



Legislative Assembly of Alberta

The 28th Legislature  
Second Session

Standing Committee  
on  
Private Bills

Tuesday, May 6, 2014  
8 a.m.

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The 28th Legislature  
Second Session**

**Standing Committee on Private Bills**

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DeLong, Alana, Calgary-Bow (PC)  
Fenske, Jacquie, Fort Saskatchewan-Vegreville (PC)  
Fritz, Yvonne, Calgary-Cross (PC)  
Jablonski, Mary Anne, Red Deer-North (PC)  
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\* substitution for Rachel Notley

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**Standing Committee on Private Bills**

**Participants**

Bill Pr. 1, Rosebud School of the Arts Amendment Act, 2014 .....PB-24  
Colin Jackson, Chair, Rosebud School of the Arts  
Lyle Oberg, Director, Rosebud School of the Arts

Bill Pr. 2, Maskwachees Cultural College Amendment Act, 2014.....PB-26  
Dennis Callihoo, Legal Counsel, Maskwachees Cultural College  
Patricia Goodwill-Littlechild, President, Maskwachees Cultural College



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[Mr. Xiao in the chair]

**The Chair:** Good morning, ladies and gentlemen. Let's move along. First of all, I'd like to welcome everybody at the table and also those members on teleconference to the meeting. Also, I would like us, starting with our Parliamentary Counsel, to introduce ourselves.

**Ms Dean:** Good morning. I'm Shannon Dean, Senior Parliamentary Counsel and director of House services.

**Mrs. Leskiw:** Genia Leskiw, MLA for Bonnyville-Cold Lake and co-chair of this committee.

**Mrs. Jablonski:** Good morning. Mary Anne Jablonski, Red Deer-North.

**Mr. Bilous:** Good morning. Deron Bilous, MLA, Edmonton-Beverly-Clareview, substituting for Rachel Notley.

**Ms Fenske:** Hello. Jacque Fenske, MLA, Fort Saskatchewan-Vegreville.

**Mr. Hale:** Jason Hale, MLA, Strathmore-Brooks.

**Mr. Rowe:** Bruce Rowe, Olds-Didsbury-Three Hills.

**Mr. Stier:** Pat Stier, Livingstone-Macleod.

**Dr. Swann:** Good morning, everyone. David Swann, Calgary-Mountain View.

**Dr. Brown:** Neil Brown, Calgary-Mackay-Nose Hill.

**Mrs. Dacyshyn:** Corinne Dacyshyn, committee clerk.

**The Chair:** Go ahead, Ms DeLong.

**Ms DeLong:** Hello. This is Alana DeLong, MLA for Calgary-Bow.

**Mrs. Fritz:** Yvonne Fritz, Calgary-Cross.

**The Chair:** Thank you. I'm David Xiao, MLA for Edmonton-McClung and the chair of this committee.

Before we start, just a few reminders. Keep your electronics, which may interfere with our teleconferencing system, off the table, and also keep your hands off the mikes because they are operated by *Hansard*.

Now I would like to call for a motion to approve our agenda. Who would like to do that? Dr. Swann. Moved by Dr. Swann that the agenda for the May 6, 2014, meeting of the Standing Committee on Private Bills be approved as distributed. All in favour? Any opposed? It's carried.

I'd also like to call for a motion to approve our minutes. Mary Anne Jablonski. Moved by Mary Anne Jablonski that the minutes for the April 22, 2014, Standing Committee on Private Bills meeting be approved as distributed. All in favour? Any opposed? The motion is carried.

Okay. Before we proceed, I would like to ask the newcomers to introduce themselves. Who came late?

Mike, go ahead.

**Mr. Allen:** Thank you, Mr. Chair. Mike Allen, MLA, Fort McMurray-Wood Buffalo.

**Mr. Strankman:** A late good morning. Rick Strankman, Drumheller-Stettler.

**The Chair:** Okay. Thank you very much.

Just some housekeeping items. The petitions for two private bills are being heard today, namely Bill Pr. 1, Rosebud School of the Arts Amendment Act, 2014, and Bill Pr. 2, Maskwachees Cultural College Amendment Act, 2014. Parliamentary Counsel's report on the petitions, pursuant to Standing Order 104, was distributed to the members on May 2.

The purpose of private bills is to allow an individual or group of individuals to petition the Legislature for relief or remedy that is not available in the general law. Once a private bill is passed in the Legislature, it becomes as effective as any other legislation.

Our procedure for private bills is governed by standing orders 89 through 106. Just to summarize, the requirements for the compliance of the petitions pursuant to the standing orders are that a petitioner advertises twice for two consecutive weeks in an Alberta newspaper, the petitions must be filed with the Assembly and with the Lieutenant Governor, and there must be a draft bill presented along with a filing fee of \$500.

Once the petitions have been received within the time limit, they are referred to the chair of the committee, who then presents them in the Assembly. Once the petitions have been reviewed, I report again to the Assembly. We then proceed with the hearings. The petitioners appear as well as other interested parties. They are sworn in. Following their presentation committee members are provided the opportunity to ask questions of the petitioners.

Once all the hearings have been completed, the committee meets to deliberate on each bill and to make one of three recommendations: that the bill proceed as is, that it proceed with amendment, or that it not proceed. Once we have made those determinations, I then report again on behalf of the committee to the Legislature. Depending on the decision with respect to each bill, it will follow the same process as any other bill in the House; namely, proceeding through second reading, Committee of the Whole, third reading, and royal assent.

Are there any questions before we invite the first petitioners?

Seeing none, now I will ask Ms Dean, our Parliamentary Counsel, to call in the petitioners for Bill Pr. 1, Rosebud School of the Arts Amendment Act, 2014.

[Dr. Oberg and Mr. Jackson were sworn in]

Welcome, gentlemen, to our committee.

First of all, I'd like to advise you that the mikes are operated by *Hansard*, so you don't have to worry about it, and everything you say is going to be recorded, too.

Now we can start with questions. Mrs. Mary Anne Jablonski, go ahead.

**Mrs. Jablonski:** Thank you, Chair. Well, it's good to see an old friend there at the end of the table.

**Dr. Oberg:** Thanks, Mary Anne.

**Mrs. Jablonski:** Welcome back, Dr. Oberg.

**The Chair:** Just one second. First of all, I would like to ask our guests to introduce themselves and to do their presentation first, you know, before we ask any questions.

Please go ahead.

**Bill Pr. 1**  
**Rosebud School of the Arts Amendment Act, 2014**

**Dr. Oberg:** Thank you, Mr. Chairman. My name is Lyle Oberg, and I'm one of the board members of the Rosebud School of the Arts, and with me is Mr. Colin Jackson, who is the chairman of the board of the Rosebud School of the Arts. I would ask Colin to start off by giving a brief overview of the Rosebud school, kind of a nonpaid political announcement about Rosebud, and then we'll certainly take any questions on the legislation.

8:10

**Mr. Jackson:** Mr. Chair, it's my pleasure, as Dr. Oberg suggested, to be the chair of this remarkable organization. If I may, I'll tell you a little bit about it, and if I go on too long, perhaps you could send me a signal or turn your back on me or leave the room or something.

All right. It is a beautiful spring afternoon. You're in Calgary. For some good reason you decide to go to the Rosebud centre for a performance. You're driving east on number 1, you go north through Standard, and you start coming into the edge of the badlands. The landscape – I suspect you've all seen it – is remarkable. It's the kind of landscape that just lifts your heart and lifts your spirit. You drop down into a valley, and there's this hamlet – and it really is a hamlet; it's about 130, 120 people – within the Wheatland district. This hamlet exists because of the Rosebud School of the Arts. The hamlet was begun many, many years ago as a centre of commerce and a railway stop, but as so many places did in rural Alberta, as the means of transportation shifted, as the way we farm changed, it was shrinking, and by the mid-70s it had dropped to about 30 people. It lost its post office, lost its school, and clearly there was no future for it.

A remarkable person called LaVerne Erickson had grown up in part in Rosebud. His father had been the preacher there. LaVerne and his brother had gone on to higher education and were educators themselves, and they wanted to start a summer school in the performing arts with a faith underpinning to it. They chose to do so in Rosebud. The organization began there in the '70s. By the mid-80s it had grown in scope as to what it offered, which is higher education, currently, to about 30 students at any one time. It had grown to include theatrical performances, in part as practicums for the students but also as fundraising, fund development tools for the operation as a whole, and it had grown to provide a significant hospitality component. So it was kind of a place where people could come and enjoy rural hospitality, a sense of peace.

So you're driving along. You drop down to this valley, and your spirit starts to calm down – at least if it's mine, it starts to calm down – because it's just this lovely, calm, gentle place. You go for dinner in the mercantile building. It's a buffet dinner, you know, kind of a good, old farm dinner with rolls and roast beef. I know some of you have had it. To those of you who haven't, by the way, a standing offer: we'd love to have you come and see it. It is a remarkable Alberta enterprise.

All right. So you have dinner. You wander across the roadway, which you can do without much fear. By the way, this hamlet is so small. There is one stop sign and no stoplights, so you can wander across the road to the opera house without too much fear of being hit by anything mechanical, possibly by some animal. You'll see a performance. If you go in there today, you would see *The Diary of Anne Frank* done in a very nice production. It's a production that's moving people, as it should. It's also a production that's drawing in thousands of school students to come and see it as well. Or you could go to the west end of Rosebud, where there's a studio theatre. This is no small operation, two theatres.

The scale of the operation now in terms of budget is about \$3.4

million a year. It's unusual as an educational or cultural enterprise in a number of ways, one of them being that \$60,000 of that amount, the \$3.4 million, is public money. The rest is earned by the organization itself. That's a very unusual proportion or percentage, 2 per cent, to be from public money. That's from the province, by the way. It has grown to the point where it sells between 35,000 and 40,000 tickets in a year.

As I mentioned, there are 30 students, quite a remarkable group in themselves. They're over 18. One recently was actually 64, which for me was a young guy but for most people was grandpa. So it's got the students. It draws mostly from western Canada, a little bit from the U.S., and there's actually a couple of students from Africa and one from the U.K. People that want a performing arts education but want it in a safe and gentle place and with a faith component to it are drawn to this place.

What we have is this cultural enterprise that I think is a beacon for some of the great values of Alberta and rural Alberta. It's an economic development tool. It didn't set out to do that, but because of it, this place, which was drying up and blowing away in 1975, is now vibrant and has spun off other enterprises. So it itself operates there, but so do a number of bed and breakfasts. There is a restaurant, that is separate from the Rosebud zone operation, an art gallery, and a small production company. When I say small, it's two people that do commercial production and so on.

So it's the anchor to the economic strength of that town, that hamlet, and, to a great extent, that region. It's a remarkable place. We're very proud to be part of it.

Lyle, what is it that we would like these good people to do for us?

**Dr. Oberg:** Thank you. Mr. Chairman, if I may, this bill was initially passed in 1988. Shirley McClellan, a name that many of us remember, was the MLA for Rosebud at the particular time, and it was brought in.

What we intend to do here today is to make some changes which we feel will help with the running of the theatre by changing the board governance slightly as well as making it gender neutral and a few other changes such as deleting section 15 of this. For those of you who are presently going through some of the debates in the Legislature, deleting that, I'm sure, is very much a positive for you.

We think this is quite a benign bill. It's just allowing us to do our jobs as governors much more efficiently than what we have. The one section that I'll just comment on is the governance component of it. We feel that in order to take this organization to the next step, we need to set up a governance board like any other board. Having a third students, a third alumni, and a third independent board members does not allow us the flexibility to actually move this to the next level. This bill was done in consultation with staff and, obviously, with the board of governors as well.

With that, I'd be more than happy to take any questions about it.

**The Chair:** Yeah. Sure. We have some members who would like to ask you some questions. Mrs. Mary Anne Jablonski, please go ahead.

**Mrs. Jablonski:** Thanks, Chair. Now it's my turn. Well, thank you for that wonderful presentation. Are you one of the actors, Colin?

**Mr. Jackson:** No.

**Mrs. Jablonski:** I have had the pleasure of being there once for the dinner theatre, travelling on the old train. It was quite the experience, but I guess for an A-type personality that train was a little slow. The idea is that you're supposed to relax, and then you can really enjoy Rosebud and the theatre, and I did.

I have a couple of questions, so thanks for being here this morning. Lyle, you mentioned that it was a third, a third, and a third for directors on the board. You're changing that from 15 to 12. If you don't have a breakdown like that, do you have something else in mind for the board of directors? And what would be the qualifications?

**Dr. Oberg:** Well, basically, the qualifications would be a similar type of qualifications as on any board. We're looking for more outside experience and inside experience. We're looking for someone with a legal background, an accounting background. We're now an organization that does in excess of, you know, a million and a half, \$2 million. So we feel that we need that expertise on the board.

We also need the ability to bring in donations as a large component of our financial structure is actually donations. We need to expand that, for which we have to have connections into the business community. Again, as I mentioned in my preamble, it's basically to take the board of directors, become a board of governors, and take it to the next level for Rosebud Theatre, where we feel that this organization has to go.

**Mrs. Jablonski:** With all due respect, because I came from a ma-and-pa organization myself, it looks like you're moving from a ma-and-pa organization to a more professional organization.

**Dr. Oberg:** That's right.

**Mrs. Jablonski:** My last question is that we have a note that the exemption from the Employment Standards Code and the Labour Relations Code would be removed. Can you just speak about that for a minute? Tell me what that means, please.

**Dr. Oberg:** Yeah. Absolutely. The legal counsel, Shannon, and I had some discussions on this. The interesting part and where that came from is that that was actually part of the advanced education act back in 1988. It was direct wording from that act, and that was the reason it was put into the original act. Now, because that was obviously taken out of the advanced education act, we felt that it was no longer applicable here.

8:20

**Mrs. Jablonski:** Thanks very much.

**The Chair:** Thank you.

Dr. Brown.

**Dr. Brown:** Yes. A question I have, Lyle, is that they are changing the board of governors, the appointees, from a third from the membership of the Rosebud Fellowship, a third from the school, and a third from the alumni or student body. Can you tell me what the Rosebud Fellowship is? Is it a society or a body corporate? Has the Rosebud Fellowship agreed to the change?

**Mr. Jackson:** Thank you. When a student graduates from Rosebud, some of the courses they have taken are transferable to other institutions, but the recognition they receive from Rosebud is to be a member of the fellowship. It's a guild model of school. The fellowship means the guild of alumni, of the students.

**Dr. Brown:** How is that organized, then? What is the Rosebud Fellowship?

**Mr. Jackson:** It is those students who have graduated successfully from the school.

**Dr. Brown:** Okay. So if the Rosebud Fellowship is the people that have graduated, in a corporate sense how did they choose their one-third of the board of directors?

**Mr. Jackson:** Right. The practice has been that one-third of the directors were the senior staff, the executive director and the three direct reports – the education director, the theatre-artistic director, and the hospitality director – and then one-third from, as you suggested, the alumni, or fellowship, of the organization, and then one-third from the general population. In all cases those selections have been made by the board but from those categories.

**Dr. Oberg:** If I may comment on that as well, the one part that I would really like to stress is that the changes that have been made here do not preclude any of these three groups from being on the board. What we're looking for are the personal qualifications and needs of the theatre organization in order to make the appointments to the board. So in all likelihood there will still be an alumnus; there still may well be members of the Rosebud Fellowship on the board.

**Dr. Brown:** I understand that, but the issue that I'm trying to deal with here is that right now the Rosebud Fellowship – capital R, capital F – is entitled to appoint a third of the board of directors.

**Dr. Oberg:** Right.

**Dr. Brown:** And I want to know whether the Rosebud Fellowship agrees to give up that power now.

**Dr. Oberg:** A couple of things, if I can, Neil.

**Dr. Brown:** And then how have you documented that the Rosebud Fellowship has agreed now to forsake their ability to appoint a third of the directors?

**Dr. Oberg:** First of all, they never had the ability. This was basically the board of governors appointing from the Rosebud Fellowship. So the Rosebud Fellowship did not simply say: "Okay. Here is our organization. These are the three board members or the five board members that you're going to have." It simply came from the board of governors, who appointed from that. To be perfectly honest and perfectly fair, that rule was probably not followed. It was one of those things that sounded good when it was put into the organization, but in reality it had not been followed. Again, that's one of the reasons and rationales for the housekeeping.

So there is no formal membership group that would come forward and say: these are your members. And, yes, they have been involved in the changing of this legislation.

**Dr. Brown:** Okay. Thank you.

**The Chair:** Okay. Mr. Rowe.

**Mr. Rowe:** Thank you. Thank you for the presentation, gentlemen. Mary Anne has already asked my questions, but I did want to take the opportunity to just comment on Rosebud. My wife and I live in Beiseker, just down the road, and we make a point of getting to the show at least once a year and enjoy it very much. You can count on my support for this bill.

Thank you.

**Dr. Oberg:** Thank you.

**The Chair:** Mr. Strankman.

**Mr. Strankman:** Thanks, Mr. Chairman. My point was covered by Mrs. Jablonski, too, so thanks for your proactiveness there. As a nearby MLA who recently attended a production at Rosebud and had a chance to meet Mr. Jackson and his wife, I was pleased to learn some of the political history of this province. In your opening statement the comment was made about Mrs. McClellan, who was my MLA. For anybody who's attended their farm function, a Conservative function, they might have noticed that they never were bitten by mosquitoes. There was an old crop duster that had been there before that. I thought that would be kind of historical, too. I'm rambling here.

What I want to say to my compatriots on the committee is that what's happened here, ladies and gentlemen, is a vision that was presented by a gentleman, and it's come to its fruition. It's come to its maturity partially, and what you're being asked to do is simply allow for that maturity through a change in licence, if you will, to come forward. I, too, also want to promote my public support for this bill and the changes to it. Even though it's not in my constituency and Mr. Hale charges me a \$200 permit fee every time I go to his constituency, I'm pleased and proud to do that.

I also wish to invite you to the Drumheller Passion play, which was founded by the same gentleman, LaVerne. It's become a provincial phenomenon. I would encourage each and every one of you to attend that. I will not be charging Mr. Hale the same permit fee when he comes to that function.

So I just wish to provide my support and encourage each and every one of you to allow these changes to go forward. Thank you.

**The Chair:** Yes, Mr. Hale. Go ahead.

**Mr. Hale:** Yes. Thank you, Mr. Chair. I think I need to clarify a few things after Mr. Strankman spoke up there. That is an ongoing joke that we have. We're having some trouble getting work done on our roads, so we have an ongoing play back and forth of depositing some money in a can as we cross our boundaries.

I just wanted to say as the sponsor of this bill, brought forward by the Rosebud school, that I'm very fortunate to be the MLA for the constituency where the school is found. Dr. Oberg, who is a former MLA for the constituency I represent, had contacted me and asked me to support this bill and to be the sponsor of it, and I was more than delighted to do that. I've been to the theatre many times. It's just a true gem for the province of Alberta. You know, I will be supporting this and urging all of our colleagues in the House and on this committee to support it also.

Thank you.

**The Chair:** Go ahead, Mr. Jackson.

**Mr. Jackson:** Thank you. I was wondering if I might suggest to Mr. Hale that it might be appropriate, given that Rosebud is the attractor, that of that \$200 visa fee to attend, a hundred dollars should come to the Rosebud centre.

**The Chair:** Any other questions?

Seeing none, this concludes our hearing for Bill Pr. 1. I'd like to thank you, Dr. Oberg and Mr. Jackson, for your attendance and the submissions to our committee. You will be contacted after our deliberations.

Thank you very much.

**Dr. Oberg:** Thank you.

**Mr. Jackson:** Mr. Chair, could I tell you one more quick story? Is that acceptable? When you come, if you haven't been – and if you've come, then come again, of course – when you're in the theatre, it used to be a Quonset hut. It's been renovated, but you can

still see that. That Quonset hut many years ago was where hunter training was provided to the students in the area, and that includes Lois Haskayne, the wife of Dick Haskayne. They are great fans and supports of the organization. She grew up on a farm very near there. I tell the actors on the stage: when Dick and Lois Haskayne are in the audience, you had better perform well because Lois, you know, could hit a gopher from the back row, let alone you.

8:30

**The Chair:** Okay. Good. I think we'd all like to listen to your stories, but we've got another bill to deal with.

Thank you very much.

[Mr. Callihoo and Ms Goodwill-Littlechild were sworn in]

**The Chair:** Okay. First of all, I'd like to welcome Ms Goodwill-Littlechild, the executive director of Maskwachees Cultural College, and Mr. Dennis Callihoo, legal counsel for the college.

Before we start, I'd like to advise you that the mike is operated by *Hansard*, and you don't have to do anything. It's being taken care of.

I'd like to invite you to introduce yourselves, and then you can start the presentation. Go ahead, please.

## Bill Pr. 2

### Maskwachees Cultural College Amendment Act, 2014

**Mr. Callihoo:** Yes. Thank you, Mr. Chair. Perhaps I'll begin. Again, my name is Dennis Callihoo, legal counsel for the Maskwachees Cultural College.

**Ms Goodwill-Littlechild:** I'm Patricia Goodwill-Littlechild, the president of Maskwachees Cultural College. Since we first made application, I've been bumped up.

**The Chair:** Well, you know, this bill is sponsored by our colleague Ms Calahasen, and I don't see that Pearl is here today, but that's okay.

Let's proceed. Please start your presentation. Thank you.

**Mr. Callihoo:** Yes. Thank you, Mr. Chair. The history of the act, of course, goes back to 1988, when the bill was first passed and Maskwachees Cultural College was incorporated, of course, by legislation. Perhaps I will allow Patricia to get in a bit more of the history. Again, with respect to the spelling, at that time there was a practice to, I guess, spell the Cree language phonetically. In the end, "Maskwachees" came out just like it sounds, so it was c-h-e-e-s for "Maskwachees."

Of course, secondly, as you're aware, the township of Hobbema was recently changed. Again, I'll let Pat get into more of the history of that. It was a matter of history, I guess. Some may be aware of Hobbema. It was actually the name of a Dutch painter, I believe, and it marked the train stop, which was a very busy train stop in those days. The name did not reflect the people of the community. It had, of course, a long history there for, I would guess, at least a hundred years.

Recently – I believe it was in the past number of months, certainly within the past year – the people and leadership of Hobbema decided that they wish to retake their name, which was Maskwacis. Of course, it is spelled a little differently now. I guess the practice has changed with respect to the Cree language, and it was agreed upon that the spelling needed to be changed, so they changed the township of Hobbema to Maskwacis. This is why, of course, this process had begun.

Patricia, upon the instruction of her board, wished to amend the Maskwachees Cultural College Act. We've made the application. This is the purpose of our venture here today, somewhat



administrative, to change the name “Maskwachees” to the different spelling “c-i-s.”

Perhaps I’ll have Pat fill in more of the history.

**Ms Goodwill-Littlechild:** I want to thank you, first of all, for allowing us this time to come before you. I talked to my husband last night about the name. Like Dennis said, we used the phonetic spellings before some of us went back to school and became linguists. Then we came to know that there was a Cree alphabet, so we have Cree sounds, written Cree syllabics. It’s an alphabet system that you might see on APTN. It’s the same system that’s used by the Inuit or many other language groups. We’ve been writing our language for a long time. It’s easier to learn that way, through syllabics, through symbols.

I’m not Cree, and I’m not from Maskwacis originally. I married in. I got captured from my tribe by my husband. Just kidding. My grandkids think that still happens. It’s like: Grandma, how did you end up over here?

I’m Lakota/Dakota, from *Dances with Wolves*, that movie. That’s who I am. I’m from the United States. My husband said that before the trees grew and Maskwacis became populated – “Maskwacis” means bear hills or bear mound. The hills resemble a bear lying down. He said that before the trees and the population grew and roads occurred, some of the elders remember seeing the bear hill, where it looks like a bear lying down. Today we have roads and power lines and houses and lots of trees, so we can’t see that anymore. “Maskwa” means “bear,” and “cis” is a part of the word “hill” or “mountain.”

We came into existence as a college. In the 1970s there was talk about forming a college after the federal government drafted a white paper policy, so we rebutted with the red paper policy. We wanted control over our own education. Isn’t that ironic today? We’re talking about the Education Act some 45 years later, and we still want to participate in determining our own destiny and education. We still want to be part of that, and we weren’t with the School Act, so again it’s back off the table.

In 1972 the federal government said okay. Well, at the same time the residential schools weren’t preserving our language and culture. Instead, they were destroying it. So the federal government started to give us grants to save our language and culture. We first opened a cultural education centre for the preservation of land and culture.

In 1974 we decided that we wanted to go a step further – let’s have education programs – so we called in the U of C. The University of Calgary just came in and taught the beginning courses of the BEd program. Why I recently became president: the only reason was that our president was our first teacher of our community, and she sat as president for about 10 years. Her name was Ida Bull. She just recently stepped down, like a month ago. I’m very proud that she stayed our president all of those years as our first graduate.

After that, we became a provincial institution. In 1987 we became a provincial private institution. We prepare our students for their two-year degrees. The first two years of five degree areas are offered at my college. We’ve graduated over 2,000 people in the last 40 years.

Right now we’re marking this as our 40th anniversary, so this is appropriate, to come and change our name to the correct spelling. It’s a big event for us. Today I’m very grateful to be here to celebrate our 40th anniversary also by changing our name’s spelling.

Thank you very much.

8:40

**The Chair:** Congratulations. Thank you.

Do you want to add anything before questions?

**Mr. Callihoo:** Nothing further, Mr. Chair, other than, as I mentioned earlier, the spelling. I think Pat has covered the history.

**The Chair:** Sure. Thank you.

Now we have Mrs. Mary Anne Jablonski. Go ahead.

**Mrs. Jablonski:** Thank you, Chair. Thanks for being here this morning. I think you had a fantastic presentation. I loved listening to the history. I have to tell you that I’m so very proud of our aboriginal people and our First Nations.

There’s nothing better in the ceremony than watching the young children do the dances, the friendship dance and also the hoop dance. I have to say that my grandson learned that in his school in Red Deer. The whole class was taught the hoop dance, and it was so fantastic to watch them do a First Nations, or aboriginal, cultural dance. It was fantastic. I think we’re doing a good job of preserving the culture, and you’re doing a good job of preserving the culture.

I have to tell you that if you’re connected to the Littlechild family that I’m aware of, it’s quite a famous name for me and quite a wonderful family.

Thanks very much. I think it’s very appropriate that you’re asking that the spelling be changed to what it should be, and I would be wholly in support of that. Thanks for being here today, and thank you for that presentation.

**The Chair:** Thank you.

**Mrs. Leskiw:** I also want to echo that. I’m very fortunate to have three First Nations and two Métis settlements in my constituency, and I’m very proud of what they’re doing in my area.

I understand what the name change is. When Ukraine became independent, it was very important for them to spell the capital city reflecting the Ukrainian culture, not the Russian culture. Kudos to you. Maintaining your language and your culture is very, very important, and I’m glad to see that you’re instilling that in the future youth.

Thank you.

**The Chair:** Okay.

**Mr. Bilous:** A question and a comment. Thanks for being here today. There’s a reference on the second page of the bill. Again, I mean, we’re changing the spelling appropriately, but there’s still the section that refers to the hamlet of Hobbema. I’m just curious to know if that change needs to be made as well to reflect today or if that’s unnecessary or redundant.

**Mr. Callihoo:** Well, actually, we had that discussion, I guess, with Parliamentary Counsel. I had made that request, but my understanding was that we cannot go retrospective. I guess that when the bill was passed in 1988, it was the hamlet of Hobbema.

Perhaps Parliamentary Counsel might be able to add a further explanation.

**Ms Dean:** Mr. Callihoo has expressed my view correctly. The point is that that is the incorporating clause, so that’s at a point in time, and you can’t go back and change what the name of that community was at that point in time.

**Mr. Bilous:** Okay. Fair enough.

I appreciate that we’re now getting the name right, but I can’t help but ask the question: how did we get it wrong in 1988? Was the community not consulted as far as how to write the name correctly, or how did this transpire back in 1988?

**Ms Goodwill-Littlechild:** Well, in 1988 we were still not into linguistics, like I’d mentioned, so we weren’t promoting the

proper sounds and the proper spelling of our Cree words. We were just going phonetically, as they sound, just to help our people get through. We became more stringent thereafter in how we spell and how we pronounce our words.

**Mr. Bilous:** Okay. Thank you.

**The Chair:** Okay. Go ahead, Dr. Swann.

**Dr. Swann:** Thanks very much. Thanks for your presentation. My question, really, I guess, is for Parliamentary Counsel. How would – or would it even be possible? – an organization, a school like this, become independent of this act and begin to have autonomy similar to other schools on-reserve?

**Ms Dean:** It's an excellent question. If the college wanted to operate under a different regime, it would depend on what it wanted to do. If it wanted to be a not-for-profit organization or a society, it could certainly continue under those public statutes, but I guess that in 1988, when the original incorporating statute was passed, there was a decision made to go this route. Perhaps the petitioner has some comments on the history as to why they pursued a private act.

**Ms Goodwill-Littlechild:** We pursued the private act to become an accredited institution, thereby allowing us to accredit our own certificate and diploma programs. Within those diploma programs we have degreed the first two years of degrees, called university diplomas, that are transferable to the public institutions to complete a BEd – a bachelor of education – a bachelor of business, a bachelor of social work, and so on. We went that route to become an accredited institution.

**Dr. Swann:** It just seems like an unwieldy process to have to come to the Legislature for the kind of changes that you're asking for. I would support, if you chose to, having more independence from this process – that's all I'm suggesting – if you ever wanted to pursue that. It sounds like it's possible.

**The Chair:** Good. Any other questions?

I would like to ask Mrs. Fritz and Ms DeLong: do you have any questions?

**Mrs. Fritz:** No questions. Thank you, Mr. Chairman.

**Ms DeLong:** No questions from me either. Thank you.

**The Chair:** Sure. Okay. Thank you.

Seeing no more questions, that would conclude our hearing. I'd like to thank you for your submissions and attendance here today. After our deliberations you will be contacted.

**Mr. Callihoo:** Thank you.

**The Chair:** Okay. Committee members, originally we were scheduled to meet on Tuesday, May 13, to deliberate and make our recommendations. However, if members are in agreement, we can do it now. Okay? That's very good. The committee is in deliberation now and will make its recommendations for two private bills, the petitions for which were just heard; namely, Bill Pr. 1, Rosebud School of the Arts Amendment Act, 2014, and Bill Pr. 2, Maskwachees Cultural College Amendment Act, 2014.

The committee will consider the bills and make its recommendations as to whether each bill proceeds in the Assembly as is, proceeds with amendments, or that it does not proceed. Once we have made those determinations, I will report again on behalf of the committee to the Legislature.

Depending on the decision with respect to each bill, it will follow the same process as any other bill in the House; namely, proceeding through second reading, Committee of the Whole, third reading, and royal assent.

Are there any questions before we begin?

Seeing none, let's start with Bill Pr. 1, Rosebud School of the Arts Amendment Act, 2014. I will invite members' discussion on Bill Pr. 1.

**8:50**

**Dr. Brown:** Mr. Chair, I'd like to make a motion, please.

**The Chair:** Yes.

**Dr. Brown:** I'd like to move that

Bill Pr. 1, Rosebud School of the Arts Amendment Act, 2014, proceed in the Assembly.

**The Chair:** I would invite members for discussion.

No comments? Okay. Let's vote. All in favour? Any opposed? I see none. It's carried.

Let's move to Bill Pr. 2, Maskwachees Cultural College Amendment Act, 2014. I also would like to invite members for discussion on this bill.

A motion? Okay. Who would like to move that? Go ahead, Ms Fenske.

**Ms Fenske:** I move that

Bill Pr. 2, Maskwachees Cultural College Amendment Act, 2014, proceed in the Assembly.

**The Chair:** Okay. All in favour? Any opposed? That motion is carried.

That would conclude our deliberations on private bills presented in this session of the Legislature. The petitioners will be advised of the committee's decision. I will report to the Legislature accordingly.

Is there any other business?

**Mrs. Jablonski:** Thank you, Chair. I'm just wondering. If this is going to be reported, do we do first reading, then second reading, then third reading? Is that how it works?

**The Chair:** And Committee of the Whole, like with any other bills. I mentioned this several times.

**Mrs. Jablonski:** Okay.

**Ms Dean:** May I supplement, Mr. Chair?

**The Chair:** Sure. Please.

**Ms Dean:** The bills have already been introduced. Once the chair reports, then they'll proceed to second reading. They can do second reading and committee in one day and then third reading on a subsequent sitting day.

**Mrs. Jablonski:** Okay. Thanks very much.

**The Chair:** Yeah. I talked to the House leaders, and they can do it.

Any other discussions? Okay. The business is concluded for the day. I need a motion to adjourn the meeting.

**Mrs. Leskiw:** I so move.

**The Chair:** Okay. Mrs. Leskiw. All in favour? Good. Thank you. Have a good day.

[The committee adjourned at 8:53 a.m.]



