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Thursday, March 4, 1976

Speaker: The Honourable Donald Taylor

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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 the Order Paper. Are there any documents or correspondence for tabling this morning? Are there any reports of committees? Are there any introduction of Bills? And under Notices of Motion and Resolutions, I wonder if the Deputy Speaker would at this time take the Chair.

MR. HIBBERD ASSUMES THE CHAIR

Mr. Speaker: The Honourable Member from Watson Lake.

Hon. Mr. Taylor: Yes, Mr. Speaker, I would this morning like to give Notice of Motion, moved by myself, seconded by the Honourable Member from Whitehorse South Centre, whereas the people of the Yukon Territory, as represented by the members of this Legislature, are desirous of further advancing constitutional development of the Yukon Territory, now therefore be it resolved that the members of this House in Session assembled request the Honourable Judd Buchanan, Minister of Indian and Northern Affairs, in selecting a new Commissioner of the Yukon Territory pursuant to Section 3 of the Yukon Act and in consultation with this Legislature, recommend that the Governor-in-Council make such appointment from amongst the members of this 23rd wholly elected Legislature of the Yukon Territory.

MR. SPEAKER RESUMES THE CHAIR

Mr. Speaker: Are there any further Notices of Motion or Resolution? The Honourable Member from Whitehorse Riverdale.

Mr. Lengerke: Mr. Speaker, Notice of Motion with respect to Yukon representation on boards, moved by myself, seconded by the Honourable Member from

Whitehorse South Centre, whereas the Federal Minister of Indian Affairs and Northern Development has recently demonstrated publicly through interview with a CBC reporter, his shock to think that Yukoners do not have confidence in the ability of Northerners to make their own decisions along with an apparent lack of information about other concerns, be it resolved that the Yukon Legislative Assembly wish to go on record in strong support of Yukon members or representatives on Yukon and federally constituted boards, be they utility boards, water boards or otherwise. This Assembly is confident that the Yukon members or representatives can carry out factual, objective and conclusive investigations and reach acceptable solutions, if they are indeed given the total authority to do so.

This Assembly simply, but firmly, reminds the Honourable Minister not to judge those Yukoners, those Northerners, that have not had the opportunity to fully exercise their responsibilities because of jurisdictional limitations placed on the boards they serve.

In stating this position, the Legislative Assembly also recognizes the initial efforts by the Minister of Indian Affairs and Northern Development to ensure that greater representation and decision-making authority was provided to Yukoners and appeals to the Minister to once again continue those efforts to broaden this authority.

Further, this Assembly makes no apology for Yukon's recent and continued action with respect to N.C.P.C. operations and electrical rate situation, as well as other significant and major issues of serious concern to this Territory.

The people of Yukon will continue to react as will this Assembly in any way that it deems necessary within its ability until definite solutions or progress are realized.

We are more than ready to work with the Minister to this end and would welcome direct representation and communication from him to this Assembly rather than via other indirect means in response to Federal Yukon problems.

Mr. Speaker: Are there any further Notices of Motion or resolution? The Honourable Member from Whitehorse South Centre? Are there any further Notices of Motion or resolution? Are there any Notices of Motion for the production of papers? We will then proceed to the question period. Have you any questions?

ORDERS OF THE DAY

QUESTION PERIOD

Hon. Mr. Lang: On a point of order, I have for tabl-

ing Legislative Return number 6.

Mr. Speaker: Alright, we will permit the tabling of Legislative Return number 6. Have you any questions? The Honourable Member from Whitehorse South Centre?

Question re: Investigation of N.C.P.C.

Mr. Hibberd: Yes, Mr. Speaker, I have a question for the Commissioner this morning. Recently, in an interview the Minister of Indian Affairs and Northern Development stated--was asked the question how the investigation into N.C.P.C. was proceeding. His reply to the interviewer was, don't ask me, go and ask the Commissioner, go and ask the Chairman of N.C.P.C. He has got a man in the field. He has got the expert who knows what's going on. Go and ask him. I am now asking the Commissioner.

Mr. Speaker: The Commissioner?

The Commissioner: Well, Mr. Speaker, I suppose that I should possibly thank my Minister for the opportunity presented by the Honourable Member or the opportunity presented by my Minister to the Honourable Member, to pose a question and, in my opinion, the actions that I have been able to initiate with regard to this investigation requested by my Minister for a report to him on certain facets of the Northern Canada Power Commission's operations are proceeding towards a deadline of March 31st. I will be in a little bit better position to assess just how successfully or unsuccessfully they are going because I am going to be in Edmonton at the Northern Canada Power Commission headquarters from this Saturday through until next Wednesday morning, Mr. Speaker. I would say that the course of action is under way to provide this report and I am hopeful that the results of these endeavours will be satisfactory to everybody concerned.

Mr. Speaker: Are there any further questions? The Honourable Member from Kluane?

Question re: Ross River Indian Band

Mrs. Watson: Mr. Speaker, I have a question for the Minister of Local Government and it really is supplementary to the question I asked yesterday regarding the statement that the Minister said that he had from the Indian people that they would be more than willing, ready and able to join the Government of the Yukon Territory in establishing L.I.D.s that would encompass all the people of the Yukon Territory.

Yesterday, he stated that he did not have that commitment in letter, that he interpreted from a statement that came out at the Ross River Indian--by the Ross River Indian Band at the minutes of the Ross River L.I.D. hearing.

Mr. Speaker, I must read the statements that he is referring to and this is the basis of the objections of the Ross River Indian Band. "We feel that the L.I.D. may jeopardize our band's lands claim issue with the Federal Government. We would like to see our land claims

settled first before we commit ourselves to local government under L.I.D. in Ross River. We recognize the Band Council as a decision-making body of the village and we would like to see it continue in this way until we are eventually ready to join L.I.D. We want to have a chance to plan and decide on matters affecting ourselves, our lives in the village. We want the Band Council to be the governing body for the village as they would best know what the local Indian people want."

"We are tired of being told what is good for us by other people and we think it's true, we decide what we think is good for us and we do not wish to be pushed into L.I.D. against our wishes".

My question to the Minister is, does he really interpret that as a commitment from the Ross--from the Indian people that they are ready, depending on the Indian land claims settlement, that they will be ready and willing and able to join the government in establishing L.I.D.s that would encompass all of the people of the Yukon Territory?

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

Hon. Mr. McKinnon: Mr. Speaker, I have the impression that we are trying to make much too much out of this in answering the Honourable Member from Kluane. I answered the original question off the cuff and I knew I had a written commitment in my records. That written commitment happened to be coming out of the Ross River L.I.D. I think the original statement that the Honourable Member read states pretty specifically, and I think that she read it, that they said that following the land claims they would be ready to commit themselves to local government under L.I.D.

To me, Mr. Speaker, that was a major breakthrough. It was an Indian band talking on behalf of the Indian people that, following land claims, they would be ready to look at the L.I.D. involvement. Mr. Speaker, I think that that's a breakthrough as far as I am concerned, and I would just leave the record as read by the Honourable Member from Kluane to the House on the records of the House and go no further than that.

Mr. Speaker: Are there any further questions? The Honourable Member from Kluane?

Question re: Delaying of granting L.I.D. status.

Mrs. Watson: Mr. Speaker, a supplementary to the questions. Then I might ask the Honourable Member, does he feel that is sufficient to delay considering and even granting L.I.D. status to communities and areas that so desire that status before the settlement of the land claims?

Hon. Mr. McKinnon: Mr. Speaker, I do have the record and, of course, a request from the Council of Yukon Indians asking for a delay in the re-establishment of L.I.D. or the re-establishment or establishment of L.I.D.s until the land claims are settled.

The reason being, and I don't think it is any secret, that part of the land claims negotiations are attempting to find methods of dealing with local government in-

stitutions that all people of the Yukon, whether they be Indian people or whether they be white people, can feel comfortable in and feel at home in.

So I don't think that it is not a legitimate request to say, while the negotiations are on and while, obviously, we are looking for these compromises and these solutions, to have a hiatus period. I would be surprised, Mr. Speaker, if the House would feel that this was not a legitimate and a sensible and an obvious request.

Mr. Speaker: The Honourable Member from Kluane?

Mrs. Watson: Mr. Speaker, just to pursue this a little bit further though, is there not legislation, a Yukon Ordinance, which gives the right to a group of people who live in a community to ask for local government? Are we going to not recognize our legislation for a period of so many years?

Hon. Mr. McKinnon: Mr. Speaker, that legislation is there - it is in effect. I have journeyed to both the community of Carmacks and Ross River, one who wants the re-establishment of an L.I.D. and the other who wants the formation of an L.I.D. I have spoken to them on the situation - I have written to them on this situation. They know full well and have accepted that, pending the period of time that is needed to attempt to come up with a workable solution that all people of the Yukon can live with, that during that intervening period of time they accept it, unwillingly perhaps, but have accepted that fact that there is a greater principle at stake at this time.

Mr. Speaker: The Honourable Member from Ogilvie?

Question re: Rent Controls

Ms. Millard: A question for Mr. Commissioner. What progress has the administration made in investigating the area of rent controls in the Yukon?

Mr. Speaker: Mr. Commissioner?

Mr. Commissioner: Mr. Speaker, the answer is zero, we have made no progress whatsoever. The ability or the problems associated with this are no different at the present time, Mr. Speaker, than they were when the question was answered here some months ago at a prior session of this Assembly, Mr. Speaker.

Mr. Speaker: The Honourable Member from Ogilvie?

Ms. Millard: Mr. Speaker, just a supplementary to that. It is my understanding that, under the guidelines, rent control belongs to the territory and is it not our duty then to set up an investigation into rent controls? Is there some indication from the administration that rent controls will be considered in the next few months?

Mr. Speaker: Mr. Commissioner?

Mr. Commissioner: Mr. Speaker, we have an Ordinance, I am sorry I just don't have the proper title of it - Landlord and Tenant Ordinance - and the Territorial Secretary's office continues to monitor complaints concerning breaches that occur of that Ordinance. To the very best of my knowledge, attempts to investigate these and until such times as the amount of complaints and the apparent abuse of landlords' authority with regards to raising rents gets to a point where the administration considers that rent control legislation is absolutely necessary, Mr. Speaker, it would not be our intention to exercise that particular prerogative that we have.

I think it has been stated prior, in this Assembly Mr. Speaker, that we can see no point to asking Council to agree to legislation which has, effectively, only got a cosmetic effect. It simply misleads everyone. Rent control legislation, as we would see it at the present time, would be very, very costly legislation to enforce. Until such time, as I have stated Mr. Speaker, that the level of complaints appears to warrant this legislation, it would not be our intention to be proceeding with it.

Mr. Speaker: Are there any further questions? The Honourable Member from Hootalinqua?

Question re: Anti Inflation Board Authority for Rent Control

Mr. Fleming: More or less supplementary to the Honourable Member from Ogilvie's questions. Mr. Commissioner, would I not be right in assuming that any breach that was too large in this area, and you may have answered it, I couldn't hear, would this not come under the Anti Inflation Board if it was necessary, could you not bring this through them?

Mr. Speaker: Mr. Commissioner.

Mr. Commissioner: Mr. Speaker, I don't think so. I would feel that we would be told that this was an area of jurisdiction which was specifically available to the Territory and I would repeat, Mr. Speaker, that we continue to monitor these complaints and it will depend upon the level and the severity of the complaints, whether we ask the Council to enact legislation to permit us to exercise that particular authority.

I would question very much if that particular thing could be moved as a direct item to the Anti Inflation Board's jurisdiction.

Mr. Speaker: There being no further questions, we'll proceed to Motions, none of which appear on the Order Paper. The Honourable Member from Whitehorse South Centre.

MOTIONS

Mr. Hibberd: Mr. Speaker, I would move, seconded by the Honourable Member from Pelly River, that Standing Order number 41 be suspended in order that the House may proceed with motions of which Notice has today been given.

Mr. Speaker: It has been moved by the Honourable

Member from Whitehorse South Centre, seconded by the Honourable Member from Pelly River, that Standing Order 41 be suspended in order that the House may proceed with motions of which notice has today been given. Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?

Some Members: Agreed.

Mr. Speaker: Are any disagreed? I shall declare that the Motion is carried.

(Motion carried)

Mr. Speaker: Would the Honourable Member from Whitehorse South Centre kindly take the Chair at this time?

MR. HIBBERD ASSUMES THE CHAIR

Mr. Speaker: It has been moved by the Honourable Member from Watson Lake, seconded by the Honourable Member from Whitehorse South Centre, whereas the people of the Yukon Territory as represented by the members of this Legislature are desirous of further advancing the constitutional development of the Yukon Territory, now therefore be it resolved that the members of this House in Session assembled request the Honourable Judd Buchanan, Minister of Indian and Northern Affairs, in selecting a new Commissioner of the Yukon Territory pursuant to Section 3 of the Yukon Act and in consultation with this Legislature, recommend that the Governor-in-Council make such appointments from amongst the members of this 23rd Wholly Elected Legislature of the Yukon Territory.

The Honourable Member from Watson Lake.

Hon. Mr. Taylor: Yes, Mr. Speaker, a number of days ago the House approved a Resolution which was directed to the Honourable Minister of Indian Affairs and Northern Development, asking and recommending that the pending appointment of a new Commissioner be made from a resident Yukoner.

For some reason, the office of the Minister became confused by that Resolution and didn't understand what a resident Yukoner was. I'm sure that all members would have agreed, at that time, and would agree today, that a resident Yukoner is somebody who is resident in the Yukon. But however, for some reason, this got confused.

As a result of the passage unanimously of this House, a telex was forwarded over the signature of the Speaker to the Honourable Minister. I must say that I note in the media the Minister's office has not received a copy of the Motion from the Yukon Legislative Assembly urging the Minister to appoint a Yukon resident to the Commissioner's post. When it is received, there will be an official reply. However, an assistant to the Minister admitted there is some disagreement about definition of a Yukoner and cautioned Yukoners to remember the appointment is the prerogative of the Minister.

It leads me to believe that the Assistant to the Minister must think we're idiots up here. It must be, Mr. Speaker, with due respect, it must be extremely depressing to be a genius in a world full of morons. Mr. Speaker, the Motion that is before us today is perhaps one of the most serious motions involving the constitutional development of the Territory as affected by this Legislative Assembly and the Councils of the Yukon Territory before us.

I have been going through my many constitutional files and I find one as recent-dated as April 15, 1966, Motion number 40, moved by myself, seconded by Mr. Thompson, dealing with this very question of constitutional development of the Yukon Territory.

In other words, making the Territory and this Legislature and the government a government by the people and for the people, not by Ottawa and for Ottawa. We have been a long time in this endeavour and each successive legislature has followed this same pattern. Today, we have learned that, perhaps, the Minister may be selecting as Chief Executive Officer of this Territory someone who is not a resident of the Yukon Territory, who does not live here, who is not currently involved and engaged in the day-to-day affairs of the Yukon other than, perhaps, by newspaper because if he is not a resident Yukoner, whoever this person may be, he obviously doesn't know what is going on here.

Now, I would just like to note that in the motion I refer to Section 3 of the Yukon Act and the Governor-in-Council doesn't have to appoint a Commissioner at all. The Yukon Act states in Section 3 that the Governor-in-Council may appoint for the Territory a Chief Executive Officer to be styled and known as the Commissioner of the Yukon Territory. It says he may do that. It doesn't say he shall.

So I would assume that there is no real compulsion to have a Commissioner in the first place, in law and by virtue of the Yukon Act. Perhaps it is the intention, though, of the Minister to appoint a Commissioner nonetheless. Now, the practice in the past has been, as I stated earlier in discussing the former motion, to appoint a Yukoner as Commissioner and this was, of course, first instituted in the appointment of Gordon Cameron, who was our first resident Commissioner in recent times in the Yukon Territory, who was not a civil servant, who was a man who was simply a citizen and businessman in the Yukon Territory.

And following, I believe, a term of four years the current Commissioner, Commissioner James Smith who has been with us some ten years as Commissioner, was also appointed, not having been a civil servant but having been a businessman and resident in the community and knowledgeable about the community. Though I may have given Commissioner Smith, personally, a pretty hard time when he got started on his job, I commend him for at least having the feelings of the people of the Yukon at heart in his day-to-day administration of the Territory, notwithstanding that a Commissioner certainly is subservient to the Minister.

I am sure there are lots of acts that he has done on behalf of the people of the Territory that perhaps he cannot disclose but he, I think, has worked hard. But he has come from among the people of the Yukon. Now, the question is raised, will there be a civil servant ap-

pointed? Will there be someone from out of the Territory appointed?

We don't know. The Minister has not stated. The Minister has stated that he is really interested in seeing the constitutional development and evolution of the Yukon Territory. He said he is going to expand the—for instance—the Executive Committee before the end of the lifetime of this group assembled, Mr. Speaker. He has made that commitment to the people of the Yukon. When that happens, we assume then that the transfers of powers will be such that the elected members on the Executive Committee will predominate over the appointed members.

The Minister also made another commitment, in a way, that before the appointment of a new Commissioner for the Yukon he would advise the members of this legislature. Now, I can't quote you exactly when he said it, where he said it. I do know he said it. I would hope that he would not break faith in the commitment he has given to those of us around this table who represent the people of the Yukon.

I am advised by the people of the Yukon, from Dawson City to Watson Lake, a pretty good cross-section of public opinion, they agree with the stand we took several days ago that we must have a Yukoner, that they will not accept a return to the more colonial approach of having appointed ex-civil servants, ex-losing politicians, ex-whatever you want to call it, from the outside being brought in here to be Chief Executive of our Territory.

It is imperative, Mr. Speaker, that the Chief Executive of this Territory be knowledgeable, especially at a time when we are discussing matters of getting Yukoners together. I specifically refer to land claims. So our native citizen and our non-native citizen can work together and through mutual agreement, develop something which we can live with.

Yukoner talking to Yukoner, not an Ottawa bureaucrat or Ottawa politician, they're talking to a native person and saying, well, we're going to make a deal and you people can live with it.

The time has come when we need input and the man who fills this position should be knowledgeable as a Yukoner and be able to provide the input, to provide the continuity, to provide the understanding and the sympathies and all those things that are required in this most important endeavour.

He must understand this Legislature. He must understand what we are attempting to do. We cannot afford to have anyone appointed as Commissioner of the Yukon Territory who would hold the view that the Federal Government must in perpetuity have a very strong presence in the government of the Territory of the Yukon.

This gives rise to this Resolution. If we were, Mr. Speaker, to sit down at this short notice and based on the rumours in the street to over-react we do nobody any service whatsoever. And if we were to sit down and try to pick names out of hats and say, well, you know just who in the Yukon, who do we think would make a good Commissioner. I believe that all members would agree that is a virtual impossibility.

It has occurred though, I'm sure, to many members that from this legislative body should properly come the

next Commissioner of the Yukon Territory, whoever that may be. And that is the decision of the House if accepting this motion and if the Minister will listen to the desires and wishes and requests of the people of the Yukon Territory, then it will be the duty of the House if this motion carries to sit down and consider from among them who would be best capable and willing to accept this most important responsibility.

It would perhaps mean that that member would have to resign his seat, upon appointment, and take on duties under the direction of the Minister of the day. It would be a sacrifice but the people of the Yukon Territory elected each and everyone of us at this table - obviously they had sufficient confidence in each and every member of this House or they would not be here and we would not be here.

So, simply stated Mr. Speaker, this very important Resolution asks and recommends that the Minister, in consultation with the Legislature, recommends to the Governor-in-Council the appointment of a member of this House to be the next Chief Executive in the form of Commissioner of the Yukon Territory. I would ask for the support of all members on behalf of all the people I represent and I would most certainly assume all the people of the Yukon. Thank you, Mr. Speaker.

MR. TAYLOR RESUMES CHAIR

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

Mr. Hibberd: Mr. Speaker, this Yukon Territorial Legislative Assembly is already on record as supporting the principle that a resident Yukoner be one of the criteria for the appointment of the Commissioner of the Territory, as this motion was introduced by the member from Watson Lake and passed in this House unanimously.

Let us go back and review this important aspect of the political evolution of the Territory. Before the early 1960's, we were used to seeing a civil servant approaching retirement age and coming from any particular federal department, arriving on the scene, to administer our affairs. Knowledge of, and interest in, the Yukon did not appear to be an important feature in making that appointment. This was colonialism in its most literal and most distasteful sense.

Fourteen years ago, the people of the Yukon fought a very tough battle against the bureaucrats, who were running the Territory at that time, from Ottawa. Firstly, they were after a Yukon resident; secondly, they wanted a person selected from outside the civil service. Yukoners won that round with the appointment of Mr. Gordon Cameron, a long-time Yukon resident and a local businessman. The precedence had then been established. It became more firmly entrenched with the appointment of his successor who is now our present and most respected Commissioner, Mr. James Smith. Prior to his appointment, he was well-known as a long-time Yukoner in both political and business circles. Also, Mr. Smith is the exact personification of what Yukoners can do.

Our Minister, Mr. Buchanan, has recently publicly questioned the ability of Yukoners to govern them-

selves. Mr. Smith stands as an excellent example of just how well a Yukoner can handle that job.

We are in his gratitude for a job well done.

I must repeat and accentuate our present position. The Commissioner of the Yukon Territory is now, by precedent, selected from the residents of the Yukon. He is selected as a person separate from government who can think and speak with the experience of a person who has lived and worked with the people of the Yukon. He is a person who knows how Yukoners think. He is familiar with their concerns and he is not impeded by the years of working as a civil servant, which can only train a person to think of government concerns first and not the concerns of the people of the Territory.

Mr. Speaker, it is in keeping with the continuing political evolution of the Yukon that a responsible, democratic body, that the duly elected representative of the people of the Yukon have some influence in the selection of our next Chief Executive Officer. This Assembly wishes to further that political evolution towards democratic government for the Yukon. They want the person to have the support of the voter.

In other words, Mr. Speaker, it is their desire that the Commissioner should be selected from those who have received the endorsement of the voters of the Yukon. These persons, Mr. Speaker, are the members of this House. They are the democratically designated representatives of the people of the Territory.

In closing, Mr. Speaker, I would urge the members of the assembly to support this motion and to make whatever representation available to them to influence the Minister in the selection of our Commissioner in order that we may have, as our Senior Executive Officer, a person who is: (1) a resident of the Yukon, (2) a person who is separate from government, (3) a person who will think first of the Yukon, (4) a person who will have the strength to carry the wishes of the people of the Territory directly into the Minister's office.

Thank you, Mr. Speaker.

Mr. Speaker: Is there any further debate? 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: May I have your further pleasure?

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

Mr. Speaker: It has been moved by the Honourable Member from Pelly River, seconded by the Honourable Member from Whitehorse Riverdale, that Mr. Speaker

do now leave the Chair and the House resolve in the 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 the motion carried.

MOTION CARRIED

COMMITTEE OF THE WHOLE

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

RECESS

Mr. Chairman: I now call this Committee to order. It is the intent of the Committee this morning to discuss "Barriers to Education".

Some Members: Agreed.

Mr. Chairman: As representatives of this Paper, the request has been made that Mr. Bill Webber, President of the YANSI, Mary Easterson, Educational Consultant Y.N.B. and Ted Parnell, Sociologist, be present as witnesses. Is this the wish of Committee?

Some Members: Agreed.

Mr. Chairman: Would you please come forward.

Mr. Webber: Thank you Mr. Chairman and Members of the House. I am Bill Webber, President of the Yukon Association of Non-Status Indians. I just would like to read a summary to the report and possibly we could answer questions of the panel following that.

The information in the report shows that non-status Indians in the Yukon are obtaining much less schooling than people in the Yukon as a whole. Among people who are no longer attending school, one-third more non-status Indians have an education lower than grade 9, (B) one-quarter more non-status Indians have an education lower than grade 13, (C) one-seventh as many non-status Indians have obtained post-secondary education and (D) one-fifth as many non-status Indians have attended university.

Information also indicates that native students still attending school, both status and non-status, face greater difficulties in completing school than do non-natives. Their difficulties are due, mostly, to their circumstances of very low incomes and to a difference of culture and background.

Poverty: Children from poor families have much lower chances of doing well in school and of obtaining a well-paying job compared to children from well-off families. This does not happen because well-off children

have more ability or are smarter. It happens because poverty prevents children from using as much ability and intelligence as they have. Educational experts suggest that two-thirds of a child's success in school is determined by the social and financial situation of the family in which they grow up.

Schools usually reward the kinds of behaviour and attitudes taught in middle-class homes and punish those of lower-class children. The well-off child who has grown up with many advantages is made to feel welcome in the school and teachers usually give more attention to him. But the poor child who hasn't had all these advantages does not feel very welcome.

Instead, the school makes him feel that he is not very intelligent. He has trouble learning and gets frustrated. The teachers think he is a trouble-maker, or then can't understand why he is so quiet in class. It doesn't take very long before he drops out. Parents who are poor can't afford enough money for clothing, good lunches, books, school supplies and the extras for sports equipment and school outings. Their children, therefore, don't enjoy school as much.

Because of the things just mentioned, the report recommends that the Department of Education set up an educational assistance allowance to be paid to poor families who have children in school. This kind of allowance would help children from poor families to stay in school longer.

Health: People who are poor get sick more often and they usually get less medical treatment. They are more likely to lose their job because of being sick. They don't know as much about how to keep in good health. Children who are often sick are away from school a lot and can't work as well in school when they are there.

To help avoid this, the report recommends that the Territorial Government have more doctors and nurses available to teach people how to stay healthy and to give them health check-ups more often.

Housing: People who don't have enough money to obtain good housing also get sick more often. They don't do as well in school and they usually die at a younger age. In many other places, it has been found that good quality housing helps children to get along much better in school.

In the Yukon, the native people, both status and non-status, generally live in the lowest standard housing. The report recommends that the Territorial and Federal Governments help native people to obtain better housing by providing money and support to the rural and remote housing group which was set up to do this.

Diet: About two-thirds of the poor in Canada suffer from malnutrition, especially children and the aged.

Sometimes native people can hunt enough game to have good food, but many times game is scarce and the food in the stores is very expensive. People who don't have enough healthy food to eat get sick more often and they can't help themselves and their families as much as they would like to.

Some children who are malnourished suffer brain damage. Others are not able to learn as well because their brains don't have enough of the right kind of energy. The report recommends that the Department of Health start short courses in the communities to help people learn about the best kinds of foods to eat to stay

healthy. The report also suggests that programs be started to provide pregnant women, babies and children in school with proper nutritional food if they can't afford to buy it.

Programs of this sort have been run in other places in Canada and they are very good at helping children to stay healthy and do better in school.

Different backgrounds in the pre-school years: In most cases, native children grow up in homes in communities which are different from those in which white children grow up. Native children usually learn many different kinds of things and are taught these things in different ways. Often, native parents bring their children up differently and have different ideas about what is important in life. But the schools expect native children to be just like white children in most cases. They don't remember that native homes are different, so native children have trouble when they start school and often suffer culture shock.

They aren't sure how they should act in school. Because they act differently, teachers often think native children aren't as smart. The teacher may think they are trouble-makers or may not spend as much time with them.

The report suggests that the Department of Education, together with parents and native communities, should start pre-school enrichment programs, so that native children can also learn the things which they are expected to know when they start school. This has been tried in other places and the native children do better when they begin regular school. These programs seem to work best when the staff are native people who have been given the right kind of training.

Language barriers: One of the difficulties native children face in school is learning and using English. Sometimes this is because a native language is spoken in the home and sometimes because native children don't learn as many English words as well as white children. When such native children start school, they often have trouble understanding what the teacher is telling them. They have trouble asking questions to get information or have trouble learning to read.

In other places, it has been found that children from homes where native language is spoken get along better in school when the native language is used in the school. Children also do better when they are given special instruction in English.

The report suggests that native languages should be used more in schools and that teachers should also have training in how to teach English to native children.

School curriculum: Most of the books and materials used in schools are written for well-off white children who live in cities and towns. They aren't very suitable for children whose families are poor, rural or native. There's very little mention of native culture, history, music, etcetera. Books usually take the white view of history and often contain insulting remarks about native ways and people. These things cause native children to feel ashamed and they don't learn much about the tradition of their people. This causes them confusion and often leads to conflict between school life and native home life. All these circumstances make success in school much harder for the child. Both native and white children suffer from this racially biased content and

they don't learn to understand each other.

The report therefore recommends that the Department of Education review these materials, to delete any which are biased against native people, and that the Department, along with native groups in communities, develop new material which contains more about native history, culture and experiences.

Teachers: Many teachers don't understand much about native people or their culture, history or communities and often they don't stay in native communities very long. This makes it very difficult for them to teach native children well. If they had more training in understanding these things, the native children would do better in school.

The report suggests that the Department of Education should help teachers to get more of this training. It also suggests that the best solution is to have native people trained as teachers, teachers' assistants and counsellors, so that they can teach the children. This has been tried in many other places and it has worked very well. It should be done here in the Yukon.

The community participation: Native people have had little say in how their children are educated. They have been promised a better education for their children for years, but their children are still falling behind. Native people should be given the opportunity to participate much more in making decisions about education.

Government regulations allow for some of this participation, but in practice it seldom happens. A lot more participation would help the whole community develop its skills and knowledge as well as helping to give native children a better education. The report recommends that the Department of Education take the necessary steps to help ensure that native people actually are involved.

Research needed: The Department of Education seems to have very little information about the scope of the problems affecting native children in Yukon schools. The report recommends that the Department carry out the research necessary to get this information and also that the Department find out more about the problems and solutions adopted in other parts of North America in the area of native education.

Without this information, the Department can't be very effective in helping native children in school.

Conclusion: Education can't solve all of the problems of native people, but it can help. Native people know that a better education is necessary for their children but there are still too many barriers in the way.

The recommendations in this report are meant to help reduce these barriers. The Department of Education says it doesn't have enough money to start such programs, but if it tried harder and sent proposals to the Federal Government, the Department could probably get money from any of these necessary programs.

If money was spent on these educational programs for native people, the government would save money in other areas such as welfare and housing. The Department of Education says it can't have special programs for one racial group because this would be discrimination. Yet, it does provide money for some children who are having special difficulties in school.

If it can provide money for some groups, it is only

fair that it should provide money for others who are having special difficulties. Native children deserve this help, not because they are a special racial group, but because they are a group of children who are having trouble in school. The present policy of the Department discriminates against native children because the schools aren't set up to meet their needs.

Thank you.

Mr. Chairman: Thank you Mr. Webber. Mr. Lang?

Hon. Mr. Lang: Mr. Chairman, yes, I have a question for the witness. On August 29, we had a meeting with the native organizations in this chamber, if I recall correctly, and subsequent to that we were supposed to set up a committee in order to get the participation that the witness has discussed.

There was a meeting planned for September 8, the following week. In fact, two of my officers purposely stayed in town, otherwise they should have been in the field getting things organized for the beginning of the school year. I would like to ask why only one individual showed up, if this participation is what we are looking for?

Hon. Mr. Taylor: A point of order, Mr. Chairman, I don't think that the - I think it should be made clear that the witnesses are not on trial here and one should watch how the questions are phrased.

Mr. Chairman: I agree, Mr. Taylor, but perhaps the question can be answered without getting into further debate. Can it simply be answered?

Mr. Webber: Yes, I feel it is a good question. The response from the Minister was very minimal, at that time, that we met with him and he said there was no way that he would or could see making any provisions for one racial group, that the education system was geared to meet the needs of all people and that he wouldn't see his way clear to, practically, discuss it.

He had stated that we would meet but if you have got a negative attitude like that to deal with, then, you know, it is not worth even having a meeting. You know, it's just negative.

Mrs. Easterson: I would also like to add one thing on to this, is that at that meeting it was stated that input put in by the native organization was only on an advisory capacity and not as a recommendation. You know, like we wouldn't be making specific policies for our people, that we would only be recommending different things and advising the Minister and he would take it from there, whether he liked it or not.

Mr. Chairman: Well, how else could it be accomplished other than in an advisory capacity? Mr. McKinnon?

Hon. Mr. McKinnon: Mr. Chairman, I think that we may have a bit of a misunderstanding. The policy of the Department of Education is set by the Executive Committee of the Yukon Territory and around this table. The recommendations come from exactly what is happen-

ing today, representations from different – of different interest groups and the lobby groups before this House so that all members and the Executive Committee have a cross-section of what the suggestions are when policy is set.

There is a policy making body for the Department of Education in the Yukon, and that happens to be the Executive Committee through the Yukon Legislative Assembly. I don't think that there is any doubt that lots of recommendations and lots of input and different groups have brought policy recommendations that have been implemented. I don't think anybody has to go any further than the Honourable Member from Kluane, which she had the School Ordinance in front of this table and many representations were made and they were put eventually into policy, but that's the policy making body from the recommendations just as the group here are today.

I would like to say I have already quoted, in debate, from the report on Barriers to Education. I find it articulates very well some of the things that many of us have been saying for years. I also agree with many of the points that Mr. Webber brought in a summary to the House today. I don't want to leave the impression that there are not people in the Yukon Territorial Government that don't appreciate the points that are made. Some things are actually happening and we always think, you know, that things are slow and they don't move fast enough. But, you know, I have been around long enough to know when there was no low-cost housing around the Yukon Territory and I have seen it develop in all the communities. I know that 70 per cent of the people in the low-cost housing, in the Yukon, are people of status and non-status racial origin. I have also been around long enough to know that this has had a dramatic effect on the truancy rate of some of the schools where low-cost housing has gone into being.

I also agree with the rural remote program and that is included in the budget for this year. You know, so things are happening. Sure they are slow but, you know, there is an improvement over what I saw in the communities when I first came to the Yukon, 20 years ago. I might say that with the difficulty of getting some new programs through the budget that I can't guarantee that rural remote housing is going to be in effect this year but there are people who are concerned and do include these programs in the budget of the YTG.

I agree totally with the question of nutrition and I know that my colleague, the Minister of Health and Welfare, has a nutritionists seminar coming up in the near future. I think more of this has to be done because I agree totally, when you go from one culture to another and are not made knowledgeable of the proper diets that have to be initiated, that there are problems involved and I have seen that also.

There is one problem that I do have from the report, and as I say, I think it articulates some of the things that some of us have been saying very well. I go into the recommendations and I still have problems. I find the basis and the key to what I see in the evolution of making the schools practical for all people of the Yukon, and meaningful for all people of the Yukon that we are never going to have the success until we have Yukon teachers, both native and white teachers. I think this constant two

year turn over of people coming up to do their stint in the Yukon and then leaving, it is just impossible to have any stability or any understanding of the problems of all Yukon children in the schools.

I think I understand the program. If a status person wants to go into post secondary education that he has grants through the Department of Indian Affairs. I know the non-status person has the same as any other Yukon child, a grant, a scholarship of a thousand dollars a year under the Yukon post secondary education Assistance.

I see in your recommendations and to me, the key and the most important part of the total program that you suggest, that the department, I understand that means the department, develop mechanisms for the recruitment of teacher training opportunities for native people.

It seems to me that the Department of Indian Affairs has a program for post secondary education, the Government of the Yukon Territory has a program for post secondary education, neither of us are being successful. We both have programs, so somewhere the program is failing. We haven't come up with the answer. Somehow the answer has to come from the other way. You have got to tell us how to move those post secondary grants and to make it attractive and even much easier for people, and I would say all Yukoners, both native, non-status and white Yukoners to get into the educational system and the teaching system.

Obviously, we have had the programs there. It hasn't attracted the numbers that we would like to see attracted to the teaching profession and return to the Yukon. I can count them on one hand. There can't be five teachers from the Yukon in the Yukon School system. I think we are never going to have a successful program in the Yukon schools until we come up with the answers of getting Yukon teachers in Yukon schools.

I don't see any specifics on how we can bring that about. We have programs now and we are failing in them. How do we go about solving them.

Mr. Chairman: I think Mr. McKinnon I would like to add that the purpose of this Assembly is that we are here to hear representations from the people from interested groups and we indeed welcome you here with your views today.

Mrs. Easterson: I think with native teachers training program we were suggesting that we have a native student trained locally, like in the Whitehorse area. They have native teachers training programs across Canada and this is what we are looking at. We are not looking at sending our students out to B.C. or Sask. or anywhere because of the cultural change and all the other changes that go with moving to a larger city is very great and the drop out rate is going to be greater.

We are thinking mainly in terms of having the native teachers training program in the Yukon, like setting a centre up here.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman I have quite a number of questions. A lot of them for the author of the report,

but I will begin with my first question.

You report, you were commissioned by the Yukon Association of Non-Status Indians, right? To prepare a report and your terms of reference are outlined on the educational attainments of non-status Indians?

Mr. Parnell: Yes.

Mrs. Watson: Now your statistics on attainment level of non-status Indian students. However, as we go through the report, you shift more and more on native students and you are talking about cultural differences of true native students.

Now non-status Indians bear the culture from two societies. They bear the culture from the middle class whites that you are referring to, and they bear the culture of the Indians, right?

Mrs. Parnell: Right.

Mrs. Watson: Now you are talking completely about the influence, you're completely assuming that every non-status Indian child has only the background of the Indian culture.

Your report sounds as though you were writing it for the Yukon Native Brotherhood rather than the Council of Non-Status Indians.

Can you explain why you reverted this way?

Mr. Parnell: Yes, there are several points which perhaps I could clarify for you. The statistics contained in the first part of the report are limited to a certain specific segment which are outlined in the report. They are not related to the students who are presently in the schools, simply because those figures were not available from the department. The figures were not available in a sufficiently representative fashion in the survey done this summer to permit their legitimate use in the report which I wrote.

As I have outlined in the report, I did not use these figures because I did not consider that segment to be a reliable sample.

Secondly, you have suggested that non-status Indians bear a considerable share of the culture of the middle class, of white middle class as well as the native segment. There are several points with regards to that.

First of all native culture across the Yukon is not the same everywhere. It varies by a great many factors. Secondly it is predominately the case that non-status people, who share certain aspects of the euro-Canadian culture tend to take their share more akin to the lower socio-economic segments of the populations rather than from the middle class segments. This is something that has been documented repeatedly over, and over and over again across Canada, and is the case as well in the Yukon.

There are exceptions of course to every generalization. With regard to the shift from the statistics which refer only to non-status out of school populations in the Yukon. The reason that the generalization to native education was used, and it was done deliberately, is that the circumstances shared by non-status and status native people with regard to educational attainment are extremely close and in fact it is overwhelmingly the

case across Canada that non-status persons achieve a lower rate of educational success than do the status people themselves. But generally speaking their problems are very similar. The circumstances and causes are very similar. So that, for all practical purposes, keeping in mind that there are differences by community by various other factors, their circumstances are so similar that it makes little practical use to discuss them separately. It would basically be a repetition of the same things.

Mr. Chairman: Mr. McCall.

Mr. McCall: Thank you, Mr. Chairman. I have also several questions. One question I would like to put forward to Mrs. Easterson. What are the young parents of today doing as far as helping their children to overcome some of the learning difficulties in our modern society?

Mrs. Easterson: That's a very difficult question to answer because a lot of the parents you know, have gone through the school system and they are trying to help their children at home. We are trying to plan a parent awareness program in the villages. It depends whether the funding comes through or not. We are trying to establish communication between the schools and the communities. I think this is one important aspect we should get in to. As far as the parents helping the children at home, I think they are just sort of helping with the homework and that sort of thing. As of now there is no communication between the school or the home.

Mr. Chairman: Is it a supplementary, Mr. McCall?

Mr. McCall: Yes, Mr. Chairman, it's a supplementary. In considering that point would you say, at this point in time, there is seemingly a tendency within our native population to put more emphasis on third party groups, like CYI that sort of thing?

Mrs. Easterson: I don't think so. There are some communications in the villages where the parents are trying to help out and that sort of thing. We do intervene on different occasions, you know, where there are major problems. We try and intervene. But I don't think they're putting all their social trust on us. I think they're in the beginning stages of trying to speak up and say what they want and what direction they want to take.

Mr. Chairman: Mrs. Whyard.

Hon. Mrs. Whyard: Mr. Chairman, I must apologize to the people with us today because I'm not prepared, as well as I would like to be. I didn't know this item was on this morning and I don't have my copy of the report here. I've had an opportunity only to read it quickly, once, and I intended to get back to it later. Could I go back to square one, please Mr. Chairman, and ask Mr. Parnell if he would tell us what his qualifications were for conducting the study? How long he's been in the Yukon and what the cost was and who paid for it?

Mr. Parnell: With regard to my background I did

my undergraduate university training at Queens University in Kingston, Ontario. I did my graduate work at the London School of Economics in London, England. I've been operating as a self-employed socio-economic research consultant in this and related fields for approximately five years. I have taught with the University of Calgary, the University of Simon Fraser and I've been a regular guest lecturer at the University of Alberta.

Previous to arriving in the Yukon I was living just outside of Edmonton. I'd been conducting studies similar to this one in various areas of socio-economic research and policy analysis for these years. I could provide you with a list of publications, if that would be useful.

Mr. Chairman: And when did you arrive in the Yukon, Mr. Parnell?

Mr. Parnell: I took up permanent resident in the Yukon in the summer of 1975 and I was, originally made a decision to move up here approximately a year and a quarter previous to that.

The cost, I think Mr. Webber could give you a more accurate explanation of that than I could.

Mr. Chairman: Mr. Webber.

Mr. Webber: Okay. Basically I'll have to go back to where the study of education problems started last summer. We thought it would be a good project to get into, research into problems with the education system and we submitted an application to the Secretary of State Department under the student community service program to hire some students through the summer and interview different people and document some of the facts.

We received a grant of a little bit over \$10,000.00 to do that summer project and then it wasn't quite complete enough, so we commissioned Mr. Parnell to do further work on it and use comparative figures from different areas in Canada and upgrade the report considerably. His consulting fees were roughly \$2,000.00, I believe, which again we submitted a request to the Secretary of the State Department to pay for this expertise and also printing costs. Our association bore the cost of printing. We only printed 100 copies of the main report and the summary and it was - roughly the cost of it was \$600.00.

Due to the requests that we are getting now though, we are going to have to get some more printed and start charging for the report in order to offset the costs.

Mr. Chairman: Supplementary?

Hon. Mrs. Whyard: Yes, Mr. Chairman, thank you, I didn't intend that you had to breakdown the overall figure. I was just wondering in what ballpark we were working. I would like to ask Mr. Parnell if he worked with officials in the Department of Education on this report and used information that they would made available?

Mr. Parnell: Yes, I had several discussions with a

Mr. Wenger and he was most co-operative in trying to assist me in obtaining figures with regard to statistics relating to age, grade, achievement levels, attainment levels and various other kinds of statistics and at our first meeting, to his knowledge, he did not believe they were available but he said he would do his best to find out if any were available.

The only figures he was able to find were a few very limited figures relating to the number of students who had dropped out in certain grade areas. These statistics were not - well, they were actually numbers, not even statistics. They were not sufficiently reliable or representative or directly related to the comparisons that were being undertaken, to permit any kind of reliable use in any report and this is unfortunate. But the Department was unable to provide basically any figures to us.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: Yes, now Mr. Chairman, my particular area is Health and Welfare and the comments in the summary given us today regarding medical treatment and nutritional and health education concern me, and I must question Mr. Parnell, Mr. Chairman, because a statement in the Yukon that the poor get less medical treatment than others, I cannot accept, since there is medical treatment for every Yukoner.

Mr. Parnell: I think the distinction should be made between the theoretical or legal rights to medical treatment versus the actual treatment received. This is not to imply that the health system makes any attempt to give less treatment to any segment or the other.

It is not to suggest that anyone is making an effort for this to happen. It is a fact which has been repeatedly shown by medical authorities in Canada, including the Canadian, American Medical Association, British Medical Research etc., etc., that for solid economic reasons, including financial situations knowledge levels, social psychological factors regarding attitudes to authority figures, that people from the lower income groups do not achieve, do not end up getting as much medical treatment. I could provide you with a very long list of medical research to substantiate this.

In fact, it is contained with the bibliography of the report.

Hon. Mrs. Whyard: Are you referring to figures in the Yukon? Those are the figures I am interested in.

Mr. Parnell: To my knowledge, there has been no documented research on this particular topic done in the research.

Hon. Mrs. Whyard: Mr. Chairman, then how can he make the statement?

Mr. Parnell: The statement is made based on the overwhelming evidence from Canada, the United States and Great Britain, not to mention many other countries, that this has been found, repeatedly, it has been found by the Government of Canada. If I could refer the nutrition survey which was conducted by Nutrition Canada --

Hon. Mrs. Whyard: You are on another topic. I am on medical treatment.

Mr. Parnell: It is sometimes difficult to distinguish between different aspects. The medical treatment - this is a generalization based on the research which has been done, repeatedly, in so many areas.

Hon. Mrs. Whyard: Other countries?

Mr. Parnell: No, other countries. Well, other countries as well as Canada.

Mr. Chairman: Mr. Parnell, the question that was asked to you was, was there any statistical evidence relating to this problem with regard to the Yukon situation? Is there any such statistical evidence that you have found available?

Mr. Parnell: I have been unable to discover any documented research that has been conducted on this in the Yukon.

Mr. Chairman: But Mr. Parnell, in your report you infer that that is the situation. On what grounds do you do that?

Mr. Parnell: I think it indicates in the report that the third section must necessarily draw on the research from other areas, simply because the research from the Yukon is so extremely limited in all of these areas in terms of documented research, that it is simply not available in many of the areas.

So, that where it has been established, overwhelmingly, that a certain situation is a general tendency in other areas, then the third section which attempts to identify the barriers which are either specifically relating to the Yukon or have been demonstrated elsewhere in Canada or around the world, then these references have been brought in and they are all documented in foot notes.

Mr. Chairman: Mr. Parnell, you presented a paper to us this morning with regard to "Barriers to Education" related to the Yukon.

Mr. Parnell: Excuse me, they are--

Mr. Chairman: You have not been able to supply us with evidence in support of that statement with regard to medical facilities in the Yukon. Is that not true?

Mr. Parnell: I have twice now explained that situation.

Mr. Chairman: Is that not true Mr. Parnell?

Hon. Mrs. Whyard: Mr. Chairman, I am quite willing to accept Mr. Parnell's explanation. He was doing an indepth study on education. He has thrown in some statements about medical treatment, which I can't accept. But I will accept the fact that he didn't have time to do a complete indepth study on medical treatment in the Yukon, while he was doing one on education.

I would only wish that Mr. Parnell had consulted the Health and Medical authorities in the Yukon, at some stage, during his research because this is a reflection on every public health nurse in every community and every nursing center and every health station in the Yukon, Mr. Chairman. I can't let it go.

Mr. Parnell: I think perhaps that is a misunderstanding of what the report says. It is not a reflection on the intentions of the medical personnel. It is rather a description of the actual circumstances that apply for a wide variety of reasons.

It is not a statement trying to imply or suggesting, in any way, that nurses or doctors or hospital officials or health authorities make any attempt to discourage low income people from receiving medical treatment. It is not saying that.

Mr. Chairman: Mr. Parnell, is there any evidence to support that statement in this report? You have given us a report which we are willing to accept, but now we are asking you for evidence to back that up. Do you have any such evidence?

Mr. Parnell: If I can refer to the footnotes and bibliography, I believe you find the references are all very explicit.

Hon. Mrs. Whyard: Yes, Mr. Chairman, if I could just go on a little further. Another of the recommendations in the summary, which Mr. Webber read for us this morning is that there should be more health education and more check-ups. Again, I have to say that we have staff in the field in every area of the Yukon through the medical services of the northern regions, who are endeavouring to do that in every area and in every village and they have the facilities to do it.

There are visiting doctors who go to every one of those centres if those people are not in an area where they can come. I really - I can't see on what basis that statement is made either, Mr. Chairman. If I could on from that to the other one of concerning the effect of poor diet and malnutrition on the child in the school, and I certainly accept that that is a major factor, and could be a very serious impediment to any child.

Again, we have public health nurses and health workers trying to get the message of good nutrition across and they do work with pregnant women and with children in each one of those areas and we have well baby clinics operating out of those nursing stations. We have every facility available. In fact, Mr. Chairman, if I could just quote the basic objective of the Department of Health in the Yukon, that is, to provide access to medical treatment for everyone in the Yukon who needs it, and that is what we try to do at every stage.

Now on the subject of nutritional food for children, and its co-ordination in the school program, I think that this is a very practical way to go about improving the situation. It is a very simple thing for each school committee to set up a lunch plan and let everybody in the area work together on it, with the supervision and advise and assistance of your Public Health Nurse, or whoever your health worker is in that area.

The makings are all there all you have to do is put it

together with a little bit of time.

As the Honourable Member mentioned earlier, part of the money from the International Womens Year grant which was at my disposal, has been given to the Consumer's Association because they have come up with a very good seminar program on nutrition and its lack of attention. It is coming up and I seek the support of your group for that seminar because a lot of it has to do with native foods and protein lack and nutrition values, and how you get this across to people.

We are looking for everybody to spread the word from that seminar. One of the reason that was given to the Consumer's Association was that they are going to video-tape the two excellent people who are coming up here to give the program so that these things can be shown in each area. I would hope, Mr. Chairman that this material will be used in every school and in every community club, and in every Band Council throughout the Yukon after this seminar.

As far as pre-school enrichment programs go, Mr. Chairman, I think probably what we are saying, if you want to be practical about this is, that the sooner you get television into every native community, the sooner those children will have a chance to compete with the kids who are already watching it. That may seem facetious, but I think it is a very important factor. Thank you, Mr. Chairman.

Mr. Chairman: I think that this paper has elicited a good deal of interest and I think there is going to be considerably more questions asked of the witnesses. Perhaps we can recess now and ask the witnesses to return at 1:30.

Mr. Berger: I would like to make a statement before you recess. I personally feel, I don't know whether this report was to be any slam on the medical association and the health nurses in the territory. I think my personal experience and reading the report here, and I don't know how many people read the report, I ask for it and received it last spring, confirms everything--

Mr. Chairman: Mr. Berger, you are out of order.

Mr. Berger: I am not out of order, Mr. Chairman.

Mr. Chairman: Mr. Berger I --

Mr. Berger: I said I wanted to make a statement according to what the witness was attacked under. I think this my right--

Mr. Chairman: This Committee stands recessed until 1:30 p.m.

Mr. Chairman: I now call this committee to order. We will continue with our discussion regarding "Barriers To Education", with us as witnesses are Miss. Easterson, Mr. Webber and Mr. Parnell. I would remind members of committee that the witnesses are here for questioning only and not to enter into debate with the witnesses. Mr. McCall?

Mr. McCall: Thank you, Mr. Chairman. I would like

to, if I may, ask Mr. Parnell a couple of questions, pertaining to this brief. I've taken some language out of context here, Mr. Parnell and I quote "Recently more native people have been attending school and progressing farther while there. While this trend has occurred throughout the entire population and generally at a faster rate than for native people. But in spite of improvement, natives in most cases are continuing to fall behind." Could you clarify that, would you explain that a little bit.

Mr. Parnell: Yes, I think everyone is aware that over the past number of years, generally educational achievement level for populations have improved steadily. People are going further in school. They're achieving higher grade levels more specialized training which might be vocational or might be university or might be various other kinds. So that the population generally has been increasing its achievement rates in education. In a similar vein this has tended to happen among native people across Canada.

However, their rate of increase in achievement has tended to be slower or to be less than that being achieved by the non-native population. So that while one group is going ahead at a certain rate, the native group is going ahead but at a slower rate, so the actual gap is increasing.

It's in some respects similar to the disparities in terms of income and standard of living between the developed and under developed worlds.

The developing countries are obtaining a higher standard of living but at a less quickly rate than the developed countries. So, the actual gap, the relative gap, is increasing.

Mr. Chairman: Mr. McCall?

Mr. McCall: Yes, thank you Mr. Parnell. My second question is referring to the section of socio economic circumstances and I would like to refer to some lines here. "This is frequently suggested that the people of the poor can escape from poverty through the door of education, but unfortunately this is a myth, while there are exceptions."

My question is, Mr. Parnell, in the Yukon, what are the exceptions?

Mr. Parnell: Well, in any statistical presentation or any statement which is generalizing from data or from trends etc., there are always some people who, by definition, are an exception in that they do not conform to the generalized pattern.

For instance, I am sure everyone here knows of people who come from low income backgrounds, who have done very well in education or have done very well in their particular field of endeavor or who may obtain a very high standard of living or social prominence or whatever. But by definition is the case that these are the exceptions if they are in the minority.

If they are non-representative of the group that they share certain characteristics with and so they are the people who tend to stand out simply because they are an exception and we tend to know or to be able to identify the exceptions simply because they are the ones who do

not conform and therefore they are more visible.

Mr. Chairman: Mr. McCall?

Mr. McCall: Thank you Mr. Chairman. Thank you Mr. Parnell. I just have one further question here. This is under the heading, "The Culture Collision", and I would like to read some more language if I may for an explanation.

"While the culture of the native people in the Yukon is not identical and varies with each group, location, status and several other factors, there remains a substantial amount of similar or shared culture. In addition, they are usually in the situation of being a physically distinguishable minority group whose culture is largely different than that of the dominant society".

Could you give us some explanation on that language?

Mr. Parnell: Yes, frequently in discussion relating to native people, there is a tendency to attribute one single type of cultural background or heritage to native people. It's the case in the Yukon. It's the case in every other area that I am aware of when you have a group of people who share certain characteristics but are spread over a given range of geography or their particular community has certain characteristics that are not similar to others, that they have these differences.

For instance, in the Yukon there are three major language traditions which native people are a part of in many sub-groupings under that.

There are different customs. There are different variations of practices, of legends of all these various things. So that it's important to recognize that there are these differences. At the same time, there are more similarities between them as a group than there are between their culture taken as a group and the Euro-Canadian culture.

By virtue of the fact that so many native people such a high proportion are part of the lower social economic categories, this is another whole field where they share many characteristics. Now they share many of these with low income non-native people as well. However by virtue of being more readily distinguishable physically, culturally and in other ways. The similarities with Euro-Canadian poor people, there are significant differences. For native people there are two major barriers whereas for the low income non-native person it tends to be one major barrier.

Mr. Chairman: Mr. McCall?

Mr. McCall: Just a supplementary, Mr. Chairman. What I feel in Mr. Parnell's explanations are that in some areas of this brief there is an element of contradiction. I would like to hold any further questions until some other Honourable Members have had an opportunity.

Mr. Chairman: Thank you, Mr. McCall. I would like to mention to members of committee that Mr. Webber has an engagement at 2 o'clock that is unavoidable and if they have further questions for Mr. Webber I wish they would raise them now. Mr. McCall.

Mr. McCall: Thank you, Mr. Chairman, I'd like to ask Mr. Webber one question. It would be more like an opinion Mr. Chairman. What is the opinion, Mr. Webber, of a number of groups and associations as to the integration of various people, shall we say, in the community of Faro?

Mr. Webber: I'm not quite sure I understand the question.

Mr. Chairman: I'm not quite sure I do either, Mr. McCall.

Mr. McCall: I do get complicated sometimes, Mr. Chairman. What I'm trying to say is the community of Faro, where we have a number of the native population from various parts of Canada not only the Yukon, integrated into our small society, seemly there is very little problem, none that I know of. Would you consider that an exception in the Yukon?

Mr. Webber: Well I don't know as it is an exception, I don't think there's been any materials on it. Whether the school system, is that what you were referring to at Faro, whether it's been successful or not?

You know, it's difficult for me to make a statement on.

Mr. McCall: Mr. Chairman all I am seeking here is an honest opinion, that is all.

Mr. Chairman: Perhaps that was the honest opinion of this witness, Mr. McCall. Mr. Lang?

Hon. Mr. Lang: Just before Mr. Webber goes, I am sorry to see that he has to leave. Has your organization approached the Yukon Teacher's Association in regards to how they allocate their professional development fund? I noticed that I have seen various resolutions in the past six weeks or so and I am kind of curious to see whether or not YANSI had approached them because they have the funds in order for a curriculum development of their teachers for going to summer school and this type of thing.

Mr. Webber: To speak frankly, we haven't, no. They have approached us at different times saying that they were in favor of certain programs or whatever but we have never pursued funding for curriculum research or any of that type of thing.

Mr. Chairman: What is it?

Hon. Mr. Lang: It is a professional development fund for the teaching staff, Mr. Chairman, which the Y.T.A. has control over.

Mr. Webber: I wasn't aware of it.

Hon. Mr. Lang: This is via the collective agreement.

Mr. Webber: I think it is certainly a good thing if they would utilize it.

Mr. Chairman: Ms. Easterson?

Ms. Easterson: Yes, is it possible for me to ask Mr. Lang a question? I just wanted to - okay.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Thank you, Mr. Chairman. I have been so far down on the list that I have been eliminating all my questions. I might have one left here, I don't know. I would direct one to -

Mr. McCall: This is one of these motions.

Mr. Lengerke: This is one of these motions, right. First off, to Mary Easterson or Bill, in Yukon are there are any pre-school enrichment programs now that you are involved with or parent awareness programs?

Ms. Easterson: No, we submitted a brief for the parent awareness program in the villages. It is being submitted to the Department of Indian Affairs. It's going to be a summer program, six week summer program if we receive the funding. It always seems to be the problem.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Just to further to that, the next question is directed to Ted Parnell. In doing your study, of course, you looked at non-status and status situations and I want to know if you have got some statistics to show me the effects of drop-out ratios where parent awareness programs or the native teacher situations are involved or the pre-school enrichment programs are involved. Have you got some statistics to show me that there is differences there?

Mr. Parnell: As I mentioned previously, I approached the Department to see if we could make use of whatever statistics they had available and unfortunately they did not have any available that we could use. So, that we were not able to obtain this information. I have information from various programs that have been tried on an experimental basis from all over Canada and I could give you detailed information about those.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Rather than detailed information, just give me generally what are the results?

Mr. Parnell: Generally, the results of pre-enrichment programs, of many other kinds of programs, for instance, educational financial allowance programs of teacher training programs which particularly stimulate native involvement in these kind of things with regard to native counsellors and the Whitehorse example, I think, is probably clearly known to you where a person working in this area in Whitehorse has had quite substantial success with that kind of program.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Do those statistics appear in this report with respect to the results from the awareness programs and the native teacher involvement?

The statistics themselves are not simply because this report as I'm sure you are aware, is a very brief presentation of the material. The bibliography for instance by research notes take up two filing drawers and it just couldn't be put in one report of such brief nature.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: What I'm getting at Mr. Chairman, is this, the emphasis should be there and really if you're out gathering all kinds of other information, statistics from across Canada with respect to Indians, and non-status Indians, that that really holds the key because you know it's been said, many times been said, by around this table and by many other authorities. And to me I'm really amazed, that, that to me you could have written one page and there would have been more effect than what you've got here.

That's my opinion.

Mr. Parnell: If you follow up on the footnote references, I think you will find that everyone of these things is documented and that this information is available. I don't know whether it's available within the department here but it is available to anyone and I could provide you with further information of a detailed nature.

Mr. Chairman: Are you wishing that information; Mr. Lengerke?

Mr. Lengerke: Yes, I would.

Mr. Chairman: Could you supply us with that then?

Mr. Lengerke: Whatever information he has.

Mr. Parnell: I could, given time and considerations

Mr. Lengerke: Mr. Chairman, I don't want to commission another report believe me.

Mr. Parnell: The problems is a practical one. I spent over five years gathering the research and doing my own research in this area. This represents maybe onehalf of one percent of the material that I have available personally in my own files. There is just so much material that it becomes a very practical problem to present all of it or even a small portion of it.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: Thank you. Mr. Chairman with all due respect to Mr. Parnell, I might say that I am slightly disappointed in the report for the simple reason that I think a lot of us were looking to get something very basic, something very practical some down to earth types of recommendations that we could get out teeth into. I suppose Mr. Parnell with your academic background, maybe you're above us, could be. We read or you have produced a report that can be duplicated. You can read, there are hundreds of them today. There are

an awful lot of abstracts in the report and a lot of sort of cliché and going into the specific recommendations that you have taken and after some very grave assumptions that you have assumed, a lot of the recommendations are already programs that we have embarked upon. For example the housing. I think there is quite a concerted effort Mr. Parnell to provide adequate housing for people of low income.

The Department of Indian Affairs is embarked upon a housing program. The Honourable Minister of Health spoke this morning on the health services that we have and if Mr Parnell were familiar at all with the type of health delivery service we have in the small communities, it's almost an individual person to person. In fact it is to the point where the nurse rings somebody up and says "Did you take your pills today?"

So I don't think you could make that any better. Nutrition again we recognize that the types of food is much more important than the expense of the food. How do you get people to buy that food? You're recommending that we give an educational grant to people who have children at school. On the surface it's fine but how do you ensure that that educational grant will be spent to better the child?

We have gone through this round and round and there have been quite a few studies done, I'm getting to my question, I'm sorry— quite a few studies done on the socio-economic background of the student and you say it is recognized that the socio-economic background of students accounts for about two-thirds of the variation in their school achievement.

Now in the United States there are extensive studies done in this area. Then they embarked upon a program of upgrading the socio-economic status of the poor people in the United States, spent billions of monies through health and welfare programs. They tested after and the results of this money that was poured into this program were really not significant in the achievement levels of the children who were in that educational system. So how do we account for this?

Mr. Chairman: Before you answer Mr. Parnell, if you'll permit me, I think Mr. Webber is requesting to be excused at this time. Thank you very much for appearing Mr. Webber.

Mr. Webber: Thank you.

Mr. Chairman: Mrs. Pat Delaney vice president of YANSI is willing to step forward in Mr. Webber's position if that is agreed.

Some Members: Agreed.

Mr. Chairman: Mrs. Delaney. For the record we now have Mrs. Pat Delaney, present with us as witness as vice president of YANSI.

Now I'm sorry Mr. Parnell, would you like to give your answer?

Mr. Parnell: Fine, thank you Mr. Chairman. There are several points which perhaps I should mention relating to the question and the remarks. First of all, my background has been more related to the practical day

to day problems than it has been to academics.

Most of my work has been dealing with the everyday problems, not with academic types of approaches. In terms of the report and whether it contains practical recommendations. The recommendations in the report are based on experiences that have been geared to everyday problems. They are, for the most part, recommendations to use actual programs that have been tried elsewhere and have been shown to work. This to my mind is a very practical approach.

The assumptions in the report, perhaps, the Member reads the report differently than I had meant to write it. The information in this report can be backed up by so much extensive statistical documentation that I have referred to previously, that I think it is not necessary to go into that any further. These are not assumptions. These are things which have been documented repeatedly.

This report is not containing very many new ideas. The information about these problems has been available for a long time. In some cases attempts are being made to try and resolve those problems. The purpose of this report is to suggest ways which these problems can be approached in a practical nature.

With regard to the question and the amount of money that has been spent in the United States regarding the relationship between payment of monies and educational success. I believe, the Member may also be aware that there is no direct relationship between the expenditure of money on a program and the actual educational success. It depends on whether it is a good program.

It is also the case that in the United States, and if the question referred to negro populations in the United States, which I think perhaps the question was dealing with, it is also the case that the relative income of the negroes in the United States has declined in the last few years so that perhaps give some indication again that there is a positive relationship.

With regard to housing and things of that sort, during this fall I was commissioned by Yukon Housing Corporation, Central Mortgage and Housing, and the Yukon Association of Non-Status Indians, forming a joint management committee to conduct a study of housing in the Yukon in eight communities outside of Whitehorse. My investigations, along with those of the staff who worked with me, have been written up in a report. I think it is fair to say I have talked to a very large number of people. That I have had a great opportunity to examine housing in the Territory in great detail and that that report, which I believe will be released publically shortly, will perhaps give you a little better idea of the actual housing conditions.

It was found that non-status and status people, for the most part, were living in the lowest standards housing conditions. Again, that report will be available, I believe, shortly.

Mr. Chairman: Supplementary, Mrs. Watson?

Mrs. Watson: Yes. In talking about the language barriers, you say, "he will likely have trouble understanding English concepts and abstractions." Mr. Parnell, has there been research done in methods of teach-

ing English to children who have a different cultural background, more specifically, possibly the Indian children? Because of what you are saying there is difficulty of understanding abstractions, particularly at the reading level?

Mr. Parnell: Yes, programs are in operation. A great deal of research has been done. The results of these programs are available, publically available, and they have shown that where a program is developed with the proper expertise, the proper practical experience involved in designing and implementing it, that these kind of programs can have a significant benefit.

Again they are not a miracle cure, but they are a substantial benefit to the children involved.

Mr. Chairman: Supplementary, Mrs. Watson?

Mrs. Watson: Yes, Mr. Chairman, I would appreciate it if Mr. Parnell could give me the reference to some of these programs that you are mentioning. I would like to do some reading on it.

Mr. Parnell: Fine.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: That was quite a big pause Mr. Chairman.

I don't need any nutritional advise, either Mr. Chairman.

The subject was pre-school enrichment programs and the question I wanted to ask Mr. Webber, but I couldn't get in in time before he left, was, whether or not there has been any attempt made to encourage children to attend kindergarten in each of their own local areas as part of pre-school enrichment programs. We were in discussion here a few days ago on this same subject and we got the impression that after some years of lobbying and pressure to get kindergartens throughout the Yukon, which we now have, the children who would normally show the greatest increase in the use of its advantages when they get into school, are the ones who are not coming.

I would be very interested in hearing the opinions of Mrs. Delaney or Ms. Easterson or Mr. Parnell on the subject of kindergartens. Are we using them to their greatest capacity for the children who need them most?

Mrs. Delaney: I would think so. I really couldn't say what is going on in each local, whether the children are going to kindergarten. When we go out we don't ask, you know, are your kids going to kindergarten? I really don't know, I would think so. We have never heard that that isn't being used, the kindergarten classes.

Hon. Mrs. Whyard: Mr. Chairman?

Mr. Chairman: Mrs. Whyard?

Ms. Easterson: May I continue?

Hon. Mrs. Whyard: Yes.

Ms. Easterson: The majority of the people, I believe, do use the kindergarten facilities but a lot of the problems, you know, the reason we are pushing for the pre-school enrichment program is that problems begin before they even get into kindergarten and one of the ways we felt that kindergarten could be improved is by hiring native people to work in them. You know, this is one way that we were thinking because it is such a cultural shock to begin with, you know, when the child enters school that you would have to have native people working in that level.

Not only on that level, but first, second and third grade.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: That's exactly my point, Mr. Chairman. We have given encouragement to anyone who wished to take the kindergarten aid or kindergarten teacher's training and there are a number of Yukon kindergarten aids in those areas who should be assisting in this acceptance of a new or strange system.

I think what I am trying to say, Mr. Chairman, is that one of the main thrusts of this report, one of the most serious recommendations in here, is that there should be more native teachers at every level, particularly at the primary and kindergarten levels. What I am asking is, are you encouraging girls or boys in secondary levels of school now to consider becoming teachers because all the assistance is there for them if they want to make that decision. The money is there to pay for their training and they would be welcomed here as employees in this department and if you are worrying about establishing a teacher's training college here in the Yukon all of us would like to see that in the near future, but it isn't here now.

What is available is training to become a teacher at institutions in Alberta or B.C. and particularly at the University of Alaska where there is a very receptive program for native and non-native, non-status students, and they have gone to great lengths at the University of Alaska to provide a friendly environment for students who may be coming from a small native village many, many miles away and they have their own students' centre there and their own students' council there for Indian teachers in the education course and, as far as I know, now I could be corrected on this, but the last time I enquired their qualifications are accepted here upon their graduation and they can be hired for Yukon schools.

I would have thought that if that was one of the primary thrusts of this report that it would be a very important thing to be in the secondary schools now trying to encourage secondary students to get into teaching. Are you looking at that?

Mr. Chairman: Yes, Mr. Parnell, I think you had something to add to that.

Mr. Parnell: Yes, there are a couple of factors which, I think, come into this. One is that a number of native students who proceed far enough with secondary education, that they are in a position where they can take this kind of training, is unless special exceptions

are made in terms of qualifications is so low that there is just a very insignificant proportion of the native people of that age group who are eligible to apply.

Then you run into the natural problems of, in any given population, there is only a certain number who would choose teaching. So that when you take an extremely small group, cut out those who are not interested in teaching and then add in things like the information and communication barriers, and I could perhaps explain that they are getting the information about these programs to people in small communities in language that they understand so that they are fully conversant with what it is all about and get the kind of assistance, encouragement, which may have to come from family or friends or things of that sort, it means a very small percentage.

This is not to say it is anybody's fault. This is to say that these things do happen and they keep the number extremely low.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: Mr. Chairman. Supplementary, I really can't accept that it is that difficult. There are not secondary schools in every small community where you would have to go and brainwash kids into wanting to be a teacher. There are very few secondary schools in the Yukon and those children are available and there are counsellors and I am sure it is a simple matter of sitting down and discussing the importance of a teaching career with many of those children and I cannot accept the fact that by the time they get to grade 12 in F. H. Collins, there is going to be any cultural shock to go to the University of Alaska. I just can't—I know these kids and my children have been to school with them and, sure, I can accept some of your premises at the primary stage, Mr. Parnell, but not by the time you are completing secondary education here in the Yukon.

I would just like to—if I could go back to the pre-school enrichment bit again.

Mr. Chairman: Mrs. Whyard, is it involved in some questioning of the witnesses? You are wandering.

Hon. Mrs. Whyard: Yes, the question I would like to ask and I think I asked it before but I haven't got an answer yet is, do you feel that kindergarten programs should be mandatory in the Yukon?

Mr. Chairman, this is based on the fact that we have been told by your colleagues that the absenteeism rate in some of our outlying kindergartens is very high among native and non-status Indians.

Mr. Chairman: Are any of the witnesses able to answer this question? Perhaps, then, you better continue. Mr. McCall?

Mr. McCall: Thank you, Mr. Chairman. I would like to go back, if I may, to a question that the Honourable Member, Mr. Lengerke, brought up about the drop-out percentages as to students. The question that I would like to ask Mr. Parnell, are the established percentages here in Table 1 highest grade completed in school of non-status? Where did you establish your percentages

from? What figures?

Mr. Parnell: In Table 1?

Mr. McCall: Yes.

Mr. Parnell: The figures in Table 1 are the only figures that I was able to obtain. As far as I am concerned, they are not satisfactory figures in the sense that they are—there was not sufficient information available that is up-dated.

For instance, the only information I could get regarding the Yukon population had to be 1971 simply because there was no more recent information available. The two figures—tables here are comparing the census figures, Census of Canada Figures 1971. The non-status sample in 1975 refers to Appendix A, a survey which was conducted this summer throughout the Yukon by the Yukon Association of non-status Indians. Does that answer the question?

Mr. McCall: Is it possible, Mr. Chairman, for a supplementary to that? This figure, I am assuming then, Mr. Parnell, is just an educated guess? Is this correct?

Mr. Parnell: I would not consider it such, no.

Mr. Chairman: Perhaps we could phrase it the other way. Would you consider this a statistically valid conclusion, Mr. Parnell?

Mr. Parnell: I would consider given—as long as one is willing to consider the qualifications to the data which I have included in the report here relating to the Table that there are differences in the time period in which it was taken, that in no case is a sample ever as good as a census. But I think it would be generally accepted among people who are involved in this kind of research that a sample of this size would be a statistically reliable sample.

The only way to determine that for sure is to go and count every head but that's what sampling is all about.

Mr. Chairman: Supplementary, Mr. McCall?

Mr. McCall: Yes, Mr. Chairman. While we are still on figures and percentages because that is the basis of your adoption of these percentages, am I to accept, in your opinion as to the 75% of drop-out, that is calculated in the same way?

Mr. Parnell: I am sorry. Could you repeat that?

Mr. McCall: Well, you stated in your brief here, Mr. Parnell, 75% of the non-status population is the present school drop-out. Now, how did you figure that one out—75% of the non-status population?

Mr. Parnell: What page are you referring to?

Mr. McCall: Page 69.

Mr. Parnell: I did not state that. If you will notice, this is an appendix, a report produced by another author

which is included for information purposes.

I am afraid right now I couldn't give you an off-the-cuff answer in that I would have to go back to examine the statistics that they refer to to actually comment directly on that precise figure. I have not personally used that figure.

Mr. McCall: Mr. Chairman?

Mr. Chairman: I am sorry. Mr. McCall?

Mr. McCall: One last supplementary. As I stated before, I feel there are some areas of this brief where there is elements of contradiction.

Mr. Parnell: I would be happy to try and explain them if you could point them out.

Mr. McCall: No further questions, Mr. Chairman.

Mr. Chairman: That is rather difficult to answer Mr. Parnell. Mrs. Watson?

Mrs. Watson: Mr. Chairman, I was very interested in the question that the Minister of Health asked regarding whether the Association for Non-Status Indians felt that kindergarten should be compulsory, attendance at kindergarten should be compulsory, and I can understand your reluctance to answer just off-the-cuff because there are certain ramifications that require consideration but I would certainly hope that you do consider it and make some recommendations in this regard to the Department of Education because, you know, this is something very basic that can be accomplished if it is necessary.

Going into the teacher training, having Indian teachers in our schools - and I couldn't agree more - of course, we are always with the same problem, where are we going to get them from and having Indian teachers in our schools has come up over the last few years and having Indian teachers teaching Indian children, my concept has always been in order to teach a greater appreciation of different cultures, that it would be better to have Indian teachers in many instances teaching in the middle-class white schools and the middle-class white teaching in the areas where there are Indian children.

What Mary - I would direct the question to Mary and then to Mr. Parnell. What is your opinion of this?

Ms. Easterson: As far as - to me, the native teacher would be better off working with native students, mainly because it increases the awareness of the students. It brings out their self-images and identity and it lessens the cultural shock that they face when they first enter school.

You know, this is one thing we have to really look at and native teachers are better off working with their own native students.

Mr. Chairman: Did you also wish an answer from Mr. Parnell, Mrs. Watson?

Mrs. Watson: Well, if he wanted to provide us with

any opinions.

Mr. Parnell: Perhaps one of the difficulties is what has been explained as such an acute shortage of native teachers that it might be more appropriate to devote their energies to communities which have a high proportion of native students in the first instance, so that the difficulties of communication, of cultural understanding, could hopefully be minimized as much as possible. As a long-term goal, I think that it might perhaps be desirable to have that interchanged. But I think in a short-term that would be extremely difficult and might make the use of whatever native teachers were available somewhat less effective in terms of the urgent needs.

Mrs. Watson: But you would agree that there would be advantages to having the other too, wouldn't hurt?

Mr. Parnell: I would say that would depend primarily upon the abilities and personalities of the teachers involved, which is basically what teaching is all about. If the teacher, the white, middle-class teacher, had the sensitivity, had the training and whatever, they might do very well in a native situation.

It's so hard...

Mr. Chairman: Mrs. Watson, I'm afraid you're entering into a very good debate with the witnesses but you're really not asking him questions.

Mrs. Watson: Oh, I'm sorry. One more question.

Mr. Chairman: Very well.

Mrs. Watson: And it's very specific. We've heard the words "cultural shock". I can't seem to understand exactly what you're meaning when you say the cultural shock that they have when they go to school. Because in many of these communities, and you know this Mary, little Johnny Brown plays with little Johnny Joe before he goes to school. So you know they all go to school, to the same school. Is there going to be that cultural shock there?

Ms. Easterson: I think so. The classrooms and the school and the curriculum are all geared towards the white student. When this child first enters school, everything is foreign to him and it's very hard to relate to something. It's very hard to relate to Dick and Jane, etcetera, etcetera. People living on a farm when people actually spend five years of their life out hunting. This is one thing, the reason why we keep bringing in this idea of cultural shock is because it is, it's happening there and we know it.

The whole school system is geared toward the white child, it's not toward the Indian student. There's nothing mentioned about their culture or anything.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Thank you, Mr. Chairman. I was real pleased to hear Mr. Parnell say he's a practical, everyday kind of a guy when he's hitting on those prob-

lems because that's the kind of place I like to hit too. I read the report and I see all kinds of recommendations in there. Give me the three recommendations that you would see fit to implement right away, if you had the chance? To eliminate the barriers you speak of?

Mr. Parnell: I would have to say that the first one would be either specifically the one relating to a school allowance or a similar type of thing. It could be approached in a number of similar ways that by providing a more equal financial opportunity for families whether they be native or non-native in the Yukon that that would be the single most important thing to equalize educational opportunities.

Following on that, I would find it difficult to pick one of the recommendations from the remaining, but the concept of the second priority would be a recognition of two things. One is that people are different, they have a right to be different and those differences should be provided for more within the institution structures and processes of our society. This does not have to imply that if people want segregation or integration or special status or anything of this sort. But I think that in our society we tend to say, yes, we recognize we are a multi-culture society; in practice, I think we have a long way to go.

The other one is with regard to the financing. I would say that more pressure should be brought upon the Federal Government to ensure that there is sufficient funds within the budget to ensure that children in Yukon schools have a more equal opportunity for educational success. I'm aware of budgetary processes in restrictions that are presently on the government but if at a time of budget restrictions the programs which are either cut or not implemented are those which for whatever reason happen to relate mostly to one group within the system, I have to ask very seriously why is that occurring and I have to also ask if the federal government is willing to provide funds to native organizations on the basis that this Assembly approves that funding. Why would they not also be willing to augment the Territorial Government budget?

So those would be the three areas which I would suggest.

Mr. Chairman: Supplementary, Mr. Lengerke?

Mr. Lengerke: I can't find too much in that answer but I'd ask the other two witnesses, Mr. Parnell and Mary, do you agree with that? If I gave you a bucket of money today, all the money you wanted, what would you implement?

Mr. Chairman: Mr. Lengerke, I'd like you to meet Mrs. Pat Delaney.

Mr. Lengerke: Mrs. Delaney, what did I say? I'm sorry, excuse me.

Mrs. Delaney: You kind of threw me off with your little remark there. Could you repeat it again, please? You want us to ..

Mr. Lengerke: Yes, I don't want to get you into an

argument by any means, but I'd really like to know from you what you think would be the three things that we should implement? You know I'd like to help you and this is really the purpose of my question. And if I were able to give you a bucket of money if that's the case, as Mr. Parnell says, financial resources, I give you the financial resources, what are you going to do with it?

Maybe I'd like to give just one more hint, Mr. Chairman. I heard the statement "cultural shock". Isn't that one of the greatest problems?

Where does that lie, at home?

Mr. Chairman: With deference, Mr. Lengerke, you sure do pose tough problems.

Ms. Easterson: It is pretty difficult to choose one out of this book, all of the recommendations that we made, which is a priority because they all, in a way, inter-twine and they are all a priority to us. You know, they have-- without one or the other, we are bound to fail somewhere else. You know, and it is very difficult to say okay, I want the native teacher's training program and that's what I want, and second, I want the pre-school teacher's training program.

We made these recommendations because we have a need and this need isn't being fulfilled right now by the Territorial Government. I think that somewhere along the line they are going to have to assume more responsibility for our education and they are not as far as we can see. They are not doing this. They are not doing their job.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Mr. Chairman, I will ask a simple question. I appreciate your comments but there must be-- we all have priorities and we have all kinds of things that we would like to do and sometimes we have limitations to those things. So, we said we could offer you some of the measures that you asked for.

Really, there must be something in your mind that stands out to be the greatest problem and would help-- you can see some help, some practical help, as a result of assistance there.

Mrs. Delaney: Well, in my personal opinion, I don't think that the native organizations should be having a problem talking to education officials. I think that they should be more receptive when we want to meet with them. Unfortunately, this has happened probably once. They have to start understanding-- I am awfully nervous here. I am with YANSI and I am very, very concerned when I see eight little kids walking down the street at two o'clock in the afternoon and we can't seem to get it across that we are concerned and we want to help. We want to do our bit. We just seem to be hitting a blank wall, at least as far as I have been involved, and it is not right.

If you were to give us money, we could-- well, I am saying if you gave me a bunch of money, I would like to see teacher training. I would like to see more community involvement. Get the people in the communities to understand, you know, that there are people that they can go to if their child is out of school. I think there is a

lot of misunderstanding along the way.

Mr. Chairman: Thank you. Ms. Millard?

Ms. Millard: Well, Mr. Chairman, at long last I have gotten through to you. I am afraid I am on this priority bit, too. My question has been mostly answered, I think, in the last two or three questions. But my concern is, since everyone else has editorialized for a sentence or two, I think I will throw some in too. My concern has been that the answer here seems to have been emphasized on post-secondary education as a solution, particularly in teacher training.

The thing that makes me wonder, is how many people are going to be able to go because they haven't even gotten to grade 12 in the first place and it seems to me that my priority would be below that. I would like to know, of the two ladies present, is this a first priority? Is post-secondary education at this time in the Yukon a first priority of the native groups interested in education? If it is a first priority, why, or if not, why not?

Ms. Easterson: That is a very difficult question because we have seen the native teacher's training program as something we have been fighting for for a long time and it hard to sort of put it in second place. As you mentioned, we have—like the problem isn't at that level, you know.

The problem stems from the beginning ages when the child first enters school and how are you going to keep him there so that he at least graduates. I would say my priority would be sort of capitalizing on the beginning stages of education and by doing this we could first start off by starting pre-school centres and have native teachers or native teachers' aids in the schools, not only in the pre-school centre or kindergarten but also in grade 1, 2, 3, 4, 5 level.

Ms. Millard: Mr. Chairman?

Mr. Chairman: Yes, Ms. Millard.

Ms. Millard: Since the recommendation has been for emphasis on the pre-school grades and the younger grades, would the witnesses be able to say that the present system of kindergarten is fulfilling that need and making it compulsory, would put into the system what is needed?

Ms. Easterson: Could you repeat that?

Ms. Millard: Is the present kindergarten system adequate?

Ms. Easterson: So many parents, you know, I don't know what the percentage is, aren't sending their children to kindergarten. It is obvious that this sort of reinstates again that something is wrong. They don't feel comfortable in it and they are obviously frustrated by the system.

In order to correct this, I think that you can't say that you are going to make it compulsory because, you know, it is not what they want. It depends on what the parents want. If you improve the situation by first hav-

ing native kindergarten teachers in that school, you are obviously going to increase the enrolment and the attendance level.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: Mr. Chairman, could I ask one of our witnesses if they can tell me, are you encouraging status and non-status people to join school advisory committees so that they can have input into this?

Ms. Easterson: Oh yes. Last year, when they had the election, we went around prior to the elections and tried to get people all geared up for this and telling them exactly what the school committee have, what sort of capacity they work in and etcetera, you know. We sort of made a mistake then and we realize it now, is that we ran too many people and we sort of split our vote, so we will know this year. It will be better.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Thank you, Mr. Chairman. It is a little depressing to hear that the Department of Education isn't doing anything. This is certainly the impression that I get. It is one that I am quite prepared to stand up and defend with, incidently, no problem at all.

Mrs. Delaney stated a little earlier in regards to working with the Department of Education that they couldn't speak to the department and this type of thing. Now, I would like to clarify one thing before I get into ..

Mr. Chairman: Mr. Lang, are you asking questions of the witnesses?

Hon. Mr. Lang: Yes, I want to ask questions. I want to make one thing very clear before I get into it, is that my basic interest in the Department of Education are the children of the Yukon. My stand on Land Claims is another thing altogether. I would like to ask a question.

If these kids are walking the street like you say they are and the Yukon Indian Women's Association have a program of home school co-ordinators, I would like to ask what is wrong?

Ms. Easterson: We only have one—

Hon. Mr. Lang: Well, you are speaking specifically of Whitehorse, I gather, from what your statement was and I am just curious what the problem is. I understand it has been fairly successful.

Ms. Easterson: I don't think the problem—

Hon. Mr. Lang: Mrs. Delaney, if she would, please.

Mrs. Delaney: Yes, there is one co-ordinator in one school in Whitehorse. I didn't go to find out when I have seen— I have seen a number of times, I didn't go to ask these kids are you from this one school. I also know that truancy is a great problem in Whitehorse. It is top priority on our committee that I have been just asked to join, just a couple of days ago. It is a real problem. This has been brought out to this committee and they don't know,

well I really don't know anything about the Committee because I haven't gone to a meeting yet, but I will be.

Truancy, in Whitehorse--

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Mr. Chairman, I think this is the problem in many cases and this goes back to the home once again. I don't think it goes to the Department of Education in regards to kids skipping out. I think you have to have some parental interest, personally.

I want to stand up here, right now, and say--

Mr. Chairman: Mr. Lang, questions for the witnesses?

Hon. Mr. Lang: No, I am sorry.

Mrs. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, it seems to me that a lot of these things that are coming out now are really quite local and I was very happy to hear Mrs. Delaney becoming very specific. I think once you get more specific and bring out the truancy thing and this type of thing, I think your concerns are no different. The Indian peoples' concerns are no different than a lot of people's concerns. I spoke in the House here the other day quite strongly about I didn't think our schools were achieving what we wanted them to achieve. I think, to some degree, there is a type of communication barrier and how we are going to be able to break that down and maybe it should begin at the very basic local level with each school area.

Would that, in your estimation, be a good place to start, rather than start up at the Department of Education, if we can start at the local school level area maybe we can iron a lot of these things out on the way up.

It is not just your problem. There are a lot of people that have that problem. Children are dropping out, children are playing truancy. They can't read and this type of thing. You are not alone. The Indian people are not alone.

Would you think we should attack it from the bottom at the local level?

Mrs. Delaney: Well I think at all levels. It is pretty hard to attack it at the local level, if the higher level won't cooperate with you.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: It is all right, Mr. Chairman. I am quite satisfied, thank you.

Mr. Chairman: Ms. Millard?

Mrs. Delaney: Well I think at all levels. It is pretty

hard to attack it at the local level, if the higher level won't cooperate with you.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: It is all right, Mr. Chairman. I am quite satisfied, thank you.

Mr. Chairman: Ms. Millard?

Ms. Millard: I would like to hear comments, since it is rather a controversial area of native education. I would like to hear comments for possibly each one, if that is the case, on the area of Indian languages. What is the use of Indian language? Is it really important to have this in the schools? Why is there so much stress put on Indian language?

Perhaps Mr. Parnell could start.

Mr. Parnell: I think the language question has to be approached at a, in some respects, at a local level kind of thing because the situation clearly varies greatly from area to area. In terms of the importance of language, for instance, in Whitehorse it may not be that significant a factor relative to Pelly or Old Crow or other particular areas, simply because of the concentration and the amount of use of that language.

I think there is a couple of factors which are seldom considered. One is the role of language, not directly as a vehicle of communication, but as a vehicle of identity, of perception of personal and group dignity. This is one thing which I think is very important, that there are in many cases a group of people who have come for a variety of reasons to feel that they do not have the dignity which they desire. That they do not have the respect or the place in the society which other people have. The language and culture and curriculum are all parts of that. In some cases it is a direct communication tool, but that varies.

Ms. Easterson: We have had this discussion about the native language for quite some time now especially with our organization because we have been haggling over funds. The money was cut off sometime last September by the Territorial government and from there we have been haggling with the federal government for funding. It is my understanding from the local people that the child should have an option of choosing whatever language he would like to do, rather than having, say, French compulsory or something like that. They should have an option of taking a native language if they wanted to. It has worked out and it is quite successful in the outlying areas where people still speak their native tongue. It sort of brings people together not only the people, but the students. It sort of brings an identity thing. It keeps the people together.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: Thank you, Mr. Chairman, what action or what progress have you made as an association towards a pre-school or parent awareness program?

Mrs. Delaney: YANSI doesn't have--the Yukon As-

sociation of Non-Status Indians, we don't have an education consultant like Mary, she is with YNB, so our looking into education problems is very limited. It is either one of the executives had to do it. We haven't instigated anything. We haven't had any meetings, with anyone to date.

Mr. Chairman: Mr. Lengerke?

Mr. Lenkerke: I don't want this next question taken out of--it is with all due respect I put it, but \$10,000.00 or something was spent to do a report, \$2,000.00 or whatever the case may be, wouldn't that money have been better spent to put towards the hiring of a -- you are asking for a home counsellor or something like that?

Mrs. Delaney: Why hire somebody when you are not sure of the problems. You know, there has been no statistics, this is one of the first that, well at least that I am aware of, and it was--

Mr. Parnell: There is one other technical reason.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: I will put the question to Mr. Parnell then. I will ask you that same question. There are reams of reports that point to exactly what you set out. Somebody could have said here, you know, a good example of this, it just makes me sick anyway, is we have agriculture research stations across Canada. We do research like crazy, pay all kinds of people to do it. Across the line we have the same situation, we have solutions already there. We are spending money galore to find out what somebody else has been finding out for years. That really bothers me and, you know, we are just not helping these people in a practical way. I have got reports galore, I have been involved in them. I guess I am frustrated because nothing has helped them. We have spent all this money for writing of a lot of words, and there is a very typical situation.

Again I am out of my question.

Mr. Chairman: Yes you are. Mrs. Watson?

Mrs. Watson: That is exactly in the same vein that I was going to speak on. So often, Mary when you speak, you say well we don't have the funds. We haven't sufficient money. Mr. Parnell stated though that many programs are not necessarily dependant on money and yet you set your priorities on the money items. The biggest glimmer of hope I got today was when Pat came down with some very basic statistics, basic principles, basic things that we can get into. I think that is where we are going to have to start, and not just be looking for money. Money doesn't necessarily make a program good or do anything.

Mr. Chairman: Again Mrs. Watson I would like to caution you. Mr. McKinnon?

Hon Mr. McKinnon: I know that this is a most important subject, the whole concept of Indian education programs and programs within the school system to fit

the needs of the status and non-status people.

It's one that's caused me an awful lot of confusion because of the complexity of the issue over the last few years. I think again on the language program. I've been a supporter of teaching of the Indian language in the Yukon schools.

I was over in the Northwest Territories several weeks ago and I attended the Northwest Territories Council Session and what even makes it more confusing to me is statements that were made and I'd like to just read a short statement of Mr. Bill Lafferty, who's a native member of the Northwest Territories Council from Fort Simpson area in the Northwest Territories. In their House he said, "a Slavey Indian from Fort Simpson has a hell of a time understanding a Chipeyan Indian and for that matter a Dogrib. In some instances they do not understand each other but all native people in Northwest Territories do have an understanding of the English language. It is their working language. Greater numbers from at least my area and the Mackenzie region, I would say about ninety percent of the native people in the Mackenzie area right through the Mackenzie understand the English language. They may not speak it fluently but they do understand it. So look at this, it is sad for me to say we are spending great sums of money in a struggle to keep a language alive which cannot survive a technical society.

"We cannot create doctors and so on in the Slavey language. This is a demand of the people. They want to take their just place in Canadian society, they want equal participation, equal rights." I hear that same type of argument from different people who are both status and non-status in the Yukon and I hear from the different groups involved in education that they want the Indian language to remain and be supported as a part of the educational priorities in the Yukon.

I'm telling you as a person in my position, it becomes very very confusing just as Mr. Lafferty said, "what the hell are we supposed to be doing?" I don't know and somebody's got to tell me, because the answer certainly hasn't come.

Ms. Millard: Point of order, Mr. Chairman, questions are supposed to be asked.

Mr. McKinnon: That's exactly the question I am asking Mr. Chairman, exactly the same question I am asking from the YANSI people, from the CYI people, from the YNB people. What are we supposed to do because it is confusing and it is complex and I don't know the answers and I don't think anybody does.

Mr. Chairman: Did the witnesses have an answer for Mr. McKinnon?

Ms. Easterson: The native language program has been supported by the Bands outside of the Whitehorse area, and it's not only the organization that is trying to keep this native language going. You know, not just keeping it going but to keep alive and whatever. It's been supported by Band Council Resolutions, you know.

We have them from just about every Band that Mr. Ritter has worked with. So it's not as if the native or-

ganization is crying out by itself saying okay we want the native language program because it looks like a good program. The people are asking for it. They sent us Band Council Resolutions requesting that we start a native language program in their villages.

Mr. Chairman: Does that answer your question, Mr. McKinnon?

Mr. McKinnon: Yes, Mr. Chairman, I have supported the teaching of the Indian language and I just want to make sure where the support does come from, because I do and I'm sure you do too, hear conflicting types of reports back from different members of status and non-status groups. As I say it is an important but it's a complex and confusing issue particularly for a person like myself from another culture. It is.

Ms. Easterson: Well we can't all agree on one subject.

Mr. Chairman: Mr. Lang.

Hon. Mr. Lang: Yes, Mr. Chairman, I just wanted to rise to point out this is in the School Ordinance, it's up to the school committees to recommend and we as a department will support the teaching of a native language if it's possible in an area. This is proven in Old Crow and in Mayo.

Mr. Chairman: Mr. Berger.

Mr. Berger: Thank you, Mr. Chairman, I maybe have an answer to the problem. I'm from another country, I'm transplanted over here by my own choosing. I think it's very important to keep a language alive, to keep a culture alive, to keep a belonging alive. I think it's the main purpose in keeping a language alive. Not a language to become a doctor, an engineer. But I think, to me it's important to keep my own language alive so I have still an understanding and tie to my background. I think this is what the native people are trying to do. I hope this is what they are trying to do. I think this is the only answer. It's not that you can describe a missile or doctor's prescription or anything.

I think the culture and the belonging to each other or to something, that's what I think is important.

Mr. Chairman: Thank you, Mr. Berger. In view of what happened this morning, I permitted you to carry on your nonquestioning of the witnesses. I think there is further debate involved in this issue but in the meantime are there any further questions for the witnesses? Mr. Berger.

Mr. Berger: I have one more question here this is where the problem started this morning, Mr. Chairman. Mr. Parnell and this is what the Honourable Minister of Health and Welfare asked and I don't think she ever received a proper answer on this thing. He stated in his report, they seek and received less dental and medical and hospital treatment. My question is, isn't it a fact regardless of the cultural background that poor people have a tendency of seeking less treatment of any sort?

Generally speaking, is overwhelmingly the case.

Mr. Chairman: With difference Mr. Berger, that is not with reference to the barriers to education.

Ms. Millard: It was this morning.

Mr. Berger: Mr. Chairman, I beg your pardon. It's right in here and this was the question asked.

Mr. Chairman: Are there any further questions for the witness?

Hon. Mrs. Whyard: Mr. Chairman, I would just like to pick up one loose end. We were discussing the need for instruction in nutritional value at various levels this morning, and I would just like to ask if the representative from various groups here would please support the Nutritional Seminar which is coming this month. Dr. Sabry, who is one of the two eminent speakers coming is the man who conducted the nutrition studies for the whole of northern Canada two years ago and he is the one man who knows the answers to a lot of these questions and there will be specific information in those public meetings of value, right on the subject that you have been asking.

So, I would ask you if you would support it please.

Hon. Mr. McKinnon: 60 second commercial.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: . . . Yes, Mr. Chairman, I just want to say something before the witnesses leave. I would like to clarify once again that my door is always open. It makes it sound like it is always closed. That is not the case. I made the offer last December. I will make it again for anybody who wants to come and see me and I am sure that I can speak for the officers in my department in the same fashion as they work very hard and I feel personally we are very fortunate to have them in our midst as educators today at this point in time.

Mr. Chairman: I would like to thank very much the persons appearing before us this afternoon. In view of the way the debate has gone on, I hesitate to call you witnesses but thank you very much for your presentation.

I declare a brief recess.

RECESS

Mr. Chairman: I now call this Committee to order. Prior to recess, it appeared there was a good number of members who had a good deal to say. I would welcome their comments at the present time. Mr. Fleming?

Mr. Fleming: Yes, Mr. Chairman, I sat very quietly all through this. Very interesting it was. I find that many of the things I felt before have just been proved to me that I was right in some ways and that there is a cultural split. There is no doubt about that and we must face that. As to some of the things that have been brought up, I will just start at the beginning.

As for the assistance allowance, it was said to maybe be the right thing. I am not so sure. I am not really feeling that that is the exact way to solve that problem, so I won't speak on it. As for the housing is inadequate and which it states in this book and I am not relying on the book. In fact, in all respects to whoever wrote it and all this and that, it's a very good document. I think the things are very true in it in many instances but in the Yukon Territory, I don't think we really need too much money spent on this type of a survey when we are right next door to the problem and can see it and it is very—it's a large problem in a very small area.

As for the housing being inadequate, which they say in the book, I have to agree that the housing is very inadequate in the Yukon Territory. There is no way that I would argue that or to stand up and say, we the Territorial Government are now doing this and doing that, because I have seen what we are doing. We are not really solving the problem and I have the same answer almost for that again, if the Federal Government has got their foot in it one place and the Territorial have their foot in it another place and those two feet don't belong to one person. They don't work very good.

I can see, as long as we have that, two governments running one problem, we are going to have that problem forever. As for the background they spoke of of the children, the difficulty is there. The background is very, very serious for these children to come out of a village, which does not have all of the things that are available to most. I won't say all, but most of the white people.

The movie houses, the T.V. stations and this one is a real bad one, and the radio even has been just given to them lately actually and many of us white people too in the small areas and small towns. So, when these children start school, they don't have the same level as a child who is brought up in a wealthy home say. There is no way that he can have the same outlook on life or the outlook on the people that are going to teach him when he goes in there.

So, we have that problem and as for the language problem, all I can say is that I must agree that a language that is mine, I'll say, or any small minority group is still their language and agreeably so, I think they should want to keep it. I don't think it could be the main language in Canada because we have the English language and that is that and the majority should be, I think, the language we are going to speak.

Hopefully, Quebec may not get more people than we have in the rest of Canada but this is the way I look at it. They have a right to their language so I think there is no reason why they shouldn't ask this government or whoever is their government to try to provide some sort of a language for them or language teachers. I could go on forever and ever on more problems but one that really does bother me always is the fact that these people and ourselves are under the Federal Government in so many ways and, of course, I have to harp on this but I think it is the only way that the native peoples and the white peoples in the Yukon Territory are going to get together, is when we get out from under the third party and can go to each other and put your hand out and say we are going to help you, you come and help us.

Now, you can't do that unless you are going to be able to talk to each other without somebody else telling

you both what to do. The little part about medical, I think we have as good a medical program as anybody and I think we have as good doctors as anybody. We have a good—and I think that people are all being treated very equal in this country.

There is, I think, a misunderstanding there and the problem is again back to this system and somebody said that they felt that the poorer child or the poorer people would probably not come forward to ask maybe for assistance or for—to have something done for him as quickly as a rich person or a person who is up in the world, in the upper class you might say, and I would have to agree with this because it is hard for somebody to come forward if he doesn't know exactly where he is going.

I am saying this in all honesty to the native people today and I hope they don't misunderstand me. I don't think they will. Really they don't know exactly where they are going and they haven't had the expertise to even come and sit at this Council here. I see it here today. They would like to be able to come here and they would like to debate with us, not me because I am not that good, but there is many people here who could, but they are not trained to do that yet. They don't have that expertise and it puts them in a very, very tough situation to even come here and ask for what maybe they should have, because all they have to have is a little opposition and their case is more or less lost.

I have been through the mills since I was a kid myself and I have found it many times myself in fighting for what I thought was right and maybe it was right, but I didn't know how to do it and how to go about it. I don't have much more to say. I think that this is the—the problem is basically between the native people and ourselves, as I said before, because we just are not on the same level yet and, of course, education is going to bring them there. You can't get money out of a stone. We don't have it.

There must be another way but first we have got to meet each other without this type—too much, I will say, not this type of thing, because in all respects to the fellow who wrote it again, he is only one that writes these articles. You can go and get thousands of them and if you pay all these people to write these articles over and over and over again, it is money wasted and I was very interested in the Minister—or Lengerke, Whitehorse Riverdale, very interested when he said this because that is very, very true, that maybe we are making too many of these—this type of thing, spending too much money trying to find out a problem that is right at your door step.

Again, I can't blame us for that as the white people. You can't blame the native person for it because where else do they get that expertise other than go out and buy it at this time. In later years, I hope they won't have no problem. They can do it at home, their homework, but now they do have that problem and you have got to admit it and they have to admit it because we haven't had enough education in the field for them to maybe do that right here in the Yukon yet.

Although they see the problem but to sit down and write out the problem is a different situation and bring it to the government it's pretty hard. On the other hand, we have the political situation on the other end that we

don't need, which is the Federal Government which I spoke about. So, I think it is just a matter of possibly we have to open our eyes a little bit wide and look at the situation and not on a biased manner which I am sure that many of us do.

There is no question that we just don't look at the problem. We look at what we feel is not good for us and so therefore, the other fellow can go where he likes but it isn't the way we want him to do and native people on the other hand, and I will say this too, they have got to look a little bit forward and look at what is coming and say, we have to face the fact that we have to get along too.

There is going to be some misunderstandings but not to try and walk away from the situation, to keep on digging a little bit and learning how to maybe come forward with ideas, which I am sure our government wants. I think they want some basic guides as to what they would like and I again must say that the member from Whitehorse West, when she asked that question or said that possibly she could get more information as to what they want, this is absolutely right and in getting that information, I can't help them very much but I would say try and get most of that information from them, themselves in the Yukon. Not too much from statistics.

And bring that to this Council and I think they will get co-operation and never be discouraged if they get turned down because this is one of the government policies because you always get turned down. Just come back again, try once more. That's all I have to say, thank you.

Mr. Chairman: Mr. Taylor.

Hon. Mr. Taylor: Yes, Mr. Chairman, I don't know I've sat in the House on various occasions and pressed and spoke about problems related to this. Perhaps more related to the social cultural environment in the villages and the home. There's no doubt about it, there's a real problem here. It's a particularly in the primary grades in the preprimary children and I used to use the old example of elevation as a good example where perhaps a native child living in a native village doesn't know what stairs are or what ceiling is, what lower porch, roof, those are terms that aren't normally used around the house. Where perhaps in a society such as exists in and around Whitehorse, Watson Lake or in one of our communities, the non-native children have that edge. They're brought up with this type of thing and I only cite that as an example of the difficulties that could occur not just academically but in the way to way life of the child as he grows in his community.

So when, and it was pointed out today that when this child does enter into the educational system Mr. Chairman, he obviously is at a disadvantage.

There's just no question in my mind though that the Department of Education of the Government working hand and hand with the full co-operation of people who are both concerned and interested in problems related to education, Indian education which is the general topic here, will be able to resolve part of the problem but you can't solve it all. There's no answer to it and there's no one agency that can solve it. There is a distinct responsibility at the community level for social education

at the community level in an effort to give the young students an opportunity not only to get them as far as long as they can before they get into preprimary and primary grades but to make sure they get to school, well dressed and they've got a lunch and there's a dozen other factors that make it possible for the youngster to be interested and to assist the young perhaps native child in taking greater interest and making the learning process more pleasurable to him or her as the case might be.

These are my only comments as I say I am confident that in a spirit of co-operation between CYI between YANSI, between the Department of Education and indeed between any interested group of citizens or citizen as the case might be in the Territory, that will eventually find a solution at least at the educational level which would hopefully satisfy the question at hand. It's a deep one as I say there's no one answer to it, but those are my comments, Mr. Chairman.

Mr. Chairman: Thank you. Ms. Millard.

Ms. Millard: Yes, Mr. Chairman, when I spoke to the motion to bring this document into study in Committee of the Whole. I mentioned that the study contains many serious accusations and implications which we should consider as a government. I still feel that we should consider them this afternoon.

We must show our responsibility to this section of Yukon society which has up to this point been seemingly ignored. I have some direct questions and comments to make about the Department of Education's policy in the past while on what I would prefer to call community education. The problem here is that community education should be reflecting what is happening in the communities. The problem in the Yukon is that it is not. It is reflecting what is happening in one section of that society in the white section, the stronger section. The one that is imposing its culture on the other culture.

I'd like to point out that some of the ways that this can be changed is through, as the Minister has said, through the school committees. I have a news release here or an interview with the Minister, and it says here "He pointed to the situation at Old Crow where the settlement school committee and community at large take a very active part in defining the school program and as a result the program maintains balance and relevancy between academic skill subjects which the parents see as essential and Indian cultural subjects." I would attack that with all fervour because I know Old Crow probably better than most of you. Yes, there is a language program going on in Old Crow an Indian language program which has been sustained mostly by individuals volunteer effort. They're being paid to a certain extent, they go from year to year not knowing what kind of program is going to be instigated, whether or not they'll be paid. They have no assurance that this is going to be an on-growing program.

When the school committees were first organized Old Crow was one of the few schools which really got in behind it and really organized themselves and tried to use this system to try and change the curriculum.

I have a very good proposal here directly from the Old Crow School Committee, which was handed to me, I

believe, I don't remember exactly when it was because it was so long ago. It was handed to me with some disgust saying this is what we wanted, but we never got.

I think it was handed to me through my predecessor, which means that it was at least two years ago that this thing was given to the Department of Education and nothing has been done.

I would like to read parts of it because I think, it expresses exactly what I am trying to say, the community is taking the responsibility for curriculum development, interest in what is happening to its children, and there has been no response from the Department of Education. This is entitled, "The Old Crow Curriculum Proposal".

"Many things are changing about us, we know that changes are going to happen regardless of what we do and we can accept many of the things that are changing, but problems also come with so many things changing so quickly. Our children often have problems because of the ways in which things are changing. There seems to be very few stable things that we can rely upon. We think that children need stability and the confidence which comes with it. We think that knowing about the history of our people, our language, our traditions, and the skills with which we make our livelihood would help provide this stability. If our children learn these things we feel that they will be stronger individuals in their minds, in their bodies and as members of their community.

In the past these skills were taught to children by their parents. This too has changed. People have become bound to Old Crow. The school has been one of the main things that tie them to the town. The children now attend school during the times they used to be taught by their parents. As a result parents are no longer able to teach their children as they did in the past. Part of the responsibility of teaching the skills of our community now falls on the school. We think that the school should become involved to the extent of providing the facility and paying the personnel needed to teach the things discussed below.

The list below are the things that people in Old Crow felt the school should be taking a hand in teaching. Loucheux language, Loucheux history, Loucheux traditions. Archeology, taught about the sites in the Old Crow area. Hunting and trapping crafts and skills under which is listed, raising and training dogs, making dog harness, toboggan and sleigh, making caribou ropes, trapping fine furs and making winter traps, trapping rats and ratting, preparing and selling furs, fishing in fall and in the winter, summer and winter hunting, drawing and preserving fish and meat. Home making and camp activities under which is listed beading and sewing clothes, boots, et cetera. Cooking at home, cooking in the bush, drying meat, making bone grease, pemican, etc., setting up camp in summer and winter. Fixing hides, making babish etc.

The next heading is gun safety and water safety. It says below these lists "It is intended to enrich the current school program, not replace the teaching of basic skills in the school."

Then it goes on to even make out a program. A list of the program, the groups that would be involved, the duration of number of hours per week. It goes on for

page after page. I don't see that there was any better proposition given from any school committee to the Department of Education. It has yet to be answered. There is no answer in saying that there is a language program in Old Crow because it is only of a few hours duration each week. It is done with local help. It is not done with any inspiration of the Department of Education.

I have at hand many resolutions from other sources, not only the school committees, but I have, oh, at least 20 Band Council resolutions dealing with Indian education from every Band Council in the Yukon. Mayo Indian Band. Dawson, up the highway at Burwash. Old Crow, Pelly, they are all wanting more input, more Indian education in their schools reflecting what is happening in the community. It is not happening. The Yukon Teachers Association also has resolutions passed to support Indian language classes. Support further development and use of Indian culture and related curriculums. Plan in service in the field of specialization in all aspects of Indian education in Yukon Territorial Government schools.

What more input do we need to realize that the community is demanding, not even suggesting any more. I think that they are beginning to realize that they are going to have to demand recognition of these needs, and one of the ways is through this paper. Everything in this paper is very important to us and we must answer this. We cannot sit back and say we've got to wait until Land Claims are settled, that may take ten years. Let alone the fact that these things should have been done the instant another culture was integrated into our school system. We should have been looking into this twenty years ago not today. Today we are going to have to do a patchwork job to get things together but hopefully we will even look at that and do something about it.

Well if we're not willing to look at white experts from outside and Indian experts who live in the community, I have here quotations from the Journal of American Indian Education which is really expert. This is published by the college of Education in the Arizona State University. I've been getting this publication for at least ten years, that is the length of time that decisions have been made in that area in Indian education. It is not a new idea. It is something that we should have been reflecting a long time ago if we were up to the expertise that is being presented to us left, right and centre all the time.

I would like to just quote from these. Of course, this is applying to American Indians but I think that it is culturally relevant. It says officially the era of systematized deculturalization has ended. I questioned that here, of course. They can state that in Arizona but not here. Communities of native Americans have recognized that their cultures, histories and traditions are a vital part of their individual and collective identity.

Rather than submitting to deculturalization in the schools, native American students are asking the schools to include aspects of their cultures in the ongoing curriculum. In a few instances, some communities of native Americans have organized their own learning centres and are meeting the challenge of providing their children with an Indian education.

As the movements continue for native Americans to assume a role of increasing responsibility for their own

education, it seems appropriate, if not vital, for present educational institutions or agencies to focus their attention towards the preparation of professional personnel, to support native American efforts to participate more actively in education.

It's all there. There is no reason to argue about it. I think that we should accept it as fact, that we have to have our education system reflecting what is happening in the communities or we are going to have problems, problems, problems.

Mr. Chairman: Mr. Lengerke?

Mr. Lengerke: I believe, Mr. Chairman, as I tried to establish through any questioning that I am more than prepared to help the non-white population in their quest for recognition and social and economic improvements. I have always been one to cut all the gobbly gook and all the flowery statements and sophisticated data and all the rest of it that's thrust upon us and I would just like to say in respect to the report, "Barriers to Education", that I think probably the most useful thing that has come out of that document is that it has given us some communication at this level and at this table and has started us on to probably a road to solving some of the problems that we have learned from some of the people themselves around the table.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, I would briefly comment on the remarks from the Honourable Member from Ogilvie made regarding the changes in curriculum that were suggested by Old Crow and I believe some of these changes of curriculum have come in to the Department of Education over the several years since the legislation was brought into force and it is really quite interesting that the changes in the curriculum that are often recommended by the local school committees reflect very specifically the thinking of the principal of the school and when the principal of the school changes, then the recommendations for the changes in the curriculum change too and I think this is one thing that our Department of Education is going to have to look at and we are going to have to look at the people in the community who are recommending curriculum changes at the local level are going to have to say, look, are we going to go with the whim of every local principal as he comes and leaves.

You could just imagine, by the time the Department of Education reviewed the validity, forecast the money for the changes, if they had the money or if it was available, forecast the necessary manpower, it would at least take two years, that's how the government operates.

By that time, you may have a change of staff and their priorities have changed again and this has happened. This is a very, very true situation and it does happen. Mr. Chairman, I think we are flogging the report. We have on staff of this government, educational experts. We have not had their assessment of this report and in all due respect to these gentlemen, I think that we should ask them and I believe the Minister of Education has said they are working on it to do a complete assess-

ment of the report. I would like to see some basic practical recommendation that they prepared as educators and who do travel to the communities and the schools, who do know.

I am sure they must realize some of the situations that exists and have them bring their basic recommendations, practical, to the Minister of Education so that he can give their recommendations to this House. I think we have to give them an opportunity. We hire them to do this for us. Let's let them do the job.

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Yes, Mr. Chairman, at a later date we would be prepared to do that.

Mr. Chairman: Ms. Millard?

Ms. Millard: Mr. Chairman, I am preparing a motion with part of that in it. I am wondering if we could have a five minute - I just have to retrieve it from across the room. If we could just adjourn.

Mr. Chairman: Well, I think Ms. Millard, if I am to understand correctly, are witnesses going to be appearing on behalf of the - from your department?

Hon. Mr. Lang: No, Mr. Chairman, at a later date, we will have an assessment and probably - I would like to point out that my department is very busy at the present time. We are getting prepared for the negotiations with the Y.T.A., getting prepared for recruiting and this type of thing.

So, I would like to think that we could have until possibly the next session at the latest to bring it in. Maybe possibly at the end of the session to bring in a Sessional Paper of some kind.

Mrs. Watson: Mr. Chairman, with all due respect, I didn't expect them to arrive today, tomorrow or this type of thing. It has to have a thorough review and if they are going to go through it, there is the bibliography in the back that I am sure that they are going to want to refer to to some extent. They may be able to get some information from it.

The report was done. With all due respect to Mr. Parnell, I think we should have an assessment done of using the bibliography. So, it will take some time. I realize that.

Hon. Mr. Lang: Mr. Chairman, you have to take into account that they are very busy.

Mrs. Watson: Yes, that's fine.

Mr. Chairman: My concern is, is this paper going to be discussed again with further witnesses at this session?

Hon. Mr. Lang: I would go so far to say at this time, Mr. Chairman, probably not.

Mr. Chairman: Then Ms. Millard, you would wish to proceed with your motion at the present time?

Ms. Millard: If you could break for about five minutes, I will have it ready or I could just get it.

Mr. Chairman: Here it is.

Ms. Millard: Oh, you have got it?

Mrs. Watson: Mr. Chairman, with due respect, I think this is a very important motion. I would wish that the members would give Notice of Motion, give us written copies. There is no way that we can –

Mr. Chairman: I think, Ms. Millard, this is a very important thing and it would be much appreciated if you could give Notice of Motion and we could discuss this matter further at that time, rather than continuing the discussion at the present time. Does that fit with your –

Ms. Millard: Yes it does and my seconder is the member from Klondike. Perhaps he could –

Mr. Chairman: The motion has not yet been introduced, so you don't have to worry about it.

Ms. Millard: Yes, that will be fine. I will give Notice of Motion on Monday.

Mr. Chairman: Very good. I think then that we will, after a brief recess, continue the discussion of – I am sorry Mr. Berger.

Mr. Berger: I am sorry Mr. Chairman. I thought we were going to get a recess and then we were going to continue. I still want to say something on this subject too. I think – I am sorry. I will try to be quick.

I think the main problem is that nobody has talked about it yet. There is also economic circumstances that have to be contemplated in this report. As I tried right before the noon hour to point out, this report coincides with this report, just about down to the last word in this report.

Money – income is a matter on education too as this report points out. It also pin-points in the poorer kids report that there is 1,162 poor kids in the Yukon Territory. They don't specify of what origin they are. I am willing to say that the majority of those kids, native big kids, non-status or status Indians, I think this is a very, very important thing to consider.

We can make all sorts of resolutions. We can pass all sorts of things in this House but I think the other thing is that we have to have a certain amount of sincerity behind it too, that we really mean those things. I can see any motion coming out of this House requesting things wouldn't do any bit of good to the man on the street who still considers an Indian, nothing but a god damn Indian.

Hon. Mr. Taylor: Order, Mr. Chairman.

Mr. Berger: I am sorry but this is –

Mr. Chairman: This is quite unparliamentary, Mr. Berger.

Mr. Berger: I take it back but this is a statement

that goes around on the street all the time. Kids grow up with it.

Mrs. Watson: Point of order. Mr. Chairman, you are assuming something that is no true.

Mr. Berger: I am not assuming something.

Mrs. Watson: Yes, you are.

Mr. Chairman: Please, Mr. Berger.

Mr. Berger: Kids are growing with a feeling of being different because they are a different colour, different race. I think we have to change the attitude of the people towards the native people. I think the other thing that needs to be overcome is the mental attitude that comes from the native people and I have to go back for years and years of downtroddenous which has started something in the native people which is not so easy to overcome overnight. Those are the things, I think, are the most important things to overcome, not the resolution that came out of this House. I also think that this report points out a lot of things in here which I don't think the members really is sincere about in considering. I don't think most of them really realize what this report says or what this report says.

I think most of the people are just saying, oh it's another report. That's right. I am one of the first ones to criticize any report but this report – I think it's the first time somebody put something down in black and white and pointed a finger at it. This is it and I think this is the problem.

Not just as we say, no we are going to do so and so and so and so. Be sincere about the whole thing.

Mr. Chairman: Thank you Mr. Berger. If there is no further discussion at the moment, after a brief recess, we will continue with the discussion of the main estimates of Vote number 8.

RECESS

Mr. Chairman: I now call this Committee to order. I believe Mr. Gillespie, for the record, Mr. Williams, Mr. Gillespie and Mr. Miller are now with us as witnesses. Mr. Gillespie has information with reference to vote number 7 that we had requested of him.

Mr. Gillespie: First of all Mr. Chairman, there was a suggestion made yesterday that we get Mr. Hutton, Mr. Don Hutton to provide this audio-visual presentation to members at their convenience sometime next week and I have confirmed the fact that he will be back here next week and awaits the pleasure of this House as to just when they would like to see this. Perhaps we can receive an indication at some time when you would like this to be done and we will plan to set it up at that time.

Secondly the Yukon Tourist Advisory Council Resolutions arising from their last meeting have been distributed. Or they are about to be distributed, pardon me.

Third item camp ground service vehicles that we have at present we have four. There is a one ton stake which has, its rather rickety, its got over 50,000 miles on

it. A half ton, a Ford panel and another half ton pickup. So there are two half ton pickups, another panel and a one ton stake. That's the extent of the vehicles that we have now.

Mrs. Watson: Mr. Chairman, I wonder if I could ask the witness any of this information that's he's brought some forward from the other day and today and if you could just have copies made and have it distributed to us? We would appreciate, I would certainly appreciate it.

Mr. Gillespie: Mr. Chairman, I would happily do that. I have only one copy at this point in time but I will have copies made and distributed.

Mr. Chairman: Mr. Fleming.

Mr. Fleming: Mr. Chairman, I asked a question in the question period, I think it was last week and was informed that there would be some information on Information Services and break down of some of the costs there. And it would be here at the time we passed this vote. Is there anything on that yet?

Mr. Gillespie: I have some information on Information Services somewhere. One of Mr. Fleming's questions was how much did it cost to mail out the press releases and to produce them, not including staff time the total amounts to roughly \$2,500.00. I have a distribution list here which I could provide you, which I will have copied and distributed, of the numbers of releases produced 328. The total ribution 69,000 and the distribution within the Yukon local media there are 12, Territorial Counsellors 9 plus of course the Executive Committee members, Territorial Departments, and Yukon House ad so on down the line. I will have this copied if you wish and distribute it.

Is there any other information you would like Mr. Fleming with regard to Information Services?

Mr. Fleming: No, Mr. Chairman, I think that when that is issued, that is what I wanted, how much went each place.

Mr. Gillespie: Carrying on Mr. Chairman -

Mrs. Watson: Mr. Chairman, just before he carries on, I don't think I'm on the mailing list so maybe your budgeting for me and I'm not -

Hon. Mr. McKinnon: How lucky can you get.

Hon. Mrs. Whyard: They're always late anyway.

Mr. Gillespie: That's 8 cents times --

Mr. Chairman: Mrs. Whyard.

Hon. Mrs. Whyard: Mr. Chairman, with respect, I usually receive them after I've read them in the local press.

Mr. Gillespie: The next answer I have is with re-

gard to the Quiet Lake camp ground which is located at the Canol grader station at Mile 62, was open for use during the 1975 season as it has been for several years. Approximately 28 miles south of the camp ground however a small access road was closed off because it was a dead end road with no suitable camp ground facilities.

Mr. Chairman: Mr. Fleming.

Mr. Fleming: In all respects I find that a very, very poor assumption, I would say, as to what is on the Canol Road. There is a camp ground as I say 20 miles south, where possibly that same access road they're speaking of, I don't know but there is a camp ground and there is a building there exactly like the other camp ground buildings which is a place for people to go in under shelter. There is a big wood pile and there is a road bulldozed and graded out around through the trees, every where the same as any other camp ground on the Alaska Highway. In fact the same as some of the larger camp grounds, in fact, and has been there for some years and has been used for many, many year.

The one at the grader station is merely a road that turns off under a sharp hillside and goes along the beach and maybe 20 to 30 feet and there is 3, 4 along side the road. At the other end, possibly now they may even have a boat launch there, I don't know but this is where the boats are put in for hunting and so forth. Actually there is no camp ground as such there in the aspect of the roads through here and there. There's just a little trail along the beach in an open place for somebody to set up a tent if he wants but the other is a campground and it is definitely so.

Mr. Gillespie: Thank you, Mr. Fleming for enlightening me on things I suppose I should know. I haven't yet had the opportunity to travel. Campground fixtures was another question that was asked. Those constructed during the course of the 1975 - '76 fiscal years were 40 tables at a cost of \$61.00 each, 40 stovettes at \$26.00 a piece, 30 garbage stands at \$36.00 and 40 toilets at \$480.00 each.

Mrs. Watson: Each?

Mr. Lengerke: How many? Each.

Mr. Gillespie: 40. I will distribute this information.

Mr. Chairman: Does that mean we each get a toilet Mr. Gillespie?

Mr. Gillespie: It's a pay as you go situation. The final question that was asked concerned, if I can find it here, the research, the planned research and activities during the next year.

In the course of 1976 - '77, it is intended to carry out an inventory, a comprehensive inventory of visitor facilities, services and attractions. This will done in-house. There will be an impact study on the economic, social and environmental impacts of tourism. Some of this research will be carried out within the branch, but \$28,000.00 is budgeted to provide for the development of an economic impact model for Yukon tourism.

In the current -- in another area of current problems, a total of \$10,000.00 is budgeted to deal with the problems that the Yukon Tourism Industry, that's the Tourist Advisory Council and other operators and associations, have identified as immediate concerns.

These include the development of visitor facilities, standards and regulations, manpower training and site plan for highway facility development. For example, as we plan for the Carcross - Skagway road, we will want to know how and where tourism facilities can be located. We want to do this planning ahead of time. That organization, a consolidation and review of data and research requirements will be conducted by the branch to determine future research requirements and co-ordinate future data collection at a cost of approximately \$6,500.00.

We are planning or hoping to use a student to collate the data that is collected from these various other sources. In the parks area, \$5,000.00 has been budgeted to continue the parks planning process initiated in this current fiscal year. Plans currently under way for co-operative programs which are being funded by other Territorial and Federal Government Departments include a training course for managers of tourism facilities in co-operation with the -- among the Tourism Information Branch, Canada Manpower and the Department of Education.

Secondly, a resident outdoor recreation study funded by Parks Canada to determine resident outdoor recreation preferences of Yukoners.

So, those are our plans for the course of this coming year and I will distribute -- I have copies of this which can be distributed right now if you wish.

Mr. Chairman: Mr. Fleming?

Mr. Fleming: Yes, Mr. Chairman, I would like to thank Mr. Gillespie. These prices on the fixtures here, this is taken from the prices of the materials I presume and also the price of the wages you have somehow managed to calculate what hours are spent making these articles or how do you come to this price of \$480.00 say and \$480.00 and \$60.00 for the table? I missed the others because it was a little fast but I have them now. Just how do you come to that price because I --

Mr. Gillespie: I can't say with certainty, Mr. Chairman, but I believe that that would be the cost of the materials.

Mr. Chairman: Mr. Fleming?

Mr. Fleming: Supplementary, Mr. Chairman. I would very much like you to -- if we could find out if this is the cost of the materials or if it is the cost of the materials and labor because -- now again, I am involved, years ago. The price seems to be very, very nominal to me. It seems to be a very, very good price. To some people it might not but as a contractor and knowing what the material does cost and everything, it is a good price, but if it is for material alone, on the other hand, then I would say, no it is not a good price..

Mr. Gillespie: Mr. Chairman, we employ for this work, four people, to do the construction and various

aspects of it on a part-time basis and I am quite certain that the figures that are given here would include only the materials. To these figures, would have to be added the time spent on the construction by the employees.

Mr. Chairman: With Committee's permission, I will read Vote number 7, Department of Tourism, Conservation and Information, \$2,522,190.00. Are we agreed?

Some Members: Agreed.

Mr. Chairman: I would remind members that they have another kick at the cat. This does come around again.

Mrs. Watson: Mr. Chairman, I would just suggest that we report progress and go on to the next vote.

Mr. Chairman: Very Well. The Department of Legal Affairs, Main Estimates page 72. Legal services, \$129,935.00. Mr. Taylor?

Hon. Mr. Taylor: Yes, Mr. Chairman, when we get a legal service and the budget and for many years, we always asked the question why have not -- or has not legal services been provided to the Legislature separate from the Administration and I would like to know if the Administration had given any consideration to providing this Legislature with its own law clerk rather than sharing the services of the government legal advisor?

Mr. Gillespie: Mr. Chairman, in this year very obviously there has not been any provision made for such a service in this budget. As to the future, it will depend upon our ability to provide the funds I imagine.

Mr. Chairman: Mr. Taylor?

Hon. Mr. Taylor: I had in my drawer from several years ago a cost break down of temporary, of a break down for a temporary legal advisor and also a full time legal advisor or law clerk for the Assembly but I can't seem to reach that now.

The other question is that I notice under legal services you say to provide legal advice and service to the Commissioner, Territorial Council and to Department and Agencies of the Territorial Government. Now in the aims and the objects of the Government of the Yukon as contained in Sessional Paper Number 2, I note that for instance in the office of the Clerk of Council, it is to provide the services of the Clerk of Council to the Yukon Legislative Assembly but nowhere under the aims and objects of the legal department do I find anything related to services being offered, or intended to be offered, to the Yukon Legislative Assembly. The closest thing I can find here is to provide legal advice and services to Y.T.G., to the Yukon Territorial Government. That's what gave rise to my question now. Is it intended that we will now have our own legal advisor in as much as it is not a goal or aim or objective of the government to provide any longer legal services to this Legislature?

Mr. Gillespie: Mr. Chairman, I can only say that

that is an oversight in drafting of those goals and objectives for which I am responsible. That should have been identified as one of our goals in that document. Fortunately it is a living document that can be changed.

Mr. Chairman: Are you sure it's an oversight, Mr. Gillespie?

Mr. Gillespie: Yes, Mr. Chairman.

Mr. Chairman: Mr. McIntyre.

Mr. McIntyre: Yes, Mr. Chairman, I'd like to know seeing as there was not vote last year and no vote the previous year, I'm wondering what this particular item is born out of? Where does it come from?

Mr. Gillespie: Mr. Chairman, last year 800, Establishment numbers 800 and 801 were combined in the one. The figures that you see under 801 are those that covered the legal services and general administration together.

Mr. Chairman, may I just continue on that point? When we move into the new building the general administration part of this budget, the people connected with that, will be moving to the new building. The legal services - pardon me, I've got it backwards, the general administration will be remaining in this building and the legal services part of the budget, those people will be moving to the new building. This is why we're breaking it out this way.

Mr. Chairman: Mr. Taylor.

Hon. Mr. Taylor: Yes, Mr. Chairman under legal services, just how is our batting average, or how is the batting average of the government in terms of getting themselves in Court. In other words how many cases have been brought against government or vice versa during the course of this last fiscal year, this current fiscal year and are we winning ball games or are we losing ball games?

Mr. Gillespie: We're kind of stringing them out Mr. Chairman. The law process seems to take a long time to bring anything to a conclusion. But I can provide you with figures to indicate the number of cases that we have and those that we have dispensed with if you wish.

Hon. Mr. Taylor: Well just generally I thought perhaps he could just give us a general idea if that's available.

Mr. Gillespie: I will bring that information in Mr. Chairman.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, I don't want to put your department to any work and if it's going to be too extensive, I'm not going to pursue the question. We're looking at general administration. Oh, were not? You had not given me permission to clear it.

Mr. Chairman: Clear?

Some Members: Clear.

Hon. Mrs. Whyard: Well Mr. Chairman, I wonder if Mr. Gillespie could assist us with a little information regarding the need for especially trained people to draft legal ordinances in legislation, which is a need felt every where in Canada according to what I read. There's always a great scarcity with these specialists. I wonder if in the Yukon we have any plans for giving special incentives to Yukon students to take that kind of specific training and whether he could give us some information on this.

We were looking into just exactly that kind of assistance last summer roughly to provide some funding for a student to attend university to learn the drafting skills. As Mrs. Whyard has said there is an extreme scarcity, I understand, of legal draftsmen in this country and throughout the Commonwealth indeed to the point where the Commonwealth has set up a special school for legal draftsmen. That's how scarce these people are.

What we were working on fell through for one reason or another. The student that we had in mind withdrew from that possibility.

Mr. Chairman: Mrs. Whyard?

Hon. Mrs. Whyard: Do you require a graduate of law school prior to this drafting training?

Mr. Gillespie: I believe that was our intention. That was our intention, Mr. Chairman.

Mr. Chairman: Clear. General administration, \$626,653.00. Ms. Millard?

Ms. Millard: Yes, Mr. Chairman, under office supplies and services, I note with some alarm that it is nearly \$30,000.00 which is much more than any other office and is this because of the legal necessities, certain forms and things that are needed?

Mr. Gillespie: In the judicial process, there is a tremendous paper flow and roughly \$14,000.00 of this figure of \$30,000.00 is accounted for by Xerox materials and \$14,500.00 for law library publications.

Mr. Chairman: Mr. Taylor.

Hon. Mr. Taylor: I understand a question that arises everytime we deal with this section of the budget, has consideration as yet been given to the placing of a Deputy Magistrate in Watson Lake and if not, why not?

Mr. Gillespie: The matter has been discussed during the course of this year. We have discussed this with the Magistrate himself and among our legal - or with our legal advisor and at this point in time, the judgement is that a second Magistrate is not now needed in Watson Lake but that in the future, just when I don't know, but a second one will be required for the Yukon.

Now, whether that second Magistrate is to be

situated in Watson Lake is a new point at this time.

The Chairman: Mr. Taylor?

Hon. Mr. Taylor: I just wish to point out, I am not just talking about J.P. Court. I am talking about the whole works and - Now, I had another question related to the time that it takes from the time an offense is committed or a person is charged, I should say, and the time it takes to get him processed through the courts and this was a problem raised last year.

Has the judicial process been streamlined to the extent where cases are getting heard before the court on a little more rapid basis than they were, say a year ago?

Mr. Gillespie: Mr. Chairman, I must confess that I do not know the answer to that question. I don't know whether measurements have been taken and whether we have - whether I can come back with an answer but I will attempt to do so.

Hon. Mr. Taylor: I would be interested in knowing that, Mr. Chairman, if possible. Don't break your back on it.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, my question on Establishment 801 was regarding the general administration of the justice system and I wonder if the witness would be able to, without too much trouble, if it takes a lot of compiling of statistics, that's fine, how much of these costs are attributed to the Supreme Court and how much to the Magistrate Court?

At the same time, if it would be possible, to give the comparison of the sitting, the number of day sitting or you may want to break it into cases of the Magistrate Court vis a vis and also the Supreme Court and also, maybe the witness can answer this, what portion of the Supreme Court costs is the Territorial Government responsible for?

I understand the salary of the judge is funded by the Federal Government. Are the expenses of the - the travelling expenses of the judge and his office and his staff, are these our responsibilities or are these the Federal Government's responsibility?

Mr. Gillespie: Mr. Chairman, all the expenses of the Supreme Court judge, short of his salary, and those expenses incurred by him while he was travelling outside the Territory, are borne by the Territorial Government.

I believe I will be able to come back with the statistics, the other statistics that Mrs. Watson was asking for without too much difficulty.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: And a further question and I suppose I should know the answer but I - Professional and special services it's not that much of an increase, it's just what does it encompass?

Mr. Gillespie: Deputy magistrates salaries at

\$300.00 a day generally which came to roughly \$7,000.00 in 1975-76.

Prisoner escort costs at roughly \$12,000.00 Per diem cost of witnesses, a court reporting contract for one of our court recorders, the cost of examinations for discovery, physiological examinations and training costs. Witness fees and jury fees, professional witnesses amount to \$21,000.00 budgeted for this coming year of that total.

Mrs. Watson: Well Mr. Chairman what is transportation of non-government employees? I thought that involved the expenditure of witnesses and this type of thing.

Mr. Gillespie: The transportation is simply the transportation costs for example, the witness fees are included in professional special services the cost of transporting the witnesses are included in travel and relocation costs of non-government employees. The circuit costs are also included in that. The travel portion for government escorts of prisoners is also included in that particular item. In the transportation item.

Mr. Chairman: Ms. Millard.

Ms. Millard: Mr. Chairman, I'm interested in the J.P.'s. First of all, does it come from this vote, if it does, does it come under salaries and wages or miscellaneous I see has gone ahead \$3,000.00 extra. Other questions on the J.P.'s I understood some time ago that they were being paid per conviction. Are they still being paid per conviction and how much is it? How much are they being paid per conviction? How much training are they now receiving, is there an ongoing program of training since then. A lot of cases they're unskilled, unprofessional people who have very little knowledge of the law. If you could answer those questions please?

Mr. Gillespie: The training of J.P.'s we have an amount in the budget of \$2,500.00. We bring them all into Whitehorse for a training program. As to whether and if so how much they are paid per case, or per conviction. I will have to come back with the answer to that, I don't know the details. I'm sorry.

Salaries of the J.P.'s comes in the salary portion of the budget under general administration and amounts in the neighbourhood of \$12,000.00 in total.

Mr. Chairman: I believe Mr. McIntyre might be able to assist you in answering that question Mr. Gillespie.

Mr. Gillespie: Oh please do.

Mr. McIntyre: Mr. Chairman, in the past when I was a J.P. we used to get paid \$2.50 for convicting somebody and nothing if we found them not guilty. The present practice has changed and they get paid so much for case tried.

Mr. Chairman: Ms. Millard.

Ms. Millard: Just a supplementary. My interest to

begin with was under miscellaneous and it's increased \$3,000.00. Is there some reason for that?

Mr. Gillespie: Yes, that \$3,000.00 is to refurbish the Supreme Court.

Mr. Chairman: Mr. Berger.

Mr. Berger: Thank you, Mr. Chairman. It is my understanding that the magistrate's court in the past year took a tour through the Territory and different communities held talks with the people in the communities. Could you possibly tell us the results of this and is there a better understanding now in those communities?

Mr. Gillespie: We have had nothing but very high praise from the communities that I've heard for this particular program and from all groups including the natives and the non-natives and interested people in those communities about the success of that program. I would like to commend here and now the Magistrate for the good work that he's done in this regard. I've heard nothing but good reports on that.

Mr. Chairman: I hardly concur Mr. Gillespie. Mrs. Watson.

Mrs. Watson: Mr. Chairman, I have to stand up in defence of the J.P.'s. The Honourable Member said they were untrained and not very familiar with the law. They may not be but I think the J.P.'s who are in the small communities are doing a quite a big service for really very nominal well practically no financial, which a lot of them don't expect and they go to a lot of trouble to perform this function. I don't think we should belittle it, any training money that is available should be quite happily given.

One question what is the rate that you pay for specialist witness fees that appear either in the Magistrate's Court or in the Supreme Court? I wonder if the witness heard me.

Mr. Gillespie: The witness did. It depends upon the fees that are charged by that particular specialist, a dentist or a doctor or a psychiatrist brought in from out of the Territory, in special cases, have their own rates that they charge and whatever they charge, we have to pay, as I understand it.

Mrs. Watson: Mr. Chairman, can you give us an indication of what we had to pay in the past for some of these specialists to come in?

Mr. Miller: I can recall at least one occasion last year where a specialist was brought in to testify in a particular case in the Supreme Court and it was costing us in the excess of \$700.00 per day and we had no option except to pay that.

Mr. Chairman: I find that very interesting in terms of my personal experience. In my first occasion to appear in the Court as a witness here, I was paid something in the range of \$7.00 per day. I took the trouble to go

out and become a specialist and then I received the principal sum of \$100.00 per day which I was told would be the only fee available to an expert witness.

Thank you, I will remember that in remitting my bills.

Mrs. Watson: Mr. Chairman, who determines what specialists will be called and maybe I should know, but I don't?

Mr. Gillespie: The Crown Prosecutor, Mr. Chairman, is the one who determines that.

Mrs. Watson: Thank you.

Mr. Chairman: I thought it was governed by regulation. The Crown Prosecutor is the one who sets that?

Mr. Gillespie: If the defense wishes to bring in an expert witness, they pay it themselves. If the Crown Prosecutor wishes to bring in a witness, then the government pays.

Mr. Chairman: But the fee is set by?

Mr. Miller: By demand. This is basically what it boils down to. Now, there are different circumstances, Mr. Chairman. There are certain witness fees that are statutory but there are exceptional cases where you had to have a specialist in a particular field and the one that I was referring to earlier, as I understood the thing is I don't know all the details, but this particular individual that they brought in was a specialist within a particular field of dentistry, one of his kind in western Canada. That's why he was able to demand such a high fee.

Mr. Chairman: Ms. Millard?

Ms. Millard: Mr. Chairman, I would like to ask, as the Court travels around the Territory, is it accompanied by a probation officer or a court worker so that the people in the smaller communities can understand the court system?

Mr. Gillespie: It has been the practice during this year to have the court circuit accompanied by a court worker and that again, has proven to be a highly successful program.

Mr. Chairman: Mr. McCall?

Mr. McCall: Thank you Mr. Chairman. I would like to ask Mr. Gillespie one question. Who determines the J.P.'s? Who makes the selection?

Mr. Gillespie: The Territorial Government, Mr. Chairman.

Mr. McCall: Mr. Chairman, can Mr. Gillespie be a little more specific.

Mr. Gillespie: The appointment is signed by the Commissioner on my advice and in turn, I obtain my advice from the Legal Affairs Department.

Mr. McCall: I see.

Mr. Chairman: Ms. Millard?

Ms. Millard: I am back to the court worker. Is the money for the court worker travelling with the court, it comes out of 801 or 805?

Mr. Gillespie: Establishment 805. Pardon me, I am sorry. The travel costs or--

Ms. Millard: Well, to travel with the court around the Territory?

Mr. Gillespie: Oh, it would come out of 801.

Mrs. Watson: Mr. Chairman, I would venture possibly that the witness should look at the answer before he answers. The court worker program, are you sure that the travel costs of the court worker comes out of 801?

Mr. Gillespie: I am quite certain, Mr. Chairman, that the travel costs are paid out of 801. The only item in 805 is the grant item and that goes toward his salary but the travel costs are not included in that.

Mr. Chairman: Mrs. Watson

Mrs. Watson: Mr. Chairman, I would ask the witness to determine this for sure for Monday.

Mr. Gillespie: I will confirm the answer.

Mr. Chairman: Ms. Millard.

Ms. Millard: Just a supplementary, yes I think the grant actually goes to Skookum Jim Hall doesn't it, to support their court worker program. And the court worker is being allowed to be available to the court as it travels around the Territory. I think it's fair that it comes out of 801.

Mr. Chairman: Mrs. Watson.

Mrs. Watson: Mr. Chairman, is criminal legal aid built into general administration or does it come under the legal aid of 802?

Mr. Gillespie: It comes under 802, legal aid, and civil.

Mr. Chairman: Mr. Berger.

Mr. Berger: Yes, Mr. Chairman, it is actually nothing to do with this vote but I was wondering if we could request from the witness the Police Service Agreement for Monday, to have it prepared for the House?

Mr. Chairman: Is it your wish Mr. Berger, that we have witnesses appear, is that what you wanted?

Mr. Berger: First I would like to see the Police Service Agreement and then the House would have to

make up their mind if they wanted witnesses.

Mr. Chairman: You wanted a copy of the Police Service Agreement available before we peruse that?

Mr. Berger: I would think this would be the right thing to do, Mr. Chairman.

Mr. Gillespie: I'd be happy to bring in the proposed Police Services Agreement. It is not been signed it. We are negotiating that agreement at this point in time. I'll bring that in on Monday.

Mr. Chairman: You will be bringing that forward to us on Monday, Mr. Gillespie. That's when we would be discussing that Establishment.

Mr. Berger: I realize that Mr. Chairman but I think you can always report progress on this particular vote.

Hon. Mr. Lang: Mr. Chairman, would it not be applicable if maybe Mr. Gillespie could maybe get the information for us tomorrow.

Hon. Mrs. Whyard: We don't meet tomorrow.

Mr. Gillespie: I can make copies of the agreement available in the Clerk of Council's office for any of those who wish to pick it up and read it over the weekend.

Mr. Berger: It is satisfactory to me if it's satisfactory to the other members.

Some Members: Agreed.

Mr. Chairman: Are we clear?

Some Members: Clear.

Mr. McCall: Mr. Chairman, I would now move that Mr. Speaker now resume the chair.

Mr. Chairman: The witnesses are excused. Do we have a seconder?

Hon. Mr. Lang: I'll second that.

Mr. Chairman: It has been moved by Mr. McCall, seconded by Mr. Lang 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: Motion carried.

Motion Carried.

Mr. Speaker Resumes the Chair

Mr. Speaker: I will now call the House to order. May we have a report from the Chairman of Committees?

Mr. Hibberd: Yes, Mr. Speaker, Committee convened at 11:05 a.m. to discuss Bills, Sessional Papers, Motions and Reports. Mr. Bill Webber, President of YANSI, Mary Easterson, Educational Consultant for YNB and Ted Parnell, Sociologist, were present as witnesses during Committee's discussion of the report entitled, "Barriers to Education". Committee recessed at 11:55 a.m. and reconvened at 1:35 p.m. Mrs. Pat Delaney, Vice-President of YANSI was also invited as a witness on the subject of "Barriers to Education".

Mr. Miller, Mr. Gillespie and Mr. Williams were in attendance during Committee's review of Bill Number 2. I can report progress on Bill Number 2. It was moved by Mr. McCall, seconded by Mr. Lang that Mr. Speaker do now resume the Chair and this motion carried.

Mr. Speaker: You have heard the report of the Chairman of Committees, are you agreed?

Some Members: Agreed.

Mr. Speaker: May I have 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.

Mr. Fleming: I second that.

Mr. Speaker: It has been moved by the Honourable Member from Whitehorse Riverdale, seconded by the Honourable Member from Hootalinqua 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: Agreed.

Mr. Speaker: I will declare the Motion as carried.

Motion Carried

Mr. Speaker: This House now stands adjourned until 10:00 a.m. Monday morning next.

ADJOURNED

LEGISLATIVE RETURN NO. 6

March 3, 1976

Mr. Speaker,
Members of Council

COST OF STATUTORY HOLIDAY

On February 23, 1976 Mrs. Watson asked the question "what does a statutory holiday cost the government in terms of services and employees' salaries."

The answer is as follows:

Estimated daily average salary
\$52.74-employee;
Estimated no. of employees entitled to the designated holiday - 802;
Estimated no. of employees not entitled to the holiday - 77;

Lost Productivity Cost

Employees 802 x 52.74	\$42,297.00
Casual Factor*	5,274.00
Estimated Cost per Holiday	\$47,571.00

* This factor will vary with the date of the holiday.

The lost productivity calculation does not include ambulance staff, corrections officer and matron, checkpoint staff, nursing home staff, teachers to and on the 190 day instructional criteria per school year.

J. Smith
Commissioner

