



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES
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Speaker: The Honourable Robert H. MacQuarrie, M.L.A.

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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TABLE OF CONTENTS

12 June 1980

	<u>PAGE</u>
Prayer	25
Oral Questions	25
Questions and Returns	29
Petitions	30
Tabling of Documents	30
Notices of Motion	31
Motions	32
Consideration in Committee of the Whole of:	
- Sessional Paper 2-80(2) Student Financial Aid	33
Report of Committee of the Whole of:	
- Sessional Paper 2-80(2) Student Financial Aid	70
Orders of the Day	71

BAKER LAKE, NORTHWEST TERRITORIES

THURSDAY, JUNE 12, 1980

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Robert H. MacQuarrie): Turning to the orders of the day, Item 2, replies to the Commissioner's Address. Are there any replies?

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

The hon. Member for Keewatin North.

Question 15-80(2): Gasoline Drums Near Baker Lake

MR. NOAH: (Translation) Mr. Speaker, I will ask my question in English.

I have a question directed to the Commissioner of the Northwest Territories. I have received a complaint from the residents of Baker Lake concerning gasoline drums at a place called Twin River, which is east along the shore of Baker Lake, approximately 16 miles from our settlement. This equipment or gasoline drums are employing our fishing area without proper permits and I strongly recommend that the Commissioner have the government remove these drums as soon as possible. Thank you, Mr. Speaker.

MR. SPEAKER: Is one of the Executive Members prepared to respond to that?

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I am presently responsible for the area of the environment and would like to take that as notice and come back with an answer at a later date.

MR. SPEAKER: Are there oral questions? The hon. Member from Keewatin South.

Question 16-80(2): Authority Of Minister, Local Government

MR. CURLEY: Mr. Speaker, my question is to the Minister of Local Government. In view of the fact that the Minister has been signing correspondence recently as Minister responsible for aboriginal rights and constitutional development, could the Minister tell this House how he got that authority to be called the Minister of that department?

MR. SPEAKER: The Hon. Mr. Wah-Shee.

Return to Question 16-80(2): Authority Of Minister, Local Government

HON. JAMES WAH-SHEE: I think that this particular function was placed upon myself and my colleagues on the Executive. I also think we have the sessional paper which we will deal with regarding constitutional development and aboriginal rights later on. Thank you.

MR. SPEAKER: Supplementary, Mr. Curley?

Question 17-80(2): Health Care Case In Baker Lake

MR. CURLEY: Mr. Speaker, I have another question. My question is to the Minister of Health and Social Services. It has been brought to my attention that one man in Baker Lake injured his hand very seriously. Mr. Norman Atangalaaq, who is a very respected man in this town, two weeks ago he cut his hand. Apparently there are three fingers involved and there is a possibility that he may have cut the tendons. He is still in Baker Lake and apparently the health services here are probably waiting for a doctor to come around. I would like to seek assurance from the Minister as to whether or not he will look into the situation and see if he can find a way to send him out quickly before the injury gets any worse than it is already.

MR. SPEAKER: The Hon. Mr. McCallum.

Partial Return To Question 17-80(2): Health Care Case In Baker Lake

HON. ARNOLD McCALLUM: Mr. Speaker, I do not have the particulars of it, other than what the Member has indicated. I think he mentioned that to me last evening very briefly. I certainly would give my assurances to the Member that I will inquire into this particular incident and see, in fact, if the gentleman in question can receive the proper medical assistance and assistance if necessary, to transport him to where he could obtain it.

MR. SPEAKER: Other oral questions? The hon. Member from Mackenzie Liard.

Question 18-80(2): Tendering Of AVTC Catering Services

MR. SIBBESTON: Mr. Speaker, this is a question for the Minister of Education. Could the Minister please provide details, as to the reasons why the Department of Education has decided to re-tender for catering services for the students attending AVTC, Adult Vocational Training Centre, in Fort Smith?

My information is that tenders for a contract were opened on May 31, and that Martselos' Ltd. of Fort Smith was the company with the lowest bid by approximately \$100,000 per year. For some reason the department has decided to re-tender and I would like the details, either momentarily or else in the next day or two.

MR. SPEAKER: The Hon. Mr. Butters.

Return To Question 18-80(2): Tendering Of AVTC Catering Services

HON. TOM BUTTERS: Mr. Speaker, the Member is referring, I believe to a wire that he received from the Northwest Territories Metis Association recently. I was in touch with two executive members of the association during lunch hour and I indicated to them, as I will indicate to the Member in the House now, that the assumption is incorrect. No re-tendering is being done. A request has gone to tenderers for additional information to their tender document, which I believe is entirely permissible under the regulations under which tenders are made.

MR. SPEAKER: Are there other oral questions? The hon. Member from the Western Arctic.

Question 19-80(2): Replacement Of Inuvik Superintendent Of Education

MS. COURNOYEA: Mr. Speaker, I have a question for the Minister of Education. The regional superintendent for Education for the northwestern Arctic has recently retired. I would like to know, what is the process or what was the process for selecting a replacement and who had input into that process?

MR. SPEAKER: The Hon. Mr. Butters.

Partial Return To Question 19-80(2): Replacement Of Inuvik Superintendent Of Education

HON. TOM BUTTERS: Mr. Speaker, the hon. Member is correct. The regional superintendent for the Inuvik region, Joe Coady, has recently resigned and we will be losing a great deal of professional ability and knowledge with his disappearance from the North.

As I understand, the vacancy was made known by way of a job notice within the region and a number of applications were received. I do not know that the vacancy has now been filled and I am not sure which agencies or individuals had input into the selection, or are having input into the selection of the successful applicant, but I will find out the specifics the Member has requested and provide them to the House prior to the closure of the session.

MR. SPEAKER: The hon. Member from Keewatin North.

Question 20-80(2): Uranium Exploration And Mining

MR. NOAH: (Translation) Thank you, Mr. Speaker. I also have a question, to whom I do not know. Maybe if I direct it to the Commissioner of the Northwest Territories concerning the exploration mining. There has been a problem in other parts of the world. We in Baker Lake, around Baker Lake have this uranium mining which has not been stopped. For what reason have you kept the uranium mining company going on in Baker Lake? Thank you.

MR. SPEAKER: Hon. Mr. Braden.

Return To Question 20-80(2): Uranium Exploration And Mining

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I think, if I could indicate to the hon. Member, the Government of the Northwest Territories does not have the responsibility or the authority to permit the mining companies to explore for uranium in the Keewatin region. That power, that authority rests with the Government of Canada and the Department of Indian Affairs and Northern Development. Now, at this point in time, the Government of the Northwest Territories, even though it does not have the power, has not taken a position on what is going on in the Keewatin and as I understand it, the uranium exploration is not uranium mining. The decision was made in Southern Canada I believe, by the Government of Newfoundland to stop the development of uranium mining. They did not stop uranium exploration. Correct me if I am wrong, anyone here, but I believe in British Columbia the government there put a seven year moratorium on uranium exploration. I think the hon. Member and others here will recall a proposal that was put forth by the hon. Dennis Patterson in the last session, which recommended that the Executive and the government conduct a thorough review of uranium exploration and uranium mining. That review, as I recall and correct me if I am wrong, Mr. Patterson, was to assess the reports that have been done in Saskatchewan and in other areas of Canada on the effects of uranium exploration and mining.

As I understand it, that review has already started within our government. I am a major participant in the examination, on the Science Advisory Board. So all of this to say, Mr. Speaker and Mr. Noah, we as a government do not have the power to start or stop uranium exploration, but the Government of the Northwest Territories is doing an examination and I would presume we

could report back to the Legislative Assembly with some results of the study in the fall session. Thank you.

MR. SPEAKER: The hon. Member for Mackenzie Liard.

Question 21-80(2): Telex Re Catering Tenderers

MR. SIBBESTON: Mr. Speaker, this is a supplementary to a question I had asked earlier. It is to Mr. Butters again. It is to query whether the Minister is aware of a telex sent by Mr. Brian Lewis to Martselos' Ltd. of Fort Smith, to the effect that they requested all parties present to submit further tenders. As I understand it, the tenders are going to be opened on June 27th. Firstly, whether he is aware of this telex and whether he would, after looking into the matter, come to the conclusion it is in fact a further tender?

MR. SPEAKER: The Hon. Mr. Butters.

Partial Return To Question 21-80(2): Telex Re Catering Tenderers

HON. TOM BUTTERS: Mr. Speaker, the Member has information to which I am not privy. I did not know that a telex was sent containing that information but I will certainly find out and if the hon. Member has a copy, I would be interested in seeing it.

Question 22-80(2): Favouritism Shown In Catering Contract

MR. SIBBESTON: One more supplementary question, Mr. Speaker. I wonder if the Minister could check into an allegation made by a person in Fort Smith to the effect that Mr. Rufus Graves, I believe he is superintendent of higher education or something to that effect, a territorial civil servant, check into the allegation that he is showing favouritism and he is actively involved in promoting or encouraging certain persons or companies to bid on this catering contract for the AVTC students in Fort Smith. In doing so, Mr. Graves appears to be doing this to the detriment of the present company that is holding the catering contract and the company which is also seeking to win the catering contract. This is an allegation made by a person in Fort Smith and I do not know the truth of it, but I wonder if the Minister would check into the allegation.

MR. SPEAKER: Hon. Mr. Butters.

HON. TOM BUTTERS: Yes, Mr. Speaker.

MR. SPEAKER: The hon. Member from Frobisher Bay.

MR. PATTERSON: On a point of information, Mr. Speaker. My motion at the last session of the Assembly, had I believe, requested the Science Advisory Board to review possible dangers of uranium exploration and mining in the Northwest Territories. I have a copy of a letter from the executive secretary of the Science Advisory Board, informing me that the board has already studied reports of the Cluff Lake inquiry of Mr. Justice Bayda in Saskatchewan and the preliminary reports of Dr. David Bates of the B.C. task force looking into uranium mining in British Columbia. The Science Advisory Board expects to report on their opinion of the possible hazards of exploration and mining to the next session of this Assembly in Frobisher Bay.

---Applause

MR. SPEAKER: Other oral questions? The hon. Member for Keewatin South.

Question 23-80(2): Outpost Camp Plan Applications

MR. CURLEY: Mr. Speaker, my question is to the Minister of Renewable Resources. In view of the fact that there have been hunters and trappers who have made application to the outpost camp plan, could the Minister indicate to this House when he will make a response to the applications?

MR. SPEAKER: Hon. Mr. Nerysoo.

Partial Return To Question 23-80(2): Outpost Camp Plan Applications

HON. RICHARD NERYSOO: Mr. Speaker, I am not aware yet as to what time and when I know so, I will make it public.

MR. SPEAKER: The hon. Mr. Patterson.

Question 24-80(2): Funding Of Outpost Camp Program

MR. PATTERSON: A supplementary question to that one, Mr. Speaker. Could the hon. Minister of Renewable Resources inform this House whether the Executive Committee has had an opportunity to review or consider a motion of the last Assembly, that increased funding be provided for the outpost camp program?

MR. SPEAKER: The Hon. Mr. Nerysoo.

Return To Question 24-80(2): Funding Of Outpost Camp Program

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I would like to inform this House, that I am presently discussing possible supplementary estimates for the fall session so that increases to the outpost camp program may be implemented at that time.

MR. SPEAKER: Are there other oral questions?

Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Are there any written questions from Members? Are there any returns from Ministers? The Hon. Mr. Wah-Shee.

Further Return To Question 9-80(2): Runway Extension And Terminal Building, Baker Lake

HON. JAMES WAH-SHEE: I have a reply for the hon. Member from Baker Lake regarding the extension of the airstrip. We received a telex from the Deputy Minister of the MOT, Ministry of Transport, on this issue and basically it said the following: Central region advises that on the basis of present and foreseen traffic levels, no operational requirement exists for a runway extension at Baker Lake. Present cost benefit results are biased against runway extension due to high costs arising from terrain considerations. Traffic growth is continually being monitored for a sign that would tip the scales in favour of a runway extension. Transport Canada could not support runway extension at this time.

SOME HON. MEMBERS: Shame!

MR. SPEAKER: Mr. Wah-Shee.

HON. JAMES WAH-SHEE: You have to realize this is a federal responsibility.

---Laughter

SOME HON. MEMBERS: Shame on them.

HON. JAMES WAH-SHEE: I concur with you.

---Laughter

Return To Question 5-80(2): Transfer Of Communications Centre

I have a reply for the hon. Member Tagak Curley regarding his questions regarding the facilities to be transferred to Rankin Inlet. Number one, the air radio facilities from Chesterfield Inlet will be transferred with the extension of some-odd buildings to Rankin Inlet in January of 1981, which is the operational target date.

Second, there are two observer/communicators in Rankin Inlet. The Government of the Northwest Territories has been working with MOT, which is Ottawa and the central region and Northern Careers Program to provide them with training and upgrading for the new and additional responsibilities the airport in Rankin Inlet will assume. We have been negotiating for securing their position. However, I must say to date we have not been given any guarantee for the two individuals who will be employed by MOT. However, I think we will pursue the matter further with MOT.

MR. SPEAKER: Are there other returns? Have you a written question, Mr. Patterson?

MR. PATTERSON: Yes.

MR. SPEAKER: Proceed.

Question 25-80(2): Air Traffic Levels At Baker Lake

MR. PATTERSON: Mr. Speaker, I would like to ask a written question of the Minister of Local Government. Would the Minister of Local Government table in this Assembly, and also for the Ministry of Transport of the Government of Canada, information concerning air traffic levels of the Baker Lake airstrip? I think someone does not know what is happening.

MR. SPEAKER: Are there other written questions or returns from Ministers? Mr. Curley?

Question 26-80(2): Student Dismissals In Yellowknife

MR. CURLEY: Mr. Speaker, I have a written question to the Minister of Education. In view of the fact there have been recent student dismissals at the high school in Yellowknife, could the Minister of Education make available to this House, the list of names of students attending high school in Yellowknife who were dismissed during this school year, and specify the exact nature or reasons for their dismissal. Furthermore, if this dismissal policy also applies to students also attending colleges or university students in southern Canada.

MR. SPEAKER: Are there other written questions or returns from Ministers?

Item 5, petitions.

ITEM NO. 5: PETITIONS

The hon. Member for Baffin South.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I have Petition 3-80(2), Lake Harbour Community Education Committee, and it states: "We the undersigned residents of Lake Harbour..." and there were 37 people in Lake Harbour who signed the petition which I am presenting to this House "...hereby petition the Legislative Assembly of the Northwest Territories, to consider our request that an addition to the existing school and a much needed gymnasium be constructed."

MR. SPEAKER: Thank you, Mr. Arlooktoo. Are there other petitions?

Item 6, tabling of documents.

ITEM NO.6: TABLING OF DOCUMENTS

The Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, in accordance with section 39 of the Interpretation Ordinance, I would table Tabled Document 1-80(2), Consolidated Regulations of the Northwest Territories, number 68 of volume 1, part I of the Northwest Territories Gazette, number 4 of volume 1 of part II of the Northwest Territories Gazette and number 1 of volume 1 of part III of the Northwest Territories Gazette and indices of the regulations of the Northwest Territories, statutory instruments and appointments pursuant to the ordinances of the Northwest Territories that have been made between the 20th of February, 1980 and the 31st of May, 1980.

MR. SPEAKER: Are there other documents to be tabled? The hon. Member for Yellowknife South.

MRS. SORENSEN: Mr. Speaker, I have just this moment received a telex from the council of the city of Yellowknife which I will read and table. Tabled Document 2-80(2), Telex from Yellowknife Council Regarding Stanton Hospital. It is a telex detailing a motion passed by the city of Yellowknife concerning the expansion of the Stanton Yellowknife Hospital. The motion was passed on Monday June 9, 1980 and it is addressed to the Northwest Territories Legislative Assembly in Baker Lake and it states as follows: "Whereas there is a motion before the Northwest Territories Legislative Assembly for the building of an expanded territorial health care unit in Yellowknife. And whereas the council of the city of Yellowknife recognizes the value of a Northwest Territories based expanded health care unit as a benefit both socially and economically to all citizens of the Northwest Territories, the city of Yellowknife council strongly recommends support for the building of a territorial health care unit in Yellowknife." That is signed Margaret Walton, city clerk, city of Yellowknife.

MR. SPEAKER: The Hon. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I would like to table two documents and one is Tabled Document 3-80(1), Planning Priorities within the System of Four Levels of Care.

The second is Tabled Document 4-80(1), A Scheme of Levels of Care for the Northwest Territories.

MR. SPEAKER: Are there other documents to be tabled?

Item 7, reports of standing and special committees.

Item 8, notices of motion for first reading of bills.

Item 9, notices of motion.

ITEM NO. 9: NOTICES OF MOTION

No notices of motion? Mr. Fraser, have you a notice of motion?

MR. FRASER: I have nothing, Mr. Speaker, but possibly the hon. Member next to me does.

HON. ARNOLD McCALLUM: Mr. Speaker.

MR. SPEAKER: The Hon. Mr. McCallum.

Notice Of Motion 5-80(2): Appointment Of Deputy Speaker

HON. ARNOLD McCALLUM: I would like to give notice of motion, the resolution being that Mr. Fraser, the Member from Mackenzie Great Bear, be appointed Deputy Speaker of the Legislative Assembly.

---Applause

MR. SPEAKER: Are there any other notices of motion?

Item 10, motions.

ITEM NO. 10: MOTIONS

The Hon. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, can I have the consent of the House to move this motion now? I know I just gave notice of it but I would like to deal with it now.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Is it agreed?

---Agreed

Proceed Mr. McCallum.

Motion 5-80(2): Appointment Of Deputy Speaker

HON. ARNOLD McCALLUM: Mr. Speaker:

WHEREAS the House post of Deputy Speaker is now vacant;

NOW THEREFORE, I move that Peter C. Fraser, the Member for Mackenzie Great Bear, be appointed Deputy Speaker of this Legislative Assembly.

MR. SPEAKER: Is there a seconder for that motion? Likely not. The hon. Member for the Central Arctic. It is seconded. To the motion.

SOME HON. MEMBERS: Question.

MR. SIBBESTON: Speech.

Motion 5-80(2), Carried

MR. SPEAKER: The question being called. All Members in favour indicate by raising their hand. Down. Those opposed? The motion is carried.

---Carried

Mr. Fraser is the Deputy Speaker of our Assembly.

---Applause

Are there other motions?

Item 11, introduction of bills for first reading.

Item 12, second reading of bills.

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

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

Would the Minister responsible for House planning indicate what procedures he wishes to follow, or which government sessional paper?

HON. RICHARD NERYSOO: I would like to ask that we defer discussion on the aboriginal rights and constitutional development paper to a later date. I am not sure yet whether or not we can go ahead with the student financial aid and I would like the Minister responsible for that sessional paper to speak on it.

MR. SPEAKER: Mr. Butters, could you give us some indication?

HON. TOM BUTTERS: Yes, Mr. Speaker, I suggest we move into committee of the whole to begin to discuss this matter. As I mentioned earlier on, regrettably the report is not translated. The only thing that Members have in the translated form is the management study, so if we could work from the management summary. If there is a requirement to go into the report which is in English, I think to be fair to Members, that is to those who are not able to follow in the English version, that we should read the text whenever we make a reference to an item in the major report.

MR. SPEAKER: Thank you, Mr. Butters. This House will now then resolve into committee of the whole to consider the Sessional Paper 2-80(2), Student Financial Aid.

---Legislative Assembly resolved into committee of the whole for consideration of Sessional Paper 2-80(2): Student Financial Aid, with Mr. Fraser in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER SESSIONAL PAPER 2-80(2):
STUDENT FINANCIAL AID

THE CHAIRMAN (Mr. Fraser): Thank you. The House will come to order to discuss student financial aid. We have a management summary which I believe is translated. Is it the wish of the committee to go through this management summary? You should have a management summary paper like this and a blue book which I think everybody has. Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, I would like to make a few opening remarks at your pleasure.

THE CHAIRMAN (Mr. Fraser): Mr. Butters, being the Minister responsible, has some opening remarks and then we will throw the floor open for discussion. Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, I am very pleased to be the first Member to officially congratulate you on your elevation to your high post of responsibility and objectivity. I know that you will give all Members a fair chance to be heard and will be most lenient in your chairman's decisions.

HON. ARNOLD McCALLUM: I thought he was just made Deputy Speaker.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. I will not give you any more time.

Review Of Student Grants And Bursaries Program

HON. TOM BUTTERS: Thank you. I would just like to speak briefly about the report that we have before us. Members will recollect probably what was the most exciting debate that this House has seen in a decade, a debate for which if I recollect only two people were in the gallery. As a result of that debate a motion was produced and I would like to read that motion again: "That this Assembly urge the administration to review the student grants and bursaries program for vocational and higher education in the Northwest Territories and report back when they have formulated suitable recommendations but not later than the summer session."

The Members recognize that the time constraints that we placed upon the committee that examined this matter were very severe. Fortunately as a result of an Executive Committee direction of January this year, a committee had been established to look at grants that this administration was making to students because TEP, Teacher Education Program students particularly, had petitioned Members of the House, and Members of the Executive Committee have brought to the attention of Members, the financial difficulty which they were having in

taking their programs. I think an examination of the paper that they produced would suggest that the program was more a subsistence program than an assistance program, but that is the reason I believe that there was a bit of a head start on the motion of the House and we do have before us quite a voluminous document. The document in the main was authored by Norm Mair. I believe that Mr. Mair deserves a great deal of credit for the work he has put together, the research he has done and the compilation of the report that appears in this blue book.

Limitations Of Study

The draft report was examined and considered by five senior administrators of this government, Mr. Brian Lewis, Mr. Blewett, Mr. Elkin, Mr. Stangier and Mr. Witty, so that there has been consideration and input from the major program departments of the Government of the Northwest Territories including the Department of Personnel. The study obviously is not as complete as I am sure the authors had hoped and the administration would hope in presenting it to you. I would like to just take the opportunity to read from the blue book which notes the limitation of the study and it is mentioned that, "As is inevitable in an undertaking of this kind, an element of subjective judgment has been exercised in arriving at some conclusions and recommendations. However we have presented as complete a documentation of the data and findings as possible to permit review by decision makers who may perhaps find grounds for the support of other conclusions." And I think this is a critical reference made by the authors "Time has not permitted an exhaustive study of all issues or all programs. And to meet deadlines, conclusions and recommendations have been formulated without the benefit of submissions from native organizations, which were invited by the study committee." In fact I just received the ITC, Inuit Tapirisat of Canada, brief on Monday en route to Baker Lake. Also, "Because of the time factor, and a number of variables, it has not been possible to provide a cost analysis of the proposed new plan." I trust Members will recognize that we did put a major task upon the administration and I feel that while it may not be complete, I think it is a most creditable product and the authors are due our thanks and commendation.

Topic Of Interest To All People

I just have one other point to make in that I have found, as possibly have other Members over the past 90 days, that this topic has been of very keen interest throughout and to all the residents of the Northwest Territories. I have heard the matter discussed from Frobisher Bay to the Mackenzie. It has been of interest to all people, students and adults and many, many residents have expressed a very keen interest in this matter. I am sure they have communicated their concerns and thoughts to Members as they have to me. I think that the Members who have brought this matter to our attention are to be commended. It appeared to be a matter that required examination. It appears to be a matter where amendments, recommendations and suggestions will be welcomed. Those are my general comments. I would just possibly suggest, sir, that we could move to general responses from Members and then go into the Executive summary and look at the detail.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. You have heard the Minister responsible for Education in his opening comments. We will now open the floor for general comments. I have Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: Thank you, Mr. Chairman. As the mover of the motion which was supported by a majority of the Members of this Assembly, the motion which put this study into action, I would like to commend Mr. Mair and the members of the committee on the amount of work that they have done in the intervening time since the last session. They seem to have done precisely what our Assembly in that motion asked them to do, although as you have indicated they have not had time to do all that they would like to have done. We may find, as we discuss this, that the fact that they still have not done some of what they would like to have done, might be a reason to defer the matter until a later date, but at any rate I think it is worth examining the paper in more detail at the present time and I would like to do that before making any commitment to its contents.

In the meantime, there are a couple of questions which I would like the hon. Minister to answer if he can. One of them was to be on cost analysis but I see that is not ready. A second one would be, would the system continue to include the pro rata rate of residency requirements that are in the present system? Number two, would it take account of people who have lived in the Northwest Territories for a long time, under the expectation that there would be certain benefits accruing to them when their children grew up, and we would suddenly find that a legitimate expectation was suddenly changed? In other words, if there would be any grandfathering. I guess that is the term that is used. Those are two questions if the hon. Member would not mind answering them.

Needs And Residency Of Students Considered

HON. TOM BUTTERS: Mr. Chairman, I probably should have included in my earlier remarks, just a brief summarization of the proposal that is before us. Really it could be described as a two-tier proposal. As I recollect, the residency elements remain in the plan as are currently in force. The first tier would be similar to that which is in place in the Yukon, where the assistance comprises transportation, tuition and books I believe. The second tier would be for longer-term residents and would be a much more enriched program of assistance to students requiring support at southern institutions.

There are a number of new elements which have been placed, in which the financial need of the student would be examined and his or her application ruled upon as a result of that examination. Obviously, if the student has been working through the summer, then he is probably in a much better position than a student who has been unsuccessful in finding employment so considerations such as those would be made. The other point I believe, and that is that the residency I think of the parents. It is not the major factor. It is the residency of the student. Because it is the student who is making the application and the student who is getting the assistance, therefore the program is related to and revolves around the individual, not the family of the individual.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Are your questions answered, Mr. MacQuarrie?

HON. ROBERT H. MacQUARRIE: One not quite. I am not clear on whether, if a student were to move into the Northwest Territories this summer and to attend a high school here to take grade 12 this coming year, would that student be eligible for assistance the following year?

THE CHAIRMAN (Mr. Fraser): Mr. Butters.

HON. TOM BUTTERS: I do not have the terms and conditions of the current assistance program at hand. I believe that the student must be resident in the Territories for a number of years and maybe Mr. McCallum -- it is two years. So the example that was provided by the Member, such an individual would not be able to make an application.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: So I understand, the present prorated method of residency would apply to this plan.

HON. TOM BUTTERS: Yes, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Any further comments? Mr. Curley.

MR. CURLEY: Mr. Chairman, first of all I would like to ask the Minister as to exactly what the residency requirement is to be able to be eligible for a student grant or bursary. It is not clear in the paper as to what the requirement really is for those students who wish to receive the grant. If the Minister can answer that, then I will have a further question.

THE CHAIRMAN (Mr. Fraser): Mr. Butters.

Eligibility Of Students

HON. TOM BUTTERS: Yes, Mr. Chairman, The eligibility, as I mentioned, is similar to that currently in place for students seeking benefits under the territorial plan. I will read you what it currently says in the regulations. The student grants and bursary regulations became effective the first day of April 1979 and "Subject to these regulations, a person is eligible for a grant to cover four academic years if he has completed (i) at least eight years of schooling in the Territories of which at least four were completed between grade levels seven and 12, or (ii) at least five years of schooling in the Territories of which at least three were completed between grade levels seven and 12 plus such further number of years of schooling completed outside the Territories and at no expense to the Territories as brings the aggregate to at least eight years."

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Curley, have you another question?

MR. CURLEY: First of all, I suppose that regulation is available to us.

HON. TOM BUTTERS: Mr. Chairman, I should seek to arrange to have the current regulations put in the hands of Members. That will assist them to examine them and raise questions on this matter of eligibility.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Sibbeston.

Student Grants Program Very Generous

MR. SIBBESTON: Well, Mr. Chairman, I just want to say firstly, that I do not accept this report at all. You have to consider that when this request was made to have the whole matter of higher education grants and bursaries reviewed, it was done at a time when we had gone through the education budget, and it appeared clear to us that there was simply not enough money for things which meant a lot to native people, such as native language and curriculum. In fact, for native languages throughout the whole North, all there was was \$300,000 and it was decided that in order to improve this millions of dollars were needed. It seemed there was no money. So this was the reason why we tried to seek moneys so we could spring loose some funds to do this sort of thing. So it occurred to me, and it seemed obvious to me that the student grants program is a very, very generous program. When we required this study be done, it was with the intention of reusing the money for grants so that money could be made available. What we have here in the report and recommendations is that an even more generous program would be set up than we presently have. On that basis alone, I just do not accept it at all. My first reaction when I saw this blue book was frankly one of madness, because again it seemed like it was an attempt to overwhelm you with paper and figures. I expected that the report would come to us on two or three pages and instead we have this lengthy study that was done. I just have not delved into it as yet and I do not know whether anybody up to this point has gone through it thoroughly. I guess if I was not half-assedly educated, I would be scared of it or overwhelmed by it and would not even try and tackle the thing. I question whether the Members here have gone through that or are even interested or are prepared to go through that study.

Mr. Chairman, when we were dealing with the matter of student grants last winter, it was noted that there were very few native people who were benefiting from this very generous program. This situation is of some concern to me. It seemed or it is common knowledge, and I do not want to insult anybody, but it is common knowledge that in the North here non-native people generally make more money than native people. Non-native people generally hold the higher positions in government and industry and so generally they have more money. My thinking was that surely they could contribute something to their children's education past grade 12. That was kind of the hope or thinking behind reviewing the whole area.

It is also noted that when you look at the children or the students names who are presently going to university, I think it is fair to say it is kind of like the higher class people's kids who are benefiting from this program. So that also concerns me. I just think that people who make a lot of money should pay something towards their children's education. Just as an example, and I do not want to criticize for instance, Mr. Butters, but just as an example, last winter when we saw the list of students going into university or higher education, I believe Mr. Butters has four children who are taking part of this program, and he is making at least \$47,000 per year. There are other government people, Mr. Parker perhaps has children, or had children who have made use of this program and he is making \$50,000 or \$60,000, I do not know how many thousands of dollars. The point is, these people who are making lots of money. Surely they can pay something towards their kids' education.

MR. CURLEY: Hear, hear!

Priority Should Go To Native Children

MR. SIBBESTON: That is my main point. In Simpson, just to give you an idea of the sort of concerns there are, the Department of Education had the gall to reduce the amount of money for kids in the school there to buy books and materials. So, if Mr. Butters and his department has the gall to do this, it just seems to me that we do not have things in proper order or perspective because any territorial money we have should really go towards making sure that the kids in the lower grades, especially native children, get a good education. That seems to me to be the very basic priority that we ought to have. So I am just totally -- I have not read the report fully, but my initial reaction is a negative, thumbs down on it. Throw it in the garbage. It is no good and it has actually missed our point throughout. We should reject the report.

I note that the report does not even consider the question of people or parents paying for their kids' education. It talks of giving help on the basis of need but only on the basis of the student's needs. Mr. Butters' children for example, despite all the money he makes, if it is determined that a child of his is in need, then he will get assistance. The way it is planned, the parents' financial situation will not be taken into consideration. I just think the government has turned it completely around and missed the point. Instead of reducing the amount of aid to students who should not get it in the first place because of their parents making a lot of money, now they are talking about increasing it. I therefore find the report unacceptable and I do hope that everyone will take this into consideration and zero in on the question which is really at hand.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I understand we have extra copies of this blue report if anyone has not got one. Mr. Curley.

MR. CURLEY: Mr. Speaker, when I asked a question today to the Minister of Education, I was being generous when I only pinpointed Yellowknife. If I had included other schools like Frobisher Bay or other centres, the dropout rate of the students, the students that have been dismissed is quite tremendous but I would like some information and I hope he will get that. As an example, and I am using that because the native people are suffering in the present school system, whereas the "haves" have been provided with all the generous opportunities to further their status in the Northwest Territories.

When I first looked at that I was a little concerned. Not because of student aid that is needed and given to the students, I think it should be provided as long as there is a student need but what appalls me is that it completely ignores the parents ability to pay. It ignores what status they are in. I think if we are going to approve that, we are going to have to put in some guidelines. So it is those students and the parents who have kids, they must disclose their total earnings and for instance I would have to agree to that kind of condition if this is going to go through. Otherwise, we are making an independent assistance to students without regard for the guardian, without regard to parental responsibility. It seems to me for those "haves" in the North we are trying to isolate them from responsibility and providing assistance to their children. I do not think that this kind of thing is acceptable because we do not do that with other programs.

Conditions Should Be Put On Program

Just look at the rental scheme of the Housing Corporation directed by the administration of this government. You know, the ordinary people here have to pay 25 per cent of their salary. They do not have all that much to make ends meet in this part of the North, so I am a bit concerned with that. Unless we make some changes to the guidelines and the conditions, I do not think we are going to have a very pleasant debate on this student need thing because it has been referred to, for instance, in some areas as the "Yellowknife plan, Yellowknife aid". It is that kind of arrangement. I do not think we should try and make that kind of a plan only exclusively for the rich people in the area. I think we have to be careful these days because everyone is saying that we are going through a financial crisis. On that basis, I think we are going to have to put some conditions to this report if we are going to approve it during this session. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Any further comments? Mr. Patterson.

MR. PATTERSON: Thank you, Mr. Chairman. I, too, was very much looking forward to receiving the report and hoping that it would provide great assistance to us. I had got good reports about the way the research was being done and the fact that Mr. Mair had been discussing this complicated subject with all manner of interest groups and persons, both in the Northwest Territories and elsewhere in Canada. I am somewhat distressed then to find that the report to my mind does not seem to address any of the problems that the debate last session uncovered. I feel that changes, if they are made in this program, should try to redress what many Members seem to see as serious problems with this present system and perhaps I can just outline a few of those. I thought they were pretty clear from the last Debates. While I notice that the management summary apparently states that the committee did study the debate surrounding the motion and took into account our motion and our debates, it seems to me that the committee either did not understand us or did not pay sufficient attention to what they were trying to say. What I was trying to say at that time and what I still believe are serious problems with the system and I am not sure that many of the recommendations proposed will do anything to eliminate these problems -- these are just some that I jotted down now.

Application Deadlines Unreasonable

First of all, practical problems, which seem to have for some unknown reason, discriminated against an entire segment of the population of the Northwest Territories. We look at the administration of the program to date. There is a committee based in Yellowknife, composed of largely and virtually exclusively

non-native Western Arctic residents. They have an application deadline of June 15th, which is fine if you live in Yellowknife or Hay River or Pine Point, an application deadline which I understand makes it virtually impossible to apply in one year with the necessary transcripts and necessary application to a university or an institution of higher learning and be accepted the same year. We have a system which manifestly is failing the native people of the Northwest Territories. It seems to me, a system that is being taken great advantage of by one segment of our population and entirely missing a vast geographic area of the Northwest Territories and a vast population of the Northwest Territories. Also, Mr. Chairman, in the debate, a number of us expressed concerns about the fact that this program might possibly be abused by persons who were taking advantage of residency in the Northwest Territories in order to obtain what might be called a very generous fringe benefit. There was some discussion about whether or not people should be compensated for living in the Northwest Territories and rewarded by getting free education for their sons and daughters. I thought we made it clear in our discussions that we were very concerned about people taking advantage of the system who we will never see again. I would have hoped that the study would have sought to redress those concerns and I have given that some thought. I think that there may well be ways in which a program of assistance can be devised which will help to alleviate those concerns and provide incentives to students, at least who we are investing the money in, to return to the Northwest Territories and contribute their skills, labour and incomes to the Northwest Territories.

I am also very disappointed that little or no consideration, perhaps there was a time constraint, has been given to the possibility of loans. Perhaps parents may be unwilling to pay for their children's education, whether they have the means to or not, but what is so shameful about a loan program? What is so shameful about a loan program that would build incentives for students to pay back the loan, either by returning to work in the Northwest Territories or, if they leave, by paying the people of the Northwest Territories and the Government of the Northwest Territories that loan back? I have talked to many people about this program and there is hardly anybody who does not seem to feel that there are not problems with it, that it could not be improved, that it could not be tightened up, that we could not save money. I would remind Members again, that one of the biggest concerns and I would be foolish to say if we save money in higher education, we will not be able to put it into language programs and the areas we are concerned about. One of the biggest concerns was that this is a very costly system and a very generous system. I am disappointed that the report has not sought to find ways in which things could be tightened up.

Means Test For Parents Complicated

I also recall in the debate that there was a lot of concern expressed about this terrible spectre of the means test. I too recognize that the means test is expensive and complicated to administer. There are a hundred loopholes available to anyone who wants to avoid reporting or declaring his or her income or his or her parental income. I am disappointed that the paper has not addressed this question as well. In other words, if there is not a means test, could systems be built in whereby the whole process could be made much more simple?

I have studied the system in the Yukon which features a much greater dependence on loans and does not require the administrative complications of a means test and is a basic grant without question. Certainly not as generous as we have given in the Northwest Territories, but none the less a basic grant without question, for people who have had a certain residency in the Northwest Territories. I think there may well be merit to the argument, that a means test is complicated and procedurally a difficult burden on the whole system, but that does not seem to have been addressed. All the report seems to say is, "There should be a means test, but parental income should not be considered." I do not know how you can separate the resources of a student from the resources of a parent. I notice that the student loan instructions presented, which were presented at this House last year, at the last session gave instructions on how to register your car outside the Northwest Territories. I wonder where these cars are coming from and who is paying for these cars and whether the present proposals for considering the means of the student are going to pay any attention to such things as cars provided by parents. I think it would be just as impossible to administer as any other means test.

So, I generally would say that I too am somewhat disappointed in the paper. There are a few other points that I would have liked seen addressed; the problem of the long time resident addressed by Mr. MacQuarrie, the need to build in support for students who we are financing by providing jobs for them in the summer. What I say are very serious organizational problems in the structure of this system and none of the problems seem to have been addressed. Perhaps it means we are going to have a lot of work ahead of us in making recommendations because I think this is only a beginning, this report. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Are there any further comments? Mr. Butters.

HON. TOM BUTTERS: Thank you very much, Mr. Chairman. I think, as I mentioned at the outset, that just about everyone recognizes that the program as it currently exists requires restructuring or changing. I thought I made that clear. I think if Members who are raising these concerns now, had talked with other Members, they would recognize that that is the general feeling among all people. I do not see any argument that there should not be change. I think students who are benefiting under this program are just as anxious to see certain changes made as the Members.

Program Needs Updating

You know, the program did not just begin last year or begin with my ministry. I did not set up a program so my kids could benefit. I know the Member did not suggest that but the program began, I think it was suggested by the Council of the Territories about 1961 and I think perhaps the Commissioner might remember that. I know in 1960, Knut Lang represented the Delta and when Knut Lang came back from Council he felt they had put together a very good program. There have been a few changes since that time but obviously as the program was developed in the early 1960's it should be brought up-to-date. At that time my kids were just toddlers but they were residents of these Territories too. The Territories are my home and it is their home. It is as much my home and their home as it is Mr. Sibbeston's home. Mr. Sibbeston was also an individual who benefited under this program. This is very good because he is probably one of the Territories first native lawyers, but I think Mr. Sibbeston, if he were fair, would also say that were it not for the fact that his constituents allowed him to attend university while a Member of this House, he would have found it very difficult to do, and he will tell you that he would come back to attend the sessions from university.

So what I indicated at the beginning is, that this is not an assistance program as much as a subsistence program. Any individual who has youngsters taking this program, knows that they have to pay considerable amounts of supplementary money. Those are the parents and the children who are happy enough to be together, but

you must remember too that some youngsters when they get to 16 say, "I am shoving off. I am an individual in my own right and I will live my life the way I please." I think any program should also recognize that such a student has to be treated as an individual and if he or she applies as an individual, then the assistance granted to them, if they are eligible, should be granted on the basis of their own interests and their own determination or self-determination.

I would like to comment with regard to loans. The board that examined this suggestion indicated that they had heard the suggestion with regard to loans being made but did not have sufficient time for studying the matter put before them. I feel there is not one student who would not just be delighted to be guaranteed employment when he or she returns from university but how many are we employing? These young people are our future, native and white alike, and if you are going to discriminate between them on the colour of their skin, I am not. These people are northerners. They live here. They make their homes here. I think they deserve a full opportunity. When they are attending university I think they should know that they could come home and find employment in their homes. I think we have been shortsighted in not realizing that here was a source of people that we could use for employment in government, for employment in our municipalities, for employment in our industries, rather than recruiting from outside of the Territories. I feel, as I say, we have been shortsighted in not only providing a career path for people who come into government but also in thinking ahead and providing a career path for our students who are moving into our universities and who will some day graduate and some day may provide their talents and knowledge and intelligence to us in all forms of our collective endeavour.

So that is what I said at the beginning. I think I and I think all people, welcome the Member's suggestions that this is becoming an antiquated program and that changes have to be made. But in so doing, I think we can make changes which will benefit us all and be very valuable to us all.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. I recognize the clock as 2:30 and coffee is out in the room. It is free coffee and you do not need a means test.

---SHORT RECESS

THE CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. We will continue with general comments and I have Mr. MacQuarrie on the list first after coffee break but before I give the floor to Mr. MacQuarrie I had an announcement presented to me here. It says that it will be a great day when the schools have all the money they need and the army has to hold a bake sale to make a bomb -- whatever that means -- Prince of Wales School, British Columbia. Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: Thank you very much, Mr. Chairman. There have been many comments made about this paper and it will be difficult to have an organized and coherent response to them but I will endeavour to do the best I can.

First of all I feel it is improper for Mr. Sibbeston to suggest that the position presented to us is not satisfactory because it will cost more than what the other one cost. We were told there is no cost analysis and so he has no right to say that. I can see there are certain areas in which it might cost more, that is if the cost of living rises, transportation and food costs and so on, then it will cost more and it would even under the old system; or, if we managed to improve our education system so that more native students take advantage of the student grants system it will cost more but that would not be a bad thing at all. On the other hand there are some indications that in a number of areas there will be fewer costs associated. I can see it is quite possible if this system were implemented that quite a large number of students, our children and certainly this would probably include my own, would be eligible for transportation, books and tuition and if they had good summer jobs they would not likely get any assistance at all towards their cost of living so that would help reduce the bill substantially.

Assistance For Native Language Instruction From Other Sources

Mr. Patterson and Mr. Sibbeston both made the point that one of the major concerns was that we needed money in order to improve native language instruction in our educational system generally, so that it is more suited to the needs of native children and so that it enables them to become very successful people in the terms that they define, not in terms that I define.

I agree that that is the case. I would like to see more money for that purpose. However, I do not think that we would achieve anything desirable by taking that money from young people who have achieved success in the public education system that is prized by people all across Canada, by people in the United States, in Japan, in Germany and everywhere else. They have succeeded through the public school system and we would only be damaging their aspirations and their chances of success by taking needed assistance away from them. We must get the money to improve the educational system for native people from other sources and I am willing to co-operate in trying to get that from other sources.

Mr. Sibbeston makes the point that it is the rich people who are getting the benefits, and I think if not explicitly stated, they clearly implied it is the whites who are rich. I would like to say that there is no question in my mind that right here the Hon. Mr. Nerysoo and the Hon. Mr. Wah-Shee out-earn me by several thousands of dollars every year. I have no doubt at all that Mr. Tagak Curley as chairman of the board of directors of ITC, Inuit Tapirisat of Canada, in addition to being an MLA out-earns me by several thousands of dollars every year. I even know, and I guess the chairman does too, he indicates, I even know that the hon. Mr. Sibbeston has an edge over me in earnings as well. So it is not the whites only who are rich, but another point on that; supposing we drop colour from it entirely and accept his proposition that those who earn more should not get any assistance. You must remember that if people are earning more they are paying more in taxes, and a lot of them are very concerned to find that they work hard, earn a reasonable amount of money, pay rather high taxes and then find out that they do not get any assistance for their children from a tax supported plan.

MR. PATTERSON: It is tax deductible.

HON. ROBERT H. MacQUARRIE: They feel in a sense they are paying twice in that case. With respect to any person who is employed in the North, I think it is incorrect to say that they are rich. I would not say that of Mr. Curley or Mr. Wah-Shee or Mr. Nerysoo. The fact is that the cost of living in the Northwest Territories is very high and there are many many ordinary public servants who are earning reasonably good wages but who, if they have three or four children, would find it very, very difficult to send these students to university without some assistance.

Post-Secondary Grants For Northern Institutions

We must remember that the entire system of post-secondary education grants includes a lot of young men and women who are going to some of the institutions that we do have in the North. I would ask the people who are opposing this whether a means test should be applied to their parents. I think the answer is obviously no, you say they are young men and women, but where does the process begin? I know that the age of majority is 19. I know that parents are no longer responsible for the debts of their children at age 19. In fact at that age we generally believe in our society that these people have become young men and women who are responsible for their own conduct and so it is quite right that if we are judging, if we are making a needs assessment, that it be made on the basis of the needs of that particular person and not of somebody else.

Mr. Curley stated that native people are suffering in the present school system. As I have already said, I agree we need to improve the school system to ensure that that does not happen. He also made reference to the fact that many people were paying 25 per cent of their earnings for public housing, but you cannot forget that when we were going through the Housing Corporation estimates at our last session we were handed information that demonstrated that public housing in the Northwest Territories was by far the lowest in Canada, by far a bigger difference between us and the next level up than a cost of living would warrant. So now there is this provision in that area.

Board Members Must Have Working Knowledge

Mr. Patterson made the point that the board which makes decisions with respect to the grants is largely a certain type of people. Well, certainly those who have to make decisions with respect to post-secondary education assistance would have to be people who have a working knowledge of what is involved when people go on to higher education. Generally speaking that would be the case and perhaps that explains why many of the people who are on the board, are on the board.

I would ask Mr. Patterson if he knows of a specific case or cases to make them public of any native student who has not received assistance because of a late application. If there are cases, I am not putting that in a way to doubt you, but if there are cases I am sure I would like to know and so would others because if it is simply a matter the system is so complicated that many students are not able to take advantage of it and that was the reason for the late application, I think there would not be a person in this Assembly or in this room who would not say, "No fair. Even if it is a month late or two months late, let us get it through and look after the needs of this person."

I notice Mr. Patterson also referred to the fact that perhaps students should be expected to return. That is a possibility. I do not think it is ruled out in this paper. I got the impression that they are willing to implement a system and then review it with possibly going to loans eventually. I think that many, many people in the Northwest Territories could accept that. What I am saying is that I believe many of my constituents who are mostly white, who are mostly public servants in my particular constituency who earn reasonable

salaries but are not rich by any stretch of the imagination could probably accept what has been offered here, that is, that their children would have transportation assistance and tuition assistance but that they would be responsible themselves for their housing allowance. I believe that my constituents could accept that, but I think that they could not accept a system that just assumed that they had no need for assistance and were to be excluded just because they had regular incomes or whether it was because they were white or whatever. I do not think they would accept that at all. They are perfectly willing to accept a reasonable twinning of what is presently given in order to make it just and in order to ensure that nobody is riding on the government. The way they would look at it, it is their tax money. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. I have next on my list Mrs. Sorensen.

Yellowknife Constituents Feelings On Assembly Motion

MRS. SORENSEN: In the interest of saving time I will not repeat what Mr. MacQuarrie has said. However, I certainly agree with most of the comments. I also agree with some of the points that Mr. Patterson has brought forward about the possibility of a loan system. To go back a bit I want to express to the Assembly how my constituents felt. There were 250 of Yellowknife constituents at a meeting last week and one of the major topics was the post-secondary assistance program. These people were very, very frightened that this Assembly was going to do away completely with that program. One of the reasons they were frightened was the callous way in which the original motion was presented. They were also very frightened by some of the remarks that were made by some of the hon. Members concerning the abuse, the alleged abuse and the exclusive use by white students of this program.

There are several comments that I wish to make concerning certain principles. One of them is that we must realize that the North does not have a university or a technical institute and therefore extra costs are incurred as a result to parents and to students as a result of that lack of facilities in the Northwest Territories. It does not matter whether you are a white student or a native student; those extra costs are very much a reality.

Territorial Students Use Institutions At No Extra Cost

We must also remember that the Northwest Territories is in fact, saving money by not having a post-secondary education facility in the Northwest Territories. I think that has been proven time and time again. That does not mean that I do not support the building of such an institution, but the fact remains that we are very, very lucky to be able to take part as a territory in the use of the institutions in the South at no extra cost. Our students do not have to pay a foreign student rate to go to school in the South.

There is another point and that concerns parents. Parents do not always value education. It does not matter whether you are white or native again. Therefore there is no guarantee that because a parent makes a lot of money they will either encourage or give money to their children to go to school. Therefore there is a value in having an assistance program that is not dependent on the amount of money the parents make.

Another point is that assistance for post-secondary education is a progressive investment in the future of our children and we should be proud of our broadmindedness in the Northwest Territories because we do have or at least today have accepted that we value post-secondary education.

Another point is that we in the Northwest Territories are presently benefiting, very much benefiting from technically and professionally trained people from the South who have also received public funds or public assistance in their schooling. We should do our part to help support the training of those professional people, the training of nurses, doctors and engineers, pilots and technicians, because while all students that we in the Northwest Territories may help through post-secondary grants may not come back to work, others certainly will, others who have perhaps been trained and assisted in the South. There is no doubt as our facilities increase and as we expand our primary and secondary educational and health facilities we are going to need more and more professionally trained people so we must be helping Canada to train those people.

Professionally Trained People Rarely Unemployed

We must also remember that those who are trained to be doctors, nurses, etc., are in fact the ones who will be rarely unemployed in Canada, who will contribute to the Canadian or the public coffers through taxation. Taxation money is the kind of money that we receive as a territorial government from the federal government in order to carry out the programs that we wish to carry out. For instance, the money that we give to the Fort Resolution sawmill every six months comes from Canadian tax dollars, comes from people who are trained, who pay their taxes to the Canadian government and which then gives us the money; also the money that is used to operate the houses in the Central Arctic, in the High Arctic at very high costs because of fuel and power. So it has to be realized that that money has to come from somewhere and it usually comes from the taxpayers and taxpayers of tomorrow are students educated today.

Now I feel that there should be a basic grant given to help students who are going to go on in their schooling and that basic grant should cover extraordinary costs only, extraordinary costs I would define as being travel and perhaps some assistance with room and board. I do not consider tuition extra costs and I do not consider books extra costs or extraordinary costs. There may be other costs that some Members may be able to define as being extraordinary costs so I do not limit it only to travel and room and board assistance however for the time being those are the two that I identified.

I believe that the remaining assistance should be available through a loan system. I agree with what Mr. Patterson has said, the condition that the money lent to the student is repayable in years of service and that we as a government are prepared to offer the graduating students positions or be assured that they are working either for industry or private enterprise in the Northwest Territories. As long as these students come back to the North for a set number of years then this government should be prepared to forgive them that loan. Failing that, then they should pay the loan back on a low interest rate. I have done a lot of thinking about those two points. At the constituency meeting I threw that out to the people who were at the meeting and they felt that was a very reasonable suggestion and felt, or at least it was my indication they felt quite comfortable with those two points. So I would throw those out as my suggestions on how we can perhaps come to some sort of compromise on this problem. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. I have Mr. Nerysoo next.

Time Allocated To Preparation Of Report

HON. RICHARD NERYSOO: Yes, Mr. Chairman. I would just like to make a couple of comments here. Firstly, I think as Mr. Butters was saying, there has not been a lot of time allocated to do a very in-depth report and to even have one to discuss at this time I think has taken some doing. I realize as well that

all the ideas that are being talked about right now would not have come up had the report not been done. I think that we do not necessarily have to agree with the report, but certainly it brings out discussions on these issues and decisions that we make or would choose to make I think will come from continued discussion. You cannot change a policy overnight when you do not have all the ideas down, all the options down. I have some other ideas I would like to talk further about to other MLA's and have the Dene Nation, the ITC, Inuit Tapirisat of Canada, and the Metis Association, COPE, Committee for Original Peoples Entitlement, have them all bring forward ideas on this issue. I think this report is not to make a firm decision at this time if we so choose, or choose not to. I just wanted to make that clarification that we do not necessarily have to make, or do not necessarily have to agree with this document at this time and that further discussions can take place on the whole area of student finance.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. Mr. Commissioner.

COMMISSIONER PARKER: Mr. Chairman, I think that the words that Mr. Nerysoo has brought to you are very much appropriate to the debate, and I asked for the opportunity to speak, only to speak from the position of one who was the Executive member for Education at a time when there were changes made to the student grants regulations. I wish to recall for Members that as Mr. Butters has pointed out the student grants policy has been in place, the program itself has been in place for many, many years, and it has been modified in the last half dozen years in response to questions that have come up in this House, and therefore your predecessors have had some of the same concerns, and some of those concerns have been met.

Changes In Residency Period

The program as it was at the start of the 1970's was almost totally open or free. There was literally no residency requirement at all, and therefore as such it put a high percentage of the money of the program in the hands of people who were relatively new arrivals. The first change that was made was to call for something like a six month residency period, if I remember correctly, and the next change was to call for a two year residency requirement.

At the time that was seen to be quite a major change and it was done to reduce the costs of the program and in fact to ensure that whatever money was available was tilted in favour of the longer-term residents.

The last change which went into effect 13 or 14 months ago was a very carefully thought out change and it was tailored very much to give favour to the people who had been born and raised here, whose parents were long time if not lifetime residents, and I think that those changes are very helpful.

Now, that is not to say that further changes are not necessary and two or three of the Members have spoken very well about the need to achieve a different balance in the expenditures in the Department of Education, and to put more emphasis on the cultural aspects, and I mean the financial emphasis, and that is very good. I would recommend, if I may, that you do as Mr. Nerysoo has suggested, regard this paper as an interim paper and not one that we have had the opportunity to fully research, to underline and agree with those parts that you support and to suggest modifications to the parts which you do not support. I think in that way the government will be able to come back to the Legislature at a session the Minister of Education must choose, with a further document. I think he might well be ready to do that in the fall but that is in his hands, of course.

Finally, it is true that my family has taken advantage of the program but the program was there long before I ever even thought of getting married. In fact I came into the North as a single person and so I was not recruited for the purpose of having education assistance. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Commissioner. Are there any further comments? Ms. Cournoyea.

Abuses Of The System

MS. COURNOYEA: In the study you have here, the basic question that was put forth, and I feel the basis for the question into higher education and grants to higher education was the fact that many of us felt that there were abuses of this system and that people who are 19 years of age were taking part in the system. I believe when the discussions took place we talked about ten to 12 people who collectively were new, whose parents were not living in the North any longer. They came and stayed in the Northwest Territories primarily to conclude their education and they were working basically full time all summer. However, because of the criteria laid down they could tap into the system and it seemed to me that one of the questions that was put forward, or the predominant one was, was the system being abused?

I understand that directly after the session there was a questionnaire that was sent out to the students who were using the grant system of the Government of the Northwest Territories and some of the students resented the fact they were requested to fill in these questionnaires to give some information to the education authority or the administration to get an indication whether there could be some kind of means test provided. In this program I do not see an indication that this particular questionnaire that was circulated has been provided for in the report that has been tabled here. I was wondering what happened in that area and maybe the Minister of Education can answer that question.

THE CHAIRMAN (Mr. Fraser): Thank you, Ms. Cournoyea. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, I cannot respond specifically because I was not involved in the program. I never did see any of the material developed nor any of the raw data that the author and the committee used to compile the report. I just note in the item with regard to the research method that it indicates in part two, "Questionnaires to all Northwest Territory students and apprentices in southern Canada, in vocational and higher education, Fort Smith and in community adult education programs". So it seems as the Member suggested, the questionnaires did go out but I do not know the results of examining those questionnaires.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Supplementary, Ms. Cournoyea?

Alberta Student Financial Assistance Program

MS. COURNOYEA: To go back to that particular issue, on page 114 there is the Alberta student financial assistance program and it says under the first point, "You qualify for assistance on the basis of financial need." I know two people who are from Alberta and they do not intend to stay in the Northwest Territories but are in the Northwest Territories to take advantage of the grant. That is fine. As Mrs. Sorensen says, they can quite happily live in Alberta and have free educational facilities provided for them but according to the understanding I have from the information from the Alberta financial assistance program which was outlined to us, in fact it appears that housing accommodation and travel assistance, etc., is not provided for under their assistance. So if I were a student and over 19 years of age and I had the practical ability to tap into the Northwest Territories educational system I would certainly do it, and I believe the questionnaire was specifically designed to find out if people, in fact, were doing this.

Further, to the basic idea of why these questions are answered, and I can go back to Mrs. Sorensen's contribution a little earlier, how as a group of native people we are always being told of how much is being spent on us and how much is needed to look after the natives, oftentimes we have programs that are offered to us and certainly we had no part in designing. As a group of people who are coming forward with ideas and suggestions, we find it very difficult a lot of times to change the programs that have been instituted and we like to be proud of the fact that we are fielding people in areas at a high rate of success. We feel somewhat put down many times when we try to change the system to what we feel would be more applicable to the people, our own people, at the cost that there is one system for everyone and everyone is the same so we should all sit in.

System Should Allow Changes

I feel that because of that philosophy we were trying to get at exactly where the expenses were being spent, in order to come back again to the basic question of why a lot of the native people or even long time residents -- you do not have to be native because I think the lack of success in appreciating the system is much more than just native people, but we do have that stigma attached to native people, "Look at all the money that is being spent on you and how come you are not fitting in?" We have to be responsible to our people. That is why we are elected. We do not want to be painted with the brush that we are not successful people and from time to time we have to change the system that will allow our people to be successful. If money is being spent for others, other people are taking advantages, then maybe that money can be used in another way. It is not to put someone else down, but it is just a common human trait to take advantage of something that is available, preferably if it is free.

So I think the abuse of the system, certainly that was the primary question. I would like to know, in the research that was placed before the Department of Education, if as soon as possible we could find out whether for some of the funding that is given for higher education there is really a need to do so. There would probably be a lot of reasons one way or the other how that can be corrected. We have a lot of work to do and we do not have all the money to do it with, but certainly we are willing to, but we have got to find out what is really happening within the system. That is the question that was put to the floor at the last Assembly, to find out in fact if indeed are people taking advantage and spending the Northwest Territories money when they could easily tap into their own provincial free education. Certainly that to me was the basic question that was being asked and that is the basic question that still remains unanswered.

THE CHAIRMAN (Mr. Fraser): Thank you, Ms. Cournoyea. Mr. Butters, have you any response to that question?

Research Staff Compiled Material

HON. TOM BUTTERS: I am going to try, Mr. Chairman. I think part of the problem is that the House did not develop or approve what you might call terms of reference and directions for the committee or the researchers to pursue. The researcher would have available to him the motion and the Debates and obviously may or may not have addressed interests and concerns of each individual Member. It is regrettable that the research staff that compiled the material are not available to us and cannot respond directly, at least in a general sense to some of the more specific questions regarding the report itself. I do not know how Members would wish to handle that but without Mr. Mair and some of the other people who did the research available to us I guess a specific response is impossible.

MR. PATTERSON: You have got the television connection.

HON. TOM BUTTERS: Mr. Patterson mentioned the television connection and I suggest we set that up as another item. If it is felt that this avenue is worth pursuing further obviously that is possible and Mr. Mair could be available and attend us by using the television service. Obviously I cannot respond to those details now. I do not imagine that anyone else except the people who carried out the research could make any type of rational response.

THE CHAIRMAN (Mr. Fraser): Thank you, Hon. Mr. Butters. We have Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. My feelings on this are that the Northwest Territories presently has some of the most progressive and universal programs in North America and even in the world in some areas, with public housing and health being good examples of these and a hospitalization program as well. I would be very disappointed to see a retrogressive step taken in the area of secondary education assistance which would retard the excellent program that exists in our system now. I am still against any means test which would be used to determine the right or amount of assistance a student would receive. I could however support a program which would strengthen the method that gives greater assistance to long-term residents and those born in the Northwest Territories.

As to what Ms. Cournoyea had to say I agree with her that abuses of the system should be stopped and I would even go along with a portion of the assistance being in a loan form to facilitate her suggestion that the incumbents of the assistance should feel an obligation or responsibility for part of the financing, say, ten per cent. This could be repaid by the student either over a period of time through a bank loan like the Canada student plan used to be done or it could even be a forgivable loan if the student definitely did return to the Northwest Territories and worked for a certain period of time like two, three, five years, something like that which might be determined by the amount of the loan.

Adult Students May Be Long-Term Residents

I would have to disagree with the idea that a person over 19 should be cut off assistance if parents leave the Northwest Territories. I feel that a person maintains residency in the Northwest Territories by returning from school for summer employment to a place which, if he were born here, or a long-term resident it is their home even though the parents may have retired or moved. Anyway, they are by that time at the age of 19, adults, as Mr. MacQuarrie pointed out, and where their parents are, or what their parents do, or who the parents are, has nothing to do with that matter at that stage when you reach the age of 19.

I could only summarize what I said as being exactly what I had to say at the last session. We in the Northwest Territories have some of the most progressive forms of government programs and services in North America and the world and I would hate to see a retrogressive step taken in this area. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. The next speaker I have is Mr. Sayine.

MR. SAYINE: Thank you, Mr. Chairman. First of all I have to say that I was quite surprised by Mrs. Sorensen's statement about the Fort Resolution sawmill because I thought everybody was on the subject of student financial aid. Anyway I have also had my constituency meetings before I came, both in Fort Resolution and in Snowdrift. The topic of the student financial aid also came up in my constituency and my constituents are also concerned. So my instructions are either to reject it or else to draw up another report. That is all I have to say for the time being because I think enough has been said on the subject and I just wanted the committee of the whole to know how I would be voting when it came to a vote. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sayine. I have other speakers on the list who have already spoken. Do Members who have not spoken wish to speak? Mr. Noah.

The Right To Send Children To Universities

MR. NOAH: (Translation) Thank you, Mr. Chairman. I would like to make a comment in short concerning education. The cost of living is rising concerning the people coming into the Northwest Territories. For instance from Manitoba or Ontario or coming from other provinces up to the Northwest Territories, their salary, wages are increased by about double what they would have made in the South when they move to the Northwest Territories. Down south after having paid your tuition fees, they move up to the Northwest Territories and they no longer have to worry about paying for their kids and they have salary increases. I know in the Northwest Territories, I realize the cost of living is very high. I also know that they have to be here about six months and there are those who are not too concerned about the ones who are here already making big salaries. People mentioned the Commissioner and various Ministers.

I am not too concerned about that, but being Canadian citizens we have rights and to abide by these rights we have to consider our children. We would like to give them the benefit of a good education and also send them to universities or colleges. Being Canadian citizens we have to be proud of being Canadian citizens, of having the right to be able to send our children or students to the university. We should be fortunate to be able to do that even though we have to pay for them. We know that those people who work hard make a lot of money and have money.

I would like to just mention to the hon. Members that people who are not making a high salary are assisted by 25 per cent and I think some people feel that living in the Northwest Territories or in the North in general that the cost of living is rising and for those who are well off it does not affect them as much. When they come to the Northwest Territories they are earning a certain amount, more than they would be making in the provinces. They go up to the Northwest Territories and are given a settlement allowance, an increase, and I feel in my personal opinion that those who are well-off, I feel they should pay for their children's tuition fees, etc., whether they are natives or non-natives and you would consider who would pay by considering who is well-off and who is not, who is able to pay and who is not.

For those of us who cannot afford to pay for our students because they are paying for housing and various other bills, we would get assistance but it seems that some people who are well-off are just looking for avenues by which to save more money and by which to make more money. The money that they saved which they could have used for their children's tuition fees, has just been put aside in the bank and they collect interest and then they go back down south, for instance to Manitoba or anywhere down south. I think we should give this more consideration due to the fact that we have rights as Canadian citizens to be able to know that we will be able to help our students. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Mr. Noah. I have a few speakers who have not spoken. If they do not wish to speak at this time, I will recognize Mr. MacQuarrie.

Exclusion From Reasonable Advantage

HON. ROBERT H. MacQUARRIE: Thank you, Mr. Chairman. First of all having raised the matter of taxes earlier, I realize that I may have left the wrong impression and I do not want to do that. I deeply and sincerely believe that the majority of the people in my constituency are more than happy to contribute towards social programs that are for the public good. I do not think they would begrudge that at all but it is simply that they do not wish in turn, to be excluded themselves from some reasonable advantage, and I think that this is a reasonable advantage.

I cannot agree with my hon. colleague from Yellowknife South when she suggested that books and tuition are not extraordinary and therefore should not be provided for in the grants system. I am much more in tune with Mr. McLaughlin on that. I believe in the principle of universal free education. I believe that money spent in that area is an important investment in every society, as it assists in the fuller development of individuals and in turn, there are benefits reaped by society. It is an investment and not just a wasteful expenditure at all.

I also could not support that idea partly because it would soon become discriminatory. That kind of distinction would not be the kind of assistance that Mrs. Sorensen suggested ought not to be given, but would be given to native people in the Northwest Territories because of the understanding that the federal government has with respect to its responsibility for education. So you would soon wind up with a system where some very well-to-do native people were getting assistance for higher education for their children and some other not so well-to-do white people would be excluded in that case and I would not want to see that happen.

Provision Of Books, Tuition And Transportation

I believe the bottom line for me is the provision of books and tuition fees so that all of our children can go on to higher education without being hampered in any way by a lack of funds, and of course since we have no facilities here, part of the bottom line is also transportation to get our people to the places where they can get the kind of education that is good for them and good for our country in the long run.

I can sort of support the idea that living costs maybe should be handled in terms of this assessment, because it is true that all our young people, whether they live in the North or in the South, either they themselves or their parents or somebody has to provide for their livelihood. So they would be making expenditures in that area whether they went out to higher education or not. So if by going out to higher education they do require extra assistance because they are faced with higher costs then they would get it and if they require any assistance because they have a summer job and had enough to pay for it then they would not get any assistance.

What I am saying essentially is that this report that has been brought in to us seems to me to support the suggestions I have just made and to the extent that it does I could really support this paper.

Special Committee On Education Should Have Information

Finally I would like to say as I said at the last session, I believe this is one aspect of a total consideration, that is education in the Northwest Territories. We have established a committee to study education in the Northwest Territories. I suppose I would be happiest of all if the information that has been gathered by Mr. Mair, and the committee working with him, if they continue to gather it over the summer and into the fall and made all of that information available to our Assembly's committee on education, we would maybe finally come back and be able to take account of these grants in the total picture of education and maybe come back with something that was very strong and very acceptable. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Mr. Butters you do not have an answer to anything but I have another speaker ahead of you and put your name down. Did you want to comment on Mr. MacQuarrie's...

HON. TOM BUTTERS: I have a point of order.

THE CHAIRMAN (Mr. Fraser): What is your point of order?

HON. TOM BUTTERS: Would it assist business if I had circulated those regulations I referred to a short while ago? I believe that when the change was made on the last occasion I think the Inuktitut was provided but unfortunately we do not have those readily available or handy. Could I have these circulated to Members?

THE CHAIRMAN (Mr. Fraser): Are those papers you want circulated translated, Mr. Butters?

HON. TOM BUTTERS: These are regulations in English on the eligibility. As I said obviously we do not have them in Inuktitut as when they were circulated when the matter was discussed at the last change, the translated document would be in Yellowknife.

THE CHAIRMAN (Mr. Fraser): Mr. Butters, as chairman of the committee of the whole I will not accept any papers passed around in the House unless they are translated.

HON. TOM BUTTERS: I have heard your words, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): The next speaker I have is Mr. Tologanak who has not spoken yet.

MR. TOLOGANAK: Just going along with what you just said to Mr. Butters, the whole report, all the details have not been translated. With all due respect to the Minister, this report is not translated at this time and the Members who do not read in English cannot look back into the details or whatnot and may not make any comments about it.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Tologanak. Unfortunately those were passed around before I was chairman and I cannot do anything about that.

---Laughter

Do you wish to speak on it or make any general comments, Mr. Tologanak?

MR. TOLOGANAK: Not at this time.

THE CHAIRMAN (Mr. Fraser): Thank you. I have next Mr. Patterson for the second time.

Education An Important Investment

MR. PATTERSON: Thank you, Mr. Chairman. First a few words about some of the remarks that have been made. I wish to make it very clear to the hon. Mrs. Sorensen and other Members that the original motion did not seek to throw out the system, and furthermore that I agree that higher education is an important investment and educating young people in the Northwest Territories, and investing in people instead of building townsites for mining companies is or should be a high priority in the Northwest Territories.

Now, I would like to point out to anyone who feels that the original motion may have been ill-considered, that I moved that original motion and late in the debate, when I am sure, myself and others, not being unreasonable, we agreed to a deferment of the motion. It would have passed and there would have been a means test implemented as of now. However, we agreed to defer the motion so it could be studied and I was the one who seconded Mr. MacQuarrie's amendment and I resent suggestions that we were trying to eliminate the system and that we were acting irresponsibly. In fact, I do not regret having made that original motion. I think the debate that has resulted in my constituency and elsewhere in the Northwest Territories, the attention that has been paid to the system, not only to the higher education grant system but the democratic system, has been very healthy and helpful for all of us. I also am encouraged today to see that some of those Members who spoke so strongly against our position have now significantly moderated their stance and have agreed that perhaps it is a bit of an extravagant plan and there may well be ways of saving money, that in fact maybe we do not need to give free support as far as it goes right now, and perhaps there should be a basic grant to cover travel which I too can now accept as being reasonable. People should be put in the same position as if they lived closer to an institution of higher learning.

A Loan System Needed

I am also pleased that there is some recognition that the system is not working as well as it might and I am pleased that all Members, virtually all Members seem to agree that a loan system is needed. Parents who refuse to support their students, those students should not be left in the cold, but certainly there is nothing shameful about applying for a loan for higher education.

I would like to comment briefly on this business of native and non-native students. I am pleased to hear Mr. MacQuarrie for one, clarify now that in fact the system that we are talking about in the Northwest Territories and changes to that system, which will perhaps make it less of a program which one gets by right, by virtue of being a resident of the Northwest Territories or having gone to school in the Northwest Territories, changes in that program will not affect the special status of the Inuit and Indian persons in Canada and in the Northwest Territories.

I would just like to say that I think having looked at the Yukon system, that in the Yukon full advantage is being taken of the federal government's responsibility in that area and a student in the Yukon who happens to be a native person who comes within federal guidelines, gets a basic grant for travel and immediately turns around and applies to the federal government and has his education paid for. I do not think there is anything shameful about native persons being given special status in terms of health and education programs. After all, Mr. Chairman, native persons have a special place constitutionally and historically in this country. They are given benefits that other Canadians are not given because after all we are trespassing on their land. I do not think that we should object to the special position of native persons because after all they are in a special position.

Deadline For Date Of Application

Now a word about this business of the June 15th application date. I am not going to discuss the cases I am familiar with. I will say that many people in my area have simply given up applying because of the deadline and I think it is very unfortunate that that deadline is written into, not the regulations but the ordinance, and the ordinance says, "You shall apply by the 15th of June." The Yukon program allows you to apply six weeks after you have started a program or even later if extraordinary circumstances exist and obviously this has to be changed.

I would like to also point out an area where I think a lot of problems have been caused in the Keewatin region and that is this business that students who are approved for assistance have to go to university in the nearest centre which is Winnipeg. Keewatin students from what I have been able to find out do not have any particular desire to go to Winnipeg to go to school. They more often than not want to go to Ottawa where historically, Keewatin people have family and familiarity. I think we should look at that particular aspect of this grant. I think if a student wants to go to law school from the Northwest Territories and is going to be given assistance that he should be able to travel to the best law school in Canada and it may not be in Winnipeg, with no disrespect intended to the University of Manitoba. The best law school in Canada may be in Halifax where I went to school or elsewhere. At any rate, Mr. Chairman, that is an area that should be reviewed.

Teacher Education Program Should Be An Apprenticeship Plan

I also would like to point out another problem that I do not think has come up in the discussion to date and that is that we are not just talking about higher education in southern Canada. We are also talking about higher education in the Northwest Territories and the complaints from the TEP, Teacher Education Program students which I think originally led to this study. The study has

addressed some of their problems and particularly I would like for the record to express my concern about the particular situation of classroom assistants who go into the TEP student program and by the present system have to give up their jobs, give up all their accrued benefits and take significant cuts in income in order to take what is essentially or what I think should be essentially considered an apprenticeship training program. I would like to see an in-service training program developed whereby TEP students could be treated like any other kinds of apprentices if they happen to be classroom assistants and given a percentage of their existing salaries and actually paid to go to school the way we pay other apprentices.

Another point, Mr. Chairman, that I would like to mention is that the Yukon system seems to me to be vastly superior to ours. It avoids all the procedural complications and eligibility tests that we have. It gives a flat grant which we may come around to agreeing is necessary. I would go so far as to say travel. It also takes advantage of the Canada student loan program and it also takes advantage of the federal government's responsibility for native persons.

Institutions Of Higher Learning In The North

Finally, Mr. Chairman, an important aspect of this discussion that I think has been underemphasized and what this whole discussion to me is pointing to is the urgent need for immediate progress towards the establishment of an institution or institutions of higher learning and I am talking about universities in the Northwest Territories. I know that Mr. Des Sparham was working on a study in higher education institutions in the Northwest Territories. I would like to ask the Minister if there is a report that resulted from that work and, if so, if it can be presented to this Assembly or the education committee because in the long run I think what this whole discussion is pointing to is that maybe we should start investing some of these funds that we are spending sending people down south and maybe we should start seeking aid from the federal government and from southern institutions to start a university of the North.

Mr. Fraser is pointing to his watch so all I would like to say in sum is it appears we are beginning to all sound a little more reasonable than we were before. I am pleased to hear that. The paper is a start, but it does not seem to have gone in the directions of the major concerns or the major proposals that are on the floor to date, at least it does not seem to have gone far enough. It seems to me that what we are now going to have to do is review the system further and study it further and perhaps seek more input from the affected groups. I think this process should occur as rapidly as possible. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. I would again like to stress that there has been a piece of paper passed around that has not been translated and for my colleagues who do not understand English it is very hard for them to even think what has been passed around. They do not have a clue and with all due respect I would like the Members if they have anything to pass around they should first, if it is impossible to be translated, maybe they could -- I do not know how we are going to do it but I would like to see some respect given to those Members who do not understand English. I see another piece of paper that was passed around after I mentioned it and I do not think it was translated. I wonder if I have made myself clear the first time, Mr. Sibbeston? Mr. Noah, I have another speaker for the second time. If you want to discuss this paper I just talked about, go ahead. Mr. Noah.

MR. NOAH: (Translation) Mr. Chairman, I would just like to ask if it would be possible for this to be read and interpreted into Inuktitut. A lot of times the interpreters have a lot of work to do. If the written work is short I was wondering if it would be possible for this paper to be read and interpreted into Inuktitut. If it is a couple of sentences long, then I would like to know if it would be possible for them to be just read and interpreted by the interpreters.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Noah. If it is okay with the Members that do not have a translation, that is fine with me. Mr. Appaqaq.

MR. APPAQAQ: (Translation) I do not want to disagree with Mr. Noah's position and I would rather that the material that comes would be translated.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Appaqaq. I have Mr. Braden for the first time.

Cuts In All Kinds Of Government Programs

HON. GEORGE BRADEN: Mr. Chairman, I just have a few general comments to make on the issue in the debate thus far. My understanding of this whole issue when it was raised during the last session was that we were going to examine our student financial aid program to determine where some of the assistance may be reduced or determine alternatives perhaps involving a means test. It was as Members will recall, a rather heated debate focusing on the right to free education or whether education is a privilege. Nevertheless I think that what we see here today, as in the discussions I have had in the last few months, is an understanding that there have been cuts made in all kinds of government programs, whether they are programs at the municipal, territorial or federal government levels.

Now, in the joint constituency meeting that I held with my colleagues in Yellowknife last week, I was asked to respond on this issue, and I indicated that while I saw in general that the government had a responsibility to assist students, nevertheless it was the responsibility of students and their parents to recognize that some cuts, or some changes may have to be made to our program, and these changes would add a responsibility to the student, to the student's parents, to perhaps pay more of the costs that are required for them to receive their education.

Compromise Must Be Made

Now, I was not very popular for saying these kinds of things, but I was led to believe that we are facing a very tight, difficult financial situation and there are only so many dollars to go around. Everybody has to make some sacrifices, and that includes sacrifices in our student financial aid program. Now, in the future if we have better years and our coffers or our treasury has more money in it than it does now, perhaps we can start adding some additional benefits back in but at this point in time we have got to come to some compromise and some agreement on this particular program.

As I have said, we have cut back in every other area. Now, with respect to some of the points that I think were perhaps indirectly made today. I quite frankly resent remarks which suggest that white students in Yellowknife or from Yellowknife are ripping the system off. I personally know, and I have known over the years, a lot of people who are my age now and who went through the system. They took their education very seriously and their parents took education very seriously. So my own conclusion here is to say I hope that some Members are not doing this as a vendetta against white students from the West or the white students in the Northwest Territories.

I want to make one more remark. I did speak with a representative of the student group which has been very active in discussing among the student population from the Northwest Territories, the very issue we are dealing with here today and she indicated to me that the students themselves understand

the kind of issue we are dealing with here and if I could paraphrase her she said, "We are willing to take a look at the financial aid system, and we are willing to have some of our assistance reduced." She was very interested in the possibility of a loan program. She was very interested in the potential for employment back in the Northwest Territories.

MR. PATTERSON: Hear, hear!

HON. GEORGE BRADEN: These are young bright people who I think are just as excited about the future of the North as we all are about the potential that we have through this Assembly, through working together, for what we have to face in the next few years. I think they want to be back here and contributing too.

Assistance Program Areas Should Be Broadened

So, Mr. Chairman, I will just conclude by saying that this report does make some proposals. I think we have had a pretty good cross section of remarks, and there are some Members who are not very satisfied with it. But I believe that we can continue working on this whole issue and not just on a point of assistance which goes to students taking post-secondary or technical school education. But I do think it is a valid point, and perhaps there are other areas where we have to provide assistance to students so that they can upgrade their ability. So I am pleased with the work that has been done so far with this issue. I recognize the legitimate concerns which Members have raised and I would look for some positive indication of where we can pursue not only the specific issue of student financial aid, but how we can broaden the program. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Fraser): I recognize the time as 4:13 so we will break for 15 minutes for coffee.

---SHORT RECESS

THE CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum and my next speaker is Mr. Nerysoo for the second time.

HON. RICHARD NERYSOO: There is I think an issue that has not been discussed at this time, and that is when you are talking about eligibility for this student financial aid, you forget there are adults who have left school for a longer period of time than is presently in the ordinance, I believe for longer than three years, and we have not discussed possibly amending that to allow for people or adults who have left school for a longer period of time. I think that is an issue that should be discussed, if there is a continuance of the report for the next session.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. The next speaker for the second time is Mrs. Sorensen.

Review Of The Post-Secondary Grants System

MRS. SORENSEN: I just have a short comment, Mr. Chairman. I cannot let the opportunity go by without responding to what Mr. Patterson had to say about the modified stand that some Members are now taking and the little pat on his own back he gave himself for bringing this topic onto the floor.

I would just like to point out that when I spoke to Mr. Patterson's original motion concerning the means test, I was very much in agreement with the principle that the program required a review and perhaps there were some abuses, because I myself was aware of not a lot, but some abuse of the system and therefore was concerned about it. The motion did not call for a review, Mr. Patterson, it called for specific actions without any consideration of the effects.

SOME HON. MEMBERS: Hear, Hear!

MRS. SORENSEN: As soon as I listened to the debate that resulted from the motion and heard comments that I felt my constituents would be very uncomfortable with, in fact they could panic when hearing it as some of them did, I felt that I had to respond in perhaps what some might call a violent way to make this Legislative Assembly understand that we cannot operate that way, we have to think about the consequences of the motions we put forward.

So my response was not what you may think was the spirit of the motion but to the consequences in my constituency to some of the comments that were made. Therefore, having to put forth a motion that calls for a review of the system, of the post-secondary grants system, I think it would have passed unanimously in this House.

SOME HON. MEMBERS: Hear, hear!

THE CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. I have Mr. Sibbeston on the list next and have two other speakers, Mr. Sibbeston, if you want to hear them first.

MR. SIBBESTON: Yes, Mr. Fraser.

THE CHAIRMAN (Mr. Fraser): The next one I have is Mr. Curley.

Spending Should Be Curbed In This Area

MR. CURLEY: Mr. Speaker, going back and forth on the original intention, and furthermore when I recall the original motion I believe it probably would have got through but we realized that the Members from Yellowknife were going to be a bit upset about the whole thing and so we compromised on the proposal, which was really, or at a later date I did find out it would have been out of

order because it changed the course of the original motion. So we had to lean back a bit to consider those concerns of those in Yellowknife, and other Members who were concerned with the problem, because subsequently afterward I found out that anyone who is amending a motion cannot change the original intent of the motion.

However, as Mr. MacQuarrie attempted to amend it he did change the course of the original motion. So on that basis I would like to speak in support of the original intention to curb or cut some of the excessive spending incurred by the government to those students who could very well pay their own way through university.

During the last debate on the budget we cut many programs. We cut down some of the programs that affect hunters and trappers in this region. You will recall there was a serious concern of the hunters and trappers over the fact that the incentive grants were cut and we can recall many other cutbacks on hiring and the security of jobs within the present administration. We had to sacrifice those things but I just cannot see how some Members from Yellowknife could be so adamant about the small cut we are proposing, and we may not get the full cut in terms of grants and bursaries this time but I would like at least support, and I will support a cut, maybe in half, or at least to loans available to students who wish to pursue higher education.

Most of the civil servants, when you look at them, are pretty well secure in their jobs. They are members of a union. They are subsidized in terms of their living accommodation. Furthermore they have a northern allowance subsidy provided for them to offset the cost of living in the North. I just cannot see, you know, how the argument could make sense that everything is a little more expensive in the North. You are provided for through the northern allowance. That is covered and most of the holidays incurred by the civil service staff and no doubt by the private industry are paid for by the agencies they work for and no doubt the unions have a pretty good benefit that they bargain for for their members who are employed in the companies. So I think we had better smarten up today and at least give the administration some guidelines to cut some of that spending and not allow other programs, like loans to the students who wish to pursue it, to suffer greatly.

I realize that the native people are somewhat in a different category because the issue of aboriginal rights is being negotiated and agreement has to be reached for social and cultural areas. I do not think the main concern here at this time is the territorial responsibility, territorial financial responsibility. Native people are the direct responsibility of the federal government in terms of education so I am looking forward to seeing a motion that would curb that spending and offset the difference that would be incurred by those students presently enjoying the educational system in the North. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. I have the Hon. Mr. Butters next.

Members Should Be More Understanding

HON. TOM BUTTERS: Mr. Chairman, I would think that this debate was the debate that occurred in Yellowknife, during the very valuable exercise. I would like to say that there has been criticism of the report. Some of the criticism I think would be much reduced and diminished if we had gone through on an individual basis. I think that there are many things in the report which are extremely valuable and I feel we have only tended to scratch the surface of what has been presented here. I am alarmed that Members seem to be so impatient. I would challenge any Member to indicate to me a situation whereby a request has been made of the House and in 90 days we get some kind of an answer with specifics in many, many areas. Some of the questions that Ms. Cournoyea raised I find on pages 27 to 37 in the report. I think the fact that I have not been able to have this translated and put before you is directly related to the short space of time that we have had available to us and I would hope that in the future, rather than being chastised for bringing a report back in 90 days, that there is a little bit more understanding of the difficulty under which these things are put together.

I feel that we have examined the whole matter superficially and that while I recognize that there may be some areas we could have provided more information, I think that the current debate has been valuable and the administration would be willing to take the report and attempt to get a better presentation so it can be examined in some detail later on. I say this because I feel that the haste with which we have had to respond has been an almost impossible limitation to overcome. I feel that I should have said when the motion was passed, "There is no damn way we can come back with a rational and sensible report in the time allotted us."

So what I am suggesting I guess, Mr. Chairman, is that with the indulgence of Members, with the recognition that all Members during the discussion today have agreed that the current program is outdated and while it has many valuable points, it requires amendment and change. I think that I could give the assurance to the Assembly that changes could be made in a number of areas and let us get at it again.

THE CHAIRMAN (Mr. Fraser): Thank you, Hon. Mr. Butters. I have one more speaker, Mr. Sibbeston, if you wish. Mr. MacQuarrie.

A Fair And Reasonable Approach

HON. ROBERT H. MacQUARRIE: If I may be allowed to make a brief response to Mr. Curley, I agree that the motion that was passed at the last session as an amendment to another motion was significantly different and probably should not have been allowed. However, if the chairman at that time had refused to allow my amendment, I would have been greatly delighted because I could have proved conclusively to all those people in this Assembly who were trying to tell me that really all it meant was that grants should be reviewed, were not stating what was true and certainly if the chairman had refused the amendment he would have been acknowledging as such. Therefore, by pointing out today that there was a difference in the motion and in the amendment and in the intent of them I think that that would demonstrate quite conclusively that Mr. Patterson did not have the intention of simply "reviewing" as he says now the -- he is pleased that these matters came up. I am pleased that he is pleased because I am pleased these matters came up too. I would invite Mr. Patterson to check the record. I too said at the time that I would not be adverse at all to seeing a review of the system because it is possible that there were extravagances and so on and these should be removed if that is the case.

Replying to Mr. Curley I would say it seems to me there was some misunderstanding. As it is presented it will involve some cuts. I can see that in the case of my own children very likely they would wind up getting assistance, if this paper were passed, wind up getting assistance for transportation, tuition and books but probably nothing at all for living allowance. That would be a substantial saving to the government, so there is a cut involved in this paper and I am generally willing to accept that and I sincerely believe most of my constituents would be willing to accept that. It is a fair and reasonable approach.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Mr. Sibbeston.

Motion To Reject Recommendations In Sessional Paper 2-80(2)

MR. SIBBESTON: Mr. Chairman, I wish to make a motion: I move that this Legislative Assembly rejects the recommendations in the report of the advisory committee on student financial aid and that we recommend that the education committee do a report with the recommendations on higher education student grants and loans for the fall session which will consider the following: The obligation of the federal government and Northwest Territories government for the education of treaty Indian and Inuit students in the Northwest Territories; the possibility of reducing the amount of the present grant to Northwest Territories students taking into consideration the financial position of the student's parents; the possibility of instituting a loans program for Northwest Territories students; finally, the possibility of basing eligibility on a longer residency term in the Northwest Territories.

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

MR. SIBBESTON: If this motion passes it will have the effect of rejecting the report. Certainly the recommendations will be rejected. We will ask the education committee to do another study and make recommendations to us by this fall. If this motion passes, the education committee will have to consider at least the four points that I have in the motion. Mr. Chairman, I appreciate that this motion may not solve the immediate problem but unless we do something definite at this Assembly session now to change the regulations under the Student Grants and Bursaries Ordinance, the students this fall may get the present grants and loans that are provided for under the regulations. However, I thought this could be the first step in dealing with the matter and I understand there is an amendment coming forth which may deal with the subject of student grants this fall.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I notice we have another piece of paper being passed around. It is an amendment to the motion that was not even presented which is just now being presented. Mr. Curley, to the motion.

Amendment To The Motion

MR. CURLEY: Mr. Chairman, I wish to put an amendment to the motion: That we recommend to the Executive Committee that the student grants and bursaries regulations be immediately amended in order that the present grant and bursaries to students can be reduced by approximately one half of the present amount granted, excepting grants and bursaries to Inuit and treaty Indian students to whom the federal government and Northwest Territories government have a special responsibility for education.

Amendment Ruled Out Of Order

THE CHAIRMAN (Mr. Fraser): Mr. Curley, it is not an amendment. I think that is a separate motion altogether. I cannot accept it as an amendment. We would have to deal with the motion and if you care to, make another motion. I cannot accept this as an amendment. It is a different ball game altogether. Unless you and Mr. Sibbeston want to get together and draw up a motion that will be acceptable, that amendment I cannot accept. To the motion. We have a motion on the floor moved by Mr. Sibbeston. Mr. Patterson.

Further Amendment To The Motion

MR. PATTERSON: Mr. Chairman, I would like to move an amendment which I hope will be satisfactory which would widen the terms of reference by one point and also permit the committee to consider any other matters it may consider important. The amendment would add to the last part of the motion: "Cost analysis and feasibility of applying the principles of the Yukon Students' Financial Assistance Ordinance in the Northwest Territories."

I have a written note of that I can give to you, Mr. Chairman, and I would also like to amend the motion and I think this is in keeping with the first amendment which will insert after the words "which will consider" in the beginning of the motion, "which will consider, among other points the following:".

THE CHAIRMAN (Mr. Fraser): We have an amendment. Mr. Clerk, would you read out the amendment?

CLERK OF THE HOUSE (Mr. Remnant): Mr. Chairman, the amendment proposed does two things; first it proposes to insert on the fourth line of the existing text of the motion, immediately after the word "consider" the words "among other points". It then proposes to add as a fifth item the following: "Cost analysis and feasibility of applying the principles of the Yukon Students' Financial Assistance Ordinance in the Northwest Territories."

THE CHAIRMAN (Mr. Fraser): To the amendment. Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: I see that the hon. Mr. Patterson is very impressed with the Yukon Students' Financial Assistance Ordinance. I would ask whether he has information which indicates that the people who are subject to it are as impressed as he is. Have you information about the response that people in that territory have to that ordinance?

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Mr. Patterson.

MR. PATTERSON: I have only recently received information on the Yukon program. I do not know how popular it is in the Yukon Territory. I would point out to Mr. MacQuarrie that my motion only suggests that it should be studied by the education committee and I am not necessarily sold on the Yukon system myself, but I think it deserves further study and I also think it is a lot cheaper than our plan.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. To the amendment. Mr. MacQuarrie.

Amendment To The Amendment

HON. ROBERT H. MacQUARRIE: In which case I would propose an amendment to that amendment which would delete the words "the feasibility of applying" and so it would say "cost analysis and the principles of the Yukon Students' Financial Assistance Ordinance" so they would look at it but without a particular bias. That would be the intent.

THE CHAIRMAN (Mr. Fraser): To the amended amendment. Is there anybody else? Mr. Butters.

HON. TOM BUTTERS: I can come back later on with another amendment.

THE CHAIRMAN (Mr. Fraser): To the amendment. Mr. Patterson. To the amended amendment.

MR. PATTERSON: I will try and speak to the amendment amendment, Mr. Chairman. Why study the cost without considering whether or not we should apply the Yukon program in the Territories? I do not think we should just decide whether the Yukon program is a good one on the basis of cost. We have to consider other principles. We have to consider whether it is in the best interests of students in the Northwest Territories and Mr. MacQuarrie's amendment would seek to have the Yukon program considered solely on the basis of cost. That is obviously a very important factor to us but I think we should look at whether or not it would fit in the Northwest Territories as well, and costs should not be the only criteria, that other principles should be considered as well. I think his amendment seeks to confine us to finding out what the cost would be and that certainly is very limiting.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: No, I do not feel that is the case. It would read now that the education committee consider, among other points, cost analysis and the principles of the Yukon Students' Financial Assistance Ordinance. All I am suggesting is, supposing I were asked to do a study and saw the feasibility of applying those words in there it would seem like sort of a direction that I should be making an attempt to bring that system and adapt it to the Northwest Territories, whereas if those words do not apply, the people making the study would still study the same things, a cost analysis and the principles of the system, but they would have a more free hand in deciding just how it did apply to our circumstances in the Northwest Territories.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. To the amendment amendment. Mrs. Sorensen.

MRS. SORENSEN: I have another point of clarification of the hon. Mr. Patterson. I would ask him, Mr. Chairman, if he has studied other programs in other jurisdictions as well?

Amendment To The Amendment, Carried

THE CHAIRMAN (Mr. Fraser): We are talking to the amendment now, and Mr. Patterson is dealing with the amendment. We are now dealing with Mr. MacQuarrie's amendment amendment. Thank you. Anybody else? Are you ready for the question? All in favour? Down. Against? Let us try that again. On the amendment to the amendment. All in favour. Down. I am sorry. All in favour. Five. Down. Against? The amendment to the amendment is carried.

---Carried

Now to the amendment. Do I hear the question? Mr. MacQuarrie.

HON. ROBERT H. MACQUARRIE: A point of clarification, Mr. Chairman. It would seem that that amendment unduly limits the total considerations of the people who are going to be making this study as Mrs. Sorensen pointed out a moment ago. Surely there are many other student financial assistance acts in Canada that may be worthy of study as well and I would feel that just focusing on that one would not particularly be a wise move.

THE CHAIRMAN (Mr. Fraser): To the amendment. Mr. Patterson.

MR. PATTERSON: Mr. Chairman we could study the other higher education grants programs in Canada, we could study them in the United States and Europe and the rest of the world, and maybe we could do that all by the fall, but the purpose of paying particular attention to the Yukon system is that they, more than any other jurisdiction in this country, have similar problems to those we are facing in the Northwest Territories, in that there are problems of remoteness and geographical handicaps and access to institutions of higher learning.

The report we have got in front of us is from Mr. Mair who has studied other jurisdictions in Canada, and presumably studied jurisdictions that are close to problems in the Northwest Territories. I do not see there is anything wrong with paying particular attention to a jurisdiction that is similar to ours, and do not forget, the education committee by the other amendment I made, can consider any other points that it wants to consider and I am sure there is a good cross section of participants in that committee who will direct us to any other areas that are not specifically included in the terms of reference.

So I do not know why Mr. MacQuarrie is so frightened at looking at the Yukon. I am not certain everything they do in the Yukon is wise, but maybe we can learn something from their assistance program and the opportunities I have had to look at it so far in a short time lead me to believe that there may be a lot of good things in there. That is why I proposed the amendment.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Mr. Wah-Shee. To the amendment.

HON. JAMES WAH-SHEE: Just a point of clarification. I think the remarks that the hon. Member from Frobisher Bay has made are in reference to the amendment that was defeated. I think we should really be addressing the amendment not the amendment to the amendment, but just the amendment.

Further Amendment To The Motion, Carried

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. To the amendment. Are you ready for the question? The question is being called. All in favour? Seven. Down. Against? The amendment is carried. Abstentions? Six abstentions.

---Carried

Now, the amendment being carried, the motion as amended. Do I hear the question? Mr. MacQuarrie. To the motion as amended.

Further Amendment To The Motion

HON. ROBERT H. MacQUARRIE: I would move a further amendment to the motion, Mr. Chairman. The motion as amended would read, I move that this Legislative Assembly refer the report of the advisory committee on student financial aid to the Assembly's education committee for its consideration in making its final report. So the specific points that are mentioned would not then limit the committee in any way; it could have quite a broad mandate.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. We have an amendment. Mr. Clerk.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Chairman, the amendment would propose to reword the motion so that it would, if adopted, read as follows: I move that this Assembly refer the report of the advisory committee on student financial aid to the Assembly's education committee for its consideration in making its final report.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Clerk. To the amendment, Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: I feel, Mr. Chairman, that we have an education committee that is made up of people who represent the broad spectrum of peoples in the Northwest Territories and that it certainly can exercise its judgment effectively I believe, with respect to all aspects of education including post-secondary student grants and loans and that, if we are to allow the education committee to do its job as well as possible, we should not limit it by the kinds of qualifications that are included at the end of the motion that was given to us by Mr. Sibbeston. Those parameters the education committee may well find too restrictive. I am personally certain that they will take all of these kinds of things into account in their deliberations and that we simply should not impart undue bias before they begin their work. That is why I would move that amendment.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. I have some doubts about your amendment. I think it changes the motion completely. The words "refer" and "reject" are two different words and the mover of the motion has stated in his motion that he would reject the report and you in your amendment, refer the report to the advisory committee. Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, I was also going to raise that point. I do feel the amendment by Mr. MacQuarrie changes substantially the motion that I made and I was going to add further that it seemed as if Mr. MacQuarrie was shying away from making a decision as to whether it is good or not. It does not say anything about whether he likes it or does not like it. He simply wants to refer it to the education committee and then we do not know. There is nothing said about when that committee should report. So I do feel that it is an attempt to certainly lessen the impact of the motion that I made and I would argue that on that basis the amendment is not valid and that you ought to rule accordingly, to rule out of order the proposed amendment.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I am going to ask the Clerk to give us his opinion as to whether the motion has been changed completely. Mr. Clerk.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Chairman, yes, the motion is being substantially changed because it is referring the report to the Assembly's special committee rather than rejecting the report. It is deleting any reference to bringing back the report at the fall session. It is removing all guidance to the committee in terms of specifics, Mr. Chairman.

Further Amendment To The Motion, Ruled Out Of Order

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Clerk. Therefore, as the Chair feels that the motion is being turned around, I cannot accept the amendment. Maybe we can get a further ruling on it but as chairman I will not accept the amendment at this time. Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: I will willingly abide by your ruling, Mr. Chairman, rather than challenge and get into a very difficult situation. Do I understand then that if this motion is passed that the report we have received today is rejected and that the education committee should not consider anything that is in it?

MR. PATTERSON: The recommendations only.

THE CHAIRMAN (Mr. Fraser): Mr. Sibbeston.

MR. SIBBESTON: It is not the report that is rejected completely, just the recommendations. Certainly the education committee in considering this matter in the future ought to consider what is in here. I am certainly not saying it is totally wrong. The information in there is perhaps useful.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. Mr. Sibbeston has stated that the motion does not reject the report until these four items have been looked into, five I guess with the amendment, and the education committee, would have a chance to have input. Is that right, Mr. Sibbeston?

MR. SIBBESTON: Yes.

HON. TOM BUTTERS: Do you have any more names on your list?

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

The Recommendations Should Be Considered

HON. TOM BUTTERS: I am surprised none of the Members have raised what is the most obvious point, that we spent some four and a half hours on this matter of the report but we have not yet considered one recommendation. We have not considered the recommendations. We have been speaking in a general manner and I would suggest, sir, that this motion, if it is to get the full consideration and discussion that it should be left until we go through point by point, recommendation by recommendation...

MRS. SORENSEN: Hear, hear!

HON. TOM BUTTERS: ...The items that appear in this summary. I would say any Member who would vote on recommendations he has not studied is not doing his job in this House.

MRS. SORENSEN: Hear, hear!

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Curley, to the motion.

MR. CURLEY: To the motion. Mr. Chairman, I am voting for the motion simply because of the fact when we did the direction last winter, by referring this problem to this session, we did not state that the Executive representatives, the heads of the departments do a review. That was not the intent. I have some questions about the report simply because we are the beneficiaries of the program and how can it be fair other than to substantiate it to present the case? I am interested in the report. If the report were an independent review, that would be a lot more open I think and honest, when you are dealing with the concerns of the Members as expressed in the fall session. I would be in favour of rejecting the report but no doubt Members will continue to review it among themselves. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Mr. Nerysoo. Mr. Butters, do you have a supplementary?

HON. TOM BUTTERS: The motion was for the administration to review it and there was no direction by the House that it be carried out by an outside agency. You cannot have it both ways. The administration did what this House requested it to do.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Nerysoo.

HON. RICHARD NERYSOO: That is the point I was going to make. It is a very serious decision that has been made at this time. If you outrightly reject the report and the recommendations without even going over it you might as well not in fact give us any further direction because every time you give us a direction then you reject it.

---Applause

MR. CURLEY: Resign.

HON. RICHARD NERYSOO: The point is that we have taken your direction and I really feel this is going to continue to happen when we provide you our report, that is, something you have asked for.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: Mr. Chairman, in light of the very serious point that both Mr. Butters and Mr. Nerysoo have made I would ask the hon. Mr. Sibbeston to withdraw his motion and we ought to go through point by point so that if they are finally rejected we know precisely what we are rejecting. Would the hon. Member do that?

Report Is Not What Was Asked For

MR. SIBBESTON: Well, that is an unrealistic suggestion, Mr. Chairman. I have not gone in detail to each recommendation but my point is from my initial reading, particularly of the management summary, what I have read in there indicates that what we have asked for and what we finally get in this is so different that instead of the government trying to reduce the amount of assistance to students, we are talking of increasing it. That in itself is such a major error on the part of the department of Mr. Butters and his officials that I simply cannot accept the report and the recommendations as they are.

THE CHAIRMAN (Mr. Fraser): Mr. Sibbeston, you would not withdraw your motion?

MR. SIBBESTON: Certainly not.

THE CHAIRMAN (Mr. Fraser): That is fine. To the motion, Mr. Sibbeston.

MR. SIBBESTON: One last point made by Mr. Nerysoo, in his attempts to make us feel bad that we ought not reject the report made by an Executive Member, I think it is perfectly in order where a request is made of the Executive Committee if they come back with something so different than what we expect, you know, I think it is perfectly in order to reject it. I can tell you that if I was asked to do a report and my officials produced a report such as this I would fire the officials. I am certainly not asking today for Mr. Butters' resignation, but I do think his officials have certainly not produced the work that was required of them.

HON. TOM BUTTERS: You required.

MR. SIBBESTON: They certainly ought to have read the Debates on this issue very carefully. If they had, they would have understood it and grasped the reason why we were raising this issue but obviously they have not. They have just gone on some tangent and, as I said, it is just unacceptable to receive a report like this. It is nice and blue and fancy but, you know.

HON. TOM BUTTERS: A point of order.

THE CHAIRMAN (Mr. Fraser): Mr. Butters, a point of order.

A Form Of Closure

HON. TOM BUTTERS: I would put to you sir that a motion that is placed on the floor and accepted by a chairman prior to the conclusion of the debate is a form of closure. Now, closure in any House is the most abhorrent and reprehensible manner in which free speech is treated. What we have here, and we really in our rules committee have never addressed the question of closure, but what in effect this motion is doing is stopping the debate. I am suggesting to you that none of us is afraid of frank and open discussion. None of us is afraid of a free exchange of ideas. In fact that is what we should now be doing, we should sit as long as people wish to sit until we have talked ourselves out.

I put to you sir, the motion that is on the floor at this time is really a motion of closure. It is interesting in a consensus House that a motion of closure can be put by what you might call the opposition to the administration. I put to you sir, and it is a very, very critical decision to make, but is this not a motion of closure which stops debate and robs Members of their opportunity to speak their minds in public?

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. I take it then that we will get some legal advice and find out whether we are wrong by accepting the motion and come back to you. Mr. Lal.

LEGAL ADVISOR (Mr. Lal): Thank you. Subrule (2) of Rule 1 provides that in all contingencies not provided for the question shall be decided by the Speaker. The rules go on to say, Mr. Chairman, that when the committee of the whole is meeting, you would be acting in the capacity of the chairman and would have the powers the Speaker has and in making your ruling you will base your decision on usages and precedents of this Assembly and parliamentary tradition.

It is my understanding that if such a motion were put before this House, it would then be incumbent upon you to make a decision.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Lal. I have maybe shortlived my position as chairman. However, I was under the understanding that when the Speaker got down from his chair, we went into committee of the whole to discuss the Sessional Paper 2-80(2), Student Financial Aid, and when I got into the chair I asked for general comments to this management summary which we were supposed to go into in detail and we never did.

So if I am, as the Legal Advisor said, to make the decision my decision would be that we go through this management summary prior to accepting the motion. Now, whichever way you wish to go through it, the terms of reference is the first item with numbers one to four and then the Legislative Assembly motions, the philosophy and policy and so on. If it is the wish of the House that we go through this management summary, then maybe we could have a motion. Mr. Curley.

Right Of A Member To Speak

MR. CURLEY: On a point of privilege. I am concerned as it seems to me that the right of the individual has been interfered with in this case. I would like the Legal Advisor to advise this House whether or not a Member has been cut off from his right to speak and it is being curtailed by the chairman. I am uneasy about this whole thing. We have not had unanimous agreement to proceed with the management study as a committee of the whole. Maybe you should give us the benefit of the doubt as to whether we agree as a committee of the whole to proceed with the management recommendations.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. That is a very good point. Mr. Lal.

LEGAL ADVISOR (Mr. Lal): Mr. Curley can put that proposition forward as a motion if he so wishes but there is a motion to that effect at present. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Lal. I do not understand there is a motion, there is a motion to reject the report not the management summary. Now, if Mr. Curley cares to put that in the form of a motion, that we reject the management summary, which I was put in this chair of the committee of the whole to discuss, I opened the floor for general comments, and now the Members feel they should not even discuss it in the first place.

HON. TOM BUTTERS: A point of order.

THE CHAIRMAN (Mr. Fraser): Mr. Butters.

HON. TOM BUTTERS: Speaking to the point of order, had the motion remained as it was originally worded -- rejecting the report -- then that is clearcut and we would be throwing the whole thing out but the mover amended that when he came back and said "the recommendations of the report". By referring specifically to the recommendations he drew the attention of the Members to that portion of the report which we have not yet examined.

THE CHAIRMAN (Mr. Fraser): I wonder if someone could clear me up as to what you are talking about. I understood the report to be the blue book and the management summary as being this piece of paper which we were to discuss. Mr. Butters.

HON. TOM BUTTERS: We are not discussing the blue book because it has not been translated, and I apologize that time did not permit the translation. The only material we have in translated form is this summary which is a very pale shadow of the full report itself. So the English version had been presented to assist Members where detail was required or questions on detail were required but as you pointed out yourself, it is most unfair to consider an item which is not translated in the languages used in this House.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters, but this one has been translated, the management summary.

HON. TOM BUTTERS: Yes.

THE CHAIRMAN (Mr. Fraser): Then, to discuss the management summary, unless Mr. Curley wants to make a motion that we do not continue -- Mr. Curley.

Suitable Recommendations

MR. CURLEY: Mr. Chairman, on a point of privilege. When I look at the original motion of last winter, I would just like to make a point because the original motion from last winter has a significant word in it which I think would probably solve the problem here. I will read it for your information. The original motion asked for "suitable recommendations" and that they be presented not later than the summer session which is this summer session. So it calls for "suitable recommendations" and some Members felt that the recommendations presently contained in the report are not suitable and therefore they should be rejected. I am wondering whether or not considering the proper words in that, whether or not the Legal Advisor could advise us whether in fact the motion is really out of order or not.

LEGAL ADVISOR (MR. Lal): Mr. Chairman, I have already provided my advice on that matter and had indicated that it is in the chairman's hands to make a decision on it and not in the Legal Advisor's authority to do so.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Lal. I have made my decision, Mr. Curley, that the motion is out of order. Until we have another motion to throw this piece of paper out, that is the one I was put in the chair to discuss, the management summary, and we have not even looked at it, we are still on general comments and have been for the last three hours. Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, as I understand it are you saying that whereas this committee has been set up to establish the report of the advisory committee, the blue book, are you saying that the committee's main purpose was to consider the initial report, the blue report?

Management Summary

THE CHAIRMAN (Mr. Fraser): I do not know, according to the orders of the day it was to study the student financial aid and the management summary deals with that. So are we going to deal with the management summary or do you want to throw that out too? Ms. Cournoyea.

MS. COURNOYEA: Just a point of clarification, Mr. Chairman. I am wondering on what basis you are putting aside a motion made by the hon. Member. I understand that motions that are put on the floor should be dealt with but are you rejecting the motion on the basis that earlier you said you would not accept this report, the blue book, because it is not translated? Is that the reason you are withholding Mr. Sibbeston's motion? Is it because you have not accepted this report because it was not translated?

THE CHAIRMAN (Mr. Fraser): Thank you, Ms. Cournoyea. I am not rejecting that report because it is not translated. It was put at the Members' places before I was appointed chairman so I cannot reject it on that basis. What I am rejecting the motion on is, this management summary was put out to deal with that report and this is what I was brought in the chair for today, to study this management study that goes with the blue report and that is all I am saying. If you want this paper thrown out as well as the report, then somebody make a motion and out it goes, otherwise we will deal with this summary. Mr. Sibbeston.

MR. SIBBESTON: Are you saying that the blue report, the report itself and the management summary are two different things?

THE CHAIRMAN (Mr. Fraser): That is the way I look at it as two different things, the summary is one and the report is another and maybe I am wrong, I do not know. Maybe Mr. Butters could correct me. Mr. Butters.

Summary Is A Reduced Version Of A Larger Document

HON. TOM BUTTERS: A summary as I understand it is a reduced version of a larger document. It should contain the main aspects and portions of the larger document. It is in fewer words and the ideas presented in a simplified form. Obviously the two documents are not the same and if one were to want the full understanding of what the report is, one has to read the report, but this attempts to save you time and summarize to the best of the writer's ability what is in this report.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Sibbeston.

MR. SIBBESTON: My understanding then is that the management summary is a summary of the report and it should be treated as one and the same thing. This management summary is provided to make it easier for Members to deal with the report. It is just a summary of all the things that are written in that blue book so it ought to be seen as one and the same thing. Surely we cannot deal with it first and have to deal with that secondly. They are both part of the same thing and this is printed to help us understand the blue book.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I do not know if maybe we could reject it completely. I said we could defer the motion until we had a chance to go through the summary and then make the motion. The motion is being deferred on my decision until we have a chance for some of the other people to talk on the summary or on the report. Mr. Butters.

HON. TOM BUTTERS: On a point of order, Mr. Chairman. I do not see any reason why the motion even has to be removed from the floor. The motion in its text, refers to the word "recommendations" and that is what we are discussing. We are discussing the recommendations and I think if we go through those recommendations the motion could be there and we would recognize all the time that that motion hangs over each recommendation we are examining. I see no reason why the motion could not be on the floor.

THE CHAIRMAN (Mr. Fraser): Mr. Lal, would you maybe explain what I was trying to do?

LEGAL ADVISOR (Mr. Lal): Mr. Chairman, it is my understanding the ruling was in respect of the point of order raised by Mr. Butters that the motion was in fact a motion of closure and since the rules did not provide for such a contingency the decision was to be made on the basis of parliamentary practice and traditions. You, accordingly, I believe, ruled that the motion was not in order at this stage. Our rules also provide that when a motion is on the floor no other debate shall take place except for certain types of debates that are set out in that particular rule. I would suggest that if it is intended by you to proceed in that manner you may ask Mr. Sibbeston at this stage to withdraw that motion to allow debate to be concluded and he may then reintroduce the motion at that stage.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Lal. Mr. Sibbeston.

A Tactic To Delay A Vote On The Motion

MR. SIBBESTON: Mr. Chairman, I must say that I am quite disappointed at your decision in deciding that my motion was not appropriate at the time because my understanding is that we opened the committee of the whole to discuss the report and recommendations. There was I thought considerable debate. No one necessarily said, "I am going to deal with recommendations one, five and seven," but there was discussion of the recommendations and you will recall my motion was made only after everybody had a chance to say what they wanted. So I find that, as I said, I find the raising of a privilege or point by Mr. Butters as a tactic or a way of not having to face the motion. He is saying, "We really have not dealt with the recommendations," and if his argument is true, then in the future we will have to deal with every recommendation in any report that is made right to the very end and only then would a motion be in order, but it should not be that way. Certainly at any point in the discussion a person can make a motion regarding the recommendations and I think that it should be dealt with. I do believe the rules say if a motion is made, then it ought to be decided. I feel now that the motion has gone forward. Now you say we cannot deal with it. I find the ruling extremely disappointing and I do feel that Mr. Butters is using it as a tactic to delay a vote on the motion.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. Hon. Mr. Butters.

HON. TOM BUTTERS: I readily admit it is a tactic but it is a tactic to get discussion on the recommendations, not to delay. There will be a slight delay but the motion will come up tomorrow.

THE CHAIRMAN (Mr. Fraser): Mr. Sibbeston.

MR. SIBBESTON: Mr. Butters is just saying that after my motion was made it appeared as if it was going to pass and my main complaint, Mr. Chairman, is simply that I felt a thorough discussion had been held and that we should not always be bound to deal with every recommendation that is made. At any point in the discussion if you do not want to deal with the recommendations point by point a person can make a motion.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I feel that after you made your motion I had about five people who still wanted to talk. I asked your indulgence at the start if we were not through with the discussion on the thing. I might have made the wrong decision. If you still want to let people talk on general comments and then deal with the motion, then maybe I will allow the motion to go through. We already have an amendment that has been passed to that motion so we have to maybe recognize the motion. Mrs. Sorensen, to the motion.

MRS. SORENSEN: To the motion?

THE CHAIRMAN (Mr. Fraser): To the motion. The motion is back in order, the amendment too, so the motion will have to stand.

MRS. SORENSEN: All right, Mr. Chairman. In looking at the motion the words, "reject the recommendations," would bother me because I have not in committee of the whole heard on a point by point basis why we are rejecting all of the recommendations out of hand, so I must vote against the entire motion and I do that with some reservation because there are other things in the motion that I certainly support. The problem that I see is, "reject the recommendations". I heard Mr. Sibbeston say he had not reviewed the recommendations in any detail so I do not understand how we can in good conscience, Mr. Chairman, reject them at this point. He is unhappy with some of the points and that is his prerogative, but it is a little bit like shooting the consultant because he did not come back with what we wanted to hear. We requested a report, we received the report. The report is based on the best possible review given the time limits and we have the responsibility to review the report and the recommendations in it. Therefore while I support some of the things that appear in the motion I will have to vote against it until we know what it is exactly that we are rejecting. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. I do not think the motion is rejecting or throwing the report out completely. I think the motion is saying that to reject the report of the advisory committee on student financial aid, that we recommend to the education committee. I imagine the education committee is the committee that was set up by this House to do a report for the fall session which will consider the following. I do not know if the mover of the motion has asked too much. He asked that the education committee which was set up by this House to do a report on five changes or a further study into five changes to this report. I do not think it is lost completely when the word "reject" is being used and further the second or third line down says "recommend that the education committee..." I do not feel the report is lost completely. Mr. Butters.

HON. TOM BUTTERS: Would you read the motion again, please?

THE CHAIRMAN (Mr. Fraser): Mr. Clerk, you do some work for a change.

CLERK OF THE HOUSE (Mr. Remnant): I move that this Legislative Assembly reject the recommendations in the report of the advisory committee...

HON. TOM BUTTERS: I think you used the word "report".

MR. CURLEY: Do not interfere.

THE CHAIRMAN (Mr. Fraser): I used the words "...that this Legislative Assembly reject the report..." All right, where do we go from here?

HON. ARNOLD McCALLUM: Report progress.

THE CHAIRMAN (Mr. Fraser): Is it agreed we report progress?

---Agreed

I have not that much to report.

MR. SPEAKER: Mr. Fraser.

REPORT OF THE COMMITTEE OF THE WHOLE OF SESSIONAL PAPER 2-80(2): STUDENT FINANCIAL AID

MR. FRASER: Mr. Speaker, your committee has been studying the report of the advisory committee on student financial aid and never got to first base.

---Laughter

MR. SPEAKER: Since it has not, the rest of us will head for home I guess. Thank you, Mr. Fraser. Mr. Clerk, announcements and orders of the day.

CLERK OF THE HOUSE (Mr. Remnant): At 7:30 p.m. this evening a meeting of the Members' Services Board will be held in the small committee room next door to the caucus room on the lower level of the school. There will be a caucus meeting at 9:30 a.m. tomorrow in the caucus room on the lower level.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, June 13, 1980, 1:00 o'clock p.m., in the Kamanituak School.

1. Prayer
2. Replies to Commissioner's Address
3. Oral Questions
4. Questions and Returns
5. Petitions
6. Tabling of Documents
7. Reports of Standing and Special Committees
8. Notices of Motion for First Reading of Bills
9. Notices of Motion
10. Motions
11. Introduction of Bills for First Reading
12. Second Reading of Bills
13. Consideration in Committee of the Whole of Bills, Recommendations to the Legislative Assembly and Other Matters: Sessional Papers 1-80(2), 2-80(2); Information Item 1-80(2)
14. Orders of the Day

MR. SPEAKER: Did you announce the Members' Services Board meeting?

CLERK OF THE HOUSE (Mr. Remnant): Yes sir.

MR. SPEAKER: Before we close there are a couple of items I would like to deal with. One is I have a note from Mr. Noah indicating that Salome Kujaaq passed away last night in the Churchill Hospital. She is one of the oldest in Baker Lake and the mother of Gideon Kuuk who has been a long time employee in Baker Lake and I am sure that all the Members of the Assembly would wish to join me in extending sympathy to the family.

One other matter, I have a letter from the Commissioner of the Northwest Territories as information for the Assembly: "Mr. Speaker: I would be pleased if you would convey the following information to the Members of the Legislative Assembly. With regard to the vacancy created in the constituency of Baffin Central caused by the resignation of James Arreak, it is my intention to issue a writ of election on or before July 14, 1980. The date of the close of nominations will be August 11 and the polling day will be September 15. It is expected that the writ of election will be returned by October 15, which will permit the newly elected member to take his or her place in the Assembly at

the opening of the fall session on October 22. The voting date was arrived at after consultation carried out from the Baffin regional office with hamlet and community leaders in the constituency. John H. Parker, Commissioner."

This session is adjourned until 1:00 o'clock p.m., June 13, 1980, at the Kamanituak School.

---ADJOURNMENT

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