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SPEAKER: THE HONOURABLE JAMES M. RUSSELL

The House met at 3:00 P.M.

Mr. Speaker in the Chair.

MR. SPEAKER: The honourable the Premier.

HONOURABLE F. D. MOORES (PREMIER): Mr. Speaker, I would like at this time, to give a statement on what has happened regarding the negotiations at the Come By Chance Refinery.

Some seven or eight days ago, myself and my colleagues commenced contact with the company and the unions regarding the two very different positions that have been taken. Without any major statement, Sir, I think it is well known that there was a lot of conflict and a lot of unrest at the Come By Chance site. I am pleased to be able to say today, to the best of my knowledge, that the situation has improved considerably after the weekend.

There was, with the situation as it was, Mr. Speaker, major jeopardy to not only the second refinery but even the completion of the first refinery, The reputation of the trade labour movement, the reputation of the company and the reputation I suppose of this province was at stake with the number of wild cat strikes and the number of legitimate strikes and the number of complaints that were coming forth from the project.

We met with the company at several times, informally, last week and also with the union over the Easter weekend, informally as well. Yesterday I met with the building trades representatives. That was for some eleven unions, with the exception of the pipe fitters who already had signed a major agreement with the company; the boiler makers who have a national agreement and which talks are also going on with and the bricklayers and cement masons who have an inter-provincial agreement for the four Atlantic Provinces. The other building trades unions yesterday agreed with the conditions together with the company and, Sir, I have every reason to say in this House today I think that the men are back on the job this morning and by the end of the week

MR. MOORES: the project will be in full stream and that as far as the government are concerned, we are very happy that negotiations worked out.

The company-union relationships are on an excellent basis right now and I think the immediate problem is over and the contract that has been agreed upon is for the duration of the job to complete Come By Chance I am very happy to announce in this House today that, as far as the government is concerned at this moment, I see no reason why the first oil refinery cannot be now completed without any further labour problems.

MR. SPEAKER: Before we proceed further, it has been brought to my attention and I would like to welcome to the gallery today Father Groom, from Corner Brook.

PRESENTING PETITIONS:

MR. SPEAKER: The honourable member for Port au Port.

MR. F. STAGG: Mr. Speaker, this petition is probably redundant at this time, However, it is a matter which has come to my attention, It was presented to me by a number of workers from the Port au Port District who are working in Come By Chance or were working in Come By Chance until the strike took place.

Fortunately, the strike has now been settled. The presentation of this petition is not meant in any way to throw bouquets at the Premier, however, we certainly do applaud the efforts in having the strike settled.

The petition is from a number of tradesmen, who learned their job at the Linerboard Mill in Stephenville and now skilled tradesmen and working at Come By Chance, are very concerned that that job is closed down.

It reads as follows: "We, the undersigned of the Port au Port District wish this petition to be presented in the House of Assembly. This is to see if the government can take immediate action to settle the labour dispute at Come By Chance.

MR. STAGG: "Our livelihood depends on this refinery. If not settled immediately we feel it will affect our future as far as building another refinery. Not only Newfoundlanders will be affected but larger companies coming to Newfoundland will feel the same over labour disputes.

"I think it reflects the general concern that is felt in all quarters of Newfoundland, generally, a concern that is felt throughout the western world, that governments, labour and management, have to come to grips with this very, very serious problem. Labour strife has a very crippling effect on the development of any province, indeed of any country."

So while the necessity may not be as urgent as was previously, it gives me great pleasure to present this petition to the honourable House and have it referred to the department to which it relates.

MR. SPEAKER: The honourable member for Bell Island.

MR. S. A. NEARY: Mr. Speaker, as the member for Port au Port pointed out, the prayer of the petition has been answered. It is a good thing to have the strike at Come By Chance come to an end. I am glad that the workers are back on the job. Some of my own constituents are working at Come By Chance and I would imagine, Sir, that everybody is greatly relieved and I hope that now the work will continue and that the first oil refinery will be completed on schedule. I think production is supposed to start up sometime this early fall.

It is interesting to note that the Premier and some of his colleagues had to intervene in this strike and get the parties back to the bargaining table. Now, Sir, I wonder if the honourable the Premier will try his hand at Buchans and St. Lawrence.

MR. NOOPES: Mr. Speaker, we are concerned about all the disputes that are presently taking place in the province. The one at Come By Chance we had a particular interest in because it was a Crown corporation, The Provincial Building Company, that is actually the person who is the builder involved here. But that does not mean to say that we are not any less concerned about the strike, not just at St. Lawrence and Buchans

MR. MOORES: but also Bonavista, Mr. Speaker, which we are also very concerned about, even though the honourable member for Bell Island neglected to remember to say so.

These strikes and these situations are, Mr. Speaker, of very prime concern to this government and every effort is and will be made to try to bring them to a satisfactory conclusion for all those people involved.

MR. SPEAKER: Are there any other petitions? The honourable member for Grand Falls.

MR. A. SENIOR: Mr. Speaker, I beg leave to present a petition on behalf of some 7,000 Newfoundland residents, over 7,000 residents, and I received another 250 approximately in addition to several letters yesterday in the mails. The petition is still being circulated.

Most of the residents who have signed this petition live in the Central Newfoundland Area. This petition was circulated by the Grand Falls and District Trades and Labour Council and bears the signature of residents from the following provincial districts; the Provincial District of Grand Falls, Gander, Lewisporte, Green Bay, Hermitage, Fogo, Twillingate, White Bay South, Bonavista North, Humber East and Labrador. There are also isolated signatures from other areas of the province. As I have just said, there are also many letters which have been received, not only by myself but I believe by other honourable members of this House, supporting this petition, in addition to the signatures which appear on the petition.

The prayer of the petition reads as follows: "Whereas the Central Newfoundland Hospital is a referral hospital for a population of approximately 45,000 people and whereas the opening of Carmelite House will further tax the facilities of the Central Newfoundland Hospital and whereas the present hospital facilities have proven inadequate with a waiting list of several hundred, therefore we the undersigned petition the Government of Newfoundland to take immediate steps to have the Central Newfoundland Hospital expanded to take care of the present urgent need of more bed space with immediate

MR. SENIOR: additional expansion to facilitate the projected needs of the area.

I would like Sir, to point out at the beginning that this is not a matter of concern to residents of the immediate Grand Falls Area but, as indicated by the signatures on the petition, it is a matter of grave concern to a large section of Newfoundland, comprising some eleven provincial districts which are served by this hospital.

When the hospital was built, its primary purpose was to serve the Central Newfoundland Area. However, in recent years with the opening of highways to some of the remote areas of the Fogo District, Twillingate, Green Bay and Hermitage, etc. this hospital, out of necessity, has become a regional referral centre but does not have the facilities to be able to cope adequately with the number of people who are seeking admission.

So, Sir, it is not a matter that can be taken lightly either from a political point of view or from a practical point of view. The need to expand this facility has existed for some time but until recently no constructive measures were taken to remedy the situation. Shortly after being elected as member for Grand Falls, I was made aware of the need for expansion. So over the last year or so the hospital board has been working closely with the Department of Health to assess the present situation and the requirements necessary to meet the health needs of the people in the future.

A study was undertaken by our government, which was completed March 31 past. Emerging from this study were recommendations for the expansion of the hospital with detailed recommendations for the type of facilities which will be needed.

Sir, I am very pleased with the progress made to date and would like to commend the Minister of Health and his officials for their excellent co-operation.

Now, Sir, we come right down to where this project will either proceed or be further delayed. On the basis of the study just completed

MR. SENIOR: and building plans which will be completed in the near future, based on recommendations of the study, our government will have to decide what the future progress on this project will be. In view of the co-operation received to date and the urgent need that exists in the area, with a waiting list of some 700 people, and the number of people that are being served and will be served by this hospital in the future, I feel confident that our government will place this project on its list of top priorities.

We in Central Newfoundland, Sir, have not been too demanding on the provincial government in the past mainly because most of the larger towns in Grand Falls District were company operated towns and had most of the community amenities provided by the companies.

I believe it is because we have been relatively self-supporting that the government has not placed enough priority on this area. The provincial government, until recently, has not had to do any expensive planning for this area. This is the reason, Sir, although we are now designated as a special area, that we have received so little from the various DREE agreements which have been signed in recent years, although there are desperate needs which exist in the area.

Things are changing and if we are to provide service for the many thousands that are dependent upon us, the provincial government will have to shoulder its share of the responsibility.

I would like to point out, Sir, that when the present hospital was built, the trade unions and others in the area contributed some \$800,000 towards the construction of the building. I believe this is the only place in Newfoundland where this was necessary. That may not be true - well it was certainly a major contribution.

I believe, Mr. Chairman, I feel in any event that our people have certainly done their part in providing this facility for the Grand Falls Area. So, Sir, I take pleasure in supporting this petition, soliciting continued government support for this project, and I hope it will receive the support of this honourable House and our government which I think it justly deserves. I request that this petition be tabled and referred to the department to which it relates.

HON. DR. A. ROWE (Minister of Health)

Mr. Speaker, I would like to comment on the petition so ably presented by my colleague from Grand Falls. He mentioned the fact that the needs of the Central Newfoundland Hospital were made known to me very shortly after taking office in January of last year, referred to the fact that they have an occupancy rate of ninety per cent plus, which for any hospital is immediate evidence that there is a question of over-utilization.

I would like to point out also that an application for expansion of this hospital was made to government in 1969 but nothing had happened until 1972.

MR. ROBERTS: When was this?

DR. ROWE: In 1969, I am not quite sure of the exact month but the report states very specifically that a request for expansion was made to government in 1969, I am not sure of the month. I can establish the month but the important point is that there was an application made by the board to government, for expansion, in 1969.

In 1972, when we appointed the Federal-Provincial Health Planning Task Force, I asked them to look into first of all the needs of the whole Central Newfoundland Area. They indeed made this the first part of the study and the Central Newfoundland area includes the area from Twillingate, Fogo, down through the central core of Newfoundland, down the Connaigre Peninsula. This report was received by us some two or three weeks ago. The report is being studied by cabinet.

It contains recommendations not only referring to the Central Newfoundland Hospital but to the whole area. These are being studied and the board of the Central Newfoundland Hospital have been given the recommendations as they have been made and apply to their particular hospital and the cabinet is at present studying the full report, considering the cost factors involved and it has to be decided as to where this must be included in the priorities.

But I think it is very true to say that government recognize

DR. ROME: the need that the Central Newfoundland Hospital has in providing the major health services for a large portion of the province's population and rest assured that the report will be seriously considered and efforts will be made as and where possible to assist in the situation.

I would mention that although I said at the beginning the occupancy rate at the hospital is running about ninety per cent plus, one of the factors against this is the fact that most of the cottage hospitals, indeed throughout the province, not only in that area, are running at an occupancy rate of fifty per cent. So there has to be some degree of liaison or some degree of co-operation if you have one hospital running at ninety per cent and three, four or five hospitals running at fifty per cent. There obviously is a need for better communication or better utilization of beds in the other institutions. I am aware of the need in the Central Newfoundland Hospital, I think government has not procrastinated. Government has in the past year affected the study which has now been received and this will be receiving ongoing consideration from a sympathetic government. Thank you!

MR. ROBERTS: Mr. Speaker, if I could add a few words on this petition, needless to say my colleagues and I support it quite wholeheartedly. I think anybody who is the least bit familiar with the health-care needs of the people in the area served by the Central Newfoundland Hospital could do nothing but support this very strongly.

As both the gentleman from Grand Falls and the Minister of Health said, the area is far larger than Grand Falls or even Grand Falls and Windsor. The Central Newfoundland Hospital serves as the basic referral institution for the area I suppose from Springdale, possibly even Baie Verte on the northeast down through the Bay d'Espoir and Connaigre Peninsula areas on the western side of Fortune Bay, and then all the way up through Bonnavista North,

MR. ROBERTS: Fox, Twillingate and Gander District although of course the Gander Hospital has a major role to play as well.

The fact is that this petition now before the House is welcomed by us. Judging from press reports, we have some doubts whether it would ever surface at the hands of the member for Grand Falls. I am delighted that his constituents have been able to get to him at long last and that he has done the proper thing by presenting it. I think they will welcome it as well.

Now also, Mr. Speaker, I think I should say a word or two. I am not aware of when any representation from the board came into the Health Department. It may well have come in - the minister says it did, I do not doubt it, I would ask him to look out for the correspondence. It may even have come during my period as Minister of Health. I rather think it came during that of my predecessor. The stated time difference was in June of 1969.

I know that I had numerous meetings, formally and informally, with the board of that hospital. The matter was mentioned but never in the way in which it has been gone at now. Towards the end of our tenure as the government of this province, the matter had come up again because of two reasons: First of all the pressure was growing on the hospital; secondly and most importantly, the institution of the programme to develop Carbonear, Twillingate, the new General and Western Memorial had met, I think, what everybody conceded to be the first priorities in health-care institutions in this province and we could then turn our attention to look to others.

Mr. Speaker, two things have happened, I submit, to change the role of the Central Newfoundland Hospital. It was built ten or twelve years ago which meant the planning was done twelve or fifteen years ago. I think twelve would be a good guess. It was built with substantial help from citizens of the area. The labour unions sphereheaded it but all of the people in the area, almost all of them, contributed.

A similar thing happened at Bell Island where people on Bell Island did contribute substantially to the Templeman or the building

MR. ROBERTS: which is now known as the Walter Templeman Hospital, after Dr. Templeman.

But two things have happened, Sir, First of all the area has changed, the road to Bay d'Espoir or the road linking up Harbour Breton and Poole's Cove-English Harbour Area, the road systems generally throughout Central Newfoundland have changed and have been improved considerably, also the type of medicine has changed. Far more work now is being done in Central Newfoundland than would have been done there formerly.

Both of these are steps forward; both of them should be welcomed. The people of the Central Newfoundland Hospital, Sir, have built a first class institution out of it. They have a first-class staff, medical, nursing, the paraprofessional people and the institution provides a level of care second to none in this province.

All of us agree on that, Sir, and all of us agree on supporting the petition and all of us will look forward with interest to the reports being made public. The board of the hospital have already made public the recommendations, so we know in a rough way - well not in a rough way but we know what the recommendations are. We do not know the thinking which went into it, we do not know the ancillary recommendations but we do know the recommendations for the hospital.

What is needed now, Sir, is not consideration, not further ongoing consideration, what is needed is a decision by the government.

The point of what I am saying here today is that the time has come, the government should decide and must decide what they are going to do. If they are going to make the commitment to provide the facilities at the Central Newfoundland Hospital, that should be done. It is a matter of the government coming to a decision and announcing it. It does not need much further study. As a matter of fact if a decision is not given within a period of weeks or months at the most, it will be a case of deliberate procrastination and the people served by that hospital can draw their own conclusions. I think the hospital should be expanded, Sir. The evidence I have seen indicates that it should be. Whether or not my point of view is the right one, whether or not the point of view I espouse, which apparently is the same point of view as Mr. Roosenveldt and the experts have espoused and as the board themselves advocate, the time has come for a decision. Let the government give us the answer. Let the government outline their policy with respect to this very important matter.

MR. PECKFORD: Mr. Speaker, as the member for the district, many of the constituents of Green Bay find themselves going to Grand Falls Hospital. The main hospital in the area is the Springdale Cottage Hospital but the Grand Falls Hospital does act as a referral hospital and many patients from the Springdale Hospital have to go there. I would just like to add my voice in approval of the prayer of this petition. I have received in the last two or three weeks, perhaps fifty or sixty letters of support, perhaps motivated by various media in the Central Newfoundland Area. So I have heard from just about every community in Green Bay supporting an extension to the Grand Falls Hospital. As the member for the district and receiving this much support from people there, I thought it incumbent upon me to rise in my place and to support wholeheartedly the prayer of the petition.

MR. WINSOR: Mr. Speaker, I also would like to join other members of the House in supporting this petition as it affects a great number of

residents in the Fogo District. Anything to improve the medical facilities for those people I would certainly approve and certainly endorse. Much inconvenience is caused to the people on the Fogo Island and on Change Islands and other parts of the Fogo District. I say Sir, in supporting the petition, that government would be wise to expand the facility to provide the people of those areas which have signed the petition, to give them a long-awaited improvement in medical facilities.

MR. WOODWARD: Mr. Speaker, I too would like to lend my support to the petition in that representation did come in from Labrador. It did not state which district in Labrador representations came from but I feel as the other honourable members do feel that the people of the area should get a good referral hospital. We are very pleased in Labrador to have a good hospital at St. Anthony where the referrals are made from the different sections of Labrador, not to include Labrador West. I lend my support to the petition and I would also like to add, Mr. Speaker, that I am not a separatist.

MR. SENIOR: Mr. Speaker, I have another petition that I would like to present at this time. Well I sat and listened for a long time and after hearing what everybody else had to say, I am better equipped to speak myself. I was not ready to present a petition until today, fortunately for us. I would have loved to do it yesterday because it was my day. As you know, I had a half hour speech and it did not even make the news media. It would have been to my advantage to have presented it yesterday.

AN HON. MEMBER: Repeat it now.

MR. SENIOR: Can I make the speech again now?

Mr. Speaker, this petition is not an easy petition for me to handle because it originated in Buchans. The petition was presented to me by the Student Council at Memorial University on behalf of a group known as "The Concerned Citizens of Newfoundland," who apparently presented it to the Student Council on behalf of the citizens of Buchans. The petition bears some 650 signatures.

The prayer of the petition reads as follows: " We the undersigned do hereby request the government to amend the specific amount of \$1,400 to be borrowed by university students before being eligible for provincial government assistance.

"We believe that the amount aforesaid is unjust, unfair and undemocratic to the potential university students in the lower and middle strata of our democratic society."

Accompanying the petition there is a letter which was also written to me by a group known as "The Concerned Citizens of Newfoundland." I have never heard of this group. I do know that the people of Buchans have signed this petition and this is why I am presenting this to this honourable House. I would like to read this letter because it probably throws some insight on to the motives for this petition.

"On our behalf the Student Council of the University are presenting you with this petition which contains the signatures of approximately 650 citizens in Buchans. These signatures were obtained from citizens nineteen years of age and over. We would like to take this opportunity to say that, in the circulation, no political propaganda for purposes of persuasion was used; rather the effect of the proposed policy on present university students and future potential students was explained in detail and response was immediate. Out of all solicited only five refused. Their reason was given as the fact that they were in debt, but somebody else joined them. No further comment we believe is necessary.

"It is not our intent to say that the people who willingly gave their support were of any political opinions nor do we intend to infer it in this letter. Nevertheless people do not generally support petitions if they are happy with the proposed policy. We believe that the citizens

of Buchans are disgruntled with the future prospects for their children and wish it to be remedied.

"As member for this district, we respectfully request that the said petition be submitted through authorized channels, as representation of partial Newfoundland discontent regarding government policy, to the Government of Newfoundland and Labrador.

"Not intending to stray from the issue, we would like to quote, with reference to our petition, this passage which is: 'Those who propose to take charge of the affairs of government should not fail to remember two of Plato's rules; first, to keep the good of the people so clearly in view that regardless of their own interest, they will make their every action conformed to that; secondly, to care for the welfare of the whole politic and not in serving the interest of some one party to betray the rest.'

"We in closing trust that our government will acknowledge these signatures as hopes and aspirations for our future Newfoundland and not ignore them as ink on the paper with no say in their future. We remain, yours respectfully, Concerned Citizens of Newfoundland."

Now, Mr. Speaker, as a member of this honourable House and member for the District of Grand Falls, naturally I am concerned about the welfare of university students in this province. I am equally concerned that any programme of assistance should be equitable for all students regardless of their means. I must admit that looking at this matter on the surface and listening to some of the debate in this honourable House concerning this matter, I was somewhat confused. After I received this petition, in order to present it in the House, I thought I would do some research to become better informed myself as to what this programme was all about. I would like at this time to present the way that I see this programme, after the little bit of research that I have done. I might add that I am merely expressing my

own opinion and I would like to speak as an individual on this particular matter. The Student-Aid Programme is set up to allocate specific amounts for various needs of the students. For tuition all students in the province have an established need of \$516 for two semesters at university; \$170 for books. For room and board, a student who lives in St. John's has an established need of \$540 and out-of-town students have an established needs of \$760. Clothing, recreation and laundry, etc., there is an established need of \$300, which is provided for each student. In addition out-of-town-students need \$20 for bus travel and all students need \$80 for local transportation. That amounts, Sir, to an established need of \$1,606 for students living in St. John's and a need of \$1,846 for out-of-town students.

At present the Student-Aid Programme requires that a student borrow \$600 from the Canada Student-Aid Programme before he gets provincial government assistance. In the case of a student requiring the maximum of \$1,800, the balance of \$1,200 would be an additional Canada Student-Aid Loan of \$600 and provincial government assistance of \$600. In the final analysis, Sir, we have a Canada Student-Aid Loan of \$1,200 and a provincial government grant of \$600. Now under the new plan a student would have a Canada Student Aid Loan of \$1,400, verses the \$1,200, and a provincial grant of \$400, which is, Sir, a difference of \$200 anyway you look at it.

Now if we look more closely we can see that many students could have room and board provided for them, who live within commuting distance of St. John's. Statistics show that most students who live within commuting distance of the university do have free board and lodging provided for them, while out-of-town students would have definite need for the assistance or an established need for this particular item. Also a necessity such as laundry could be taken care of for a student who lives at home. It would appear to me then, Sir,

that a student from out-of-town would have greater need and a greater necessity to borrow than those living near the university. Now there are other factors which must be considered. The means of the parents to provide is also considered and they would be required to contribute to the total established need of the student based on their means. In fact a student who comes from a well-to-do family may not have to borrow as much but would be required to contribute more from his own pocket and would not in fact qualify for as great an amount of a loan. But, Sir, I suggest that it is easier for a rich family to contribute than it is for a poor family to repay a loan. The problem as I see it, Sir, is not in the fact that the government changed the regulations so that students would be required to borrow \$1,400 from the Canada Student-Aid Programme before they would qualify for provincial government assistance but it appears to me that the programme does not provide equitable assistance for all students. But, Sir, there has never been any equality between the rich and the poor. The solution to this problem is not found alone in a more equitable financial formula but also in the decentralization of post-secondary educational facilities so that students in outlying areas do not have so great a need for assistance as they do today.

Our government have already taken steps to remedy this situation with its intention of providing regional colleges in various centres in Newfoundland.

Mr. Speaker, I support this petition but I would like to point out, Sir, that the solution to the problem is not alone in reviewing the amount to be borrowed under the Canada Student-Aid Programme but I feel, Sir, that there may be some justification for reviewing the whole programme so that it becomes more equitable, that greater benefits are available to students with the greater need and who have a lesser ability to repay. Further, to decentralize the post-secondary educational facilities in this province so that facilities are closer to the students and we do not have as great a need as we have today.

I request that this petition be tabled and referred to the department to which it relates.

MR. ROWE (F.B.): Mr. Speaker, my colleagues and I have no hesitation in supporting this particular resolution. It confirms in fact some of the statements we made during the consideration of the estimates in the area of education when we brought up this whole business of what the new policy means to some university students in this province. Sir, at that time we pointed out that a number of students, for instance students who need \$800, have had a total loss since the Progressive Conservatives took over, of \$400. This is what the honourable member for Grand Falls was getting at. I think the total loss to the students as compared to the total amount they had to borrow over and above what they had to borrow last year, when we consider what has happened over the last two years, this is the important thing in fact to consider. For a student who needs \$1,000, his total loss now is \$600 because the provincial government grant has been decreased by \$300 and the amount of the Canada Student Loan that this student has to borrow has also been increased by \$300. Using the same formula, Sir, a student who needs \$1,200 now has a total loss of \$800. Those who need \$1,400 have a total loss of \$1,000. Those who need \$1,600 have a total loss of \$800. Those who need \$1,800 have a total loss of \$600 since this present administration took over.

Sir, the important thing to consider here is that most students have a greater need for a two-semester year than \$1,800. It is more in the area of \$3,000, \$4,000 or \$5,000. This is where this whole thing discriminates against those students who need it most. It is the sons and daughters of the low income, mid-income and no income families who are suffering under the present policy, Sir, and this university now is becoming an elitist university. Everybody does not have the same opportunity to get to university, based on his educational

background; whereas industry, academic achievement and intelligence might have had something to do with a person attending university or his capacity to attend university. Now we are approaching the point where the size of a person's wallet or the size of his father's wallet is a strong determiner of his potential attendance at the university.

Sir, the honourable member for Grand Falls has confirmed the arguments we have been using over the past several weeks with respect to this new policy announced by the Minister of Finance and we have no hesitation in supporting the petition whatsoever.

On motion petition received.

HON. J. C. CROSBIE (Minister of Finance): Mr. Speaker, I give notice that I will on tomorrow move the House into a Committee of the Whole to consider a resolution in relation to the raising of loans on the credit of the province. This by the way, Mr. Speaker, will be a new departure. It will be the first time that a bill will have to be introduced into the House for the raising of loans on the credit of the province since 1966-1967, caused by a new Financial Administration Act that will be distributed in the House within the next several days.

I also give notice that I will on tomorrow ask the House to resolve itself into a Committee of the Whole to consider certain resolutions for the granting of supply to Her Majesty.

HON. MR. MARSHALL: Mr. Speaker, on behalf of the Minister of Justice, I give notice that I will on tomorrow ask leave to introduce a bill, "An Act To Amend The Registration Of Partnerships Act, 1972."

HON. W. C. DOODY (Minister of Industrial Development) Mr. Speaker, I give notice that I will on tomorrow ask leave of the honourable House to introduce a bill, "An Act To Repeal The Government Of Newfoundland Marine Work's Agreement Act, 1966-1967, And To Make Specific Provision Respecting Subsidies In Respect Of The Construction Of Ships At Marystown Shipyard."

ANSWERS TO QUESTIONS

HON. H.R.V. EARLE (Public Works and Services): Mr. Speaker, I ask leave to present the answer to Question No. 355, asked by the honourable member for Fogo, prepared on the Order Paper of April 24. This is a seven-part question. First of all, question (1): "Has any space been rented by any agency of the government in the Town of Gander since January 18, 1972?" The answer is yes. (2) "If so, how much?" The answer is 6,326 square feet. (3) "From whom was this space rented?" There were 5,326 square feet from Lundrigans Limited; 1000 square feet from Burden Engineering Limited. (4) "What price are the government paying?" They are paying \$20,398 .88 per year to Lundrigans and \$4,500 per year to Burden Engineering Limited. (5) "What terms govern the contract between the government and the lessor?" Lundrigans, a five-year lease from May 9, 1972 to May 8, 1977; Burden Engineering Limited, a two-year lease from January 1, 1973 to December 31, 1974. (6) "Which agencies and departments are using this space?" The Newfoundland Liquor Commission are renting from Lundrigans Limited and the Rural Development are renting from Burden Engineering Limited. (7) "Were public tenders sought for provision of rental space to the government?" The answer is no. I might add that the reason for that is that space in Gander is extremely scarce. We searched the town for suitable space and regretfully we had to take some rather expensive space as indicated in the answer to the question. This was the only suitable space available in the Town of Gander. We are presently negotiating a rental of 2,012 square feet of space from Lundrigans, for the Department of Social Assistance. This has not been finalized and consequently no lease has been signed. That is the answer to Question No. 355.

Furthermore I have the answer to Question No. 302 on the Order Paper of April 24, asked by the honourable member for Fogo. "What was the cost to government of all advertisements placed in Volume 1, Issue No. 1 of the publication known as The Town Crier dated February, 1973, being a news magazine published by Pumphrey Public Relations?" The answer is \$182.

"Under what heading and to what vote was the amount of this expense incurred as referred as referred to in (1) above charged?"

It was charged to Heading XVIII, Supply and Services.

HON. DR. T. C. FARRELL (Minister of Transportation and Communications):

Mr. Speaker, I ask leave of the honourable House to table Questions No. 336 through to 351 on the Order Paper of April 24, 1973, asked by the hon. member for Labrador North. I would like to ask permission of the hon. member for Labrador North whether he would like me to table those or go into them individually, Question 336 through to 351. Most of the answers are "no's." I will table them.

HON. J. G. ROUSSEAU (Minister of Rehabilitation and Recreation): Mr. Speaker,

I have the answer to Question No. 290. There are some three eight and one-half by fourteen sheets of foolscap here. At the urging of the Minister of Finance this morning, he thought it would probably be better to table them. I know the anxiety of the member for St. Barbe North in his private members' bill, so I will table them, because we place such importance on Private Members' Day, for the honourable members across the House.

HON. T. P. HICKEY: (Minister of Provincial Affairs): Mr. Speaker, I have some answers. Would the honourable gentleman like me to read the one he asked? It would take about two hours. I have the answers to Question No. 307, asked by the honourable member for Twillingate; the answer to Question No. 293, asked by the member for Bonavista North; Question No. 211, asked by the member for Bonavista North. There are about four pages. Would the honourable gentleman like me to read them?

MR. NEARY: I did not know the minister could read.

MR. HICKEY: Well in that case, Mr. Speaker, I cannot let this kind of rumour get around so I will have to show the honourable gentleman that I can read. It is on the Order Paper, dated 30 March, 1973, and the question is: "What are the names of those persons who as of a current date are Members of the Clean Air, Water and Soil Authority, showing

in each case: (a) the date on which he was so appointed; (b) the term of his appointment; (c) the title of the position held, being it Chairman, Vice-Chairman, Member or otherwise?" Answer: As of March 31, 1973, the date of the dissolution of the authority, the membership consisted of: Mr. K. A. Oakley, Acting Chairman, Dr. D. Cant, Deputy Minister of the Department of Health; Mr. A. G. Stacey, Assistant Deputy Minister, Department of Industrial Development; Mr. F. A. J. Laws, Department of Fisheries; Mr. C. W. Keeping, Deputy Minister, Department of Municipal Affairs and Housing; Mr. G. B. Malone, Deputy Minister of Resources; Mr. Peter VanEs, Department of Community and Social Development. Mr. C. W. Powell resigned as Chairman and no official appointment was made to replace Mr. Powell. Mr. Oakley acted as Vice-Chairman.

Question (2): "What is the value of any amounts payable a Member of the Clean Air, Water and Soil Authority in respect of: (a) per diem allowances; (b) travel, meal and accommodation expenses; (c) annual salary in connection with the performance of his duties in this respect?" The answer is "nil."

Question (3): "What is the value of any amounts payable the Chairman of the Clean Air, Water and Soil Authority in respect of (a) per diem allowances; (b) travel, meal and accommodation expenses; (c) annual salary in connection with the performance of his duties in this respect?" The answer is "nil."

Question (4): The answer to Question(4) is the same as the answer to Question(3); the answer is "nil." I will shorten it up, Mr. Speaker. Question (5) is the same; the answer is "nil." Question (6) is the same; the answer is "nil."

Question (7): "For the fiscal year which began April 1, 1972 as of a current date, what is (a) the total value of amounts that have been paid in respect of salaries and wages for part-time and full-time staff employed in the service of said body; and (b) the number of persons that have been so employed at any time within that period of time?" The answer is (a) \$180,678.59; (b) approved and permanent positions, sixteen; staff turnover, five; part-time staff, six; temporary positions, three; summer students, seven.

Question No. 8: "For the fiscal year which began April 1, 1972, as of a current date, what is the total number of occasions on which meetings of the said body have been held?" The answer to that is twenty-five.

Question No. 9: "For each Member, Chairman, Vice-Chairman or otherwise of said body and for the fiscal year which began April 1, 1972, as of a current date, what is the number of meetings which he attended and in which he participated during the said period of time?" The answer: The Department of Health, twenty-two meetings by Dr. Cant; Dr. Severs, six; Dr. Sheddon, one; D. A. Strong, one. Department of Economic Development, A. J. Stacey, twenty-one. Municipal Affairs and Housing, twenty; Mr. H. U. Rowe, four; Mr. Philpott, six; Mr. Murphy, four; Mr. Dyke, one; Mr. Karasek, five. Department of Fisheries, nineteen meetings; Mr. E. N. Gosse, eleven; Mr. F. J. Laws, seven, Mr. C. Russell, one. Department of Community and Social Development, fifteen meetings; Dr. R. D. S. MacDonald, one; D. Wells, twelve and Mr. Karasek, two. Department of Resources, thirteen meetings; Mr. G. B. Malone; Mr. Oakley, acted as chairman for all of the twenty-five meetings; Mr. Doane attended the meetings and the recording secretary was Mr. Learning.

Question 10: "To what vote and under what heading is the cost of the amounts referred to in paragraphs (2) through (7) chargeable?" The answer is: 825-01 through to 825-04-01. I will table those copies, Mr. Speaker.

HON. G. OTTENHEIMER (Minister of Education and Youth): Mr. Speaker, with respect to Question No. 289, on the Order Paper of April 24, asked by the honourable member for St. Barbe North, to wit, to ask that the Minister of Education lay upon the table of the House the following information: (This is an oral answer and that is why I am reading the question) "What is the policy of the government concerning the granting of permission

to or the enabling of Memorial University of Newfoundland to expand its operation in order that one or more junior colleges or community colleges may be established at points outside St. John's?" The answer is that the government have entered into an agreement with the university with respect to the establishment of a regional college at Corner Brook and that the first year of university work and the concomitant other courses, with respect to the fulfillment of a broad range of educational and social needs, will begin in

MR. OTTENHEIMER: September of 1973, that the government is in discussion and conversation, negotiation with the university with respect to other aspects of the work of the regional college. Essentially the answer is that the government has entered into discussions with respect to the establishment of a regional college at Corner Brook, at the first year of university work and other extension work, and other courses, seminars, projects, undertakings will be undertaken in September, ensuing September, and with respect to other areas in the province, the government is awaiting the report of the Task Force Committee on Education and Human Resource Development which will be available to the government at the end of August.

With respect to question number 301, asked on the Order Paper of the same date by the same honourable gentleman, to the effect that it asked the Minister of Education to lay upon the table of the House the following information: "What arrangements have the government made to institute, commencing with the school year that begins September, 1973, a course in dental technology or for the training of denturists either at the College of Trades and Technology, St. John's or any vocational schools in the province."

The answer is that under present legislation there is no statute which recognizes any rights of denturists, that this government is awaiting the report of the committee of this House which is looking into and required to report upon that whole area and that apart from preliminary discussions which have been held, the Department of Education is awaiting the report of that select committee before recommending any changes in legislation or instructing any training institution to initiate such courses. In effect we are awaiting the report of the select committee.

ORDERS OF THE DAY:

MR. NEARY: Mr. Speaker, the Minister of Finance undertook yesterday to get me some information concerning a brief presented to the government on behalf of the Registered Nurses Association

MR. NEARY: in the province, I wonder if the minister has that information today?

MR. CROSBIE: A brief or proposal or whatever you wish to call it was received by the government I think on April 2, from the Registered Nurses Association, and collective bargaining will be starting in the usual way, as soon as time permits. There are other negotiations going on at the same time, of course.

MR. NEARY: Mr. Speaker, a supplementary question - would the minister inform the House that the Nurses Association has been notified that negotiations would commence shortly or if the proposals have been acknowledged by the government.

MR. CROSBIE: I could not tell the honourable gentleman that without checking again. I presume whatever is the normal course of action is being taken. The Treasury Board has three negotiators in the Collective Bargaining section and they have to do all the negotiations on behalf of the government. They are dealing with the teachers, NAPE and a number of areas so I would assume it has been acknowledged and I would assume as time permits negotiations will start.

MR. SPEAKER: The honourable member for Labrador North.

MR. WOODWARD: Mr. Speaker, I would like to direct a question to the honourable Minister of Finance. Could the minister inform the House of the present status of negotiations with BRINCO regarding the hydro development of the Lower Churchill?

MR. CROSBIE: Negotiations are continuing, Mr. Speaker, as a matter of fact we had a meeting yesterday and they will be continuing.

MR. WOODWARD: Supplementary question, Mr. Speaker: Are we getting closer to reaching an agreement than we were before the minister brought down the budget?

MR. CROSBIE: Any answer to that would have to be speculative, Mr. Speaker, and until we have anything firm to announce there will be no point in speculating.

MR. NEARY: Supplementary question: Apart from the negotiations that have been carried on with BRINCO, are the government doing their own feasibility study to see if the province should go ahead with this project on its own?

MR. CROSBIE: This has been, of course, a matter which the government, of course, have been considering all along and we are gathering information on several courses of action.

MR. NEARY: Mr. Speaker, I would like to direct a question to the Minister of Manpower and Industrial Relations. Would the minister inform the House if the government have received a request from the St. Lawrence Miners Union to have an industrial enquiry appointed to investigate the labour dispute in St. Lawrence at the present time?

MR. DAWE: No.

MR. NEARY: That is funny. The minister should read today's "Telegram."

I would like to ask the minister then another question, Mr. Speaker, have the government received any representation from the Newfoundland Federation of Labour or the Steelworkers' local in Buchans to do away with the exparte injunction?

MR. DAWE: The honourable members should read some of the papers also; he would discover that there is a bill already before the House to do this.

MR. NEARY: I submit, Mr. Speaker, that the minister is very discourteous and has not answered the question, Your Honour. I put a very simple question to the minister, Mr. Speaker, and the minister did not answer the question.

MR. SPEAKER: Order please! I am sure the honourable member well knows the fact that the minister is not compelled to give an answer to a question.

MR. NEARY: Mr. Speaker, I submit that the minister could be a little more courteous to the House, Sir. The minister is making statements outside the House.

I would like to ask the minister then a supplementary question.

MR. NEARY: Would the Minister indicate to the House what steps, if any, the government has taken to deal with this matter of exparte injunctions?

MR. DAVE: Could he put that on the Order Paper, please?

MR. NEARY: Ignoring the labour movement again, Sir.

ORDERS OF THE DAY:

MR. SPEAKER: Private Members' Day, we proceed with motion number (13).

It was my understanding that the honourable Minister of Finance had adjourned the debate on this motion the last day.

MR. CROSBIE: Mr. Speaker, how long will I go for? Shall we try for six? Five minutes? Okay. Is there a letter in the "Telegram"?

Now, Mr. Speaker, I do not want to delay the House while I read this letter in "Telegram," but since the honourable gentleman has pointed out there is a letter in "The Telegram."

Is it the one signed, "Shafted". It is not, "Fiddler On The Roof," that is "Fiddler On The House" is it, the honourable member opposite? "It is a matter of life and death."

MR. NEARY: There you go, read that one.

MR. CROSBIE: Now I have to answer this. I am glad the honourable gentleman pointed that out to me. This cannot go unanswered. The honourable gentleman has nothing else to do but read the papers.

"The royal commission may not be the answer." I am glad you pointed that out. Mr. Speaker, this matter is being debated in the House for some several afternoons now and we are well aware of the fact that the honourable member for St. Barbe North has been itching for some six to seven weeks now to speak on a motion he has that he wishes to discuss on Private Members' Day, and since we know that the honourable Minister of Education, as always, has the answer on the coup de grace for the honourable gentleman from St. Barbe North. After he has expostulated for an hour or an hour and a half on his resolution, we have the Minister of Education ready with a short, brisk reply that will demolish the gentleman from St. Barbe North. We do not wish to speak at any great length on

MR. CROSBIE: this motion today.

Now the amendment to the amendment that we are now considering is moved by the honourable member for Bell Island. I must say that that honourable gentleman has appealed to me considerably more in the last few days. I have a great deal kinder feeling toward that gentleman since I watched him on television a week ago today. I saw him on television just seven days ago. When I saw him on television just seven days ago, when I saw that honourable gentleman I said to my wife, "My God, Neary has got something after all."

MR. NEARY: Come on over here and sit down, before that crowd over there gets in trouble.

AN HON. MEMBER: Mr. Chairman, point of order: "Honourable crowd"?

MR. CROSBIE: Now, Mr. Speaker, the honourable gentleman's amendment to the amendment was that the House direct the Minister of Transportation to appoint an advisory board including representatives of the Newfoundland Safety Council and other independent and qualified persons with the board to invite representation from the general public and interested parties so that it might submit to the minister advice as to which measures are feasible to improve safety on the highways of the province and should therefore be adopted by the department.

We feel that this amendment is quite unnecessary. We are quite confident that the Minister of Transportation and Communication has an open mind on this subject and that he, himself, can decide whether he need appoint an advisory board. Even without the appointment of such a board, he is quite open to hear representations from the public or independent and qualified persons or the Newfoundland Safety Council or otherwise on these matters and that it would therefore be an insult to him and unnecessary for us to pass some amendment directing him to do something that he is quite prepared to do himself if he thinks there is anything to be gained from it.

Therefore, we will vote against the amendment to the amendment.

MR. CROSBIE: I think all of the aspects of highway safety has been dealt with by both sides of the House in some great depth. I am sure that we have all learned something from it. We all know it is an urgent problem. We all know that the situation calls for alarm now as it does in every province and therefore I do not believe that any further great debate on the subject would really be of interest or lead to any great result.

I, therefore, do not propose to say anything more on this amendment except that we feel that we can leave the matter of advisory groups and so on to the minister. We have already debated a question of a royal commission. We do not think that is necessary. What is necessary we feel is for the department and the minister to continue to look into all aspects of highway safety, to adopt all such measures as are feasible, to improve safety on the highways of the province, always keeping in mind that as long as we only have the Trans Canada Highway of two lanes, that driving on that is going to be more dangerous than if we had a divided four lane highway, which is really in today's traffic, the only feasible and certainly a safer method of driving. When we will get to that stage in this province, of course, is a question of money. Before we can have a four lane divided access highway across the Island of Newfoundland of course we have got to use our funds to pave roads, reconstruct roads, on the Island, upgrade roads, and in Labrador.

Until the happy day comes when we have done these essentials we cannot afford to do much about two more lanes on the Trans Canada Highway across Newfoundland which is certainly a road now that you have to drive very carefully on.

So we on this side of the House, having full confidence in the minister, knowing that he is a man who has taken the burden and duties of his office seriously, knowing that he is quite willing to listen to the Newfoundland Safety Council and all other interested groups and hoping that the relationship in the future will be a bit

MR. CROSBIE: less public and more meaningful than it has been, knowing that the minister is to speak tonight to the Newfoundland Safety Council and knowing that the minister tonight will have things to say to the Newfoundland Safety that will be of interest to them and the public, we therefore would ask all members of the House to vote against the amendment to the amendment and to vote for the amendment and then to vote for the resolution as amended in a perfect display of amity, understanding and co-operation of the House, after which we are all prepared to endure the member for St. Barbe North on his favourite topic - regional colleges, sub-regional.

In addition to the letter in "The Evening Telegram" there is an editorial which is very pertinent to members opposite, in the official opposition. It is headed "Every man for himself."

MR. DOODY: The knight of the long knives.

MR. CROSBIE: The knight of the long knives, yes. We wonder how many of those gentlemen will be left by the time the next election comes or how badly scarred their backs will be. However, that is another subject. There is also another heading on a letter here that is very appropriate to the topic under discussion, "A political gimmick" it is headed and it is signed, "Shafted, Goose Bay." We do not know if the anonymous writer of that letter is the member for Labrador North.

MR. WOODWARD: It could be the fellow who is setting up the separatist movement down there.

MR. CROSBIE: It might be the fellow who has accepted his movement.

So, Mr. Speaker, I think all the House agrees now that we have discussed this and therefore I will conclude my remarks, Mr. Speaker, and hopefully we can vote on this matter now and move on to another topic.

MR. SPEAKER: Is the House ready for the question?

It is moved by the honourable member for Bell Island that the amendment to the motion be amended to add the following words after the words "all aspects of highway safety," "...and this House further directs that the Minister of Transportation and Communications

MR. CROSBIE: appoint an advisory board, including a representative of the Newfoundland Safety Council and other independent and qualified persons, said board to invite representations from the general public and interested parties so that the board may submit to the minister advice as to which measures are feasible to improve safety on the highways of the province and should therefore, be adopted by the department."

On motion amendment defeated.

MR. SPEAKER: I now revert to the debate on the motion as amended. Is the House ready for the question on the amendment to the motion proposed by the honourable the Minister of Finance? The amendment reads as follows: Remove all of the words after, "Now therefore be it resolved," and substitute the following, "That this House direct the Department of Transportation and Communications to continue to enquire into and investigate all aspects of highway safety and to continue to adopt all such measures as are feasible to improve safety on the highways of the province." Is it the pleasure of the House to adopt the said motion?

On motion amendment carried.

MR. SPEAKER: I am receiving some direction here from my peers.

With the consent of honourable members, we may dispense with the reading of the original motion and vote on the motion as amended. Do we have consent?

On motion amendment carried.

MR. SPEAKER: In the normal progression of motions, the motions that would be under debate now would be motion (14), moved by the honourable the member for Labrador North, concerning electric power. However, I understand there has been consent that we will move to motion (15), motioned by the honourable member for St. Barbe North, concerning education.

It is also normal procedure that motion (14) will now drop to the bottom of the Order Paper but I understand that there has been consent that motion (14) will be debated subsequent to motion (15),

MR. SPEAKER: which is a bit of a departure. However, honourable members may consent to do practically anything.

MR. NEARY: If I may, Your Honour, unless we dispense with my colleague's resolution today then we would go on to resolution number (14) and leave—I think my colleague wants to let his resolution hang over until next week. Is that the idea, Sir? In the event that we dispense with number (15) today, Sir, then what order will be called?

MR. SPEAKER: My understanding is that we would then revert to number (14).

MR. NEARY: Okay, Sir.

MR. SPEAKER: Motion (15), the honourable the member for St. Barbe North.

MR. F. ROWE: Mr. Speaker, in spite of what the honourable the Minister of Finance suggested, Sir, this is not my favourite topic and the topic is not that of regional colleges. If the honourable the Minister of Finance looked at the resolution carefully he would see that, Sir.

I would just like to read the resolution Your Honour.

"Whereas there is a proliferation of university structures and services in the province because of the continuing expansion of the main university campus, the summer school on main campus, summer schools off campus, regular academic year courses off campus and E.T.V. courses off campus and whereas there will be continued operation and expansion of the extension service of the university, the adult education service, the College of Fisheries and Navigation, the College of Trades and Technology," (Sir, I think what is meant there is instead of the trades and technical schools, the vocational schools. I should bring that correction to the attention of the clerks. It is probably a mistake that I made myself) "and the vocational schools and whereas there will be community and regional colleges established in the province and whereas there is a great need for sound planning, articulation and co-ordination of all institutions of post-secondary education in the

MR. F. ROWE: Province of Newfoundland and Labrador, now therefore be it resolved that a commission of enquiry of six members be appointed to investigate into and make recommendations relating to the future direction of post-secondary education so that all areas of the province will benefit to the maximum with a minimum of duplication and cost to the province and that the said commission be required to report within three months of being established."

Now, Sir, there are a number of reasons why I wish to introduce this particular resolution. One is that I am extremely concerned over the fact that we in this province may duplicate many of the mistakes made by some states of the United States and some provinces of the Mainland of Canada in building a tangled web of post-secondary institutions that cost money and gradually lose their usefulness because of reduced enrollment

Sir, the history of post-secondary institutions of education throughout North America has been that they have evolved and this just does not mean university education, this means other forms of post-secondary education as well. What happens is that these things physically spring up around the countryside and they gradually lose their usefulness because of the fact that they might get a reduced enrollment in these institutions and therefore we have a very costly mistake on our hands.

Sir, I would like to refer to an editorial in "The Financial Post" of October 1972, when they are pointing out this very problem. "For all of the huge outpouring of money into facilities for higher education, it is now abundantly clear that Canada's universities -"

MR. SPEAKER: If the honourable member will permit me, to read editorials is a matter which is out of order in the House. The honourable member may adopt the opinions as his own, however the physical reading of editorial opinion is prohibited.

MR. F. ROWE: Can I appeal that order? It seems that when this technique was taken up on a number of other occasions that this was

MR. F. ROWE: allowed, to read from newspaper clippings or from editorials, I may be corrected on this.

MR. NEARY: Mr. Speaker, could we have a quorum in the House please?

Could the clerk count the -

MR. SPEAKER: Could the clerk count the House, please?

We have a quorum.

The honourable member will be permitted to continue to read from the editorial. Presumably it does not refer to matters that are going on in this House, it is a general comment on education. Please continue.

MR. F. ROWE: Thank you very much, Mr. Speaker.

Mr. Speaker, I was pointing out some information from "The Financial Post," an editorial in "The Financial Post" that points to the fact that there appears to be a reduction in post-secondary educational institutions as far as enrollment is concerned. For all the huge outpouring of money into facilities for higher education, it is now abundantly clear that Canada's universities are approaching zero growth.

Preliminary estimates of this year's full-time student enrollment show that the increase from last year is a bare one-half of one per cent. Final figures available in December are likely to reveal that even this tiny increment is no more. This is in 1972.

Outside Ontario and the Atlantic provinces there is an absolute drop in student numbers. These facts from the telephone survey, as registered at forty-three universities, with ninety per cent of the Canadian student enrollment, make all the more significant a report on university drop-outs released by Statistics Canada last month.

It states that there is a high correlation of short falls in expected enrollment with a drop out phenomena. The data clearly revealed that the optimism of the 1960's has now been replaced by a certain amount of hesitancy on the part of young Canadians. Hesitancy is hardly the word, it is more like an exodus. The percentage of students in first, second or third year university dropping out

MR. F. ROME: averages 7.2 nationally. It ranges from a high of more than twenty per cent in British Columbia to a low of about five per cent in Ontario.

Statistics Canada took its figures seriously enough to do a survey of 9,000 of these drop-outs. Eighty-one per cent of these drop-outs responded.

The answers are still to be analyzed but one overall result is clear, there is no single answer for the reason for the number of drop-outs in Canadian universities at the present time. The quality of university teaching and course content is cited as often as a lack of financial aid.

It might be pointed out, Sir, that financial aid is one of the main reasons pointed out for dropping out from university. There are positive reasons as well - opportunities for travel or a rewarding job offer as well as those negative reasons offered.

Now, Sir, the important point here is that - and this is the reason why I am bringing in this particular resolution, and that is that the history throughout North America with respect to the building of these institutions is that they go up when there is a

definite need, a definite rise in student enrollment. However, when the student enrollment levels off we are left with these physical buildings with the maintenance cost and this sort of thing and we do not have the students to put into them. Sir, there is evidence that this is likely to happen in Newfoundland and Labrador and I am hoping that my statistics will show this when I get to them a little later on. So I do not want to give the impression that we on this side of the House are against progress in the field of higher education in this province. We see a definite need for institutions such as regional colleges or community colleges in this province but we do not want to have these institutions going up and in ten years we find that we cannot fill these institutions and the province is left with the cost of operating them.

Sir, we are still a have-not province and we have to plan extremely carefully with respect to the expenditure of money that does not -

MR. NEARY: Could we have silence from the other side of the House, Mr. Speaker?

MR. SPEAKER: Honourable members may speak - The honourable member for St. Barbe North does have the right to be heard in silence.

MR. ROWE(F.B.): Mr. Speaker, some honourable members in this House may not consider this to be a serious matter and the fact of the matter is that it is. If we are going to talk about the expenditure -

AN HON. MEMBER: Do we have a quorum in the House, Mr. Speaker?

MR. NEARY: Count the House, Mr. Speaker.

MR. SPEAKER: We have a quorum.

MR. ROWE(F.B.): Mr. Speaker, I was pointing out another reason why I was introducing - Mr. Speaker, could we have the level of noise reduced somewhat in this House because, to be quite frank, I am getting rather annoyed with all the interruptions, no quorum, yapping and yelling.

MR. NEARY: Mr. Speaker, the noise seems to be coming from out in

the corridor. Could we get the doors closed or tell the members to go in their own common room and carry on their conversations?

AN HON. MEMBER: Is that a point of order over there?

MR. NEARY: Yes, it is a point of order.

MR. SPEAKER: Do honourable members wish to debate this point of order? The ruling is quite clear that the honourable member has the right to be heard in silence. It is a ruling that has been made innumerable times and undoubtedly will be made innumerable more times. However the general -

MR. [? E(F.B.): (Inaudible).

MR. SPEAKER: If the honourable member for St. Barbe North will permit, the Chair is attempting to create silence for his words of wisdom. I do believe that honourable members will observe the long-standing rule that the speaker has the right to be heard in silence, and what transpired a few minutes ago was merely playfulness between honourable members.

MR. ROWE(F.B.): Mr. Speaker, I have taught in high school for six years and university for seven years and I have never seen the likes of what I am witnessing here today. Mr. Speaker, I was trying to point out another reason why I feel that this resolution is necessary at this time and that is the fact that we are a have-not province and we have to plan very carefully the expenditure of money that does not go into an area that brings money directly back into the coffers of this country, and education is one area. There are an awful lot of spin-off benefits from investment in education however it is not the kind of an investment that brings money directly back into the province and therefore I feel that we have to plan this very carefully.

Sir, another reason why I feel that this resolution is necessary is that there is a tremendous need, and this has been pointed out at the recent NTA Convention here at Holiday Inn in St. John's, there is a tremendous need to spend more money at the

primary, elementary and secondary levels of education in this province. The need is great and it has been pointed out during the consideration of the estimates. From time to time we hear from the NTA and from other educators in this province about the great need for a greater expenditure of money at the lower level of education, if you want to call it that.

Sir, that level should not be sacrificed nor should it be held back because of expenditures in the higher area of education in this province. This is why, Sir, I feel that this resolution is necessary. If you adhere to the Bruno Theory, Jerome Bruno, in underdeveloped countries you sort of had to expend money at the higher level of education and the lower level of education simultaneously. The most logical way to develop an educational system is to start at the lower grades and work your way up through primary, elementary and high school and into the university. However, Sir, when you have an underdeveloped country, and I think we can consider Newfoundland at the time of Confederation was to a certain extent an underdeveloped country, there is a need for expending a great amount of money at the higher level of education as well as the lower level of education. Now that we have overcome some of the difficulties in the area of higher education, I think it is time that we start considering very carefully expenditures at the post-secondary level and trying to re-emphasize and emphasize the need for expending money at the lower levels.

Now, Sir, the budget speech as far as education is concerned was one I termed as that of entrenchment and it is sort of like an intermission during an unfolding drama. There is retrenchment as far as expenditures in education is concerned this year. The absolute amount that is being spent is higher than in any other year but relatively speaking we have had a reduction in the rate of increase in expenditures. Sir, the Memorial University students have to borrow \$1,400 before their

allowances or tuition is paid to them. A regional college will not be constructed in Corner Brook this year. It is my understanding that an actual regional college will not be constructed in Corner Brook. The pupil-teacher ratio or a reduction in it will not come about this year. The denominational educational committees still are pegged to the inadequate amount of \$8 million for school construction. The trades and technical colleges, as far as they are concerned there will be no new buildings or no new residences built for the Trades and Technical College this year and the vocational schools are severely restricted as far as their capital expenditure is concerned.

Therefore, Sir, it seems like a good time to assess the whole situation, to establish a sound philosophy and policy and direction in order to ensure that primary and elementary education does not suffer as a result of expenditures in higher education. That is the main point that I am trying to make with respect to the need for this particular resolution.

Now, Sir, what I am going to do is go through some facts and figures and descriptions of courses and the number of people enrolled in the various institutions of post-secondary education in this province. It is likely to be a bit tedious, Sir.

MR. CARTER: (Inaudible).

MR. ROWE(F.B.): No, I am going to read them out, Mr. Speaker. The honourable member for St. John's North, who is renowned for not being able to stand tedious repetition or tedious statistics, he can always leave the chamber if he feels he cannot stand it. Sir, what I am hoping to do is to give some indication of the enrollment in the various post-secondary institutions in the province and also to try to outline the nature of the courses offered in these and also outline the branches of these various institutions in order to try to indicate that there is a strong possibility of a fair amount of overlapping, a fair amount of duplication and a lack of correlation in all of these programmes.

Sir, as far as the university is concerned, this year we had a total full-time enrollment of 6,966 students. That is one to fifth year students. Sir, there were 405 in the area of social work; 996 in the area of science; in physical education there were 247 students; nursing 189; medicine and pre-medicine. 368; engineering and pre-engineering, 365; education, 2,487; in the faculty of commerce there were 537, in the faculty of arts 1,020 and unknown 230 for a total university full-time population of 9,666.

Now, Sir, the important thing to note here is this: If we take the first and second year of total enrollments, in the first year there is an enrollment of 2,107 and in the second year there is a full-time enrollment of 1,747. That means, Sir, that in the first two years there were 3,854 students. Now, Sir, that represents approximately one-half of the total full-time enrollment of the university. If we were to set up branches of the university throughout this province on the North Coast, Northwest Coast, Northeast Coast, in Central Newfoundland, in Western Newfoundland, in Southern Newfoundland and in Labrador, we would have approximately one-half of the full-time enrollment of the main campus of this university distributed in these various branches of the university. Naturally the question to be asked is, what are we going to do with the space at the main campus if this does happen? This is an important consideration for which a special commission should be set up to study.

Sir, the part-time enrollment of this university, broken down according to the same categories that I mentioned before, is 1,470 students. On this main campus, coming in as part-time students we have 1,470. Again the question to be asked is, naturally enough most of these students will continue to attend the main campus of the university because they are close to the area of St. John's.

Sir, the graduate enrollment at the university is 687. Now, Sir, that takes care of the main campus. The important thing to consider here is that if we set up a fairly elaborate regional

or branch system of the university it is conceivable that close to one-half of the full-time student enrollment at this university would be wiped out on the main campus. The question is, will the existing facilities on the campus then be a waste or can they be properly used for post-graduate or graduate work without major expensive renovation and modification? That is the question to be asked.

Sir, as well as the main campus university enrollment we also have an off-campus division - but I cannot remember the exact name of the division. It is the division of extra mural studies or something like that but anyway it boils down to being an off-campus ETV and live combination, and there are a total of twenty-seven centres in this province at the present time. These centres are in Labrador and in the island section of our province: Baie Verte, Burin, Carbonear, Catalina, Clarenville, Corner Brook, Deer Lake, Flower's Cove, Fogo Island, Gander, Glovertown, Grand Falls, Goose Bay, Grand Bank, Labrador City, Milltown, New World Island, Placentia, Port aux Basques, Roddickton, St. Anthony, St. Brendan's, St. Vincent's, Springdale, Stephenville, Whitbourne and Wesleyville. Sir, a total of twenty-seven centres that teach twenty-seven different university courses in a total of seventy-six classes. As I mentioned before, Sir, these courses some of them are taught by video tape, audio-video tape, by these VTR machines. They are produced at the university but they are sent out to these various centres, and some of the courses are actually taught live by experienced teachers in the particular community. Sir, these classes vary from a total enrollment of eleven in St. Vincent's to a total of 322 at a centre in Stephenville.

So, Sir, there is another extension of the university. As well as the main campus there is this ETV and live combination of off-campus courses that are taught during the regular year. Now, Sir, this combination of off-campus courses are sometimes taught

as well during the summer, on-campus summer courses and off-campus summer courses. I do not think I have the figures for these. Sir, as well as these branches of the university, we have Littledale which has 123 students taking first and second year academic and religious courses, and I think they take all their professional educational courses on the main campus. They come in for those, although over the past few years I believe they are starting to offer some of the professional educational courses at Littledale. Now, Sir, this is a case where we have almost a junior college. The unfortunate thing about this is that this particular junior college, if you want to call it that, is extremely close to the university campus and one wonders about the actual need for it although we always have to recognize the excellent contribution these persons are making in training and teaching these young ladies out in Littledale. But there is another extension of the university.

So, Sir, we have the main campus, we have various forms of ETV courses and off-campus, live courses, we have Littledale and as well we have the extension service of the university. As far as the extension service is concerned, there were a total of 2,459 students enrolled at seven centres in 1971 and 1972, throughout the extension service. These centres were at St. John's, at Corner Brook, at Stephenville, at Goose Bay, at Labrador City and Wabush, at Grand Falls and at Marystown. So a total of 2,459 students enrolled in the extension service courses of the university. As well as that, the extension course service held workshops and seminars at four centres. They had one at Fogo, in the area of education, they had one at Harbour Grace, which was a developmental seminar, they had one in Lewisporte, which was on communications, and they had one in Port au Choix, which was on the fisheries.

Now, Sir, the types of courses that extension services offered were as follows: public administration, business administration, a bankers course, adult and teenage art, the glee club, sewing,

conversations bench, new mathematics, typing, photography and auto mechanics. Now, Sir, I mentioned these courses because it will be seen later on when I describe some of the courses of the Trades and Technology College and of the vocational schools that there is an overlap here on the types of courses that are being taught by these various institutions.

MR. CARTER: Table it.

MR. ROWE(F.B.): Why does not everybody, Mr. Speaker, table everything they have to say in this honourable House? Why did not the honourable member for St. John's North table his petition yesterday instead of having us sit here and endure him?

MR. NEARY: Go back to the Canaries and get your batteries recharged.

MR. ROWE(F.B.): The honourable member for St. John's North is becoming nothing but a nuisance in this House. Now, Mr. Speaker, I would like to, without even identifying whether one is for or against junior colleges or community colleges, I would like to point out that there is a great need to study the advantages and disadvantages of junior colleges or community colleges in this province.

Now, Sir, for the purposes of definition I would like to refer to a junior college as an extension of the university, presumably the type of thing that we are talking about in Corner Brook, although it has been suggested that this junior college would cater to the needs of the community to a certain extent. But generally speaking, let us define a junior college as an extension of the university, and in a few minutes we can look at our definition of a community college.

Sir, as far as advantages are concerned, there are a number of advantages for junior colleges in this province and one is that they prevent Memorial University from becoming too large and too impersonal. I think this is a recognized advantage, that universities can become too large and can become too impersonal, and by setting up junior colleges of the university I think that an advantage is that this would not happen. Also you would have

less cumbersome on-campus university administration. I think that when an institution gets so large, with about 7,000 students, you can have a very cumbersome university administration. I think we saw evidence of that during the present year when we had the students going on strike or the next thing to it over certain university administrative actions.

Also, Sir, it could free Memorial for more involvement in graduate studies and research. We have a combination here of an undergraduate and a graduate university and if we want to have a fine, grand, big, reputable graduate university in this province, one way of doing it is to free the main campus so that more of the undergraduate students could attend these branches of the university or these junior colleges. Also, Sir, an obvious advantage of a junior college is for the convenience of students outside of St. John's (This is a financial convenience) and proximity that it provides for encouraging students to go to higher studies beyond the high school level. I am pretty sure that if you do have branches of the university in the various sectors of our province, that students will feel more impelled to leave high school and go to such an institution.

Also, Sir, such a junior college would have, hopefully, a healthy academic influence on high schools in the particular area. Another advantage of setting up junior colleges is that existing facilities may already be present in certain areas, and this is obvious in the Stephenville Area. There are existing facilities in the Stephenville Area and probably one of the obvious things that you could do here is to set up a branch of the university in these existing facilities. However, obviously this would be the same advantage for a community college. Also, Sir, it might attract professors who have a greater ability as teachers than as researchers. An awful lot of professors at the university actually enjoy the process of teaching and they do not want necessarily

to become involved in research although there might be a bit of pressure on them to get involved in research. If you had branches of the university, there could be a greater emphasis on teaching and you could attract these types of people. Also, Sir, another obvious advantage is that it could make a general contribution to the community.

Now, Sir, these are some of the advantages of a junior college which is defined as an extension of the university only. Sir, there are also a number of disadvantages that should be studied.

MR. ROUSSEAU: Mr. Speaker, in one of your advantages you suggested it would allow university officials more time for research. I wonder if the honourable member could enlarge on that point. Does the honourable member mean full-time research or part-time research?

MR. ROWE (F.B.): No, what I was suggesting is that if you had branches of the university set up throughout the province this might attract professors who want to put more time into the teaching process itself rather than get involved in research. Now what I am saying here is basically this, that in a university institution like Memorial if you are a professor there obviously you have to teach as that is one of your prime jobs, but there is also always a pressure on a professor to do two other things, research, serve on committees and publish or perish. There is a bit of pressure on a professor to get involved in research at a big university campus. However, they can make a very valuable contribution in the teaching process only. The suggestion is that one of the advantages of setting up branches of the university or junior colleges is that this type of a professor, who enjoys the process of teaching and who does not want to get into pure research and have to end up neglecting students and spending his time doing research and publishing or perishing, he can get out into the community and he can devote close to his full-time at teaching itself. This is one of the things I

an listing as an advantage of a junior college, emphasis on teaching and probably less emphasis on research. The main university could be the research centre, if you want to call it that, and a centre for graduate studies and post-graduate studies.

Now, Sir, in spite of these advantages there are a number of disadvantages of junior colleges. Junior colleges tend to be limited in scope. You may have isolation from the university itself and you may have restriction of courses. In other words you may have a situation where the junior college may not be elaborate enough to teach a good series of science courses or there may not be adequate library facilities. So there may be a restriction of courses and you may have fragmentation of the continuous progress of one, two, three, four and five years of education towards the degree. So the disadvantages could be listed as isolation from Memorial, restriction of courses offered and fragmentation of first and second year courses from third and fourth year courses.

Also, Sir, there could be a possible lack of standardization as far as faculty and curriculum and facilities are concerned. There is a possibility that when you have these branches of the university set up that you may have a reduction of standardization. On the other hand, it is conceivable I suppose that you could have a better standard. In any event, whether the standards are different, they may not be higher or lower but there may be a different standard and if you have a different standard in four or five different junior colleges and these students have to end up going to the main campus, you can anticipate some difficulty in that respect. There maybe difficulty in getting faculty. Faculty may feel - "Well, if I am going to become a professor I want to be a professor at the University of Newfoundland and not at a second cousin or not at a branch university." Before I suggested that you may be able to attract better teachers as opposed to better researchers but you may end up having difficulty getting faculty.

The junior colleges may become poorer cousins to the university in matters of finance from the government. If we have a series of junior colleges set up, it is conceivable we may find the junior colleges may become second cousins to the main university campus as far as finances are concerned. You may have difficulty with respect to apparatus, materials and library. You may have a lack of these things or you may have to have duplication of these facilities over what you would normally have at the main university campus.

The junior college may become a weeding-out ground to main university entrance. Sometimes we wonder if the courses and the professors and this sort of thing are not too hard on university students. At the present time we get our normal complement of Christmas graduates. It is conceivable that the junior colleges could become a weeding-out ground for university entrance, that is entrance to the main campus. Junior colleges may become centres for rejects from the university. We could have the possibility of the junior college itself developing into a teachers' college with possible degeneration of the standards of the teachers' college or of the faculty of education. In certain areas of the province, Sir, there may not be sufficient student base, in terms of numbers, and this whole thing may possibly turn out to be a proliferation of small universities all over the province. I mean if you set up a junior college in Corner Brook, who is to say when Corner Brook is going to ask to convert that junior college into a full-fledged university. A few years, Grand Falls may want to do the same thing or Gander do the same thing or Burin do the same thing. Also, Sir, there is a possibility of overstandardization or control by the main university campus.

So, Sir, there are a great number of advantages and there are a great number of disadvantages in junior colleges in this province, and I do not know whether this has been looked at carefully enough. We still have not had the report of the task force on human

education and resource development, yet this administration has made a serious mistake, in my view. They have announced a junior college for Corner Brook, so obviously they have a junior college policy. I feel that this is a serious mistake, without having a very serious look at these disadvantages and these advantages.

Now, Sir, what about community colleges? Well, Sir, I would like to read a definition of a community college for the sake of definition, to know what we are talking about in this particular debate. The community college is often defined as a comprehensive two-year college which offers a variety of post-secondary educational programmes to meet the needs of the community. Dr. Fred Giles of the University of Washington states that a community college is an institution which is a regional, post

high school, educational and cultural centre. I repeat that.

"The community college is an institution which is a regional post high school, educational and cultural centre, accessible, available and capable of providing educational leadership responsive to and responsible to educational and cultural needs of the people of a region and to the goals of higher education as well."

Now, Sir, that is what I am going to take as the definition of a community college. This does not mean that the community college could not have university courses being taught in it. That is the whole point. A community college can be a little, tiny thing, the equivalent of an outhouse, if you want to go to that extreme, or it can be the equivalent of a great, monstrous complex that would involve university education, vocational education and cultural education in a particular community. A community college is an extremely flexible thing in terms of programmes, curriculum and in terms of size. That is the whole point that we can make.

You can have a community college on Fogo Island and you can have a community college in Corner Brook but obviously these two community colleges would be extremely different in their make-up. I do not know whether you would have university courses, for instance, being taught on a relatively full-time basis on Fogo Island but you could certainly see the likes taking place in a place like Corner Brook, Central Newfoundland or Southern Newfoundland.

There are definitions or advantages and disadvantages to community colleges. One advantage is that a community college would provide a greater service to the needs of the community. It would provide greater co-ordination of general educational effort in a particular community. A community college, Sir, I submit, would have a better chance of government support because more people in the community would be responsive to such an institution and they could see the need for it. There would be a greater cross-fertilization of students and of programmes that would fit a certain community

college. It certainly broadens the advantages that a junior college itself would have. I might point out that a community college concept would reduce many of the disadvantages listed for junior colleges. About the only disadvantage we can see for community colleges, Sir, is that there might be a certain tendency for university control over the standards. You might have a reduction of the academic stream, you might have a reduction of the standards of the academic stream in a community college system and it would obviously require a greater degree of administrative controls.

I think it is important that we give very serious consideration because at the university itself there are two schools of thought as far as junior colleges or community colleges are concerned. All of our experience in Canada shows that nearness is an aid to increased participation in post-secondary education. While there will always be a limit to the number of colleges that should be established, educational opportunities can be improved by relating to location, number and kind of further educational institutions to our population centres.

Sir, the important point is this, that there is a field of thought or one school of thought at the university that supports the Giles concept of a community college. I will repeat it again. "The community college is an institution which is a regional post-secondary high school educational and cultural centre, accessible, available and capable of providing educational leadership responsive to and responsible to educational and cultural needs of the people of the region and to the goals of higher education as well."

A few systematic attempts have been made to determine the post-secondary needs of our people in this province, particularly those who do not wish to proceed to a degree programme. Perhaps the Gander conference on further education, which was sponsored by the Department of Education Educational Administration Department, provided

some indication of these needs. Sir, I have already referred the Minister of Education to the Gander conference report, and this was conducted a couple of years ago.

There was every indication at that particular conference that the province required post-secondary educational institutions offering a variety of services to people of all ages and all formal educational levels. I am relating to you now, Sir, the school of thought at the university that feels that we should have a community college system in this particular province. Probably we should have the development of a system of two-year regional or community colleges, I should say for the entire province, serving the following functions: A community college can be composed of three components: One component can provide a programme for students who wish to transfer to a university and complete a degree or who wish a year or two of academic studies before going on to some other institution of post-secondary education or going on directly to employment.

In other words, we are talking here about a university component of the community college where the students can terminate their university studies after the end of two years or they could transfer to a trades and technical college or they could go on towards a degree programme.

The second component of a community college, Sir, could provide vocational and sub-professional education and a third component of this particular community college could provide continuing education for adults, leadership training activities, cultural activities, lectures, short courses related to social, economic and community needs and recreational programmes based on community needs and interest.

The first of the above functions that I just mentioned would be served by the academic division, that is, for all intents and purposes the university division; the second by a technical and vocational division, for all intents and purposes the vocational school division or the college of trades and technology, and the third

by community service division of the community college which I suppose could, to a certain extent, be co-ordinated and correlated by the extension services of the university.

Now, Sir, that is one school of thought. The other school of thought at the university, I will not get into the details of it, is that university colleges or junior colleges or branches of the university be established in this province. This is in fact what we have seen being established at Corner Brook. To my mind, this province cannot afford branches of the university only.

MR. ROUSSEAU: How about if we call it the academic division?

MR. F.B.POWE: If you call it the academic division of a community college, I think it would make a lot more sense.

MR. ROUSSEAU: But what is the difference?

MR. F.B.POWE: There is a lot of difference, Sir, because the honourable Premier stated in Corner Brook that he was setting up a junior college in Corner Brook and at the same time he announced that he was setting up a community college in Stephenville. This is why I was so anxious to get from the minister and to get from the Premier an exact definition of these two institutions. Because, Mr. Speaker, the junior college that was described in Corner Brook was a kind of an institution that was really a branch of the university but which was also going to try and take care of some of the community needs. From the definition that I could seek out, the community college that was planned for Stephenville did not contain a university nor academic component and was described very much the same as a vocational school. It might be pointed out that there is a vocational school and an adult education institution in the Stephenville Area.

From what I can see, the Premier's definition and the Minister of Education's definition was somewhere in between these two definitions that I just defined. What I am trying to say is that the government in my view should commit itself to a community college philosophy in this province. A community college philosophy, not a

community philosophy and a junior college philosophy, just a community college philosophy.

MR. ROUSSEAU: According to the Giles definition.

MR. F.B. ROWE: According to the Giles definition. Then in Corner Brook you could have your academic components, you could have, if you need it now - if you need it, your vocational component, and if you need it you can have your cultural component.

Now, you go to a place like St. Anthony (I should not pick out vocations)...

MR. ROUSSEAU: Labrador West.

MR. F.B. ROWE: Let us go out to Fogo Island, just pick that out of the hat, Fogo Island. I would anticipate that there would be some difficulty in setting up a fairly regular two-year system of university courses on Fogo Island. There is just not enough student population out there to justify the setting up of one first and second year courses of the university, but if the government were committed to a community college system, you could have a community college out in Corner Brook that could go into some existing facility. The big emphasis on Fogo Island may be on cultural, social and economic needs. I do not think there is a vocational school out on Fogo Island so there may be some branches or some courses of vocational education and technical education taught.

A community college from one area of the province to another area, you might have ten community colleges all of which are completely different, and this is all I am saying. Acknowledge the fact, take a flexible look at it. I am telling you now that the community college or the junior college in Corner Brook is going to evolve into a branch of the university only and within five years I can see the difficulty. Why not now make the junior college in Corner Brook a university? By that time there will be a developing junior college in Gander or Grand falls, there will be another one down on the Burin Peninsula somewhere, there will be another one in Labrador and the next thing you know we will have people in

Newfoundland screaming and yelling for a university in Labrador, for a university on the South Coast, for a university in Central Newfoundland and for a university on the West Coast. This is the history, this is what happens. I think we should tell it the way it is now.

Anyway, Sir, I devoted a fair amount of emphasis here, so far, on this whole business of the university, the extension services of the university, the community colleges and junior colleges and the off-campus E.T.V courses and what have you.

I might just point out some statistics with respect to the vocational schools in our province. We have a total of fifteen vocational schools in this province, at Bell Island, at Burin, Carbonear, Clarenville, Conception Bay South, Corner Brook, Gander. (obviously, in Corner Brook with a junior college out there there may not be very much emphasis on vocational education in Corner Brook, for the simple reason that you have a vocational school in Corner Brook) Grand Falls, Lewisporte, Port Aux Basques, Stephenville Crossing, Stephenville Adult Education Centre, Happy Valley Adult Education Centre, craft training centres throughout the province and adult education.

Now, Sir, these students are divided up into full-time and part-time students and they are further divided into provincial and manpower students. In these fifteen vocational schools there are a total of 5,161 full-time students and 9,843 students, for a grand total of 15,004 students enrolled in our vocational schools. These are the fifteen vocational schools. On top of the vocational schools we have eighty-five centres outside of the vocational schools operated by the Vocational Educational Division of the Department of Education. These are eighty-five craft training centres outside of the vocational schools, with a full-time enrollment of 4,058 students. I do not think I will go through - I will just say eighty-five centres. There is no need to list them all. They teach an assortment of

crochet, embroidery, knitting, leathercraft, macrame, quick crafts - macrame - is that not where they sort of weave these hanging tapestries or mats or something like that?

AN HON. MEMBER: (Inaudible)

MR. ROWE (F.B.): Right. I will yield the floor to the honourable member for Labrador. He knows more about this than I do. As I understand it, it is a kind of a tapestry sort of thing.

AN HON. MEMBER: The Minister of Education is making notes.

MR. F.B. ROWE: The Minister of Education can probably give a more definitive definition when he rises to speak, Mr. Speaker. Quick crafts, sewing and weaving. I know this is tedious, Sir, but the point is that these various courses are offered by the vocational schools, they are offered by the craft training centres of which we have eighty-five, they are offered by the various branches of the trades and technical colleges and they are offered by adult education centres all over the province.

What I am trying to point out is that there is a fair amount of duplication and overlapping. There is a need for some degree of co-ordination and articulation as far as this is concerned. Now, Sir, besides the fifteen vocational schools and the eighty-five centres outside these schools of craft-training centres, we also have adult education, part-time classes. Adult education part-time classes; Sir, there are a total of seventy-two adult education part-time classes with upgrading, academic upgrading courses. Presumably these are high school courses and there are 3,595 students enrolled in academic upgrading in these part-time adult education classes; there are 357 enrolled in typing; 309 enrolled in physical education, for a total enrollment of 4,261.

On top of that, Sir, all under the vocational division, we have private trade schools in this province. Private trade schools and these are registered within the province in accordance with the regulations of the Trade School Act, 1960. There is the Atlantic School Incorporated, there is the Abbott Commercial School,

the Lemoigne School of Hair Design, the Northern Institute of Technology Limited, The International Career Academy of Canada Limited, the Devroy Institute of Technology, the International Correspondence Schools, and they have a total Newfoundland enrollment of 383 students.

MR. J.A.CARTER: There is nothing I presume to prevent the honourable gentleman from reading the "Encyclopedia Britannica" but it does seem to me to be, to use an out-worn word, tedious. I think that since there is a standing rule against repetition and unnecessary (I was going to say malingering) drawing out of debate, I would call the Speaker's attention to the honourable gentleman's delivery. Also, I would like to ask whether or not his time has expired.

MR. F.B.ROWE: May I speak to that point of order, Mr. Speaker? To start off with, I have not repeated one simple - there has been no repetition here whatsoever. It might be tedious, I agree with that, I am referring to a tremendous number of figures simply to make a point. There has been no repetition and I think that is the only point of order the honourable member could have made.

MR. SPEAKER: I am sure that the honourable member is aware that he is not supposed to read a speech and I am quite certain that he is only referring to his notes to quote some statistics. If he has been a little bit repetitious, he certainly will not do so in the future.

MR. F.B.ROWE: Sir, I can assure you that I have not been repetitious. I have not repeated one single table.

MR. ROBERTS: The honourable member has the right to make his points in his own way.

MR. F.B.POWE: That is correct, and how else can a person refer to statistics other than to refer to tables?

MR. ROBERTS: Now we know how people get flung out of the cabinet and why.

MR. F.B.POWE: Mr. Speaker, the honourable member for -

MR. SPEAKER: Order, please.

MR. F.B. ROWE: The honourable member for St. John's North is going to have to put up with a bit more of this because, Mr. Speaker, I am seriously trying to point out the serious degree of lack of correlation, of repetition of courses, of overlapping of courses, of duplication of courses that we have in the various post-secondary educational institutions of our province.

I might ask also, if the Speaker could inform me as to how much time I do have left.

MR. SPEAKER: Approximately thirty-one or thirty-two minutes.

MR. F.B. ROWE: Thank you. Now, Mr. Speaker, in these part-time programmes at the various vocational schools in the province, we have programmes described as follows:

SOME HON. MEMBERS: (Inaudible)

MR. SPEAKER: Order please! I would like to inform honourable members that the honourable member speaking does have the right to be heard in silence.

MR. F.B. ROWE: Academic upgrading, accounting (basic), amateur radio operation, automotive, preventive maintenance, bookkeeping, carpentry, conversational French, copper enameling, crochet, defensive driving, embroidery, jewellery, knitting, leathercraft, oil painting, physical education, pottery, quick crafts, sewing, shorthand, typing, weaving and welding.

MR. DOODY: No finger painting?

MR. F.B. ROWE: No finger painting but I would not be surprised but it would be in there. Sir, as far as the full-time courses are concerned, I have a further breakdown here - aircraft maintenance, barbering, basic training for skill development, beauty culture, beauty culture apprentice, bricklaying, carpentry and joinery, carpentry upgrading, chain-saw operation and maintenance, clerk-accounting, clerk-typing, cooking, drafting (basic), drafting (architectural), drafting (engineering), diesel mechanics. Sir, I could go on for a couple of more pages of descriptions of courses.

The important point that I am trying to make here once again is that this is yet another institution of post-secondary education in this province that overlaps and duplicates the work of some other institutions. Now, Sir, that is the vocational schools. If we look at the College of Trades and Technology we see even more duplication.

In the College of Trades and Technology there was a total enrollment over the past year of 1,712 students. 598 students were enrolled in pre-employment courses, 402 were enrolled in post-secondary courses and 396 were enrolled in apprenticed training. Let us look at the description of courses that we get in the College of Trades and Technology: Barbering, beauty culture, bricklaying, carpentry, catering, clerk-accounting, clerk (hotel, front desk), clerk-typing, commercial art, cooking, drafting, electrical (basic), electronics (industrial) heavy duty mechanics, key punch operator, machinists, millwright, and we can keep going on that.

As far as post-secondary is concerned, business administration we heard before, food management, secretarial science, medical-lab technology, pharmacy, x-ray technology, nursing assistants, medical-lab assistants, construction technology, electrical technology, electronic technology, forestry technology and surveying technology. Sir, the important point to note here is that the most striking feature of the programme of the College of Trades and Technology is a similarity to the vocational schools. I think it is time for us to think of establishing a purely poly-technical institute in this province and let the vocational schools do the job they are suited for and let the poly-technical or college or trades and technology do the job that they are supposed to do.

The College of Trades and Technology is to a predominant extent only a vocational school. Its vocational programmes should be transferred to a vocational school of which the programmes should

be integrated with the secondary schools in the St. John's Area. The college itself should be developed into a first-class technical institute on the model of Ryerson, with programmes planned in collaboration with the medical school, the faculty of engineering at the university and the applied sciences and in industry.

The adult education centres throughout this province have courses very similar to some of the courses that are taught in the vocational schools, the College of Trades and Technology and some of the other institutions. English, mathematics, science, physical education, geography, algebra, conversational French, physics, public speaking, elementary studies and typing. This is another example of duplication. We have sixty adult education centres in this province with a full-time enrollment of 2,000 students. We can see duplication of the courses being taught in adult education with courses taught in these other institutions.

MR. ROUSSEAU: (Inaudible)

MR. F.B. ROWE: This is separate from these.

MR. ROUSSEAU: The honourable member is not suggesting that they are both of the same content?

MR. F.B. ROWE: Well some of them are. Yes, some of them are. For instance, upgrading courses, just to get an academic high school diploma or something like that. They are the same courses and in some cases there is a certain amount of overlap and a certain amount of duplication. In certain cases they are exactly the same courses that are taught for the same diplomas.

Now, Mr. Speaker, I will not go into the College of Fisheries because that is a rather specialized institution, but I still think that there is a need for co-ordination, correlation and planning of courses that are taught, say at a college of trades and technology, so that you can have a transfer of students across these particular areas.

I anticipate what the honourable the Minister of Education is going to say in reply to this.

MR. OTTENHEIMER: The honourable member is better off than I am.

MR. F.B. ROWE: Why is that?

MR. OTTENHEIMER: I have not anticipated yet what I am going to say.

MR. F.B. ROWE: It is obvious, therefore, Mr. Speaker, that there will be unanimous support of this particular resolution in that case.

Mr. Speaker, I realize and I do not want this to distract from the seriousness of this particular resolution. I purposely used a documentation of the courses that I have gotten from these various institutions and a listing of the number of students who are attending them. I could have gone into this in much greater detail than I did but the point is—

AN HON. MEMBER: (Inaudible)

MR. F.B. ROWE: I could have, quite seriously. The point is that there is a serious amount of duplication with respect to post-secondary education in this province and I think that we should have a special commission set up to look specifically into it. Sir, I am going to say right from the outset that I do not believe that the terms of reference for the educational and human resource committee or the task force on planning is the one to do it. There are sixteen pages of terms of reference for this particular committee and I do not feel that they are focusing in on the problem at hand. I would just like to hear from the Minister of Education on this because I feel that it is a serious matter. A vast amount of money is being expended in this particular area of education and I think we can reduce this expenditure dramatically so that it can go into the primary, elementary and secondary area of education.

MR. CARTER: Mr. Speaker, I would just like to have a word or two. I find myself in the unusual position of having to agree at least in part with the resolution. I have to say that the honourable member's resolution is well conceived. It is something with which we can agree. We can agree with the sentiments expressed in that resolution but what I do not agree with is the setting up of a select committee. I think education is too important to make a political football out of it. I see in this select committee all the earmarks of a political football. It will allow the honourable member a forum to go around the country, parading his tired theories and his political bias and getting headlines at every possible opportunity.

You see, the opposition tried it with safety education. No one is against safety. To be against safety is to be treasonable, practically. While we agree with safety education and driver safety, we do not agree with giving the honourable gentlemen opposite a forum. Nobody disagrees with education. In fact we wish the opposition were more educated themselves. We sincerely hope that some day there may be a more educated opposition.

MR. PECKFORD: Why cannot we have a select committee to educate the opposition?

MR. CARTER: A point well taken. The honourable member for Green Bay suggests that we could have a select committee put together to educate the opposition. However, I feel that they are already educated far beyond their ability.

AN HON. MEMBER: (Inaudible).

MR. CARTER: That is the definition of an egghead, Mr. Speaker, someone who is educated far beyond his ability. In fact, a quotation from Shakespeare springs to mind. Whenever I think of the honourable gentleman from Bell Island, a quotation from Shakespeare springs to mind: "Sent forth into this world, scarce half made up."

Mr. Speaker, to be serious for a moment. The medieval world had solved its economic problems. Everyone had a place and everyone had a role. There were a great many menial tasks but there were churls and yokels to tend the swine and there were also kings and knights. Everyone had a degree and a role to play.

In the machine age the man's high skills, the repetitive physical tasks can be performed mechanically and therefore, there is great need for technical education and training.

We are now entering the cybernetic age when repetitive mental tasks can be performed electronically. Therefore, what should education consist of? Since the sum of knowledge is infinite, therefore, we need to learn, how to learn. It is not just enough to learn facts but we need to gain the ability somehow to learn. Of course, this means that we must start early. Therefore, the honourable gentleman's resolution is well taken. There is a distinct danger of our educational system being top-heavy.

As I said before, Mr. Speaker, I suspect it is motives. There is already a task force, under the aegis of the Department of Education, looking into these matters. What we do not want is a vehicle for honourable members opposite. Therefore, I agree with the resolution but not with the setting up of a select committee.

MR. OTTENHEIMER: Mr. Speaker, I have listened with interest to the words of the honourable gentleman for St. Barbe North. I am about now to refresh myself on the various preambles of his resolution. The effect of it is, quite apart from what the preambles are or are not, that there should be (It is like the old hymn, "Count Your Blessings," which we all sing out in St. Mary's) a royal commission appointed to investigate into and report upon the trend of post-secondary education in the province. I think that that is a fair resumé of it.

Now, Mr. Speaker, we on this side have listened with interest and indeed with respect to the words of the honourable gentleman from St. Barbe North. I think it is fair to say that we recognize that pedagogy is an esoteric science and those of us who have not been blessed with communion, with the tenets of that particular science, perhaps lack something in our formation and upbringing. I, for one, Mr. Speaker, must confess (this is the hour of testimony) that I have, although I have spent a number of months in university, not had the pleasure of contact with that esoteric science. Some call it educationalism; some call it pedagogy; some call it educational administration; some call it philosophy of education; some call it history of education and various titles. These are no doubt interesting pursuits and no doubt pedagogy, educationalism and all of these very esoteric sciences are of great value.

We must, however, ask ourselves what is the real purpose of this resolution. We have heard claims that there is duplication, repetition. I presume, with the claim of duplication, there is at least the suggestion of the contention that public funds would not be used in the optimum. Certainly there is no suggestion of misappropriation or dishonest use of funds, obviously, but that public funds were not used in the best possible way. However, Mr. Speaker, all of these functions do not go on in a vacuum. The various adult education courses do not just emanate with somebody and all of a sudden put into operation. The vocational education programmes do not just start in somebody's brain and all of a sudden some thousands of dollars of public funds are committed. All of these functions are co-ordinated, and approved by the same department. We have some very capable people in that department. They are not prone to approve expenditure of public funds unless they are convinced that this is necessary and worthwhile.

The real fact is, irrespective of the various contentions made by the honourable gentleman, irrespective of those, if they were all right, if they were all correct, which is doubtful, and if they were all incorrect, which is perhaps equally doubtful, the fact is that what is in effect asked for, a royal commission to look into post-secondary education in Newfoundland, that is the contention we have to examine. If all the contentions were correct, I would say that the conclusion is wrong. If all the contentions were incorrect, it would be obviously wrong.

Now I do not think that all of the hypothesis or theories put forward by the honourable gentleman are right nor do I think they are wrong. Somewhere in between is probably where the factual situation lies. In most cases between black and white there are various elements of grey and brown. I certainly do not think what the honourable gentleman said was totally correct. Seriously speaking, I do not imagine the honourable gentleman himself would suggest that.

AN HON. MEMBER: (Inaudible).

MR. OTTENHEIMER: Certainly, and that is his obligation, that is his duty and that is why he put the resolution forward. That is fair enough. I do not think, deep down himself, that he believes all of the statements or suggestions he made were in fact factually correct nor did he necessarily claim that they were. He put them forward as possibilities and that is fair enough. On the other hand, I would not say that he was necessarily totally wrong either. Somewhere in between is probably where the true factual situation lies but irrespective of it, what we are asked here to do, what the government are asked to do is to appoint a royal commission to look into post-secondary education. Now, Mr. Speaker, the point we are asked:

"NOW THEREFORE BE IT RESOLVED that a Commission of Enquiry of six members be appointed to investigate into and make recommendations relating to the future direction of post-secondary education, (that is essentially it) so that all areas of the province will benefit to the maximum

with a minimum of duplication and cost to the province, and that the said commission be required to report within three months of being established."

The essence of the resolution, Mr. Speaker, is that a commission of enquiry be appointed and that it report within three months. We are now around the end of April. Let us say the commission of enquiry could be appointed around the middle of May, because this may not finish today and go on until next week. I think it is fair to say that if the government supported this resolution, the earliest date upon which a commission of enquiry could be appointed would be the middle of May. They are given three months. They would have their report in the middle of August, 15 August, Mr. Speaker. Okay, we have a report in on August 15, recommending to the government the direction of post-secondary education. That would be an excellent thing to have. Lo and Behold! At the end of August, a mere fifteen days away, we are going to have a report from a task force committee on education and human resource development, made up of whom, Mr. Speaker? Made up of, let us say a couple of generalists, people who represent the parents and the general public. They neither have nor proclaim nor claim any specialized knowledge. They are: Mr. Alec Henely and Mrs. Mary Pratt, both parents, both taxpayers, both people who have made some contribution to the public life and public discussion of the various events in the province. Apart from that, it is made up of whom? It is made up of Dr. Les Harris of Memorial University of Newfoundland, a former teacher in this province, a bayman, a teacher, not an educationalist my colleague tells me but in fact he is an educationalist because to the best of my knowledge his first degree in fact was in education at Memorial.

MR. MARSHALL: That is what the honourable members opposite said.

MR. OTTENHEIMER: Well they may have said it but I think in fact he is an educationalist. He happens to be an historian as well. He has his Doctorate of Philosophy in History but that does not detract from his credentials and knowledge in education - Dr. Les Harris. It is made up as well of whom? It is made up of Ray Barrett, who has his doctorate

in some area of education, educational administration, whatever it happens to be, from Harvard University and a man who has been President of the College of Fisheries and I think is universally recognized as a knowledgeable, sincere, hard-working educator, from Trinity South, who knows the fishery and who knows the needs of Newfoundlanders. It is made up of who else? It is made up of Ken Duggan, a native Nova Scotian, I believe, who has been in Newfoundland for at least ten years, who was appointed President of the Colleges of Trades and Technology when it was first established; a man who I think in everybody's opinion has done a competent and capable job; a man who is hard-working and knows his subject. Who else? There is Bill May, Director of Vocational and Technical Education now and before that he worked under the late Mr. Templeman, as director or assistant director of the vocational training institute; a person who has travelled far and wide, every inch and corner of this province and who certainly knows its needs inside out. There is Mr. John Ackerman who is on the faculty of education at Memorial University and who was before that on the staff of the Department of Education and before that taught in various schools in Newfoundland.

AN HON. MEMBER: (Inaudible).

MR. OTTENHEIMER: I mentioned those already. They were the generalists. Apart from those, we have those people of specialized knowledge. What are they charged to do? They are charged to make recommendations to government by the end of August on the future course of education and human resource development in this province.

Now, Mr. Speaker, how absurd, how ridiculous, how asinine it would be for this government, when it will receive a report from this committee at the end of August, to vote for a resolution which would ask for another report from a commission of enquiry at the earliest date; realistically the middle of August. We have been accused by the opposition,

the government have been accused by the opposition of relying too much on reports, of relying too much on research and recommendations, task forces and royal commissions. Here is an area where we have what I would suggest is the most capable task force, the most capable committee that one could envision, with representatives from the university, from the College of Trades and Technology, from the College of Fisheries, from vocational and technical education, from the Newfoundland Teachers' Association, in the person of Mr. Pike, from the general public; the most knowledgeable and capable committee that one could ask for. We have a report coming in at the end of August. What are we asked to do? We are asked to vote for the establishment of a commission of enquiry which at the very earliest could have its report by the middle of August.

Certainly, Mr. Speaker, what I suggest is not that the motives of this resolution are ill-conceived but that the timing of this resolution is ill-conceived because we will have a report from a committee made up of, in my opinion at least, the most capable people, representing the broadest background in educational training which is conceivable in this province and we will have that in by the end of August. What are we asked to do? We are asked to establish another committee which is going to have its report in by the middle of August. Certainly, Mr. Speaker, the least we can do, the least we should do is to await the report of that committee. If that report is unrealistic, if those recommendations are untenable, if what that committee has to say is not in fact workable, then obviously this Legislature may well consider the advisability of establishing a commission of enquiry to make these recommendations. But certainly we should do the courtesy to these ladies and gentlemen, to these people, to await their report.

Now it has been said that they have sixteen pages of terms of reference. That is fairly irrelevant. Who really cares a tinker's damn how many pages their terms of reference are. What really counts is what the substance of their recommendations is. I have already

undertaken, during the debate on the estimates of the Department of Education. I have already undertaken and I will repeat now that undertaking and that is to table in this Legislature the recommendations of that task force committee. I have already undertaken to do that. I will repeat that undertaking now. I think this whole area of education and human resource development is so important that it should profit from the insight, views, comments, suggestions and recommendations of all members. The recommendations of that sub-committee will in fact be tabled in this Legislature. We are told that the terms of references are sixteen pages long. I would suggest, Mr. Speaker, that whether it is one page long or sixty-six pages long, nobody really cares. The terms of reference in themselves are irrelevant. What is important is what in fact is submitted to government in terms of advice and what will be, on my undertaking, tabled in the Legislature in terms of advice and recommendations.

It has also been suggested that only one member of this committee is full-time and therefore it is impossible for them to undertake their task. Let honourable gentlemen recall that this sub-committee was appointed in January. By the time they report at the end of August, they will have had eight months, Mr. Speaker. Now what we are asked for here is a committee which is going to report within three months. We are not told whether they are all going to be full-time. Are all of these six members going to be full-time? Are they all going to be part-time? Are half to be full-time and half to be part-time or is one to be full-time and the other five half-time or part-time? We are not told that. We are told merely that we should endorse the appointment of this commission of enquiry of six people, with instructions to report within three months.

Now, Mr. Speaker, we have a group of nine people, appointed for nine months; one of them is full-time and the rest have other duties to perform.

We are told that it is going to be impossible for them to bring in anything positive, anything worthwhile, because they are not all full-time. These nine people, working for nine months, are going to be precluded from bringing in recommendations to government (which will be tabled in this Legislature) of any value, whereas, if we appoint six people, this magic number of six and the magic time span of three months, then we are going to have all of our problems solved.

Mr. Speaker, this is certainly whistling in the wind. We have among the most knowledgeable people in the province - when they go to fishery education, who are they going to call for? Ray Barrett is already involved in this task, in his work on the task force committee on human resource development. He is already involved. People say he is not part-time so he cannot do a good job. Now, Mr. Speaker, he has been working in that area for the past six or seven or eight years, whenever it was he was appointed as President of the College of the Fisheries, shortly after the death of the late Dr. Hampton who was the first president of the college and who was indeed a splendid person, a person under whom I worked, on whose staff I was. He was a person who did a great deal for that college and for this province and gave it first its international prominence. Mr. Barrett has been working there ever since. Does he need to do this full-time? People say - no people do not say it, people would not be bothered saying it because they know better, Mr. Speaker, but the opposition say, "Oh, they do not have time for research; they do not have time for research in the esoteric sciences of pedagogy, educational psychology, educational philosophy, educational this and educational that." My Heavens, Ray Barrett has been working, breathing, smelling and living in this environment just about all his life! What does he need years or months of research for, when he walks around with the results of this research registered in his brain and registered in his heart? Why in Heavens name does he need months to go about verifying what he knows by knowledge and by instinct and by feeling already?

In the area of vocational and technical education, we do not have time for people to undertake research here, research there and grants here. My God! this thing could go on for years and you could have thousands

of dollars, people going around with statistics and educational analyses and the reports on education, Mr. Speaker, if you piled them up, they would go from the carpet to the top of Your Honour's head, up to the head of the caribou which is sitting above Your Honour and way up to the top of the ceiling there. By the time one reads them through and gets through all of them, I am afraid the end result, Mr. Speaker, might well have come up to the top of the first step. It is a great wastage of paper a lot of it, however, it is certainly good business for Bowaters and Price Newfoundland.

However, Mr. Speaker, we have in the person of a chap like Ken Duggan who has been President of the College of Trades and Technology since its inception, a person who does not need months of research. For the past eight or ten years, however many years he has been there, he knows this area inside out. It is the same with a chap like Bill May, Director of Vocational and Technical Education, in this province, and the same for a fellow like Mr. Pike who is the President or soon will be the past president, perhaps he is now the past president of the Newfoundland Teachers' Association, who knows the problems of teachers, pupils and school boards inside out.

What are we asked for? Mr. Speaker, we are asked to vote for the establishment of a commission of enquiry of six people who will report within three months. The earliest possible time that such a commission could be appointed would be the middle of April, and three months after that is the middle of August. That is what we are asked to vote for.

What do we have as an alternative? We have the fact that since early January nine people, including the most experienced and knowledgeable people in Newfoundland, have been working in this area. We have the fact that they will in fact be reporting by the end of August. We have the fact that if such a commission of enquiry be in fact necessary, the time to judge that is after this Legislature has had an opportunity to examine, debate, discuss and form a decision upon the recommendations of that original committee which was appointed by this government on January 1.

I suggest, Mr. Speaker, as I mentioned before, that this resolution is not ill-conceived, it is in fact ill-timed. If the report of the committee already referred to is unrealistic, if it does not make sense, if it is beyond the capabilities of this province, if it does not jive with the real needs of this province, if, in the opinion of honourable gentlemen in the Legislature, it is not a realistic blueprint for future development, then is the time to think in terms of a commission of enquiry or any other kind of commission or committee or report that one wishes. But certainly, it would be the height, in my opinion, of stupidity, the height of impatience, the height of a total lack of realism, a total lack of courtesy, a total vote of nonconfidence in the ability of these people for this Legislature to now vote for the appointment of a commission of enquiry of six people and the earliest date on which it could be appointed would be the middle of April and which would be ordered to report within three months, which would bring it up to the end - not the middle of April, the middle of May. The middle of May would be the earliest time it could be appointed. The middle of April has passed. The earliest time it could be appointed would be the middle of May. The earliest time it could report would be the middle of August. What do we have at the end of August? A report of a group of people who have already been working four and one-half months, who are due to submit to government a report, at the end of August, for the future development of post-secondary education and indeed in the whole area of human resource development, and they are due to submit it to government by the end of August. Now submitting it to government is one thing and its availability to the Legislature is another thing.

Mr. Speaker, if one were to say that this is going to be submitted to the government; honourable members on various sides will not necessarily have the opportunity to see it, to debate it and to discuss it, that would be understandable. One could say that the opposition wish to ensure that there will be a competent, thorough and impartial

study, followed by recommendations in the whole area of post-secondary education and the whole area of education and human resource development in general; available to all members, not just the government. If that were the case, then one could say that honourable gentlemen on the opposite side, the opposition, do have a case, do have a point because the task force on human resource development on education, its terms of instructions are to report to government. "We may not have the opportunity to see that and to discuss it and to give our opinions upon it and, therefore, we should ask for a different kind of enquiry."

The report of a Commission of enquiry is not inevitably or necessarily available to the Legislature. It is submitted to the government and basically it is up to the government whether or not it makes it available to the Legislature. This government, however, has always gone on the principle that submissions, recommendations, studies resulting from royal commissions, commissions of enquiry, whatever they happen to be, which are undertaken at public expense, should be available to the representatives of the public and should be available to the public of this province. We have not, contrary to the distinction of the previous administration, endeavoured to put under the carpet, bury and forget about reports which were not favourable to the position of this administration. Your Honour may well remember the report of the Royal Commission on Newfoundland's Economic Prospects, which for months, Mr. Speaker, was gathering dust and numerous curses in the drawers and vaults of the former Premier and his cabinet colleagues before they dared -

AN HON. MEMBER: (Inaudible).

MR. OTTENEHIMER: An excellent idea, Mr. Speaker. I was hoping the honourable gentleman was going to continue on until six and in that way I would have kept my remarks of wisdom until next week. However, if Mr. Speaker, now wish to call it six o'clock, I will certainly be very

pleased to accede to his request and I will certainly keep the remaining four hours of my remarks until next Wednesday.

MR. SPEAKER: It now being six o'clock, I do leave the Chair until three o'clock tomorrow Tuesday.