added burden on these young people to ask them to prove that they have a need and that need has to be justified and the hardships have to be justified, when in fact he probably knows that many of those young people probably borrowed from their sisters, brothers and parents in anticipation of what they thought they would be getting. I believe that the Education department should stand up to its word. It did make a promise. The Executive Committee did make a promise to make payments that were at an established Indian Affairs rate. That was expected by these young people and a few of them did not know about it until after they got out. A couple of them had asked their parents for loans and their parents said, "Why do you need a loan, because you have so much coming to you?" The rate was known to their parents. So, a number of these young people were in ignorance as well and I cannot see how the Department of Indian Affairs or this government can say, "We did not pay you what was justifiably yours and what you qualified for and since you are not suffering or we cannot see any hardships that you have been suffering, we will not pay you what you were entitled to."

I myself cannot see how the department can justify such action and I would like the Minister of Education to really search his soul and see how he would feel if there was a mistake in his pay cheque and when it was finally reconciled, he was told, "Well, gee, you did not have any hardships so we will just not pay you back what you were qualified for, what was the understanding." I think this is a hard decision to make on young people who are just moving out into a new educational field. I am not satisfied that the department should say they are not going to pay back these students for possible loans that they probably took out. I would like a more clear answer as to how the department can justify their action in this regard.

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

Ineligible For NWT Student Grants And Bursaries Plan

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to explain to the Member and perhaps to this House exactly the problem that confronted me and my colleagues on the Executive this fall. We were made aware of a relatively small number of students -- I think it was about half a dozen -- who for various reasons were ineligible for the NWT student grants and bursaries plan. Many of them had been out of school too long between the time they left high school and the time they wanted to go to university or higher education -- they were special cases. Let us put it that way. They were ineligible for the NWT plan, but they appeared to be eligible for the Indian Affairs program, which was discussed in this House during the grants and bursaries debates.

What happened to them was that when they went to Indian Affairs in Ottawa to apply under a program which they thought they were eligible for, we received communications from officials in the Department of Indian Affairs which said that higher education grants and bursaries for all students in the Northwest Territories is the responsibility of the Government of the Northwest Territories. They do not even have a budget for native students from the Northwest Territories or any students from the Northwest Territories. These were students who had applied to the NWT plan and were not eligible and who then applied to Indian Affairs and got this answer. The onus was on me, in the interest of getting these native students into school -- most of them had applied and had plans as

to where they were going to go -- the onus was on us to find a way of looking after them. This was at the same time as our whole grants and bursaries system was under review and we were considering changes.

The result of that particular situation was that the Executive decided that what we would do pending the establishment of a new regime this coming year would be to amend the regulations so that we could help those students and, in fact, we provided aid to them at the level they would have obtained through Indian Affairs. I am happy to say that most of them then were able to join their courses -- some of them a little late but they were able to go to school this year as a result of those actions. No promises were made to students under the NWT plan that they would receive enhanced levels of aid. We only dealt with that handful of students who had not been accepted under the NWT plan.

Equalizing Allowances

Now then, later in the fall the word got out, as it does, amongst students that some native students were getting different rates of support than others. The Executive had then to consider the anomalies that were being complained about at that time and as a result we moved to equalize the allowances, but that was, I would say, gratuitous on our part and only in the interests of maintaining some equity between one group of students and another. We implemented the enhanced weekly rates as of January on the theory that to pay retroactively when there had been no commitment or obligation up until then would perhaps be unnecessary and in the interest of restraint, I guess, we decided that, if they had managed to make it through until Christmas on the NWT rates, that they had survived, and we would give them the enhanced rates in January. So, I fail to see how we have broken any promises.

I also told the Member that if she could provide evidence to me of students who had undergone hardship, that I would be willing to see what could be done, either through loans or other methods that might be available if a particular student has suffered financial hardship, but in no way do I feel we have broken any promises. In fact, what we did was we took up the slack where the Department of Indian Affairs was unwilling to act, albeit out of respect for our jurisdiction in education and as a result of that action, students were able to go to school who might not have otherwise been able to attend. Hopefully, these kinds of anomalies will be corrected when the new regime is implemented in the coming year. I hope that answers the Member's question, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Ms Cournoyea.

Hardships Of Students

MS COURNOYEA: Mr. Chairman, would the Minister please state what he would consider a hardship?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: The Member has referred to cases where presumably sacrifices had to be made and I am certainly open to looking at any cases. I am thinking of students who might have had to go into serious debt or they or their families had to make considerable sacrifices. There may be something we can do to offer help. I had in mind the Canada Student Loan plan, for example, which students can always avail themselves of, with fairly attractive interest rates, and there may be other things that we can do in order to respond to any special situations. I do not know what the Member is referring to and if I get details, I will look at each case and see what we might be able to do, but I do not know what kind of hardship she has in mind. I heard, before I got this position, of students who were living on Chargex cards while they were waiting

for cheques to come through, and this sort of thing. We have tried to improve the speed with which students get paid but I would like more details before I can respond. We have no policy but I am willing to see what we can do. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Administration, page 17.02. The honourable Member for Mackenzie Liard.

Need For New School In Fort Liard

MR. SIBBESTON: It has been such a long time that I have forgotten, but I guess one of the things that concerns me has to do with new schools. Since it is the administration which decides which school should be built, I want to make a case for Fort Liard. Fort Liard really needs a new school and the people in the community, of course, have ideas about the type of school that they would like built. They are not interested in having a school with no facilities for exercise and I think people could understand that. The kids that would be going to school are normally fairly active children. In Fort Liard the people still live, largely, off the land and I think -- not this past winter, but last year the attendance rate was about 28 or 29 per cent, which is pretty low. So the children that would attend school maybe if there was a new school -- who knows -- would be fairly physically active and would need a fair amount of exercise. So there is need for some gym or some exercise facilities as part of the school; they should not just build a normal school with classrooms and nothing else. I am aware that Fort Liard is in line for a new school, but for some reason it just keeps getting put off and I see other areas closer to here -- I will not mention names -- that are getting new schools with fewer people, but I will believe that it has been a rational process. So put Fort Liard on the list please, maybe in the next 20 years -- we are further away so it is hard to communicate with this government. Maybe we do not participate as much, I do not know.

CHAIRMAN (Mr. Pudluk): Thank you. Also I would like to tell you, do not blame me for taking so long to get your turn. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I guess that is what these budget sessions are all about, so that I can get direction from the Assembly as to the areas where we may not be responding to needs. Quite frankly I was not aware that people of Fort Liard wanted a new facility. My officials may have heard about it but we are trying to respond to some needs in the Fort Smith region that are in the plan now and I guess the Member can see as well as I can that new schools are being planned in the Hay River reserve, in Snowdrift and Lac la Martre. But I see the capital planning process as an ongoing and within some limits, a flexible process. I now have notice of the Member's concern and I am looking forward to the chance to actually visit Fort Liard and see for myself the school there. I can assure the Member that I have noted his suggestion that they should have a school and also that it should not be without a recreation facility or exercise facility and maybe that is all I need to say, that I have taken a note of it. I think he would have to settle with his colleagues Mr. Sayine and Mr. Wah-Shee, if he wanted the priorities in the coming year suddenly shifted, but we can look at that and build it into the long-range plan. I think 20 years is a very pessimistic view. I certainly hope that we can act more quickly than that, particularly if the facilities are really below standard and I regret that I have not had the chance to see them for myself.

Also, the Department of Local Government's new recreation policy, which I guess will be tabled soon, has been accepted and approved in principle by the Executive, sees a more co-operative role between Local Government and Education so that, when new schools are built, we can combine moneys that might be available for recreation in Local Government with the needs of the Department of Education for new schools so that we can have gym facilities in schools and also they can be

made accessible to the rest of the community when the schools are not in use. I would think, particularly in a smaller community like Liard, which may not have a community hall or a recreation facility -- I am sorry, I do not know -- this new policy may well allow us to have more funds than we would have strictly in the Education capital planning process. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. The honourable Member for Mackenzie Liard.

Hot Lunches In Schools

MR. SIBBESTON: Yes, the other thing is the school lunches. I am aware that some of the schools in the North get hot lunches at lunch time or at dinnertime and others do not. I guess it concerns me in the sense that a community can say, "Give us hot lunch or else we are not going to send our kids to school" and the government invariably goes in there and is convinced that maybe that is the right decision, but some schools do not do that. Some schools do not know it is possible to have lunches or maybe some schools do not think it is a good idea to have the government feeding the kids. You know, it is the parents' responsibility. So I am just a bit concerned. As far as I know, no schools in my area have hot lunches. Now, I would like to just see what Mr. Patterson thinks about that matter because, on the one hand, if you have hot lunches in one school, should you not have hot lunches for everybody?

MR. CURLEY: What do you think?

MR. SIBBESTON: Must the parents say "Give us hot lunches or we will not send our kids to school?" I mean, if that is the clue, maybe I can organize the parents in the community and have a sit-out or hold out kids. I mean, it is not that hard if you really want to revert to that kind of tactics. Let us hear. How extensive is this hot lunch program in the North? I would just like to hear your ideas on that.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to say that I deplore the practice of withdrawing students from schools as a means of getting the Department of Education to do anything. It is unfair to the students and it is irresponsible action on the part of the parents. When certain communities this fall either took such action or threatened such action, the reply from myself and the Executive Committee was swift and clear. We said that we would not even discuss the issue of a lunch program in those schools until the children were back in schools. That was my position then and it would be my position in the future.

Now, what resulted from those meetings was not that the government was held to ransom and made to give in. In fact, what I did say and what I would say to any local education authority in the Northwest Territories is that there are certain funds available on a formula basis to local education authorities to do what they want with. This is the cultural inclusion funds and I told the people of Snare Lake and Lac la Martre that I did not care really how they spent that money. If they wanted to forego their honorarium and even if they wanted to not actually be active as a local education authority and instead spend the money on what I agree is really a parental obligation, feeding their children, we would not tell them that they could not spend the funds in that way. In fact, there have been some limited lunch programs offered in those communities this year, but they are only using the same funds that are available to any other community local education authority.

Parental Obligation

At any rate this year there have been no special grants available for lunch programs and quite frankly, as much as I would love to see children fed at school, either in the morning or at lunch, I think we have better ways of spending our money. I think this is a parental obligation and my own view is that the department should in no way encourage parents to give this responsibility up to the schools. We have a welfare system that looks after parents that cannot afford to feed their children and we are not in the business of feeding children's bodies. We are hopefully in the business of feeding their minds and offering them spiritual sustenance, if you like, rather than physical sustenance.

So, I hope that answers the Member's question. That is my position and to my knowledge there is not a single free lunch served anywhere in the Eastern Arctic. I believe I heard that question. I do not know of any such program. I should be quite frank and say that in earlier years there were grants made available -- perhaps in years where more money was available in Education, there were grants made available in those communities which led to the expectation that this was part of the education service, but I think the message I gave when I did eventually meet with those communities this fall was that is no longer a part of the education program and that will continue. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. The honourable Member for Mackenzie Liard.

Equalization Between East And West

MR. SIBBESTON: I see. I was then misled to think that in the Eastern Arctic, anyway, there were hot lunch programs in the school, but I guess -- if not, then I guess I have to, obviously, change my views toward the Eastern Arctic.

Another thing that concerns me, and this is something that is said by people who know the Eastern Arctic, teachers who come to our area from the Eastern Arctic are often quite surprised and shocked at how poor our school facilities are in comparison to the East and I have mentioned it before. I am just wondering, is there anything done to kind of equalize things in the North here, as far as education for the people, particularly in the small Dene communities. As an example, the teacher who went to Nahanni Butte a couple of years ago had spent 13, 14 years up in the Eastern Arctic and he could not believe the poor state of things, the school, the classroom, the materials that were available and so forth, that were available to him in Nahanni Butte. He says in the Eastern Arctic they have everything -- nice buildings, lots of teaching materials, lots of equipment, lots of room -- everything that you could ever want. He arrived in Nahanni Butte and did not have anything. He did not even have a simple little movie projector; no books to speak of. They had to borrow some scribblers from Fort Liard. He was just dumbfounded. He could not believe how poor things were in our part of the North.

MR. CURLEY: What were the teachers doing before?

MR. SIBBESTON: You know, because of me raising this, I would think that there would be a consciousness on the part of the territorial government to try to do...

MR. CURLEY: Some Members do things for their people. The Members did their job, rather than just complaining.

MR. SIBBESTON: ...to try to equalize things between the East and the West.

CHAIRMAN (Mr. Pudluk): Order, please. Are you finished? Mr. Minister.

Formula For School Supplies

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. It may be that because there were two separate administrations based in Ottawa and based in Fort Smith for the Indian Affairs education program prior to 1969 that there were different standards and different programs. I cannot speak for that era, of course, but I can say with certainty that, for example in school supplies, this government now uses and has used the same formula for all parts of the Northwest Territories and I can tell you what that is. There is a formula for each student; in elementary school it is \$150 a student and in high schools it is \$175. We have an allocation for furnishings and equipment based on \$500 a classroom, \$1000 for a gymnasium -- although that is reduced for the smaller sized gymnasium -- \$1000 for a resource centre, \$1000 for a home economics classroom and \$1000 for an industrial arts classroom. That is a formula that is applied equally throughout the Northwest Territories and I can only account for the observations of the Member based upon perhaps a history prior to the NWT government.

I cannot help but observing, ultimately on my own and this is a personal belief that it is a very large territory and there are very many different interests and demands and this is one reason why this House has in principle supported division of the Northwest Territories. I, as you know, happen to personally believe that that is the way we should go, but I am assured and can say with certainty that we do not favour one area of the Northwest Territories against the other as far as operating and maintenance and school supplies are concerned. The capital area is one where we can never please everybody, but the formula for school supplies is a standard one and it certainly applies in Fort Liard. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. The honourable Member for Mackenzie Liard.

MR. SIBBESTON: I guess just to continue further, I am not really talking against the Eastern Arctic. I am just trying to tell you what the situation is in my area and trying to be very truthful. To further elaborate on how tough things get in our area, I know last year the school in Simpson had to borrow some toilet paper and paper towels from the hostel. I was speaking to the janitor, who does a lot of work shovelling snow and generally working around the school, and he could not even get proper tools to work with. So, that is how tough things get in our area.

MR. CURLEY: I will buy you a shovel. I will buy you one.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Minister, do you want to respond to that?

Equal Allocation Of Funds

HON. DENNIS PATTERSON: Well, I guess all I can say, Mr. Chairman, is that I find that frankly hard to believe. I am not doubting the Member at all, but I do find it surprising and I would like to look into it further. It could be and I do not want to suggest this for a minute with regard to the school in Fort Simpson or any other schools in the area, you know, that not the best use is being made of the resources that are allocated. That is a matter up to the principal, in consultation with the local education authority. That is the only explanation I can have, because if there are some schools being well supplied, it is not because they are getting more money. It may be because they are making better use of the funds, but the allocations are equal and it is something I really would like to pursue further, because I cannot really offer an explanation as to how something like that could happen. I would think they would buy adequate supplies of toilet paper as a first requirement at the beginning of the year, perhaps even more important than pencils. So, I just cannot understand how that occurred. Thank you.

---Laughter

CHAIRMAN (Mr. Pudluk): Administration, page 17.02. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. Could I ask the Minister to be more specific when he says that he intends to ensure that anomalies in the post-secondary grant structure will be eliminated very soon? Can he be specific as to how they will be?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, if the Member can wait until next Monday, I will be presenting the principles upon which the new NWT student aid plan will be based, which is based on -- I trust -- direction given from this Legislative Assembly after extensive debate. What I meant by anomalies was the difficult situation that we had to deal with really on an ad hoc basis this fall, when we had to help a group of students who were somehow caught without aid from any source, and this meant that if they were helped at the Indian Affairs rate, they were getting different rates than students under the NWT plan, because the rates are not parallel, they are not equitable. The new program that I am proposing and will be introducing for this coming year will be a made-in-the-NWT plan, if you like, which will see none of these discrepancies between one program, such as the federal program, and another one, such as ours. Our plan will cover all NWT students. I would rather wait to give more details or answer questions once I table the principles early next week, if that would be acceptable to the Member, Mr. Chairman. Thank you.

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

Post-Secondary Assistance For Non-Native Students

MR. MacQUARRIE: I recall that you did say that you were going to table the principles next week, but I was concerned also by something you said. I know when this was first talked about a year ago, the idea that was stated at that time was that there would be a reduction in post-secondary assistance for non-native students, but I do not expect that you are going to get rid of that anomaly, although I will be delighted if the money that was saved from that would be applied to increase allowances for the in-house programs such as Thebacha College and TEP, teacher education program, that sort of thing, and that an attempt would be made, as I recall it, to ensure that native students were funded at what had been called the "Indian Affairs rate", that is, the rate that is set by that department, and extended beyond the four years for which post-secondary assistance was granted under our plan. Now, what concerns me, Mr. Minister, particularly, is that it was anticipated that this government would say to the federal government, "Since these are native students, will you provide the funds to fund at that rate for native students?" I think I understood from something that you said earlier that the federal government has said, "No way", that they do not intend to do that.

So I am a little concerned, then. What implications does that have for our budget? We increase rates for in-house programs. I will be anxiously waiting to see when you said that you were going to get rid of the anomalies, whether that meant that all native students would be funded at the Indian Affairs rate. Now, if that is the case, and if the federal government is telling us that we are not going to get any further educational funding from them for post-secondary assistance, what implications does that have for our budget for post-secondary grants? What concerns me most of all is would that mean even further reductions for non-native students? Now, if all of those are going to be answered in a weeks time, I suppose I can wait, but I would like a little assurance now, I guess.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, all those questions are going to be answered next week. Thank you.

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

MR. MacQUARRIE: One other matter connected to that in a way -- and I would ask the Minister whether this has been considered as well -- I have had it said to me that our territorial assistance program for students who seek postgraduate degrees at post-secondary institutions is among the worst in Canada. I refer specifically to a former student of mine who has gone on to take a law degree at Dalhousie University, which I think, Mr. Minister, is your alma mater. I am sure you could understand somebody wanting to attend law school there -- but I am informed in conversation with students there from other provinces that this person feels -- and I have heard it said by others -- that the kind of assistance we offer for someone in that situation is among the worst in Canada, that students from other provinces are aided much better. This person was not at all looking for grant money, but for loans so that he could afford to attend each year afterwards. So I would ask the Minister, is that matter being addressed in the whole question of post-secondary assistance?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I can assure the Member yes, that particular problem is being addressed, and we are aware of it, and I think this is one area where our plan in the Northwest Territories can be improved, in that now it really is a plan for the first degree, which offers I think quite generous assistance to those who wish to take an undergraduate degree. Much more could be done for those who want to go on to postgraduate degrees, or second degrees, such as law. The matter is being addressed in my proposed new plan, and I hope the Member will be satisfied with what is proposed, which I think would help the particular case you have mentioned. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Administration. Mr. McLaughlin.

Vocational Training Section Of Indian Affairs

MR. McLAUGHLIN: Thank you, Mr. Chairman. I just wanted to ask the Minister a question related to what he said about the Indian Affairs department having no funding available for northern students in their budget. I would like to know what the relationship is between our government and the federal government, regarding the section in Northern Affairs run by Mr. Ralph Ritcey in Ottawa, because are there not students from the Northwest Territories being funded by that division of Northern Affairs? Are there, in fact, NWT students there in a post-secondary situation, or are they all just in upgrading or in high school?

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

HON. DENNIS PATTERSON: Mr. Chairman, we understand that most of the students who are getting aid through the vocational training section of Indian Affairs are students who are going to high school, rather than students who are going to higher education institutions as such. There appears to be a certain lack of clarity as to just how NWT students become eligible for aid through the office in Ottawa, but that is our understanding, that aid is only given to students who wish to go to high school. I hope that answers the Member's question, at least in part.

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

MR. McLAUGHLIN: Could you make available to the special committee on education the letter from Indian Affairs and Northern Development advising our government that they do not have funds for northern students, then?

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

HON. DENNIS PATTERSON: Yes, I would see no reason why I could not make available the communication received from Indian and Northern Affairs on that subject. As I recall, it was a telex. There were certain time pressures on us all at that time because the school year had started, and there was a need to act fast. I believe that the particular communication that referred to no funds being budgeted was by telex from Mr. Faulkner, and I shall be glad to find it and pass it on to the Member, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Administration. 17.02. Mr. Fraser.

Costs Of Travelling To Teachers Conferences

MR. FRASER: Thank you, Mr. Chairman. I have a couple of questions for the Minister. First of all, I handed him a report from the LEA, local education authority, from Norman Wells on transportation -- they had to pay their own transportation for a meeting. I just wondered if he had an answer on that for me for the records. Do you want me to ask all the questions now, or let him answer that first, Mr. Chairman?

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Fraser. Could you give them one at a time?

MR. FRASER: Yes.

CHAIRMAN (Mr. Pudluk): That way we will not get mixed up. Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman. I received -- thanks to the honourable Member for Mackenzie Great Bear -- copies of the minutes of the education society in Norman Wells that suggested that teachers that had to pay their own way to in-service training or conferences that had been initiated by the Department of Education. I asked Mr. Lewis to look into that, and I shall ask him to answer the question, please.

MR. LEWIS: Mr. Chairman, the practice has been that for those teachers who are going to regional teachers' conferences, that they be boarded locally with friends and so on, and in some cases, where people have chosen to stay in hotels and so on, then they have borne those costs themselves. This is because the tremendous increase in the costs of these teacher conferences has resulted in many teachers in the Northwest Territories now, in fact, beginning to pay some portion of that professional improvement at the regional level.

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

MR. FRASER: Is that the practice they use in Yellowknife, too? Do they bring teachers in and put them up in other houses, or do they put them in a hotel?

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

HON. DENNIS PATTERSON: Yes. I will ask Mr. Lewis to respond to that one, too, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Mr. Lewis.

MR. LEWIS: The same thing would apply throughout the Territories, Mr. Chairman. There is a variety of ways in which these costs are covered, and some teachers who come into Yellowknife also are required to pay part of that cost.

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

Discrepancies In School Costs

MR. FRASER: I have a question for the Minister. I notice in the budget here \$3.5 million for a school in Lac la Martre, with a population of 230 people, and \$250,000 for Fort Franklin, with a population of 550 people. I wonder if the Minister could explain the reason for the discrepancy in costs for a school, and if there is a hidden cost. Is it transportation, or is it a better school? Maybe Lac la Martre would be a good place to go to live.

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

HON. DENNIS PATTERSON: Mr. Chairman, I am guessing that the Member may not have seen the subsequent years estimates for the Franklin school, because our details on capital are only provided for one year ahead. I am looking at the department's three year capital plan. It shows \$240,000 for Fort Franklin in 1983-84, which would be a planning year design, and then, in 1984-85, three million dollars are budgeted for construction, and in future years another \$1.47 million to finish the school off. So I believe that is the source of the question there. I believe the honourable Member may have just been looking at the first year for Fort Franklin, Mr. Chairman. He will correct me if I am wrong, I am sure.

Total O And M, Administration, Agreed

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Administration, \$8,099,000.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Agreed.

---Agreed

Total O And M, Schools

Schools, page 17.03, total O and M, \$42,579,000.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Agreed? Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, this relates to a question I asked before. First of all, I would like to say that I am not interested in making statements that Inuvik should not get their upgrading in the school facility there. What I am concerned about is, once the facility is built, and staff is put into place, is that that oftentimes takes away the ability of the other communities to have something in their own community, and that is a general concern that I have. Oftentimes administrators or bureaucrats will say not to worry about it, that it will come later, but the answer indicates that the communities outside of Inuvik could possibly have some of the courses that would be offered in Inuvik handled in their own communities.

The territorial school system offers now a part payment for the Tuk Tech courses that are taking place. Now, would some of that money not be available if a facility is built in Inuvik and some of those courses are offered there, or would you put a preference for having those courses offered in Inuvik rather than going out in the field and offering them there if you spend all your money on facilities?

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

HON. DENNIS PATTERSON: Mr. Chairman, the proposed money to be spent in upgrading the Inuvik high school to offer more vocational-type programs, at least at the moment, is for high school students only, and in no way should affect the allocations that are available to contribute to institutions like Tuk Tech and other community based adult training programs. Those funds come out of vocational education, and should be considered separately from what is happening in the in-school program. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Ms Cournoyea.

Vocational Technical Certificate Program In Inuvik

MS COURNOYEA: In the section on schools it has a vocational technical certificate program in Inuvik as well, with projected future spendings of \$2,775,000. That is in additional funds to the Inuvik school, and seems to indicate that the technical courses might be offered in Inuvik rather than out in the field.

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

HON. DENNIS PATTERSON: Mr. Chairman, yes, I would agree that at the high school level, when we build, for example, as we are proposing to build in Inuvik, an automotive shop, fully equipped, and a general mechanics shop, where students can learn millwright, machinist and welding trades, indeed, the idea would be to locate the facility at the regional centre and make it available to high school students from all over the region.

The Member is correct in that assumption. I suppose the theory that we are operating on, the advice we have from my officials in the region, at any rate, is that these kinds of courses require equipment and facilities that you cannot just move around and transport from one community to another, and that economy requires that it be located in one location. That is the essence of why we are spending these funds at the high school in Inuvik, because it is a regional high school.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Ms Cournoyea.

MS COURNOYEA: In some parts of this program, Mr. Chairman, maybe the Minister can indicate what people would have to do to get their concerns across to you, if they feel dissatisfied that so much funding is generated to a central high school in various areas.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I guess the honourable Member is doing that right now, expressing that concern. I guess this is the political process at work. If communities in the Member's area are concerned that this facility should not be built in one place, but rather that vocational training should take place on a community by community basis, then this is the place to give that advice. I did receive an interdepartmental strategy to deal with Beaufort Sea development, called the Inuvik action plan, which was developed in the region and called for the implementation of the high school certificate program as we now see it planned and proposed for the coming year. I understand there was involvement of the communities in the preparation of that plan. I did attend one meeting where community representatives were present.

Offering Adult Programs In Smaller Communities

It may well be that at least for adult training, we should take a very hard look at how we can offer adult programs in the smaller communities. My own view is that in the immediate future, we can offer extension programs pretty well on demand, where there are enough numbers to warrant a course. I certainly would

very much like to respond and offer a course on-site where it is needed in a particular community. I suppose we need more of the kind of thing that occurred with Tuk Tech. However, in the case of Tuk Tech, I think we were able to take advantage of facilities that were there because of the location of Dome, but in some of the smaller communities, we do not have this capital equipment. I guess that is why it seems logical to put it into the high school in Inuvik for high school students, but I think we can respond to demands for courses for adults in the communities through the college program that we now have, and which I hope to develop in a much more decentralized fashion in the coming years. I hope that provides some assistance to the Member, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Schools, \$42,579,000.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Agreed? Mr. MacQuarrie.

MR. MacQUARRIE: Did I understand the Minister to say that in the certificate program, there would be a health and social services component? If that was correct, could I just ask for a little more detail on what types of things would be included in that program?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Preparing People For Careers In The NWT

HON. DENNIS PATTERSON: Mr. Chairman, a lot of work has been done on the programs for these various courses, and I would just like to ask the Member if he could give me until tomorrow to provide more detailed information. I do not have with me here a detailed description of the health and social services program; I can say, however, that the way these programs have been developed is using what is described as -- I hate this jargon, but I am going to have to repeat it -- "a competency profile analysis format". Now, what that means to me is that you have little boxes which show what skills the student has learned over the course of three years. I have seen this approach with the business education course that is working very successfully in Frobisher Bay. I think what it means is that you break down the skills that a social worker has to have to be a social worker in the Northwest Territories, or you break down the skills that a health worker has to have, spread them over a three year period, check off the skills as they are acquired, and when a student goes to an employer, he or she can show that -- I guess it would be called a "profile", and say, "Here is what I know." That is what I would be showing you if I had the detailed information. That is basically how I understand these courses have been drawn up, and may I say that these are territorial programs. This is our high school certificate in the Northwest Territories, based on our assessment of what people need to know in the jobs that are available in the Territories.

I have just been passed a note that the course is designed to give people at the high school level basic training. I guess I should not have implied that they are going to be a social worker when they graduate from grade 12 -- but basic training toward that career. It would provide training in areas such as -- so that people can be prepared for careers such as child care workers, nursing assistants, community health care workers, or social workers, and further training is available after high school. I shall try to give more details if the Member can give me a little more time. Thank you.

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

MR. MacQUARRIE: Yes. The last little bit of information that the Minister gave me was the type that I wanted, rather than a detail of skills and so on; but I do have a couple of other questions in that area, and I will save them if I can be on tomorrow when we deal with this, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. What does this committee wish to do now?

SOME HON. MEMBERS: Progress.

CHAIRMAN (Mr. Pudluk): Progress? Mr. Noah.

MR. NOAH: Mr. Chairman, I move that this committee report progress.

CHAIRMAN (Mr. Pudluk): All those in favour?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Are there any opposed? The motion is carried.

---Carried

MR. DEPUTY SPEAKER: Mr. Pudluk.

REPORT OF THE COMMITTEE OF THE WHOLE OF BILL 1-82(1), APPROPRIATION ORDINANCE, 1982-83; 13TH REPORT OF THE STANDING COMMITTEE ON FINANCE

MR. PUDLUK: Mr. Speaker, your committee has been considering Bill 1-82(1), and wishes to report progress. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Pudluk. I am informed by the Clerk that we have everybody in attendance for the first time, and we would like to get a group photo tomorrow, if possible, at the first coffee break tomorrow at 2:30 p.m. if everybody would be in attendance. Are there any announcements? Mr. Clerk, announcements and orders of the day.

CLERK OF THE HOUSE (Mr. Remnant): Yes, Mr. Speaker. The caucus will meet at 9:30 a.m. tomorrow in Katimavik A. At 12:00 noon, the special committee on impact will meet in Katimavik A.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, 1:00 p.m., Tuesday, February 16, 1982.

1. Prayer
2. Replies to Commissioner's Address
3. Oral Questions
4. Questions and Returns
5. Petitions
6. Tabling of Documents
7. Reports of Standing and Special Committees
8. Notices of Motion
9. Notices of Motion for First Reading of Bills
10. Motions
11. Introduction of Bills for First Reading

12. Second Reading of Bills

13. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters: Bill 1-82(1); 13th Report of the Standing Committee on Finance

14. Orders of the Day

MR. DEPUTY SPEAKER: This House stands adjourned until 1:00 p.m.,
February 16, 1982.

---ADJOURNMENT

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