



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, FEBRUARY 10, 1983

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for February 10th.

Item 2, Members' replies. Item 3, oral questions. Mr. Curley.

ITEM NO. 3: ORAL QUESTIONS

Question 21-83(1): Power Outages In Rankin Inlet

MR. CURLEY: (Translation) Thank you, Mr. Speaker. In Rankin Inlet the generator is not working well enough and they have been having problems with power outages in October. They would like to be informed as to what happened, regarding the NCPC.

MR. SPEAKER: Mr. Braden.

Return To Question 21-83(1): Power Outages In Rankin Inlet

HON. GEORGE BRADEN: Mr. Speaker, I was informed the other day of the power outage in Rankin Inlet and a couple of other communities where power outage was experienced this week. I have the officials from the emergency measures office examining the reasons why these power outages took place, and I would give the Member my assurance that I will report back to the House on the reasons for the breakdown in the generators. Also, I am endeavouring to get from the Northern Canada Power Commission some explanation as to why the breakdown took place, and also if major repairs or improvements are required, when these improvements will be made, in the near future. I will report back to the House and to the Member on that in the very near future.

MR. SPEAKER: Thank you. Oral questions. Mrs. Sorensen.

Question 22-83(1): Federal Document On Land Use Policies

MRS. SORENSEN: My question, Mr. Speaker, is for the Hon. Richard Nerysoo, the Minister of Renewable Resources and Energy. Mr. Minister, it is my understanding that a draft document on federal land use policies has been released by the federal government. I would like to know what are the important elements of this paper and what is the position of the territorial government on the suggested land use planning regime that is contained in that document?

MR. SPEAKER: Mr. Minister.

Return To Question 22-83(1): Federal Document On Land Use Policies

HON. RICHARD NERYSOO: Yes, Mr. Speaker, I thank the Member for giving notice of the question. If you will allow me a few minutes I will make a statement with regard to the land use planning policy.

MR. SPEAKER: Thank you. I understand that you will make this statement, then, under Ministers' statements.

HON. RICHARD NERYSOO: Yes.

MR. SPEAKER: That is satisfactory. Oral questions. Item 4, written questions. Mr. Arlooktoo.

ITEM NO. 4: WRITTEN QUESTIONS

Question 23-83(1): Gravel Crusher For Cape Dorset

MR. ARLOOKTOO: (Translation) Mr. Speaker, thank you. A written question I am going to ask the Minister of Local Government. When the Baffin Regional Council met in Frobisher Bay, the hamlet of Cape Dorset mentioned the need of a gravel crusher. They hope that you will look into this because there is a need for the gravel crusher since Cape Dorset is rocky and once they use up all the gravel available to them, they will be unable to upgrade their roads. Would the Minister responsible for Local Government respond to this concern as the hamlet feels they require a gravel crusher? We would like a written answer regarding this matter. Thank you.

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

Question 24-83(1): Extension Of Airstrip, Lake Harbour

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I think this has been heard more than once before. This is to the Minister of Local Government. The residents of Lake Harbour have requested a study of the airstrip to see if it is possible for it to be extended. They are concerned about the airstrip being too short during bad weather. In January quite a few people almost crashed; they missed crashing by five feet. I have spoken with the manager of the airport in Lake Harbour and he said he knows that it is possible to extend the airstrip. Would the Minister responsible for Local Government look into this concern? This is a written question because we wanted it to be done in the future. Thank you.

MR. SPEAKER: Thank you. Written questions.

Item 5, returns. Are there any returns for today? Item 6, Ministers' statements. Mr. Nerysoo.

ITEM NO. 6: MINISTERS' STATEMENTS

Minister's Statement On Land Use Planning

HON. RICHARD NERYSOO: Mr. Speaker, Members of the Assembly will recall that the Minister of Indian Affairs and Northern Development announced a draft policy on land use planning in July 1981, at the time of the Norman Wells pipeline approval. Today I wish to make a statement on land use planning, to bring you up to date and also to highlight those elements of a land use planning system which are important to the Government of the Northwest Territories.

The Government of the Northwest Territories has long recognized the importance of establishing land use planning in the North. It is vital that all northern interests are represented in the planning and management of our renewable and non-renewable resources. It is the intention of this government to work with northern people in developing a land use planning proposal, supported by the native organizations and northern interest groups.

The basic intent of land use planning is to allow decisions about the use of land resources to be made in a fair, open and rational way. Local and regional concerns and aspirations must play an essential role in the planning of resource use. This government has recognized the need, as well as its responsibility, to participate in land use planning, to represent northern interests. The planning and management of our natural resources is a complex process and requires a strong territorial focus. The Government of the Northwest Territories has developed a resource development policy to ensure that economic progress for the Northwest Territories is compatible with the protection of the northern environment. A sound land use planning process will provide the foundation for ensuring balanced land and resource use, and protecting socio-economic options for northern peoples.

Resource development strategies are essential, particularly in view of the pressures imposed by non-renewable resource activities, such as the Beaufort Sea oil and gas project. Other issues like those surrounding the use of northern waters, wildlife and the need for Canadian energy self-sufficiency, must be dealt with co-operatively. The Government of the Northwest Territories

has conveyed its concerns to the federal government with regard to resource development in the North. The participation of northerners in resource planning and management must increase progressively until eventually we take over full responsibility.

#### Draft Proposal From Federal Government

In September of this year, the Government of the Northwest Territories adopted 10 principles to guide the development and implementation of the land use planning process in the Northwest Territories. I would be prepared to table the principles of that policy in this House. We have received, from the federal government, the draft of a northern land use planning proposal. The October 14th northern land use planning proposal contains a number of deficiencies in detail, which would have to be corrected before the proposed planning system could be considered practical.

The Government of the Northwest Territories recognizes the imperative need for land use planning and strongly supports the implementation of a sound, workable, and effective planning system. The Government of the Northwest Territories also recognizes that the land resources of the Northwest Territories involves the national interests of Canada, and that the federal government has a legitimate responsibility to protect those interests. The Government of the Northwest Territories further acknowledges that at present, the responsibility for managing most of the land and resources in the Northwest Territories remains with the Department of Indian Affairs and Northern Development, though we expect and intend that this will not be permanent. We firmly maintain that this government, representing as it does the people of the Northwest Territories, must have a major role in determining the use of northern land and resources. This government is continuing to attempt to negotiate the details of a land use planning system that will take proper account of the respective interests and responsibilities of the Government of Canada, the Government of the Northwest Territories, of the native peoples of various groups and organizations concerned with land and resources and of all the people of the Northwest Territories.

#### Control Of Planning

It is our firm intention that our proposals will be prepared with the fullest consultation with all parties involved, including the federal government and the public at large. The Government of the Northwest Territories has communicated its intention in this regard to the Minister of Indian Affairs and Northern Development, that this government is expected to co-operate in the development of the North, the federal government must support the Government of the Northwest Territories, native organizations and northern residents for rights and responsibilities to which they are entitled. The fundamental question is whether control of land use planning is to be concentrated in Ottawa as it would be under the current federal proposal, or whether it is to be shared between the federal government, the Government of the Northwest Territories, and the native peoples.

Land use planning will set the stage for the long-term management of our resources. The people of the Northwest Territories through land use planning based in the North, can become partners with other interests involved in the land use decision making.

MR. SPEAKER: Thank you, Mr. Minister. Are there any other Ministers' statements for today?

Item 7, petitions.

Item 8, reports of standing and special committees. Item 9, tabling of documents. Mrs. Sorensen.

#### ITEM NO. 9: TAbLING OF DOCUMENTS

MRS. SORENSEN: Mr. Speaker, I would like to table Tabled Document 8-83(1), a letter and supporting document, including advertisements which I received, which registers a Yellowknifer's opposition and outrage with the pending introduction into Yellowknife of the playboy channel of First Choice Pay TV on our cable TV system.

---Applause

CHAIRMAN (Mr. Fraser): Thank you. Is there any further tabling of documents?

Item 10, notices of motion.

Item 11, notices of motion for first reading of bills. Item 12, motions. Motion 5-83(1), Mr. Pudluk.

ITEM NO. 12: MOTIONS

Motion 5-83(1): Fisheries And Oceans Representatives To Appear Before Committee Of The Whole

MR. PUDLUK: (Translation) Mr. Speaker:

WHEREAS the Legislative Assembly has not met with the people of the Fisheries and Oceans department since this Assembly has started:

AND WHEREAS some of the communities have been having serious problems with marine wildlife quotas and concerns for protection of marine wildlife in anticipation of offshore developments;

AND WHEREAS it appears new regulations on sealing are being planned;

AND WHEREAS it is desirable that there be close co-operation between the Government of the NWT wildlife service and the federal Fisheries and Oceans department;

AND WHEREAS it is desirable that Fisheries and Oceans receive advice from elected representatives of the people of the NWT on developing the fishery in the NWT;

NOW THEREFORE, I move, seconded by the honourable Member for Baffin South, Mr. Arlooktoo, that the Legislative Assembly invite senior representatives from the Fisheries and Oceans department to appear before the committee of the whole as soon as possible.

MR. SPEAKER: The motion is in order. Proceed, please.

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I am not going to comment too much on this. I think it says everything in this motion. In the last fall session, when I replied to the Commissioner's Address and I had mentioned before, that there had been a problem with the Fisheries and Oceans representatives since there are not many up here in the North. It seems that the Fisheries and Oceans department have been assisted by the NWT wildlife service, even though the NWT wildlife service are not really responsible for the Fisheries and Oceans department regarding this matter. That is why I would like to meet with the Fisheries and Oceans department. We would like to discuss with them our concerns from the North. I am going to ask quite a few questions of these people from the Fisheries and Oceans department when they are invited here in the House, so I would like to be supported by you all. Thank you.

MR. SPEAKER: To the motion. Mr. Arlooktoo, as seconder you may speak.

MR. ARLOOKTOO: (Translation) I have agreed to second the motion. I do know in the past that the northern residents do not think that there are any regulations or ordinances for this type of activity -- and that is only the people of the Northwest Territories. I wanted to support this motion because the people do not think that they do not have any ordinances and do not have any knowledge about it. In Pangnirtung it seems to appear that some of them are taking people to courts on this matter because of the fact that this has been misunderstood for quite a period of time by the northern people. Some of us do understand the regulations and ordinances. Because of this, I think that if Mr. De Bané were sitting with us, I am sure that he would have a lot to say. If we did meet with the Fisheries and Oceans officials, I am sure he will have some comments to make.

Some of the northern people in the Baffin region have just heard a little bit about what role Fisheries and Oceans do carry out in northern areas. A lot of the remote communities in the North are not visited by these officials, like Fisheries and Oceans over at Frobisher Bay in order for them to find out what is going on, so that they have proper equipment along the lines of hunting facilities, skidoos, vehicles, and have the ability to go out. So this is the reason why I am seconding the motion. I want to find out more information from the Ocean and Fisheries department. Thank you.

MR. SPEAKER: Thank you. To the motion.

AN HON. MEMBER: Question, Mr. Speaker.

MR. SPEAKER: Question being called. Do you wish to conclude the debate, Mr. Pudluk? Are you ready for the question?

MR. PUDLUK: Mr. Speaker, I am ready for the question.

Motion 5-83(1), Carried

MR. SPEAKER: All those in favour? Opposed, if any? The motion is carried.

---Carried

Motion 6-83(1), Mr. Sibbeston.

Motion 6-83(1): Work Release Programs In Territorial Correctional Centres, Withdrawn

MR. SIBBESTON: Mr. Speaker, I wish to withdraw the motion.

MR. SPEAKER: Thank you, Mr. Sibbeston. You are withdrawing that motion.

Item 13, first reading of bills. Item 14, second reading of bills. Mr. McCallum.

ITEM NO. 14: SECOND READING OF BILLS

Second Reading Of Bill 16-83(1): Business Loans And Guarantees Ordinance

HON. ARNOLD McCALLUM: Mr. Speaker, I move, seconded by the honourable Member for Mackenzie Delta, that Bill 16-83(1), An Ordinance to Amend the Business Loans and Guarantees Ordinance, be read for the second time. The purpose of this bill, Mr. Speaker, is to amend the Business Loans and Guarantees Ordinance, to allow the Commissioner to indemnify a surety in respect of bid bonds, performance bonds and payment bonds issued by a surety in respect of a business enterprise; to change the name of the ordinance, the board and the fund to reflect this additional assistance; and to redefine "business enterprise".

MR. SPEAKER: To the principle of the bill.

AN HON. MEMBER: Question, Mr. Speaker.

MR. SPEAKER: Question being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Bill 16-83(1) has had second reading. Item 15, consideration in the committee of the whole of bills, recommendations to the Legislature and other matters.

ITEM NO. 15: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS, RECOMMENDATIONS TO THE LEGISLATURE AND OTHER MATTERS

Bill 1-83(1), Appropriation Ordinance, 1983-84, with Mr. Pudluk in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-83(1), APPROPRIATION ORDINANCE, 1983-84

Department Of Education

Total O And M, Administration

CHAIRMAN (Mr. Pudluk): This committee will come to order. Mr. Patterson, where are you? Education, on page 16.02, administration.

HON. DENNIS PATTERSON: Mr. Chairman, could I have Mr. Lewis and Mr. Nutt appear with me again today, please?

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

SOME HON. MEMBERS: Agreed.



CHAIRMAN (Mr. Pudluk): I would like to welcome Mr. Lewis and Mr. Nutt and Mr. Patterson. Page 16.02, administration. Mrs. Sorensen.

Progress Toward Curriculum Developed For NWT

MRS. SORENSEN: Mr. Minister, it is my understanding that each province has its own curriculum and the students that attend the schools in that province then graduate from that curriculum and gain their high school diploma. We in the Northwest Territories, however, follow the Alberta curriculum. I am wondering whether there is any move within the Department of Education to develop our own curriculum and our own standards, whether that is happening within the Department of Education. Perhaps you could expand upon what is required in order to do that, and are we close to having such a curriculum in our schools?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, it certainly is an object of the Department of Education to move toward establishing our own kindergarten to grade 12 territorial curriculum. We have made some progress in that regard. We have, to date, a territorial curriculum with curriculum materials to grade nine. Our first priority in moving beyond the grade nine curriculum was the establishment of the high school certificate program which was instituted in major high schools in the Northwest Territories the fall of this current school year, which gave our own certificate for credits toward apprenticeship and post-secondary vocational and technical training. Once the high school certificate program is in place and phased in -- and it will take another two years to completely phase it into the various high schools in the Northwest Territories -- then our next object will be the academic 10 to 12 curriculum.

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

MRS. SORENSEN: The high school certificate program is that not based upon the Alberta curriculum? Have we developed our own set of standards and criteria for that program? Then could you explain to me what it means when a student graduates with a high school certificate. What does that enable the student to do?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, basically the high school certificate program is a completely territorially designed program to meet needs that were identified by surveys of high school students in the Northwest Territories. We offer courses that we feel are of high priority areas in potential employment in the Northwest Territories. Students who graduate are able to enter apprenticeship programs in the Northwest Territories, programs where the courses can lead to apprenticeship, and in other areas such as community social workers, they graduate with qualifications that we feel will make them eligible for employment in the Northwest Territories.

CHAIRMAN (Mr. Pudluk): Thank you. Administration, \$9,998,000. Mr. Curley.

Additional Teacher For Eskimo Point

MR. CURLEY: Yes, Mr. Chairman. Thank you. (Translation) I will speak in Inuktitut. I would like to ask the Minister about this. The people in Eskimo Point have been requesting another teacher but they only got an assistant. For many years they have been requesting another teacher and the Minister knows that there are more people in Eskimo Point. They are concerned that they cannot get another teacher because of lack of funding. This is very discouraging to the people, when they do not get approval. We were told yesterday that the budget will be going up about nine million dollars. I think the salaries will be going up about six million dollars. It is not hard to put the salaries up six million dollars. Why is it hard to get another teacher? It seems like the Executive have an easier time whenever they want to convince the Commissioner of something, so I was wondering if the Minister could answer when we can get an additional teacher in Eskimo Point and if they cannot get one this year whether they can get one soon?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. After doing a review of pupil/teacher ratios in all schools in the Northwest Territories we were able to determine that Eskimo Point as well as other communities should have an extra classroom assistant, which was provided last year and will be provided this year. We also tried to meet some of the concerns about the space in Eskimo Point by breaking up the open area. There was some work done there this year on that. However, I would like to explain that regrettably I see no way in which extra teachers can be provided in Eskimo Point in the coming year.

Commitment To Collective Agreement

I would like briefly to explain that we are getting about a nine million dollar increase in the Education budget this year, \$9.183 million, but most of this is going to salaries; \$6.194 million is going to salaries, including the cost of implementing the new housing policy. The reason that so much is going into salaries is first of all that most of our budget is salaries and secondly we are still honouring the current collective agreement with the teachers which gave them an 11.7 per cent increase September 1, 1982 right up to August 31, 1983. After that, they will go down to a six per cent increase. If you consider these two rates that are being paid throughout the year, the actual increase over the coming year amounts to about 8.1 per cent.

As Mr. Butters said in his opening address, unless there are places in which new moneys can be found, it is impossible for me to make commitments now to provide teachers in Eskimo Point or anywhere else in the Northwest Territories unless there is a source that can be identified for those funds. I would mention that this Assembly did pass legislation which provided the teachers and all other public servants with a six per cent ceiling on increases after the expiration of their collective agreements. So I think we are bound to honour our commitment. That, however, is where most of that \$9.1 million of new funds goes this year and a large part of the remainder is devoted to the indigenous language development fund.

I hope that answers the question as honestly as I can, Mr. Chairman. I just do not see how I can improve the situation in Eskimo Point in the coming year. I do recognize that as of September this year there is a student/teacher ratio of 24 to one there, and I do recognize that this is high. This is above the standard that we hope to achieve, but I do not see any hope, unless the Member can suggest ways in which new moneys might be found within our existing budget. I would like to know where there is any fat in this budget. I would love to know. Thank you.

CHAIRMAN (Mr. Pudluk): Supplementary, Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. I would like to pursue it a little further. I think there is room, definitely, to cut and reallocate the funds that are being presented by the administration. All over the country -- we hear the provinces are cutting back public service funding and public sector funding, particularly within the government in the provinces. For instance in Quebec, not only were the Quebec salaries frozen but they were actually cut by the government. Here we have been very generous with our public service in the NWT. We did not have the guts to introduce special legislation to cut the existing contracts that they had. So I would say there is room to cut that part, because we have done that with the hamlets; we have effectively cut them down to six per cent. This year the civil service is likely getting, up to April 1st, more than 10 per cent with their existing contracts.

So I would say there is a lot of room to cut some of that if we have the will to do so. So I would want to again ask the Minister that -- I think it is politically possible to take some certain action on that. When I talk about Eskimo Point -- I am not just saying that -- they have a number of reasons. The classrooms are so large that it is difficult to concentrate and teach properly the kind of education that the kids should be receiving. So it is difficult.

I know the Minister has been dodging the question of requests by the Eskimo Point society for the last three years, since he became the Minister and then he asks where are we going to get the money to hire an extra teacher. I would like to ask the Commissioner, as the chairman of the Executive Committee, where did he find the money when Mr. Braden's riding asked for a special additional teacher, without the position being approved by the Minister and the administration, to put a teacher into the little community across the bay over there? How was that possible? Then the Minister had to fund that extra additional teacher. So it is always politically possible when you have the right support in the Executive Committee and the Commissioner. I think the director of Education can explain that the Detah village was given an additional teacher without proper approval by the Minister in the first place.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

Reallocation Of Funds For New Position In Detah

HON. DENNIS PATTERSON: Mr. Chairman, I would like to explain that there was a survey done of all schools in the Northwest Territories which led to certain new positions being allocated; one was in Eskimo Point, one was in Rankin Inlet, one was in Fort McPherson and one was in Detah. In Detah what was done was a reallocation of resources. Students from Detah had originally been going to the School Board No. 2 schools in Yellowknife. They had been transported by bus and they wanted to repatriate their students, if you like, and have them attending school closer to home. So while we did find an extra man year in Detah, we did that by reducing the grant to the Yellowknife School District No. 2, so it really did not require that new funds be found. It was rather, a reallocation.

In the other areas, however, where new positions were found, we were able to find new funds in the middle of the year only by overspending in our budget. This, I believe, will be reflected in the supplementary estimates that will be before the House. Those positions, however, were the result of very careful investigation and a comparison of the student/teacher ratios in all schools in the Northwest Territories, and they were the sore thumbs, if you like, that really demanded attention. I think now it is fair to say that there are no outstanding anomalies any more, although I do recognize that in some schools ratios are up as high as 24 and even 25 to one, but that is the top end. I recognize, too, that in Eskimo Point and Rankin Inlet it was worse than that hitherto. But the Detah situation should be seen as a reallocation rather than as an increase in mid-year. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Administration, Education. Mr. Tologanak. Supplementary, Mr. Curley?

MR. CURLEY: Mr. Chairman, I have a motion. I would like to ask you whether it would be appropriate to introduce the motion because it concerns the government administration policy. I would think it would be appropriate to do it in the administration part. Would that be permissible?

CHAIRMAN (Mr. Pudluk): I would like to have the motion first.

Motion To Establish Scholarship Fund To Enable NWT Native Students To Attend Southern High Schools

MR. CURLEY: Mr. Chairman, yes. I started yesterday with my concern with respect to the native students' right to choose, right to attend southern schools, in view of the fact that native people are the responsibility of the federal government. So I have a motion to that effect and I will read the motion now:

Whereas education is an existing aboriginal right, recognized and affirmed by the Canadian constitution; now therefore, I move that this Legislative Assembly recommend to the Minister of Education and the federal Minister of the Department of Indian Affairs and Northern Development, that they establish a special high school scholarship fund for exceptional native students of the NWT to attend southern high schools if they choose to learn in a southern environment.

CHAIRMAN (Mr. Pudluk): Can I have a copy of the motion? Yes, your motion is in order. To the motion.

MR. CURLEY: (Translation) Yes, I am going to say a few things in Inuktitut. As education is one of the constitutional rights guaranteed to aboriginal people, for this reason there have been native people sent to schools run by the federal government. We still have these rights and we should get some support in the area of education. If native people from the NWT or from the Baffin region want to go to school in Ottawa and if they are willing to go for further education, they have the right to do so under the Canadian constitution.

It is getting harder and harder to get a better education. People have been saying that they wanted to have further education only in the NWT, but some students would like to have further education in the southern environment. In that way, they would learn better, not just in the NWT. That is the reason why I am moving this motion. So we have to have more funding in the NWT. The federal government should have funding for a high school program for those people who would like to have further education in the southern environment. If they wanted to have further education and they wanted to get a better education, even if they were going to go back to their own settlements, then I would like to see funding for this further education. Even where there are government employees, who wanted to get further education, they could go to school in the South or even overseas and usually they get educational leave. That is the way it has been running up until now. For this reason, I would like some support for my motion. (Translation ends)

The Canadian constitution states, even though without clearly defining, what existing aboriginal rights are. I believe that education, ever since the federal government arrived, had become an existing aboriginal right. Therefore I think it is important that not only should the territorial government not attempt to close the doors for native students to be able to learn in a southern environment, if they choose to do that, but that the government should encourage the exceptional students who may wish to pursue higher education and that they be able to explore that possibility even through the high school stages. So therefore I am recommending to the government, to the Minister and to the Minister of Indian Affairs that they consider establishing a special high school fund to enable our native people an opportunity that all the other Canadians have. So I would urge all the Members to support the motion. Thank you.

CHAIRMAN (Mr. Pudluk): To the motion. Mr. Arlooktoo.

#### Lake Harbour Students

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I understand this motion and I am going to support it. It is worded very well. I would like to mention what I have seen in my home town, in my constituency in Lake Harbour.

There were a lot of students who wanted to take schooling in Ottawa, but they would not have been accepted and they would not be going to Fort Smith either. They could go to school in Frobisher Bay, but they do not like the school system in Frobisher Bay. I can say that the school system in Frobisher Bay is very awful and I know as it is very close to our settlement. That is the reason that I said that the school system there is awful. The students there are in residence and the environment is not good and the dormitories are not good. For those reasons I would like to get some support. Furthermore, I have been talking with students who wanted further education and I encouraged them to see the principal but they could not go out either.

I like this motion. It means a great deal to me and I am aware of this. There used to be a vocational training centre in Churchill for the students who went to school. There they received a much better education and up until now, they have been getting very good jobs. Also, I know that in Fort Smith there is a very good school system. I have a son who goes to school in Fort Smith and he is doing well, and he is happy. For this reason, I am supporting this motion for those students who want to go for further schooling -- whether to Fort Smith or to Ottawa -- they should be able to go. Thank you.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I just want to take some exception to the suggestion that the high school in Frobisher Bay is awful. "Piungii" was the word used, I do not know how that is translated -- if it is "awful", then I take strong exception to that.

#### Superior Teaching Staff In NWT

Let me say a few things about teachers in the Northwest Territories. We are more fortunate in attracting better trained teachers in the Northwest Territories than the rest of Canada, and they stay longer here than in the rest of Canada. The average teacher in the Northwest Territories has four years of training and has 8.3 years of experience. I think this points to a very superior teaching staff compared to the rest of the country.

--Applause

I do not like to hear them demeaned, because what you are really saying when you are saying the quality of education is poor, is that there is something wrong with the teachers. I think we have well-trained teachers who are also well-experienced and things are only going to get better. In fact, it is a goal of this Legislative Assembly to turn over responsibility for that high school in Frobisher Bay and indeed the high schools in that region, to people who are elected from Lake Harbour and other communities. If they can see any ways of improving on what I think is already a very good system, then they will have the ability to do so. I think this Assembly supports that, but this motion would completely undercut and erode that direction that we are taking.

### Quality Of Ukkivik Residence

I would also like to take exception to the suggestion that we are not looking after students in the hostel. Money is not the only criterion, but I would like to point out that in the Ukkivik residence alone we are spending a total of \$1.21 million per year, and we have native people acting as supervisors in that residence. I do not know if the Member has been there this year, but I have been there a couple of times and everyone tells me that they are very happy. The food is better than ever before, there is a good recreation program. Indeed the records this year show that there are more students who are staying much longer and lasting longer in the residences than ever before.

I recognize that it is undesirable that students leave home and that we should be working toward grade 10 in the communities, but I find it incongruous that it would be suggested that they should be sent to Ottawa. I really wonder how they are going to find a better environment in Ottawa than as they can now find in the Ukkivik residence in Frobisher Bay or in any one of our other residences. This year we have 134 in Ukkivik, over 108 last year. More students seem to want to come to the hostel. I think there is a myth that education in the South or in some parts of the Territories like Yellowknife, is superior. I would recognize that there are more choices offered in a larger school -- the larger the school the better for choices, but apart from that, I would very seriously question whether the quality of education is any different.

I would also like to say that we seem to be going full circle, Mr. Chairman, historically. I believe that one of the reasons that the Churchill residence was phased out some 10 years ago was because parents were saying we do not want our kids to be sent out of the Northwest Territories to a strange environment where there is no country food; where there are no native languages; where they cannot see their grandparents and be close to parents of their own race and culture. Now, just when we are planning to really start to develop ownership and control over territorial high schools, some Members seem to be saying we should go back the other route and send them great distances to a foreign environment. It does not make any sense to me. I think we cannot have it both ways. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. I do not think he is talking about all the students in the Northwest Territories. I think he was talking about the students who wished to go out of the Northwest Territories. I am going to ask the Clerk to read the motion.

CLERK ASSISTANT (Mrs. Baldwin): Whereas education is an existing aboriginal right, recognized and affirmed by the Canadian constitution; now therefore, I move that this Legislative Assembly recommend to the Minister of Education and federal Minister of the Department of Indian Affairs and Northern Development that they establish a special high school scholarship fund for exceptional native students of the Northwest Territories to attend southern high schools if they choose to learn in a southern environment.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. MacQuarrie.

### Treaty Right To Education Not To Choice Of Location

MR. MacQUARRIE: I really feel the motion should not be supported because it would tend to undermine a lot of things that we have been attempting to do. First, I think the position cannot be justified on the basis that it is an aboriginal right for native people to go to schools in the South. The right that exists, and I think it is a treaty right rather than an aboriginal right, is the right to education and not the right to choose the location of education. That is a very important distinction. As a matter of fact, I heard it made in the recent court case with respect to our three year residency and the challenge that was made. The people who challenged said that their right to free expression had been abridged and our own government lawyer made the case that indeed it had not; that they did have a right to free expression, but not a right of access to every means of expression. I think the same argument applies here. That native students do have the treaty right to education but not to choose a school in the South.

So that is not a legitimate argument in this case, but there are other reasons why it should not be supported, I think that there are three. One of them is that we have been spending a lot of time and effort, thought and money, in trying to make an educational system in the Northwest Territories that is a good system and good not only for non-native students, but for native students as well. A lot of this effort has been made because it was said that traditional types of non-native schooling just were not suitable for native students. So it is kind of ironical to see that there

is now an approach to have native students have greater access to that type of traditional non-native schooling.

#### Streaming In School System

I recognize Mr. Curley's argument is that there are some students who would be better suited to that type. If that were the case the special committee on education should have recommended that we do attempt to ensure in all our schools that there are streams, academic and other. Indeed, I recommended that in the brief that I presented to the special committee to try to take account of that and it was not recognized. Something still might be done in that area yet.

However, I feel that if we were to support this motion it would undermine what we are trying to do because it would reduce the pressure on us and on our school boards and everyone who has something to do with education, to try to make it the best possible system. We would simply be saying that we do not have to try too hard because if there are kids or parents who do not like it and kids who can profit from a different kind of education, we just send them somewhere else, and I do not think we want that to happen at all.

#### Northern Education Is Not Inferior

Finally, I would say that I also disagree that northern education is inferior. I have personal experience to draw on, and I can only agree with Mr. Patterson's statistics and put some personal judgment in respect of that. When I lived in Baker Lake, the teachers that I had on the staff there were every bit as competent and dedicated, and even more so than those I had taught with when I lived in the South. That has been my experience encountering teachers across the North. Then, also, at Sir John Franklin -- not just personal judgment, but I taught there for nine years -- during the years there were departmental examinations at Sir John -- our students had to write the same examinations as Alberta students. Year after year we had the same number of honours, the same number of passes as the average in Alberta, without question. Even when the departmental examinations disappeared, students from that school, and I am not saying it is the only one -- I cannot speak for others since I did not teach at them -- but students from that school have gone to McGill University, to Dalhousie Law School, to every fine institution in Canada. They were not given inferior education in the Northwest Territories, and they were able, generally, to cope with the programs that they encountered in the South. I think that kind of standard, if it does not exist in every community in the Territories, now can exist if we work at it. I would hate to see us taking a different turn by just saying we cannot do it and so let us send them elsewhere.

If the motion had said that where there are exceptional students and there are problems in a community maintaining standards or something, that there be a fund to ensure that they could go to other schools in the Territories where there might be a stronger academic program, I could even accept that more, but not that they be sent to southern schools. I just do not think that is necessary or desirable.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. MacQuarrie. Mr. Wah-Shee. To the motion.

MR. WAH-SHEE: Thank you, Mr. Speaker. I was going to indicate some of the remarks that were made by the honourable Member for Yellowknife Centre in regard to the whole question of the rights of aboriginal students to obtain opportunities for education, that I fully concur with the honourable Member in that respect. The rights of the aboriginal people, particularly that students have educational opportunities, basically does come from the treaties, and the same rights are extended to the Inuit students as well. Now it may be that in the end it will be a constitutional right of the aboriginal people in regard to education. I think that we are progressing toward that. However, I would say that if educational opportunities are denied to aboriginal students, then I think that the issue would have to be raised as to why. Then something will have to be done in regard to the lack of opportunity for aboriginal students to have a standard education. However, at this point in time, I do not see where the aboriginal students are being denied educational opportunities. Now in regard to location, I concur with the honourable Member for Yellowknife Centre that in terms of where the education is provided, I think that is another matter.

#### Question Should Have Been Within Education Committee Report

Also, I may add that I am surprised that it is coming from the honourable Member from Keewatin, since he was co-chairing the education committee which made 50 recommendations. I am referring to the motion, Mr. Chairman, the motion that he has made. I am surprised that it is not contained in the 50 recommendations that were made by his committee or by the Legislative Assembly,

rather. I feel that if there is a question in regard to whom, or which jurisdiction should be responsible for education, then I think that should have been addressed in that report.

It would appear that at the present time that the responsibility for education should really rest with the people in the North. I think that educational opportunities in southern Canada really have to do with the opportunity in terms of the lack of educational institutions in the North for further education. For example, universities. I think that we have to send our students to southern Canada for that purpose, because we do not have the facilities in the Northwest Territories. However, I take exception to the argument that we should send our students at a high school level to southern Canada. I think that we have high schools in the Northwest Territories. If there are problems with this high school level of education, then really something has to be done to make sure that they are of a standard so that our students can compete in southern Canada when they want to acquire further education in southern Canada.

So I do not support this motion, and I do not argue with the whole question that it is a constitutional right of the aboriginal people. That is not really the point. The point is that there are opportunities at the present time, there are facilities in the Northwest Territories for a high school education and we have a situation where public funds are being spent to build high schools in the Northwest Territories, to build residential institutions. On the other hand, to say that we want, on top of that, to have the opportunity to send our students to southern Canada for high school education, I think may create a problem for us in terms of having the opportunity to have the responsibility for education in the Northwest Territories. Now, I am not saying this because we are one territory at the present time. I would say the same thing even if we had two separate territories. However, I think that to have it both ways may create a problem, and I would support the position of the Minister of Education.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Curley, do you want to reply? Mr. Curley.

#### Counselling Services Division In Ottawa To Be Closed

MR. CURLEY: Mr. Chairman, I am absolutely amazed, because the intent of the motion is not to degrade anything that the territorial system is presently providing. There were at least about 21 students in Ottawa from the Northwest Territories who were going to school this year and, for the Member for Rae-Lac la Martre's information -- he is not aware that the government is now going to close that particular division which has continued to provide services and counselling and training opportunities to high school students in vocational training and technical training -- that division of the Department of Indian Affairs for the last 20 years, is now going to be closed beginning this new fiscal year. So if he wants to find out more, I am sure Dennis can brief him on this issue. That is why people in the Eastern Arctic are genuinely concerned, since Ottawa has always provided a good service to the people of the NWT, in that it had provided a learning environment which is not available in the NWT.

Not only do the students learn within four walls when they are learning; but particularly in the main academic subjects for those who wish to pursue further their education beyond high school, those students normally attain better education in a southern environment. That is what I want to preserve; that there will be exceptional students who should have the opportunity which this government should support. If you will remember, in our grants and bursaries recommendations, I as a co-chairman and Bruce McLaughlin would concur, we recommended that the federal government continue to provide financial assistance directly to the native students. I will table it again, that we did recommend that.

It is not a joke at all. We strongly urge that the federal government continue to provide that service because we saw that the territorial government now has been trying to close the services provided in the Ottawa branch. My particular motion is trying to maximize the learning opportunities, educational opportunities. It is fine and dandy for people living in Yellowknife to say, "Look, we just cannot send our students down south " because you have good facilities here and in Frobisher Bay. Other communities, like Pangnirtung, are almost 2000 miles away from Yellowknife, and you need to tell me that schools and high schools in Yellowknife and Frobisher are the only ones that should be given that privilege. The Keewatin, if you look at the territorial budget, has been shoved on the shelf. Even the Commissioner could not possibly tell us when the high school will eventually be built. I would think that they are backstepping, as they are doing with the high school education opportunities for students being closed down, dealing with Ottawa, you know, as we have been.

So my motion is really trying to provide -- not all the students -- an opportunity to go down to Ottawa whenever they wish, but those students who have a possibility of going beyond high school

really should have that opportunity. After all, it is the federal government that has provided that, and they have done it well, and many of the students who have gone will tell you that they do not regret going to that particular place and that environment. So I hope that this motion will give the benefit of an opportunity, like any other scholarship normally provided for the people of the NWT. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. I still have two people on the list. Let us take 10 minutes for coffee before I call them. Thank you.

---SHORT RECESS



CHAIRMAN (Mr. Pudluk): Now this committee will come back to order. To the motion. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I would like very much to support this motion. I do not believe that it is out of line with the recommendations of the special committee on education. I was somewhat surprised that, with the work that has been done in trying to keep the Ottawa contingent open, and with the people who were involved in trying to do that, that the desire and will is no longer there. I have never been informed, myself, that the work of trying to keep that open has been put aside with the intention of not supporting that at all.

#### Opportunity To Attend Lester B. Pearson College

With young people, you know, we often try to make decisions for them, but at most times providing an opportunity is one thing and as broad an opportunity as possible is probably the most excellent. Young people who have a broad experience are important to the Northwest Territories. We already have our one avenue that exists, and that is the sending of young people to the Lester B. Pearson College in Vancouver which to me is very excellent. I talked to a number of students that have gone there and they have stressed that perhaps if they had not had that opportunity they would not have continued and completed an education. With their experience outside the Northwest Territories, it seemed that they had a different look at how other communities take care of their problems, and they are able to meet with other students and deal with other living conditions in another environment. Now, if it is the intention of the Northwest Territories government to allow people to have that broader experience, so that they may make decisions in full understanding, I do not know what this fear is that there should not be a fund set aside to give these people the privilege.

Now, if it is as stated by the people who are on the Executive Committee, that the system is so good, well, they would not have any worries because no one would want to go to another place outside the wonderful institutions within the Northwest Territories. Therefore any kind of budget allocation really would never be used but at least we would have shown that we were willing to attempt to allow people at a younger age to have a different experience. I believe that some communities are not as close to good facilities as they should be, but I believe and have a certain confidence that this government is trying its best to reach those objectives but just because we have sat here for a couple of years does not mean that we have. I think we are taking a step toward it; people are working hard to reach the objective of providing good facilities and the kind of facilities which allow an experience for these young people.

#### Privilege Of Choice

I feel that educational institutions outside the Northwest Territories should be used from time to time. Young people are taken away from their homes anyway, and these people should from time to time, be able to say, "Yes, I would like to go to school in Alberta." You will not have many of them but I think that choice is important. Maybe another youngster would like to go to school in Vancouver or BC. They may never ever have another opportunity in their lives to have that experience. There seems to be a feeling that if you allow that privilege from time to time and have such a funding, it is going to break down the whole system. I do not see that being a threat at all.

Now in terms of the institution that was based in Ottawa, I certainly spent time trying to keep that small, little facility going, and I supported it. I have never changed my support for it. Other people on the education committee, as far as I understood, supported it. I did not see that there was any change in direction, and what is the harm in doing that? Is the harm that the Government of the NWT all of a sudden will lose its control over people? Is it so desperate to control people's well-being that they cannot even look at an option for young people? Are they afraid they might learn something different from what you want to teach them? Are they afraid that maybe if a high school student, who is doing very well in a southern area, wanted to go to a special Indian school that he might learn something that they do not want him to learn? Is that the idea?

To me, education in all levels and different ways is important and I see no reason why the support for this motion cannot be carried through. Because if we want native students particularly, who would never have an opportunity to have an opportunity to see something different, see how other institutions are made up, I think that is a valued experience -- a high school at that age level. They are more open to learn in many institutions and when you get older sometimes you get a little more stubborn, and we do not feel that we can learn the new things that are thrown at us and we limit ourselves, but young people do not.

Wider Experience And Understanding Will Benefit The North

To me young people who have an Ottawa experience, or a Yaqui tribal school system experience, will lend to us the kind of support that we need within our young people who are growing up because their experience will benefit the North. They will not be thinking in only one direction and for the people who have difficulty in understanding why native people say, "Well, look, there is a problem and an issue", we want those experiences. It is only when the avenues are open wide and people are able -- then you will get better understanding from people who otherwise would just live in a community and maybe would not go any further than Inuvik or Yellowknife or Frobisher Bay. Not a lot of people will want to go and it does not take away from the NWT educational system. All it does is it allows that privilege and the ability for those young people to have a choice and have a different experience.

In terms of the rights of native students, I believe that that has to be continually expressed because otherwise as people get in the political institutions, it seems that we have to have more people involved, more people taking part and moving in that direction. Those experiences that have been gained by the earlier people who were involved in native organizations, that educational experience, has to be lent to the people who are involved in a broader development of the Northwest Territories. I would like to see this motion supported on the basis that it would lend that experience and that understanding gained from being involved in other areas. I would also like to see the fear that it is going to disrupt the whole system that is going on, be put aside because we have to be able to be open enough. We do not limit people to one particular system in order to gain the objectives of having people educated, for the benefit of the development of the Northwest Territories and the understanding of other areas of the country and to build what we have here by that understanding. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Honourable Member for Mackenzie Liard.

MR. SIBBESTON: Mr. Chairman. My initial reaction when I heard the motion was negative, but I guess I have since been persuaded and could be convinced to support it. I guess one of the things that should be made clear is that the schooling situation in the western part of the North, I think is quite different from, obviously, the Eastern Arctic. Whereas the school system in the western part is reasonably well-developed and you have good high schools in places like Inuvik, Yellowknife and Fort Smith, perhaps that is not quite the case in the Eastern Arctic. I guess my general idea is that any way that will benefit people, that will benefit particularly native people who are trying to get educated, any way that will encourage and support that then is good I think, whether it be in the North here or in the South.

I just want to relate a little bit of my experience. As usual, I like to tell stories and whatnot and relate it to real life. Anyway, as far as school is concerned in this part of the North in my area, it is good enough for me and I certainly think it is good enough for my children. Three or four years ago when we moved from Yellowknife where the children were attending St. Pat's, we actually found that the school in the primary grades in Simpson was, we thought, better than here in Yellowknife. So not everything in Yellowknife is necessarily better than the remoter parts of the North. I expect my children will end up going all the way through school here in the North. I do not intend for them to have to be sent south just to get a better education. I do think that in terms of the education that is available now, with its many imperfections, we intend to raise our kids here up to grade 12 in the North here.

I agree with the gradual steps that are in place here. When I went to school all the young children were sent to one central place. I was sent away when I was four years old, and you were there for five, six and some people more years than that, but the system has developed to the point where everybody pretty well can attend school in their little communities up to grade six and then when they reach that grade, then they can move to a little bigger town.

Present System Acceptable

In the case of our area, schools in most communities are up to grade six and then after that you have to go to a larger area, Simpson, and there the grades are up to grade nine inclusive. From there, once you go beyond grade nine you have to go to Akaitcho Hall or Smith. So that is the progression that exists in our area and I feel that progression is acceptable, in our area anyway, because it is very tough for children, students, to leave their environment, their communities, to go to a larger centre. It is tough enough, as it were, to come from Fort Liard or Wrigley or Simpson to Yellowknife here and I think it just would be that much tougher if they were to be sent to Edmonton. I have been in Edmonton, I have gone to university after I was finished grade 12 here and I really did find it overwhelming. There are lots of people and it is pretty competitive, and I generally found it to be tough slugging.

I appreciate that we are presently in the course of making changes to our educational system here in the North, so on the one hand, I think maybe to have students sent south at the high school age may be a detriment to our developing a really good system here. We have just begun that work in earnest and it may take a few years, so in the meantime I feel maybe it would be okay for people that want to go to the South to do so maybe until the system in the North here gets better. In our area of the North anyway, I am aware that there are a number of students from my home town, Simpson, who have been to the Lester B. Pearson College in Victoria and I think generally the students that have gone there have seen it as a good and broadening and very educational experience. So some of our high school students from our part of the North anyway, do get the chance to go to southern institutions even when they are in grades below grade 12.

I just wanted to tell you that I was at an Indian lawyers association meeting in Ottawa a couple of weeks ago and there I met a person with whom I had been in school when I was just a young person in Fort Providence. I had never seen the person once we had left school and it was really a pleasant surprise for me to see the person. So what we have is a couple of persons, I guess, who have really gone all the way from the school system in the North. Certainly when we were going to school in Providence, when we were being raised or groomed by the nuns, we spent a lot of time in church praying and all that, and we certainly never thought that some day we would end up being lawyers. We laughed a lot about that and had a good time talking about the old days.

So this is to say that initially I had a negative view toward this proposal but I am open to it and it is recognition, I think, of a different situation in the Eastern Arctic than here in the West.

CHAIRMAN (Mr. Pudluk): Thank you. I think Mr. Patterson would like to reply.

Not A Priority In Time Of Budget Restraint

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I certainly do not want to get too argumentative on this subject since I, of course, will take direction from this House. I would just like to explain that my feeling is that I suppose it would be nice if we could have such a program. It is nice that we can send two students a year to Lester B. Pearson College. That, I think, is much more than an ordinary high school; it is a school of international renown which offers a unique educational atmosphere with students from all over the world.

One of my concerns, in speaking against this motion initially, is that we do not have money to throw around in the Northwest Territories this year. It costs us \$25,000 a year to send two students to Lester B. Pearson College. That gives you an idea of how much money it would take if this scholarship is going to support room and board, travel and tuition. We are also at the moment, funding a very generous post-secondary grants, bursaries and loans program. I would like to point out that this year we are spending \$1.1 million on post-secondary grants and bursaries and as of this morning, we have loaned \$625,000 to post-secondary territorial students. So we are spending a great deal of money once students leave high schools to give them opportunities to get educated wherever in the country they require it and I, quite frankly, feel that we have other more important priorities in education in the Northwest Territories. I named them yesterday and I will name them again now.

The first one is, getting grade 10 established in as many communities as we can afford. The second one, which I think we will undoubtedly hear about during these estimates, is special education. To look after the special needs of territorial students who, I think everyone agrees wherever possible should be dealt with as close to home as possible. So my main objection, I suppose, is not to the principle of the motion but rather to having this declared as a priority in a time of restraint when I think there may well be other priorities that are more important. So that is all I will say for the time being, Mr. Chairman, thank you.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) Mr. Chairman, in regard to the motion, I understand that it seems to make it easier for persons to go to a college. It seems to me that it has given a chance to a person -- if there were a college in the Northwest Territories or in the Baffin area and if all the high school graduates were to go to college in the South, this would not mean that we were really trying to get a college in the Northwest Territories. There would only be a few that would probably be going down south and this means that all the Ministers and superintendents would have to try and improve education in the Northwest Territories. I think this would be a lot of help.

I think that is how I would feel if I were the Minister of Education. I would try my best to think that if we were to improve education in the Northwest Territories, that is what my strong feeling would be. For this reason I am in support of the motion. I heard some time ago when the kids were only going up to grade nine in Frobisher, after they had completed grade nine then they would go down to a high school in southern places and they were told that they were two grades behind. I am not saying that the education in Frobisher is satisfactory. I know that in Frobisher that the students who have gone to school in Frobisher most of them have permanent jobs and most of them are even teachers, classroom assistants. For this reason I cannot say that education is being handled properly in the Northwest Territories. If there were something wrong with the education, or even if there was any problem -- for instance, the school in Frobisher, in Ukkivik they are looked up to very well and taken care of, except there was a student who was smoking a cigarette and he was told that if he was caught smoking again that he would have to get out of the hostel.

If a student were given a chance to go to college, say in Fort Smith -- if they are given a chance they would be a lot better. A lot of times I have thought about school in Fort Smith but it is too far away from the home communities. I would rather see a place where it is closer to home. They are supposed to be building a high school in Rankin and there is one in Frobisher Bay. I am really happy to see that this is being done. It should be up to a person which community or place they have chosen to go to school in. So I am in support of the motion.

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

MRS. SORENSEN: Thank you, Mr. Chairman. Mr. Chairman, as usual there seem to be two debates going on with respect to this motion. There seems to be what we say and then there seems to be what we mean. The two debates that I see are, number one, to keep the Ottawa facility open. That seems to be part of the reason Mr. Curley has brought this onto the floor. I think that that indeed is a separate debate.

MR. CURLEY: Do not interpret what I say. Deal with the motion as it is.

MRS. SORENSEN: The second is the very legitimate motion which is to allow exceptional students the opportunity to experience a very different and perhaps unique environment when they are attending high school. My reading of the motion, Mr. Chairman, is that if this motion passes, it will not keep the Ottawa facility open in that the students who win the scholarship have the opportunity to choose what facility in southern Canada they wish to attend. As Ms Cournoyea pointed out, they may choose schools that exist in other parts of Canada and, indeed, if the money allowed, perhaps in other parts of the world. Scholarships are usually limited and it would appear that it would not be a great number of students that would be able to take advantage of this scholarship fund.

Mr. Chairman, I strongly support the motion as it is written, not the intent as Mr. Curley talked about, but as it is written with the provision that the opportunity be given to all northern students -- not just the native students -- particularly non-native students who have been raised in the Northwest Territories and who are subject to the same kind of isolation as native northern students have had to undergo. Many of those students, Mr. Chairman, live in my constituency and I have two of those students in my own family.

Mr. Chairman, there is absolutely nothing wrong with providing an opportunity for certain exceptional students in our territory to experience a different environment for some of their high school. I think it is an enlightened Legislature that would set up such a scholarship fund and I do not agree with the Minister that it would be throwing our money away in a time when we have to establish priorities. I think that this is a priority because it could be that these students will be the next leaders, the next people who will take over from Members sitting in this Legislature, and it could be as a result of the experience they have in the South.

Amendment To Motion To Establish Scholarship Fund To Enable NWT Native Students To Attend Southern High Schools

I agree, again then, with the concept of providing a scholarship. I think the motion as amended could indeed, show us to be an enlightened Legislature and therefore I am going to amend it to add the words "non-native" following the word "native", in the third line from the bottom of the resolution. So it would read: "for exceptional native and non-native students of the Northwest Territories to attend southern high schools, if they choose to learn in southern environments".

CHAIRMAN (Mr. Pudluk): To the amendment.

MRS. SORENSEN: Question.

CHAIRMAN (Mr. Pudluk): Question has been called.

MRS. SORENSEN: Recorded vote.

CHAIRMAN (Mr. Pudluk): Mr. Curley.

MR. CURLEY: Mr. Chairman, I was aware that it was going to become contentious, simply because I choose to take the problem exactly as it is, that the natives and non-natives are different, that we are different and that we do not have the same privileges in many cases. The civil service people who work for the government and who work for the major resource-based private enterprises are normally protected and therefore I think have a greater degree of opportunity in the North.

The reason that I did not put the non-natives in my motion was because I do not feel that non-natives are suffering from the lack of educational opportunities and that they are not keeping up with and meeting the standards that are provided through the educational system, whether or not it be in the Northwest Territories, because of the fact that the courses that are offered are their culture, courses that originated through the heritage of the non-native people. They do not normally lag behind their southern counterparts, so therefore the argument is true that the standards of the education provided in Yellowknife may not be different from the standards provided in Alberta -- to the non-natives, because it is part of their daily life, even at home. Whereas with the native people, we are continually at a disadvantage because of the fact that the courses that are provided in the schools, the programs offered in the schools, the high schools, are not part of the daily lives of the native people, the native students. It is not the same. I am not trying to be difficult to get along with. I am just stating the facts as I see them.

Therefore, non-natives who are going to school in Frobisher Bay or wherever, I do not think will ever really lag behind their southern counterparts more than the native person. For this reason I intentionally did wish to try and establish a scholarship fund. Because of the fund there has to be an exception, I think, to the whole thing. As the Minister probably says, and the Member from Yellowknife says, there would probably only be a few students who would be eligible for this fund if it were to be established, so therefore the native people would have to be again, very exceptional. They would not likely be able to compare with the non-native students in terms of standards and in terms of qualifying for that scholarship fund if it were wide open to the non-native people. As a result of that, because of my intention I cannot support the motion. I am not trying to be prejudicial to the non-native people. Thank you.

CHAIRMAN (Mr. Pudluk): To the amendment. The honourable Member for Mackenzie Liard.

MR. SIBBESTON: Mr. Chairman, I do not support the amendment at all. I think the motion was made with the idea of encouraging and helping the native students to have a better chance of being educated at a high school level, and also experiencing education in the South with the hope that they may get a bit of intellectual and real life experience. White people that come to the North generally have knowledge about the South, so they have that to their advantage, but native people from the North -- all they know is the North.

The reason why it is important to have a special program for native people is this. I have a list here today of all the athletes that are going south for the Canada Winter Games and there are approximately 54 people going from the North. As far as I could see from the list there are only one or two native persons among them, and of all these athletes and people, there are something like 46 of them from Yellowknife, four from Hay River, one from Fort Smith, two from Pine Point, one from Inuvik. Where are the athletes from Liard, Fort Simpson, Pangnirtung and so forth? And this is much the same thing that happens in education.

So now Mrs. Sorensen says, "Make it for non-native people, too." Well, I say non-native people are already doing very well in the present system. You look at the money that is being given to students that are going to university. Most of these students are big shot, high class people's kids from the North that are going and most of them are not native. So this is why it is important to set up a special program for native students so they could catch up -- it will take 100 years -- but catch up and put them on the same basis as the non-native people. So defeat this motion, please, for heaven's sake, in the name of justice and reason and just common sense.

CHAIRMAN (Mr. Pudluk): Thank you. To the amendment. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I had my hand up right at the beginning but I believe the amendment is out of order and I do not know what the status of it is, since it has begun to be debated. It appears to me, however, because the whole intent was aimed at the aboriginal rights section and the Department of Indian Affairs and its responsibility to native students. It seems to me that the amendment is out of order and I would like you to make some kind of ruling on that.

MRS. SORENSEN: Mr. Chairman, point of privilege.

CHAIRMAN (Mr. Pudluk): Point of privilege, Mrs. Sorensen.

MRS. SORENSEN: It was my opinion that the "whereas" clause, Mr. Chairman, was incorrect because the existing aboriginal right with respect to education has not been affirmed by the Canadian constitution. There is no existing aboriginal right with respect to education so I dismissed the "whereas" clause, and if you look at the "therefore, I move" clause, the intent clearly is simply to set up a high school scholarship fund. I have added "non-native". That was my reading of the motion.

CHAIRMAN (Mr. Pudluk): My ruling is that the amendment is still in order because of "exceptional native and non-native students". Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I challenge your ruling.

CHAIRMAN (Mr. Pudluk): Shoot!

---Laughter

I am going to excuse the witnesses at this time.

MR. SPEAKER: Mr. Pudluk.

REPORT OF THE COMMITTEE OF THE WHOLE OF BILL 1-83(1), APPROPRIATION ORDINANCE, 1983-84

MR. PUDLUK: Mr. Speaker, your committee has been considering Bill 1-83(1), Appropriation Ordinance, 1983-84, dealing with the Department of Education and there was a motion on the floor and an amendment to the motion. I was challenged on that.

MR. SPEAKER: Thank you. The House will recess for five minutes while I go over the matter.

---SHORT RECESS

Speaker's Ruling

I will call the House to order, please. With regard to the question before the Chair, I find that the chairman's ruling is correct. Essentially the governing matter with regard to amendments is that it must not destroy the intent of the motion but as long as deletions or additions are such that they do not destroy the original intent, the amendment is in order. This addition of these words does not destroy the intent of the motion; it broadens the motion all right, but it does not destroy the intent. So I find that the chairman's ruling is correct and will direct the House to go back into committee of the whole, with Mr. Pudluk in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-83(1), APPROPRIATION ORDINANCE, 1983-84

CHAIRMAN (Mr. Pudluk): The committee will come back to order. To the amendment. Mr. Curley.

MR. CURLEY: Mr. Chairman, I certainly regret the ruling. Without being mean to the Speaker, I am just saying unfortunately the Member for Yellowknife South has had to amend the particular motion because it was done without trying to be prejudicial to the non-natives. I say that without prejudice for non-natives and I wish that you would see the reality of the problems that are facing the native people. We cannot even graduate through the high schools. There are problems. There are no problems with the non-native people, they have no problem with getting through the high school education and there is no problem in getting them through in terms of financial assistance, if you want to be generous to them.

There are problems that are facing the native people in terms of jobs, in terms of competing for positions in the civil service, in teaching positions, in private enterprise. So as a result of these realities my original motion was to try and find a way to help the few exceptions among the native students who wish to pursue education in a southern environment, that they be given an opportunity. I think by including the non-natives in that fund, if it were to be established, I would think that native students would end up getting the short end of the stick.

Just like the Member for Mackenzie Liard mentioned, when there are programs available in terms of recreational and athletic programs, how many natives are eligible? Very few. So I am concerned and it is unfortunate that we have to get into this kind of debate again because my intent of the motion was not to deprive the non-native people but to try and make a way for native people in the North, an opportunity to feel that they are not deprived of opportunity to learn more in the southern environment. So, Mr. Chairman, I will not be supporting the amendment. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. To the amendment. The honourable Member for Mackenzie Liard.

Specific Concern Not Now Reflected In Motion

MR. SIBBESTON: Mr. Chairman, I am sorry that you ruled as you did because I think that it makes it now impossible to ever deal with a specific group of people. If ever there were motions that concern, say native people, then all one has to do is to amend it to provide for all northern people and it virtually kills the possibility of making motions or dealing with specific cases of native people only. I think on occasion we have to, because definitely in the North white people and native people are different, they live in different worlds, there are different circumstances.

So occasionally it is proper and right and just to deal with a specific group of people, and your ruling has now made it impossible to have that done because someone can just amend it to provide for non-native people too. It really kills the intent of the motion, I feel. I feel badly about that because now with this motion the way it is, providing for native and non-native people, it does not make any sense to set up a scholarship for all people of the North because it is generally known that non-native people do well in the system; there is no need to have special programs for them.

So the motion as it is amended is of no value anyway, it is of no value in dealing with the specific concern that some people in the North feel. To pass it the way it is going -- if the government follows through the way it is now, providing for anybody, then again it is going to be white people that are going to be considered the exceptional students and it is going to be them that are going to be sent south -- much like the people now that are being sponsored for university and tech schools in the South. It is mostly white people.

So we will not have accomplished what we want to do to make things more even, more balanced, more fair. So it is in some respects a sad day for me anyway, and I guess Mr. Curley. He was trying to address a peculiar problem, a unique problem, and it has been whitewashed in a sense, by the amendment of Mrs. Sorensen and I honestly cannot believe that Mrs. Sorensen is serious in wanting to amend it to provide for everybody. She should realize that there are no problems amongst white people in getting their children through the regular school system and having them go south. Indeed, there are some white people now who think the system in the North is not good enough and they send their kids south, so what more can one say?

CHAIRMAN (Mr. Pudluk): Thank you, honourable Member for Mackenzie Liard. I just want to clear it up myself. I am sitting here chairing this committee and I am not against any of those people who spoke. Mr. Speaker himself made my ruling in order so I think I should not really be blamed for that. Thank you. Mr. MacQuarrie, to the amendment.

MR. MacQUARRIE: Mr. Chairman, I have decided that whether or not the amendment passes, I will support the motion and I will explain why when we vote on the motion. I do want to support the amendment too -- I recognize the intent that Mr. Curley had and I think that it is legitimate, that there is a disadvantage in many cases for native people, but Mr. Sibbeston, for example, was not correct when he said that there were no problems for non-native people.

I know that there are some non-native children born in the small communities of the Northwest Territories, who take all their schooling in those communities and very seldom get to see anything else of Canada, and I feel that it would be legitimate for children like that to be able to take advantage of a special opportunity too, and if it were limited in that way I do not think that I would have serious concerns. That is, if there are other families who have come from the South and their children are familiar with that environment, if they were excluded, I would understand. I think the other children excluded should not be the non-native students who have spent all their lives in small communities in the Northwest Territories, and who may, if they are capable, need the same kind of experience in order to be able to advance further once they are out of the public school system. So I will support the amendment with that understanding.

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

Equality In Education Not Being Achieved

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to indicate that I cannot support the amendment. After hearing some of the arguments for the original motion, I feel that the situation in the Northwest Territories calls for opportunities for native students to go to southern Canada. I think that we are perhaps trying to give equal opportunity to all northern residents but I think that the difficulties that native students have at the present time with the present system clearly indicate that there needs to be an opportunity for native students to catch up, if you like, at the high school level and on to university. Statistics will show that in comparing non-native students and native students, it would appear that the non-native students for one reason or another do not appear to achieve, in large numbers, high school level and on to university. So I feel that even though we harp on this very good principle in regard to equality, I think that we all want to strive toward that. However, at the present time, it would appear that that is not really the case and there seems to be some problem with the numbers of our native students achieving various grades.

In regard to the constitutional question, I think that this will be resolved, hopefully, in regard to aboriginal rights being enshrined in the Canadian constitution. Certainly I think the aspirations of the aboriginal people are to ensure that those rights will be identified, and I do not see any reason why education should not be a part of this. So, really, the matter is being considered and it has already been indicated in the existing Treaties 8 and 11. It indicates in there that the federal government will provide these kinds of program services. I believe that these program services are also accorded to the Inuit people and so, therefore, I do not really see it as an argument, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. To the amendment. Mr. Nerysoo.

HON. RICHARD NERYSOO: I guess I have some questions as to the interpretation and definition of "exceptional" for one thing. I would not mind if I could get a definition from the original mover because I do think that there are a number of things that one could interpret as "exceptional". An exceptional student, an exceptional athlete -- those are the kinds of things that you might use to interpret that particular clause, or that particular section. I guess I can speak as one of those students who did not attend high school. In fact, I made my own way, initially, to Whitehorse and attended school there.

Now the other item, even though I am not speaking to the particular amendment, is that I do know that the argument between native and non-natives is not necessarily the only argument that one can put forward here because I know for a fact that native students cannot get along together in some instances in Akaitcho Hall. Then when there is a difference, then some of the MLAs here voice their opinion with regard to that. It is not the fact the Dene students are having problems; in fact, what I found is that the Dene students all through the Mackenzie Valley have had very good grades, have very high attendance, have improved in the standard of education that they are now receiving. I have some serious questions, I guess, first of all about the interpretation of "exceptional", the definition. The other thing is that I have had a certain experience of a non-native student who graduated from high school at 16 years of age, who cannot go elsewhere until he reaches the age of 18. So you know you have got to give that student some option of looking at other alternatives and the only way, until he turns 18, is to pursue further education than high school. You know you leave the poor individual out in the cold and give him no option. So I think that you had better look at that seriously.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Curley, do you want to explain what that word means?

MR. CURLEY: No.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Pudluk): Question has been called.

AN HON. MEMBER: Recorded vote.

Amendment To Motion To Establish Scholarship Fund To Enable NWT Native Students To Attend Southern High Schools, Defeated

CHAIRMAN (Mr. Pudluk): Recorded vote has been requested. All those in favour of the amendment please stand until your name is called.



CLERK OF THE HOUSE (Mr. Hamilton): Mr. Butters, Mr. Nerysoo, Mr. McLaughlin, Mrs. Sorensen, Mr. MacQuarrie.

CHAIRMAN (Mr. Pudluk): Down. Opposed, if any?

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Appaqaq, Ms Cournoyea, Mr. Curley, Mr. Sibbeston, Mr. Sayine, Mr. Patterson, Mr. McCallum, Mr. Wah-Shee.

CHAIRMAN (Mr. Pudluk): Abstentions.

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Tologanak.

CHAIRMAN (Mr. Pudluk): The amendment is defeated.

---Defeated

To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, I regret very much that the amendment was defeated but I will not therefore vote against the motion simply because of that. Earlier I expressed misgivings about the motion and I realized it was because I read more into the motion than what is stated in it actually. When I had the chance to read that, and to hear the comments of some other Members, I recognized that I had done that. I was aware of a situation where quite a number of students, not necessarily on the basis of scholarship but simply on the basis of their personal wish, were able to go to Ottawa in order to receive education and I saw that if that pattern were to continue, that that would be undesirable because it would undermine what we are trying to do in the Northwest Territories. However, in reading the motion very carefully, I see that I overstated or I overinterpreted, I guess.

MR. CURLEY: No, you just changed your mind.

MR. MacQUARRIE: I do not wish to attribute to Mr. Curley that that was his intention. I in my own mind I suppose thought it was. I also thought it was for junior high school students, as well. It is specifically a high school special scholarship fund. On that basis I think that it is reasonable if it is, in fact, a scholarship fund, and that implies that students have demonstrated good scholarship, that there are a limited number of scholarships available to such students who would thereupon apply for them and the best of them would receive them. I would not want to stand in the way of that kind of experience for exceptional kids, whether they are non-native or certainly native students.

I guess as a teacher I have always felt where you really see ability and initiative and you can provide interesting opportunities and so on, all right. So on the basis that it is a limited scholarship fund, for high school students who are exceptional and demonstrate it and must compete for it and yes, can then select where they would like to go, perhaps up to a maximum of some kind, I can accept the motion. I certainly do not accept it on the basis that we are offering inferior education in the Northwest Territories, but that there may be other experiences that are valuable to students. When I support the motion, it certainly does not imply that I support the "whereas". Unquestionably, it is wrong on two counts. It is not an aboriginal right but a treaty right, and that is a very significant difference as we may find when the constitutional talks get under way, and it is not yet affirmed by the Canadian constitution.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. McCallum.

#### Alternatives To Present Educational Program

HON. ARNOLD McCALLUM: Mr. Chairman, I would want to just make some comments speaking to the motion, and if the issue that is being identified in the resolution of the motion is to provide some alternatives to what now is in the North, and I guess specifically to Gordon Robertson Education Centre in Frobisher Bay, then I think that there are two things that could be done or should be attempted to be done in the North. That is, to do something at Frobisher Bay, at the education centre, to improve or upgrade it so that students can attain what I thought was the fundamental issue of education in the North; that is, to provide by more northern teachers in a northern environment, a proper education. Or, if that is not possible because of the number of students within that particular school, then to offer other alternatives in other territorial schools.

I am not sure the problem of coping with high school grades can be better served in an Ottawa high school that I would say roughly would be about four or five times the size of high schools in the Northwest Territories. It certainly would create a greater amount of pressure on a student to be there, because in reality, students from the East who go to Ottawa attend Ottawa city high schools. They live in a residence and it may be that what is being asked here is to, again, set up some kind of a small residence situation, rather than providing education outside, because if you provide education outside in a southern environment by southerners, with an even greater southern influence, I think we are getting away from the thrust of what we attempt to do in northern education.

I know that that was the kind of situation that prevailed when I came North. We had residences -- hostels, at that time -- and one that I am very familiar with was Grandin residence, where the students from along the Mackenzie Valley, and in some cases from the Central Arctic, even the Baffin, because I know there were students there from Igloodik, for example, who attended Grandin residence, were chosen by the people who ran the Grandin residence, to come to live in a particular community. In this case, the residence was in Fort Smith. They attended, however, the same schools as any other student did in Fort Smith.

That, however, I suggest to you, was an elitist form of education. The best students in the Mackenzie Valley were picked up. They were not all Catholic students; there were some non-Catholic students who attended that residence. It was successful. No question about it. It was successful and I see nothing wrong with providing some kind of a situation where you are going to get the best students and have them progress so that they have the opportunity. I suggest, however, that we have gone away from that in the kinds of recommendations that were made in education, from the report, so that we are now providing more education in the local schools, hence the recommendations and the desire of the government to provide a high school in the Keewatin.

If, in fact, there is a need to provide a greater amount of stimulation, a greater amount of pressure, if you like, for certain native people to take on greater responsibilities and hence progress further along, if that is the wish of the native peoples to do that, then that should be reflected in our educational system, but that is going back to what used to be, because that is what we had. As I say, I think it was very successful, because there are many good examples of that, but as in Grandin residence in Fort Smith, if you could not make it at that residence or, if you were from around the southern part of the lake, you may have been able to get into Breynat Hall, if there was enough room there -- and my friend Mr. Sibbeston will recall that because he was a resident supervisor under that particular system.

I think that if the issue then, is to provide alternatives, again it has to be left open. It cannot be that there is one only avenue, unless something is done to improve the situation in that particular locality. Each of these schools has to progress. I recall very well coming to Yellowknife in the early 1960s and teaching at Sir John Franklin when it was supposedly a composite high school, and there has been a gradual shift I suggest, over the years, to move away from there as you opened up higher grades in the communities.

#### Elite Education Could Be Provided In The North

However, I think that if there is to be something done about improving the situation -- you recognize, as Mr. Curley has said, that there is a situation -- that we have got to give more native people the opportunity to go along. They may be exceptional -- whatever, as Mr. Nerysoo says, that term means -- but I think that we have got to make an attempt somewhere along the line. But if that attempt is only to provide an elite education for a select group -- and if that is what the native people want -- then I think that our system should reflect it. I think that it can be done within the Territories, because it has been done in the Territories. We have concrete examples of students who have gone through that system and who now are in the Territories and who are providing guidance in the Department of Education who are graduates of that system. If it means to select and choose certain people, that gives a great onus on the individual who is going to do the selecting; but nevertheless, if it is to select people and put them in that situation, then that can be done. It has been done in the past. There is no reason why it cannot be done in the future. However, it means a tremendous amount of pressure and it means a situation, as has been described before, of having various streams within the school itself. I thought that we were getting away from that with the kind of recommendations that were made by the education committee.

However, I think the issue is that we cannot cut off the alternatives for native people, and I am suggesting that it does not necessarily have to be in the South, because if it is wrong -- and it has been wrong to have southern teachers with southern backgrounds teaching in the northern environment -- then I suggest it is even more wrong, if that is proper English, to have southern teachers with a southern background teach in the South. However, I think it can be done and I know it has been done in the Northwest Territories in the past. If our system and our resources can allow for that, then I am for it. I am for trying to do something in the North. We have more and more northern teachers -- native people being trained as teachers -- more and more of them who are going out to get their university education, coming back and being employed by our particular government, either in the Department of Education or as teachers, and if we continue to strive toward that, we will realize what we are trying to do.

However, I am not in favour of sending native people to the South to compete in large high schools where they will be lost. I would prefer to see that there are alternatives in the Northwest Territories, and if that means picking out the elite group in particular communities and putting them in what is now termed "academic streams" in our northern high schools, then let us do that. At least they are in the North; they are not in a southern environment. I think if you talk to students who are graduates or people who are graduates of the Grandin experience who now have their education degrees, that you will find that they will say, "We do not want to live in the large hostels, but in small residences because that is the kind of discipline that we require in order to rise to the top in order to get what we want to achieve, so that we can come back and pass that along to others."

So I am not in favour of the motion the way it is put before us. I am in favour of providing alternatives to what we now have and I am not going to vote for the motion. It is a recommendation to the Executive. We will take that under consideration to the Minister but I would prefer to see that northern students get their education in the North, even with a little bit of southern influence from teachers. But most of our teachers in a large high school are now northerners and if there were a 10 year residency clause to participate in any kind of election in the North, dollars to doughnuts that 70 per cent or more of our high school teachers would pass the 10 year, and maybe even the 15 year residency qualification. So I consider them to be knowledgeable of what goes on in the North. So I will vote against the motion but I will indicate to the mover and to others that I am in favour of setting up alternative systems within the Northwest Territories.

CHAIRMAN (Mr. Pudluk): Thank you. Let us take 10 minutes for coffee.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The committee will come back to order. To the motion. Mr. McLaughlin.

Different Levels Of Education In NWT High Schools

MR. McLAUGHLIN: Thank you, Mr. Chairman. I would like to speak in favour of the motion because over the period of time that we have held public hearings as an education committee in the East, we have been fully aware that in a lot of cases high school students from there have been going to Ottawa or going to Yellowknife in preference to going to GREC in Frobisher Bay. When this Assembly held its session in Baker Lake, the people in the community complained to some of us because they already knew we were on the education committee, we had not quite started holding public hearings yet, but people did come and talk to us about the problem of graduates from the GREC high school not being confident enough to take on jobs, even though they theoretically had grade 10 or grade 12 and they came back, and there seemed to be a dissatisfaction. Now another problem has arisen, I know people in Baker Lake who wanted to send their children to Yellowknife to go to school but because of overcrowding here they have said that they had to send them to Frobisher Bay.

I am afraid what the problem is that definitely we do not seem to have the same level of education in all our communities. Grade 10 does not mean grade 10 everywhere, and we have heard that all over the place. I am against this whole thing on principle because it sort of undermines our own system up here in attempting to achieve quality, but I must speak in favour of it and vote in favour of it because of the fact that it might challenge the people in our department to do something about this to make sure that all our high schools do have a good level of education. Maybe we should be testing students and have common exams in the Northwest Territories in order to find out which high schools are turning out real grade 12 graduates and which ones are not.

So in this instance I would be in favour of this and I am going to be very interested in seeing what the Minister can do to alleviate the situation for the people in the Eastern Arctic who do not feel that the school in Frobisher Bay -- and I realize that it is his home community -- has programs that are good enough and are successful enough to produce good leaders for the future in the Eastern Arctic. So I will support the motion.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. Nerysoo.

HON. RICHARD NERYSOO: Question.

CHAIRMAN (Mr. Pudluk): Okay, question has been called. All those in favour? Mr. Curley.

MR. CURLEY: Mr. Chairman, I would ask for a recorded vote, please.

Motion To Establish Scholarship Fund To Enable NWT Native Students To Attend Southern High Schools, Carried

CHAIRMAN (Mr. Pudluk): A recorded vote is requested. All those in favour of the motion, please stand until your name has been called.

CLERK ASSISTANT (Mrs. Baldwin): All those in favour are Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Appaqaq, Ms Cournoyea, Mr. Curley, Mr. Sibbeston, Mr. Sayine, Mr. Wah-Shee, Mr. Nerysoo, Mr. McLaughlin, Mr. MacQuarrie.

CHAIRMAN (Mr. Pudluk): Those against, please stand.

CLERK ASSISTANT (Mrs. Baldwin): Mr. McCallum.

CHAIRMAN (Mr. Pudluk): Abstentions.

CLERK ASSISTANT (Mrs. Baldwin): Mr. Patterson, Mrs. Sorensen.

CHAIRMAN (Mr. Pudluk): The motion is carried.

---Carried

Mr. Minister, would you like to invite your colleagues?

HON. DENNIS PATTERSON: Yes, please.

CHAIRMAN (Mr. Pudluk): Okay, Mr. Sergeant-at-Arms. Thank you. Page 16.02, administration, \$9,998,000. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, at the last sitting of this Assembly we discussed at length the training agreement signed between the federal government and the territorial government. To go back on some of the questions asked and some of the commitments made, there was a commitment that the Executive Committee would endeavour to have this training program reflect allowances for adult education classes. Mr. Chairman, I wonder if the Department of Education administration has been able to negotiate that under that training agreement.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, there was a written question asked, I believe, by the Member for the Western Arctic and I intend to reply to that tomorrow. I wonder if she would be good enough to wait until then?

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

MS COURNOYEA: As I presume Education will still be on tomorrow, yes, I will wait.

CHAIRMAN (Mr. Pudluk): Thank you. Honourable Member for Mackenzie Liard.

MR. SIBBESTON: Mr. Chairman, Members may know that there is presently an NWTTA Yellowknife regional teachers conference being held here in Yellowknife. I want to know whether this government contributes any money at all to that conference and what is the arrangement, with respect to teachers away from their teaching. I know that teachers have come to this conference from my area of the North and what is the arrangement with respect to that? Is the government in any way contributing to this conference?

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

HON. DENNIS PATTERSON: Mr. Chairman, the conference that is currently under way was organized by Yellowknife Education District No. 1 and without financial contributions from the Government of the Northwest Territories, except to the extent that we do allow teachers five professional improvement days per year, as part of the collective agreement, which is every teacher's right. So I suppose indirectly we are contributing, in that the teachers who attend are taking advantage right under the collective agreement. We are not funding the conference beyond that and we did not organize it. As a matter of fact, we were asked to contribute funds and declined. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Administration, \$9,998,000. Honourable Member for Mackenzie Liard.

#### Teachers Conference In Yellowknife

MR. SIBBESTON: It appears then that there is no direct financial contribution because teachers are paid by our government. I am concerned because it appears that there is a conference of northern teachers but there actually is not any subject on the agenda that deals with northern education, as such. I do not see any topic here that deals with, for instance, the special committee's report on education. I do not see any topic that deals with native languages and native peoples' education, and I certainly do not see any native involved in either giving speeches or being involved in any significant way. So that concerns me and I am just wondering how can a group of northern teachers get together and not talk about northern things? I am just wondering whether the Minister of Education can comment on this. Whether maybe the department has been asked to contribute in some way to the conference, other than money? Has the Minister, for instance, been asked to give any talks about the conference, or have any of the Education department's staff been asked to contribute in any way?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think the Member's observations are quite fair. I had noticed that myself but I must say that this is a conference of a Yellowknife school board organized by a Yellowknife school board and I think we should recognize that the interests of students in Yellowknife are quite radically different from the interests of students in other parts of the Northwest Territories. I think the conference reflects that.

MRS. SORENSEN: They are talking about special needs children; what is a bigger problem in the North today?

CHAIRMAN (Mr. Pudluk): Order, please. Mr. Minister, you have the floor.

HON. DENNIS PATTERSON: Mr. Chairman, I think the Member suggested that the conference may not have been directed specifically to the interests of native students and I guess I am pointing out that if that is the case, and that may be the case, it is appropriate because the predominant population attending Yellowknife Education District No. 1 are non-native students. I do agree with Mrs. Sorensen that some of the issues dealt with in the conference, such as special education and language issues, are in fact relevant to all students and are current issues. Beyond that, I guess I should make it clear that the Department of Education really did not have very much to do with organizing this conference and when we establish more school boards in other parts of the Northwest Territories, they will be able to set different themes and different priorities. Undoubtedly they will, but I think this is what school boards are all about -- you let them determine what subjects are important and far be it from me to tell them what is a current issue or not.

CHAIRMAN (Mr. Pudluk): Supplementary, honourable Member for Mackenzie Liard.

MR. SIBBESTON: Well, just the same, Mr. Chairman, while I appreciate that it is a Yellowknife school and Yellowknife teachers that are organizing this, I guess from my vantage point, I am not very impressed with their topics, with the type of people they have -- mostly people from the South as usual who are supposed to be specialists, and who are giving the keynote speeches and whatnot to this conference. I am concerned in this regard that there are teachers from the remote parts of the North, teachers whose whole teaching life and experience is supposed to be dedicated to teaching the Dene people. I do not see how a person coming from Fort Liard, Wrigley or Trout Lake can benefit from a conference such as this; and it is in this regard that I am concerned. I do not care what the Yellowknife people do -- it says a lot though about the type of education that we have here in Yellowknife. It is pretty well a southern oriented system, despite the fact that there are many natives that live in the city. So I am just wondering if the Minister would consider advising or doing something in the future, if there are conferences such as this, even if they are held by the people of Yellowknife.

CHAIRMAN (Mr. Pudluk): A point of order. Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, I think that it is extremely misleading for the Member to be talking about topics of which we do not have a list. I would like to have a list of the topics read into the record so that we know exactly what Mr. Sibbeston is talking about.

CHAIRMAN (Mr. Pudluk): Honourable Member for Mackenzie Liard.

MR. SIBBESTON: Well, Mr. Chairman, I will have copies made and distributed, but I was going to ask the Minister if he would consider, if this sort of situation exists in the future, whether he would instruct the teachers in the remote parts of the North not to attend.

CHAIRMAN (Mr. Pudluk): A point of order, Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, I asked that Mr. Sibbeston please read the topics that are being discussed at this conference, a conference which he has maligned on the record, read into that record, in order that we all know what he is talking about.

CHAIRMAN (Mr. Pudluk): Does this committee agree that it should be read?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Agreed. Go ahead, honourable Member for Mackenzie Liard.

Subject Topics Of Yellowknife Teachers Conference

MR. SIBBESTON: Well, Mr. Chairman, I will begin on the first page: Keynote Address, "Dealing with Differences" by a Dr. A. Gregorc, from the University of Connecticut, no less; 10:30, "Language in Education", a wholistic approach to reading and writing by Dr. Smith from the University of Victoria, no less; "Teaching Effectively in the Affective Domain", this again is by Dr. Robertson, Queen's University; and there is "Food Additives"; another topic is "Aqua Percept".

Other topics are "Standard First Aid", "Meet with Metro", and "Money in your Life", then it goes on to "Elementary and Junior High Shop"; then "A Focus on Style" again by this famous Dr. Gregorc, University of Connecticut; then "Computers, a Hands-on Approach" -- no computers in Wrigley or Liard.

Then it is "Focus on Social Studies 10-20-30" by a Kay Haslett, University of Calgary. Then there is another one, "Child-Centred, Experience-Based Learning", from teachers, Winnipeg Board of Education; then there is "The Oral Tradition", the art of story telling with and without music by Lorne Brown, principal, Toronto Board of Education; then there is "The Writing Process", then "A Consciousness-Raising Experience in Reading", "Alcohol Education", "Money in Your Life", and so forth.

There are a number of topics, but of much the same nature as I have read. So again, Mr. Chairman, my question is to Mr. Patterson, the Minister of Education. Since there are territorial government teachers who are in attendance at this, and in view of the fact that many of these topics are probably of no value or significance to these teachers in their dealing with native students, whether in the future when we have a conference with such addresses, he would consider instructing the teachers not to attend? Because it very well could be a waste of time and adds nothing really to education in the North.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am afraid it would not be that simple. Let me explain that professional improvement, and this is a professional improvement conference, is the subject of a collective agreement between the Government of the Northwest Territories and the Northwest Territories Teachers' Association. In that collective agreement the Department of Education and the teachers themselves agree to jointly contribute to a professional improvement fund. That fund is jointly administered by the representatives of the government and representatives of the teachers' association, so there is a joint professional improvement committee or committees in various regions who decide collectively how this money should be spent. It is not really within my authority to direct that committee or teachers as to what they should attend or not attend. I suppose it would be possible to influence our departmental representatives on that committee although I have been reluctant to do that. I have never done that in the past. However, it is seen as a matter of professional development that teachers themselves best know how to judge and particularly as someone who is not an expert in education myself, I would prefer to leave that judgment up to the professionals.

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

#### Government Influence On Professional Improvement Days

MR. SIBBESTON: Yes. I will just make a final point and it is this: I would suggest to the Minister and the territorial government authorities that they are not as helpless as they suggest because these teachers that are attending this conference from the Fort Simpson area, as an example, are paid by the government. We are in a sense responsible for providing the moneys to them. While it has been appreciated that there are professional days set aside and certain provisions negotiated through the bargaining system, yet I would say that teachers are civil servants, and what they do, even on the professional days they set aside, is still the responsibility in part of this government. As an example, if the teachers decided at their professional days -- that time off -- that they would go to the Bahamas or go on a fishing trip, surely this government would be concerned and is not as helpless as you make out.

So I do say that and think that the government has some power, has some ability to influence what teachers do during professional days or days that are provided for attending conferences as it is. I think that the government has a responsibility to make sure that conferences are beneficial to the teachers, and in this day and age we are dealing with native languages, we are dealing with the native students, and so you would think that the government would be interested in making sure that topics dealing with these subjects are dealt with at any conferences. It is on that basis that I think that Mr. Patterson, the Minister of Education, should think that he has more power, influence, than saying that it is really beyond his control or has little influence.

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

HON. DENNIS PATTERSON: Mr. Chairman, I would like to say that there have been professional improvement conferences held already this school year in Baffin region, Keewatin and Inuvik region and I have been somewhat familiar with the subjects of those conferences. I think Mr. Sibbeston would agree that those conferences in particular addressed some of the issues relevant to cross-cultural education and native language education in particular, and they brought in experts from all across the country to assist in that regard; so there certainly have been excellent workshops devoted to those topics.

I will go so far as to undertake to express Mr. Sibbeston's concerns to our representatives on that professional improvement committee and trust to their good sense in taking those concerns into account in future. But on second thought, I am not sure just how much we can or cannot tell from the titles of the workshops, and it may well be that the subjects are more relevant to the concerns of the Member's constituents' children than he thinks. I am not really in a position to make a judgment at this time. As to whether or not I was invited to participate in the conference, I did attend a social function last night and had a good opportunity to speak to a number of teachers, and I spoke briefly this morning at the opening of the conference, but otherwise will have no role. Thank you, Mr. Chairman.

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

MR. SIBBESTON: Well, again I just want to say that I do think the Minister has more influence than he suggests. Certainly it is we who pass the budget for the teachers; if we do not like what they do, we surely can refuse to pass the budget. Money comes from this government and we have the overall responsibility -- then if you are not prepared to take it, Mr. Patterson, I would really suggest that you re-examine your role and responsibility with a view to trying to exert more influence on the teachers than you are presently prepared to do. I, as a matter of principle may vote "no" to this department, just because of this issue here today, to indicate that foremostly it is us here, this Assembly, that has the authority to pass or not pass the budget, and you are the Minister responsible for that department so you are not without some force and ability to influence what happens at a teachers' conference.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I have undertaken to convey Mr. Sibbeston's concerns to our representatives on the various professional improvement committees, I might also add that we have been presented with a proposal by the teachers' association that they assume control over the operation of the professional improvement fund, that the Department of Education give up any participation in the management of that fund. My reaction has been that we should not give up our role in this fund, and I have not supported this proposal on the part of the teachers' association. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Administration. Mrs. Sorensen.

#### Funding For Implementation Of Education Committee Recommendations

MRS. SORENSEN: Mr. Minister, in your opening remarks, you made the observation that this budget did not reflect the special committee's recommendations as they were passed in this House last fall. You went on to identify those priorities that you felt there was no dissension on with respect to this House. I must say I concur with the priorities you laid out. My question revolves around the fact that you have said that there would have to be additional funding for the implementation of the recommendations, and I would wonder what your plan of action is with respect to the obtaining of that special funding. Could you outline for us what your plan of action is and give us some sort of a timetable? Does it involve a special submission to the Treasury Board?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The task force on implementation which I appointed in June 1982 has been very actively working on an action plan to implement the recommendations of the Legislative Assembly on the special committee on education. Basically, the tasks that they are now undertaking are the preparations of a five year plan on phasing in grade 10, where numbers warrant, in communities throughout the Northwest Territories. This will shortly be presented to the Executive Committee for its approval. The task force is also dealing with the recommendations in the special education area as a priority item and I expect to shortly have an analysis of the costs that are entailed in implementing the special committee recommendations.



As I mentioned, the task force has recommended that we proceed in the coming year to establish two interim boards -- I should not say interim boards, but in a way they are the first pilot divisional boards. These boards would not have the full powers and authority of the proposed divisional boards because there are many issues relating to teachers' employment status and superannuation plans and the like, which we still have not been able to address in detail. But those three areas are under active pursuit by the task force and the goal I have given them is to prepare Treasury Board submissions, because it is certainly apparent to me that within the Government of the Northwest Territories we have not budgeted resources to meet those obligations. So I will take the detailed plans of the Executive Committee, get their approval, and we will immediately prepare a Treasury Board submission. As a matter of fact, I alerted Mr. Gray recently to the imminence of that submission. I have spoken to Mr. Munro about it and I do feel that in the so-called auction process, education reform in the Northwest Territories would likely meet with a good deal of support if there are moneys available in the federal government.

Quite frankly, I expect that we may well not get all we want and that therefore it will be up to this government to see if there may be a means within our own territory to find funds. This is all subject to the Executive Committee's approval, but to be frank, my own feeling is that at some point or another we are going to have to consider new sources of revenue in the Northwest Territories. My feeling is that there is sufficient support for education at the grass-roots level in all parts of the Northwest Territories, that if we were forced to consider some kinds of taxes in order to raise a portion of the new revenue required, that there might well be popular support for that. Thank you.

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

Establishing Two Divisional Boards Of Education

MRS. SORENSEN: Thank you, Mr. Chairman. The Minister mentioned there that he was establishing, I believe, two interim boards. I wonder if you could expand on that for me. Am I right?

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

HON. DENNIS PATTERSON: The task force has recommended that there should be a clearly delineated process for application and approval for divisional boards of education. We have now, for example, a process through which community education committees might apply for and be granted society status and the same process should be in place for the establishment of divisional boards. That will be detailed in legislation which I expect to introduce this coming fall in our last session. The task force will be working actively on that in the coming months. However, in the meantime it has been suggested by our task force, and certainly seems to be an idea that has merit in my mind, that we might in the meantime allow communities, in the areas where there is a strong demand and consensus on the need to co-operate regionally in establishing regional education authorities, that we might -- indeed we could fund divisional boards to take significant authority over education in certain areas of the Northwest Territories, but falling short of divisional boards as recommended in the draft Education Ordinance, that is, having control over the hiring and firing of teachers and all the employment responsibilities and certainly not having control over the school plans.

If there is consensus in any regions about the desirability of forming regional education authorities, then I will seek approval from the Executive Committee and from this House and have budgeted sufficient funds to allow two divisional authorities to begin meeting and we can instruct our officials to take direction from these boards on the discretionary aspects of education. For example, they would be given the same kind of discretionary powers that are now given to our education superintendents. I have not yet made up my mind just where these two boards might be located. I think it is subject to a clear expression of will on the part of the communities and subject to our judgment that they are indeed prepared and capable of taking on this added responsibility; but it seemed equitable to me that one should be located in the East and one should be located in the West. I hope that answers the question.

I should add, Mr. Chairman, that since we do not have any means for establishing such regional education authorities in the present ordinance, I will be proposing to my colleagues on the Executive, and indeed to this House, that in the May session the current Education Ordinance be amended to recognize and allow for the establishment of these divisional boards. Thank you.

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

Yellowknife Education District No. 1 Becoming A Divisional Board

MRS. SORENSEN: Mr. Minister, in the recommendations as passed by the Legislature last fall, it was recognized that Yellowknife Education Districts No. 1 and 2 could be divisional boards. Now, recognizing that for instance Yellowknife Education District No. 1 already has the authority over hiring and firing of its teachers but does not have control over grade 10 which is what would happen if Yellowknife Education District No. 1 became a divisional board, and recognizing the fact that should they wish to take on grade 10, would you be open to a submission from that education district to become a divisional board with responsibility for grade 10 now?

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

HON. DENNIS PATTERSON: To give a short answer, Mr. Chairman, it is certainly yes. I suppose I must frankly say that the whole purpose of establishing divisional boards was to give people in the hinterlands the same kinds of power and authority that are now enjoyed by the school boards in Yellowknife. But certainly they are as eligible, and certainly undoubtedly most capable of taking on that kind of responsibility. I certainly am open to it, yes. Particularly if we find, as I suspect, particularly in the West, that there may well not be agreement in many other areas or consensus as to just who is going to be part of a regional authority. So I would be open to that, and as I say, I have not made up my mind. I suppose doing that in Yellowknife would be much less costly than it would be in another area because as I see it, really the only costs for establishing divisional boards at this stage would be the cost of bringing the people together to meet regularly. Obviously, that is not much of a cost in this city. Thank you.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. I have a few questions for the Minister regarding administration as well, but I cannot pass by the comment that Mr. Sibbeston made. We just finished passing a motion where Mr. Sibbeston and other Members -- and I agreed with them -- thought it would be an enlightening experience to go down south to be exposed to a different situation, to learn new ideas and new ways, and at the same time he is saying that we do not want these people who are leaders in the field of education in the world to come to the Northwest Territories to talk to our professional staff up here.

MR. CURLEY: It is not over yet.

HON. ARNOLD McCALLUM: Well, that is nonsense.

MR. McLAUGHLIN: I mean, there was a fellow in Italy not too long ago who pointed out to us -- quite correctly, as it turns out -- that the earth does in fact go around the sun, and not the other way around. I do not know about Mr. Sibbeston, but I think most people would agree that that has been fairly useful information that came to us from another part of the world. So I think this is a criticism that...

CHAIRMAN (Mr. Pudluk): You are going too fast, Mr. McLaughlin. Could you slow down?

MR. SIBBESTON: Kick him out!

---Laughter

MR. McLAUGHLIN: Yes, thank you, Mr. Chairman. It is pretty fast to move from the lobby. I will not repeat about the church being wrong about where the sun and the earth are, but the point is that our education committee really got some of the same criticism, because when you look at the list of people we had working for us, they were people whose residences were at institutions in places in southern Canada. But whenever people complained about this, we pointed out to them the experience that several of those people had working with native groups in the North, in Canada, and also that they were some of the leaders in the world in certain methods of teaching. It was pretty easy to convince those people. Then when you said in the end that the people who are educating our children came from the South as well, and we have sort of a southern-style system up here -- this whole idea of where people come from is a ridiculous thing to pursue, and I just think it is nonsensical to get the whole thing going again, as to where people come from with their good ideas. If people are leaders in the world and in education, then this department and the people in the Yellowknife school board should be commended for bringing those people north and exposing our professional staff to those new ideas.

---Applause

Implementing Recommendations Of The Education Committee

The other thing that I would like to speak specifically to, as far as administration goes, is in your opening remarks, Mr. Patterson, you said that some of the recommendations of the committee would be too hard to implement, and Mrs. Sorensen has asked something related to this. I would just like to make it clear: you said that our recommendation on administration would be too expensive to implement. What I understand is that when we made our recommendations, in the new administration for each proposed school division we were including expertise and personnel that are presently not in existence, for example, psychologists for each board, a health and nutrition officer for each board, and I just want to make it clear: is that what you meant that it would be too hard to implement? We have, I guess, a non-fat, streamlined administration system right now -- some might disagree with that, but I do not -- and I feel that we could deliver that same administration we have now directly to each board without added cost. I just want to make sure just what you meant when you said the administration system would be too hard or expensive to implement.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am not sure which remarks the Member is referring to that I made. I indicated that I felt we should immediately move ahead on recommendations from the Legislative Assembly that I felt there was universal agreement on, and no difficult or outstanding issues. For example, I felt that with the Arctic college concept, although certainly I am committed from direction by this Assembly, to moving ahead on that concept, there are some problems that have to be worked out, particularly with the issue of existing grade 11 and 12 programs in existing high schools, as to how we ensure that certain interests continue to have input in the education of those students. I do not feel that any of the recommendations are impossible to implement, although it is clear that some new resources are required, but I feel we should move ahead in the areas where there is obviously good public support and clear consensus in the Legislative Assembly.

As for the administration aspects of the report, I think it is quite clear that this Assembly has endorsed the recommendations on administrative changes, particularly the devolution of significant powers to regional authorities, subject to maintaining certain standards and universal programs in the Northwest Territories, and I think it is quite clear that the legislation presented by the special committee on education has been and will be useful to us in preparing final legislative proposals for the fall of 1983. For example, I do anticipate that we will be recommending a Department of Education ordinance as envisaged by the special committee and subject to the availability of funds, I am certainly committed to implementing the recommendations.

I think all Members will appreciate that there is very little time to implement all 52 recommendations, and my feeling is that we should get going, concentrate on a few areas and get moving on them, and perhaps leave the full implementation of the report to the 10th Assembly, but I would certainly like to lay the foundation in the coming year. Thank you.

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

Costs Of Implementing Recommendations

MR. McLAUGHLIN: Thank you, Mr. Chairman. The reason I asked that question is that I feel that on the south side of Great Slave Lake and in the administration, which is currently situated in Fort Smith and Hay River and Simpson, as well as Rae-Edzo, that there are enough people already involved in administration. There is a regional superintendent and three or four area superintendents, and various other support staff. I feel that there is definitely enough money and manpower presently available on the south side of the lake and in the Simpson and Rae-Edzo areas, to create two or possibly three individual school boards to run our new divisions. I would just like the Minister's opinion on that, because I do not want people in my area to have the impression that, if they did divide up that area into two or three school divisions that there would not be enough -- using the existing personnel to operate it.

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

HON. DENNIS PATTERSON: Mr. Chairman, the detailed analysis of what our experts consider to be the true costs of implementing the recommendations has not yet reached me and has not yet been brought forward to the Executive Committee, but I will say that I accept that the report proposes reallocations within our existing budget which certainly could provide the same -- and most likely an improved level -- of service at the regional levels, provided that those regions are large

enough to have the student population base and thereby financial base, to support the necessary infrastructure and operating and maintenance costs that would be associated with providing experts.

However, there are some disturbing indications that regions in the Northwest Territories are not going to be willing to look very far beyond their own back doors when they talk about forming divisional authorities. I am quite frankly concerned that unless the numbers of divisional boards are minimized we could end up with an even more costly system than we have now. So I would like to take this opportunity to state again that while I think the recommendations can be implemented, and the level of services recommended can be provided, it is going to depend on fairly large numbers of communities agreeing to co-operate together, more than just local areas and more than just one linguistic group in some cases.

I hope to have much more detailed information on that in the very near future, which I will certainly be pleased to make available to this House when it comes forward. I certainly think that we can do an awful lot with our existing resources and I am also optimistic that if we need more resources that they can be found with a little ingenuity and quite a good amount of lobbying. Thank you.

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

#### Timing The Setting Up Of Divisional Boards

MR. McLAUGHLIN: Thank you, Mr. Chairman. Just one last thing, Mr. Minister. I would just like to suggest to you that when your task force looks into the possibility of creating divisional school boards that they take a good look at the timing. By timing I mean the two situations where you could become a divisional school board, the two times that would seem natural, would be April 1st, which is the start of the fiscal year, or August 1st, which would be the start of the school year. I think you should do some looking at the pros and cons of when you turn a divisional board loose -- the timing. I know in my community a few people have wondered when would be the best time to make that step because there are lots of problems they already have there with the fact that the fiscal year overlaps the school year. Sometimes you have funding which runs out April 1st and you do not have it for the rest of the year even though you have a program going and students taking the program. So I would just like to advise you that you should take a good look at the timing and how important that is in starting up these divisions. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I agree that timing is crucial and it certainly is an administrative advantage to have the school board fiscal years accord with the government fiscal years. I am hoping that the divisional boards which I propose to establish without quite the full powers as recommended in the Legislative Assembly report, could begin work shortly after our session in May so that they will have a good jump on the school year and some chance to meet, prior to the following fiscal year when we may well have ironed out problems which will then permit them to assume even more authority, such as employing their teachers and other related powers. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Administration, \$9,998,000. Mr. Tologanak.

#### Classroom Assistants Attending Conferences

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. As a Member for Kitikmeot region, education continues to play a major role in the communities that I represent and the communities are becoming more and more sophisticated in dealing with education; we have such a society in Gjoa Haven.

Mr. Chairman, the conference time is here once again and I have raised questions many times before and I will continue to support the inclusion of all staff who are employed in a classroom, to take part in whatever conferences are to take place. Once again the absence of the classroom assistants is very evident. The conference that is happening in Yellowknife once again raises the question of union status. I have been after the government as a concerned Member, that union status still has not changed for the classroom assistants. I would like the Minister to reply, especially in this regard, because I have raised this many times before. I know the public is cordially invited to some sessions during the conference here. The classroom assistants should take part as well if the public can take part in the discussions that are happening during this week. Thank you, Mr. Chairman. I will have some further questions later on during discussions of particular items in the budget.

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

HON. DENNIS PATTERSON: Mr. Chairman, the reason that the classroom assistants are not attending this conference -- although I might mention that some classroom assistants have actually been sent to this conference by their regional superintendents of education, although none from Kitikmeot -- but the reason most classroom assistants who are working with teachers attending that conference are not attending the particular conference is because they are not members of the Northwest Territories Teachers' Association and therefore they do not have access to the professional improvements fund that has been established under that collective agreement.

I do believe that there are certain opportunities for professional improvement that are available to members of the Public Service Alliance, although not in a fund like that established between the NWTTA and the government. So I can only offer that as the reason. As to the solution, I think that it is a difficult issue for me to comment on but I will say that it is a jurisdictional issue involving a group of employees. It seems to me that it is up to those employees to suggest a solution, either through their own union which could presumably negotiate arrangements whereby they might participate in such conferences, or by other means. However, I have received no direction from this House on that particular matter. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Administration, \$9,998,000. Ms Cournoyea.

#### Staffing Schools On The Basis Of Attendance

MS COURNOYEA: Mr. Chairman, in many of the communities, one of the complaints has been that even though the special committee on education and some of the work of various community workers has built up a better attendance at school -- the attendance has gone up almost to its maximum in some communities -- the assumption previously was because the student attendance was low, there was not really the willingness on the part of the administration to provide teachers when its students were just not coming. I believe there was a lot of work put into getting students to school and having the parents support those students and in not having that momentum lost. Is there any evaluation process that the administration goes through when those ratios come up to provide the teachers for the full complement of that community's school program?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we do not staff schools on the basis of attendance. That is the first thing I would like to say, although it has been advocated. My feeling is that in schools where attendance is low the last thing we want to do is withdraw teachers because that is the place where, perhaps more than in any other communities, we need teachers present and actively encouraging students who are not in school to come to school.

As to whether or not we are evaluating the situations where school attendance comes up and puts pressure on teachers, yes, I would certainly say that that is the job of our superintendents, to evaluate and inspect the school and to report on any situations that become difficult if not impossible for teachers to operate in. I think the department will always try to be responsive to needs that arise through overcrowded classrooms. As I mentioned earlier today, we were able to somehow find new positions where the pressures became significant in certain schools and I cannot be as optimistic about being able to find three or four new positions in the coming year, but I am certain that my colleagues on the Executive Committee will give every consideration to pressure points where they do develop in the system, in the happy event that we have students coming into the school in unpredictable numbers. So if the honourable Member has concerns to express in that regard, I would certainly be pleased to hear them and see if there is a way we can deal with them. I think I am already well aware of some concerns that have been expressed throughout the Northwest Territories, including my own community as a matter of fact, where I have just been asked to do something about that problem. Thank you.

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

MS COURNOYEA: Mr. Chairman, in a lot of the communities the expression comes from the teachers themselves because they feel that there is a wide variety of programs and grades that they have to contend with. The teachers themselves are a bit concerned that they will not be able to provide a well thought out program and give the dedication and time that is required for that program.

Reducing Salary Costs For Teachers

Was there any effort in this years negotiations or talks with the teachers that one of the ways that they could help, perhaps, would be to discipline themselves to the six per cent increase and the money that was saved could be out there to hire more teachers?

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

HON. DENNIS PATTERSON: Mr. Chairman, we have not negotiated with teachers in the current year. Their contract expires at the end of August, this coming year, and negotiations have not yet started for the forthcoming year. I certainly will take that as a valid suggestion, although I know that most teachers feel that they have made a sacrifice in being subject to these six per cent and five per cent guidelines in the coming year and it will be difficult to persuade them to make further sacrifices.

Naturally the Government of the Northwest Territories is always interested in reducing our salary costs wherever possible because that is where most of the education budget goes. As I pointed out, this year we have a nine million dollar increase, and over six million dollars of that is going to salaries and benefits for our teachers. So if there are any ways of effecting savings in that area, I am certainly interested in discovering them. I think we enter the negotiations with the goal in mind of keeping our costs down as much as possible in salaries and benefits areas so we can devote resources to all important priority areas, such as operating and maintenance costs, special education services and other priorities. I take that as a very worthwhile suggestion. Maybe I should ask the Member to help represent us in negotiations. I know she has had a lot of experience in negotiating. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Administration, \$9,998,000. Mr. Curley.

Schedule For Task Force On Implementation

MR. CURLEY: Mr. Chairman, I have a question to the Minister regarding the future plans of the task force on implementation of the special committee's report. I would like him to very briefly outline the proposed schedule of work ahead of us, and in his mind, in his view how long will it be until they complete the work?

Another question is that I am informed that the task force member from Keewatin has not been actively participating in the work of the task force. I wonder if the Minister would prefer to replace the individual because there are people who are concerned in my riding and I think they would be able to come up with a more active and more interested individual on the task force. So would you be prepared to respond to those, please? Thank you.

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

HON. DENNIS PATTERSON: Mr. Chairman, in response to the last question first, I have been very concerned that, for I am sure many good reasons, including job obligations, weather, family obligations, we have not had participation from the Keewatin. I think it is essential and since the suggestion has come from the representative of that area, I agree that it would be desirable to have a member from the Keewatin who can participate actively. I would be very pleased to consider suggestions from yourself and perhaps in conjunction with the new Member for Keewatin North, immediately. I would like, Mr. Chairman, with your permission, to ask the chairman of the task force on implementation, Mr. Lewis, to answer Mr. Curley's question about work plan and schedule.

CHAIRMAN (Mr. Pudluk): Mr. Lewis.

MR. LEWIS: Thank you, Mr. Chairman. The task force will be meeting tomorrow night and will be putting together its second report to the Minister. It will include a schedule, as described, to have legislation presented in the May session to allow for boards to be created for the next school year; fuller legislation by the fall that would include a Department of Education ordinance; and a more complete piece of legislation to govern some of the other recommendations of the special committee, including a Department of Education ordinance which would specify the powers of the Minister and the various powers to be assumed by the other levels of authority that you recommended. It will include also a plan for the introduction of grade 10, which will not be introduced in all communities of the Northwest Territories but where numbers warrant there will be provision, and because the five year capital plan is already in process, we are proposing that we attempt to insert this into the present capital plan. It is more likely going to take as long as seven years to completely introduce the community grade 10 program throughout the Northwest Territories.

As for the recommendation on the secretariat of learning, there is already an interdepartmental committee established by authority of the Executive and that committee, by the middle of this month, will have its proposal for something like the secretariat of learning or some alternative, and what they will be doing is proposing several options that the Executive could look at. They are not making one specific recommendation but each department that has a responsibility for training is represented on that committee and they will be presenting several options to the Executive for them to consider.

As far as the Arctic college is concerned, the main item for our agenda this weekend is to examine that and to see how we can present a program that goes beyond what was already approved. If you look at this year's budget, there is an activity called "college programs", and at an Executive meeting in January, the second campus was approved so that is the next step for the development of the Arctic college system, although at this stage there has been no full description of the process by which an Arctic college system could be developed. We are simply calling it, at this stage, "college programs". I am not at this stage able to present you with the complete schedule because one of the rules that was given to me by the task force was that I would be a neutral chairman, and at the end of this weekend we will be at the stage of preparing our second report.

CHAIRMAN (Mr. Pudluk): Thank you. Page 16.02, administration. \$9,998,000. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I would like to address a question that was brought up when we were discussing the motion that was passed for the grants program for native students. At that time I referred to my concern about the Ottawa based functional unit that was in place and I just referred to that because I was concerned that -- you know, I was not aware that it was going to be phased out until such times that something else was in place to serve that region.

Motion To Give Keewatin Students Option Of Where To Attend High School

The concern that I had is that it has been proven to be very effective for students of a certain region to further their high school education and I would like to propose, in recognition of that, that whereas the proposed Keewatin educational centre may take a number of years before it is complete, now therefore, I move that this House recommend to the Minister that the high school students be given options of going to Frobisher Bay, Yellowknife and Ottawa.

CHAIRMAN (Mr. Pudluk): Can we have a copy of that motion, please?

CLERK OF THE HOUSE (Mr. Hamilton): Whereas the proposed Keewatin educational centre may take a number of years before it is completed, now therefore, I move that this House recommend to the Minister that the Keewatin high school students be given the option of going to Frobisher Bay, Yellowknife, and/or Ottawa.

CHAIRMAN (Mr. Pudluk): Your motion is in order. Do you want to speak to your motion first, Ms Cournoyea?

MS COURNOYEA: In introduction, I did state why I felt that it was important. At that time and in my earlier reference to it, it just caught my attention that this was going to be phased out. In the special committee's hearings and in the reports, it came back from the success rate of the students going to the Ottawa school, I feel that as long as there is not a replacement in that region these students should continue to at least have the possibility of affiliation with the Ottawa schools for their high school training.

I think that there have been some attempts to rechannel some of the students into Frobisher Bay and Yellowknife, which is fine as well. However, myself, in knowing some students, they often have a momentum building and there probably will be students who have been involved with that system who have not completed their schooling and others who have related to that over a number of years and some parents who have related to that type of institution. As well, in Ottawa, there is a fairly successful native friendship centre as well as the Inuit Tapirisat of Canada office. There is a component there in place already where students can get some kind of support if they are going to school in that area, and since we have not made a replacement directly in that region at this time and since the practice has already been taking place over a number of years, I feel strongly that the option should be left open for those students to continue until such time as there is a high school completely built in Keewatin region.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. Patterson, do you want to speak to the motion?

HON. DENNIS PATTERSON: Mr. Chairman, I just wanted to say that I think the suggestion that Keewatin students get the option to attend high school in Yellowknife is simply not practical. There simply is no room here any more. The residence here is full of Western Arctic students, mostly from the Mackenzie Valley and the Central Arctic, Kitikmeot, region. I had a difficult decision to make last year which was that if any group of students are not going to be asked to come to Akaitcho Hall because of overcrowding, it is going to be the group farthest away, and that was the Keewatin students. So without commenting on the merits of the motion, I would just like to say that giving them the choice of coming to Yellowknife is impossible unless you are going to ask me to send students who are closer to Yellowknife somewhere else. I would just like to make that point, that the motion is not practically possible unless you want us to build a new residence in Yellowknife.

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

MS COURNOYEA: Mr. Chairman, I have been listening to the merits of this total educational system here. I guess I have been brainwashed. I thought there was lots of room here in Yellowknife. I certainly apologize for that and I hope someone will amend it to delete the word "Yellowknife". However, from time to time there may be the option to request to come to Yellowknife and if you cannot accommodate them, I imagine you will have to say that, but I was not aware at all that there was no room and you had overcrowding because of the Western Arctic or the Central Arctic needs.

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

Amendment To Motion To Give Keewatin Students Option Of Where To Attend High School

MR. MACQUARRIE: Yes, I would like to move an amendment to the motion, so that it would read "Frobisher Bay or Yellowknife", and delete the words "or to Ottawa" -- I believe that is what the words were; that is just from memory. If I am wrong in the wording, then I would like to see a copy.

CHAIRMAN (Mr. Pudluk): To the amendment. The amendment is in order. Mr. MacQuarrie.

MR. MACQUARRIE: Yes. The reason I have amended it is because I do not think that, en masse, students should have the opportunity to go to the South. That was what I assumed in the previous motion and I was incorrect in my assumption so I thought perhaps it would surface somewhere along the way and sure enough, it does. I am opposed to that. I think that it would undermine our system. Indeed there may be some time before we get a Rankin Inlet high school -- I hope it will not be very long. I have not checked the capital estimates but I am sure there is money allocated. However, if we allow this to happen, then it will be much longer until there is a high school in Rankin Inlet, because I am aware that at least one other community -- and perhaps more -- in the Keewatin, do not particularly wish to send their children to Rankin Inlet to high school. With that reticence, it could be a much longer time, if there is an out, before there is a high school in the Keewatin and I think it is desirable to have one there.

I left Yellowknife in because I am aware that some Keewatin students particularly want to come to Yellowknife. I am aware that they have not been allowed to -- it is not just a matter of overcrowding at Akaitcho Hall, but the accommodation was renovated in order to improve it, and it is much improved, but in doing that they had to reduce the number of spaces for students. But it is still possible, I think, that there could be a local boarding system established in Yellowknife if there are parents who very much want their children to come here to get a more academic education than they might get in Frobisher Bay.

Having travelled into the Keewatin region in -- I think it was 1978 -- to discuss this very matter with parents in all of the Keewatin communities, it became clear that many parents in the Keewatin recognized that there was sort of a difference between the kind of education their children would get in Frobisher Bay and the kind they would get in Yellowknife and some parents wanted their children to get the kind of education that they would get in Yellowknife. So I would still like to leave that option open to students in the Keewatin until there is a high school there, but I really do not believe that we should continue the practice of going to Ottawa. That is my amendment and the reasons for presenting it, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): To the amendment. Ms Cournoyea.



Ottawa Has Proven Success Rate

MS COURNOYEA: Mr. Chairman, I cannot support the amendment because one of the main reasons as I stated in the original intent of the motion, is not to not support the Yellowknife school system and not to not support the Frobisher Bay school system, but also to take into consideration the prime recommendation or the past performance of the schools in Ottawa and the availability of that facility to that group of people. Now, if he wants to drop out Ottawa, that goes totally against the intent and takes out one of the options that is asked to be left open to those students. I do not think that that is being fair to those students. When we are dealing with young people, I think it is to offer the best options you can for them, not to worry about whether you can politically squeeze people so your facilities can be built up in your own constituency. I do not think that is the idea. I am for high schools in regional areas and if we can provide the best possible for these students, all the better. But until they are in place we have to recognize that and I also suggested that we leave Yellowknife in, even though there is overcrowding.

I do not see what it is going to do to amend the motion to delete an area of success. I say success for whatever reasons -- you know, the amender put forward. We have little enough success with our high school students and we have to keep the momentum and the support going and certainly I would like to have more in my area as opposed to the Keewatin getting it. I still think that we have a high school, so that region deserves one. If we restrict it to eliminate Ottawa -- there is a fiscal squeeze on -- then all we are doing is building up Yellowknife and not really looking after that regional concern.

I like the fact that there were a number of students that were in the high school system in Ottawa, the fact that there is a support base there of some sort, and that they were successful. Certainly compared to other regions, it was comparative, and that was in an area that was outside the NWT and I support that as long as those students are successful. I certainly cannot support a motion that is taking away from the students an option that has been there in the past and where there is no substitute for that option in the present. Now, to say students are going en masse, we are talking about maybe 23 students, and maybe not even that many, but you are supporting an ongoing process that existed before. An option was there and is there at the present and is to be eliminated in this next fiscal year, and I do not think that that is fair to those students. So I cannot support the amendment.

CHAIRMAN (Mr. Pudluk): Now the hour is 6:00 and I wish to report progress. I would like to thank the witnesses at this time and we will see you tomorrow morning. Same place.

MR. MacQUARRIE: Different time.

MR. SPEAKER: Mr. Pudluk.

REPORT OF THE COMMITTEE OF THE WHOLE OF BILL 1-83(1), APPROPRIATION ORDINANCE, 1983-84

MR. PUDLUK: Mr. Speaker, your committee has been considering Bill 1-83(1) as well as one committee motion, and wish to report progress.

MR. SPEAKER: Thank you very much. Are there any announcements from the floor? Mr. Tologanak.

HON. KANE TOLOGANAK: Thank you, Mr. Speaker. Today I sent around a note to see how many people were interested in going to Quyt Lake this weekend; it is on Sunday. I did get some responses from some Members, but in order for me to finalize my plans to go out on Sunday, I would like the Members to give some kind of indication one way or the other whether they are interested in going or not. Basically the plan is that we would leave some time around noon on Sunday. Members have options of either going by van or by snowmobile, depending on the weather, and we would spend two or three hours out there. Some members of the press have indicated their interest as well so I would like to know some information as to where people would like to be picked up. And as well, who would be interested in going. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Mr. Clerk, can you arrange to have a sheet passed around tomorrow to those people who wish to go and indicate where they are to be picked up? Are there any further announcements from the floor? Mr. Clerk, announcements and orders of the day.

ITEM NO. 16: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton): Orders of the day for Friday, February 11, 1983.

1. Prayer
2. Members' Replies
3. Oral Questions
4. Written Questions
5. Returns
6. Ministers' Statements
7. Petitions
8. Reports of Standing and Special Committees
9. Tabling of Documents
10. Notices of Motion
11. Notices of Motion for First Reading of Bills
12. Motions
13. First Reading of Bills
14. Second Reading of Bills
15. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature, and Other Matters: Bill 1-83(1)
16. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk, this House stands adjourned until 9:30 a.m. on Friday, February the 11th.

---ADJOURNMENT

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