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PRELIMINARY
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TRANSCRIPT

HOUSE OF ASSEMBLY
FOR THE PERIOD
WEDNESDAY, JULY 25, 1979

The House met at 3:00 P.M.

Mr. Speaker in the Chair.

MR. SPEAKER (Simms): Order, please!

ORAL QUESTIONS:

MR. SPEAKER: The hon. Leader of the Opposition.

MR. JAMIESON: Mr. Speaker, in view of the lovely day it is outside, it may be a bit incongruous to be talking about a long cold winter, but I would like to ask the Minister of Finance, given the announcement last night that the Federal Parliament is not going to sit until October, which suggests there will be no budget until November at the federal level, and given the fact that the provincial government in its budget statement and other documents has indicated a number of studies are underway on major issues, given the fact also that there is, I assume, still a freeze until at least the 15th. of August on a number of federal/provincial projects, can the minister now indicate to the House whether his officials have any prediction as to the general level of economic activity that we can anticipate in Newfoundland during the coming Fall and Winter months and whether or not he has any forecast to make with regard to anticipated levels of unemployment?

MR. SPEAKER: The hon. Minister of Finance.

DR. J. COLLINS: The freeze, we understand, at the federal level is purely a temporary affair, that this was put into effect primarily so that new administration in the federal government could find out which projects should be proceeded with, which should be given high priority, and this seems to us not unreasonable. We do anticipate that the federal government, the new administration, will be fully cognizant of the fact that this area here is perhaps more dependent than many other areas on the activities of the federal government in terms of their public works programmes and so on and other projects, and we have every reason to expect that they will be, as was mentioned in the Budget, that they will be very sensitive to this need.

DR. J. COLLINS: In terms of the economic activity for the ensuing months of this fiscal year, hon. members will recall that the Budget did mention that we were anticipating something over a three per cent increase in economic activity over last year and I have no information at this time to say that we should alter that prediction. That prediction held true up to Thursday of last week and certainly no information has come through to say that it should be altered at this point in time.

MR. SPEAKER (Simms): A supplementary, the hon. Leader of the Opposition.

MR. JAMIESON: Mr. Speaker, I am not arguing with the wisdom or otherwise of the freeze, although I think the hon. Minister of Finance (Dr. J. Collins) is more sympathetic than his federal colleague is apparently because he has been saying that it is ridiculous to hold up these projects in Newfoundland. What I have, however, asked the hon. minister if his officials -and yesterday we talked about various planning aspects that are,allegedly, and I am sure are in place in the government now by this time, which is the last part of July; whether they are sympathetic or not in Ottawa means that in fact a lot of projects are clearly, unmistakably, delayed. And,as the Federal Minister of Finance (Mr. J. Crosbie) has said, the short construction season is a serious handicap in Newfoundland - now have his officials given the 3 per cent, I believe, or something over 3 per cent projection of growth in the Provincial Product; what I am asking is, is there something more tangible that the hon. minister can say with regard to where we are going to be in January and February of this coming year in terms of the levels of (a) economic activity in Newfoundland generally, and also how those will be translated into, obviously the most serious question of all, are we going to have record high levels of unemployment?

MR. SPEAKER: The hon. Minister of Finance.

DR. J. COLLINS: Mr. Speaker, one of the initiatives from the federal government that did impact on this Province in the past year was highway construction. Now this was not only at a diminished rate of activity, but it was at an increased rate of activity, so that this will certainly have good effects and will continue to keep up our rate of economic activity and employment in this Province. So even though it is regrettable that there are freezes in certain areas, in that major area I do not think we are affected adversely in any great degree.

Dr. J. Collins: And I would just like to emphasize again that the freeze that is on, we have every expectation in the very near future that some if not all those items that affect this Province will come out from underneath that freeze. In other words, the freeze in those respects will not be on to an extent in time that will have an adverse impact on us.

In terms of employment, I think the hon. Leader of the Opposition will recall that the figures for the first quarter of this fiscal year, the 1979-1980 fiscal year, did show that there was an upturn in employment, and if that was annualized - and I think there may have been some misconception about this; I think the hon. member for Burgeo-Say d'Espoir (Mr. Simmons) may have been a little bit in error in his remarks on this the other day - that the employment picture for the first quarter of 1979-1980 if that were annualized it would indicate that we would have something like 8,300 extra jobs in the Province.

DR. COLLINS: as opposed to the same rate if annualized for the first quarter of 1978-1979 would have been have been 5,000 extra jobs. So that employment in the Province, the statistics available at the present time indicates that employment in the Province is increasing at a good rate and we see no reason at this point in time to suggest that that good rate will not persist for the rest of this fiscal year.

MR. JAMIESON: A supplementary.

MR. SPEAKER: (Simms) A supplementary. The hon. Leader of the Opposition.

MR. JAMIESON: Mr. Speaker, I fully understand and welcome when new jobs are created. The hon. Minister of Finance (Dr. Collins) has been talking employment. I have been talking about unemployment, and I do not believe that any economist would agree that you can annualize a single quarter and say that is what it is going to be. That is why I say that it is a projection ahead that surely any Department of Finance must be doing to say "Where are we going to be?" Given the known rate of activity, given the known seasonality of the situation, given the failure to start some of the projects because of the freeze, there must be someone in the Department of Finance who has said that this Winter the rate is going to be X. Now I think at the moment it is fifteen-point-something or in that neighbourhood. Can we look forward to a higher rate than that, whether it is seasonalized or whatever word the hon. gentleman wishes to use? But I think it is important that we know now, given the fact that we are not going to see, clearly, out of either the federal government or out of the planning which hon. members opposite are doing any major new developments in the current year - and I mean going through to next March - is it possible for the hon. the Minister of Finance (Dr. Collins) to give us a figure as to what he expects the level of unemployment is going to be during the Winter?

MR. SPEAKER: The hon. minister.

DR. COLLINS:

Mr. Speaker, the hon. Leader of the Opposition wants quite specific information and of course I had no indication that this was going to be required today and to get that type of very detailed information I would need to instruct the officials in the Department of Finance to supply me with the facts and figures. I certainly will undertake to do so to the extent that this is possible.

MR. SPEAKER: (Simms)

Hon. member for Torngat Mountains.

MR. WARREN:

I have a supplementary to the question, Mr. Speaker. I want to direct my question to the Minister of Intergovernmental Affairs (Mr. Peckford). I was wondering if he could tell the hon. House if the DREE agreement between the federal government and the provincial government as pertaining to fishery development along the Labrador Coast has been signed or will be signed in the near future?

MR. SPEAKER:

The hon. the Premier.

PREMIER PECKFORD:

Mr. Speaker, in response to that question, there is a number of agreements dealing with the Labrador Coast, the main one is the Coastal Labrador agreement which is now under negotiation with DREE and which

PREMIER PECKFORD: we hope to sign very soon. And in that agreement I think there are a number of fishery development opportunities, developments, and I guess that is what the hon. the member is referring to. And if it is that Coastal Labrador agreement that he is referring to, I would like to advise the hon. member that negotiations are proceeding very well on that agreement and we are hopeful to have it signed this year.

MR. NEARY: Mr. Speaker.

MR. SPEAKER: (Simms) A supplementary, the hon. the member for LaPoile.

MR. NEARY: Sir, in connection with the question that the hon. the Leader of the Opposition asked that has to do with the agreement on cutting the timber that was damaged by the spruce budworm, is that programme going ahead? Is there any employment presently as a result of that agreement? If not, when can we expect a number of people to be employed cutting the timber that was damaged by the spruce budworm?

MR. SPEAKER: The hon. the Minister of Lands and Forests.

MR. MORGAN: Mr. Speaker, a number of projects are ongoing around the Province in the mostly forestry thinning projects to date. Tenders have been called. You have probably seen the tenders in the recent local papers for a number of projects in connection with salvaging of damaged timber stands. We are also looking at the possibility of salvaging some of the damaged timber in the areas where we had some recent fires this year, including these projects under the present agreement as well.

MR. SPEAKER: The hon. the member for Windsor - Buchans.

MR. FLIGHT: Mr. Speaker, I have a question or two for the Minister of Lands and Forests; it springs from the question asked by the hon. the Leader of the Opposition.

In response to a question a few days ago with regard to a federal agreement signed for \$11 million, the minister

MR. FLIGHT: tanded to belittle that particular programme and talked about the great \$55 million programme that he was now negotiating and expected to have signed any time which would have the effect of funding all the various programmes that he and the Premier announced that would take place in forestry and be resource-based and job creative. I am wondering if the minister would indicate to the House if that \$55 million programme that he talked about will be affected by the freeze that has just been alluded to by the hon. the Leader of the Opposition?

MR. SPEAKER: (Simms) The hon. the Minister of Lands and Forests.

MR. MORGAN: Mr. Speaker, first of all, in reply to the preamble of that question, this minister does not in any way belittle the \$11.5 million received for the forestry labour-intensive programme. In fact, we appreciate the funds from Ottawa and we are looking forward to many good labour-intensive projects over the next number of months, in fact, the next number of years.

On the other agreement, the general overall forestry development agreement for the Province, that is now in the final stage of negotiation and there is no indication

MR. J. MORGAN: of any freeze in Ottawa going to affect the final stages with regards to a final agreement being reached sometime over the next number of weeks.

MR. G. FLIGHT: Supplementary, Mr. Speaker.

MR. SPEAKER: (Simms) Supplementary. The hon. member for Windsor - Buchans.

MR. G. FLIGHT: The minister has indicated that this particular \$55 million agreement will not be subject to a freeze. Just in the possibility it may indeed, that the minister might not know exactly what he is talking about right now, would it be fair to indicate to the House whether or not he will see that particular agreement being considered a priority as referred to by the Minister of Finance (Dr. J. Collins)? The Minister of Finance indicated in answer to the questioning that there would be certain programmes that may be lifted from the freeze, or taken out from under the freeze as a result of a priority given to that programme. Would the minister be prepared to guess or indicate to the House whether he would believe that particular agreement would indeed be given priority, particularly on the basis of what it is suppose to accomplish and that is the job creative aspect that his party and his government lean so heavily on within this past month?

MR. SPEAKER: The hon. Minister of Lands and Forests.

MR. J. MORGAN: Mr. Speaker, because of the argumental manner the question was put forward that I am not fully aware of what I am saying is correct or not, I refuse to answer the question.

MR. S. NEARY: Supplementary, Mr. Speaker.

MR. SPEAKER: Supplementary, the hon. member for LaPoile.

MR. S. NEARY: I want to follow up on the line of questioning started by my colleague, the Leader of the Opposition. (Mr. D. Jamieson). I want to ask the hon. Minister of Finance, Sir, if

MR. S. NEARY: he anticipates drastic increases in the social assistance rolls as a result of the Government of Canada increasing the qualification period for those who applied for unemployment insurance benefits? What effect is that going to have on Newfoundland and will it in any way drastically affect the social assistance payments that will be made from now, say, to the end of the fiscal year?

MR. SPEAKER: (Simms) The hon. Minister of Finance.

DR. J. COLLINS: Mr. Speaker, I would suggest that question might be more fruitfully directed towards the Minister of Social Services (Mr. T. Hickey) and if the hon. minister would wish to respond to the hon. member's question I would certainly give way to him.

MR. SPEAKER: The hon. Minister of Social Services.

MR. T. HICKEY: Mr. Speaker, as I heard the question, the hon. member wishes to know the difference -

MR. S. NEARY What effect..

MR. T. HICKEY: - or what effect the changes in UIC are going to have on numbers -

MR. S. NEARY: Social assistance recipients.

MR. T. HICKEY: OK. It is difficult, Mr. Speaker, to give any accurate figures, There are projected figures or figures that have been used by the Federal Government and I can not say that my officials agree with those figures. I can not give the hon. member the figures in terms of the numbers of persons but I can give him the dollar value and he can

MR. HICKEY: judge from that, and approximately \$3 million to \$4 million additional as suggested by federal officials. Now as I said earlier, Mr. Speaker, in prefacing my remarks, my officials do not agree with those figures; they believe that those figures are liberal to say the least - small 'l' - we believe not as accurate as indeed they could be. I think federal officials are looking at the worst possible affects and, as we know the situation in Newfoundland and as they do not know it, we do not agree on those figures.

MR. S. NEARY: A supplementary, Mr. Speaker.

MR. SPEAKER (SIMMS): A supplementary, the hon. member for LaPoile.

MR. S. NEARY: I am not sure if I understood the hon. gentleman correctly. Is the hon. gentleman saying that the government of Canada, the figures they have projected show a decrease of \$3 million to \$4 million unemployment benefits coming into the Province or is that added on to the minister's welfare assistance that will be paid out, the payments that will be made, because the loss from Ottawa will be much more, would it not?

MR. SPEAKER: Hon. minister.

MR. HICKEY: Mr. Speaker, I am dealing with figures in terms of increase cost to my department or to my budget, my Estimates. The figures in terms of overall effects is quite different and I am not referring to that.

MR. SPEAKER: The hon. member for Trinity - Bay de Verde.

MR. F. ROWE: Mr. Speaker, I have a question for the Premier, Sir, and I do not mean to be in any way provocative or argumentative in this particular question. It comes as a deep concern with respect to the possibility of an inshore fishermen's strike in the Province. I would like the Premier, if he could indicate to hon. members in the House what progress has been made with respect to the proposals the government has made to the Fish Trades Association and to the

MR. F. ROWE: Newfoundland Fishermen, Food and Allied Workers Union? I ask it knowing full well the sensitivity and the delicacy of the particular question. I wonder if the Premier could give us a progress report up to date.

MR. SPEAKER: (SIMMS) The hon. Premier.

PREMIER PECKFORD: Mr. Speaker, I have been close to the situation this morning and during dinner time. I think perhaps the hon. Minister of Labour and Manpower (Mr. Dinn) can give you some of the specifics because he has been monitoring the situation while I was in meetings and so on this morning. So I will ask the Minister of Labour and Manpower if he could bring the hon. member and the House up to date on that very important issue.

MR. SPEAKER: The hon. Minister of Labour and Manpower.

MR. DINN: Yes, Mr. Speaker, meetings have been held since last Friday, over the weekend and last night until about 11:00.

MR. DINN: There were many items that were resolved at these meetings. There will be meetings again this afternoon. Some of the people representing the inshore fishermen and the trades - Mr. Bill Wells representing the trades - have to go back to their groups with certain proposals. As the hon. member would know, these do not just involve what fish prices should be, whether it is eighteen cents or twenty-one cents. There are different categories of fish, etc., many, many categories that are being discussed, and many of them have been resolved to this point in time, but there are still several outstanding items and, as I said, a meeting was held, I believe, again between twelve and two o'clock this afternoon. Mr. Wells had to go back to the operators of the fish plants and he will be then convening another meeting sometime this afternoon and hopefully tomorrow we will have a little more to report on it. But that is about all I can say at this point in time. Things are going along fairly well and we hope to get a resolution to the situation.

MR. F. ROWE: A supplementary.

MR. SPEAKER (Simms): A supplementary, the hon. member for Trinity-Bay de Verde, then the hon. member for LaPoile.

MR. F. ROWE: The minister may not wish to answer this question on this back and forth negotiations with the Newfoundland Fishermen, Food and Allied Workers Union and the Fish Trades Association, but is the minister reasonably satisfied that the negotiations, for want of a better word, are going along smoothly enough in terms of the time frame of August 15th., set for that time and date, is the minister relatively satisfied with the progress to date on that situation?

MR. SPEAKER: The hon. Minister of Labour and Manpower.

MR. DINN: Mr. Speaker, nobody can predict how negotiations will end up but I can say that I am relatively optimistic at this point in time. I would not want to say anymore really because there is a news blackout on the situation and hopefully this afternoon

MR. DINN: or tomorrow we will get a resolution to the situation. Anyway the discussions are ongoing.

MR. SPEAKER (Simms): The hon. member for LaPoile.

MR. NEARY: Mr. Speaker, my supplementary is for the hon. gentleman who just took his seat, Sir, the Minister of Manpower. I understand from the news media that the issues involved in this dispute are much more than wages, that there is something that has been seething beneath the surface for some time and that is the question of the multi-nationals moving into Newfoundland and creating a monopoly situation, Is this one of the items that is on the agenda that is being discussed with the trade and with the union at the present time, because that is a much broader subject that

Mr. Neary: would take a considerable period of time to resolve, I would assume, but is that one of the items that is being discussed at the present time?

MR. SPEAKER (SIMMS): The hon. Minister of Labour and Manpower.

MR. DINN: Mr. Speaker, as all members will be aware, there is a news blackout on these negotiations. There are, as I said before, many items that are being discussed, not the least of which is fish prices and the different categories. And I would rather not get into the details of all the items that are being discussed. As I say, I am optimistic that we will get a resolution to the problems that we are facing.

Mr. Speaker, the hon. member for Windsor-Buchans (Mr. Flight) may have a question.

MR. FLIGHT: Sit down, 'Jerry'.

MR. SPEAKER: Order, please!

The hon. member for Terra Nova.

MR. LUSH: Mr. Speaker, I have some important questions to direct to the Minister of Lands and Forests (Mr. Morgan), questions related to the recent forest fire in the Glovertown-Gambo area, and the answers to which are vital to residents in the area and possibly to the entire Province. And as a starter, maybe the minister could comment on the present status of the fire, whether it is completely extinguished or whether there are still some hot spots, and therefore some danger that the fire could start up again, and whether there is still a close surveillance of the area by the Forest Fire Services personnel?

MR. SPEAKER: The hon. Minister of Lands and Forests.

MR. MORGAN: Well, Mr. Speaker, as of a few days ago the fire, of course, was brought under control, and we have kept about approximately forty-five to fifty men in the past three days, including today, working on the hot spots to make sure that they all extinguished, and we are hoping to have most of these hot spots controlled and extinguished today or tomorrow.

MR. LUSH: A supplementary, Mr. Speaker.

MR. SPEAKER (SIMMS): A supplementary, the hon. member for Terra Nova.

MR. LUSH: I wonder if the minister can indicate to the House what plans in the short-term or what immediate steps the government has taken with respect to salvaging the timber destroyed by the fire in the area? And secondly, for the long-term, can the minister indicate whether the government has initiated any plans with respect to reforestation in the area? And I just want to make a brief comment; I think in the past there has been a tendency to leave areas destroyed by forest fires to nature. And I believe that more often than not that when this is the case that what we get is a regrowth of hardwoods, alders, wild cheery trees, and the like, trees for which at this moment we have no viable, economic use.

So the question is, I wonder whether the minister

MR. LUSH: can indicate whether there is a plan for reforestation in the area?

MR. SPEAKER: (Simms) The hon. minister.

MR. MORGAN: Mr. Speaker, the situation regarding burnt timber is, first of all, in that one fire area most of the timber that was burnt over was timber that was already damaged by the budworm. There are still some good timber stands left despite the fact that it was generally burnt over. The experts in the forestry field tell me that they can salvage that timber and use it within a two year period. The forestry officials are now in the process, in fact, tomorrow morning meeting with Price (Nfld), the woods operations manager and others in the company, to discuss possible ways of salvaging the damaged timber. We have also met with a pulpwood export company, Labrador Forest Products, I think, the name of the company is, it is owned by Mr. Van Beek. We have held meetings with him. He has a technique that is used in other areas, except in our Province to date, in salvaging timber stands damaged by fire. So we are looking at every possible means of salvaging the timber over the next two year period including involving the private sector.

MR. LUSH: Mr. Speaker, one final supplementary.

MR. SPEAKER: A final supplementary, and then the hon. member for Bonavista-North.

MR. LUSH: I wonder if the minister could indicate to the House whether or not his department has undertaken to find out just how many sawmill operators and loggers in the area lost equipment and wood supplies as a result of the fire, and what steps his department have taken to insure that no sawmill operator or no logger is forced out of business as a result of losses incurred by this fire?

MR. SPEAKER: The hon. Minister of Lands and Forests.

MR. MORGAN: Mr. Speaker, first of all with regard to private sawmill operations, it is the responsibility

MR. MORGAN: of these operators to carry their own insurance and therefore we have no liability in this case as a government to the replacement of the sawmill and sawmill equipment. However, there is a situation in connection -

MR. NEARY: Answer the question!

MR. MORGAN: Mr. Speaker, if the hon. Burp from LaPoile (Mr. Neary) could keep quiet!

MR. SPEAKER (SIMMS): Order, please!

SOME HON. MEMBERS: Oh, oh!

MR. SPEAKER: Order, please! The hon. minister may answer the question.

MR. MORGAN: Thank you, Mr. Speaker.

Mr. Speaker, the hon. gentleman who asked the questions is concerned because it is in his own riding and in connection with a number of sawmill operators who lost their equipment, in some cases, and in other cases lost their wood supply that they had cut last Winter and was burnt in the fire whereby they borrowed funds, in some cases through a banking means, and other sawmill operators borrowed through the Rural Development loan plan available to them last Winter. What it means is that they borrowed funds and spent the funds in

MR. MORGAN: cutting a supply of wood for their sawmill operations this Summer have now lost this and therefore we have to look at if we are liable in any way or form to assist them. I met with a number of the operators to date; there is no indication given to them what we will do. All I said to them to date is that if we get involved in salvaging the existing damaged timber stands, we will give the local operators priority with regards to work in the area.

MR. SPEAKER (SIMMS): The hon. member for Bonavista North.

MR. L. STIRLING: Yes, that answers the question.

There seemed to be some confusion. We are talking about Price, Bowaters and shipping. If the minister can assure me that the people who had sawmill operations will be given the first priority, as he has said, then there is no need of further comment. Would he follow that through to say that the people who were affected by the forest fire in the 1960s, that whole area, and the people now affected by this forest fire should be given first priority for jobs in the actual salvage operation?

MR. SPEAKER: Hon. minister.

MR. MORGAN: Mr. Speaker, in reply to it, all I can say is if we get involved in a woods salvaging operation in that general area, the Gambo/Glowertown area, we would be giving the local people the preference with regards to employment and that, of course, would take in the category of the people he is talking about who were affected in the fires of the past.

MR. SPEAKER: Order, please!

The time for Oral Questions has expired.

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Tape No. 279

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PRESENTING REPORTS BY STANDING AND SPECIAL COMMITTEES

MR. SPEAKER (SIMMS): The hon. President of the Council.

MR. MARSHALL: Mr. Speaker, I wish to give the report
of the Striking Committee established pursuant to

MR. MARSHALL: Standing Order 94 (a) which met yesterday, but at the same time I would hope to be able to bring in a motion for the establishment of those committees as well as the referral of the various estimates to those committees themselves in the interest of getting the Estimates committees going tomorrow, but I do so only, of course, with leave of the House, it being Private Members Day, itself, and I wonder whether I would have leave to move the committees and to move the Estimates to the committees themselves?

MR. SPEAKER: (Simms) The hon. the Leader of the Opposition.

MR. JAMIESON: Mr. Speaker, I am not sure that I entirely understood the hon. the House Leader. I, of course, have no problem with the basic proposition; we have already discussed it at great length. I must say, I was not aware that he was anticipating - or did I misunderstand him - that the committees would actually start meeting tomorrow?

MR. SPEAKER: The hon. the President of the Council.

MR. MARSHALL: No, Mr. Speaker, what I would hope would be that tomorrow morning various members of the committees might meet at the Colonial Building for the purposes of setting forth their procedures and electing their chairmen, but they would not necessarily start tomorrow, they would start as soon as they establish themselves.

MR. NEARY: What do you want leave to do now?

MR. MARSHALL: Well, what I want leave to do now is to bring the motion on. It being Private Member's Day, you see, Mr. Speaker, we do not want to trespass and neither can we trespass, nor would we wish to trespass on Private Member's Day. But all I wish to be able to do is to give the report, move the complements of the committees and move the Estimates be referred to those committees themselves.

MR. SPEAKER: The hon. the Leader of the Opposition.

MR. JAMIESON: I do not want to usurp the authority and the rights of my House Leader. I am just saying on the first part, no difficulty, but I have not had an opportunity, and I do not think the House Leader has, to see whether we would be available or the necessary members

MR. JAMIESON: would be available tomorrow morning,
so perhaps we will have to consult on timing on that.

MR. SPEAKER: (Simms) The hon. the President of the Council.

MR. MARSHALL: That is certainly flexible, Mr. Speaker.
But I would like to put the motion and we can see as we go on.

MR. ROBERTS: Another of our infamous consultations
behind the curtain. There is trafficking to be done.

MR. SPEAKER: By leave?

MR. NEARY: No secret deals! No secret deals!

MR. ROBERTS: Secret deals secretly arrived at is
how we run the House, Mr. Speaker.

MR. SPEAKER: Order, please!

I understand that leave has been
granted.

The hon. the President of the Council.

MR. MARSHALL: The committee met yesterday, Mr. Speaker,
under Standing Order 84 (a) and it was decided to recommend to the House
that the Standing Committees of the House under Standing Order 84 (a) will
act for this year as the Estimate committees under Standing Order 117.
It is to be understood, of course, that this is for this year only and
next year we may have a Standing Committee complement different from the
Estimate committees themselves. So pursuant to Section 117, Mr. Speaker,
I move that the following constitute the Government Services Committee
which will in this, the First Session of the Thirty-Eighth General Assembly,
consider and report upon Estimates which may be referred to them, and the
Government Services Committee be comprised of the hon. the members for
Kilbride (Mr. R. Aylward), St. Georges (Mr. G. Dawe), Eagle River
(Mr. E. Hiscock), Burin - Placentia West (Mr. D. Hollett), Terra Nova
(Mr. T. Lush), Stephenville (Mr. F. Stagg) and Bay of Islands (Mr. L. Woodrow).

I further move, Mr. Speaker, that
pursuant to Standing Order 117, the following constitute the Resource
Committee which will similarly consider and report on the Estimates which
may be referred to it: the hon. the members for St. John's West
(Mr. H. Barrett), Conception Bay South (Mr. J. Butt),

MR. MARSHALL:

Harbour Main - Bell Island

(Mr. N. Doyle), Windsor - Buchans (Mr. G. Flight), Placentia

(Mr. W. Patterson), Baie Verte - white Bay (Mr. T. Rideout),

Trinity - Bay de Verde (Mr. F. Rowe), Fortune - Hermitage (Mr. D. Stewart)

and Bonavista North (Mr. L. Sterling).

I further move, Mr. Speaker, pursuant to Standing Order 117, that the following constitute the Social Services Committee to consider and report upon the Estimates which may be referred to it under Standing Order 117: the hon. the members for Humber West (Mr. R. Baird), St. Barbe (Mr. T. Bennett), St. John's North (Mr. J. Carter), Port de Grave (Mr. R. Collins), Port au Port (Mr. J. Hodder), St. John's Centre (Dr. P. McNicholas), Exploits (Dr. H. Twomey), Fogo (Mr. R. Fulk) and Torngat Mountains (Mr. G. Warren). And I move that the motion be received.

MR. SPEAKER: (Simms)

It has been moved and seconded that the

report of the Striking Committee be concurred with. Agreed. Those in favour, 'Aye', contrary, 'Nay', carried.

The hon. the President of the Council.

MR. MARSHALL:

Mr. Speaker, I move pursuant to

Standing Order 117, that the following heads of Estimates be referred to the following committees: to the Resource Committee

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MR. MARSHALL: to, the Resource Committee, Department of Mines and Energy, Heading XI; Industrial Development, Heading XV; Department of Fisheries, Heading XJV; Department of Rural, Agriculture and Northern Development, Heading XVI; Department of Forestry, Resources and Lands, Heading XII, and Department of Tourism, Recreation and Culture, Heading XIII.

I further move that the following Heads of estimates be referred to the Social Services Committee, the Department of Justice, Heading VII; Department of Health, Heading X; Department of Education, Heading VI; Department of Consumer Affairs and Environment, Heading IX; and the Department of Social Services, Heading VIII.

I further move that the following estimates be referred to the Government Services Committee, the Department of Municipal Affairs and Housing, Heading XIX; Department of Public Works and Services, Heading XVIII; Department of Labour and Manpower, Heading V; Department of Finance, Heading IV; and the Department of Transportation and Communications Heading XVII.

MR. SPEAKER (Simms): Is it agreed that the motion by the hon. House Leader carry?

The hon. member for the Strait of Belle Isle.

MR. ROBERTS: I consent, Mr. Speaker.

MR. SPEAKER: Carried.

Before moving on there are some distinguished visitors in the gallery. I am asked to recognize, two former MHA's and ministers, Mr. Ed Maynard and Harold Collins, who I believe have just left, former MHA, Mr. Myles Murray, a minister for many years, now a Judge of the District Court, and Mr. Brian Mulrooney, President of the Iron Ore Company of Canada.

SOME HON. MEMBERS: Hear, hear!

NOTICES OF MOTION:

MR. SPEAKER (Simms): The hon. member for LaPoile.

MR. SIMMS: Mr. Speaker, I give notice that I will on tomorrow introduce the following resolution:

WHEREAS 54.3 per cent of our population is under the age of twenty-four years; and

WHEREAS we can no longer approach the problems of our youth in an unplanned, haphazard way; and

WHEREAS government programmes and policies to date have failed to reach out to our young people in any meaningful way, and

WHEREAS young people are losing faith in the system and in their leaders to do anything worthwhile about increasing vandalism and teenage crime, teenage drinking, illegal use of drugs, inadequate sport and recreation programmes and facilities, questionable training and retraining programmes and unemployment amongst the young, and

WHEREAS in a good many communities throughout Newfoundland and Labrador teenagers have very little to do except roam the streets and hang out in doorways of shops along the main streets of their towns;

THEREFORE BE IT RESOLVED that immediate steps be taken to form a special committee of the House of Assembly to review reports and studies that have been done over the years on the problems of our young people, examine existing policies and programmes involving young people by both government and private agencies, and make recommendations as quickly as possible for a new, fresh approach on a Provincewide basis for the development of

MR. NEARY: a master plan designed to reach out to our young people in a more significant way than our dismal past has portrayed.

ANSWERS TO QUESTIONS FOR WHICH NOTICE HAS BEEN GIVEN:

MR. SPEAKER (Simms): The hon. Minister of Education.

MRS. VERGE: Mr. Speaker, I wish to reply to questions raised in this hon. House last week by the hon. member for Port au Port, Mr. Hodder, on the topic of school bus transportation. I will take the points in the order in which they were raised.

The first one, the possibility of contracts not being tendered for as long as ten years. The department acknowledges that this situation could exist, although the department has no records to substantiate that this is the case. The purpose of public tendering is to provide an equal opportunity to persons interested in providing school bus service and to keep down costs.

The decision to retender or continue at the same price, under the applicable regulations is that of the school bus operator. I can understand that this may not be satisfactory from some operators' points of view. Some operators may prefer to be able to negotiate an increase each year rather than have to go to tender. However, if this were permitted some other bus owner could always argue that the service could be provided at a lesser cost.

The second point, the possibility of deterioration of buses. School buses have to be inspected by a mechanic employed by a certified service station or garage three times in each school year, in August, December and April.

Mrs. Verge: After being inspected by a mechanic the vehicle is further inspected by the RCMP before a certificate of mechanical fitness is issued. If at any time a school board is concerned over the mechanical fitness of a school bus, or if the department receives a complaint from any one about the condition of a bus, the Motor Registration Division will, upon request, send an inspector to investigate, and if the bus is found to be unsafe it will be ordered off the road.

The third point: Driver education courses for school bus drivers. Under a contracted bus operation, it is difficult to make it mandatory for drivers to attend the courses a school board may offer in respect of driver education or first aid. The department has considered and discussed with the Motor Registration Division requiring drivers to take a course in defensive driving before becoming eligible for a school bus licence. However, the Motor Registration people feel that this would not be practical, mainly because of the large turnover of drivers from year to year.

This year the department has revised the school bus transportation contract to include an article stating that contractors will co-operate with the school board in encouraging their drivers to attend driver education or first aid courses that the board may arrange during the year.

School buses are, as stated before, inspected by certified mechanics. Inspectors employed by the Motor Registration Division perform spot examinations as a check against the effectiveness of inspections being performed by garages certified for this purpose.

The last point, that of standees: Government has been concerned over the regulations permitting school buses to carry up to 15 per cent more pupils than the rate of seating capacity. An improvement in this area was announced in the Budget Speech last week. Standees will now only be permitted on school buses in areas

Mrs. Verge: were the speed limit is 50 kilometers per hour or less.

I have a copy of the written response which I will make available to the hon. member for Port au Port (Mr. Hodder).

SOME HON. MEMBERS: Hear, hear!

MR. SPEAKER (SIMMS): The hon. Minister of Mines and Energy.

MR. BARRY: The Leader of the Opposition yesterday, Mr. Speaker, asked a question concerning the impact of the OPEC oil prices on the rate application of Newfoundland and Labrador Hydro.

MR. HODDER: On a point of order, Mr. Speaker.

MR. SPEAKER: A point of order.

MR. HODDER: I understand, Mr. Speaker, that I can respond to the Minister of Education.

MR. RIDEOUT: No, no that is not in order.

MR. SPEAKER: No. Order, please! There is no response allowed under Notices or to Questions For Which Notice Has Been Given. You have the opportunity under Question Period to ask a question.

The hon. Minister of Mines and Energy.

MR. BARRY: Mr. Speaker, yesterday the Leader of the Opposition asked a question as to the impact of OPEC oil prices upon the rate application of The Newfoundland and Labrador Hydro, which is presently before the Public Utilities Board. The rate increases of OPEC will not have an impact upon the rate application or, in fact, upon the prices to be charged by consumers in the Province, if the present federal policy with respect to subsidization of oil prices within Canada remains the same. And the rate application is premised upon the present policy which anticipates, I believe, a further increase on the part of the federal government as of January, I believe, January 1 would be the next planned increase.

MR. JAMIESON: If it works out with the OPEC group.

MR. BARRY: That has been taken into consideration in the application which is filed. Now, if the federal policy changes, Mr. Speaker,

Mr. Barry: this would have an impact upon the price to be paid by the consumer, and would be reflected in the price escalation, or fuel escalation clause which shows up on the consumer's bill. But at the present time there is no indication, as far as Newfoundland Hydro is concerned, that there will be any change between now and when these prices would come into effect.

SOME HON. MEMBERS: Oh, oh!

ORDERS OF THE DAY

MR. SPEAKER (SIMMS): I might point out that Motion 35 has been reprinted on the Order Paper in error. This motion was dealt with last week so we will today deal, being Private Member's Day, with Motion No. 36.

The hon. member for St. John's North.

SOME HON. MEMBERS: Hear, hear!

MR. J. CARTER: Mr. Speaker, I do not think it is necessary for me to read the resolution. It has been on the Order Paper for a number of weeks now. We are now operating under the new rules and as I understand it, I have twenty minutes to introduce this motion and twenty minutes to sum up what other people have said at the end of the debate, after two sitting days or two Wednesdays. It is going to be very difficult, I think, Mr. Speaker, to handle such a wide-ranging topic with so little time but I will do my best.

AN HON. MEMBER: Do you want the rules changed?

MR. J. CARTER: I am sure though that hon. gentleman opposite will accord me the courtesy of extra time should I require it but I think I can get through it.

Mr. Speaker, there have been enough definitions of education to fill a small or fill a large book. I have just picked out two or three that might begin this discussion. Education has been called a debt due from the present to future generations; education is what survives when what has been learnt has been forgotten. The average Ph.D thesis is nothing but a transference of bones from one graveyard to another. Education is a right and not a privilege. There is some truth in all these quotations but I think that perhaps they try and make it all too simple. Now, in this motion we have included a discussion of our own heritage, our Newfoundland heritage and, of course, our heritage as being part of a so-called civilized world. And if we want to talk about education,

MR. J. CARTER: perhaps we should try and establish what is a useful philosophy or approach to that question. Right now in this Chamber during this debate, it would be very hard for us to agree on something as simple, for instance, as the establishment of Grade XII. On that topic alone, hon. members could speak for far more than their allotted twenty minutes probably without repeating themselves and everyone would have a slightly different idea, a slightly different view and would be able to contribute some very useful points to the debate but by the time the debate was over we still would not have settled whether we should or should not have Grade XII. So is this a useful approach?

What I am trying to say, Mr. Speaker, is that it is hard to agree on what is good for education, what is good in education but on the other hand we can all very quickly agree, practically without debate, on what is bad. And some of the things that are bad for education are poor facilities, poor buildings, erratic heating, overcrowding, poor ventilation and now curriculum, inadequate libraries. It breaks my heart to go to some of the schools in this Province and see what passes for a library. So let us rather concentrate on rectifying those conditions which we all agree are bad and seek relentless improvement. I think that this is a much more useful approach.

We are looking for ideas and ideas do not come all that easily. In fact, ideas are no respecters of persons. Sometimes you can have a committee established to think up some new approach, or something new and they just go around and talk around in circles. Other times, in the middle of the night an idea will strike you when you least expect it. And the most unlikely people and unlikely sources have often had good ideas. What you do with them is another matter but ideas are very hard to come by.

Now, Mr. Speaker, fifty years ago the only facilities that you could have in a school, the only teaching facilities besides the teachers were

MR. J. CARTER:

some rudimentary instruments I suppose, and some books. But in the last fifty years there has been a absolute revolution in the ways we can store and process knowledge and just to mention a few, we have microfilm, we have tapes, both videotape and electronic tape, we have film and television programmes that can be stored electronically. We can process this information through computers. We can have mini calculators. For ten dollars, you can buy a calculator that twenty years ago would cost you probably \$500. So we have more and more mechanical things at our disposal and I would suggest that to any school to be worthy of the name should either be well provided with these facilities, with these instruments or else have ready access to them. I do not think you could call a school properly equipped if it did not have things that extended our range of vision both to the microscopic and the extremely large, that is to say, telescopes and microscopes, taking both sides of the visual spectrum.

There is no question about it that today establishing a school is a very expensive thing. The day of the one room school or the two room school with a few rudimentary bits of equipment, a blackboard and a few books, just is not adequate today. But is all this any good if we do not enhance the pupils critical faculties? In other words, children must learn how to criticize and evaluate. By this I do not mean the kind of criticism that one normally associates with this House of Assembly which, in the past, has been very destructive but I think which, in the future, is going to be very constructive partly because of the new rules. So, I think that we must, having established, having prepared, having equipped our school children to be critical, constructively critical, we must then hope that this prepares them for the unexpected. I think the history of the last thirty years would certainly justify anyone saying that the last thirty years were unexpected. The recessions, the oil crises, the political crises in the Third World, all of these were quite unexpected and only

MR. J. CARTER:

an educated civilized world that was prepared for the unexpected, prepared, in other words, to be unprepared, would be able to handle it. I do not think we have done all that well in the way we have handled the problems of the world but I do think we are in a better position, our children are much better educated than we were and I hope that their children will even be better educated again.

Now, we speak about our heritage and how it should be perpetuated and here I think we have to take a very broad look at our heritage and look at Newfoundland, not only in the narrow sense of our history, the kind of history you would find in the processed history book but in even our geological history and here I will be expecting the Minister of Mines and Energy (Mr. L. Barry) to give us a short dissertation on plate tectonics. Newfoundland, I understand, is a composite

MR. J. CARTER:

of three geological regions.

There is enough evidence to suggest that Newfoundland is formed from three separate parts of the ancient globe. The Avalon Peninsula, presumably, at one time was joined to Morocco, about 250 million years ago. Geological evidence; the type of rock is the same here as it is in Morocco. So perhaps if you wait another 250 million years we will end up somewhere in South America, that is those who believe the evidence that the earth's crust is shifting. Similarly, the central part of the Island presumably has come from some part of the Southern part of North America and is geologically quite different. Therefore, if you are looking for certain types of ore you will find it in the Buchans - anywhere from Notre Dame Bay right down through Buchans. This is the area of Newfoundland where you can expect the types of ore, lead, zinc and copper, that type of ore, whereas the great Northern Peninsula apparently was and is, geologically part of the Canadian shield and therefore a totally different type of mineral can be expected to be found there. Now this is something we all should know. I understand it very imperfectly but it is knowledge that we should have, it is part of our geological heritage and it is worth having. I mentioned earlier that we should expect the unexpected. It has been said that our grandchildren will have jobs that have not yet been invented. And in case that sounds curious to hon. gentleman, just think back a few years ago before plastics, before electronics. Who would have known what a TV repairman was in the 1920s? Plastic bags or plastics have only been known since the war, I think it is. In the 1930s there were no plastic bags available. I think the nearest thing was the sort of cellulose handles that were on some car doors. Another extraordinary fact is that of all the scientists that have ever lived, ninety-five per cent are still alive. That is to say that the number of scientists is increasing at such a rate that ninety-five per cent of all the scientists that have ever lived are still alive. So there are so many topics to be discussed under this heading. I hesitate to get into, for instance,

MR. J. CARTER:

school tax or school financing.

Can we get more for our money? I would hope that the lawyers in this chamber would like to give a short discussion on certain laws peculiar to Newfoundland and certain court decisions that again are unique to Newfoundland. The Minister of Social Services (Mr. Hickey) might like to comment on the fact that some of our social legislation is the most advanced in Canada and that at the time of Confederation we kept some of our social legislation as distinct from the social legislation that then existed in Canada because ours was more advanced than theirs. We perhaps would like to talk about technical education, polytechnic schools. To what extent should our resources be devoted, towards technical education and vocational education as opposed to grade school, academic school and university? Certainly sports should come in under this heading. The heritage that we have of hockey and soccer and baseball. The newspapers continually print photographs of famous teams in the 1920s and 1930s and ask people to identify them. The Outer Cove crew who rowed in the Regatta and did the - Was it the 9-12? - they did the race in nine minutes and twelve seconds, a time that not only has not been equalled but no one has even come close to it.

AN HON. MEMBER: I think he can in (inaudible).

MR. J. CARTER:

Then there is Newfoundland's

aviation history, our heritage of aviation, the fact that many famous Trans-Atlantic flights began here. Then there is our performance or the performance of our famous

MR. J. CARTER: predecessors in World War I and latterly, World War II. There are a number of stories even about Newfoundlanders' participation in the United States civil war.

I think the member for Ferryland (Mr. Power) could very well give us a very useful dissertation on the history of the Southern Shore and the wrecks that have gone ashore there and the fact that much of the furniture that was destined for George Washington and Benjamin Franklin found its way into homes on the Southern Shore. This furniture, by the way, was bought up by a very enterprising person by the name of John Murray Anderson, who used it to finance his theatrical career in New York, and he established an acting school which trained, among others, Bette Davis and Ertha Kitt. So Newfoundlanders have had an effect far out of proportion to their numbers.

Our heritage is also the sea and the fishery and the fact that Newfoundlanders are known to be the best small-boat-man, I do not know about in the world but certainly in North America. So we should know our history, both social and political. The Confederation battle is certainly worth remembering. It is a little too close to many of us, perhaps, to discuss objectively.

I would like to present a few names for members' consideration - and this is completely at random - of famous sons, and the first famous son that comes to mind is a daughter, Jessie Stirling, who was known as 'the song bird of Twillingate', who ended up singing at LaScalla Opera in Milan. There was George Knowling, who invented the lock rim for the wheel and -

MR. STIRLING: It is Georgina Stirling.

MR. J. CARTER: - Georgina - thank you, I am told it is Georgina Stirling.

MR. POWER: Any relation to the hon. member?

MR. J. CARTER: I do not know - perhaps a relation.

George Knowling, who invented the lock rim and the zipper, by the way.

AN HON. MEMBER: The zipper?

MR. J. CARTER:

He did not patent it but he did have it first. There was a Reverend Mr. Mercer - I do not know much about him - from New Perlican, who was the world's leading authority on Sanscrit; and, of course, Tommy Ricketts, who distinguished himself, the youngest holder of the Victoria Cross in the whole British Empire; John Murray Anderson, whom I have mentioned. There was Bob Bartlett; then, of course, famous - what I will call residents, I do not think these people were born here - Dr. Paton, who established Memorial University, Lewis Miller for whom both Lewisporte and Millertown are named, and Captain James Campbell, who accompanied Scott to the Antarctic. And then famous visitors; Amelia Earhart, Charles Lindbergh and Marconi, and the list goes on and on and on.

I am told that my time is nearly up, so I would like to end with a quotation which I think is relevant; it is from Kenneth Clark's book on civilization, and he is summing up what he thinks civilization consists of. He says, "I believe that order is better than chaos, creation better than destruction. I prefer gentleness to violence, forgiveness to vendetta, that knowledge is preferable to ignorance and human sympathy more valuable than ideology. I believe that in spite of the recent triumphs of science, men have not changed much in the last 2,000 years, and in consequence, we must still try to learn from history. Above all, I believe in the God-given genius of certain individuals and I value a society that makes their existence possible."

I would like to hear from other hon. gentleman on this resolution, on this topic. I am sure it can be a very interesting debate. Thank you.

MR. SPEAKER: (Simms)

The hon. the member

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER (Simms):

The hon. member for Port au Port.

MR. J. HODDER:

Mr. Speaker, I must say, first of all, that the motion is a good one, perhaps with the exception of one aspect of this particular motion in that the main part of the motion says that the government be encouraged to review the materials presently used in our schools, I think it should be mandatory. I think it should be much stronger wording, and I believe my brother MHA here from Terra Nova (Mr. Lush) will be dealing on that particular point when he rises to speak. But I do think, Mr. Speaker, that this is one of the motions that has been presented by the other side that possibly all members of this House of Assembly can relate to and vote for.

However, in listening to the member himself I was a bit disappointed in his short dissertation in that I do not think he really hit the key. I realize and I am not criticizing any of the things that he said but I realize that students in Newfoundland should be more aware of their own history and I think that possibly, if I listened to the member correctly, he was talking more or less in terms of a group of things that could be taught in one course rather than - and I would think that the Newfoundland content must be right throughout the whole school, from kindergarten to grade XI, or possibly grade XII, rather than in the method which the member seemed to be, and I could not quite get what he was saying there, but it should be a change throughout. In other words, that our text books should be relevant to the student and relevant to the Province itself whereas many of the things that the member mentioned would seem to be subject matter for courses and things that should certainly, and I agree with him, be stressed as far as our heritage is concerned. And I might say, also, that I would like to talk perhaps

MR. J. HODDER: on another aspect of this particular resolution, our cultural heritage which is now becoming more paramount and people are listening to and perhaps I should say that there is a cultural revolution going on in the Province.

It was just last night, in reading yesterday's Evening Telegram that I saw an interview with the Reverend Cannon Earle, who is Provost of Queen's College and who has recently retired or who is about to retire, who is a man who one time had me in his charge. I was not in the theological school but I was under his charge for a year, perhaps much to his chagrin but at that time I learned to appreciate much of his love for the history of Newfoundland and his efforts to preserve the Newfoundland culture. And in this interview he noted that in the old days there were only a few who were trying - who were trying to be successful in perserving the old Newfoundland, as he put it in the interview, "the colour and the flavour of old Newfoundland." And some of those few - and if we remember that it was only a very short time ago that many Newfoundlanders were ashamed of their past and very often did not look backwards. Perhaps it was the fact that we went into confederation with Canada, we went into something wholly new in which we were a small province and we looked to the Mainland and to Ontario, at that particular time, which in my mind was not a fault of the political system but a fault of, perhaps, the emergence of a Province perhaps not very wealthy who had just come from Commission of Government where democracy had been suspended, we went into the Canadian Confederation and we had a tendency to look and think that because they had a little more riches than we did that we were not quite so good as they were. Fortunately, this has turned around, and it is a very good thing that it has turned around.

But now that is over and I think now that the Newfoundland people realize that it is the quality of life that is important. But there is one warning, of course, we should not go overboard all the way. We should not become such a cultural

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MR. J. HODDER:

entity that we forget the outside and
forget the other parts of Canada, of the nation we live in. But
at the same time if I - and I have been in the classroom and I have
been in a supervisory capacity in the classrooms, I would say there
is no fear at the

Mr. Hodder: present time that there is any chance that our school system is going overboard that way.

I see in the Province at the present time a cultural revolution in music. I see people from my own district who are working. In one case, I speak of a well-known folk artist, Emile Benoit from my district who works on a Canada Works project in the Wintertime and in the Summertime travels all over the United States and all across Canada with his music, and he is better known outside of Newfoundland than he is in, in many respects. And I believe, and this is one of the things - and I digress from the resolution for a moment to say this - that I think this is one of the good things in the Budget that people, I hope, like that who have something to contribute will be able to do it and be funded in such a way that they can even make themselves better known both in the Province and outside of the Province.

Now, Mr. Speaker, I would like to refer for one moment to the Task Force Report On Education, on page 105, where the authors say that - they seem to have contradicted themselves, in a sense, unless there is a misprint here. They were talking about submissions made to the Task Force, and they said, "A final general concern which arose as the information was collected, was the lack of Newfoundland and Labrador content in the curriculum." Then they say, "That this concern is certainly high in the priorities of many of those making submissions. However, the situation of the schools certainly does not merit this concern."

Then they go on to say, and this is why I think it should have read, 'does merit a concern,' because they say, "A few high schools make the necessary genuflection towards a shrine of local content by including one Newfoundland and Labrador novel in their programming. But the degree of commitment was tenuous in most cases. Generally twenty or more teachers and principals were interviewed in each district, but those who were vitally concerned with the ability and understanding of our cultural heritage were in the minority. When one has to explain to teachers what is meant by

Mr. Hodder: local or Newfoundland content in the curriculum it is not difficult to conclude that little is being done." And I understand that this particular statement was made on the basis of speaking to a large number of schools and the people in a large number of schools.

They go on to say, "That some school districts" - and I will confirm this - "that some school districts are really moving on Newfoundland content. And it is not uniform across the Province that schools are lacking in trying to teach the cultural heritage and the cultural way of thinking." But they do say, "That many do not." And I would say from my experience that there are many schools in the Province that do not.

Now, to talk about the basic programmes in schools. Now we can say that schools should do everything, but basically the school can only do so much. But in this regard I think they can do a lot. I feel that, you know, when we have Newfoundland history being taught in Grade V that is the wrong place. Well, perhaps we could teach it in Grade VII but I think it should be taught in some of the higher grades. And when I look at the World History textbook which students in the Province study at the present time, that textbook does not show Newfoundland's place in the world, it is a world history. We study different countries, but these countries are not studied in terms of Newfoundland's place - from a Newfoundland viewpoint, I should say. And I feel that that is the sort of text that we should have in these courses.

As far as the literature books are concerned, if you look at the anthologies of Canadian, American, and some of the older and famous poetry and short stories by famous authors etc. - however, except for some - I should say some courses have extra reading with such things as, I believe, Baffles Of Wind And Tide which is one of the Newfoundland anthologies, but these are sometimes ignored. But basically,

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Mr. Hodder: the core set of books that we read throughout, say from Kindergarten up, they are in most part, except for supplementary text, basically not Newfoundland content or not Newfoundland oriented.

Now, I feel that there is lots of material to be included in our courses throughout the schools.

MR. J. HODDER: I think that even in the basic texts such as mathematics, history and science that these books should be written in Newfoundland. We have the expertise here in Newfoundland, they should be written in Newfoundland and they should be written by Newfoundlanders or people who know the Newfoundland scene. We certainly have the teachers, we have the curriculum consultants, we have the people at the university who are well able to do this, to produce. And not only that but we have the book publishing firm here in Newfoundland that has shown and led the way, Breakwater Books has led the way in producing Newfoundland literature and has aided Newfoundland culture.

Mr. Speaker, I think at the same time when we talk about Newfoundland culture that we should not consider that the schools should be a dumping ground for all Newfoundland artists. But I do think our curriculum should sift what is best and there is much, a large amount, there are plays, playwrights in Newfoundland. There are artists, there are poets in Newfoundland. I think we should take what is best and we should include it in our curriculum. I do not know how much time I have left, Mr. Speaker.

AN HON. MEMBER: Two hours.

MR. R. SIMMONS: By leave. By leave.

MR. J. HODDER: Two hours? Thank you, Mr. Speaker.

There are some extreme circumstances in this Province as well that I would like to talk about in terms of when we talk about teaching our cultural heritage and teaching local information and teaching students in a way in which they can best relate to their environment and appreciate the community they came from and their Province.

There are certain things I would like to refer to. The first one I have no doubt my colleague, the member for Torngat Mountains (Mr. Warren), will be referring to when he speaks. I will just mention it in passing because it leads me into something else which the Task Force reports did not mention. But in the Task

MR. J. HODDER: Force report they mentioned that the students of Coastal Labrador sometimes find the text in various subject areas difficult for two main reasons; they do not speak their language and they do not speak of their culture. This leads to a lack of comprehension and ultimately slows down considerably the learning process.

Now, that I will leave at that except to say that it is a shame and it is a blot, I would say, on our education system if we cannot have an education system which can cater to the minority groups in our society and in our Province. But the reason I bring this up, not meaning to steal any thunder from the member for Torngat Mountains (Mr. Warren), is because I think in terms of the French - I will not say the district of Port au Port I will say the French in the Bay St. George region. In one particular school at the present time - and remember that these are not French who came here recently, they are the Newfoundland French. Many of the people in my district came from France, directly. I spoke to a man not more than three weeks ago who was born in France. They came to Port au Port by way of St. Pierre. Some families still have some relationship with St. Pierre but they came France and most of them can tell you where their ancestors came from. And the other group, probably the group in my colleague from Stephenville's district (Mr. Stagg) are more from the Acadians and probably came to Stephenville during or about the time of the expulsion of the Acadians and the family names are slightly different in the two areas. I think you would say that the Bourgeois perhaps were Acadian or the Cormier's whereas the Benois and many others, the Lerois all came from France and can trace their ancestry that way. However, they do speak French in their homes and our educational system is not allowing them to be able to have that benefit of teaching their cultural heritage in the schools. Now, there is in Bay St. George an emergent programme but that is only one area. We do have another area which is the community of Mainland, it is called Mainland and it is

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MR. HODDER: known as, I think, and my french is not very good, the La Grande Terre. In that particular community - did indeed live on a place called Red Island and they called the Mainland of Newfoundland mainland and that is how the Great Land, Le Grande Terre received

MR. J. HODDER: received its name. And in that particular community they still speak French, by and large, all the time in their home and amongst themselves, and also throughout the areas of Black Duck Brook, Winterhouse, parts of Lourdes, and generally throughout the whole Port au Port area. Now, the school which they go to, which is a consolidated school, makes no effort to give them an emergent programme and to my knowledge there is no effort to teach them of their roots and of the particular heritage and culture they have. And I think, Mr. Speaker, that that is something that perhaps the Department of Education should look at because even though I did hear the former Minister of Education say one time that there was an emergent course out on the Port au Port Peninsula, it only works on one side of the Peninsula for one school in one particular area.

Mr. Speaker, to leave that particular subject and step, perhaps, to another, I would like to say that the social studies courses which we teach, and there are provisions in social studies, I think that the social studies courses that we teach in schools should give more students more awareness of the structure of Newfoundland society.

You know, as a politician I walk into a community and I suggest to them that they should have a community council or a local improvement district or a town council and they look at me as if I had six heads, not two heads, and they are afraid of it. They will not touch it. They worry about their land being taxed. They worry about all sorts of things that community councils were never designed to do but perhaps might. But nevertheless, they show no understanding of the local government process. And also, Mr. Speaker, many people that I meet in my travels as an MHA do not understand what goes on in this Legislature. I think that it is important that they do. I must admit that there are times that I do not understand what goes on in the Legislature either but generally they do not understand the division of federal and provincial powers,

MR. J. HODDER: they do not understand just what happens here or the form of this particular House or how it is a bulwark towards democracy. I think if more Newfoundlanders understood this particular House of Assembly, perhaps many of us would not be able to get away with many of the things that we do here in the House. But I mention that as a part of the - it seems to me if something is being taught in the schools, and I am not sure if it is or not, I know they used to have Civics courses and things like that, but if it is being taught in the schools it does not seem to be getting through. Because I meet young people as well as older people who do not understand what happens, and they do not have an awareness of the place of organizations in their community or what can be done with organizations or what people can do when joined together as a group.

Mr. Speaker, I think that the content in our schools must deal with local and familiar experiences. I believe that each part of this Province has unique customs and, you know, you find as you travel from one part of the Province to another that you find a different culture altogether, I am not thinking of French or English or Inuit, I am thinking about just from Conception Bay to Placentia Bay to Trinity Bay, the different cultures.

I was in my district a few months ago, more than a few months ago it was six months ago or so, and I attended a Candlemas dance, I believe it was called, where the people of that particular community went around with a stick, each person put a ribbon on that particular stick and I think it was called the Candlemas stick, and each person who put the ribbon on also donated food. Now, one time this used to be done

MR. J. HODDER in the houses but now there are so many people that they do not do it in the houses and they do it at a local club. Then they have the Candlemas dance and they dress up and they spread it around the community of Cape St. George. It is a tradition which for awhile died and now it has come back.

I think the schools should encourage those traditions. I think they should be encouraged in the schools. I think, Mr. Speaker, in summary, that textbooks should be written in Newfoundland, there should be provisions for the type of thing that the member for St. John's North (Mr. J. Carter) was talking about, there should be provisions also for local content. I am not saying that the schools can do everything but I think teachers must be made aware that when they go into a community they have an obligation to the students to make that particular school in which they teach -

MR. SPEAKER: (Butt) Your time is up.

MR. J. HODDER: My time is up. May I have leave for about two minutes more, three minutes more.

MR. SPEAKER: By leave.

MR. W. MARSHALL: By leave.

MR. J. HODDER: By leave, thank you. - that when they walk into that school that they, whether they be from Trinity Bay walking into a school in my district, say in Piccadilly, have a bounden duty to make sure that the students in that particular school learn about their community and not learn to disrespect their community as happens in many cases. I am not accusing teachers of that but I do know that not enough effort is put into trying to instill into a person the history, the culture, the feeling of their community and what they have to do to make that community work and how they go about doing it. I think that that is a very important thing.

One other point and just a small point because the hon. member for St. John's North mentioned it, it is not

MR. J. HODDER: quite in line with what I was saying but I want to talk about technical education. I think that perhaps many of our schools in the Province right now are teaching too many people the same things. For instance, you set up a heavy equipment school, we will say, at Stephenville, I do not know if my hon. friend across the House is still the Chairman of the Bay St. George Community College or not - under whose pen it comes - or the Chairman of the Board of Directors, I should say, but you put all this heavy infrastructure into place, heavy equipment, trucks, bulldozers and everything else and you put your staff in place and then we find we are turning out too many of them so that everybody has this particular trade and can not get a job. But how do you change it? It is a problem I realize that the government has to grapple with because you have got a big investment there and you suddenly got to scrap it all and then change. But I think that is going to have to start. I think we are going to have to start training people for the skills that we are going to need in the new Newfoundland. and I do hope there is a new Newfoundland as the Premier talks about. And if we are going to do that, then we are going to have to change the method of training, the type of training that is going on. I know of people, we all know, every member in this House knows people in their districts who have three or four trades and can not get a job and they are trying to get a job but they have been pushed through a school system, a vocational system in which they cannot and I think that if we have to make it relevant to what we are going to do in the 1980s and 1990s, we have got to start thinking now. I am sure the government must be giving some thought to that.

I spoke, Mr. Speaker, in summary and now I am going to sit down. I realize perhaps I have overdone my time somewhat but I believe that many of the textbooks in our schools are written on the mainland and that they are geared to an Ontario value

MR. J. HODDER: system. I think it is crucial to this Province that we develop a curriculum geared to the needs of Newfoundland students and that we must teach students to appreciate this Province, that they must appreciate our life and death struggle if you will, with nature, our fishery and our forests. I think it is important that they understand, and I said this in the House before when we were debating education here before but I think that the students must understand what we are, what we have and how we have to deal with it and where we are going in the future. Thank you Mr. Speaker.

SOME HON. GENTLEMEN: Hear, hear.

MR. SPEAKER: (Butt) The hon. member for Stephenville.

MR. F. STAGG: Mr. Speaker, maybe it is a set-up between myself and the hon. member for Port au Port (Mr. J. Hodder) but we have decided to monopolize the best time of the day as far as the press is concerned and those of you who hearime speak last week know how I tried to get the attention of the press and I see that there are just as many people in the Press Gallery this afternoon as there were then, namely, none.

So I am wondering, Mr. Speaker, whether our deliberations here this afternoon are being covered by the press and whether the word is going to go out. Because it really does not matter who says it but the fact is that some very significant things being said and this debate is one that will be, I would anticipate, it certainly has been up to this point, a debate in which the unanimous opinion has been expressed that there is far too little Newfoundland content being taught in our schools.

MR. STAGG: And, obviously, into the 1980s, as this government has suggested, we are going to reawaken to the true value of being Newfoundlanders and we are going to exploit our natural resources, both from the physical resources and the resources of our people. So I certainly hope that the people whose duty it is to cover the deliberations in this Chamber do not think that because this is Private Members' Day that it can be sloughed off and disregarded because perhaps this is the most significant debate that will have taken place in this Chamber for some time and I congratulate the member for St. John's North (John A. Carter) for having brought it to our attention.

Now, Mr. Speaker, I am going to digress somewhat in my few remarks and I am going to read from my copious notes again, eventually, but I would like to direct myself to a particular aspect of education and what I consider to be the problem and maybe what the solution is. It seems to me as if far too many Newfoundlanders are illiterate, they are functionally illiterate, they cannot read or write and a lot of Newfoundlanders cannot talk, grammar bad, spelling bad, punctuation poor. I was looking at one of the member of the House of Assembly recently writing a letter and I said, "Boy, that is terrible writing," so I think I will have to give him a literacy course somewhere along the way although he does speak well. The minister in front of me here could probably take advantage of it as well. He should have been a doctor his writing is so bad. Anyway, illiteracy is a real problem and over in the Stephenville area we have been more aware of it than anybody else, not because of own people are illiterate - we have our share, but because all of the illiterate people in all of Newfoundland, over the past ten years or so, have gone to the Stephenville area to what was once called the Stephenville Adult Center and is now called the Bay St. George Community College and as my colleague from Port au Port (Mr. Hodder) indicated I am the Chairman of the Board of Trustees there. I am not sure whether I

MR. STAGG: can remain so or whether the Legislative Disabilities Act disentitles me from such a position which is nonremunerative but nevertheless gives me a high profile within the district. So I will probably have to give it up because they might think that a politician was heading it up rather than a citizen.

MR. SIMMONS: I think (inaudible) co-chairman will (inaudible).

MR. STAGG: Probably will, probably will, yes have to put one of his nominees on it.

Anyway, Mr. Speaker, I am quite concerned that in this Province where we are spending something like \$300 million a year on education, I think the estimates give us something like \$300 million, that is an awful lot of money for a Province that really cannot afford it. Are we getting our money's worth for the money that we are paying out? Are these students that we are putting out into today's world, in this Province, are they properly educated? Are they literate? Because I know, as an employer in attempting to find employees who can speak and think and show some initiative, that it is extremely difficult. I have interviewed people who have gone through our school system and they have had honours, honours graduates of the high school system, they have considerable difficulty in writing a sentence that is legible, and to take an idea, and to give a person an idea, and to give you back a paragraph that embodies that idea is practically impossible. So obviously, for these people who were able to master the school system as it was taught to them and to achieve a very high degree of proficiency in it, there must be something lacking. I would suggest that one of the things lacking is, as the member for St. John's North (Mr. J. Carter) points out, the lack of personal involvement in the subjects being taught. For instance, the only

MR. STAGG: Newfoundland history I did when I was going to school, I believe, was in, well, Grade 5 or so, and that was a pretty watered down history, and even in those days when I did it in Grade 5, which was not yesterday but not too long ago either, it was some time in the 1950's -

AN HON. MEMBER: Forty years ago?

MR. STAGG: I was a prodigy but not that prodigious - that was it. In one of them there was a picture, Cobb's Arm had a limestone quarry. That is as much as I knew about Cobb's Arm. I also knew that Aquathuna had a limestone quarry that was far bigger and I was wondering why Aquathuna was not properly covered in it, and I suggest probably the author of the history book was from Cobb's Arm and I considered it a gross -

AN HON. MEMBER: Dr. Harris.

MR. STAGG: Well, Dr. Harris and I have not always seen eye-to-eye over the years. I was going to go into my next exposure to Newfoundland history, which was through Dr. Harris in 1963 which was a decidedly- I think that was at the time when I was crossing four years into five at the university which was quite an interesting year. My colleague from Port au Port (Mr. Hodder) also participated in that infamous year at university. It was some time after his sojourn at Queen's College with Canon Earle to which he alluded earlier. Anyway, that is getting into some personal reflections that may not necessarily be relevant, Mr. Speaker. Anyway, they were of interest to me.

I would suggest that if we did expand upon the very fertile ground that is in this Province for researching our own history, that you would find Newfoundlanders who would be very, very interested in reading, just generally reading, because literacy is generally involved with the ability to read. If you can read and read with understanding, it has a spin-over into many other fields. So I commend the hon. member

MR. STAGG: for bringing it forward and I would suggest that if the government does act on it - and certainly, I believe it will with the concurrence of non. members opposite. And certainly, as the Speech from the Throne said, we are looking at the wistful singer of an old song, the teller of an old tale and a dreamer of old dreams. And it sort of makes the hair stand on the back of your head to think of those things. This is what we are now coming into in this Province. We are coming into the Newfoundlander of the 1980s who, as my colleague from Port au Port (Mr. J. Hodder) pointed out, is getting over the inferiority complex that we inherited with Confederation, where we considered that the plastic and tinsel of Ontario and other parts of Canada were what we wanted. What we want, and what has proved to be correct and right for Newfoundlanders, are the traditional things that our forefathers found to be so wonderful, the things that kept them here on this Rock, and the physical features, even the idea of being a Newfoundlander, that will keep our people here.

Now, all is not lost. There are some people in this Province who are working very well, I think, towards bringing our history and our geography to our attention.

On Budget day last week, I had the foresight, perhaps, or lack of foresight, to go down to the Memorial University bookstore in the morning and buy some books - I bought \$50 worth of books - and the Minister of Finance (Dr. J. Collins) came in in the afternoon and took the sales tax off on me. So it just goes to show that there were no leaks on the Budget. Anyway, I went down, and one of the books that I bought - and this was before I really started considering whether I was going to speak here today - but there was a book there called The Peopling of Newfoundland - Essays on Historical Geography by D.J. Manion, Editor. And here are some of the things that are in it - and I would suggest to all hon. members that it is a very good book to buy, it is hard-cover, will go in your library, costs \$10.00 - \$11.10 with tax, but since there is no more tax you can have it for \$10.00 - mine cost me \$11.10. It is divided into nine chapters. The first chapter is 'English migration in Newfoundland.'

MR. STAGG: There are only thirty-four pages so most hon. members should be able to read it in about three or four days. The second chapter, "Population Dynamics in Newfoundland - the Regional Pattern"; third chapter, "The Development of Folk Architecture in Trinity Bay" - the members for Trinity Bay should be quite interested in that. That is by David S. Mills. Chapter four, "A Modal - M-o-d-a-l - that is a very literate type of title - "A Modal Sequence of the People of Central Bonavista Bay, 1676 to 1857" by Allan G. McPherson. And then a fellow I went to university with, Chesley W. Sanger, a big, tall, red-headed fellow, a good basketball player, used to give you the elbows underneath the baskets all the time -

AN HON. MEMBER: (Inaudible) play basketball.

MR. STAGG: - I played basketball - not well, not as well as I play some other sports.

AN HON. MEMBER: (Inaudible) bench.

MR. STAGG: Chesley Sanger wrote about the "Evolution of Sealing - Sealing, no 't' - and the Spread of Settlement in Northeastern Newfoundland."

Patricia A. Thornton wrote about "The Demographic and Mercantile Basis of Initial Permanent Settlement in the Strait of Belle Isle." So the member for the Strait of Belle Isle (Mr. Roberts) has already probably read this. Maybe he is -

MR. ROBERTS: D. J. Mannion's book?

MR. STAGG: Yes.

MR. ROBERTS: I have that and it is a very good book.

MR. STAGG: Very good. Well the member for the Strait of Belle Isle discovered it before I did but then he has the advantage of living in the 'holy city'; I happen to be out in the boondocks.

MR. ROBERTS: Wherever the hon. gentleman lived would be in the boondocks.

SOME HON. MEMBERS: Oh, oh!

MR. STAGG: Chapter 7 -

MR. SPEAKER: (Simms) Order, please!

MR. SPEAKER (BUTT): Order, please!

MR. STAGG: Mr. Speaker, I must say that I invited the comment from the hon. member, so I share in the remonstrance there.

SOME HON. MEMBERS: Oh, oh!

MR. STAGG: Chapter six; the Demographic - oh I have already read that one. Chapter seven; Ethnic Diversity and Settler Location on the Eastern Lower North Shore of Quebec.

SOME HON. MEMBERS: Hear, hear!

MR. STAGG: Because we have some connection with Quebec. Chapter eight; Highland Scots Migration to Southwestern Newfoundland, a Study of Kinship, the member for St. George's (Mr. Dawe) would do well to read that.

And the most important chapter of all, saved it for the last, is Settlers and Traders in Western Newfoundland, by the editor himself, Don J. Mannion who talked about Port au Port and Bay St. George, and really backed up an awful lot of the things that the member for Port au Port (Mr. Hodder) was saying. Unfortunately, he said them all. Now, I was hoping to get up, Sir, and speak while my two constituents from Stephenville were still in the gallery, but since they are gone and there are other people who want to speak -

AN HON. MEMBER: There are constituents from Port au Port here.

MR. STAGG: There are constituents from Port au Port here, well that is good.

Well, I have one of my constituents from Stephenville here. The hon. member for Port au Port is one of my constituents. I know that he contributed towards my majority in the recent election. The posters in his window would not lead one to believe that however.

So ladies and gentlemen or hon. members -

AN HON. MEMBER: Mr. Speaker.

MR. STAGG: Mr. Speaker, yes, right. I thought I was in a political campaign there for a minutes talking about the member for Port au Port and myself.

Mr. Stagg: That is about all I have to say. I was thinking maybe when the Minister of Education (Mrs. Verge) speaks in this debate she might be immodest enough to tell us about the Fishers of Corner Brook because she is from one of the historic families of Corner Brook who -

MR. ROBERTS: Fishers' mill.

MR. STAGG: Fishers' mill in Corner Brook. She is of that family who preceded the Corner Brook mill.

MR. ROBERTS: (Inaudible) Corner Brook.

MR. STAGG: Exactly, that is what it was. I am not inviting all these comments, Mr. Speaker. The member for the Strait of Belle Isle (Mr. Roberts) could certainly participate in the debate as time goes on but I am not going to be feeding you all these straight lines throughout this. Of course, as a general comment before I sit down, I can say to all hon. members and to the members of the press gallery who have trooped in to listen to what I have to say - they are like Banquo's ghost, you cannot see them - that the West Coast was there long before Ernest Harmon Airforce Base and it was there long before the mill at Corner Brook. So those of you who want to learn a little bit more about, it invest ten dollars in it, you will learn a little bit about Newfoundland and particularly in chapter 9. And to the hon. member for St. John's North (Mr. J. Carter) thank you for putting this on the Order Paper. I am sure that it will be a useful debate.

SOME HON. MEMBERS: Hear, hear!

MR. SPEAKER (SIMMS): The hon. member for Torngat Mountains.

SOME HON. MEMBERS: Hear, hear!

MR. WARREN: Mr. Speaker, nackamik. Nackamik is the Eskimo word for thank you. Miskametin is the Indian word for thank you. Mr. Speaker, I would like to thank the hon. member for St. John's North (Mr. J. Carter) for bringing in such a resolution to the floor because for those of you who know the district of Torngat Mountains, we have roughly a 65 per cent population of Eskimo and Indians. Meanwhile, in our schools in this district, the

MR. WARREN: education that is taught is World History, or World Geography. A few years ago the Rev. Peacock did a dictionary called An Eskimo And English Dictionary. Now, if you go along the coast in my district, you may find one of those books in each of the schools. Mr. Speaker, this is a very valuable book and done by very honourable gentlemen and I believe the 600 school kids in my district should have access to this very valuable dictionary. It is a dictionary that gives the simple English words for the simple Eskimo words.

I understand that the Department of Education, through Memorial University, have recently, in the past several months, been instrumenting some programmes for native teachers along the Labrador Coast. Mr. Speaker, I believe this again is a great step forward and is helping the Eskimo and Indian people along the Labrador Coast to know more about and to understand in their own language what is going on. I am sure if the Department of Education would get together and do up a history of Labrador, not world history, a history of the Labrador Coast itself, I am sure the volume would be much greater than this. It would be many, many volumes and it would be what the people on the Coast of Labrador wish to hear.

SOME HON. MEMBERS: Hear, hear!

MR. WARREN: Mr. Speaker, in 1968, I had the unique opportunity of living for twenty-two months in Davis Inlet. At that time there were seven people who could speak English. The Department of Education also asked me at that time to try to teach English to the Indian population. I must admit, I think, looking back eleven years ago, that I never thought that I would have the opportunity of being in the hon. House and saying that I believe it was a step backward at that time. Because I believe we should leave the Indian and the Eskimo to their own language, their own language is very important. It is us who should learn their language.

Mr. Speaker, in fact, during the six months that I did teach English there I learned the Indian language because after all I was trying to teach twenty-two Indians the English

MR. WARREN: language and every Indian word that they were saying was reflected back to me. But I learned it much easier than they learned the English. Probably they were better teachers than I was.

Mr. Speaker, I think I can go on and on about the culture in the Torngat district and in Labrador in general. When a person can get off a plane in Nain and young kids can come along to him and in broken English probably say, "Hello", or "How are you?" and you cannot respond to them because probably we are so sophisticated that - it is pretty difficult for that kid. You go up there and you go through the schools, the kids are very excited in seeing you there but you cannot express your feelings because of the language barrier and because our Province, our government, are not doing more for the culture of the people in my district.

Mr. Speaker, as you go through the district from Makkovik to Nain, you will find the Eskimo in Makkovik and in Hopedale and then from Hopedale to Nain, to the community of Davis Inlet, which is comprised of roughly 250 Indians. I know if we go back to the last ten or twelve years we have had some Philippino teachers, Chinese teachers, teachers from Toronto, teachers from down in the United States, going up into Davis Inlet trying to teach Indian kids. I believe, Mr. Speaker, it is a bit ridiculous. We need Labradorians and Newfoundlanders who know the Indian and Eskimo

MR. WARREN:

the Eskimo background in order to get the message across, of education, to these people. We do not need to go away down in China to get a teacher to go in Davis Inlet. All we need to do is to educate our own people so that they will know the background of these people and they can get the message across in education.

Mr. Speaker, also there is a book, Alluring Labrador. It is a tourism book and I hope later on in this House I am going to speak more on tourism, but if the hon. members have the chance to look through this book, I am sure that there are very many enlightening ideas in this book that can bring back to us the hardships and tribulations that the people in my district have to go through. I am sure the hon. Minister of Education (Ms. Verge) would love to have a book like this if she has not already got it.

Mr. Speaker, I am not going to take up too much more time because I know there are a couple of other members from this side of the House who would like to respond to the motion, but I am in favour of the motion, and I believe it is high time that this government would step forward and look at culture as a very important step, especially in the district of the Torngat.

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER:

The hon. Minister of Education.

MS. VERGE:

Mr. Speaker, I would like to enthusiastically speak in support of the motion made by the hon. member for St. John's North (Mr. J. Carter). I would like to say to the member for Torngat Mountain (Mr. Warren) that I think an integral part of stepping forward with this government is supporting this motion and encouraging more local material in our schools. I recognize, and I think the Department of Education recognizes now, that a number of worthy objectives will be met by having material in the schools reflecting more of our culture, history and experience, and I would like to outline some of these objectives. I think the

MS. VERGE: most important, the paramount objective, that we have to strive towards is excellence in education of our students, and I think this can be met in a number of ways through having more local content in the schools. It will improve the quality of education first by creating an awareness in our students of the potential and of the reality of our Province. This will enable our students to take advantage of what is here, what we already have by becoming aware of the economic facts of life and of the potential for growth and development. Our students can aim for the kinds of training programs and university programs which will qualify them for the jobs which will be here in the Province so that when they graduate and go out into the job market, they will be able to stay home if that is what they want to do so that they will not have to go to Ontario or Alberta to get employment. It will also, hopefully, enable our own people to become self-starters, to become entrepreneurs, not merely employees, and take advantage of what is here to develop our resources ourselves. Also, by creating an awareness of what is here, our students will discover the geography of the Province, will realize what the people are like in different parts of the Province and what some of the recreational and tourist attractions are. This may stimulate more mobility within the Province.

A second purpose that can be served by injecting more Newfoundland content and improving the quality of education is creating, bringing about a discovery among our students of where we came from, of who our ancestors were, what they endured when they came to Newfoundland, those of our ancestors who came from across the seas, and will foster a better understanding of ourselves.

Thirdly, it will greatly aid in the preservation of our precious and unique culture and some of our music, our folklore, folk arts, some of which are threatened by influences from

MRS. VERGE: Central Canada or the United States, especially with television.

A fourth benefit is that it will encourage an appreciation among our students and among our people of our traditions.

And fifth and perhaps most importantly, it will promote among ourselves a pride in ourselves and a better self-concept so that Newfoundlanders will be able to hold their heads up no matter where they are.

I can remember spending a year in Toronto in 1970-71 and was saddened to watch a couple of Newfoundlanders in Toronto who were very well qualified, intelligent, articulate people, who were ashamed to admit, or who tried to hide the fact that they were from Newfoundland because they did not want to subject themselves to ridicule or to Newfoundland jokes, when instead these people were shining examples of Newfoundlanders and should have been proud to acknowledge their heritage.

So the main objective that I think we have to strive for in putting more material in our schools which is relevant to our own Province, is improving the quality of education. But there are a couple of secondary objectives, or spin-offs which we also have to recognize, one of which is encouraging local writers and artists and another of which is providing a stimulus to the local publishing industry.

I was very pleased last week, or a couple of weeks ago, to be present at a submission made by some local publishers, in conjunction with a Canadian Publishers Association, to the Premier. This set forth many very good suggestions which the Department of Education is now examining.

Having examined the objectives that we are striving for, I would next like to take a look at the means of bringing about those objectives. These means are varied. We think immediately of the textbooks in the schools and the other required written materials in the curriculum. There is also supplementary

MRS. VERGE: reading materials, school libraries. The use of technology, radio, school broadcasts, films and tapes, television. Then we think of drama and music, art, travel programmes, career guidance programmes and last, and I think most important, the teachers themselves, and the teachers' attitudes about our Province, their knowledge of the Province, and the way they go about presenting all the material in the curriculum.

I will examine what the present situation is because I think a lot of us have relatively little knowledge about what the situation is now in our schools, and take a look at what efforts are now underway to improve the situation.

First textbooks: As a couple of hon. members have already mentioned, I think the main emphasis given to Newfoundland and Labrador content in the curriculum now is in grade V subjects. There is a grade V geography for Newfoundland and Labrador where the main text is geography of Newfoundland and Labrador by Summers and Summers. Also on page five, the geography course focuses on our Province, the text being Newfoundland and Labrador, a brief history by Harris.

In other grades there are Newfoundland materials in the curriculum now. Some of the texts include - from grade VI geography, a unit on making pulp and paper in Corner Brook by Goff, and, let us see, in grade IX there is a unit in consumer mathematics, which is Newfoundland oriented. Grade X, Earth Science is a book produced in Newfoundland, rocks, minerals and scenery of Newfoundland. Grade XI geology, there is a unit with a text called Geology Of Newfoundland and Labrador, and in grade IX, in the history course there is a text called Canada Since Confederation and Atlantic Perspective, which places Newfoundland history in a context of Canadian history. And there are quite a number of books and materials

MS. VERGE: which are supplementary and/or prescribed. Some of these include The Red Ochre People by Marshall which is on the Beothucks and a supplementary book in the Grade V history course, a book on Hant's Harbour in Grade V geography, Legends of a Lost Tribe, by O'Neill, supplementary reading to Grade V reading, Maritime Archaic Indians, by Callan, a supplementary book to Grade VI Canadian history, Dory Logs, a Newfoundland anthology which is prescribed in Grades VII and VIII, Baffles of Wind and Tide, it is prescribed for Grade X literature, Death on the Ice is prescribed for a Newfoundland unit in Grade X, and there are several more. I have a couple of pages here. Having said that, there has been a lot of effort in the Department to review the curriculum in various subjects. The most significant review, I think, in the context of local materials, is the review which was just recently completed by the social studies project, curriculum project. Social studies is a term which now encompasses subjects which were known as history, geography, physics and economics when I went through school. This a prime area for injecting more local content. The social studies curriculum project has recommended a social studies program starting in kindergarten and ranging through Grade XI which would have a significant focus on the local environment. Under the proposal, it would start in kindergarten with a very local focus and then progress to a more global focus to high school. I would just like to read some of the themes which are suggested. For kindergarten, the theme suggested is Living in the Immediate Environment; and then Grade I, Living Together at Home, at School and in the Neighbourhood; Grade II, Understanding and Appreciating the Local Community; Grade III, Relationships Between Local Community and Other Communities in Newfoundland and Labrador; Grade IV, One's Own Community and Other World Communities; Grade V, Our Province - Newfoundland and Labrador; Grade VI, Our Country - Canada; Grade VII, World Culture; Grade VIII, Cities, Technology and Change; Grade IX, Our Canadian Heritage; Grade X, World Geography - A Cultural Approach; Grade XI, Democracy and Its Practice in Canada

MS. VERGE: and the World; and then a suggestion for Grade XII which is also being studied by a Grade XII committee of to have core courses required on Newfoundland and Labrador in the context of Canada. So this kind of a proposal would offer a lot of scope for introducing more local content into the social studies program in our schools. Also, in the subject of biology, there is a program which will start this September for Grades X and XI with a significant emphasis on Newfoundland environment. But I would agree with the hon. member for Port au Port (Mr. Rodder) that the injection of local material does not have to be confined to just a couple of subjects like history and geography but it can be incorporated into many subject areas, including math or home economics.

The next mode for improving the quality of education by including more local material would be school libraries. Now under the present policy of the department, grants are made by the department to school boards so that purchase of books for libraries is made by the boards themselves. The department has purchased a small number of Newfoundland books which it has distributed to school libraries in addition to the grants. One of these books is The Book of Poetry by Al Pittman, illustrated by Pam Hall

MS. VERGE:

but it was just a small number of books. Now the policy on school libraries is going to be reviewed by the department. One area that we are examining in particular is one of the recommendations which was made by the Canadian Publishers Association in its brief there a couple of weeks ago, and that is the recommendation that the government carry out a bulk purchase programme of locally published material for distribution to school libraries. And this would primarily be material which would be supplementary to the school curriculum.

The next mode that I will examine is radio, television and the use of other new technology. At present there is a programme of school broadcasts, CBC radio programmes. Quite a few of these are written and produced here in Newfoundland and focus on Newfoundland folklore and so on. There was a series last year, I believe, one on our Province and its people, a series of fifteen programmes. Another one on Newfoundland folkways, again fifteen programmes. I think some have recently been done for broadcast next year by some Newfoundlanders active in drama. The use of television and other new technology is something that should be explored.

The department fairly recently acquired some heritage films. These are films which depict people of historical significance to our Province, or events of particular note in our past. There is a film, for example, on Sir Wilfred Grenfell and another one on a famous nurse, Mary Selcott. Other innovative means of introducing local content include a game, a type of word game with a map of Newfoundland and Labrador where each player progresses from one place of the Province to the next and then depending on where you are on the board you have to answer questions about the place. I am not sure where the winner ends up. Some people on the West Coast might think that winners end up in St. John's.

Now, some of the other means of injecting local content include the arts. Drama is very significant and I think we have done a lot in drama. The high school drama festivals are thriving. They have been going on now for a few years. There are some

MS. VERGE:

ten regional festivals and then the provincial festival which this year was held in Stephenville. And something that is particularly significant about that drama festival is that over half the plays produced were written locally, many of them by students.

By way of an aside I should say that Stephenville is becoming quite a center of drama. I attended the closing ceremonies at the provincial drama school there on Saturday night and many of the participants in the school were teachers and they will be able to bring what they learned at the drama school back to their schools this coming year.

Travel programmes are very important, I think, in exposing our students to the realities of our Province. There are now student exchanges between the Island of Newfoundland and Labrador and there are also programmes carried out by individual schools and boards where, for example, students come here to the House of Assembly or music groups or sports teams get to travel around the Province.

Career guidance is something that is crucial and, of course, there are career days in most schools and so on. The department is now encouraging a shifting emphasis in the field of guidance toward career guidance and away from personal development and so on. Individual schools have taken initiative in developing material of particular relevance to the Province and a good example of that was St. Francis High School in Harbour Grace, which developed a course on the fishery, and apparently this was done largely through the initiative of the people in that school. But the programme developed there was approved by the department for use in the school curriculum as an alternate programme. I think the department recognizes that it has to encourage more of that kind of

MS. VERGE:

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MR. L. VERGE: initiative on the part of individual teachers in schools.

In conclusion, I would like to say that I would recognize that the key is not the written material or the films or so on but it is the teachers. The teachers have to be stimulated to having a positive attitude toward our Province, to having a comprehensive knowledge about the reality of the Province and to present material in all subjects in such a way as to engender pride in being part of this Province. To foster this kind of positive attitude on the part of teachers, I think we have to look at some kind of inservice training programme for the teachers.

I would like to thank the hon. member for St. John's North (Mr. J. Carter) again for putting this motion on the Order Paper. I recognize it as a crucial area for exploration and work by the Department of Education.. Thank you.

SOME HON. MEMBERS: Hear, hear.

MR. SPEAKER: (Butt) The hon. member for Terra Nova.

SOME HON. MEMBERS: Hear, hear.

MR. T. LUSH: Mr. Speaker, let me say first of all, in terms of a resolution, that this is the weakest and the most inept resolution ever presented before this House.

MR. FLIGHT: Hear, hear.

MR. T. LUSH: It reminds one of someone wanting something to be done but afraid to go about doing it.

MR. FLIGHT: Hear, hear.

MR. T. LUSH: A resolution, Mr. Speaker, is something, in its preamble, that should be definite and precise and in the action that it expects, to be very definite, to be very precise, to be very exquisite, there should be no doubt left at all as to what action the resolution demands. There should be no ands, ifs, buts or maybes about the resolution, it should be definite and precise.

Now, let us look at a couple of

MR. T. LUSH: resolutions just to show how weak this resolution really is. Let us look at the one that we dealt with last week presented by the hon. member for LaPoile (Mr. S. Neary):-

"Be it resolved that a Special Committee of the House of Assembly be appointed immediately" - be 'appointed' - not that the government be requested or that someone be requested to set up this - that it be appointed immediately and "to lay down guidelines" - not to suggest that we lay down guidelines, or that maybe we lay down guidelines, or that the government be encouraged to lay down guidelines. Mr. Speaker, it is definite; it asks for a definite course of action.

The resolution that we are going to deal with next week, a similar one, by the hon. member for Trinity - Bay de Verde (Mr. F. Rowe) - a definite, says: "that we fully debate" - not that we urge the government to debate, or that we encourage the government to debate, nothing wishy-washy about it but that we fully debate and that we come up with proposals. This resolution here, Mr. Speaker, is nothing. It is nothing. It says nothing. Now, obviously, the hon. member who presented this resolution does not agree with the Minister of Education (Ms. L. Verge), who just indicated all of the work that the department was doing to ensure that we got the proper curriculum materials in the schools. The hon. member, obviously, doubts that this is being done, and he, obviously, does not believe that it is their duty to read the material. What he is saying is that the people in the Department of Education are not reading their material, some salesman is coming in and giving them the books and they are going out and saying, 'these are the books you must read' without reading them.

Additionally, Mr. Speaker, there is nothing in this resolution which is going to ensure that if people read the material that they are going to come up with the conclusion, or going to come up with a conclusion one way or the other that there is sufficient material there to bring about the kind of cultural and

MR. T. LUSH historical materials that the hon.
member wants there because there is no way to really analyze what is
going on in schools from this point of view, to read the materials.
Obviously, the member has lost all contact with education.

MR. R. MOORES: Hear, hear.

MR. T. LUSH: He does not know what is going on.
In order to do that you have got to go into the schools and see what
they are doing, you see, because today we live in the most challenging
time in education and the most optimistic time.

MR. LUSH: The only thing I am sorry about by being a Member is that I cannot be out in the classroom day after day working with the kind of opportunities that we have today and the kind of flexibility that we have. Teachers are doing all sorts of work in this area but you cannot identify it by reading the materials. Obviously the member believes that the only thing you do in school is what is prescribed in the particular text book, that is what he believes is going on, when all of this work is going on, through projects and activities. And we cannot evaluate what the schools are doing from this particular motion.

But, Mr. Speaker, having said that I agree with the spirit of the motion, I agree with the spirit, I do not agree with the syntax of it because as I have said before the motion is the weakest, the most inane, the most inept resolution that I have ever read and it says nothing. It says nothing. I would like to be able to put in an amendment, but my colleagues sort of disagreed with me, I would want to put an amendment here which would ask the government to do something. Here we are not asking them to do anything, not even asking them to do what is their duty. What are we supposed to do? It is the duty of the Department of Education, I assume that is what the member means by the government in this sense, you know, it is their duty to read the materials. But now we find that they do not read them and we have got to encourage them to read them.

Now I know how to encourage people. You know, I have done that with my kids. I read them fairy tales before they go to bed and this sort of thing and I try to motivate them. Is this what I have got to do with members? Is this what I have to do with the government Members to try and get them aside and to encourage them to read.

MR. ROBERTS: Read them to bed.

MR. LUSH:

What a resolution! What a resolution!

But, Mr. Speaker, I thank the member for presenting it because it gives hon. members the opportunity to have a philosophical discussion of the necessity or otherwise of bringing in the materials that will promote and that will certainly impress upon our students the importance of our culture, give them some appreciation for our culture and for our heritage.

But that is already there, that avenue is already in our schools more than it ever was before, and if it is not there this resolution will do nothing to ensure that it is there, will do nothing at all, Mr. Speaker. But as I said, I agree with the spirit, the intent of the - or the spirit because there is no intent to it really. I agree with the spirit. Intent, you know, sort of suggests action and there is no action suggested in this resolution. But it is worth looking at again. Now I have got to read it - I have got my copy lost I believe. There it is, "BE IT RESOLVED," the preamble is fine, it identifies a problem. It identifies a problem and the hon. member obviously assumes that there is necessity for the kind of cultural and historical materials that he is talking about and indeed the Task Force on Education backs him up in that, backs him up. So there is a necessity. But, as I said, the resolution will do nothing to ensure that is going to happen and that is where I find fault with the resolution. And it says "BE IT THEREFORE RESOLVED that the government be encouraged." Well, I have been doing that for four years, trying to encourage the government to review the materials, to get them to read them. I have been trying to do it but I cannot seem to encourage them. And I was generally regarded as a fairly good teacher and even though I have wanted to try and emulate the hon. member for Stephenville (Mr. Stagg), you see, I am trying to -

MR. F. ROWE:

Very modest.

MR. LUSH:

- be modest and this sort of thing, I was fairly successful particularly in teaching people how to read.

MR. LUSH:

After all that is my training. But I have been successful with this government and I do not know, - and this resolution - the member might have some suggestions when he finishes up the debate how we can encourage the government to read, review those materials; He might have some suggestions, with a view, that is the kind of action. He assumes that if they are going to be encouraged to read then we are going to have this view to insuring that school materials adequately reflect the culture, history and experience of the people of the Province. Well, as I have said the only thing about the resolution is that it gives us the opportunity for a philosophical discussion of the necessity of having the kinds of materials in our schools that will reflect the culture, history and experience of the people of the Province.

I agree with him. I agree with it.

Mr. Speaker, but I think

MR. LUSH: possibly in discussing this we should ask some questions. If we conclude that there is a lack of materials which reflect our culture and our history, we must ask ourselves, "Why is this so?" That is the important question, "Why is this so?". We certainly must establish, of course, that it is true, that there is a lack. I am not sure that it is true in the sense that is even concluded in the report by Task Force. Because, as I have said before, it is very difficult to evaluate the kind of work that is going on in schools today with a philosophy of openness and flexibility, there are no regulations as such that prevent any teacher from loading up his classroom and the subjects that they are teaching with 'Newfoundlandia' that is the word we called it - no problem at all. There is no regulation problems, there are restrictions, there are limitations placed on the schools with respect to finances. The member does not mention this and that is a problem, getting the materials in the school. There is a problem of even getting appropriate material, but even with that I think any person who has some sensitivity for education, has some appreciation for the kind of work that teachers do. You will go in there and you will find that there is a lot of work going on in the schools related to Newfoundland and Labrador.

English courses: There is nothing within the regulations to prevent an English teacher from making his students read the book that was written by the hon. member's mother, the member for Naskaupi (Mr. Goudie). There is nothing to prevent that. And I would expect many teachers do it, asking for book reports and identifying certain books that they want people to read.

So what I am saying, Mr. Speaker, is that I do not think there is such a lack as we seem to think. But it is very difficult to evaluate by the nature of the thing because teachers have any open curriculum; it is very flexible and they can bring in all the Newfoundland material they want. I know I, as a teacher, did it.

MR. LUSH: Now I think what we are talking about here though are textbooks. This is what we are talking about. And I wish we would forget about textbooks because what happens is that many people look for a textbook that teaches everything there is to be known about a particular topic. We think if we are going to get a book on Reading, as if there were some book that could teach reading, that is going to help us teach everything that a student should know about Reading with no thought to how we can make this Reading programme interesting, how we can enrich this programme and get people to read by throwing in some Newfoundland materials. We have a tendency to think about textbooks and subjects. Talking about Science, there is no reason why in some part of a Science course that we can not have people to read Newfoundland materials.- and we are talking about Geography, we are talking about Economics - to integrate all of this stuff. But as I say, the resolution assumes we are talking about textbooks. Certainly, if you were to read textbooks, and that is what is done, if you were to read textbooks, certainly you would find a lack of Newfoundland culture in them. As a matter of fact, I always get amused by a book in the Nelson series-and I would like to get time to talk about that too because the Task Force on Education seems to think these books are all right, the two series that we use in our schools, Nelson and Ginn, And I just wonder what is so sacrilegious almost about these two series of books. If you look all across Canada you will find that we are about the only province that use the two - but in the Nelson series, in an attempt to bring in some Newfoundland culture, there is a picture there of two - a man and wife, a couple - high middle-class people, dressed in their Sunday best, with their suitcases, stepping on board a real luxurious speedboat to go down the bay, to go out to a lighthouse. Now, Mr. Speaker, it is so unreal to look at that particular picture designed for Newfoundland students so that they could see that we

MR. LUSH: are associated with boats and lighthouses. Obviously it is more like some sophisticated club, yacht club, on the Great Lakes, you know, but that is what they have done.

So, Mr. Speaker, an analysis, a study of the materials that is recommended by the department will not at all illustrate the effectiveness or to what degree that our teachers are promoting Newfoundland culture, history and what have you, an appreciation for our past. So, in that sense, as I said, the resolution is very ineffective but it does give a chance again to discuss the matter. I want to look at three or four problems as to why it is lacking, if it is lacking, and I will take the assumption and I will work on the hypothesis that it is lacking in the prescribed textbooks, that is the stand that I will take, because nobody can take any other. You can only take the stand on the prescribed materials and it is lacking. Why? Well, I think, first of all, it is sort of integrated with a Newfoundland-Labradorian societal problem or societal attitude, if you will, integrated with the Department of Education's attitude now, and I do not know which should be first, because it is a matter of the chicken and the egg, I do not know whether the department is lackadaisical in putting in materials that the hon. member is asking for because of the Newfoundland attitude, or whether the Newfoundland attitude is the way it is because we have not had more of that prescribed material, textbooks, this sort of thing, in the school program. I do not know which is to blame but that does not matter; it is an attitude on the part of both. We seem, particularly in the last ten or fifteen years, to have lost an appreciation for what we are and what we were. I think it gets down to the matter, I believe, of what I have heard the hon. Leader of the Opposition talk about, the matter of identity, identity of knowing who we are and what we are. We seem to have lost pride in our culture, pride in our past and we seem to have looked to other people. It is almost related to our loss of independence and now are approaching the stage of intolerable dependence and because of

MR. LUSH: that we are looking to other people. We look to the mainland for their ideas. We think that we cannot do it, we think that we cannot publish textbooks; we cannot write; there is nothing worth writing about. And I suppose when one listens to the media reports coming from the House of Assembly and other writings talking about how dreadful our past was, who wants to read about it? Who wants to read about it? Political corruption, who wants to read about this? Economic disaster, who wants to read about it? I think we have failed in talking about the strengths of our history, in talking about the intestinal fortitude of our forefathers, in talking about the value of the institutions that we had, in talking about how much we have developed this Island at tremendous odds, in talking about the tremendous difficulties in developing the Island at all when nobody wants to live here in the first place, you know. So when we put Newfoundland history in that perspective of crookedness and corruptness in politics and of economic disasters of everything we have gone at to develop, what encouragement, what motivation is there for people to go back and look into our past? I think that is a significant factor. I think we have to be more positive. We have got to be more positive with our young people, talk the great heritage that we have, the great culture that we have, something that is unique in Canada, unique in the western world. Once we approach it from that perspective, I think we are going to find there are Newfoundlanders reading about our history and that is a very important factor, Mr. Speaker, as to why we do not find these materials.

The other one is the lack of materials, in schools we are talking about, the lack of materials with the appropriate readability level. You see, the hon. member mentioned all kinds of materials. Now what is the readability of these? Where do you put Newfoundland materials into the curriculum?

MR. LUSH:

Where do you put it? Obviously it is right and proper that we should learn our own Province early. We should learn to appreciate our own Province, what we have come from, early in the game. But all of the materials that we now have on the market are too difficult for many of our students. For example, the Grade V history, that is definitely too difficult for Grade V. The present textbook as it is now written is too difficult for Grade V as is the Grade V geography. There are aspects of it that can be taught in Grade V. So maybe what we could be looking at here is the sequencing of the materials that are now there. Maybe the Grade V programme should extend over two years, maybe two and a half years, done by educators, people who know the readability level of the kinds of ideas that students can perceive at their various ages. That is what we should be doing, looking at the sequencing of the materials so that students can really understand what they are reading. It is a very complicated history and, as we all know, the Newfoundland history can be complicated. So when you give that to Grade V's to try and understand, about the only thing they can understand is the attempts at colonization. That is interesting. I think that is about as far as they should go, is the early attempts at colonization. When you get into government and the rise and fall of governments, and why they rose and fell and how the House of Assembly operated and all, this sort of becomes a bit too difficult for Grade V. And I realize I am getting detailed but I just wanted to point out the real difficulty in putting in Newfoundland materials into the curriculum. Because we are not talking about the kind of broad philosophy that I elaborated upon earlier, this openness of projects where teachers do all sorts of things.

We are talking about here a prescribed curriculum and it is difficult to sequence the materials with respect to the ideas and the concepts and the readability because we do not have that much in terms of what is available, comparatively, in the U.S. and on the mainland, mainly from the U.S. because just about everything

MR. LUSH:

we get in all our schools right across Canada is American literature that is Canadianized and we just substitute the names. You know, we take New York out and we put in Toronto and that is all that happens. Most of our materials educationally come from the United States and there is a reason for that because it is there, it is available. There are so many people involved in the writing of textbooks and it is a costly affair, writing textbooks and they have got the numbers of people there writing the textbooks so it is easy to go up and take a look at them. And that is a difficulty that we would have here, of course, is the lack of materials that are suitable in a curriculum. But we have got enough materials that we can bring into the classroom that we can use here and there in projects and this sort of thing, no problem at all and all good teachers are doing it.

So we have got the lack of readable materials.

That is another reason why it is not there. And as I said, that is probably the biggest problem. Out of all the books that the hon. member mentioned, very few of them could be used as textbooks as such but they can be used as supplementary to the textbooks. I am just pointing out a difficulty. There are a lot of materials but to prescribe them to a particular course, to a particular topic, to a particular course level or a particular subject level it is very, very difficult. We have got to integrate it with topics and units as the teacher progresses with a certain line of topical development or whatever.

MR. SPEAKER (SIMMS): Order, please!

The hon. member's time has expired.

MR. LUSH: Mr. Speaker, could I just clue up? It will take me a minute and a half.

MR. SPEAKER: Is it agreed by leave?

SOME HON. MEMBERS: By leave.

MR. SPEAKER: Agreed.

MR. LUSH: I have a suggestion to that problem, is the lack of materials- and please look at the way I have qualified that- the lack of materials with the appropriate readability level. All right? Not the lack of materials per se but with the appropriate readability level.

MR. LUSH:

I do believe though there is something that the government could do in addition to be encouraged to reading the materials. I want to finish up on what they could do. They could make monies available, I think, in assistance to local authors who have a flair and a real compassion for Newfoundland, to encourage them to write materials about Newfoundland and at an appropriate readability level. I can think of three or four people who in the last couple of months have won awards by their writings. I can think of Kevin Major, from my own district, in Eastport.

MR. STAGG:

And from Stephenville.

MR. LUSH: Yes. Right. And I can think of Thomas Moores or Moore is it? Thomas Moores from -

MR. F. ROWE: Harbour Main.

MR. LUSH: Harbour Main.

AN HON. MEMBER: Avondale.

MR. LUSH: Avondale.

Helen Porter here in Mount Pearl. All of these people have a tremendous compassion for Newfoundland and I believe this is something the government could do, to make grants available, if you will, to employ them, to write about our history, to write appropriate topics so that we can get these things into our schools.

Mr. Speaker, I thank you.

SOME HON. MEMBERS: Hear, hear!

MR. SPEAKER (Simms): The hon. Minister of Social Services.

SOME HON. MEMBERS: Hear, hear!

MR. HICKEY: I want to add a few words, Mr. Speaker, to the support of this resolution. First of all, I am surprised to find that my friend and colleague on the other side has trouble understanding the tone of this resolution and he feels, Your Honour, that it is not strong enough because my colleague, the member for St. John's North (Mr. J. Carter) wishes to encourage, or he is asking this hon. House to encourage the government to take some action to preserve our culture and heritage, history and all the rest.

Mr. Speaker, all one has to do is look at both gentlemen and very quickly understand the difference. The member for Terra Nova (Mr. Lush) is a rather brash, aggressive kind of individual who sort of likes to take the bull by the horns, and the member for St. John's North (Mr. J. Carter) is a very kind, friendly, subtle kind of individual who approaches things in an altogether different kind of way, and I suggest, Your Honour, the latter method is always the one that wins, or is always the one that gets a response. So that is obviously the reason. The member for St. John's North simply wishes

MR. HICKEY: the House, as I understand the resolution, and I have not talked to my colleague about this at all, simply wishes the House to address itself to this very important question and to have a debate such as this so that there is a meeting of the minds and some suggestions will come forward by way of encouragement and of course always and forever in the knowledge that the hon. the Premier made it abundantly clear in the Speech from the Throne, and by other pronouncements as well, both in and outside this House, that this government stands committed to indeed take action in this very important area. So the hon. gentleman should not at all be surprised at the tone of the resolution. I would suggest, as I said, that I commend my colleague; I think he took the right approach. It is not an aggressive approach at all telling us what we should do but simply asking us to address ourselves to the whole question.

As indeed my friend mentioned, what is now taking place in the Department of Education, and Your Honour, again I want to commend my colleague, the Minister of Education (Mrs. L. Verge) who indeed did her homework, came well prepared and simply informed the House as to what was now the situation in her department. I did not hear her say that this was the end of all. I did not hear her say that what was being done was adequate in her opinion. I simply heard her recount or catalogue what indeed was the present situation.

I also tell my hon. friend from Terra Nova (Mr. Lush) that a number of the texts that my colleague referred to that are available are under the heading of supplement which to my mind does not make it mandatory. It is probably, and I am not sure of this, I suggest, I think that what the situation is is that there are a number of text books which are supplement to others where indeed there is a choice, but not necessarily mandatory that they be used or indeed read. So that really the Minister of Education informed the House as to what the present situation is.

July 25, 1979

Tape No. 305

NM - 3

MR. HICKEY:

As I listened to my colleague and some other speakers on the other side this afternoon, and a couple who were - I think of the member for Port au Port (Mr. Hodder), who I believe is a former school teacher,

MR. HICKEY:

I wondered had both the member for Terra Nova (Mr. Lush) and the member for Port au Port (Mr. Hodder), if they have reflected their own days in the classroom in terms of a clear-cut indication, Mr. Speaker, from the students, from pupils, of their lack of knowledge of the Newfoundland history in some instances and especially Newfoundland culture and the Newfoundland way of life. To ask some students in this Province, even today, about the fishing admirals, I would suggest that there are instances where they would probably tell you that that was a group of people who served during the Second World War. Some of them have not the foggiest notion.

As one who has had an opportunity to serve in the Department of Tourism, which has the responsibility for culture and heritage, it astounded me to find that both young people, and especially middle-aged people coming to the Province from all parts of the world - and I have had the pleasure and privilege to speak to or to talk to, to meet one way or another and discuss Newfoundland - the thing that astounded me always was their knowledge of Newfoundland and Labrador before coming here. Their perception of our Province and our people, both past and present, was such that it left a gaping hole in the system which told me very quickly that indeed a lot of those people were far ahead of our own in understanding fully our unique culture, our unique lifestyle and indeed our history which in itself says or points up the very real need for what the hon. gentlemen opposite have been talking about and indeed what this resolution is all about.

I wonder, Mr. Speaker, how many students in the lower grades especially and probably throughout the school system are thoroughly familiar with the Department of Folklore at the University? I wonder if you were to do a survey and question students as to what the Department of Folklore is, I wonder what response would you get? I would love to hear some of the descriptions or explanations as to what the Department of Folklore is all about. I suggest to you, Your Honour, that it might be the funniest half hour that you could have if you were to sit for a half an hour and indeed question some of our

MR. HICKEY:

young people as to what it is all about. Canon George Earle, who is very much involved in the Department of Folklore, which gets right to the heart, Mr. Speaker, of our culture and indeed in some instances our history, and in many instances, Your Honour, our history is put across not in a text form, dry as history books are, but put across in a most subtle, humorous way which makes it not only informative to the reader but in some instances hilarious and funny, amusing, entertaining.

I wonder what use is being made by the schools in the Province of that department? Canon Earle was prompted to explain on one occasion what his Department of Folklore was all about and how it came about. He gave what - and any hon. gentleman who has heard Canon George Earle I am sure will agree with me that he is probably one of the best after-dinner speakers there is in this Province today - Canon Earle gave a description as to how his department came about and what it was all about in this way: He said that there is a language in Newfoundland and Labrador all unto itself and the pronunciation of words and indeed some words are unique to this Province and form a very strong part of our culture. And he said that, of course, is referred to as dialect. And he said then there is another part of the Newfoundland culture which depicts the wit and humour of our people, and he referred to the dialect and he said that is the modern

MR. HICKEY: explanation, or the modern description, modern title of the unique word power that some old Newfoundlanders and Labradorians have. The modern way of describing that is that they have put a label of dialect on it. The humor and wit in the old days was called foolishness. Anyone in the community, or the entertainer in the community who was one who was the most wittiest of all, who told stories, some true, some fiction, that was considered foolishness. So he said they took the dialect and the foolishness and they put it together and we have the Department of Folklore.

Mr. Speaker, as I said earlier, sometimes the most effective way in getting a message across is to do it in a way in which there is a great deal of interest. For that reason I suggest that the Department of Folklore should play a role, play a major part in correcting the situation, at least with regards to a great deal of our culture, or the problem with regard to our culture, and to a lesser degree the problem with regard to the historical facts of this Province.

I am sure no hon. member in this House needs to be sold, or needs to be told that our people are unique in many, many ways, a unique lifestyle which was created very often by necessity. Some of the best wit, some of the best stories - as I said earlier some true, some fiction - came about as a result of necessity rather than anything else. Before roads and before communications there was nothing to do, or next to nothing to do in the remote villages and settlements in this Province. The people, with time on their hands were forced to make their own entertainment so to speak. It is from that kind of environment, and that kind of situation, that has come some of the real wit and humor which can make everybody laugh, which can make everyone forget their troubles, at least for a while, and for which we should preserve, and indeed is being preserved at the university level at the present time.

MR. HICKEY: It was like the story that Cannon Earle again told in describing, or in putting a handle, so to speak, on the independence of Newfoundlanders, and some of the dishards way back before Confederation who were anti-Confederates and the present situation with regards to our power. Cannon Earle, of course, as only Cannon Earle can, put it together into sort of a very short comical story when he describes it and says, "At '49 we gave away," it is called the Story of the Power and the Glory. He says, "Before '49 we had the glory, when we became the tenth Province we gave away the glory and you know who got the power." He got his message across to a group of people from Quebec who he was addressing. But I suggest, Your Honour, he got it across in a very subtle, funny way,

MR. HICKEY: as Newfoundlanders are well-known for. I believe that it is critically important that our culture be preserved, that something be done in addition to what is being done already. And I do not think that it is sufficient to say that there is enough being done or that there is not anything else to be done or, as my friend from Terra Nova (Mr. Lush) says, because whatever way this resolution is worded I do not think that is the critical question. I think the critical question is, 'What methods can be found and what are the best methods to be found to preserve our culture, to increase an awareness of our culture?'

I believe, Mr. Speaker, there is one suggestion maybe that my colleague, the Minister of Education (Ms. Verge), might consider in the light of the information she gave the House today. In view of the fact that there is a number of books which tell of Newfoundland and Labrador, its history and a whole host of things about it, maybe there is a need for an awareness programme within the school system. Obviously, if a lot of our children are not learning sufficient about our culture, our way of life, our history, and if the textbooks are indeed available, then there must be something wrong. And there are many people who will agree that our children in the schools are, indeed, not learning enough about their own province. So, maybe, the answer is an awareness programme which will provide some kind of incentive which will sell the children on the idea of becoming interested in learning of their own province.

My colleague mentioned the exchange programmes. Here again, Your Honour, I am familiar with the exchange programmes that used to be under the Department of Rehabilitation and Recreation. It is a programme which is very worthwhile. It takes pupils from so many schools to various parts of the province, especially Labrador, and I suggest that programme possibly could be broadened so that maybe the programme might not be confined to the northern sections of the Province that in many instances it is now. And in time when it is possible, that programme might well be

MR. HICKEY: expanded. But here again, Your Honour, the situation is that pupils learn about a certain part of the province. I think what we have to do is that again we have to convince our young people that before they start going abroad to learn first-hand about their country, they see as much as they can of this province. Because there are people in this province, Mr. Speaker, who have probably travelled the world and yet who have not seen one-quarter of their own province. And I can assure hon. members that that is a fact. If you ask a great percentage of our own people what it is like on the Northern Peninsula they probably can not tell you, they probably have not been there.

MR. E. ROWE: Does the hon. member remember when he went to tour Labrador South and ended up in Quebec?

MR. HICKEY: Poor maps that was.

The hon. gentleman should never believe what he is told or what is uttered by his colleagues, and especially some colleagues, on the other side. They have a habit of courting the truth. This hon. gentleman did not get lost.

MR. HICKEY: in Labrador for any other reason than fog and indeed I did spend a night in St. Paul, in and around St. Paul's River up North but, Your Honour, I assure you it was not because the pilot or myself did not know where we were going or how to get there. I would say when you are up 5,000 feet in a small aircraft, single engine, with four barrels of gasoline aboard and some other provisions, the aircraft being on its route to go somewhere else. And when you are surrounded by fog and you try to get out from every angle and you cannot, if you are in my position under those circumstances, I would consider that you call that luck and that is what I call it, not my lack of knowledge, not my lack of knowledge of the Labrador coast.

SOME HON. MEMBERS: Hear, hear!

MR. HICKEY: Your Honour, any time the hon. gentleman who made that - I have to be awfully careful now because, you know, the new atmosphere, I do not want to disturb it, I would not for a leg and an arm. I have to temper my remark like you would not believe, Your Honour. The hon. gentleman who sometimes courts the truth, who made that statement about my being lost, any time he wants me to take him on a tour in this Chamber, of course, of the Labrador coast and the various villages, communities and towns, I will do so. I have the great pleasure and privilege, which I will never forget, of touring all of Labrador after we finally got out of that fog. And after I visited Labrador South and very quickly decided that it was a lost cause, did not spend any time there and I went on about my business.

SOME HON. MEMBERS: Hear, hear!

MR. NEARY: It is almost six o'clock now.

MR. HICKEY: Yes, it is a minute to six.

Before I sit down, I am going to tell the hon. gentleman opposite one very quick, short story which depicts wit at its finest and which is a reason why we should guard jealously our culture, not be ashamed of it, brag about it, make sure that we preserve it and shout to the high heaven and participate in no nasty Newfoundland jokes that they make up about us.

MR. HICKEY: It is the story that happened in 1949 when the salesman came in here from 'upalong' in a mad rush to sell all of those so-called people who were uneducated everything under the sun, and one fellow found his way to Petty Harbour which is in, I am not sure what district now, but up the shore now. He asked this 78 year old lady where Uncle George was, the merchant, and he said he wanted to sell the merchant some commodities and he said, "Before I go over to see him", he said, "I would like to know what he is like so to have the ice broken", and the old lady was called Aunt Annie and she being a true Newfoundlander, very witty, she said to him, "The only thing I know about Uncle Jarge, me son, is that if there is any flies on him, they are paying rent". I suggest to you, Your Honour, and the member for Terra Nova (Mr. Lush) got up today, if he figures there are any flies on the member for St. John's North (Mr. J. Carter), then I can tell him they are paying rent.

MR. MARSHALL: If I may, Mr. Speaker, just before Your Honour leaves the Chair, there is just one minor thing I would like to draw to the House's attention.

MR. SPEAKER: Is it agreed?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Agreed.

MR. MARSHALL: I have discussed this with the Leader of the Opposition and the member for the Straits of Belle Isle and I understand there is a very important and momentous meeting tomorrow anyway at 12 o'clock so it will be passed on, but tomorrow at 2:30 it is proposed that the three committees have their first meeting to get procedures and what have you, arrange the election of the chairman, etc. And it is proposed that tomorrow at 2:30 the Resource Committee will meet in the Collective Bargaining Room, the Social Services Committee will meet in the Boardroom of the Department of Health and the Government Services Committee will meet here in the House of

MR. MARSHALL: Assembly tomorrow at 2:30. Now the only time that the House of Assembly will be used for any committee meeting would be tomorrow and that is the preliminary meeting and after that it will be the Colonial Building. The reason we do not use the Colonial Building tomorrow is that it will be stretching it a bit to expect members to try to get back here for the opening of the House at 3:00. It may also be necessary if the preliminary committee meetings spread for an extra five or ten minutes to delay the opening of the House, but I am sure we can get agreement on that.

MR. WHITE: The press is invited to be at those meetings?

PREMIER PECKFORD: Well, that is why we are announcing now.

MR. MARSHALL: That is the main reason, I thank the hon. member for Lewisporte (Mr. White), that is the main reason why I am making this announcement now so that the press will be aware of the time and places of the meetings. In future, the committees and the clerks of the House will make an arrangement whereby the times and where the committees are meeting will be posted as well as, perhaps, we might even get, you know, what estimates are going to be considered.

MR. SPEAKER: It being six o'clock, I do now leave the Chair until tomorrow, Thursday, at three of the clock in the afternoon.