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Speaker: The Honourable Donald Taylor



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Whitehorse, Yukon Territory.  
March 17, 1977.

**Mr. Speaker:** I will now call the House to order.  
We will proceed at this time with Morning Prayers.

*(Prayers)*

**Mr. Speaker:** We will proceed at this time with the Order Paper.

#### ROUTINE PROCEEDINGS

**Mr. Speaker:** Are there any documents for tabling?  
The Honourable Minister of Education?

#### TABLING OF DOCUMENTS

**Hon. Mr. Lang:** Mr. Speaker, I have for tabling a reply to a motion which was previously tabled in the Legislative Assembly. This is a reply to Motion Number 1 of the 1976, Third Session.

**Mr. Speaker:** Are there any further documents for tabling?  
The Honourable Member from Kluane?

**Mrs. Watson:** Yes, Mr. Speaker, I have for tabling this morning a letter from the Deputy Minister, Arthur Kroeger, in reply to our letter of January 27th, in which letter they give us permission to table the document, "Meaningful Government."

**Some Members:** Hear, hear.

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

**Hon. Mr. McKinnon:** A question to the Honourable Member, Mr. Speaker. Will the Honourable Member please reply to Mr. Kroeger and thank him for that permission?

**Mr. Speaker:** Order, please. Order, please. We can perhaps save the questions for the Question Period.  
Are there any further documents for tabling this morning?  
Are there any reports of committees?  
Petitions?

#### PETITIONS

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

**Mr. Berger:** Yes, Mr. Speaker, I've got a petition just handed to me this morning. It says, "Dear Commissioner and all Members of Council — Find enclosed a petition that has been taken against the air brake tests that were taken here in the Yukon in January of 1977. As stated, we are very much against this. The main complaint is, what good is it to the driver as he cannot do the mechanical work?"

"Secondly, and strongly as we understand it, is the charge for this course as all government employees that took this course didn't have to pay, and were paid wages

while taking same, anyone outside of government had to pay.

"In Dawson, the cost was \$46.00 per person. In Mayo, the cost was \$36.00 per person and in Whitehorse \$33.00 per person.

"If this is the fact as we see it, if Government employees are getting the course free of charge so should all the rest of the licence holders in the same brackets and the ones that have already paid for this course should be refunded."

**Mr. Speaker:** Would the Honourable Member kindly file the Petition with the Clerk of Petitions? Are there any further Petitions?

Are there any Introduction of Bills? Notices of Motion for the Production of Papers? Notices of Motion or Resolution?

#### NOTICE OF MOTION

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

**Mr. Lengerke:** Yes, Mr. Speaker, I give Notice of Motion, moved by myself, seconded by the Honourable Member from Kluane, with respect to manpower and contract differentials in Yukon.

**Mr. Speaker:** Are there any further Motions or Resolutions?

Are there any Statements by Ministers?

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

#### QUESTION PERIOD

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

#### Question re: Lighting in Carcross

**Mr. Fleming:** Yes, Mr. Speaker. I have a question this morning for the Minister of Local Government on the lighting situation in Carcross. In an explanation some time ago, last fall in fact, there was a proposal to put some lights on the main highway out towards, and possibly to, the Tagish cut-off, about a quarter of a mile from town.

As I understood it at that time, Yukon Electric did have the go-ahead and were just waiting for the material. That was the reason they were not putting them up at that time, but our understanding at Carcross and the people there was that it would go ahead.

**Mr. Speaker:** Order, please. Perhaps the Honourable Member could get to the question?

**Mr. Fleming:** Why is this project not going ahead now, and it seems as if it's been chopped entirely?

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

**Hon. Mr. McKinnon:** Mr. Speaker, I don't have the answer off the top of my head, but I think the question would be more properly raised and answered when we



come to services in the communities in the local government budget.

**Mr. Speaker:** Any further questions?  
Mr. Commissioner?

**Mr. Commissioner:** Mr. Speaker, on March 14th, Mr. Fleming asked the following question: What became of the fishing surveys made last summer on Teslin Lake?

The answer to the question is, Mr. Aubert Schweitzer, District Supervisor, Fisheries Service, D.O.E., advises that this project had been carried out by a departmental employee who left his position with the department prior to completion of his report on Teslin Lake. As a result, the necessary data is not available.

On March the 7th, Mr. Lengerke asked the following question: The other day, in the House, the Commissioner, in reply to a question of mine with respect to the letters that were sent out regarding the socio-economic plan, eleven requests were made, and the Commissioner replied, "Quality, not quantity, was the form for the day", and I was really wondering if he could now tell me how many replies they have received.

The answer is that, to date, 15 organizations have been contacted regarding their opinions on public participation. Of these, 8 have responded either by mail or verbally. All have been favourable with respect to our methodology. In particular, they are pleased to have been included at the very beginning of policy formation, and it is seen by these groups as a positive step forward.

Regarding the specifics of the letter, most of the groups have indicated that, because of prior commitments, particularly the National Energy Board hearings, their submissions will not be as prompt as was requested of them.

Further, on March the 3rd, Ms. Millard asked the following question: At what stage is the community employment strategy?

The answer: In reply to an earlier question on this subject on November 17th, 1976, it was stated that the Department of Manpower and Immigration was evaluating the community employment strategy programs, which had been implemented in a number of provinces. I also advised that there had been some difficulties encountered in the structural planning of a program for Yukon and that, in view of this, the Department of Manpower and Yukon Government had no immediate plans to implement the program in the Yukon. This situation has not changed.

With the announcement in October of 1976 of a comprehensive employment strategy by the Department of Manpower, it would appear that the major elements of the community employment strategy, which was a developmental program for a specified period only, have been included in this new strategy. Information on the employment strategy and program initiatives planned is available on request.

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

## ORDERS OF THE DAY

### MOTIONS

## Item Number 1

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

**Mr. Speaker:** Is the Honourable Member prepared to discuss Item One today?

**Mr. Hibberd:** Yes, Mr. Speaker.

**Mr. Speaker:** It has been moved by the Honourable Member from Whitehorse South Centre, seconded by the Honourable Member from Whitehorse Riverdale, THAT a draft paper, entitled, "Recreation Grants Regulations", be referred to the Standing Committee on Statutory Instruments for review and report back to this House on or before March 22, 1977.

The Honourable Member from Whitehorse South Centre?

**Mr. Hibberd:** Mr. Speaker, the Minister is to be commended in bringing forth his draft regulations at this time, when we have the Ordinance to consider, because the problem so often arises that we are asked to give consideration to an Ordinance but we do not have the knowledge of what regulations might be flowing therefrom. And we do not get an adequate picture of actually what we are voting on. And to this end, I think often the case arises where regulations actually do not follow the intent of a Bill.

I think that this Committee has been formed for this purpose, to review these regulations and make sure that the Ordinances that are passed by this House are indeed being followed out by Regulations.

Now, I would submit that this is an excellent opportunity for this Committee to give consideration to these draft regulations before we consider the Ordinance itself.

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

**Mr. Fleming:** Mr. Chairman, I have no, absolutely no, problem with the motion at all as it reads, except for the date — March 22nd. And as Chairman of that Committee, I think that possibly the Member could allow that to be some time after Wednesday, if my other colleagues would agree, would also support the motion, very likely.

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

**Mr. Hibberd:** I would agree with that, Mr. Speaker.

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

**Mr. Lengerke:** Thank you, Mr. Speaker, I really don't want to echo any further the comments by the Honourable Member who moved the motion. I certainly concur that this does give an opportunity for the Standing Committee to get into action and do the things that are required of it. And again I must commend the Minister of Education. It's one of the few times that we see in this House regulations tabled along with the Ordinance,



and you are to be commended on that.

Again, as I say, I think it's an excellent exercise for our Committee on Statutory Instruments and I concur that we could allow the date to certainly go past the 22nd.

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

**Hon. Mr. Lang:** Mr. Chairman, or Mr. Speaker, excuse me. I tabled the draft regulations as information so all Members would be aware specifically of what the Ordinance was going to do in the area of regulations, so you could have the guidelines of what we foresaw for recreation programs being offered through this government, through these Chambers.

I have no problem with it going to the Statutory Committee, to hear what the views of the Members are, but I do not think that the date should be changed. I think that we have a weekend ahead of us to have that Committee get together and study them. The Members have had it for well over a week to look at and, by that time, there should be some sort of report, one way or the other, in relation to the regulations.

I would vote against this Motion if the date is changed, because I think that it's imperative that the Members, if they're going to work on it, work on it and bring that report back to the House so that we know where we stand in relation to the Ordinance, because it's very, very important, Mr. Speaker, that we discuss the Ordinance prior to April the 1st or beyond, because as you know we are on the financial year and we have applications in to the Fitness and Amateur Sports Advisory Board, and if the Ordinance is passed the format in relation to our whole system of offering programs to the public of the Yukon is going to be changed somewhat, so subsequently, I think that March the 22nd is an adequate date for the Members to consider the regulations, and subsequently I will support the Motion if the date is not changed.

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

**Hon. Mrs. Whyard:** Mr. Speaker, I don't know if all Honourable Members realize this, but the establishment of this Committee, Standing Committee on Statutory Instruments, and this proposal today to give them to study draft regulations for an Ordinance that is still before this House, is actually one of our major steps forward in constitutional development.

I have always said, Mr. Speaker, that we're not going to suddenly wake up overnight with front page headlines saying that we reached our goal. We're going to do it this way, gradually, in small steps of additional and increasing responsibility for control over our own affairs.

I may be the only one that feels that this is very significant, but I do, Mr. Speaker, and it's in the same category as action taken last year when an elected Member became Chairman of the Legislative Programming Committee, a very small, quiet, insignificant thing to most people, but it was a first for Yukon elected Members.

Here we have another one today, and I cannot think of any greater demonstration of democracy in action than

having elected people sit down and scrutinize draft regulations before the government imposes them.

I wish to thank the Members who have volunteered to spend their time on that Standing Committee. I know there is a real time crunch here because of the requirement to get the Ordinance before the House, and I would hope that all the Members of that Committee will be able to oblige the Minister who has made the regulations available to them.

Thank you, Mr. Speaker.

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

**Hon. Mr. McKinnon:** I hate to rise, Mr. Speaker, with all this sweetness and light going on in the Chamber this morning, but I always understood that the Committee on Statutory Regulations, that they examined statutory regulations after the Executive arm of government, which had the authority to pass them, passed them to make sure that they were within the meaning and intent and constitutionality of the legislation that had been passed.

I see Honourable Members shaking their heads, so it's obvious that I am confused as to what a Standing Committee on Statutory Regulations does in different provincial and the federal legislature, and I would like to have this clarified, Mr. Speaker.

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

**Mrs. Watson:** Mr. Chairman, I am going to make a very unusual statement this morning. I agree with the Minister of Local Government.

It was always my understanding that it was after the administration had brought into force the regulations that the Committee would examine them to see whether the regulations fell within the competence of the legislation, and I had hoped, and myself have done considerable work on the draft regulations that have been tabled, so that we would be able to consider, in Committee of the Whole, the draft regulations at the same time as when we're considering the Ordinance. And then, when the Ordinance passed this House, the regulations that have been agreed upon, would also then be cleared for bring into force.

It is my view that the Committee would operate if, in some future date, the administration of the Recreation Branch decided to change some of the regulations, and at that time they would have the opportunity to examine and recommend to this House, so maybe we should have some clarification on this, because I'm quite anxious to study the regulations while we're doing the Ordinance.

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

**Mr. Hibberd:** Mr. Speaker, this is precisely what this Motion is intended to do, as the Member from Whitehorse West pointed out, this Motion came about as a result of the Constitutional Development Committee, and is one of the strategies that we have evolved to



acquire more authority in this legislature. Indeed, that is the purpose of it.

Mr. Speaker, I don't think that this referral to the Committee prohibits debate on those regulations at the time that we are considering Committee of the Whole. I think we can do that at the same time. It's not a prohibition by any means.

**Mr. Speaker:** 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)*

#### Item Number 2

**Madam Clerk:** Item 2, standing in the name of the Honourable Member Mrs. Watson.

**Mr. Speaker:** Is the Honourable Member prepared to discuss Item 2, this morning?

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

**Mr. Speaker:** It has been moved by the Honourable Member from Kluane, seconded by the Honourable Member from Pelly River, that the Second Report of the Standing Committee on Yukon Land Claims presented March 16th, 1977, be concurred in.

The Honourable Member from Kluane.

**Mrs. Watson:** Yes, Mr. Speaker, I'm not going to speak to the motion because I think the report in itself was self-explanatory, but I'm going to refrain from calling question at this time in case other people within the Legislature would like to make some comments on the report.

**Mr. Speaker:** Any further debate?  
Are you prepared for the question?

**Some Members:** Question.

**Mr. Speaker:** Are you agreed?

**Some Members:** Agreed.

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

*(Motion carried)*

**Mr. Speaker:** We will now proceed to the Private Members' Public Bills.

#### PUBLIC BILLS

**Madam Clerk:** Bill Number 102, an Ordinance to Amend the Liquor Ordinance.

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

#### Bill Number 102 - Second Reading

**Mr. McCall:** Yes, Mr. Speaker.

I move, seconded by the Honourable Member from Klondike, that a Private Member's Public Bill 102 be now read a second time.

**Mr. Speaker:** It has been moved by the Honourable Member from Pelly River, seconded by the Honourable Member from Klondike, that Private Member's Public Bill Number 102 be now read a second time.

The Honourable Member from Kluane.

**Mrs. Watson:** Well, Mr. Chairman, I think the principle of the Bill, and there's a bigger principle than the principle of the Bill and I think it's an insult that the whole Bill, the whole thing is an insult to the intelligence of the people in this House.

We had a Bill to amend the Liquor Ordinance during the Fall Session. We made amendments, which received the majority support of this House. The amendments were never brought into force and you can't tell me that Section 102 requires administration to bring it into force. Absolutely disregarded is the fact that the majority of the people in this House voted for those amendments. And it was passed. It was never brought into force, now here we have again beautiful timing, the same old thing all over again for April 1st, to try again.

Now, I could even accept the fact that the Honourable Member from Pelly wanted to bring an amendment to this section, had the Government brought the amendments into force that we had passed before. I just feel that we're wasting our time by dealing with this Bill or almost by dealing with any Bill. Because even though we pass it, there is no assurance that it will be brought into force.

And, Mr. Speaker, we wasted hours and hours last Session, and dollars and dollars of taxpayers' money, going round in circles on this. Absolutely made — the public were so sick and tired of hearing about the Liquor Ordinance. And here we are again. And I think the principle in the Bill that was, that principle was thoroughly rejected the last Session.

Now, Mr. Speaker, the Honourable Members will likely say that they had some polling of constituencies and this type of thing in order to justify this Bill, but I listened to some of the results and Mr. Speaker, they were far from conclusive. But the principle behind this is, you know, you passed one before, but we didn't like it, so try again.

**Mr. Speaker:** if anyone believes in the democratic process in this House this morning, who feels that we have some authority in this House, that's the principle we should be voting on in this second reading.

Do we have the authority to pass legislation that we want the government to bring into force? And that is the principle, and on that principle, I challenge every Member of this House this morning to turn this second approach, and this complete disregard for this House, turn it aside.

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



River?

**Mr. McCall:** Mr. Speaker, in speaking on the principle of this proposed amendment. I'm a little surprised at my colleague to my left and her remarks, because if I recall, Mr. Speaker, I think when we were debating the original proposed Bill in the last Session, with all due respect, Mr. Speaker, it was my colleague to my left that wished --

**Mrs. Watson:** Mr. Speaker, point of order, this isn't the principle of the Bill referring to the debates of last session. We are debating on a principle, not on specifics, Mr. Speaker.

**Mr. Speaker:** I think I gave the Honourable Member from Kluane a little wide latitude in that direction, and perhaps --

**Mrs. Watson:** Mr. Speaker, there was a broad principle there, Mr. Speaker.

**Mr. Speaker:** -- as long as -- order, please. Order, please.

The Honourable Member from Pelly River?

**Mr. McCall:** Thank you, Mr. Speaker, for the opportunity to speak.

I believe it is a democratic system we live in, and the freedom to express one's thoughts.

With all due respect, Mr. Speaker, I'm a little concerned that a Member of this House can stand and continuously oppose sensible legitimate legislation that governs our lives in the Yukon, and which is our responsibility to make sure it's enacted properly.

I made reference to the last session, Mr. Speaker, but I believe it's very important. The amendment proposed is amendment to Section 103.

**Mrs. Watson:** Mr. Speaker, a point of order, that is not the principle of the Bill that we are discussing now, when you're referring to specifics from a debate of the past.

It's very important -- I would be interested to hear him, but only on Committee of the Whole. That is not principle, Mr. Speaker.

**Mr. Speaker:** No, I would declare that the Member has no point of order. The Honourable Member has referred to a section of the Bill, but he hasn't so far got into specifics into the Bill.

**Mrs. Watson:** Mr. Speaker, make sure he doesn't.

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

**Mr. McCall:** Thank you for your consideration, Mr. Speaker, but I refuse to speak any more.

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

**Hon. Mr. McKinnon:** Mr. Speaker, I'll sure try and give it a whirl, speaking on the principle of the Bill as it

now reads, and the principle of the proposed amendment to the Bill as it now reads. I think that I can range quite broadly in comparing the principle of the two Bills as they presently stand, and I would ask for the House, and for Mr. Speaker's cooperation and permission to be able to do what is the right and the duty of an elected Member in this House.

Mr. Speaker, the government, as you know, presented amendments to the Liquor Ordinance at the last session. Certain of the amendments were controversial, some of them were defeated. The government took their licking, as they do, and were prepared to live with those amendments, although they didn't like them, and bring them into force on April 1st.

I can't accept the comments of the Honourable Member from Kluane that it was a disregard of this House not bringing in certain sections of the Bill prior to April 1st, and leaving other sections to April 1st. Certainly the sensible thing is to bring in all the amendments to the Ordinance at the beginning of the fiscal year, along with the changes that set up the Liquor Corporation, and the liquor tax, and out of confusion, confusion certainly would have reigned supreme if we were bringing in certain of the amendments before April 1st, and other of the amendments after April 1st.

So, Mr. Speaker, I suggest that that's a fine political argument, but we all know that it's nothing more than a red herring.

The Honourable Member says that the present Bill is an insult to the intelligence of the Members of this House and the people of the Yukon. Mr. Speaker, if there is any greater insult to the Members of this House and to the intelligence of the people of the Yukon, it is Section 103, as it now stands. And I would suggest, Mr. Speaker, that it would be an insult to the people of the Yukon, it would be a travesty, it would be unenforceable, it would be impossible if this House allowed those Sections as they presently stand, to go into force as of April 1st.

Just a few of the things that one can anticipate, if the present amendments go in.

**Mrs. Watson:** Mr. Speaker, on a point of order, we're deviating from the principle -- we're on a different section of legislation. We are to be dealing with the principle of Bill 102. I would hope the Mr. Speaker realizes this and would so direct the speaker.

**Mr. Speaker:** Again I must say that the Honourable Member has no point of order.

Would the Honourable Member from Whitehorse North Centre continue.

**Hon. Mr. McKinnon:** Mr. Speaker, yesterday --

**Mr. Speaker:** Order, please, order please.

**Mrs. Watson:** -- the principle to Bill 102, Mr. Speaker.

**Mr. Speaker:** Order, order, please. Will the Honourable Member kindly take her seat?

**Hon. Mr. McKinnon:** Mr. Speaker, I just cannot understand how the Honourable Member from Kluane is so touchy and so sensitive about this issue.

Yesterday, we were discussing a General Develop-



ment Agreement and we got into the issue of party politics from the Honourable Member. Now if that isn't ranging far abroad on the principle of the Bill, I don't know what is. And all Members of the House, like the Honourable Member has her say, we knew that she would wind down eventually we could go on to the business of the House, and we suggest, Mr. Speaker, that talking and comparing the principle of one Bill to the other is certainly valid. I know that Mr. Speaker had to make a ruling on the traditions, the principles of the House, that he knows and all Members know, that this would in fact prove to be the case.

So, Mr. Speaker, as I was saying before I was so rudely interrupted, that we can look at just parts of the present section, if they were put into force this day, on April 1st, what absolute chaos would prevail throughout the Yukon.

We are told that in the present Section 103 --

**Mrs. Watson:** Point of order, again, Mr. Speaker. We are dealing with the principle of Bill 102.

**Mr. Speaker:** I must again rule that the Member has no point of order. Now would the Honourable Member from Whitehorse North Centre continue.

**Mrs. Watson:** Mr. Speaker, it's a basic point of...

**Mr. Speaker:** Order, please.

**Mrs. Watson:** ... order. That, when you deal with second reading of a Bill...

**Mr. Speaker:** Order, please. Would the Honourable Member kindly take her seat? If this is to continue, unfortunately I will have to name the Member, and I would ask the Member to take into consideration the courtesy to the Chair to prevent me from having to do that.

**Hon. Mr. McKinnon:** Mr. Speaker, is there any rule how many points of order before you've struck out?

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

**Hon. Mr. McKinnon:** At any rate, Mr. Speaker, as Honourable Members should know if they have been doing their homework, that as of April 1st, that the present Section 103, in comparison to the principle of the amended 103, which has been suggested in a Private Member's Public Bill and introduced by the Honourable Member from Pelly, that Mr. Speaker, that it will be against the law in the present Section 103 to consume liquor anywhere on a highway.

Mr. Speaker, highway, under the Highways Ordinance, includes any thoroughfare...

**Mr. Speaker:** Order, please. I think the Member is now starting to range into specifics. Perhaps he could save them.

**Hon. Mr. McKinnon:** Thank you, Mr. Speaker.

Mr. Speaker, if there has ever been a super cop-out by the Members of this Legislature, it is in some of the Section of 103 and I'm sure that we will get into the

specifics of those in debate at second reading. If Honourable Members have the moral courage to get it into Committee of the Whole at second reading, where we can point out all of the fallacies, the inconsistencies and the stupidities that are in the present Section 103, Mr. Speaker, and I'm sure that we will have good debate in Committee on these specific points.

Mr. Speaker, the principle in the amended Section 103, as I see it, answers what the universal, and I think almost unanimous, concern of Yukon residents are that there should be universality in Liquor Legislation throughout the Yukon. This answers it by making the amended section completely optional and trigger, only if certain municipalities or L.I.D.'s want to trigger because of specific problems.

And also, Mr. Speaker, keeps the right and the privilege that the majority, the vast majority of Yukon residents, have shown themselves to be mature and responsible and capable of accepting.

Mr. Speaker, I can only say that never have I been so deluged by my constituents and I'm talking about my constituents in Whitehorse North Centre.

**Mrs. Watson:** Mr. Speaker, on a point of order. What do his constituents and their telephone calls have to do with the principle of Bill 102?

**Mr. Speaker:** I once again must rule that the Honourable Member has no point of order.  
Would the Honourable Member ...

**Hon. Mr. McKinnon:** I must say, Mr. Speaker, that they have impressed upon me that they would like to see embodied in any amendments the principles which are presently involved in the amendment which the Honourable Member from Pelly has brought to this House.

**Mrs. Watson:** Mr. Speaker, you're almost challenging my intelligence by saying that that isn't a point of order.

**Mr. Speaker:** Would the Honourable Member kindly take her seat, and please give consideration both to the Chair and her duties as a responsible Member, in terms of the operation of this House.

The Honourable Member from Whitehorse North Centre?

**Hon. Mr. McKinnon:** In conclusion, Mr. Speaker, it seems that certain Members are very sensitive and worried about seeing the proposed amendment get into the Committee of the Whole and be debated, and I am positive, Mr. Speaker, that the majority of the people and the majority of the representatives in this House, realize the democratic prerogatives of other of us Members who don't always get our own way, but at least give other Members the opportunity of debating their point ...

**Mrs. Watson:** Mr. Speaker, on a point of privilege. I don't expect ...

**Mr. Speaker:** Order, please.

**Mrs. Watson:** Mr. Speaker, on a point of privilege, that certainly has nothing to do with the principle of the



Bill.

**Mr. Speaker:** Order, please. I find the Member has no point once again.

The Honourable Member from Whitehorse North Centre?

**Hon. Mr. McKinnon:** So, Mr. Speaker, I would hope that Members will support, in principle, the amendments as before the House and will give us the opportunity of the widest latitude of the day in Committee when the Bill gets there in the second reading stage.

Thank you very much, Mr. Speaker, and the Honourable Member from Kluane.

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

**Mr. Berger:** Yes, Mr. Speaker, I think it was Dawson and the constituency of Pelly, or the City of Faro, where there was questionnaires handed out to people, and I would like to point out to the Honourable Member from Kluane, if she talks about the democratic principle, this is where it was upheld.

**Mr. Speaker:** Order, please.

**Mr. Lengerke:** Mr. Speaker, the questionnaires have nothing to do with the principle of the Bill.

**Mr. Speaker:** Well, perhaps the Honourable Member is permitted an opportunity to show how it is connected.

I would rule that the Honourable Member has no point of order.

**Mr. Berger:** Thank you, Mr. Speaker. I would like to show to Mr. Speaker that it is connected, because this is the outcome of the questionnaire in those two cities and this is up to those two cities now to enforce, if this Bill is passed in this House, whatever the wishes are of those people in those two places.

This is what I call democracy at work, not — I can never recall anywhere else in the Yukon that the people on the street were really asked what they wanted. We were prohibited, by law, by our oaths we took on the last Session, to go to the people to find out what people wanted.

We have the opportunities, and the Honourable Member from Pelly and myself took the opportunity, and I can't recall of anybody else taking this opportunity.

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

**Mr. Fleming:** Yes, Mr. Speaker. I hope I don't range too far from the principle of the Bill; however, ...

**Mrs. Watson:** Go right ahead.

**Mr. Speaker:** Order, please.

**Mr. Fleming:** I do find it very annoying that, after assing at one time the other Bill, which I probably shouldn't speak of but I must in this case, because in

there there was this same section that is in this Bill, and it was at that time defeated and put down, and the Bill has not been brought into effect yet and is not the law yet, and I now see the same thing as I seen in the other one coming forth.

I can't support it at this moment. I would like to see it in debate, very much so, but I just can't support the Bill as I see it right now.

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

**Ms. Millard:** Mr. Speaker, I will be short and sweet on the principle of this Bill. The principle, in part, as I see it is the local option, consideration, which we have discussed, we've debated, we've defeated, and I will be voting against the second reading on that basis.

**Mrs. Watson:** Well done.

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

**Mr. Lengerke:** Yes, Mr. Speaker, I commend the Member from Ogilvie because that is exactly the principle of the Bill, and it's the option of the municipalities to enter into this, make decisions, and I think that that was well debated last Session, and I can only concur that I will vote against second reading of this Bill on that basis alone.

**Mr. Speaker:** Any further debate?  
Are you prepared for the question?

**Some Members:** Question.

**Some Members:** Division.

**Mr. Speaker:** Are you agreed?

**Some Members:** Agreed.

**Mrs. Watson:** Division.

**Mr. Speaker:** Division has been called. Madam Clerk, will you kindly poll the house?

**Madam Clerk:** The Honourable Mr. McKinnon?

**Hon. Mr. McKinnon:** Agreed.

**Madam Clerk:** The Honourable Mrs. Whyard?

**Hon. Mrs. Whyard:** Agreed.

**Madam Clerk:** The Honourable Mr. Lang?

**Hon. Mr. Lang:** Agreed.

**Madam Clerk:** The Honourable Member, Mr. McIntyre?

**Mr. McIntyre:** Nay.

**Madam Clerk:** The Honourable Member, Mr. Berger?



**Mr. Berger:** Agreed.

**Madam Clerk:** The Honourable Member, Mr. Hibberd?

**Mr. Hibberd:** Agreed.

**Madam Clerk:** The Honourable Member, Mr. Fleming?

**Mr. Fleming:** Disagree.

**Madam Clerk:** The Honourable Member, Ms. Millard?

**Ms. Millard:** Disagree.

**Madam Clerk:** The Honourable Member, Mr. McCall?

**Mr. McCall:** Agreed.

**Madam Clerk:** The Honourable Member, Mrs. Watson?

**Mrs. Watson:** Disagree.

**Madam Clerk:** The Honourable Member, Mr. Lengerke?

**Mr. Lengerke:** Nay.

**Madam Clerk:** Mr. Speaker, the results of the division are six yea, five nay.

**Mr. Speaker:** I must then declare that the Motion has carried.

*(Motion carried)*

**Mr. Speaker:** Shall the Bill be referred to Committee of the Whole?

**Some Members:** Agreed.

**Mr. Speaker:** This then brings us to the end of the Order Paper.

May I have your further pleasure?  
The Honourable Member from Pelly?

**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.

**Ms. Millard:** I second that.

**Mr. Speaker:** It has been moved by the Honourable Member from Pelly River, seconded by the Honourable Member from Ogilvie, 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 the Motion as carried.

*(Motion carried)*

*(Mr. Speaker leaves Chair)*

#### COMMITTEE OF THE WHOLE

**Mr. Chairman:** I now call the Committee to order. We will be discussing Establishment 306, the Yukon Teacher Education Program, because our witness is now available from the University of British Columbia. I now declare a brief recess.

*(Recess)*

**Mr. Chairman:** I now call this Committee to order. We now have with us Dr. Dave Thomas, from the University of British Columbia, regarding the Yukon Teacher Education program.

Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, first of all I would like to thank Dr. Thomas for appearing before Committee, taking time out to explain this program that we are proposing for the Yukon.

I would like to first of all say to all Members that it's unfortunate that we haven't got a firm proposal at this time. We thought, approximately six months ago, that we would have come to some firm conclusion by this time and this is why there is a line item in the budget, rather than a policy paper before Members. There's been various delays in negotiating for the Teacher Training Program so, subsequently, at the present time it is tentative.

I'd like to point out to Members that last year, if Members recall, we voted approximately \$15,000.00 for a post-secondary study for Yukon. Subsequently, the Department went ahead and investigated the possibilities of a study to be done in the Yukon. We contacted experts from University of Alberta who came up and surveyed the situation of Yukon. And they gave a proposal to this Government that such a study would cost \$70,000.00, or in that area, \$70,000.00. And we felt that we should do something concrete, something real, for the people of Yukon if we're going to put on a program.

So that's why we said, as an alternative, we would try the concept of the Teacher Training Program. And as you know, you have it outlined in the paper before you, where we're at at the present time, the universities we've contacted and, subsequently, at the present time, I want to make it very clear we're presently negotiating with UBC to see whether or not this training, Teacher Training Program, could come into effect.

I would like to, for all Members' information, I think it's interesting to point out that of the roughly just over 200 students that we have in post-secondary institutions across Canada, through our grant and bursary system, we have approximately 46 students that are studying education. Of those 46 students, we have 8 applicants from graduates, Yukon graduates in these institutions, applying to come back to Yukon to teach, so I think they are very interesting statistics, that we actually do have



46 students in the area -- taking education in outside institutions.

Also at the same time, we -- at various times I have mentioned that we were looking into the prospects of a teacher training program, and it's my understanding that we have about roughly 15 to 17 people that have expressed a definite interest in going into a program like this, if it is to come into being here in the Yukon.

Also, we are at the present time, exploring the possibilities of getting some cost shared recoveries for this particular program. We're investigating it with Canada Manpower, we're investigating it with various agencies within the Federal Government, and at the present time, I haven't got anything to report on this, but I'm hopeful that possibly next fall when the House sits for the fall session, that I'll be able to report back to this House that we have managed to come up with some cost shared agreement with the federal government in some capacity in relation to this program.

I think there's another key factor in relation to the offering of this program, if you'll note in the information paper that was handed out to Members, is that there is no provisions for major capital investments in buildings and this kind of thing. We would be using the facilities we presently have to put on the program, so subsequently, two or three years down the road, if we are not getting the applicants for the program, we can modify, change or whatever the situation is, or maybe even at some given time, refrain from putting the program on for say, two or three years, and then putting it on again on a rotation basis.

So that subsequently' the program does have flexibility.

I think also that it should be interesting to note, and I know that the Doctor will elaborate on that, that there will be a major attempt to try to get Yukon historical background into some of the curriculum. Also some of the social problems in the sociological courses offered to teach the teachers that are taking the program, the problems that they're going to confront in the classroom here in Yukon.

There's going to be a real honest attempt made by the University to modify their curriculum somewhat to adapt to the Yukon situation.

And it's my opinion, Mr. Chairman, that I think this approach to post-secondary study will be a stepping stone to the availability of more post-secondary courses, to be offered during the day or in the evening, depending on the population expansion in the Yukon. I think that if a good working relationship is brought about by the concept of this program being initiated in Yukon, I think that the University of British Columbia will be, will favourably receive any expansion that the government of the Yukon and the Department of Education foresees for post-secondary study.

Mr. Chairman?

Mr. Chairman: Mr. Lang?

Hon. Mr. Lang: Mr. Chairman, I understand that Mr. Thomas has a general, about a five minute presentation to make to Members to give a brief outline of what they foresee or envisage happening in relation to the program if it is initiated.

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Mr. Chairman, before Dr. Thomas presents his proposal on this Teacher Training Program, I wonder if he could give us a brief outline of the Teacher Training Program that is now in existence in B.C., in order to attain minimum certification. So then we would be able to compare what is in existence now, what is the requirement in your province, and what you are proposing for the Yukon.

Mr. Chairman: Dr. Thomas.

Dr. Thomas: Mr. Chairman. Thank you.

It's difficult to define what a single teacher program, Education Program, is in either my own faculty, or the faculties in the other two universities, because I think if we would count up everyone of the programs and the various program emphasis, we have over 76 programs operating to train various groups of teachers at various levels. If I interpret your question as the number of years necessary, the certification standards for the Province of British Columbia call for a minimum of three years.

Mr. Chairman, may I ask if that was the interpretation the Honourable Member wished?

Mr. Chairman: Mrs. Watson?

Mrs. Watson: Yes, to a certain degree it was, and do you have that three years broken down into how much of it is practical training in the classroom, and from that then, I think that that would be fine.

Mr. Chairman: Dr. Thomas?

Dr. Thomas: Mr. Chairman, of the three years, we regard slightly over one year as the professional segment of the training, that is done by the Faculty of Education.

Our degree program of four years would probably call for one or two more experiences during the course of the four years, but basically it's about a one in four. The rest being in the area of the arts and sciences.

Mr. Chairman: Would you like to carry on, Dr. Thomas?

Dr. Thomas: Thank you very much.

I know that the Members of this House, and I thank you for your invitation to appear before you. I've also assured the Minister that I'm not good for 50 minutes, as is usually an academic once he gets up on his feet.

If I could review for you, the beginnings of this program went back to July, 1977, when we received a letter in the Faculty of Education, from the Department of Education of the Yukon, asking us to respond, if we were interested, in proposing a program to meet five points which were very clearly stated:

Number 1, that any program would be acceptable to degree credit at an accredited Canadian university. Clearly a credit program.

Two, that any program have a heavy emphasis upon actual classroom experience.

Three, that a program permit adult students entry on other "than usual university entry". And we interpreted that as not always attaining full high school graduation.



Four, that the program be equally accessible to all, underscored, residents of the Yukon, and

Five, that have all the training in the Yukon, with the classroom experiences in candidates' home communities, insofar as the confines of the practicality.

We indicated shortly thereafter, that we were interested, and our interest came from the philosophy of the Faculty of Education at U.B.C., that we are moving towards more school based teacher education programs, that there is a wider community base for these programs, and thirdly, that we have specific programs for the training of native Indian teachers.

That program is often known under the acronym "NITEP". All of these have given us experience in various segments of the requests that I mentioned earlier.

In September, Dr. Roy Bentley, our Associate Dean and I, visited Whitehorse for the first time, and met with the Department of Education and with Mr. Lang, to gain information, and to have some on-site experience.

After that, we began to work on a steering committee and consider what program elements could we put together in a proposal to meet the original request. A steering committee was formed with members from Education and from the Faculty of Arts. I was elected Chairman of that Committee and in November, the Committee met with Mr. John Ferbey, your Superintendent of Education, to discuss further some points of information.

At this point, a tentative outline was developed and submitted to the Department of Education for review and in December, Dr. Dennis Millburn, Mr. Douglas McWhannel, myself and Dr. More, came and met with again the Department of Education, the Yukon Native Brotherhood and the Yukon Teachers' Association, to talk about the program as we began to see it developing.

This initial proposal, then, was considered, revised, after each of these sessions and in February, I made another visit to the Yukon, at which time we began to estimate what the costs of such a program would be.

May I just take a moment to describe what we consider our proposal to be and again may I underscore that this proposal has yet to be passed formally by my Faculty and by the Senate at my University. I recognize the frustration of the Members, that this is not clear and a concrete proposal, but I must say that in our concern, that the quality be there in the same way that we accept the quality of program on the campus.

It takes quite a bit of planning and effort to mount such a program. And in many ways it is a new program in that it is new in location and new in some of the delivery modules. But other than that, it contains the same elements that we would offer a student on the campus on the University.

We envisaged two possible programs. First, that for those people of the Yukon who have university entrance and have two years of university, or a degree. I should say a minimum of two years or more. This would be the one year professional year, which we quite frequently describe as our graduate year, professional transfer. These contain the usual elements of Developmental Psychology, Learning, Educational Foundations, History, Philosophy and Sociology. The Methodologies, and I think, and the, or course the important element of the practice of teaching through school experience.

The second program is the one that we would hope to mount that would meet the request for mature entry.

Now, our university does not define mature entry, as do some universities in a hard and fast manner. Rather, each case for mature entry, according to the principles of our university is considered by the Admissions Committee of the Senate of the university, and given careful scrutiny. And I think with real concern, both for the possibility of success of the individual and for their preparation, we only enunciate the principle thus far that a mature student, who can enter our university will do so with, where he or she has interrupted their formal educational career.

Our experience with this in the North and Native Indian Teacher Education Program has shown that most of the candidates in the three years that program has operated have Grade 11, or slightly less, but certainly well above Grade 10. This, in our experience, has shown that the student, closer of course to high school graduation, has the greater degree of success, predictable success at this point.

The three year program that we would propose could be done in two years. We envisage a year where there would be selection, certain basic arts courses, a science course, and certain of the Methodologies taught on sight in Whitehorse. And during this time, the candidate would work with their professors in the morning and spend time in the schools in the afternoon's practising hopefully, what had occurred that day and in the recent times in the instructional process.

And so it's very much an integrated program between theory and practice in that sense.

The proposal for the second year was that candidates come to the university, and where they would proceed with other arts and science courses, and then the third year would be a return for the remainder of the professional year, and some of their other professional electives in the Yukon. This would consist of some elective courses, a foundations course, developmental reading, art, music, physical education, and again, an emphasis on school practice.

It was our belief that by returning the candidates in the third year, at the point at which they could then be certified by the Yukon Government for teaching, that they would be here, identified, and would be ready for placement.

After that time, as far as their degree programs, candidates could proceed to a four year degree at the University of British Columbia during summer sessions, and possibly some extra sessional courses being mounted here in Whitehorse, through our Extension Department.

That, I think, rather than taking more time of the House, is a general description of the programs that we are proposing. As I suggested earlier, they are still tentative. We have had to move as quickly as the machinery of my university moves, which sometimes is slow, but I hope to guarantee the quality, and I can defend only the slowness on the point that the university is truly concerned about the quality, and if it does give its approval - and I'm hopeful it will - in the final stages of this proposal, and that if the Yukon Government indeed endorses the program, that we would offer the same quality, and in fact in many ways, I think a quality program directed to the Yukon. Because I think only with the on-site purpose, can we accomplish some of the desires of those people in the Yukon, participating in a program that has some component of the culture of the



Yukon, and the knowledge of the Yukon in it.  
Thank you, Mr. Chairman.

**Mr. Chairman:** Thank you, Dr. Thomas.  
Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, I would like to direct a question to the Doctor. The other alternative in relation to the mature entry student, going into the program, am I not correct in saying that the other option that is open to us is the concept of taking a year here, or nine months roughly in the Yukon, taking approximately -- we have in the paper here six weeks, duration at summer school, but my understanding is it has been extended to 10 or 12 weeks, and subsequently coming back to the Yukon for say another 8 months, and picking up another 12 months at the university, rather than having to spend a whole year at the university campus?

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** Mr. Chairman, Mr. Lang's question and his statement is, in fact what we envisage, and that is that that year at the university is the year in the sense of a year of the program, and not necessarily physical presence for an entire year. This can be done with two summer sessions, and some other work involved during that time.

So in effect, a student entering that proposed program, if approved, could enter one September, complete the first year here, spend the following summer on the U.B.C. campus, return here for that next year, and the following summer on the campus, and in that time achieve almost the full three years.

**Mr. Chairman:** How many students do you anticipate in starting out this program, how many students do you anticipate will be taking it?

**Dr. Thomas:** Mr. Chairman, we've looked very carefully at the question of what would be reasonable size, and also some economic cost ratio for the program, and our studies would lead us to recommend that there be 20 initially enrolled in each of the programs, for a total of 40 students.

I might add that if that occurs, that there would be 20 at the end of the first year, in the case of those with two more years, who would be certifiable on the completion of that professional year.

The second program, of course, would be another year before they began to be ready for certification.

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

**Mr. Lengerke:** Yes, Mr. Chairman. The Doctor mentioned the criteria of the native people entering the program. It's been their experience, I think he said, that it was -- they had education of Grade 10 or 11, and I'm just wondering what, this question could be directed to the Minister of Education here.

Have they any idea of how many native people here would be able to take part in the program, based on that criteria?

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

**Hon. Mr. Lang:** Mr. Chairman, as you know, the program is tentative, so we haven't got - I said roughly about 15 applicants, well, not applicants but people inquiring in relation to the program so I couldn't give you a definite answer to how many students would be eligible for it.

I would suggest that there should be quite a number, because we've had quite a number of native students, along with other students graduate here in the last ten years.

So subsequently, if they're interested in going into teaching, the program will be here, and it will be up to the individuals to seize the opportunity to enroll in the program.

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** Mr. Chairman, further information, and in meeting with the Yukon Native Brotherhood, it was indicated to us that there would be a number of people that would meet that criteria of Grade 10 or more, certainly enough for the beginning of the program.

**Mr. Chairman:** Mrs. Whyward?

**Hon. Mrs. Whyard:** Mr. Chairman, I wonder if Dr. Thomas could spell out for me a little further, the qualifications of the graduates of this one or two year program. At what level would they be qualified to teach? Are we saying only elementary here, or are we saying secondary?

I'm not familiar enough with the requirements at those levels.

Secondly, I would like, if he has time, to hear a little more about the program you have in British Columbia now for the training of native teachers?

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** The first question, Mr. Chairman, is it is an elementary program. The indications show that this would be the appropriate place to begin a teacher education program here, and therefore, we are training for the elementary.

That is not to suggest that it is a less of a program than it would be to educate secondary teachers. If I may make a personal remark, my concern is that we spend more time with our elementary teachers in their education, because I feel that that is where the education begins, and where later education rests.

Secondly, the NITEP program is a three year program, the first two years of which are spent in the home community, and then a year on the campus of the university. After some discussion with Dr. More, who is the co-ordinator of that program, we found, and because of the situation here, that we saw advantage in a year between, and then returning the person.

What we found in the NITEP program, is that students after the three years, many of them elect not to return to their area, also it was not a program produced particularly, for any student to return to their home area.

Here, of course, it was clear that one of the objectives



of the program would be to prepare people for teaching in the Yukon.

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

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

**Hon. Mrs. Whyard:** Mr. Chairman, if after the second year, you have 60 or 40 qualified people, who have graduated from this training, and there were only 20 openings in the Yukon, would they be accepted as teachers in other jurisdictions?

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** Yes, Mr. Chairman, the Member's question, the answer is yes, that at the end of this, they would have the equivalent of the three years of our program, and they would be certifiable under the B.C. regulations.

These do differ from province to province, but certainly in my own province, and therefore, there is quite a bit of transfer ability at that point across other provinces of the country.

**Hon. Mrs. Whyard:** Thank you, Mr. Chairman.

**Mr. Chairman:** Dr. Thomas, would the credits of this course be transferrable to another university?

**Dr. Thomas:** As much as any program is transferred from one university to another. Each university sets its own policy on transfer of credit, but from our experience, and if I can answer generally, yes, because it would be credits of a regularly approved program from our university, which is certainly received by others.

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

**Mrs. Watson:** Yes, Mr. Chairman, I would like to ask a question regarding the first group of students, the transfer students that the Doctor was referring to, and that is the students who have two or more years of university training and who would be going back for one year of professional courses, in that year, if courses would be available to them in the Yukon.

My question is, how much of that professional course, the professional courses would be done actually in the classroom? You mentioned you were considering the concept of having the lectures, the half day, and then the other, and the afternoon would be spent in the classroom.

Is this the same type of concept that you have for the professional courses for these students?

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** Yes, Mr. Chairman.

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

**Ms. Millard:** Mr. Chairman, I would like to ask for some details on the actual training that's taking place in Whitehorse, if the witness has some idea at this point. I know it's a very tentative program at this time, but we have some general guidelines that we could go by, perhaps.

Is there any provision in the courses that the professors will be teaching in Whitehorse for reflection of the Yukon native culture itself? Is there any provision, for instance, teaching native language as a second language, this type of thing?

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** Mr. Chairman, the provision, I think, would be for the culture of all Yukon, during any course taught in the methodology of teaching. We would draw upon it as much as we could from resource people, both teachers and others in the community.

I would think that the second question, as I interpret it, and that is a particular course such as language other than English, could be included at a later stage, but is not part of the proposal during the first three years. We consider that to be an advanced course, and could well come in the fourth year, and could well be mounted here, past that initial professional training.

There could be elements of it, but we do believe that expertise in teaching students who do not have English as the main language, takes a great deal of training, and it is one of the cases where a little knowledge can be a dreadfully dangerous thing.

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

**Ms. Millard:** Language being only one of the concerns, is there any provision for courses in, for instance, psychology or philosophy, in dealing with native students as culturally different people?

**Dr. Thomas:** Here again, Mr. Chairman, these courses would be at the elective level, usually following the beginning of the program. And the reason I say that is that as the program now described is our regularly approved program, there is no reason that this could not change in a few years and be proposed through the mechanisms of the University Curriculum Committees. But I could not say that there would be specific course number or title dealing with this. Certainly, all of this I trust would be handled in the content of the basic professional courses and given concern. But there would not be an identifiable course called Teaching the Culturally Different Student, or Teach the Indian Student.

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

**Ms. Millard:** Mr. Chairman, just a remark. I know we're supposed to limit to questions, but I really think this is an area that should be explored more fully since that is the problem we're having now with our teachers, is dealing with culturally different students, namely native people in small communities. And I felt that this Teacher Training would have that opportunity of changing those conditions so that the teacher is far more aware of what he is dealing with in a small community with native people.

**Dr. Thomas:** Mr. Chairman, I don't want, perhaps I did not articulate as well as I should have. There would be concern, there would be direction given in the program, but what I tried to explain, there would be nothing labelled as such. Hopefully any of our teacher education programs, do show this concern. We would obviously



identify a faculty to try to meet it.

What I was trying to explain was that we would hope that in the experience of the program, that this could evolve as program mounted and continued. The difficulty, frankly, would be that that would be a very different and new program if we are identifying specific portions of it. And frankly, there would be no way that I could move a curriculum or even pretend to mount a curriculum.

I suppose, Mr. Chairman, that I would like very much to see Yukon content from the beginning but I think it would be presumptuous of me after four visits to the Yukon, to say that I'm prepared to offer a course in the culture of the Yukon. But we would promote this, we would use resource people, and hopefully, from the initial experience, build a course that has some meaning for the Yukon.

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

**Mr. Fleming:** Yes, Mr. Chairman, just a question for the doctor on the criteria you would use to accept the students in the first place, just what would you consider there? Their last education, or more or less just their application to you, if there was too many in one year? How would you screen them?

**Dr. Thomas:** The final screening procedures have not been worked out yet, and will be one reason that we're waiting on the final approvals from my university. We believe that the principles of screening would be, of course, the easiest way is the nearer they meet in the formal educational basis our standards, the easier it is to admit.

Secondly, I think there are certain competency tests now available which will give us additional information in the use of language and other skills, and thirdly, we have found through the Native Indian Teacher Education Program, and a most important one, is actual face to face interview with people conducting the program, and we would propose that any screening for this group, the first screening at this level would be done by staffs we would identify to work with prospective students.

**Mr. Fleming:** Thank you.

**Dr. Thomas:** The second stage, Mr. Chairman, would then be that of the group identified by our screeners, would then all evidence be placed in front of the Senate Admissions Committee of the university, which would make the final decision about admission to programs.

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

**Hon. Mrs. Whyard:** Mr. Chairman, I was interested in the question posed by the Honourable Member from Ogilvie, and I don't know what the official approach is from the Department on this, but my own personal reaction is that one of the motives for establishing a teacher training program here in the Yukon, is to ensure that there will be native people from the Yukon trained as teachers, who then automatically would have a sympathetic and understanding approach to any cultural problems or difficulties of native children in any classroom, and I cannot think of a better way to approach

that problem than to have people who are themselves involved in that culture, rather than trying to train others to understand such a cultural approach.

It seems to me, Mr. Chairman, that with the experience that U.B.C. has had in their native teacher training program in B.C., we will be getting a derivation from that, a distillation, of some kind and I have no problem with this approach to students in those schools.

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

**Hon. Mr. McKinnon:** Mr. Chairman, I'm a bit distressed with the statistics that the Minister of Education mentioned to us at the beginning of this discussion, that out of 46, which I think is a good average of the 200 that are out on loans and bursaries from this government, are involved in education degree courses, which is about 25 per cent of those that are out attending university, but only 8 of those have applied to return to Yukon to teach.

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

**Hon. Mr. Lang:** Mr. Chairman, I should point out that the statistics I quoted, not 46 were graduating, there was 46 over the four year period, either first, second or third or fourth year, and I don't know what the total number of graduating this year, but approximately 8 individuals from the Yukon who have taken education and have graduated, have applied to come back to the Yukon to teach.

So it's over the four year period, it's not as if all 46 students who are on our post-secondary grants and bursary system at the university level are in fourth year. It's staggered through the four years.

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

**Hon. Mr. McKinnon:** I think it would be fair to say that a dismally few Yukoners who have taken Education with the help of the Territorial Government have returned to the Yukon to teach. Would that be correct?

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

**Hon. Mr. Lang:** Mr. Chairman, I would have to bring a response back to that question.

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

**Hon. Mr. McKinnon:** Mr. Chairman, I think I can count them on my one hand, because I think I know all of them involved. The question I'm getting to is when these teacher training programs in the communities come about and native teacher training programs and this type of facility are available in the community, does Dr. Thomas think that more of those people who take those courses stay in the community rather than going to other jurisdictions?

**Mr. Chairman:** Dr. Thomas.

**Dr. Thomas:** Mr. Chairman, the Minister's question is a little difficult to deal with. As I tried to indicate earlier, to an earlier question, we have not attempted in B.C., through our Indian Teacher Education Program, to prepare people for a specific area, geographic. Our



Native Indian Teacher Education Program is now in its third year of operation and so we do not have full statistics on where these people will go at the end of the year.

The indications are that approximately half of them are beginning to entertain thoughts of teaching in the communities from which they came. But there was no emphasis for them to do so.

Our great emphasis in the Native Indian Teacher Education Program is to admit native Indian students to teaching to attempt to give both cultural and other compensatory areas to assist them through the university and to have the two years in their home communities to handle this before they were thrust into the university community of 25,000, which is a shock for all students and all faculty, I think.

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

**Hon. Mr. McKinnon:** Just to follow with a point. I think that, from what we know, that if it's a gamble it's going to be a rather expensive gamble because we haven't had that much of a success ratio in people who have gone out and taken their education degree outside, and Yukon students coming back to the Yukon. And we all feel, I think we all feel, that that's been a detriment to the education system in Yukon. So, we've been looking for other avenues and other answers and this is one of the approaches. But there is still no guarantee that the people graduating from this local Teacher Education Program will remain in Yukon, which is the end I think we all want to accomplish.

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

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

**Mrs. Watson:** Mr. Chairman, Dr. Thomas, over the past few years, across the country, there's been sort of a mounting criticism of universities and some of their teacher training programs.

I think quite a large segment of the general population are feeling that often teachers, after their training, when they enter into an actual classroom, would feel that they are ill-equipped or not that capable of taking over a classroom and the general indications are that they're lacking in the capabilities in the methodology area, and because we are tying in very directly into an academic program of the university I have my concerns from that regard, because we may have the program here in the Yukon Territory and we may be providing for the actual classroom experience more than the normal teacher training program does, but is the criticism I have just expressed, is it a legitimate criticism and are there areas where the university could be making accommodation and are the universities attempting to make some accommodation?

**Mr. Chairman:** Dr. Thomas?

**Dr. Thomas:** Mr. Chairman, the Honourable Member's question is one that I think is in the minds of every Member of my faculty right now particularly, because we have requested an evaluation of our programs in my faculty. We're continually concerned about relating both, academic scholars and as professionals, to the balance that will best prepare a teacher.

Frankly, our concern about students coming out of our program is the same concern I think most professional programs have, and that is that we can do only a certain amount in the pre-preparation of a professional. The real concern is the continued professional preparation of that individual, through his or her own professional development, and I think that is one of the great weaknesses that we now see in teacher education and teaching, and that is, there is not a good correspondence between the pre-preparation and the continuing education of the teacher throughout his teaching career.

This is where I think much of the criticism is coming, and where both segments, the teacher preparers and the instructional system, the staff of the instructional system, must work more closely together in order to accomplish that.

I would say that my university is under some criticism, as are all faculties of education across the country. On the other hand, I met only Tuesday night with a number of school districts from my own province who had done interviewing, and while this is not a scientific survey, may express general satisfaction with the candidates they had interviewed that day.

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

**Ms. Millard:** Mr. Chairman, another question about the actual course, and I'm wondering what kind of preparation, for instance, native students coming from the Yukon after spending a year in Whitehorse and then suddenly going down to Vancouver and — I'm a graduate of U.B.C. so I know the impact. I came from a small interior town, and it was a tremendous impact when you first come onto a campus.

Is there anything to prepare that student for that? Is there anything, once the student comes onto campus, that will supply them with certain types of counselling, or some kind of support? Will they be entering into the NITEP, as you call it, or NITEP, or will they be treated separately? Will they be encouraged to communicate with other native students from B.C. and that type of thing?

**Dr. Thomas:** Mr. Chairman, the second year experience has not been fully planned. Certainly, we're aware of the need of some additional counselling for any student coming into the first year from Whitehorse, or any other community, for that matter, to the university, and since this is an identifiable group, clearly identifiable, we feel it's much more possible to provide advice and counselling during that time.

We would not see normally that the native student would enter the NITEP program, which is a specific program, separate from this one, which is the more general program, but can certainly work with native students from B.C. and possibly take certain elements of that program, and that would be our objective.

We haven't made clear the specifications about that second year as yet.

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

**Hon. Mrs. Whyard:** Mr. Chairman, my remark not of context, but to go back for a moment to what the Honourable Member on my left was saying, regarding his concern about whether or not the graduates would



return to the Yukon to use their training, I was going to ask, Mr. Chairman, if he would agree with the philosophy of our sister Territory which, when it hands out grants and bursaries, puts a return requirement into the small print. The loans are worked off, so to speak, by the number of years you serve in your Territorial home office, after receiving your degree.

I don't know whether I'd like to see it imposed or not. I don't know how you can ensure that Yukoners will return to the Yukon, except that I can't think of any better place in Canada to be.

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

**Hon. Mr. McKinnon:** Well, Mr. Chairman, I couldn't agree with that philosophy. The last thing I'd want is a teacher who didn't want to be here, teaching my kids.

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

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

My question, I think, might allude back to something that the Honourable Member from Hootalinqua said. I know the objectives of the course are to not only train Yukon teachers but to make sure that we do get and encourage a number of native teachers, and when I'm thinking of the entrants, and I'm thinking of the number of students that you can take into a course, and if you're going to deal with 20 as being the maximum, I was wondering what if you had 40 applications, or 30, and a number of those were from native people who had the minimum academic standing, Grade 10 or what have you, and the majority of them had a better academic standing, what preference would be given. Is there any thought given to a ratio of how you would handle those entrants or how would it take place, because as I said there's some objectives here to gain from this course. Possibly the Minister of Education could answer this, I don't know.

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

**Hon. Mr. Lang:** Mr. Chairman, possibly Dr. Thomas could outline the concept of the local advisory board, and this is one area that we have been looking at, but I think that it's the Advisory Board that would make the recommendations to the Government and to UBC in relation to the possibilities of priority maybe for residency within the Yukon. Not on native origin or, you know, ethnic background, but residency, maybe a ten year priority qualification for the initial applicants, if they have the academic qualifications. This kind of thing.

But I think, possibly, Mr. Chairman, maybe Dr. Thomas could elaborate a little bit more on what the function of the advisory board would be here in the Yukon.

**Mr. Chairman:** Dr. Thomas.

**Dr. Thomas:** As we worked through the proposal of governments, Mr. Chairman, of a program of this nature, once approved, it would be an overall committee composed of both people from the Yukon and from the university but with two sub-committees, one an academic committee of the university to handle certain

portions of the work on sight. The other, a local advisory committee, consisting of members of the various interest groups and agencies from the Yukon. And much of their work would be the advice for resource, for native people, for screening procedures, et cetera.

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

**Mr. Watson:** Mr. Chairman, I'd like to ask a further question. There's a pre-preparation program that Dr. Thomas was talking about and then the professional program.

Now, I have some concerns about the mature students who are going into the program and I think these are the people that most of us would like to see given the opportunity to get in. The mature students and also, I think that some of the applicants will actually be more mature from the actual definition of the word mature, they won't be just drop-outs from high school who've only obtained Grade 10. I think you could be looking at people in the various communities in the Yukon who are in the late twenties and early thirties and have families of their own and who are looking at this. And I think you people and all of us here are concerned about how these people are going to be able to accommodate the academic requirements.

And I think most of us are very concerned about this because I don't think these people would have that much trouble with the professional aspects, the course, the training, but it's the academic pre-preparation, that's your terminology, that they are going to have trouble with.

Now, have you, in defining this course, made some accommodations in the pre-preparation the academic accomplishments or standards that these people must obtain, or are you using the university academic standards that you require across the board for teacher training in UBC?

**Dr. Thomas:** Mr. Chairman, as in our experience with mature students entering through the Native Indian Teacher Education Program, if I interpret the Honourable Member's question, she is asking about the area of Arts and Sciences. These would be — we would provide additional compensatory education for this, but yes, the standards to successfully complete the course would be the same standards as any other course in the university.

It is our considered opinion that there is no favour done to any student to water down the standards and to change these; rather, that the exit standards must remain the same, but there must be additional help as necessary for the student to attain these.

And so what we would hope to say is at the end of a time, traditionally an educator says, yes or no. We would hope that we could say in most cases yes, but to a few students, not yet. And my suggestion there would be that they might need more time, more assistance during the program.

So on one hand I am saying very clearly that our standards will be the same for any student, at UBC, in Yukon, if the program is approved, and is accepted by the Yukon.

On the other hand, we are very much aware that the mature student who has been out for a number of years needs some assistance to come back into the style of



academia. Also, I might say that it is our experience with a mature entry student on our own campus that these people have done exceedingly well. The element of maturity itself lends a great deal to the motivation and the concern they show.

**Mr. Chairman:** I can foresee several more questions flowing forth. This has been most enlightening, Dr. Thomas. I think we will recess until 1:30 and continue at that time.

**Dr. Thomas:** Thank you, Mr. Chairman.

(*Recess*)

**Mr. Chairman:** I now call this Committee to order. Mr. Lang?

**Hon. Mr. Lang:** Mr. Chairman, I'd like to address a question to Dr. Thomas, if I could. I'd like him to compare the Teacher Training Program that they have in effect in the, what they refer to as the NITEP training program. I got the impression that it went to the various communities. I want to know how that would compare opposed to the program that we're proposing here.

**Mr. Chairman:** Dr. Thomas.

**Dr. Thomas:** Mr. Chairman, the Minister's question can be answered. NITEP spends the first two years in four communities within British Columbia, at the present time. At this point in time, there is the community of North Vancouver, the community of Williams Lake, the community of Kamloops, and one other. Excuse my lapse for the moment, it will come. Of those four communities, students spend two years there working in much the same integrated theory and practice situation as we are proposing in this program to the Yukon. Each of those centres has twenty-five to thirty students enrolled. They return to the campus in the third year of the program and so their adjustment point comes at that time.

Why, as I tried to indicate this morning, that we have changed that order in this case, was to meet the concerns that the Minister of Local Government mentioned earlier, in our hope that people finishing their training in the Territory have a far greater likelihood of staying here. And while that can't be a guarantee, we have hoped that that experience will indeed point to a greater retention of students here.

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

**Hon. Mr. Lang:** Mr. Chairman, and I'm correct in saying that the program that we're proposing to bring to the Yukon here, would be similar to the NITEP program, in relation to the fact that we have one central or local area that the students in an area come to to get the training, the training at the local levels, is that not correct?

**Dr. Thomas:** Mr. Chairman, yes, and part of the program we are proposing will be some of the teaching, we hope, as the program develops, can be done near the end of each of the years where the students come into Whitehorse, that these portions near the end can be done

in their home communities, in addition to the time in Whitehorse.

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

**Hon. Mr. Lang:** And, Mr. Chairman, how long would that be? Would it be two or three months that they would spend each year in their home community doing their practical teaching?

**Dr. Thomas:** The specific times have not yet been developed, but we would hope that certainly a month and possibly more, would be in that final experience of each year, in their home communities.

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

**Hon. Mrs. Whyard:** Mr. Chairman, just before we broke at noon, I had been going to ask, since we were discussing the mature student and their entrance into such a course, and there was some concerns being expressed about academic qualifications and so on, it struck me that it might be interesting to have some information, I don't know if it's readily available, regarding the number of students who are taking university credit courses here now, of their own volition in the Yukon.

I know there are several courses being given each winter here, on weekends, which people attend on their own time, at their own expenses, and it seems to me from a mental review of the cross-section of ages and academic qualifications, you would find that there are a number of people there taking second, third and fourth year university credits, who would not normally have had university entrance, and it might be very interesting to apply the success of that experiment, in the light of what we are considering.

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

**Hon. Mr. Lang:** Mr. Chairman, I don't have the statistics here with me at the present time, but I do know that it has been very successful.

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

**Ms. Millard:** Mr. Chairman, am I right in presuming that the second year of the training, the student would have the choice of either going to U.B.C. for that total year, or to combine summer and other courses?

**Dr. Thomas:** Mr. Chairman, that's our hope.

**Mr. Chairman:** On a question of a general nature, Dr. Thomas, what is the situation now as far as the number of teachers available in the Province of British Columbia? Is there an excess in teachers and also is there a problem as far as distribution in rural versus urban areas?

**Dr. Thomas:** Mr. Chairman, I don't have the specific statistics. We hear each year of concerns about an over-production of teachers. Yet, as far as we can determine, the three universities combined in B.C. supply less than fifty-five per cent of the hiring each year. And we have heard, particularly from our rural dis-



tricts and our outlying districts away from the lower mainland, that they still must go outside of the province to do much of their recruiting. The most recent study that I know of was done last year by the U.B.C. personnel service and the indications from that study were that everybody was employed unless they had geographic restrictions. And of course, this was particularly true with married persons in the lower mainland, who could not leave the occupation of their spouse. These were the only people in any significant numbers that did not get jobs.

**Mr. Chairman:** Dr. Thomas, is there any policy that U.B.C. has as far as acceptance of students from out of province, in particular, Yukoners?

**Dr. Thomas:** No, Mr. Chairman, the policy is open at the moment. There are not restrictions on admissions to the University of B.C. on geographic region nor are there additional fees charged at this time.

**Mr. Chairman:** I had one question earlier, and I think you probably have answered most of it. I was concerned about this particular program, versus your regular program, you would be having two standards of entrance, two different standards of entrance to a program. What difficulties would you be encountering?

**Dr. Thomas:** I think the two routes of entrance, Mr. Chairman, would provide the one group with a need for some additional tutorial help, which we have built into the proposal, as it is now. And that is for those entering without the usual university entrance criteria. We are aware that they will need additional help in beginning to work on that program. So in the proposal, we include both the services of local coordinator and some tutorial assistance for these people.

And again, through our experience with Native Indian Teacher Education Program, we have found that the local coordinator and the extra tutorial help have assisted these people to maintain and meet the standards at the end of their first year.

The attrition from that program at the end of the first year was no greater than it was in any of our other programs on campus.

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

**Hon. Mr. Lang:** Mr. Chairman, if this course goes ahead here in the Yukon, on the proposal that's put forth now, how does this teacher training program compare to what is offered on the University of British Columbia campus? In other words, what I'm asking is, is there a lot more time spent on the practical end of teaching in a program like this, as opposed to taking a teaching degree on the university campus?

**Dr. Thomas:** Mr. Chairman, the Minister's question is a little difficult to answer, because we don't have a single program on the campus. Some involve far more school experience than do others.

I would say that this program that we are proposing would include much more school experience, than what is sometimes known as the regular program of the university, which involves approximately 10 weeks during the year.

We would foresee much more integration between the teaching of methodology, and the practice of methodology by the students.

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

**Mrs. Watson:** Mr. Chairman, I note that the proposal suggests 20 students in each of the two programs, and that is a total of 40 students. I wonder if it isn't a little ambitious in the numbers, because the teaching base is from 265 to 270 teachers in the Yukon.

Are we going to be getting into a position very quickly, where we will not be able to absorb into the system graduates, if they so desire, graduates from our own program?

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

**Hon. Mr. Lang:** Mr. Chairman, I think the Honourable Member has raised a very valid point, but also at the same time, in putting on the program, the cost is not that much more to give -- to make the course available to 40 people, as opposed to 20.

Maybe Dr. Thomas could elaborate on it. This is why we have stated a figure of 40, because the cost difference is not that much. And also at the same time, as I said earlier this morning, you know, that once we have -- over say two or three years -- say, three years from now, we -- the number of applicants are down for the program, we can look at it, either modify it or change the direction of where we're going in post-secondary training, rather than continue with the program, depending on the supply and demand.

At the same time, I think this year we had a turn-over of approximately 80 teachers throughout the system, out of 265 teachers in one year.

**Mr. Chairman:** Dr. Thomas, I'm not quite clear on the role of the advisory board that is outlined here.

**Dr. Thomas:** We had hoped, Mr. Chairman, that the advisory board, as I indicated this morning, consisting of members of the various interest groups and constituencies of the Yukon, would one, give us as outsiders, advice about local situations, and give us more than just advice, help us in some of the preliminary screening to be done here in Whitehorse of candidates, and thirdly, give us much of the resource that we will badly need as we begin to develop the program with Yukon content, culture, and other aspects of the life here.

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

**Ms. Millard:** Mr. Chairman, I'd like to ask the witness what does he see is the main differences between the program already offered at U.B.C., the Native Teachers Training and the one that's going to be offered in Yukon?

**Dr. Thomas:** Mr. Chairman, the major differences are the scheduling of the three years. That the courses otherwise would be very similar, with the exception of one course, which is offered in the third year on U.B.C. campus, in Cross-Cultural Education, Native Indian. I would see that as an elective in this program for those interested in that portion of the program.



The other major difference I see in responding to the initial five points set for us, is that this program we propose would be open to all and not designated by any particular group.

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

**Hon. Mrs. Whyard:** Mr. Chairman, I note in the closing paragraph of this paper that there are a number of outstanding issues or questions that need to be answered, such as the availability or the advisability of living allowances for students, location of the space for the program coordinator, resource areas and classrooms, eligibility for financial assistance under the Student Financial Assistance Ordinance, and the composition in terms of reference to the Advisory Board. But I can see that these could all be handled administratively really, because there's no great problem with any of those. Except that financing arrangements for students, I don't know how or whether Dr. Thomas can tell us, whether there are any special funds available for Native students in B.C. who apply for training under the Native Teacher Training Program? Is there a special incentive for such people to come back and take such training?

**Dr. Thomas:** I'm sorry, Mr. Chairman, I don't know the answer to that particular question. I will try to find out and relay that information.

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

**Hon. Mr. Lang:** Mr. Chairman, in reference to the White Paper, we have specifically stated it's required to take summer school courses of six weeks duration. Am I clear that it would be twelve weeks duration?

**Dr. Thomas:** Mr. Chairman, I think the Minister is raising a question because of an earlier discussion with him. And, actually, the six weeks course is the one as stated here. I had earlier indicated twelve and that was error on my part. So the two summer schools of six weeks, would produce twelve of the fifteen units needed for a second year. So there would be one additional course, which either could be taken further along or during an inter-session.

My apologies for that misinformation.

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

**Hon. Mr. Lang:** Mr. Chairman, am I correct in saying that if the program were to start in September, and a student went through for the next two years, so two years that September, would that student be eligible for teaching with the three years certification? Or is he going to be short one credit course?

**Dr. Thomas:** Mr. Chairman, the student would obviously need one more course beyond the four courses taken in the two summer sessions of the university. This could be at either of the Spring Sessions of the University, which are May/June, or it could be in this instance.

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

**Hon. Mr. Lang:** Mr. Chairman, then, in reference to

getting the final credit course, would there be a possibility that that could be put on at night school here so that the individual could possibly start teaching in September and take that course during the winter at night school? It's just one course, I gather, is it not?

**Dr. Thomas:** Mr. Chairman, the Minister raises a point here which is really a certification issue for the Department of Education and the Government of the Yukon. It's a difficult one I realize, but, what we're trying to do is offer the course of preparation, it is still the Department, acting for the Government of Yukon, which deals with the certification, so that would be your decision or a decision of the Yukon, not of the program.

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

**Hon. Mr. Lang:** Mr. Chairman, presently we have certification after two years. Now, what my question is that so an individual who has completed the two years, but is that one credit short, and say hypothetically, it's a course in philosophy or whatever, there is a possibility that could be held at night in concert with the Teacher Training Program that hopefully will be continuing, rather than that individual having to go to a university campus for a six week course or whatever.

**Dr. Thomas:** Mr. Chairman, any additional course could be mounted, while the other portions of the program were operating.

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

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

**Hon. Mrs. Whyard:** Mr. Chairman, I am trying to visualize the people who are going to apply for this training, and I'm wondering whether we will find that a number of Yukon students who have received four year degree courses of any kind, will now find this a golden opportunity to spend a year here and emerge with a teaching certificate which guarantees well paid employment.

So many of our young people seem to come back with a degree with honours in something, and end up working on a road crew of whatever, and I know that's not wasted education, Mr. Chairman, no education is ever wasted eventually.

But there is a difficulty in focusing the general academic preparation they've had in some academic course, and utilizing it in order to make a living in the north, and of course we want them to return to the north and stay here.

Now if you have this hypothetical situation where your 20 places in the first year are all applied for by people with a university degree, wanting to take that special teacher training, what do you do then, because your objective here is not to give them additional training, I assume, but rather to induce people resident in the Yukon to obtain sufficient training to become qualified teachers in the Yukon.

Your Advisory Board would have a really tough problem there, wouldn't they?

**Dr. Thomas:** They would indeed, Mr. Chairman, but we would hope that there are these two aspects, distinct



aspects of the program to meet the needs of two distinct groups of people in the Yukon.

One is those people who do hold degrees, and are looking for this one year so they can focus, as the Honourable Member has suggested. The other, of course, is the mature entry route.

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

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

**Hon. Mrs. Whyard:** One final question from me. A number of us present here were involved 10 or 12 years ago in the original formation of a committee which hoped to establish a University of Canada North, and each time I see a little burgeoning forth, you know, I think maybe this is it, and we do have, as I've already said, the opportunity for northerners to take university courses from other areas, presented here.

Do you see this as if it's a successful step forward in this teacher training area, as being an approach, finally, to a University of Canada North?

**Mr. Chairman:** It's a political question.

**Dr. Thomas:** Mr. Chairman, I'm sure it's the desire of every area in Canada to have a university, or post-secondary institution degree granting, close and available to their students.

I think that the only question will be at what cost it will be to the Yukon, or to the north, to establish their own full university, which perhaps applies to this program too. The economic cost, on one hand, is very difficult to look at in the other costs which is the social cost, and in responding earlier, if I may just elaborate, to a question from another Honourable Member this morning, I was thinking at lunch time that some of the people, who may well enroll in this program, if it is accepted by both the University and the Government of the Yukon, may not be people that are already identified.

It seems that at the moment, there are three alternatives for post-secondary education to Yukoners, generally. The only real opportunity at the moment is to go outside, and take the degrees or training.

There is a second one, and that is the building of your own university, which I'm sure every Honourable Member is aware is a complex process, costly and faces much of the same questions that I think were asked earlier about the number of people and the pool of people this would serve over the long range of time.

The third alternative is this type of contract program with an established university to begin this, and then perhaps study, and when, only then, could I give any definitive answer to the Honourable Member's question.

I'm not trying to duck it in any way, but it's very difficult to project, whether given the meagre information I have at the moment, there would be large enough and the Yukon would want to invest the many millions of dollars necessary in order to bring about a full university here.

**Hon. Mrs. Whyard:** Thank you, Mr. Chairman.

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

Thank you very much, Dr. Thomas. It's been most informative, and most pleasant to have you here.

Thank you for coming.

**Dr. Thomas:** Thank you, Mr. Chairman.

May I thank you and the Honourable Members for their consideration. I realize that this is not a complete package at this point. If and therefore, what we are describing, there are cloudy areas at this point in what we have tried to describe, both in the paper and in my attempt to respond to your questions.

I've made note of the points the Honourable Members have made today, and hope we will be able to meet these through the final proposal that I hope will be forthcoming from the university, and I think what the major problem that is faced by this Chamber today, is a decision to act on a certain amount of faith that a program can be built, and we certainly -- those of us who have worked with this program so far, feel that whatever program we will offer, will be accountable, and will give the quality that we state at the time of offering that program.

Thank you very much for your consideration.

**Mr. Chairman:** Thank you, Dr. Thomas.

I will declare a brief recess.

(RECESS)

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

We will proceed with further consideration of Vote 5. We are presently on Establishment 531, Child Welfare Services, \$790,700.00.

**Ms. Millard?**

**Ms. Millard:** Mr. Chairman, I understood, we are still on, what is it, 306? The education vote on the Teacher Training Program. I thought that with the witness we were just talking questions and now we would have the opportunity to question the Minister. Is that now the way we were going to do it?

**Mr. Chairman:** I wasn't in the Chair, so, that's fine.

Do you wish for the consideration of 530? It has been stood over. Oh, 306, oh I'm sorry, no, we'll be coming back to 306.

**Ms. Millard:** We will. Oh, fine.

**Mr. Chairman:** Not now.

**Ms. Millard:** Not now.

**Mr. Chairman:** No.

**Ms. Millard:** Okay.

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

**Hon. Mrs. Whyard:** Mr. Chairman, yesterday in the confusion, a number of questions were asked and I have some additional information as well for Honourable Members, if I could have permission to have it circulated now.

The questions, Mr. Chairman, dealt with the staff establishment of the Social Welfare Branch and I have



the figures here, showing the present and the proposed number of positions and man years and also, at the members' request, a listing of where all these people are located throughout the Yukon.

So, Mr. Chairman, I was asked for a definition of the difference between a social service worker and a social worker. And I would like to place on the record the fact that the difference is chiefly one of academic qualifications. A social service worker requires a Grade 12, supplemented by university level courses or graduation from an approved diploma program in social services with limited work experience.

And a social worker, requires a university graduation with a B.S., BSW or Master in Social Welfare degree, or a social services diploma with a minimum of two years work experience.

A social service worker carries a less complex caseload than a social worker and there are few expectations in the area of case work skills. With a social service worker, there is a greater emphasis on a financial assistance caseload, as compared with the more complex family and child welfare caseload of the social worker.

The present caseload of Whitehorse based social workers was another question, Mr. Chairman.

In Field Services, two workers with an average of 80 cases. In Special Placements, two workers with an average of 112 cases, and Metro Whitehorse, six workers with an average of 70 cases. I have copies, I have two copies, if there are any interested Members.

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

**Ms. Millard:** Mr. Chairman, I'm delighted to see with the information that's been handed out, that under 530 there are two separate positions -- I hope they're both for Dawson, alcohol drug worker and social service worker, Dawson City.

Am I correct in assuming that?

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

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

**Hon. Mrs. Whyard:** We have corrected the list to today's accurate definitions of who is where and for what purpose, and there are three, actually three positions there in Dawson City.

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

**Mrs. Watson:** Mr. Chairman, under the alcohol program, Alcoholism and Drug Abuse, under that program are you having someone at Dawson City also?

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

**Hon. Mrs. Whyard:** Mr. Chairman, yes, Mr. Chairman, the alcohol and drug worker who will be located in Dawson City, the reason there was some confusion yesterday about full man year or part time position is that initially this position will be 6 hours a day, as opposed to the regular seven and a half hours per day on an experimental basis, with an option to increase to seven and a half hours, when necessary. But that is an alcohol

and drug worker for Dawson City.

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

**Mrs. Watson:** Mr. Chairman, I think there's a little confusion in my question, it's my fault. Have you got an alcohol and drug worker under Establishment 505 for Dawson City also? Are you going to have two drug and alcohol workers at Dawson?

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

**Hon. Mrs. Whyard:** No, Mr. Chairman, there will be only one and the reason this position is under this Vote at this time is that it is a reclassification of another position transferred.

Mr. Chairman?

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

**Hon. Mrs. Whyard:** There's some questions asked regarding information by number of positions involved in the MacDonald Lodge changeover at Dawson City and I have that information available for distribution now.

This will assist one of the Honourable Members at least in determining why the Alcohol and Drug Worker is under this particular Vote.

Mr. Chairman, also while that's being distributed, there was some reference to promises made to Dawson by myself last summer, and I would like very much to be given the opportunity to refer to the letters which I wrote to the City of Dawson on this subject, very briefly, if I may, so that there will be no misunderstanding about what was promised and what has actually occurred.

August 23rd, Mr. Chairman, I wrote to Mayor Ulanda Burkhard and members of Council saying, "This is to record the results of our discussions last Thursday evening and to report to you what action has been initiated by the Yukon Territorial Government as a result of our very fruitful meeting.

"First I wish to thank you and Members of Council for the opportunity to present the facts regarding our program changes for MacDonald Lodge. As you know, there have never been any intention of closing the Lodge, merely an attempt to consolidate personnel and utilize staff members for more practical purposes in other community areas in Dawson City.

"We have been hoping for some suggestions from the City and concerned citizens towards the end and welcome the request for an alcoholism program. As I stated August 19th, the Administrator of Alcoholism and Drug Services, Mr. Bill Cline, will be arranging to come to Dawson as soon as possible to survey the needs, the available facilities and the manpower required to initiate such a program. He will be consulting you and your officers and other informed people prior to making any decisions as to how this program should proceed. Your suggestion that the present MacDonald Lodge and Sunset Home might be considered as a resource community centre for such a program is being kept in mind and the discussions we had on the alcoholism needs of Dawson have been passed along to Mr. Cline today.

"Secondly, I am contacting the Public Health Nursing Supervisor here in Whitehorse today regarding our suggestion that a program of Meals-on-Wheels might be



instituted for the benefit of senior citizens in Dawson, who prefer to remain in their own homes. These meals would be prepared in the MacDonald Lodge kitchen and delivery co-ordinated in a number of possible way, by volunteers, service club members or social welfare branch workers.

"As well, it has been suggested by Dawson delegates to the Counsel of Yukon Indians, with whom I met here on Saturday, to give them correct information re: MacDonald Lodge, that Dawson City teenagers might be usefully employed after school hours and-or weekends to do chores and to perform useful services for the elderly in the community.

"Third, it is hoped to establish a community worker who would supervise or co-ordinate such programs with the social welfare branch in Dawson.

"And finally, as agreed during our discussions, we will request full staffing for Father Judge Memorial Hospital, rather than continued operation as a nursing centre.

"Future accommodation of elderly patients could then be considered part of the medical facility rather than residential at MacDonald Lodge."

And I submit, Mr. Chairman, that there were no false promises extended and we have done our very best to fulfill those which we did extend.

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

**Ms. Millard:** Mr. Chairman, just to clarify that issue, my remarks yesterday were based on the statistics which we received which indicated only one social service worker, alcoholism worker, whatever you want to call it, in Dawson. Now that I see that there are two, I must say yes, the promises have been fulfilled.

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

**Mrs. Watson:** Mr. Chairman, am I to understand that then there is not a position for a social worker or a social service worker for the North Alaska Highway?

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

**Hon. Mrs. Whyard:** Mr. Chairman, there is, indeed, a north highway position and a south highway position, and they operate under a supervisor of these field service workers.

**Mr. Chairman:** Any further consideration of 531? Clear?

**Mrs. Watson:** Mr. Chairman, just one brief comment; when we look at the staff establishment of 530, I believe that's where we are, aren't we? Yes, 530, the staff establishment. I still maintain there are four and a half more man years for staff establishment 530, and in order to arrive at that, there have been some cancellations of clerical services, in order to create new positions.

I would hope that next year we don't then get a request for more clerical staff, in order to accommodate the extra professional staff that has been hired, because this is how these things grow. I see you've taken a quarter man year for Mayo, clerical, one and a half casual office help, Whitehorse, and where was the other one?

Reduction in hours for clerk typist at Watson Lake Hospital, so actually they've lost two man years of clerical assistance.

There's the same old story. They got the clerical assistance because they thought they needed it in the past. Maybe it's proved out that they don't need it, and that the professional people are prepared to do some of their own clerical work, I don't know; but I would caution the Minister and Members that, while we're going with four extra professional positions, I would hope that next year we don't get a request for more clerical back-up for these extra positions.

**Mr. Chairman:** We're now at 531, Child Welfare Services.

**Ms. Millard?**

**Ms. Millard:** Just as a general question on foster parents, there was a recommendation came out of the weekend of social services discussion, I forget what everybody calls it, "There Must Be A Better Way", or something like that, the recommendation was that the foster parents be given more training and more support from professionals.

Is this being considered as a possibility?

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

**Hon. Mrs. Whyard:** Mr. Chairman, there are meetings of foster parents with our Social Welfare Branch staff regularly in Whitehorse, and I believe occasionally in some of the other areas such as Watson Lake, where there are a number of foster parents on whom we rely greatly.

There is also a Foster Parents' Newsletter which goes out to all of them from the Branch with helpful material and information, quarterly, I believe. Of course, there is close contact maintained between the foster parent and the worker, whose responsibility extends to the child in that home, and I suppose it's like osmosis — you hope that most of it will be transferred from one body to the other in some suitable form, whether it's in contact or in discussion and conversation, but I know there's very close contact maintained.

If I could take a moment, Mr. Chairman, I would like to say a word here on the record of tribute to the foster parents in the Yukon who do so much in this area of child care and child protection.

I think one of the highlights of my own, I won't say career but my years in this position, will be the evening in Watson Lake several weeks ago when I had the honour of being invited to a testimonial dinner for foster parents in that area, and I wish the Honourable Member from Watson Lake had been present at that event because I think it would have been most informational.

There were people there who have opened their homes for many years, and there are some who are taking foster children for the first time, but the star of the show, of course, was Mrs. Johnson who, with her husband, over a period of 40 years has given a home to 189 separate and different individual foster children. Some of them were back more than once, so the total of children in their care was well over 200.

I sat and did a little figuring one day on the basis of what experts in these fields tell us is a bare minimum of cost for a child who goes the wrong way at an early age,



in the early teens for example, and needs special care or training or institutional care and correction and rehabilitation. You are looking at a minimum of \$10,000.00 a year for that child.

I worked it out roughly: Mr. and Mrs. Johnson have saved the taxpayers of this country at least \$18,900,000.00 — that's just a bare estimate, the lowest possible estimate, of what their generous love and care have meant in terms of dollars and cents. You can't put a price on it, there is absolutely no way you can put a price on it.

I also worked out Mrs. Johnson's weight in gold, just to see how many more times she was worth her weight in gold, but that got astronomical, and if I may not be accused of becoming maudlin at this point, Mr. Chairman, I would just like to say that at that dinner we gave the Johnsons a little gift; it was nothing really, and I asked her if, after all these years, she must have some kind of special recipe to hand on to the rest of us who find that even one or two or three children are a little beyond our resources when it comes to the amount of time and effort involved in raising children successfully. I asked her if she would give us a word of advice, and she said, "There's nothing special — just that kids need loving", and I just feel that that was one of the highlights of being Minister in this Department.

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

**Mrs. Watson:** Mr. Chairman, how many group homes are we operating at the present time, and how many children do we have in the group homes?

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

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

**Hon. Mrs. Whyard:** We have a group home at Dawson, a group home at Mayo, a group home on Liard in Whitehorse, a group home on Lowe Street in Whitehorse, a home for the multi-handicapped children, a group home in Watson Lake.

How many children? The annual occupancy rate, the actual occupancy days, 824, oh, plus Villa Madonna which is another one of our jewels, 336, there were 1,453 occupancy days, and I'll give you the number of children. Number of occupants: 44 children.

**Mrs. Watson:** Mr. Chairman, is that all the group homes? How about receiving homes? They must be in the same establishment in the Primary, are they?

**Hon. Mrs. Whyard:** Yes, Mr. Chairman, the receiving home and assessment centre is also in Whitehorse, and that's included in the total of government-owned homes.

**Mrs. Watson:** Mr. Chairman, really we're only looking at sort of five institution-like structures for the child welfare services, am I correct?

**Hon. Mrs. Whyard:** Mr. Chairman, you're looking at eight, if you include Villa Madonna.

**Mr. Chairman:**

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

**Hon. Mrs. Whyard:** Mr. Chairman, the occupancy figures may not seem large, because most of these homes are normal home size, not large institutions as the Honourable Member knows, and normally they have five or six children in those homes with a parent couple.

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

**Ms. Millard:** Mr. Chairman, I'd like to ask the Minister what 'other resources' might mean?

**Hon. Mrs. Whyard:** Mr. Chairman, other resources refer to facilities outside of our own area, which we use for some children. For instance, the Carcross Community School has, from time to time, been used as a resource for a teenager.

We use Woodlands in New Westminster, Ranch Erhlo (which is E-r-h-l-o) in Saskatchewan, and at times we have used Camp Kluane. There is also Northern Training School at Smithers, where we have referred children from the Yukon.

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

**Mrs. Watson:** Mr. Chairman, at one time there was some talk about the Department of Indian Affairs establishing a building and establishing group homes throughout the Territory. I wonder if the Minister knows whether, in fact, they have, and where they would be?

**Hon. Mrs. Whyard:** Mr. Chairman, this is quite so. The only one I'm familiar with is at Watson Lake, where a group home was established, I think partially because of the closing of the residential school at Lower Post and there were a number of children who required a place to stay while attending school in Watson Lake.

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

**Mrs. Watson:** Does the Department of Indian Affairs have their own professional staff to assist the foster parents in the group homes, or do the staff of the YTG, our social workers and social service workers, do they work with the foster parents in these homes?

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

**Hon. Mrs. Whyard:** Mr. Chairman, it's my understanding that the parents in the IAND group home report directly to that department.

**Mrs. Watson:** Mr. Chairman, then there's no co-ordination between the two programs?

**Hon. Mrs. Whyard:** Mr. Chairman, only through the workers in the area and I would think that at Watson Lake particularly there is a very active interagency group where they keep contact with one another and I attended one of their recent meetings and was impressed by the good quality of communication going on between all these agency workers who are dealing with the same kind of problems.

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



**Mrs. Watson:** Mr. Chairman, I wonder if the Honourable Member knows offhand how many of these inter-agency workers there are at Watson Lake. At one time, it was just an absolute fantastic number and there was quite a bit of duplication. Does this still exist?

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

Mr. Chairman, I may not be aware of all of them, but the members of the interagency committee at the moment, as far as I know, include our social worker, the RCMP, the cross-cultural co-ordinator from the Band Council, who works with the educational people there, the principal of the school who was present the day I was, perhaps half a dozen, Mr. Chairman. Oh, and the Indian Agent Office was represented as well.

**Mrs. Watson:** How about Outreach?

**Hon. Mrs. Whyard:** Wasn't present the day I was there, Mr. Chairman. There may be others.

**Mrs. Watson:** Well, Mr. Chairman, the reason I asked the question, because at one point in time I think it became a little bit frustrating for some of the people who were working in the field because there was such a duplication and some of the clients were receiving just a little bit too much overlapping and too much work, you know, not a clarification of whose function was what. And they were almost sort of social-worked or taken care of just too much, so that even the clients were kind of beginning to reject it.

**Mr. Chairman:** Five thirty-one, clear?  
Ms. Millard?

**Ms. Millard:** Mr. Chairman, this may not be the proper time and I'll just sit on your ruling, but I would like to know a little bit more about the inter-agency groups and where they have been established and what would be an assessment of their success. Just a brief moment, if it's possible.

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

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

**Hon. Mrs. Whyard:** I just happen to have with me a report that I was hoping I would have an opportunity to present, on the inter-agency committee which we formed approximately a year and a half ago here in Whitehorse, of all the people involved with adolescents and juveniles. I cannot really assess the operations of inter-agency groups in the other communities because they don't report to me. They report to their own departments and their own governments, which are not always ours. But I would like, if it's not taking too much of the Committee's time, to read this very quickly, for the benefit of anyone who might possibly be interested.

Mr. Chairman, it's my fault this Committee was formed and we're in a moment of truth now, and I think it would be helpful if all Members were aware of the situation, and I can certainly use any information or advice they have for me.

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

**Hon. Mrs. Whyard:** The Inter-Agency Committee was formed approximately a year and a half ago to examine service delivery to adolescents and improve co-ordination of the various agencies involved in that field.

The Committee included representatives from Probation, Social Welfare, R.C.M. Police, Courts, Indian Affairs and other related disciplines, including education.

During its first year of existence, the Inter-Agency Committee met each month in Whitehorse — I might say at 8:30 in the morning, Mr. Chairman, that's how dedicated they were — published a Director of Services for adolescents in the Yukon, which had never been done before, and provided emphasis on formation of inter-agency groups in outlying communities.

The most visible results of the Committee's work have been the organizing and implementing of the conference directed at the problems of adolescents held during November, '76. All sectors of Yukon communities were involved in this conference and twelve work groups examined various problems relating to youth, and as some of the Honourable Members know over one hundred recommendations came from these work groups, covering many critical areas.

Despite the diverse issues and recommendations raised, two major points emerged very clearly on both a planning and operational level: one, that the philosophy of prevention be established as a common basis on which to design and implement all human services, both private and governmental; and two, that co-ordination of services occur at both the planning and operational level of services.

It is interesting to note that these recommendations were not only among the fine recommendations of a Committee formed in 1968 to examine juvenile delinquency in the Yukon, but were also prominently expressed in the goals and objectives of the Yukon Territorial Government, as stated in 1975.

The time is now ripe to examine practical ways of implementing these proposals in a purposeful manner. A rational perspective on prevention looks beyond a system which is primarily committed to reacting to the effects of social ills, by dealing with the difficulties of the individual. Instead, it seeks to determine the sources of the problem which are rooted in the community and correct these through improved service delivery.

A philosophy of prevention, if adopted by various government departments and private agencies working in the area of providing services for youth, would mean that each service would have a common objective and thus achieve better co-ordination.

With respect to co-ordination of services, many individuals believe that co-ordination has been occurring at all levels of agency inter-action. However, this is not, in fact, the case.

What has been taking place is co-operation, often at an informal level, among workers on a daily basis. This is an expected element in human service; however, this form of co-operation is not co-ordination and it is structured co-ordination which is the critical ingredient to enable more efficient use of existing services.

The Inter-Agency Committee is therefore exploring the co-ordination of services on a planned structured level. A sub-committee of the Inter-Agency Committee is examining a variety of approaches to the co-



ordination of services.

One of the approaches under examination is the use of a multi-disciplinarian team, either in a designated area of Whitehorse or in an outlying community. It would consist of the consolidation of human resource services in one physical location, easily accessible to citizens of the community. A social worker, public health nurse, probation officer, manpower officer, cross-cultural coordinator or Outreach worker, working in such a centralized setting, would come to be regarded as a human services team rather than individuals offering separate and apparently disparate services.

The benefits of such a co-ordinated approach at the local level are obvious. This approach also lends itself to the involvement of local community workers, either volunteer or paid, and the extremely important process of identifying community needs.

The community would come to identify one common location from which they receive a great variety of services, including such divers programs as library and film activities, family life education, recreational activities and other such programs that are preventive in nature.

The approach would utilize already existing resources in an existing location, but with structured coordination, a much wider focus is possible for the citizens of the community than simply crisis intervention, as we have it now.

A substantial investment of knowledge and resources and indeed imagination, is necessary as part of a broad attack on those aspects of family and community life, which tend to have as eventual outcome, a significant number of social casualties.

We all recognize that family life is important and that not all children in our society are fortunate enough to have parents with the characteristics and abilities that are suitable to a healthy family environment. Much can be done to insure that the detrimental facts of inadequate parental care is minimized, but no single institution or service in the community can hope to solve the problem through its own efforts.

One basic role of community planning should be to develop the highest degree possible of co-ordination of activities among agencies providing for youth. Two essential approaches to prevention have been developed by our government agencies. One approach seeks to improve the environment in which children grow up the other is concerned with improving the quality of services available to children and their parents, whether provided on an individual or group basis.

Adoption of a philosophy which is applicable to all agencies working in the field and then provision of a structure for the co-ordination of the services is required.

With this report in mind, I am now asking for a round table discussion with my directors and the inter-agency committee, in the hope that we can provide recommendations for action to the Executive Committee of this government.

Time to wake up.  
(Laughter)

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

**Mrs. Watson:** Mr. Chairman, it was rather interesting and the fact that the team approach rather than crisis

intervention, the prevention aspect of it should be present, and I don't think the Minister's going to like me for what I'm saying, but I still feel that I have to say it. I think there's a great danger in our society today, where, because of the fact that social agencies are called in at a crisis time, because, and if that's the time they're called in, if they feel that they would like to be in on it to prevent it before there's a crisis. But there's such an extremely narrow line between intervention and interference in people's private lives.

I think that this is one of the - one area where we have to be extremely careful in our society so that in our zeal to take care of everyone, to help people, to help children, we are almost endeavouring to inflict our standards on other people. And this would be the only thing that I would be concerned about, about the team approach, which is reasonable, which no doubt will work very effectively.

But when you have a team in relatively small communities, such as we have in the Yukon, and Whitehorse is a small community, we want to make sure that the team presence, even overwhelms, or isn't too prominent, and I'm not criticising at all the report that the Minister read, but I would caution and I am a very strong feeler, I feel very much that there's a place for the state and there's a place for the individual. And let's be very, very careful that we protect the rights of the state, even though sometimes it may appear to us that the people that we should be serving aren't quite measuring up to the standards that we would prefer.

And this to me, Mr. Chairman, in our modern day and age, is one of the biggest dangers that we're being faced with.

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

**Hon. Mrs. Whyard:** Mr. Chairman, there's just two things I would reply quickly and one is that the complaints that come to my desk and on my phone daily are never from people that think we're giving them too much attention. The phone calls I get at eleven and twelve o'clock at night at home are from people who think we aren't giving them enough, and I quite agree there is a point to be considered there, which has been raised by the Honourable Member, but, in my observations of the staff in this branch, I cannot see that is a serious concern.

If I could just use one other example, recently in Watson Lake there has been a Youth Centre opened through the efforts of a number of people on that inter-agency committee. I had the good fortune to be in Watson Lake on a day when they were meeting and the Honourable Member would have been very pleased to see the manner of approach towards this project.

The professionals in the group sat back and let the teenagers in that community do the planning for this project. They had to learn how to fill out all the application forms, prepare assessments of feasibility to submit with these forms, go through all the paper work and procedure which is really good training, let me tell you, to approach a federal department for a demonstration project grant, then they did all the work themselves on the building to the point where they got their first initial grant, which enabled them to hire two adults to set up their program for that centre.

The meeting I attended was an eye-opener. The kids



were sitting there at the Board of Directors' table, making the motions and handling the business. And sure, there were adults sitting behind them saying don't forget to second that, and have you got the Bill here to report for the financial statement, but that is the kind of assistance I like to see, and I wouldn't call that interference.

These people were using their expertise in a very subtle way, and the kids had got this project off the ground and were carrying it themselves.

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

**Mrs. Watson:** Mr. Chairman, I would love to comment but I don't think I will, because I think we've taken enough time and we have these people here who are experts in finance, and we're going on into sort of deviating from the field, and so it's quite obvious that the Minister and I have different thoughts on some of these things, which is quite a healthy situation.

So I'm quite prepared to let the establishment go through.

**Hon. Mrs. Whyard:** Well, Mr. Chairman, that sort of leaves a cloud hanging over the situation. I would like to assure the Honourable Member that if she is worrying about financial implications of this government, she needn't, because that project is going to be self-supporting before their project grant is through.

They have already got businesses underway out of that centre, which are going to cover their own end.

**Mrs. Watson:** Mr. Chairman, my worries were not financial. I think we all know that it's \$790,000.00. My meaning was that we differ, we have different philosophical views on social welfare programs, and I think that we are boring, or taking a lot of time back and forth on them, and because we have people from Treasury here, let's get on with dealing with the financial aspect of it.

**Mr. Chairman:** Five thirty-one, clear?

**Some Members:** Clear.

**Mr. Chairman:** Five thirty-two, Social Assistance, \$645,000.00.

**Ms. Millard?**

**Ms. Millard:** Mr. Chairman, I'd like to ask the Minister, the role of the social service worker in things such as social assistance, for instance, in Dawson City we've been without a social worker for six months. Presumably, we won't be without a social service worker that long, since the social service worker will be coming from the community and won't need the training, et cetera.

Will the social service worker be able to take over, for instance, the minor parts of social work, social assistance, a few other things that really involve pretty automatic things, especially since social assistance, for instance, is now regulated by Ordinance?

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

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

**Hon. Mrs. Whyard:** Mr. Chairman, that was certainly indicated in the definition of a social service worker. That level of position is designed to take a number of these duties off the professional social worker, so that they can deal with case work and family counselling and child protection and so on.

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

**Ms. Millard:** Just on the totals here, I'm surprised there is an increase, since at the supplemental, there was a fair amount left over in social assistance. Are we expecting an increase in social assistance this year?

**Hon. Mrs. Whyard:** Mr. Chairman, I think it's time Mr. Williams had a chance.

**Mr. Williams:** Mr. Chairman, I believe the revised Estimates for 1976-77 is about \$590,000.00, and so the Department has just used that figure and made a general allowance of 10 per cent for anticipated increases and benefits, and that sort of thing, so they don't anticipate an increase in case load, but they do anticipate an increase in benefits paid to people on assistance.

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

**Mrs. Watson:** Which is automatic, Mr. Chairman, that is automatic, is it not, into the --

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

**Ms. Millard:** Mr. Chairman, just a brief question on the territorial supplementary allowance, somehow the last time I discussed this with someone who should have known, they told me that it no longer exists, and I remember we had quite a discussion on it when it arose first a couple of budgets ago.

I'm wondering if it is in existence, and if it is, what is the general sort of philosophy of social assistance now?

**Hon. Mrs. Whyard:** Mr. Chairman, as all Members know, this Territorial supplement was initiated by this government ahead of most provincial jurisdictions, as an additional form of assistance to people who needed such subsidies, because of the increased costs in the north, over and above what is received in old age assistance from the Federal Government and other pension sources.

It has been adjusted and tied in now to an increase in the cost of living, so it does rise when the other pensions do. I believe Mr. Williams could explain how the financing is handled, but in my monthly reports, social assistance figures include T.S.A., I mean the people who are obtaining social assistance are also getting T.S.A., so I can't break down the number of separate people.

It's a very small number.

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

**Mr. Williams:** Mr. Chairman, I can't add very much to that except that the payment is covered by the social assistance regulations. I think the formula is laid out in regulations.

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



**Ms. Millard:** Do we have a basic poverty level in the Yukon that we go on, because this was my presumption with the TSA, was that there was a basic level and I thought that if a person's income did not reach that level, a territorial supplementary allowance would make the difference. If there is criterion for a basic poverty line, I wonder if we could have those statistics?

**Hon. Mrs. Whyard:** Mr. Chairman, I don't think I can give you a figure for basic poverty level. I don't know how to answer that question.

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

**Mrs. Watson:** Mr. Chairman, isn't the YTG's supplementary benefits for senior citizens tied indirectly to the Canada Supplementary Benefits for Old Age Pensioners? Directly. If they qualify for the one, they automatically qualify for ours.

**Hon. Mrs. Whyard:** I think, Mr. Chairman, that would apply, but TFA isn't limited only to people who are geriatrics.

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

**Ms. Millard:** Maybe if I've phrased the poverty level question a little differently.  
When do we know when someone's eligible for TFA?

**Hon. Mrs. Whyard:** Mr. Chairman, we don't until they come and tell us.

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

**Ms. Millard:** Then it is judged by what — by the regulations attached to Social Assistance Ordinance. Is that I'm looking for, is for the regulations attached to Social Assistance Ordinance, to know exactly when a person is eligible for TFA?

**Hon. Mrs. Whyard:** Yes, Mr. Chairman, that would certainly be the place to look for specifics, but speaking generally, the philosophy of social assistance in this branch is to provide the needed costs of living, shelter and food and clothing and so on. And that's why I have trouble giving you a basic poverty line because it depends on whether you're in your own home or renting, there are all kinds of factors, which you will understand, Mr. Chairman, must enter into each individual assessment.

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

**Ms. Millard:** One further question, Mr. Chairman, I can see your eyes are drooping.

Is part of that assessment also based on distance from Whitehorse?

For instance, would people in Old Crow receive a greater allowance than people in Carmacks, for instance, where the cost of food is far greater in Old Crow than in Carmacks?

**Hon. Mrs. Whyard:** Mr. Chairman, it's my understanding that what they receive would be based on the costs of what it takes to obtain the food and shelter,

wherever they are.

**Mr. Chairman:** Mrs. Watson: Mr. Chairman, isn't it established so that there is a basic means for the various components, the requirements that a person, the basic things that a person has to have to live. And then there's the very specific section written in where there is discretion for the Director of Social Welfare to vary it in order to accommodate the various situations in the Yukon Territory.

**Hon. Mrs. Whyard:** That's right, Mr. Chairman.

Also, Mr. Chairman, within the boundary of the amounts permitted, you can adjust what is paid for rent as opposed to heat or light or clothing or drugs or whatever is the prime need.

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

**Ms. Millard:** I'm sorry, that wasn't just one last question, two last questions.

So, is our system also on an equal basis with the Indian Affairs system? In other words, does an Indian status person receive the same benefits as a white status person?

**Hon. Mrs. Whyard:** Mr. Chairman, I don't know.

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

**Mrs. Watson:** Mr. Chairman, adult Indian, status Indian people, don't qualify under our social assistance, however, the children, assistance for children, welfare services for children, status, Indian children, come under our jurisdiction, do they not?

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

**Mrs. Watson:** Mr. Chairman, has the recovery for that service — at one time, has been — was set at \$10,000.00 and hadn't varied for years. Has it increased now?

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

**Mr. Williams:** Mr. Chairman, we do recover one hundred per cent with respect to assistance paid on behalf of native children. There is a \$10,000.00 figure that the Member's referring to and that's something to do with an annual administration charge, but that's over and above the amount that we recover with respect to payments made on behalf of the children.

**Mr. Chairman:** 532, clear?

**Some Members:** Clear.

**Mr. Chairman:** 533. Day Care. \$42,000.00.  
Ms. Millard?

**Ms. Millard:** Mr. Chairman, it seems every time we discuss day care we get into this. The Yukon Child Care Association some time ago, made some proposals which did not meet Canada Assistance Plan criterion and as far as I understand. There was going to be some discussion on trying to change the criterion for the Yukon so



that the Child Care Association could encompass payments to people who were earning more than the, what was the national level. Is this still being investigated?

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

**Hon. Mrs. Whyard:** Mr. Chairman, it was the opposite position, actually.

This government, in consultation with the Yukon Child Care Association, had worked out a subsidy plan, to subsidize the cost of day care to working parents, we went to bat and got federal approval for increasing the total gross family income level to \$17,500.00, on the basis that that's the same figure that is used for certain mortgage money made available by CMHC in the Yukon.

Having achieved that, and we -- I might say we were pretty proud of doing so, the Yukon Child Care Association turned down the plan, on the advice of a report prepared by an expert researcher.

As Honourable Members will recall, last year we had put money into the budget in the expectation that there would be such a plan in operation, however, it had been rejected.

Since that time, the Director of the Social Welfare Branch, and the officials of the Yukon Child Care Association, have been consulting together. One of their executive members has been working out of our Social Welfare Branch for some months now, doing some research and backup information from all the various groups around the Territory, so that we can come to some conclusion which will be practical, which will be economical and which will be accepted.

There have been no new bulletins on that particular topic, Mr. Chairman, to my desk for some time, but Mrs. McGuire, Lillian McGuire has been working very closely with our Branch, and there is, as the Honourable Member probably knows, a workshop coming up in the next week or so, where this will probably be discussed, but I have nothing else new to report.

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

**Ms. Millard:** Is there anything in the works, any thought being given to setting day care standards for the Yukon?

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

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

**Hon. Mrs. Whyard:** Yes, there certainly has, and that's another project that Mrs. McGuire and members of the Child Care Association have been working on with our Branch.

I hope we're very close to it. The draft regulations have been studied by both groups, revision have been made. The one big problem, as all Honourable Members know, is that once we begin to impose that standard, it must be enforced, and there are a number of day care centres which would have to scramble very hard financially, in order to meet those standards.

We are trying to ease the situation into an acceptable standard without making any working parents suffer in the process.

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

**Mrs. Watson:** Mr. Chairman, I'm very, very concerned about these regulations, and as the Minister says, that the implications of them are quite tremendous on some day care centres, and at private homes where people take care of children, and before they're brought into force, I would certainly hope they're sent out, and I would certainly like to get a copy of it before they're brought into force, because they are the results the results of regulations like this are really quite tremendous, so I hope we're not entering into them very lightly.

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

**Hon. Mrs. Whyard:** We're certainly not entering into them lightly, and we have been watching, with interest, developments in other jurisdictions such as Ontario and the Northwest Territories, where the City of Whitehorse actually imposed the standards in Yellowknife, and there was a great outcry because they were too stringent.

A number of centres folded immediately, and working parents were left without any recourse.

On the other hand, this delay, which has been frustrating because of our recognition of the need to supervise the safety and health conditions in such areas, may have turned out to be an advantage in this particular case, because during the months that we've been studying and drafting and redrafting the regulations, the federal department has been incorporating a new approach towards what is considered applicable for subsidy in the day care centre area, so that no longer would you have to have a church basement or a large special facility for a large number of children in order to apply for assistance.

This may now include a home, where a mother looks after three or four other children than her own, and there will be, I am hoping, funds available for that kind of day care, and we will also then, because it is part of the subsidy system and funding from the feds, we will then be able to supervise controls in such areas.

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

**Mrs. Watson:** Mr. Chairman, that's very interesting. Is the federal government then considering providing the subsidy for the mother that takes care of her own children?

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

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

**Hon. Mrs. Whyard:** The only subsidy that I know of at present to a mother who is looking after only her own children, is the family allowance. I haven't seen any other projects for the future.

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

**Mrs. Watson:** Mr. Chairman, but it does seem very unfair, does it not, if you're taking care of someone else's child, you get a subsidy. That other person is also getting Family Allowance, but if you take care of your own child in your own home, you don't get the subsidy from the government, so it's really much better off to



leave your children with someone else, who is going to stay at home and take care of the children. We're opening quite a can of worms.

**Hon. Mrs. Whyard:** Mr. Chairman, I didn't open them, Mr. Lalonde did.

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

**Mrs. Watson:** Could the Minister tell Mr. Lalonde what I said?

**Mr. Chairman:** 533, clear?

**Some Members:** Clear.

**Mr. Chairman:** 534, Social Service Agencies, \$32,000.00.  
Ms. Millard?

**Ms. Millard:** Mr. Chairman, if my memory serves me correctly, in the supplementals I think it was \$12,000.00 that was added to the basic grant, however, I don't see this reflected in the '78 budget.

I wonder if I could just have a comment?

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

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

**Hon. Mrs. Whyard:** The Honourable Member is quite correct. The 12,000 addition in the last year was a one time only to the Yukon Social Service Society, and the figure that you see here for '77-78 of 32 will be the grant they receive, and it's not far off what they've asked for, so I don't think there's too much bother there.

**Mr. Chairman:** Clear?  
535, Children's Group Homes, \$42,500.00.

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

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

**Hon. Mrs. Whyard:** Just one comment here. There had been an overestimate in our '76-77 figures for what we expected would be higher costs of utilities. I don't know how we went so far into orbit, I guess we really got scared when we heard all the warnings of increases of so much percentage.

In any case, Mr. Chairman, you will see that there's only a very small increase over last year, and we are sure that this should be enough.

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

**Ms. Millard:** Is there any chance that there will be more children's group homes opened in the Yukon in the near future, in the next year or two? Not year, I guess, but two years?

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

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

**Hon. Mrs. Whyard:** Mr. Chairman, I would think

that is based entirely upon the demand and need for such services, and at present, we do not see that need.

**Mr. Chairman:** I can't rule out the possibility for such additional services, if a major construction project hit this country or whatever, but looking at the next year or two, I would say no.

**Mr. Chairman:** There no longer being a quorum present, I will have to have the Speaker back in the Chair.

*(Mr. Speaker resumes Chair)*

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

May I have a report from the Chairman of Committees?

**Mr. Hibberd:** Mr. Speaker, under our Standing Orders, there must be a quorum present, which consists of a majority of the Members of this House, and that number was not reached, and therefore I requested Mr. Speaker to appear.

I must admit with the appearance of the Speaker, we now have a quorum.

**Mr. Speaker:** You have heard the report of the Chairman of Committees.  
Are you agreed?

**Some Members:** Agreed.

**Mr. Speaker:** Madam Clerk, would you make note of those Members who are present?

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

**Mr. Hibberd:** Mr. Speaker, may I --

**Mr. Speaker:** This House is adjourned until 10:00 a.m. Monday next.

*(Adjourned)*



**THE FOLLOWING LEGISLATIVE RETURNS WERE TABLED**

**77-1-6**  
Detox Centre and Crossroads  
(Mar. 14/77)

**77-1-7**  
Civil Legal Aid  
(Mar. 15/77)

**77-1-8**  
School Committee Conference  
(Mar. 15/77)

**77-1-9**  
Cyprus Anvil Mining Corporation  
(Mar. 16/77)

**THE FOLLOWING SESSIONAL PAPERS WERE TABLED**

**77-1-17**  
Northern Teachers' Training Program  
(Mar. 14/77)

**77-1-18**  
White Paper on Planning Economic Development of Yukon  
(Mar. 15/77)

**77-1-19**  
General Development Agreement Draft  
(Mar. 15/77)

**77-1-20**  
Green Paper on Municipal Ordinance  
(Mar. 15/77)

**77-1-21**  
Green Paper on Local Improvement District Ordinance  
(Mar. 15/77)

**7-1-22**  
Green Paper on Highway Information Signs  
(Mar. 15/77)

**77-1-23**  
Arctic Winter Games 1968-1976  
(Mar. 15/77)

**77-1-24**  
Recreation Grants Regulations  
(Mar. 16/77)

**77-1-25**  
Reply to Committee Motion Number 1 —  
1976 (3rd) Session  
(Mar. 17/77)

**THE FOLLOWING CORRESPONDENCE WAS TABLED**

Letter from A. Kroeger, Deputy Minister, Indian & Northern Affairs  
(Mar. 17/77)



