



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, MARCH 10, 1981

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Tuesday, March the 10th. Item 2, oral questions.

ITEM NO. 2: ORAL QUESTIONS

Mr. Curley.

Question 163-81(1): Objections To Proposed Airstrip In Pangnirtung

MR. CURLEY: Mr. Speaker, I have a question for the Minister of Economic Development. Could the Minister tell this House whether or not he will proceed with the objection to the airport being proposed by Ross Peyton at the Pangnirtung area at Clearwater Fiord I believe. I heard rumours this morning on the radio that there is nothing stopping Mr. Peyton from building an airstrip. Could the Minister indicate that he will undertake to represent the people at Pangnirtung and not proceed with this proposed airport?

MR. SPEAKER: Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, I will undertake to look into the matter and the concern raised by the honourable Member but without knowing the background to the problem, I would think that the question would be more correctly addressed to the Minister for Local Government who is responsible for the construction of airports.

MR. SPEAKER: Mr. Curley.

Question 164-81(1): Funding For Mr. Ross Peyton's Tourist Camp

MR. CURLEY: Mr. Speaker, supplementary to Mr. Butters. In view of the fact that his department is supporting the establishment of Mr. Ross Peyton, in terms of tourism development, could he undertake then to maybe withhold funding for that camp until such time that co-operation has been established with the people of Pangnirtung and the hamlet council of Pangnirtung?

MR. SPEAKER: Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, I indicated to the honourable Member that I would look into the matter and make decisions as are required by the circumstances surrounding the situation.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Thank you, Mr. Commissioner and Mr. Deputy Commissioner. Item 3, written questions. Are there any returns today?

ITEM NO. 3: QUESTIONS AND RETURNS

Mr. Braden.

Return To Question 23-81(1): Fort Simpson Liquor Sales

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I have a return to written Question 23-81(1) asked by Mr. Sibbeston on February 9th, 1981. It concerns liquor sales in Fort Simpson.

The Commissioner has a standard business contract with the Fort Simpson liquor agency under which that agency was given the authority to operate a retail liquor store in the village of Fort Simpson from October 31st, 1978 to October 31st, 1983. The agency is required under the contract to provide a store for storage and the sale of liquor and to keep the store open for a certain minimum number of hours per week. The conduct of the agency is governed not only by the terms of the agreement but also by the Liquor Ordinance and the regulations made pursuant to that ordinance.

The agreement provides that prices of liquor to be sold will be determined by the general manager of the Liquor System and a commission for the sale of the liquor sold will be remitted every month during the term of the agreement to the agency. The agreement also contains a termination clause entitling the Commissioner to terminate the agreement prior to the expiry date if the agency becomes bankrupt or is dissolved, or fails to fulfil the fundamental terms of the agreement, even after appropriate notice, or if it is convicted of any breach of the Liquor Ordinance or liquor regulations. In December 1980, when the Fort Simpson liquor store regulations were brought into force, the agreement with the agency was amended to recognize the reduction in hours of operation and to provide for a guaranteed minimum commission until December 15th, 1981. Thank you.

MR. SPEAKER: Thank you. Returns. There appear to be no further returns. Mr. Curley, the Minister of Local Government is now in the House. If you have a question, I will allow you to go back to Item 2, oral questions.

REVERT TO ITEM NO. 2: ORAL QUESTIONS

Question 163-81(1): Objections To Proposed Airstrip In Pangnirtung, Restated

MR. CURLEY: Mr. Speaker, may I proceed with my question then? Yes, thank you. I heard on the news this morning that there was nothing stopping Mr. Ross Peyton from constructing an airstrip at Clearwater Fiord. Could the Minister indicate to this House the fact that the people at Pangnirtung are objecting to the construction of the airstrip. Will he assure this House that he will take steps to prevent Mr. Peyton from building an airstrip?

MR. SPEAKER: Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Speaker, I would like to take that as notice. Thank you.

MR. SPEAKER: Thank you, Mr. Minister.

Item 4, petitions.

Item 5, tabling of documents.

Item 6, reports of standing and special committees.

Item 7, notices of motion.

ITEM NO. 7: NOTICES OF MOTION

Mr. Kilabuk.

Notice Of Motion 31-81(1): Airstrip Construction, Clearwater Fiord

MR. KILABUK: (Translation) Mr. Speaker, I would like to give notice that on March 12, 1981, I am going to move Motion 31-81(1), concerning the construction in the community, not to do any construction outside of the settlement without the express approval of the hamlet council. For this reason, hamlet council should approve construction outside of the settlement and if there is no settlement approval, not to be able to construct anything outside of the settlement.

MR. SPEAKER: Thank you, Mr. Kilabuk. Notices of motion. Item 8, motions.

ITEM NO. 8: MOTIONS

We have two on this morning. Ms Cournoyea. Motion 26-81(1). Are you prepared to proceed?

Motion 26-81(1): Business Restrictions, Ex-Government Employees

MS COURNOYEA: Mr. Speaker, Motion 26-81(1), Business Restrictions, Ex-Government Employees:

WHEREAS the Government of the Northwest Territories employs staff and consultants in the field of economic development to foster and promote the economic development of local people in the private sector;

AND WHEREAS same such public servants and consultants under contract to the government have immediately, upon leaving government employment, set up their own business enterprises in communities where they were formerly engaged by the government;

AND WHEREAS such former government employees and consultants may have used their position to gain access to the private sector and may now use experience and information gained during their government employment to operate their own business;

AND WHEREAS such activity by employees potentially undermines the performance of the Department of Economic Development and Tourism to achieve its policy objectives and creates unfair competition in the private sector;

AND WHEREAS such actions reflect adversely upon the credibility of this government to effectively discharge its responsibilities for Economic Development and Tourism;

NOW THEREFORE, I move, seconded by the Member for Mackenzie Great Bear, Mr. Fraser, that this House urge the Executive Committee to implement the following:

(1) That as a condition of their employment, employees of the Government of the Northwest Territories employed in the area of Economic Development and Renewable Resources be required to sign a restrictive covenant so as to adequately guard against such conflict of interest in the area they have worked for a reasonable period of time after termination of employment.

(2) Where such former employees and consultants are presently in the private sector that would have fallen under the restrictive covenant, that the Government of the Northwest Territories adopt a policy whereby such former employees must establish to the satisfaction of the government that no such conflict of interest exists where government contracts and assistance to such former employees or consultants is involved.

MR. SPEAKER: Your motion is in order. Proceed, Ms Cournoyea.

Unfair Advantage Is Causing Suspicion

MS COURNOYEA: Mr. Speaker, I do not believe that I must dwell on this subject a great deal. Over the last year I have brought it to the attention of the Department of Economic Development, both in this House and privately, to Members who were representing the different individual departments. I firmly believe that in the area of the Western Arctic, of which I come from and also reaching down to the Norman Wells area, in the next few years we must establish the rightful place and business opportunities for our people. As long as individuals who come up employed by the government, who are subsidized and who have the advantage of receiving information and gaining knowledge from the private people who wish to be involved in economic development and resource development -- this unfair advantage is causing a great deal of suspicion from my people that the department is not working in the best interest of the people.

Information is given to government employees in confidence, but when it is given in confidence, the people now feel that confidence is being abused by the Department of Economic Development and to a certain degree, by the Department of Renewable Resources. In many instances, the higher echelon of Economic Development has not demonstrated that they are operating in good faith on behalf of the people. Those examples I have placed before the House on a number of occasions, and I had hoped that the Minister of Economic Development would have come forth with a policy that would be satisfactory to the people of the Western Arctic.

I do not know to what extent that we have to continually bring this problem to this House. I do not know to what lengths that we must continue to tell the department that something is wrong in the area. In the community of Tuktoyaktuk we have one Economic Development officer. He handles all contracts. He helps all individuals bidding on one tender. I feel that Economic Development is not giving the kind of assistance that is required to make their competition even in that area. How can Economic Development have one officer helping five people to put a bid on a tender, the same tender? I have asked members of the Economic Development department in Inuvik to place a second person or go down there and make applications...

MR. SPEAKER: Ms Cournoyea, please stay with the motion.

MS COURNOYEA: I was hoping that I was giving the examples why I feel the policy should be enacted.

MR. SPEAKER: Basically, as I read your motion, there is a requirement for security purposes...

Policy Will Establish Good Faith In Departments

MS COURNOYEA: Mr. Speaker, for the benefit of the people of the Western Arctic and for the benefit of the department, I feel such policy should be instituted to give credibility to the department and also, that the people will have faith that these people who are employed by the department are there to help the people to be involved with the economic development. I feel this policy is very important at this time, to allow the people of that area to be meaningfully involved with the economic development and to have faith in the people that are employed. As well, the policy, perhaps, would help the department in gaining the kind of expertise and the kind of people who would be committed to operate under such a policy for the benefit of the people.

MR. SPEAKER: Thank you. As seconder of the motion, Mr. Fraser.

MR. FRASER: Thank you, Mr. Speaker. It is unfortunate a motion like this had to come on the floor, Mr. Speaker. I am sure the Department of Renewable Resources was aware of a lot of instances why this motion had to come before the House. There are "whereas" clauses in this motion that are pointing fingers at Renewable Resources and Economic Development employees who have worked for some years with Renewable Resources and the Economic Development department and they might be in a supervisory capacity. However, the employees have directors who should be aware of these conditions. I fully support the motion, Mr. Speaker, and I suggest that Renewable Resources take action immediately to prevent any further violations to the regulations. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Fraser. To the motion. Mr. MacQuarrie.

Legal Implications Of Policy

MR. MACQUARRIE: Thank you, Mr. Speaker. I would say that I support, absolutely, the intent of the motion, and with respect to the resolution number one, have no qualifications whatsoever. I would ask the Law Clerk as to whether there are any implications with respect to number two. Is it possible, after people have left our employ, to require the kind of undertaking that is asked there?

MR. SPEAKER: Law Clerk, have you any words of wisdom for the honourable Member?

LAW CLERK (Mr. Johnson): Well, as I understand the wording of the second part, there would be adopted, at some time during the course of employment or at the time that they were hired, a policy that would basically tell the employee that if, in fact, they do go out into business and set up their own organizations after they leave the government, that they would be informed that there is a policy that the government would examine the relationship to determine if there is a conflict of interest, as the wording is used here, in that there might be a policy whereby the government would not enter into contracts and would not do business with these employees if they felt that there was a particular problem. I do not see anything wrong with it, as long as the policy is made clear to them at some time during the course of their employment.

MR. SPEAKER: To Motion 26-81(1). Are you ready for the question?

SOME HON. MEMBERS: Question.

Motion 26-81(1), Carried

MR. SPEAKER: I am sorry, Ms Cournoyea. Would you like to conclude the debate? Question being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Motion 27-81(1). Mr. Sibbeston.

Motion 27-81(1): Adoption Of Terms Of Reference, Special Committee On Constitutional Development

MR. SIBBESTON: Mr. Speaker:

WHEREAS this Assembly established a special committee to find out what people in the western Northwest Territories want to do in respect of their future government;

AND WHEREAS your committee has met to establish terms of reference;

NOW THEREFORE, I move, seconded by Mr. MacQuarrie, that the terms of reference of the special committee on constitutional development, Appendix A attached, be adopted.

MR. SPEAKER: The motion is in order. Proceed, Mr. Sibbeston.

MR. SIBBESTON: Mr. Speaker, the terms of reference which are attached are arrived at by the committee directly from recommendation eight of the unity committee report which was passed in Frobisher Bay this fall. I am the chairman of the committee and the Members are Mr. MacQuarrie, Mr. Fraser, Mr. Stewart, Mr. Wah-Shee, and Mr. Braden is an ex officio Member of the committee.

The primary purpose of the committee is to establish contact with the major native organizations in the western Northwest Territories as well as the Association of Municipalities, to discuss the processes or mechanisms which can be established to deal with constitutional matters. I want to make very clear to Members here that we are not dealing with constitutional changes as such at this time. We are just, at this stage, talking about the processes that these organizations would be agreeable to in dealing with possible constitutional changes.

The second purpose is, if we are successful in getting the organizations to agree on a process, then we propose to hold one constitutional conference where general points can be made with respect to various people's positions on the future constitution of the North. Once all of this is done, then I expect that the committee would report back to the House and get further mandate.

A Process To Discuss Future Constitutional Change

Now, as the chairman of the committee, I have been instructed by the committee to write to all of the organizations and begin discussions with them about the processes or mechanisms. The committee is approaching all of this with an open mind and certainly not set on having this committee to simply retain the status quo. On the other side, as regards the native organizations in particular, as far as they are concerned it will be interesting to see whether they are prepared to undertake with us a process to discuss future constitutional changes. It may well be that the organizations will decide to deal only directly with the federal government in respect of their aspirations for government in the

North. It may well be that we are told "No", that they are not interested in dealing with proposed constitutional changes with us. I certainly do not foreclose that possibility. In the event that this happens, the committee would have to report back to the House and take your instructions as to where to go from there.

On the whole, I do feel that it is worth a try. There has been a great deal of co-operation with the organizations in the past year or so. There is nothing to indicate that they will not be agreeable to be involved in this process that we are undertaking. Events such as the northern leaders conference which is slated for, I believe, next week, I think can do a great deal to show and prove to the native organizations and their membership that this government is indeed in tune with the political climate in the North, that they are prepared to co-operate in respect of native rights and also all peoples rights in the North. So, I look forward, with optimism, to being involved with the committee and look forward to making some progress in the area of constitutional changes.

---Applause

MR. SPEAKER: Mr. MacQuarrie, as seconder of this motion, do you wish to speak?

AN HON. MEMBER: Question.

MR. SPEAKER: Question. Mr. Fraser.

MR. FRASER: Yes, Mr. Speaker, I am on the committee but the mover of the motion has no set date on item number three of the terms of reference. I just wondered if that was omitted, Mr. Speaker.

MR. SPEAKER: Mr. Sibbeston, that is a question and will not terminate debate. Have you an answer?

MR. SIBBESTON: Mr. Speaker, I expect that the committee will be able to report within six months to one year. That is the length that I see of the committee but, of course, it is up to all the committee Members.

MR. SPEAKER: Thank you. To the motion. Mr. Sibbeston, do you wish to wind it up? Are you ready for the question?

SOME HON. MEMBERS: Question.

Motion 27-81(1), Carried

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

---Carried

I understand that there was a challenge late last night to a ruling by our chairman.

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

MR. SPEAKER: A point of order is out of order at this time, Mr. MacQuarrie. I am giving a ruling.

---Applause

MR. MacQUARRIE: I quote Rule 21(2) to you, Mr. Speaker.

Speaker's Ruling

MR. SPEAKER: Mr. MacQuarrie, I am giving a ruling. Evidently there was a vote in progress and Mr. MacQuarrie requested a recorded vote. By way of precedents in this House, once a vote has started to be taken, a request for recorded vote has been denied. There are Houses, large Houses, Westminster House of Commons in Ottawa, that will on occasion allow a recorded vote after a vote has started but both of these Houses use yeas and nays and sometimes it is very difficult to ascertain what the basis of the vote may be and a recorded vote may be requested.

However, this House is not operated in that manner. Our numbers are only 22 and a call for a recorded vote, after the vote has been taken, has been denied and that is the ruling and I substantiate the ruling of the chairman that that was out of order at that time. Now, however, the plot thickens because today the vote was not completed. We will have to recall the vote at which time, of course, Mr. MacQuarrie can ask for a recorded vote because we have to redo the procedure. If the vote had been continued and concluded, then a recorded vote could not be asked for. However, under the circumstances, the chairman was right but because the vote was not completed, Mr. MacQuarrie still has his right then today to ask for a recorded vote.

MR. MacQUARRIE: Question of privilege, Mr. Speaker.

MR. SPEAKER: Privilege. Mr. MacQuarrie.

Definition Of Privilege

MR. MacQUARRIE: Privilege is defined as meaning all the privileges to which legislatures and their members are traditionally entitled. I submit that Members are entitled to an upholding of the rules and I rose on the point of order which said that the Speaker shall permit debate on a point of order raised by a Member before giving his decision. I feel that I ought to have had the chance to speak before you made that ruling, Mr. Speaker. I do have precedents which cite where precisely what I was asking was done on three different occasions.

HON. DENNIS PATTERSON: You should never have resigned as Speaker.

MR. MacQUARRIE: Excuse me. I am not appealing your ruling, Mr. Speaker. I recognize there is no appeal. I just wanted to state my question of privilege.

MR. SPEAKER: Further with regard to rules -- this seems to be a great day for rules -- under the authority of the Speaker, to quote Rule 10(1): "The Speaker shall preserve order and decorum and shall decide questions of order. In deciding a point of order or practice, he shall state the rule and the authority...."

Now, the point of order that you had brought up was being dealt with. I had started to deal with that particular point of order and I contend until I have completed that, you could then raise another point of order and you would have been listened to. That concludes the little fiasco of yesterday. I am not sure that it satisfies anybody. Is it a point of order or privilege, Mr. Patterson?

HON. DENNIS PATTERSON: Point of privilege.

MR. SPEAKER: Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Since one honourable Member has cast some doubt on the wisdom of your ruling, I wish to rise on a point of privilege to say that had you ruled otherwise, I feel you would have set an alarming precedent whereby an individual Member could...

MR. SPEAKER: I am sorry, Mr. Patterson. My decisions are not debatable. You are out of order.

AN HON. MEMBER: Hear, hear!

---Applause

---Laughter

MR. SPEAKER: Item 12, consideration in committee of the whole of bills, recommendations to the Legislature and other matters...

HON. GEORGE BRADEN: Mr. Speaker. We skipped a few.

MR. SPEAKER: A few items.

---Laughter

HON. TOM BUTTERS: This is debatable.

MR. SPEAKER: Item 9, notices of motion for first reading of bills.

Item 10, introduction of bills for first reading. Normally, you do not have any.

ITEM NO. 10: INTRODUCTION OF BILLS FOR FIRST READING

Go ahead, Mr. Braden.

First Reading Of Bill 16-81(1): Lotteries Ordinance

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I move that Bill 16-81(1), An Ordinance Respecting Lotteries, be read for the first time.

MR. SPEAKER: Do you have a seconder? Mr. Butters. Discussion.

SOME HON. MEMBERS: Question.

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

---Carried

Item 10, introduction of bills for first reading.

Item 11, second reading of bills. Mr. Braden.

HON. GEORGE BRADEN: Mr. Speaker, I observe under Rule 55(2) that a bill may be advanced two or more stages in one day unless such action is opposed by two or more Members. I wonder if I have the permission of the House to advance this bill to second reading today?

MR. SIBBESTON: No.

AN HON. MEMBER: No.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: I have two nays.

AN HON. MEMBER: Well, you found out anyway.

HON. ARNOLD McCALLUM: You are off to a good start this morning, dad..

MR. SIBBESTON: Start co-operating with us.

MR. SPEAKER: Item 12, consideration in committee of the whole of bills, recommendations to the Legislature and other matters.

ITEM NO. 12: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS, RECOMMENDATIONS TO THE LEGISLATURE AND OTHER MATTERS

Report of the Special Committee on Education Respecting Student Aid, and Bill 1-81(1), An Ordinance Respecting Expenditures for the Public Service for the Financial Year Ending the 31st Day of March, 1982, with Mr. Fraser in the chair.

---Legislative Assembly resolved into committee of the whole for consideration of Report of the Special Committee on Education Respecting Student Aid; Bill 1-81(1), Appropriation Ordinance, 1981-82, with Mr. Fraser in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER REPORT OF THE SPECIAL COMMITTEE ON EDUCATION RESPECTING STUDENT AID; BILL 1-81(1), APPROPRIATION ORDINANCE, 1981-82

CHAIRMAN (Mr. Fraser): This committee will come to order. We are dealing with recommendation six and there was an amendment on the floor. I will just get the Clerk to read the amendment so that everybody understands what we are dealing with. Mr. Clerk.

Amendment To Motion To Accept Recommendation Six, Special Committee On Education Recommendations On Student Aid, Defeated

CLERK ASSISTANT (Mr. Hamilton): The amendment in recommendation six is to add, after the word "source" in the fourth line the words, "to supplement the basic Northwest Territories student grant", and thus removing the words "and not be eligible for aid from the Northwest Territories student aid plan".

CHAIRMAN (Mr. Fraser): To the amendment.

MR. MacQUARRIE: Recorded vote.

HON. ARNOLD McCALLUM: Question.

CHAIRMAN (Mr. Fraser): Question being called. A recorded vote being requested. All in favour of the amendment, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. McCallum, Mr. Butters, Mr. MacQuarrie, Mr. Stewart.

CHAIRMAN (Mr. Fraser): Down. Against? Opposed, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Ms Cournoyea, Mr. Curley, Mr. Noah, Mr. Sibbeston, Mr. Wah-Shee, Mr. McLaughlin.

CHAIRMAN (Mr. Fraser): Thank you. Abstentions?

CLERK ASSISTANT (Mr. Hamilton): Mr. Braden, Mr. Nerysoo.

CHAIRMAN (Mr. Fraser): Thank you. The amendment has been defeated.

---Defeated

To the motion. Recommendation six.

MS COURNOYEA: Question.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston.

Amendment To Motion To Accept Recommendation Six, Special Committee On
Education Recommendations On Student Aid

MR. SIBBESTON: Mr. Chairman, I have an amendment to recommendation six and I will just read it: That students of Dene ancestry, not eligible for assistance from the post-secondary assistance program of the Treasury Board authority number 752408 gain assistance from the Northwest Territories student aid plan on the same terms as are available under the Treasury Board's authority. I have copies of the motion available.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. That amendment is added on to the end of recommendation six, I take it? Thank you. Mr. Sibbeston, do you want to talk briefly to the amendment while they are passing it around? Thank you. Mr. Sibbeston, your amendment is in order. To the amendment. Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, recommendation six essentially provides for Indian and Inuit students to get aid from the Indian Affairs program to go to university or school out in the South. However, under the Treasury Board authority number as stated, only Indians as defined under the Indian Act are eligible for student aid, and non-status Indian and Metis people are not able to obtain assistance under the program. I have had this verified by Mr. Ron Witt yesterday, who indicated that definitely, as the authority stands, he would not be able to provide any assistance to the Metis and non-status people. It is with this in mind that I am proposing my amendment, to provide that students of Dene ancestry, which is really Metis people and non-status Indian people from the North, can get assistance from the territorial government on the same terms that they would be able to get from the federal government.

I just want to say in support of this that this amendment is supported by Jim Bourque, the president of the Metis Association. I was hoping that Mr. Bourque would be here, yesterday in fact, to have come before us as a witness to state his view on this. He said he would, but for some reason did not return. I hope that Members will support this amendment. The Dene and Metis people in the North now are co-operating very closely together on land claims and I think that as part of their land claims they will probably be treated all the same. That is the intention of the Dene Nation and Metis Association, that through the aboriginal rights claims eventually they will be placed on the same footing, and this amendment will place the Metis people on the same footing as Dene and Inuit people. I hope that people will support it.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. To the amendment. Mr. Butters.

Inclusion Of Metis People In Treasury Board Plan

HON. TOM BUTTERS: Mr. Chairman, obviously when the committee considered these recommendations they recognized that Metis were not included in the Treasury Board minute. In making the recommendations and in carrying out investigations, did they have any assurances from the federal government, in view of the constitutional discussions, that Metis people -- it was the intention of the government that Metis people would get considered under the Treasury Board minute that is referred to here in the amendment?

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Butters, you had a question there, but I do not know who it was to.

HON. TOM BUTTERS: The question was to whomever is the spokesman for this committee.

MR. CURLEY: I cannot hear, Mr. Chairman.

MS COURNOYEA: We cannot hear.

CHAIRMAN (Mr. Fraser): Mr. Curley.

MR. CURLEY: His microphone was out.

CHAIRMAN (Mr. Fraser): Mr. Curley, did you say that you cannot answer the question?

HON. TOM BUTTERS: No. He did not hear the question, Mr. Chairman. The question was to whomever is spokesman for the committee. I think that Mr. McLaughlin heard the question.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: The committee, when we dealt with this, took out the words we used to have. We had Dene, Metis and Inuit in our old recommendations, and we took those out. Because we had so much criticism over it, we decided that we would let the people who were eligible, who had a special status recognized by the federal government, make application for loans or grants from the Department of Indian Affairs directly and that our recommendations would not distinguish between any other people that were left, who could not get funding there, that we would treat the rest of the people the same.

Our only indication in the future that the federal government -- Mr. Witt's letter to the Commissioner did sort of imply that in the future Dene land claims might be set along those lines but we felt that that was a federal program, that they could decide who would and who would not get financial aid under that program, and that we would give aid to the people who could not get financial aid under that program and that we would treat all those people the same. That is why our recommendations were changed in that area.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. To the amendment. Mr. Braden.

Avoiding Duplication Of Funding

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I have been wanting to ask this question ever since we started considering this issue. Perhaps I can do it in the context of this motion.

Mr. Sibbeston indicates that the students of Dene ancestry, not eligible for assistance under the Treasury Board authority, should gain assistance from the Northwest Territories student aid plan on the same terms as are available under the Treasury Board authority. Now, when we go into the Treasury Board authority, and Mr. MacQuarrie brought this point up yesterday -- I might add that the reason I abstained from this motion is we just have not got around to talking about this point because everybody wants to get their motions on the floor. This point says "To avoid duplications of funding, students are to accept any and all educational assistance made unconditionally available to them by other funding agencies to offset a portion or all of the financial assistance required from this program."

Can someone on the education committee answer a basic question? Is the Department of Indian Affairs going to say to a Dene or Inuit applicant "We can only consider your application after you have first gone to the territorial government for student aid"? I can see this happening under clause five and six in the report, and then I am confused. So, Mr. Chairman, I would like somebody on the committee to answer that for me please.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Braden. Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. I am sure Dennis Patterson will likely be able to comment on that. I think what we are doing here is that because of the other policy of this government, that grants were available to everyone, this Treasury Board authority, Treasury Board guideline, was in effect not being taken advantage of because there were other programs. If the recommendation goes through, what we will in fact be saying is that they are no longer going to be eligible for the territorial program and therefore must apply to the Treasury Board authority number 752408. That, in effect, will probably give the federal government the guideline.

The Assembly has recommended that all eligible students under the Treasury Board now must apply through it and we are making it so that, in effect, switching is bad. I do not know whether that would enable the Department of Education to argue the case to Ottawa and say "Look, because the recommendation has been approved as such, they must first apply to Indian Affairs, those who are eligible Inuit and Indians. Therefore, they must be given funding by the Indian Affairs program." Dennis Patterson may want to comment on that because his department, I am sure, has been looking at that and he might be able to give some departmental officials' point of view on that. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Mr. Patterson, do you care to comment further on that?

Registered Canadian Indians And Inuit Receive Federal Government Aid

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to try and explain what the committee had in mind with recommendations five and six. First of all, it should be made very clear that recommendation five, which essentially awards a grant covering transportation, tuition, books and supplies to all students eligible under the present regulations, would not include Dene and registered Indians as they are called in the federal program and Inuit. The committee intended that recommendations five and six be considered together.

In other words, the registered Canadian Indian and Inuit would go straight to the federal government for aid. They would not be required to apply to the territorial government. The reason they would not be required to apply to the territorial government by the federal government is because recommendation six, if passed, specifically says they are not eligible for any aid from the

Northwest Territories. So they would be applying for funds directly to the federal government under Treasury Board authority. They would obtain the same sort of post-secondary benefits that any other registered Canadian Indian is entitled to in provinces.

Now as far as the motion is concerned, as I understand it, what Mr. Sibbeston is saying is since we are not sure that the Metis would be included in the federal plan which describes registered Canadian Indians, in case they are not included in the federal program and in case they are not approved -- I do not think the committee knows whether they would be approved or not. Mr. Witt apparently indicated to Mr. Sibbeston, possibly not, but yet the letter that Mr. McLaughlin read to the committee of the whole yesterday indicates that possibly they would and that the whole matter may be tied up with negotiations -- Mr. Sibbeston is saying in case they are not, then this government should treat them as if they were eligible and give them the same level of aid.

Federal Program More Generous

That program, in terms of financial aid includes living allowances and it also includes postgraduate aid so that it is perhaps a little more generous in that regard from the present territorial program although further recommendations in the education committee recommendations would also provide postgraduate studies grants so that postgraduate aid could be given.

Now as far as whether or not the constitutional amendment which recognizes Metis aboriginal rights would affect this particular question of Metis eligibility for the Indian and Northern Affairs program, I do not know if anyone would care to venture an opinion on that. Certainly I do not want to comment on it. I think that if the constitution is approved, probably questions like that will be the subject of litigation for years to come. That may cloud the issue but I hope it makes it a little less cloudy. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Supplementary. Mr. Braden.

Students Refused Assistance Under Treasury Board Plan

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I just have a brief supplementary question concerning this part of the Treasury Board document. Yesterday I asked Bruce McLaughlin if, let us say, a Dene was refused assistance under the Treasury Board plan, that student could come back to this appeal committee that has been established under recommendation three and appeal that decision. Mr. McLaughlin, I believe said "That is right." Now would it be the case or is it seen by the committee that the Dene or Inuit student, if he was rejected by the federal government, could then apply to the territorial government for financial assistance? Is that correct?

I see Mr. Patterson saying yes. What concerns me is if that is the case then, Mr. Chairman, you may have the people at Indian Affairs arguing that there is another source of assistance and in effect the Dene and Inuit are not ineligible for student aid under the territorial government's program. Am I making correct assumptions or am I off base totally?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin, do you want to answer that?

MR. McLAUGHLIN: Yes. If Mr. Witt or someone in his department sent the student a letter saying that you are not a registered Canadian Indian or Inuit and are not eligible for our program, then we would be able to give that student assistance.

CHAIRMAN (Mr. Fraser): Thank you very much. We will have Mr. Butters and Mr. McCallum after coffee. Ten minutes, please, for coffee.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. I call the committee back to order and I have Mr. Butters.

Providing All Students A Basic Level Of Support

HON. TOM BUTTERS: Thank you, Mr. Chairman. I make these comments because of the words of explanation of the Minister of Education a few moments ago when he referred to both recommendation five and six. Now, he mentioned that recommendation five is really exclusive, that it excludes people that are referred to under recommendation six. But that is not what the recommendation says. The recommendation reads, and with underlining: "all students eligible under the present regulations". That reference also exists in the translation, "all students". Now, when the Inuvik local education authority looked at that section they were quite pleased, because it removed the concept that appeared in the earlier recommendations, in recommendation three specifically. Here, it provides to "all students" a certain basic level of support to all students. So that, after that level of support was reached, students would then find assistance in different streams, and the local education authority felt that this was an excellent way of resolving the problem.

I would suggest too, that it is an excellent way of resolving the problem, because it removes or reduces any fear that we are inviting back into northern education the federal Department of Indian Affairs and Northern Development. As the Northwest Territories would be providing all students a level of assistance, the involvement of the department would be very little more than it is currently providing. I suggest that the recommendations, as written down by the committee, are better and more realistic than the explanation that we received from the Member a few minutes ago.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. McCallum.

All People In NWT Have Special Status With The Federal Government

HON. ARNOLD McCALLUM: Mr. Chairman, I would just want to indicate that should this particular amendment be carried, I suggest that we are back to where we started; that we now then will have Indian, treaty Indian, status Indian...

MR. CURLEY: We always have.

HON. ARNOLD McCALLUM: ...Inuit people...

---Applause

...are looked after by the Department of Indian Affairs and Northern Development. Mr. Sibbeston's motion will now take Metis people in, because whether Mr. Witt says so, by letter or not, Mr. Witt will not be able to determine. He will not be the determining factor for whether these people will be included under that. I suggest very strongly that they will not be included under that particular Treasury Board authority or recognized by Indian Affairs and Northern Development. That of course brings us down to the final crunch, where we were in the beginning. The people who will then be subjected to Canada Student Loans will be those who are non-Inuit, non-Metis, non-Indian, and that leaves one group of people. Tell me again whether that is racist.

I will not vote for this particular motion or amendment at all. I believe that what had been suggested, where we treat people and allow those people who have that special consideration -- and I indicated yesterday, and I still believe it, that all people in the Northwest Territories have a special status with the federal government, because we have no other status.

AN HON. MEMBER: That is right.

HON. ARNOLD McCALLUM: It seems to me that I recall Mr. Sibbeston indicating a week ago that he supports the recommendations that had been made totally. He supports their approach. He had no difficulty with any of them. All of a sudden, there are some particular amendments that he wants to make. He said he was, on the whole, very pleased with the recommendations, would support them wholeheartedly. I suggest that in making particular amendments to change the recommendations, that is not the same thing as supporting them wholeheartedly.

MR. SIBBESTON: I was bought off by the Metis Association.

---Laughter

All Students In NWT Should Receive Basic Assistance

HON. ARNOLD McCALLUM: So was I. I would suggest as well that the president of the Metis Association, when he was here yesterday and he talked to you and to me and to others, that he was one of the people who wanted this deferred, wanted it set down so that there could be more consultation. That was indicated. To now suggest that we are going to change the recommendations so that there would be an exclusion of people -- because not all others work for the territorial government or for the federal government. There are a lot of other people who are here, who have been here, and to suggest that students of Dene ancestry not eligible for assistance, obviously Metis people -- I would suggest that there are many Metis people from different provinces coming in and out of the Territories. Are they to be eligible for Northwest Territories student aid under the Treasury Board's authority, whether they come from any province, whether they come from Alberta, Saskatchewan, Manitoba, and then to exclude other people who have been in the Territories as long or in some cases longer, who have been born, had all of their education, who live in the Northwest Territories -- to exclude those people to take in non-Dene people from other particular communities or other provinces? In no way do I support that.

I support the concept that all students in the Territories should receive basic assistance and those that have access to increased aid, then they should obviously go ahead. I would support them getting that kind of assistance. But I do not support the concept of reverting back to the original recommendations of the committee on education. Those, when they came in were altered, changed, and received a great deal of criticism. I would not support this particular motion or amendment to a motion when it comes to a vote.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McCallum. Mr. Curley. To the amendment.

Recommendations Not Made On Basis Of Racism

MR. CURLEY: Yes. Thank you, Mr. Chairman. The committee certainly did have many concerns with respect to that proposal and we pretty well leave it up to the House to deal with it, but I do not at all agree with the Member from Fort Smith. The committee did not, and I state again, make the final recommendations on the basis of racism or racism in the sense that I use the word. I want to indicate to that Member where the term normally is used frequently, that it has nothing to do with any bitterness to any race. Let me say that. Native people continue to want to be protected by the federal government. We reaffirm that. They want that.

If you want to talk about racism, racism in the sense where it is defined does not come out of the piece of paper. It comes out of a heart. You know, the bitterness, the relationship of the racist attitude, bias because of race, does not come out of the piece of paper. It comes out of a man's heart. I want to state that because if you guys on the other side are going to accuse us of being racist, do not, because if you are not, you will speak otherwise. We reaffirm the federal government's responsibility for native people. Let us carry through that for awhile until such time as all these...

MRS. SORENSEN: To the motion. Speak to the motion. We are talking about the Dene.

MR. CURLEY: Why do you not go back to where you were?

MRS. SORENSEN: Non-status.

MR. CURLEY: We were doing all right before you came in.

---Laughter

MRS. SORENSEN: Have you got that down on the record?

Racism Existed In The West But Not In The East

MR. CURLEY: I want to indicate again that if you guys on the opposite are going to use the word "racist", we are going to accept, as a committee -- it is not our recommendation that we create tension with respect to race. It comes because it existed before, long before the recommendations were ever prepared by the committee. There was a tension with respect to race in the Western Arctic. It did not exist at all in the East. So I will not accept any accusation from the Members for Slave River and Yellowknife that we have been racist. I have never spoken to that issue before and if the Metis people would like to fight for the amendment, they are going to have to convince all of you that they should be eligible under the same terms as the Treasury Board minute and if it is voted down, then that is a problem.

The Minister of Education is going to have to deal with that and I am sure the Executive Committee would have to deal with it as well before it is actually put into regulation because they would be the ones that would have to change the regulations. I can tell you that the Executive Committee does not always go along with the recommendations of the House. Maybe on this one they would but that remains to be seen as far as I am concerned. Thank you.

CHAIRMAN (Mr. Fraser): Supplementary. Mr. McCallum. To the amendment.

Exclusion Of One Group Of People

HON. ARNOLD McCALLUM: Mr. Chairman, I want to indicate to Mr. Curley, that I did not make any accusation of racism to the committee at all. I did not indicate that the committee's recommendations were racist. I agree that those people under the Indian Affairs and Northern Development's responsibility should avail themselves and should be able to obtain whatever resources are available to them. What I said was that with the addition of this particular amendment, I posed the question: Tell me again, is it racist or not? I did not attribute the word racist to any one Member or the committee in total. What I am concerned about is that by the inclusion of this particular amendment, which is not a committee's recommendation, that the effect will be that there will be one group of people excluded, Mr. Chairman, I will not be voting for this particular amendment at the time when the vote is being called.

CHAIRMAN (Mr. Fraser): Thank you. If we can get back to the amendment now. We are finished with racism. Mr. MacQuarrie. I think you are next on the list.

MR. MacQUARRIE: Thank you, Mr. Chairman. I will vote against the amendment. It reintroduces a distinction which is not made in our present program and which, when the possibility of such a distinction was first raised by the committee in the fall, many people in the Northwest Territories found that idea repugnant especially when such distinction is made entirely without regard to means or ability to pay. I must understand that the education committee finally agreed with that position since the committee itself changed that recommendation and did not make any such distinction. I much prefer the approach that the education committee has used in its recommendations and I will not support this amendment.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Mr. Stewart.

We Must Look After People Who Are Born And Raised And Live In The NWT

HON. DON STEWART: Thank you, Mr. Chairman. I cannot support this motion because I believe that the motion we have on the floor for recommendation five would adequately look after those people who are residents of this country, born and raised here and educated. It is done on a fair plane without getting into the racial field.

I understood from the Minister that one of the reasons that they are trying to restrict higher education was a matter of dollars and yet this particular motion, as it reads, would indicate that anybody of Dene ancestry could come in from anywhere in Canada, indeed I suppose the United States or Mexico, and would immediately on arrival in this area be able to claim student aid assistance for a higher education. Well surely if the economics are an important factor, surely this cannot be the intent of the motion.

We have an opportunity here on this education proposition to show everybody that we are looking after the people who live and are born in the Territories. If we keep going along racial lines in this instance, I agree with Mr. McCallum that under the Indian Act there are certain people in this country that have preferred treatment and that is fine but when we start putting into territorial legislation preference on the basis of race, then we have got to be going backwards. The only way this country is ever going to get ahead is if we all start to be reasonably equal and work together.

MR. CURLEY: Hear, hear! Hear, hear!

HON. DON STEWART: This type of thing does no good whatsoever for that cause.

MR. CURLEY: Practise it. Hear, hear!

MR. SIBBESTON: Practise it.

MR. CURLEY: Practise it. Prove it. Practise what you preach.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. I have Mr. Wah-Shee on the list next.

Native People Have Special Status

HON. JAMES WAH-SHEE: Thank you, Mr. Chairman. I would like to address the amendment and possibly provide some clarification as to the intent. First of all, I would like to say that not everyone in the Northwest Territories can have special status. I think that it would be wrong to think that even now

or in the future that all territorial residents will acquire special status. That is not possible. The native people will not support that kind of proposition. I think that at the present time the Dene people and the Inuit people have special status. That special status is extremely important because it outlines that the native people in the Northwest Territories have special status regarding their relationship with the federal government.

MR. CURLEY: Hear, hear!

HON. JAMES WAH-SHEE: In the area of eligibility, I think that there would be no problem regarding the eligibility of Metis people in the Dene claims because I do not think the intent here is that all the Metis people coming in from southern Canada, coming up here, will automatically have that special status. At the present time the Dene Nation and Metis Association have already worked out an arrangement regarding which Metis people will be eligible. They will be required to trace their ancestry to the existing five major tribes in the Mackenzie Valley. Not all Metis people will be eligible for aboriginal claims.

The other thing is that we do not know what is down the road 10 years from now or even 50 years from now. I think that the legislation that we continue to pass in this House could be altered or changed at any time. There is no guarantee that native people will continue to have the majority representation in this particular Legislature. There is no guarantee. Native people want guarantees and this House is not in a position to give those guarantees. That is the reason why when we talk about special status of the native people, that is extremely important. That is why they want to negotiate aboriginal claims with the federal government. It is not only related to student grants. It is also related to aboriginal claims.

Aboriginal Claims

Regarding aboriginal claims, they want to continue to have the special relationship with the federal government. If this Legislature or this particular House was to tinker and tamper with the agreement that would be made between the aboriginal people of the Northwest Territories and the federal government...

CHAIRMAN (Mr. Fraser): To the motion, Mr. Wah-Shee. To the amendment.

HON. JAMES WAH-SHEE: Well, this is related to that because we are talking about special status, Mr. Chairman. It is also related to aboriginal claims because this is part of the relationship that native people want with the federal government.

The Dene people in the Mackenzie Valley view the Metis people as part of the whole Dene Nation. Once aboriginal claims are settled, then naturally the Dene people want the Metis people to have the same status and have the same type of relationship with the federal government. That is really primarily the issue. I disagree that the federal government is going to take back the responsibility of education for students in the Northwest Territories. I totally support the proposition that the northern people, including non-native people, students, ought to have sufficient financial aid to allow them to progress into higher education.

AN HON. MEMBER: Hear, hear!

HON. JAMES WAH-SHEE: I do not think we disagree with that, but I think that we have to have a different type of arrangement regarding native students. I support the proposition that Metis people ought to be and should be...

AN HON. MEMBER: Right.

All Northern Residents Do Not Have Special Status

HON. JAMES WAH-SHEE: ...included as part of this special status that we are talking about. Once again, Mr. Chairman, I would like to say that there is no way that all the northern residents can acquire that special status. You are dreaming. You will never get it. Native organizations will never support it anyway, nor will the federal government. I know that we are trying to create a unique society in the Northwest Territories but I do not think that you can just work out that arrangement. I think it is going to take some time and this particular House -- you know, every time we deal with different issues, it appears to divide us. Some people say "Well, we should not really deal with this...."

CHAIRMAN (Mr. Fraser): To the amendment, Mr. Wah-Shee. We are getting off-track.

HON. JAMES WAH-SHEE: Mr. Chairman...

CHAIRMAN (Mr. Fraser): We are getting off-track. You can talk about that when we come to recommendation six. I think we are on the amendment right now.

HON. JAMES WAH-SHEE: Well, according to the amendment, Mr. Chairman -- I would just like to say that I am going to support the amendment because it deals with a portion of the Dene people and we have been divided long enough by the federal government, between the treaty Indians and the Metis people, and I do not think this House should support this kind of division within the Northwest Territories.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the amendment.

Recognizing The Definition Of "Dene"

HON. RICHARD NERYSOO: I too, am going to support the intent of the motion being that I have to recognize the fact that the Dene people have tried to get their own people together. I also have to be quite honest and to suggest to people that I think it is time that we recognized part of the definition of "Dene". At some time in the near future, we would have to be open to adopting at least the definition presently given to the word "Dene" because we seem to be caught up in trying to define "Dene" as only those people that are status, and that is not exactly the intent of the Dene Nation nor is it the intent of the Metis Association when they are negotiating those areas of rights that they wish to negotiate. It is also my opinion that those people and those students that are long-time residents of the Northwest Territories should have at least some priority in the educational grants area.

I think that if we could try to resolve that one area of ensuring that the long-time residents had some priority as well, over those students that came in for two or three months or for about a year -- there are students that are here for 10, 12 years. We have to recognize they are, in fact, going to be residents. So, with that, I just wanted to make you aware that I too, am going to support the amendment as it is.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. Mr. McLaughlin. To the amendment.

MR. McLAUGHLIN: Mr. Chairman, to the amendment. When the committee dealt with this situation, we decided that we would let the federal government decide who were Dene and who were not. If they decided that Dene were the -- when their definition changes, then those people would be able to go for the grants. We are in a situation right now where the committee moved that situation, recognized that native people in the Northwest Territories have a special status, acknowledged that the Indian Affairs department has a program for registered Indians and Inuit, and that we would let them, and preferred that, they give out the grants and loans or whatever system they have to those people. When we tried to do this before in the other way, where we treated them differently, we caused ourselves a real mess. So when we re-did the recommendations, we decided that the federal government -- they are the people that have the Indian Act. They are the people...

CHAIRMAN (Mr. Fraser): Mr. McLaughlin, to the amendment. The amendment only says that they want Dene included in the Treasury Board authority. That is what the amendment reads. We can get back to the recommendations after we deal with the amendment. Let us stick to the amendment.

MR. McLAUGHLIN: I am speaking to the amendment...

MR. CURLEY: Hear, hear!

CHAIRMAN (Mr. Fraser): Then I am deaf.

MR. McLAUGHLIN: ...because the amendment is going to remove the whole purpose for which we made the recommendation. So I am speaking to the amendment. What I am speaking to is what it is going to do to the recommendation. The recommendation was made to have the people in Indian Affairs decide who would get assistance from the federal government and that we would treat everybody else the same. That is why we took out our old recommendation eight which did not distinguish those. So I am against the motion because it is going to put us right back where we were with our old recommendation eight.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Curley. To the amendment.

MR. CURLEY: Mr. Chairman, I would just like to correct my co-chairman.

MR. McLAUGHLIN: Correct me. Everybody is...

MR. CURLEY: Correct him. We had to do that a lot...

CHAIRMAN (Mr. Fraser): Order.

Southerners Taking Advantage Of Territorial Education Assistance Programs

MR. CURLEY: ...in our committee meetings. The committee Members felt we just did not have a strong enough case on our own because our Dene representatives were not there to guide us through that, so we felt we should leave it on the floor, see how it comes. If the Members, Dene representatives, wished to fight for it, then fine with us and we would go along with that. That is the position we took and that is how it remains. We needed substantiation of that particular case to be brought before the committee. Hence, in speaking to the motion, I notice that the Member for Hay River was very worried about all those Dene or those Metis people that would be coming into the Territories. I think he should be very worried about the fact too, that for years we have been having a lot of southerners coming in and taking advantage of the territorial education

assistance program. If we are really worried about it, we can look at the figures for last years students attending post-secondary education down south. They were roughly 300...

CHAIRMAN (Mr. Fraser): To the amendment, Mr. Curley, please.

MR. CURLEY: Replying to the views of some Members here, there were roughly about 300 other students, you know, non-native people taking advantage of this program and there were only about 15 or so Inuit, Dene or Metis. So, we should not have to worry about the fact that they are going to come around swamping the Territories, because they have not, with a much more generous program than we have. So, I am not at all worried about this amendment. Thank you.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston. To the amendment.

MR. SIBBESTON: Mr. Chairman, I guess I want to say a number of things. I want to say that there are some people that profess to be enlightened, in a sense that there are people like Mr. Stewart and Mr. McCallum, who profess, I guess, or want to have the image that they are an enlightened group. They say on the one hand that they support aboriginal rights, but when it comes down to recognizing aboriginal rights of people in detail they say, well, it is a racist matter. Let us not forget that the Dene and Inuit people have aboriginal rights. The Metis people also have some aboriginal rights and without this amendment, if we did not have this amendment, it would mean that the Metis would be left out.

Metis People Should Be Treated The Same As Dene And Inuit

People seem to be afraid to deal with people as a distinct group. In the first recommendations where they had dealt with the Dene, Metis and the Inuit not being exempted from the means test, people did not seem to like that, but in effect what they have done, though, is still treat people of the North differently. They are saying that the registered Indians and the Inuit can be treated differently. They will just get help from the federal government. So, they are still in a sense treating people differently, but the only thing in doing this is that they have left the Metis people out and I do not think that is right. Metis people should be treated the same as Dene and Inuit people. They should not be excluded, they should be treated the same.

A point was raised as to how much money it may cost. We have reviewed the list of students that are presently going to university and NAIT and as far as we can determine there are only six Metis of about 300 that are presently going and taking advantage of the present program. So, I just want to state again that just because you specify students of Dene ancestry does not mean that you are racist. You are just being forthright and recognizing a situation that exists, that native people are different than white people in the North. Native people have more rights than white people in the North, in theory anyway. What we are trying to do in dealing with the whole matter of grants to students is trying to make it more fair, particularly for the native people.

Mostly White People Benefit From Grants

At the moment it is mostly white people that benefit from the grants and we are hoping by all of this that there will be more native people who use and who benefit from the grants for higher education. The Inuit people are fortunate that in their country there is no distinction. You are an Inuit, and even if you are a half-breed Inuit, there is no distinction, but amongst the Dene people there is a distinction, there is a Metis. So, if they would recognize that and support us in this area, it would be greatly appreciated.

CHAIRMAN (Mr. Fraser): To the amendment.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, I have listened to the debate for the last half hour on this matter and I, with the mover of the amendment and many other Members of the committee, recognize that with the new recommendations placed before us, the Metis are put into a different situation than they may have enjoyed in the past. I have listened to some of the arguments for voting against the amendment but I think that I will support the amendment, even though the motion that is placed under recommendation five, if that is accepted, would include this particular group of people. However, like the mover of the amendment, I too, was approached by the president of the Metis Association and listened to his concerns and I think that while I recognize this may not be the vehicle to achieve what the mover of the amendment hopes or what the president of the Metis Association hopes, I think it might be the procedure to follow and as such, I will be supporting the amendment.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mrs. Sorensen, you have five minutes before lunch.

MRS. SORENSEN: I have an amendment to the amendment, Mr. Chairman. So, perhaps I could give it to you and then we could break for lunch or something like that.

MR. CURLEY: Filibuster.

CHAIRMAN (Mr. Fraser): An amendment to the amendment. Bust yourselves.

MR. CURLEY: Question. Question.

MRS. SORENSEN: Can I go ahead?

CHAIRMAN (Mr. Fraser): Go ahead with your amendment to the amendment.

Amendment To Amendment To Motion To Accept Recommendation Six, Special Committee On Education Recommendations On Student Aid

MRS. SORENSEN: It is to add the words, after "Dene ancestry", "residing here 10 years and other long-term northern residents residing here 10 years" and then "not eligible for assistance from the post-secondary...."

HON. DENNIS PATTERSON: Point of order.

CHAIRMAN (Mr. Fraser): A point of order, Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, the latter part of the motion which covers long-term northern residents is anticipating or covering a motion that is already on the floor, made yesterday by Mr. Stewart. I would ask the Chair to rule that portion of the Member's motion out of order, in that it anticipates or conflicts or has the same substance as a motion which is already before the floor, which the Member may know was deferred yesterday to today and has yet to be considered.

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

CHAIRMAN (Mr. Fraser): A point of order, Mr. MacQuarrie?

MR. MacQUARRIE: Yes. I would say that if Mr. Patterson's comments have validity, the only satisfactory way to resolve it would be to deal with recommendation five before we deal with recommendation six, then.

HON. DENNIS PATTERSON: Sure. Okay.

CHAIRMAN (Mr. Fraser): Very good, and I think we have the information for recommendation five available, or we will.

MR. CURLEY: To the motion. To the amendment.

Amendment To Amendment, Ruled Out Of Order

CHAIRMAN (Mr. Fraser): Mrs. Sorensen, your amendment to the amendment is out of order.

MRS. SORENSEN: Mr. Chairman, I would challenge that.

CHAIRMAN (Mr. Fraser): The Chair has been challenged. Report progress and Mr. Speaker will make a decision. Thank you.

MR. SPEAKER: Inasmuch as it is very close to the noon break, I will take the noon break to come up with a decision and report back to the House immediately after lunch. This House then stands adjourned until 1:00 p.m.

---LUNCHEON RECESS

MR. SPEAKER: The Speaker recognizes a quorum. Mr. Fraser.

REPORT OF THE COMMITTEE OF THE WHOLE OF REPORT OF THE SPECIAL COMMITTEE ON
EDUCATION RESPECTING STUDENT AID; BILL 1-81(1), APPROPRIATION ORDINANCE,
1981-82

MR. FRASER: Thank you, Mr. Speaker. Your committee has been studying the report of the special committee on education respecting student aid. An amendment was brought in on recommendation six. An amendment to the amendment was also brought in. I ruled it out of order and my decision was challenged.

Speaker's Ruling

MR. SPEAKER: Thank you, Mr. Fraser. Over the lunch hour I have had a look at the particular problem and I must say that it is a rather hairline type of a decision to make. However, the amendment to recommendation five deals with any student who was born and lived continuously in the Northwest Territories and/or taken 10 years of their education. Mrs. Sorensen's motion deals with students of Dene ancestry residing here 10 years and other long-term northern residents residing here 10 years not eligible, etc. Now, the amendment in recommendation five is dealing with 10 years in education. The amendment in recommendation six is dealing with 10 years residency.

The second point I think that we must look at, the amendment under recommendation five would indicate that the assistance would be under the Student Grants and Bursaries Ordinance, whereas the motion under recommendation six would be a grant system based on the Department of Indian Affairs' schedule for native students. So there are two basic differences in the amendment of recommendation six. One is that it is 10 years residency as opposed to 10 years in school and secondly, that the grants are different. On that basis I am ruling that the amendment is in order. Mr. Fraser.

---Legislative Assembly resolved into committee of the whole for consideration of Report of the Special Committee on Education Respecting Student Aid; Bill 1-81(1), Appropriation Ordinance, 1981-82, with Mr. Fraser in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER REPORT OF THE SPECIAL
COMMITTEE ON EDUCATION RESPECTING STUDENT AID; BILL 1-81(1), APPROPRIATION
ORDINANCE, 1981-82

Amendment To Amendment, Ruled In Order

CHAIRMAN (Mr. Fraser): The committee will come to order. Dealing with the amendment to an amendment to add the words "residing here 10 years and other long-term northern residents residing here 10 years not eligible for assistance...." Mrs. Sorensen, your amendment to the amendment is in order. Proceed please.

MRS. SORENSEN: Yes, thank you, Mr. Chairman. There are, as you can see, two parts to the amendment to the amendment: One which deals with a residency clause for the students of Dene ancestry, the Metis; and another that deals with a residency clause for students who are long-term northern residents, and that is a 10 year residency clause.

Now, the reason that I have included the amendment which limits special assistance to Metis people residing here 10 years is to address exactly, I believe, what Mr. Stewart commented on; the fact that we could have a huge influx of southern Metis people coming into the North and without the same kind of commitment, without the same feel for the North that Mr. Sibbeston has, that I have, these individuals, new residents, would be eligible for generous post-secondary assistance aid, and I do not think that any of us want to see that. I believe that we should, in fact, take care of our own children first before we hand out to people moving into the North, short-term residents, simply because they might have some Indian blood in their veins and be able to call themselves Metis. So I believe that my amendment concerning a 10 year residency clause for the Metis people to obtain financial aid addresses that and is quite fair.

Long-Term Residents Of The North

Now with respect to the additional amendment, Mr. Chairman, which I made, to recognize other long-term residents, the so-called white or other residents, and give those individuals a special assistance if they have lived here 10 years or more, I fundamentally believe that our existing program is a good one. I believe that it is an enlightened one because it applies to all of us equally, and I believe that we are simply complicating matters by introducing means tests and certain status for individuals when we, in fact, really should be doing something about the lack of an enrolment of native children in the post-secondary programs, because I believe that is where our emphasis should be.

However, because Mr. Sibbeston has brought forth his amendment, I find that I must amend his amendment, because as Mr. Sibbeston looks out for his people, the Metis people, and does it well, so too, I must look out for the people that I represent and many of them are long-term residents. All of them have made a commitment to the North and as far as I am concerned, and I know some of you do not agree, but as far as I am concerned, they are good people who have come here to earn a living and to contribute something to the North. So I am going to spend a little bit of time presenting a narrow point of view, that of the constituents who live in Yellowknife South. Mr. Sibbeston's amendment has forced me into that.

MR. CURLEY: Oh, oh.

MRS. SORENSEN: Now, four months ago this House passed the unity committee recommendation which recognized the significance...

CHAIRMAN (Mr. Fraser): To your amendment please, Mrs. Sorensen.

MRS. SORENSEN: It is, Mr. Chairman. It is, because I am wishing to add...

CHAIRMAN (Mr. Fraser): To your amendment.

MRS. SORENSEN: ...a residency clause, and I am speaking to that.

MR. CURLEY: To the motion.

Recognizing A Special Status For Long-Term Residents

MRS. SORENSEN: As I was saying, we moved a recommendation which recognized a significant presence of others, either who were born in the Northwest Territories or who had demonstrated a commitment to northern living by having resided here for five years or more. Now, my amendment to the amendment simply asks the Legislature to be consistent on that.

---Applause

If you were willing at one point...

MR. CURELY: Ohhh!

MRS. SORENSEN: ...to allow -- and I say allow because I recognize that you can carry the vote by sheer numbers -- but if you were at one point allowing white residents who had been here for a significant amount of time to take part in a vote, an important vote on division...

MR. CURLEY: To the motion.

MRS. SORENSEN: ...then so too, why should you not recognize those very same people in the programs and services that this government provides in terms of post-secondary education through a long-term residency clause. So I really believe that in accepting my amendment which recognizes a special status for long-term residents, this Legislature will be consistent with its unity committee recommendations.

I support Mr. Nerysoo's earlier words where he, too, recognized the fact that there were people here in the North who were committed and who were also white.

MR. CURLEY: Speak for Lynda Sorensen. Speak for Lynda Sorensen.

MRS. SORENSEN: I believe that his words were important words because he has recognized that, and he is of Dene ancestry.

MR. CURLEY: Speak for Lynda Sorensen.

MRS. SORENSEN: Therefore, I would hope that Mr. Nerysoo would support my amendments.

HON. RICHARD NERYSOO: No, I will not.

---Laughter

MRS. SORENSEN: You speak with forked tongue, Mr. Nerysoo.

---Laughter

I have lots more to say, Mr. Chairman, but I will end there and speak more fully to the motion itself when we deal with it on the floor, but I would urge Members to think very carefully about what they will in fact be doing if they defeat my amendments.

CHAIRMAN (Mr. Fraser): Mr. Nerysoo, to the amendment. Mr. Wah-Shee, to the amendment.

Metis And Dene People Have Been Divided For Too Long

HON. JAMES WAH-SHEE: Mr. Chairman, I will not support this amendment because really the issue, as I understand it, is that treaty Indians have special status. Inuit people have special status and the Metis people also should have special status. That is primarily the issue as I see it. This particular amendment is really just basically clouding the issue and trying to give, I suppose, special status by the back door. Regarding the other students, I think we can upgrade our present financial assistance to accommodate the financial needs of other students in the Territories.

I think that we can accommodate that, but I think that the Metis people and Dene people have been divided for so long, and there is general consensus among the Dene people that the Metis people who are eligible for claims will have this similar status in the future. I think that this government ought to follow what will be coming about and that is the reason why I cannot support this particular amendment. Thank you.

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

Metis And Dene Represent Small Portion Of Post-Secondary Grants

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I do agree that it is unfortunate that at the moment the small group of people that we are now paying attention to in this part of the debate, namely the Inuit, the Dene and the Metis, represent such a very small portion of the present group of students

who are getting post-secondary grants. The Inuit and the Dene represent only about five per cent of the total and the Metis are a little bit more. Now, as far as the amendment, particularly, is concerned, I note Mrs. Sorensen saying that our existing program is a good one and it is a good one because it applies equally, and yet her amendment seeks to include the 10 year residents in what is essentially a federal program.

MRS. SORENSEN: No, federal level of assistance, not a program.

HON. DENNIS PATTERSON: Well, it is a federal level of assistance, Mr. Chairman, but in effect, as I understand the motion, it means that the federal government, as they change the Treasury Board authority, will be dictating what our budget is for the people who have been in the Territories for 10 years or more.

The other thing that I find ironic is that Mrs. Sorensen is suggesting that she supports the existing program because it applies equally, yet she is now determined that those who have been here 10 years are more equal than those who have been here nine years and I find this sort of arbitrary distinction is going to cause just as many problems as the last changes caused when they were implemented. The last changes gave benefits based on years of residence. You could have a year grant with two or three years of schooling in the Northwest Territories and up to four years with eight or more years of schooling in the Northwest Territories. Mrs. Sorensen, apparently accepting that perhaps the present program is somewhat generous, is now cutting out those people and saying that the 10 year residents are the ones who are really the most deserving of benefits. I find this most ironic.

One Of The Most Generous Grant And Aid Packages In The Country

I also resent the suggestion made by people who have spoken to this motion that those who do not fit within the Treasury Board authority are going to be out in the cold or out of luck. In fact, I think that the recommendations of the special committee on education, contrary to earlier discussions in this House, give that group of people one of the most generous grant and aid packages in the country, if it was to go through. After all, there is the hardship of an interest free loan, but I would like to point out, Mr. Chairman, that we can very definitely predict that transportation rates will go up, that tuition fees in southern institutions will go up, and that the books and supplies will go up. I would suggest that this benefit alone is worth a great deal and would make the Northwest Territories a very attractive place in itself, not taking into account the availability of a Canada Student Loan and the interest free aspect of it and the fact that the interest rates are favourable.

In summary, Mr. Chairman, this amendment to the amendment in effect undermines the basic thrust of the special committee on education, which was to get away from a residency requirement and look at need, look at ability to contribute, look at subsidizing some of our costs from those who could really afford to pay without hardships.

MRS. SORENSEN: Yet you want to give Metis a special status.

Residency Or Need As A Requirement

HON. DENNIS PATTERSON: Those recommendations were fastened on after great debate by the committee and the committee also felt that the existing federal program which is available to Inuit and Dene was not something that we could afford to ignore. I suggest that if this government, or this Assembly determines that we should not take advantage of that program, perhaps we should also reconsider taking advantage of other federal programs. Perhaps we should try to pay for the drugs that native people in the Northwest Territories are presently given by National Health and Welfare. Perhaps, on a matter of

principle, we should seek to pay those moneys out of our own treasury in the Northwest Territories, because after all, it is discriminatory. It is a benefit available to native residents of the Northwest Territories that is not available to everybody, but I think that that reasoning is impractical and I think that we should decide, when we are voting on this amendment, either we accept the residency principle and accept the Student Grants and Bursaries Ordinance the way it is now, which depends on residence, or we look at need as a requirement.

MRS. SORENSEN: For Metis too?

HON. DENNIS PATTERSON: Well, we are not dealing with the Metis in this motion. We are dealing with an amendment that concerns residency and I think the residency principle has been rejected by the committee and I feel that Members should go one way or the other on that. Personally, I think, after great deliberations, that the committee has chosen a direction which the Assembly should follow, but we cannot mix it up with residency now. Either we are going to accept the principle of means for those who do not have special status or we are not, but mixing it up with residency is going to simply cause more confusion and another level of aid, and the people who have been here nine years, or eight years, or seven years are going to be as unhappy as they were when the residency requirements were introduced in the first place several years ago. So, I cannot support the motion, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. The amendment to the amendment. Mr. Sibbeston.

Restricted To Descendants Of Dene Tribes

MR. SIBBESTON: Okay. As I said, Mr. Chairman, my motion when it was not -- or my amendment, before it was amended by Lynda Sorensen, purported to provide for persons of Dene ancestry to be given the same help as Inuit and Indian people were given under the federal program. Now, Mrs. Sorensen has amended this to provide that the students of Dene ancestry who live in the North 10 years and also other long-term residents, also be given the same treatment as treaty Indians and Inuit. I do not support that, because the matter of Dene and Inuit and Metis of Dene ancestry is a matter of aboriginal rights and I just feel that we should not attach any clause, for instance, to the persons of Dene ancestry.

As far as I know, Dene and the Inuit have been in the North since time immemorial and it is silly, really, to attach a residency clause to Metis of Dene ancestry. It is like saying the Inuit who have lived in the North at least 10 years, or the Indian people or the Dene. It is silly, because they have lived here since time immemorial. What we are talking about when we say students of Dene ancestry is precisely that -- that Dene does not mean Indian. We exclude Metis from the South. Dene means specifically the five tribes from the North, the people like Mr. Nerysoo, people like Mr. Wah-Shee, the Dogribs, the Loucheux, the Slavey, the Hare and Chipewyan, and that is what we are restricting students to, to the descendants of those tribes.

I just would urge Members to vote against the amendment by Mrs. Sorensen, because in fact, I think it is rather an insult to suggest to the Metis that they are only going to get rights if they have been in the North 10 years. I do not know of Metis who have Dene ancestry who have not lived here all their lives. As far as long-term northern residents, I feel that this place is not the appropriate place to deal with it. There is an amendment to recommendation five, I believe, which deals with non-native people who have been residents here a long time and that is the proper place to deal with it, not here.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. Do I hear question?

SOME HON. MEMBERS: Question.

MRS. SORENSEN: A recorded vote.

Amendment To Amendment To Motion To Accept Recommendation Six, Special Committee On Education Recommendation On Student Aid, Defeated

CHAIRMAN (Mr. Fraser): Question being called. A recorded vote requested. All those in favour of the amendment to the amendment, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mrs. Sorensen.

CHAIRMAN (Mr. Fraser): Down. Opposed, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Tologanak, Ms Cournoyea, Mr. Curley, Mr. Noah, Mr. Sibbeston, Mr. Wah-Shee, Mr. Nerysoo.

CHAIRMAN (Mr. Fraser): Down. Abstentions?

CLERK ASSISTANT (Mr. Hamilton): Mr. McCallum, Mr. Braden, Mr. Butters, Mr. McLaughlin, Mr. MacQuarrie.

CHAIRMAN (Mr. Fraser): The amendment to the amendment is defeated.

---Defeated

To the amendment. Do I hear a question?

MS COURNOYEA: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Patterson. To the amendment.

Difficulty In Defining "Metis"

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The special committee on education really wrestled with this difficult problem and I think it is fair to say that the special committee went quite a long way when they prepared the first set of recommendations which specifically would have given the Metis students the benefit of what is in effect, quite a generous federal program. However, there was a real howl of protest and there were a number of grounds that that were advanced as objections to that particular provision, one being the difficulty of defining "Metis". I recall Mr. Stewart's eloquent speech on the problems that it would cause, and I still believe that even though the Dene Nation may have accepted a definition which is comprehensible to them, the fact that land claims negotiations have not advanced to such a stage where that definition has been accepted yet by the federal government means that it is still a question that is very much up in the air.

I am worried on very practical grounds that it is going to be difficult for us to resolve this question and if we do accept this amendment, we are going to have a real problem in determining who students of Dene ancestry are. I agree with Members that have said this distinction between "status" and "non-status" Indians is invidious and unfortunate, but I do feel that we are going to be taking on the burden of defining the line.

Now, I would also like to say that I have a real difficulty in understanding the motion, particularly the last part of it. It says that students of Dene ancestry, etc., gain assistance from the Northwest Territories student aid plan on the same terms as are available under the Treasury Board's authority. Now, does this mean that the Northwest Territories student aid plan will adopt the federal plan in total for Metis students, which includes funding right up to the doctorate level if a student gets that far?

Control Over Levels Of Allowances And Benefits Offered

Now, I am not saying that is not a desirable goal, but I do observe that the federal program is in some respects more generous than our existing territorial plan, or our plan, even if it is amended as recommended. I cannot help but wonder if we are going to be trapped into paying for a program in which we have no control over the levels of allowances and the benefits offered. Of course, the same would apply if the federal plan were made less attractive than the territorial plan. So I would like some clarification on that because I am concerned that it does not make sense for us to use territorial funds to pay for levels of allowance under a program which we have no control over amending.

Quite frankly, I am in a real quandary as to what to do with this particular amendment. As much as I sympathize with Mr. Sibbeston in making this motion, I feel that the committee responded to the strong opinions expressed by the people in this part of the Territories who feel that singling out of the Metis for benefits would be rank discrimination. Their point, which they may now wish to withdraw, was we can accept special status for Inuit and Indian and I believe I have even heard some honourable Members from Yellowknife suggest that to me. We can accept special status for Inuit and Indians, but you have just got to get rid of this recommendation which brings the Metis in because they do not have any special constitutional status.

Now, the joint resolution before the House of Commons may well, if it is passed, change that. They may well have a special constitutional status as a result of that section, but when I dealt with this as a Member of the committee, I tended to feel that this was a battle that the Metis should fight through land claims negotiations and with the federal government. However, the committee did decide that we would be bound by this House and that this Assembly would rule, and I feel it is probably a representative enough group that at least the special education committee is not going to be singled out for blame if the amendment is approved.

MR. MacQUARRIE: Does that mean Members will abstain from the vote?

HON. DENNIS PATTERSON: I do not know what I am going to do about this vote quite frankly. I am really torn and I would like to be able to vote for it and against it at once. I may abstain. I do not know.

MRS. SORENSEN: That is typical.

MR. MacQUARRIE: You can try.

HON. DENNIS PATTERSON: It is not typical. I think there are important questions of principle involved here.

HON. JAMES WAH-SHEE: Get off the fence.

HON. DENNIS PATTERSON: Maybe I should stop thinking out loud and wait for the vote. I would like some clarification from the mover of this motion as to whether or not he envisages the Metis students being paid by the territorial government on levels set by the federal government. Is that how the motion is viewed, or do you simply see aid being made unconditionally to Metis students as if they were Indian and Inuit and that that aid be under the territorial plan and that they be forgiven the loan requirement? Is that what the Member intends or does the Member intend that we follow the federal guidelines and pay for them? Thank you.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston. Clarification please on the amendment.

Metis To Be Given Moneys On Same Basis As Indian And Inuit

MR. SIBBESTON: Yes. What I had in mind was for the Metis students of Dene ancestry to be given moneys from the territorial government on the same basis as that given to the Indian and Inuit students under the federal program.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Yes, thank you, Mr. Chairman. I would like to provide some clarification for the honourable Minister of Education. Regarding the eligibility of Metis people, I do not see it as a real difficulty which we cannot really address, because after all, the Metis Association of the Northwest Territories and the Dene Nation have done a lot of work in the area of the eligibility of aboriginal claims for the Mackenzie Valley. The issue basically is that, should the Dene people continue to be divided, is this House going to support that kind of proposition? I do not think so.

I think that the Metis Association and the Dene Nation have reached an understanding that there is going to be only one joint aboriginal claim being negotiated with the federal government. The issue of special status -- there is really no question regarding the Inuit people because there is not any Metis sort of people among the Inuit people. The federal government does not recognize that nor do the Inuit people, and I do not think they want it anyway.

So the issue primarily is, should we allow the Metis people to have the same status as treaty Indians? I think that we have a general support for that position among the Dene people. The motion that we are addressing at the present time is related to aboriginal rights, even though some people say "No, it does not."

MR. CURLEY: Hear, hear!

Responsibility To Keep Mackenzie Valley People United

HON. JAMES WAH-SHEE: It does because you really are defining special status of Dene people related to aboriginal claims. How did we come about having this special status anyway? The reason basically is because it is related to aboriginal people. I think that Metis people have aboriginal rights and there is really no question within the Mackenzie Valley.

This is the issue that I have tried to clarify for my honourable associates and really I do not see where we ought to cloud the issue a little more. I agree that the other non-native students ought to have sufficient financial support for their higher education. There is really no question about that, but really, at the present time the Metis people are excluded and we are continually being divided within the Mackenzie Valley and we are just not prepared to support any motion or proposition which would insinuate and fester this particular situation any longer. I think that we have a responsibility to keep the Mackenzie Valley people united, particularly of Dene ancestry.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin. To the amendment, please.

MR. McLAUGHLIN: Yes. Thank you, Mr. Chairman. I have a similar problem with the amendment to the motion, because I think it does get us back into that same problem we were in to start with. I do not think it really solves the problem that has been identified from the very beginning in the debate about this issue, which is the fact that there are hardly any native people in our post-secondary education program. That is what our education committee wants to deal with and I am sure that the Members of the education committee -- at least I hope they will support my motion here.

Further Amendment To Amendment To Motion To Accept Recommendation Six,
Special Committee On Education Recommendations On Student Aid

It is something we have briefly touched on in talks as a committee and with some of our consultants. What I would like to propose as an amendment to Mr. Sibbeston's motion, which would come after it says, "Northwest Territories student aid plan", the words after that would be deleted and would be changed to the following: "Under a Northwest Territories program designed to aid not only the Dene and Metis students requiring post-secondary education, but also the Dene and Metis students requiring preparation for post-secondary education."

HON. GEORGE BRADEN: Question.

MR. McLAUGHLIN: This would be a program similar to ones in some of the other provinces, especially similar to one in northern Saskatchewan, which has identified that the native people in most communities are not taking up their full role in the Northwest Territories, that they are not receiving an education in a system that they can live with and that they can succeed in and go on to post-secondary education. So, what I am intending to do with my motion is to solve the problem that we have, and it may even be a legal problem, which some big deal constitutional lawyer...

CHAIRMAN (Mr. Fraser): I think, Mr. McLaughlin, you are not coming through on your mike.

MR. McLAUGHLIN: That is because the mike was off for a minute, I think.

CHAIRMAN (Mr. Fraser): Okay.

MR. McLAUGHLIN: Let us get rid of the problem of forcing this House to grapple with something...

CHAIRMAN (Mr. Fraser): Hold it, Mr. McLaughlin. I think they are having problems here. You were finished anyway, were you not?

---Laughter

MS COURNOYEA: Is the motion in order, Mr. Chairman?

CHAIRMAN (Mr. Fraser): Are you making a motion, Mr. McLaughlin, an amendment?

MR. McLAUGHLIN: Yes. I made an amendment and if you would like me to, I will repeat the amendment.

CHAIRMAN (Mr. Fraser): We would like a copy of it, please.

MR. McLAUGHLIN: Okay. I will read it and then I will send you up a copy.

CHAIRMAN (Mr. Fraser): The amendment would now read: "That students of Dene ancestry not eligible for assistance from the post-secondary education assistance of the Treasury Board authority 752408 gain assistance from the Northwest Territories student aid plan under a Northwest Territories program designed to aid not only the Dene and Metis students requiring post-secondary education, but also the Dene and Metis students requiring preparation for post-secondary education."

HON. GEORGE BRADEN: What does the preparation have to do with post-secondary education?

MS COURNOYEA: Out of order.

CHAIRMAN (Mr. Fraser): Just hang tough for a minute while we study this scribbling here and see if we can figure it out.

MR. McLAUGHLIN: Mr. Chairman, while you figure it out, I will continue to speak to it.

HON. ARNOLD McCALLUM: Find out if it is okay.

CHAIRMAN (Mr. Fraser): You cannot speak to it until we find out whether it is in order, Mr. McLaughlin.

HON. ARNOLD McCALLUM: Right on.

Further Amendment To Amendment, Ruled Out Of Order

CHAIRMAN (Mr. Fraser): I think you should take advantage of this higher education and learn to write here, Mr. McLaughlin.

---Laughter

Mr. McLaughlin, your amendment is out of order.

---Applause

I will explain. The first part of your amendment is in order but the last part defeats the amendment completely and any amendment that is in part irregular defeats the whole amendment. Mr. McLaughlin.

MR. McLAUGHLIN: Mr. Chairman, the page under which these...

CHAIRMAN (Mr. Fraser): It is out of order. You cannot speak to it unless you want to challenge the Chair, Mr. McLaughlin.

---Applause

MR. SIBBESTON: Question. Question.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): To the amendment. I have Mr. Braden next.

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I think that this debate is getting to the level of the absurd.

AN HON. MEMBER: Ridiculous.

HON. GEORGE BRADEN: I think that what we have here from Mr. Sibbeston is a genuine plea for recognition of a particular group of people who unfortunately have been kicked around in Canada for the last century.

MR. SIBBESTON: Right on.

MR. CURLEY: Hear, hear!

SOME HON. MEMBERS: Hear, hear!

---Applause

HON. GEORGE BRADEN: He is looking for some recognition that these people have some status. Okay. We also had, from Mrs. Sorensen, an amendment to the amendment which recognized, as is in our regulations right now, that there are certain non-native people in the Northwest Territories who perhaps deserve a bit more preference than the newcomers deserve.

HON. DENNIS PATTERSON: Hear, hear!

MRS. SORENSEN: Hear, hear!

Wanting The Best For All NWT Students

HON. GEORGE BRADEN: That got voted down. Now, I have a problem with this debate, because we are supposed to be dealing with aid to our young people who want to go to school in the Northwest Territories and southern Canada, to gain more education and more knowledge. What I have heard for the last few hours is a debate where we are dragging in aboriginal rights and political development, and I understand that these are considerations, but we are talking about the students, the young people of the Northwest Territories. Now, whether they are Metis, as proposed in Mr. Sibbeston's amendment, or Dene, treaty Indian or Inuit or non-native, my God, Mr. Chairman, they are our young people...

MR. CURLEY: To the amendment.

HON. GEORGE BRADEN: ...and they deserve a break, because we do not have the post-secondary education facilities up here.

MR. CURLEY: To the amendment.

HON. GEORGE BRADEN: We want the best for our students, whether they are Metis or Dene or Inuit or non-native...

MR. MacQUARRIE: Hear, hear!

AN HON. MEMBER: Hear, hear!

HON. GEORGE BRADEN: ...and we do not want the students to be caught up in the political struggles that we go through in here daily and in caucus and everywhere else. Now, I am getting a little concerned, because I think the special committee on education did a lot of work and they have got a good report. Now, we are getting hung up on recommendations five and six and we are dragging in every political argument that we can to make our points. Now, Mr. Chairman, I think this is a good motion. I do not know what it is going to cost, but I think we have a responsibility to recognize the rights of Metis people, but we have also a responsibility to recognize the rights and privileges of other people in the Northwest Territories who are non-native. So, let us get through with this amendment to the motion...

HON. TOM BUTTERS: Hear, hear!

HON. GEORGE BRADEN: ...and get on with five and six...

HON. TOM BUTTERS: Hear, hear!

HON. GEORGE BRADEN: ...and resolve our differences and finish off with this special committee's report, because it is an excellent report. We have a few problems, so let us forget about the political hassles and all the rhetoric and get on with it. Question.

---Applause

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. To the amendment. To the amendment, Mr. McCallum.

Metis People Of Fort Smith Of Cree Ancestry

HON. ARNOLD McCALLUM: Mr. Chairman, before we get into this, and I do not want to get into any kind of disagreement, because I believe the comments that Mr. Braden suggested in dealing with Metis people -- I agree with that. My concern is, with the constituency that I represent, that in forms of this particular amendment for the students of Dene ancestry must include the Metis people of Fort Smith. Now, whether that is political or not, that is a fact of life. The fact of life is that the predominant number of Metis people in Fort Smith are Cree and if this particular recommendation is that assistance will go to Metis people and it includes those people, then I am for it...

CHAIRMAN (Mr. Fraser): Okay...

HON. ARNOLD McCALLUM: ...but you and I know that that is not what is being said. I would be less than honest if I did not bring that up, and that is why I said I would not vote for this motion in the first place.

MR. SIBBESTON: Oh, that is why.

CHAIRMAN (Mr. Fraser): To the amendment.

HON. ARNOLD McCALLUM: I am speaking to the amendment...

SOME HON. MEMBERS: Question.

MR. CURLEY: Any other reason?

HON. ARNOLD McCALLUM: I believe that what we have had, the student assistance, has been looking after people in my constituency. I do not see the reason why we have to go and put this particular amendment. That is my point.

CHAIRMAN (Mr. Fraser): To the amendment.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Patterson. To the amendment.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Very briefly, I appreciate...

CHAIRMAN (Mr. Fraser): Promise?

Paying For A Federal Program We Have No Control Over

HON. DENNIS PATTERSON: ...the remarks of Mr. Braden which I think have put this whole thing in a bit of perspective. I think the general drift of the debate on this motion, which I think is likely to pass, is that we want to recognize special obligations and special needs of the aboriginal peoples of the Northwest Territories, and I think the Executive Committee will take advantage of the debates, to do something to recognize that. I feel also, Mr. Chairman, that this motion, if it carries as it is, does pose certain administrative problems in that we are paying for a federal program which we have no control over administering or modifying and I feel bound to say that if the recommendation is passed...

CHAIRMAN (Mr. Fraser): Are you talking about the recommendation or the amendment?

HON. DENNIS PATTERSON: If the amendment is passed...

CHAIRMAN (Mr. Fraser): Thank you.

HON. DENNIS PATTERSON: ...it will be logical for the Executive Committee to recommend that our own government administer this special program that will obviously develop to meet the special needs of aboriginal peoples. That is all I have to say, Mr. Chairman.

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

HON. DON STEWART: Yes, Mr. Chairman. After listening to the debate, my conscience, I suppose, in part has got the better of me inasmuch as there is no way that I could vote against a student getting assistance for education. I do not particularly like the format and the way it has been put in this particular section. However, I am prepared to support it, and I hope that the rest of the House will be equally broadminded when it comes back to recommendation five, when we are dealing with another segment of the population.

AN HON. MEMBER: Hear, hear!

Amendment To Motion To Accept Recommendation Six, Special Committee On Education Recommendations On Student Aid, Carried

CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. Question being called. All in favour of the amendment? Down. Opposed?

MR. SIBBESTON: Shame, shame!

HON. ARNOLD McCALLUM: Shame, shame!

CHAIRMAN (Mr. Fraser): The amendment is carried.

---Carried

To the motion as amended. Do I hear question?

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. MacQuarrie. To the motion.

MR. MacQUARRIE: This is recommendation six, is it?

CHAIRMAN (Mr. Fraser): Recommendation six as amended.

MR. CURLEY: Number five.

CHAIRMAN (Mr. Fraser): Just for your information, we still do not have the information for five. We have it now. So we will complete recommendation six and we will go back to five. Mr. MacQuarrie. Recommendation six as amended.

MR. MacQUARRIE: Thank you, Mr. Chairman. Yes, I would say, to me the thrust of recommendation six is -- it is unfortunate.

MS COURNOYEA: You have already said that.

MR. MacQUARRIE: I sincerely cannot understand why the basic grants that we talk about in recommendation five would not be offered to all students of the Northwest Territories, that is to...

MS COURNOYEA: Point of order.

CHAIRMAN (Mr. Fraser): Point of order. Ms Cournoyea.

MS COURNOYEA: Have we not got a regulation within our rules for people who unnecessarily repeat themselves time and time again, that they are told to shut up?

MR. MacQUARRIE: No, because we do not want to keep you from speaking, Ms Cournoyea.

MS COURNOYEA: Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, recommendation six. To the motion.

A Universal Program

MR. MacQUARRIE: Thank you, Mr. Chairman. The fact is that it is disgraceful that the Assembly of the Northwest Territories should create a student assistance program and then arbitrarily insist that it not apply to Dene and Inuit students. I find that unacceptable. I wanted to see a universal program. This is not of that nature. However, it seems to be going ahead. I have one practical question then, and that is, I have heard a rumour that the Department of Indian Affairs will say "Fine, if you want us to administer this program, we will administer it. We will get the funds to do so from funds that are presently given to the Government of the Northwest Territories." Now, if that is the case, and if that is likely to happen, that is a very serious matter. I would look for assurances from the Executive Committee, from the Minister of Education, from the special committee on education, from someone, that that is not what is going to happen.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Patterson. To the motion as amended.

HON. DENNIS PATTERSON: Mr. Chairman, I think that it must be understood that these recommendations will have to be implemented by the Executive Committee, and I do not think that the Member needs to worry that the Executive Committee will not thoroughly research the implications of implementing the recommendations. I certainly do not wish to lend any credence to what he admits is a rumour. I do not think we should make decisions based on people's apprehensions of rumours. The Treasury Board authority does speak for itself, but the Executive Committee will ensure that no program that is implemented will cripple the resources of the Government of the Northwest Territories. I am quite sure I speak for the other Members in saying that. Thank you.

AN HON. MEMBER: Hear, hear!

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): A question is called. To the amendment. Mr. MacQuarrie. To the motion as amended.

MR. MacQUARRIE: This is to the recommendation, Mr. Chairman, yes. I do not like to deal with rumours. I know that a letter was sent to the honourable Minister of Education asking that he specifically address this question with federal authorities so that we would not have to deal with rumours.

MRS. SORENSEN: Hear, hear!

MR. MacQUARRIE: Will the honourable Minister tell me whether he has done so, and if so, what are the results?

MR. CURLEY: To the motion. To the motion.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen. To the motion as amended.

Moneys Transferred Under Post-Secondary Grants

MRS. SORENSEN: Mr. Chairman, I think that Mr. MacQuarrie's question was very much to the point because as a Legislative Assembly and in fact, as the chairman of the finance committee who looks at page 17.14 of our main estimates and sees under "transfer payments", \$3.6 million being transferred under post-secondary education grants, I have to know whether that money is going to be affected by recommendation six. I have clearly begged in this Legislature and through letters to the Minister of Education to get some clarification on that before I can make...

MR. CURLEY: To the motion.

MRS. SORENSEN: ...a decision as to whether I can support recommendation six.

MR. CURLEY: Even if you know, you will not support it anyway.

MRS. SORENSEN: I have not had an answer to date...

MR. CURLEY: You will not support it anyway, even if you know.

MRS. SORENSEN: ...about clarifying the agreements that this government has with the federal government...

MR. CURLEY: Even if you know, you will not support it.

MRS. SORENSEN: ...concerning post-secondary education nor whether the \$3.6 million that we now receive is going to be affected by that.

MR. CURLEY: It is never used for that.

MRS. SORENSEN: So Mr. Minister of Education, I am now asking whether we are going to have to take a cut in that money and what is the agreement that we have with the federal government on post-secondary education of our students in the North. Could I have that agreement tabled in this House because I have not been able to get it?

CHAIRMAN (Mr. Fraser): Mr. Patterson.

Anticipating Recommendations Of Assembly Would Be Premature

HON. DENNIS PATTERSON: Mr. Chairman, this will now be the third time that I have answered the Member's questions...

MR. CURLEY: Yes.

HON. DENNIS PATTERSON: ...about whether or not I was going to provide information in advance of this Assembly's recommendations. I answered in a question period the other day that I felt that contacting the federal government in advance -- anticipating recommendations of this Assembly would be premature.

AN HON. MEMBER: Hear, hear!

MR. MacQUARRIE: That is why we deal with rumours.

MRS. SORENSEN: Garbage.

HON. DENNIS PATTERSON: I told the honourable Member...

MRS. SORENSEN: Garbage.

HON. DENNIS PATTERSON: I told the honourable Member in a reply to her letters that...

MRS. SORENSEN: Absolute garbage. We pay you money to be informed.

MR. CURLEY: Come on Mrs. Sorensen.

CHAIRMAN (Mr. Fraser): Order.

HON. DENNIS PATTERSON: ...the legislation and policies which are now in place speak for themselves. The Treasury Board authority has been circulated. The Canada Student Loans plan is a long established statute of the Government of Canada and the Established Programs Financing Act is also in place and available to the Member. Those two pieces of legislation were referred to her. Finally, Mr. Chairman, I do not believe that the honourable Member understands the distinction between the Assembly and the Executive Committee. The Executive Committee...

MRS. SORENSEN: I bloody well do. This is consensus government.

HON. DENNIS PATTERSON: ...carries out the wishes of the Assembly.

MR. CURLEY: Hey, hey!

CHAIRMAN (Mr. Fraser): Order. We are dealing with the motion as amended and I think your question has been answered. Ms Cournoyea.

MS COURNOYEA: I was just going to ask if we could get on with questions. I just wanted to say that there are 322 students receiving assistance. Out of that there are 29 others: 13 Metis, 9 Eskimos and 7 status Indians, and I am sure that will not break the federal government pockets.

CHAIRMAN (Mr. Fraser): Question being called.

MRS. SORENSEN: Mr. Chairman, I...

CHAIRMAN (Mr. Fraser): Mrs. Sorensen, to the motion.

Territorial Government May Lose Money

MRS. SORENSEN: Mr. Chairman, I am sorry. I still have not had clarification on whether this government will lose a portion of the \$3.6 million.

MR. SIBBESTON: Do not worry about it.

MRS. SORENSEN: If it transfers back to the federal government responsibility for treaty and Inuit people, I think I have a right to know that.

MR. CURLEY: Lynda Sorensen, you are not serious about that.

MR. McLAUGHLIN: The answer is "no". The answer is "no".

CHAIRMAN (Mr. Fraser): I do not know how you are going to get that answer. If you want to make a motion and...

MR. McLAUGHLIN: Number five.

CHAIRMAN (Mr. Fraser): You requested it now and you still have not -- it has been answered three times.

MR. CURLEY: Question, question.

MR. SIBBESTON: That is right. Question.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): We are dealing with a motion as amended.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): A question is called.

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

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie. A point of order. To the amendment.

MR. MacQUARRIE: A point of order, Mr. Chairman. In view of the Speaker's ruling this morning, could I ask that you and other chairmen and the Speaker himself, prior to each vote, give the traditional warning "Are you ready for the question"? Otherwise it is very difficult for someone to know when the chairman has in mind to say "All those in favour". Apparently, according to the ruling this morning, it will then be too late to ask for a recorded vote. So as a courtesy, I would appreciate it if the chairman gave us that.

CHAIRMAN (Mr. Fraser): Are you ready for the question?

SOME HON. MEMBERS: Question.

MR. MacQUARRIE: Recorded vote.

Motion To Accept Recommendation Six, Special Committee On Education Recommendations On Student Aid, Carried As Amended

CHAIRMAN (Mr. Fraser): Recorded vote being called for. To the motion. Recommendation six as amended. All in favour, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Tologanak, Ms Cournoyea, Mr. Curley, Mr. Sibbeston, Mr. Wah-Shee, Mr. Butters, Mr. Nerysoo, Mr. McLaughlin.

CHAIRMAN (Mr. Fraser): Thank you. Opposed, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. McCallum, Mrs. Sorensen, Mr. MacQuarrie.

CHAIRMAN (Mr. Fraser): Down. Abstentions, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Pudluk, Mr. Braden, Mr. Stewart.

CHAIRMAN (Mr. Fraser): Recommendation six as amended is carried.

---Carried

AN HON. MEMBER: Agreed.

CHAIRMAN (Mr. Fraser): Is it agreed now that we go back to recommendation five? We have the information now and we will deal with recommendation five.

SOME HON. MEMBERS: Agreed.

AN HON. MEMBER: No.

CHAIRMAN (Mr. Fraser): Did you say no, Mr. Sibbeston? Well, do not fool around.

---Laughter

---Agreed

Revert To Motion To Accept Recommendation Five, Special Committee On Education Recommendations On Student Aid

Mr. Patterson, could we have that information then, that was requested yesterday, and we will deal with recommendation five.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The information required a fair amount of research by the Edmonton office in examining student files and I would ask the permission of the committee for Mr. Mulders and Mrs. MacKillop to present the findings.

CHAIRMAN (Mr. Fraser): Is it agreed then, that the Minister bring in the witnesses? Agreed.

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Will the Sergeant-at-Arms please see that the witnesses are called in? We have at the witness table Mr. Mulders and Mrs. MacKillop and I believe they have the information on recommendation five, which Mr. Patterson would like to have them present to the Members. Thank you. Mr. Mulders.

MR. MULDER: Mr. Chairman, if I may, I would first like to refer to an observation made a few minutes ago by Ms Cournoyea, in which she said that the number of students is 322. That was the case at the beginning of the school year. The total number is now down to 275 and out of those 275, 97 students were born in the Northwest Territories. This is the combined total, the 275, in technical and university programs in southern Canada and this is the total that is receiving a grant. Out of the 97 students born in the Northwest Territories, 83 have also taken 10 years of schooling in the Northwest Territories. Then, born outside the Northwest Territories but having attended schools in the North for 10 years are 74 students. The number of other, who are neither born in the North nor have taken 10 years of schooling is 104, and the 97 and 74 and 104 add up to 275.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Mulders. I believe this is an amendment to recommendation five that was put on the floor by Mr. Stewart. Mr. Stewart, have you any comments on the amendment, please?

HON. DON STEWART: With regard to those figures, I presume that they include all students. It is not just others. It includes all native students as well, and what would the number be subtracted from that? Could you give us that figure?

CHAIRMAN (Mr. Fraser): Mr. Mulders.

MR. MULDER: The number of native students is 14, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Mulders. Any further questions on the -- Mrs. Sorensen, to the amendment?

Federal Transfer Payments

MRS. SORENSEN: Yes. I wonder if Mr. Mulders could explain to me how we obtained the \$3.6 million under the post-secondary education grant and whether recommendation five as a whole will affect that transfer payment that we receive, either now or when it is renegotiated in 1982?

CHAIRMAN (Mr. Fraser): Just before you answer that, I think the Pages are just distributing Mr. Stewart's amendment. I think there was a question there for you, Mr. Mulders. Go ahead. Proceed.

MR. MULDER: Mr. Chairman, there is no relationship between the \$3.6 million and the education budget as a whole or any part of it. The \$3.6 million goes into general revenue of this government.

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

MRS. SORENSEN: It is my understanding, Mr. Chairman, that the federal government is...

CHAIRMAN (Mr. Fraser): Is your light on?

MRS. SORENSEN: Yes.

CHAIRMAN (Mr. Fraser): You are too far away from your mike.

HON. DENNIS PATTERSON: Point of order.

CHAIRMAN (Mr. Fraser): A point of order, Mr. Patterson?

HON. DENNIS PATTERSON: Mr. Chairman, the witnesses were asked to provide information at the request of the committee on the students in the post-secondary grants program, how long they have been in the Northwest Territories, what proportions of them have been here 10 years, etc. Mr. Mulders is there because he is chairman of the present student grants and bursaries board and he is not there to answer questions about the financial arrangements between the Government of the Northwest Territories and the Government of Canada. The questions are being asked of a witness...

MRS. SORENSEN: Getting too close for comfort, eh?

HON. DENNIS PATTERSON: ...who is here for a different, a completely different purpose. I would ask that the questions be kept to the particular recommendation.

MR. CURLEY: Hear, hear!

CHAIRMAN (Mr. Fraser): Thank you. Any further questions directed to Mr. Mulders, if he does not feel they are to do with the reason he is before us as a witness, he does not have to answer the questions.

MR. MacQUARRIE: Point of order.

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

Reason Witnesses Were Invited

MR. MacQUARRIE: Well, I would merely like to speak to his point of order, which I think is in order. I suggest that you refer to yesterdays transcript to find out why the witnesses were invited, Mr. Chairman, before any such decision is made.

CHAIRMAN (Mr. Fraser): Very well, we will refer to yesterdays transcript just briefly, and we will see what it says. Mr. MacQuarrie, we cannot find anything in the...

MRS. SORENSEN: Page 2854.

CHAIRMAN (Mr. Fraser): Well, you should have told us that in the first place. We would not have had to look all through this.

MRS. SORENSEN: I just found it myself, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Oh. Well, Mr. MacQuarrie must have it or he would not be...

MR. CURLEY: Well, they are playing filibusters, Mr. Chairman.

MR. MacQUARRIE: Well, no. I am just asking you to check, then you will know. I do not have it.

CHAIRMAN (Mr. Fraser): Well, I have checked and I could not find anything. Do you want to challenge my decision?

MR. CURLEY: Mr. Remnant, could you give them a hand?

MRS. SORENSEN: It is on page 2854, where they are called in as witnesses to speak about the Canada Student Loans plan. Page 2855.

CHAIRMAN (Mr. Fraser): The only thing I can see in here is Mr. Stewart, the mover of the amendment, has asked for more information. I just wonder if Mr. Stewart could tell what information he was talking about.

MR. CURLEY: He just wanted to delay. He just wanted to delay.

CHAIRMAN (Mr. Fraser): Mr. Stewart.

HON. DON STEWART: Mr. Curley, that is not true.

MRS. SORENSEN: And quit saying it.

MR. CURLEY: You are out of order.

HON. DON STEWART: The information I was requesting was relative to the number of students who were in the outside schools that had 10 years in our schools or were born in the Northwest Territories. Those are the two questions I wanted answered.

CHAIRMAN (Mr. Fraser): I think we got that from the witnesses, did we not?

HON. DON STEWART: Yes.

CHAIRMAN (Mr. Fraser): Are you satisfied, Mr. Stewart?

HON. DON STEWART: Yes.

CHAIRMAN (Mr. Fraser): We can thank the witnesses, then.

MRS. SORENSEN: Mr. Chairman. Mr. Chairman, may I have the floor on that matter?

CHAIRMAN (Mr. Fraser): Mrs. Sorensen, on that matter,

MRS. SORENSEN: The witnesses -- and I was not here for the debate, but...

MR. CURLEY: Too bad. Too bad. Too bad.

MR. PUDLUK: Too bad. Too bad. Too bad.

MRS. SORENSEN: ...page 2855 reveals, and I am quoting Mr. Patterson saying: "I am no expert on the Canada Student Loans plan. I think we should invite Mr. Mulders, who is chairman of the student grants and bursaries board and Mrs. MacKillop, who is the Canada student loan officer for the Territories to come and answer that question."

MR. CURLEY: That was yesterday. They did.

MRS. SORENSEN: They then continued on, Mr. Chairman, to ask a series of questions, and Mr. Patterson referred to them, in a capacity as witnesses and experts throughout the remaining debate. I often see Mrs. MacKillop answering questions in the Hansard. Now, I have a question. They are back as witnesses and I have a question concerning the Canada Student Loans plan, and it is my opinion that I should be able to ask it.

MR. MacQUARRIE: Right on.

CHAIRMAN (Mr. Fraser): Well, if I understand this debate right, that was not the reason they were called in here. If they want to call them back at a later time for it, that is up to you, but they were called in here to answer those two questions that Mr. Stewart had on the floor and made by motion, and that is the only reason they were called back in here. If, at some time later, you want to call them back in to answer more questions, I am sure they will be available. Right now, all I have got to do is thank the witnesses.

MRS. SORENSEN: Mr. Chairman, I am going to have to challenge your ruling. It says quite clearly what they were asked in to -- to the witness table to speak to questions. It does not matter what was in Mr. Stewart's head and what he wanted. They were asked by Mr. Patterson and agreed to by the Chair to come in and speak to us about the Canada Student Loans program. I cannot get any information out of the Minister of Education.

MR. CURLEY: Well, you were away.

MRS. SORENSEN: I have the experts here. I want to use them.

MR. CURLEY: You were away. That is why.

MR. MacQUARRIE: The record is clear.

CHAIRMAN (Mr. Fraser): Mr. Patterson. If you made that statement, are you prepared for the witnesses to answer any further questions?

MR. CURLEY: Yea.

Witnesses Should Not Be Subjected To Further Questioning

HON. DENNIS PATTERSON: Mr. Chairman, I said that I felt the witnesses were brought back this afternoon to answer specific questions and provide information about the number of students and the years they had been in the Northwest Territories. I do not think that they are here to answer wide-ranging questions about the financial relations between the Government of the Northwest Territories and the Government of Canada. If the Members insist on asking those kinds of questions, then the Department of Finance should answer those questions, not the Assistant Deputy Minister of Education. He has indicated that the Education

budget is not directly affected by federal transfer payments, that it goes into general revenues. I do not think the witnesses should be subjected to any further questions because that is not why they were invited here.

Questions on the Canada Student Loans plan, I can agree are relevant, although again I do not think it is fair to ask the witnesses the constitutional implications or the sources of funds for the Canada Student Loans plan. They were here to answer details such as what is the interest rate; this sort of thing, not wide-ranging financial questions that the Executive Committee, as I have already clearly said, is going to have to grapple with and should be trusted to deal with. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Is it the agreement then that the House wishes the witnesses to stay in and continue answering questions?

MS COURNOYEA: No.

MR. CURLEY: Nay.

MRS. SORENSEN: Mr. Chairman, maybe I could solve the problem.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen.

MRS. SORENSEN: My objective, Mr. Chairman, is to get some specific questions asked and answered on the record with respect to the transfer payment to this government from the federal government concerning post-secondary education grants. Mr. Patterson has indicated that perhaps the right method would be to bring in the Department of Finance, and I would be most happy if that would be the mechanism whereby I can get some answers. I cannot get them out of Mr. Patterson. The Executive Committee have refused to give them to me through a letter and obviously Mr. Patterson has difficulty with Mr. Mulders giving them to me.

Motion To Invite Department Of Finance To Answer Questions Re Education Grant Transfer Payment

So if he suggests the Department of Finance, I would be most happy and I would, therefore, move that the Department of Finance be invited to come after coffee to answer my questions concerning the education grant transfer payment.

MR. CURLEY: Out of order.

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

MR. CURLEY: Mr. Chairman, I would challenge that motion, because we are not dealing with the Department of Finance, and I do not think it has anything to do with this particular item and motion, recommendation of the special committee.

MR. MacQUARRIE: Ho, ho, ho.

HON. DENNIS PATTERSON: Question. Question.

CHAIRMAN (Mr. Fraser): Mr. Commissioner. I will let you be the last speaker before we have coffee.

COMMISSIONER PARKER: Do you want me to answer her questions, Mr. Chairman?

MRS. SORENSEN: Please! Please!

CHAIRMAN (Mr. Fraser): After coffee. After the coffee break.

---SHORT RECESS

Motion To Invite Department Of Finance To Answer Questions Re Education Grant Transfer Payment, Ruled Out Of Order

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. Mrs. Sorensen, I did not rule your motion out of order. It was out of order. Do you care to withdraw it? Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, Mr. Parker kindly offered to answer...

CHAIRMAN (Mr. Fraser): I asked you if you want to withdraw your motion.

MRS. SORENSEN: Yes, I will withdraw my motion.

CHAIRMAN (Mr. Fraser): It is out of order anyway.

MRS. SORENSEN: Mr. Parker, as I said, kindly offered to answer my questions and...

CHAIRMAN (Mr. Fraser): I realize that. I will handle that part of it.

---Laughter

Mr. Patterson, have you a suggestion?

HON. DENNIS PATTERSON: Yes. I suggest we thank the witnesses for appearing.

CHAIRMAN (Mr. Fraser): Thank you. That is exactly what I was going to do, thank Mr. Mulders and Mrs. MacKillop. Thank you very much.

---Applause

Mr. Commissioner. Are you prepared to answer questions that the Member asked at this time? Thank you. Sergeant-at-Arms, please see that Mr. Parker is -- you can speak right from where you are if you wish. Thank you.

COMMISSIONER PARKER: Very well. I do not intend to move either.

CHAIRMAN (Mr. Fraser): Watch your language.

---Laughter

Mrs. Sorensen.

MRS. SORENSEN: Thank you, Mr. Chairman. The question I would then have of the Commissioner concerns the fact that I am aware that the federal government is very concerned about the lack of accountability in the three billion dollars that it now provides to the provinces and the territories by way of transfer payments for post-secondary education grants and that with the renegotiation of the Established Programs Financing Act, which is apparently about to take place, there is some talk of looking at a per capita grant system or some sort of accountability so that money is not just transferred over and then being used by the provinces for other things. So I would ask that question. Is the Commissioner aware of this problem that we might be facing as a government in terms of the \$3.6 million that we are having transferred to us now? Also, what effect will that have on our deficit grant? I will start with that.

CHAIRMAN (Mr. Fraser): Mr. Commissioner.

Federal Review Of Post-Secondary Grants Expected

COMMISSIONER PARKER: Mr. Chairman, I do not believe that the effect of clause five, which is under study, if it were to pass or if it were to pass as amended, would have any direct effect on the established program funding money which we receive from the federal government. What the honourable Member says though is absolutely true, that is that within the next year or two, we have indications that the federal government wishes to review and perhaps change or renegotiate with the provinces and the territories the whole question of post-secondary assistance through their established program funding grant. Therefore, we cannot predict what may happen to that total sum of money which comes to us.

With regard to her second question as to the effect that this clause or other clauses may have on our deficit grant, I believe that there would be a move to reduce our deficit grant in proportion to the number of students that would be taken off an established territorial program for which we had base level funding. That is to say, if we substantially change a program which is in our base level, and reduce our expenditures in that area, we could anticipate a move by the federal government to actually reduce our deficit grant, that is to make less money in that particular area available to us.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Commissioner. Mrs. Sorensen.

Effects On Territorial Funding

MRS. SORENSEN: So that as I see it, with recommendation five, if the recommendation passes then we are changing a program, which then means that we will have to renegotiate the base level. It is my understanding that very few students who will apply for the Canada Student Loan who are now receiving assistance will receive assistance under the Canada Student Loan. Therefore it will significantly change the numbers. We are in fact, with adopting recommendation five, going to be looking at quite a lesser amount of money coming into our deficit grant then. Is it not true also of recommendation six, if we transfer over responsibility for the education of status Indian and Inuit, that that so, too, would change our base funding and therefore lower the amount of money that we get under the deficit grant?

CHAIRMAN (Mr. Fraser): Mr. Commissioner.

COMMISSIONER PARKER: Mr. Chairman, that may happen but as has been indicated by the Minister of Education, it is difficult for us to address that question finally until the recommendations of this Legislature reach the Executive Committee and we have an opportunity to (a) study them; and (b) determine with federal officers and the federal Minister what effect this may have on our funding. It is not something that would be easily or can easily be checked ahead of time.

Revert To Amendment To Motion To Accept Recommendation Five, Special Committee On Education Recommendations On Student Aid

CHAIRMAN (Mr. Fraser): Thank you, Mr. Commissioner. Recommendation five. To the amendment. The amendment reads: Any student who was born and lived continuously in the Northwest Territories and/or taken 10 years of their education except for studies not covered by grant in the Northwest Territories school system, are eligible for full assistance under the Northwest Territories Student Grants and Bursaries Ordinance and shall not be subjected to recommendation five (b). Mr. Curley. To the amendment.

MR. CURLEY: Mr. Chairman, I cannot support the amendment. It undermines the whole thrust of the committee's original mandate because if that was the view of the Assembly long ago, it should have introduced that kind of a policy a long time ago when the Members from the West had been involved. So this

amendment undermines our thrust of the whole exercise, that any student who is born and lives in the Territories should be exempted from a grant system. So that would, in effect, not reduce the amount of money that the territorial government is spending in terms of student aid. So I cannot support the motion but I would not worry at all about the way the federal government transfer funds are handled right now because the native people for a long time have been subsidizing the others.

So if you tell me that we have not contributed, that we have been racist -- we have not been because the amount of money being given to the territorial government has been definitely calculated as being the per capita basis for post-secondary education assistance programs. Native people have never used that money. Areas in the Eastern Arctic continue to be short of money. We have had to exchange teachers, for instance, to run the local education programs in the settlements. So we have not been all that terrible as some Members have suggested.

I think what we are doing here is that with recommendation five, we may be reducing our aid program but we are increasing it in the other recommendations. So the funds are being reallocated, if you read between the lines. I do not think it is all that terrible. So I would just like to indicate to the Members that I will not support this amendment.

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

Classroom Assistants To Be Paid Closer To Salary While In Teacher Education Program

HON. DENNIS PATTERSON: Mr. Chairman, first of all, there is one thing I would like to correct, that I said yesterday, that may have given an inaccurate picture of my views. I had spoken yesterday about the point Mr. Curley mentioned, that in fact, the savings that might be achieved in recommendation five could be used to pay for other priorities identified by the committee, and in doing so, I specifically mentioned recommendation 11, which calls for classroom assistants to be paid closer to a salary while they are in a teacher education program. I should have informed the House, and I do inform the House now, that the Executive Committee has already decided to implement the thrust of recommendation 11 and through a...

---Applause

Thank you -- through a supplementary estimate, this fall -- students in the teacher education program will have enhanced allowances, as recommended by number 11. So, any funds that might be saved in recommendation five need not be devoted to recommendation 11. Having said that, though...

CHAIRMAN (Mr. Fraser): To the amendment.

HON. DENNIS PATTERSON: I am speaking to the amendment, I trust, Mr. Chairman. If Mrs. Sorensen was permitted to make observations about the financial implications of recommendation five, then I would like to be permitted as well.

I believe that the thrust of the recommendations was to save funds in this particular area, because it was felt that where persons could afford to contribute along the lines that occur in other parts of Canada, they should be expected to contribute and where they are unable to contribute, they should be aided by a combination of a loan and a further grant. It does appear that we would realize some savings from recommendation five, but I would submit that we should not let that money reduce our education base, that there are plenty of areas in which savings realized in that area could be achieved. Now, if the situation changes in the future, and in fact, the education budget can be enhanced so that we can afford to give even more generously than these recommendations propose, then I

do not think any Members would oppose that. It is just that, at the moment, we see priorities that are not being met that should be met.

Aid Should Depend On Need Not Residence

Now, with regard to the particular amendment of Mr. Stewart, in voting on this amendment Members should recognize that a basic assumption of the education committee is being rejected; that aid should, at least in part, depend on need and not residence. With regard to the 10 year requirement, I wish to point out that (a) does take into account and reward persons for residency. The Northwest Territories student grant is going to be based on residency under the present regulations and will recognize those people who have built the North, as Mr. Stewart put it. I would suggest that that is quite a generous grant.

The data on the Canada Student Loans plan which we have been able to find from across Canada studies show that, basically, only about 20 per cent of students across Canada actually require that kind of assistance, beyond the Canada Student Loan...

CHAIRMAN (Mr. Fraser): Mr. Patterson, I wonder if we could stick by the amendment and then we can deal with that recommendation. We are dealing with just the amendment now, then we can come into the recommendation five as amended, if the amendment goes through. Let us talk to the amendment.

HON. DENNIS PATTERSON: Well, my point is, Mr. Chairman, that if we rely on the Canadian experience of the students who go to post-secondary institutions in Canada, only about a third of those students actually need student aid. I am suggesting that in the Territories there will be a relatively small number of students who will be unable to support themselves once they have been given transportation, tuition, books and supplies.

Recognizing Residency Would Put Us Back Where We Started

Mr. Stewart's amendment would significantly enlarge that group. As I understand it, it would cover approximately 170 of the present 275 students and in effect would mean that any savings that the committee had hoped to achieve through recommendation five would disappear, particularly since further recommendations recommend substantially increased levels of aid. So, I am concerned about the cost implications of this recommendation and I agree with Mr. Curley, that it would put us back where we started from, before this study was undertaken. If that is the wish of the House, that we go back to the former system without regard to need, then this amendment should be approved.

MRS. SORENSEN: What about the Metis?

HON. DENNIS PATTERSON: However, if we are to at least partially consider need, at the same time recognizing and rewarding residency by giving the basic grant covered in recommendation five (a), then I would suggest that we can live without this amendment until we come into better financial times. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the amendment.

MR. CURLEY: Question. Question.

CHAIRMAN (Mr. Fraser): Everybody has a copy. Are you ready for the question? Mr. Stewart, to the amendment, please.

HON. DON STEWART: Thank you, Mr. Chairman. Well, this amendment basically was designed to keep in mind what the Dene Nation, what Nunavut has said with regard to how, when they are in governing authority, would look after the white people or others...

MRS. SORENSEN: Hear, hear! Hear, hear!

HON. DON STEWART: ...that 10 years, they would be the same and be treated relatively the same.

MR. CURLEY: Would you repeat that, please?

MRS. SORENSEN: Good point.

Dealing Strictly On A Racial Basis

HON. DON STEWART: Now, here we are sitting as a Legislature dealing with education which should really be a right for everyone that is capable of taking it, and we are, whether you like it or not -- basically, what we have done today so far, has dealt strictly on a racial basis with it.

MRS. SORENSEN: Hear, hear!

MR. CURLEY: Hear, hear!

HON. DON STEWART: Now, this amendment to recommendation five is to bring the thing back into focus and say, "We recognize people that live that long in the Northwest Territories, they, too, should have something. They have contributed something." I can tell you another thing, that in our area, I know of three Metis students that have gone to university because they were friends of others, if you like, or whites, and were going because they had company to go, and it was probably one of the basic reasons they left the Territories. If they had been alone to go, I doubt very much if any of the three would have gone.

MS COURNOYEA: Come on.

HON. DON STEWART: So when you get a mix such as we have, there is more to it than just looking at the outside of this thing. Now, you say too many others are utilizing the grant. If anybody here could show me at any time that any other student, native, Metis, was not allowed to take his higher education because somebody else had taken the grant, and they were left at home, then I would say, "Fine, maybe we should get a better balance on the matter of population," or something, but as I understand it, there has never been anybody that had the qualifications to go outside that was not given the grant to go. So it is not as if the others are taking something away from the native people of the Northwest Territories. I suggest that because they are getting out to university, they are contributing to the basic education of the rest of the people, of the native people of the Northwest Territories, by helping to set standards, by helping to get this thing off the ground.

People Born In NWT Must Be Recognized

I think you will be doing a great disservice to the whole country if you do not recognize that it is essential that the people and the children born here, and have at least been here for 10 years in the education system, get a reasonable break on their education, the same as the rest.

Now, if you do not go along with this idea, if you think that there are problems right now with regard to a misunderstanding between the whites or the others and the native groups and what they want to do, if you do not think this is going to scare the hell out of them if they do not get reasonably treated, then

you are wrong. You have got a chance here today with this amendment to show that the Dene Nation and Nunavut meant what they said when they said "Well, if we take over and run these areas, everybody will be treated the same, other than the aboriginal rights and these types of things and land claims." Here is your chance to prove it. I have heard every one of you say it. Today you have got a chance to put up or shut up.

HON. ARNOLD McCALLUM: Right on, Dad.

MR. CURLEY: Lynda Sorensen, you do that. Shut up.

CHAIRMAN (Mr. Fraser): Ms Cournoyea. To the amendment please.

MR. CURLEY: MacQuarrie, you had better heed his advice, shut up.

Education Problems Of Native People

MS COURNOYEA: There seems to be some concern about how we wish to deal with the people who never make it to this higher education. We have a fundamental problem with even getting mainly native students past grade seven. They never have 10 years of education. We have a basic problem. Statistics will show that and I would like to say to Mr. Stewart that when he recognizes and stands up and honours the aboriginal claims of people instead of just talking about it, then we will talk about how many years we will give them when they are qualified as people of these Territories. It is easy to say these things. We have a problem in the educational system with our people getting in the mainstream of things. Basically the inconsistency in statements is this. Many times when we speak about higher education and who is getting the funding for this higher education, we say, well, I for one -- we have a problem in getting our students to that level. They do not receive 10 years of education because they never get that far. Then someone like Mr. Stewart will come back and say "Well, we are all northerners." We have 323 people in school in the South but they do not say how many are native people and why they are not there. They do not help us in dealing with our problem at that community level.

Now I do not believe that we are creating a hardship. You are, in recommendation five, getting a basic grant and there is a loan procedure but they are not creating a hardship on people who are basically taking advantage of higher education. Our people have been penalized because every time we talk about our problems, they say "Look at all these northerners who are in the school system." We will deal with our problem but let us deal with it honestly and not make threats. Like I say, put up or shut up, just the same way as Mr. Stewart did.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Stewart.

Capable Students Should Be Given The Chance To Get Ahead

HON. DON STEWART: Well, I could give you a few "for instances" in this regard. In my family none of my children graduated out of high school; none of them went south to the university. We had no financial assistance. I too, had two boys drop out of school in grade 11. That does not mean to say to me that I am going to take a stand that because my children did not have the capability of getting further on down the road that you should do the same to others. There is something basically wrong possibly with the whole education system, but that is not what we are dealing with here today. We are dealing with those that have the capability of going further and may not, with the system that we are putting in today, have that chance.

Unfortunately, under the grant system of the federal government, unless a person has worked for two years their parents are still responsible for them. Now, unfortunately, every parent is not going to put up the money for their children

to go to school. That happens to be a fact whether you want to believe it or not. What happens to these kids? They cannot do anything, their hands are tied. They have a means test, their people could afford to send them but they are not going to. Now what does the kid do? He does not get a chance at all.

MR. CURLEY: Read it, read it.

HON. DON STEWART: I can read, Mr....

MR. CURLEY: \$1500, \$1800.

CHAIRMAN (Mr. Fraser): Mr. Stewart.

HON. DON STEWART: Depending on the means test and if their parents have money, then the means test applies and they cannot get it. That is the way it reads, Mr. Curley. Whether you like it or not, that is the basic fundamental principle of that particular federal legislation.

So all I am asking is for a fair break. Look after the kids that were born and put 10 years in this country to be treated on an equal plane. That is the only place that we have some equality. We are not asking for aboriginal rights or land claims or anything like that. We have to face the same high costs of living in this country, as everybody else does, and these costs are extremely high, as we all know. There is not much left to put out for education for the children.

Now, surely, it is not going to be \$500,000 like the Minister indicated yesterday. I do not know, I have just done a rapid calculation, but I would suggest it is a lot closer to \$300,000 that we are talking about on the number of students involved, over and above what you already said you were going to give them anyway. So I am asking for your support on this particular matter and I think it would be a very black day in this Assembly chamber if it is not given.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. Mr. MacQuarrie, to the amendment, please.

MR. MacQUARRIE: Thank you, Mr. Chairman. I was not going to speak to this, but since Mr. Curley urged me to, particularly, I thought that I would oblige the Assembly.

---Applause

MR. CURLEY: Mr. Stewart said shut up.

Nothing Being Taken Away From Native People

MR. MacQUARRIE: I would ask Members to support the amendment because in doing so it does not take anything away from native people in the Northwest Territories. If it did, that would be alarming and a very serious thing, but it does not. We have already heard the Minister of Education say that the Executive Committee has already agreed -- that is prior to the introduction of these -- already agreed to implement enhanced allowances for classroom assistants who are going to go to Fort Smith to become teachers, to learn to be teachers, because that can be done within the framework of what we have got right now. We have heard the Commissioner indicate that there are other funds available, and particularly so, if education is made a number one priority. A motion yesterday, or was it Saturday...

CHAIRMAN (Mr. Fraser): To the amendment, please.

MR. CURLEY: To the amendment.

MR. MacQUARRIE: It is to the amendment. I am trying to demonstrate, Mr. Chairman, why this amendment can be passed without detriment at all to native people. That was the concern that some Members expressed. Certainly we had a motion the other day by Mr. Butters, and I believe it passed unanimously, calling on education to be the number one priority of this Assembly. So it is evident that many of the kinds of concerns that the special committee on education have recommended can be taken care of within the funding structure that exists at the present time, or could exist within a years time. Therefore, there is not going to be any damage to native people and I would urge Members to support Mr. Stewart's amendment.

I would also urge Mr. Braden to speak once again to the matter, and I would hope that the "honourable" Member from Keewatin South will cheer just as loud...

MRS. SORENSEN: Hear, hear!

MR. MacQUARRIE: ...this time as he did the first time that Mr. Braden spoke.

MRS. SORENSEN: Hear, hear!

CHAIRMAN (Mr. Fraser): To the amendment, Mr. Curley.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin, to the amendment.

Long-Term Residents Must Be Appreciated

MR. McLAUGHLIN: Yes, Mr. Chairman, I would like to say that it is more than just the thrust of saving money. Some of the Members have said that that is the only main thrust we are doing. One of the other long-term main thrusts we made is the regional boards. We have also recognized that native people have a special status, and this was enhanced by Mr. Sibbeston's amendment to our recommendation. I think our recommendation five could be enhanced in the same manner by Mr. Stewart's recommendation that recognizes long-term residents having contributed something to the North and being a part of the North.

There was a shortcoming in our recommendation that did not identify Dene people that would not be recognized by the federal government and I think that situation has been fixed up. In the same manner, I think, for the same reasons, that the white people in the Northwest Territories have contributed to the North by being long-term residents and they deserve the same consideration that the Metis people of the Northwest Territories have.

I hope that Members will consider that Members like myself and other Members on this side have gone a long way, compared to Members in the previous Assembly that they so often criticize, in this direction of recognizing aboriginal rights in the Northwest Territories and encouraging their settlement by the federal government, and appreciate that we actually are people that have been here for a decade approximately, at least in the case of the people who are sitting here. We do represent those people who have had a long-term stay in the North of at least 10 years. You should acknowledge, just by the presence of us being here in the House, that this is a reality, just as we have acknowledged the reality that Inuit and Dene deserve, and should have settled as soon as possible, their aboriginal rights in the Northwest Territories. Thank you.

CHAIRMAN (Mr. Fraser): Are you ready for the question?

HON. ARNOLD McCALLUM: Question.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen, to your amendment, please. Do you have a copy of the amendment there?

MRS. SORENSEN: Yes.

CHAIRMAN (Mr. Fraser): Okay.

---Laughter

MR. MacQUARRIE: Thoughtful.

Recognition Of Special Status For Long-Term Residents Denied

MRS. SORENSEN: I, too, Mr. Chairman, would hope that the Members will support this amendment. I agree with Mr. MacQuarrie that our leader, the Hon. Mr. Braden, gave us a marvellous speech, which even swayed...

MR. CURLEY: Speak for Lynda Sorensen! Speak for Lynda Sorensen!

MRS. SORENSEN: ...Mr. Stewart to accept granting special status for Metis,...

MR. CURLEY: Speak for Lynda Sorensen!

MRS. SORENSEN: ...and he commented on how genuine Mr. Sibbeston was in doing what he was doing in wishing to recognize...

MR. CURLEY: Ohhh!

MRS. SORENSEN: ...the need for the Dene and the Metis to be seen as one in the North...

MR. CURLEY: Ohhh, did he? Ohhh!

CHAIRMAN (Mr. Fraser): Order. Order.

MR. CURLEY: What else did he say?

MRS. SORENSEN: ...and further commented on how I, as the Member from Yellowknife South, also had a genuine concern for my constituents and the students that I represent, who also have been here for some time, most of them, and who have needs that this Legislature must recognize and meet, and everyone agreed with what Mr. Braden said. They pounded the table, they yelled, "Hear! Hear!"

MR. CURLEY: Ohhh, what else did they say?

CHAIRMAN (Mr. Fraser): To the amendment.

MRS. SORENSEN: I am speaking to the amendment.

MR. CURLEY: Sure.

MRS. SORENSEN: Yet, my amendment to recognize a special status of long-term students was denied. So I guess I really have difficulty when I watch the same thing developing as developed with my amendments to recommendation six,

developing with Mr. Stewart's amendment on recommendation five. I submit -- and my constituents will only be able to surmise when they read this debate -- and mark my words, they will, and they will know how we voted, and they will know what we all said.

MR. CURLEY: Ohhh!

MR. SIBBESTON: They are all government employees, that is why.

CHAIRMAN (Mr. Fraser): Are we ready for the question?

MR. CURLEY: Question. Question.

Changes Made Only To Take Action Against White Students

MRS. SORENSEN: They will only be able to surmise the real reason the committee wishes to change this program from one of a universal program is not to save money, is not to help native students go to school -- go beyond grade 12 and go to post-secondary programs, but simply to take action against the white students, to tear things down, to make things equally bad in the Northwest Territories, and instead of moving a motion in this Legislature to increase the amount of money in our post-secondary education program to address all the terrible needs that we have talked about and the problems that we have in getting native children into post-secondary institutions, the committee has moved to penalize the one group that has been successful in doing that...

MR. CURLEY: Very, very successful.

MR. SIBBESTON: But they can all afford it.

MR. CURLEY: They can afford it on their own.

MRS. SORENSEN: ...because, and simply because, and I can only surmise that from the debate...

MR. SIBBESTON: No.

MR. CURLEY: They are too successful.

MRS. SORENSEN: ...simply because they are the children of the whites who live up here. I agree with Mr. Stewart that if this amendment does not pass that it will surely be a mockery to all that Mr. Curley has said about Nunavut and to all that the Dene Members, and in particular Mr. Sibbeston has said about Denendeh, and how they will protect the white long-term resident.

MR. CURLEY: What did Dennis Patterson say?

MRS. SORENSEN: It surely will be a sorry day if this amendment does not pass.

MR. CURLEY: What did Nellie Cournoyea say?

MRS. SORENSEN: Nellie Cournoyea has been very discreet about promising anything, let me tell you.

---Laughter

Smart, too, and I appreciate that, and applaud her. She has never said that whites will have any protection.

CHAIRMAN (Mr. Fraser): To the amendment.

MRS. SORENSEN: ...or assistance in COPE.

CHAIRMAN (Mr. Fraser): Mr. Braden -- I am sorry, Mr. Curley was next. To the amendment, Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. Mr. Stewart has certainly not convinced me to support the amendment. So I will vote against the amendment.

HON. ARNOLD McCALLUM: You have convinced me. I must vote.

MR. CURLEY: Any kid who is going to university is by no means poor. No poor such person who cannot afford to go to university will never go through university, so only the wealthy, comparatively well-off, normally go to university. So I must submit the argument being presented here today...

MR. MacQUARRIE: Nonsense. Utter nonsense.

MR. CURLEY: ...is not so much the financial assistance but constituent representation. That is what we are up against right now.

MRS. SORENSEN: You are damn right.

HON. KANE TOLOGANAK: Consistently.

MR. CURLEY: I will not say how great a speech Lynda Sorensen did, because she certainly has not convinced me.

MRS. SORENSEN: When have I ever convinced you yet, of anything, except that you are a fool?

---Laughter

MR. CURLEY: I believe that the days in resolving the...

CHAIRMAN (Mr. Fraser): Order. To the amendment, please, Mr. Curley.

Financial Assistance Will Be Given To Those Who Need It

MR. CURLEY: Mr. Chairman, the days of dealing with the problems in the North have not begun yet, but they will begin when we put things in proper perspective. Anyone who needs financial assistance will be given that assistance. By no means, the committee suggests that we are going to stop giving financial aid to students. So I am voting against the amendment. Thank you.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Braden. To the amendment.

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I would like to thank my colleagues, Mr. MacQuarrie and Mrs. Sorensen, for encouraging you to recognize that I should speak on this amendment.

MR. PUDLUK: What did they say?

HON. GEORGE BRADEN: The way I understand it, Mr. Chairman, is that with this amendment we will be adding a further restriction on what by and large are the non-native students who are in our educational system. If we look at the regulations, numbered 135-79, we see that there are already a number of restrictions which deal with the eligibility for grants and bursaries, and the correlation or the association with the number of years that the student has been in school here. So I would see this amendment, sir, as adding a further restriction in that particular area.

Generally I believe that, having experienced the Northwest Territories education system and having gone to a post-secondary education institution in the South, I was very fortunate in having the kind of assistance available to me. However, while it was a long time ago, and as I said yesterday, I do not want to date myself, I found that I had to work during the summer to supplement what was provided to me through the post-secondary education grants, and I was one of the lucky ones. I remember another member of my family went to school under the old system where she had to come back and work off a couple of years of the loan.

Students Should Not Be Categorized

So I think that what we are doing here is identifying a group of what are primarily non-native students and giving them a perk. They will get full assistance. If I can reflect a bit, Mr. Chairman, the way things are sort of being set up here with the special committee's report, it sets out categories of students -- and I do not want to get into a big argument about how we should all be treated as equal -- but I have heard and I have talked to students who have said, "Well, what are you guys in the Legislative Assembly fighting about? Why are there all these different categories?" I really hope that what we pass here today and what is done by the Executive Committee does not set up categories of students, whether they are 10 year residents, whether they are Dene, Inuit, or Metis. These kids have to all live together and go to school together, and I hope that we do not put into their lives certain criteria or conditions for grants which are going to cause them to look at each other as, "Well, you are different than I am."

I would say further, Mr. Chairman, with respect to the motion, and the assistance that is available for a certain group of students, that we have to look a bit into our future, whether we like it or not, or whether we get anything out of it or not as a government or as a Legislature. In the next few years, there are going to be some major developments that will hit these Territories. I know Mr. Sibbeston will argue with me. It is not a matter of if, it is a matter of when, the Norman Wells pipeline will be built, and under what conditions. There are mines going ahead. There are a lot of other developments going ahead.

CHAIRMAN (Mr. Fraser): Let us talk to the amendment. Never mind the pipeline.

HON. GEORGE BRADEN: Mr. Chairman, we have to have northerners who are qualified to take those jobs. I believe that whether we are talking about native or non-native students, we have to have the assistance available to those students so that they can learn the skills necessary to come back here and benefit from the available jobs. I do not have a big emotional speech to give on this one. I think that what we are doing in this amendment, Mr. Chairman, is adding another category to what already exists in a system and which discriminates against people who have not spent time up here.

CHAIRMAN (Mr. Fraser): Thank you. Are you ready for the question?

HON. ARNOLD McCALLUM: Question.

CHAIRMAN (Mr. Fraser): Question being called.

MR. MacQUARRIE: Recorded vote.

Amendment To Motion To Accept Recommendation Five, Special Committee On
Education Recommendations On Student Aid, Defeated

CHAIRMAN (Mr. Fraser): Recorded vote. It is to the amendment and I think everybody has a copy to the amendment. All in favour, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. McCallum, Mr. Wah-Shee, Mr. Braden, Mr. Butters, Mr. Nerysoo, Mr. McLaughlin, Mrs. Sorensen, Mr. MacQuarrie, Mr. Stewart.

CHAIRMAN (Mr. Fraser): Down. Opposed, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. Tologanak, Ms Cournoyea, Mr. Curley, Mr. Noah, Mr. Sibbeston.

CHAIRMAN (Mr. Fraser): Abstentions, please stand. No abstentions. The amendment is defeated.

---Defeated

To the motion, recommendation five. Are you ready for the question?
Mr. MacQuarrie, to the motion, recommendation five.

MR. MACQUARRIE: Yes, thank you, Mr. Chairman. With respect to the first part, "That a basic Northwest Territories student grant be awarded to all students eligible under the present regulations...", I think that is the way it should be. But I say with the passage of recommendation six, that it is obvious that the Members of the special committee on education did not want that basic Northwest Territories student grant to go to all Northwest Territories students. They did not want it to go to registered Indian or Dene students; they did not want it to go to Inuit students. I regret that very much, however, I lost that.

I am unable to make the amendment myself, because I find it repugnant, but I would urge someone on the education committee to state clearly what they are doing then, so that it should be amended to say "awarded to some students in the Northwest Territories". I hope that they would clarify that statement anyway, make it consistent with recommendation six.

CHAIRMAN (Mr. Fraser): Recommendation five, Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. I think if you read the last item, you know we recommended the regulations will have to be changed and that would reflect -- recommendation six would likely be reflected in the regulations. I think I would underline that all students eligible, eligible under the present regulations. Having approved recommendation six, obviously some of the students will not be then eligible for that program. So I would think that is the reason we stated the ordinance and regulations be amended to reflect all of the recommendations within this special committee's report. Thank you.

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

Further Amendment To Motion To Accept Recommendation Five, Special Committee
On Education Recommendations On Student Aid

HON. DENNIS PATTERSON: Mr. Chairman, it has been pointed out to me that there is a problem with the third part of the motion: "That subsequent aid be awarded to eligible students as a Northwest Territories grant using Canada Student Loans fund levels of aid, to a maximum of \$1500." There should not be a maximum on that because of the great needs that single parent students might have and married students with a number of dependants. So I would move an amendment that the words "to a maximum of \$1500" be deleted.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. The amendment to the motion is to delete "to a maximum of \$1500". To the amendment.

MR. MacQUARRIE: Point of order.

CHAIRMAN (Mr. Fraser): Point of order, Mr. MacQuarrie.

MR. MacQUARRIE: It is not a challenge again. I am not sure, is it appropriate for the committee to amend its own recommendations? One would think that they would have thought of all the alternatives before they come into the Assembly. If it is to be amended, is it not supposed to be someone else who offers an amendment?

CHAIRMAN (Mr. Fraser): I am sorry, Mr. MacQuarrie, he did not move the recommendation. He can amend it. To the amendment, please. Mr. Patterson, to the amendment.

Maximum Level Of Aid

HON. DENNIS PATTERSON: I would just like to try and explain a little bit further, Mr. Chairman. It just permits the motion to be coherent in all its parts, because the Canada Student Loans fund levels of aid, recognizing the great needs of students with large numbers of dependants, would in certain cases allow for a maximum level of aid which could be quite high. It could be up to \$8000 or \$10,000 in the case of students with large numbers of dependants. We are talking about the needy students and we are talking about aid awarded after they have borrowed under the Canada Student Loans plan.

I would suggest that if we accept the Canada Student Loans fund levels of aid, then we should not put a ceiling on the maximum levels of the second grant. It should be kept within the limits of the Canada Student Loans plan. So the amendment is to fit in with the higher ceilings allowed for special needs for very needy people under the Canada Student Loans plan. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson, to the amendment. Are you ready for the question? Mr. MacQuarrie.

MR. MacQUARRIE: Could the Minister give us any indication of what this might cost in addition if it is to pass? A second question; does this mean that it is the regional boards who will decide not only whether to give a grant now, but how much to give if someone is eligible for this added assistance?

CHAIRMAN (Mr. Fraser): Mr. Minister. Mr. Patterson, please.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. In speaking to Mrs. MacKillop about this particular problem which she had pointed out to me, she observed, and I think it is safe to assume, that there would be very few people who would have a large number of dependants and require a significant level of aid beyond what would basically be approximately \$5000 under the present plan. The cost would be insignificant, I would suggest.

Regional Student Aid Boards Would Award Aid

Now, as to who would make these decisions, the regional student aid boards would award aid, as I see it under the recommendations, according to guidelines which would exist across the Northwest Territories and be developed in amended regulations and would integrate with the Canada Student Loans plan criteria. So they would make that decision, subject to universal guidelines in place across the Northwest Territories. Students who were not happy with those rulings could appeal to the appeal board.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. To the amendment. Are you ready for the question? Mr. MacQuarrie.

MR. MacQUARRIE: Just to the amendment now?

CHAIRMAN (Mr. Fraser): Just to the amendment, yes. Are you ready for the question?

MR. CURLEY: Question.

Further Amendment To Motion To Accept Recommendation Five, Special Committee
On Education Recommendations On Student Aid, Carried

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Opposed? Down. The amendment is carried to delete, third paragraph on recommendation five, "to a maximum of \$1500".

---Carried

To the motion as amended.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. MacQuarrie.

Further Amendment To Motion To Accept Recommendation Five, Special Committee
On Education Recommendations On Student Aid

MR. MacQUARRIE: Thank you, Mr. Chairman. I have an amendment to the second section of recommendation five: That the next \$1800 of aid be awarded as a Canada Student Loan, subject to the regulations of the Canada Student Loans plan. Then add to that, "but that the loans be forgiven by the Government of the Northwest Territories on a basis of one year of loan for each two years of work in the Northwest Territories following graduation".

CHAIRMAN (Mr. Fraser): To the amendment. Thank you, Mr. MacQuarrie, your amendment is in order. To the amendment. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to raise a question with the mover of that amendment. How can the Government of the Northwest Territories forgive a loan to which it is not a party? Under the Canada Student Loans plan, the loan is made between the bank and the student and the federal government. I fail to see how our forgiveness of such a third party loan would in any way affect the student's obligation to repay the loan.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: It was intended; by repaying the loan for the student. However, yes, perhaps the wording is poor then. If you will permit me to alter the wording. If the Assembly will.

CHAIRMAN (Mr. Fraser): You cannot amend your own amendment. You are going to have to...

MR. McLAUGHLIN: You are playing games. You have to draft another one.

Further Amendment To Motion, Withdrawn

MR. MacQUARRIE: Yes, I will withdraw that amendment, Mr. Chairman, but I would like to place a subsequent amendment.

CHAIRMAN (Mr. Fraser): I take it you have withdrawn your amendment. I would suggest, if you are going to bring in an amendment as long as that, you have it typed for distribution to the Members. To the motion.

MR. MacQUARRIE: Well -- thank you, Mr. Chairman -- I intend to do that. Are we going to break while it is done?

CHAIRMAN (Mr. Fraser): Well, we will break in about 15 minutes. To the motion.

MS COURNOYEA: Question. Question.

CHAIRMAN (Mr. Fraser): I am sorry, to the motion as amended. It was previously amended.

MS COURNOYEA: Question. Question.

CHAIRMAN (Mr. Fraser): Are you ready for the question? Mr. MacQuarrie.

MR. MacQUARRIE: I have an amendment that I would like to make to one of the clauses. I will read it out now. If you wish to have it typed out and translated, then I request, as is done with all other people who request it, that we take a little time to do it.

CHAIRMAN (Mr. Fraser): If it is not too long, maybe we will try it on for size. Go ahead.

MR. MacQUARRIE: Thank you.

CHAIRMAN (Mr. Fraser): Your amendment, Mr. MacQuarrie.

Further Amendment To Motion To Accept Recommendation Five, Special Committee
On Education Recommendations On Student Aid

MR. MacQUARRIE: Following clause two of recommendation five, the last few words being, "...the Canada Student Loans plan", just place a comma, and add these words: "...but that such loans be paid by the Government of the Northwest Territories on a basis of one year of loan repaid for each two years of work in the Northwest Territories following graduation."

CHAIRMAN (Mr. Fraser): To the amendment.

MR. MacQUARRIE: Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, to the amendment.

MR. MacQUARRIE: Thank you. I feel that part of the concern of many Members in the Assembly has been that some people receive assistance from this government who thereafter contribute nothing to the Territories, and presumably then, they would find it acceptable if there were some assurance that people who receive assistance from this government would make a significant contribution to the Northwest Territories. So this is a method of accomplishing that. I think that it is not overly generous, that is in repaying one year of loan for each two years of work in the Northwest Territories. I feel that it would enable any student, no matter how bad his financial circumstances might be, or that of his family -- if they, for instance, should refuse to assist him, it would enable such a student to incur indebtedness -- they would not be discouraged from seeking further education -- incur indebtedness in the knowledge that they had a commitment to the North and were willing and ready to return here to work.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Curley.

MR. CURLEY: Mr. Chairman, I doubt very much that this kind of assistance from the federal program would then be available to students. If it is going to be paid for by the government, if it is a policy of the government, I doubt very much that students would at all be eligible for such a loan from a federal program, because the federal program is really put in there if there is a need for such a loan. I am not at all sure, and I probably would ask Dennis Patterson to check with his officials whether or not Canada Student Loans plan would then be available at all, because I do not think the federal regulations would allow that kind of thing. Maybe there is a loophole there. I do not know.

CHAIRMAN (Mr. Fraser): To the amendment.

HON. DENNIS PATTERSON: Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Patterson, to the amendment, please.

Repayment Scheme After Graduation Would Not Disentitle Person To Receive Loan

HON. DENNIS PATTERSON: Yes, I think I can answer Mr. Curley's question, Mr. Chairman. A repayment scheme after graduation such as suggested by Mr. MacQuarrie would not disentitle a person to receive a loan. In fact, I am informed that several provinces have such a system in place. So one would still be able to get a loan even though this government would pay it back after certain years of work.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. To the amendment. Are you ready for the question? Mr. Patterson, to the amendment, please.

HON. DENNIS PATTERSON: Mr. Chairman, I have not had much opportunity to discuss this with the other Members of the committee, but I do not mind saying that I think the amendment is a good idea. I say that, Mr. Chairman, because while I voted against the amendment before the previous amendment, because I do not believe that people should be awarded simply for years of residence. I undoubtedly will be criticized for that, because I am not a long-term resident in the Northwest Territories, but I do not believe that merely on the basis of living for a certain length of time in this part of Canada, which is probably one of the most beautiful parts of Canada, people should automatically be entitled to get benefits that are not available in other parts of Canada.

I do accept that there are certain hardships imposed on people who live in the Northwest Territories because they do not have access to post-secondary institutions. That is why the committee recommended transportation, tuition and books be covered for those who met residency requirements, but I believe that if one is rewarded merely for years of residence, it implies that there is some kind of hardship to living in the Northwest Territories, for which one should be rewarded, and I do not believe that people should feel that way about living in the Northwest Territories.

Students Should Be Encouraged To Return To NWT

However, I do believe that the object of our grants and bursaries program should be to encourage our students to return to work in the Northwest Territories, and to the extent that this amendment would provide an incentive to those who do obtain loans to come and work in the Northwest Territories, and to the extent that the economic benefits that we would derive from two years of work in terms of taxes, and all the spinoff effects that come from a job that occurs in the Northwest Territories, would probably outweigh the costs of repaying even the maximum loan of \$1800.

There are problems associated with this amendment, and that is: What if somebody decides to go to a post-secondary institution and take tropical diseases or butterflies or something and is unable to find work in the Northwest Territories? I am not sure whether the mover of the motion considered that little problem...

MR. MacQUARRIE: Sorry about that.

HON. DENNIS PATTERSON: ...but in principle I think I can support the amendment, because I believe we should give incentives to people to return and work, not because I believe they should be rewarded merely for residence. So, with that question, or qualification, Mr. Chairman, I support the amendment.

Incidentally, I do not think the cost implications are all that serious because I do believe, firstly, that we will get benefits from those jobs that will outweigh the costs; and, secondly, because I do believe that most students who will be obtaining post-secondary education in the Northwest Territories will likely not be required to borrow a significant amount of money. There will be a relatively small number of students who will actually be required to borrow money after they have been given transportation, tuition, books and supplies, at least if we go on the figures that are available for the rest of Canada. So to the extent that there would be a cost, it would be relatively low and the dividends would outweigh those costs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Curley, to the amendment, please.

MR. CURLEY: Mr. Chairman, to the amendment. You know I certainly disagree with the way this government would have to pay someone else's loan. We do not do that to any other people who obtain assistance from this government. Every assistance, the businessman for instance, that has to go through that, has to go through very stringent means tests. I do not agree that anyone who is applying through the government and gains assistance, should not be encouraged to have an incentive to contribute and have an incentive and pay.

Amendment To Further Amendment To Motion To Accept Recommendation Five, Special Committee On Education Recommendations On Student Aid

So on that basis, I will move an amendment, move an amendment to the amendment. Mr. Chairman, after the first two words "but that" take the word "such" and replace it with "half the loans". There must be an incentive as far as I am concerned.

CHAIRMAN (Mr. Fraser): The amendment I think reads "one half of the loan", is that right, Mr. Curley?

MR. CURLEY: That is right, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the amendment to the amendment. Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman, if I may just go on. The majority of the students who are going through the school system, who want to go to university, will in no way have any difficulty in getting into a position. Normally the students who go down for further education to universities normally are those who have quite a potential for getting the best possible jobs in the Territories, possibly either in private industry or in the government. They do not have any difficulty in paying off their future loans because many of the people who go through university normally go there because they want to make more money, not necessarily because they want to contribute to the great things in the North. We do not see them in the Eastern Arctic. We see them maybe where it is comfortable in centres maybe like Yellowknife and larger centres in the Mackenzie area.

I see from time to time there are many people who have graduated; they stay up here, they go through the school and then they move on to some parts of the country. I totally disagree, because we are setting up a precedent here that this government can forgive loans, then darn right we are going to make sure it applies to other loans this government normally sponsors. I think by moving an amendment to the amendment that one half the loan be paid by the government will ensure that at least this government is not being taken advantage of by those people who want to take advantage of the system and look for careers that will benefit themselves only. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. To the amendment. The amendment to the amendment. Ms Cournoyea, I have you on the list.

Some People Are Not Wanted Back In The NWT

MS COURNOYEA: Well, I have another scenario that may not have been attached to the thought behind this schedule of pay-back. I do not know whether we want some of these people back in the Northwest Territories because from my experience, they are trying so hard to stay here to get the benefits that accrue to them by staying in the Northwest Territories. They are so happy to have got through that part of their ordeal in the North -- I know at least six people who are involved in higher levels of government in our area who are staying mainly there because their children are receiving the funding -- and to try to force them to come back after they have gone through this horrible ordeal of being in the Northwest Territories for such a long time, I think they should just be allowed to go once they get all they can out of this country.

I think that they will suffer grave consequences by forcing them into a situation where they have to come back. They do not want to be here anyway. I do not like to see them here either and the quicker they can move, the better, and I would not want them tied to the North and feel that they were compelled to come back and make us suffer more because they do not want to be here anyway. They do not like what we are. They do not like the country and they stay in positions because the benefits are there. I just do not want to see them anymore. Give them what they can and then give them the option to move. Do not force them to come back.

CHAIRMAN (Mr. Fraser): The amendment to the amendment. Mr. Stewart.

HON. DON STEWART: Well there is only one point of Mr. Curley's argument that to my knowledge is not correct: The thought that people graduating from universities are highly paid. You will find out in most trades or professions, I should say, that for at least the first three years and many of them for the first five years, that the pay received by these people is less than labourers wages.

CHAIRMAN (Mr. Fraser): The amendment to the amendment. Mr. Sibbeston.

Canada Student Loans Should Be Paid Back

MR. SIBBESTON: Mr. Chairman, I agree with what Nellie Cournoyea has said. I do not support forgiving the Canada Student Loan once they are given. What we are dealing with here is...

CHAIRMAN (Mr. Fraser): To the amendment please. The amendment to the amendment.

MR. SIBBESTON: Okay. The point is whether we ought to forgive students who have...

CHAIRMAN (Mr. Fraser): Half. One half.

MR. SIBBESTON: ...who return to the North. My position is that we ought not to forgive them anything. They ought to pay for it fully themselves. It must be recognized that the program in existence, even with them having to borrow some money from the Canada Student...

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

MR. SIBBESTON: ...Loan, is a very generous program.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston. To the amendment to the amendment. We will talk to the amendment after. We are talking now to the amendment to the amendment which says "half only" so you can only talk to one half of the amendment.

---Laughter

That is the last half. Now we will break for 15 minutes for coffee and we will come back.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): Thank you. The Chair recognizes a quorum. We are dealing with the amendment to the amendment which states "one half of the..." Could we please stick with the amendment to the amendment? Mr. Sibbeston.

MR. SIBBESTON: I do not support it because I do not support the first amendment.

CHAIRMAN (Mr. Fraser): Thank you very much. Are you ready for the question? Mr. MacQuarrie.

MR. MacQUARRIE: I do not support it Mr. Chairman because as we have already heard from the Minister of Education, the financial implications are not significant and secondly, if it is a question of commitment, I think that the commitment is demonstrated when people return. I think that it is improper of any Member to assume that he or she is able to judge what the motives are of other people who live in the Northwest Territories. Thank you, Mr. Chairman.

Amendment To Further Amendment To Motion To Accept Recommendation Five, Special Committee On Education Recommendations On Student Aid, Defeated

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Are you ready for the question? All in favour of the amendment to the amendment? Down. Opposed? The amendment to the amendment is defeated.

---Defeated

To the amendment.

HON. DON STEWART: Question.

CHAIRMAN (Mr. Fraser): Ready for the question? All in favour? Mr. MacQuarrie, did you want to talk, or are you voting? To the amendment.

MR. MacQUARRIE: Yes. Since I moved the amendment, I would simply like to have the last word, and urge Members to seriously consider it. I think the remarks that Mr. Patterson made were very pertinent, and I think that, again, here is an opportunity for Members to demonstrate that their desire to ensure that reasonable assistance is available to all students of the Northwest Territories is a fact. Supporting this amendment would make it a fact. I urge all to support it.

CHAIRMAN (Mr. Fraser): Ms Cournoyea, to the amendment.

MS COURNOYEA: Mr. Chairman, I cannot support this amendment, according to the same reasons as I gave, that I believe that people should not be forced or encouraged to come back to the Territories if they do not wish to. I know a number of people who probably would come back because of the incentive to come back, but only for the period of time, and I think that would create a hardship on the people of the Northwest Territories. I cannot support this motion or amendment.

CHAIRMAN (Mr. Fraser): To the amendment. Are you ready -- Mr. MacQuarrie.

Students Born In NWT Would Return Home

MR. MacQUARRIE: To clarify two points; first, it would not demand that any come back. Any student who did not want to would simply pay off the loan and that would be the end of them, but also, I would remind Members that right at this moment, of students who are down taking university, 97 of them were born in the Northwest Territories. They would be coming back home. As I said earlier, I do not see how the honourable Member for Western Arctic can judge motives of people and assume that they are coming back to rip off the place. For those people this would be home, and they would be coming back home to make a contribution to this territory.

CHAIRMAN (Mr. Fraser): To the amendment. Are you ready for the question?
Mr. Sibbeston.

MR. SIBBESTON: Okay. Mr. Chairman, I am against the amendments, because to forgive the loan which is given is, in a sense, placing us back in the same position as we started. What if all of them or most of them come back? Then it just means that everybody in the North is still getting free financial aid, and this is what we were intending to stop, or deal with. Now, there are some people in here that think that just because they supported, finally reluctantly supported, the recognition of Metis -- them being the descendants of the Dene -- just because they recognized that they had some rights and ought to be treated the same as the Dene and Inuit, that we in turn ought to provide the same kind of a deal for the white people who have been here 10 years. I do not subscribe to that at all. I think that native people are in a special category, because of their aboriginal rights, and these rights stem from the fact that they were here first, in Canada. White people came many, many years later. That is the basis for treating native people better.

Non-Natives Have Had More Rights In The Past

Now, I ask you, what kind of rights are these, these aboriginal rights? What kind of rights are they if we on the one hand recognize them and pay heed to them and so forth and then later on say, well, we will give the same rights to everybody in the North? This is what is happening here, or this is what is being attempted to do. In a sense, people that have been here a long time, 10 years, want to piggyback on native people and say, "Well, they have been given rights. We ought to have the same rights too." I say, up to now in history, white people in the North have had more rights than anybody else in the North. They have had the best jobs in government...

CHAIRMAN (Mr. Fraser): To the amendment, Mr. Sibbeston, please.

MR. SIBBESTON: ...and all we are trying to do through this is rectify that situation. We know in terms of the number of kids that go to university, there is just a handful of native people that are going out. The majority, the vast majority are white people. Now, if it was fair, if a similar number of native people were going to university as white people, we could understand and support a system or program that provided for everybody, but that is not the case. We are giving free student aid to native people so that their numbers can increase, so that should they ever get to the position where they are grade 12, or ready to go, there can be no...

MRS. SORENSEN: It is free now. It is free now. We are not changing anything.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston, to the amendment, please. We will deal with the motion.

MR. SIBBESTON: Now, Mr. Chairman, I think that the present program that is coming through, particularly the provisions in recommendation number five, without this amendment, is generous enough. We do not need the amendment...

CHAIRMAN (Mr. Fraser): We can talk about that after. Let us talk about the amendment first.

MR. SIBBESTON: Mr. Chairman, I must deal with the recommendation, because the amendment proposes to forgive a loan and I feel that it is fair for me to say that we do not need that provision, because the program as proposed is very generous as is.

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

High Echelons Of White Society Taking Advantage Of Aid

MR. SIBBESTON: Well, I was not finished. Now, I just want to say too, that as far as white students that get financial aid, it is not the masses of white people in the North that are taking advantage of the financial aid. It is not the lower class white people that are getting this financial aid. It is the top echelons of white society in the North. Government bureaucrats, people that are high up in industry, it is these people, the upper class of white people in the North, that are getting the financial aid. I say that they should not be getting this generous financial aid, because they are making enough money that their children can either pay for themselves or they can pay for their children's education.

Now, on the question of whether we should encourage students, who presently take advantage of the student aid program, to come north by forgiving them their loan, I say that they are welcome back. These students are welcome back without necessarily having to forgive them their loan. I say that if people have been in the North a number of years, depending on where they are experienced and where they have lived, they can contribute in a very meaningful way to northern society, but they ought not to come back just because their loans will be forgiven. They ought to come back because they like the North, they like the people, they like the land and can contribute in a meaningful way to northern society.

The other aspect, and a very important aspect, is that of native people in the North trying to get on their feet, in government and in business. Native people are just now emerging, and we do not want the system, as it were, clogged up with white people who are not going to let native people get into the system. This is what may happen if we encourage all the white students who go south to come back.

MRS. SORENSEN: What are you going to do? Shoot them?

MR. SIBBESTON: Their parents have had it good. Now you are suggesting that they come to the North, get jobs in government again and further clog up the system, to keep native people down or in a position where they may not get into government. So, I am concerned about that aspect.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. Mr. Curley, to the amendment.

MR. CURLEY: (Translation) Mr. Chairman, this motion, I cannot support it.

CHAIRMAN (Mr. Fraser): Now, now, this is it.

MR. CURLEY: (Translation) It is that when...

MRS. SORENSEN: He is giving you a line now, boys. Listen, now.

MR. PATTERSON: Shame, shame!

MR. CURLEY: (Translation) ...in very small communities, if I would have some doubts today that the federal government would not pay for me, and that they could not be paid again by the government, they would have to make a loan that -- just what Dennis Patterson said on the motion. He stated that education can pay more to the student aid, and Mr. Patterson's and Mr. Sibbeston's motion -- it does not have to be like that. In the northern part of Canada, if education was running really good in northern -- the government does not pay for it. There seems not to be anything like that. I cannot support the motion.

CHAIRMAN (Mr. Fraser): To the amendment. Are you ready for the question?
Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. The worst kind of poverty is poverty of the spirit...

MRS. SORENSEN: And the mind.

MR. MacQUARRIE: ...and I think that Mr. Sibbeston, in his statements, is demonstrating some of that.

MR. SIBBESTON: Just passing my...

Educated People Generate Opportunities For Others

MR. MacQUARRIE: There is no doubt at all that educated, productive people generate opportunities for many other people. It is not a matter of some being educated and preventing others from having opportunities. The events that we are faced with in the North will mean that a great many people, with a great many advanced skills, will be required in the Northwest Territories and either it will be the children -- our children -- the 97 who were born here and are now taking further education in the South, or the 74 who have taken at least 10 years of education in the North, or it will be some others who come from elsewhere that have no understanding and no sympathy with the North at all. Having these children come back to work here is not going to be detrimental to the North by any stretch of the imagination.

MR. SIBBESTON: It might.

CHAIRMAN (Mr. Fraser): To the amendment. Are you ready for the question?

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): Question being called.

MR. MacQUARRIE: Let it be a recorded vote, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Recorded vote. Mrs. Sorensen.

MRS. SORENSEN: I too would like it on the record that I really cannot accept some of the remarks that Mr. Sibbeston has been making. Mr. Sibbeston, Mr. Chairman, is promoting his own people and he does it well and I congratulate him for that...

MR. CURLEY: Speak for Lynda Sorensen.

MRS. SORENSEN: ...because I agree that native people need spokesmen at this point in time and you are a leader...

MR. SIBBESTON: Okay. That is what I am doing.

CHAIRMAN (Mr. Fraser): To the amendment.

MRS. SORENSEN: ...but what I do not understand is that it is always done by attempting to discredit white people.

MR. SIBBESTON: Must we think like you? Must we think like you?

MRS. SORENSEN: It does not make sense that you would attempt to better yourself at the expense of white students in the North. You do not need to do that. I am willing to support any motion that puts more money into the educational system to allow your people to take the education that they require...

CHAIRMAN (Mr. Fraser): To the amendment.

MRS. SORENSEN: ...to stay in school. I am willing to do that but I do not understand why you have this terrible need to discredit white students.

MR. SIBBESTON: Do we have to think like you?

CHAIRMAN (Mr. Fraser): To the amendment. Are you ready for the question? Mr. Patterson. To the amendment please.

Students Presently Benefiting Are Able To Pay

HON. DENNIS PATTERSON: Mr. Chairman, if the majority of students presently benefiting from the Northwest Territories grant and aid system are, in fact, the sons and daughters of people who are capable of making substantial contributions, at least for their living expenses, which I believe is true, if that is true then there will be a small proportion of students who will even have to apply for a Canada Student Loan. If they do apply and they have financial resources or their parents have financial resources, I believe certain information was already presented which shows that a family with two students in college earning \$27,000 would not likely be eligible for Canada Student Loans plan assistance. If the majority of students fall into this category, as I suspect they do, then there will be a relatively small number of students who will even require a Canada Student Loan. They will be able to pay their own living expenses over the year or their parents will be able to pay them. If their parents refuse to pay them, then they will be able to go out and work and after two years, be considered independent. Now, if there is such a small proportion of students, then really the group that we are talking about in this particular category are the people who are relatively poor.

MR. MacQUARRIE: Hear, hear!

Needy People Not Attaining Higher Education

HON. DENNIS PATTERSON: I think Mr. Sibbeston would agree that at least the way things are presently working, unfortunately, people who really come from needy circumstances in the Northwest Territories are not, for some reason, attaining higher education. I think my experience in university, unfortunately in law school anyway, is that it is the sons and daughters of the rich who get into university and into law school particularly.

MR. MacQUARRIE: Into law school, yes.

HON. DENNIS PATTERSON: So I guess what I am saying is that this forgiveness of loans is not going to apply to a large number of people, I believe.

MR. MacQUARRIE: Hear, hear!

HON. DENNIS PATTERSON: It will apply to the small segment of people who are needy and maybe they deserve some incentive to return to the Northwest Territories. I cannot help but feel that this is a reasonable provision and I have discovered that Manitoba, Alberta, British Columbia and New Brunswick also have similar provisions.

MR. CURLEY: Their own loans, not Canada Student Loans.

HON. DENNIS PATTERSON: You know I think, being quite candid, Mr. Chairman, even though recommendation five (a) is, I think, generous and more than generous, it is going to be seen as a great reduction. It is going to be seen as a significant burden on residents in the Northwest Territories because any time one is forced

to take away something that is already taken for granted, it looks like robbery, even though what is left may be quite generous. We have also recommended that eligible Inuit and Indian students participate in a program which no one denies is more generous and is based on criteria...

CHAIRMAN (Mr. Fraser): To the amendment. Let us keep on the amendment.

MR. CURLEY: Hear, hear!

MR. MacQUARRIE: He is right on it, Mr. Chairman.

CHAIRMAN (Mr. Fraser): He is off and on. Let us get to the amendment.

HON. DENNIS PATTERSON: I will try and get back on, Mr. Chairman.

MR. CURLEY: Dennis Patterson, Dennis Patterson. You are pleasing them not.

An Incentive For People To Return North

HON. DENNIS PATTERSON: These are not easy issues for any of us to resolve and my constituents are not all going to be eligible for the Indian Affairs program. In fact, contrary to what some Members might think, half of my constituents are not Inuit. I feel that this is something that is not going to cost us a lot of money but is going to be an incentive to those people and if you like, is going to be a concession. I do not mind saying that I think we have to give a little as well as take and I may be criticized by other Members of the committee for saying this...

HON. ARNOLD McCALLUM: Abstain and forget it.

MR. CURLEY: That is a complete change from your motion.

HON. DENNIS PATTERSON: ...but I considered the question of incentives for students to return and had rejected it because I felt that it would be difficult to collect from those who did not return. However, we do not have to worry about collecting from those who do not return because that is between them and the bank and the Government of Canada. That is one nice thing about the Canada Student Loans plan, if I may say so. So, all we have to worry about is modestly rewarding those who do return, who invest two years of their life in working in the Northwest Territories. I cannot see that that is something we should discourage. I think it is better to have long-term territorial residents...

HON. ARNOLD McCALLUM: Hear, hear!

HON. DENNIS PATTERSON: ...returning to work in the Northwest Territories than having...

HON. ARNOLD McCALLUM: Give it to them, Mr. Patterson.

HON. DENNIS PATTERSON: ...outsiders who have not lived here. I think that is the issue. There is going to be plenty of opportunities for the native people to work in the Northwest Territories. We have affirmative action programs and we could be doing more perhaps. I think we cannot neglect the long-term residents and I do not mind saying that I am going to vote in favour of this amendment even though...

CHAIRMAN (Mr. Fraser): Are you ready for the question?

HON. DENNIS PATTERSON: Thank you.

SOME HON. MEMBERS: Question.

MR. MacQUARRIE: Recorded vote.

CHAIRMAN (Mr. Fraser): Question being called. Recorded vote. I will just have the Clerk read the amendment.

CLERK ASSISTANT (Mr. Hamilton): The amendment is to add at the end of the second paragraph in recommendation five, to add "but that such loans be paid by the Government of the Northwest Territories on the basis of one year of loan repaid for each two years of work in the Northwest Territories following graduation."

Further Amendment To Motion To Accept Recommendation Five, Special Committee
On Education Recommendations On Student Aid, Carried

CHAIRMAN (Mr. Fraser): Recorded vote has been requested. All in favour, please stand. Mr. Clerk.

CLERK ASSISTANT (Mr. Hamilton): Mr. Patterson, Mr. Tologanak, Mr. McCallum, Mr. Wah-Shee, Mr. Braden, Mr. McLaughlin, Mrs. Sorensen, Mr. MacQuarrie, Mr. Stewart.

CHAIRMAN (Mr. Fraser): Down. Opposed, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Kilabuk, Ms Cournoyea, Mr. Curley, Mr. Noah, Mr. Sibbeston.

CHAIRMAN (Mr. Fraser): Down. Abstentions?

CLERK ASSISTANT (Mr. Hamilton): Mr. Arlooktoo, Mr. Pudluk.

MRS. SORENSEN: Well, wow! Well, wow!

MR. SIBBESTON: The Commissioner spoke to them.

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

---Carried

MR. MacQUARRIE: What an insult.

HON. ARNOLD McCALLUM: Order, Mr. Chairman, on a point of privilege.

CHAIRMAN (Mr. Fraser): Recommendation number five as amended.

HON. ARNOLD McCALLUM: I think you should be naming a Member. I do not think that is cricket.

MR. SIBBESTON: Mind your own business.

HON. ARNOLD McCALLUM: That is my business. I think the Member should be named for that, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Have you raised a point of privilege, Mr. McCallum?

HON. ARNOLD McCALLUM: Yes.

MRS. SORENSEN: He is a big boy.

MR. CURLEY: Big boy. Big boy.

HON. ARNOLD McCALLUM: Name the Member.

CHAIRMAN (Mr. Fraser): Mr. McCallum, a point of privilege. I did not hear anything.

MR. SIBBESTON: The Commissioner was talking to him too, so...

HON. ARNOLD McCALLUM: Mr. Chairman, I am a big enough boy and I can talk for myself. I do not need anybody else to talk for me. I say that the Member made a derogatory remark against a Member sitting in here and I am suggesting you name the Member.

MR. SIBBESTON: Mind your own business.

HON. ARNOLD McCALLUM: I will mind my own business. This is my business in here.

MR. SIBBESTON: Worry about yourself, not others.

CHAIRMAN (Mr. Fraser): I cannot comment, Mr. McCallum. I did not hear the remark. If I heard the remark -- I do not know who it was. If you want to name the Member, go right ahead.

MR. CURLEY: That is good, that issue.

HON. ARNOLD McCALLUM: Mr. Chairman, you are the one to name the Member, not me.

MR. CURLEY: Mr. Chairman, he forgot.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): I did not hear it. Recommendation five, as amended.

MS COURNOYEA: Question.

HON. DON STEWART: Question.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen.

MRS. SORENSEN: I have another amendment, Mr. Chairman.

HON. DENNIS PATTERSON: Oh, no.

MR. CURLEY: Oh Mr. Patterson, that is what you were asking for.

Further Amendment To Motion To Accept Recommendation Five, Special Committee
On Education Recommendations On Student Aid, Ruled Out Of Order

MRS. SORENSEN: It follows the first paragraph, after the word, "supplies" and it is as follows: And further, that the total amount granted not be considered part of the student's and/or family income for purposes of obtaining a Canada Student Loan. Mr. Chairman, the reason -- or is that in order?

CHAIRMAN (Mr. Fraser): Can I have a copy of that, please?

HON. DENNIS PATTERSON: A point of order.

MS COURNOYEA: Mr. Chairman, it is out of order.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen, your amendment is out of order. I suggest maybe you get together with somebody to determine whether you could bring it in order, but the amendment right now as it reads is out of order.

MRS. SORENSEN: For what reason, Mr. Chairman?

CHAIRMAN (Mr. Fraser): As I understand, Mrs. Sorensen, it is beyond the powers of this government to determine ultra vires, so I will have to rule it out of order. Mrs. Sorensen.

MRS. SORENSEN: It is my understanding, in reading the recommendation five, that it is the Northwest Territories government that sets the criteria.

MR. McLAUGHLIN: That is right. For the Canada Student Loans the...

MR. MacQUARRIE: A point of order, Mr. Chairman.

CHAIRMAN (Mr. Fraser): A point of order, Mr. MacQuarrie?

Discretionary Powers

MR. MacQUARRIE: It could be that something that occurred yesterday will resolve this, and that is, I had moved an amendment associated with recommendation number four that read -- I do not have a copy right now -- but essentially that wherever there are discretionary powers available to this government, that it use that power in a way that is most favourable to student applicants. I would suggest that that applies...

MR. CURLEY: Mr. Chairman, that is out of order.

MR. MacQUARRIE: ...that would cover the intent of Mrs. Sorensen's motion.

CHAIRMAN (Mr. Fraser): Was that a point of order or a point of privilege? Mr. Patterson, a point of order?

HON. DENNIS PATTERSON: Yes.

CHAIRMAN (Mr. Fraser): Point of order, Mr. Patterson.

HON. DENNIS PATTERSON: My point of order, Mr. Chairman, is that the motion is meaningless, because the Canada Student Loans plan criteria would consider the Northwest Territories student grant as income and it would consider the cost of transportation, tuition, books, and supplies as expenses. Therefore, one offsets the other, and the motion has no meaning.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen, I think we are going to have to maybe take a five minute break and get the Law Clerk working on this for just five minutes. Okay?

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. The committee will come to order. Mr. Sibbeston. Mrs. Sorensen, are you still presenting the amendment?

MRS. SORENSEN: I thought it had been ruled out of order.

CHAIRMAN (Mr. Fraser): I was waiting for a decision from the Law Clerk, but do you withdraw the amendment?

MRS. SORENSEN: No. I will wait for your decision.

CHAIRMAN (Mr. Fraser): Thank you. We will ask the Law Clerk then, why the amendment was ruled out of order. Mr. Johnson.

Assembly Cannot Set Regulations For Federal Government

LAW CLERK (Mr. Johnson): Recommendation number five is dealing with the Northwest Territories student grant and the amendment is purporting to set the standards which, as far as I understand, are set by the federal government, who administer the federal student grant plan. Now, I cannot see how this Legislature can purport to set the regulations for the federal government. So, in my view, it would be ultra vires of this Assembly to attempt to do what this amendment is doing.

HON. DENNIS PATTERSON: Hear, hear!

CHAIRMAN (Mr. Fraser): Thank you, Mr. Johnson. Mrs. Sorensen.

MRS. SORENSEN: Could I have further clarification then? What about the third paragraph, Mr. Chairman, where, as I interpret, we are setting up our own means test here in the North? Could I move my amendment associated with that paragraph instead?

CHAIRMAN (Mr. Fraser): Mr. Johnson.

LAW CLERK (Mr. Johnson): Well, I think it would probably be best if you brought it as a separate recommendation, that this Assembly recommend to the federal government to treat -- and then go on as your motion suggests at the present time -- to incorporate what you are suggesting. That way it is a recommendation to the federal government to make a change in their regulations, but I think that it would fit better as a separate one, rather than under this recommendation.

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

MRS. SORENSEN: Okay. That would seem a logical thing, but I wonder if a Member of the committee could clarify, then, my question with respect to the third paragraph of recommendation number five.

CHAIRMAN (Mr. Fraser): First you have to withdraw your amendment.

MRS. SORENSEN: All right. I withdraw my amendment.

CHAIRMAN (Mr. Fraser): Thank you. You withdraw it. Now we are talking to the motion.

MR. CURLEY: Question. Question.

MRS. SORENSEN: Yes. Could a Member of the committee clarify whether the third paragraph, where we will set up a program for subsequent aid using the Canada Student Loans fund levels of aid -- now, does that mean we will apply our own means test? I wonder if a Member could clarify that for me.

CHAIRMAN (Mr. Fraser): Clarification. Mr. McLaughlin. He is not here. Mr. Curley, clarification, please.

MR. CURLEY: Yes. Yes.

CHAIRMAN (Mr. Fraser): Mr. Curley answers, "yes". Mrs. Sorensen.

Cost Of Territorial Means Test

MRS. SORENSEN: Has the committee devised the criteria yet or if it has not, has it made specific recommendations concerning that criteria? How much will the administration of a territorial means test cost?

CHAIRMAN (Mr. Fraser): Clarification. Mr. Curley.

MR. CURLEY: We will not know how much it is going to cost until we approve recommendation number five. Our recommendation is that the red book, "Canada Student Loans Guide", be used for that particular purpose. The Minister has already indicated that it would be premature to give an estimated cost analysis until such recommendations are approved, because he would be wasting his officials of their valuable time in going all through that until this recommendation is approved. So, if you would only approve this recommendation, they would be able to give you a quick answer tomorrow.

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

MRS. SORENSEN: The criteria in the Canada Student Loans plan is fairly stringent and does not at all take into account the higher cost of living in the North, of which...

MR. CURLEY: Well, you are getting isolation pay.

MRS. SORENSEN: ...of which we are all very aware of and certainly have spoken to ad nauseam in this Legislature. I wonder if the committee has taken that into consideration, and I would re-ask my question, does the committee have any recommendations concerning the Northwest Territories means test that would have to be developed for this subsequent aid?

CHAIRMAN (Mr. Fraser): Clarification. Mr. Curley.

MR. CURLEY: Well, surely our view as a committee was that the means test definitely must apply for anyone who applies for financial assistance. You should not give money away. The Executive Committee would likely have to approve the particular set of guidelines that we pretty well leave up to the Minister to work out. My position is still the same, that if I am going to be getting any money from the government, I must go through a means test and everyone should apply for that because those people who are going to take advantage of that -- why should they be ashamed of their money? What is wrong with revealing your money? Is it because the tax man might get at your benefits?

CHAIRMAN (Mr. Fraser): Mr. Patterson, do you want to give further clarification on that question?

Discretion On Levels Of Aid

HON. DENNIS PATTERSON: Yes, Mr. Chairman. As Mrs. MacKillop said the other day in explaining the Canada Student Loans plan, and as recommendation number five says, "...using Canada Student Loans fund levels of aid...", the Canada Student Loans fund permits provinces and the territories to set levels of aid

and to plug those levels of aid into the Canada Student Loans plan criteria in determining the amount of expenses that a student can claim when considering eligibility for a loan. What a motion, that was passed, said with regard to those levels of aid was that the Assembly be urged to -- where we have a discretion and we do have a discretion on levels of aid -- recommendation number eight covers increased levels of aid and does, I would suggest, if approved, recognize increased costs of living in the Northwest Territories -- that we could use that discretion to enlarge those weekly living allowances to the maximum so that the higher costs will be taken into account as they affect northern students.

There is no new means test criteria proposed by the recommendation. It fits within the Canada Student Loans criteria and only students who are eligible for the full Canada Student Loan would be further eligible for the maximum grant under the Northwest Territories plan. They would be eligible according to the calculation of expenses based on levels set by this government. Thank you, Mr. Chairman. I hope that answers the Member's question.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Are you ready for the question?

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called.

MR. SIBBESTON: Is it the motion or amendment?

CHAIRMAN (Mr. Fraser): It is the motion as amended. We had one amendment to the last two amendments.

MRS. SORENSEN: Recorded vote.

CHAIRMAN (Mr. Fraser): The motion as amended. Recorded vote. Thank you. We will read the recommendation as amended, the motion as amended. Mr. Clerk.

CLERK ASSISTANT (Mr. Hamilton): Recommendation number five: "That a basic Northwest Territories student grant be awarded to all students eligible under the present regulations 135-79, 'Student Grants and Bursaries Regulations', to cover transportation, tuition, books and supplies; that the next \$1800 of aid be awarded as a Canada Student Loan subject to the regulations of the Canada Student Loans plan but that such loans be paid by the Government of the Northwest Territories on a basis of one year of loan repaid for each two years of work in the Northwest Territories following graduation; that subsequent aid be awarded to eligible students as a Northwest Territories grant using Canada Student Loan fund levels of aid."

Motion To Accept Recommendation Five, Special Committee On Education
Recommendations On Student Aid, Carried As Amended

CHAIRMAN (Mr. Fraser): Thank you. Question has been called. A recorded vote was requested. All in favour, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. Tologanak, Mr. Curley, Mr. Noah, Mr. Sibbeston, Mr. MacQuarrie.

CHAIRMAN (Mr. Fraser): Down. Opposed, please stand. Abstentions. Please stand.

CLERK ASSISTANT (Mr. Hamilton): Ms Cournoyea, Mr. McCallum, Mr. Wah-Shee, Mr. Braden, Mr. McLaughlin, Mrs. Sorensen.

CHAIRMAN (Mr. Fraser): Recommendation five has been carried as amended.

---Carried

We will now move to recommendation seven. Who is moving that motion? Mr. McLaughlin. Recommendation seven.

Motion To Accept Recommendation Seven, Special Committee On Education Recommendations On Student Aid, Carried

MR. McLAUGHLIN: Yes, Mr. Chairman. That the student financial aid appeal board be responsible for an annual review of levels of student aid and to recommend levels of aid to the Minister of Education. I will move that motion and speak to it.

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

MR. McLAUGHLIN: The basic intent of this is to be sure that there is an annual review of levels of aid so that we do not fall behind as we did before and have a level of aid of \$56 a week when you really need \$105 a week. It is fairly simple.

CHAIRMAN (Mr. Fraser): To the motion. Do I hear a question?

MR. MacQUARRIE: Question.

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

HON. GEORGE BRADEN: Mr. Chairman, given that a student is going to be able to make an appeal to the board even if he is being considered under the federal program, is it reasonable to assume that the appeal board is going to also do a review of the level of federal aid being offered and that it would make recommendations to the Minister of Indian Affairs?

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

MR. McLAUGHLIN: No, the purpose of this financial aid appeal board is strictly to deal with the aid given out by the Northwest Territories under our own ordinance.

CHAIRMAN (Mr. Fraser): Thank you. To the motion. Are you ready for the question? All in favour? Down. Opposed? Recommendation seven has been carried.

---Carried

Recommendation eight. Mr. McLaughlin.

Motion To Accept Recommendation Eight, Special Committee On Education Recommendations On Student Aid

MR. McLAUGHLIN: Thank you, Mr. Chairman. I will move recommendation eight: That the student financial aid appeal board consider the following levels of aid for 1981-82:

(1) Living allowance, weekly:

- | | |
|------------------------|-------|
| Single, at home | \$ 60 |
| Single, away from home | |
| Northwest Territories | \$105 |
| South | \$105 |
| One dependant | \$188 |
| Two dependants | \$228 |
| Three dependants | \$264 |
| Four dependants | \$305 |
- (2) Maintaining two residences, weekly. \$ 55
(3) Tuition: 100 per cent.
(4) Books and supplies: Actual costs up to \$250 per year.
(5) Child care supplement: Actual costs up to \$45 per child per week.
(6) Transportation: No change proposed.
(7) Excess freight: No change proposed.
(8) Clothing allowance: Included in living allowance.
(9) Tutorial assistance: On recommendation of dean or department head.
(10) Special equipment and clothing: When certified as necessary by the institution.
(11) Special services and contingencies: Special circumstances such as bereavement.
(12) Commercial pilot training: No change proposed.

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

MR. McLAUGHLIN: The purpose of this recommendation is to bring the present level of aid up to where the committee thinks it should be given the present cost of living and this would be the basis that the appeal board would work from from year to year to add on to that as the inflation or whatever changes.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. Mr. MacQuarrie. To the motion.

MR. MacQUARRIE: Thank you, Mr. Chairman. I have one minor amendment to number four.

CHAIRMAN (Mr. Fraser): Proceed with your amendment, Mr. MacQuarrie.

Amendment To Motion To Accept Recommendation Eight, Special Committee On Education Recommendations On Student Aid

MR. MacQUARRIE: Where it says, "Books and supplies, actual costs, up to \$250 a year", I will move that we amend the last part simply to read actual costs and drop the words, "up to \$250 per year".

MR. SIBBESTON: Why?

MR. MacQUARRIE: When I am allowed to speak to the motion I will tell you, Mr. Sibbeston. I know you can hardly wait.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Your amendment is in order. Proceed.

MR. MacQUARRIE: Thank you, Mr. Chairman. It simply accords with my personal view that we ought to be very concerned with education, that we ought to demonstrate our concern with education and Members will recall that earlier I had asked that a basic grant be given to all students of the Northwest Territories. In accordance with, again, my personal view, that we should have universal free education, I wanted to see tuition and books paid fully. Certainly, there are some students who enter programs where their books and

supplies cost more than \$250 a year. They will not make any money on this. I am simply asking that when they provide receipts for the books for their courses, that we consider that to be part of the basic grant.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Sibbeston. The removal of up to \$250. To the amendment.

MR. SIBBESTON: Mr. MacQuarrie said he was expressing his personal view. I thought we were here to tell of constituents' views. Now, on that point, I do not agree that there should be an unlimited amount for books and supplies, because I know that you can buy books when you go to university and buy all sorts of books that are not really required for your particular courses. You can spend thousands of dollars if you buy extra books that are on the subject...

CHAIRMAN (Mr. Fraser): Skin books.

MR. SIBBESTON: ...but not really required reading by the professors who give the courses. So, I do think there has to be a limit. Otherwise, I can see people spending \$500, \$600, \$700, \$800 and still insisting that the government pay it.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, to the amendment, please.

MR. MacQUARRIE: Yes. Just to clarify what I think is a misunderstanding, it certainly would mean to me that along with receipts, they demonstrate that the books they have purchased were required for the courses that they were enrolled in. If they are not able to do that, the money would not be paid for those books.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Curley, to the amendment.

Maximum Level Must Be Set

MR. CURLEY: Yes, to the amendment. I will vote against the amendment. This is a recommendation of the departmental advisory committee and we have not changed that. They felt it was important to have a maximum level. Mr. MacQuarrie would like students to go on a free ride if at all possible. Somewhere along the road we have to give some guidelines. The \$250 is enough to be supplied with all their requirements. If he wants extra funds to be given, he should surely be able to contribute himself, as a parent, \$250 more or so, or more if he could, to supply the other necessary books. So, I am against the amendment.

CHAIRMAN (Mr. Fraser): To the amendment. Do I hear question?

MS COURNOYEA: Question.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, to the amendment.

MR. MacQUARRIE: I would just point out that in recommendation five we did say that we would cover transportation, tuition, books and supplies. There was no qualifier and this would simply, if Members agree with this, it will make it consistent with what we have already voted.

CHAIRMAN (Mr. Fraser): To the amendment. Do I hear question? Ready for the question?

SOME HON. MEMBERS: Question.

Amendment To Motion To Accept Recommendation Eight, Special Committee On Education Recommendations On Student Aid, Defeated

CHAIRMAN (Mr. Fraser): All in favour? To the amendment. Down. Opposed? Down. The amendment is defeated.

---Defeated

To the motion.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Question is called. Mr. Patterson, to the motion.

HON. DENNIS PATTERSON: I just want to point out, Mr. Chairman, that what we are really dealing with here is recommendations to the student financial aid appeal board, which will make recommendations to the Minister of Education. So, it is not cast in concrete.

HON. ARNOLD McCALLUM: None of this is.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman.

Motion To Accept Recommendation Eight, Special Committee On Education Recommendations On Student Aid, Carried

CHAIRMAN (Mr. Fraser): Thank you. I hear question being called. To the motion. All in favour? Down. Opposed? Recommendation eight is carried.

---Carried

Recommendation nine. Mr. McLaughlin.

Motion To Accept Recommendation Nine, Special Committee On Education Recommendations On Student Aid, Carried

MR. McLAUGHLIN: Yes, Mr. Chairman. I will move recommendation nine: That students achieving a first class average, 80 per cent or equivalent, be eligible for scholarships up to \$500 during the first year of studies, based on grade 12 standing, or up to \$1000 in each subsequent year of studies.

CHAIRMAN (Mr. Fraser): To the motion. Recommendation nine. Ready for the question?

MR. MacQUARRIE: How about a little enlightenment?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. CURLEY: Opposed.

MR. McLAUGHLIN: The purpose of the recommendation is to give incentive and reward for students that achieve high academic averages.

CHAIRMAN (Mr. Fraser): Mr. Curley, to the motion.

MR. CURLEY: Mr. Chairman, I just want to point out to Mr. MacQuarrie -- in view of the substantial increase in forgiveness in loans being given to students, he may want to move that this recommendation nine be withdrawn.

CHAIRMAN (Mr. Fraser): To the motion.

HON. ARNOLD McCALLUM: Now make it 65 per cent. No sweat.

CHAIRMAN (Mr. Fraser): Are you ready for the question? All in favour?

HON. ARNOLD McCALLUM: Try 80 per cent.

CHAIRMAN (Mr. Fraser): Down. Opposed. Order. Recommendation nine is carried.

---Carried

Recommendation 10. Mr. Curley.

Motion To Accept Recommendation 10, Special Committee On Education Recommendations On Student Aid, Carried

MR. CURLEY: Thank you, Mr. Chairman. Recommendation 10. I move that unless otherwise specified, Canada Manpower levels of allowance apply to all vocational programs of less than 52 weeks.

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

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Question is called. All in favour? Down. Opposed? Recommendation 10 has been carried.

---Carried

Recommendation 11. Mr. Curley.

MR. CURLEY: Mr. Chairman, I would like the Minister to again make a reference to number 11. I believe he may have something to say on that, before I move the motion.

CHAIRMAN (Mr. Fraser): I take it you are not going to move the motion right at this time, Mr. Curley?

MR. CURLEY: Yes, Mr. Chairman. I think the Minister has something to say on that and then I will withdraw the motion.

CHAIRMAN (Mr. Fraser): How can he talk about it if he has not heard it?

MR. CURLEY: I believe he has an announcement on that.

CHAIRMAN (Mr. Fraser): We have to move it before we can discuss it.

Motion To Withdraw Recommendation 11, Special Committee On Education Recommendations On Student Aid, Carried

MR. CURLEY: Mr. Chairman, I will just withdraw recommendation 11, in view of the Minister's statement earlier this afternoon.

MR. McLAUGHLIN: It will take a motion to withdraw it, Mr. Curley.

CHAIRMAN (Mr. Fraser): You move that we withdraw recommendation 11 for the time being? All in favour?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed. Mr. Patterson, to the motion to withdraw.

HON. DENNIS PATTERSON: Yes. Thank you, Mr. Chairman. As I said earlier, when we were discussing recommendation five, the Executive Committee has decided within the last few days to provide the necessary money to accomplish the effect of recommendation 11, namely, to provide a percentage salary scale for classroom assistants in the teacher education program, which will give them substantially improved allowances while they are attending the teacher education program and provide an incentive to them to leave their employment and obtain further training as teachers. The details of that plan will be announced shortly, but I feel that the committee need not move that particular recommendation, since the government has already been able to act on it. Thank you.

CHAIRMAN (Mr. Fraser): To the motion. Do I hear question?

MS COURNOYEA: Question.

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Opposed? Carried.

---Carried

HON. ARNOLD McCALLUM: We have already withdrawn that.

CHAIRMAN (Mr. Fraser): I realize that, Mr. McCallum. I realize that I had called a vote and Mr. Patterson wanted to speak to the motion that was on the floor and I let him speak. Is that okay?

HON. ARNOLD McCALLUM: No, it was not.

CHAIRMAN (Mr. Fraser): Recommendation 12. Mr. Curley.

Motion To Accept Recommendation 12, Special Committee On Education
Recommendations On Student Aid

MR. CURLEY: Recommendation 12, Mr. Chairman. I move that the following special aid programs be adopted:

- (1) Priority occupations incentive grant: Awarded to persons prepared to enter programs leading to employment in priority or shortage occupations, and to encourage proportionate representation of particular groups in training and education; such occupations to be identified by the interdepartmental committee on the employment of northern residents or the Legislative Assembly.
- (2) Postgraduate studies grant: Awarded on the basis of academic achievement, and on the recommendation of the university, to encourage those capable of obtaining advanced degrees or entering research; applications for this award to be approved by the regional student aid board.
- (3) Native language/second language development grant: Awarded to students to encourage studies in their own language and to persons wishing to learn a second language; applications to be approved by a special committee on languages.
- (4) Other special aid programs to be added as the need arises and as recommended by the regional student aid board or the Legislative Assembly. This program would replace the present bursaries program.

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

MR. CURLEY: Mr. Chairman, I will leave that to the Minister to comment on. We have made some minor amendments as a committee, particularly the reference to the Legislative Assembly, that this Assembly should have a say as to what occupations are to be identified for this recommendation. Thank you.

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

New Programs Provided

HON. DENNIS PATTERSON: Mr. Chairman, the particular recommendations came in part from the government's task force report which was submitted in Baker Lake. Basically it allows the government, on recommendation of the Legislative Assembly, or the interdepartmental committee or the regional student aid boards to provide new programs; priority occupations where we would want to give particular incentives to encourage students to go into a particular field that is identified as being a priority field in the Northwest Territories such as wildlife officer training; postgraduate studies to encourage students to go beyond the undergraduate degree so that we might encourage students, for example, to enter law or medicine if they are recommended by the universities and appear capable of obtaining advance degrees.

Second Language Program

The native language/second language development grant would not only apply to students who want to study in their own language but also to persons wishing to learn a second language. This would apply, I would suggest, both to native students who might want to pursue studies in their own language but also to non-native students who might wish to learn one of the other languages in the Northwest Territories. Finally, part four would allow the government to add new aid programs to meet needs which may arise in the future which are not contemplated by any of these recommendations. I hope that explains the thrust of the recommendation.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): To the motion. A question is called. All in favour?

HON. TOM BUTTERS: Question, a question.

CHAIRMAN (Mr. Fraser): Mr. Butters, did you have a question to the motion?

HON. TOM BUTTERS: Yes, I did, Mr. Chairman. On the first section, I wonder if the Minister might define the words "and to encourage proportionate representation of particular groups in training and education."

CHAIRMAN (Mr. Fraser): Mr. Curley.

MR. CURLEY: I think he is directing that question to the Minister, I believe. Did you not?

CHAIRMAN (Mr. Fraser): Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, as Mr. Patterson spoke to this recommendation, I thought that possibly he might just answer that. Yes, sir.

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

Certain Occupations Are Not Pursued

HON. DENNIS PATTERSON: Mr. Chairman, I think that what the committee and perhaps the government task force had in mind when they made these recommendations was that there are certain occupations whereby particular groups of people in the Northwest Territories, who may be specially suited to those occupations, might not be pursuing them. I can think of occupations, for example, which require

skills in communication and abilities in communicating in one or more of the native languages in the Northwest Territories, where it would be desirable to encourage persons who speak native languages to obtain training or education in a particular field which depends heavily on ability to communicate. This would be, I would suggest, something that could be recommended by the Legislative Assembly. I am thinking of areas such as interpreters, translators, perhaps wildlife officers, although I am not sure whether that would apply, if that answers the Member's question.

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

HON. TOM BUTTERS: Thank you, sir.

CHAIRMAN (Mr. Fraser): Are you ready for the question?

AN HON. MEMBER: Question.

Motion To Accept Recommendation 12, Special Committee On Education
Recommendations On Student Aid, Carried

CHAIRMAN (Mr. Fraser): A question is called. All in favour? Down. Opposed? Recommendation 12 has been carried.

---Carried

Recommendation 13. Mr. McLaughlin.

Motion To Accept Recommendation 13, Special Committee On Education
Recommendations On Student Aid

MR. McLAUGHLIN: Yes, Mr. Chairman. I move recommendation 13. It is recommended that sponsorship under the trainee program to full time institutionally based programs, that is, programs requiring 50 per cent or more of the trainee's time in any 12 month period, be limited to persons with a minimum of three years attachment to the Government of the Northwest Territories work force except when a priority occupation is identified. It is also recommended that trainees who are recruited as new entrants to the Government of the Northwest Territories work force be eligible for sponsorship to one semester or four months of institutionally based studies each year at trainee salary rates. It is also recommended that the level of aid be:

- (1) Trainee salary: No change proposed.
- (2) Maintaining two residences: \$55 per week.
- (3) Tuition: 100 per cent.
- (4) Books and supplies: Nil.
- (5) Child care supplement: Actual costs up to \$45 per child per five day week.
- (6) Transportation: No change proposed.

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

MR. McLAUGHLIN: Yes. This is a fairly straightforward recommendation which was basically adopted by us from the original recommendations given to us at Baker Lake. It does two things. First, it changes the amount of time in the 12 month period. It also changes the levels of aid in a few areas in line with our recommendation eight.

CHAIRMAN (Mr. Fraser): Thank you. To the motion. Recommendation 13. Do I hear a question? All in favour?

HON. ARNOLD McCALLUM: Not yet. I have one you know.

CHAIRMAN (Mr. Fraser): Mr. McCallum. You have got to be fast. To the motion.

HON. ARNOLD McCALLUM: Just call me Speedy Gonzales. Just as a point of information, Mr. Chairman -- that any person regardless of racial background would have to be working with the government for three years before they would be able to take a full time institutionally based program unless it were a priority occupation. Does that mean that native people have to wait three years in order to take a particular course under this particular recommendation?

CHAIRMAN (Mr. Fraser): Thank you. Mr. Curley. Clarification. Information.

Recommendation 13, Special Committee On Education Recommendations On Student Aid, Withdrawn

MR. CURLEY: Mr. Chairman, we were advised today that we should withdraw this particular motion on recommendation 13, and I did send a small note to Bruce McLaughlin. He must have lost it or something, that we actually should withdraw it. He might want to proceed with withdrawing the recommendation.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin, do you want to withdraw that recommendation?

MR. McLAUGHLIN: Yes. Perhaps Mr. Patterson should explain the details on it first.

HON. ARNOLD McCALLUM: Just say "thank you" Duke and let it go at that. Okay?

CHAIRMAN (Mr. Fraser): Thank you, Mr. McCallum. The recommendation is withdrawn.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

Recommendation 14. Mr. McLaughlin.

Motion To Accept Recommendation 14, Special Committee On Education Recommendations On Student Aid

MR. McLAUGHLIN: I move recommendation 14. That student and trainee financial support schemes be consolidated within two broad plans: (1) A Northwest Territories student aid plan; and (2) An in-service training and development plan of the Government of the Northwest Territories.

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

MR. McLAUGHLIN: I think the motion is straightforward and explanatory.

MR. CURLEY: Agreed.

CHAIRMAN (Mr. Fraser): Agreed?

MR. CURLEY: Agreed.

CHAIRMAN (Mr. Fraser): Any questions? Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, again just a point of clarification. What is an "in-service training and development plan of the Government of the Northwest Territories"? Does that relate to recommendation 13?

CHAIRMAN (Mr. Fraser): Mr. Curley.

Integration Of Two Plans

MR. CURLEY: I was going to ask the Minister to explain that, because we adopted that recommendation from the advisory committee report which recommended that these two plans be integrated.

CHAIRMAN (Mr. Fraser): Mr. McCallum.

HON. ARNOLD McCALLUM: Well, Mr. Chairman, in view of the fact that it would seem to me that recommendation 13 would have been discriminatory toward native people in the Northwest Territories...

MR. CURLEY: Oh!

HON. ARNOLD McCALLUM: ...and since it has been removed, then I suggest that recommendation 14 deal with a Northwest Territories student aid plan.

CHAIRMAN (Mr. Fraser): Is that a motion, Mr. McLaughlin -- Mr. McCallum?

HON. ARNOLD McCALLUM: That is McLaughlin up there. He confuses everybody. He will even confuse you.

CHAIRMAN (Mr. Fraser): Mr. McCallum.

HON. ARNOLD McCALLUM: Well, I guess it is a point of information that if it in fact relates to recommendation 13, then I suggest that whoever moved recommendation 14, that they delete number two, the idea being to consolidate the two broad plans.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

HON. ARNOLD McCALLUM: He does not know.

MR. McLAUGHLIN: I will ask the Minister of Education to explain this. This is something that was given to us by the original committee.

CHAIRMAN (Mr. Fraser): Mr. Patterson.

Training And Education Schemes Kept In Hand

HON. DENNIS PATTERSON: Mr. Chairman, this is a recommendation that came from the interdepartmental task force on student aid which presented a report to us in Baker Lake. Basically the rationale behind recommendation 14 is that there are two kinds of educational-like activities going on in the government: One through the Department of Education and the student aid plan, and the other through the in-service training and development plan which is really administered largely by the Department of Personnel.

The basic rationale behind recommendation 14, was to try and keep these two hand in hand so that the kind of situation that developed, for example, with the TEP students who were, in effect, doing in-service training if they came to TEP as classroom assistants but who, because they got grants through education, really were allowed to significantly lag behind -- say apprentices -- who were essentially doing the same kind of thing and getting paid at much higher rates.

We wanted to try to avoid that sort of thing so that the training scheme and the education scheme would be kept more or less integrated and rationalized within general guidelines. So that is what that motion is trying to accomplish, if that helps the Member. Thank you, Mr. Chairman.

MR. CURLEY: Question.

Motion To Accept Recommendation 14, Special Committee On Education Recommendations On Student Aid, Carried

CHAIRMAN (Mr. Fraser): Thank you. Question being called. All in favour? Down. Opposed? Recommendation 14 is carried.

---Carried

Recommendation 15. Mr. McLaughlin.

Motion To Accept Recommendation 15, Special Committee On Education Recommendations On Student Aid, Carried

MR. McLAUGHLIN: Thank you, Mr. Chairman. I move recommendation 15: That the Student Grants and Bursaries Ordinance and its regulations be amended at the earliest possible date to incorporate the above noted recommendations.

CHAIRMAN (Mr. Fraser): To the motion.

MR. CURLEY: Question.

CHAIRMAN (Mr. Fraser): Are you ready for the question?

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): All in favour? Down. Opposed? Recommendation 15 is carried.

---Carried

Motion To Accept Report Of Special Committee On Education Recommendations On Student Aid As Approved With Amendments, Carried

The special committee on education, the report as a whole.

MR. MacQUARRIE: As amended.

CHAIRMAN (Mr. Fraser): As amended.

MR. CURLEY: Agreed.

AN HON. MEMBER: Progress.

CHAIRMAN (Mr. Fraser): All in favour? Down. Opposed? Down. The report is carried.

---Carried

Report progress I hear?

HON. ARNOLD McCALLUM: Mr. Chairman, we are not finished Education.

HON. DENNIS PATTERSON: Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. McCallum.

Bill 1-81(1), Appropriation Ordinance

HON. ARNOLD McCALLUM: Mr. Chairman, there is one section, as I understand it, of the Department of Education to finish, higher education. There are 15 minutes approximately. We can do it in five at the rate we have been going. I suggest that we finish the Department of Education.

MR. MacQUARRIE: Agreed.

MR. CURLEY: Sure. No problem.

HON. DENNIS PATTERSON: Sure.

CHAIRMAN (Mr. Fraser): Is it agreed that we finish the one paragraph?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

HON. ARNOLD McCALLUM: I should not have said anything. That is twice today, eh?

CHAIRMAN (Mr. Fraser): We will turn to page 17.06 in the main budget.

AN HON. MEMBER: Agreed.

Department Of Education, Higher Education, Total 0 And M, Agreed

CHAIRMAN (Mr. Fraser): Page 17.06, higher education, total 0 and M, \$1,194,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total 0 And M, Agreed

CHAIRMAN (Mr. Fraser): Thank you. Page 17.01. Total 0 and M, \$51,947,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

SOME HON. MEMBERS: Progress.

CHAIRMAN (Mr. Fraser): Do I hear progress?

SOME HON. MEMBERS: Progress. Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

MR. CURLEY: Yeah, yeah.

---Agreed

MR. SPEAKER: Mr. Fraser.

REPORT OF THE COMMITTEE OF THE WHOLE OF REPORT OF SPECIAL COMMITTEE ON EDUCATION RESPECTING STUDENT AID; BILL 1-81(1), APPROPRIATION ORDINANCE, 1981-82

MR. FRASER: Mr. Speaker, your committee has been considering the Report of the Special Committee on Education Respecting Student Aid, approved with amendments as recorded in the proceedings of this House, and Bill 1-81(1).

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

CLERK OF THE HOUSE (Mr. Remnant): The special committee on education will meet this evening at 7:30 p.m., in room 301.

MR. MacQUARRIE: Party I guess.

MR. FRASER: Free whiskey.

CLERK OF THE HOUSE (Mr. Remnant): Tomorrow, Members will recall that Akaitcho Hall has invited the Assembly to lunch at 11:45. For those Members who wish to go, there will be cars in front of the hotel at about 11:40. At 6:30 p.m., tomorrow night is a meeting of the Members' Services Board. I have been asked to advise that the standing committee on finance would like Members to be aware that its report regarding responding to non-renewable resource development will be on the order paper for Thursday's sittings. Copies of this document are in Members' tabled document file folder.

ITEM NO. 13: ORDERS OF THE DAY

Orders of the day, 9:30 a.m., Wednesday, March 11.

1. Prayer
2. Oral Questions
3. Questions and Returns
4. Petitions
5. Tabling of Documents
6. Reports of Standing and Special Committees
7. Notices of Motion
8. Motions
9. Notices of Motion for First Reading of Bills
10. Introduction of Bills for First Reading
11. Second Reading of Bills
12. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters: Bill 1-81(1); Ninth Report of the Standing Committee On Finance
13. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. The hour being now 6:00 p.m., this House stands adjourned until March 11th at 9:30 a.m., at the Explorer Hotel.

---ADJOURNMENT

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