



# The Yukon Legislative Assembly

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Debates & Proceedings

**Thursday, March 10, 1977**

Speaker: The Honourable Donald Taylor



# The Yukon Legislative Assembly

Volume 1

## Debates & Proceedings

Thursday, March 18, 1977

Whitehorse, Yukon Territory  
March 10, 1977

**Mr. Speaker:** We will proceed with morning prayers.

*(Prayers)*

**Mr. Speaker:** We will proceed with the Order Paper under Routine Proceedings.

#### ROUTINE PROCEEDINGS

**Mr. Speaker:** Are there any documents for tabling?

#### TABLING OF DOCUMENTS

**Mr. Speaker:** The Honourable Minister of Education.

**Hon. Mr. Lang:** Mr. Speaker, I have for tabling a White Paper on Standard Mileage Rates.

**Mr. Speaker:** The Honourable Minister of Local Government.

**Hon. Mr. McKinnon:** Mr. Speaker, for Members' weekend reading I have for tabling a White Paper on Territorial Lands Policy and a Green Paper on Land Rental Rates.

Mr. Speaker, pursuant to Section 4(1)(c) of the Fire Prevention Ordinance, I also have for tabling the Annual Report of the Protective Services Branch for 1976.

**Mr. Speaker:** Are there any further documents or correspondence for tabling?

Reports of Committees?

Petitions?

Introduction of Bills?

Are there any Notices of Motion for the Production of Papers?

Are there any Notices of Motion or Resolution?

Are there any Statements by Ministers?

This brings us then to the Oral Question period. Have you any questions?

The Honourable Member from Ogilvie.

#### QUESTION PERIOD

##### Question re: Health Service Professionals' Fee Schedules

**Ms. Millard:** Mr. Speaker, I have a question for the Minister of Health. The fees — concerning the fee schedules for payments to professionals for Health Services, are these available to the public and do they cost anything to view?

**Mr. Speaker:** The Honourable Minister of Health and Welfare.

**Hon. Mrs. Whyard:** Mr. Speaker, is the Honourable Member referring to a printed item or the topic in general?

**Mr. Speaker:** The Honourable Member from Ogil-

vie?

**Ms. Millard:** Well, Mr. Speaker, I presume it's printed every once in awhile. It's simply the fee schedule that is made up every once in awhile concerning the payments to professionals, such as doctors, for health services.

**Mr. Speaker:** The Honourable Minister of Health and Welfare?

**Hon. Mrs. Whyard:** Mr. Speaker, this is a contract that is negotiated annually, and as a matter of fact, we are in the middle of such annual discussions now with the medical profession.

I cannot tell the Honourable Member until the end of those talks what the new schedule will be. I can bring in the approved schedule for services, which has been used up until this time.

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

**Ms. Millard:** Supplementary to that. Would this include other professionals such as physiotherapists, and once the contract is complete, is it available to the public?

**Mr. Speaker:** The Honourable Minister of Health and Welfare?

**Hon. Mrs. Whyard:** Mr. Speaker, no, it would not include fees to physiotherapists. The only physiotherapist used officially by our plan are on staff of federal health and would not be paid on a fee basis.

I would have to seek advice, Mr. Speaker, regarding the second portion of that question.

**Mr. Speaker:** Are there any further questions?

The Honourable Member from Whitehorse Riverdale?

##### Question re: Vice-principal for Vocational School

**Mr. Lengerke:** Mr. Speaker, a question for the Minister of Education. I want to know if the fact that there is no Vice-principal position filled at the Vocational School, if that has an effect on the type and the extent of the programs that are offered?

**Mr. Speaker:** The Honourable Minister of Education?

**Hon. Mr. Lang:** Mr. Speaker, to my knowledge, no.

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

**Mrs. Watson:** Mr. Speaker, the Minister of Education, is the Minister of Education prepared to give up that position this year in the Vote for the Department of Education?

**Mr. Speaker:** The Honourable Minister of Education?



**Hon. Mr. Lang:** Mr. Speaker, that position is presently being reclassified for a position to take responsibility in the area of manpower and examining the various acts and changes by the Federal government, so that we in the government can keep abreast of the various changes contemplated by the federal government.

At the present time, in the Department of Education, the Superintendent of Education has been doing most of the work in this area, and we feel it's essential that we have somebody there to keep in contact with the other provincial jurisdictions and the federal government, in order that we know the changes so that we can make the changes at the time that is suitable, rather than it always coming after the fact and we're sitting there wondering what we're going to do, because changes are being contemplated to the A.O.T.A. Act, as well, and then it flows from the various subsidiary agreements.

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

**Mrs. Watson:** Mr. Speaker, a supplementary question.

Is the Minister of Education aware that in the Planning Unit there is now a manpower position for the territorial government, and I understand that it is his function to correlate and to analyze manpower in the Yukon Territory.

**Mr. Speaker:** The Honourable Minister of Education.

**Hon. Mr. Lang:** Mr. Speaker, the position that the Member is talking about is in, more or less, in a secretarial position with the Manpower Needs Committee and this kind of thing. We do need an individual that — and we'll be working closely with this individual, to coordinate this particular area endeavour, but you can understand our predicament in relation to the fact that we are in charge of the Vocational School and any changes in these acts by the federal government effects us directly.

Subsequently, we must keep abreast of it so that I can report back to this House in relation to just what is happening in the running of the Vocational School and how the federal government's changes in the Acts are going to effect us in relation to our financial obligations.

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

**Mrs. Watson:** Supplementary, Mr. Speaker, I would hope that the Manpower position and the Planning Unit is not of a secretarial nature. However, another question for the Minister of Education. Can you foresee somewhere down in the year 1977, that the position that you are talking about, the Manpower position, will be transferred to the Planning Unit?

**Mr. Speaker:** Is that question directed to the Chair or to the --

**Mrs. Watson:** Mr. Speaker, it was a supplementary question through the Chair to the Minister of Education.

**Mr. Speaker:** The Honourable Minister of Educa-

tion.

**Hon. Mr. Lang:** Mr. Speaker, presently this area is under review, as the Commissioner said when he was speaking to the House a couple of days earlier. And we're trying to coordinate all these various programs that are being offered through the Territorial government and the federal government. The present position in the Economic Planning Unit could possibly be transferred to the Department of Education, depending upon what is the most practical way of coordinating the Manpower Needs Committee.

Up to this time, the co-chairman on the Manpower Needs Committee was the individual responsible for inter-governmental affairs. Subsequently, we have changed that and the Superintendent of Education now is the co-chairman, in order so that we are fully aware of what is going on. So there is a possibility that that position would be transferred to the Department of Education in relation to the Vocational School and this type of thing.

But I'd also like to point out that in relation to the Economics Planning Unit, these people will be working closely with that particular unit as well, so that we fully know what's going on in this area. It's a very confusing area and I would like to think that, possibly later on in the Session, if possible we should have a paper to table in the House in relation to all the various programs being offered by the different government agencies, territorial and federal, just to show you what has happened up to this time.

We're trying to get a handle on it and, if the House will bear with us, hopefully we will have some continuity by the next Budget Session.

**Mr. Speaker:** The Honourable Member from Whitehorse Riverdale?

**Mr. Lengerke:** Supplementary then, Mr. Speaker. Does it follow that you're not going to fill the position of Vice-principal at the Vocational School then?

**Mr. Speaker:** I don't believe the Chair was going to fill any position. Could the Member --

**Mr. Lengerke:** Would the Chair direct that question to the Minister of Education? I'm wondering if the Minister intends on filling the position, the Vice-principal position at the Vocational School, Mr. Speaker?

**Mr. Speaker:** The Honourable Minister of Education?

**Hon. Mr. Lang:** Mr. Speaker, I just answered the question a little earlier. I said that the position was being reclassified, in order to accommodate the needs that we see in our particular department.

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

**Mrs. Watson:** Mr. Speaker, a question for the Minister of Education, a supplementary.

Then we haven't the reassurance of the Minister that if we do grant, in the Main Estimates, the position for



Vice-principal which could be reclassified, we do not have your assurance that this position may not ultimately wind up in the Planning Unit?

**Mr. Speaker:** Order please. I must point out that I am not giving assurance to anybody. If you would kindly direct your questions to the Chair, I am sure the Minister will answer them.

The Honourable Minister of Education?

**Hon. Mr. Lang:** Mr. Speaker, you have my assurance that this man year that is being reclassified, will not be transferred out of my department.

**Mr. Speaker:** Is there any further questions?  
The Honourable Member from Whitehorse North Centre?

**Hon. Mr. McKinnon:** Mr. Speaker, on March 2nd, Mr. Fleming asked the following question: How valid is the Yukon Mining Act, as opposed to Ottawa regulations, and is it legal to cut trees on a claim to build a cabin?

The answer to the above question is as follows: Pertinent sections applying to timber cutting are found in Section 48(1) of the Placer Mining Act, and 73(1) and (2) of the Quartz Mining Act.

As a rule, timber cutting permits are not granted over existing mining claims. Those holding claims, however, are permitted to use timber on the claim for mining purposes only. Cabins are only permitted on Placer claims, and under the above-mentioned section, it appears that it would be possible to use timber on the claim for construction of a cabin.

In each such instance, bona fide mining operations must be carried out, and this is being rigidly enforced.

These sections, however, are a matter of interpretation, and legal advice should be sought concerning a specific situation. Further information regarding this matter may be obtained from Mr. B. Baxter, Supervising Mining Recorder, Northern Operations Branch, Indian and Northern Affairs, and Mr. E. Nyland, Regional Manager, Forest Resources, Northern Operations Branch, Indian and Northern Affairs.

Copies of the referred to sections are attached to this answer, Mr. Speaker.

**Mr. Speaker:** The Honourable Minister of Education?

**Hon. Mr. Lang:** Yes, Mr. Speaker, a question was asked by the Honourable Member for Ogilvie: Would the Minister of Education bring to the House, a statement concerning the qualification of the kindergarten teachers in Yukon, and how many of these teachers have those qualifications.

Yes, there is. There are three categories of teachers for kindergarten classrooms. The categories are as follows: Number One, kindergarten teacher. The kindergarten teacher has a certificate of qualifications. For example, has a teaching certificate.

Two, kindergarten instructors. Kindergarten instructors are those persons who, several years ago, took the kindergarten instructors' courses offered through the Department of Education. Several of these instructors have continued their training through the University of

Alberta and will in the near future be ready for their certification.

Number three, kindergarten aid. A kindergarten aid is a person who is not eligible for certification and did not take the kindergarten instructor's course. In Yukon, we presently have 23 persons employed in kindergarten classrooms. These 23 persons comprise a total of 16 man years. Their qualifications are as follows: kindergarten teachers — 9; kindergarten instructors — 7; kindergarten aids — 7; for a total of 23.

**Mr. Speaker:** Are there any further questions?  
We will then proceed on the Order Paper under Orders of the Day to Motions.

## ORDERS OF THE DAY

### MOTIONS

#### Item Number 1

**Madam Clerk:** Item Number One, standing in the name of the Honourable Member, Mrs. Watson.

**Mr. Speaker:** Is the Honourable Member from Kluane prepared to discuss resolution Number 7?

**Mrs. Watson:** Yes, Mr. Speaker.

**Mr. Speaker:** It has been moved by the Honourable Member from Kluane, seconded by the Honourable Member from Whitehorse South Centre, that this House recommends to the Commissioner that a Board be constituted forthwith for the purpose of advising the Commissioner and the Executive Committee on the selection of a person for appointment as Director of Game. The Board to consist of a Member of the Executive Committee, a nominee from the Public Service Commission, a representative of the Indian community, a representative of the Outfitters Association, and a scientist learned in Game and Wildlife management from outside the Territory.

The Honourable Member from Kluane.

**Mrs. Watson:** Yes, Mr. Speaker. I brought forward this motion, as a recommendation, to the Commissioner and normally I wouldn't even entertain bringing in this type of a motion, but it appears that the replacement of the filling of the Director of Game's position has become a very sensitive situation in the Yukon.

I think that it is imperative that this position be filled as soon as possible so that they can get on with the job of game management in the Yukon. It was my suggestion, the other day, in questioning the Executive Member responsible for Game, that possibly one solution would be to start afresh to reconstruct or reorganize or reshuffle the Board whose responsibility it is to recommend to the Commissioner an appointee as Game Director.

The membership of the Board, as outlined in this motion, quite straightforward, recommends someone from the Executive Committee, a nominee from the Public Service Commission, who is required to do the accreditation, a nominee, a representative from the Indian community, a representative from the Outfitters' Association, and a scientist learned in game and wild life management from outside the Territory.



Now, that membership on the Board was put there for a specific reason. We are not doubting, I am not doubting the capabilities of the person who was on the Board the last time round, not at all, but it's become a very sensitive political area and one of the aspects that has been so sensitive is the qualifications of people who have applied for the position. And it appears that, at this stage of the battle should we say, it would benefit the Yukon if we got someone from outside the Territory who could analyze and recommend on the technical and academic capabilities of the applicants.

Thank you, Mr. Speaker.

**Mr. Speaker:** Any further debate?

The Honourable Member from Whitehorse Riverdale?

**Mr. Lengerke:** Mr. Speaker, I have no difficulty with the Motion to the point that, you know, I am worried about who is going to be named to the Committee. I think this is a good suggestion, I have no problems with that whatsoever, but I really wonder, Mr. Speaker, if it's required.

I don't know why we just don't go ahead and appoint the assistant Game Director that we have today as the Game Director for this particular Branch.

I understand — I'm led to believe that this man has excellent qualifications. He's been a very dedicated person; he's I think proved himself in the Territory. I just feel that, in all, bringing people up through the ranks is something that is encouraging to other employees; it should be done, it should be attempted, wherever possible.

I feel, Mr. Speaker, that we have probation periods. People can be appointed, they can be given conditions by which they have to operate, and if, in fact, they do want to take on that type of responsibility — I think a precedent has been set for that type of action already to date. I know of other appointments that have been made very recently without competition and I'm wondering why this was done and just really what are the reasons here. I would like some further debate on this, or comment on it, before I'm prepared to go with this Motion.

**Mr. Speaker:** Any further debate?

The Honourable Minister of Education?

**Hon. Mr. Lang:** Mr. Speaker, I think there should be some background given in relation to this particular Motion. I think all Members are aware that last spring, at the last Spring Session, we passed the Public Service Commission Ordinance less than a year ago and the legislation was designed to establish a Public Service Commission which would not be influenced by the political arm of government.

I think that, if you read your legislation, under Section 113 of the Ordinance it states very clearly that, where a competition is to be held, the Commission shall constitute a Board. And if you refer to your regulations under Section 117 for further clarification, it states:

"Where an appointment is to be made by open competition, the Commission shall constitute a Board which shall consist of a representative of the employing department, a representative of the Commission, and such other persons as the Public Service Commissioner may designate.

Public Service Commissioner. And it goes on further in Section 15 of the Ordinance:

"A deputy head must be certified by the Commission as being qualified for the appointment."

The Public Service Commission certifies the people that are eligible for that particular post or position that is in open competition, and also the Commissioner of the Yukon, pursuant to Section 11, has the exclusive right and authority to select a deputy head who shall hold office at pleasure; but it should be noted that the Commissioner can only select an individual certified by the Public Service Commission and the reason, as was explained in this House when we debated the Bill, was to safeguard the recruitment process from undue influence.

Also, I would like to bring it to the Members' attention in the House that, under Section 204 of the Ordinance with the title "Improper Solicitation of Commission", it states very, very clearly, Mr. Speaker:

"No person shall improperly, directly or indirectly, solicit or endeavour to influence the Commission with respect to the appointment or assignment of any person to a position."

I think it's very, very important, Mr. Speaker, that people realize what they are doing in this public forum here in relation to the legislation that was passed. I have heard over and over again for the last three or four days that we must abide by the legislation that has been passed by this House.

I would submit to all Members here that, you know, we can be severely criticized for attempting to improperly influence the Public Service Commission.

I think it's fine that if you have a recommendation to the Commissioner this is all right, but I think that in the context that this Bill is written this Motion is drafted at the present time, it's not clear enough. It should be after, and I just want to give an indication, Mr. Speaker, that after the word "constituted" it should include "by Public Service Commissioner", because it states in the Ordinance that the Public Service Commissioner constitutes that Board.

Also, it states, "The Board to consist of a Member of the Executive Committee". You're not requesting in that particular sentence; you're passing a resolution emphatically stating that this is what the Board should comprise of, and it should be stated in that particular Motion that it is a request of this House that the Board consist of the following, and it's got to be made very clear, Mr. Speaker, that this is a recommendation. This is not binding on the Public Service Commission, if Members want to proceed with this particular motion.

I think we are all aware of how important the position is that we are talking about, but at the same time, Mr. Speaker, I think we must be very, very careful that we do not go against the legislation that we passed in this House.

So before I could vote on this particular motion, it should be amended to properly state "by the Public Service Commissioner" and it should state that it is the request of this House that the Board consist of whatever. So that it is very clear that this is not binding to the Public Service Commissioner, or else you are defeating the whole purpose of that Ordinance that we discussed less than one year ago, which is so vital to the running of any government.



**Mr. Speaker:** Is there any further debate?  
The Honourable Member from Whitehorse North Centre?

**Hon. Mr. McKinnon:** Mr. Speaker, I don't think that I can accept the Motion as it is written and I'll be voting against it for the reasons that the Honourable Member from Porter Creek mentioned.

We've been into the Public Service Commission Ordinance for only a year now, and I think that we should give it a chance to work, and I'm not too sure that it hasn't been working up to this point in time, and the only unfortunate thing that has happened up to this point of time is that a duly designated Board selected what they thought to be a duly qualified candidate, and the duly qualified candidate turned down the job.

Now, we've got a great big political deal over what we hear is a politically sensitive area, which I'll agree to, but this happens all the time in boards and selections of candidates.

The Honourable Member from Kluane knows full well the problems that she had filling the role of the Superintendent of Education while she was responsible for the portfolio of education. It didn't, however, because of extenuating circumstances, get into quite the political situation as the Game Director has.

I have no problem with saying that if a man is qualified and from the ranks, I would like to see that man promoted from amongst the ranks. I only wish that I could use undue influence with the Public Service Commissioner to ask him not to appoint me to any more Boards for the selection of Deputy Heads, because it is time consuming and can get into a political arena, as this one has.

But that doesn't take away the workings of the Public Service Commissioner and the Board and the Public Service Commission Ordinance, and I think that there was a duly qualified candidate, he met with the unanimous approval of the Board of Inquiry. He was offered the job. He rejected the job. And what do you do? You set up another Board and go about the same process.

And why, all of a sudden, we have to recommend something that varies from the terms of the Public Service Commission Ordinance is something that I cannot accept at this point in time; and the other thing that I can't accept, Mr. Speaker, even if it is a recommendation, we see the recommendation to the Public Service Commission, which it should be on the setting up of the Board and a recommendation it should be only, that it consists of a Member of the Executive Committee, a nominee from the Public Service Commission, a representative of the Indian community, a representative of the Outfitters' Association, and a scientist learned in game and wildlife management from outside the Territory.

Very fine, Mr. Speaker, but certainly, if those are the people who are supposedly interested in it, where is the representation from the Yukon Conservation Society or from the Yukon Fish and Game Association? Certainly, they have a very involved and vested interest in the wildlife management of this Territory and certainly, if we're going to open it up to members of the Porter Creek Chowder and Clam Marching Society, the Yukon Conservation Society and other vested interests should also be included.

So I think we are panicking because things just didn't

go right, a person didn't accept the position, and certainly, let's give the Public Service Commission Ordinance a chance to work properly, which it is working; I think we all have confidence in the Public Service Commissioner and in the Ordinance, and I don't think that this is a point in time that just because of a bit of pressure we should be varying from the terms of the Ordinance, and I will not be supporting the Motion for those reasons, Mr. Speaker.

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

**Mr. McCall:** Thank you, Mr. Speaker. I would have to agree with the Minister's statement; I cannot support this Motion either. If we are to enact and debate legislation and then, within a short period of time, literally start dismantling that legislation with motions, I do not feel that it is acceptable. It would not be acceptable, I do not think, with the public at large. I simply would get into some difficulties by considering these types of motions when we have legislation on the books governing this type of format. So, I do not support this particular Motion, Mr. Speaker.

**Mr. Speaker:** Is there any further debate?  
The Honourable Member from Kluane?

**Mrs. Watson:** Yes, Mr. Speaker, I appreciate the remarks made by the Honourable Members. However, I disagree; this Motion is certainly not in contravention of the Public Service Commission Ordinance. If we were to follow the suggestion of the Minister of Local Government, where he recommends that, instead of saying this House recommends to the Commissioner, that we should recommend to the Public Service Commissioner, then I would say that we would be out of order. But the Public Service Commission Ordinance specifically puts the deputy head position separate and apart from other positions in the Public Service of the Yukon and it is for that reason that this Motion was brought in.

There is another reason for this motion being brought in. That I really wonder whether the Public Service Commissioner did constitute the Board, because there was political pressure put onto the Commissioner and to the Executive Committee to have representation from the Indian community on the Board, a very valid recommendation by these people wanting representation on the Board. So you then bowed to the political influence.

I'm sure that the Public Service Commissioner, if he constituted the Board in the first place, wasn't looking at getting representatives from certain interest groups in the Territory; he would have constituted the Committee in the normal way. So, there certainly was a deviation from the normal type of procedure.

Now, this Motion recommends to the Commissioner, because the Board recommends he, the Commissioner, is the person who appoints, and we would not, I certainly wouldn't ever bring a motion in here to recommend to the Public Service Commissioner.

There is a very, very specific requirement in the suggestion that a nominee from the Public Service Commission be on the Board because, under the Legislation, the Public Service Commission or the Commissioner



does have to certify any appointee there, absolutely has to.

It's quite straightforward; it's a suggestion and I think the suggestion on the representative from outside the Territory, who specializes in the academic and the technical field, is not out of the ordinary at all. I don't think this is any political influence, any more than has been exercised on the Board, the constitution of the Board, up to the present time. And I certainly would never bring in a motion which deviated from any legislation which we have on the books.

Mr. Speaker, question.

Mr. Speaker: Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?

Some Members: Agreed.

Some Members: Disagreed.

Mr. Speaker: Madam Clerk, would you poll the House?

Madam Clerk: The Honourable Mr. McKinnon.

Hon. Mr. McKinnon: Disagree.

Madam Clerk: The Honourable Mrs. Whyard.

Hon. Mrs. Whyard: Disagree.

Madam Clerk: The Honourable Mr. Lang.

Hon. Mr. Lang: Disagree.

Madam Clerk: The Honourable Member, Mr. McIntyre.

Mr. McIntyre: Nay.

Madam Clerk: The Honourable Member, Mr. Berger.

Mr. Berger: Nay.

Madam Clerk: The Honourable Member, Mr. Fleming.

Mr. Fleming: Agree.

Madam Clerk: The Honourable Member, Ms. Millard.

Ms. Millard: Disagree.

Madam Clerk: The Honourable Member, Mr. McCall.

Mr. McCall: Disagree.

Madam Clerk: The Honourable Member, Mrs. Watson.

Mrs. Watson: Agree.

Madam Clerk: The Honourable Member, Mr. Lengerke.

Mr. Lengerke: Nay.

Madam Clerk: Mr. Speaker, the results of the division are two yea, eight nay.

Mr. Speaker: I must declare that the Resolution Number 7 has been defeated.

*(Motion defeated)*

Mr. Speaker: This brings us to the end of our Order Paper, may I have your pleasure at this time?  
The Honourable Member from Pelly River.

Mr. McCall: Yes, Mr. Speaker, I would move that Mr. Speaker do now leave the Chair and the House resolve into Committee of the Whole.

Mr. Fleming: I second that.

Mr. Speaker: It has been moved by the Honourable Member from Pelly River, seconded by the Honourable Member from Hootalinqua, that Mr. Speaker do now leave the Chair and the House resolve into Committee of the Whole.

Are you prepared for the question?

Some Members: Question.

Mr. Speaker: Are you agreed?

Some Members: Agreed.

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

*(Motion carried)*

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

*(Recess)*

Mr. Chairman: I now call this Committee to order. We will continue with consideration of this Vote Number 2.

Establishment 203. Central Purchasing and Stores, \$359,000.00.

Mrs. Watson?

Mrs. Watson: Mr. Chairman, I believe we have a piece of legislation that gives us the permission to use the services of a federal department for service and supply, is that correct? Do we use that service, and if so, in what areas or in what commodities and to what extent in dollars?

Mr. Chairman: Mr. Sherlock?

Mr. Sherlock: Mr. Chairman, we have an agreement signed between the Commissioner of the Yukon



Territory and the federal government's Department of Service and Supply. We use their services very limitedly at the present time. The actual commodities, I'll have to get back to you on that on the actual commodities which we are purchasing through them.

The reasons given to me that we're using them to a limited extent only, primarily because of the distance, the source of supply is generally Edmonton or Vancouver. Because of the policy of the local government here to purchase as much as possible from the local businesses, most of our contacts are here and most of our source of supply is here.

I have recently made contact with the D.S.S. in Edmonton and will in fact be getting a visit from them later in this month to further our discussions and see just where we can improve the service, both, perhaps towards two ends, perhaps with their assistance or we could get assistance from them and maybe there are some things that we can do for them here for other federal government departments. That kind of conversation has just started, last month in fact. I hope to get further into it next month.

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

**Mrs. Watson:** Mr. Chairman, I'm very pleased to hear that we are following the policy of the government to try to get the two sort of bi-locally. I don't think I want the Treasury to go to the trouble of pulling out the various commodities that we buy from Service and Supply.

I just wondered whether there is some area where they were able to supply us with something that they couldn't more or less get from some other source.

One further question, you don't provide any purchasing, central purchasing service for the federal government, or — you said something about the federal government. Are you planning on doing this type of thing, purchase for the federal government, for a fee?

**Mr. Chairman:** Mr. Sherlock?

**Mr. Sherlock:** Mr. Chairman, yes, that's the intent. If we get a working arrangement with D.S.S. in Edmonton, it would be that kind of an arrangement, where we would probably do some buying for them here, by using the local suppliers, to supply local federal government departments, and perhaps have a recovery arrangement with them, administrative recovery.

As I say, this has not yet been worked out, and we'll get into it next month.

**Mrs. Watson:** Thank you, Mr. Chairman, that was very enlightening.

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

**Mr. Lengerke:** Yes, Mr. Chairman. I am just wondering if there is any policy in effect within the territorial government, and their Purchasing Department, that suggests that local purchasers should be favoured, or certainly Yukon purchasers be favoured using some kind of 5 per cent differential, or 3 per cent differential.

I understand that this was a recommendation by a Task Force for the federal government, and it was to be probably implemented within the N.W.T. and Yukon. I was just wondering if this is the case, or isn't it?

Is there any differential, Mr. Chairman, that you work on with your purchases?

**Mr. Chairman:** Mr. Gillespie?

**Mr. Gillespie:** Mr. Chairman, this recommendation is still before us, and no decision has been made by the Yukon Government in that regard as yet.

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

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

**Mr. Lengerke:** Possibly Mr. Gillespie could tell me, has, in fact, N.W.T. adopted that?

**Mr. Gillespie:** Pardon me?

**Mr. Lengerke:** Has in fact, N.W.T. adopted that policy, do you know?

**Mr. Gillespie:** I believe they have, but I would have to check on it.

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

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

**Hon. Mrs. Whyard:** Mr. Chairman, on that point regarding the preferential percentage in contracts, tendered by this government.

I have had representation from business people in the Yukon, who are suggesting that this government consider some kind of a residency requirement for such bidders on any government contracts of any kind, so that outside firms which come in and cream off the big contracts, would at least have to be operating through a licensed local business.

We have been considering, in other areas, such as the Real Estate Agents' Licensing Ordinance and the Insurance Ordinance which was before us the other day, sections which require such businesses to be licensed here, prior to selling anything or dealing in that business.

I think there is a valid point here to be considered. If there is a local contractor, small or large, in residence paying taxes to support this government, why should someone coming in from outside not be required to be resident before they bid on such contracts?

Now, this is not something new or startling, this is policy in other provinces across the land, and I'm told that in Ontario, for example, there is a two year residency requirement, before that government hands out a contract to any such bidder.

One year in Montreal is required, for example. So that there is some kind of compensation to the man who has invested, lives there and is paying taxes to support that community or that jurisdiction.

I think this is a policy matter which deserves a little attention. I'm not saying that this can be advocated or included in legislation at this Session, but I think it's well worth further discussion and when we're talking about 5 per cent or 10 per cent preferential bids, this residency factor should also be considered.

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



**Mr. Lengerke:** Yes, Mr. Chairman, I welcome those remarks by the Honourable Minister of Health and Welfare. She certainly hits on a subject that does need to be looked at by the government and I would propose, Mr. Chairman, that we do bring forward some type of resolution that does give the government direction to start on legislation for next Session and I will see to it that this is done.

**Mr. Chairman:** Establishment 204, Heating Fuel Equalization. \$15,000.00.  
Mr. Fleming?

**Mr. Fleming:** Yes, Mr. Chairman. I have a question for, I would presume, the — well anyone who can actually answer it. I would like to know, in this, first I really should explain this, in the Sessional Paper Number 11, 1973, First Session, it goes on with how they decided to deal on the equalization program and then it goes to where you put in an application form and down to the one before, the equalization payment for residential heating oils for any year to be determined in accordance with the following simple formula. It says, the average cost per gallon heating oil delivered to one or more of the major suppliers in the Whitehorse area during that year, i.e. cost to supplier before profit.

It goes on to say, (d) the average cost per gallon of heating oil delivered to the local distributor in any higher cost area outside Whitehorse during that year, i.e. cost to the local distributor before profits. And then it explains how many gallons, the 1,350 gallons, you're allowed and the equalization.

Now, who do they consider major suppliers in the Whitehorse area? Are they considering the contractors that are buying fuel from the major distributor, the oil company? Or are they considering the oil companies themselves, such as White Pass is Standard Oil, or are they considering, in other words, Murdoch's Fuel Delivery Service? Or this type of thing? Just which one?

**Mr. Williams:** Mr. Chairman, I'll have to check to be sure, but the basic principle is that they want a reduced, or make an equalization payment to compensate people in outlying areas for the extra cost of delivery. So what they do is compare the delivered price to the bulk dealers in the outlying communities versus the delivered price to the bulk dealers in Whitehorse and the difference is deemed to be a transportation factor and it's that factor that they use to make the equalization payment.

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

**Mr. Fleming:** Yes, Mr. Chairman, I understand this, there is no bulk distributors for many small places, it comes direct to the outlying areas from White Pass, Standard Oil. And what I'm trying to find out is what do they base their cost on, here in Whitehorse? First we must get the base here, what is charged for the fuel here. Are they taking the charges, the contract price from the small delivery outfits in town or are they taking the price direct from the big supplier? This is what I'm trying to get first before I go into it some more.

**Mr. Chairman:** Mr. Williams?

**Mr. Williams:** Mr. Chairman, we'll have to bring the exact calculation back.

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

**Mr. Fleming:** Mr. Chairman, I will continue, the average cost per gallon, this is where the problem has come up in the last year. Before, there didn't seem to be any problem, everybody had a fuel equalization program, they would fill in their forms, send them in and they would get a certain amount back, four or five cents.

I'll use the Teslin area as an example, up until this year, you would fill in your form, send it in, and of course, if you bought your fuel in January, February, March, it didn't matter when, but the price was always 5 cents, approximately, I'm saying, now this is the freight from here to Whitehorse, or from Whitehorse to Teslin.

So we would get that in return. Now, this year in the middle of the year, the price went up approximately 5 cents, so in dealing with the average price, anybody that bought fuel in the Teslin area, and other areas — I'm using Teslin as an example — say for 50 cents, and I'm only using these figures, they're figures — at that time it would be 45 in Whitehorse. Then the fuel goes up 5 cents, it would be 55 cents, Teslin, 50 cents in Whitehorse.

Now, they did not get any equalization monies for that part of the year those bills were sent in, because according to the fellow that does the program here for the Territorial Government, he says that the average price was then 55, if the fuel went up to 60, which it did. It went up about 10 cents all through.

So this is where that average cost per gallon is not really doing the residents any good, unless they buy their fuel later on in the year, which only costs them more money anyway.

So what I'm saying is they don't get an equalization program, really, for any part of the year that the fuel goes up over the freight cost out there.

**Mr. Chairman:** Mr. Sherlock?

**Mr. Sherlock:** Mr. Chairman, we'll have to bring back a written reply. I'm unfamiliar with the particular calculations he's talking about, so we'll have to get them and bring them back.

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

**Mr. Fleming:** Mr. Chairman, I would possibly suggest or hope then that the government would look into this, and if the fuel equalization program is going to continue, that they see that no matter when you buy your fuel, you get the actual equalization cost between here and outlying communities at that time, and never mind speaking of the average cost per gallon, because the fuel is going to continue to go up, and it's going to continue to be the same as it has been this last year.

I have some applications here which they refused payment to, because of the fact that the fuel was bought at the wrong time of the year, that's the only reason, and I would hope they would look into it.

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

**Mrs. Watson:** Mr. Chairman, would it be possible for us to get copies of that Sessional Paper? I think the



Honourable Member from Hootalinqua is making a very valid point, and it might be easier if we got copies — not right now — so that when the calculations are brought in, we'll be able to --

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

**Mr. Cleming:** I have a copy myself, and I will make 12 copies for all the Members and pass them around.

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

**Mr. Lengerke:** Mr. Chairman, I think the Member from Hootalinqua has raised a very interesting point, and we'll be interested, of course, to see the calculations, and I just want to assure the Member from Hootalinqua, that once we receive those, I would certainly support, after the findings, support any move to give this government some direction as to how to recommend or implement the changes he desires.

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

**Hon. Mr. McKinnon:** Mr. Chairman, I wonder if the Treasury Department needs an actual case in point history with documentation, I'm sure Mr. Fleming has those documents that he can supply to you.

He's raised the point with me before. Like other Members, I think it's a valid one, and I was just wondering whether you've actually gone through the documentation of a single case to — that has raised the points that he's been raising this morning?

**Mr. Chairman:** Mr. Sherlock?

**Mr. Sherlock:** Yes, Mr. Chairman, it would be useful if we could have an actual example, Mr. Fleming.

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

**Ms. Millard:** Mr. Chairman, I was under the impression that the Heating Fuel Equalization Plan was under-subscribed in previous years. Then, why is there an increase in this budget?

**Mr. Chairman:** Mr. Williams?

**Mr. Williams:** Mr. Chairman, I can't recall how much was originally budgeted in previous years, but historically the government had budgeted more money than what was actually claimed.

This current budget of \$15,000.00 is just based on the actual expense for 1976-77, which is anticipated to be just slightly under \$13,000.00.

**Ms. Millard:** So then, Mr. Chairman, it was not under-subscribed?

**Mr. Williams:** Mr. Chairman, it was under-subscribed in relation to previous years' budgets. I think that at one point in time the — well, for instance, the actual expense for 1975-76 was \$8,300.00. The budget in that year was higher than \$8,300.00. I can't recall the exact figure. In 1976-77 the budget was \$10,000.00 and, you recall, there was a supplemental of about \$3,000.00.

So when the Member refers to under-subscription, I think she's referring to the original high budgets.

**Mr. Chairman:** So the previous year was \$15,000.00, Mr. Williams.  
Mr. Fleming?

**Mr. Fleming:** Yes, Mr. Chairman. I might ask the witness, could it, would it not be considerably more, according to the freight rate, if the freight rates went up in the Territory, which would affect this program, because I think that's what we are being equalized by is those freight rates from here to the other town. Now if the freight rates went up in any one year, that would affect the program, would it not, and possibly make it very hard for you to budget here for a certain amount? Is that right?

**Mr. Chairman:** Mr. Williams.

**Mr. Williams:** Mr. Chairman, that's correct. The two main variables are the freight rate and the gallons consumed; for instance, a mild winter like we're experiencing right now will probably mean that the 1977 expenditure is less than what it would have been had we had a normal winter. So there are those two variables.

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

**Mrs. Watson:** Mr. Chairman, I think that we should also note the fact that as more of the members of the employees of the Territorial Government in the outlying areas pay their own utilities, these people will be applying for the equalization grant and they have not qualified or have not applied for them in the past because their rent has been all-encompassing, it's included all the utilities. Now, quite a few of them are paying their own and they'll certainly apply, so you're going to have a greater volume.

**Mr. Chairman:** Is there further debate on 204? 205, Home Owner Grant, \$300,000.00.  
Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, I'd like to make a recommendation to the government that, for the next Budget Session, that they look into the feasibility of changing the Home Owner Grant so that there isn't a requirement for a person to first have to pay their taxes before they are eligible for the grant.

Now, for people who have a mortgage and their mortgage payments are inclusive of taxes and payments on the principal and interest, that's no problem. But people who own their own homes, and that's quite a few people, more and more, and they are going to have to be able to fork out the whole thing before they get the Home Owner Grant back. And they have to fork it out in one lump sum. And for some people it becomes quite a -- it's quite a difficult thing for them to do.

I'm sure that, if the Home Owner Grant legislation were changed so that your Home Owner Grant was taken off the top of the taxes, then they would be able to take advantage of the grant. I would certainly, again, recommend to the government to look into this situation and to see whether there would be any adverse ramifications if we approached the Home Owner Grant in this



way.

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

**Hon. Mr. McKinnon:** Mr. Chairman, the question that the Honourable Member raised was raised previously in Supplementary Estimates and I think I made the commitment at that time that we were prepared to take a look at it. I suggested that there could be some ramifications because of the difference in taxing authorities. We hadn't had the time to look into it at that point in time.

Just as an aside, and nothing serious, I got the impression from people that got their Home Owner Grant back from a Consolidated Revenue cheque of the Government of the Yukon Territory considered it almost as 'mad money' — they got something back from the government and they were doing something silly with it, like going on a trip, going on a holiday, buying something they really didn't need; they were happy to see that, rather than using it to pay part of their taxes. That's the impression I got, and I'm just saying that it's an impression that they thought, you know, at least some government somewhere was saying 'you're burdened with all kinds of things, here's a little bit back you can have a little fun with type of thing, and if you used that money just as something so blah as paying your taxes it wouldn't seem to have that effect; that's just the impression I got from people who had received their Home Owner Grant back.

At any rate, as I said during the supps, we'd be prepared to look at the suggestion of the Honourable Member.

I would also like to think, Mr. Chairman, that perhaps in this area we have a vehicle that we can expand to hit another target group, which, by calling, the Minister of Health is very concerned with and so are all Members of the Executive Committee and all Members of the Legislature, and that is the senior citizens, particularly those who are maintaining their own homes.

If there is anyone that the inflation of electrical rates, heating, fuel and taxation has hit, it's the senior citizens on a fixed income who thought that they had their homes paid for and that they would be able to live in Yukon until their demise because they would, they had their homes paid for and the utilities wouldn't rise to the extent that they have.

I'm aware of people who are having an extremely hard time, senior citizens, because of these problems, who are independent and they don't want to go to my colleague and say 'we would like to receive some subsidies to be able to pay these utility costs'.

I think that there is room in this program, that we could work in that area, for senior citizens, particularly those paying, owning their own homes and paying all the costs that people who are working pay, and I would like to think that, during the year, we can work out some program that can broaden the Home Owner's grants to take into consideration to a greater degree the problems that senior citizens are having in maintaining their own homes in the Yukon at the present time.

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

**Mrs. Watson:** Mr. Chairman, I'm very happy to hear the Minister say that; that was one of the big

reasons why I am suggesting that because the senior citizens often don't have the money to first pay out their taxes and then to get their refund back.

But there's another reason why I was very happy to hear him say it, because we had a wonderful opportunity yesterday to embark upon such a program. There was \$400,000.00 voted last year for the Home Owner's Grant. We used, I believe, 210,000. We had another \$190,000.00 that we could have used to apply to an expansion of the Home Owner Grant for the senior citizens; instead, we gave 104,000 of that back into the municipalities and, if you look at the chart of where the Home Owner Grants went, they went into Whitehorse, Watson Lake next -- Whitehorse, 198,000; Dawson, 1,700; Watson Lake, 409,000 -- and what did we do? We channelled the rest of the money that was left from that Home Owner Grant right back into the municipalities.

And we had the most wonderful opportunity to start such a program. The ironic part of it is, the mill rate in the municipalities has already been set so that the money we have channelled back will go into the administrative coffers and will not be reflected in the tax bill of the people in the municipality. That's a very sad situation.

Another area, \$104,000.00, another area where we could have channelled this money: we have community clubs, and we were talking about them, they can't pay their taxes. We could have looked -- in order to get that Home Owner Grant money into other communities of the Territory other than Whitehorse, there are other communities in the Territory, Mr. Chairman.

We could have -- I'm sure the community at Carmacks, Beaver Creek, Mayo, Keno, Carcross, Teslin, would have been -- Haines Junction, how could I forget, Ross River, would have been very, very happy to have gotten a grant in lieu of taxes for their community complexes, which they have erected out of their own sweat and tears, and we would have been able to take your Home Owner grant money and to distribute it more evenly, and you could have probably added about \$4,000.00 to each of those other communities; and that, Mr. Chairman, would have been a responsible way of handling the extra Home Owner grant money.

Unfortunately, I was cut off yesterday and wasn't able to make these remarks.

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

**Hon. Mr. McKinnon:** Mr. Chairman, the Honourable Member always finds a way to get her remarks in, one way or the other!

The Honourable Member refuses to admit, but I have to state it again for the record, Mr. Chairman, that the majority of people, even though she doesn't want to recognize it, do live in the municipalities in Yukon but the majority of taxpayers and the majority of home owners do reside in the municipalities in Yukon, and it seems to me to only follow naturally that, therefore, the majority of the Home Owner Grant would go to the municipalities.

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

**Mrs. Watson:** Mr. Chairman, how true, but they got the lump share, they got the lump share to start with and, as I said, had I thought that the extra funding to the



municipalities would have resulted in a reduction of taxes, or not even for their taxes to go up, it would have been worthwhile, but the mill rate's been set and their taxes have been -- have gone up, and I'm sure it's not going to reflect in next year's.

So your taxpayer in the municipalities is really, in fact, in Whitehorse; it may even go to support the Y. Did you read your Whitehorse Star?

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

**Mr. Fleming:** Yes, Mr. Chairman, just as a comment — I can certainly agree with the Honourable Member from Kluane on this particular subject.

I would like to say that in the next few years, if things go the way they are going now, continue to go in the Yukon Territories, such as the rents increasing for the D.P.W. employees and all government employees and so forth, then the push is to get them to buy their own homes; also, the Housing Corporation is doing the same thing, the government is pushing to sell those homes, and I would like to say that one of these days, if all this comes to pass, as they are going now instead of looking at 210,000 here we will be looking at a couple of million dollars and wondering where it's going to come from, and I think we'll still be getting our 97 dollars and 98 cents at Teslin, and 300 and some dollars possibly at Haines Junction.

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

**Mrs. Watson:** Mr. Chairman, Ross River, \$20.49 of that fund.

**Mr. Chairman:** Mrs. Watson, I'll again remind you, would you please acknowledge to be recognized from the Chair. The recorders cannot pick you up unless you are recognized first from the Chair.

I would also like to remind the Member that she is more familiar with the Rules of Debate than almost anyone in this House, and the Rules of Debate have been followed, and that's what you call being cut off.

**Mrs. Watson:** Mr. Chairman, I so stand chided — or sit.

**Mr. Chairman:** Establishment 205, clear? Vote 3. Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, you were clearing Establishment 200 then?

**Mr. Chairman:** Pardon?

**Mrs. Watson:** Are you clearing Establishment 200 then?

**Mr. Chairman:** No, I am not. There is information forthcoming.

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

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

**Mrs. Watson:** Could I make one remark on Establishment 2? We have 62 man years, am I correct, in

total?

**Mr. Sherlock:** I'm sorry, I didn't hear the question.

**Mrs. Watson:** We have 62 man years, am I correct?

**Mr. Chairman:** Mr. Williams?

**Mr. Williams:** Mr. Chairman, 62.3, yes.

**Mrs. Watson:** Mr. Chairman, I would like to go on record that I am quite prepared to accept 62.3 man years for Treasury, but I am not prepared to next year come in here and see that one or two of these man years have been moved up into the Planning Branch or somewhere else.

So if I'm approving 62 man years for Treasury, that's where I want them to stay, Mr. Chairman, I would like that recorded.

**Mr. Chairman:** Mr. Williams?

**Mr. Williams:** Mr. Chairman, with respect to Establishment 200, there was a question posed yesterday concerning Small Business Loans Program.

I now have some further information. The total loans outstanding under the program right now are \$1,479,000.00. The loans made during the fiscal year 1976-77, were approximately \$250,000.00 and the value of the loans which are currently in arrears and legal hands, are \$477,000.00.

**Mr. Chairman:** Thank you, Mr. Williams. I think what we plan to do is go through the various Votes, and then we will go back and systematically go through them again when the information is available.

I would ask the Deputy Chairman to take the Chair at this time.

Establishment 300, Administration, Education, \$637,600.00.

**Mr. Lang?**

**Hon. Mr. Lang:** Yes, Mr. Chairman, in relation to this particular Establishment 300, I would like to point out that as I mentioned earlier, several times in various questions being asked in the House, that we're finding it very difficult, a lot of difficulty within the administration of my department, to carry out the responsibilities that the Department has to perform under the present School Ordinance, for an example, the evaluation of the teachers abiding by the wishes of the school committees, and this kind of thing, and my departmental officials are finding it very difficult to do a good and efficient job.

I would suggest, that possibly next year we are doing a full review of the Department at the present time in relation to where the deficiencies are, and I would like to inform the House that once we have had that evaluation, we may have to make a decision later on this year in relation to maybe increasing by one or one and a half, two man years, in order to perform the duties of the Department of Education in an efficient manner.

I would also like to point out, Mr. Chairman, that in relation to the man years included in the Establishment 300, the presently — or last year, you will recall, the instructor for the French language program was in this



Establishment, and subsequently it has been transferred to 304.

I would also like to point out that the metrication program in this particular Establishment, Mr. Chairman, is, as I mentioned last fall when we met, that we were negotiating for a metrication officer from the federal government, and those negotiations aren't complete, so I cannot confirm whether or not we will be going along with that position. If we do, the bulk of that money will be recoverable, hopefully 100 per cent, or 110 per cent.

I believe it is a federal responsibility, because it is to their actions that we are making the necessary changes.

Also I'd like to say that, in this particular Establishment, we have increased by one half man year in the clerical side of the department and this is due to the fact that over the last couple of years, we've been hiring casuals and it's felt that, fine we had an obligation to these individuals if they were going to be there on a full time basis, they should be placed in a position that is year around, rather than having an insecure position within the government of the Yukon Territory.

Also there has been a transfer from 303, from where we voted last year, is a half man year in relation to clerical as well. So I just want to straighten out this misconception with people in relation to the man years. I know it's kind of confusing, but at the same time, you can understand that in the running of the government, within the department we try to get the most efficiency as possible.

I think that, while I'm standing, Mr. Chairman, I should point out that, in Primary 20, in the in-service training program, that 15.4 is for the, under the Collective Agreement, for the professional development of teacher. And also under Primary 99, 5.5, under that particular program as well, that is monies that are made available, that were voted last year, similar to last year, to the Administrators' meeting, which was 2,000 and there's 2.5 for Teacher Aid Training, as well, where the Regional Superintendent evaluate teachers. If they see they are weak in a particular area of teaching or instructions, they will take time out and spend time with them in order to strengthen the weaknesses that they find. So that has been lumped together in Primary 99.

I think that in the curriculum development, it should be pointed out, Mr. Chairman, that last year we had contracted for the two Social Studies courses to be brought into the curriculum, one on transportation and one on mining. Now, the contracts have been fulfilled, but at the same time we are going to encounter some costs in relation to printing, especially I understand in the area of the transportation report that has been put to the government in relation to getting it into a manner which is adequate to put forth to the teachers in order to present it in the classroom. So there's going to be some cost accrued in that area as well.

I think also that, in the Extension Programs, 8,000, I think that was similar to last year, and if Members don't — I'm just trying to help Members in relation to my Establishment. I see some of them nodding their head, if they just want to ask me questions, that's fine, but I think maybe I could speed things up if I speak to them about the particular establishment and the various areas where I think that information should be given

and then, if you want to carry on discussion and fi

**Mr. McCall:** By all means, Mr. Lang, go ahead.

**Mr. Lang:** Okay, fine.

**Mrs. Watson:** Mr. Chairman, I have a question. I think it's most helpful what the Minister is doing. However, I have a question and I would hope that during the noon hour he can bring back for our information, while we review this, some enrolment figures for this year and last year, and possibly even '75. I think we have to have that. And also the entitlement policy. Teacher entitlement. But, if you have it, I think a copy of it would be very helpful also in our discussions.

**Mr. Chairman:** Thank you, Mrs. Watson.

**Hon. Mr. Lang:** Mr. Chairman, I'll try to get that information for the Member.

**Mr. Chairman:** If you will, proceed.

**Hon. Mr. Lang:** In relation to the program under Extension Programs, you see \$8,000.00 there, that is for the Evening Credit Courses that are offered at the Vocational School from the University of Alberta. It's been an ongoing program, I understand, for some years.

In the Miscellaneous part of that particular program, the 6.7 is for correspondence and I should add that the cost of correspondence courses has gone up approximately 25 per cent in the last year. And in some cases the textbooks are different than what we actually use in the classroom here in relation to the correspondence program that's offered by British Columbia. So some costs are accrued there, as well, to this government.

School Committees, I think it's fairly straightforward, Mr. Chairman. We are obliged by law to have one annual school meeting a year and it costs a fair amount of money, but I think it's a very worthwhile exercise to go through to see what the public wants in their Education programs.

And the Metric Program, Mr. Chairman, as I stated a little earlier, is not definite, I can't — we're still negotiating and whether or not it will become a fact remains to be seen. It depends on the federal government and how much they're prepared to pay.

**Mr. Chairman:** Thank you, Mr. Lang.  
Yes, Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, have they built in 6 per cent on the salaries and wages over last year?

**Hon. Mr. Lang:** This is correct, Mr. Chairman, it is built into the budget, in relation to our negotiations presently going on. We have allowed some monies in the budget.

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

**Mr. Berger:** Yes, Mr. Chairman. It's funny the Honourable Member from Kluane should raise that thing. I don't think it is 6 per cent, because I just went through some figures in the past, on the Votes we passed here and curiously the figures don't give to 6 per cent at a



I was wondering what percentage figure has been added on to the salary section.

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

**Hon. Mr. Lang:** Mr. Chairman, Treasury may correct me if I'm wrong, but it's my understanding that we have built in money in relation to the salary part of the budget, in order to attempt to give a rough estimate of what, you know, the costs of running our government are going to be this coming year.

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

**Hon. Mr. Lang:** Can Mr. Williams --

**Mr. Chairman:** Mr. Williams, would you like to comment?

**Mr. Williams:** Mr. Chairman, I was just going to confirm what the Minister said, yes, each Department looked at the particular incumbent they've got in every position, looked at the stage in the pay range that that incumbent was, and then calculated precisely what that present incumbent would earn under the present pay scale, including Yukon bonus, and then added an arbitrary figure of 6 per cent on top of that, so the salary figure presented, does have a 6 per cent factor built in for a pay raise.

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

**Mr. Berger:** Well, I still can't believe it, because if you take that 1976-77 estimate of \$382,000.00, you add 6 per cent to it, in my calculations, I may be a little simple in calculating but it would amount to 415 thousand point 6 dollars.

**Mr. Chairman:** Yes, Mr. Williams?

**Mr. Williams:** Mr. Chairman, the calculation is not quite that straightforward, because during the year, some positions have a change in incumbent, and so, for instance, you might have an incumbent that might be at the fifth stage in the pay range, who might leave, for some reason, and be replaced by a person in the first range, or there are a number of adjustments of that nature.

So you can't just automatically take the previous year's figure and add 6 per cent. There are a lot of other factors involved too.

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

**Mr. Berger:** Yes, Mr. Chairman, I also find it curious in this particular Vote here, 300, the man years last year was 18.5. We have an increase of one man year, yet the salaries estimated for this particular year is below the figures I come out to.

So I was wondering if there's a reduction in quality in the people who are working for the government?

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

**Hon. Mr. Lang:** No, Mr. Chairman, there's no re-

duction in the quality of the — or qualifications of the members working within the Department of Education, and I would just like to say at this time that I think we are very fortunate to have the educators that we have within the Department, because I think they are doing a very, very good job on behalf of the children of the Yukon.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, I wonder if the Minister would give us a breakdown on the man years?

**Hon. Mr. Lang:** Mr. Chairman, I don't have a breakdown specifically. Possibly that question could be addressed to Mr. Williams?

**Mr. Chairman:** I think it was addressed to you, Mr. Lang.

Mr. Williams, do you wish to comment on behalf of the Minister?

**Mr. Williams:** Yes, Mr. Chairman, I can run down the list and give a description of each position.

There's a Superintendent of Education, a Clerk Typist III, and an Administrative Officer II, a Clerk Typist II, a Clerk I, a Clerk Typist III, two regional Superintendents, a Clerk Typist I, an additional Clerk Typist III, a School Services Inspector, a Superintendent of Instruction, Elementary, a Stores Clerk, a Supervisor of Special Services, an Instructional Services Supervisor, a Clerk II, or two Clerk II's, a Clerk I, and another Clerk Typist II and a Metrication Officer.

**Mr. Chairman:** Does that satisfy you, Mr. Hibberd?

**Mr. Hibberd:** What I'm trying to get at, Mr. Chairman, does the Minister consider this adequate for the administration of the department?

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

**Hon. Mr. Lang:** Mr. Chairman, unfortunately the Member was out of the room when I was expressing the view that we feel it is inadequate. We're reviewing the department at the present time and just seeing where our deficiencies are and we're going to have to, in my opinion, increase the man years within the department.

I'd like to point out that the man years have not been increased since, I believe in the area of 1968, as far back as that time and, in fact, it has decreased in relation to a couple of man years. I would like to point out that the responsibilities of the department have expanded somewhat, especially with the coming into force of the Ordinance. I may be wrong on my dates, it may be only, you know, only two or three years, I don't have a breakdown for each year, but in relation to the staff that we have in the department, but we are below what was budgeted for a few years ago and I think it's very, very important that we keep this particular part of our government up to strength so that we can do the job that the Department of Education is designed to do.

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

**Mrs. Watson:** Mr. Chairman, but you've had one



new position, which is the Metric Program Supervisor.

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

**Hon. Mr. Lang:** Mr. Chairman, it is a good point, but I'm saying that that specific man year that is that department is designed to get a total recovery from the federal government for that specific duty. Whether or not that man year is filled, I don't know, I mean we could use it next year. I'm just informing the House that this is what we're reviewing, I'm not trying to hide anything.

**Mr. Chairman:** I notice, Mr. Lang, a substantial decrease in last year's man years estimate. I would say approximately 50 per cent.

**Hon. Mr. Lang:** I beg your pardon, Mr. Chairman. I didn't hear the question.

**Mr. Chairman:** According to these figures we have here, there is a decrease of man years this year as to last year. Approximately around 50 per cent.

**Hon. Mr. Lang:** No, there isn't Mr. Chairman. If you compare the two votes, last year's and this year's, there is no decrease, there is an increase. There's one increase shown here and whether or not that becomes reality remains to be seen.

**Mr. Chairman:** And the 1975-76 estimate was 34.5 man years and the '76-77 is --

**Hon. Mr. Lang:** Mr. Chairman, would you speak a little bit clearer, I can't hear you.

**Mr. Chairman:** I'll repeat that Mr. Lang. In 1975-76, estimates, the man years were 34.5 and in the '76-77 man years there's 18.53.

**Hon. Mr. Lang:** Mr. Chairman, the reason for that is that we changed the format of the budget and we transferred some of those man years, I believe, to school support, clerical and this kind of thing, rather than retain it in Vote 300.

**Mr. Chairman:** Thank you, Mr. Lang, I just wanted clarification, that's all.  
Committee will recess until 1:30.

*(Recess)*

**Mr. Chairman:** I now call this Committee to order. We will continue with Establishment 300. Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, I think all Members will note that I have distributed the information requested this morning, the Teacher Entitlement Ratio, and also the number of total teachers and this kind of thing that we have in the Department and also, at the same time, I have distributed the information that Mr. McCall requested when we were discussing the supplementaries here a couple of days ago in relation to teachers' salaries, and it's all broken down by school.

The average salary in each school, and whatever, and it's all based on the qualifications through the Collective Agreement that we have with the Y.T.A.

**Mr. Chairman:** I think the Minister is trying to sit us with paper.

**Hon. Mr. Lang:** Mr. Chairman, I'm just giving you what you've requested.

**Hon. Mr. McKinnon:** Mr. Chairman, I find the information extremely interesting, and the breakdown from school to school, but is there a salary figure for the average salary throughout the Yukon, not broken down by school, that a teacher makes in Yukon at this time?

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

**Hon. Mr. Lang:** Mr. Chairman, the average teacher's salary is roughly in the area of four years' experience with a four-year degree that we have on staff, and that salary is in the area of approximately \$21,000.00 a year, in that area.

**Hon. Mr. McKinnon:** That would be throughout the Yukon.

**Hon. Mr. Lang:** No, it's based on qualifications. I'm saying the average teacher that we have on staff with qualification and experience is in the area with a four-year degree and four years of experience.

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

**Mrs. Watson:** Mr. Chairman, may we ask questions on Establishment 300 now?

**Mr. Chairman:** Yes.

**Mrs. Watson:** Mr. Chairman, my question is regarding curriculum development and presently the Yukon Territory is on the B.C. curriculum.

The Government of British Columbia has embarked upon some changes to their curriculum, some actual quite major changes, particularly at the secondary level.

My question is, are we going to go along with these changes? Have we implemented them? Are we planning on implementing them, and are their proposed changes in the elementary section of our school system?

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

**Hon. Mr. Lang:** Mr. Chairman, I'm not in a position to answer that question specifically at this time. As you know, the Government of British Columbia has made statements that they are going to change their curriculum throughout British Columbia and we are on the B.C. curriculum. We'll have to wait until we see what specific changes they are requesting and what the educators in the department are going to have to go through, the information that's provided by B.C., and see if it's applicable to the situation in Yukon.

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

**Ms. Millard:** Mr. Chairman, again under curriculum development, since the Yukon Native Brotherhood is now doing some curriculum development research itself, is there any intention to co-operate with



the two separate education departments — I presume that's what you could call it. Specifically in the method of cost-sharing on anything?

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

**Hon. Mr. Lang:** Mr. Chairman, to my knowledge all the monies available to the Yukon Native Brotherhood for their education department is federally funded and we're prepared to co-operate in any manner that we possibly can but, at the same time, I think you have to remember that if there is going to be any major curriculum changes in the system we're going to have to be discussing this with the school committees to see that this is what people want. And this would also, I would suggest, would apply to the major changes that the British Columbia government is being prepared to make in this forthcoming school year, but we don't have the specific areas that the B.C. Government is going to change their curriculum so until such time as we see it, we really don't know how it's going to apply to our situation.

The only thing that I would like to add, and I'm responding a little earlier to the Honourable Member from Kluane, is that it's my understanding that, from the little bit of information that we have, that the changes they're contemplating is more or less getting back onto the same curriculum that we have been following, which is the basic curriculum from the B.C. Government. As you know, they're divided into school boards and the school boards in B.C. have a lot of authority over the curriculum in the schools and in some cases have changed it dramatically, and the B.C. Government is trying to get them back onto track. This is the information that I have at this present time.

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

**Ms. Millard:** Mr. Chairman, supplementary to that. I really wanted more in the way of -- because the Brotherhood is doing a lot of work in curriculum development, especially in native-oriented subjects, of course, will the department be using that material in co-operation with them? Financially, is just one method of co-operation — will that material that they have been researching and everything be considered seriously by the department?

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

**Hon. Mr. Lang:** Mr. Chairman, I can only state what I said a little earlier, that we're prepared to look at anything, any positive suggestion, but if there is going to be changes in the curriculum it's going to have to be looked at by the educators and, at the same time, it's going to have to be accepted by the public, which are the school committees.

**Mr. Chairman:** I would submit it would have to be looked at by this Assembly as well, Mr. Lang.  
Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, supplementary question to what I was asking about the proposed changes to the B.C. school curriculum.

I understand that the Government of B.C. has put out

some folders and pamphlets proposing various changes, and have asked for some feedback from the people of B.C.

I'm wondering whether the Department of Education has some of this material within the Department and, if so, whether we can make ourselves -- whether we can use it to review it. I know that if you have it you are certainly not going to ask them for copies of things, but do you have it? And if you do, can we use it to go through, as individuals?

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

**Hon. Mr. Lang:** Mr. Chairman, we welcome all the input that the people want to give to the Department, and all I know is that we had one small brochure sent up by B.C., the B.C. Government, which was sent -- I believe it was sent to all Members. If it isn't, I'll get a copy of these brochures for Members, and in relation to other major changes I'll keep Members informed.

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

**Mrs. Watson:** Mr. Chairman, these were booklets put out by the Department of B.C. Have you not had — and they called them 'packages' — have you not had them in your Department of Education?

**Hon. Mr. Lang:** Mr. Chairman, if it's in the Department, I haven't seen it yet. I'll check and get back to the Assembly on that.

**Mr. Chairman:** I think there was some put out about a year ago, wasn't there, Mrs. Watson?

**Mrs. Watson:** Right, about a year ago.

**Mr. Chairman:** And I think you did distribute it to Members, Mr. Lang, at that time.

**Hon. Mr. Lang:** Mr. Chairman, I'm sorry, I'm going to have to look and talk to the Department and see what we're talking about here, because I don't recall submitting something to the Assembly here a year ago, but I'll have a look at it and see.

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

**Ms. Millard:** Mr. Chairman, under the heading "School Committees", I am wondering if this travel money is only for the number of school committees?

At their last conference, they had passed a resolution forming an executive school committee, an executive of all the Yukon school committees, which has my full support because I feel that's one of the methods that they can really start working, instead of once a year get together and discuss things which are never really followed up as far as they are concerned.

Is there money in the budget for the executive school committee to operate, to actually get together and meet on an ongoing basis, and implement some of the recommendations from the school committees?

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

**Hon. Mr. Lang:** Mr. Chairman, the executive of the



school committee that was formed last fall is getting together, I understand, here in the very near future and at that time we are going to have to discuss with them what guidelines and how they are going to operate.

At the present time, I would say that there is no money in the budget because we have made no provisions for that type of an advisory group forming. So possibly there might be some monies left over under school committees that they maybe get together once or twice a year, I don't know.

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

**Ms. Millard:** Mr. Chairman, I'm suggesting that there isn't enough here to do that, and I would certainly welcome a supplementary to allow the executive school committee to meet on a regular basis.

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

**Ms. Millard:** Mr. Chairman, under "In-Service Training", is this down from last year, or is this the regular amount for in-service training?

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

**Hon. Mr. Lang:** Mr. Chairman, as far as the Collective Agreement is concerned, it's up by 1.4.

**Mr. Chairman:** Is there any further debate on Establishment 300?  
Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, I realize why the metric program, why that man year is in the Department of Education budget. I'm wondering, I have been sort of fighting the people being transferred up into the Planning end, unit, Economic Planning, but I'm wondering, really, shouldn't the metric program be up there also?

They're getting Manpower people, Planning people, and it affects all of the Territory, and there's the Federal/Territorial connection. So, you know, why does the Department of Education have to be stuck with this?

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

**Hon. Mr. Lang:** Mr. Chairman, the Member has raised a very good question, and I keep asking that question myself.

At the present time, we are investigating other Departments where possibly this program could be put under, because we have been in charge of it for over a year, and the individual in charge, is the Assistant Superintendent who spends a lot of time in this area when his time could be used, I believe, in a lot more beneficial manner than in the area of metrication, because he is a trained educator and I would like to think that possibly next Budget Session you may see this program in another Department.

I don't know which Department at this time, but I think that the Department of Education has shouldered the responsibility for a year and I personally believe that, in the very near future, I think that it's some other Department's responsibility to take some of the responsibility of this program for a year, or maybe two years. A decision hasn't been made as of yet.

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

**Mrs. Watson:** Mr. Chairman, possibly we could help the decision by recommending that it go upstairs to the Planning Unit. I would like to make that recommendation.

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

**Hon. Mr. Lang:** Mr. Chairman, it was taken into consideration, I think, at the same time, it may be applicable to put it under Information, Tourism and Information, as well. I don't know. A decision will have to be made here in a month or two months' time. Depending whether or not we get the man to begin with.

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

**Mrs. Watson:** Mr. Chairman, you were, in your administration, you were saying that because of the school committees and the extra load on the administrative people you would be re-assessing the needs, manpower needs, within the Department and you're putting an extra man year in this year. My question is, were the Metric Program needs greater than the educational needs, so that you used your man year for the Metric rather than for another person within the branch, another Regional Superintendent, or something like this?

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

**Hon. Mr. Lang:** Mr. Chairman, I thought I made it clear, a little earlier, that we took on the, it's just in a part-time program at the present time, the Assistant Superintendent has been administering it. All departments are involved. All he is doing is co-ordinating the change of metrication and we have to designate one individual for that particular program so that all the information is coming through one individual. And in relation to the Metrication Officer, the only reason it was put in was that I told the House here last Session that we were negotiating for a Metrication Officer. I thought that we would possibly would have confirmed those negotiations by this time and that did not come to pass.

It's not a case of priority within the department. I mean, if it — I stated to you that we are reviewing the department and we will see where the deficiencies lie and possibly be bringing in a supplementary for maybe perhaps two man years next year. I'm being completely open and honest about this and I think the Members have a right to know that this is, you know, this is what we're doing at the present time, is reviewing the complement of staff. And all I'm saying is that if it's not, if it wasn't in my vote, it would be in Tourism or whatever. It's just the fact that the offer has been made; we are trying to confirm that offer and trying to get 100 per cent recoverable money, and it happens to be in this particular vote.

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

**Mr. Lengerke:** Yes, Mr. Chairman, I think the Honourable Member from Kluane was trying to help the Minister of Education in this one. We'll probably say



'let's get the metric program out of the Education Department, and if you need that additional man year within the Education Department we'll give you that for Education'.

I think it's a concern that a Superintendent of Education has to concern himself with a metric program. And a lot of his expertise, and I'm sure he's capable, should be devoted to the education system of Yukon and not to a metric program. I think this is what the Honourable Member from Kluane was getting at, was that we've got to figure out a way here to help us along.

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

**Hon. Mr. Lang:** Mr. Chairman, I appreciate the comments of the Members, but what you'd be doing is go through a paper exercise. You leave the man year in here and we get the man year from Ottawa, that will show up in another vote anyway. So, what I'm saying is that, in relation to the department itself, and this individual in metrication would be a contract employee incidently, the way I understand it, may be a two or three year contract or whatever, but in relation to the department itself I'm saying that we're reviewing the staff complement right now and I'll be coming back to this House with the results of that review next Budget Session.

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

**Mr. Lengerke:** I may be a little bit confused now, but I would think that there's a gain. The man year that we would be able to give you, and I'm sure that we can make some recommendations here, would be totally for education. You know, fine, there's a lot of shifting around, but just because you've got one man year with the metric program under Education now, that's of no use to you.

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

**Mr. McIntyre:** Yes, Mr. Chairman. I think this man belongs in the same category as the Pipeline Co-ordinator.

*(Laughter)*

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

**Mrs. Watson:** Mr. Chairman, but they wouldn't put the Pipeline Co-ordinator in the budget. You know, it's not very often that I've stood up here and tried to give something away and the Honourable Member hasn't taken so ...

*(Laughter)*

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

**Hon. Mr. Lang:** Mr. Chairman, my understanding in relation to the man years is that if we move, if we were to take this man year and make it for the Department of Education once we had the review, and we get the man year for the Metrication Officer and it's in Tourism and Information, you have still increased your staff by one. What I'm saying is, we haven't reviewed

the complement of the staff yet, and once we have I'll be coming with a supplementary for one or two additional man years.

**Mrs. Watson:** We'll have a second go-round on that when we come back.

**Mr. Chairman:** Establishment 300. Clear?

**Some Members:** Clear.

**Mr. Chairman:** Mr. McCall, would you take the Chair, please?

Establishment 302, Schools Curriculum, Supplies and Salaries, \$6,900,092.00. Six million, nine hundred and ninety-nine thousand -- \$6,992,900.00. I got it right that time.

Ms. Millard?

**Ms. Millard:** Mr. Chairman, I'm sure it's just a procedural thing, but the '76 - 77 estimate has 64,000 for primary 31, transportation of non-government employees, and nothing in this one.

Do you think we could have some explanation?

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

**Hon. Mr. Lang:** Mr. Chairman, the transportation Establishment or Primary has been put over to Establishment 303. If you look at 303, Transportation has been divided into urban and rural.

Mr. Chairman, while I'm on my feet here, I think that possibly I should point out a few things in this particular Establishment. Under the Administration, you will notice that there is \$1,700.00, and this is -- or \$17,000.00, and this has been, the responsibility has been put to the Department in relation to the transfer of teachers within the Territory, which used to be covered by the Public Service Commission. So subsequently, we have taken that responsibility on.

I think you should note that also at the same time, there has been an increase in relation to text books and that kind of thing, under Primary 50, for Materials and Supplies. There has been an increase, and that's just an inflationary factor that has been built in there.

We are still working on a formula in relation to classroom supplies, and I think this was started a couple of years ago, prior to my coming into this position, and it roughly equates to Grades 1 to 7 is \$19.00 per student; Grades 8 and 9 is \$30.00 per student, Grades 10 to 12 are \$35.00 per student, and there are special provisions for smaller schools in relation to the formula.

We will be building in an inflationary index in that particular formula. That's the way that we come to the costs in relation to the estimate here, and hopefully, we're within the ball park. It's just a forecast.

I think also that you should notice under Primary 50, the educational leave and Department of National Defence is also in this particular Establishment. This is -- I'm just trying to find it here. Maybe Treasury can help me in relation to that, the \$110,000.00. It's in Primary 50 I see, it's broken down between urban and rural, and that is for educational leave that is provided for teachers through the collective agreement, to go out and further their academic qualifications. This is under Urban and Rural in the Establishment here, and at the



same time, there's monies provided in there for the Department of National Defence, interchange that we have with our teachers, where a teacher can go through the Department of National Defence and possibly do a year, or two years on one of our Armed Forces bases in Europe.

**Mr. Chairman:** It might be useful for Members to turn to Page 12 of the Appendix.

**Mr. Hibberd:** Mr. Chairman, doesn't Primary 50 refer to Materials and Supplies?

**Mr. Chairman:** Would you repeat that, please?

**Mr. Hibberd:** Doesn't Primary 50 refer to Materials and Supplies?

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

**Hon. Mr. Lang:** Yes it does, Mr. Chairman. I'm sorry, I made a mistake here. It's under the Program, Educational Leave and Department of National Defence there, I'm sorry, I made a mistake there. Under Primaries 10, 12 and 15.

Do you see that? Okay, I'm sorry.

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

**Mrs. Watson:** Mr. Chairman, I'd like to thank the Minister for the very comprehensive sheet that he gave us. I wish we'd had it a little bit sooner, however, we have it and it's most informative.

The enrollment in the City of Whitehorse from '75-76 to '76-77 is down, also in the rural areas it's down and there's quite a difference. There's a difference of 196 students in the enrollment, in '76 - 77 to December the 31st, '75, and yet, we're supposed -- we're using the same entitlement formula, and yet we're looking at five extra staff.

First of all, before I go into that, what are your projected enrollments for '77-78, for this fiscal year?

**Hon. Mr. Lang:** Mr. Chairman --

**Mr. Chairman:** Yes, Mr. Lang.

**Hon. Mr. Lang:** -- I think the Honourable Member is aware that we take our projected enrollments from the March 31st statistics, and I don't have that information at the present time.

I would suggest it would be relatively close to the students that we have at the present time.

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

**Mrs. Watson:** Well then, Mr. Chairman, why are we looking for four extra staff, when actually the staff we had last year, I believe, was beyond what your entitlement policy would have allowed you to have, because your enrollment was down, your projections were greater than this, so your enrollment was down, you've hired teachers, so that the staffing is above your entitlement this year.

If you go by your entitlement and by your staff, and by your student population, you're probably above your

entitlement, but you're within what was voted.

So now, you're looking at more staff, and approximately the same projections, and using the same entitlement policy.

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

**Hon. Mr. Lang:** Mr. Chairman, the Honourable Member has raised a very good point, and in relation to this particular Establishment, as the Honourable Member has pointed out, we have not used our full complement of staff that was voted last year. I've got so many papers on my desk here, But I think it figures out to about 281.5 in relation to -- that includes education as well, on staff, and we voted for a total of 283 teachers, with the combination of the two Establishments.

One of the reasons that we're down, for one teacher is in relation to Carcross. The School Committee in Carcross decided that they would rather bus the kids in 7, 8 and 9 into Whitehorse, rather than carry the program on in Carcross during the school year, and we'll have to review that situation, to see whether or not they want to carry on the concept of transporting the kids, or whether or not they want to reinstate a teacher in that particular school, and we'll be discussing this with the School Committee and the people at Carcross later on this spring, so that we can make our plans accordingly.

Now, I should point out, Mr. Chairman, that there is no provisions in this particular budget for the remedial tutoring program. As you know, the Federal Government has authorized funds for this financial year for that particular program, but there is no provisions for the forthcoming year.

At the present time it is being evaluated, and the evaluation will not come forward until after the school year is finished, so whether or not it is going to be continued or modified or whatever, remains to be seen, whether or not we are going to get money from the Federal Government, that remains to be seen.

But at the same time, when the remedial tutoring program looked like it would not get the funding that was necessary to carry on that particular program, we made a decision that we would possibly put two or three more teachers, special education teachers in the areas where the educators felt there was a need, and that's why it is -- there is a difference in relation to the total number of teachers that we have provided for in this

Whether or not we go along with it, depends on evaluating the situation at the end of the school year, and I'll report back to this House whether or not the particular teachers are utilized.

It is very difficult to project, Mr. Chairman, because for an example, you have Beaver Creek with two teachers, and we have half time kindergarten teacher with 19 enrolled, and so you have these multi-grade schools, where we have a responsibility, so your teacher-pupil ratio varies, particularly in the small communities.

Overall, I would suggest to you that we are abiding by the teacher-pupil ratio that was set down, and we will be following it for the forthcoming year, so consequently we may have a decrease or monies left over next budget session to report back to this House. It depends on the school population and everything else.

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



Mr. McIntyre?

**Mr. McIntyre:** Thank you, Mr. Chairman. In looking at the pupil-teacher ratio, as provided in this piece of what I suppose is an Ex-Com paper, I wonder if any thought has been given to a revision of these figures by the present administration, because it seems to me that this isn't based on the laws of the Medes and Persians and could be changed quite easily, and some of the ratios to me, are not very fair, particularly the ratios for the lower grades, Grades 1 to 7.

It seems to me that one teacher for 25 students is stretching one teacher's talents quite a bit.

**Mr. Chairman:** Thank you, Mr. McIntyre.  
Mrs. Watson.

**Mrs. Watson:** Mr. Chairman, in what areas, more specifically where was Mr. McIntyre referring to, Jack Hulland?

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

**Mr. McIntyre:** In the Ex Com paper, which says that for grades one to seven, teacher entitlement should be based on a ratio of 25 to 1, and I think that that's just stretching it a little too far. Especially when you consider that in the higher grades, one teacher is assigned to 20 students, and it's much easier at that age level for one teacher to handle 40 students than it is for one teacher to handle 25 in the lower grades.

**Mr. Chairman:** Yes, Mr. Lang.

**Hon. Mr. Lang:** Mr. Chairman, I want to make a correction here. This is the policy that we follow in relation to our teacher pupil ratio that was established three years ago. This is not an Executive Committee paper, I just want to make that very clear. It's a policy that the members asked for and I brought it.

I'd like to point out, Mr. Chairman, that, in relation, and I'm not saying this is cast in stone, it possibly should be reviewed, but at the present time, in relation to the student population that we have within the schools at the present time, I would suggest that at the present time the way we are staffed, I think that it is adequate for the needs we have. At the same time we have, you know, special education teachers and this kind of thing that are taking students off to the side, at the same time possibly working with the students in the school classroom at the same time.

We don't know what's going to happen to the remedial tutoring program. You have the cross-cultural coordinating program. You have all these other programs and I think that they must be taken into account as well, because they are directly related to the education system of the Yukon.

I don't know, it's the wishes of the House, if they want to put the ratio ten to one, but I could suggest at the same time, that the staff that we have on is supposed to be one of the most qualified in Canada and I would like to think that they could cope with 20 or 25 students or whatever the case may be. You have got to remember at the same time, this is the taxpayer's dollar and they have a job to do and I'm not saying it shouldn't be reviewed, but at the present time I'm saying the student population appears

to be constant, if not declining a little bit at the present time.

**Mr. Chairman:** Thank you, Mr. Lang.  
Mr. McIntyre.

**Mr. McIntyre:** Mr. Chairman, this is part of an Ex-Com paper because I've seen it before. And it's quite old and I think it's high time that it was re-evaluated by the present administration. The people in charge of Education at this day are different people than were in charge of it three or four years ago. And I think it should be reviewed and perhaps re-adjusted.

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

**Mrs. Watson:** Mr. Chairman, I think the Minister is misunderstanding. Mr. McIntyre's not necessarily saying, 'hire more bodies.' He's just saying distribute them differently within your entitlement policy. I'm sure that the administration of the Department of Education will probably concede that after working with a policy for a few years you can see the deficiencies and maybe it's high time that we did some review of the entitlement policy. But, no, I don't think that Mr. McIntyre is saying that we should hire more teachers, because, according to my calculations, I said five extra, I'm wrong. You're allowing for three extra teachers, because you've taken 22 man years last year for Special Ed. This year you're down to 18 man years for Special Ed. But, Mr. Chairman, no, you're not cutting staff, that's fine, okay.

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

**Hon. Mr. Lang:** Mr. Chairman, we'll certainly take the comments made by the members into consideration and possibly review the policy. I have no problem with that at all.

I'd like to add at the same time, and I realize we're not on 313, but we are reviewing the Special Education area at the present time in relation to staff and the whole program that is being offered by the Department of Education.

**Mr. Chairman:** Yes, Mr. McKinnon.

**Hon. Mr. McKinnon:** Just as a matter of curiosity, do most provinces go on a policy of student/teacher ratio?

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding that they do but it depends on the school board as well, in relation to how their act is set up to the authority to the school board. And our teacher/pupil ratio compares favourably, the way I understand, to anywhere in Canada.

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

**Mrs. Watson:** Mr. Chairman, that's correct. Usually, the Department of Education in a province gives a basic grant based on a certain teacher/pupil ratio and then if the school board wants to enrich it, they can provide the extra dollars from the local taxation.



The Honourable Member is very correct. We have a very good total pupil/teacher ratio compared to other jurisdictions and, in fact, it's quite an enriched one compared to some of them. You're looking at total student, total teachers. What we're meaning is that maybe we should look at the way we're spreading them out.

I think that, I have a little concern on Special Ed. because we've attacked Special Ed. in so many different ways and, you know, here we go, we get advice from experts. One group will say, you know, take them out, treat them as a separate unit in the classroom, hire a special teacher and this type of thing. Then you go the other way where they say, no, they must be part of the normal classroom because of the social experience.

What is the philosophy that the Department of Education today is following with the Special Ed.? Are you taking them out of the normal classroom for some instruction? Are you keeping them within the normal classroom? Are you setting up special classes?

**Mr. Chairman:** Mr. Lang, do you wish to comment?

**Hon. Mr. Lang:** Mr. Chairman, I think we're discussing 313 at this time, and we're only at 302. I'll answer the Member's questions.

**Mrs. Watson:** Mr. Chairman, that's fine, he's quite correct, I should wait until we get into that Establishment, he's quite correct.

**Mr. Chairman:** I think it's a good idea, Mrs. Watson.

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

**Mr. Chairman:** Yes, Mr. McKinnon?

**Hon. Mr. McKinnon:** I probably shouldn't get into this at all, but I think I just heard the greatest argument against school boards that I've ever heard in my life by the Honourable Member from Kluane.

It would seem in an affluent area where you could afford it, you would be able to enrich the programs for the kids that least needed it, and the ones that most needed it, would have the highest pupil/teacher ratio and the less special programs.

I sure prefer our system, is all I've got to say.

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

**Hon. Mr. Lang:** Mr. Chairman, The Honourable Member is correct in relation to a central Department of Education, versus the concept of School Boards. We do have some faults being centrally located, but at the same time, what the Honourable Member says is correct. Those that have get more, and those that have not, get less, if it's a system of school boards.

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

**Mrs. Watson:** Mr. Chairman, I know the Minister can't answer my question, but I'd certainly like to draw attention, and I find it most interesting on substitute teachers. In urban schools, we have a hundred and fifty and a half man years, and we are allowing \$74,000.00 for substitute teachers.

In rural schools, we have a hundred man years, and we're allowing \$3,700.00 for substitute teachers. Is there something inaccurate in the numbers that are there?

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

**Hon. Mr. Lang:** Mr. Chairman, this is a very difficult area to project in relation to how many days are going to be used by substitute teachers. If my memory serves me correctly, and maybe Treasury can correct me if I'm wrong, I think that we spent in the area of well over a hundred thousand dollars for substitute teachers last year.

For example, we had an individual who got very, very ill and was off for a good portion of the year, and subsequently we have to pick up their salary and this kind of thing, which is one of the costs that the Department is confronted with.

So in relation to — possibly the ratio is not correct, I mean if there's more people sick in the outlying communities, and we need substitute teachers, then I'm sure the money will be interchangeable in that particular program, and possibly we may have to go through a supplementary, because its a very difficult area to estimate, as well the Honourable Member from Kluane knows. You just don't know.

Possibly Mr. Williams can give a little bit more clarification.

**Mr. Chairman:** Yes, Mr. Williams?

**Mr. Williams:** Mr. Chairman, the activity entitled "Substitute Teachers" represents a total of \$74,000.00 in salaries for all substitute teachers, and \$3,700.00 in fringe benefits for all substitute teachers. That's not a split between urban and rural, that's the total budget for all substitute teachers.

As Mr. Lang mentioned, it's difficult to forecast whether you are going to need substitutes in rural areas or urban areas, so that's an overall budget, and those teachers could be used in either place.

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

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

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

**Mrs. Watson:** Does Mr. Williams know off the top of his head, how much money was spent for substitute teachers last school year?

**Mr. Chairman:** Mr. Williams?

**Mr. Williams:** Mr. Chairman, I'm sorry, I don't have that figure immediately available, but I'm sure we can get it.

**Mr. Chairman:** If you could supply the Committee with the figures, Mr. Williams.

Is it the Committee's wish to stand 302 while this material is forthcoming, or should I clear it through?

Yes, Mr. Berger?

**Mr. Berger:** Yes, just since we are on substitute teaching, I was wondering if there's a certain standard



required for being a substitute teacher? I wonder if the Minister of Education could enlighten us on that?

**Mr. Chairman:** Mr. Berger, with all due respect, could you repeat that? I had difficulty with what you said.

**Mr. Berger:** I would like to know the standards of being a substitute teacher.

**Mr. Chairman:** Are you referring that to Mr. Lang?

**Mr. Berger:** Yes, Mr. Chairman.

**Mr. Chairman:** Mr. Lang, could you answer that, please?

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding in relation to the substitute teachers, we inquire in each community who is prepared to teach in the schools, and we try to get qualified teachers, but at the same time we have the ability of getting — my understanding is we have the ability of getting a letter of permission if nobody else is available, in a particular community, but we try to get the most qualified people possible.

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

**Ms. Millard:** Mr. Chairman, I was wondering if the Minister was bringing back information on substitute teachers anyway, if he could add the information concerning salaries for substitute teachers. Is there a difference between elementary and high school, and if there is, I would like to know why.

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

**Hon. Mr. Lang:** Mr. Chairman, I don't have the information now off the top of my head, but it goes by qualifications and at the same time, there is a difference between the elementary and the high school teachers in relation to the pay scale. Possibly the Honourable Member from Kluane would clarify me if I'm wrong, is that, my understanding, when the Ordinance was put through, the YTA specifically asked that there be a delineation in that particular area in relation to the payment paying substitute teachers.

At the present time, we have reviewed the situation in view of the YTA brief that the Honourable Member mentioned a couple of days ago, and we are going to change the scale according to qualifications, subject to the Anti-Inflation Board.

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

**Mr. Berger:** Mr. Chairman, again on the qualifications, the Minister said the most qualified persons, say, for instance, you can't pick up the qualified person, you pick up anybody off the street?

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding that we don't seem to have any problem in relation to getting substitute teachers to come in and fill in if somebody's ill.

I think I should correct my statement a little earlier, in relation to the pay scale of substitute teachers. I think it's \$31.00 a day for elementary grades and secondary, I believe, is \$36.00. It's not based on qualification, it's so much per day and we are changing it to qualifications.

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

**Mr. Berger:** Yes, Mr. Chairman, the reason I raised this subject is I've had my own personal experience and I've questioned the quality of some of the substitute teachers the Department has sometimes use of and I wish that the Minister would bring in a certain set of qualifications for substitute teachers.

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

**Hon. Mr. Lang:** Mr. Chairman, that would be very, very difficult because you have to work within the community in relation to supplying substitute teachers and we try to get the most qualified individual that we possibly can. I would not be prepared to do that, Mr. Chairman.

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

**Mrs. Watson:** Mr. Chairman, I have to sympathize with the Minister in this regard because there are some communities in the Yukon where there are not qualified teachers available. When teachers are not able to be in their classrooms for the day, or two or three, this type of thing, you have to use someone from the community and usually the teacher who is absent prepares the plan for the next day. I think the Department of Education has, in the past, if someone is absent for a considerable length of time, they've tried to get someone from without the community that is qualified to step in, but it's easy enough to say that you set standards. You could set standards for substitute teachers and wind up so that you couldn't hire someone in a community or put someone in the classroom while the teacher is ill or absent.

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

**Ms. Millard:** Yes, Mr. Chairman, I'd like to support that just for a second, that it is very difficult to find anyone of any qualifications. I know in Dawson, they had a list of about eight or nine teachers and most of them wouldn't even show up when they were phoned so they really went down the list.

I'm wondering what happens in that case. Is there any procedure for hiring substitute teachers if there's some question about the person's ability or qualifications? Who would make the decision, is it the principal's decision or the Department's decision on hiring substitute teachers, one over another type of a thing. If there was an argument between two substitute teachers, for instance, that one was hired and the other one shouldn't be, who would make that decision? The principal himself?

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding the principal would make that decision.



**Mr. Chairman:** Yes, Ms. Millard.

**Ms. Millard:** Supplementary to that, just how long can a substitute teacher teach with just the principal's okay? I can see all kinds of complications. What if the substitute teacher kept on for quite awhile? When does the department become involved in substitute teacher hiring?

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

**Hon. Mr. Lang:** Mr. Chairman, if the substitute teacher is doing an adequate job and she or he is there for a certain length of time after the 30 or 40 days, they go on to the pay scale of a teacher, based on their qualifications by the YTA Collective Agreement. So, you know, as long as they're doing an adequate job, if they're not well then the principal would suggest that possibly we get another substitute teacher.

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

**Mrs. Watson:** Mr. Chairman, isn't it at that time that — I think the Honourable Member from Ogilvie wants to know at what time does the Department of Education become involved? Isn't it at the time when they go from a substitute status to a paid on their qualifications and is that 20 days? Is it, I'm not sure, I think it is.

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

**Hon. Mr. Lang:** Mr. Chairman, I think the Honourable Member is correct, I think it is 20 days. And the reason the Regional Superintendent would be in contact with the principal or the school involved and they would discuss just what was going to take place.

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

**Ms. Millard:** Is there any provision in the system for helping these teachers be trained a little while they're on the job? Do the principals have, for instance, a little bit of money available for trying to teach substitute teachers, give them some kind of on the spot training?

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

**Hon. Mr. Lang:** Mr. Chairman, in vote 300, we passed an amount of money, 5.5 for in-service training, and some of that money is applied to giving some teacher training to teachers, but as far as the substitute teachers are concerned, I don't think -- we really don't have any provisions for that.

**Mr. Chairman:** Clear on 302?

**Some Members:** Clear.

**Mr. Chairman:** Three oh three, School Supports, Salaries and Supplies.  
Yes, Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, may I go back into 302 a minute?

Curriculum Supplies, now all we have is textbooks,

audio-visual supplies. Where do we find the rest of the supplies, all of the paper and this type of thing? Is it in the next -- have you taken it -- it used to be in this one, I think.

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

**Hon. Mr. Lang:** Mr. Chairman, Primary 50 refers to that particular area, Mr. Chairman.

**Mr. Chairman:** Mr. Williams?

**Mr. Williams:** Yes, Mr. Chairman, it is under Primary 50 and it is under the activity for Urban and Rural. You'll see two amounts in there for additional supplies.

**Mr. Chairman:** Are you satisfied, Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, that's right.

**Mr. Chairman:** Okay, we'll go on to 303, School Supports, Salaries and Supplies, \$2,839,700.00.  
Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, under the Program Administration under Primary 61, you will note that there's 166 thousand point five dollars authorized for the relocation of portables and this kind of thing, and I think it should be drawn to Members' attention that we have put this provision in because we have portables up in Mayo that will have to be moved, and we're looking at the possibilities within Whitehorse, of putting an annex, a primary annex in the Riverdale area.

So this money would be to move the portables, and also refurbish them, and if we do make that, that money will be spent in that manner. I thought I should bring it to Members' attention, but we should be getting these portables together that are empty, rather than leaving them in the various communities that they're presently situated in, and you know, go through vandalism or whatever.

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

**Mrs. Watson:** Mr. Chairman, could I just ask the Minister how many kindergarten classes they're projecting for in this budget?

**Hon. Mr. Lang:** Mr. Chairman, we're projecting for, and I think you're referring to 302 now, it would be roughly 23 actual kindergarten sessions with 18 staff members. At the present time I think we have 16, and it depends once again on the pupils that appear in September, as well, how many kindergarten sessions we're going to have.

**Mr. Chairman:** Are you referring to 303, Mrs. Watson?

Ms. Millard?

**Ms. Millard:** Mr. Chairman, I'm a little puzzled about Primaries, from I think it's about 50, 55, 56, 57, there seems to be quite a change in there. It must be just an administrative thing again.

**Mr. Chairman:** Do you wish to comment, Mr. Lang?



**Hon. Mr. Lang:** Mr. Chairman, in Primary 50 is for utilities -- or no, for Materials and Supplies, Primary 55 is for utilities, supplies and services and power, and 56 is also utilities, and that's in the area of heating, it's been broken down into two sections.

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

**Mr. Fleming:** Yes, Mr. Chairman, this is on the transportation, and the questions I had the other day on the paper that the Minister brought forward.

I'm very happy to see this. It's been sometime since I've known what price contracts were in the Yukon for the schools, and it does cover a considerable amount of money, probably a half a million a year, and there was a question or two I would like to ask.

However, first I would like to commend the Minister on this, because I think that this part of the school program is running very smoothly, as near as I can see, after going through all the contract prices and everything for each area.

I had a question regarding the Carcross run, and I see that the difference is a very few dollars on the Teslin run, which is Johnson Crossing, Teslin, 95 miles, and the Carcross run is 208 a day. The price is almost the same per month, in fact, it is exactly the same per month.

I'm wondering why this is exactly the same for a double amount. I'm very happy with it. I have a feeling that I know the answer but if the Minister could give me the answer, and the other question was, what does 'empty' mean? I see it in Destruction Bay to Burwash, and I see it in the Watson Lake to airport, and yet only in certain places it says 'empty'.

Another question, is there -- is this the total monies that we expend for the bus route, or is there also monies in the summer time during vacation time, where they use the buses for extra-curricular runs, that isn't shown on this sheet of information here?

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

**Hon. Mr. Lang:** Mr. Chairman, in relation -- and I don't have the sheet before me, I'm sorry, and I'm not an expert on the busing part of the budget. The 'empty', I would imagine, would be where they're going up one way to pick up the students and coming back full the other way, I would imagine. That's the conclusion that I would come to.

In relation to -- this is the total transportation monies expended for transporting children, and at the same time, I should suggest to you that some monies are set aside to the various schools for just -- within to working within the school, and they may expend a small amount of that money on possibly contracting a bus for one half day every three weeks to go to the arena or something like this.

This is a decision they make, but that's roughly the total that is spent for transportation.

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

**Mr. Fleming:** Yes, Mr. Chairman. Again, I would like to commend the Minister on this program, and I would maybe like to say that I would prefer to see the government go ahead with this program as it is, rather than possibly be putting out contracts every two or three or

four years.

I see where the annual increase in the contract renewal rate is put on the price index, and carries forth that way, which I find very favourable, as long as the quotes from the company that we now have is good, and as far as I could see going through these, I don't think we'll ever get a better bid on this day and age than we have right here and now from the company.

I'm sure, but I would like to say they are doing a very good job myself.

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

**Ms. Millard:** Mr. Chairman, I would like to know what has doubled the miscellaneous primary?

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

**Hon. Mr. Lang:** Mr. Chairman, the miscellaneous in 99 refers to the monies that we expend for security patrols of our Whitehorse schools, and also at the same time for lawn maintenance of the various schools within Whitehorse here. They are under contract, and it's come up this year that a lot of them need refertilizing, and reseeded and this kind of thing, so it's going to be an added expense.

At the same time last year, we thought that we would be able to cut back on our expenses, in relation to the security of the schools by changing some of the shifts of the janitors. We did this, to a certain extent, but at the same time we found that we were still getting vandalism, and for an example, we had an attempt to burn down one of the schools here, I think in January, if my memory serves me correctly, and subsequently we have stepped up security, and I would like to inform all Members that we are looking at various options of how we can cope with this problem that's confronting the schools that we have in Whitehorse.

There's a lot of million dollars investment, millions of dollars invested in these particular schools, and we're looking at the concept for possibly implementing, over a period of years, an electronic system to -- of security within the schools. We're just looking at it at the present time, but that's the reason for the increase in that particular area.

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

**Ms. Millard:** Mr. Chairman, there is only security then for the urban schools, and how much is that contract, out of the \$40,000.00?

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

**Hon. Mr. Lang:** Mr. Chairman, is she referring to security, or for lawns?

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

**Ms. Millard:** For security.

**Hon. Mr. Lang:** Security, we estimated was going to cost us in the area of \$15,000.00.

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



**Ms. Millard:** Mr. Chairman, it's just a comment, that really doesn't seem to be much insurance for such a multi-million dollar investment as you say, and I certainly wouldn't look askance at that being increased, particularly in the urban areas, but I am wondering if there is no security then at all in the rural areas?

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

**Hon. Mr. Lang:** Mr. Chairman, in the rural areas, I understand the R.C.M.P. does all the policing and looking at the various buildings in their patrols, and also at the same time, you've got to remember that we have the availability of the R.C.M.P. who do regular checks, over and above this, and also at the same time, I think you've got to remember that some of our janitors are in the schools at certain times as well, so I think the money is adequate.

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

**Mrs. Watson:** Mr. Chairman, because of the new format, it's a little difficult to see how you're trying to accommodate the possible increase in electrical and fuel costs in your utilities and supplies and services, heating and power, and I think that's for your various schools within the Territory.

Have you built anything into the costs of last year, or is it a realistic figure at all? We have no way of comparing it.

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

**Hon. Mr. Lang:** Mr. Chairman, the way we kind of derive these figures is we take the average of three years, and depending whether it's, you know, an average next year, I think that we will have enough. If it's a severely cold winter, we may go for a supplementary, but I think after, and the figures have just been kept here for the last couple of years, for I think the last three years. Once we get a ratio of five or six years, I think that we can be fairly accurate in relation to the gallonage and the power that we're using in the schools.

I think we should be able to estimate fairly closely, as long as the rates don't go up.

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

**Mrs. Watson:** Well, what specifically, are you trying to build in some accommodation for a possible increase in electrical power? You know that it's going to be there.

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

**Hon. Mr. Lang:** Mr. Chairman, no there isn't, it is not built into this budget, in relation to the imminent increase.

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

**Mrs. Watson:** Mr. Chairman, am I correct in assuming that your electrical costs in the City of Dawson for this next fiscal year will be less than they have been in the past?

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

**Hon. Mr. Lang:** Mr. Chairman, I don't understand the question.

**Mrs. Watson:** Isn't it correct, or it hasn't, I suppose the Electrical Public Utilities Board hasn't approved it yet. Dawson, Government installations at Dawson are on a different rate, electrical rate now than what the ordinary resident is. They pay much higher rates, and the NCPC has applied to have the government facilities in Dawson on the same rate as the ordinary user. So that would certainly reflect in the amount of money you would have to budget for electricity for your schools in Dawson. Or all the government buildings in Dawson.

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

**Hon. Mr. Lang:** Mr. Chairman, I have to agree with the Honourable Member, it is going to reflect into what we've budgeted here, there's no two ways about it, but we can't forecast all the changes, the imminent changes and this kind of thing. All we can do is try to take an average of the gallonage and the power that's used over a certain number of years, build that average in at the cost that we see it. You know, we can only project so far, and put it in the Estimates and if the costs go up in relation to the gallonage for fuel and power, subsequently we'll be coming in for a supplementary to accommodate those changes.

Also, at the same time, like this year, we happened to have had a very good year and in some areas we didn't use as much as we had budgeted for utilities and, I don't think the average consumer did either.

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

**Mrs. Watson:** Mr. Chairman, I get a little bit -- when the Honourable Member is saying we're coming in for a supplementary and I think there's sometime along the road we've got to realize there just isn't a well of money. And supplementary means that somebody else has to find some money.

And my next question and I'm very concerned about this with all areas of government. We haven't had one paper or no indication whatsoever of what actions government is planning to take or hoping to take in order to attempt to conserve fuel and electricity. Now I think that in the schools, in some of the communities and in all of the communities, are one of the worst of abusers of using electrical power.

I'll likely get a lot of phone calls tonight and people will be very upset, but I think it's a very, very valid statement. Power that just seems to be limitless. Plus, I'm wondering whether the Department will be looking at putting in meters for plug-ins? Now you drive around the City of Whitehorse and you see rows and rows and rows of cars at schools, all plugged in. This year it was fine. When the electricity was cheap it wasn't that much of a problem. But when you pay the electricity that's used to plug in all those vehicles for six hours a day, that amounts to a great deal of money.

The part of it that's unequal is the fact that other government employees in other government buildings, very few of them have this privilege. And other employees, and it's easy to say, well, you know, what do we do in cold weather. Other people have to accommodate



it.

I think the plug-ins are fine, but I think we should start looking at a meter type of thing. Where you put in fifty cents and your car's plugged in and the electricity's on until you are ready to go, because that is a great deal of money. When people are not paying directly for the electricity, they are not that careful with it.

It's most interesting in some of the communities where people are living in homes where their utilities are part of their rent, so they're not directly paying that light bill, in this wonderful winter we've had there are cars plugged in twenty-four hours a day, day after day after day, sitting next to the house. Two car families, they use one car, the other one's plugged in. And I think that I would like to know what steps our government is going to take to try to conserve electricity and energy as far as heat.

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

**Hon. Mr. Lang:** Mr. Chairman, the Member talked so long, I almost forgot what the questions were.

I would like to point out that the government is taking some steps in relation to electrical plug-ins. It's my understanding that, although above 5 below, I believe, no-one is allowed to plug in, and I know that my Regional Superintendents have been enforcing that, in relation to vehicles at the schools.

Also, at the same time, I think the Member has raised a very valid point in relation to the buildings, in relation to the power and fuel consumed to heat these buildings. And as she knows, I think for the last two or three years, the Government has been trying to employ an expert in this particular area to be able to register, to be able to get the heating systems in the particular schools on a consistent basis.

I think, if my memory serves me correctly, there's provisions for a man year in this budget to get expertise in this field, to try to get somebody in here that can get the heating systems in a proper perspective, because so many of them are so different, like in relation to F. H. Collins my understanding is that the system has been put in and there's people that lack the background to fix it adequately and, subsequently, the heating system isn't working the way it should, and we're consuming more fuel.

So we're going to have to get somebody that has the expertise in this area to be able to regulate this, but we have been taking steps and I think the Honourable Member has raised a good point.

**Mr. Chairman:** Mr. Sherlock, do you wish to comment?

**Mr. Sherlock:** I'm not sure if I'm allowed to comment on this, but I was just going to say that there is a policy covering conservation of energy and, as this Minister pointed out, it does specify temperatures for schools and what-have-you.

In the case of this building, for example, the Department of Public Highways and Public Works controls the heating. They do not turn the temperature, rather the plug-ins, on until a certain temperature — minus 25 I believe — and one more point, if I may, in connection -- you raised a point in connection with providing for certain increases in utilities.

One of the budget guidelines is that we cannot provide for these kinds of things until they actually happen. You wish to change that, but at the moment that's a guideline.

**Mr. Chairman:** Mr. Lang, if I could ask a point of clarification. When you were talking about these plug-ins and stuff, are you referring to not only schools but government buildings also?

**Hon. Mr. Lang:** Yes, Mr. Chairman, this is standard government policy.

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

**Mrs. Watson:** Mr. Sherlock, did you mean that it was standard government policy in government housing for plugging-in — minus 25 — I think it's employees, isn't it?

**Mr. Sherlock:** Buildings, Mr. Chairman.

**Mrs. Watson:** In this building.

**Mr. Sherlock:** In this building, sorry, Mr. Chairman.

**Mrs. Watson:** Minus 25, did I hear you correctly?

**Mr. Sherlock:** I said I believe it's minus 25, Mrs. Watson, I'm not sure. I believe it's minus 25. It may be different.

**Mr. Chairman:** Mr. Lang, what would you call that type of a system, power to the people on a rental basis, or what?

**Hon. Mr. Lang:** Perhaps.

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

**Mr. Chairman:** Yes, Mrs. Whyard.

**Hon. Mrs. Whyard:** Are we still on transportation?

**Mr. Chairman:** We're on 303.

**Hon. Mrs. Whyard:** Mr. Chairman, this is not a specific question; I'm just wondering if the Minister would mind peering into the crystal ball for our benefit and telling me whether the Department has gone so far yet as to plan developments for the Hillcrest area, when the new housing sections are opened to the public, which I gather will be in the next year or two, I would expect quite an additional amount of population in that area.

I'm wondering if the Department would consider that bussing students from that area to Takhini Elementary, as they have, as they are doing now, would be preferable to building a new school in the Hillcrest area?

I'm of two opinions myself on that subject, Mr. Chairman, because the Takhini School has such a marvellous reputation in every way, with its staff and its performance and its student morale, that I know Hillcrest parents are happy to have their students going there.

But I just wondered if the Department had got to



planning in that area?

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

**Hon. Mr. Lang:** Mr. Chairman, the Department is working with the City and looking at the various plans that they have for development, and then we'll have to make our projections once there's some firm commitments made in relation to further building in the Whitehorse area, and it will be a year or two, maybe three years, down the road but the Department is monitoring it steadily.

**Mr. Chairman:** Clear, 303?  
French Language Program, \$100,500.00.  
Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, you will notice an increase in man years in this particular area. As I stated earlier, we transferred the French Language instructor from Establishment 300 to 304. The point seven five, one quarter is for clerical and the other half provides for instructors who are teaching French at night, so it's built into the budget. All this money is recoverable.

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

**Mr. McIntyre:** Yes, Mr. Chairman, that's the point I was going to ask about, is the entire \$100,000.00 recoverable or just 53,500?

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding that it's all recoverable, is that not correct?

**Mr. Chairman:** Mr. Williams.

**Mr. Williams:** Mr. Chairman, it's based, it's almost all recoverable. On Page 69 where we list our recoveries, we're showing a recovery of \$90,000.00 as opposed to the expense of \$100,000.00. The point in which the recovery is still unresolved is the government employee program and it's my understanding that, right now, we recover money at approximately five or six hundred dollars per pupil for federal civil servants who are given the course.

I think the negotiations to allow a recovery for territorial civil servants has not yet been approved, so 90,000 of the \$100,000.00 is recoverable and we're still working on the other ten.

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

**Mrs. Watson:** Mr. Chairman, could the Treasurer tell us if last year you were able to recover from the Secretary of State the money for the French program? Did you have any problem collecting it?

**Mr. Chairman:** Yes, Mr. Williams?

**Mr. Williams:** Mr. Chairman, I understand that we have had no problem in the last couple of years collecting money from the federal government for this particular program.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, regarding the government employees' program, I'm wondering if there is a fee charged for taking that program and does the employee pay that fee and when is this course given; is it during working hours of the employee?

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

**Hon. Mr. Lang:** Mr. Chairman, if my memory serves me correctly, I thought there was a paper distributed to this House approximately one year ago, when the program started. I don't have all the answers off the top of my head, but some employees take it during the day and we have approximately 20 employees throughout the Government of the Yukon Territory taking it through the day. We get costs recovered through the federal government and I believe it's going to \$600.00. It used to be \$500.00 per student, now I think it's \$600.00, in view of the fact that they're off the job.

In relation to night school course, are you inquiring about that as well, or...?

**Mr. Chairman:** Mr. Hibberd.

**Mr. Hibberd:** I was, Mr. Chairman, yes, that would be ...

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

**Hon. Mr. Lang:** In relation to the night school courses the programs put on, the participants are charged a certain amount of money and the difference that it costs to run the program is picked up by the federal government.

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

**Ms. Millard:** Under 'Community Program', \$2,300.00, I'd just like to have some sort of idea what it -- it certainly doesn't seem to be enough to take the French program to all the communities in the Yukon, so it must be for something else.

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

**Hon. Mr. Lang:** Mr. Chairman, a lot depends on whether or not there's an instructor in those particular communities that is capable of teaching the program. I understand this year that we have one in Haines Junction now in progress and I understand that it's going along very well, so a lot depends on the people or personnel available in a particular community because you have to have somebody with the ability of teaching the program before you can put it on, at night school.

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

**Ms. Millard:** Mr. Chairman, just a little more clarity on that, the \$2,000.00 is what, to pay for the night school teacher or to have instruction from the lady that's in charge of the whole French program, or what?

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



**Hon. Mr. Lang:** Mr. Chairman, could the Member point what Primary she's talking about and what program?

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

**Ms. Millard:** There are two Primaries under Community Program, 20 and 41, sorry, maybe that would have explained it if I looked it up, perhaps. No, Professional and Special Services is 20, so ...

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

**Hon. Mr. Lang:** Mr. Chairman, I'm not clear where she is referring her question to. Is she referring to Community Program, teacher training, or ...?

**Mr. Chairman:** Go ahead, Ms. Millard.

**Ms. Millard:** I hope I'm not confused here. We're on Establishment 304, right? Primary 20, under the listing Community Program, 2,000. Under the Primary 41, point three. For a total of two point three under Community Program.

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

**Hon. Mr. Lang:** Mr. Chairman, I don't have the answer to that. I'll have to bring the information in; I have it somewhere here, and I can't find it.

**Mr. Chairman:** Very well, Mr. Lang. Mr. Lengerke, you had a question?

**Mr. Lengerke:** Yes, Mr. Chairman. Mr. Williams gave an answer with respect to the recoveries of the French Language program, and I just wanted to clarify it.

He said he understands that there's been no difficulty in recovering the money. Does, in fact, he know if money has been recovered? I would think that Treasury would know that.

**Mr. Chairman:** Mr. Williams, would you like to comment?

**Mr. Williams:** Mr. Chairman, I've checked with our accounting people and they indicate that they've been making the billings and they've been collecting the money.

I know, for instance, of one case where they have even paid us in advance. It is my understanding that there are no recent problems with regards to the collections.

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

**Mr. Hibberd:** Mr. Chairman, is the post-secondary program, is it a recognized, accredited course for university?

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

**Hon. Mr. Lang:** Yes, Mr. Chairman, it is. Under this particular program, there is monies available for two students to go for post-secondary bursaries

to Francophone universities. At the present time, we have two students out at two universities in Canada presently under this program.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** That's not what I meant, Mr. Chairman. The course, as administered here, is it an accredited course?

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

**Hon. Mr. Lang:** Mr. Chairman, under the post-secondary program in the Establishment here, under Primary 31, there is \$1,000.00; Primary 90 there is \$4,000.00 available. This provides a grant and bursary for two students in the Yukon to attend Francophone universities, so it's not a program that we're putting on here, it's monies available for two students to go out to a Francophone university in Canada to study.

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

**Ms. Millard:** Is the equipment that is available for the French program, is that also available for Indian Languages, or any other language that it may be wanted to use?

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

**Hon. Mr. Lang:** Mr. Chairman, it is available for the use of anybody, and in relation to the lab at F. H. Collins, the native organizations were approached to have a look at the facilities that we had available, to see whether or not they could be utilized and, subsequent to that, we haven't heard back from them, and that was about three months ago.

**Mr. Chairman:** Clear on 304?

**Some Members:** Clear.

**Mr. Chairman:** At this point, I declare a brief recess.

*(Recess)*

**Mr. Chairman:** I now call this Committee to order. We're now on 306, Teacher Training Program, \$100,000.00.

Yes, Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, with the consent of Committee, I'd like to have this held over to Monday. I've got an information paper that's being prepared, and I'll put it into the House on Monday morning, if that's okay with Members.

**Some Members:** Agreed.

**Mr. Chairman:** Very well, Mr. Lang.

We will then go on to 309, Student Accommodation, \$163,100.00. Do you wish to comment, Mr. Lang, before we go into this?

**Hon. Mr. Lang:** Mr. Chairman, I think this is a



pretty straightforward Establishment. This is provisions for the dormitory, dormitories that we have for students from the outlying communities, and at the same time, there is monies available there for a living subsidy and this kind of thing, in relation to students who are not living in the dormitories, when the dormitories are full and this kind of thing, which is what we pay out to the parents, if they have to board their children outside of the dormitory when it's full. So it's fairly straightforward.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, I wonder if the Minister could give us an idea of the number of students involved in this?

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

**Hon. Mr. Lang:** Mr. Chairman, I don't have a figure for the children boarding out, but presently we have approximately 49 students in the dormitories at the present time, and last year I think we had approximately 38.

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

**Mr. Fleming:** Does the Minister — I think I asked this question in the House, actually before, in the Question Period, it's similar. But does the Minister foresee a problem this year in the dormitory being filled, and then quite a percentage of them having to live out in other quarters?

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

**Hon. Mr. Lang:** Mr. Chairman, I answered that question in the House. I said that possibly two or three years down the road, we are going to have to look at possibly living, or building more dormitories, whether it be in Whitehorse or one of the outlying areas, to meet the needs of the outlying communities, but that's a couple of years off.

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

**Ms. Millard:** Mr. Chairman, is there a policy on bringing the children back home for holidays, Christmas holidays, Easter holidays?

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

**Hon. Mr. Lang:** Mr. Chairman, I think I'll have to bring an answer in to that question. I know there are special provisions for Old Crow, and I can't recall whether or not we pay some transportation costs in relation to Christmas. I think we do.

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

**Mr. Fleming:** Yes, I wonder, Mr. Chairman, if the Minister also at that same time could bring in, is there a deduction for any days on which the children do not live in the dormitories, for instance, if they are paid up for a month and they go home for maybe a week's holiday, is this deducted or carried on to their next month or any-

thing?

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding that no, it's not, it's done on a monthly basis in relation to the charge and it's set by regulation, so subsequently the service is being provided in that particular dormitory, so if an individual goes away for a week or two days or three days, it would be very difficult to do the bookkeeping, so subsequently they would have to pay the monthly charge, which is very minimal.

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

**Ms. Millard:** Mr. Chairman, is it possible for a child, say, who from Dawson where Grade 12 is available, wants to move to Whitehorse to spend Grade 12 here because of availability of better courses, or something, could that person stay in the dorm under these circumstances?

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

**Hon. Mr. Lang:** No, Mr. Chairman, the policy of this government is that if they provide the grades in a particular community, they expect children to go to that school. The concept is to try to keep the children at home as long as possible.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** That somewhat answers my question, Mr. Chairman.

Some years ago, there was considerable difficulty with the policy of the Education Department, in that many children were being forced to live away from home to acquire their education, which resulted in considerable difficulties.

I'm wondering now if it is the policy of the Department of Education to encourage the students to be kept at home, as much as possible?

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

**Hon. Mr. Lang:** Mr. Chairman, my understanding is that it has been the policy of this government for approximately ten years to upgrade all our school facilities in the outlying areas and try to provide as many grades as financially as possible, within financial reason, in order to keep the children in the communities.

I think that if you go throughout the Territory and look at the various facilities we have, I think you'll agree that the government is doing everything they possibly can to try to keep the children in their communities rather than sending them to some other community to further their education. Also at the same time, the financial implications have to be taken into account in relation — especially when you get into the secondary grades, because you need three or four teachers in specialized areas, say from grade nine on, to provide the program.

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

**Mr. Fleming:** Yes, Mr. Chairman, due to a little,



there was a mix-up last, I think it was last Spring, regarding the dormitories fees and the Minister has answered my questions saying that you pay by the month and whether you use it or you don't use it, you've paid for it. Now, I'm a little bit concerned because I do not believe that this was the policy last year.

I wonder if the Minister could just bring in the policy, if he is correct, in this regard, because somehow or other it seems as if the child was not there for a certain amount of days and they allowed that back, but they didn't allow all of it and that's where the mix-up came.

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

**Hon. Mr. Lang:** Mr. Chairman, I'm certain, I'm pretty sure that I was correct in the answer I gave the Member, but I'm prepared to bring a written reply back in.

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

**Ms. Millard:** Mr. Chairman, the Minister has mentioned a possible expansion program in the dormitories and I'm wondering if it might be considered to expand, rather than in Whitehorse, expanding things in Whitehorse, to say, build smaller places in other communities where those grades are available.

For instance, if people coming from Old Crow could go to Dawson instead of to Whitehorse, because they are having a very difficult time adjusting, of going from a small community like Old Crow, coming down to Whitehorse where it's a total urban impact on them. I believe that the impact coming to Dawson would be far less and we would show much greater recognition of these problems if we were planning to build, say in Dawson, instead.

Of course, this goes along with my decentralization opinion as well, and I think it probably could work out financially that it would cost less in travel and certainly in juvenile delinquency problems and sending children back home. A lot of children were sent back home last year from Whitehorse to Old Crow because they couldn't cope with Whitehorse. And I believe they could cope with Dawson.

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

**Mr. Lengerke:** Yes, I was just going to comment with respect to the travel at holiday time. It's my understanding that YTG doesn't have a policy, but I think there's some confusion where the Status Indian children, they get their travel paid. But I don't think we've got a program with respect to that, but I could be wrong.

**Mr. Chairman:** Mr. Lang, do you wish to comment?

**Hon. Mr. Lang:** Mr. Chairman, I said that I'd have to check on that, because I'm not too sure in relation to that particular question and I'll get an answer for you.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, while the Minister is acquiring some of this information, possibly he could give us more information regarding, are some of these students moved from their homes because of denomina-

tional schools?

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

**Hon. Mr. Lang:** Mr. Chairman, to my knowledge, no. It has nothing to do with it. It's just a case of need, as far as I know, not in relation to religion or whatever.

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

**Ms. Millard:** I'd still like to hear the Minister's comments on the possibility of expanding in the smaller communities, rather than in Whitehorse.

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding that this would happen, I said maybe two or three or even four years down the road. And probably there'll be somebody else sitting in this Chair at that time and I would suggest that, who is ever in this position would take it into very serious consideration. I don't disagree with what the Member says.

Also at the same time, the government is going to have to look at all the financial ramifications as well, instead of looking at say two or three people to take care of the dormitories. If you have one in Whitehorse, one in Dawson, you might have to have two or three people employed in that situation. All these things would have to be taken into account and I would say, I would suggest that it should be given serious consideration because I don't disagree with what the Member said.

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

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

**Hon. Mrs. Whyard:** Mr. Chairman, it seems to me that we're getting into an area here which involves a federal department, which makes the policy for Status Indians, residential accommodation and so forth, and, in the years that I've been in this Territory, I've watched the pendulum swing to each side twice, I think now.

Originally, they had, as all of us know, because of the lack of schools in some small centres, the children were taken into residential schools.

Then, with the construction of schools in smaller centres, they were returned to their homes, except in those places where the additional advanced grades were not offered, or in cases where the home was judged not a suitable place for the child to be while attending school. It depends on interpretation of federal Indian Affairs policy who goes where, and this is now again being done a further step in consultation with the Band Council, who determines which children shall go from that community to what residence at school time.

It's not a simple matter to stand in this House and say, yes, we will build small dormitories there or there, because it effects a very complex situation.

Some years ago, I was approached by a parent in Old Crow, who was most anxious that the children in her family not have to go into a large, federally operated residence in Whitehorse to attend secondary school, and my suggestion at that time was that it would be preferable to have such native parents hired as group home



parents in the larger centre where the secondary grades had to be offered at that time, to act as house parents for the children from their community, because they have a much greater grasp of what is required, and would be providing a much more natural and home-like situation for those children, at what I thought would be considerably less cost than under the present system for very large hostels.

For some reason or other, this failed to materialize and you cannot fault our Department for that one.

I think that we are now seeing the end of two large residential situations, and we have seen one large student residence vacated and turned over to Yukon Indian groups, and the numbers, I am sure, are going to gradually diminish in the other one across the road, because of the increased, and more competent school services being provided in each local area. I hope so. Because I think all of us agree now that it's preferable to keep a child at home in his own environment and atmosphere to attend school in his own home community, if it's at all possible.

Even if the home conditions aren't supportive, there should be alternative facilities in their own community for those children, and not have to be taken several hundred miles away because of that reason.

I would just like to say that 20 some years ago, when I first arrived in this Territory, the church sponsored all residential accommodation for Indian children who were brought in groups, so that they could have schooling. This was transferred to government, and so far, there is very little vestige of any Christian ethical background in any curriculum that I see in the Territory, and maybe the speeches I've been listening to recently from educational conferences and workshops on problems with juveniles and adolescents, who are saying, "Why is nobody giving our children any such instruction?" We may be getting back to some of that again.

I don't know, I am just rising on the point regarding the residences, Mr. Chairman, because I would like to just say that the sooner we get out of the big government hostels the better, but I would like to see some decentralization in the form of housing in the areas where it's needed for such students.

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

**Ms. Millard:** Mr. Chairman, I heartily agree and I would like to assure her that I'm not only pressuring the Territorial Government for decentralization, but Indian Affairs, as well.

I've just been yesterday discussing this with Indian Affairs Branch, the possibility of hopefully closing down the Indian hostel, and having very small places within their own community, if necessary, or within a close-by community for these children, and again, I think this is an area where there could be some government cooperation, where the Territorial Department could get together with the federal Department and have some kind of cooperation for the sake of all Status people, whether they are non-Status or Status.

It would be a great step forward. I think that — I wanted to ask the Minister if there is a choice for the child. If a child from Old Crow, for instance, would rather go to Dawson than to Whitehorse, would the Department pay his room and board in Dawson, in a private family, and would that room and board be suffi-

cient to make it worthwhile for a family in Dawson to — I mean, they don't need to make a profit, but would it cover a private family's expense, and would the Department have that choice available for the student, rather than having to come to Whitehorse?

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

**Hon. Mr. Lang:** Mr. Chairman, I'll have to bring that information in. I do know that we have some Status Indians staying in the dormitory, but, in relation to non-Status, I really don't know, but Status Indians, we do have some and we recover the money from the Department of Indian Affairs and Northern Development.

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

**Mrs. Watson:** Mr. Chairman, I said non-Status Indians staying in the hostels, not in the dormitories, in the hostel, right, and how much do they charge us for those people?

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

**Hon. Mr. Lang:** Mr. Chairman, I would have to bring in a reply to that, I really don't know.

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

**Mr. Chairman:** Yes, Mrs. Whyard.

**Hon. Mrs. Whyard:** Just a question, perhaps the money men over there could assist. When a parent had to pick up the costs of dormitory or residential care for their children attending school away from home, is there any income tax exemption allowed for such things?

I know there are new and broader aspects now for day care charges for working parents, for example, but, is there any relief at all for parents who have to pay the charges for their children to board away from home? Does anyone know?

**Mr. Chairman:** Do you wish to comment, Mr. Williams?

**Mr. Williams:** Mr. Chairman, I was just going to say, not as far as I'm aware, that type of expense is non-deductible the last time I was engaged in the income tax area.

**Mr. Chairman:** Is it Committee's wish that we stand over 309? For that information from Mr. Lang?

**Some Members:** Clear.

**Mr. Chairman:** Clear on 309?

Three thirteen. Special Educational Programs for Exceptional Children, \$556,200.00.

Ms. Millard.

**Ms. Millard:** Well, I believe the Minister probably has a statement and I'll wait with my question until he's finished.

**Mr. Chairman:** Very well Mr. Lang.



**Hon. Mr. Lang:** Mr. Chairman, there's a few points I'd like to point out in this particular Establishment Under the Special Services Primary 20, you see 21.4 dollars allocated in this area. I'd like to point out that 6.4 of that is for the evaluation fees for children referred outside to specialists. And also there's \$15,000.00 sitting there for fees for children receiving training in the institutions outside of the Territory, for an example, the Winnifred School in Edmonton.

I would like to say that it's my understanding that one or two of the people that we used to have to pay costs for to go to outside institutions have come back with the initiation of the rehabilitation centre. I'm not too sure on the numbers, but I understand that one or two people did come back so the Rehab Centre is definitely serving a real good purpose.

Under Primary 31, you see 4.0 in Special Services and this is for travel for non-government employees, the mother or a professional escort to take the child out for referral.

Under the Yukon Association for the Mentally Retarded, that program there, this is an agreement that has been in effect for two or three years, where we pick up the deficit for running that particular class through the year.

I think that's all for now, Mr. C Chairman.

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

**Ms. Millard:** Mr. Chairman, I'd like to know if there's a Green Paper being prepared on this and are we going to be getting it this Session if there is?

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

**Hon. Mr. Lang:** Mr. Chairman, we're reviewing the whole area of Special Education, as I mentioned earlier in debate when we were on, I think, 302. And whether or not it will be prepared for this Session, I don't know.

They're working on it right now and whether or not I'll be able to provide it by the end of this Session, I really don't know.

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

**Ms. Millard:** Mr. Chairman, I find it very awkward to pass a half a million dollars without knowing what's going to happen to it when the policy's obviously been rather confusing in the special education part. In the Supplementaries it was transferred to 302, why wasn't this, why didn't this occur again here?

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

**Hon. Mr. Lang:** Mr. Chairman, what occur?

**Ms. Millard:** The transfer of these funds to Establishment 302, which is what occurred in the Supplementary.

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

**Hon. Mr. Lang:** Mr. Chairman, in relation to the number of man years that we have provided for this particular Establishment, as I was speaking during the debate on the Supplementary, I pointed out that in many

cases it is very difficult to define how many hours a day a teacher is working Special Education, if they're working an hour or two hours a day of whatever. So, subsequently, these people here, these man years here are reserved for Special Education classes where kids that really are having problems have to be taken out of the classroom situation and dealt with in a specialized manner.

In the other complement 302, some of those teachers are working in what you would term Special Education, maybe for an hour or two hours a day, where children are having problems in particular areas. So it's a very hard area to define to try to break away from 302 to 313.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, I understand from the Minister that the basic policy regarding the handling of these exceptional children is undergoing a change.

I would like to know from the Minister how many classes are actually on the old basis, as exclusively containing these exceptional children, and how much is gone towards the integration of these into the normal school system?

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

**Hon. Mr. Lang:** Mr. Chairman, I'll have to bring in the information that the Member is requesting. I don't have it here in front of me.

All I do know is that, and I think I stated it when we were discussing supplementaries, is that the way I understand it is the concept of isolating children because they have special problems has completely reversed itself, and the educators of today, across North America, are advocating the concept of integration, of what they term mainstreaming, where they put a child in the normal classroom situation, but may take him out for one or two or three hours a day where they are having special problems in particular areas.

Except for the children that really are having problems where there is no other way but they have to be put off by themselves, and I think it should be pointed out, Mr. Chairman, that it's a very difficult area to estimate for, because one year you may have four or five families, say, within Whitehorse who have kids with problems, with speech impediments and this kind of thing, that have to be dealt with, and the following year they may move away, so subsequently there's no reason for the class the following year, so it's a difficult area to budget for, depending on the people coming into -- especially into Whitehorse, for these special -- for us to provide these special classes if there's a need.

I do know that we had one class for the, I think they referred to it as the -- I forget the name of the particular class, but I do know they had it for one or two or three years, and subsequently the families moved away, taking care of these four or five or six children, and there was no need for that class.

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, I am wondering in this integrated classroom situation that the Minister is describing, if he was going to be bringing information forward regarding it, if he could tell us in this integrated



situation, how many teachers and how many teachers' aids are in the actual classroom?

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

**Hon. Mr. Lang:** Mr. Chairman, I'll see if I can bring that information in.

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

**Ms. Millard:** Well, Mr. Chairman, I'd really like to reiterate that I find it very confusing to be talking about a half a million dollars, when we don't even know really, where it's going to go. I find the policy which was reflected in the supplementaries to put it under the General School Population, the general school teachers' budget, disturbing, because I think some people would agree that to treat handicapped people as being in the integrated -- to treat them in an integrated situation is not at all fair.

It may look nice on the surface, but I think that there were reasons why this separate Establishment was established in the first place, and now we seem to be having difficulties changing that Establishment into going back to the old way type of thing, and I wish we would know, anyway, which way it's going to go.

I would really like to know before I would vote a half a million dollars, whether I feel that the children are going to be receiving any benefit from it.

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

**Hon. Mr. Lang:** Mr. Chairman, I think the Member misunderstands what happened in the supplementaries. We still have a special education area in the Department of Education, and like you're voting on an establishment here, that is going to be special education, like for an example, with the Yukon Association for the Mentally Retarded and this kind of thing, it's been ongoing for years. These are special classes, and this is what the money is designated for, and this is what it will do.

The only thing I would like to add is that in the area of special education, I understand it's very difficult to get qualified, experienced teachers in these particular areas. They're in demand throughout Canada, throughout North America, for that matter, and it's very difficult to get teachers in this particular area to come to the Yukon, because they're in demand throughout North America.

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

**Ms. Millard:** Just a comment. We may have a nice little piece of paper here saying Establishment 313 with a certain amount of money on it, but in the supplementaries when it came out, most of that money was put under 302, so you really can't -- whether you say it's here on paper or not, doesn't actually mean that money's going to be spent in that direction, and that's what I'm afraid of, and I really have great qualms about passing this Section without the Green Paper.

I think we're asking again to approve something. Here we've got a reduction from 22 man years to 18, are these really going to be used fully? What is the situation, and I think we're asking the impossible for us to approve

something where we don't even know which direction it's going in.

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

**Hon. Mr. Lang:** Mr. Chairman, I'll bring in the general policy of integration or what they term 'mainstreaming'. I'll give you the general outline of what it's supposed to do from an educator's viewpoint, but at the same time I think you have to remember last budget session, I explained that we had 22 man years in this particular establishment, and that we were having trouble in relation to designating what was a special education teacher and what wasn't.

So, in my estimation, this proves exactly what is -- who is actually directly involved on a full time basis in the area of special education, as compared to teachers that are maybe spending one or two or three hours of the school day in the area of special education. We've tried to separate the two.

As I said, it's a very difficult area to define between the two.

This is what we've attempted to do.

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

**Ms. Millard:** Just one last comment. I'll just repeat, I'm asking for the Green Paper not for papers on isolation or integration or anything else. If it's in the works, I think there should have been plenty of time to be able to bring it to this Session; if not, then at least some promise of having it throughout the summer some time so we can read it.

I know it is fairly lengthy and complex, and I think that we should be able to make some decisions on it, even if all it means in November is that we make some comments on the Green Paper, but I would like to know more about it.

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

**Hon. Mrs. Whyard:** Mr. Chairman, there was some reference a few moments ago to whether or not numbers of such children requiring special facilities would increase and I, from my side, would expect that this would be the situation, because this government is providing improved services for such families.

We have added a full-time speech therapist on the Territorial Health side in the past year, who works with many of these children, as you will see in the reports which are coming later.

We have opened new facilities for a sheltered workshop and training for vocational teachers for some of these older children. There are families who normally, or formerly, would have had to leave the Yukon because they had a child who required these services, and did leave the Yukon reluctantly because they had to seek help somewhere else for those children, and now they are able to stay here because some support services are being added.

I always rise on this particular subject, Mr. Chairman, when I see the heading, "Programs for Exceptional Children", to say that in my opinion exceptional children are also found at the other end of the scale and I always ask what special facilities we have for the gifted and brilliant student in the Yukon, and I don't know that



there are any aside from dedicated teachers who try to give those children enough to keep them satisfied and stay in the system rather than getting bored.

But I would like to say, apropos of this vote, that it's most rewarding to me to see that the Yukon has one nominee at the Pearson Memorial College out on Vancouver Island and I think that we should be very proud to have that representative from our schools.

**Mr. Chairman:** Thank you, Mrs. Whyard. Mr. Lengerke?

**Mr. Lengerke:** Yes, Mr. Chairman, some of my questions have been answered already, but one thing I wanted to know, and if the Minister is looking up some numbers, how many students are involved in this situation? Have you got a number for that? I would like to know the ratio there.

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

**Hon. Mr. Lang:** Mr. Chairman, I don't have the statistics here. The way I understand it, depending on the class and the problems the children are having in the area of real specialized education is roughly maybe 12 to 1, 10 to 1, sometimes maybe 15 to 1, depending on the number of students.

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

**Mr. Lengerke:** I would also like to know, maybe it's too difficult, but how many classes, in how many classrooms is this kind of thing actually going on? Is there a special case in almost every class in Whitehorse, say, or, you know, what's that kind of ratio?

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

**Hon. Mr. Lang:** Mr. Chairman, if I understand the Member correctly, he wants to know how many classrooms within Whitehorse that this is actually going on? I would have to bring that information here.

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

**Mr. Hibberd:** Mr. Chairman, getting back to where I was regarding the transition, and I realize the Minister is bringing in this policy paper, but I do want to voice my concern about the shifting from the special classroom to the integrated classroom.

In order for that system to work, it is essential that there be several teaching aides, or such persons, in the classroom. In other words, the system cannot work if it's just in a regular classroom with a teacher there. They still require several people in that classroom for this new system to work, and I would like to be assured that this is what is going to actually happen there, with that program.

I would also like to know, from the Minister, what are the qualifications of these teachers?

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

**Hon. Mr. Lang:** Mr. Chairman, he's asking questions I don't have answers to. I'll have to bring in the

answers.

**Mr. Chairman:** Very well.

Is it Committee's wish that we stand this over until this information comes back?

**Some Members:** Agreed.

**Mr. Chairman:** Item 314, Post-Secondary Grants and Bursaries, 221,000.

Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, it has been brought to my attention, I don't know what has happened since this in the last while, but I do know that there was some concern on the part of the students going out for a post-secondary education, the grants were becoming very inadequate for their needs, and I am wondering if they have been readjusted upwards?

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

**Hon. Mr. Lang:** Mr. Chairman, in order to readjust them upwards, we have to bring the Legislation in. And it's possible that maybe in the Fall Session we will be bringing in that particular piece of Legislation. We're in the stages of reviewing it now, an update.

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

**Ms. Millard:** Mr. Chairman, since one of the criterion for the eligibility for bursaries and grants, especially on a regular basis, is that the student come back and be employed during the summer, I'm wondering if there's any encouragement beyond Manpower Summer Student Employment in the Yukon Territorial Government, a policy of employing students back within this system during the summer?

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

**Hon. Mr. Lang:** Mr. Chairman, there is a policy in relation to hiring summer students from the Yukon. And we try to do it anywhere possible. I don't have the policy manual in front of me, but it is in the policy manual, if you look it up.

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

**Mrs. Watson:** Mr. Chairman, it's not only in the policy manual, but I believe it's in the Public Service Commission Regulations. But I'd also like to make a comment on that, that last summer there was several instances where people were looking for part-time employment or casual employment with the Territorial Government and priority was given to students over people who were the sole provider for a family. So I think that students should be given consideration, but there has to be some obligation to the breadwinner too of a family. In the cases that I was aware of last summer, the student got the position and it became a very, very sensitive area, and I would hope that the government uses their discretion in this situation, particularly when we're into an area of quite high unemployment this summer.



**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, there had been some abuse of this in the past, regarding the residence qualifications. What are they now?

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

**Hon. Mr. Lang:** Mr. Chairman, it's in the Legislation and I'd like to bring in the Legislation and read it to the Members so that I'm certain of what I'm saying. You know, you have to be in the Yukon, a graduate of our system, and have lived here for a year. I'd like to bring it in to make sure, and I could read it to them, if you like.

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

**Hon. Mr. McKinnon:** There were abuses up to several years ago and the Bursary Loan and Scholarship Committee got together and they tightened up the regulations and, I believe, that was in the area of about two years ago and they are in the regulations, the new ones, that it was -- what we were having, and the Yukon was becoming famous all over Canada, that people could come up for a summer to work and then get four years of university paid on behalf of the Yukon taxpayers. It was becoming quite a common occurrence that we were flooded with people in the summer that were looking to the government of the Yukon to be paying their way through university. The Loans and Scholarship Committee, which I might say is probably one of the most unsung committees in all of Yukon administration, they do an efficient and extremely competent job and I think to date, out of the probably thousands of people now that they have helped with loans and bursaries, I think they have received something like five letters of thanks from the people that have gone through university on this program.

But, anyway, they did tighten up the regulations and all of the abuses that we have heard of to my knowledge have been stopped in the last few years.

**Mr. Chairman:** Clear on 314?  
319, Recreation.

**Hon. Mr. Lang:** Mr. Chairman, on Vote 3, here, on Monday, and I'm just wondering if Members want to hold this particular Establishment over, because I think the Legislation should be discussed with this Establishment, if this is the way Members want to proceed. The regulations were just handed out this morning and I don't think Members have had a chance to go through and it would give the weekend -- over the weekend they could have a chance to see how the regulations would relate to the legislation that's proposed.

**Mr. Chairman:** Is it the wish of Committee we hold this over until Monday, 319?

320, Administration, Vocational and Apprenticeship Training, \$53,900.00. Mr. Lang, do you wish to comment?

**Hon. Mr. Lang:** Mr. Chairman, this Establishment is for the, to provide for the Director's salary as well as his clerical help.

**Mr. Chairman:** Clear on Item 320?

**Some Members:** Clear.

**Mr. Chairman:** Yukon Vocational Technical and Training Centre, \$38,900.00.  
Ms. Millard.

**Ms. Millard:** Mr. Chairman, I'd like a breakdown of the Community section. Does this include the Blade and Linc course?

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

**Hon. Mr. Lang:** Mr. Chairman, that is the Blade, Linc and Life Skills costs of that program.

**Ms. Millard:** Just to clarify, there are no other expenses in that section?

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

**Hon. Mr. Lang:** Possibly Treasury can correct me if I'm wrong, but it's my understanding that that is the monies for that particular program, and I think that, in speaking to this particular Establishment, I think it clearly, the format that the budget has been presented, definitely gives a good idea in relation to the programs being offered.

I think this page is probably one of the better ones, in relation to showing just exactly how costs are being allocated. I think it clarifies the picture considerably in comparison to last year's way of presenting the budget.

I don't know if Members agree, but I do think that ...

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

**Ms. Millard:** Further on the Blade and Linc course, when a teaching instructor from the communities is sent in to be trained for the Blade course, does this come under the community section of this budget, or under the training allowance section?

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

**Hon. Mr. Lang:** Mr. Chairman, it would come under the community section of the budget rather than the training allowance. Training allowance is the subsistence that is given by this government to people taking various vocational courses.

This represents about a third of the costs of subsistence to people taking vocational courses. The other two-thirds is picked up through Manpower. It's allocated on spaces, the Y.T.G. may pick up four spaces in a particular program, Manpower may pick up six, and they pick up that cost, so actually when you see \$268,000.00 for training allowances, that represents really only one-third of the costs being provided for subsistence. The Federal Government, through Manpower, picks up about two-thirds.

**Mr. Chairman:** Clear on 321?

**Ms. Millard:** Further on Blade and Linc, I see we're spending \$460,000.00. I've been after an assessment



which was sort of promised a year or so ago on this program. The last response I've had is that a gentleman from Saskatchewan may be coming up.

Is there money in this budget for this, for an assessment to pay the man from Saskatchewan or whatever has to be done to assess the Blade and Linc program so that everyone knows where they're at with this program? Is there money in the budget to assess it, the program?

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

**Hon. Mr. Lang:** Mr. Chairman, we'll find whatever money is available, if we can get an individual.

I have informed the House here approximately a week ago that we were looking to Saskatchewan to see whether or not they could provide us with an individual to do an objective analysis of this program, and unfortunately they said they could not send someone, and we are discussing the possibilities with Alberta at the present time.

In relation to an assessment, I did give an assessment that was done by the people involved in the program itself, but it's a very subjective approach because, naturally so, they're involved in the program and I really don't think it's fair to ask them for an assessment.

I think that you have to get an outside objective view of that particular program.

I would like to say that in this particular program, you know, last year I believe there was 190 individuals in this particular program, and the last figures I saw, if my memory serves me correctly, was 119 people taking part in this particular program. So obviously it's fulfilling the needs that it was designed to do, and subsequently in a year or two it should be phased out and may possibly be modified or whatever.

At the same time, it's my understanding that some of my Department officials were approached verbally that the native organizations may be interested in running this particular program themselves, so if they were to take on that responsibility they would be responsible for the program itself as well.

So, this is up in the air at the present time, but I understand that they have been approached verbally.

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

**Ms. Millard:** Just as a comment in case someone is reading this two years from now. I'm not criticizing the Blade and Linc course, I'm looking forward to an assessment because I think it will be positive. There was a lot of criticism in this House a year or two ago about the course, and it was never defended, and I feel it should be and I certainly want to be put on record as defending the course.

It's an excellent course in places like Old Crow and certainly in Dawson, there's a tremendous improvement in the education level of older people who have never been able to read their correspondence or to add up their light bill properly. And it's been excellent in bringing a greater amount of education to the communities and I'd like to see that supported.

That's why I'm trying to get an assessment of it because I feel it will be good, and it's a necessary program. I'm hoping the money is found. I do feel a little reluctant when the Minister says, "Well, we'll find the

money somewhere". I still would like to know where it would be shown in this budget that the assessment is going to take place.

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

**Mr. Berger:** Thank you, Mr. Chairman. I would just like to make one comment before the Minister spends any money on assessing things, maybe he could fix the toilet in the school in Dawson first in the Blade program.

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

**Mrs. Watson:** Mr. Chairman, I wonder if it would be too much to ask the Minister to give us information on how many community courses you are proposing to sponsor this year, and how many of those spaces that the Department of Manpower is going to be buying, and how many does YTG have to pay for?

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

**Hon. Mr. Lang:** Mr. Chairman, there is presently twelve areas in the Yukon that is where the Blade, Linc and Life Skills Program is going on, and I would suggest it would probably go on in the oncoming year. Mr. Chairman, what was the second part of the question?

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

**Mrs. Watson:** And how much of the cost of the programs will the Department of Manpower be picking up.

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

**Hon. Mr. Lang:** Mr. Chairman, it's my understanding of that \$460,000.00 cost of that program, we are picking up in the area of 4 per cent of it and Manpower's picking up about 46 or 56 per cent.

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

**Mrs. Watson:** Mr. Chairman, I would certainly like to go on record for when somebody reads it two years from now.

*(Laughter)*

**Mr. Chairman:** I don't think you have any problems there, Mrs. Watson.

**Mrs. Watson:** Who would bother. But, I would really feel that a very thorough assessment needs to be made of this course and this program.

I think that the Minister was quite correct in saying that we have to assess these things on a continuing basis. Just because it was good two years ago doesn't mean that it's fulfilling the function that it was supposed to be and at the same level, and the same type of program, and I think that we are spending and wasting money. I think that there are a lot of kinks in that needs straightening out. I think that we could save quite a great deal of money and I would agree, though, with the Honourable Member, that it's really quite vital that we have this assessment done. And it would be very vital maybe, if we had somebody there checking the



attendance of the people who are being paid for attending. That might save us a little money, too.

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

**Hon. Mr. McKinnon:** Mr. Chairman, knowing that no one will read the record of this debate a few years from now, I'd like to rise to defend the Honourable Minister of Education against the vicious attack made upon him by the Member from Klondike of accusing him of not fixing the toilets in Dawson City. I'll have this House know that I went through two successive Ministers of Education trying to get the showers fixed at the FH Collins School. It was only when the present Minister incumbent swept into power that the showers were finally fixed.

*(Laughter)*

**Mrs. Watson:** He must have taken to using them.

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

**Ms. Millard:** Mr. Chairman, levity aside, I'd just like to go on record, for two years from now, serious record, to state that, to answer the Member from Kluane, that anyone attending the courses who is being paid and doesn't attend is deducted those days. It's the same thing as going to Vocational School and I think it's a fair method.

I think the statistics that we had last Session showed an 80 or 90 per cent attendance, something like that. It was respectable. Is that not true?

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

**Hon. Mr. Lang:** I think the Honourable Member from Klondike wants to say something.

**Mr. Berger:** Mr. Chairman, I would like to assure the Honourable Member from Whitehorse North Centre, I had no intention in attacking the Honourable Member from Porter Creek on this thing, but there's twelve people or fourteen people sitting in a place and there's no washroom facilities in that place. Any other private place that has to — that wants to open and go into business is required by certain health standards and all sort of other inspectors to have those things. The only reason I'm asking, is somebody is going to look into this thing. And not only does, like it's happened, some person from Whitehorse drove up to Dawson to look at it and drove away again. And there's still no washroom.

**Mr. Chairman:** I know it's not your intention, Mr. Berger, to attack the Minister of Education. It's a dirty business your're dealing with.

*(Laughter)*

**Mr. Chairman:** Mr. Hibberd?

**Mr. Hibberd:** Mr. Chairman, I like the Minister not to get carried away by the commendations of the Member from Whitehorse North Centre. I would like to point out, request of the Minister that, now that the shoers are working, would he please get the lights

fixed?

*(Laughter)*

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

**Hon. Mr. Lang:** Mr. Chairman, I'm glad to see that nobody's attacking me this afternoon and knowing, like my Honourable Member to my left here, that nobody will be reading these debates two years from now, I would like to go on record to say that I will look into it.

**Mr. Chairman:** We appreciate that, Mr. Lang. I'm sorry, Mrs. Watson?

**Mrs. Watson:** Mr. Chairman, we have a new lingo, what are, or new to me. What are hard trades and soft trades?

**Hon. Mr. Lang:** Mr. Chairman, it's divided specifically to show — in reference to hard trades, that's in reference to welding, the welding that's offered, in reference to carpentry and this kind of thing. The soft trades are in reference to the secretarial programs, the CNA programs that are put on at the Vocational School. It's heavy construction versus the commercial programs and this type of thing.

**Mrs. Watson:** Mr. Chairman, in the amount that he's budgeting, how many courses are you anticipating, are you budgeting for? We're getting it broken down, but we don't know how many courses you're planning for each of the trades, the hard and soft.

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

**Hon. Mr. Lang:** Mr. Chairman, if the Member wants, I'll bring in a list of each particular program that we're offering in the Vocational School.

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

**Mrs. Watson:** Mr. Chairman, I don't want the complete list, I would just like to know how many courses you're budgeting for in both of the trade areas, and also in the community courses, the numbers?

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

**Hon. Mr. Lang:** Mr. Chairman, I don't know if Treasury has those statistics, I don't have them with me. I do know that in the community courses there is twelve communities that will be taking the program. In relation to the other two areas of concern, I will have to get those statistics.

**Mr. Chairman:** Mr. Lang, am I correct then in saying that some of these statistics have already been put into Committee last week?

**Hon. Mr. Lang:** No, not in this particular area, Mr. Chairman.

**Mr. Chairman:** All right. Item 321. Yes, Mrs. Watson?



**Mrs. Watson:** Mr. Chairman, on the Dental Therapy program, how many therapists are we sending, are we training every year?

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

**Hon. Mr. Lang:** Mr. Chairman, the way I understand it, there are spaces available for four Yukon students to take that program. At the present time, due to unforeseen events, we have five students there at the present time, taking the program.

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

**Mrs. Watson:** How many of the Yukon graduates are now working in the Yukon as Dental therapists?

**Hon. Mr. Lang:** Mr. Chairman, I'll have to bring that information in as well.

**Mr. Chairman:** 321, clear?

**Some Members:** Clear.

**Mr. Chairman:** Mr. Hibberd, will you take the Chair, please?

Establishment 322, Adult Education, Night School and Continuing Education, \$66,900.00. Ms. Millard?

**Ms. Millard:** Mr. Chairman, I don't see any increase in man years, but there's a tremendous increase in the primary and ten to twelve wages and salaries. Is that because there's going to be an increase in night school people giving courses at night school, but not registered on the man years section?

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

**Hon. Mr. Lang:** Mr. Chairman, this is consistent with the supplementaries. We had underestimated the amount of monies that we would accrue to this government in relation to putting on night school courses for the participants, the costs for taking the programs.

I think that last year, with the supplementaries, I think that we recovered in the area of \$45,000.00. You can correct me if I'm wrong, and this year we're estimating \$50,000.00 so there's not going to be a real noticeable increase, we don't think, this is roughly what we're estimating.

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

**Mr. McCall:** I don't know if this is a proper question to ask, Mr. Chairman, but I wonder if the Minister could advise me as to the courses going on in the outlying communities in comparison to here in Whitehorse, facilities, you know, being considered at the same time.

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

**Hon. Mr. Lang:** Mr. Chairman, I'll have to bring in that information as well.

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

**Mrs. Watson:** Mr. Chairman, I thought maybe the

Honourable Member from Klondike might bring it up, but I'm going to if he doesn't. I refer, this is the area where the air brake course is in, right?

Well, Mr. Chairman, is this the area where short courses such as the air brake course would be?

**Hon. Mr. Lang:** Yes, Mr. Chairman, this is the area that this would be under.

**Mrs. Watson:** There's a requirement for people if they want a certain class of licence, I'm not sure what it is — I'm sure the Honourable Member from Pelly — they must have the qualifications in the air brake course. What class of licence, driver's licence?

**Mr. McCall:** I think, Mr. Chairman, that's P.S.V., Passenger Service Vehicle, I believe, isn't it, class five, I believe.

**Mr. Watson:** Mr. Chairman, it's going to be mandatory to have this course in order to qualify for this licence.

**Mr. McCall:** I believe, Mr. Chairman, that you have to have your licence duly authorized by the Vehicle Branch in order to be able to use it with air brakes. It's got to be authorized, you have to take the course, it's mandatory as far as I understand, in the regulations.

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

**Hon. Mr. Lang:** Mr. Chairman, I think there is a misunderstanding here. It is not mandatory to take the course. One does not have to take the course. If they feel they are proficient enough in that area, they can write the exam. They don't have to take the three day course that's being offered by this government. It is optional, it is up to the individual involved whether or not they want to take the course in order to go for their licence, or else they can just write the exam.

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

**Mr. McCall:** In accordance to regulations you cannot operate under a class five vehicle licence without having that air brake authorization. In other words, it's mandatory. It's right in the regulations.

**Mr. Chairman:** I think that's what the Minister said.

**Mr. McCall:** Oh, I'm sorry.

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

**Hon. Mr. Lang:** Mr. Chairman, what I am saying, it is optional whether you take the course or not but you still have to write the exam in order to qualify for the, I think it is, the number five licence.

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

**Mr. Berger:** Yes, Mr. Chairman, I disagree with the Honourable Member from Porter Creek. I took that course in Dawson and I would say there is roughly about thirty people up in Dawson who would completely disagree-



ree with him because we were not informed that you did not have to take the course. We were told there was a course on and without that, you cannot get you licence endorsed.

If you didn't get you licence endorsed, starting April first, your driver's licence was no longer valid. So everybody in Dawson took that course and paid \$46.00 for it, except government employees. Government employees get theirs paid for by the government.

This is what the biggest objection was in Dawson on this particular thing. I found out afterwards that there seems to be some change in mind, some place in the government administration that you really didn't have to take the course but at that particular time, there was no such information available.

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

**Hon. Mr. Lang:** Mr. Chairman, I don't know what the particular case in question but my understanding is that the program was put on in view of the requirements under law by April first of this year. It was put on to accommodate the public, the private sector, the public as well as government employees to make this change in relation to the requirements for work.

It is my understanding that if -- you can write the exam, if you pass it, you get your air brakes course -- your qualifications. If you are not too sure -- or you want to take the course, the course is optional, it is there. You have to write the exam.

This is my understanding of this. If the people in Dawson City were not informed of that, it is unfortunate because my understanding is that it is optional. You don't have to take the course. You have to write the exam in order to change the qualifications for your driver's licence.

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

**Mrs. Watson:** Mr. Chairman, I can't get into that argument. I have a different aspect that concerns me. The fact that it is mandatory though, and there are people in the communities in the Yukon who can't all come to Whitehorse to take the course.

Now, the Territorial Government did go to certain centres within the Yukon to put on a three day course but I think they shouldn't have only gone to certain centres, they should have gone to every centre where there was anyone who wanted to take it or if it wasn't worth while to put on the course for one or two people, then they should at least give them subsistance because what happened, where there were a minimal number of people, they transported all their own employees to a central area, paid their hotel, paid their transportation, paid their fees and the few private enterprise people in the small community were left out in the cold. They are going to have to come into Whitehorse or they would have had to go and pay the whole shot.

I think that the government should be very careful and make every effort possible when such a thing is mandatory, to get out to the communities so that everyone has an equal opportunity to take it.

Now, as Fred says, all people who took the course had to pay a fee between forty and forty-five dollars other than government employees. But think about the poor guy who lives up at Beaver Creek, he is going to have to

pay \$45.00 for the course, he is going to have to pay two nights hotel; he is going to have to pay his meals and he is going to have to pay his transportation plus he would likely have to hire someone to take care of the garage while he is gone.

So I think we should make every effort to get to these communities and start early enough and do your surveys properly. Where you have YTG employees, leave them there so you can make it worthwhile to have the course there.

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

**Hon. Mr. Lang:** Mr. Chairman, I think the Honourable Member is aware of this, the people running this course have done everything they can to get out to the small communities and have done everything they can to inform people if a particular is mandatory, that they are prepared to put on the program. I think the Honourable Member, a case in point is Beaver Creek. It is my understanding that they are going to be holding a particular course up there this month.

In all fairness to this government, the Member from Klauane approached me and that situation has been resolved. You know, I get the impression that government is bad all the time. That is not the case and I think it is up to the elected members, when they find out there is a problem in their particular area, to inform the government because we are trying to do the best we can and I think we should get the odd kudo now and again because we attempt to accommodate the needs in the outlying areas.

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

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

**Mrs. Watson:** It's silly, and it is silly, standing up and asking for kudos. Credits are given when credits -- If I haven't have brought it to your attention, what I am saying, I'm not crying about Beaver Creek now; I'm saying 'don't do the same thing again the next time there's a mandatory course'. Why should you stir up resentment in the people of the community because they're not being offered the course? It should be a normal course of action that you take the courses to all of the communities.

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

**Mr. McCall:** Well, Mr. Chairman, I'd like to have further debate on this particular matter, hopefully near the latter part of next week. I'd like the Minister to take a very close look at those regulations that were implemented just prior to Christmas.

I personally am objecting to those types of regulations being forced upon a person on such a short notice when they have to be following a deadline like April the first. A lot of these people are not having that opportunity, not because it's their fault, to go and get this particular airbrake program or go through it.

There's such a short time frame prior to the implementation of this type of a regulation, I think there is a lot of resentment. Granted, it's a good program, but I think we should have further debate on it, Mr. Chairman, and I would like Committee to stand this 322 over



until maybe Monday when we can go into further debate on this particular matter and give the Minister time to do some homework.

**Mr. Chairman:** Is Committee agreed?

**Some Members:** Agreed.

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

**Hon. Mr. Lang:** Mr. Chairman, I would like to rise to point out to Members that the particular regulations I think the Member is referring to is under the Motor Vehicle Ordinance. That is not within my Department. All I'm doing is supplying the program for that particular course. I just want to point out, and possibly maybe we could have the Member responsible, even if he is appointed, I think it's a good idea to sometimes put them in the public forum.

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

**Mr. Berger:** I'll wait til next week, Mr. Chairman.

**Mr. Chairman:** Very well.

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

**Mr. Chairman:** Seconder?

**Ms. Millard:** I second that.

**Mr. Chairman:** It has been moved by Mr. McCall, seconded by Ms. Millard, 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:** The motion is carried.

*(Motion carried)*

**Mr. Chairman:** The witnesses are excused. Thank you.

*(Mr. Speaker resumes 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, the Committee of the Whole considered Bill Number 2, First Appropriation Ordinance, 1977-78, and directed me to report progress on the same.

The Committee have also directed me to ask leave to sit again.

**Mr. Speaker:** You have heard the report of the Chairman of Committees. Are you agreed?

**Some Members:** Agreed.

**Mr. Speaker:** Leave is so granted. May I have your further pleasure? The Honourable Member from Whitehorse Riverdale?

**Mr. Lengerke:** Mr. Speaker, I move that we do now call it five o'clock.

**Ms. Millard:** I second that.

**Mr. Speaker:** It has been moved by the Honourable Member from Whitehorse Riverdale, seconded by the Honourable Member from Ogilvie, that we do now call it five o'clock. Are you prepared for the question?

**Some Members:** Question.

**Mr. Speaker:** Are you agreed?

**Some Members:** Agreed.

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

*(Motion carried)*

**Mr. Speaker:** This House now stands adjourned until ten a.m., Monday next.

*(Adjourned)*



**THE FOLLOWING SESSIONAL PAPERS WERE TABLED**

- 77-1-6  
**Land Subdivision Policy**  
(Mar. 7/77)
- 77-1-7  
**White Paper on Decentralization**  
(Mar. 7/77)
- 77-1-8  
**Report on the Administration of Collective Bargaining Provisions of School Ordinance for the year ending March 31, 1976**  
(Mar. 7/77)
- 77-1-9  
**Cyprus Anvil Mining Corporation Letter on Recruiting Millwrights**  
(Mar. 7/)
- 77-1-10  
**Yukon Public Service Staff Relations Board Sixth Annual Report 1975-76**  
(Mar. 7/77)
- 77-1-11  
**Motions and Replies not Tabled**  
(Mar. 8/77)
- 77-1-12  
**Policy for Recreation Development from Yukon Native Brotherhood**  
(Mar. 9/77)
- 77-1-13  
**White Paper on Standard Mileage (Kilometer) Rate**  
(Mar. 10/77)
- 77-1-14  
**White Paper on Territorial Lands Policy**  
(Mar. 10/77)
- 77-1-15  
**Green Paper on Land-Rental Rates**  
(Mar. 10/77)
- 77-1-16  
**Protective Services Branch Annual Report 1976**  
(Mar. 10/77)

**THE FOLLOWING LEGISLATIVE RETURNS WERE TABLED**

- 77-1-1  
**Building Lots in Whitehorse Area**  
(Written question number 2)  
(Mar. 7/77)
- 77-1-2  
**Old Crow Social Worker**  
(Oral question, page 10-11)  
(Mar. 8/77)

77-1-3  
**School Bus Service**  
(Oral question, page 11)  
(Mar. 9/77)

77-1-4  
**Carcross Land**  
(Written question number 4)  
(Mar. 9/77)

77-1-5  
**Yukon Mining Act**  
(Written question number 3)  
(Mar. 10/77)