



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

FRIDAY, FEBRUARY 11, 1983

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. Tom Butters, Mr. Curley, Ms Cournoyea, Mr. Evaluarjuk, Mr. Fraser, 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, Mr. Wray

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): We have a pleasant duty to perform this morning. I am going to request that the Commissioner enter the ropes for the swearing in of Mr. Gordon Wray, the new Member for Keewatin North. Mr. Clerk, would you ascertain if the Commissioner is available at this time, and Mr. Wray?

Swearing In Of Mr. Gordon Wray, MLA For Keewatin North

COMMISSIONER PARKER: Please be seated. It is my pleasure today to swear in as a Member of the Legislative Assembly, the newly elected Member for Keewatin North. Mr. Wray, if you will repeat after me: I, Gordon Wray.

MR. WRAY: I, Gordon Wray.

COMMISSIONER PARKER: Do solemnly and sincerely promise and swear.

MR. WRAY: Do solemnly and sincerely promise and swear.

COMMISSIONER PARKER: That I will duly and faithfully.

MR. WRAY: That I will duly and faithfully.

COMMISSIONER PARKER: And to the best of my skill and knowledge.

MR. WRAY: And to the best of my skill and knowledge.

COMMISSIONER PARKER: Execute the powers and trust reposed in me.

MR. WRAY: Execute the powers and trust reposed in me.

COMMISSIONER PARKER: As a Member of the Northwest Territories Council.

MR. WRAY: As a Member of the Northwest Territories Council.

COMMISSIONER PARKER: So help me God.

MR. WRAY: So help me God.

MR. SPEAKER: I would ask Mr. Butters, as the Dean of the Council, to escort our new Member to his seat when he has signed his documents. Congratulations, Mr. Wray.

COMMISSIONER PARKER: Congratulations.

---Applause

MR. SPEAKER: Thank you. Mr. Clerk, will you escort the Commissioner out of the ropes? Well, Mr. Wray, it is obvious that your colleagues are pleased to welcome you to these chambers. Unfortunately we do not have the capability of translation for Scottish brogues, but we trust that you will be able to survive without it. The orders of the day for Friday, February the 11th.

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

ITEM NO. 3: ORAL QUESTIONS

Question 25-83(1): Cape Dorset Radio Society

MR. ARLOOKTOO: (Translation) Mr. Speaker, thank you. My question is addressed to the Hon. Mr. Patterson in regard to the Cape Dorset radio society. They have not received any funding for the year of 1982. They know that they were able to receive \$5000 for the year 1982 but they were not granted it. They have asked me to ask to see if they can get funding for 1982 and 1983. They have requested about \$10,000 because they never received any funding for 1981-82. Thank you.

MR. SPEAKER: Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I was not aware of this problem. I would like to take the question as notice and reply at the first opportunity to the Member's question. Thank you.

MR. SPEAKER: Thank you. Oral questions. Ms Cournoyea.

Question 26-83(1): Freshwater Fish Marketing Corporation And The Western Arctic Fishery

MS COURNOYEA: Mr. Speaker, a question for the Minister of Economic Development. Will he be able to give a progress report on the ongoing issue of the Freshwater Fish Marketing Corporation, as it relates to the Delta and Beaufort Sea?

Return To Question 26-83(1): Freshwater Fish Marketing Corporation And The Western Arctic Fishery

HON. ARNOLD McCALLUM: Mr. Speaker, I simply want to indicate to the Member that we have been in contact with the Minister of Indian Affairs and Northern Development in January of this year and I am still awaiting a reply. I do not think it is necessary for me to read my letter to the House, but I can make a copy of the letter available to the Member as well as other Members. We are in ongoing contact with the department, supporting any exemption or recommending the exemption of the IDC's Western Arctic fishery from the jurisdiction of the Freshwater Fish Marketing Corporation. I will make my letter to Mr. Munro available to all Members.

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

Question 27-83(1): Federal Land Use Planning Document

MRS. SORENSEN: My question is for the Hon. Mr. Nerysoo, the Minister of Energy and Renewable Resources. Mr. Nerysoo, yesterday you made a statement in the House regarding the territorial position on the draft federal land use planning document. Your comments indicated that the territorial government intends further consultation on its own land use planning plan. Would the Minister, first, be prepared to table the federal land use planning document, and second, give us an indication of the events that have led up to your making the decision that we should have our own land use plan, and third, the plan that you have for further consultation on that plan?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 27-83(1): Federal Land Use Planning Document

HON. RICHARD NERYSOO: Mr. Speaker, I again thank the honourable Member for giving me notice to the question. I am prepared to table the federal land use policy; I am also prepared to table the chronological information as to what has occurred to date and I certainly will give you a summary as to our intentions in future with regard to land use planning.

MR. SPEAKER: Thank you. Oral questions. That appears to conclude oral questions for today.

Item 4, written questions. Item 5, returns. Are there any returns for today? Mr. Wah-Shee.

ITEM NO. 5: RETURNS

Further Return To Question 10-83(1): Maintaining Arctic Bay Airstrip For Emergencies

HON. JAMES WAH-SHEE: Mr. Speaker, I have a return to oral Question 10-83(1), asked by the honourable Member for the High Arctic, on February 7th, 1983, in regard to the Arctic Bay airstrip.

The Department of Local Government will make funds available to the community in 1983-84 and future years to allow the community to maintain the existing airstrip for emergency purposes. These funds would be made available in the form of an accountable contribution. Funds are not available to permit the GNWT to upgrade the existing strip to "B" or "C" program standards. At the present time, any air carrier, charter or private operators, including Panarctic, can operate into the Arctic Bay landstrip in accordance with published limitations contained in the Canadian Air Pilot Northern Supplement. Basically, the airstrip can be used at the pilot's discretion in daylight hours only, in good weather and limited winds.

MR. SPEAKER: Thank you. Are there any other returns?

Item 6, Ministers' statements.

Item 7, petitions. Item 8, reports of standing and special committees. Mr. Patterson.

HON. DENNIS PATTERSON: I am sorry, Mr. Speaker, could I ask that we go back to returns? I am a little slow off the mark this morning.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Yes, okay.

Funds For Local Education Authorities Employee Benefits

HON. DENNIS PATTERSON: This is a response to a question raised by Mr. Pudluk on November 25th, 1982, on the subject of funds for local education authorities employee benefits. A working group of senior officials on an interdepartmental basis has been formed to examine the matter of benefits to employees who are not members of the public service. The Department of Education has a member on that committee and the benefits for employees of local education authorities will be brought to the attention of the committee. The working group will report to the Commissioner. Thank you, Mr. Speaker.

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

Item 9, tabling of documents.

Item 10, notices of motion.

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

Item 12, motions? There are no motions for today.

Item 13, first reading of bills.

Item 14, second reading of bills. 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, with Mr. Sayine 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. Sayine): The committee will come to order. Mr. Patterson, bring in your witness,

HON. DENNIS PATTERSON: Can I have my officials with me, Mr. Chairman?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Sayine): Okay, yesterday we had a motion on the floor with an amendment, and I will have the Clerk read it.

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

CLERK OF THE HOUSE (Mr. Hamilton): The motion on the floor was: 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 or Ottawa. The amendment on the floor is to delete the words "or Ottawa".

CHAIRMAN (Mr. Sayine): To the amendment. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to briefly speak to the amendment. I feel that for Inuit students, particularly, the high school and residence in Frobisher Bay offer the very best education in the Northwest Territories. I would like to explain that I think we have made a great deal of progress, particularly in recent years with the implementation of the high school certificate program which now offers students the option to take in addition to the usual grade 10 high school options in arts, science, math and English, the business education course which has led to almost 100 per cent employment of graduates; a course in general mechanics; and a course in building construction. These courses have been entirely overbooked and very successful this year, I am told.

I would also like to explain that in residence this year, for our current 95 students, we have a staff of 20 and half of the floor supervisors are Inuit from all regions of the Northwest Territories. We offer an exceptionally comprehensive recreation and out-of-school program including a very impressive on-the-land program and opportunities for students to play in in-house sports leagues at the residence. There are floor hockey and basketball in-house leagues of both boys and girls. There is an opportunity for Ukkivik residents to use the swimming pool and to go to church. Regularly a group of 20 or so elders from Frobisher Bay are invited to Ukkivik residence to be served dinner by the students. Afterwards they have an evening of story telling and country food. I would say, Mr. Chairman, and I am saying this because I believe these are benefits that in no way would be available in Ottawa, if you had Keewatin students scattered throughout private boarding homes, there is no residence that offers this kind of opportunity in Ottawa. I would also like to explain, Mr. Chairman, that at the moment out of 95 students in the hostel we have a total of 35 Keewatin students. I think there are incredible advantages to having the Keewatin students all in one place, because we find that it is very difficult to get one student from a settlement to come by himself or herself...

CHAIRMAN (Mr. Sayine): Point of order, Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. We have the motion to amend the original motion, and the Minister is speaking to the motion as a whole. I wonder if you would direct him to pay attention to the amendment.

MR. MacQUARRIE: Point of order, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. MacQuarrie, point of order.

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

MR. MacQUARRIE: I wish to withdraw my amendment, Mr. Chairman.

---Laughter

CHAIRMAN (Mr. Sayine): The amendment is withdrawn. To the motion. Ms Cournoyea.

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

MS COURNOYEA: Mr. Chairman, I wish to withdraw the motion.

CHAIRMAN (Mr. Sayine): The motion is withdrawn. Administration, \$9,998,000. Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman, unfortunately I regret the Minister having to misunderstand the whole nature of the concerns of the people of the Keewatin. The Minister made it plainly clear last spring, that there will be no more new students to attend high school in Yellowknife from Keewatin. He singled out the only region, he did not say the southern region or the Central Arctic, he said the Keewatin. Now he is saying, "Look, you cannot have it both ways." The Minister made a rule that no longer will the students go to that school; he has to make a decision for them whether they like it or not, they are to go to Frobisher Bay. Whether they like it or not, they have no choice except to go to Frobisher Bay, and this is what we are trying to say. Since there is no high school in Keewatin, at least there should be an option -- until such time that this grand high school is built in Keewatin. We have no indication from the Minister, and I want him to confirm this in the House, as to when the construction of the proposed high school will start.

I know he can tell me that there is 400 some-odd thousand allocated to do the preliminary planning and architectural work and design of the high school, but that does not say it is going to be built in the summer of 1984. Nor will it be completed by 1985 -- likely construction will not start until 1986. So he is saying to me, "Look, Keewatin people really are asking too much when they have a grand opportunity to go to school, with their high school." That is nonsense and will likely never come. I could not be convinced that the proposed high school is about to be built until he gives me the exact schedule of plans and financial commitments for each coming year and what amounts he is going to commit next year. What are the proposed plans for implementing the construction plans and building of that proposed high school? Could the Minister indicate to me, so that we will not be hysterical about having students from that area pursue the best possible opportunity? Whether the Minister likes the high school in Frobisher or not, it is still not considered as one of the best by the people of the Keewatin. It may have to do with its setting. When you are not totally happy in an environment -- whether you are at your place of work, place of learning -- your energies are not devoted to the course of the school work, and so on. So I think students from that region are feeling that way. So could the Minister tell me exactly what he is prepared to do to assure, in terms of his own commitments, the proposed high school -- what they are for the next few years? Thank you.

CHAIRMAN (Mr. Sayine): Administration, \$9,998,000. Mr. Patterson.

Ukkivik Residence In Frobisher Bay

HON. DENNIS PATTERSON: First of all, I would like to explain that one of the reasons I was left with the decision that students from the Keewatin would not have the option to go to Akaitcho Hall this year, was because of complaints from the Member for Keewatin South about the quality of Akaitcho Hall residence. He said, Mr. Chairman...

MR. CURLEY: Point of privilege, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Point of privilege, Mr. Curley.

MR. CURLEY: Mr. Chairman, I indicated in the House how pleased I was when the school was renovated. After some dissatisfaction for the last three years, when the Minister Tom Butters was responsible for Education, the administration reacted responsively and the people have been quite happy. I was pleased to sit down last night, and even went down to the hockey game to see the students from Akaitcho Hall taking part in the hockey game; that is how interested I am in the students from the region. I would not dare want the Minister to tell me that I am the one who is causing him trouble. I wish him to withdraw and apologize for any insinuation that I am the one who is creating problems for the people and students of the region.

HON. DENNIS PATTERSON: Mr. Chairman, if the Member would let me complete what I intended to say, I wanted to say that there were valid complaints that there was overcrowding in Akaitcho Hall. My predecessor, Mr. Butters, initiated changes which improve the residence considerably, but have resulted in less crowding and more space for students in rooms but at a reduced total capacity. What I am trying to say is while we were happy to respond to the concerns about overcrowding quite properly raised by the Member, it has resulted, in addition to an influx of students, in a growth in the enrolment of students from the Central Arctic and Western Arctic, in a situation where the Akaitcho residence is not able to take students from Kitikmeot, Keewatin and the South Mackenzie. We simply cannot accommodate all those students.



We are spending, as I said earlier, \$1.2 million a year operating the residence in Frobisher Bay to a very high standard and we are going to spend that money whether we have 50 students or 150. My point is that we cannot afford to do anything with Keewatin students other than to send them to a residence that will take them. I was trying to say earlier, Mr. Chairman, that I believe it is to the advantage of Keewatin students to be together. They have relatives, they have friends, there are a number from the same communities who have a lot in common and they are succeeding and doing well in Ukkivik.

As a matter of fact, Mr. Chairman, I have just learned that at least a couple of students who went home at Christmas from Yellowknife, where they were boarded privately, have requested that they be transferred and in fact have been transferred to Ukkivik after Christmas. I believe we are providing well for Keewatin students at Ukkivik residence; I believe that the Keewatin regional education authority delegate who went to Frobisher Bay, Annie Napayok from Eskimo Point, had some concerns which were totally eliminated when she spent a couple of days in the residence and saw how students were being treated, both there and in the high school.

I believe that we cannot afford to send students elsewhere and board them in private homes at a great expense when we are already putting considerable amounts of money into the operation of a residence which is specifically designed to be sensitive to the needs of Inuit students.

#### Keewatin Educational Centre

As to the Keewatin educational centre, Mr. Chairman, the estimates in the capital budget show an amount of \$400,000 has been allocated in the coming year to produce architectural plans and drawings for that centre. I believe that construction will begin in 1984-85, when we will start off with a student residence and entire project; although it will have to be phased in over several years, I expect will be completed in three years. The pre-planning phase is going on currently. We are always concerned in constructing a major facility like that with the impact on the government operation as a whole, with the utility and road and housing implications; these are being currently addressed in this current year.

I expect once we have a good handle on what the total cost will be, that we will be prepared in the coming year to produce detailed plans. I believe that the Keewatin regional education authority will continue to be very interested in participating in the planning of this important structure. I might also add that it is very clear that they not only want to provide services for high school education in Keewatin region but they also want to provide in the region an opportunity for training adults. I think this is going to be an important feature of the education centre; it will be more than a high school, it will be a vocational training centre. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. Wray.

---Applause

#### Keewatin People Unhappy With Education Offered In Frobisher Bay

MR. WRAY: Thank you, Mr. Chairman. I hate to get into an argument in my first speech, but I have to take issue with the Minister's statement that what we are providing in Frobisher Bay is the best that is available. It is my opinion that it is not the best available; it is the opinion of most of the parents that it is not the best available. In fact, the Keewatin regional education authority has just requested of the Minister in their last meeting, that the children from the Keewatin be sent to Churchill.

Nobody is taking issue with the fact that the residence is not of good quality and that the treatment of the kids is not good. The issue that we are facing is that the quality of education they are receiving is not satisfactory to us. The Keewatin has had a history of academic learning and we have children coming out of the school in Frobisher Bay with grade 12 certificates -- I think they hand them out with the breakfast dishes because none of those children have a grade 12 education. In fact, they probably do not even have a grade 11 or a grade 10 education.

We are not happy with Frobisher Bay. We do not want our students to go to Frobisher Bay. Sitting here yesterday and today all I am hearing is that they are closing Yellowknife off, we are getting Ottawa closed off, there is no money for Churchill. You are saying our children have to go to Frobisher Bay and we are saying it is not good enough. I certainly am not prepared to vote or pass any budget for the Education department until such time as they can give assurances that options will be given to us that will ensure that our children are not forced into going to Frobisher Bay.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

Students Not Prepared For Grade 10

HON. DENNIS PATTERSON: Mr. Chairman, one of the reasons why settlement students are not doing as well as we might hope in GREC, the Gordon Robertson Education Centre, is that when they come to GREC they are not prepared to enter a grade 10 program. We have students sent to GREC by various communities. I think this year it has been particularly noticeable in students coming from Rankin Inlet and Baker Lake that they are recommended to be sent out, sometimes because they are up to 20 years old and simply cannot fit into the community school. We find that they are not prepared to enter grade 10 -- in fact, in many instances they are at a grade six, seven or eight level -- in contrast to Sir John Franklin High School in Yellowknife, where there is a very rigorous pre-entrance testing system, where students who are to be admitted to Sir John must be at the grade nine level. In GREC they have been more willing to accept students who do not actually have a grade nine level because there is the option of trying to bring them up to a grade nine standard.

One of the reasons that Sir John Franklin has a reputation as an academic school -- and I think that the same quality of program, based on the Alberta curriculum, is offered in all our high schools in the Northwest Territories -- but one of the reasons this myth has been encouraged is because students in Sir John are not admitted unless they are fully qualified in grade nine. They are simply not accepted. This year in GREC, with 360 students at the beginning of the year and 330 students there at the end of December, I am told by the principal and the counsellor that they have decided in the coming year they are going to be much more selective about admission requirements. They are going to require students in Baker Lake and Rankin Inlet for example, to pass grade nine equivalency tests before they are admitted. So this is one of the reasons that students who have spent two or three years in GREC are coming back to the settlements without the sort of qualifications that an employer might expect.

I would like to also explain that there is another source of misinformation about this, and that is that there are programs in the high school which are not matriculation programs. Students who go and spend two or three years in, for example, the settlement maintenance program -- which is the only program that suited some of the students that have come from Baker Lake because of their poor academic qualifications -- are expected to have grade 12 because they have been to GREC for a couple of years; but in fact they have been trained with an entirely different set of skills, a more vocational pre-employment orientation and not an academic orientation. I am quite sure that the Member for Keewatin North is referring to those kinds of students when he says that they do not have grade 12. They were not in a matriculation program, any of those students, and the parents expect them to come out with grade 12 when they have actually been taking entirely different programs.

So I would reject the notion that we are not offering the highest academic standards in the school in Frobisher Bay, and I must say that it is certainly my firm position that until we build a facility in the Keewatin we simply cannot afford to have the option of sending students elsewhere and boarding them out at a great cost when we are already stuck with considerable overhead and a very numerous and dedicated staff at the residence in Frobisher Bay. It is unfortunate that we cannot afford to offer these options, but we simply cannot afford it. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. Wray.

Options Must Be Left Open To Keewatin Students

MR. WRAY: What the Minister has just said is that the education program in the communities is failing. He said that we are sending children to high school that are not prepared for it, that do not have a grade nine, that do not have a grade eight and in many cases only have a grade six or seven. All we are asking for is an option. We do not want to be forced into a corner where Frobisher Bay is our only alternative. For years Ottawa was open to us, and some of the brightest people that are around the Keewatin now were people who failed the Frobisher Bay system but who were then allowed to go to Algonquin College in Ottawa. In a competitive learning environment they matured and we proved that Frobisher Bay just was not giving them the competitive environment they need in order to get their education.

The common complaint that we get from the parents and from the students is that there is no pressure on them, within Frobisher Bay, to excel. There seems to be an acceptance of a level or a standard of education that is not high and we must have that option open to us in the Keewatin

because if we do not have that option what is going to happen is that over the next two and three and four years, while we are waiting on this so-called education centre for the Keewatin to be built, the children are simply not going to go to school. Their parents are going to start pulling them out, and in two or three years time we are not going to have any high school students.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I respectfully wish to differ with the Member. First of all, we have had the most successful program this year ever in the Gordon Robertson Education Centre. There are 35 students from the Keewatin in GREC at the moment, and they all came back after Christmas. I would like to also say, Mr. Chairman, that it is not the Government of the Northwest Territories that has foreclosed the option of Keewatin students going to Ottawa. I think underlying this debate is really a concern about a decision made by the Department of Indian and Northern Affairs to phase out the vocational training section in Ottawa which I recognize did provide, particularly for more mature students, an opportunity for them to go to high school and get other training courses in Ottawa. This was not a decision made by us, it is not a territorial program. Our policy is to offer programs in territorial high schools and I respectfully also disagree with the suggestion that there is not an atmosphere of learning and an encouragement offered to students in the high school.

Just a couple of weeks ago, there was a very successful career day held at that high school. Among other subjects discussed at an assembly held in conjunction with that career day was the decline in the soapstone market and the decline in the sealskin market, and the fur market, generally. My understanding is that the students themselves are fully aware that opportunities for employment and income in the Eastern Arctic are going to depend on education and training. My understanding from visiting the school and speaking with the principal and counsellors is that all Inuit students, or even all students in GREC this year, are exceptionally keen and are working harder than ever before; and the Keewatin students by and large are doing very well.

Now students get homesick and they have personal problems, and they decide to get married, and they decide as one lad from Coral Harbour decided that wanted to go polar bear hunting when he was home at Christmas instead of going back to school. However, I say that if they were sent to Ottawa where they would have a much reduced chance of having contact with other students from the Keewatin, and a much reduced chance of having an opportunity to be with their own people, the chances of success would be even less. I know there are exceptional people like Mr. Curley and others who have not only succeeded but done well in the Ottawa atmosphere; but I think it is desirable to have all the Keewatin students together in one place so they can offer each other companionship and the sort of support that friends and relatives can give to each other. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. Wray.

Keewatin Students Want To Be Sent To Churchill

MR. WRAY: One more go at it. To start with, all our students are not together. We have students in Yellowknife; we have students in Frobisher Bay; we have students in Winnipeg; we have students in Ottawa; we have students scattered all over this country. So our students are not together, but besides that, there is a clear identification from the people of the Keewatin, from the Keewatin regional education authority and from the parents that until such times as the Keewatin educational facility is constructed and ready for use, that all high school students in the Keewatin be sent to Churchill. Now, while Churchill is not exactly in the Northwest Territories, it is only 35 minutes and a \$60 plane ride away from Eskimo Point and an hour and a half away from Baker Lake. It is the closest high school that we have. It is a high school that has every facility that we could ever hope to wish for. That is what I am asking. Is the Minister prepared to tell us that next year we can send our high school students to Churchill until such time as our Keewatin educational facility is ready?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am finding it really difficult to know what Keewatin people want. I am told by some that they want their children to go to Ottawa. I am told by others that they want their children to go to Churchill. I would like to explain that we have looked into the high school program in Churchill and I would like to explain that this is a very small high school. It has a total enrolment of only 56 students. There is a very limited

vocational program. I think we have discovered in GREC this year that if we can offer vocational training, it meets a great need expressed by students and parents. The kind of program that we are offering in the high school certificate program, business education, mechanics, building construction and settlement maintenance, is not going to be available in Churchill. Secondly, the students at the high school are all residents of Churchill. There is no facility which houses students from outside of town. I do not know how we could accommodate students from the Keewatin; and quite frankly, I am convinced that we offer a far superior program in Frobisher Bay.

#### MLAs Should Inspire Positive Attitudes Toward Education

I would like to say, Mr. Chairman, I would like to invite the Member for Keewatin North to come and visit the residence and the high school in Frobisher Bay. I think far too few MLAs have actually had a chance with their own eyes to see what is going on. I would like to say that I am tired of hearing negative things about the high schools in the Northwest Territories and particularly the high school in Frobisher Bay. I think it is your responsibility as elected Members of the people to speak positively about the excellent educational opportunities we offer in the Northwest Territories. I think it should be recognized that you have an opportunity to lead and inspire people into thinking positively. I think one of the reasons that parents and children may get discouraged and give up and have a negative attitude to the educational opportunities that we offer is that people are far too ready to criticize and not willing to take a look first of all at the facilities we offer and secondly, to recognize that we offer a quality of education which is responsive to the needs of Inuit students that is offered nowhere else in the country.

I would invite the Member to speak with Annie Napayok of Eskimo Point, who is a representative of the Keewatin education authority who went and saw for herself and is totally convinced that there is no better facility available. I would also like to mention, Mr. Chairman, that there are 15 students from Baker Lake currently in the high school in Frobisher Bay who are succeeding, who have stayed and are succeeding. Now as I mentioned earlier, there were a lot of students who were sent to Frobisher Bay from Baker Lake who were not ready for high school anywhere. Some were too old, and had very poor academic qualification. Some with behavioral problems probably should have been screened out before they actually were sent. There were 22 at the beginning of the year and there are now 15. I agree that this appears to be disappointing but the real reason that they have not succeeded is that they were not prepared in the first place. I strongly feel, Mr. Chairman, that those seven students who were not able to succeed and who did not last very long would not be able to succeed anywhere -- Ottawa or anywhere else.

CHAIRMAN (Mr. Sayine) Mr. Curley.

#### Building Of Proposed Keewatin Education Centre

MR. CURLEY: Yes. Thank you, Mr. Chairman. I do not want to get into a disagreement with the Minister just for the sake of disagreeing with his present policy. That is not the intent. The concern is that, Keewatin students and the parents genuinely requested the Minister that some of the exceptional students from Keewatin can continue to take advantage of the high standards in Yellowknife. They have tried that and you replied that it is no longer possible. I think people in the Keewatin have now realized that that is impossible. The decision was made and they no longer are going to be able to go to Yellowknife. I think you have made it a policy that Keewatin or any other region will not likely ever be able to take advantage of Sir John Franklin High School here, so I do not know why you should then consider it a territorial high school, if that is the case.

So, having accepted that, the GREC high school is the Baffin regional high school. It will likely remain as that. Now if we continue to accept the fact that Keewatin students should always go to Frobisher, what guarantee are we going to have that the government -- you the Minister and the Executive Committee -- will actually commit funds to build the proposed Keewatin high school, in terms of the overall cost and the overall annual allotted funds each year -- that we would actually proceed with it? Because although the detail of capital states future anticipated funds, "anticipated" does not mean that they are committed for each year.

So I think we have something to worry about here, and the Minister should understand that we are not interested in sending students all over the place, because we realize that some students will not qualify for Frobisher and others will wish to take more advantage of the academic training.

That is why I think we are raising the issue of options to go to Churchill and if that is not possible, then let us get on with the building of the proposed high school. I think the Minister should understand that he has some personal pride in the Frobisher high school because it is directly in his constituency. If we were to reverse the situation and the high school was in Keewatin and all the Baffin students in Frobisher were to be sent to other places, I am sure he would feel exactly the same as we are feeling today because there are no actual commitments yet as to exactly when the proposed high school will be built in Keewatin. These are the concerns that we have. Thank you.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I am proud of the high school in Frobisher Bay and the residence; I am proud of the high school and residence in Inuvik; I am proud of the high school and residence in Yellowknife, the residence in Simpson, the high schools in Hay River and Pine Point. I think we have an excellent educational system in the Northwest Territories. I recognize that that particular high school happens to be located in my own constituency but I ask the Member to accept that I am trying to be as objective as I can, and I would like to reject outright the notion that Keewatin students are going to be condemned forever to going to Ukkivik in Frobisher Bay. This is clearly not desirable. I recognize that it is too far away from home; so are Churchill and Ottawa and so is Yellowknife. I am committed to building an education centre in Keewatin and I have told the Keewatin regional education authority that, and the Executive Committee has made a commitment as well, although there are natural concerns about the financial implications in times of restraint and when there are other pressures on our capital budget.

#### Plan For Phasing In Keewatin Education Centre

I would like to explain again how we see the Keewatin educational centre being phased in. In 1984-85 we can take advantage of existing surplus classrooms in the new junior high school and begin to offer high school programs. So our plan is to build a residence in 1984-85, housing for teachers -- which is another problem that has to be addressed if we are going to build an education centre there -- expand the residence and housing capacity in 1985-86, and construct a new school and further houses over the next two years. I realize that this is a long-range plan, but this is a major project. If the Member looks at page 16.10 of the capital estimates, he will see that we anticipate a total budget of \$16.4 million and this has to be phased in over a number of years so that we do not put too much pressure on the other requirements in capital planning.

I would like to make it very clear that we realize that it is desirable that Keewatin students -- and indeed Keewatin adults who are now required to go to Fort Smith or elsewhere for adult training -- should get their training as close as possible to home. I am committed to that and I do not want anyone to get the suggestion that this is a long-term project for having Keewatin students come to Frobisher Bay or anywhere else. My anticipation is that with the success of students in the in-school program in the Baffin region alone, the residence in Frobisher Bay is soon going to be overcrowded simply with Baffin students, so it is going to be important that we have a new education centre in the Keewatin at that time.

I would like to also explain that the education committee concentrated on education problems in the Northwest Territories in its report. I think that what we felt in the education committee, was that there was a problem in the quality of education offered in the settlements up to the grade nine level and that we had to devise ways of improving the quality of education to prepare students for high school entrance, improving the situation where young students are offered instruction in other than their first language, and trying to improve the attendance rates in the settlements which also is a barrier to academic excellence.

I would like to explain again that there is not a higher academic standard offered at Sir John Franklin High School in Yellowknife. It is the same academic standard as is offered anywhere in the Northwest Territories. A grade 12 student graduating from Frobisher Bay meets the same Alberta curriculum requirements that students who graduate from grade 12 in any other parts of the Northwest Territories meet. I would like to -- if it is possible -- try to dispel that myth. I heard Mr. MacQuarrie, who should know better, implying the same yesterday. I think that if he has not seen the quality of teaching and the quality of teacher and the quality of programs that are offered in GREC, he should do so, because this is a myth that I am not going to encourage being promulgated in this House. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. Sibbeston.

Educational Standards Are Result Of Attitudes

MR. SIBBESTON: I guess this is really a Keewatin issue, but maybe I can contribute by saying that I spent 11 years in residential schools and I have been to school in Fort Providence, Fort Simpson, Inuvik, Smith and Yellowknife. In the course of these years you do experience different standards, different attitudes in schools and residences that you go to. I will just wait until Mr. Patterson is paying attention. I want to say that in all of the residences and schools that you go to, what is most important is the standard or the pervading attitude of the students and staff, but each residence and each school has a certain record, has certain attitudes in respect to education, and they differ greatly.

When I was in Fort Smith the attitude of the teachers, the attitude of the people that were in, say, Grandin College in those days -- Grandin Hall -- was very high. The staff at the students' residential home or college, insisted the students work hard. There was emphasis on academic subjects and sports. This sets a certain standard and attitude for the students. Likewise at the school, if the teachers have a certain standard that they are insisting upon, and teach hard and insist that the students work to certain capacities, then that standard prevails or spreads throughout the whole school. So a place gets to be known as maintaining a certain standard.

Every place differs, I have found. To give you an example, after I had been in Smith for two years where the standard was quite high, I came over here to Yellowknife and entered Akaitcho Hall. I consider Akaitcho Hall a place where I learned how to dance, because it is a big social undertaking; there was no emphasis on doing well. There was no accountability by the staff of putting in a certain number of hours of study, or of doing well in school. There was no accountability whatsoever; there was therefore no assistance to students who wanted to do well in the school. As I said, Akaitcho Hall is where I learned how to dance; it is a good experience. As far as Sir John Franklin school is concerned, I think there was a certain academic standard but then it is very difficult. The two have got to work with one another if they are going to maintain an overall good standard. So I found Akaitcho Hall to be lacking, but the Sir John Franklin school was different. It did have a fairly good standard of education that the teachers insisted upon, so there was a pervading attitude in the school that you should do well, you should keep up to a certain standard in school.

So those are the things I think that are probably important. Just putting money, tons of money, into a school does not necessarily produce the result you want. It is the staff that have to set a certain standard and attitudes and that is the sort of thing, I think, that you should look at. It is something that is very difficult to do. I appreciate it is hard to get staff that would insist on these standards and know how to deal with people and get the best out of the students. That is the sort of thing I think you should be looking at.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, I agree with everything Mr. Sibbeston has said.

CHAIRMAN (Mr. Sayine): We will break for a 15 minute coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Sayine): The committee will come back to order. Mr. Curley.

Motion To Defer Approval Of Education, O And M, Administration, Bill 1-83(1)

MR. CURLEY: Yes, Mr. Chairman, I have a motion that I would like to read at this moment: I move that this Assembly defer approval of Education, administration, O and M estimates until the Minister tables to this House the following: a) financial commitments for each coming year for the proposed Keewatin education centre; and b) schedule of plans for building and construction, and completion date for this centre.

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

MR. CURLEY: Very briefly, I think the Minister is definitely committed to the construction and building of the proposed high school, but we in the Keewatin requested through this Assembly that the proposed Keewatin high school be constructed three years ago and so far we have gone through three terms without ever having a real commitment. It has been going on each year, you know, a little bit of funds here, a little bit of funds there, and it has not been a priority of the government to actually construct and begin construction. I realize that there are other priorities, but I think the proposed Keewatin high school deserves to be considered as one of the priorities. Therefore, it is important that we are given not just possible lump anticipated funds for the future years, but more specific annual commitments and the actual schedule of plans so that we will know when the first foundation of the building will begin to take place, and that the people in the region will know the anticipated completion date of the project. That is all I am asking for, and I think very quickly we will be able to get that out of the way, once the Minister has tabled the schedule of plans for the proposed centre. Thank you.

CHAIRMAN (Mr. Sayine): To the motion. Mr. Wray.

MR. WRAY: Mr. Chairman, just briefly, I will be supporting this motion. The time frames are critical to us. In order for us to make plans for the kids, we have to know certain time frames. There seem to be no definite plans for the centre although the Minister has given assurances that it will be built. I think we have to know at what point in time it is going to be built, when things start, when it is going to be finished. Thank you.

CHAIRMAN (Mr. Sayine): Mr. Sibbeston, to the motion.

MR. SIBBESTON: I have no problem in supporting the motion, but I want to remind Mr. Patterson that in accepting or dealing with a motion such as this, we not forget there are other needs in other parts of the North, and I remind the Minister of the need for a new school in Fort Liard, where there is just an old building. They do not really have a proper school. So whereas I support the motion, I think it should not be to the detriment of the communities in my part of the North, down the Mackenzie Valley, where generally it is recognized that the schools are not -- in terms of facilities anyway -- on the par and standard as are provided for people in the Eastern and High Arctic.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Sayine): Question being called. I will have the motion read again.

CLERK OF THE HOUSE (Mr. Hamilton): I move that this Assembly defer approval of Education, administration, O and M estimates until the Minister tables to this House the following: a) financial commitments for each coming year for the proposed Keewatin education centre; and b) schedule of plans for building and construction, and completion date for this centre.

SOME HON. MEMBERS: Question.

Motion To Defer Approval Of Education, O And M, Administration, Bill 1-83(1), Carried

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

---Carried

Total O And M, Schools

Page 16.03, schools. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, yesterday I asked a question about the agreement between the federal and territorial governments in regard to training funds. I wonder if the Minister of Education would be prepared today to answer the question as to whether he has been able to negotiate some of those funds to pay the allowances to the people attending adult education and upgrading classes.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have the information. It is a very long list, longer than I expected, and it is still being typed. I wonder if the House could give me just a few minutes to bring it down from the typists?

CHAIRMAN (Mr. Sayine): Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I do not mind waiting for it if other people have questions. Whenever it is available.

CHAIRMAN (Mr. Sayine): Mr. Evaluarjuk.

Addition To School In Pond Inlet

MR. EVALUARJUK: (Translation) Mr. Chairman, on January 6th the Minister of Education and I were able to be in Pond Inlet. We really enjoyed the visit that we made because he was able to answer most of the questions that were raised by the LEA in Pond Inlet, and most of the priorities before 1987. The school in Pond Inlet is so small that they wanted to expand it before 1987, and the Minister committed himself, saying that it would be possible but he did not make any deadlines, and in regard to the funding he was not sure if there was any funding to pay for the renovations.

Can you tell me, Mr. Minister, in regard to the requests that Pond Inlet has made -- you have said that you would be building a school before 1987, can you tell me when this will be possible, to build a school besides the one that we have now in Pond Inlet before 1987? Is the proposal in the proposed budget for this year, or will you be able to give this to the school in Pond Inlet. That is the question I have for the Minister of Education.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Yes. Thank you, Mr. Chairman. I was pleased to have an opportunity to congratulate the Pond Inlet society on their attaining society status, and I was pleased that their Member was able to accompany me. There is a need projected for a four classroom addition to the school in Pond Inlet with an industrial arts and home economics room as well. We have identified this need in the department and in our capital planning process. The clear message I got from my visit to Pond Inlet was that enrolment projections show that the need is sooner rather than later. I can assure the Member that we have proposed to start planning for that facility in the 1986-87 fiscal year, and we are projecting an allocation of two million dollars to construct the four classroom addition in future years. The clear message I got from Pond Inlet was that the timing should be moved forward, and since that visit last month I have not yet had an opportunity to put this request into our capital planning process, but I will do so. I understand that they feel that they are going to be seriously overcrowded in the next few years and they would like to see the proposed construction moved forward from the dates we are planning to start. I cannot give the Member any definite reply to that yet, but I will take it up with our capital plan and hope to move the project forward. Thank you.

CHAIRMAN (Mr. Sayine): Mrs. Sorensen.

Funding For Students With Special Needs

MRS. SORENSEN: Thank you, Mr. Chairman. Mr. Minister, in your opening remarks you made the comment that the special committee's recommendations had not been addressed in this budget but that you found that there were at least three priorities that could be identified; that there was no real dissent, or that there was a consensus about it within the Legislature. One of them was that grade 10 should be in communities where numbers warrant. Another one was devolving authority to regional boards, and you have identified the fact that there is the possibility of money for at least two; one in the East and one in the West. The third priority was for special education for special needs students and that those special programs for these special kids should be as close to home as possible.



I am aware that there is some money now within our current Department of Education budget for special needs students. This book, by the way, does not break that down and I wonder if you could identify for me the different pockets of money that now exist for the emotionally disturbed students and the physically handicapped students? Could you take us through each category of dollars that is established now, how much is in the budget, and describe what the programs that are in place now are? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I might mention regarding these special education funds, although they are not broken down or actually found in the administration section of our budget the total that we have budgeted for the coming year is \$510,000. Of this, \$387,000 is being spent on what are called "institutional placements", involving a number of students from all regions of the Northwest Territories, who we sponsor in institutions, who have special needs. We have a further sum of \$123,000 which is allocated to various projects that are undertaken in the Northwest Territories. They take different forms in different areas. One of the most well-known programs that we support is the tutorial assistance program that is particularly used in Fort Smith region. However, there are a number of other forms that this support takes, and of course the Member is aware that there is a special school in Yellowknife which we also contribute to, in the amount of \$144,000. I am sorry; when I add the special school allocation to the figure I had mentioned for the special projects and regions and for the institutional placements, the total is \$804,000 throughout the Territories.

CHAIRMAN (Mr. Sayine): Mrs. Sorensen.

MRS. SORENSEN: Mr. Minister, I am still not clear. Is it \$510,000 or \$804,000? I still do not have the breakdown of the total dollars. I would also like a description of this special school that exists in Yellowknife. What category of students does it cover?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, there are a total of 31 students who are in institutions, placed by various regions, and the total we are spending on that is \$387,000. That is the handicapped fund. In addition, we are spending in various projects which are co-ordinated by the regional offices of the Department of Education regional superintendents, \$123,000 in programs like the tutorial assistance program, but they vary in each region according to how the regional office decides the moneys can be best spent and according to demands in the region. That is a total of \$123,000, making \$510,000. Then the special school in Yellowknife is \$144,000, for a total of \$654,000. The special school in Yellowknife is for emotionally disturbed children who cannot fit into the regular school program. There are 12 students in that program and two instructors, and they are all from Yellowknife.

CHAIRMAN (Mr. Sayine): Mrs. Sorensen.

#### Regional Funding For Students With Special Needs

MRS. SORENSEN: You mentioned, Mr. Minister, that there is a total of \$123,000 that has been allocated to various projects for special needs students in the Northwest Territories and you gave the example of the tutorial assistance program. Can I have a breakdown of how much money is going into each region and for what projects, please -- of the \$123,000?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the amount of \$123,000 is broken up as follows, and in the coming year will be at the discretion of the various regions. Initially, we had administered these funds centrally from headquarters and allocated them through a placement committee but it has recently been decided by the superintendents that they would like to establish similar committees in each region to make these decisions as to how these funds can be best used, in co-operation with the Social Services departments in the various regions. The breakdown is as follows: Fort Smith region, \$73,000; Inuvik region, \$14,500; Kitikmeot region, \$15,500; Baffin, \$10,000; Yellowknife, \$10,000.

CHAIRMAN (Mr. Sayine): Mrs. Sorensen.

MRS. SORENSEN: Mr. Minister, with respect to the \$387,000 for southern institutional placements, is that the budgeted amount for last year or is that for this coming year? Can you tell us what has been happening with respect to your costs for southern institutional placements and what you plan to do in the future about these costs?

CHAIRMAN (Mr. Sayine): Mr. Minister.

Repatriation Of Students From Southern Institutions

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, the costs have risen considerably. Last year we spent \$325,000 on institutional placements. This coming year we have budgeted, as you said, \$387,000. It is probably going to be stretched. It is probably not going to be enough. We are generally finding that the cost of southern placements are soaring and we very strongly encourage the regional superintendents in their various regions, in co-operation with Social Services, to find ways of -- the word I use is "repatriating" these students, because we are finding some costs are up to as high as \$25,000 a year.

We feel that some of these students can well be looked after in their home communities or in regional centres with the same amount of compassion and care that they are getting in southern institutions, sometimes with the help of some expert training which our special education regional consultants should be in a position to offer, even volunteers, that we will be able to actually save money by spending the money in the Northwest Territories using local resources wherever possible. We have encouraged our regional superintendents to find ways of bringing those institutionally placed children back to the Northwest Territories, finding a group home setting or another appropriate setting for them. With the support that can be given with these resources, we are hoping that we can spend the money more effectively and actually even at less cost. Although there are certainly some students who are so severely handicapped that institutional care is required, we believe that many still could be dealt with in the NWT. I think in the past year we have seen a number brought back through this kind of co-operation between Social Services, Health and Education, and we want to continue that process.

We basically handed over these funds to the regions and said, "If you can find different ways of placing these students and saving money, it will be your decision." We hope this will result in even better usage of rather limited funds. Thank you.

CHAIRMAN (Mr. Sayine): Mrs. Sorensen.

MRS. SORENSEN: Mr. Minister, I am somewhat confused, then. You have stated that there is a total in this budget of \$387,000 for southern institutional placement, yet you have just said that you have brought back some of these placements into the North and have given some regional bodies permission to work out programs for some of these returned handicapped children. Is this \$387,000 then not totally for southern placements? Has a portion of it been identified for these returned students, and if so, what portion and how much?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, our projected costs are for students who are now in southern institutions and who will be expected to remain there in the coming year, unless the regions can find a way of bringing them home and allocating those funds in the Northwest Territories. So if none of those students are brought back we will be faced with a total cost of \$387,000, but we have encouraged the superintendents to take that money and instead of spending \$25,000 in a southern institution, if they can allocate that money or even less than that money, to bring the students back and through local resources look after them, then we feel it will allow for more money to be allocated to special education in that region. We have done this really as an incentive to the regional departments to co-operate together on more effective use of limited resources. I hope that answers your question.

CHAIRMAN (Mr. Sayine): Mr. MacQuarrie.

MR. MACQUARRIE: Thank you, Mr. Chairman. With all the changes that have been taking place with respect to education recently, I would say that my own constituents have had two main concerns -- in addition to optimism and hope. In other words, I think the majority of my constituents are receptive to changes and to sincere attempts to improve the educational system. Generally their attitude has been positive, but there have been two concerns. One of them is the concern with standards, and the other with the possible erosion of programs.

### Members Want High Standards In Education

With respect to standards, they have been afraid that in our haste to make changes that we might wind up with a system where our children are not getting as good an education as they could and should. With respect to that concern, I think that I was able to allay it somewhat whenever it was presented to me, by pointing to my sincere belief that the Members of the special committee on education really were committed to a good standard and quality of education. I believe that sincerely myself and I relayed that information to them. I know that it was the committee's intent not to allow standards to erode but to make significant changes. So it is simply a matter of us always trying to ensure that good standards are maintained.

My belief about the attitude of the majority of Members is reinforced and confirmed as a result of the discussions of these past couple of days. It is evident that most Members want to see us have good standards throughout the Northwest Territories. In this connection knowing about my concern in this area, I appreciate the Minister the other day giving me some information about the concern in Alberta with respect to standards as well. The information the Minister gave me indicated that in Alberta there will be a phased change from 1983 through to 1986, bringing back mandatory -- what we used to call departmental -- examinations at the grade 12 level. By the time the phasing is finished, students in Alberta, in order to receive a high school diploma, will have to take a two and a half hour examination in English, a two and a half hour examination in social studies, and a two hour examination in mathematics and science -- those are general mathematics and science -- in order to receive a diploma.

### NWT Students To Take Mandatory Examinations

If that is going to be implemented in Alberta, there is no question at all that our students will be subject to it, because at the high school level we are on the Alberta program and we cannot give a separate diploma -- we are not in a position to do that -- therefore our students will be taking these exams and personally I believe it is a desirable move. I think that it is the right kind of move.

I know that with this type of comprehensive final examination that there is always the risk that two things can happen. Teachers begin to drop what they consider non-essential items in their curriculum, and that is not desirable; it is not true that they are non-essential, it is just that maybe they are not quite as testable as some of the other areas. The other danger is that they begin to teach specifically for those examinations. I think those risks are not of such a nature that they cannot be overcome. In other words, with good supervision in schools we can have this type of compulsory comprehensive testing and still ensure that teachers are doing a good job in the classroom in a general sense and not teaching specifically for exams.

I am told that the reason Alberta has decided to move in this direction once again is because they used to have such exams. I know when I finished high school, I had to write them myself and for a number of years in my teaching career I was teaching classes which were subject to that kind of examination at the end. Indeed that was true of our own students at Sir John Franklin Territorial High School during the first three years that I taught there, from 1970 to 1973.

When Alberta ceased giving those exams they kept track of the marks and they began to discover that the marks mysteriously rose over the next several years. In 1967, under the examination system, 36 per cent of all students in grade 12 were given As or Bs -- I believe that was in social studies; but several years later, they discovered that 53.8 per cent of students were given As and Bs. What this means is that if there is not an external examination to which all students are subject, the marking is left to the individual teachers and it appears that the tendency is to become more lenient.

This is why, Mr. Patterson, within a single school system where there are not comprehensive exams, it is possible to have the same curriculum being taught at two different high schools and yet the standards at the two high schools being different, because of what is demanded in the nature of examinations. I am not saying that that is so between Yellowknife and Frobisher Bay, but it certainly is a point strong enough to overturn your remarks when you said earlier that I ought to have known better. I will not say that I know better; I know, and that is all there is to it.

---Laughter

It is based on experience. I think it is important to maintain standards and stop this erosion of standards -- to have comprehensive exams. I support the fact that our students will become subject to them, but whether I support it or not, they are going to become subject to them and therefore I feel that the Department of Education has to start thinking about that now. We do not want it to suddenly come into place and find that our students are not able to cope.

### Guide To Actual Grade Levels

In this connection, I notice that in the same material that the Minister gave me, Alberta has also instituted comprehensive exams at the grade three, six and nine levels, to try to keep track of standards as they go through the school. I would seriously recommend that the department review that matter and consider getting hold of those exams for internal house marking. I do not mean making our students subject to somebody else's exams at grade level and allowing somebody else to determine whether they pass or fail at that level, but simply getting hold of them and using them each year as a guide to how well our students are doing compared to others.

I think that is important for two reasons. One is that they will inevitably have to face the mandatory examination at the end of grade 12 anyway. The other reason is that when I went through the community hearing material of the special committee on education, I found that that was the single greatest concern of parents in small communities right across the Territories. They thought their children were in grade six and yet, when they came up against some sort of standardized achievement test, they discovered that that simply was not so. They wanted a standard in the system so that they could be sure of where their children were and how well they were doing. I think this would help to do it so I would urge the Minister and the department to begin looking into that possibility.

My last remark on that is cautionary. I am not advocating that it become a rigid system of examinations for kids at all of those levels, but that it be looked upon as a guide and that they be marked internally rather than throughout the Territories. The whole matter will become more and more important as we move to decentralize our system, where there are divisional boards that have responsibilities for curriculum and so on. At least this will be helpful to try to maintain standards.

### Erosion Of Established Programs Of Education

The second major concern of my constituents, as I said, was the matter of the possible erosion of established programs in Yellowknife, and I was not able in any theoretical way to allay their fears about that because I myself recognize that it could be a possibility. I see from recent information that it is much more than a theoretical possibility, that in fact it is now beginning to happen. Yellowknife Education District No. 1 has been informed that a program for the mentally retarded for which they have been receiving assistance for several years, will not be funded, and that may be the beginning of a process which my constituents any myself are very worried about.

Can I ask the Minister a question first of all and then I would like to continue? I would ask the Minister, will you list the places in the Northwest Territories where ratepayers pay an educational tax to support the education of their children?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, everywhere where taxes are paid in the Northwest Territories, taxes are collected which are allocated to education -- actually, they go to general revenue, but they are earmarked for education -- so the only communities that are excluded from that are those which have not yet been assessed, and they cover the more remote communities. Every ratepayer in the Northwest Territories pays a portion of taxes into the general revenue fund, part of which is earmarked for education.

CHAIRMAN (Mr. Sayine): Mr. MacQuarrie.

MR. MACQUARRIE: Perhaps the Minister misunderstood my question. Where are those places in the Northwest Territories where ratepayers are levied an educational tax?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: I might ask the Minister of Local Government to give the exact details, but basically it is 15 mills on the taxes that are levied in all communities, are allocated toward education, and I think that we have yet to assess and levy taxes in places like Grise Fiord and Igloodik. The government is committed to levying taxes on all ratepayers in all communities and the job is substantially done in all of the larger communities, at least, I am sorry I cannot give more details, but tax collection is not part of my responsibilities. Thank you.

CHAIRMAN (Mr. Sayine): Mr. MacQuarrie.

### Program For Mentally Retarded Children

MR. MacQUARRIE: Well that is certainly the case in Yellowknife. I am aware that in the present fiscal year the taxpayers in Yellowknife have paid \$1,275,945 specifically toward the operation of the educational programs in Yellowknife Education District No. 1. People in Yellowknife have for many years been committed to trying to provide the best quality of education they could for children here, and it was for all children here. In 1965, a group of Yellowknife people who were concerned about the plight of mentally retarded children in Yellowknife formed a society and established what was called the Abe Miller Memorial School for mentally retarded children, and that school over the years was the pride of many Yellowknife people. It was a good program, and in 1974 Yellowknife Education District No. 1 took over that program and incorporated it as part of their school program. I think that this is entirely in keeping with the education committee's recommendations, that it should be the education authorities who have responsibility for, and co-ordinate the programs for, education programs for children.

Yellowknife Education District No. 1, by letter from the then acting director of education, on August 15th, 1978, was funded for that particular program, to help them provide worth-while learning experiences for mentally retarded children. I am talking about mentally retarded children, not just slow learners or people that need remedial assistance, but mentally retarded children. The program was to assist them with social and motor and communication skills, generally to give them some life skills so that these retarded children could grown up to become adults with at least as much independence as possible.

Since 1978 that program, because it was recognized as a worth-while one, was funded by the Department of Education. Specific assistance was given for it, on two conditions. One was that any student who was to get into that program and be eligible for the extra assistance had to have a diagnosis by an educational psychologist, and it had to be indicated that he was someone who needed that special assistance. The other requirement was that Yellowknife Education District No. 1 be willing to take students from Education District No. 2 as well. That was agreed to; it has taken students from District No. 2 as well. But more than that, at various times that program for mentally retarded children has included children from Snowdrift, Fort Resolution, Fort Good Hope, Fort Franklin, Inuvik, Detah and from Rankin Inlet. In that program right now is a student from Fort Simpson and one from Cambridge Bay. This whole program was assisted by the Department of Education, but the Yellowknife ratepayers were paying 25 per cent of the cost, for all students in it, regardless of where they came from. The Yellowknife ratepayers were assisting whether the child came from Cambridge Bay or wherever.

The program was well-established, it was successful, it was built on a demonstrated need and I would hate to think that anyone here would call it a "frill". On top of that we had the education committee report, perhaps taking its key from the fact that last year was the International Year of Disabled Persons. The special committee on education had seven recommendations out of 49, that is, one-seventh of the recommendations dealing with the needs of special education. It obviously thought this was important. The special committee said, "All children have a right to education", and recommended that we change the legislation to guarantee that these people have a right to education. The report said these children should have individual plans, that a psychologist should be hired for each board to help children with special needs. The special committee said that these kinds of programs should be delivered in home communities where possible. They said that local school authorities should co-ordinate and handle the programs.

### No Funding For Very Valuable Program

I do not believe that those were merely fine words. I believe the people who wrote them sincerely meant it, and I say that sincerely. Yet the very first budget after the International Year of Disabled Persons, and the first budget after the special committee on education's recommendations were approved, Yellowknife Education District No. 1 has been informed that they will not receive any special funds this year for that program. Not only that there is a reduction, such as in the case of Pine Point, which I believe has some special program, but that they will not get any funds for that program at all. I simply say Yellowknife Education District No. 1 has worked long and hard to build up a good education system. It generally handles itself very efficiently. There is no doubt at all that the Government of the Northwest Territories is spending significantly less -- and I would ask you to bring in figures if you have them -- significantly less for each Yellowknife student in the Territories than for students elsewhere. I do not complain about that; I recognize there are circumstances that warrant that. However, this government pays much less for each Yellowknife student than it does for other students. Here this system has worked up a little program that has been valuable and yet they are not going to get funded -- we are talking about \$60,000 or so, and this in a year when the Department of Education's budget is \$72,000,000, and we are looking at an increase of nine million dollars. I just find it hard to believe how they cannot find \$60,000 to help that program.

I know the Minister has talked about our wise reallocation, and I would like to see something like that done in this case -- a little better management of resources. Perhaps that handicapped fund can be enlarged a little bit so that this program can continue, and if it is successful perhaps there are a few students from the South who can come back to it, and we will save extra money that way. However, if this program collapses, that is not going to happen and we will have the higher costs of placing people in the South. So, Mr. Chairman, I have gone on long enough but I do have a motion that I would like to introduce with respect, if I can have it delivered, please. That is for the Inuit Members over there.

Motion To Maintain Former Level Of Funding For Psychological Assessment And Mentally Retarded In Yellowknife

MR. MacQUARRIE: Mr. Chairman, my motion is: I move that this committee strongly recommend to the Executive Committee that it revise the budget of the Department of Education to ensure that funding to provide assistance for psychological assessment, and funding to provide assistance for the program for mentally retarded students in Yellowknife Education District No. 1, is maintained at former levels.

CHAIRMAN (Mr. Sayine): Your motion is in order. To the motion. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I do not necessarily want to speak to the motion, but I would like to respond to some of the concerns Mr. MacQuarrie has presented, and try and present some explanation as to how this state of affairs has occurred and perhaps more broadly discuss the situation of special education in Yellowknife with reference to both school boards. First of all, I would like to say that before 1978...

CHAIRMAN (Mr. Sayine): We have a motion on the floor. To the motion, please.

HON. DENNIS PATTERSON: Well, the motion is about providing assistance for mentally retarded students in Yellowknife, and that is precisely what I am talking about. I am not going to take a position on the motion, but I would like to give some facts relating to the program Mr. MacQuarrie is talking about. I think that is relevant, Mr. Chairman.

Special Education Funding Of Yellowknife School Districts

It is true the Department of Education was able to supplement the grant given to Yellowknife Education District No. 1 with funds; I am pleased we were able to do that. Prior to 1978, the program for mentally retarded students was run by the Yellowknife School District No. 1 out of their per capita grant. In 1978, we were able to find extra money to supplement that. I think the arrangement was that we would contribute 75 per cent of the extra costs and the school district would contribute 25 per cent of the extra costs. That arrangement occurred as a sweetening of the grant until this current year, when we were unable to find any surplus money to enhance the grant. I would like to explain that the separate school district, and in this case without special aid from the Department of Education, also has operated a comprehensive special education program. In fact, this year they are projecting a deficit on account of the costs that have been associated both with running that program and also with the demands of operating a high school which the other school district does not have.

I would just like to explain, Mr. Chairman, that we are indeed unable to supplement the grant that we offer to those school districts this current year and in the coming year. The main reason is that we have been confined to six per cent guidelines on increases to grants and contributions, as have all departments of the Northwest Territories government, and our per student grant for the coming year to those school districts has been increased by the formula of six per cent. It does not allow us the ability to enhance the grant, as Mr. MacQuarrie has mentioned.

Management Of Funds By Yellowknife Education District No. 1

I would also like to explain, Mr. Chairman, that the Yellowknife Education District No. 1 does manage their funds very well, and I think offers an exceptional program, not just for special education students, but also for other specialist needs that have been identified in Yellowknife; exceptional students in other regards. They have an excellent French program, an immersion program, and they also have a very favourable student/teacher ratio. It is now 14.5 to one, and I think this compares very, very favourably with many other schools in the Northwest Territories. This is particularly impressive, because this 14.5 to one student ratio occurs in junior high and elementary school programs. Usually we see this sort of ratio, or we aim for this sort of ratio in our high schools where there are many more special demands for various programs, and where classes have to be smaller.

However, I would like to point out that with the money that we give them, the Yellowknife Education District No. 1 is able to offer quite a favourable student/teacher ratio. I also understand that they manage their funds very well. In fact, although we have not got an audited statement for the fiscal year which ended in June of 1982 in that district, it may well be that

there are surplus funds in that district which I would hope they might be able to allocate to special education in the event that we are unable to respond. I will say that I do not see how we can respond. It would seem that failing the identification of new money which I would certainly hope to do as a result of response to the special committee on education recommendations, not just in Yellowknife but in other regions throughout the Northwest Territories, failing that, I would certainly sincerely hope that it might be possible for the Yellowknife board to find resources within their own budget to take up where we have left off.

One other point I would like to make, Mr. Chairman. It was suggested by the Member that the taxpayers of Yellowknife are sponsoring students in the special classroom 115, who are from outside Yellowknife. I would like to explain that it is probably not quite correct to suggest that the taxpayers of Yellowknife are assuming the whole burden. The reason for that is that many of these students are brought to Yellowknife under the auspices of Social Services through the group home that is located here. Sometimes, in fact, these students are brought here, or even moved in other communities in the Northwest Territories without our knowledge, for health or social reasons, and they impose burdens on our schools that we are not always able to plan for. However, I would just point out, Mr. Chairman, that the group home in Yellowknife, through the Government of the Northwest Territories, does pay a grant in lieu of taxes to the city of Yellowknife, so the government, in fact, is, I would suggest, supplementing the school budget of those school districts indirectly in that manner. So it is not strictly correct to suggest that the Yellowknife taxpayers are assuming that whole burden for those out-of-town students. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. MacQuarrie.

MR. MacQUARRIE: Mr. Chairman, I do not think I said, and I did not mean to imply that they are assuming the whole burden. Just two other points that I have, before we vote on the motion; one is that it is not only next years budget that does not include this, but the school system learned only recently that they will not be funded in this budget year. They were carrying on the program in good faith, which they had good reason to anticipate would be funded, and they have discovered that it will not be. So that is a significant difficulty for them.

Grant Per Pupil In Yellowknife

The other thing is, I think the bottom line finally -- you know you can talk a lot about taxes and grants in lieu of this sort of thing, but the bottom line is how much is this government actually spending per pupil in Yellowknife? I believe the grant is \$3400 per year for Yellowknife students. Is that correct?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: It has been increased to \$3605 per pupil this coming year. The Member is correct with reference to the last fiscal year, the \$3400.

CHAIRMAN (Mr. Sayine): Mr. MacQuarrie.

MR. MacQUARRIE: Okay, thank you, I am interested in that updated figure; \$3605 per student going to Yellowknife Education District No. 1. Based on figures that I received yesterday, when we include actual school costs, leave out residences but do include administration, I find that the actual per pupil contribution from the government on an average throughout the Territories is \$4500 per pupil. So there is a significant difference, and I understand the reason why there should be a difference, but it is not as though people here are particularly spoiled and so on. It is that they have worked hard to build up something good; this has been a treasured program; they appreciated the assistance they were getting on it for these mentally retarded.

My other point is, the program I believe you are talking about in the separate school system is a kind of remedial and special assistance program. Please do not misunderstand; this is a classroom for mentally retarded children who could not be integrated into other classrooms. At least one is totally without speech, for example. Spina bifida is a problem with another one. These are very serious cases; it is quite a different kind of program. The motion is asking the Executive Committee to have another look at that, and I do urge Members to support it.

CHAIRMAN (Mr. Sayine): To the motion. Are you ready for the question?

MR. MacQUARRIE: Question.



Motion To Maintain Former Level Of Funding For Psychological Assessment And Mentally Retarded In Yellowknife, Carried

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

---Carried

Page 16.03, schools. Mr. Sibbeston.

Proposed New School In Fort Liard

MR. SIBBESTON: I wanted to ask Mr. Patterson, what are the plans to build a new school in Fort Liard? I do not see any funds whatsoever in the capital, funds for planning or anything like that. There is \$90,000 for an alternate education centre, whatever that is.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I think this is going to sound like the answer I gave to the honourable Member for the High Arctic. We do have planned a six classroom new school in Fort Liard. It would also include industrial arts, a home economics classroom and a resource centre. The total budget has been set at \$2.8 million. It is proposed we start planning in 1986-87. I am well aware from my visit to Fort Liard that this is not an early enough timetable to meet the demands of the community, and I will undertake to move this forward, but have no progress to report at this present time in that regard.

CHAIRMAN (Mr. Sayine): Mr. Sibbeston.

MR. SIBBESTON: I just am amazed at the fact that the possibility of a school at Fort Liard is so far off in the future. Seeing how it is so far in the future and still in the imaginary stage, I think you should add a gym to it -- bounce the ball around the space -- but this is one of the things the people in Liard said, that the students are very physically active. So if there is a school there is a need to have this facility where the kids can expend energies inside and outside, so there is a need for gym facilities as part of the school. So I would ask, since it is not going to cost anything for so many years, that they add a big gym to it.

The other thing I will say now is that it is not acceptable to put it off for so long. I had thought that Mr. Patterson, as a result of his visit to Liard, was so convinced that this was a pressing matter that by his statements, by his reactions -- you know, the porch is falling off the school, the kids are just cramped in a 20 or 30 year old building -- I thought that he was convinced, that he would put his interest in the Eastern Arctic aside and react reasonably and fairly to the need in Liard, but it seems that this has not happened. It is just part of the old system of putting it so far in the future that it does not amount to anything.

I just have to say, on behalf of the people in Liard, that this is not acceptable and if they learned that the government reaction to their dire needs for a school is planning in 1986, they will dissociate, they will separate themselves from the North and join BC, or the Yukon who, perhaps, might be a little bit more interested in them. Honestly,

Superfluous Items In Budget

I see in the budget here in the capital allotments -- jumping ahead a few pages, that there are all sorts of what from our vantage point in the remoter parts of the North seems as superfluous or extra things that are really not necessary. In Liard we are talking of a basic house, a basic building for schools, and you see in the budget all sorts of what seem to be extra and unnecessary things. There is money for landscaping, there is money for putting up a fence; these are not even part of the physical structure of a school. I see, for instance, Mr. Patterson has blessed his constituents in Frobisher Bay with a \$75,000 fence. I notice, too, that there is a sprinkler system for \$105,000 in Frobisher Bay. I notice Keewatin education centre -- and I do not, you know, deny that it is needed; it is \$400,000 there. There is landscaping for J.H. Sissons and Mildred Hall in the amount of \$130,000. There is paving, no less, for William McDonald of \$120,000.

These, from our vantage point, are not necessary. These are not necessary for the basic school structure. They are extras that are being provided. In Liard we are talking about a basic little building, and it seems to me that it is very unfair. I do not know who makes these decisions about deciding priorities, but somebody sure is askew, somebody sure is haywire, somebody sure is not looking in the direction of Fort Liard. That is the way we see things, at least in Fort Liard. So can you do better than that, Mr. Patterson?

CHAIRMAN (Mr. Sayine): Mr. Patterson.

Explanation Of Capital Expenditures

HON. DENNIS PATTERSON: Yes, Mr. Chairman. With regard to the suggestion that I am padding my own constituency capital budget, I would like to explain, first of all, that the sprinkler systems being planned for schools in Frobisher Bay are not as a result of any initiative from the Department of Education. They are the result of a report done by the Northwest Territories and Dominion fire commissioner, which showed that there was a possible fire hazard due to the fibreglass plastic panels, and the danger to students in the event of a fire could be minimized with a sprinkler system. Similarly, there are some 50 new high-density housing units built this year by the federal government immediately behind the elementary school in Frobisher Bay, which are going to result in an increased amount of traffic adjacent to the playground, and the fence is also designed to be a safety feature to prevent hazards to small children attending that school.

I would like to say that there are a number of minor capital projects that the Member has referred to. Unfortunately, I think if they all were added up, they would not amount to the approximately three million dollars we are going to require to build a new school in Liard. I would like to say that in the Fort Smith region -- and I said this at the meeting in Liard -- in the Fort Smith region, as a whole, there are communities who have great needs for schools, and perhaps there are even greater needs than the school in Liard. I would mention Snowdrift, Hay River and Fort Franklin, whose schools are also old and in need of replacement, and which are ahead of Fort Liard in the capital plan.

I am certainly committed to doing what I can to move that project ahead, but I trust the Member will appreciate with me that it is not going to be an easy job and it may well require setting another project further behind, and people in other communities are just as concerned about replacing old facilities as people in Liard.

Building In Fort Liard For Program For Drop-Outs

One thing I can mention is that we have allocated \$90,000 in the coming year to renovating an old building which will provide more space in that community, and perhaps relieve or improve the educational situation somewhat. My understanding is that this building will be used to deal with the program for drop-outs that has been established there, and I would just like to point out to the Member that we have these plans for the current year.

I am however, well aware of the problem and I will do what I can but it is not going to be as easy as it might look, because it involves really moving other priorities back in order to move one ahead. I am going to require agreement from my colleagues on the Executive to do that but I will undertake to do what I can. I saw the school in Liard and I recognize that it is an old school and is in need of replacement but it is not the only one. Thank you.

CHAIRMAN (Mr. Sayine): Mr. Sibbeston.

Other Parts Of The North Receive More Money

MR. SIBBESTON: I admire -- I am amused by the way, such a nice way, that Mr. Patterson puts it. I cannot imagine -- I do not know of any school in our part of the Mackenzie Valley that is worse than the Fort Liard school, honestly, and I am surprised that you say schools like Hay River, Franklin, Snowdrift, are ahead. I just find generally my attempts to get things provided for my constituents very difficult. I find, when I make efforts to get things done, to have things provided that I think are sorely needed for my constituents that the government generally is not as responsive for some reason. It just seems that there are other priorities. Other parts of the North seem to get preference, and I do not think it is very fair, as I said.

Do you mean to say paving a piece of ground here in Yellowknife has a higher priority than a bit of money for improved schools in Liard? How does Yellowknife, for instance, rate four more classrooms being added to St. Joe's? There is \$450,000 for that. There is campus planning for Fort Smith. I thought Smith was all laid out. The government just poured millions into Fort Smith, and I see there is \$100,000 for campus planning; \$130,000 for minor projects in Fort Smith.

How do Fort Smith, Yellowknife, other parts of the North, merit so much consideration, and when you look at the money that is provided to the Deh Cho area, you find that there are very insignificant amounts of money put into this area. There is \$90,000 to Liard that does not even have a decent school, and the money is to fix up an old, old, old, old building. There is \$3000 for

Trout Lake. Big deal. But what else? There is \$75,000 for the hostel in Simpson to repair the laundry facilities; it is practically broken down. True, they have realized that much, but how come other parts of the North get so much more money and much more consideration than our area?

Really, I think I do try. I take the Minister around on a trip, show him the terrible facilities there are, and all the teachers that come from the Eastern Arctic say how terrible the schools are in our part of the North compared to the East in terms of facilities and supplies. I mean, Mr. Patterson should know the situation, yet money keeps being poured into the Eastern Arctic, into the Arctic, into Yellowknife, into Fort Smith. You know, it is a crying shame, and I do not know what one has to do to get fair treatment in this area. I mean, I am nobody as far as the government is concerned -- I am not on the finance committee; I am not on the Executive Committee -- but surely things are allotted to people in the North on an equitable and fair basis, you would think, instead of people providing things for their own constituents or providing things for certain parts of the North. I really do think our area of the North is just deprived. The government does not do a very good job to provide facilities and services to our part of the North. I mean, it is getting better, but still, when it comes down to putting bucks in -- money for capital things -- no.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

#### Minor Capital Projects

HON. DENNIS PATTERSON: Mr. Chairman, I would like to try and respond in part to the Member's concerns. The reason that we are building a four classroom addition in Yellowknife is because there are 74 new students.

AN HON. MEMBER: I thought the population was going down.

HON. DENNIS PATTERSON: The population is not increasing, but the school population is going up, and we have to serve 74 new students in the Frame Lake South subdivision. The school was designed to take a four classroom addition, and so we are going ahead because the pressure is there.

Now, as far as communities with greater need, I would just like, without trying to demean the importance of Liard, to explain that I have seen communities that I would say have a greater need for new schools. Snare Lake, for example, where we are building a new one room school, has really I could call it not much better than a shack, at the moment. Hay River is a collection of buildings that were pulled together on the Hay River reserve; a collection of buildings that were pulled together and made into a school. It is not adequate, and it has not been adequate for a long time. I think Fort Franklin has one of the oldest schools in the Territories. The upstairs is a fire hazard, and I think it is urgent that we move ahead and replace that school. Norman Wells, the school there which is now being replaced this year, is so bad that no one even wants to keep the building up. We are going to tear it down. It is not good for anything. Snowdrift, I think, also has an urgent need for a new school, and all those projects are ahead of Liard, and are in the western part of the Northwest Territories.

I would like to mention, as far as Fort Smith goes, that there is a great deal of need, I think, for capital improvements there, and we are trying to plan to do that. Basically, when AVTC was started, it was a collection of unused buildings that were skidded over to a site in the town and were very makeshift. Most of them are trailers or very aged government buildings. I think there is an urgent need to expand on the trades complex there. I might point out that many students from the Mackenzie Valley are taking advantage of that facility, and many more will with the moneys that are available through the Norman Wells impact funds. As I mentioned, there are 106 Dene and Metis students in Fort Smith as of September of this school year. I think money there in capital improvements is well-spent.

As for the paving that is allocated to the new school in Yellowknife, I think the school entrance needs to be paved so that the life of the school can be prolonged. If we do not pave it, there is going to be mud and dirt tracked into the school, and I think that we would want to offer the same standards when we do get around to building the school in Liard.

#### Capital Planning Process Is Balanced And Fair

So I would say in summary, Mr. Chairman, I think that most of the minor capital projects are quite justifiable and would not add up to a new school anyway. I would really challenge the Member to show any areas in the coming year that we are spending money on new school facilities

that are not sorely needed. I recognize that there are schools being planned in the Eastern Arctic; there is one under construction in Clyde River; there is one being planned for Resolute Bay and for Sanikiluaq. Those are old schools. People there are just as concerned about getting their facilities replaced. I think the capital planning process is balanced and fair and responsive to public concerns. As I said, if there is any way of moving the school forward in the community that the Member is concerned about, I will certainly try to do that. I try to respond to political pressure, but there are other competing political pressures that I have to respond to as well, so it is not always an easy job, and maybe some day the Member will be sitting in my seat and he will find out. Thank you.

---Laughter

MR. SIBBESTON: Never.

HON. DENNIS PATTERSON: Thank you.

CHAIRMAN (Mr. Sayine): I would like to recognize the board of directors of the NWT Housing Corporation. Would you please stand and be recognized?

---Applause

MR. SIBBESTON: They look like a good bunch. I hope they are having much more luck.

---Laughter

Now, Mr. Chairman, I think we will just leave it for the time being, but on Monday or Tuesday, we will make a motion dealing with some of what I consider are extra types of projects, like paving the grounds in the William McDonald area. I will be making a motion in respect of deferring some of these, I feel, unnecessary projects in favour of a more necessary matter of a school in Fort Liard.

CHAIRMAN (Mr. Sayine): Mr. Tologanak.

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. I mentioned the other day that education is still playing a major role in communities and is a priority of the people in the Kitikmeot region. After having constantly been after the previous Minister of Education to get the Gjoa Haven mezzanine done, it was done and it was a fairly good job that was done. However, Gjoa Haven's population has been increasing steadily over the last couple of years, and recently when I was in Gjoa Haven a concern was raised to me of where we are going to put the additional 25 students who are going to enrol this fall. So that tells you just how many people are moving to Gjoa Haven from other parts of the Territories, not only within the region, but there are lots from the Keewatin, particularly from Baker Lake. So I am sure the Minister is aware of the increasing population in Gjoa Haven. Perhaps he can enlighten us if there are any plans in the future for increasing classroom space, or panelized classrooms for Gjoa Haven. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am afraid this is beginning to sound like a broken record, but indeed we do have a school addition planned in Gjoa Haven but planning will not begin until 1986-87. We have a total of \$525,000 allocated. Thank you.

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

Dene Culture In St. Pat's Curriculum

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to ask a question of the Minister. I understand that there are a number of native students attending the separate school in Yellowknife, St. Pat's. What I would like to know is, is the Minister aware whether the separate school has any Dene content in their curriculum in terms of what is taking place in other schools in regard to introducing Dene culture materials in that school?

CHAIRMAN (Mr. Sayine): Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I just spoke to the chairman of the separate school board on that subject very recently. He informed me that there has been an expression of interest and concern on behalf of certain native parents whose children are attending their schools to adj, I think particularly they said, native language instruction in the schools for their children. I told Mr. Dalton that this is one of the few areas where we do have funds available to support curriculum development or language instruction, and that I would welcome a proposal from his board on meeting this specific need. So I am aware of the issue and, more importantly, the school board responsible is concerned. I offered the co-operation of my department in trying to address that need through the indigenous language development fund.

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

Dene Representation On Separate School Board

HON. JAMES WAH-SHEE: Supplementary question, Mr. Chairman. In light of the fact that there are native students attending St. Pat's separate school, is there any possibility of entertaining the idea of having a Dene person to sit on that separate school board, either from the Yellowknife band council, or from the general native population-at-large in Yellowknife? Due to the fact that there are native students attending that school, obviously, we as a government must be making a financial contribution to that school. Has that idea been discussed at all by the board or by your department in your discussion with the board?

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Unfortunately, in the matter of school board elections, we are bound by the provisions of the Education Ordinance, which state that board members will be elected by nomination and public elections; so, without amending the ordinance, it is not possible to have a voting member guaranteed from a particular interest at the moment. I am not aware of any suggestions in that regard by the Yellowknife separate school board, but I do know that the chairman is particularly concerned about meeting the needs and interests of native students. I am also aware that a delegation of parents is planning on addressing this school board at their next meeting. I feel confident that the board would be willing to try to address their concerns and might possibly consider adding someone in an ex officio capacity to represent the concerns of Dene parents on the board, but I cannot see how we could make someone a voting member without an amendment to the ordinance. Thank you, Mr. Wah-Shee.

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

HON. JAMES WAH-SHEE: Mr. Chairman, while it would appear under the present arrangement that even though you do have native students attending the separate school board, there is no possibility of having a native person sitting on that school board, not as ex officio, but I was more interested in having a native person who sits there as a full status board member. Now, surely there are native people in Yellowknife who own their own homes. Surely there are native ratepayers. I know under the present system when you have a vote in the city of Yellowknife there is a provision in there whereby the voters who are ratepayers have the option of which school they wish to support, whether it is the separate school board or whether it is the public. I do not really understand the reason why it is not possible to have a native person sitting on that board, because of the fact that you have native students going there, and under the present arrangement, as you know, the taxes from Lot 500 do go to the city in lieu of taxes. In other words, the Department of Indian and Northern Affairs is paying taxes on behalf of the status people on Lot 500, and that money surely ends up somewhere in the separate school board.

So if we are going to be using the criteria that you have to be a ratepayer in order to be eligible to be considered as a board member, then obviously, indirectly, the people of Lot 500 are paying taxes. So there is a good reason as to why a native person should sit on that board with full status, not as a second class board member. That person would be very useful to the school in regard to considering the curriculum, the introduction of Dene culture into the school. I think it would be very beneficial to the school, it would be beneficial to the board, and it would also have a very positive effect, from the government point of view.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

School Board Members Must Be Elected At Present

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Well, I certainly would hope that the materials being developed in the various Dogrib communities for schools could be made available to the

separate school board for use in those schools. I also would confirm that residents of Lot 500, as far as I understand it, do have the right to run and vote in the school board elections. However, as I said, the only way they can become a member of the board now is by running and being elected, and that right is certainly available to them. I agree it certainly would be desirable to have a member of the Dene community on that board to represent those significant numbers of students. I am pleased that -- as a first expression of interest -- there is a delegation of Dene parents attending the school board meeting to present their concerns. I think this is a positive step that I know is welcome by the chairman of the board, and I think we will do everything we can to try to accommodate their concerns. Thank you.

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

Guaranteed Seats For Aboriginal People

HON. JAMES WAH-SHEE: Just one more last point, Mr. Chairman. As the Minister is aware, we are talking about possible changes in the future, not only in the Northwest Territories but also on the federal level in dealing with the constitution in regard to aboriginal rights. One of the interesting things that did come out, in considering the whole question of aboriginal rights, is that we will be addressing ourselves to guaranteed seats for aboriginal people, not only on the provincial legislatures but also in the houses of parliament in Ottawa, and that surely, in line with that kind of thinking, that there is no possibility under the present arrangement whereby you will get a native person elected, not only in city hall in Yellowknife -- I do not see where there is that possibility; it is very remote.

So we may have to talk about guaranteed seats on certain school boards for that very reason. I think it makes a lot of sense, and just because we have been operating in a fashion in the past which did exclude aboriginal people, I think that we have to make some changes in terms of at least having that matter discussed. It will require co-operation between the Government of the Northwest Territories -- particularly your department -- and the present school board. Obviously, the reason is not because the native people are not contributing financially. They are, and if it comes down to being ratepayers, you might as well say that Lot 500 is a ratepayer on behalf of the total band. So I do not really see any reason why the present situation should exist. I would like to see some discussion on that, and I would certainly appreciate it if your officials could have this discussion with the board. Thank you.

CHAIRMAN (Mr. Sayine): Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I welcome that suggestion and I recognize that it is a subject of national discussion, with reference to the Canadian constitution, and it is appropriate that we look at measures in the Northwest Territories. I think the Member's comments are timely because we are now considering major revisions to the Education Ordinance. I certainly will discuss it with my officials and also pass this suggestion on to the task force on implementation, who are going to be doing the detailed work on the new Education Ordinance. Thank you.

CHAIRMAN (Mr. Sayine): Mr. Fraser.

Dismantling Of Old School In Norman Wells

MR. FRASER: Thank you, Mr. Chairman. In listening to the Member for Mackenzie Liard on the subject of schools, I do not think he realizes how much we fought for new schools in Norman Wells and Fort Franklin and we did not get those schools overnight. I notice here that you have \$50,000 for dismantling the old school in Norman Wells. Maybe we could do it for \$20,000 and give Sibbeston \$30,000 if that will help. But I understood that the LEA was trying to get that school, that you had other uses for it and here I see you are dismantling it. I wonder if the Minister could explain the purpose for dismantling.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the reason that it has to be dismantled is that it has been condemned. The authorities would not allow it to be used for any other purpose and I imagine that in the process of tendering the dismantling, we will try to ensure that any useful materials are salvaged and, undoubtedly, they would be made available to the community, similar to what was done in Yellowknife when the old William McDonald school was demolished last year.

CHAIRMAN (Mr. Sayine): Mr. Fraser.

LEA Interested In Renovating Old School

MR. FRASER: Thank you, Mr. Chairman. I was just wondering if you are going to tender, or if the LEA would have a chance to bid on the tender because they are interested in the renovation of the school and they have a future use for it, which has to do with education. I wonder if the Minister would consider that.

CHAIRMAN (Mr. Sayine): Mr. Minister.

HON. DENNIS PATTERSON: I think this is a little bit outside my province, Mr. Chairman. I am looking to Mr. Pilot for guidance, or Mr. McCallum. Maybe Mr. McCallum could respond to that since he is responsible for answering in the House for Public Works. Really they handle these matters. It sounds like a good idea to me, but it is not really up to me.

CHAIRMAN (Mr. Sayine): Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, if there is a need for it and it can be salvaged, I do not see any difficulty in letting people in the community have first go at it. We may put it up for grabs in that way and if the Member or the LEA feels that it can be salvaged, then I think that we would take that into consideration before we dismantle it.

CHAIRMAN (Mr. Sayine): Mr. Fraser.

MR. FRASER: Thank you, Mr. Chairman. It is maybe not time enough to conclude my remarks; I will make a few phone calls over the weekend and maybe will have some more questions on Monday.

CHAIRMAN (Mr. Sayine): Does the committee wish to report progress?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Sayine): I would like to thank the witnesses. Mr. Patterson. Go ahead, Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, it was more than a few minutes, but I do have the information Ms Cournoyea requested and I will make it available to Members forthwith. Thank you.

MR. SPEAKER: Mr. Sayine.

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

MR. SAYINE: Mr. Speaker, your committee has been considering Bill 1-83(1), Appropriation Ordinance, 1983-84, and wish to report progress.

MR. SPEAKER: Thank you. Are there any announcements from the floor? Mr. McCallum.

Retirement Of Two Members Of NWT Housing Corporation

HON. ARNOLD McCALLUM: Mr. Speaker, may I have your indulgence and the indulgence of the House to indicate to you, that of the board of directors of the Housing Corporation two very valued Members will be filling out their term this particular year. I would like to indicate to the House that both these Members have served very well this government, the corporation and the people of the Territories. Mr. Ib Kristensen, who was the deputy chairman of the board of directors, has served as a director of the Housing Corporation since 1976. I know the corporation, the new board of directors, the present members and the new ones that will be added, will miss his particular advice.

Also, Mr. Chairman, Mr. James Antoine served the corporation and the citizens of the Territories from 1980 to 1983 and brought with him to the board a very valuable insight into native housing. I am sure that the corporation and this government are going to miss his services as well, and I would like to bring to the attention of the House, that these two members are now retiring from the board of directors.

---Applause

MR. SPEAKER: Thank you. Mr. Tologanak.

HON. KANE TOLOGANAK: Thank you, Mr. Speaker, just to inform Members that our trip to Quyta Lake is going ahead, depending on the weather of course, and we hope to leave at noon on Sunday. I have the necessary names and addresses of where I am going to pick up people. Thank you, Mr. Speaker.

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

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. There will be a meeting of the standing committee on legislation at 9:00 a.m. on Monday, in the caucus room.

ITEM NO. 16: ORDERS OF THE DAY

Orders of the day, Monday, February 14th.

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: Bills 1-83(1), 6-83(1), 7-83(1), 8-83(1), 9-83(1), 10-83(1), 11-83(1), 12-83(1)
16. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 1:00 p.m., Monday, February the 14th.

---ADJOURNMENT



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