



# The Yukon Legislative Assembly

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## **HANSARD**

**Thursday, April 14, 1983 — 1:30 p.m.**

Speaker: The Honourable Donald Taylor

# Yukon Legislative Assembly

SPEAKER — Honourable Donald Taylor, MLA, Watson Lake

DEPUTY SPEAKER — Andy Philipsen, MLA, Whitehorse Porter Creek West

## CABINET MINISTERS

NAME	CONSTITUENCY	PORTFOLIO
Hon. Chris Pearson	Whitehorse Riverdale North	Government Leader — responsible for Executive Council Office, Finance, Public Service Commission, and Economic Development and Intergovernmental Relations.
Hon. Dan Lang	Whitehorse Porter Creek East	Minister responsible for Municipal and Community Affairs, Highways, Yukon Housing Corporation, and Yukon Liquor Corporation.
Hon. Howard Tracey	Tatchun	Minister responsible for Health and Human Resources, Renewable Resources, and Government Services
Hon. Clarke Ashley	Klondike	Minister responsible for Justice, Consumer and Corporate Affairs, and Workers' Compensation.
Hon. Bea Firth	Whitehorse Riverdale South	Minister responsible for Education and Tourism/Heritage and Cultural Resources

## GOVERNMENT MEMBERS

### (Progressive Conservative)

Bill Brewster	Kluane
Al Falle	Hootalinqua
Kathie Nukon	Old Crow
Andy Philipsen	Whitehorse Porter Creek West

## OPPOSITION MEMBERS

### (New Democratic Party)

Tony Penikett	Whitehorse West Leader of the Official Opposition
Maurice Byblow	Faro
Margaret Joe	Whitehorse North Centre
Roger Kimmerly	Whitehorse South Centre
Piers McDonald	Mayo
Dave Porter	Campbell

### (Independent)

Don Taylor	Watson Lake
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Clerk of the Assembly  
Clerk Assistant (Legislative)  
Clerk Assistant (Administrative)  
Sergeant-at-Arms  
Deputy Sergeant-at-Arms  
Hansard Administrator

Patrick L. Michael  
Missy Follwell  
Jane Steele  
G.I. Cameron  
Frank Ursich  
Dave Robertson

<sup>01</sup> **Whitehorse, Yukon**  
**Thursday, April 14, 1983 — 1:30 p.m.**

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

*Prayers*

#### DAILY ROUTINE

**Mr. Speaker:** Are there any returns or documents for tabling?  
 Reports of committees?  
 Petitions?  
 Introduction of bills?  
 Notices of motion for the production of papers?  
 Notices of motion?  
 Are there any statements by ministers?

#### MINISTERIAL STATEMENTS

**Hon. Mr. Pearson:** The Government of Yukon supports the development and growth of the placer mining industry in the Yukon. Placer gold mining, from the earliest days of the territory's recorded history, has played a key role in the economic political and social life of Yukoners. We recognize the valuable contribution that the placer mining industry has made and will continue to make if there is not undue interference by excessive government regulations.

During these depressed economic times the value of that contribution is becoming increasingly apparent. Placer miners are the last active miners in the territory. Today, they are the mainstay of Yukon's first industry — mining. The Government of Yukon, for its part, wants to see the placer mining industry grow. We have policies and programs which are of assistance to the placer miners. For example, the Northern Exploration Facilities program provides grants to cover part of the cost of developing access to resource development projects.

<sup>02</sup> Further, our Department of Highways and Transportation has budgeted \$500,000 in the capital budget for 1983-84 for improvements to "other roads", most of which goes to serving the placer industry.

We look forward to the day when the Yukon government will acquire the responsibility for managing resources in the territory, including the management of placer mining. We look forward to that day because we feel we can do a better job than the federal government in this regard.

In the interim, until that transfer takes place, and until the control of inland waters is transferred to Yukon, we believe the Yukon Water Board should play a larger role. First, however, it should be reconstituted as a quasi-judicial citizens board made up of Yukoners. There should be no bureaucrats on the board and it should be given the necessary budget and staff to carry out its duties.

One of the major problems confronting the placer miners is the degree of protection for fish and fish habitat demanded of operators by the Department of Fisheries and Oceans. Many of the restrictions are excessive and are clearly uneconomic for many operators. The Yukon government advocates a fundamental change in the administration of the fisheries resource in Yukon, away from the purely enforcement role presently employed by the Department of Fisheries and Oceans, which appears to consider it has a responsibility to protect every fish in every stream, to that of a resource management role aimed at enhancing overall fish stocks. To this end, the Yukon government will actively pursue its objective of having the responsibility for the administration of fresh-water fisheries transferred to the Government of Yukon.

We know that a rational balance must be struck between resource development and environmental protection. The problem today is that the federal government with its conflicting departmental mandates and bureaucrats has put the poor beleaguered placer miner on the endangered species list. New guidelines have been prepared on the industry which, if imposed, could mean its virtual extinction.

The government and people of Yukon cannot allow this to happen. Yukon can ill-afford the strangulation of one of our few healthy industries by federal government red tape.

<sup>03</sup> The Government of Yukon will be speaking out loud and clear to the Yukon Placer Mining Review Committee established by the federal government which will hold hearings later this spring.

You will recall that last spring we proposed the establishment of a task force to investigate all aspects of the industry so that everyone — especially the federal ministers and their bureaucrats — would gain a better appreciation and understanding of the industry.

We made this offer because we felt the government of Yukon could perform a useful function in getting the parties together and have them come up with realistic solutions to the current problems. We had hoped that the parties, by working together, would be able to develop methods that would minimize the environmental impacts resulting from mining while maintaining the economic viability of placer operations.

That was our hope. However the federal government did not see fit to accept our offer.

Consequently, the government must express its views to the federal committee. In our view, the condition indicated in the new "guidelines", which DIAND proposes to apply to wider authorizations are much too stringent. As the federal government's own socio-economic impact analysis shows the costs to the industry of implementing these guidelines greatly exceed any benefits which might be gained by increased fish productivity. Many such benefits are likely to accrue to Alaska and not to Yukon at all. Accordingly, the Government of Yukon will actively oppose the introduction of these new guidelines.

<sup>04</sup> Further, we will be reiterating our demand that the responsibility for the administration of water resources and the regulation of placer mining in Yukon be transferred to our government. The *Yukon Placer Mining Act* and the *Yukon Quartz Mining Act* are written in such a way that the Government of Yukon, through the Commissioner, could immediately be given the responsibility for regulating the mining industry without any changes to the legislation.

It is time for Yukoners to play a more meaningful role in managing their resources. We know we can do a good job. We know we can manage them in the best interests of Yukoners and of all Canadians.

**Mr. McDonald:** I have been given only a few minutes to prepare a brief reply to the government leader on this important issue. I appreciate he is making clear, finally, the government's position on placer mining.

We, on this side of the House, recognize the value of the placer mining industry as one of the few self-sustaining industries remaining in the territory. We agree with much of what the government leader had to say. We do recognize, as do all people in the territory, the conflict between fisheries and the placer mining industry. We, on this side of the House, advocate responsible resource management and have always promoted local determination and development of our own resources.

We, too, believe that a rational balance must be struck between resource development and environmental protection. We shall, therefore, be making a very strong submission to the Placer Mining Review Committee hearings.

I have had discussions with many miners in my ridings to discuss the beleaguered state of the placer industry and their concerns are many and will be well articulated and represented at the review hearings.

<sup>05</sup> I am somewhat surprised to hear today that the government has taken such a hands-off position regarding the development of the federal guidelines. A legislative return, dated December 6, 1982, strongly suggests that the Yukon government involvement was offered and accepted. I believe at least 11 days of meetings were held between February 4 and October 24, 1982. Of course, if the government would like to alter or radicalize their position now, that is their right.

I am somewhat more surprised to hear the reasons for the failure of the Yukon government's proposal to hold a commission of inquiry into the placer industry last spring, at election time. I do

understand that the federal government did not respond to the offer made according to a Yukon legislative return. I also understand that budgetary cutbacks were cited in one Yukon government press release as the only reason the proposal fell through. I will quote briefly from the release: Ashley, meaning the right hon. Clarke Ashley, told the Klondike Placer Miners Association committee members that "the government was unable to proceed with its promised commission of inquiry into the industry because of funding cutbacks but would convene joint industry and government meetings if all parties agreed to the sessions".

Whatever the sequence of events, I believe we are faced with a serious situation whose resolution will have serious consequences on the economy of the Yukon and resource management, and many individual placer miners. We should review our position and deliberate very carefully to ensure our long term interests are satisfied.

**Hon. Mr. Pearson:** I am appalled to hear the member for Mayo say that he does not know why we did not proceed with the inquiry that we had proposed. It is a well-known fact — certainly the mining industry knows the reason — that we determined that one of the major actors in any such an inquiry would have to be the federal government. We wrote to the Minister of Indian Affairs and Northern Development and were advised by him in writing that they would not participate in an inquiry conducted by this government and they proposed, at that time, that they would conduct an inquiry and asked us whether we would participate. We were asked later on to make nominations for people to that inquiry and we did so.

**Mr. Speaker:** Are there any further statements by ministers? This then brings us to the question period.

## QUESTION PERIOD

### Question re: School taxes

**Mr. Kimmerly:** I have a question to the Minister of Municipal Affairs.

In light of the City of Whitehorse's decision on school taxes, will the minister give his assurance that he will not once again interfere with the democratic right of Whitehorse City Council to establish property tax policy?

**Hon. Mr. Lang:** I am surprised at the member opposite. The levy of school tax on property is the purview of the Government of the Yukon Territory, not that of a municipality. I am amazed that the member opposite is confused in his mind in respect to who has the responsibility.

To be quite frank, I am kind of amazed when I read the newspaper and some politicians, anonymously, are stating that it is an interference in the levying of taxation within the community of Whitehorse or, for that matter, any other community. Education, for the member opposite's information, is the responsibility of this government and, subsequently, it has to be paid for, at least in part, in some manner.

**Mr. Kimmerly:** Property taxes are a municipal responsibility. What territorial/municipal discussions occurred prior to the Government of Yukon's tampering with property tax policies?

**Hon. Mr. Lang:** I do not know where the member is coming from. I indicated whose responsibility it was to levy a school tax; that is our responsibility and we have done so. We have not tampered with the taxing authority of the City of Whitehorse.

I should point out further that we seem to have a fairly good working relationship. If we accepted the principle that property taxation was totally the responsibility of the municipality, then why do we have an assessment branch as opposed to the City of Whitehorse?

The leader of the opposition says they are two different things. They are not, they come hand in hand.

**Mr. Kimmerly:** Since the municipal government is living up to its promises, will the territorial government follow the lead and honour the election promise of last spring to not raise taxes?

**Mr. Speaker:** Order please, the question would be out of order in that again the members are making representations. However, I believe it was the intention of the member to ask the question in a different way and in that particular case I will permit a reply.

**Hon. Mr. Pearson:** We did not promise not to raise taxes ever. In fact, what we said in that ad was that we have been able to accomplish some things last year without raising taxes. There was no implication of a promise to not raise taxes, number one. Number two, I would respectfully suggest that the gambit used by the city is one that has taken me by surprise. I do not believe that there is anyone outside the city council who honestly believes that the city gets blamed for the school tax that is levied by this government. Everyone understands and knows exactly where that tax comes from. We make it clear, we are up front. We are very public about it.

The name of the game is that this territory is responsible for school taxes just like any municipality in southern Canada. In most the municipalities in southern Canada there is in fact a school board that sets the tax rate for school taxes in those municipalities. For the purposes of school taxes the Yukon government is in fact the school board.

### Question re: Teslin property taxes

**Mr. Porter:** I have a very uncontroversial question for the Minister for Municipal Affairs.

On the CBC this afternoon it was stated that the Teslin LID will be doubling its property tax rate. Does this mean that the Teslin LID will have to shoulder the full responsibility or can they expect some assistance from this government?

**Hon. Mr. Lang:** The member knows full well that this government is very concerned about the municipalities. There was a meeting last evening that, unfortunately, I could not attend. There was an agreement between the Local Improvement District of Teslin as well as a public meeting, that they should go ahead with an increase in their property tax and the remainder would be made up of a special grant from the government here so that their budget could be balanced. I think we have reached a very amicable agreement between the two levels of government. I appreciate the work that the LID trustees have done in trying to prepare a budget that could balance over the course of this year. It would appear, at the present time, that we will have to make a special allocation of dollars in the area of \$13,000 to \$17,000 in order to balance that budget, which I am sure the member opposite will appreciate as well.

**Mr. Porter:** Was there pressure applied to the LID to raise the taxes or did they come to the decision independently?

**Hon. Mr. Lang:** I guess his question is: what is the definition of pressure. It would appear to me that all members in this House would agree that, if a budget is to come forward, it should come forward in a manner that it is balanced because if there is a deficit someone has to pay down the road for it.

We had discussions with the LID and, obviously, if there was not an increase then we are going to have to cut further services which, of course, they did not believe they could and still be able to supply the necessary municipal services. I think we have reached a good arrangement and I wanted to express, on the record, the obvious cooperation put forward by the elected members in Teslin and I expect the same cooperation from the member opposite.

**Mr. Porter:** There is one other party to the process that he forgot, that of the AYC. Can the minister tell the House if he has any plans to immediately assist the communities of Mayo and Carmacks, who face the same situation?

**Hon. Mr. Lang:** The member opposite has, obviously, not done his homework. First of all, I should point out that the general manager of the Association of the Yukon Communities was down at the meeting last evening and the report to me is that he believes we reached a fair agreement. We have had discussions with the community of Mayo; it appears now that we will have a budget that will be balanced and they will be able to provide their services similar to Carmacks. I want to assure the member opposite — they are all in good hands.

### Question re: Sexual harassment

**Mrs. Joe:** I have a question for the minister responsible for the Women's Bureau. Yesterday, the minister indicated that the Women's Bureau and the Public Service Commission are working

to develop a policy on the issue of sexual harassment. Could the minister inform the House how long these departments have been in the process of formulating policy, what progress has been made, when policy is to be expected and how complaints are being processed, meanwhile, in the absence of any policy?

**Mr. Speaker:** Order, please. I believe the hon. member has a series of questions. Perhaps they could be submitted as written questions, or did the hon. member have any particular question out of the series that she just asked that she wished to have answered now?

**Mrs. Joe:** I was seeking information from yesterday and understood that the minister had some clarification on some questions that I had asked.

**Hon. Mr. Ashley:** Yes, the member opposite gave me some kind of notice of a question yesterday which did not relate to the question she asked me yesterday. The notice of a question of sexual harassment is about government employees, which I answered. The question that she actually asked me was about outside-of-government employees, from the private sector, dealing with the *Fair Practices Act*. There have been two complaints received by Labour Services under the *Fair Practices Act* from the private sector. Our government has received possibly two as well. Those go to the Public Service Commission, as I told you yesterday, and they would be dealt with through the Public Service Commission.

**Mrs. Joe:** I understand the complaints from Indian bands on sexual harassment are not covered under Yukon legislation. Can the minister tell us if he is considering legislation that would provide for processing of band complaints under Yukon law?

**Hon. Mr. Ashley:** I am sorry, I missed the first part of the question. Are you referring to the private sector or the public sector?

**Mrs. Joe:** I am going to ask the question again. I said I understand that complaints from Indian bands of sexual harassment are not covered under Yukon legislation. Can the minister tell us if he is considering legislation which would provide for processing of band complaints under Yukon law?

**Hon. Mr. Ashley:** We have the *Fair Practices Act*, which covers all individuals in Yukon, other than government employees.

#### Question re: Agriculture Development Council

**Mr. McDonald:** I have a question for the Minister of Agriculture.

The minister yesterday supported a motion asking for production of copies of guidelines provided to or produced by the Agriculture Development Council. Is he today prepared to inform the House that, as a matter of policy, reports of the decision of the Agriculture Development Council will be regularly provided to members of the House?

**Hon. Mr. Lang:** There is an old saying that if you give them an inch, they want a mile.

As general policy, I have no problem bringing it forward when I deem it necessary. If the member continues to ask questions and if there are some policy question outstanding, I will provide the member with that information. He knows I am very open.

**Mr. McDonald:** As part of this open government policy, perhaps the minister could state when the transfer of federal agricultural land will be forthcoming.

**Hon. Mr. Lang:** I suggest the leader of the official opposition phone Mr. Munro, in view of the good relationship he has with the federal minister, and perhaps he could inform the House, as well.

**Mr. McDonald:** In the absence of that telephone call, can the minister state when he will be making a telephone call to the minister to ask when lands for agricultural purposes will be transferred from the federal government to YTG?

**Hon. Mr. Lang:** As soon as I get word from the Government of Canada, I will be the first to inform the House. I have no problem. I thought, perhaps, in view of the relationship that the leader of the official opposition has with the Minister of Indian Affairs and Northern Development, that he might have more direct access than I have.

**Mr. Penikett:** I will be happy to phone Mr. Munro on this question and, if the government leader would like me to settle land

claims, reopen Cyprus Anvil Mine and get a new budget at the same time, I would be pleased to do that, too.

#### Question re: Territorial employee pay policy

**Mr. Penikett:** Let me ask of the government leader a question within his area of competence and responsibility — it is neither federal nor municipal.

Although the territorial employees are issued pay statements which declare that their pay has been credited to their accounts on the Wednesday of pay week, and although the territorial payroll claims to deposit employee pay on the day previous, or Tuesday, banks are nevertheless instructed by the territorial payroll officers to credit employee accounts on Friday of the pay week. Could the government leader confirm that the Friday rule is government policy?

**Hon. Mr. Pearson:** I believe I can. I will check into it to make certain, but it is my recollection that Friday is payday.

**Mr. Penikett:** Since an employee cannot actually draw from his account on the same day that his government statement declares that his account has been credited, can the government leader explain why the government in fact misstates the payroll policy on the territorial payroll advice statements; and, if he will admit that, is it his intention to have those statements changed?

**Hon. Mr. Pearson:** If the leader of the opposition really insists, we could go back to the old system whereby we made the deposits on Friday and then left it up to the banks as to whether or not that money would be available for the employees on Friday. Because, if the member had have been around, he would know that when, in fact, we did make the deposits on Fridays, there were multi-times when employees did not have access to that money until the following Monday, because the banks could not process the deposits early enough. We do this strictly to ensure that the banks do not have an excuse; that on Friday the money is there for the employees.

**Mr. Penikett:** I thank the government leader for his answer and, believe me, I am not making a representation about returning to an old system but we do have an old problem. And I would like to ask the government leader if he is aware that the various banks have differing policies on when employees may draw from their pay deposits, and has his government examined the problems which this difference in bank policies may cause, not only for the employees but the banks, and possibly for the government too, in terms of its employees' reputations?

**Hon. Mr. Pearson:** We have gone to considerable lengths to ensure that, number one, we are doing what the employees have asked us to do, and that is to deposit their cheques in the bank. Now, there is an alternative: they can pick them up or they can be delivered to them. We are attempting to deposit their cheques in the banks, in whatever bank they ask us to deposit them in. We have tried to do it in such a way that those deposits are available to the employees on payday, which is Friday. I cannot be, and I do not think that the hon. leader of the opposition can expect the government to be responsible for a banking policy of a bank chosen by the employee to deposit his cheque in. If they have a problem with their bank, they are going to have to deal with the bank. I respectfully submit that we are doing everything we can to make sure that that deposit is there and available to the employee on banking day.

#### Question re: Faro municipal debentures

**Mr. Byblow:** I have a question for the Minister of Municipal and Community Affairs. I previously asked the minister about a request from the municipality of Faro for the YTG to arrange deferment for the 1983 taxation year of the principal and interest on some \$600,000 worth of debentures that the municipality carries. How has the minister dealt with this request?

**Hon. Mr. Lang:** We are looking at various alternatives at the present time.

**Mr. Byblow:** Can the minister confirm whether or not one of the alternatives may be a refinancing of the debentures to extend, for this particular year, an absence of interest and principal payments?

**Hon. Mr. Lang:** I do not think that that really is a valid option to pursue; what you are doing is delaying the inevitable. What we are attempting to do is look at perhaps refinancing the outstanding loans that are at a very high interest rate and then perhaps bring those interest rates down; and there is a number of other options along with it that we are looking at. I had discussions with the mayor in a very preliminary manner here the other day. I will be continuing to liaise with the mayor of the Town of Faro and hopefully we will come to some resolution of the situation.

**Mr. Byblow:** In that any rearrangements or refinancing of any debenture payment structure will require an extension to the tax rate deadline, which is tomorrow, in order to make sure that the refinancing falls into place in accordance with the budget, will the minister assure me that he will arrange that extension if necessary?

**Mr. Speaker:** Is the hon. member making representations? I believe it was not his intent to do so.

**Hon. Mr. Lang:** It is my understanding, under legislation, that they have the right to request an extension. It would be our opinion, if that is requested, that we would accept that. As I indicated, I recognize the importance of the issue and will be dealing with it just as we deal with all matters in Faro, in a very fair and expeditious manner.

**Question re: Yukon Housing Corporation rental rates**

**Mr. Kimmerly:** A question to the same minister about Yukon Housing. Yesterday, the minister stated "If the market is such that the people can pay, then they will pay what the market bears." What is the government policy for staff housing where, obviously, the market only bears a maximum "six-and-five" increase?

**Hon. Mr. Lang:** Of course, if we follow the recommendation by the member and his caucus, our costs will go down considerably because we will have fewer civil servants to pay. I had a list which I think I might have left in the office but all indications are that the rents that we are charging are sometimes \$50 to \$60 below market rent.

**Mr. Kimmerly:** In communities where there is no established rental market, how does the minister establish what the market will bear?

**Hon. Mr. Lang:** Perhaps the member could refer to a community that does not have a rent market. Of course, one could refer to Pelly Crossing or whatever the case may be as far as staff housing is concerned. But, if the member refers to the *Votes and Proceedings* of past sessions, he will recall that the rents are struck on an economic market analysis throughout the territory, with the various amenities that are placed in a community being taken into account. If the member wants a lesson in that, I could probably arrange that for him as well.

**Mr. Kimmerly:** The only market available for YTG staff in government housing is government housing. How does the government justify keeping rents at artificial Whitehorse levels?

**Hon. Mr. Lang:** The member is obviously confused. There is a number of programs put forward in the area of housing: one is staff, one is rental-purchase, one is the social housing and one is geared to income. If we were to put a ceiling, for example, on rents that were geared to income, where one is not earning any money other than unemployment insurance, and his rent, at the present time, may be \$10 or \$15, is the member opposite saying, if that individual were to find a job and was earning in the area of \$3,000 or \$4,000 a month, that he should only get a six percent increase in rent? That is the difficulty that I am pointing out to the member opposite, and I am trying to do it in a very non-partisan manner. It would seem to me that what we are doing is fair; we are not out to gouge anybody. I think that is evident in the rents that are being charged.

**Question re: Economic General Development Agreement**

**Mr. Porter:** You should talk to some of the teachers in my riding.

In his government's approach to the negotiations with the federal government regarding an economic development agreement, is it the position of this government that the priorities of the EGDA should be the tourism industry and job creation?

**Hon. Mr. Pearson:** We have already successfully negotiated — I thought we had made it clear — the tourism sub-agreement. In respect to job creation, we have tabled a budget with a surplus of some \$7.5 million. We have indicated that we are quite prepared to spend a considerable amount of the \$7.5 million on job creation programs. We are very anxious to enter into job creation programs with the federal government and with the people of the Yukon Territory. I think we are in a good position to do that. Job creation programs will not be one of the functions of the general development agreement. That just is not what it is for.

**Mr. Porter:** In his recent Throne Speech delivered to this House the government leader indicated a great deal of optimism regarding the economic health of the territory. Can the government leader tell this House what economic indicators he uses as a basis to formulate his statements on the Yukon economy?

**Hon. Mr. Pearson:** I was not very optimistic at all or else the member does not know me. I do respectfully suggest that I was very cautious and I believe, if my memory serves me correctly, I used the term "cautiously optimistic", because I am a Yukoner, I intend to remain a Yukoner for a long long time and this is still the best place in Canada to live, and it is going to be for a long, long time. That is what makes me optimistic.

I believe that there are optimistic signs on the horizon. I am very hopeful that we are going to be getting a positive statement from the government of Canada in respect to Cyprus Anvil fairly soon. That would surely be something that we could all be optimistic about. It would be a turn-around; it would be a mine back working, at least with one-third of its staff. That is a plus.

At the time that I was being cautiously optimistic, the union and the company were negotiating going back to work at United Keno Hill. I know that those negotiations are on again, off again, but I cannot help but think that in the final analysis the workers at United Keno Hill will want to go back to work and that the company will want to open up that property. I believe that there are other things going on in the Beaufort and in Mac Pass that are going to indicate that we should be optimistic — cautiously optimistic — in this territory.

**Mr. Porter:** The final supplementary I would like to direct to the Minister of Highways is on the whole question of Mac Pass development.

Can he confirm to this House that there will indeed be a 15 mile road upgrading program on the North Canol Highway this construction season?

**Hon. Mr. Lang:** I cannot confirm that. I know that there are discussions going on with the Department of Indian Affairs to see whether or not further public works federal dollars are to be put forward for the purpose of road reconstruction. One of those areas could well be the Mac Pass highway, which I think would benefit the residents there as well as future development in the area, which I am sure the member opposite would agree with.

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**Question re: Justice of the Peace**

**Mrs. Joe:** I have a question for the Minister of Justice.

The minister has stated correctly that JPs do not sit on a bench until they are qualified as JP2s. Since newly appointed JP1s, with no training are given the powers of signing important documents which do not require the status of a sitting JP, can the minister confirm that untrained JPs are not exercising signing powers?

**Hon. Mr. Ashley:** I confirmed that to the House yesterday. I said, "The duties of a JP..."; I did not differentiate between the levels of JPs. So, yes, they are not carrying out the duties of a JP until they are trained.

**Mrs. Joe:** Can the minister tell us if, in fact, JPs who have been appointed without any training are receiving honorariums prior to assuming their duties?

**Hon. Mr. Ashley:** I will check on that. I do not believe so, but I will check on that.

**Question re: Placer mining industry inquiry**

**Mr. McDonald:** I have a question for the government leader.

A press release, issued by this government on September 7th, 1982, stated that the government was unable to proceed with its

promised commission of inquiry into the industry — meaning the placer mining industry — because of funding cutbacks. In view of the government leader's remarks this afternoon, how much validity is there in the press release statement?

**Hon. Mr. Pearson:** I do not know who the press release was issued by. I am sorry, I do not know a thing about the press release.

**Mr. McDonald:** I will get the press release to the government leader right away.

A legislative return, of which I think the government leader is aware, dated December 6th, stated that representatives of the Departments of Economic Development and Intergovernmental Relations and Wildlife attended at least 11 days of meetings last year with the federal government regarding the development of placer mining guidelines. Were these the only meetings to which the YTG was invited to discuss this issue?

**Hon. Mr. Pearson:** To the best of my knowledge, yes.

**Mr. McDonald:** Has the government developed any technical critiques of these guidelines and, if so, would he be willing to table them in the House this Session?

**Hon. Mr. Pearson:** No, we have not developed any technical stands at all. It was the position of the Government of Canada that it would not participate in an inquiry being conducted by this government; rather, the indication from the Minister of Indian Affairs and Northern Development was that he would conduct his own inquiry.

I believe, if my memory serves me correctly, there was also a suggestion that the Minister of Indian Affairs and Northern Development did not think that other ministers from other departments, specifically Fisheries and Oceans, would participate in a territorial sponsored inquiry, either. He asked, then, for our cooperation to participate in his inquiry and we said yes, we would do that.

#### Question re: Rent increases

**Mr. Penikett:** I have a constituency question for the Minister of Consumer and Corporate Affairs.

I would like to ask the minister: is it the policy of this government to allow increases of rent to tenants which are in excess of service charge increases to the landlord, even when both the landlord and the tenant have signed a legal agreement stipulating a particular rental rate?

**Hon. Mr. Ashley:** I think I will take notice of that. There might be an extra twist in there that I am not quite sure I understood.

**Mr. Penikett:** I have not done the twist in 10 years.

My supplementary question is also a policy question and a very serious one. Is it, conversely, the policy of the minister's department to permit a tenant to pay less rent to his landlord than stipulated in a rental agreement, if the landlord failed, for example, to clear snow, grade roads within the trailer park, or otherwise provide reduced services to the tenant?

**Some Hon. Member:** That is a hypothetical question.

**Mr. Penikett:** No, it is asking policy.

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

**Mr. Penikett:** I am not asking hypothetical questions, I am asking the minister's policy with respect to practices which are currently going on in this city and in my constituency. The minister has refused to investigate specifics...

**Mr. Speaker:** Order, please. Could the hon. member get to his question.

**Mr. Penikett:** Does the minister agree with the statement, as a matter of policy, that the service charge loophole put in the legislation last fall by this government is, in fact, unfair to tenants as a question of natural justice?

**Hon. Mr. Ashley:** No, it is not a loophole so it is not unfair.

#### Question re: Flight insurance regulations

**Mr. Byblow:** I have a question for the minister responsible for consumer and corporate affairs. I previously raised, with the minister, the subject of new flight insurance regulations imposed on Yukon travel agencies and, at that time, he wished to have notice. What prompted his department to increase the fees and regulations on the travel agencies this year when, quite apparently, we

functioned quite well in the past without them?

**Hon. Mr. Ashley:** The department has not increased fees, so to speak, for travel agents. What it is, is that they are charging travel agents who are selling insurance an insurance agent's fee. It is nothing other than that they are now taking on a new aspect of business, which is selling insurance.

**Mr. Byblow:** I would tell the minister that I understand perfectly what has happened. Why has this taken place this year when we have not had this insurance agency requirement in the past? I ask that particularly in light of the difficult year facing the industry and in light of the fact that in BC those very same regulations were taken off the books last year.

**Hon. Mr. Ashley:** The member opposite is wrong. These have been on the books for an awful long time; they have not been enforced because they were being missed. It is for the consumers' protection that they are there. I am amazed that the member opposite raised the question. As far as BC taking it off the books, they did not. They just transferred it to another area of responsibility.

**Mr. Byblow:** The minister is saying that the regulations were on the books all the time. That would mean that the consumer always had protection, so how does a fee imposition create consumer protection of some sort of an additional nature?

**Hon. Mr. Ashley:** It is obvious that the member opposite did not understand. The travel agents were not selling insurance prior to this, that we were aware of.

**Mr. Penikett:** Yes, they were.

**Hon. Mr. Ashley:** Then, they got away with it.

**Some Hon. Member:** *(Inaudible)*.

**Mr. Speaker:** Order, please. Both sides are debating at this point.

#### Question re: Free-ranging livestock

**Mr. McDonald:** I have a question for the minister responsible for agriculture. Since the practice of free-ranging horses does, on occasion, result in accidents and damage to both livestock and property, has the minister given consideration to the use of reflective collars on free-ranging livestock and, if so, was that consideration favourable?

**Hon. Mr. Lang:** The member for Hootalinqua has brought the question to my attention; it is presently under review and I will be having further discussions with him and other interested parties to see whether or not we could put something into effect next year.

**Mr. McDonald:** I take, from that answer, that the policy is under review. Has the good doctor from Hootalinqua suggested to the minister the consideration of implementing a policy of encouraging or offering some sort of incentive to farmers or ranchers to use such reflective devices?

**Hon. Mr. Lang:** The good doctor from Hootalinqua has raised that as well. I just want to assure the member opposite that the question is in good hands.

**Mr. McDonald:** I guess we can assume that, too, is under review. Has the minister's department reviewed the benefits or drawbacks regarding the possibility of having livestock owners carry public liability or property damage insurance on free-ranging livestock?

**Hon. Mr. Lang:** It should be pointed out that the present law of the land is open range and therefore that would not come into effect. I know it is an outstanding question; the question of ranging animals. And it is one that we intend to review over the course of this year, because it is posing a hazard on the highways. I should point out that the Minister of Renewable Resources is, in effect, responsible for the *Pounds Act* and there is a crossover of responsibilities between the two departments.

#### Question re: House business

**Mr. Byblow:** A final question for the week, to the government House Leader: could he advise the House on his intention regarding House business for next week?

**Hon. Mr. Pearson:** It would be the intention to proceed with motion number 8 on Monday, as per the request of the opposition; further to that, it would be our intention to carry on with the

budget. I would like to point out, as an aside, that it will be interesting when the general debate on the education department comes to a conclusion.

**Mr. Speaker:** There being no further questions, we will proceed to the Order Paper, under Orders of the Day. May I have your pleasure?

#### ORDERS OF THE DAY

**Hon. Mr. Lang:** I would move that Mr. Speaker do now leave the Chair and the House resolve into Committee of the Whole.

**Mr. Speaker:** It has been moved by the hon. Minister of Municipal and Community Affairs that Mr. Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

*Motion agreed to*

#### COMMITTEE OF THE WHOLE

**Mr. Chairman:** I will now call Committee of the Whole to order. We will now take a recess for a period of fifteen minutes.

*Recess*

**Mr. Chairman:** I now call the Committee of the Whole to order.

I would like to make a short comment at this time on what inflation has done to our 15 minutes; it has gone a little over. I apologize for not getting us back quicker.

We will now continue with the general debate on the Department of Education.

*On Department of Education — continued*

**Mr. Byblow:** Since the Minister of Municipal Affairs seems to have reached the saturation point in his educational growth, we do not have much to say in general debate. We have had some very productive discussions in the past four or five hours of debate on this subject.

I do have just one area I want to touch on and that was a concern I raised to the minister previously. It has been brought to my attention that there is some concern with respect to the reopening of the *Schools Act* and perhaps the minister could comment on that. I recollect previous discussions surrounding our need to re-evaluate the direction, philosophy and goals of education — something that will require an eventual reopening of the act, but I think what I have had brought to my attention is some concern that there may be some immediate intention. I would like to leave the minister with some response to that.

**Hon. Mrs. Firth:** There will be some immediate attention. We will be reopening it this Session. However, I would prefer to wait until after the annual general meeting of the Yukon Teachers Association, where I plan to make a couple of announcements before I disclose what we will be doing to the members opposite.

**Mr. Penikett:** You should tell the House first.

**Mr. Byblow:** What the minister has just said intrigues me. I understand that we have legislation prepared that is going to be tabled and it is going to be announced this weekend to the teachers convention. Could the minister indicate what areas that the reopening of the act are going to address?

**Hon. Mrs. Firth:** The areas that will be addressed are the layoff legislation and the Christmas holiday season.

**Mr. Byblow:** I am certainly intrigued by the former. Could the minister elaborate on what it is that the act does not provide now that she feels is necessary in an immediate sense?

**Hon. Mrs. Firth:** I have just indicated that those were the areas that we were looking at, and the Legislative Assembly was aware of that. I believe I announced in the last Session that we would be looking at the layoff section and we would be looking at the Christmas holiday section. Whether or not we are going to introduce any changes, I would prefer to wait and make the members aware of that on Monday.

**Mr. Penikett:** Is the minister aware of the constitutional tradition in the British form of parliamentary government that requires the legislation to be announced first, before the Legis-

ture, rather than to some outside body?

**Hon. Mr. Lang:** I am going to rise, on this point: the legislation itself and the actual technicalities of legislation, yes, should be tabled in the House, but if a minister, or private member, wishes to go to an organization to say that he or she is going to present a bill in the House covering the general policy areas, that is quite appropriate. The member is correct, if one were to table the legislation there prior to coming to this House, I would definitely be on the member's side.

**Hon. Mrs. Firth:** All I will be announcing is a policy direction; I will not be indicating what the legislation is going to be or what the bill is going to be. I will just be announcing what the policy direction is going to be in those areas.

**Mr. Penikett:** I was not trying to be a big meany or anything; I was just asking the minister a question because she did say that she would be announcing it to the Teachers Association and that, I submit without causing offense, is a serious matter when the House is sitting. The House requires that legislation be announced here, first.

However, if all members have finished philosophizing, I have a couple of practical questions to ask, on which the minister may want to reserve her answer until we get to the particular in the budget. The matter is specific enough and particular enough that I want to, at least, raise the question now and if the minister wants to take it as notice now, that is fine.

It is an issue raised in the previous House, both by me and my colleague, and it relates to manpower training. There has been a longstanding problem in Yukon with respect to indentured apprenticeships. The problem is that Yukon does not permit an apprentice to be indentured to a union, as is possible in British Columbia, but only to a company. I know that this is an issue which our chairman of Committee of the Whole may be aware of, in fact, because it has particular impact on members of his union. Let me, if I can, elaborate the point a little bit for the minister so that she will understand the problem in some detail.

Before I do that, though, I want to mention the reason I am raising it now. We were given a commitment, back on March 30th, 1982 — if you recall, that was right before the last election — that this matter would be looked into by the previous minister. Of course, for reasons we will all understand, we never did get a reply or a substantial report.

I had a letter, I think it was last year, as did my colleague from Faro, from an apprentice, and there were several others affected by the same situation. If I could just read part of that letter to the minister, I will explain the situation. This person wrote: "The Apprenticeship Board will not allow an apprentice to be indentured to an out-of-territory labour organization, such as the International Brotherhood of Electrical Workers. They require that you be indentured to a local company. As an apprentice with a union, a person works for more than one company while going through an apprenticeship and each time a new contract has to be signed with that company. As a result, some contracts do not get signed so an apprentice loses hours towards his apprenticeship and is forced to work for other companies longer than desired because he has a contract with that company.

"Since the government won't sign an apprentice to a BC labour union, I ask how they can sign an apprentice to an out-of-territory company doing work here? I was told by officials of the government that that is a good question and it would be opening a can of worms. The easiest solution, I was told, would be to transfer my contract to the BC Apprenticeship Board and be indentured to a union through them."

The letter goes on, but it is a complicated issue.

Let me explain one of the reasons why I am raising this now, even though there are not an awful lot of apprentices around right now; there are not an awful lot of people working right now. I raise it because, this morning, I had a meeting with some people from that union who explained to me that one of the things that is going on in British Columbia right now is a program jointly sponsored by the federal and provincial governments, as well as the union, to allow out-of-work apprentices to continue in their apprenticeship with hands-on work, which is sponsored by schools and which are



created by the sponsorship I just mentioned.

The only way they could continue their course is when they are indentured, not to a company, but to the union. Since that is not possible here, even that creative kind of training approach was not possible in Yukon because you cannot be indentured to a union. The advantage, of course, of the program that I just indicated, as they were describing it to me, is that, like many other things, it is a UIC-supplemented program. The supplement is very minimal, by the way, but it is to allow people who have begun apprenticeships to continue them. They are getting a benefit of two days in the apprenticeship credited for every day they work and it is hands-on work; it is not theoretical-technical work, doing practical, actual constructive work in their field.

I do not want to pursue that training option too much for the minister now, but just indicate that that is a possibility. It has become a very useful thing, I think, in British Columbia and I think there are five or six such schools there which are allowing electrical apprentices to continue their apprenticeship. Just because they are unemployed, they are not losing that valuable time.

<sup>19</sup> However, because of the nature of the arrangements here, it is not possible for it to happen. And I specifically want to ask the minister if, since I am sure her officials have done some work on this, she could give us some kind of report on what her analysis of the situation is and what recommendations she might be prepared to consider when we get to the manpower specific in the instruments.

**Hon. Mrs. Firth:** I realize what the member is saying and we have been discussing this, and the officials have been discussing it; however, it is quite a complicated issue and I do not have all the particular information that I need to fully answer the member's question. So, if it is all right with him, I would prefer to maybe address it when we do come to the manpower and industrial training portion of the budget.

**Mr. Byblow:** I have a couple of brief questions on the subject that arose earlier. Can the minister confirm for me whether or not the present regulations or act require that no teacher can be laid off until the end of a school year? Is that the understanding the minister has under the present legislation?

**Hon. Mrs. Firth:** That is so.

**Mr. Byblow:** So then, it would be the intention of the government to introduce legislation that would permit termination of a teaching contract during the course of a school year; is that a correct assumption?

**Hon. Mrs. Firth:** If that was the policy direction, that would be the assumption. However, I have not revealed the policy direction of the government at this time.

**Mr. Byblow:** It is without question that I am probing for that policy. Can the minister advise whether or not the intention of the new legislation or the introduction of the lay-off clause will require any specific length of notice before termination?

**Hon. Mrs. Firth:** No, it will not require any particular length of notice.

**Mr. Byblow:** So the minister is telling me that she will not have the legislation adhere to the current public service requirement of a three-month notice for permanent employees?

**Hon. Mrs. Firth:** What I am saying is that the member opposite is an intelligent individual and I do not think he will require lots of notice to interpret the legislation.

**Mr. Byblow:** There is an old saying, or there is something someone told me about flattery; however, I am not quite ready to sit down. Can the minister tell me that, regarding the policy to introduce the legislation pertaining to the lay-off clause, is this going to be announced to the House next week, because obviously we are not going to hear about it today?

**Hon. Mrs. Firth:** I have not necessarily indicated that there is going to be a change in the lay-off clause. I said that this was what we were discussing; changes to the lay-off legislation and changes to the length of the Christmas holiday season. I just would like to say to the member, as soon as I have the opportunity to inform the people who are affected by it most, I will table the legislation, if that will be the case.

<sup>20</sup> **Mr. Byblow:** The Minister anticipated my next question because it was to do with consultation, and certainly in light, I suppose for a

lack of a better term, the fiasco that has taken place since last November regarding the voluntary concessions, implicating in no way that they were voluntary on one party, I would assume that the minister has had discussions with the Yukon Teachers Association pertaining to this intention of government?

**Hon. Mrs. Firth:** Yes, I have.

**Mr. Byblow:** So then what is the import of what is taking place this week that the minister referred to she will be doing respecting the legislation?

**Hon. Mrs. Firth:** The member will find out as soon as possible.

**Mr. Byblow:** Has the Yukon Teachers Association — well, the minister has said that they have been advised — responded to this intended policy and anticipated legislation?

**Hon. Mrs. Firth:** Yes, in a way they have.

**Mr. Byblow:** I guess I am just going to have to wait until this weekend.

I would perhaps just leave one more question with the minister. In the course of what is obviously taking place will it be the intention of the government to provide some balance in contractual obligations when in fact what they are doing is taking away a further right established in previous negotiations?

**Hon. Mrs. Firth:** The member is making assumptions and the government does have a balance. I am sure that I do not anticipate any difficulties with this. I think that is all we really have to say about it.

**Mr. Byblow:** I have one more little question. Is the minister telling me that when they legislatively introduce the lay-off clause, which in fact will affect the rights of employment status of teachers, at the same time, are they going to be providing some concessionary right to in fact maintain the balance of rights and privileges as established in negotiating practices in the past?

**Hon. Mrs. Firth:** We always try to maintain a balance, and again, the member is assuming things.

**Mr. Byblow:** If the minister is telling me they maintain a balance, would I be correct in assuming that, for example, when the minister will be introducing legislation to establish an arbitrary lay-off to teachers during the course of the school year, she might give them a right to strike? Is that what she is saying?

**Hon. Mrs. Firth:** The member is making assumptions and he is asking hypothetical things, and this could go on forever and ever. I am not going to tell him what the policy direction is going to be regarding Christmas holidays or regarding lay-off legislation until after the weekend.

**Mr. Byblow:** We will conclude general debate.

**Mr. Penikett:** Just at the point where we are concluding it, I feel bound to say that there are two kinds of ministers who can stimulate this kind of discussion: those who are either provocative or thought provoking. I will have to reflect a little bit to decide which quality we attribute to the minister opposite.

Could I just ask one other question which the Minister may not be prepared to answer now, but I will ask it by way of notice. She and I corresponded, I guess last summer, about General Equivalency Diploma testing. I had a constituent who was in fact under age but who had left school because of peculiar family circumstances. Could I ask the minister if she has had any reason to review the standards or the eligibility requirements on that matter and change them in the last year, or do things stand exactly the way they did last year on that subject?

**Hon. Mrs. Firth:** I am not entirely familiar with the correspondence the member is talking about so perhaps I will answer at a later date.

<sup>21</sup> **Mr. Penikett:** Just so the minister can be clear: the letter I refer to from her is dated July 9, and her file number is 1446-1.

#### *On Administration*

**Hon. Mrs. Firth:** I am sure the members have read the preceding page, 34, and looked at the organizational chart on page 35. Of course, with the functional analysis we have been doing, we decided that in order to make things clearer we would reorganize, first of all, the administrative department. The department support activities which relate strictly to the public school system has been

transferred from the departmental administration program to public schools. It is very self-explanatory on page 34. If the members have any questions about it, I am prepared to answer them.

I would just like to point out, on page 35, with the new Yukon College concept, that the assistant deputy minister, advanced education and manpower, will continue to remain on the organizational chart. Below that, the advanced education and manpower program will remain. Yukon Campus program will be deleted and the Yukon Campus will be absorbed in advanced education and manpower. It will become an activity in advanced education. The departmental administrator, over on the far left, is a staff function and it is not an operating program as such.

**Mr. Byblow:** I want to ask a couple of general questions to understand the numbers. I have some difficulty understanding the juggling because of the departmental reorganization that took place. In the budget presented before us, under administration, we have 11.5 person-years identified for administration. Last year, when the administration component was part of the public schools, there were 26 man-years. Now, I have to assume, and I would like to assume correctly, that there have been 15 positions that have been transferred into the public schools administration.

To quickly recap: we have 11 person-years identified in the administration budget before us. Have 15 person-years, from the previous administration component, been transferred to the public schools as the minister indicated was part of the departmental support transfer to public schools?

**Hon. Mrs. Firth:** From the branch administration, there are now 16.5 person-years in the public schools portion; that is, branch administration and public schools, 16.5. There remains the 11.58 person-years in administration. The .08 person-year was made to allow for the employment of a casual in the event of absentees and of the permanent employee who is in the student accommodation facility.

**Mr. Byblow:** A quick addition of that is a total person-year component of 28. I get that from the 11.5 in the current administration portion, added to the 16.5 that the minister has cited as being transferred, which totals 28. I note, for the record, that last year there were 26, when we looked at the administration, that included public schools.

Now, if the minister is following what I am saying, I am saying in conclusion that that looks like an increase of two in person-years. Is that a correct analysis?

**Hon. Mrs. Firth:** I think, in a way, it probably is. You will notice that there has been a change in casual positions on page 38 and some of these casual positions were made into permanent half-time positions. I can just give the member an example: the clerk-typist at Watson Lake, for instance — and I believe the member for Faro's party supported the concept of doing this; anyway, this is the direction we have taken — some of these casuals were made into permanent half-time positions, so there could very well be that two person-year increase. I do not know exactly if it is two, but I believe that that is where it is.

**Mr. Byblow:** A tighter refinement might show that it is actually 1.5 or 1.6, but nevertheless it does indicate an increase in the administrative component. I suppose I am not giving rise to much concern about that so much as I am wanting, now, to be able to follow this through the next four years.

Therefore, I would like to ask the minister, given that we have now identified 11.5 permanent person-years, if she could give some break-out of what constitutes those administrative positions. Are they clerks, are they ADM's, are they other support staff? I would like a general break-out so that I have the opportunity to follow this through as budgets progress, because we are facing a situation now where we cannot really compare it to last year because of the juggling.

**Hon. Mrs. Firth:** That is quite correct. I just want to make one comment that, though it may look like a person-year increase in branch administration, it is not necessarily an increase in the total person-years of the whole Department of Education, Recreation and Manpower, per se.

No, it is not more bosses, because it is the clerical staff, as I have indicated, the clerk-typist in Watson, that have increased. I have

identified on an organization chart some person-years, but I do not have all of them. The majority are clerks, the accounting clerks, clerk-typists.

There is a departmental administrator, a student resident supervisor. In the student accommodation portion, there is an assistant supervisor and a relief supervisor.

**Mr. Byblow:** Just for the record, how many administrative supervisory positions, as opposed to support clerical-type positions are there in those 11 person-years?

**Hon. Mrs. Firth:** I do not have those exact figures. I could bring them back if the member is insistent.

**Mr. Byblow:** Yes, I was just trying to establish a base from which we can assess it in the future.

Given that commitment from the minister, I want to ask a couple of questions relating to some more numbers, identified on page 37, in the information. The third item in the information provided the accommodation expenditure per student per day at \$28.06 in dormitories and at \$5.64 for private. The recovery, in the fifth item, identifies \$9.14 as the amount.

My question is: is this a recovery from the accommodation expenditure before or after the \$28 identified there? Essentially, what I am asking is: is the \$9 inclusive of the \$28 or over and above?

**Hon. Mrs. Firth:** I cannot answer that right now. I think I know the answer but I would not like to put it on the record inaccurately, so I will bring the answer back to the member.

**Mr. Byblow:** Under general administration on page 36, there is a seven percent reduction in what the budget identifies as the comparison from the forecast of 1982-83 to this year's estimates. Given that, as we earlier discussed, it appears there was some small increase to this administrative component by approximately 1.5 person-years, I am a little puzzled how we can be looking at a person-year increase and a cost decrease. It is excellent financial management if it is as it appears.

**Hon. Mrs. Firth:** That is correct. The decreased costs were due largely to the early purchase of materials. We purchased about 40 percent of our normal annual requirements for office supplies in the 1982-83 year and it had the effect of increasing the 1982-83 costs by about \$10,000 and then decreasing the 1983-84 costs in a like manner. The increased personnel costs were due to the increased fortnight and it was partially offset by personnel changes.

I have just identified the positions the member was asking about: the deputy minister, department administrator, two secretaries and personnel clerk. These are, I believe, the positions he was asking about.

**Mr. Byblow:** In the allotments, the breakouts for the expenditure, I would be very curious as to the identification of what "other" is constituted by. We have a 20 percent reduction in other costs. Why is that and what is not being purchased or expended upon differently than last year?

**Hon. Mrs. Firth:** It is not necessarily that we are not purchasing things that we were purchasing last year. It has just been a change of amounts of purchases, — I do not know if I am making myself clear or not — office supplies and materials.

**Mr. Byblow:** When we were talking in general debate, the minister explained that her department was looking at an administrative reorganization and she had some future terminology about it, futures mechanism, I think was the general term. Is this phase one of the department reorganization and, if so, then what the minister must be saying is that she has already reorganized the administrative component and, if so, we ought not to be seeing many more reorganizations.

**Hon. Mrs. Firth:** What I was indicating to the member was a larger goal and had more scope to it. What we have done here is take all the administrative things that were related to other departments out of administration, per se, which was an administrative function of the total department. All the administration was basically located in the public schools, so we put it into public schools where it belonged. That way, the administrative budget did not look like it was so top-heavy and that was the complaint we were getting; that the administration of the total department looked top-heavy, so we realigned it and put it where it rightly belonged. On page 34, it indicates the program activities: in-service training, extension courses, curriculum development, native language project, post-secondary student grants. We transferred the student accommodation activity from public schools to

department administration — just a bit of cleaning up and more or less house-keeping, putting things where they belong.

**Mr. Byblow:** The minister was going to get back to us about identifying those 11 positions. Are all the school principals in the public schools portion of administration now?

**Hon. Mrs. Firth:** Yes.

*On General Administration*

*General Administration in the amount of \$222,000 agreed to*

*On Accounting*

*Accounting in the amount of \$106,000 agreed to*

*On Student Accommodation*

*Student Accommodation in the amount of \$179,000 agreed to*

*A sub-total of \$507,000 agreed to*

*Administration in the amount of \$507,000 agreed to*

*On Public Schools*

**Hon. Mrs. Firth:** Some of the increased percentages in public schools are quite high; 380 percent, particularly. Increased percentage costs are mainly due to the return of staff to the ten-day fortnight and the addition of the professional development fund and principals' meetings that we had cut as a result of the restraint measures; they have been added in. Another cause of increase is the hosting of the Interchange on Canadian Studies that the department was committed to before I was minister of Education; also, an increase in the busing subsidy and an increase in the substitute teachers' salaries. The one decreased percentage is, I believe, in curriculum development and that is due to work that was being done being completed by a contract employee.

**Mr. Byblow:** The new item in the public schools portion now is the branch administration, and now added into the public schools portion would appear to be the in-service training, extension programs, curriculum development, native language and student grants. Under the person-year notation, the minister indicates 393 person-years. Comparing this figure to the previous year's public schools portion we have a difference of 12 person-years, because last year's was 381. In earlier debate, under administration, we identified that 16.5 person-years were transferred over into the public schools portion. The figures indicate only 12 are there, so simple arithmetic tells me that four positions have been cut. Could the minister give some explanation?

**Hon. Mrs. Firth:** There is no such thing as simple arithmetic when it comes to person-years. I can start to explain a bit of the person-year complement for the member and, if he finds it is not clear and would prefer to have something written, we can give him a written breakdown of the person-year complement.

**Hon. Mrs. Firth:** We decided, when we were doing the education budget, in order to allow for the decrease in student population, that we would also identify approximately ten fewer person-years for teachers as we had in the year before in the previous budget. In order for Finance to do that, to make it clearer for them and they do not identify person-years as ten teachers and a certain amount of money; they identify it in terms of 12th of a month and we know the teachers go from September to September not April to April as the fiscal year is. What they have done is identified seven-twelfths of it to get the amount of money that we identified and it comes out to approximately seven fewer person-years in money terms.

However, in actual person-year terms, the change is 4.96, of which 3.5 are extras that we had to add this year where we had identified fewer last year. So, that makes the 4.96 and the 3.5 approximately the seven in terms of an amount of money that Finance is looking at. It is extremely difficult to explain to the member and it is even more difficult when it is broken down because, in special education, we have .5 fewer and we have a .7 fewer of another and 3.84 fewer identified in elementary and secondary education.

I will just give the member some reassurance that we are not planning to change the pupil-teacher ratio; we are planning to maintain the same pupil-teacher ratio. If we find that the enrolment does not go down, as we did last budget, we will come back and add those person-years where we have identified the reduction; we will add them on and then come back for supplementaries as we did with the 3.5 person-years I have indicated to the member.

**Mr. Byblow:** I was amazed by that lesson in arithmetic but the minister did confirm a suspicion I had in perhaps a little more complexity than I originally used to find it out. In a general way, I want to get into the whole business of staffing complements as related to students and I want to introduce another question and that is in projections of numbers of students.

I believe we were fairly well told by the government leader in his Throne Speech that his economic projections indicated a potential 5,000 population decrease by next March. And, when I look at the Department of Education's supplementary information on page 41, at their projections of students, at best, I see something in the order of 250 fewer students which, on the surface, does not translate into a population decline of the magnitude we are being led to believe is going to be taking place. Relating that student decline to the 4.9 staffing decline I, again, have some problem relating student numbers to staffing numbers. I suppose there is one fact in the logic here that has not been mentioned, and that is: who are those 4.9? Are they teachers, clerks or are they supervisors at in-service or do they look after extension programs, or are they vice-principals?

To try and summarize what I am saying, perhaps the minister could identify that component of 4.9 or 5 related to the student decline of only 250 against the government's indication of a much higher population decline. Then, in a fourth way — and we can get into this later — I am going to say, if the minister cannot relate sound logic to all this, I will want to raise again the question of the intended lay-off legislation.

**Hon. Mrs. Firth:** I think I have a very sound logic for it. I anticipated questions of this kind because it is very confusing and people become very concerned when they hear that their school is going to lose staff.

I just want to say to the member that our intention is not to make very large classes and our intention is not to lay people off unless we absolutely have to and our intention is not to decrease any complements of staff unless we absolutely have to. Our intention is to keep the pupil-teacher ratio status quo.

The four person-years that the member is asking about, I have already indicated. In elementary and secondary education there is approximately 3.8. That will be in teachers and will accommodate that expected 250 decline in pupils. There are .5 in special education and .7 in remedial tutoring. Those are the areas where the changes will be.

I have had the department give me some numbers to clarify it for myself, as well as for the members of the opposition. March 31st, 1982, we had 4,976 students; we had 302.3 teachers; we had 18 remedial tutors and 22 special education. On March 31st, 1983, we had 4,672 students; 286.5 teachers; 15.5 remedial tutors and 22.5 special education. For March 31st, 1984, we are projecting 4,595 students — the same as on page 41 — and we are projecting 282 teachers; 15.5 remedial tutors; and 22 special education.

I think this takes into account the member's concern. We are not going to be cutting special education. Even though we may lose a significant number of pupils, we still have those numbers that require the special education teachers and remedial tutors. So, we are looking, more or less, at a decline in pupils.

We have projected only the figures so we would not identify a sum of money and then, perhaps, it would never be returned to finance. It looks better for the auditor if you make a reasonable forecast and, if that forecast does not happen, that you go back and ask for additional funding for additional person-years if you need the extra teachers.

When the predictions were made for the decline in population of school children in the last budget, of course, those did not happen and we guessed that it was because the single people left, the young families without children probably left and the families with children stayed behind. We are anticipating that, perhaps, some of those people will now be leaving and that is why we are anticipating the larger decline in the student population.

**Mr. Byblow:** I appreciate the information and figures the minister gave, but it seems to me that the projected figures for 1984, at 4,595, is still not a significant decline in numbers, as the minister, in her comments, indicated will be taking place.

The projection of 282 teachers, which is a 4.5 teacher decline

from 1983, would give rise to a number of questions. Firstly, those four teachers would be an attrition reduction; there are 250 students declining so, if that holds true, we have, or ought to have, an improved pupil-teacher ratio. The obvious question would be: why does the minister feel the need to introduce the legislation we talked about earlier?

**27 Hon. Mrs. Firth:** I can see that the member is puzzled and I can only ask him to please bear with me and I will let him know Saturday afternoon, after I address the Yukon Teachers Association, exactly what is happening.

**Mr. Kimmerly:** Last year, I asked about the dropout rate and indicated I would ask the same questions every year. Is the minister able to answer those questions and give, if possible, an update of the comparative dropout rate and any indication of any programs or policies designed to address the dropout problem?

**Hon. Mrs. Firth:** I have an answer to quite a few of the member's comments from last time; I did my homework and I believe I can answer some of the things he was asking. Regarding the dropouts specifically, which seems to be of the most interest to the member for Whitehorse South Centre; as I said last time, it was not a policy of the department to keep dropout statistics as such. We had great difficulty in comparing the rural and urban dropouts. We were dealing with very small numbers and when you convert small numbers into percentages it does not sound necessarily really what the true picture is; the member knows what I am saying — it looks terrible. So, they have not been keeping these statistics. However, we did do some very rough figures for the member and, although we do not have an urban-rural breakdown, I can indicate to the member that the national average in BC is approximately 20 percent — 19.6 to 20 percent. Ours is comparable to that, perhaps a percentage higher.

We have taken the direction in the department to look at this more closely and now that we have our computers in place and can computerize monthly statistics — as we do receive a tremendous amount of statistics regarding education and the schools from 26 schools all over the territory — we are going to start, in 1983-84, to keep track of these dropout statistics. We are going to try and transpose some of the information from 1982-83 into the computer so that we may be able to have a comparison, but it will not be an accurate figure until perhaps 1984-85 year; we should have a better accurate figure for the member.

We found, when we did research into it, that most areas tend to put the figures in percentages of successes; they do not really identify it as dropouts and they do not identify the dropout figure, they would identify the seventy-some percent success figure. So, if that satisfies the member, we are taking some direction in that area and we will be having some statistics and I hope we, too, will refer to them as successes as opposed to dropout statistics. However, I am not trying to fool the member and I am not trying to fool myself as to what he is getting at; we certainly are concerned, as the member is, about the dropout rate in schools.

The member also made some comments about mastery learning which I had not heard about and I found the concept of it quite interesting. The concept is basically, when a child is making a certain average in a certain subject, you encourage that until his average becomes very high. I believe we found that it was used more with adults than with children and we do, in fact, use it here at Yukon College in particular instances.

The member also had some questions about literacy testing and levels and the philosophy of the rural versus urban applies in literacy testing as well that the statistics were not that valid or accurate because of small numbers and then, of course, large percentages or small percentages as the case may be. We do do the Canadian testing of basic skills on children from grade three on and that is a basic testing in math, language, social studies and the uses of reference materials. We have not taken the policy direction to keep statistics on this yet, however, the person responsible in the department for the student services does compile information and keep some statistics for us that give us valuable information, as was used in the Carcross situation.

**28** We discussed corporal punishment, already, that the member had some comments about.

I wanted to bring to the opposition's attention that the problem with the Native Alcohol and Drug Abuse Program is funding. I have some notes about it, if I could just find them. This is a program that will be starting in April in Yukon — I believe it is a bit delayed — and carry on through the summer months. It is a testing program for developmental delays in children across the territory and subsequent evaluation of fetal alcohol syndrome in the territory. This will certainly have some impact on our special needs facilities and special needs children. The program is going to be conducted by some of the officials from CYI and the person who has been hired on a contract basis from the Whitehorse General Hospital who does have a lot of experience with fetal alcohol syndrome and a lot of qualifications in this area.

Initially, what will be happening is that the public health nurses will be sent packages and they will identify children and be assessing the children for developmental delays and then the children will have some follow-up by the team. The latest statistics regarding fetal alcohol syndrome are: one in 111 live births — and that is approximately four fetal alcohol syndrome children born every year that we are aware of. The members would be interested in those statistics and the Department of Education is aware of this. We will be reviewing this situation and asking for the documentation and statistics so that we will be able to use them.

**Mr. Kimmerly:** I sincerely appreciate the trouble that the minister obviously went to and I accept those answers. First of all, on the comments about the dropout rates — I realize, expressed as a percentage, it looks terrible, and the motive I have in raising it is not to make the department, minister or any schools look terrible but to address the problem. I appreciate the attitude of the minister, which is obvious, and I am not going to pursue any particular number.

I am aware that the Council for Yukon Indians collected its own information about school graduations and they also did not use statistics as percentages; they went through the communities and made a list of the native graduates in the last ten years or so. I only say that I am sure the minister will agree that the list is entirely too short and that problem is obviously being looked at with increasing seriousness. I am extremely thankful for that, as are the students; even moreso, I am sure.

I would add another area, I suppose, to the litany of complaints I have made and that is in the recruitment of native teachers. I am aware of the substantial efforts made in the past five years or so and especially of the YTEP program. It is my understanding that it was a program initially planned to accommodate and encourage the training of Yukon native people as teachers. It was less than fully successful, as I am sure everyone agrees. Is that a policy or problem area that the department intends to look at in the next two, three or five years, or so?

**29 Hon. Mrs. Firth:** We were not looking at the YTEP program per se because, of course, as the concerns of the member for Faro has indicated, we would not be considering training more teachers in Yukon in our present declining student population situation. I am aware of what the member is saying and I am not quite sure what the solution is or what the exact steps should be taken to solve this problem. I can tell the member I do have two representatives on the education council — one from CYI and another native lady who is a professional person — and I have had discussions with these people to see how we are going to come to some solution or take some steps in the right direction. I cannot give the member a report that we are doing something definite, but I am starting to look into it and I am having some contact with CYI about it.

**Mr. Byblow:** Just to recap a couple of points: I have already indicated to the minister my puzzlement about the need for this legislation when we are looking at a staffing decline of four in the numbers that we had this March, compared to the projected numbers for next March. In the context of understanding the numbers, in a general way, I would want the minister to give me some breakdown of the 393 positions identified there. The minister has already identified 318 of them, because she said earlier that there would be 282 school staff, 15 remedial tutors and 22 special education people. That would leave a remaining staff of 75. Could I have some breakout of that? I ask that again just for the purposes

of a base from which to work in the future?

**Hon. Mrs. Firth:** Hopefully my figures will add up: branch administration, 16.5; maintenance, 4.15; elementary and secondary 258.46; custodial services, 59.62; clerical support 16.25; special education, 22; remedial tutors, 15.5; native language, 2. That total is 394.48.

**Mr. Byblow:** I am curious about one of the figures, 258.46, what was that again?

**Hon. Mrs. Firth:** That was elementary and secondary education.

**Mr. Byblow:** When the minister was advising me of the projection of 282 I would have to add into that 24 more persons. Where would I find those 24 categorized?

**Hon. Mrs. Firth:** That is for teachers and if the member opposite remembers, they include special education and tutors and probably the figure will be over. It is very difficult to pinpoint every exact person. I have given him a list of the continuing and casual main estimate person-years, and the total person-years is 394.48. I have given you the complete breakdown.

**Mr. Byblow:** I will have to just look at them in *Hansard*, because, from what the minister has just run by, — the 258 being a staffing complement of teachers — in addition to those, she did give remedial tutors separately as 15 and special education people as 22, I believe. Also, some of those have been given in a separate form and I guess I just had a suspicion that what the minister was telling me was that, in fact, there are 258 teachers, not 282, in the projections as identified on page 38, of 393. However, I shall not really pursue that unless the minister wants to. I will look at *Hansard* to review the figures.

One more question I do have, and maybe in that list the minister did give it to me. Under branch administration, I earlier established that that must be the school principals. Is there any other administration category beyond the principals in that identification? In other words, is there any departmental staff included under public schools in this portion of the budget?

**Hon. Mrs. Firth:** I can give the member for Faro the breakdown of the 11.5 person-years in administration. There is the deputy minister, departmental administrator, one secretary and two clerks — a personnel and travel clerk and an inventory clerk — that is five person-years; accounting has four clerks; and student accommodations has 2.58 person-years, so that is the 11.58 person-years.

**Mr. Byblow:** To answer the question I have asked, under the branch administration of the public schools portion of the budget, we must have a substantial amount of departmental staff. Is there any grouping of numbers for that specific component?

**Hon. Mrs. Firth:** I am not quite clear what the member is asking. Could he perhaps be a bit more specific when he repeats his question?

**Mr. Byblow:** The minister identified that there is an administrative component of an ADM, several clerical people and a deputy minister under administration in the previous vote. I earlier asked about what constitutes the branch administration under public schools. I assumed that it was principals and vice-principals.

I now am asking what departmental administration is included under public schools to make up that expenditure on the one hand of \$939,000, which, of course, will be a part of the total personnel of \$16,000,000?

**Hon. Mrs. Firth:** I thank the member for clarifying his question.

The personnel costs under branch administration include the salaries of the assistant deputy minister, public schools and all headquarters support staff involved in the administration of the public schools branch. That is the largest portion of that \$939,000.

Then, of course, the other costs: transportation, professional and special services, teachers' moving costs; the interchange on Canadian studies.

I just wanted to indicate to the member that the figures I gave him regarding numbers of students, teachers, remedial tutors and so on, were not necessarily the most accurate. They were figures that I could use as a comparison for the member; however, the person-years may have varied by one or two person-years.

**Mr. Chairman:** We will now take a short break.

*Recess*

**Mr. Chairman:** I will now call Committee of the Whole to order.

**Hon. Mrs. Firth:** I would like to correct something I said about the 282 teachers; those figures not being that accurate. The only inaccuracy is that it should be 282.46 on that list I gave you. If the member will look at the list of figures that I gave him, which includes the elementary and secondary, the 258.46; the special education, 22; and the native language, 2; that totals the 282.46. There are no missing person-years in the teacher complement. What the member is probably concerned about most is whether there was an increase in administrative personnel or not; there was not. The administrative personnel remains at the status quo.

**Mr. Byblow:** I thank the minister for clarifying that number but I still have one bit of confusion. When the minister gave me the numbers for the March, 1984 school staffing, she gave 282 elementary and secondary teachers, 15 as remedial tutors and 22 as special education. Now, she is saying that over and above the 258 is the special education. Is that correct?

**Hon. Mrs. Firth:** No, the point I was trying to clarify — and I was probably not clarifying it — was that the staff complement consists of elementary and secondary, special education and native language; remedial tutors are not included in staff complement.

**Mr. Byblow:** This is probably the only question that remains a puzzle. Are the 22 special education people identified over and above the 282?

**Hon. Mrs. Firth:** No.

**Mr. Byblow:** Should they have been included in the 282 or over and above it; I guess that is the question.

**Hon. Mrs. Firth:** They are included in the 282.

**Mr. Byblow:** As we go through vote-by-vote I will have a couple of questions relating to custodial service and other individual items.

**Hon. Mrs. Firth:** I would like to put on the record, at the same time, that the question had been asked. I see that the member for Whitehorse West is not here. I have received, since the recess, a copy of the letters he has been inquiring about and about the general equivalency diploma testing. The policy that the member is inquiring about is not our policy; it is a standardized policy across Canada and the US that is made by the American Council on Education. We purchase this program from the American Council on Education. It is a standardized program and the Council of Ministers of Education in Canada have studied it for many years and they obviously feel that it is appropriate. It is a program that we use so that we do not have to set up our own and we get numerous statistics from it. To answer the question that the member had; the policy remains the same.

**Mr. Chairman:** If there is no further general debate under the public schools we will go to the line item, branch administration.

*On Branch Administration*

*Branch Administration in the amount of \$939,000 agreed to On Maintenance*

**Mr. Byblow:** For clarification, could the minister identify the difference in the functions of maintenance and custodial service.

**Hon. Mrs. Firth:** The function of maintenance covers the salaries of the maintenance staff attached to the branch and it also covers other costs such as transportation, communication, travel, telephone, building repair and maintenance. The repairs are not covered under building maintenance program operated by Highways and Public Works. There is a carpet replacement program and grounds activity also.

**Mr. Byblow:** The minister identified the salaries of individuals related to maintenance. Of the maintenance portion identified here, the \$234,000 has nothing to do with janitorial services, is that correct?

**Hon. Mrs. Firth:** That is correct. That includes the salaries of a three-man maintenance crew.

**Mr. Byblow:** In that figure, we do not have monies for materials, is that correct, because I think the list the minister

provided was more in the line of transportation, fringe benefits, et cetera?

**Hon. Mrs. Firth:** That is correct.

**Mr. Byblow:** In respect to any required materials for the repair of school facilities that would have to come from an appropriation of another department?

**Hon. Mrs. Firth:** That is correct. The other costs here are ground maintenance, and there was also a budget for carpet replacement — and that budget was decreased — and a budget for vehicle rentals, which was decreased.

**Mr. Byblow:** That carpet replacement was not in the Porter Creek School was it?

**Hon. Mrs. Firth:** I do not know if it was in that school explicitly; it could have been in the Jack Hulland School.

*Maintenance in the amount of \$234,000 agreed to*

*On Elementary and Secondary*

**Mr. Byblow:** I realize we have spent six hours on the budget so far talking around this part of it but I could not let \$14 million go by without a question or two.

I want to raise, at this point, the question surrounding the school in my community. The minister is acutely aware, as we all are, what is facing that community, and the potential of reduced population and significantly reduced population numbers within the school. How will the department handle the situation facing Faro, because even if — and we would like to be optimistic to believe so — the stripping program goes ahead, that will still significantly affect school numbers. The staffing complement there is 23 at the moment and there is a course load of handling kindergarten to grade 12. What assurance will the minister give regarding a close consultation with the community to be on top of the necessary monitoring and assessment that is going to have to take place to maintain the school service in that community?

**Hon. Mrs. Firth:** I think I can say that our past record with that community, when they were anticipating great declines, is excellent; we kept in touch with them constantly, and I believe I was in touch with the member who represents the area. We will make some predictions. I do not know how accurate those will be; it is very difficult to talk about hypothetical situations. However, I will just give the member some reassurance that we will be in touch with the community and with the member and we will not be making any drastic decisions without them being aware of it.

**Mr. Byblow:** Would it be at all possible, in the situation facing the community, to look at some alternate programming that could be put into that community. Here is the scenario: the normal school population in times of full line production, and an entire community in place, is about 500 students; today, it is just over 300, and that in itself is a two-fifths reduction within the last year. Should we face further population declines, we could see as few as 100, 150, or, with luck, 200 students. That is going to leave quite a large school partially vacant and, in light of the vocational needs facing the territory — the programs that the minister is putting forth at the Yukon Campus — has the minister given any thought since our last discussion on the matter — and I am glad to see the member for Mayo is not here — to explore this continuing possibility?

**Hon. Mrs. Firth:** I suppose what the member is asking, in his usual roundabout way, is if half of his school is empty, would I consider having a vocational-technical kind of facility in Faro. We have not entertained that idea, and we will certainly be looking at that.

**Mr. Byblow:** I will not pursue that much further. I am sure we would have a stimulating debate if the member for Mayo knew what was being spoken about. Considering that we are looking at a \$14 million expenditure with a five percent increase, does that figure consider the "six and five" legislation?

**Hon. Mrs. Firth:** The increase in personnel costs are due to projected six percent salary increases effective September 1st, partially offset by an expected decrease in numbers of teachers as of September 1st, projected increase in per diem salary for substitutes effective September 1st to bring their salaries into line — and, if the member is aware, we had made some reductions in the restraint time in those salaries and were bringing them back into line — and some projected salary increases for special education teachers,

remedial tutors and native language instructors.

**Mr. Byblow:** The minister made some reference to a per diem change in the rate for substitutes; could she clarify that?

**Hon. Mrs. Firth:** I do not have the exact figures with me as to what the rates are going to be, but I believe the substitute teachers were going to be getting an increase in their salaries, and in the restraint period we had deferred that increase. We will be now bringing that increase back up to where it was and adding the six percent increase on to it, so that the substitute teachers' salaries are now in the proper perspective, where they should be.

*Elementary and Secondary in the amount of \$14,415,000 agreed to*

*On Custodial Service*

**Mr. Byblow:** The minister will recall, a year or so ago, that there was considerable discussion about contracting out custodial services. What has developed in the area of policy on this, and how does this figure reflect any possible contracting out, or is this for a permanent staff complement within the public schools branch?

**Hon. Mrs. Firth:** This is for a permanent custodial staff. The comments the member made in the last budget debate were as to whether we had, by attrition, reduced our custodial staff. Apparently, it has been over five years or more that we have dropped some custodial staff and it is only because, apparently, we were rich in custodials. We are not anticipating any major policy changes in this direction.

**Mr. Byblow:** So, the minister is saying that, with respect to the custodial services performed within the schools, the policy will be to retain that staffing complement in a balance to where it is now.

**Hon. Mrs. Firth:** That is correct.

*Custodial Services in the amount of \$1,735,000 agreed to*

*On Clerical Support*

*Clerical Support in the amount of \$364,000 agreed to*

*On Student Transportation*

**Mr. Byblow:** I do not want to invite two hours of debate on busing, but with respect to the one percent increase, I have a question. If the minister is saying that they intend to retain the level of busing service that is currently in place, it would seem logical to me that we are faced with something that does not bear this out in the figures.

I have another question, but, perhaps, the minister could respond to that.

**Hon. Mrs. Firth:** The increase here is due mainly to the busing services that we are providing in Elsa, together with a change in subsidy formula. We are presently negotiating with Diversified Transport; we do have a contract that goes for another year or two, I believe. However, we do negotiate on an annual basis and I am not at liberty to make comments about this because we are in negotiations.

**Mr. Byblow:** Does the student transportation identified here include the subsidy portion to parents?

**Hon. Mrs. Firth:** That is correct.

**Mr. Byblow:** I raised the question at one point in Question Period and meant to introduce it at a point during yesterday's debate and forgot to.

It was not since, I believe, 1977, that the subsidy was increased last year, which was, I believe, from \$9 to \$10, which constitutes about an 11 percent increase over five years. In fact, in 1982 it would be five years. Given that there has been such a small increase to cover the otherwise high increase in transportation costs, be it fuel, tires, vehicle expense, can the minister respond in any fashion to whether or not they will be looking at an increase in the subsidy more in line with the inflationary cost increase?

**Hon. Mrs. Firth:** I think I already indicated to the members last evening that we will not be looking at that this year. We have not identified the extra costs in the budget this year; however, we will be looking at it next year, in the 1984-85 budget. I cannot give the member a definite answer as to what kind of increase we will be looking at then.

*Student Transportation in the amount of \$1,008,000 agreed to*  
*On Special Education*

**Mr. Kimmerly:** Could the minister outline any changes over last year in the planning for next year?

**Hon. Mrs. Firth:** There are not any really significant changes, policy-wise. We do have an increase of \$21,000 and other costs largely due to the fact that, in 1982-83, we had two special needs children at outside institutions and in 1983-84 we anticipate requiring funding for one additional child. It is also due to staff turnover; our activity in this area in 1982-83 was somewhat limited. The need for expansion and more activity in the program is becoming increasingly evident and we may have to, sometime throughout the year, take another look at identifying some extra supplementary funding for it.

**Mr. Kimmerly:** If there is a need for supplementary funding, the minister will have no trouble getting it past the opposition.  
*Special Education in the amount of \$1,059,000 agreed to On Remedial Tutors*

**Mr. Byblow:** Is the \$302,000 under remedial tutors strictly salaries or salaries and materials and, if it is materials and support supplies, could the minister identify how much of that \$302,000 it is?

**Hon. Mrs. Firth:** That is \$301,000 for salaries and \$1,000 for rural teacher mileage allowance.

**Mr. Byblow:** Is it not usual that there would not be support money for the remedial tutors in the area of supplies, equipment and so on or is this is available in other parts of the budget?

**Hon. Mrs. Firth:** It is identified in general supplies, et cetera, in the budget.

**Mr. Byblow:** There was a reduction of three remedial tutors from 1982 to 1983. What communities lost their remedial tutors? Does the minister know at this time?

**Hon. Mrs. Firth:** It is a reduction of 2.5 remedial tutors and I am not quite sure where they are. I have an idea but I prefer to be more specific if the member wants me to bring it back.

**Mr. Byblow:** Commitment accepted.

<sup>36</sup> *Remedial Tutors in the amount of \$302,000 agreed to On In-Service Training*

**Mr. Byblow:** The minister gave me some explanation earlier about in-service training and I note here that there is a substantial increase from last year, so that would have something to do with budgetary cutbacks during last fiscal year, I would assume. Does that in any relate to the voluntary concessions?

**Hon. Mrs. Firth:** It relates very closely to the voluntary concessions; that is the money for the professional development fund and it is also money for principals' meetings and it was, as the member indicated, reduced in the budget last year. That is why the increase is so large.

**Mr. Byblow:** I am certainly glad to see this restored to the equilibrium that it should be, but I note that in 1981-82 we actually spent nearly \$35,000 more than we will be this year. How does that endorse a restoration to a normal level?

**Hon. Mrs. Firth:** I do not believe I said I restored it back to a normal level. I did with the professional development fund; however, the teachers' in-service program and the principals' bi-annual conference and in-service we did not restore to the total amount. We have still kept that down, however, we did not remove the program completely.

*In-Service Training in the amount of \$48,000 agreed to On Extension Programs*

**Mr. Byblow:** Could the minister identify what constitutes an extension program for funding under this portion of the budget?

**Hon. Mrs. Firth:** I am sorry, I will have to ask the member to repeat his question.

**Mr. Byblow:** My question was simple: what constitutes the type of program that qualifies for funding under this line item?

**Hon. Mrs. Firth:** Under curriculum development?

**Mr. Byblow:** Extension programs.

**Hon. Mrs. Firth:** This is correspondence courses for children living in remote areas, and courses not generally available in schools.

**Mr. Byblow:** Does the minister have available there the number of students in the territory taking correspondence courses?

**Hon. Mrs. Firth:** I do not have that number.

*Extension Programs in the amount of \$14,000 agreed to On Curriculum Development*

**Mr. Byblow:** There is a reduction and I would want to know from the minister why this was cited as an area for a reduction, — even though it is only a \$3,000 one — curriculum development being quite an important part of any educational program or administrative program. Could the minister clarify what justified the decision to decrease it?

**Hon. Mrs. Firth:** I believe I already did that earlier this afternoon. It was due to work that was being performed by a contract employee and the work was completed.

**Mr. Byblow:** What will constitute the \$30,000 expenditure in the next year in curriculum development? What are we doing?

**Hon. Mrs. Firth:** That increase is in order that we return to our previous level of funding to allow for some progress in updating and developing our curricula, to keep up with the curriculum changes that are happening in the BC curriculum that we follow. Particularly, we are looking at primary social studies, introducing social studies into grade one, and preparing local materials for grade two next year. And we are looking also at consumer education for grade 10.

<sup>37</sup> *On Curriculum Development*

*Curriculum Development in the amount of \$30,000 agreed to On Native Languages*

**Mr. Byblow:** I believe part of this is recoverable?

**Hon. Mrs. Firth:** No.

**Mr. Byblow:** I believe I have that reversed; part of this is given to the Council for Yukon Indians. Is that the correct administrative process?

**Hon. Mrs. Firth:** That is correct. Part of it is a grant to CYI for development and administration of the native language program. The estimate this year is \$247,000 for that.

**Mr. Byblow:** Given that \$247,000 is given to the CYI for the administration and development of native languages, the balance of the money would represent this department's staffing complement and what else to the native languages program in the schools where it exists?

**Hon. Mrs. Firth:** The statement the member made is not totally accurate. The other costs represent the salaries for the two permanent native language instructors and for numerous casual instructors employed as required. If the member remembers, CYI is the one that recommends these people.

*Native Languages in the amount of \$424,000 agreed to On Student Grants*

**Mr. Kimmerly:** I have two lines of questioning. The first one is that the supplementary information on page 55 indicates that the post-secondary student grants is \$631,000. Can the minister explain where the rest of the money goes?

**Hon. Mrs. Firth:** I will have to bring that answer back for the member.

**Mr. Kimmerly:** I thank the minister for that. The second question is: there are several people I am aware of who are clearly Yukon residents and are adults and, because of the economic situation, are returning to school in order to occupy their time constructively and in avoidance of being unemployed and unoccupied. A number of these people do not qualify under the student assistance legislation under the specific policies because of the lack of two years of secondary education in the Yukon, although some of them are clearly Yukon residents. I know of one case with 12 years of residency and substantial ties in the Yukon and an intention to remain here forever. What sort of problem, or what is the magnitude of this kind of situation and are there applications for funding under the new *Financial Assistance Act*? Could the minister break down the special applications and the amount of dollars going to them if at all possible.

<sup>38</sup> **Hon. Mrs. Firth:** I am not quite sure what the member is getting at: I believe he is asking me about adults applying for grants who may not necessarily be eligible under the *Student Financial Assistance Act*. We do not have a grant system identified for students and that is something that we will have to be addressing in the future.

In regards to the amounts of money on page 55 that the member asked about, the 1982-83 forecast was \$596,000. We spent, I believe, close to the \$630,000; we had an increase in the number of

grants and that is why there is a difference in the amount that we have estimated for 1983-84.

**Mr. Kimmerly:** I am confused with the answer. I understand the minister to say that the 1982-83 forecast, at page 55, can now be updated and the new forecast is \$630,000; that is my understanding.

The question remains: why is the 1983-84 forecast of transfers to students \$631,000 and the money to be voted \$763,000? I am asking for a breakdown of the difference, which is \$132,000.

**Hon. Mrs. Firth:** Perhaps I am not explaining myself clearly. I will wait until I get the additional information and come back with the answer to the member.

*Student Grants in the amount of \$763,000 agreed to  
Public Schools in the amount of \$21,335,000 agreed to  
On French Language*

**Hon. Mrs. Firth:** I am sure the members will be asking about the continuation of the French language program. I would just like to say to them that I am not able to give them a direct answer as to what will happen after grade four French immersion in the territory right now, because we are having a couple of evaluations done to see how the program is functioning and how effective it is. As soon as we do have some more specific information from the evaluations, I will keep the members opposite informed.

I would just like to make a comment about the significant change in percentage. The administration is a 29 percent decrease, due mainly to the retirement of the French language program coordinator and we required some funds for retirement payout. The French immersion is for the teachers' salaries, which are not identified under branch administration at page 38, where the total teacher costs are; they are not in French immersion programs anymore.

**Mr. Byblow:** The minister is saying that the reduction has been, in part, transferred and, in part, the attrition reduction of administration. The minister indicated some hesitancy about the future of the program. Recognizing that a substantial portion of this is recoverable — in fact, I have some confusion there because under the recoveries, French language reads out as \$194,000 recovery, yet our expenditure is \$186,000 — it would appear to me, on the face of it, we are recovering some \$8,000 more than we are spending. Could the minister address that and, at the same time, explain why we might be faced with some question on the future of the French immersion program?

**Hon. Mrs. Firth:** The member opposite is, again, assuming things. I hope I was not indicating a hesitancy. The hesitancy was in explaining the evaluation process that is taking place. The continuation of the program will depend on the outcome of the evaluations and there is no hesitancy there.

On the recovery aspect, I am sure the member is aware that we only gain recoveries for the first year of the next grade that we are implementing. We assume costs for kindergarten and grade one now and we only get recovery for costs for grade two.

**Mr. Byblow:** The minister indicated, on the first part of the question, that there is some process of evaluation going on. I am curious about that process of evaluation: what is the method by which the minister is evaluating the French immersion program? To confuse matters, on page 54, the recovery item under French language is \$194,000; our expenditure is \$186,000. I do not think the minister answered why we recover \$8,000 more than we spent.

**Hon. Mrs. Firth:** I will come back with the answer about the recoveries. I believe we had this same discussion the last time. As far as the evaluation is concerned: we had some expertise to help us with the evaluation and we were also utilizing our local resources and student services to give us some assistance. We are also trying to give the parents some more information as to how their children are progressing in the French immersion program and whether they are progressing on a par with other students taking the courses. It is a little more involved than just sitting down and evaluating the program. As soon as I have some more concrete information, I will be able to share it with the members opposite.

**Mr. Byblow:** The leader of the opposition who, I understand, is an "A" student in the language program, would probably be quite willing to help evaluate French immersion in the schools.

*On Administration*

*Administration in the amount of \$82,000 agreed to  
On Community Program  
Community Program in the amount of \$86,000 agreed to  
On French Immersion  
French Immersion in the amount of \$18,000 agreed to  
French Language in the amount of \$186,000 agreed to  
On Yukon Campus*

**Hon. Mrs. Firth:** I do not have anything further to add. I believe I indicated to them how Yukon Campus would be added into the organizational chart now that it is part of Yukon College.

**Mr. Penikett:** The advent of the changes to what was the Vocational School and the reorganization of the functions performed by the Yukon Campus would suggest that the minister has completed the process that she indicated was going on last year, namely the development of a post-secondary education philosophy for Yukon.

Last year, or the year before, I believe, we spent a lot of time talking about technical training and trades training and so forth. There were, then, good reasons to debate that issue, as there are today, but there has been a lot of work done in the nation on that question. The minister's dear friend, Mr. Axworthy, and a couple of parliamentary committees that I know of, have looked at the whole question of trades training and Canada's training needs, and there has been a lot of work done in that field. I hope that we will see a lot of good things come out of that.

I want, however, today, to ask the minister a few questions about the more academic side, if you like, of post-secondary training, particularly the university programs that are going on here. I would like to know something about the minister's plans in this regard. I am not talking about the extreme long-range but, perhaps, the the mid-term.

As I understand things now, we are largely responding to some kind of needs in the community for university courses to, if you like, in some sense meet people's recreational needs, on one hand, but, as well, to meet people's professional and career needs in the sense that they may be picking up a course here and there towards completing a degree which may be incomplete; or they may, in one or two cases — though I would be less sure about this — be adding university courses by way of summer and evening courses towards the eventual goal of acquiring a first degree.

Now, we are doing this, obviously, in cooperation with a southern university. I cannot remember whether it was two or three years ago, but there was some kind of study done by the government — the minister, perhaps, can remind me about this — looking into what the communities' desires were, in terms of training and adult education and post-secondary education.

I wonder if the minister has any kind of statement she could give us about her plans? I would be interested in knowing what direction these university programs are going to be going in the next few years; are we going to be cutting back in some areas, for example, the teacher training, the YTEP program; are we going to be expanding in other areas; are we going to have more of, if you like, the recreational-type university training programs? I do not mean that in a disparaging sense, let me emphasize to the minister. My friend, Mr. Kimmerly, may well have long had an interest in butterflies, for example, and there may be a credit university course on butterflies that he might take as a hobby, even though it was not leading to a degree in butterflies at all. My friend, Mr. McDonald, might have an interest in taking a course in farmaceuture, because he does not have enough to do with his time in the winters here.

There may be other people, such as myself, who have long felt a deep sense of insecurity about my lack of formal education — or, perhaps, Mr. Lang, who sometimes complains about people being over-educated, and who might want to experience that feeling himself, who would want to take a course which would lead them more towards either a bachelor's degree or a master's degree. If you are going to offer these courses, presumably, if you are going to make the best use of scarce resources here, you are going to have to have some kind of long-term plan or program.

In other words, you are going to have to provide courses that systematically lead people towards degrees or, in fact, just meet their recreational needs.



I would appreciate it if the minister could, perhaps in an informal way, give us some kind of insight as to what entered into her department's thinking on this score and if she could, at the same time, indicate to us, not just in the next year, but perhaps over a slightly further horizon than that, what her plans are.

41 **Hon. Mrs. Firth:** The questions and concerns that the member displays are very valid, because we do not have a lot of resources and we will have to look at this very carefully and be very wise in our decisions. Now that we do have the concept of a post-secondary education facility under one umbrella, I think my idea of possibly setting up an advisory committee to advise on post-secondary education would help us in this area of identifying some goals and objectives.

We are also in constant communication and there have been exchanges of ideas with other ministers regarding education, looking for other varied programs from other universities that we would be interested in. The Western Canada Post-Secondary Coordinating Committee is a committee of western ministers of education, post-secondary education, and we meet once a year and I gained a lot of valuable information from the past meeting regarding distance education and secondary education in smaller areas. There are other places in Canada that are in similar situations and we can learn by some other area's mistakes.

We are aware of the communities' desires for their own education facilities and we have addressed in the mobile units in the past and the community learning centres that we now have in four communities. I am a bit hesitant to diversify more until we do get a set program in Whitehorse, as I think I mentioned in the last budget debate. I still am of the same feeling. I am a bit reluctant to decentralize just now or, perhaps, in the next year or two, until the economic situation does improve; and I am aware of what the member is going to say about education and people being more interested in education now when economic times are tough. However, the direction we will be taking will be a basic direction, and something that is relatively uncomplicated; something that can appeal to as many people as possible, so we will not be entertaining the idea of the butterfly course, unless there is a huge demand for it, and then we would examine that.

To sum up, I am saying that we will be basic. We will be relying on advice from some experts and on some other provincial ministerial and official support that we can get. We will be moving fairly slowly, I think, at the very beginning, which is now.

**Mr. Penikett:** I appreciate the minister's answer and I would just say, in passing, that I might, speaking for myself, be very interested in some kind of formal statement — perhaps by way of a ministerial statement or something — at some point, when the department has clarified even further its ideas on this question.

I think the minister's suggestion of an advisory committee in terms of academic post-secondary education might be a very good idea and I hope the minister will not take offence if I say that I think it would be a good idea so long as it were a committee which included representation from those many Yukoners who do have graduate degrees from universities all over the world, rather than just a group of political appointees who might not have any expertise. I think it would be a mistake to, sort of, get a lot of advice about university education from people who perhaps did not have any university education.

Let me go to the other point the minister touched on, about assessing the communities' needs. Can she tell me, based on those studies that were done, something about those needs? I notice reference in the material provided in the estimates to the 200 Yukoners enrolling in 20 art, science and education courses, taught by qualified local instructors. I am pleased to see that, because that is something we raised not too many years ago here — the use of locally qualified people with master's degrees, which would be a minimum, I think, qualification for teaching these kind of university level courses, rather than paying a lot of money to bring people from outside. I think that is good development.

I would be curious about what the demands and the extent to which the department has assessed them. Are there a lot of people in Yukon who want to pick up courses towards a basic bachelor of arts degree, that would be the most mundane degree, the most

common degree, I guess. Are there a lot of people around — I guess there are not a lot of people who want bachelor of education degrees right now, because I do not know what they would do with them — in comparison with people who want to, in fact, take the courses for recreational purposes.

I do not know how many people would want nursing or education courses, geometry courses; I do not know how many people would reasonably expect to be able to pick up degrees like that here in Yukon. It is probably not a reasonable expectation at this point.

Given that there was some study done, can the minister say how many people there are who want to get bachelor's degrees, perhaps starting from scratch here. If there are, are they going to be able to systematically expect to, starting now, in the next five, six, seven or eight years, be able to pick up enough courses to move towards a bachelor's degree, or is there, in fact, a demand for a different kind of course? I do not mean, seriously, the butterfly course, but perhaps first year geology, which might be interesting to a lot of people, or first year psychology, which might be interesting to a lot of people, or first year English literature courses, which might be of interest to people who are just readers, avid readers. What is the minister's assessment of the community demand right now?

42 **Hon. Mrs. Firth:** I believe the initial comments I heard within the community about the courses that were provided at Yukon Campus were that there were a lot of people interested in taking things just to create some educational experience that they felt they needed; that they were not really that serious about the program and that they did not know a lot about the program. We did not have a big demand for recreational courses. People were more interested in the bachelor of arts program and some of the other programs that were being offered.

As people enrolled in the courses and began to learn about the program and have some respect for the program, the interest increased, and it was a more serious interest. I believe it is there. As far as going to acquire enough credits to eventually end up with a bachelor of arts degree, I do not believe we can facilitate that total thing here now. I believe it is the first two years, and if that is not correct I will be corrected tomorrow. I believe you can get enough credits for the first two.

We had to look very closely at the whole concept of the services that Yukon Campus was providing because of the fact of the highly qualified instructors that you do need, and it is fortunate that we do have local people like Dr. Craig and Tim McTiernan whom we can use. If we had to pay for a whole university here, Yukon would never be able to afford that.

These are the kinds of things that people are interested in now. I have not done a recent reevaluation. I know just from the demand at the Yukon College now for the technical trades that they are increasing more toward the administrative courses. There is a little more interest being shown in the university ones. They are, of course, more a long term goal that people set, and they do not seem to be as interested in the long term right now. People are interested in getting some extra training so that they can get a job; that seems to be foremost in their minds. People are more interested in the courses they can take where they can start working right away, as opposed to the university courses, the academic ones.

**Mr. Penikett:** Let me begin with what the minister finished off with because what she finished off saying is exactly my impression. People I talked to about university education in the south seem to indicate that the generation of students in university now are very much more career-orientated than perhaps the university of my generation. They are far less inclined to want to get general arts degrees than my generation was. They are far more inclined to want to go into the medical schools or the law schools or the business schools or whatever and pick up marketable skills.

If I may put it this way, that is exactly the point I am raising about university courses here. The minister seemed to indicate, in answer to my question about her assessment of community needs, that there are a lot of people here who were interested in taking courses in the interests of their own personal development. A reasonably well-educated person may say, "I have always been interested in geology. I do not want to become a geologist but there is a university level course there about geology, I would like to take

that because it would help me know more about Yukon. It will help me be a better person''. She, at the same time, seemed to indicate, and I want to confirm this, that there are not a lot of people as far as she knows who really expect, at this point, to be able to start from scratch taking courses and eventually pick up a degree by just taking evening and summer school courses here, but that there is not a large demand for that right now. I think the minister seemed to be saying that. Perhaps she could confirm that for the record.

What is the minister's assessment, as we are going back to the problem of scarce resources, of the ability of the government or her department to be able to continue to offer the courses of the kind which are of personal interest, for one's own personal development, rather than, if you like, job-orientated or skill-oriented programs, and would I be correct in saying that for the time being the university courses offered here are not going to be job-oriented or skill-oriented because we cannot offer a comprehensive enough program, or a program with sufficient complexity, to develop the kind of skills that would improve a person's position in the job market, such as it is now.?

**Hon. Mrs. Firth:** The demand is still there and the outcome of the demand will depend on the direction it takes; whether there are a lot of people wanting to take extra courses. Perhaps it is their way of increasing their knowledge for the present job or that they do have a way of enhancing the education that they have had already. I would anticipate that we would be looking at that kind of individual first, as opposed to someone who may have a job and is interested in a recreational kind of education experience. However, that is not a steadfast policy; these are the kinds of things I would be looking for advice on.

Also, we have had discussions with other ministers, as well as with the federal minister, Mr. Axworthy, about education and jobs and about the fact that a lot of the kids who go to school and university and who acquire technical trades skills, apprenticeships, journeyman certificates; a lot of them do not go out into the job force like we did. We went to school, high school and university and then we went out and got a job. That is not always possible now, and there is a lot of research, studying and work being done on this whole aspect of young people coming out of school, highly qualified to do a lot of things, but there is nothing for them to do because there are no jobs available. It is another whole spectrum of education that we could talk at great lengths about.

I believe, in view of the time, I would move that we report progress on Bill No. 5.

*Motion agreed to*

**Hon. Mr. Lang:** I move that Mr. Speaker do now resume the Chair.

*Motion agreed to*

*Mr. Speaker resumes the Chair*

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

May we have a report from the chairman of committees?

**Mr. Philipsen:** The committee of the whole has considered Bill No. 5, *Second Appropriation Act, 1983-84*, and directed me to report progress on same.

**Mr. Speaker:** You have heard the report of the chairman of committees. Are you agreed?

**Some Hon. Members:** *Agreed*

**Mr. Speaker:** May I have your further pleasure?

**Hon. Mrs. Firth:** I move that the House do now adjourn.

**Mr. Speaker:** It has been moved by the hon. Minister of Education that the House do now adjourn.

*Motion agreed to*

**Mr. Speaker:** This House now stands adjourned until 1:30 p.m. Monday next.

*The House adjourned at 5:25 p.m.*