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# The Yukon Legislative Assembly

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Debates & Proceedings

**Tuesday February 24, 1976**

Speaker: The Honourable Donald Taylor



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February 24, 1976

Whitehorse, Y.T.  
Tuesday, February 24, 1976

Mr. Speaker reads Daily Prayer.

Mr. Speaker: Madam Clerk, is there a quorum present?

Madam Clerk: There is, Mr. Speaker.

Mr. Speaker: I will now call the House to order.

## ROUTINE PROCEEDINGS

### DAILY ROUTINE

Mr. Speaker: We will proceed with Daily Routine. Are there any documents or correspondence for tabling this morning? The Honourable Member from Whitehorse Porter Creek.

Hon. Mr. Lang: Yes, Mr. Speaker. I have for tabling the Yukon Housing Corporation, Annual Report.

Mr. Speaker: Are there any further documents or correspondence for tabling? The Honourable Member from Whitehorse North Centre.

Hon. Mr. McKinnon: Mr. Speaker, I have for tabling this morning Sessional Paper number 3.

Mr. Speaker: Are there any reports of committees? Introduction of Bills? Are there any Notices of Motion or Resolutions? The Honourable Member from Whitehorse South Centre.

Mr. Hibberd: Mr. Speaker, I would like to give Notice of Motion, seconded by the Honourable Member from Whitehorse Riverdale, regarding Northern Canada Power Commission, and the Territorial Yukon Electrical Public Utilities Board.

Mr. Speaker: Are there any further Notices of Motion or Resolution? Are there any Notices of Motion for the production of papers? We will then proceed under Orders of the Day to the Question Period.

## ORDERS OF THE DAY

### QUESTION PERIOD

Mr. Speaker: Have you any questions? Mr. Commissioner.

Mr. Commissioner: Mr. Speaker, I have a verbal answer to a question that was asked February the 19th, by Mrs. Watson. May I proceed?

Mr. Speaker: Proceed.

Mr. Commissioner: Mrs. Watson asked in view of the current oil and gas activities in the waters off Yukon's northern coastline, what representation the Territorial Government has in the Beaufort Sea contingency planning task-force. The answer is although the Territorial Government has been invited to join the Task Force, it did not choose to send a representative to its first meeting which took place this last January.

We have arranged to receive agendas for all meetings and to be sent minutes and materials arising from those that we don't attend.

Mr. Speaker: The Honourable Member from Ogilvie.

### Question re: Yukon Artists

Ms. Millard: Mr. Speaker I have a verbal question for Mr. Commissioner. Of the artists who were approached to contribute to the new Government Building what percentage were Yukon artists? And could we have their names?

Mr. Commissioner: Could I have Notice on that Mr. Speaker. We'll gladly bring that answer

Mr. Speaker: The Honourable Member from Ogilvie.

### Question re: Costs re: Commissioner's Ball

Ms. Millard: Another question for Mr. Commissioner. Could we have the rundown of costs on the last Commissioner's Ball?

Mr. Speaker: Mr. Commissioner

Mr. Commissioner: Mr. Speaker, I would have to look into this, but I believe the Commissioner's Ball is sponsored by the Klondike Visitors Association. So I think the question would have to go to them, to get the costs. If the Honourable Member wants to know what



costs were incurred by the Territorial Government in the attendance of people from the Territorial Government, I can give you that cost. But as far as the cost of the Ball is concerned, I haven't got a clue.

**Mr. Speaker:** The Honourable Member from Ogilvie.

**Ms. Millard:** Yes, Mr. Speaker, he has understood the question properly. It is the cost of the Territorial Government, the flight up and etcetera, hotel rooms.

**Mr. Speaker:** The Honourable Member from Whitehorse South Centre.

**Question re: Northern Lights Day Care Centre**

**Mr. Hibberd:** Yes, Mr. Speaker. I have a question for the Minister of Health, Welfare and Rehabilitation. The Northern Lights Day Care Centre has apparently been forced to vacate their present facility. I am wondering what is the Yukon Territorial Government doing to assist this centre in relocating or operating their facilities to an adequate level?

**Mr. Speaker:** The Honourable Member from Whitehorse West.

**Hon. Mrs. Whyard:** Mr. Speaker, as the Honourable Member knows, this day care centre is a privately-operated, commercially-operated service, to parents who pay a fee to have their children cared for while they are at work. Therefore it's not the responsibility of this Government to find them premises.

However, we have been most sympathetic to their plight, and have been in discussion with the staff members at the centre, in an endeavour to try and help them find another location. We're hopeful that their problem may be a temporary one because the structure they've been occupying requires major repairs, Mr. Speaker.

If it is possible to see that these repairs are carried out in the next month or two, we hope that the day care people will be allowed to return.

I'm afraid there's very little more that we can do to assist them, at this time. Except with moral support.

**Mr. Speaker:** The Honourable Member from Klondike?

**Question re: Report on Granite Canyon**

**Mr. Berger:** I have a question for Mr. Commissioner. In the recent information coming from the Department of Tourism and Information, it was said that a preliminary report on the Granite Canyon was completed, and I was wondering if this report could be made available to this House?

**Mr. Speaker:** Mr. Commissioner?

**Mr. Commissioner:** Mr. Speaker, I wonder if the

Honourable Member would be kind enough to supply me privately with the information piece that he is referring to, and if the information is indeed available, why I will certainly see that it is brought forward.

**Mr. Speaker:** Would that be agreeable?

**Mr. Berger:** Yes.

**Mr. Speaker:** The Honourable Member from Hootalinqua?

**Question re: Equipment in Teslin School**

**Mr. Fleming:** Yes, Mr. Speaker, I have a question for the Minister of Education. From phoning my school board—not my school board, but the Teslin School Board last night, I found they are a little concerned as to some equipment that has come down to the Teslin School and is being placed in there, and their actual concern is the position is being put in the school, the potter's wheel is put into the area of the foyer where you put your shoes and boots, and there's something else is being put in the washroom, and the band saws and this type of equipment, which is very dangerous, are now in the kindergarten room, and are being placed there by somebody, plug-ins and everything being put in, and I'm just wondering—my question is, who decided that this was the place it should go, and is it a permanent thing in the school and why?

**Mr. Speaker:** The Honourable Member from Whitehorse Porter Creek?

**Hon. Mr. Lang:** Mr. Speaker, I would hope that it is not a permanent arrangement. From the description the Honourable Member has given me, if he would be so kind as to let me take this under advisement and I will find out what is going on down in the Teslin School.

**Mr. Speaker:** The Honourable Member from Ogilvie?

**Question re: Testing for Dawson City Dump**

**Ms. Millard:** Mr. Speaker, a question for the Minister of Local Government. Could he give us a rundown on how much testing the Territorial Government has done on the new location of the dump in Dawson City? Things like soil testing, drill holes, to see whether or not any seepage will go down into the Klondike River?

**Mr. Speaker:** The Honourable Member from Whitehorse North Centre?

**Hon. Mr. McKinnon:** I believe, Mr. Speaker, that that is not the Territorial Government's responsibility, but rather the responsibility of the Department of



Environment. I would be happy to use the offices of the Department of Local Government to get whatever information has been acquired from the Department of the Environment for the Honourable Member.

**Mr. Speaker:** The Honourable Member from Hootalinqua?

**Question re: Contract for Flight to Schefferville**

**Mr. Fleming:** Yes, Mr. Speaker, I have another question for the Minister of Education. Has the flight to Schefferville for the Arctic Winter Games been signed yet with the P.W.A., or whoever it is that is taking the children out?

**Mr. Speaker:** The Honourable Member from Whitehorse Porter Creek?

**Hon. Mr. Lang:** Yes, it has Mr. Speaker.

**Mr. Speaker:** The Honourable Member from Hootalinqua?

**Question re: Study of Revenue to Federal Government**

**Mr. Fleming:** Yes, I have a question for Mr. Commissioner.

I'm wondering due to all the taxes and so forth and so on, and realizing we have a federal government who is funding so much to the Territory for everything that is done here, I am wondering if there ever has been a study made as to how much revenue actual revenue from the Yukon Territory goes to the federal government in all aspects of income tax, national resources and so forth and so on, if they have ever made such a study. If they do know, and if it could be public knowledge, if possibly we could have those figures?

**Mr. Speaker:** Mr. Commissioner?

**Mr. Commissioner:** Mr. Speaker, from time to time I have seen, you know, what purports to be an analysis of this type of thing, and I don't think that it would be an improper thing for me to say that some level of information is available and I will be happy to bring that level of information forward, whether or not the question of totality would be answered to the member's satisfaction, I don't know, but such information as is available to us, we will certainly be only too happy to bring forward.

**Mr. Speaker:** The Honourable Member from Pelly River?

**Question re: Restrictions on Private Insurance Companies**

**Mr. McCall:** Thank you, Mr. Speaker. I would like to ask a question of the Commissioner. In view of the increases over the last few years of insurance company rates for various policies which are applied for by various residents of the Yukon, is there any con-

sideration being given by this government to enforce restrictions on insurance companies working and operating in the Yukon, and the gouging that is going on to the residents in the Yukon?

**Mr. Speaker:** Mr. Commissioner?

**Mr. Commissioner:** Mr. Speaker, is it a reasonable assumption that the Honourable Member would be suggesting, or his question would be had there ever been any consideration in the administrative level of government to policing or enforcing a ceiling on insurance rates? Is that really what his question is?

**Mr. Speaker:** The Honourable Member from Pelly River?

**Mr. McCall:** Thank you, Mr. Speaker. That is partly part of my question, the second part is is any legislation being considered at this point in time, because the escalating costs of insurance is getting way out of hand where people are not even getting insurance any more.

**Mr. Speaker:** Mr. Commissioner?

**Mr. Commissioner:** Mr. Speaker, to the very best of my knowledge, the only time there has ever been any discussion or consideration, either at the administrative level or at this Council table, was the last time this body dealt with an Ordinance that affected insurance companies, and to my knowledge, there has never been anything since that time, even contemplated by the administration, or any suggestion from the House here that such a thing should be contemplated, Mr. Speaker.

**Mr. Speaker:** The Honourable Member from Pelly River?

**Mr. McCall:** Thank you, Mr. Speaker.

All I am merely suggesting, Mr. Speaker at this time, is that the Commissioner would try to investigate the reasons why this substantial escalating cost this year as to last year. Last year it was 10 percent, this year it's over 50 percent in some cases.

**Mr. Speaker:** I must say that the Question Period is now ranging into a question of debate, and we would have to disallow that last statement.

Are there any further questions? The Honourable Member from Ogilvie?

**Question re: Indoor Sports Facility at Old Crow**

**Ms. Millard:** I have a question for the Minister of Education. Has the idea of an indoor sports facility for Old Crow been completely rejected, or is it still under consideration?

**Mr. Speaker:** The Honourable Member from Whitehorse Porter Creek?

**Hon. Mr. Lang:** Mr. Speaker, I — is it safe for me to assume that the Honourable Member is referring to a



gymnasium for the school at Old Crow?

Ms. Millard: Mr. Speaker, a gymnasium is a little large. They would be quite happy with an activity room, as long as it was inside and they could do something in it.

Hon. Mr. Lang: Well, my understanding was that there had been some talk of a gymnasium for Old Crow, and due to the financial constraints we are going through at the present time it was discussed and it was felt that we just couldn't launch into that program at this time.

I have sent a letter to that effect to the school committee of Old Crow as well.

Mr. Speaker: The Honourable Member from Hootalinqua?

**Question re: Poll Tax.**

Mr. Fleming: Yes, I have a question for Mr. Commissioner.

Possibly I could be wrong, and he might not even be able to answer it, but I feel that there was a time, some years back, that there was a type of tax, a type of poll tax in the Yukon Territory at one time, and does the Commissioner remember that, and could he more or less explain that to us? What it was at that time, and what happened to it?

Mr. Speaker: Mr. Commissioner?

Mr. Commissioner: Well, Mr. Speaker, this goes back quite a number of years. I believe that in the late 1950's, in fact I think I was a member of Council at the time, when the decision was made that the poll tax was a very discriminatory type of taxation and was not possible to equitably collect or administer the tax, and it was a decision of the Council at that time, and I'm quite confident it was around about 1958 or '59, Mr. Speaker, that the tax was eliminated.

Mr. Speaker: Are there any further questions?

We will then proceed to Motions, and we have Motion Number 5.

## MOTIONS

### **Motion Number No 5**

Mr. Speaker: It has been moved by the Honourable Member from Klondike, seconded by the Honourable Member from Pelly River, that it is the opinion of this House that Bill Number 8, entitled "The Public Service Commission Ordinance" be referred to a special committee consisting of three or five members of the Legislative Assembly with the authority to send for persons, papers and records and report back to the Assembly in 60 days.

The Honourable Member from Klondike?

Mr. Berger: I would like to move at this time to refer Motion number 5 to the Committee of the Whole for further discussion.

Mr. Speaker: Perhaps it would take another member to do that, but perhaps another member may wish to undertake this.

The Honourable Member from Whitehorse South Centre?

Mr. Hibberd: Mr. Speaker, I will so move that the Motion be moved into Committee of the Whole for further discussion.

Mr. Speaker: Is there a seconder?

Mr. McCall: I'll second that, Mr. Speaker.

Mr. Speaker: It has been moved by the Honourable Member from Whitehorse South Centre, seconded by the Honourable Member from Pelly River, that Motion number 5 be referred to Committee of the Whole. Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?

Some Members: Agreed.

Mr. Speaker: I shall declare that the Motion is carried.

### **Motion Carried**

Mr. Speaker: We will now proceed to Public Bills.

## PUBLIC BILLS

Mr. Speaker: May I have your pleasure at this time?

The Honourable Member from Whitehorse North Centre?

Hon. Mr. McKinnon: Mr. Speaker, I would ask concurrence of the House as we have a Motion before us dealing with Bill Number 8, that further processing of Bill Number 8 be put off until a day following.

Some Members: Agreed.

Mr. Speaker: The Honourable Member from Whitehorse West?

### **Bill No. 14, Third Reading**

Hon. Mrs. Whyard: I move, seconded by the Honourable Member from Porter Creek that Bill Number 14 be now read a third time.

Mr. Speaker: It has been moved by the Honourable Member from Whitehorse West, seconded by the Honourable Member from Whitehorse Porter Creek, that Bill Number 14 be now read a third time. Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?



Some Members: Agreed.

Mr. Speaker: I shall declare the Motion carried.

*Motion Carried*

Mr. Speaker: Are you prepared to adopt the title to the Bill?

Hon. Mrs. Whyard: Mr. Speaker, I move, seconded by the Honourable Member from Porter Creek, that Bill Number 14 do now pass and that the title be as on the Order Paper.

Mr. Speaker: It has been moved by the Honourable Member from Whitehorse West, seconded by the Honourable Member from Porter Creek, that Bill Number 14 do now pass and that the title be as on the Order Paper.

Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?

Some Members: Agreed.

Mr. Speaker: I shall declare that the Motion is carried, and that Bill Number 14 has passed this House.

*Motion Carried*

Mr. Speaker: May I have your further pleasure?

Mr. McCall: Mr. Speaker, I move that Mr. Speaker do now leave the Chair, and the House resolve in a Committee of the Whole for the purpose of considering Bills, Sessional Papers and Motions.

Hon. Mr. Lang: I will second that, Mr. Speaker.

Mr. Speaker: It has been moved by the Honourable Member from Pelly River, seconded by the Honourable Member from Pelly River, seconded by the Honourable Member from Whitehorse Porter Creek, that Mr. Speaker do now leave the Chair, and the House resolve in a Committee of the Whole for the purpose of discussing Bills, Sessional Papers and Motions.

Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?

Some Members: Agreed.

Mr. Speaker: I shall declare that the Motion is carried.

*Motion Carried*

Mr. Speaker leaves Chair

COMMITTEE OF THE WHOLE

Mr. Chairman: I now call this Committee to order and declare a brief recess.

*Recess*

*Motion Number Three*

Mr. Chairman: I will now call this Committee to order. We will proceed with the discussion of Motion Number Three.

Moved by the Honourable Member from Klune, seconded by the Honourable Member from Whitehorse Riverdale.

Whereas Motion Number One of this Legislative Assembly, calling for the establishment of a Yukon Power Corporation has yet to be effected and whereas in the development of the Aishihik and other existing planned projects by the Northern Canada Power Commission, expenditures have been incurred in respect of: (a) compensation for Native Land Claims interests, (b) environmental research and safe guards (c) costs arising from archaeological work, (d) costs associated with preliminary research towards future hydro projects in the Yukon, (e) cost over-runs incurred by the Federal Government through N.C.P.C. as a result of engineering or other management errors or deficiencies and (f) advantageous rate structures conferred on major resource industries which effectively have been subsidized by other Yukon consumers, all of which are the responsibility of the Federal Government.

Now, therefore, it is the opinion of this Legislative Assembly that the Government of Canada, should bear the cost of all expenditures incurred by the Northern Canada Power Commission in the development of projects which are attributable to National objectives. And the Legislative Assembly is further firmly of the opinion that (1) the Federal Government in the interests of developing the Yukon, should waive completely or at least reduce the rate of interest charged on money lent to Northern Canada Power Commission, to a reasonable level and (2) capital costs associated with excess capacity built into hydro development for future use, should be borne by Yukon consumers only when these excess capacities come into use.

Mrs. Watson.

Mrs. Watson: Yes, Mr. Chairman. The Motion Number One which we debated in this House the other day. I called the Motion for the future. This Motion today, is a Motion for now, for a problem that most of the consumers of electricity are facing in the Yukon today.

The Motion attempts to delineate the various points that have been brought forward in the debate prior to this, and by no means am I implying that the Motion is complete in itself. There has been a great deal of time spent on this Motion, I've had a great deal of assistance from members of this House and members of the Administration in drafting this Motion. I would certainly welcome any amendments that would make it even more effective. I would certainly hope that there will be amendments forthcoming to make this Motion much more effective than it is even at this stage.

The first part of the Motion. The whereas portion of



the Motion. I think is very important because it delineates the National objectives of the Government of Canada, as far as the natural resources, that they hold for the benefit of all Canadians. We are aware that in the Yukon Territory, the Government of Canada has some very specific national objectives and commitments for Yukon's natural resources.

The first one is the recognition and the endeavour by the Federal Government to extinguish land claims by the Indian people on land in the Territory. This is a national objective. This is a national commitment. We are saying since this is a national commitment, then the Government of Canada should be responsible for the cost of it. Not the consumers of electricity, of N.C.P.C. electricity in the Yukon.

We are not saying that individual Indian people who require compensation for the loss of trapping rights and this type of thing in the Aishihik project, should not be funded through the Aishihik. The compensation should not be charged to Aishihik. We are saying the whole concept, the claim that is being made, should be borne by the Government of Canada.

Environmental research and safe guards and we all realize that some of the safe guards that were required at Aishihik were standards that were set by Canada, not standards that were set by us. Therefore we felt that Canada should be bearing the costs for these.

Archaeological work the latest recommendation by the Water Board which is structured under an act of Canada and the majority of the people on the Water Board, are servants of the Government of Canada. The archaeological work will be done for the benefit of all Canadians, why should the Yukon consumers of that electricity pay for that work.

Preliminary research is done in the Yukon in many of the areas of the north by other branches of the Government of Canada. Why cannot preliminary research on the power project be borne by the government of Canada? When you get into the more specific research, certainly the N.C.P.C. should pick up the costs and pass it on to the consumer, but the general, and I am sure that there are reports and research somewhere on file in Ottawa to cover most of the projects that N.C.P.C. is even considering presently, and they embark upon another one at our expense.

Cost over-runs as a result of engineering or other management errors or deficiencies, this is one area where we are assuming a great deal and (e) could only be accomplished if there was a public inquiry. If there are—if there were errors in expenditures, if mismanagement is proven, but this has to be proven to a public inquiry. If these things are in fact proven, then certainly the consumers of the Yukon should not have to pay for those errors and for that mismanagement. And again, the advantageous rate structure that is given to major resource industries, and we realize this is happening in the Territory; we know that we have to have a demand structure, demand supply of electricity for these industries, and yet all of the consumers are paying for that basic supply. Should not the industries be paying a greater share?

We are saying the Government of Canada has made arrangements with these companies for the development of the natural resources. Should not then

the Government of Canada, making arrangements with these companies, so that they can assume a greater share of the costs of the hydro development? These are national objectives. Canada should be paying that part of the bill.

We are also recommending in the Motion that the rates of interest that we are being charged really are quite prohibitive. When you think that 20,000 people are going to have to pay, not only repay the capital, but also the interest. When you are looking at interest of 10, 11, 12 per cent on millions of dollars, we realize the burden that the interest alone will mean in our hydro costs. And then, this is for the future too, investments in the development of a larger power project than we need at the present time. The whole cost, which incidentally is very good for the planning of the development, the future development of the Yukon, the whole cost of that type of a project should not be borne by the users today. It should only be borne—the people who use the electricity should only have to pay for the share of that project that they are using.

Mr. Chairman, while this Motion, and I sincerely hope that the Minister does recognize and study the points that we have made in this Motion, because they are very, very valid points, and I hope that he will see his way clear to make accommodations on the Aishihik project, and in the administration and operation of N.C.P.C. in the Yukon, on the basis of the points that we are making here.

But I would also like to point out that this will not solve the problems for all hydro and electricity consumers in the Yukon Territory. I have to bring this forward. Many of my constituents will be helped by this, but many of my constituents, and many of your constituents will still be paying the high rates because they are on straight diesel generation. This does nothing to attack that problem, and I think we are going to have to attack that problem sooner or later in this Chamber.

However, this is a Motion for now, and will certainly—could well help a great many people in reducing their power bills.

Thank you Mr. Chairman.

Mr. Chairman: Thank you, Mrs. Watson.  
Mr. McCall, will you assume the Chair?

(Mr. McCall assumes the Chair)

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Mr. Chairman, as seconder of the Motion Number 3, certainly I'm in full support, but I believe this Motion encompasses most of the points as discussed in Motion number 1 last Thursday, and certainly we identified the cost and quest of national objectives should be deducted from the Aishihik project. I think that there should be a complete elimination, or certainly a maximum reduction of interest rates.

Certainly if this country can loan money to countries like Cuba almost interest free, then they can certainly do something for the north to the same degree.

I would hope that this Motion could possibly be



amended, or be considered — we are calling for an independent inquiry by a Supreme Court Judge, and I hope that this Motion does not detract from action as I requested in the form of a Yukon Power Authority, or whatever form it takes, be it a Territorial or Crown corporation or a Territorial Crown corporation in partnership with private industry, because certainly I feel that action still holds the key for our independent future and control of resources.

**Mr. Chairman:** Thank you, Mr. Lengerke. Mr. Taylor?

**Hon. Mr. Taylor:** Mr. Chairman, I would just like to say at the outset that I certainly support the Motion, and I no doubt would support the amendment that perhaps may come to the Motion, as outlined by the Honourable Member from Whitehorse Riverdale.

It seems to me though that the import, as the Honourable Member from Kluane stated at the outset of her remarks, the import is that we have got to do something for today, as well as looking at tomorrow, and I really don't know what we are talking about in terms of dollars and cents, but when the N.C.P.C. come to us and say hey, we have got to raise your consumer rates for power, of course everybody gets pretty disturbed, and I believe a 40 percent increase was forecast.

Now, it seems to me that it is clearly obvious that a subsidy is really not the answer, and perhaps a moratorium is not the answer, inasmuch as somewhere along the line this money has to be raised. So, perhaps, if we can convince Canada that indeed they have an obligation in terms of costs incurred in the Aishihik development of hydro power, then we perhaps are looking at several millions of dollars, and if these several millions of dollars, if this be the case, can be returned to N.C.P.C. from the federal government by repayment, then indeed I can see no reason why the N.C.P.C. should not be able to make an adjustment in the proposed power increases, thereby reducing, hopefully today or tomorrow, immediately in any event, the percentage increase that has been proposed. It's my hope that this could be achieved.

I think it's important too, while we are on the subject, that any future consideration of hydro power projects in the Yukon, no matter their size or consequence, that in respect of them, I think that the Government of the Yukon Territory should be involved in almost all phases of endeavour in terms of the creation of these projects. I think we should be consulted, and we should be knowledgeable on a day-to-day basis as to what is being — what is going to happen.

And it seems to me, and it seems to anyone else in the Territory that I have discussed this subject with, that the Yukon is soon going to need a major hydro power development, and indeed studies have been made, and it would appear that perhaps the Pelly River will afford the location for this development. And I know, and I have been told by some economists, that as a result of Ramsden's Studies, and Ramsden was the district engineer with the Water Resources Branch, of the federal government, and he wrote a report and presented it, I believe it was at the - First Resources Conference here in Whitehorse, the very first one ever

held in 1963, and he outlined all the potentials, the megawatt potentials of all these projects, these major projects. At that time, the economists tell me, if a hydro power project had been undertaken of such a magnitude as to permit the export of power from the Yukon Territory to places perhaps in the United States, flowing through a grid in British Columbia, that perhaps the sale of the excess power would have covered the total capital cost of the hydro power project.

These are speculations and assumptions on behalf of the economists I talked to. Whether or not that in fact is possible today, I really couldn't tell you, I have no means by which to base an assessment on this. I think these are important considerations, and most important of all, of course, is trying to recover from Canada, sufficient funds to cover the outlines — the matters outlined from (a) to (f) in this Motion. I would certainly urge the support of all members, which I hope will happen for this Motion, and would hope that — I see the Chairman of the N.C.P.C. sitting with us today, Mr. Chairman, and I would hope that he would convey the message to his colleagues and to the Minister, who indeed will not doubt have to make the political decision in this regard.

**Mr. Chairman:** Thank you, Mr. Taylor. Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, in respect of what the Honourable Members have brought forward, I would like to propose certain amendments. Moved by myself, seconded by Mr. Berger, that Motion Number 3 be amended in the second paragraph,

"Whereas in the development of the Aishihik and other existing and planned projects by the Northern Canada Power Commission, expenditures have been"—and I would add, "or will be incurred", the addition of the three words "or will be".

In addition, "And the legislative Assembly is firmly of the opinion that:

(1) The Federal Government, in the interests of developing the Yukon, should eliminate the rate of interest charged on money lent to the Northern Canada Power Commission.

I am deleting, "or at least reduce".

**Mr. Chairman:** Would you go through the amendments again, Mr. Hibberd, please?

**Mr. Hibberd:** I will give them to you after I have gone through them.

(2) Capital costs associated with excess capacity built into hydro developments for future use should be borne by Yukon consumers only when these excess capacities come into use.

Or, the excess power be sold on an interruptible basis at a reduced rate until needed for primary purposes, and I would add:

(3) The Federal Government at this time undertake a formal public inquiry into the Aishihik power project and other areas of N.C.P.C. operations.

**Mr. Chairman:** Was that your complete amendments, Mr. Hibberd?



Mr. Hibberd: Yes, Mr. Chairman.

Mr. Chairman: I would like to see that in writing, please.

Hon. Mr. Taylor: I'll second that, Mr. Chairman.

Mr. Chairman: I believe it's already been seconded, Mr. Taylor.

With the concurrence of committee, I will attempt to read out these amendments. The Motion on the amendments was made by Mr. Hibberd, seconded by Mr. Berger.

"WHEREAS in the development of the Aishihik and other existing and planned projects by the Northern Canada Power Commission, expenditures have been or will be incurred in respect of", that's your first amendment.

The second part of the amendment,

"(2) Capital costs associated with the excess capacity built into hydro development for the future use shall be borne by Yukon consumers only when these excess capacities come into use, or the excess power be sold on an interruptible basis at a reduced rate until needed for primary purposes".

Hon. Mr. Lang: Mr. Chairman, could I say something? I think you have forgotten something in number 1, is it not, where it says "you eliminate the rate of".

Mr. Chariman: I'm sorry, you're correct there, Mr. Lang.

Hon. Mr. Lang: Because I have a few questions on the following.

Mr. Chairman: If you bear with me, I'll go back to it.

In Item 1, it reads "And the Legislative Assembly is firmly of the opinion that the Federal Government, in the interests of developing the Yukon, should eliminate the rate of interest charged on money lent to Northern Canada Power Commission and capital costs associated with the excess capacity built into the hydro development for the future use and should be borne by the Yukon consumers only when these excess capacities come into use".

That's what I missed out before?

Hon. Mr. Lang: Yes.

Mr. Chairman: And further, in (3), "That the federal government at this time undertake a form of public inquiry into the Aishihik project and other areas of N.C.P.C. operations".

Is that your language, Mr. Hibberd? That is the amendment. Any questions on the amendments or discussion? Mr. Fleming?

Mr. Fleming: Yes, Mr. Chairman, I was just wondering whether the last paragraph in 3 really has very much—"a federal government inquiry", other than if it was under the Canada Inquiries Act, other

than just the formal saying that you want a government inquiry, because it gives many loopholes, whereas they could have an inquiry and they don't have to do too much to have an inquiry, but under the Canada Inquiries Act, they have to produce all information.

Mr. Chairman: Mr. Taylor.

Hon. Mr. Taylor: The Honourable Member makes a very valid point, Mr. Chairman. An informal inquiry may not have the compulsion to call witnesses, whereas perhaps the Honourable Member has suggested—

Mr. Chairman: Mr. Hibberd.

Mr. Hibberd: A point of Order. I would request that you read the amendment for clarification of the speaker. Would you re-read the amendments for the clarification of the speaker.

Mr. Chairman: You want me to re-read the amendments

Mr. Hibberd: Yes for the clarification of the Speaker.

Mr. Chairman: That will be item 3? All of the amendments? Item 3.

The Federal Government at this time undertakes a formal public inquiry into the Aishihik project and other areas of the N.C.P.C. operation. Yes, Mr. Taylor.

Hon. Mr. Taylor: Yes, this is the point. It is important that when the inquiry into N.C.P.C. is undertaken, in view of the importance and the nature of the problem, that the investigating committee or commission or whoever is running the inquiry, should have some judicial backing, because it should have the right and all the privileges of compelling witnesses to appear and give evidence under oath.

Mr. Chairman: Thank you, Mr. Taylor. Mrs. Whyard.

Mrs. Whyard: Mr. Chairman, I wonder if the mover of the amendments would care to explain to me, part of his amendment to Section 2, excess power to be sold on an interruptible basis at a reduced rate, etcetera. To whom, Mr. Chairman.

Mr. Chairman: Mr. Hibberd.

Mr. Hibberd: First of all with answer to Mr. Taylor's remarks. I think the words formal public inquiry were to include the point that you are trying to make. Secondly I think that the principle involved is, the excess power that is available would be used by the consumer for heating purposes during the winter months, when that power is needed by the consumer. The primary utilization of power is a continuing thing all year long, but there would be excess power required



by the Yukon consumer during the winter months.

Mr. Chairman: Yes, Mrs. Whyard.

Mrs. Whyard: This is what I was looking for, the Yukon consumer.

Mr. Chairman: Is there any further discussion on the amendment?

Are you prepared for the question?

Some Members: Question.

Mr. Chairman: Agreed?

Some Members: Agreed.

Mr. Chairman: Disagreed?  
Carried.

**Motion Carried**

Mr. Chairman: Mr. Lang.

Hon. Mr. Lang: I have another amendment to propose, maybe it's a minor point, but I think it should be included in the Motion. I'd like to see the amendment added at the end of the Motion to the effect and that this Resolution be conveyed immediately by the Speaker of the Assembly to the Minister of Indian Affairs and Northern Development. The Motion doesn't really have any direction, it should be said in the Motion.

Mr. Chairman: Could I have that in writing, Mr. Lang, please? By the time we finish, we will have another petition here. Amended by Mr. Lang reads...

Mr. Hibberd: Do you want me to second that?

Mr. Chairman: Yes, are you prepared to second this Mr. Hibberd? I will read it out as follows, I presume that this is on the end of 3.

Hon. Mr. Lang: Yes, right at the end of the Motion.

Mr. Chairman: And that this Resolution be conveyed immediately by the Speaker of the Assembly to the Minister of Indian and Northern Affairs. Any discussion on that amendment? Are you prepared for the question?

Some Members: Question.

Hon. Mrs. Whyard: Mr. Chairman, are you closing all discussion on the entire Motion now, with this question? Are you still on the amendment? Thank you, Mr. Chairman.

Mr. Chairman: Are you prepared for the question?

Some Members: Question.

Mr. Chairman: Yes, Mrs. Watson.

Mrs. Watson: Mr. Chairman, before we vote on the Motion.

Mr. Chairman: This is just the amendment.

Mr. Watson: I know. I would hope that you have a clean amended motion retyped so that everyone knows what they're voting on.

Some Members: Agreed.

Mr. Chairman: You're talking about Motion 3 with the amendments. Is this correct?

Some Members: Question.

Mr. Chairman: Agreed?

Some Members: Agreed.

Mr. Chairman: Disagreed. Carried.

**Motion Carried**

Mr. Chairman: I think that we should have a brief recess while we get this sorted out.

**Recess**

Mr. Chairman: I now call this Committee to order. While we are waiting for Motion 3 with the amendments being drafted up, I think we can proceed with further business, so therefore I hand it back to you, Mr. Hibberd.

(Mr. Hibberd Resumes Chair)

Mr. Chairman: We will proceed with Bill Number 2. We are in Schedule A, Department of Education, Establishment number 304. I see that the Minister is not in the House at the present time.

Page 19, Establishment - sorry, Page 21, Establishment 304, French language program, \$53,500.00. Ms. Millard?

Ms. Millard: Mr. Chairman, last year when we came to this juncture, I asked if the equipment and installations that are going to come along with the French language program would be available for the use of other languages, such as Spanish or even Indian languages. I was wondering if the Minister could give us some idea of how much this equipment and the facilities are being used by other languages than French?

Hon. Mr. Lang: To my knowledge at the present time, Mr. Chairman, they are used primarily for French. They are looking in the aspect of using, making use of the language centre for night courses in French. This is just at the present time at the departmental level, until we see where we are going with the French program.



**Mr. Chairman:** For the record, we now have with us Mr. Miller as a witness.

**Ms. Millard?**

**Ms. Millard:** Well, Mr. Chairman, last year when I asked that question, I was assured that yes, the equipment would be used especially for Indian languages, since we had on contract a man who was doing language research in the Yukon, and I'm wondering if the Minister can give us some idea why that equipment hasn't been used?

**Hon. Mr. Lang:** Well, Mr. Chairman, to my knowledge, it was just installed here at the beginning of the year, and I think that I explained that this French language program in supplementary, as well as I have been able to, and as far as other languages being taught in the lab, I cannot see any problems. We will have to wait and see what demands we do get from the public, weigh their requests and see what languages will be taught as, say, night courses.

I know that the individual in charge of the French language program, is at the present time looking at the possibilities of having a French program taught at night, and this is as far as it's gone at the present time.

**Mr. Chairman:** Any Questions? Ms. Millard?

**Ms. Millard:** Yes, Mr. Chairman, just for the record, I would like to state that there has been a large public demand for Indian languages which I'll go into more detail later. There are resolutions from almost every organization that has any connection with education, asking for the use of — for the teaching of Indian languages in all the schools.

**Mr. Chairman:** I now call this Committee to order. brought to the attention

**Ms. Millard:** Oh Mr. Chairman, many, many, many times.

**Hon. Mr. Lang:** Mr. Chairman, the resolutions, when passed by the school committees, for the specific purpose of say teaching a native language, is acted upon if we can get people to accommodate that wish. In some cases we are unable to, we have a course in Old Crow in the Indian language, and my understanding is we have one in Mayo and one in Teslin. I will have to double check those two, whether or not they are still operating, but I could check for the Honourable Member.

**Mr. Chairman:** Supplementary?

**Ms. Millard:** Yes, supplementary, Mr. Chairman. For the information of the Minister, there are many Indian people in this Territory who speak the language, and they are available.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, I'm afraid I am going to have to go back to 303, if you don't mind. You didn't

give us the all clear. A couple of questions—

**Mr. Chairman:** With the concurrence of committee, can we refer back to 303. establishment 303?

**Some Members:** Agreed.

**Mrs. Watson:** Under travel, and actually it ties in with travel and relocation costs of a government employee in all departments. I believe that every department is charged a certain fee per mile for the use of vehicles within the government of the Territory. I'm wondering what this charge is at the present time.

My second question, I may as well give them both and then the witness can answer the questions, is the rental of machinery and equipment in 303, is a significant sum of money, \$20,500.00. I'm wondering whether with the rental contract, the maintenance of that equipment is included with the rental contract, because the repair and maintenance of the equipment is quite minor, and we all know that there has to be an awful lot of maintenance on typewriters, sewing machines and this type of thing, that are used in our school system.

**Mr. Chairman:** Mr. Lang?

**Hon. Mr. Lang:** I can't answer all the questions. I think Mr. Miller could help me out on the first question she asked.

As far as the maintenance of typewriters and shop equipment and this type of thing, that's actually taken care of in establishment 302. As far as the rental of machineries and office equipment, my understanding is it does take into account the maintenance. Maybe I stand to be corrected on that, but you can ask Mr. Miller.

**Mr. Miller:** Mr. Chairman, that item, rental of machinery and office equipment is explained on Appendix, page A-15, and it basically refers to the provision of leasing of radio telephones and emergency heaters for the buses. That's \$500.00. The other \$20,000.00 is for relocating portable classrooms.

Now, with respect to the earlier question on the charge-out rate for our pool vehicles, I don't have a precise figure on the top of my head, but the last time I looked, the rate was running between 25 and 27 cents per mile.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:** Then, Mr. Chairman, I am to assume that all of your equipment such as typewriters and this type of thing, copiers, are all purchased outright, and then the maintenance done as a separate maintenance — operation and maintenance charge, but it's purchased as a capital expenditure?

**Mr. Miller:** That's essentially correct, Mr. Chairman. All of the normal type of school equipment, typewriters, sewing machines, this type of thing we purchase, the one exception that I can think of in the Department of Education was a photostat machine in



F.H. Collins that we were leasing. As I understand it, we are now discontinuing that lease. We are not purchasing the equipment, we will just do without that particular piece of equipment.

**Mr. Chairman:** For the record, Mr. Williams has joined us as a witness.

**Mr. Taylor?**

**Hon. Mr. Taylor:** Yes, Mr. Chairman, I had a question on 303 that occurred to me a short while ago, and we have budgeted \$500.00 for the installation rental of six phones, and — well the leasing of these radio telephones, and I at one time leased one of these telephones, these same units, and the charge per unit is \$55.00 per month from Canadian National Telecommunications, plus tolls.

Now, if this be the case and we are talking about leasing or renting of six phones, and if this be a C.N. situation, the budget figure should read for those telephones \$3,960.00. Could I have an explanation?

**Mr. Miller:** Mr. Chairman, we essentially only lease those telephones for the extreme winter months, which I guess is about four months.

**Mr. Chairman:** Mr. Taylor?

**Hon. Mr. Taylor:** The figure of \$500.00 would still not cover this, Mr. Chairman. We would be looking at about \$1,320.00 perhaps.

**Mr. Miller:** Mr. Chairman, I would have to check and see exactly how long we do lease them, if the member would like that information, we can get it.

**Mr. Chairman:** Mrs. Watson?

**Mr. Watson:** I have a question, I know at one time the department was working on a basic equipment list for each school, dependent upon the enrollment of the school and the grades taught in the school. For example, projectors, copiers, typewriters, this type of thing.

If you go out — in the past, you go throughout the Territory, and some of the schools have projectors in almost every room, and you go to another school and there isn't a projector available, or it's broken down or they are doing without. Tape recorders, this type of thing. Some schools seem to be overly endowed, and yet they don't have a vacuum cleaner.

Has the department now come up with a basic list of equipment, based on a pupil basis, that will apply across the territory?

**Hon. Mr. Lang:** Mr. Chairman, —

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** — the list that the Honourable Member speaks of, I don't know whether or not it's in existence, but I do know that we have provisions in this budget for a resource man to run the resource center down in the Whitehorse Elementary School facilities there and would be in charge of organizing something

like this.

I could check for the Honourable Member.

**Mr. Chairman:** Clear?

**Some Members:** Clear.

**Mr. Chairman:** Establishment 304, are we clear on that? Mr. Taylor?

**Hon. Mr. Taylor:** Yes, just on 304, Mr. Chairman, I did express a question of concern respecting the French language program as it affected the government employees of the Government of the Yukon Territory, and noted at that time, as I'm sure Committee will recall, that there was a loss of time and productivity for a half a day a week, I believe it is, by several members of the Government of the Yukon Territory in taking this French course on government time. I still really did not get an answer as to whether the administration would agree with me that a hundred percent of the wages paid, and that some compensation perhaps should be given by Canada for the loss of time and productivity of these employees taking this French course?

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** Mr. Chairman, I would like to point out to the member, we are once again discussing this in the wrong establishment. It should be in 300, but for the information of the member, we have in the areas as far as recovery from the Federal Government \$500.00 per student who takes the course. Three and a half hours a week, and we are in the area of taking 180 hours for the course, rather than what was required initially at 260 hours.

As I said in the debate last week, that as far as my Department is concerned, I have three members of my Department taking the course, who apparently are doing very well on it. I do know that we are not losing productivity because they are coming in after hours and putting in the hours. If not probably more so, as far as the hours are concerned. I can only speak for my Department in that regard.

It is my understanding that each department has managed to cover for an individual if he's gone for specific 3½ hours, so that there is no loss as far as the public service is concerned.

**Mr. Chairman:** Mr. Fleming.

**Mr. Fleming:** Mr. Chairman, I'd like to ask the witness, is this one hundred percent recoverable from the Secretary of State, for how long is it going to be one hundred percent recoverable?

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** This is a five year program with a very good understanding with the Federal Government. Hopefully, Mr. Chairman.

**Mr. Chairman:** Mrs. Watson.



Mrs. Watson: Mr. Chairman, this has to do with 302. It's regarding an ad that the Government of the Territory had in the paper last evening.

Mr. Chairman: Mrs. Watson, we will be coming back to this. Is it the Committee's wish that we go back and forth this way? Or should we consider this when we do go around again?

Mrs. Watson: Mr. Chairman, everybody else was going back and forth.

Mr. Chairman: And I'm drawing the line, I'm sorry. Are we clear on 304?

Some Members: Clear.

Mr. Chairman: Student accommodation \$139,401.00.  
Mrs. Watson.

Mrs. Watson: Mr. Chairman, I would like to ask the Minister whether they have changed the board and room charge to students who are occupying the accommodation, the Government accommodation?

Mr. Chairman: Mr. Lang.

Hon. Mr. Lang: No, Mr. Chairman. We haven't taken it under review either. As you know we are charging \$50.00 for one student, \$30.00 for the second student of the same family and subsequently \$25.00 after that. No, not at this time.

Mr. Chairman: Mr. Lengerke.

Mr. Lengerke: Mr. Chairman, just a casual question of the Minister. I believe you said when we were looking at these before, that the accommodation, the number of students in residence was down. Why would you be employing another--

Hon. Mr. Lang: Mr. Chairman, I never said the numbers were down, if I recall correctly. I said that we were in the area of 45, and I think that we can probably take an area of 5 or 10 more in regards to the dormitory situation in Whitehorse.

Mr. Lengerke: That's fine, I had misunderstood.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: On behalf of how many students are you paying subsistence then?

Mr. Chairman: Mr. Lang.

Hon. Mr. Lang: Subsistence for staying away from the dormitory. Well in the regulations as you are probably aware there's provisions there that its mandatory for a child to go to the dormitories if they're not full. In some cases, some kids are suffering some sort of a handicap and they subsequently have been boarded out at various homes. I could get a number for you, if you like.

Mrs. Watson: The reason I asked is because subsistence and maintenance is still considerable at \$27,500.00, that would pay the subsistence at \$80.00 a month or quite a number of people, would it not?

Hon. Mr. Lang: Yes, Mr. Chairman. We take our figures from the Welfare Department. The last figures I heard was \$135.00. So we have to pick up some of that as well. Other times we have to pick up areas where we maybe say do not be paid and this type of thing and we have to make allowances for that in the main estimate in order to have a realistic estimate.

Mr. Chairman: Special educational programs for exceptional children \$514,969.00. Ms. Millard.

Ms. Millard: Mr. Chairman, I think this promises to be a lengthy section. Is the N.C.P.C. thing ready and we could finish that?

Mr. Chairman: Are you suggesting we do the N.C.P.C. and then defer this until this afternoon?

Ms. Millard: I have a witness on one of the items I'd like to discuss and think it's going to be quite lengthy and unless you want to start and then break for lunch.

Mr. Chairman: Well if I have concurrence of Committee, we will deal with the N.C.P.C. Motion and defer discussion of this until 1:30 this after noon.

Some Members: Agreed.

Mr. Chairman: The witnesses then -- Mr. Miller.

Mr. Miller: Mr. Chairman, I wonder if I might attempt to answer some questions that arose yesterday or would you prefer to deal with those at a time later.

Mr. Chairman: Carry on.

Mr. Miller: Okay, the first question that arose yesterday related to the loan capital requirements which was the Loan Agreement Ordinance 1975, number 2. The requests that we anticipate in the borrowing are as follows: Municipal borrowing, a total of \$2,200,000.00. Of that, a million nine to the City of Whitehorse, and three million -- I'm sorry, 300,000 to the Town of Faro.

Land development, \$940,000.00, and community assistance projects. This would be projects completed in the L.I.D.'s, and this would be the community portion that we borrow and is then repaid by a frontage tax over years, totalling 400,000. That brings us a total of 3. -- or \$3,570,000.00.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Mr. Chairman --

Mr. Miller: That's the end of that question, Mr. Chairman, unless there are any questions arising. Faro, \$310,000.00 Now, all of that municipal



borrowing has not been drawn, and we do not know whether they will in fact borrow it, but those are the indications that we have, that there will be a possibility of them borrowing that.

Now, I have for tabbing, and I'll leave with Madam Clerk, a list of items relating to teachers such as sick leave -- I'm sorry, the total civil service and teachers, sick leave, maternity leave, maximum paid leave days, that type of thing that was asked by the Honourable Member from Kluane.

In addition, there was a question asked regarding the number of days available to the Y.T.A. under our agreement. The Executive members of the Yukon Association are permitted five days with pay. The president of the Yukon Association 10 days with pay; one member chosen by the Yukon Association, one school year without pay; the executive member of the National Association, 10 days with pay.

The last individual the executive member of the National Association has also been granted a 15 day extension, up to a maximum 25 days, by the department.

**Mrs. Watson:** With pay?

**Mr. Miller:** With pay. Now, where leave is given with pay, the Association pays for the substitute. In other words, we pay the individual Y.T.A. member, and the Y.T.A. pays the substitute costs.

That, Mr. Chairman, covers all of the questions that I have.

**Mr. Chairman:** Mr. Taylor?

**Hon. Mr. Taylor:** Yes, Mr. Chairman, just before we leave education vote at this time, I believe that one Honourable Member suggested that we were to have witnesses here this afternoon. This, of course, is a decision of the Committee, and I'm wondering if we could be informed what witnesses and just what this is all about, and I think Committee should make a decision at this time on this.

**Mr. Chairman:** Ms. Millard, would you --

**Ms. Millard:** Yes, Mr. Chairman, I would be glad to. It was only a suggestion of a witness, and a witness is agreeable to come. Last year, under the special education section of the budget, a program was sponsored called the Remedial Tutor Program, and we have the President of the Association which was running that program willing to come as a witness, to answer any questions that council may -- or this Assembly might have.

Her name is Mrs. Brannigan, Joan Brannigan.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, I think that there is a specific format that has to be followed with witnesses, though. I don't think a witness comes to enter into any debate. A witness is given an opportunity to come and

present a position, and then to answer questions, and I think this should be impressed upon any witness that appears before this House. They really should have a prepared position to make to the House, and be prepared to answer questions from the Members, but not to enter into debate.

**Mr. Chairman:** Yes, that is the format we intend to follow.

**Ms. Millard:** Oh, yes, Mr. Chairman, Mrs. Brannigan is well aware of that. She is here to answer specific questions on the program.

**Mr. Chairman:** Is it the concurrence of --

**Ms. Millard:** If Assembly agrees.

**Mrs. Watson:** Mr. Chairman, that's exactly why I stood up. Mrs. Brannigan is going to be here to answer questions. I would hope that Mrs. Brannigan is going to be here to present a position, too, as a witness.

**Ms. Millard:** Mr. Chairman, I don't see our other witnesses here today presenting any position.

**Mr. Chairman:** Ms. Millard, the purpose of the witnesses in this instance is that they are to present a position, and to answer questions regarding the defence of their position. That is the purpose of that type of witness.

**Ms. Millard:** Find, I will inform Mrs. Brannigan that that will be the procedure.

**Mr. Chairman:** Mr. McCall?

**Mr. McCall:** Mr. Chairman, it -- isn't it the privilege of the House to ask the witness for any information whatsoever?

**Mr. Chairman:** Yes?

**Mr. McCall:** So why the hang-up, Mr. Chairman?

**Mr. Chairman:** Is it the concurrence of committee that we have this witness appear this afternoon?

**Some members:** Agreed.

**Hon. Mr. Lang:** Mr. Chairman?

**Mr. Chairman:** Mr. Lang?

**Hon. Mr. Lang:** Before we leave this vote, I would like to clarify one point from yesterday in regards to the teacher aid training monies that were allocated in establishment 300. The explanation I gave you yesterday was the correct one.

**Mr. Chairman:** What was that, Mr. Lang?



**Hon. Mr. Lang:** The explanation that I gave you yesterday was the correct explanation in regard to the teacher aid training monies that were allocated in establishment 300.

**Mr. Chairman:** How do you spell it? The witnesses are excused.

**Motion Number 3**

We now have Motion number 3, which I will read.

Moved by the Honourable Member from Kluane, seconded by the Honourable Member from Whitehorse Riverdale:

"WHEREAS Motion Number 1 of this Legislative Assembly calling for the establishment of a Yukon Power Corporation has yet to be effected, and WHEREAS in the development of the Aishihik and other existing and planned projects by the Northern Canada Power Commission, expenditures have been or will be incurred in respect of,

- (a) Compensation for native land claim interests;
- (b) Environmental research and safeguards;
- (c) Costs arising from archaeological work;
- (d) Costs associated with preliminary research towards future hydro projects in the Yukon;
- (e) Cost overruns incurred by the federal government through N.C.P.C. as a result of engineering or other management errors or deficiencies; and,
- (f) Advantageous rate structures conferred on major resource industries which effectively have been subsidized by other Yukon consumers, all of which are the responsibility of the federal government.

NOW THEREFORE it is the opinion of this Legislative Assembly that the Government of Canada should bear the costs of all expenditures incurred by the Northern Canada Power Commission in the development of projects which are attributable to national objectives.

And the Legislative Assembly is further firmly of the opinion that:

- (1) The federal government, in the interests of developing the Yukon, should eliminate the rate of interest charged on monies lent to Northern Canada Power Commission."

Yes, the amendment actually did not include that last phrase.

- "And,
- (2) Capital costs associated with excess capacity built into hydro developments for future use should be borne by Yukon consumers only when these excess capacities come into use, or the excess power be sold on an interruptible basis at a reduced rate until needed for primary purposes.

- (3) The Federal Government at this time undertake a formal public inquiry into the Aishihik project and other areas of N.C.P.C. operation.

AND THAT this Resolution be conveyed immediately by the Speaker of the Assembly, to the Minister of Indian Affairs and Northern Development."

**Mr. Fleming?**

**Mr. Fleming:** Mr. Chairman, I'm just a little concerned about the paragraph 3 again, where you — "The federal government at this time undertake a formal public inquiry into Aishihik project and other areas of N.C.P.C. operation", and this to me more or less includes all of N.C.P.C. operations all over, and shouldn't we have "in the Yukon" in there?

I see all through the —

**Hon. Mr. Lang:** Mr. Chairman?

**Mr. Chairman:** Mr. Lang?

**Hon. Mr. Lang:** In answer to Mr. Fleming's query there, maybe I stand to be corrected, but we have just been divided into two areas, the N.W.T. and the Yukon, and if we specifically state the Yukon, we are only going back approximately one year, if my memory serves me correctly, and it would make it very difficult because — but on the other hand, I can see the problems encountered in regards to making a formal inquiry of N.C.P.C. in its entirety, because I think the Honourable Member from Kluane mentioned it last week, we could be confronted with another Berger inquiry, and I'm sure that the mint can't afford another one.

So we are kind of in a quandry.

**Mr. Chairman:** Mr. Lengerke?

**Hon. Mr. Lang:** Mr. Chairman? Maybe we could include something to the effect that N.C.P.C. operations that are directly affiliated with the Yukon, or something to this extent. I think it's a good point that the Honourable Member from Hootalinqua raised.

**Mr. Chairman:** Mr. Lengerke?

**Mr. Lengerke:** Yes, Mr. Chairman, that would be more to my liking, if we could say something, with projects affiliated you know, with possibly the other Territory, because there may be some ramifications here and some spin-offs that we should really know about, what's going on in the other Territory.

**Mr. Chairman:** Mr. McIntyre.

**Mr. McIntyre:** Mr. Chairman, I think that it would be impossible to conduct an inquiry of the N.C.P.C. in the Yukon. It has to be the N.C.P.C. operation throughout Canada, because they are all interconnected.

**Mr. Chairman:** Mr. Taylor.

**Hon. Mr. Taylor:** Mr. Chairman. Perhaps by simply stroking off the words "and other areas of N.C.P.C. operation" would satisfy the situation in as much as anything related to the Aishihik project would naturally fall within the scope of the hearing.

**Mr. Chairman:** I don't think that's the purpose of the amendment, Mr. Taylor. Mr. Lang.



**Hon. Mr. Lang:** Mr. Chairman, in respect to the member from Watson Lake. I got this information second hand but I understand that there are various things charged to different projects that were actually on the Aishihik project. I really don't know how to word it, but I think we have to be a little more specific in the Yukon area, if we go along the lines of say, affiliated with the Yukon operation in its entirety. I don't think that we have the time to go through a formal inquiry of N.C.P.C. in its totality.

**Mr. Chairman:** Mr. Berger.

**Mr. Berger:** Mr. Chairman. I have to agree with Mr. McIntyre, the Honourable Member from Mayo, because I cannot see how he can separate one operation of N.C.P.C. like the Yukon, without looking into the other aspects of the operation also. I think that it is quite important to look into the whole operation of N.C.P.C. because there are so many hidden aspects in their operation, I think should come into the light of day.

**Mr. Chairman:** Mr. Lengerke.

**Mr. Lengerke:** Mr. Chairman, I would suggest we leave it as it is.

**Some Members:** Agreed.

**Mr. Chairman:** Mrs. Whyard.

**Hon. Mrs. Whyard:** I don't think we need to concern ourselves on that score. I think you are going to find that the same request is coming from the N.W.T. in any case.

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** Could I have another definition of the excess power to be sold on an interruptible basis at a reduced rate until needed for primarily purposes? I don't quite understand that.

**Mr. Chairman:** Mr. Watson.

**Mrs. Watson:** Mr. Chairman, maybe we could ask the specialist on power, the chairman of the N.C.P.C., whether he could explain better than I can in a more realistic way, the excess power sold on an interruptible basis, at a reduced rate.

**Mr. Chairman:** Mr. Commissioner.

**Mr. Commissioner:** I think that the development of the Whitehorse Rapids Plant was a very good case in point. Where the original installation produced an economic size that generated power far in excess of the needs of the area that was to be serviced. Boilers were installed that used electricity at the Whitehorse General Hospital and at the two hostels that were built in Riverdale by the Department of Indian and Northern Affairs at the time.

The power was sold at a rate that was established, I don't know what the means of establishing the rate

was. I believe it had to do with the B.T.U. equivalent of the cost of heating fuel. In other words, using the electricity for heating the hospital and heating the two hostels, placed no financial burden any greater on the users that what the purchase of fuel would have done at the cost of fuel oil at that time.

And the power was provided on the understanding that when the demands of the Whitehorse system required that power, that it would be cut off from the hostels and the hospital, and this has indeed come to pass over the years, and this is precisely what we are talking about in this terminology in this Motion here at this time.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, could it also not mean that it could be sold in the wintertime for people for heating of their homes? They could have an alternate method of heat, and when the power was required for something else, then they would have to use the fuel oil or whatever, that they would be able to use electricity quite a great deal of the time at a reduced rate and this would solve some of the heating problems.

**Mr. Chairman:** Mr. Lengerke?  
Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, one thing that bothers me with this Motion, in respect, we have not touched on the subject, and I am just throwing this out as a suggestion, of what they term availability on demand, which is—a case in point, if you have a big mining operation and they have the power there, and when they need it they can draw on it.

My understanding is the rate structure is struck in such a way that the consumer is paying more for kilowatt hour than the major mining organizations are, and my understanding from the little bit that I've read on the subject, that in the provinces and this type of thing, that the reverse is true in the provinces.

Maybe—I'm just throwing this out for suggestion, maybe there should be something into the aspect that they should review their rate structure and maybe change it accordingly.

**Mr. Chairman:** Mr. McIntyre?

**Mr. McIntyre:** Mr. Chairman, I don't know how the manpower affects a large operation, but in Mayo quite recently, the commercial users were put on demand power, and this meant that all the commercial users, the light bills doubled in a month, twice as high if you go on demand.

**Mr. Chairman:** Mr. Lengerke?

**Mr. Lengerke:** I would just like to suggest at this point, Mr. Chairman, that the discussion with respect to the demand power should probably be the product of another Motion coming from this Assembly, and there are some other aspects of it that we should discuss.

**Hon. Mr. Lang:** That's fine, Mr. Chairman. I just threw it out as a suggestion, I noticed it wasn't in the



Motion.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, under (f) in the "Whereas", the door is open for that discussion on that

Mr. Chairman: Are you ready for the question?

Some Members: Question.

Mr. Chairman: Are you agreed?

Some Members: Agreed.

Mr. Chairman: I declare the Motion carried.

**Motion Carried**

Mr. Chairman: Committee will recess until 13:30 hours.

**Recess**

Mr. Chairman: I now call this Committee to order.

We are entering into a discussion of establishment number 313, Special Educational Programs for Exceptional Children, \$514,969.00. Prior to recess, it was agreed by Committee that Mrs. Joan Brannigan would appear as a witness.

Mrs. Brannigan?

Ms. Millard: Mr. Chairman, I wonder if I could present something first before Mrs. Brannigan is directly questioned. I think it would be easier for her —

Mr. Chairman: Is this pertinent to her presentation?

Ms. Millard: Yes, definitely.

Mr. Chairman. I had prepared something quite different from what I am going to present at this moment, because yesterday afternoon in an adjournment, we were handed a paper by the Minister of Education, which was entitled "Information Paper, Remedial Tutor Training Program in the Yukon Schools".

I feel this paper has a lot of relevance in the Yukon at this moment. There's been a lot of public input into the remedial tutor training program, and I feel that for the record and history, this information paper should be recorded in full in our votes and proceedings. Therefore, I would ask the concession, Mr. Chairman, that I read this and comment as I go along on the contents.

Would it be —

Mr. Chairman: Ms. Millard, I think we have a witness before us, and I think we would like her presentation.

Ms. Millard: Certainly.

Hon. Mr. Taylor: On a point of order, Mr. Chairman. Perhaps the proper procedure would be if the Member so wishes, that it could be appended, the document could be appended to the votes and proceedings in much the same manner as the Sessional Paper, if the Committee so decided.

Mr. Chairman: Well, we will deal with that in a moment, Mr. Taylor.

Mrs. Brannigan, could you proceed?

Mrs. Brannigan: I'm going briefly go through a brief, a program prepared to the Yukon Teachers Association, because I think it has in it most of the information that you need.

Most of you, I believe, have a copy of this presentation, and I'll be glad to answer any questions on it or any other matter relating to the program at the finish.

The remedial tutor training program was initiated in August of 1973, by Richard Parker, the Supervisor of Special Services for the Yukon Department of education.

Because of the need to place additional personnel in certain Yukon schools to remediate basic skills in the primary and elementary grades, and because of the Department's lack of funding to provide such additional personnel, it was suggested by the Department that the Yukon Association for Children With Learning Disabilities, a volunteer organization of parents, teachers and other interested persons, apply to Canada Manpower for LEAP funds to train and employ paraprofessionals to be called remedial tutors.

The Association for Children With Learning Disabilities concurred and in conjunction with the project officer of Canada Manpower, and members of the Department of Education, applied for and were granted funds to carry on this program, for a period of one year.

The program is now in its third year of operation. Funding has been reapplied for each year and approved on the basis that the program was fulfilling requirements of the LEAP Program in training persons previously limited in employment opportunities for permanent employment.

I might mention that this was the LEAP requirement, this was not the primarily purpose of the Association For Children With Learning Disabilities, and the Department of Education when the program was applied for.

Our purpose was to put people in the schools to help the children who needed the extra help. But because we are getting funding from this particular agency, their purposes had to be considered as well.

The qualification of permanent employment was discussed with three successive Executive Committee members who assured the program administration and LEAP project officers, of their support for the program and intention to do their best to provide permanent employment for the tutors.

The funding through the LEAP program will terminate in August 1976, as the enabling legislation for these grants provides for a maximum three year period.

Continuation of the program therefore, is dependent



on the Government of the Yukon Territory and the Yukon Department of Education.

The program operates from an office in Whitehorse, with 16 tutors working in 13 schools. In addition one tutor is working in the Chief Zzeh Gittlit School in Old Crow, on a half-day basis. She is employed as a kindergarten instructor the other half day. She is employed by the Department of Education, not by our program. Although she has taken part in our training sessions.

The work of the tutors is primarily with children in grades one to four who need extra time and reinforcement in reading and mathematic skills. Referrals are by the classroom teacher. The tutor works with small groups, usually one to four for twenty to forty-five minutes per day. Materials, chosen by the supervisor of Special Services, are fairly highly structured. They are chosen to be as effective as possible when used by people with limited training. They include Sullivan reading and mathematics workbooks, Readers from Behavioural Research Laboratories, DISTAR reading kits. The corrective reading program from EB Press and the Goldman Lynch Sound Symbol Development Kits in reading. The Sullivan mathematics workbook program for basic mathematics and Unifix and other manipulable materials for primary math concept.

Training has been carried out by IN Service sessions in Whitehorse, which are held three to four times a year, 4 to 5 days each time. The program has guiding consultants to do much of the training as well as using the services of a supervisor of special education and recommended classroom teachers.

Training has covered the use of specific materials being used, as well as basic teaching of phonics, some behaviour management techniques, a short session on child development, speech problems, mathematic methods and others. In addition, each school has been asked to appoint a supervising teacher to work with the tutor and assist his day-to-day problems.

Presently, six of the tutors are also working on a credit course from the University of Alaska EX-CED program called socio-cultural foundations of education. I might mention here, as well, that only six tutors enrolled in this particular course due to many reasons. For a good many of them a university level course was a bit beyond their academic level at the present time. For many of those tutors, we have provided upgrading in the way of high school correspondence level courses and other upgrading courses that were available to us, and many of them have done some work in this field.

Evaluation has been done during the first two years of the program. It's also being done this year but it won't be ready until the end of the year. It was done by questionnaires sent to teachers and principals, asking for opinions on the program's effectiveness, and by academic testing carried out twice a year, fall and spring, with all children being tutored, and I believe members of the Legislative Assembly have copies of those evaluation reports.

The evaluation reports of the academic testing were done by the Supervisor of Special Services, Richard Parker, and the second one was completed last sum-

mer before he left.

I think several points of view should be considered. There has been some discussion on the need for specialists, fully qualified specialist teachers, and I don't believe anyone would disagree with this. However, there is doubt in my mind that special remedial teachers would be available to the smaller rural schools, where a majority of the remedial tutors are operating at this time.

Seventy-five per cent of the children being tutored are Indian children, and accordingly, wherever possible, Indian women have been employed as tutors. This program believes the additional benefits have accrued to the children and to the schools from this policy, and that the employment of Indian people in the instructional process is a sound educational policy, in those communities where there is a high percentage of Indian children in the school, and until there are more Indian people in the schools as teachers and in other capacities, I believe this will continue to be important.

This program feels that the Department of Education in particular, and the Yukon Territorial Government have an obligation to seriously consider the continued employment of these remedial tutors, as it was originally agreed by all parties involved in initiating the program.

While certain modifications may be required in the program, it would seem most unfair to terminate employment for 16 people, some of whom have done good, conscientious work in Yukon schools for four years, beginning as native teacher aids. It happens that the native teacher aid program was discontinued the year that the tutor program was begun, and at the close of that year, there were three people that had been working for at least one year as native teacher aids, and these people were all brought into the tutor program, and have continued, all three of them, until this date.

I think that is all I have to present to you, but I would be glad to answer any of your questions on the program.

Mr. Chairman: Thank you, Mrs. Brannigan. Mrs. Whyard?

Hon. Mrs. Whyard: Mr. Chairman, I would like to thank Mrs. Brannigan for her presentation.

My problem, up until now, and I hope we can solve it this afternoon, with this program, has been that all the material that I have been receiving has been stressing the fact that unless we continue a program under the Department of Education, we are going to be unemployed 16 tutors in the remedial program.

Now, this has been one of my big problems, because the Department of Education, as I see it, is not really a division of Manpower. I would like to have seen more stress on, as you understand and I wrote and asked Mrs. Brannigan for further clarification, I would like to see more stress on the benefits of this program to the children involved.

I did read the assessments which you provided for



all of us, and I must say was completely confused by the gobbledy-gook of the professional who prepared it, and that's my failure. But it still was assessing the performance of the tutors, more than it was telling me what good it was doing for the children. It seems to me that even with the information I have received now, which tells me that at present, there are 307 children being tutored throughout the Yukon in our various schools by two, four, six, eight, ten, twelve, fourteen, sixteen tutors, at a cost of, I believe, about \$250,000.00.

That strikes me of being the equivalent of the amount we give to university students going out from the Yukon, per child. I have to ask myself if I had this money, and I had the problem of children who needed special attention at that level in the schools, would I not be investing it better to train Yukon teachers to look after those children in those schools?

Mind you, that's not my decision, it's not my department, but as a taxpayer, I would wonder why we weren't concentrating on teaching some of the tutors upgraded into teacher training, some of the native people who are working with native children should surely be interested in becoming qualified teachers. It's very difficult to find a qualified Yukon native teacher to join the Yukon teaching staff. I would like very much to see more of them available.

Now, I think one of the things we need to fill out this picture, at least I need, Mr. Chairman, is somebody to tell me what the problems are for the child's point of view. Now, I know that they have half a million dollars here for special educational programs for children who have handicaps in learning, and Mr. Chairman, I'm trying very hard to clarify for myself the kinds of children we are talking about under this program, as compared with the children under other special programs. I would really be grateful, Mr. Chairman, if Mrs. Brannigan, without divulging any confidential information about names of children, could tell me what the handicaps are and how they are handled under this program?

Thank you Mr. Chairman.

Mr. Chairman: Mrs. Brannigan.

Mrs. Brannigan: I would like to comment on some of Mrs. Whyard's concerns. I don't think that we have ever disagreed that a lot of these people shouldn't be trained in the Yukon or outside of the Yukon as fully qualified teachers. And there are a number of the tutors right now who are interested in doing this. The problem, of course, is they aren't trained right now, to train the existing Yukon teaching staff. In special education, I would certainly agree is a fine idea as well. But that isn't putting any extra personnel in the school at this point. If you train the existing teaching staff.

Mr. Chairman: Mrs. Whyard.

Hon. Mrs. Whyard: Mr. Chairman if you will allow an interruption. I did hear her commenting that you had brought in instructors, specialists who instructed the tutors. Could they not at the same time have included some Yukon teachers? It was my un-

derstanding that in years past in teachers conventions, I don't think they even call them conventions anymore. They used to try and so some indoctrination of new teachers into areas affecting northern teaching problems and it would strike me that if you were bringing in a specialist to do this or your remedial tutors, it could be helpful in other areas.

Mr. Chairman: Mrs. Brannigan.

Mrs. Brannigan: We have done this as well. In many of our training sessions, in which we do have consultants coming in, we have included in almost all cases any supervising teacher and in one particular case we have done joint training with the YTA.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: Mrs. Brannigan, I think there's something a lot of people don't understand about this remedial tutor training program and the people who are working in it. I think a lot of people look at the remedial tutors as quasi-teachers, when actually they are not. They are just tutors in skilled subjects. I think that if people had the material available to them, to see the exercises that the tutors run these students through, they would realize that the tutors do very little teaching. And a lot of the people who came up to instruct the tutors before we began that program, were instructed on how to utilize the material that they had to use. And incidentally the material that they used in the schools, I think cost approximately sixty thousand dollars. It's quite detailed and the Territorial Government paid the cost of that. So they're really doing a back up of drills that isn't being done on a day to day basis within the schools. And another thing that I would like to ask Mrs. Brannigan, too, is. I think the misconception Mrs. Brannigan, and I'm sure you will agree with me, that all the children are slow learners or have a learning disability. I think that in one page of this letter from the Council of Yukon Indians today, they referred to the tutoring to slow learners, and in the other I think they really hit the hammer on the head. They showed that many students were below standards and needed extra help. I think that is the key to the tutoring program. That our students were below standards and needed extra help. They didn't necessarily have a learning disability nor were they necessarily slow learners. If they were slow learners they would be in the remedial education.

One more question, I would like to ask Mrs. Brannigan though. I never was sure the remedial tutor program ran on a twelve month basis, I believe. How would your organization be able to utilize these 16 people during the summer months, when school wasn't in session?

Mr. Chairman: Mrs. Brannigan.

Mrs. Brannigan: The first year that the program was in operation, we considered the summer months, both in terms of being able to provide income to the tutors, during this period, and as well to give them some opportunity to broaden the experience that they



had. The first summer we arranged with people in the Territorial Government branch, the Department of Recreation and as well as with the City of Whitehorse Recreation Department. We arranged for the tutors, although we were paying their salary, to be employed in playground work and in recreation, feeling the work with children would give them a little broader range of experience in working with children and understanding children, where they were at and what their problems were.

The second summer that the program was in operation, we tried to do a more concentrated type of training. The University of Alaska course was offered that summer as well a upgrading or correspondence courses from Provincial Departments of Education. Generally these were done under supervision of a teacher or someone who was in the community who could help them with that at the time. This hasn't amounted to quite, perhaps full time employment, but we feel that it was a worthwhile activity, was warranted and did warrant the employment of the tutors through the summer months.

**Mr. Chairman:** Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, I think maybe the Honourable Member from Kluane can correct me if I am wrong, as far as the in-service that the Honourable Minister of Health and Welfare referred to in say the summer months for new teachers coming up, we had that at one time I believe for a week and then it was discontinued. This was about six or seven years ago, it was discontinued at the request of the Teaching Association, I believe, it was two days or something like that, but we did have in-service for the new teachers that arrived in the Yukon, but it has since been discontinued.

I would like to ask a question of Mrs. Brannigan, if I could. In regards to the program, if there was monies found that were available, would your organization be prepared to carry it on as you have in the past?

**Mrs. Brannigan:** I'm sure the organization would be prepared to carry on. It's never really been our intention to do so. It's never really been seriously, I don't think, proposed, but I certainly don't see any problem in doing that.

I think that perhaps a drawback in this is that it does require an extra office, this extra office staff, which may be a little more costly in the long run to the government, and to include this kind of activity within the government say payroll department, and our office does a lot of shipping of materials and all this type of thing.

Whether this is advantageous, I really don't know at this point, because we haven't really looked into it, but I would say at this point, yes, that the Association would be prepared to sponsor it fully.

**Mr. Chairman:** Mrs. Whyard?

**Hon. Mrs. Whyard:** Mr. Chairman, apropos the last comment, I would be the last one in the world to ever say that private enterprise couldn't do it as cheaply as the government, but that's beside the point.

I got sidetracked, Mr. Chairman, and I hope that this isn't retrogressive, but I did interrupt Mrs. Brannigan and I didn't get an answer, and I haven't heard yet about the children that this program is helping. If it's not going to delay this discussion too long, I would like an answer from Mrs. Brannigan.

**Mrs. Brannigan:** I'm sorry, I realized that that part of your question had not been answered.

I find it difficult to describe any kind of general type of child that the program is helping, but I think I can say the following, that number 1, the child is first of all assessed by the teacher in the classroom as having some specific problem.

Now, he or she may not be having a problem in all areas of their work, and primarily the problems that are referred to the program, are in basic skills. I think the schools have been perhaps more and more concerned that the basic skills, particularly reading and mathematics, need extra help, before the child can go on and cope with any further learning and the older grades.

These type of children very often just need a lot of extra time. As Mrs. Watson says, a lot of the work that the tutors are doing is more a drill procedure, a drill that we try to enliven with games and creative play types of activities, but essentially the child has very specific reading handicaps, perhaps. He may be a child that there are certain letters and certain word combinations or certain sounds that he is having problems with, and the classroom teacher doesn't have the time perhaps in a class of 25 or 30 children, to sit down with this child for 40 minutes a day and do drills on these very specific things, and this is the role of the tutor.

The children vary so much really, it's hard to comment on just exactly what their problems are, but the point was made that they are not children particularly with learning disabilities. We haven't set out any diagnostic tests to discover what particular problems exist in the child before they are referred to the program. The only requirement is that they have some area that they need extra help in, and it's usually something very specific.

**Mr. Chairman:** Mrs. Whyard?

**Hon. Mrs. Whyard:** Mr. Chairman, then I'm afraid I've been confirmed in my own approach to this program, and that is that I hate to keep being the oldest living resident, you know, but in my day, a child who had problems with certain portions of their Grade 1 or 2 or 3 or what classes, got extra help from a teacher or got extra help at home.

So I guess we are going to assume that this is no longer available in this age of specialization we have to provide it through another body.

Now, my problem is that in the description of this remedial tutoring as it is going on now, I see that each one of these tutors is expected to spend at least one hour in planning and consultation with the classroom teacher, in addition to working with the groups of children who need special help.



Now, this may be a simplistic approach, Mr. Chairman, but I would have thought that if the teacher had to spend an hour discussing what the tutor was going to do with those kids, she could have done it with the kids in that hour. Maybe that's over-simplifying the situation.

My whole concern here is not to knock down a program if it's a good program. My whole concern here, believe me, Mr. Chairman, is to see what it's doing for the children, not what it's doing for the tutors.

I appreciate the difficulties of bringing in statistics, showing that little Johnny has been able to read this much better or has progressed this much faster or something, and I realize, Mr. Chairman, that until the end of June when the next series of tests has been conducted, we won't have those results to go on. I really need some reassurance from the parents of those children, or the school people involved with those children, that this has been a really good program, that it has helped the children to the tune of a thousand dollars each per year. I think that's the reassurance I'm looking for.

**Mr. Chairman:** If you had that reassurance, would you be willing to find the funds, Mrs. Whyard?

**Hon. Mrs. Whyard:** Well, Mr. Chairman, if I had that reassurance, it's still not my job to find the funds. It's not my department, and the Minister in charge of that department has had a very hard look at his budget and hasn't come up with an extra \$250,000.00.

You know, aside from any of the factors in this program, Mr. Chairman, we're in the same old ball of wax with federal programs which inspire great enthusiasm, and achieve in some cases great results, and then they are chopped off, leaving us holding the bag. And then they are chopped off, leaving us holding the bag. And when you have no control over your own resource revenue, Mr. Chairman, it is very difficult to come up with an extra quarter of a million.

I'm really not supposed to be justifying this program or its financial aspects. I am only trying to find out what it's done for the children.

**Mr. Chairman:** Mrs. Brannigan?

**Mrs. Brannigan:** Yes, in reply to that, Mrs. Whyard, for one thing on this hour that you mentioned that the tutors were consulting with the teachers and planning, a good amount of that hour would be expected to be in planning. I think we also have to remember that they are not only conferring with one teacher during that hour. They may be conferring with as many as six. It's not taking an hour of the teacher's time each day, it's taking a few minutes from each teacher each day, and a lot of time is spent in preparation and planning.

I would also like to comment from the academic testing, and you were inquiring about results as far as the children goes, and I believe many of you, or all of you have these copies of the reports. I think if I can briefly paraphrase, without getting too involved in the statistics, what has happened in reading in the primary

grades, Grades 1 to 3, according to these reports, and in mathematics in the primary grades, and in the elementary grades, say Grades 4, 5, is that children who were slipping behind quite a number of months a year, and this varies from skill to skill, and you know, child to child.

Once they were included in this tutoring program, did start to catch this, and this, I think, has been adequately shown by the statistics in here. In the 1973-74 report, it states that children were achieving in reading and word analysis particularly, I believe it was seven months skill growth in five school months.

Now, that may not seem like very much, but if you consider that these children had been slipping behind anywhere from five to eight or even more months per year, the previous years, according to where they were at that time in the school system, I think it is significant. In mathematics, I believe the skill growth was even greater. This was borne out again the last year that we did the testing, and if I seem to have glossed over this aspect, I didn't intend to. As I say, you know, there are several pages of statistics and test results here, and I really do feel that they are fairly significant, and that they show that the tutors have had quite an effect as far as the growth of skills in these particular children.

**Mr. Chairman:** Mr. Lengerke?

**Mr. Lengerke:** Thank you, Mr. Chairman.

I don't profess to be any educator or even close to really knowing what some of the ramifications of this are, but it's rather interesting, and I would like to make a couple of observations and maybe I could ask Mrs. Brannigan to react to my observations, to either tell me I'm right out of my helmet or not.

But it appears to me that really the methods used in the tutoring program probably employ some of the techniques that were used, what I call for lack of a better word "the old red schoolhouse ways and means", and my other observation is that probably what we need is a program that would, shall we say, emphasize the basic skills through our kindergarten programs and more through the home.

The other observation that I made is that probably again we should certainly encourage, and I think I was glad to hear it, more Indian teachers in our schools in the north, and I think that would be priority program in my mind, and really, I don't think it really matters where a program such as this that we are talking about emanates from, it could be via your Department of Education or via some other agencies, providing those basic skills were, as I say, emphasized.

I like the comments that I heard again from the Member from Whitehorse West, because she certainly asked some questions that helped clarify to me. I was really interested in your comments as to the problems that the children have, and this really hasn't been specifically identified, other than in a very general way, and maybe you could help me out there?

**Mr. Chairman:** Mrs. Brannigan?



**Mr. Lengerke:** I don't know if that's a question or not.

**Mrs. Brannigan:** I find it difficult, as I said, you know, to kind of clearly outline the problems that the children have. I wish I could take all of you into some of the classrooms and see the work that we are doing.

**Mr. Chairman:** Mr. Lengerke?

**Mr. Lengerke:** Am I just correct in my observation, like that I said that I think some of the methods used today in this tutoring program probably really were used years ago in a more stricter sense of education at the primary level?

**Mrs. Brannigan:** I think so, and I --

**Mr. Lengerke:** Drills, you know, when I went to school, they used to hammer it into me so I could spell properly.

**Mrs. Brannigan:** M'hmm.

**Mr. Lengerke:** This doesn't happen today, and I think this is some of the problem.

**Mrs. Brannigan:** I would not disagree with that at all, in fact, it is happening as well in the classrooms today with the regular teachers, to a large degree.

The problem of course, as it always is, as I'm sure it was in those days as well, is the amount of teacher time, and when a child is having problems it's difficult for a classroom teacher to get back and spend that additional time with the individual child. The other problem is that it's a growing problem because if the child misses certain basic skills, certain concepts, if he is blocked somewhere in a particular reading skill, for instance he doesn't know certain blends or just to recognize certain letters, he's really having problems in this area. If he isn't remediated in these types of things at the time, then he goes on and this just builds and builds up.

In mathematics, if he doesn't have a very good concept of either at a very primary level just what a number is and what that number means in all its different senses, he's going to have an awful time grasping anything like addition, subtraction and going further into multiplication.

And a lot of time that is spent with these children in the primary grades, particularly Grades 1 and 2, if they are referred to the tutor, is in building up these kinds of concepts, building up a concept of what a number is, because this a difficult concept for some children to grasp, and you know, it's the same in reading. You can break it down into various different aspects, there are different things a child has to learn as they go through before he can even learn to read. A lot of these are

He's going to have a very difficult time and what happens is that the children get into grade two or grade three or grade four. What we're doing is requesting a teacher, if she has a child come into her class, that doesn't have the initial concepts and she may be teaching grade three, you know, and it's difficult for her to find the time to go down and get a concept the child may have missed in grade one. You can perhaps

say the fault is in grade one, but that's not always the case.

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** I have a few questions of Mrs. Brannigan. (1) is the pupils that you're talking about, as we are all aware, and I think I made that point yesterday, was that the LEAP Program was brought in at the same time that, a year earlier than when kindergarten was incorporated into our system. Now I want to ask you, if all these students have had the opportunity to go to kindergarten. If they have gone to kindergarten. I'd also like to ask another question is creditation of these courses, that these tutors take, and this concerns me very much. These people put in a lot of time and they do a lot of studying, is this recognized nationally for credits to go further in the world of academics, if they want to go for say a teacher training program. I think that because we fell down in this once before as a Department, looking back in the history in regards to the kindergarten instructors. They apparently took three, six week courses and which should have been university credited and they weren't. There was an oversight apparently on the Department's behalf. I understand that it was. It was indeed unfortunate but this concerns me very much.

The other point that I would like to ask you, as you have been involved and I think should commended, Mrs. Brannigan, for the work you have done in the area of special education as a volunteer at times, and at the station that you hold now. Is that if you were given \$250,000.00 as an educator, and the reason that I'm asking this because this is the advice I'm getting from my educators, is that would it be to the benefit of the children. This is what concerns me is the children. Would it be to the benefit for the children to have qualified teachers with 4 or 5 years in primary education with a degree or would it be better to stay with the remedial tutors? Now, I'm not saying this in a derogatory sense don't get me wrong. But I think it's a very pertinent question because my educators have informed me that if we did have the money, if the moneys were available, as far as the Department was concerned. This is for the kids, and I'd like to make it very clear, we're not talking politics hopefully in this regard, I don't think kids should be used for politics. That it would be to the benefit of the children, to have a well qualified primary teacher with a degree. Now I have to say this, I'm just repeating what I have discussed with my various educators in the Department and the new people that have come to the Department. So do you think that you can answer those questions?

**Mr. Chairman:** Mrs. Brannigan.

**Mrs. Brannigan:** Your question Mr. Lang on the accreditation of the courses we have offered to the tutors. These courses are not courses that all the tutors have taken, but of those tutors who have, I have inquired, I have written and received information from from the University of Alberta that they do accept course from the University of Alaska. I have sent them the information on the ex-cred program courses, which are a little different than the regular on campus



courses in Alaska. I have a letter back from them saying that they will accept this type of course. Full credit.

**Hon. Mr. Lang:** With university degrees.

**Mrs. Brannigan:** They didn't go into what particular degree and I think there is a limitation on the number of courses from an outside university and possibility, in particular, this one. But they did say in one particular case, that they would accept three courses, from this institution. Now I haven't checked with all the other Canadian Universities, generally they tend to judge each particular instance and what it fits into a certain degree. But I do have that information.

I think as far as the \$250,000.00, before I get into just what I think it should be spent on. Our budget was mentioned at \$250,000.00 earlier. This year it was a \$197,000 and there is perhaps no more in this year for travel and training than might be done another year. This would have to be assessed at the time.

I think that the things that have to be considered here are, number one, if you're putting a specialist teachers into one of the rural communities of the Yukon Territory, and I think this is borne out by experience of the Department of Education. There tends to be a fairly high rate of turn over. I'm not saying that the tutor can do the same job, in remediating problems in education, as a specialist teacher. That would be a very foolish statement to make. I don't think there is any doubt on that. Obviously a fully trained primary teacher, or fully trained teacher in special education is going to have a lot more skills and ability and understanding to be able to cope with various problems.

I think that what has to be considered is whether these people are going to stay in the communities long enough to understand the, what the children are like, what their homes are like, what their specific problems might be arising from. I believe this has been a problem. This is one reason we have looked at permanent residents of the community as tutors.

I also think that if I were making this decision, which is what you asked me, that just in terms of money spent, I wonder if one can justify an additional teacher, say in very small terms. In terms of pupil teachers ratios. By putting a tutor in there, you're putting an additional person in the schools. I realize this all has to be considered in the same budget.

I think my answer to that would be that in certain instances and certain schools, that I probably could use a remedial tutor, depending on the local situation. In other schools, and I'm sure that there are some schools that the tutor program is offered in right now, if a specialist teacher was available, and very often right now, special education is a relatively new field and there are not a lot of special education teachers available. But if there were one available, certainly in some schools they should be used instead of a remedial tutor.

I think that has to be judged according to the individual schools and what their needs are.

**Mr. Chairman:** Supplementary, Mr. Lang?

**Hon. Mr. Lang:** Yes. I appreciate what you say Mrs.

Brannigan, I think there is some merit to what you say.

I have a question here and it bothers me very much, and I think maybe it could help us on this subject. It's more or less dealing with generality. In some areas in the rural areas, we have a student population of say 20 pupils, roughly 20 pupils in, say, Grades 1 to Grade 7.

Now, at the same time, in these areas, we have two teachers, well qualified, some have had great experience in the north, others have very little, and I realize the transition period that they go through when you are adapting to the north, I'm just curious, in your analysis what is the problem in regards to this, because we have two well qualified teachers, and we have a remedial tutor, and some cases we have kindergarten there, we have kindergarten.

I'm just curious to hear what your interpretation of it is, because I would assume, and through the background that I've had, and it wasn't too many years ago that I went through the school system, I started at Grade 5 here in the Yukon system, but prior to that time I travelled around, and in some instances, we had from Grade 1 to Grade 9, sometimes Grade 10 in one classroom, and one teacher and that was all.

Now, is it our university institutions, is it--you know, I'm just curious, just generalities, because I question it very much, because if we have two fully qualified teachers, I can't understand how much more help we need, with the teacher-pupil as low as it is.

**Mrs. Brannigan:** Well, of course, the pupil-teacher ration varies tremendously in some schools. In a school like that, you know, I can't come up with any real answer, but I can certainly see your concern in that.

I think one thing that has changed in education is that we expect a lot more out of our schools today, in terms of content of courses, in terms of understanding and so on, and maybe this is right and maybe it's wrong, but I think that's happening.

I perhaps could point out that it was the request of the Supervisor of Special Services, as the school situation existed in 1973, and after studying the C.T.V.S. tests from that year, who felt that in spite of all these other things, in spite of the pupil-teacher ratio was very low, and many other factors, that there were still a great many children in a number of these schools who were two years or more behind what they should have been at that time. And this was the basis, as I understood it at that time, that the Supervisor of Special Ed, with the approval, I am sure of the Department, initiated or asked us to initiate this program.

Now, I don't have an answer to why this kind of a situation the children were two years behind, but all I am saying is that that was the situation, and that was the reason the program was initiated.

I understand from some work that was done, and perhaps you know more about this than I do, last year in studying C.T.V.S. test results, that the situation in the schools, where there was a large problem the year the program was initiated, that some progress had been made. I also understand

that there was quite a while to go yet as far as bringing certain schools up to, say, the Canadian average, which is what we are trying to do, or you know, even better if possible.



**Mr. Chairman:** Mr. Lang, there are several people who want to --

**Hon. Mr. Lang:** Could I just ask one more question and I'll --

**Mr. Chairman:** Is it along the same lines?

**Hon. Mr. Lang:** It's short. Mr. Chairman, I apologize to Mrs. Brannigan, if it seems like I am putting you on the spot. I have one more question in regards -- I don't think you answered it, it was in regards to the kindergarten students that are taking -- I don't think that you answered that question.

**Mrs. Brannigan:** I don't have any figures in regard - we have never done any kind of research into how many children being tutored have been in kindergarten and have not been. My only answer would be pure speculation, and I don't have anything definite on that.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:** Yes, Mr. Chairman, any questions that I had have been answered, thank you.

**Mr. Chairman:** Mrs. Whyard?

**Hon. Mrs. Whyard:** Yes, well, Mr. Chairman, part of my -- we have entered into the field that I was waiting to get into, and that was kindergarten, because from your description of the problems these children are having, which require special help, it seems to me that those are the problems which were used as reasons for a kindergarten system in the Yukon, which would bring into the school mainstream, children who had all got an equal start by being exposed to, if you like, what goes on in kindergartens, and so they were made universal and available.

I would have hoped! that by now, some improvement would have been shown in the overall standards of children in isolated communities, where there are kindergartens. I know that attendance is not compulsory at kindergartens, and I'm wondering if the children who need to be in kindergartens are going, and I know this is beyond the realms of your terms of reference here today, but I think it's a question that perhaps should be pursued by someone. Are we getting to the children who need help with their start into the school system in our kindergartens, because the children who are going there obviously will have an advantage when they get into Grade 1 and Grade 2 over children who are not going there.

I know that's a side issue, Mr. Chairman, but I think that any child who was not being taken along to kindergarten each day, would probably, on the basis of equal background, have more problems in learning in Grades 1 and 2 than others.

Thank you Mr. Chairman.

**Mr. Chairman:** Mr. Berger?

**Mr. Berger:** Thank you, Mr. Chairman.

Some of the questions have been answered already, but to go back to kindergarten, I may have a little bit

more experience in this respect than other people have, not only because of my age, but I can assure the Honourable Member from Whitehorse West that kindergarten did improve the standard when kids reached Grade 1 or so.

But I know of particular cases where the kindergarten teacher also had to make the use of the remedial teacher, the tutor, because as the Honourable Minister said, the kindergarten teacher ration is right now set a 25 to 1, which when I first heard about it it was out of this world, because you have five year olds going to kindergarten, where you expect one teacher to look after 25 children who have a different background, a different learning capacity. Some of them don't even know how to sit properly, some of them don't even know how to go to the bathroom properly. My experience in kindergartens for the old country is if you have a large kindergarten group, you have at least another two or three teachers in there, so the ratio is down something to about 5 to 1. Because it's much easier to fulfill the needs, as the Honourable Member for Whitehorse West says, it should be fulfilled in kindergarten, but the ratio in kindergarten today is way too high to expect the kindergarten teacher to touch any of those problems.

I think this is the main problem.

**Mr. Chairman:** Mr. Berger, do you have questions for the witness?

**Mr. Berger:** I already some of the questions were answered.

**Hon. Mr. Taylor:** Yes, Mr. Chairman. I have listened with great interest to the comments and observations made around the table.

It has occurred to me, of course, I am a recipient of much documentation, among which I have a rather large petition from the people in my area, expressing concern over the program. It occurs to me that -- I'm wondering if anyone has explored, either Mrs. Brannigan or the government, the possibility or rearranging the program in terms of cost sharing with other agencies, or indeed, viewing the program to see, for instance where I think a suggestion was made that smaller schools, such as for instance Carcross or one of these schools where there was a large number of teachers for a small pupil population, whereby indeed one of those teachers could be trained to fulfill the duties now being done by a remedial tutor, where possible.

In other words, I am saying, could the program be reduced, altered or jointly funded, and I'm wondering if I could hear comment first from Mrs. Brannigan, and then from the Minister of Education?

**Mr. Chairman:** Mrs. Brannigan?

**Mrs. Brannigan:** Well, you know, I can be very open to the comments on some kind of joint funding. We have worked quite closely with the Department of Education over the two and a half years, and to some extent, joint funding has been happening, in that the Department of Education has supplied a great amount of materials that are being used in the program now,



and the supervision by the Supervisor of Special Services, as well as by principals and supervising teachers in the schools.

So it has been from the start, quite a cooperative effort, and I think in that aspect of it, that part of it has worked out very well.

Could you -- as far as alterations within the -- as far as using a regular teacher to take over some of the role of the tutor, I think this is something that can be done as well. The only thing is that you are taking that tutor, or that teacher rather, away from whatever class she would normally be with, if you want her to work with on or two children at a time. And those kinds of things may be possible in some schools.

All I am saying is that this kind of situation did when the program was initiated, and I believe still show, was not being as effective as was desirable at that time. Certainly when the results of subsequent C.T.V.S. and other testing that is done in the schools, show that there isn't as much need for special services of any kind. I don't believe our association or any other people involved in the program would be anxious to have it continue, just to continue employment of these people.

I think that we have to look at the results and whether it's done best by a teacher, perhaps is a valid question, but as I say, the teachers were trying to do this type of thing, and I believe still are in many cases. I think the need that was shown at that time, you know -- as I say, I think the test results last year, I believe were somewhat improved, but they were certainly not such that the need for extra help was completely alleviated by any means.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: In reference to the question by the Honourable Member from Watson Lake, I think that we have an idea what our kindergartens classes are like in the figures in September, 1975, and in the areas where apparently most of the work has to be done, I think the figures are quite low actually, if you go through.

As far as the cost sharing is concerned, Mr. Chairman, I think the Honourable Member has been here for many, many years, and he knows what the Federal Government does. It gives us a two or three year program, and then it drops it on top of the Y.T.G. and this is exactly what has happened. I think as far as in defence of myself, because some people think that I am totally opposed to the idea of remedial tutoring in the schools, my colleagues on the Executive Committee can recall that in the last six months, I must have asked ten different times where was the monies for the remedial tutoring, because it would have to be continued, and subsequently we could not find that money, which is indeed unfortunate.

I would -- I don't have any more questions for Mrs. Brannigan actually myself. I would like to thank her for coming before this Assembly. I think she has done very well, and I would like to again, once again commend the work that she has done on behalf of the public at large, and in the area of special education, and it's nice to see people that are interested in the education of the Yukon.

Mr. Chairman: Mr. Taylor?

Hon. Mr. Taylor: Just, Mr. Chairman -- I thank the Chair. I just had one further question, and I think it would be important. I have a sea of documentation on my desk, and I can't seem to find the figures which would give us a breakdown of the \$515,000.00 that is currently allocated for these programs, and just where this money is designed to go. Perhaps it may be useful at this juncture to have that information.

Mr. Chairman: Mr. Taylor, would you like to hold that while the present witness is present. That doesn't seem to be pertinent to this particular discussion.

Hon. Mr. Taylor: I thought it related, Mr. Chairman.

Mr. Chairman: Ms. Millard?

Ms. Millard: Mr. Chairman, I was very interested in a comment made by the Minister of Health, Welfare and Rehabilitation, in that she was interested in the response of the parents and the people who actually have children in these courses, the people who are in communities, and have they had any results.

I was wondering if Mrs Brannigan has any personal communications from them, or any communications from anyone else that regard that would reflect some kind of indication of how the community is accepting the tutor programs?

We have had quite a number of letters concerning the program. Particularly in the last year when it has become somewhat a matter of doubt whether the funds would be available to continue or not. Some of those I believe are before you in the form of the brief that was handed out this morning from the C.Y.I.

I do have a number of other letters from schools throughout the Territory. I'd be pleased to read or present them if you feel you have the time that you want to put in on that.

Generally I think the teachers working with the program have expressed many times their feelings of support for the program. I think you probably have information from the Yukon Teachers Association who have come out in full support of the program at their Y.T.A. general council meeting. It pleases me and I think is significant in that teachers' groups across the country, and I attended a conference to this effect a year ago, are a little bit reticent to accept a paraprofessional in this school. But the Yukon Teachers Association has worked with us very well and are full support of this program.

It also was a subject for some discussion at the Yukon School Committee Conference which was held in December, and I believe that we had with the possible exception of one school representatives from each school committee throughout the Territory. There was a motion at that conference as well, approving the tutor program and asking that it be continually funded or continued on by the Department of Education. Now I don't believe that has formally come to this Government or to the Department yet, as there are still a few copies of Resolutions to come in from the



outlying communities. But from the copies that we have in, of the Resolutions that were passed at that Conference and subsequent to that Conference, there has been unanimous approval of that Resolution from the school committees that were involved.

Certainly the Association for Children With Learning Disabilities, which is also a parent group, of course, is in support, and I believe you had some correspondence from them. They are essentially just a group of parents that are concerned about the children that are having problems. Even though this program is not only for children, or not specifically for children with learning disabilities, their support has been expressed. As sponsors of the program and as interested people.

So I think generally we have had confirmation of a fair bit of support, right through the Territory. I'm sure that you have some of that. I'd be glad to as I say, read it, but I don't think you want to have time for it.

**Mr. Chairman:** Thank you, Mrs. Brannigan. I assume from your presentation to us, you really have two problems. One is to the recognition of the need and the second one is how is this to be funded. Have you explored any other areas of obtaining funds other directly to the Department of Education? I note for instance that there are three quarters of the children involved are of Indian Status.

**Mrs. Brannigan:** Well, the problem of course in that aspect and I'm really not very knowledgeable in terms of funding for a program involving Indian children in that sense. The problem that I see is that a good number of the children are not registered or status Indians. It was my understanding that Indian Affairs generally was restricted to programs of that nature. Two of our tutors are registered Indian people. The others are non-status and six of them are white.

Whether there is any area for there, we haven't gone into in great degree. The reason that we haven't looked extensively for further funding is that up until two or three months ago, we were I think very optimistic that the funding would be available and the Department of Education. We were particularly looking for funding, we were looking for continuation of the program within the offices of the Department of Education. When it appeared, I had talked to the people within Canada Manpower. They feel of course these people have been trained now. It is no longer a training program and even were funding available through agencies such as LEAP, that is not their role no longer.

I would be pleased to have any suggestions about further funding, if it is not possible to carry on the program through this Government. But I do not know of any at this point.

**Mr. Chairman:** My suggestion is, Mrs. Brannigan, that if perhaps you did explore the methods of obtaining funds, the Department of Education might well come to your assistance for a lesser amount, if you showed that effort.

**Mrs. Brannigan:** I will certainly be prepared to do

some investigation as I say from any knowledge I have at this point. It doesn't look very promising. But we will certainly make any effort in that regard and I would hope that if something like this is worked out, that it will be worked out with the Department of Education, because I think this is the only way a program like this can be run. There have been minor problems running a program through three agencies but I think we have overcome most of them and that would have to be continued.

**Mr. Chairman:** Are there any further questions for the witness? Thank you, Mrs. Brannigan.

I'll declare a brief recess.

**Recess**

**Mr. Chairman:** I will now call this Committee to Order.

Members have received a brief from C.Y.I. and there is a member in the gallery -- there is someone representing C.Y.I. in the gallery who would be pleased to appear as a witness in the presentation of this brief if it is the Committee's wish.

**Some Members:** Agreed.

**Mr. Chairman:** Is it your wish? Is it Committee's wish?

**Some Members:** Agreed.

**Mr. Chairman:** Mr. Lueck? We now have with us as a witness, Mr. Al Lueck from C.Y.I. Mr. Lueck?

**Mr. Lueck:** Thank you, Mr. Chairman.

First, I would like to explain that although the letterhead says Council for Yukon Indians, it's a joint presentation of the Council for Yukon Indians, Yukon Association of Non-Status Indians, and the Yukon Native Brotherhood, they just don't have a joint letterhead, so in this particular instance, it was put on that letterhead.

If I may, I would like to read the letter as solicitor for this group on this occasion, rather than try to paraphrase it, and then I can attempt to answer any questions that you may have.

The Indian people in the Yukon represented by the Yukon Native Brotherhood, the Yukon Association of Non-Status Indians, and the Council for Yukon Indians are approximately 6,000 strong. This letter is written on their behalf, seeking your support of the remedial tutor program, which has been operating in selected Yukon schools for the past three school years under private funding.

We will not dwell on the history or details of the program as it is understood you have ample information in this regard, including the evaluation of the program over the years. Instead, a brief discussion of the philosophy of educating children, including Indian children in the Yukon, a summary of the programs, and our recommendations should suffice to assist you in coming to a decision on this matter.



In January of 1973, the brief "Together Today for our Children Tomorrow", a statement of grievance and an approach to settlement by the Yukon Indian people, clearly describes our need and aspirations in reference to the education of our children. It recognizes that the Government of Canada has the sole legal responsibility for the education of Yukon Indian children. However — by the way, if I may point that out, I'm sure you all realize that this is written in the first person, and as solicitor, I'm reading this for them. I don't suggest that the "we" and the "our" refers to me.

However, we are also aware that the Government of Canada is in fact funding the Government of the Yukon Territory to provide education to the Indian children in this area. Therefore, we do not feel that we are asking for a hand-out, but only for that which can be logically expected from the Yukon Department of Education under the contract arrangements with the Government of Canada.

However, we are also aware that the Government of the Yukon Territory to provide education to the Indian children in this area. Therefore, we do not feel that we are asking for a hand-out, but only for that which can be logically expected from the Yukon Department of Education under the contract arrangements with the Government of Canada.

We hope to continue to have integrated schools in the Yukon, as we have stated in our brief, but this is only possible if the schools serve the needs of all children, not just the white children and some of the Indian children.

In December of 1975 at Whitehorse, the First Annual Education Conference was held at the Yukon Indian Centre, where the needs of Indian children were discussed in great deal. The remedial tutor program was a topic on the agenda, and a Motion was passed in reference to it, which reads as follows:

"Remedial Tutor Program

"WHEREAS the Department of Education agree

"Remedial Tutor Program."

"WHEREAS the remedial tutor program was established for the Yukon in 1972, AND WHEREAS it was funded by the L.E.A.P. of Manpower, and whereas Manpower agreed to fund the program for a three year period, AND WHEREAS the Department of Education agreed to continue the program after the three year period ended, AND WHEREAS the program has shown positive results, NOW THEREFORE BE IT RESOLVED that the Department of Education of the Yukon Territory meet its commitment to continue funding the remedial tutor program, as was agreed when the program was first initiated".

The foregoing Motion was presented to the Yukon Department of Education and discussed at length with its representatives. Within the last few weeks, you have received a copy of the brief of the Yukon Association of Non-Status Indians, called "Barriers to Education", which is described in detail, the learning disabilities of non-registered Indian children in the Yukon. It supports completely the position taken herein.

We have stated many times over the past years that meaningful changes in attitude and curriculum are

necessary if our children are going to progress and take their place in this changing world. The remedial tutor program is one small beneficial breakthrough which has been assisting our children since October of 1973. To refuse funding for this program is to abrogate the responsibility take on by the Department of Education — they agreed to accept the funding from the Government of Canada to educate our Indian children.

The remedial tutor program was originally conceived by the teacher in charge of the Special Education Section of the Department of Education in the Yukon as test results clearly showed that many students were below standard and needed extra help. The Yukon Department of Education was unable to fund the necessary program initially, but agreed to pick up the funding after the first three years.

The Yukon Association for Children with Learning Disabilities took up the challenge and funding was received from LEAP, the Local Employment Assistance Program, for three years.

This funding ends in June of this year, and the contract cannot be renewed. The program consists of 16 tutors, all local adults from the school area involved, who give extra tutoring to slow learning in the classroom.

We are advised that over the past three year period, the Department of Education representative in charge of Special Education representative in charge of Special Education, Mr. Richard Parker, evaluated the program yearly and found that it was very beneficial to the students.

In Grades 1 to 2, for example, the children who previously were falling behind, accomplished seven months of school growth in five months; and in Grades 3 to 5, the students accomplished six months school growth in five months. This is certainly a marked improvement. It is understood you have the evaluations in your possession.

For you information, the schools in which the program is operating are, and there they are listed. I won't go over those, they have been mentioned earlier today. Five of them in Whitehorse, and the others outside of Whitehorse.

The program involves 307 students this year. We are personally extremely concerned that it be continued as 230 of those children are Indian. We do not suggest that there is no concern for the 77 non-Indian children requiring this program, as all children in need should be accommodated. We simply express the breakdown on ethnic lines to show how the school system is largely geared to the needs of the white culture at present.

Our children whether they be Indian or white, require the continuation of the remedial tutor program. We, the parents of 230 of the students, insist this program be approved and implemented by the Yukon Department of Education.

It is understood financing is a problem in this period of war on inflation, however it is also clear that many other areas of spending can be reduced in the Yukon to provide funds for this budget proposal, as it is a priority item.

In the even the Territorial Council decides it will not fund the program a requested, we ask that a Motion be



passed approving the value of the program, and assuring the Yukon public that if private funding can be found, that the Yukon Department of Education will be directed to take on and carry out the program as it has been carried out over the past three years.

Upon receiving the latter assurance, our organizations will make every effort to find the necessary funds. We have attached to this letter, three letters supporting the continuation of this most needed program. They are from Mr. R. Ronagan, Secretary, Mayo School Committee; Mr. Terrence Burns, Principal, Kluane Lake School, and Mr. J. Van Eden, Principal, Jack Hulland School.

For your further information, we are advised that certain members of the Territorial Council have, over the past few years, considered the remedial tutor program to be beneficial, and have expressed such approval. For example, Mrs. Hilda Watson, former Executive Committee member in charge of education approved the program, and agreed to recommend it be funded by the Yukon Territorial Government when a three year term was ended. This commitment was made when the said Territorial Councillor was in charge of education.

The present Executive Member in charge of education, Mr. Lang, in the summer of 1975, reviewed the program and indicated he believed it was beneficial and should be continued.

I would like to remark that it's my understanding that these remarks were made by both of these members to Mrs. Branniga or other representatives in charge of the program, and not directly to the Council for Yukon Indians, or Indian representatives.

We ask that you personally support a Motion to fund this program, and assure that it be continued, or at the very least, to incorporate the program into the educational curriculum and administer it if we find the funding elsewhere.

It is essential we know your decision by February 26th, 1976. Thank you for your anticipated support,

Yours Truly,

Signed, Elijah Smith, Chairman,

Council for Yukon Indians;

Bill Webber, President.

Yukon Association of Non-Status Indian;

Ray Jackson, President,

Yukon Native Brotherhood.

Thank you very much.

I won't read the three attached letters unless you wish me to. They all commend the program very highly, and suggest that it should be carried on, and I would like to suggest that on reading them, they all dealt with the value to the children as opposed to the value to the tutors.

I am prepared to answer any questions.

**Mr. Chairman:** Mr. Fleming?

**Mr. Fleming:** Yes, Mr. Chairman. Before I ask my question, I would like to make it very clear that I'm in support of this program, and have been ever since it started, and I have many, many letters recommending the program, and have talked to many school teachers recommending the program, and I can't go wrong in saying that I have found anywhere, anybody that

hasn't been for the program. That's what my problem is, except probably from the governmental departments, and I find their excuse is usually that there is some money problem or something to this effect always.

I would like to ask the witness, do you think there is a possibility that we may be able to get some help, providing the government could come up with something, because in this brief you do state that there is a possibility?

**Mr. Lueck:** The problem on funding in the past, and I would like to tell you what I know about funding from the Federal Government Indian Affairs Department, as it's been told to me by the Assistant Deputy Minister and the Minister himself, and that is that they will fund certain programs that they think beneficial, if in fact the Territorial Council -- or I would say rather the Territorial Executive Committee members sanction the funding in the Territory.

I have been told quite frankly that they will not fund any program which has not been approved by the Territorial Government. In other words, there's a hands-off policy in the Yukon, and therefore, if they are going to fund this program, for example, or any portion of it, they must first get the approval of the Territorial Executive Committee before they will even touch it, or any portion of it. That was the reason for putting in that second alternative.

The Council for Yukon Indians and the other two organizations in this particular instance feel that the Department of Education should, in fact, be doing the funding here, but they are not sufficiently aware of the problems to make that a hard and fast statement, and say, you know, this is really your job and what's wrong with you or anything like that.

They are putting forward a proposition. They say they feel that it's up to the Education Department. In the alternative, if there just isn't the money available, it isn't available, and then they would like to be given a free hand to attempt to find funding and have it worked as a joint funding program, as in the past.

Now, I understand from listening this morning, or this afternoon, that the Department of Education is in fact paying a certain amount, and has been of the past years, into this program for equipment, materials and so they need a joint arrangement to a certain degree. Does that explain the situation?

The one problem that I see in going to the Indian Affairs Department is that a number of these children are non-registered Indian children, and others are white children, and so they may draw the line there and say no it's not up to them.

**Mr. Chairman:** Ms. Millard?

**Ms. Millard:** Yes, Mr. Chairman, I notice with interest, that it reads in the last paragraph on the front page, "The Government of Canada has sole legal responsibility for the education of Yukon Indian children". However, we are also aware that the Government of Canada is in fact funding the Government of the Yukon Territory to provide education for the Indian children in this area.

If Members will recall, I asked the question many



moons ago about how much money was being spent in the Yukon for the federal government on registered Indian children, and received the reply that virtually we couldn't tell. All I could glean from it was that in our deficit grants, consideration is given to the number of Indian registered students in the Yukon.

I'm wondering if our witness can give us some idea if this kind of funding that goes on in the provinces, there must be some kind of formula in the provinces for this so we could have some idea of how much the federal government has in mind when -- the part of our deficit grant that actually is sort of earmarked for Indian education in the Yukon?

Mr. Lueck: I'm afraid that I don't know the amounts. I know that it's a very clear contractual arrangement, and it's on a per capita basis, and I know that they can very quickly tell you in any particular area of Saskatchewan, Manitoba, Alberta or whatever province, what they are paying for each Indian child.

Possibly some of the other members have some statistics. I don't at all. I was wondering about Mr. Lengerke.

Mr. Lengerke: Well, Mr. Chairman, I should know, I just can't recall.

Ms. Millard: Mr. Chairman, I would be glad to have an estimate anywhere from 5 to \$500.00. It's more than that, is it?

Mr. Chairman: Mr. McIntyre?

Mr. McIntyre: Mr. Chairman, there was an article in a newspaper I was reading this morning, I think it was the Indian News, to the effect that the Nishka Indians received the regular B.C. grants made to municipalities for education and in addition, get \$1,200.00 per student. I think it was \$1,200.00, something in that neighbourhood.

Ms. Millard: From whom?

Mr. McIntyre: From the federal government.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, I have one question for the witness, and it's regarding page 4, where you are making the proposal that a Motion be passed, approving the value of the program, and assuring the Yukon public that if private funding can be found, that the Yukon Department of Education will be directed to take on and carry out the program, as it has been carried out.

Now, I'm wondering whether you really mean that you want the Department of Education to carry it out, or whether you would be satisfied with the arrangements that had been entered into before with the three parties, Manpower, the Association for Children with Learning Disabilities, and the Department of Education. The Government of the Territory provided the evaluation and the supervision by a professional person; the Association of the People with

Learning Disabilities did the administrative supervision, and Manpower provided the funds.

Now, would you -- are you insisting that you want the department of education to do the administration, or would you be satisfied to have it continue the way it operated the past three years?

Mr. Lueck: We are not suggesting that the Department of Education, or demanding that the Department of Education carry it out. If it could be carried on in the same manner as in the past three years, that would be fine, with the children -- with the Association for Children with Learning Disabilities. So there's no difficulty there.

The gist of that paragraph was to get a Motion which would show approval to the extent that the federal government if there was in fact funding available from then, would not be able to say we haven't seen the assurance from the Territorial Executive Committee, or Territorial Council, as the case may be, that they approved the program, and therefore we are not going to touch it. That was the reasoning behind that.

Mrs. Watson: Thank you.

Mr. Chairman: Thank you, Mr. Lueck.

Mrs. Watson?

Mrs. Watson: Mr. Chairman, one more question.

Mr. Chairman, when they are saying that they are prepared to investigate means of getting necessary funds level of the past year, the third year of the program, at that same level

Mr. Lueck: If the Territorial Council does not find funding here, or a portion of the funding, then there's going to have to be an assessment made of the budget requirements, and the organizations would go and look for that amount of money, whatever it may be.

They didn't get into this, the funding part, to the extent of finding out how much was involved. I might say that the three organizations became directly aware, and the Council for Yukon Indians, in particular, became directly aware that there was a problem of funding only yesterday, and so this matter was dealt with very quickly, and that's why on such short notice this brief was put before you.

The Director of Indian Education, Mary Easterson, was I understand aware that there may be some difficulties, but wasn't too sure, and as Mrs. Brannigan pointed out, she wasn't sure until a few months ago -- or had even understood until a few months ago, that there was going to be a problem in funding. Everyone was under the impression that the Education Department

There was no concern about this funding until very recently and as you may also know the council for Yukon Indians, seldom gets involved in a program problems with the Native Organizations. They are primarily dedicated to negotiating and it was only in this particular instance and a few others that they become involved where they see a very difficult problem occurring.



Mr. Chairman: Mr. Taylor.

Hon. Mr. Taylor: Mr. Chairman, I have some questions related to financing and I'm wondering if it might be an opportune time to have representative of the Treasury here.

Mr. Chairman: Very well, we will recess briefly while he is summoned. Thank you.

**Recess**

Mr. Chairman: We again have Mr. Miller and Mr. Williams present as witnesses. Mr. Taylor.

Hon. Mr. Taylor: Yes, Mr. Chairman. It's been a most interesting discussion, the witnesses have brought to us a great deal of information and perhaps the matter is not as confusing as it originally began to be.

It occurs to me, as I mentioned before, I am in receipt and I believe the Honourable Minister of Education is in receipt of a petition from Watson Lake of concerned parents representing perhaps many children. We have in the submission from the Council of Yukon Indians, the joint submission, information telling us that there are some three hundred and seven children being tutored. I'm sure the parents of those children would be deeply concerned be they native or non-native children, which really is of no consequence to me at this time.

It must be then from just these two sources obvious to all members of Committee, that this is a matter of great concern to all people in other areas of the Territory and all over the Territory. I think that if one mentally attempts to calculate the numbers of people who are concerned, that it would amount to a large, very large segment of the population of the Yukon Territory.

It has occurred to me that in the Budget in item 313. We have budgeted \$514,969.00 for special educational programs for exceptional children. Now I think that if members will recall, that we just considered supplementary estimates, supplementary number 3, in which originally there was \$415,963.00 allocated for this same program under Establishment 313. But a \$103,400.00 of that was deleted in those supps as not being required. Leaving us a balance of \$312,563.00 in actuality in the estimates for this current fiscal year.

The difference between the \$312,563.00 amounts to \$202,406.00 and if we're talking in an area where we're looking for a couple of hundred thousand dollars to keep this program going, perhaps the monies can indeed be found. I would ask at this time if we could have detailed breakdown of where this under 313, where the \$514,969.00 is estimated to be allocated within the forthcoming fiscal year and work from there.

Mr. Chairman: Mr. Lang.

Hon. Mr. Lang: Mr. Chairman, I'm surprised at the Honourable Member from Watson Lake. He obviously misunderstood me when we were going through the supplementaries. I thought I made myself very clear that the \$103,000.00 was not deleted, but it had been spent in a vote 303, to pay teachers salaries. I thought I

made it very clear that we had gone through and that some of these eight teachers had not been designated and it had totalled up to a salary of \$103,000.00.

The Honourable Member asked for a break down of the special education programs. I should say the dollar figures of the breakdown here. I think it is quite evident. We are looking at an increase in '76-'77 with 22 teachers in special education to the total of approximately \$90,000 to \$93,000. I would also like to say at this time, Mr. Chairman, and I don't think a person can delve on it long enough, is that we've made a decision, as a Government, that we have to replenish our capital funds. Now, Mr. Chairman, in my budget alone, we are going into teachers' negotiations this coming spring in approximately a month's time.

We are looking in the area of probably half a million dollars for salaries, if not more, and looking probably in the area of another quarter of a million dollars in the areas of utilities. Mr. Miller would that not be ball park figures?

So I think that you have to appreciate our position in regards to our capital funds. Now breakdown in the special education programs, I think, has been clearly delineated in the material that I handed out in regards to the schools where the special teachers are teaching. As far as the other eight teachers are concerned, I've made the Honourable Member aware that the special supervisor for special education has been hired and he is attempting to designate these teachers in the areas where they should be teaching.

So as far as any funds being available in this vote, Mr. Chairman, there is no funds available in this vote to take care of anything else but the program for special education.

Mr. Chairman: Mr. Taylor?

Hon. Mr. Taylor: Well, there are other areas within the vote where deletions have been noted. For instance, in Rehabilitation Services, Apprenticeship Training and this type of thing.

What I am getting at is that if it is possible to jointly cost share this thing, how much money would the Government of the Yukon Territory, or what percentage of the cost of the tutor program, if it was to remain, what percentage would the government be prepared to consider allocating, if, indeed some funding, some other public or private funding could be obtained to go in conjunction with it?

I'm searching simply for ways to maintain a program which is of very deep concern to parents throughout the Yukon Territory.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Mr. Chairman, I think I stated the viewpoint of the Department of Education, from the viewpoint of educators, and I am not prepared to argue with them, because they have been trained in this field, and this is why we hire them.

I have been told that if we had the monies in the area of 200 or \$250,000.00 for the sake of the children of the Yukon, and note I say children of the Yukon, the money would be better spent in the areas of hiring well qualified teachers, or in that event, hiring some well qualified teachers and putting the rest of the money



into a teacher training program, which is recognized nationally.

Now, I appreciate the brief that was presented to us on behalf of the Council of Yukon Indians. I appreciate Mrs. Brannigan's approach to the situation, and I understand their concern, and I will take this brief that's been presented by the Council of Yukon Indians to the Departmental level, and I will be coming back with something probably in the next day or two. But as far as monies being available in the vote 313 Mr. Chairman, we do have children with problems, we have them with very severe learning disabilities, and some are mentally retarded, and I think we do have an onus on this government to take care of these children, as long as we economically can do so.

**Mr. Chairman:** Mr. Fleming?

**Mr. Fleming:** Yes, Mr. Chairman. I am very concerned about the money problem that they speak of in terms of how much money. I would like to ask the Minister though that if this program was somehow could be funded, what would be the cost to the Territorial Government of that program due to the fact that I think the federal government does not produce 50 percent, or do they not?

Or is there any --

**Hon. Mr. Lang:** Mr. Chairman, I don't want to get into an argument on the funding of the Yukon Territorial Government in its entirety. I know we put a budget together with, from the Educational Departmental level. It goes up to the Executive Committee level, and then it goes to Ottawa, and we are confined to the guidelines put down by the Treasury, and I wish everybody around this table would realize what that means.

Treasury puts down the guidelines which means that we cannot put anything in a budget that is not forced growth. In other words, if it is a new program it is in B budget. Now, I wish everybody would understand this, this is a fact of life in our colonial status today, and this is what we are attempting to get way from. But as far as getting any deeper into the economics of how we would deal with this is a fact of life in our colonial status today, and this is what we are attempting to get way from. But as far as getting any deeper into the economics of how we would deal with the federal government, I imagine Mr. Miller would be in a better position to give you answers

**Mr. Chairman:** Mr. Fleming?

**Mr. Fleming:** I am very dumb, I guess, but I still would like to know what is B budget and what is A budget, and if this program was brought forward here today, what would the Territorial government have to produce for say \$200,000.00? A \$2000,000.00 program? All of it or half of it, or --

**Mr. Miller:** Mr. Chairman, under our present financial arrangements,

The Territorial Government would have to produce the full \$200,000.00

**Mrs. Watson:** Or whatever the program costs.

**Mr. Miller:** That's right, or whatever the program costs.

**Mr. Chairman:** Ms. Millard?

**Ms. Millard:** Mr. Chairman, I must be dumb too, because there's a lot of money here that we didn't -- that was on the good side of the budget in the supplementaries, and I still don't understand where it all went, because it ended up being on the positive side at the end of supplementals, so how can you -- if it's there it's there as far as I can see, and it adds up to \$215,000.00 in the Department of Education. This is Operating and Maintenance only, it's got nothing to do with project capital.

Department of Health, Welfare and Rehabilitation, the total that was turned back was 369,000, and other departments it totalled \$530,000.00, which all totals up to a million one hundred and fourteen thousand dollars. Surely we haven't lost this somewhere in the shuffle.

**Hon. Mr. Lang:** I think Mr. Miller is probably in a better position to answer that question than I am.

**Mr. Miller:** Mr. Chairman, maybe this could answer the question. Our working capital, which is the funds that we have available to us at the end of any particular year, and I'm talking books funds, not cash in the bank, at the end of fiscal year 1974-75 totalled 3.6 million dollars.

At the end of 1975-76, in other words, the end of March 31st, 1976, we estimate that we will have three million dollars available to us. This budget projects that at the end of 1976-77, we will have 5 million dollars available to us.

It was indicated in the Commissioner's opening speech that five million dollar working capital position is barely adequate in light of what we think is going to happen in 1977.

I might also point out while we are discussing this, that our revenue projections for -- in this current budget for 1976-77, would appear to be very high in light of the economic situation that we see ourselves faced with in the next twelve months.

**Hon. Mr. Lang:** I think, Mr. Chairman, just for my example, in my department, I will be looking at three-quarters of a million dollars roughly, for supplementary at the end of the 76-77 year. So it just gives you an indication, that's one department.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:**

The Department of Education alone in 1974-75 overspent their \$10,809,000.00 budget by almost a million dollars, \$909,000.00 last year. They overspent, so I don't think there are any funds available there.

**Mr. Chairman:** Mr. Taylor?

**Hon. Mr. Taylor:** Mr. Chairman, a few days ago, or more particularly yesterday, I guess, we proposed a Motion which would have the effect of amending the



Taxation Ordinance to virtually buy us time to consider all forms of taxations and revenues and so forth contained in this budget, and it is perhaps possible, as we go on deeper into the budget, to take a look at other programs.

For instance, perhaps the Home-owner Grant program, which I believe will amount to an expenditure somewhere in the area of \$400,000.00, and perhaps it may be possible within the budget -- and there may be other areas that we could find new programs and defer these programs perhaps for a year or two, and utilize those monies to accommodate these necessary programs, and perhaps to alleviate further taxation upon the people of the Yukon at this time within this budget period.

I just leave this as a thought for all members of committee, as a possible, finding a possible source of revenue with which we could either totally fund or partially fund the programs as worthy as the remedial tutor program.

Mr. Chairman: Mr. Berger?

Mr. Berger: Yes, thank you, Mr. Chairman. I hate like heck to see the Homeowner's Grant scrapped. What I would like to suggest is we are coming to the liquor tax increase, and I know there must be a tremendous amount of beer sold, and cheap wines. It is always my opinion that those things could be quite more expensive, and we would solve a lot of alcohol problems in the Territory too.

In the same token, we could also raise revenues for this particular program needed.

Mr. Chairman: Ms. Millard?

Ms. Millard: I think what we are all suggesting, Mr. Chairman, is that none of us are terribly happy with the priorities in this budget, and that possibly there could be a second look, maybe not even this year, but certainly if the idea gets across, that there has to be other priorities in the Yukon other than the things that are obviously taking the money in this budget.

I think I would like to see also some real investigation into this deficit budget grant that we get, and just -- there must be details somewhere of how much it is, and what is really coming from where, and obviously I can't get that information, and other people have tried to get it also, and there's no way that it's coming through.

I think there is a lot of things that are being held back from us that we could understand if it was given to us, and I agree with the Honourable Member from Watson Lake that we should be able to understand it before we ever make a decision on the budget.

I am still not quite happy with -- it's probably just because I'm not an accountant, but certainly can't understand what happened to all that million dollars that we said was there somewhere. I suppose it's carried from year to year is what I understand, so that you have flexibility. But it seems to me that there are other priorities here.

The emphasis, as I showed yesterday I think it as, in the graph at the back of the Debates and Proceedings on the day of the Commissioner's speech from the throne, the emphasis was not on education. The emphasis was straight up for operating and maintenance, and straight up for capital and tourism, and everywhere else, highways, but nothing for education.

It didn't even cover the inflation rate that we see, so that we are actually putting the brakes on, instead of creating a place in the Yukon for the people that need to live here, a place where they can be educated properly, and it seems to me the priorities are all wrong, just looking at that graph.

I know Mr. Miller told me he could make another graph that made education look a lot better, but I would like to see that, and I would like to see it in reality.

I would just like to make some comments on Mr. Lang's reply to the remedial tutor program information paper. I have been told that this can't be made public through reading it into the debates and proceedings, but I'm hoping that it is available to people who are interested, because this is the Department's reply to the accusations that are coming up today.

Mr. Chairman: Yes, you can append it.

Ms. Millard: I could read it into the debates and proceedings?

Mr. Chairman: No, you can't read it in, but you can append it. Mr. Chairman: Yes, you can append it.

Ms. Millard: I could read it into the debates and proceedings?

Mr. Chairman: No, you can't read it in, but you can append it.

Ms. Millard: I can append it? Well, if I could do that, Madam Clerk, I would like to have it appended to this, and we certainly will be getting copies of the Debates and Proceedings, and making sure that people in the Yukon understand what this reply says, because I think they should be cognizant of its contents.

I see that the main concern of the Department of Education is that LEAP was sponsoring this program, because it provided training and basic work skills for the unemployed, or the unemployable, and they presume that this is not the criteria that the Department of Education goes by, so that they are not going to accept that. It seems to me that's logic there somewhere.

Because from what I understand, there was negotiations with the Department of Education before the program was actually implemented. The Department of Education at the time was actually involved. What was the objective of the Department of Education at that time? Wasn't it teaching the students? It certainly wasn't just for employment as it implies here.

There were three people already as teachers aids in



the classes who were brought into the new program. Obviously, the Department of Education supported it then, and made a commitment at that point, that they would carry on, a commitment which they can't seem to be able to live up to today, although the same department is living up to a commitment to the Arctic Winter Games Corporation, to send people whipping across the country at a hundred thousand dollars. We are keeping that commitment, why not keep the commitment to LEAP?

The excuses here go on to say that because of inflationary spiral, et cetera, et cetera, funding cannot be available. As we have been trying to figure out the budget, we can see that there are some things that could probably be tossed from one thing to another and eventually certainly \$297,000.00 could be found somewhere for this program, \$197,000.00, I think it is, certainly could be found somewhere, I'm sure, if not in this year, then in the next year.

What I'm stating is that the priorities of the Department are obviously not reflecting what the community wants. We have heard over and over today, people that are in the program, we have heard — there is resolutions from everybody, everybody that you can think of that has ever had anything to do with education, has put in a resolution.

I have a resolution from the Band Council of the Kluane Tribal Brotherhood.

"We the Kluane Tribal Brotherhood hereby resolve the remedial tutor program was established by the Yukon in 1972, AND WHEREAS it was funded by the LEAP of Manpower, and whereas Manpower agreed to fund the program for a three year period, AND WHEREAS the Department of Education agreed to continue the program after the three years, AND WHEREAS the program after the three years, AND WHEREAS the program has shown positive results, THEREFORE BE IT RESOLVED that the Department of Education of the Yukon Territory meet its commitment to continue funding the remedial tutor program, as was agreed when the program was initiated".

And today we find that the C.Y.I., the group that came representing all the Indian people that are involved in this, are even willing to negotiate, to say okay, we will try and find some other federal funding. let's get together on this and worry about it together. Why make a decision in isolation without the input of the communities? That is just one Band Council resolution. There are dozens of them.

There is another Yukon Teachers' Association resolution, that:

"We let it be known that the Yukon Teachers' Association is strongly supportive of retention of the remedial tutor program, and that we endorse community support action".

Those are people who are working with these children day in and day out. The Yukon Teachers' Association has been organized so that they — the principles of education can be recognized by government and other people who make the decisions on education. These are the people that are being elected by their peers to represent a point of view. They represent the point of view that the program should continue.

There is a letter to Mrs. Brannigan from several teachers in Mayo, on their own, wrote her a letter in November of last -- '75, last year, saying that "the tutors who have worked in our school have provided us with many advantages. They are long time residents of the community, and as such have provided a positive link between the school and the community, something that is definitely needed in the outlying districts. They know and get along well with the pupils they serve, "et cetera, et cetera".

To top it all off, there is -- there are 12 resolutions received by the Yukon Association for Children with Learning Disabilities for the 12 school committees. We have heard over and over again from our Honourable Minister that the way that people can change the curriculum is through the school committees. Okay, here is something that can be done. There are 12 resolutions from 12 different committees saying, "we want it." Here it is, resolution:

"BE IT RESOLVED that the present remedial tutor training program be continued and expanded where needed and funded by the Department of Education".

What more do we need? This is responses from the people that the government is supposed to be serving, the people who have paid the taxes that go into this budget that we are trying to decide what to do with.

I don't see that there is anything in Mr. Lang's paper that really gives any indication of some real logical reason why this program can't continue. Especially since the Department made the commitment several years ago. And to go on and say because it is impossible to keep this program going, and to employ the people that are being left out in the cold. Immediate arrangements will have to be made to have the tutors interviewed for training placement at the Yukon Vocational Centre. I would call that chauvinistic. Certainly why should a person that has been trained and interested in teaching children, why should they go and become a Nurses Aid or something. What relevance has that got to do with anything?

I've given you indications of the responses from the community and I can't still see why there can't be room in special education budget where \$100,000.00 has been left over apparently from the last budget. It goes on here to say that interested individuals can be recruited to perform some of these remedial duties on a voluntary basis. How naive, how naive. How can this be done in the system the way it is? Especially since the people that are the tutors have their own children at home. There's no way that they can spend their time sitting in a classroom doing something for free for the government when they've already put in their income tax and all their other taxes to pay for an education. And they realize the importance of that education.

At the bottom of the page it says that research in early childhood education in other jurisdictions is applicable to our situation. In other words, it's trying to substitute kindergartens for the tutor program, which is irrelevant again. It is totally different. There is no way that it is the same thing at all. It's quite different.

Mr. Chairman, I just find that this whole excuse here is quite irrelevant. I don't see that it really answers the questions that have been brought up today. Attached to it were several statics which were also I'm



afraid quite irrelevant. I'm sorry that the Department of Education had to go through all this trouble. Look at all these pages. And it says on every one of them the pupil teacher ratio. So what? So what? You've got 15 students to one teacher in some places. It's not that that's being questioned. Not the quantity but the quality.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman. I wonder about the sincerity of the Honourable Member, if she really is that sincere and some of the Honourable Members have spoken about looking in the budget for money. I can tell you where to get the round figure that is required \$197,000.00 and all you have to look for is Establishment 100. Vote 1, Yukon Council salaries and wages. \$198,000.00 Now let's see your sincerity come to the floor on that.

It's unfortunate that the Honourable Member didn't realize that remedial tutor program has absolutely nothing to do with curriculum. Absolutely nothing to do with curriculum. So if you're looking for \$200,000.00 for curriculum, forget it. You're looking for \$200,000.00 to do some tutoring for children who aren't getting the basic skills in the normal classroom function.

Another thing that I would like to point out is the operation and maintenance side of the budget, this year increased by 28 percent. The inflationary rate is was quite a significant increase in the operation and maintenance part of the budget. However, going on to the problem that we have before us at the present time and it is a serious problem. I think the presentation we've had today, the discussions that we've had today will only substantiate what I said yesterday: that our schools are not doing what we want them to do. Somewhere along the line we've gotten off the track and I didn't think four years ago, when Mr. Parker and I looked at the results of some of the basic skills tests of some of the students in the Yukon Territory that it would take three years, almost four years to bring it to a public forum, where people will start objecting and being disturbed publicly. I think this has been a very healthy exercise. The only reason the tutor program was ever put in and I must admit we were not looking, we had a very selfish interest, the government, the Department of Education. We were not looking to employ 16 people. I hate to admit it, but it's true. We were looking to provide some assistance to pick up some of these kids by the bootstraps and pull them up that had fallen along the way. And some of them had fallen badly

Our pupil-teacher ratio in our schools at that time was not what it is today. There are very few schools, especially in the outlying areas, that had the enriched type of pupil-teacher ratio that we have now. We had a problem Mr. Parker came forward with this proposal through Manpower, the Association of Children with Learning Disabilities, with Mrs. Brannigan as President, agreed and we were on our way.

However, we tried at that time to stress that basic skills were necessary, but it did not work, because apparently our problem is still there, and I think that our function in this Chamber is to try to accommodate these children who do require that drill, to bring them

up, but also to make darn sure that eventually within a couple of years, we can stop our remedial tutor program because we don't need it, because our schools will be doing what we want them to do, and what we will let them do.

Now, part of the reasons why the schools are not doing what we want them to do, and what we will let them do.

Now, part of the reasons why the schools are not doing what we want them to do in providing the drill and the time for basic skills that they need, is because we expect them to assume so many other functions. We must remember that too, but I think we have to be committed that from now on, we want our children to be able to read, to communicate with each other, written, the English aspect of it, and to understand the basic math concepts.

So our function today, and the Motion I would hope that will come forward tomorrow by a Notice of Motion, will delineate three areas: Keep the remedial program, it's a bandaid, we need the band-aid until we can do the proper surgery. What kind of surgery will we do, and I think it should take giving the priority to the basic skills, setting the standards in our schools, and the third is to establish within the Yukon Territory, a teacher training program, that trains our teachers in the methods and the technique that are required to teach children at the elementary level, Yukon children.

I think those are the three things that we are going to have to define, and since -- I don't mind being receiver, really I don't. Since the Council of Yukon Indians have been generous enough to make a proposal that they are prepared to endeavour to obtain the funding they call it private funding, your private source is likely public, we tried them on, we didn't succeed, tried them on, we didn't succeed, we have tried them on for three years. We went forward to them two years ago with a 30 page proposal, and part of it was the tutor training program and they rejected it, so they have been tried on.

So if the Council of Yukon Indians feel that they can get the funding, then I would certainly say "have a try at it", we will bring forward the Motion, and I hope some of the corrections, part-time and permanent corrections can be made.

Thank you, Mr. Chairman.

Mr. Chairman: Mr. Fleming?

Mr. Fleming: Yes, Mr. Chairman, I am almost lost now after these two ladies. They didn't miss too much, so I have now got very little to say. They've said it all, just about all.

I think the government has slipped up a little bit in their looking at things, and I must say that. I think basically that they have been looking at the problem without realizing the Territory they were in, and the type of children that is looked at as I said this morning, so I won't delve into that any more.

There was a few remarks made always in defence



of the government as to a kindergarten coming and so forth and so on, this would more or less help the problem, but again one of them said it is voluntary, and she is right, it is a voluntary program, and therefore we go right back to the environment again, that the children don't probably attend that should be attending, and the ones that really don't have -- wouldn't need to attend are there.

So you have that problem, and that's the problem I'm speaking of, that you have got to look at the level that these people live on, and that they can be taught by just anybody. And other than that, I have 't much to say except that it looks like again, when the Honourable Mr. Lang, Minister of Education said that his educators had told him all these things, it looks to me like the exerts again made a decision and I don't think they made the right one.

Mr. Chairman: Mr. McCall?

Mr. McCall: Thank you, Mr. Chairman. I don't have very much to add to what's been going on today. I think we have been shown by some of our concerned citizens, as to the witnesses that have appeared, some of the remarks that have been said.

who is handling this particular job. I'm not really interested in all that, I don't operate that way.

What I am interested in, is the program that's been going for approximately two and a half years, coming to the end of a three year period, and all of a sudden we suddenly decide, through no total fault of ours, to throw it through the window.

Now, as far as I am concerned, that's pretty irresponsible, and I do not hold the Minister responsible for that. There are two questions that I have in my mind listening to all of the discussions today about this particular program, the first question is the program itself. What are we going to do with it?

As far as I am concerned, the program is going to stay, it's going to exist one way or the other, whether we like it or not it's going to exist. There was a point brought up about the academic achievement of a teacher. I'm not interested. I'm more interested in the academic achievement of child, because I have children myself. I have seen what it can do when a slow learning child gets himself into a problem at school, the abuse, the insults, and whatever else that goes with it in the whole tot school structure. We don't see it because we are adults, fine, whoope, but the basic learning starts with a child, starts at a very early age. Some parents in the Yukon and the country itself, do not have the time to spend time with the child if it has difficulty, so a type of program like this is adopted and it progresses to the satisfaction of most people.

So, going back to the initial question, program, what do we do with it? I say it will stay, and I will challenge anybody else who says it won't, and I don't mean physically either.

If that question is affirmative, there is a second question. The question is the funding. Okay, everybody seems to get a migraine headache when we start

talking about money. The money that comes from the federal coffers, in order to operate and manage the Yukon Territory, now I think we have all been around this particular problem before as far as budgeting.

In the Speech From The Throne, the Commissioner so graciously presented to us, it was the same old story like a gramophone record. It goes up a couple of million dollars each year. Then when you sit down and figure it all out, the amount of money that we supposedly get to operate the Yukon Territory, and the amount of money that is generated by the people of the Yukon Territory in various industries, I think some of the federal, responsible people should be thrown in jail, because what they are doing to the people in the Yukon is criminal, in many, many areas, and many, many aspects, especially on a type of thing like this.

Okay, we are talking about a quarter of a million dollars maybe 500,000, I don't know, but when it's forced upon individuals that are representatives of the people in the Yukon, that you can only operate within a certain framework. I don't know if you have every done sample of paper towels, but you will find it very interesting. There's various qualities of it, the same as amounts of money that are given to us by the federal government, and I think we got a little over 72 million this time, probably 10 million next year, and maybe 80 million the following year.

It is so far behind it's not even funny. That sort of money should have been distributed to the Yukon right after the Second World War. This is how far we are behind. There was a point brought up about trying to find funds in private industry. Well, I for one, will make a vain attempt to try and get those funds if this particular group of people that call themselves elected representatives of the Yukon Territory, cannot see in their wisdom to put this through, whether the money is there or not.

If we can't find the money for a simple, little program like this, as far as I'm concerned, I have failed in my obligation to my constituents, and I would just send all this right back to the federal government.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Thank you, Mr. Chairman.

I hope the Honourable Member from Pelly didn't think we all made up our minds with respect to this program because I'm sure we didn't. We've heard some pretty good evidence here today, and we've had some pretty fair facts presented to us about it.

One of the comments he made and I'd have to agree with him is something about the level of teaching skills.

If one possesses a degree or not, I don't think that that has anything to do with it. I don't think it should distract from lay people being involved in such a program from the native people being involved in such a program. Certainly in this type of tutoring work.

I know of a program that exists in Northern Canada already that really aims at strengthening the basic skills and attitudes at home and through kindergarten programs. I know that the Metis Federation and the Indian Brotherhood successfully carried out a



program that was available to all people and this was coupled with an emphasis and with the co-operation of the Department of Education, that there should be a greater emphasis on the drill techniques at the primary level. The Honourable Member from Kluane has been alluding to that for a couple of days on this discussion.

I just want to say would like to say Mr. Chairman, that it's my intention and I hope the members will co-operate in this, I intend to bring forward a Motion tomorrow, at least serve Notice of Motion tomorrow, that will probably allow this House some way of seeking and pursuing some funding for the continuation of this program. So that maybe we'll come up with truly a Yukon solution to this thing. Thank you.

**Mr. Chairman:** Mrs. Whyard.

**Hon. Mrs. Whyard:** Mr. Chairman. I don't need to prolong this discussion. I think that we've all got the message and we hear from several members that there will be Motions coming forth. I just rise Mr. Chairman, to protect the reputation of people that I'm very fond of and they happen to be volunteers. I would just like to say a word for the record in view of earlier remarks about it being naive to be a volunteer in this field. I am quoting from a letter from Mrs. Brannigan who very kindly filled in some information I asked for on this program and she points out that volunteers are presently being utilized in several Whitehorse Schools, particularly in Mrs. McIntyre's special classes at Jeckel. I would like to laud those volunteers for taking on this task.

I have a feeling Mr. Chairman, that we're sort of at the point where you change over tanks on an aeroplane, you know. If you leave it a little bit too long, you get that embarrassing silence and a cough, cough, you know before the new tank picks up and carries on. I just hope that the Motions that are going to come forth around this Table are going to turn the key onto that new tank and provide the funds so that this plane can keep flying. Thank you, Mr. Chairman.

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** Mr. Chairman. I don't have that much more to add to this discussion. I find it very hard to believe that the Honourable Member from Hootalinqua and the Honourable Member from Pelly could make \$250,000.00 sound like nothing. At least in my personal budget it's a lot of money, and always will be. I find it also very hard to believe that the same members stood up and said that they were not prepared to go with the Hotel Motel taxation. In fact, I recall one member said burn it.

If you're going to play the game, my friend, you're going to have to pay. That is an old axiom and we're finding that out every day from the Federal Government.

I have the Arctic Winter Games Corporation as an example. I have in my supplementaries I pointed out \$66,000.00 where we got a letter here just last week stating that the funding was no longer forthcoming. We have the LEAP Program as an example from the Federal Government. We have many other programs

which probably in the next two or three years will fall. The Yukon Territorial Government will fall heir to. Financially and there will always be a political scapegoat, either in this position or the two positions to my left. Or maybe even more when we get more members into the era of responsible government.

I'd just like to say, and I'd like to reiterate once again, that I personally have nothing against the remedial tutoring. I think that everybody appreciates my position. It's not a nice position to be in. When I ran for office and I was elected, a private individual came up to me and said "You know, Danny," he said, "if you run a responsible government you're going to be unpopular." I'm finding that this is true today.

This is serious and I would just as soon nobody laughed. I am not an advocate of the Native organizations. I think everybody is aware of that fact as well. I give the Native organizations full marks in the persons of the Council of Yukon Indians for coming forth to the Yukon Territorial government and saying, "listen, you're in a financial bind. We're prepared to see if we can find some money." Do you realize for the Yukon Territory and its entirety, in its totality, this is a step forward? That finally maybe the Yukon Territorial Government and the Council for Yukon Indians can work together, on at least one aspect, rather than be in a direct confrontation.

I think that we've followed the newspapers for the last couple years. I think that the Native organization should be applauded for this.

So, Mr. Chairman, I leave you with this but I personally feel that it's time that the Native organization started looking and saying, "Yes, we can help our children, within the framework of the Yukon Territorial Government." And I think that it's a beautiful start to the future, Mr. Chairman. Thank you very much.

**Mr. Chairman:** Thank you, Mr. Lang. Mr. Fleming?

**Mr. Fleming:** Yes, Mr. Chairman. I seem too many times to be misunderstood by the government representatives, some how or other, because when I speak, and I will mention again that I said something to the educators of the government, of who Mr. Lang referred. I, in no way referred to him personally as himself, and I never would I don't think unless—it may come to pass, but I don't think so he's a friend of mine, too. I will say that he is doing a good job.

On the other hand when I do speak of the government and about these things, I'm going to say exactly what I feel. This is nothing personal, this is strictly against the government.

**Mr. Chairman:** Mr. Taylor?

**Hon. Mr. Taylor:** Mr. Chairman, just before we leave 313, do I understand that Mr. Minister will be coming in tomorrow with some additional information on this?

**Hon. Mr. Lang:** Yes, Mr. Chairman. I suggest we



carry on with the budget because I think everybody has had their say on this particular item we've been discussing.

Mr. Chairman: Yes, Mr. Lang, I believe there are Motions coming forth from the floor as well.

Mr. Chairman: Mr. McKinnon?

Hon. Mr. McKinnon: Mr. Chairman, I'll have comments, I hope on the Motions that will be presented tomorrow, but I think I just want to make one interesting comment on what has happened this afternoon, because this is a budgetary debate that we are having on the attempt to find funds for a program that we would all like to see continue. I think that's been universal.

But it's interesting to note that two years ago, when the French language program came about as a cost shared item, I voted against that. I said it's time that the people have the political courage to stand up and start kicking the gift horses in the teeth, because we are going — the financial government is going to be saddled into financial oblivion by accepting everything that is given in cost shared programs to begin with, and all the chickens are coming home to roost this year.

Where the transportation for the Arctic Winter Games was paid completely by the federal government prior, we are in a bind on this one, okay boys, we have done it for three years, pick it up, fellows, you are getting pretty affluent up there. I say the same thing is going to happen in the field of Medicare, and I think the people here who know the problems in Medicare are going to find it a bigger and further demand upon the taxpayers of the Yukon are going to come about.

I think we mentioned the rate equalization plan the other day. I'll bet you in two years, do you want to put money on it, that the taxpayers of the Yukon is looking for three-quarters of a million dollars extra a year to finance the rate equalization plan? I'm just telling all of you that it's time that we started looking very hard at these Greeks bearing gifts, because eventually the taxpayer of the Yukon is going to get stuck with the cost of it, and a quarter of a million dollars in this budget, no matter how much you like to think that it's easy to just pick up a quarter of a million dollars out of it, it's going to be a difficult chore for the people of the Yukon to do.

But I say, I would like to make some comments on the principle of the remedial tutor program when the Motion comes, but I think it's going to be interesting, too, all the times that we have come to this before when it wasn't shared by the people of the Yukon. I think this is a healthy exercise, it was just clear, clear and that was the end of it. You wait until we get into engineering estimates and we get the 100 percent recovered from the federal government, they will be clear, clear, clear, all the way along. Well, this is a good exercise, it's about time we examined all of these cost shared programs, to come down to what the people and the taxpayers of the Yukon Territory can afford to pay.

Mr. Chairman: If I may be permitted, Establishment number 313, are we clear?

Some Members: Clear.

Mr. Chairman: I declare a brief recess.

**Recess**

Mr. Chairman: I now call Committee of order. Special services and grants for post-secondary training, \$221,000.00. Ms. Millard?

Ms. Millard: Mr. Chairman, if I may just for a minute go back to 313, there was one question I had on the actual special education program —

Mr. Chairman: No, I'm sorry, you'll have another crack at it the second time around.

Ms. Millard: It seems to me people were going back and forth this morning.

Mr. Chairman: We are not any more. I'm sorry.

Ms. Millard: Okay.

Mr. Chairman: I refer you to Appendix, Page 15. Mr. Berger?

Mr. Berger: I would just like to address a question to the witness. What's the difference between the 170 bursaries and 225 bursaries grants for \$600. Could we have an explanation of this?

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: I think I can answer that. The bursaries, grants are an outward grant that is given if a person is accepted into university, or — and he passed progressively, so it's an outward \$600.00 grant, and a 600 bursary for that year also, if they get the \$1,200.00 to go to university.

The following year the bursary is optional, which is \$400.00, that's why you see a difference between 170 and the 225. You can tell by this that 225 students are actually attending postsecondary schooling, but only 170 of them could get the bursary. In other words they have 65 percent and over after that first year at university.

This is by statute, incidentally.

Mr. Chairman: Clear?

Some Members: Clear.

Hon. Mrs. Whyard: No, Mr. Chairman.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: I'm sorry, Mr. Chairman, I thought I had my hand up earlier. Every year I get up and I ask this question, so I will ask it again. Are we tightening up the requirements for handing out these bursaries and grants to Yukon residency on part of the applicant?

Mr. Chairman: Mr. Lang?



**Hon. Mr. Lang:** Mr. Chairman, I think the Honourable Member should be aware that we went through the Ordinance here a year ago, perhaps a year ago now, and the attempt was to tighten up the Ordinance so that it was strictly for — applied to Yukon students and Yukon residents.

I know that the Committee, Student Financial Assistance Committee, that is incidentally made up of a very good job. They are looking into the idea of maybe attempting to broach the subject of increasing the monies for post-secondary studies, as apparently in all provinces across Canada, in the universities there has been over a 40 percent, sometimes 50 percent increase in the amounts of money that are needed now, in comparison, say, to two year ago, for the years of study.

**Mr. Chairman:** I think Mrs. Whyard was referring to those who are eligible for the grants, and there had been a problem in the past.

**Hon. Mr. Lang:** Yes, this is true, Mr. Chairman, we had what they termed the bunkhouse student, but I think we have pretty well eliminated that situation.

**Hon. Mr. McKinnon:** Mr. Chairman?

**Mr. Chairman:** Mr. McKinnon?

**Hon. Mr. McKinnon:** It was made very discriminatory, I might add, towards certain segments of the Yukon population, and the fact remains that the Honourable Minister of Education finds himself without a job in the very near future, he can apply for a post-secondary scholarship and grant and continue his education as a graduate of a Yukon school.

If I find myself without a job in the near future not being a graduate of a Yukon school, I do not have that opportunity, Mr. Chairman.

**Mr. Chairman:** Perhaps that is required by the Minister of Education, Mr. McKinnon.

**Mr. Chairman:** Kindergarten, \$395,577.00 Mrs. Watson?

**Mrs. Watson:** One question. Are they still using the Dystar program in the kindergarten as a part of the kindergarten program?

**Hon. Mr. Lang:** My understanding, Mr. Chairman, is that this program is optional, it's up to the teacher whether or not — the kindergarten teacher whether or not they want to use it. I will check that out, but this is my understanding.

**Mrs. Watson:** Mr. Chairman, I would hope it is not, I would hope it is mandatory, the Dystar.

**Hon. Mr. Lang:** Mr. Chairman, I'm not completely clear whether or not it's mandatory, but my understanding in some things I have read, is that the Dystar Program they are finding has a short beneficial effect, and over the long term apparently is not having

the effect it should be having. This is from studies down south.

**Mrs. Watson:** But we are up here.

**Hon. Mr. Lang:** Yes, but Mr. Chairman, it's the same program.

**Mr. Chairman:** Mr. Lang, may I ask what the Dystar program is?

**Hon. Mr. Lang:** I understand that it's a program in the connotations where you have it in an area where people are, to quote, "socially disadvantaged", so therefore you give the program to the extent that rather than talk about the electric stove, you talk about the — I don't know, the fireplace or whatever, but this is my understanding, is it takes place in this course.

Maybe Mrs. Watson can help me a little further.

**Mr. Chairman:** Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, the Dystar program is the reverse to the other program that they used to have in the kindergarten when kindergarten was sort of on a voluntary basis. Kindergarten was more of a play experience type of program. There was the learning through the play experience.

The Dystar is more a program type, a structured program that emphasizes sounds, making a sound and hearing a sound. I still maintain, and I'm not an educator by any means, but it is very beneficial to a lot of the children, the native children who are not as verbal and oral as other people are. They have the opportunity to get the basis and the sounds that they need when they begin to take — to learn to read, and this is why I would really like to get the answer on that.

**Hon. Mr. Lang:** I will bring in an answer, Mr. Chairman.

**Mr. Chairman:** Ms. Millard?

**Ms. Millard:** I'm interested in the transportation of non-governmental employees. Is that busing of kindergarten children?

**Hon. Mr. Lang:** Yes, this is correct.

**Ms. Millard:** Is there anything in the budget or — it's not earmarked here, but is there anything that could be indicated for transportation of the kindergarten teachers themselves?

I know in Clinton Creek the, I mean for training and that, for in-service training or anything like that, because I know the instance in Clinton Creek where the girl wanted to come to Whitehorse for in-service training and couldn't actually afford to come, and it was going to cost her quite a bit of money to get to Whitehorse.

Is there nothing in the budget in consideration of training of kindergarten teachers?

**Hon. Mr. Lang:** Not to my knowledge, Mr. Chairman. We do have, as we discussed earlier in the



collective agreement, the \$14,000.00 for the professional development fund of the Y.T.A. I would say it would be up to the Y.T.A. to decide whether or not they would want an in-service for the kindergarten teachers.

Mr. Chairman: Clear?

Some members: Clear.

Mr. Chairman: Recreation and amateur sports, \$287,269.00. I refer you to page 15 of the Appendix.  
Mrs. Watson?

Mrs. Watson: I have a question and it may have to be the Minister of Local Government that answers this one, or I don't know which Minister, which Member of the Executive Committee.

However, under the grant structure, local programs, grants made to communities to assist with the operation of programs and facilities. Now, in communities where the operation of the facilities--the responsibility for the operation of the facility has been assumed by the L.I.D. will that community be eligible to get a grant for that facility under the local program?

Hon. Mr. Lang: Mr. Chairman?

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Mr. Chairman, I may stand to be corrected, but my understanding is that we have a definite formula by the square footage in regards to operating these facilities, and if it is an old building, of the older buildings that were not under the Capital Assistance Plan at the present time, they would be incorporated into that formula.

Now, we are having problems and we are discussing it within the government in regards to how people are going to pay in regards to new facilities under the Capital Assistance Program. There has been some discussion in that area, I really don't know the answer as far as the new buildings are concerned. Maybe Mr. Miller could clarify it.

Mr. Miller: Mr. Chairman, at the present time, it doesn't matter whether it's an old or a new building or who runs it. There is provision in the regulations for fitness an amateur sport, that there can be an operational grant based on a square footage basis, to all buildings, except those that are subsidized by private industry.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: Mr. Chairman, when a LID takes over the responsibility of the operation of a recreational facility, they budget to the Territorial Government for the operational costs in their budget. Right? The taxpayers in that LID, depend on the situation, could possibly have assumed an extra 3 mills. Will they be able to apply for the local programs grant, the organization, for example, the Community Club at Haines Junction. Will they still qualify to apply for that grant?

Hon. Mr. Lang: Mr. Chairman, to my knowledge they are able to, as I said we are trying to clarify the situation because it seems funny to increase a mill rate and then give them a grant. We're trying to clarify that situation. Your question is a very good question and we're attempting to come up with an answer in that area.

Mrs. Watson: You're going to stick to this all year, eh?

Hon. Mr. Lang: Mr. Chairman...

LAUGHTER

Mr. Chairman: Ms. Millard.

Ms. Millard: Mr. Chairman, I'm very interested in the phenomenal increase in materials and supplies. I wonder if they are going to be buying basketballs, or what?

Mr. Miller: Mr. Chairman, what they intend to buy out of materials and supplies is some liners for some portable pools. They cost roughly, at least they used to cost roughly \$5,000.00 apiece so that will only buy three of them.

Hon. Mr. Taylor: Mr. Chairman, we have a section for non-physical recreational and cultural activities. You'll find this in appendix A-16. To provide assistance on recommendation of advisory committee to projects and programs in approved non-physical recreational and cultural activities, organized and conducted by recognized associations or agencies. Or, in cooperation with them including non-profit camps. Could I have an explanation of this, please?

Hon. Mr. Lang: Mr. Chairman, in regards to the regulations, everybody has a copy of the regulations I understand. This is clearly delineated that the advisory committee will issue this amount of monies in that area of \$5,000.00 for a cultural and non-physical activities in their discretion. They set up the criteria as how they are going to issue it. In other words you have to be an association and you have to be registered with the societies under the Societies Act and this type of thing.

Mr. Chairman: Mr. Taylor?

Hon. Mr. Taylor: I'm still trying to get a definition of for instance non-profit camps. Would this be a Bible Camp or what are we talking about?

Hon. Mr. Lang: Yes, this is correct, Mr. Chairman. I think that if you turn over the page, you'll see a note organizations or agencies receiving standing grants shall not be eligible for assistance under other sections and vice versa on E-17.

Mr. Chairman: Mr. Taylor.

Hon. Mr. Taylor: Mr. Chairman, yeah, I still don't have any answer to this. What type of activity would you consider non-physical and cultural that you would



contribute or that the advisory committee would contribute towards in one of these Bible Camps, or whatever it is.

**Hon. Mr. Lang:** Mr. Chairman. I would say travel or if you brought in somebody that played a particular musical instrument. A lot of discretion is left up to the Advisory Committee.

**Mr. Chairman:** Ms. Millard.

**Ms. Millard:** I find it humorous that we have a hard time defining the Fine Arts in the Yukon. It's one of the things that I find is neglected as well. Just as a side comment. I don't see anything in this budget for the Arctic Winter Games assessment that we are all supposed to be anticipating. Is that going to be done by this department, or is it going to be done by the Recreation Director? No, for the assessment is that going to be done by the department and paid for through salaries of people that are already employed in the department or is it going to be an assessment done by somebody outside the department which we would have to pay for?

**Mr. Chairman:** Mr. Lang.

**Hon. Mr. Lang:** Mr. Chairman. I thought I made this perfectly clear the last time we discussed the Arctic Winter Games. Yukon Sports Federation will be coming down with an assessment in evaluation of the games.

The Director of Recreation will be doing a report also and the Arctic Winter Games Corporation will be bringing down a report to an evaluation. We will be compiling this and attempting to come up with a games policy which as I said, and I promised around this table, everyone would have their say into coming down with a games policy for the Yukon.

**Mr. Chairman:** Ms. Millard.

**Ms. Millard:** Do I understand that it will be compiled by the recreation department?

**Hon. Mr. Lang:** Well, Mr. Chairman, I would take this as a matter of course. We would get the various evaluations and they would come to the Department and eventually would land on my desk.

Oh, yes, Mr. Chairman, there is a point in this that has not been mentioned. The Arctic Winter Games corporation when the two directors were down in Schefferville, a man from recreation was down in Schefferville and the federal government, believe it or not, was evaluating the Arctic Winter Games and looking at the dollars they were spending towards the Arctic Winter Games. It was from Recreation Canada and the individual there promised the Arctic Winter Games Corporation to have an individual come in and do an assessment of the games at the cost of the Federal Government. So this will be one of the evaluations coming on behalf of the Arctic Winter Games Corporation. Apparently we will have somebody fairly well qualified to do a report. for how much that's worth, we'll have to wait and see.

**Mr. Chairman:** Mr. McCall?

**Mr. McCall:** I would like to ask the Minister who was doing this evaluation?

**Hon. Mrs. Whyard:** He just did.

**Mr. McCall:** I would like to ask that he reiterate what he just stated.

Mr. Chairman, I got a brief here from the Sports Advisory Committee and the onus is on the Minister, according to this brief.

**Hon. Mr. Lang:** The assessment of the Arctic Winter Games? Mr. Chairman I don't know what the question is. If maybe somebody could tell me what the question is ---

**Mr. Chairman:** Could you repeat it Mr. McCall?

**Hon. Mr. Lang:** --I would attempt to answer it.

**Mr. McCall:** We are talking about the Advisory Committee, Mr. Chairman, as a whole, Sports and Recreation, I believe correct?

**Mr. Chairman:** What has this to do with the Arctic Winter Games?

**Mr. McCall:** Basically nothing, Mr. Chairman.

**Mr. Chairman:** Would the inference, Mr. Lang be to training projects for leaders, official and participants in consultation with Yukon associations or agencies, \$16,000.00, is this with reference to the Arctic Winter Games or is this a separate training program?

**Hon. Mr. Lang:** Mr. Chairman, these are clinics, I understand, that are held at various times and people are brought in outside, say, if you are an expert in badminton, brought around the territory it would be up to the Advisory Committee. I think some work has been done in conjunction with the Arctic Winter Games or for any games for that matter, it is up to the individuals involved to see what expertise they want to bring to the territory and it would be up to the Advisory Committee to approve that.

**Mr. Chairman:** Then you are stating that this is \$16,000.00 is a separate item from Arctic Winter Games preparation.

**Hon. Mr. Lang:** Yes, Mr. Chairman. Yes, we have already voted the monies for the Arctic Winter Games in the supplementaries.

**Hon. Mrs. Whyard:** Mr. Chairman, I just want to get a plug in here. I know that there are a number of groups in the Yukon which take advantage of the grants for non-physical recreation and the Yukon Arts Council and so on, are active in this fields.

I just want to get a plug in somewhere that somebody may read someday, for the writers of the Yukon. I have seen coaches coming in for badminton, coaches coming in for French horn, and coaches



coming in for artists to paint but never do I see anyone who comes in here to assist northern writers who need a practical work shop on preparation and amarketing of manuscripts, copyright laws, royalties, all the background information that is not available to an isolated norther writer. I just hope somebody picks up on that someday.

I hope this is not an embarrassing question, Mr. Chairman, but can anybody here today tell me what is happening, or what did happen, or where was I when it happened regarding the Yukon's representation at the Olympics in the cultural area.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: I think that I could let the Honourable member know what happened in that relationship. I would like to say that -- yes we should have sent a little Scottish culture, maybe, but I just heard a news flash in regard to the Arctic Winter Games and the subject we were discussing earlier, I think you will recall they weren't too sure there would be any subsidies for the Alaskan contingent to go to the Arctic Winter Games and apparently they just passed a Bill in the House for \$98,000.00 Seventy-five percent of the travelling costs for the contingent will be picked up by the Government and thother twenty-five percent will be picked up by the members by the participants in the Arctic Winter Games. This is in Alaska, Mr. Chairman.

As far as COJO is concerned we did have some correspondence with the cultural aspect of the Olympics. We were presented to get an art show down to the Olympics. We requested the Arts Council to attempt to see if they would be prepared to organize it. We got a letter back sometime in December, if I recall correctly, that they were unable to do it, so we approached the Tourist and Information and they found that they didn't have the--there wasn't that much time left. We approached three or four -- I don't know the number of private prople that were approached who the department felt would be competent to organize such a show and they said that there wasn't enough time left and they felt that there was no point in doing it unless the person was going to do it to the best of their ability and the time did not allow it.

Also, apparently we are sending three artisans down to the Olympics.

Hon. Mrs. Whyard: We are?

Hon. Mr. Lang: Apparently. It is being funded by COJO I understand.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: Just, the Honourable Memeber, the Minister of Health, her concern about a grant for a writers workshop. I don't know whether you are aware of it or not, the government of Alberta has been very generous in their grants. In fact, about 6 million dollars worth. I understand you didn't necessarily have to be a resident of Alberta to apply and receive.

Also I noticed on T.V. where the Government of the Northwest Territories has an add. It says, "grants

available, apply now" so possibly you could use those two sources.

Hon. Mrs. Whyard: That gives me courage to go. I hadn't thought of it in terms of my personal committment. I can always benefit from a little training.

Actually I am concerned about this Olympics question because, you know, here we go again, this is exactly the same path we followed when Expo was on. Two years of saying no, nothing is happening and than wham in the last two months we whomped up an exhibit and got the Yukon on the map. It seems to me history is repeating itself, Mr. Chairman, I don't know we always go through this performance.

Mr. Chairman: Are we clear?

Some Members: Clear.

Mr. Chairman: I will now entertain a motion.

Mr. McCall: Mr. Chairman, I would move that Mr. Speaker now resume the chair.

Mr. Chairman: Seconder?

Mr. Fleming: I second that.

Mr. Chairman: Moved by Mr. McCall, seconded by Mr. Fleming that Mr. Speaker do now resume the Chair. Are you ready for the question?

Some Members: Question.

Mr. Chairman: Are you agreed.

Some Members: Agreed.

Mr. Chairman: Carried. Motion carried.

Mr. Speaker resumes the chair.

Mr. Speaker: I will call the House to Order. May we have a report from the Chairman of Committees?

Mr. Hibberd: Yes, Mr. Speaker. Committee convened at 10:25 to discuss Bills, Motions and Reports. Committee first considered Motion Number 3 re N.C.P.C. With Mr. McCall in the Chair amendment to the Motion was proposed by Mr. Hibberd, seconded by Mr. Lang. These amendments carried. Furthur amendments to Motion Number 3 were moved by Mr. Lang and seconded by Mr. Hibberd. These amendments carried.

The Chair was then passed to Mr. Hibberd and the Committee then resumed consideration of Bill Number 2 with Mr. Miller and Mr. Williams present as witnesses.

Prior to noon recess the question was put on Motion Number 3 and Motion Number 3 was adopted as amended.

Committee resumed at 1:30 with consideration of Bill Number 2. Mrs. Joan Brannigan was present as a witness on the remedial tutor program, Mr. Lueck



representing the Council for Yukon Indians, also appeared before Committee respecting this program.

After a brief recess Committee resumed with Mr. Miller and Mr. Williams again present as witnesses on Bill Number 2.

Ms. Millard requested the information paper distributed by Mr. Lang on the remedial tutor program be appended to the day's Debates and Proceedings and the Committee agreed.

I can report progress on Bill Number 2.

It was moved by Mr. McCall, seconded by Mr. Fleming that Mr. Speaker do now resume the Chair and that motion was carried.

**Mr. Speaker:** You have heard the report of the Chairman of Committees, are you agreed?

**Some Members:** Agreed

**Mr. Speaker:** What is your further pleasure at this time?

The Honourable Member from Whitehorse Riverdale?

**Mr. Lengerke:** Mr. Speaker I move that we now call it five o'clock.

Ms. Millard: I second that motion.

**Mr. Speaker:** It has been moved by the Honourable Member from Whitehorse Riverdale, seconded by the Honourable Member from Ogilvie that we do now call it five o'clock. Are you prepared for the question?

**Some Members:** Question.

**Mr. Speaker:** Are you agreed?

**Some Members:** I shall declare that the motion is carried.  
Motion Carried.

**Mr. Speaker:** This House now stands adjourned until 10:00 a.m. tomorrow next.



## INFORMATION PAPER

### Remedial Tutor Training Programme Yukon Schools

A Remedial Tutor Training Programme was initiated in our school system in September 1973. (Details of the programme were provided to this House in Sessional Paper No. 10, which was tabled at the Second Session in 1974.) Canada Manpower has funded the programme during the past two and one-half years and will continue its funding until the end of the current school year. The programme was approved and funded by Manpower not because it provided a particular educational service but because it provided training in basic work skills for the unemployed and - or unemployable in our communities. In effect, the Manpower programme was an experiment in job creation and the name of the programme, viz. Local Employment Assistance Programme, reflects its basic objective.

Prior to Manpower approval of our programme in 1973, this Government agreed, in principle, to assume the responsibility for funding the programme at the conclusion of Manpower's participation. At that time, the economic situation across Canada was relatively healthy and one could not be expected to foresee the current bleak economic situation with its stringent fiscal restraints on the one hand, and the inflationary spiral in the cost of basic educational goods and services, on the other hand. As a result of the drastic change in our economic situation, this Government is unable to meet the commitment which was made and funding for the continuation of the programme in the 1976-77 fiscal year is simply not available.

It should be noted that this Government is not alone in its predicament. Most provinces were involved in the Local Employment Assistance Programme when Manpower initiated this particular job creation scheme in 1973 and today find themselves in a position identical to our own. These governments are also being pressured for the necessary resources available to continue the programmes. The provinces, as well as this government, are concerned about the involvement of the Federal Government in the local labour market particularly in the area of job creation. A federal Department established a programme in 1973 which was intended to create jobs across Canada but the interesting aspect of the situation is that the programme was established unilaterally without co-ordination from the provinces and territories. Monies were readily made available to the provinces and territories but criteria which would have precluded the approval of projects involving services which had to be continued were not considered. As a result, this government, along with most of the provinces, finds itself at a major disadvantage because it participated in a Federally-initiated programme which did not make provision for the continuation of funding.

Every possible avenue was investigated to find the resources necessary to continue the programme. Serious consideration was given to altering our teacher - entitlement formula to permit an increase in the

pupil -teacher ratio and so free the funds required for the Remedial Tutor Programme. However, it was felt that such action would have a more detrimental effect on the education of our children than the deletion of the Remedial Tutor Programme. In the rural areas particularly, where the majority of tutors have been employed, our pupil -teacher ratio is comparable to most school jurisdictions in Western Canada. (An analysis of class sizes in Yukon schools is attached for your information.) In addition, our schools have the best-qualified teaching staff, on a percentage basis, of any province or territory in Canada. It was felt that the maintenance of our current pupil - teacher ratios coupled with the capabilities of our exceptionally well-qualified staff would perhaps alleviate or lessen any adverse educational effects which might result from the termination of the programme.

This government is genuinely concerned about the employment potential for the tutors currently employed in our schools. Seven of the sixteen tutors have been employed since the programme was established and three of the seven were employed by the Department of Education as teacher-aides during the 1972-73 schools year. Every effort will be made to provide further training opportunities for these individuals. Should the forthcoming Post-Secondary Feasibility Study ultimately result in the establishment of some form of post-secondary educational programmes and - or institution in Yukon, the experience and basic training of these individuals might well qualify them for placement in a variety of programmes. Because the foregoing possibility is uncertain, immediate arrangements will be made to have the tutors interviewed for training placement at the Y.V.T.T.C. or other institutions effective Sep-1976. The Yukon Native Brotherhood will be implementing a programme of "cross cultural coordinators" in selected areas in the forthcoming school year and it is anticipated that, in some instances, the remedial tutors who meet the employment criteria for the aforementioned positions will possibly be offered employment in that capacity. Furthermore, should vacancies for instructors occur in the Community Education Programmes, i.e. Link, Blake, for September 1976, the tutors meeting the employment criteria will be seriously considered for such positions.

The termination of the programme will likely have some effect on our objective analysis of the programme, the subjective opinions of some parents, teachers and school administrators would seem to indicate that there are definite educational benefits accruing from the programme. The area of special education throughout our school system is currently being re-assessed by our new Supervisor of Special Services and it is anticipated that the 22 teachers assigned to this area for the 1976-77 fiscal year can be utilized to provide remedial services in most of our schools. (An outline of special education programmes in our schools is attached). With the assistance of School Committees, we are hopeful that interested individuals can be recruited to perform some of these



remedial duties on a voluntary basis. This has been a common approach to the area of remedial tutoring in most school jurisdictions for many years. Recently, some schools in Whitehorse have approached the problem in a similar manner with considerable success. We are hopeful that, in these bleak economic times, some parents will be prepared to volunteer their services to provide this remediation.

Finally, the Remedial Tutor Programme was established before kindergartens were officially included in our school system. Although attendance at kindergarten is not compulsory, it is a certainty that early childhood education will alleviate many of the

problems which result in the need for remediation in the primary grades. Since the Department of Education now operates a kindergarten in every elementary school in Yukon, a concerted campaign will be undertaken during the latter part of this school year through the various media, the School Committees and the various native organizations and band councils, to encourage parents to enrol their children in the local kindergarten. If research in early childhood education in other jurisdictions is applicable to our situation, the need for remedial programmes are in direct proportion to the degree of participation in the kindergarten programme.



**ANALYSIS OF CLASS SIZES IN  
YUKON SCHOOLS - SEPTEMBER, 1975**

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The following results are based on returns from individual schools on the form, "Analysis of Class Sizes - September 30, 1975".

**1) Pupil Teacher Ratio (K - Gr. 12)**

- a) Yukon Territory - 19.44 (19.82) B.C. Sept./74
- b) Urban Schools - 21.84
- c) Rural Schools - 15.89

nb: if our urban and rural schools were considered comparable to school districts in B.C. our rural P/T ratio is lower than any B.C. school district. In contrast our urban P/T ratio is higher than any B.C. school district.



KINDERGARTEN CLASSES IN THE YUKON

SEPTEMBER 1975

School	Total Classes	Av. Class Size	Percentage of Classes With				
			1-15	16-25	26-30	31-34	35 or more
Selkirk Street	4	21.25		100.0			
Whitehorse Elem.	5	17.0	20.0	80.0			
Takhini Elem.	2	22.0		100.0			
Jack Hulland Elem.	4	18.0		100.0			
Watson Lake	2	12.5	100.0				
Beaver Creek	1	2.0	100.0				
Carcross	1	4.0	100.0				
Carmacks	1	7.0	100.0				
Old Crow	1	6.0	100.0				
Kluane Lake	1	3.0	100.0				
Faro	2	22.5		100.0			
Elsa	1	9.0	100.0				
Haines Junction	1	5.0	100.0				
Mayo	1	9.0	100.0				
Pelly	1	7.0	100.0				
Clinton Creek	1	8.0	100.0				
Dawson City	1	20.0		100.0			
Ross River	1	9.0	100.0				
Teslin	1	8.0	100.0				
<b>Yukon Totals</b>	<b>32</b>	<b>11.07</b>	<b>47.0</b>	<b>53.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>B.C. Sept./74 Totals 1727</b>		<b>20.2</b>	<b>16.2</b>	<b>73.9</b>	<b>8.7</b>	<b>0.6</b>	<b>0.6</b>



PRIMARY CLASSES IN THE YUKON

September, 1975

(Grades 1,2,3 - Single Grades)

School	Total Classes	Av. Class Size	Percentage of Classes With			
			1-15	16-25	26-35	31-34
Selkirk Street	7	26.70		42.85	42.85	14.30
Whitehorse Elem.	6	25.83		50.00	50.00	
Takhini Elem.	2	26.50			100.00	
Jack Hulland Elem.	8	25.88		50.00	50.00	
Christ the King Elem.	3	27.66		33.33	66.66	
Watson Lake	6	21.83		66.66	33.33	
Beaver Creek	-					
Carcross	-					
Carmacks	1	14.00		100.00		
Old Crow	-					
Kluane Lake	-					
Faro	3	23.33		100.00		
Elsa	-					
Haines Junction	-					
Mayo	3	16.33		100.00		
Pelly	-					
Clinton Creek	-					
Dawson City	1	19.00		100.00		
Ross River	1	13.00	100.00			
Teslin	1	15.00	100.00			
<b>Yukon Totals</b>	<b>42</b>	<b>20.33</b>	<b>4.76</b>	<b>54.76</b>	<b>38.09</b>	<b>2.38</b>
<b>B.C. Sept/74 Totals</b>	<b>4184</b>	<b>25.0</b>	<b>3.10</b>	<b>49.10</b>	<b>40.80</b>	<b>6.60</b>



INTERMEDIATE CLASSES IN THE YUKON

September, 1975

(Grades 4,5,6,7 - Single Grade)

School	Total Classes	Av. Class Size	Percentage of Classes with				
			1-15	16-25	26-30	31-34	35
Selkirk Street	6	29.83			50.00	50.00	
Whitehorse Elem.	9	26.66		33.33	44.44	22.22	
Takhini Elem.	4	28.50		25.00	50.00	25.00	
Jack Hulland Elem.	11	25.36		63.63	9.09	27.27	
Christ the King Elem.	2	29.50			100.00		
Christ the King High	2	25.50		50.00	50.00		
Watson Lake	3	25.00		66.66	33.33		
Beaver Creek	-						
Carcross	-						
Carmacks	-						
Old Crow	-						
Kluane Lake	-						
Faro	4	20.00		25.00	75.00		
Elsa	-						
Haines Junction	-						
Mayo	2	16.50	50.00	50.00			
Pelly	-						
Clinton Creek	-						
Dawson City	3	19.70	33.33	33.33	33.33		
Ross River	-						
Teslin	-						
<b>Yukon Totals</b>	<b>46</b>	<b>24.26</b>	<b>6.52</b>	<b>41.30</b>	<b>32.60</b>	<b>19.56</b>	
<b>B.C. Sept./74 Totals</b>		<b>29.00</b>	<b>( not available )</b>				



ELEM. SCHOOL MULTI-GRADE CLASSES

<u>School</u>	<u>Grade</u>	<u>Enrolment</u>	<u>School</u>	<u>Grade</u>	<u>Enrolment</u>
Selkirk	1 - 3	18	Old Crow	1 - 3	18
	3 - 4	26		4 - 6	21
	4 - 5	29		7 - 8	16
Whitehorse Elem.	1 - 2	24	Elsa	1 - 3	25
	1 - 2	27		4 - 6	27
Takhini	2 - 3	27		7 - 8	17
	4 - 5	24	Kluane Lake	1 - 4	16
	6 - 7	26		5 - 8	13
	Christ the King Elementary	1 - 2	21	Pelly Crossing	1 - 3
3 - 4		26	4 - 7		8
5 - 6		19	Ross River	2 - 3	13
Mayo	2 - 3	18		4 - 5	18
	3 - 4	25		6 - 7	21
Dawson City	2 - 3	18		8 - 10	13
	3 - 4	25			
Carmacks	2 - 3	21			
	4 - 5	14			
	6 - 7	20			
Carcross	1 - 4	19			
	5 - 9	22			
Faro	1 - 2	17			
Haines Junction	1 - 2	20			
	3 - 4	21			
	5 - 6	18			
	7 - 8	21			
	9 - 10	18			
Clinton Creek	1 - 3	21			
	4 - 6	16			
	7 - 9	12			
Teslin	2 - 3	26			
	4 - 5	16			
	6 - 7	13			
	7 - 8	17			
	9 - 10	12			
Beaver Creek	1 - 4	11			
	5 - 8	9			



MULTI-GRADE CLASSES IN THE YUKON

September, 1975

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2 Grades per Class

No. of Classes - 31

Average Class Size - 20.41

3 Grades per Class

No. of Classes - 10

Average Class Size - 18.40

4 Grades per Class

No. of Classes - 6

Average Class Size - 12.66

5 Grades per Class

No. of Classes - 1

Average Class Size - 22

B.C. Sept./74 Average

Multi 1 - 3 - 24.3

Multi 4 - 7 - 27.9

Multi other - 25.1



SECONDARY CLASS SIZES BY SUBJECT IN THE YUKON - SEPTEMBER, 1975

<u>Subject</u>	<u>No. of Classes</u>	<u>Av. Class Size</u>	<u>Percentage of Classes With</u>				
			<u>1-15</u>	<u>16-25</u>	<u>26-30</u>	<u>31-34</u>	<u>35 or mo</u>
Art	13	19.53	30.76	61.53	7.69		
Biology	8	14.25	50.00	50.00			
Chemistry	5	17.20	40.00	60.00			
Commerce	23	19.78	17.39	69.56	13.04		
Home Ec.	39	14.61	53.84	43.58	2.56		
English	53	22.73	13.20	41.50	37.73	7.54	
French	30	19.76	30.00	36.66	20.00	13.33	
Geography	3	12.33	66.66	33.33			
Guidance	18	24.17	5.55	55.55	16.66	5.55	
History	4	14.00	75.00		25.00		
Ind. Ed.	41	15.32	46.34	53.65			
Law	1	24.00		100.00			
Mathematics	54	20.61	25.92	33.33	31.48	9.25	
Music	14	21.64	14.28	57.14	7.14	21.42	
Physics	4	14.00	50.00	50.00			
P.E.	48	22.33	16.66	56.25	10.41	8.33	8.33
Religion	7	24.00		57.14	42.85		
Science	41	22.17	9.75	56.09	29.26	4.87	
S.S.	47	23.30	10.63	44.68	34.04	10.63	
Drama	2	20.50	50.00		50.00		
Yukon Totals	455	19.31	24.61	47.91	19.78	6.59	1.09
B.C. Sept/74 Totals	56320	24.8	10.2	41.6	27.1	16.9	4.2



## SPECIAL EDUCATION SERVICES IN YUKON

a) F.H. Collins School  
2 full-time teachers involved in the work-training programme (pre-vocational training).

17 students are involved in the programme and they spend  $\frac{1}{2}$  of their time in school doing an up-grading kind of programme and the balance of the time working at a job in the community under the supervision of their teachers.

b) G.A. Jeckell School  
2 full-time teachers handle an EMR class and a class of slow learners in addition to providing remediation to other students in the school.

c. Selkirk St. Elem School  
1 full-time teacher who provided a remedial programme for 70-75 students per week.

d) Jack Hulland School  
1 full-time teacher at upper elementary level provides a non-academic programme for a class of slow learners.

Another teacher, although not designated a special class teacher, also provides a special programme for a class of 19 slow learners.

e) Whitehorse Elementary School  
6 full-time special education teachers dealing with a total of 58 pupils. There are 3 primary classes (2 primary readiness for slow learners and 1 primary opportunity class for the educably mentally retarded), and 2 intermediate classes (both for slow learners). The sixth teacher has a class for children who are language-delayed.

f) Watson Lake School  
2 full-time teachers both having classes for slow-learners and - or the educably mentally retarded - one at the primary level and the other at the intermediate level.

There are 14 designated special education teachers in the system at the present time.

Another teacher (at the J.V. Clark School in Mayo) although not designated for the trainable mentally retarded at Whitehorse Elementary School. Funding for the class is on a grant-basis from this Govt.

Finally, in extra special situations, involving the blind, the deaf and the cerebral palsied student from Yukon, the Department of Education arranges for the provision of Special Services through outside authorities. At the present time, Yukon students are being educated at various locations outside Yukon e.g. Jericho Hill in Vancouver, The Alberta School for the Deaf in Edmonton, the Glenrose Hospital in Edmonton, the Winifred Steward School in Edmonton etc. In all cases the major portion of the costs involved are borne by this government.



SESSIONAL PAPER NO. 3

Mr. Speaker  
MEMBERS OF COUNCIL

Yukon Income Tax

Present Income Tax Structure

At the present time the federal government imposes the total income tax levied in the Yukon. This levy is comprised of a federal basic tax; and

(a) an additional tax of 30 per cent of the basic federal tax for individuals;

(b) an additional tax of 10 per cent of the basic federal tax for corporations.

The federal basic tax is levied on a common basis on all earnings in Canada. The additional tax of 30 per cent for individuals of the basic federal tax is levied in Yukon, the Northwest Territories and to non-residents of Canada who have Canadian earnings during the tax year.

Provincial governments levy a provincial income tax which is applied to the federal basic tax. Provincial rates for individuals range from 30.5 per cent in British Columbia to 42.5 per cent in Manitoba with corporations paying 10 per cent to 13 per cent.

Since 1972-73 the federal government has included in the Financial Agreement with Yukon a Grant in Lieu of Income Tax equivalent to:

(a) the percentage of Yukon taxes collected of the total taxes collected in Canada times the estimated taxes to be collected in Canada in the forthcoming year;

(b) This grant in lieu of taxes has not been subject to adjustment in later years.

Proposed Income Tax Structure

The imposition of a Yukon Income Tax would, in addition to the political and social implications, operate in the following manner:

(a) the Territorial Council would approve legislation authorizing the imposition of a Yukon Income Tax;

(b) the federal government under an agreement with Yukon would collect the total taxes from Yukon residents;

(c) Yukon income tax would be repayable to the territory by Canada on a monthly estimated installment basis with adjustment to actual tax collected approximately two years after the taxation year.

Political and Social Implications of a Territorial Income Tax

The imposing of a Territorial Income Tax would constitute a major step forward in responsible government. It would bring Yukon to the same position of fiscal responsibility in respect of taxation as all provinces by providing this government with the ability to raise approximately 84 per cent of our O and M fiscal needs. In addition it would allow a greater flexibility in raising revenues and in setting our own

spending priorities.

Initially tax rates would not differ from present, however, with greater fiscal responsibility this Council could initiate or revise programs without regard to the current federal input into our budgetary process.

Financial Implications of a Territorial Income Tax

The most important financial aspect of the introduction of a Territorial Income Tax would be the taking over of the responsibility for the largest portion of revenue sources for the territory. In 1976-77 the territorial government would have direct responsibility for raising about 67 per cent of the operating and maintenance expenditures. The introduction of a Territorial Income Tax would bring that percentage to 83.7 per cent in 1976-77. Effectively, this would mean that the government and the people of the Yukon would be responsible for raising almost 84 per cent of the funds necessary for the operation of the territory. This would place Yukon at a point of financial responsibility that most provinces with full authority find hard to match.

Timetable required to introduce a Territorial Income Tax

Event

Date

Commitment by Territorial Government to impose their own income tax effective January 1, 1977.

Commence drafting of territorial income tax legislation and changes to federal legislation.

Advising D.N.R. if the Territorial Government will enact legislation to give relief from territorial tax to those taxpayers who have been relieved of federal income tax by the 8 per cent federal tax reduction.

Commence drafting of tax collection agreements.

Enactment of territorial legislation and notification to D.N.R. of tax rates.

Amendments to federal legislation prepared.

Signing of Tax Collection Agreements.

Commencement of imposition of territorial income taxes for the taxation year 1977.

1 March 1976  
1 March 1976  
1 September 1976  
1 October  
0  
1 October 1976  
15 October 1976  
15 October 1976  
31 December 1976  
1 January 1977



## Legislation

### 1. Territorial

It is likely that the Department of Finance would be responsible for drafting the territorial legislation. This is the procedure that was used when the provinces entered into agreements with the federal government following the tax rental era and the move to joint occupancy of tax fields. This will ensure that the aim of the Tax Collection program - to promote a uniform income tax structure in Canada, is adhered to in the preliminary drafts and is of course reflected in the final legislation.

### 2. Federal

The Federal Income Tax Act will have to be amended to exclude residents of the Yukon from the additional federal tax imposed on Canadians not subject to provincial income taxes ((ss 120 and 124).

In addition, the Fiscal Arrangements Act will have to be amended so as to allow the Federal Government to enter into tax collection agreements with the Yukon. It is also likely that a caveat will be needed in this Act or financial agreement to ensure that any territorial tax rate will not be lower than the additional federal rate applying under Sec. 120 and the federal reduction under Sec. 124 of the Income Tax Act. This would obviate (for the short-term) the danger that a territory could establish a lower tax rate than the existing federal rate and have the deficit picked up through the deficit grant.

### Summary

In view of the major constitutional advancement that the introduction of a Territorial Income Tax would have, it is recommended that Council concur with the introduction of a Yukon Income Tax in accordance with the schedule outlined above.

J. Smith  
Commissioner



Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the industry. It covers various aspects including market trends, key players, and emerging technologies. The data presented here is based on extensive research and analysis of industry reports and publications.

Methodology

The research methodology employed in this study involves a combination of secondary and primary data sources. Secondary data was collected from industry reports, government statistics, and academic journals. Primary data was obtained through interviews with industry experts and focus group discussions. The data was analyzed using statistical methods to identify trends and correlations.

Findings

The findings of this study indicate a steady growth in the industry over the past five years. Key drivers of growth include technological innovation and increasing consumer demand. However, challenges such as regulatory changes and economic uncertainty remain significant concerns for industry participants.

Conclusion

