

PRELIMINARY
UNEDITED
TRANSCRIPT

HOUSE OF ASSEMBLY

FOR THE PERIOD:

3:00 P.M. - 6:00 P.M.

Wednesday, November 14, 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. the Leader of the Opposition.

MR. JAMIESON:

Mr. Speaker, I have a question for the hon. the Premier, indeed, a series of questions which it is rather difficult to pose in a standard fashion because of the lack of information that we possess. May I ask him, first of all, if he is in a position at the moment to make any general observations or state any conclusions with regard to the First Ministers' meeting which was held in Ottawa on Monday?

MR. SPEAKER:

The hon. the Premier.

PREMIER PECKFORD:

Yes, Mr. Speaker. General comments, I think, would be that the conference was a very useful vehicle through which most of the First Ministers could themselves discuss various alternatives for energy policy and energy strategy in Canada over the next number of years and clearly provided some consensus for the Prime Minister in his ongoing discussions with the producing provinces, namely, British Columbia, Alberta and Saskatchewan and in some of his ongoing meetings with the Premier of Ontario.

As was reported, I think fairly accurately in the local press and in some of the national press, most of the provinces - well, really, I guess, nine provincial Premiers agreed that movement of oil and gas prices in Canada towards the average price at Chicago was the way that we should now go, that that should be done in the context of being gradual over a four or five year period, that it should not exceed 90 per cent of the American price, average price, at Chicago, and in any event, should be below the Montreal price, but that that should be done over a gradual period of time and also that contained in that kind of proposal of increases and any additional taxation levers that the federal government might use must be simultaneous initiatives as it related to conservation, as it related to getting energy projects across Canada on the move, especially those that could produce oil for other forms like

PREMIER PECKFORD: hydro-electricity, and that there must be some cushioning - special cushioning - for the Eastern provinces. So, overall, I think it was a very fruitful exercise and provided most of the First Ministers with just where everybody in the country, as it relates to First Ministers, sit on the thing. And I anticipate that there should be some agreement on it very shortly, quite possibly before the federal Budget.

MR. JAMIESON: Mr. Speaker, a supplementary.

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

MR. D. JAMIESON: Mr. Speaker, I watched all of the televised portion of the conference as did many others, I am sure, in this House. And the question of the increase with regard to the price at the wellhead, or whichever formula one wishes to adopt, the coming closer to the world price or the Chicago price, obviously, the hon. the Premier supported that. Is he in a position to tell the House, however, if his use of the word - and I may not be using precisely the same word but I think it is the same meaning - that a graduated increase is going to be and is, in his view, should be higher than the existing formula, that is, the one that has been in place for some time, namely, if my memory serves me right, one dollar at the end of the year, one dollar in July? Has the Premier accepted that the increase which he would be prepared to support will be greater than that reflected in the present increase?

MR. SPEAKER: (Simms) The hon. the Premier.

PREMIER PECKFORD: Mr. Speaker, there was a fair amount of discussion on that point and it is generally felt by most that if a significant narrowing of the gap is to occur in the next four or five years, given the fact that OPEC no longer controls the price being charged in the world for oil and gas - for example, England is not a part of OPEC and they, of course, are selling on the world market; there are a number of other producers as well; Mexico is another who are selling - and now you have varying prices for crude and for gas on the world market. So you can no longer tie it to any one figure and some of the members of OPEC themselves seem to be going their separate ways. So, there is a fair consensus in the country, and I would share that view, that we must improve the price beyond the present formula in order to take any significant measures to narrow it because otherwise the gap will remain the same and therefore not make some of our indigenous supplies of crude, which are now not competitive - for example, enhanced recovery, tar sands, offshore and so on - that this would go some ways in making them somewhat more competitive and giving us some more security of supply and not be so vulnerable to markets outside.

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MR. D. JAMIESON:

Supplementary, Mr. Speaker.

MR. SPEAKER: (Simms)

Opposition.

Supplementary, the hon. Leader of the

MR. D. JAMIESON:

Mr. Speaker, the obvious follow-on question from that is (a) what level of increase did the Newfoundland delegation, and particularly the Premier, indicate they would be prepared to accept? For example, there was a figure mentioned publicly, I believe it was something of the order of one dollar and then four as being the process for 1980. I am not sure when the four might go into effect,

MR. D. JAMIESON: but a very sizeable and a very substantial hike over the one and one formula. Is the Premier in a position to or is he prepared to state whether or not he is willing to and has indicated that they would accept that kind of formula which I saw nothing in the federal position to suggest that it was not, indeed, what they were purposing?

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

PREMIER PECKFORD: There were no precise numbers mentioned either publicly or privately except in line with saying that it had to be somewhere above what the present formula had in it and that additional discussion with Alberta and Saskatchewan and British Columbia, as well as with the other first ministers by phone or telex or whatever with the Prime Minister to go over that. The major principles underlying the Government of Newfoundland's position, Mr. Speaker, is articulated in the statement that I gave publicly in Ottawa which talked about increasing the supply of domestic produced conventional oil, developing non-conventional, increasing substantially the search substituting alternative areas and so on, and going on to say that over a five year period that we should be somewhere close to 90 per cent of the Chicago price if that could be attainable. So that, therefore, we are looking at somewhere above one and one as the original formula is. It would seem somewhere in the three to four dollar a year range as being most acceptable. Above that, I think it would be somewhat disruptive.

It is interesting to note on that score, Mr. Speaker, that the Economic Council of Canada in its conclusions and recommendations in its report, "Two cheers for the 80s that we recommend that we recommend that the Federal Government announce a commitment to increase the domestic price of oil gradually by around four dollars a barrel a year "so as not to reach world prices that are expected to prevail around 1985 or 1986 having due regard to increases in average U.S. oil prices", which is one group of independent people who have recommended around the same area that we are prepared to accept given that, simultaneously with that, there will be cushioning and other efforts taken by the Federal Government.

MR. D. JAMIESON: A supplementary, Mr. Speaker.

MR. SPEAKER: Final supplementary, the hon. Leader of the Opposition.

MR. D. JAMIESON: It is interesting to comment on the fact that circumstances alter cases and then suddenly the Economic Council of Canada, which was the bane of the Conservatives in Opposition, has suddenly become the Bible on which they are relying in Ottawa for support for their position. One final supplementary to the hon. the Premier, and since it is my last supplementary - I have many more - but could I ask him if his government has a very clear and specific assessment of what the economic impact is likely to be of the combination of fast rising, rapidly escalating

MR. JAMIESON: oil prices over what was anticipated, plus record high interest rates and the now, what I think is apparent, the quite sharp decline in demand for Canadian goods and the like in the United States? In other words, if I might be permitted, Mr. Speaker, could I simply ask the Premier, and I will not ask him to give a comprehensive statement at the moment, but is there in existence an assessment of the down side and the negative side in the run of, let us say, the next two or three years on the Newfoundland economy of all of these matters which are clearly inter-related?

MR. SPEAKER (Simms): The hon. the Premier.

PREMIER PECKFORD: First on the comment, Mr. Speaker, if I may be allowed, as to the Economic Council of Canada and the book we should refer to, on April 12th., in 1978 in the House of Commons, the then Minister of External Affairs, now Leader of the Opposition opposite here, might be interested to remember what he said at that time so that he might use that as a basis for his line of questioning because in his statement on April 12th., 1978 he did talk about that, of course, energy prices must rise substantially—in the international communities it has a lot to do with it, in Canada it does not and so on. So there is a lot there that the Leader of the Opposition in his line of questioning from here on on energy prices should take into account, the Economic Council of Canada and his own statements a couple of years ago.

There are a number of analyses underway relating to the impact upon the Canadian economy and these are well in hand now. The Department of Energy, Mines and Resources in Ottawa have published, the Government of Canada, three documents which became public yesterday which show some impact across the country which I think are available now to the Leader of the Opposition. And I will try to get that information for the Leader of the Opposition by tomorrow, these documents, so that they do show some impact.

I also refer members of the Opposition and members of this side of the House to June 16th., 1978 when the

PREMIER PECKFORD: Present Leader of the Opposition in Ottawa, the then Prime Minister, "well, Mr. Speaker, the hon. member is arguing that the price of oil in Canada can remain at half or somewhat slightly above half world prices for a long while and we will still be able to be self-reliant in this country ten years down the road, he has certainly taken a position which this government does not share." I take it the Leader of the Opposition was then a part of that particular government and I table those as some kind of evidence.

MR. SPEAKER: The hon. member for the Strait of Belle Isle.

MR. ROBERTS: Mr. Speaker, I am delighted that the Premier (a) has been doing his homework; and (b) I hope the Minister of Lands and Forests notes particularly that what former premiers say applies to present premiers and the points about Cabinet solidarity. We will hear more about that.

AN HON. MEMBER: (Inaudible).

MR. ROBERTS: Mr. Speaker, I agree the Minister of - what is he? Minister of Lands and Forests, made the statements in a committee of the House which is just about the same, I think the Premier will agree, but anyway, that is not my question, Mr. Speaker. You are wondering if I have one and I do.

I have a question, Sir, for the Minister of Finance in his capacity as the minister directly responsible for the provincial economy and essentially it grows out of the question which my colleague, the Leader of the Opposition,

Mr. Roberts: just asked. The Premier did not answer it. The Premier spoke only of national impact studies. I wonder if the Minister of Finance could tell us, please, the result, the outcome of the impact studies that he has directed to be carried out, and has had carried out, on the effect of these rises on, for example, let us start with our fishery? Could the minister tell us please?

DR. COLLINS: I am sorry, on our what?

MR. ROBERTS: On our fisheries, the basic industry in the Province the fisheries. What is the rise going to do to the economics of it?

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

DR. J. COLLINS: Mr. Speaker, I presume the hon. House Leader opposite wishes me to give a dissertation for six or seven hours. Do I understand him to say, he wants me to -

MR. ROBERTS: Mr. Speaker, to a point of order.

MR. SPEAKER: On a point of order.

MR. ROBERTS: The hon. gentleman has a right to answer the question, Sir. He has no right to ask me a question. However, since he has asked me, I would say I would welcome six and seven hours because then he might give us some information which is more than he has done. But he has no right in answering a question, Sir, to ask a question and that is my point of order.

MR. SPEAKER: I would not consider it to be a point of order. We certainly have had precedents in the past where ministers in seeking clarification of a question asked have certainly done that by leave. If the hon. minister wishes to have the hon. member for the Strait of Belle Isle (Mr. Roberts) to repeat his question, then that is his prerogative; if not, then the hon. minister may continue to answer the question.

DR. COLLINS: Thank you, Mr. Speaker.

I understand in Question Period one is asked to respond to a specific question. I would like the hon. member opposite to specify his question a little bit more clearly.

MR. SPEAKER (SIMMS): The hon. member for the Strait of Belle Isle.

MR. ROBERTS: I will be delighted to and I hope the minister will listen a little more carefully because I think if he reads the Hansard he will find out it is very specific. I would like him to tell the House the results, insofar as they affect the fishery, of the impact studies that he has had carried out, or has carried out by his officials, and the impact studies are of the impact on the fisheries, on the economy of the fisheries, the economy of the fishing industry, of the rises in oil prices which are apparently going to be brought in with the full consent and approbation of the minister and his colleagues. Exactly what is it going to mean to the fishing industry to have gasoline go up to \$1.50 or \$1.60 a gallon? All I want to know is what is it going to mean? Are we going to lose jobs, gain jobs or what? What do his studies show?

MR. SPEAKER: The hon. Minister of Finance.

DR. COLLINS: Mr. Speaker, as far as I am aware the increase in oil prices or in the increase in crude, that is, in prospects, in certain prospect to my knowledge is one dollar on the barrel on January 1. Now we have had increases of that order in the past, and I do not think that these increases have had an appreciable effect on the fishery.

Hon. members will understand, of course, that the fishing industry is given certain protections in terms of costs of material including costs of fuel oil, gasoline, and so on. And, of course, there has been no indication that I am aware of at the present time that this government intends to change that.

MR. ROBERTS: Mr. Speaker, a supplementary.

MR. SPEAKER: A supplementary, the hon. member for the Strait of Belle Isle.

MR. ROBERTS: I do not know.

MR. ROBERTS:

if the minister was listening to his Premier or not; if he was not he ought to have been because the Premier clearly indicated something which all of us know, which is that the dollar per barrel oil price increase presently scheduled for 1 January, which is the formula established by the previous Liberal administration, that that is obviously going to be increased significantly so the minister either does not know what he is talking about or is not listening.

Now let me ask the minister another question more directly, please.

PREMIER PECKFORD:

A point of order.

MR. SPEAKER: (Simms)

A point of order. The hon. the Premier.

PREMIER PECKFORD:

Mr. Speaker, in the preamble to the member's question, I have not indicated in any answers that I gave whether in January the price would be over and above one dollar. I am saying that next year, the price—that would be at the end of December of next year—would be greater than the existing formula. So whether in fact the price goes up over one dollar in January is still not decided and I have not indicated it. But I have indicated that overall next year, in the next twelve months from January to December 1980, the price is anticipated to go higher than one and one.

MR. ROBERTS:

To that point of order, Mr. Speaker.

MR. SPEAKER: To the point of order, the hon. member for the Strait of Belle Isle.

MR. ROBERTS:

I am grateful to the Premier if I misinterpreted him. I would also like to offer him a chance to let me win back the wager I lost to him on the general election if he wants to wager that as of 1 January the price with Jolly Jack Crosbie will not go up more than one dollar a barrel. But I am grateful with him for his comments.

MR. SPEAKER:

Order, please!

MR. ROBERTS:

Does Your Honour wish to make a ruling?

MR. SPEAKER:

Yes.

PREMIER PECKFORD: I cannot take up the wager until I get paid from the last one.

MR. ROBERTS: Double or nothing?

MR. SPEAKER: Order, please! With respect to the point of order raised, it is clearly a difference of opinion between two members.

The hon. member for the Strait of Belle Isle may wish to continue with his supplementary.

MR. ROBERTS: I have a supplementary. The hon. minister cannot get a piece of it. He may get a drink of it.

Mr. Speaker, what I want to ask the Minister of Finance (Dr. Collins) is whether he has had carried out any studies at all to show the effect upon the economy of this Province of the proposed, projected, suggested, or potential increases in the price of oil? That is certainly much better, and hopefully I will get a better answer. One has to go the long way around sometimes to get to where one is trying to. Could the minister tell us please whether he has had any studies carried out?

MR. SPEAKER: The hon. Minister of Finance.

DR. COLLINS: Mr. Speaker, I suggest the hon. member is getting into a very hypothetical area. At the present time we know that there will be a price increase. This is not a price increase that the Newfoundland government is bringing into effect. It is the price increase that the federal government in association with the producing provinces will bring into effect on the first of January, I believe the date is. We know that there will be a price increase there. That is the only price increase that we know for certain will come into effect. When such time as we are required to carry out studies on other basic bits of information, those studies will be carried out. There are certain projections, there are certain assumptions

DR. J. COLLINS: made in the Department of Finance in terms of carrying out its duties as there are in other departments. But we do not propose to give detailed information on the basis of assumptions until such time as we have something very solid to work on.

MR. ROBERTS: A final supplementary.

MR. SPEAKER: (Simms) A final supplementary, the hon. the member for the Strait of Belle Isle.

MR. ROBERTS: Thank you, Sir. I find it interesting that the minister says it is hypothetical and then tells us it is certain. It is obvious there have been no studies carried out. My question now, Sir, is this: Can the minister tell us how much extra equalization money will come? Because, as Your Honour knows, every increase in the price of oil imposed by the Government of Canada puts money directly in the hands of the government of this Province as well as it takes money out of the hands of the people of this Province. Can the minister tell us how much extra in equalization, how much of an increase in the \$334 million he projects in the current fiscal year, how much extra will come for each dollar increase? He knows there is to be a \$1 increase. Can he tell us, please, how much each extra dollar on the price of a barrel of oil will bring into the pockets of the Treasury of this Province?

MR. SPEAKER: The hon. the Minister of Finance.

DR. J. COLLINS: Mr. Speaker, I think that that figure is fairly easily arrived at. I do not have the exact dollar figure at hand, but I will certainly undertake to get it for the hon. member.

MR. ROBERTS: Thank you.

MR. SPEAKER: The hon. the member for LaPoile followed by the hon. the member for Bonavista North, followed by the hon. the member for Windsor - Buchans.

MR. NEARY: Mr. Speaker, let us get down to brass tacks. I want to direct a question to the hon. the Premier, Sir. Newfoundlanders feel that the position of the Newfoundland Government that the Premier took at the conference on Monday was a sell-out for Newfoundlanders.

MR. NEARY:

Would the hon. gentleman tell us

what Newfoundland traded off to Alberta in order for Newfoundland to take the lead? Rich Ontario said, 'No increases in prices except what was already committed,' Newfoundland, taking the lead for wealthy Alberta in advocating an increase in oil prices, What did Newfoundland trade off? What does Newfoundland expect to get in return? Does it have anything to do with borrowing from the Government of Alberta? Why did Newfoundland take the position and sell out Newfoundlanders, the consumers in this Province, by taking the lead in advocating an increase in oil prices?

MR. SPEAKER: (Simms)

The hon. the Premier.

PREMIER PECKFORD:

Mr. Speaker, the Government of Newfoundland

sold off nothing, it sold out to nobody and there are no deals. There is nothing trade-offable on this one. This is a matter of policy and of principle with the government. We have indicated that we agree with the rise, as has British Columbia, as has Alberta, as has Saskatchewan, as has Manitoba, as has Quebec, as has New Brunswick, as has Prince Edward Island, as has Nova Scotia - and ourselves and the federal government. - and all parties are in agreement across Canada on that. So there have been no trade-offs with the Province of Alberta or with anybody else. We have said that we agree with a gradual rise to 90 per cent of the American price. In other words, there will always be a subsidy there from the producing provinces to show and demonstrate that this is somewhat an unusual situation so that there will be a subsidy for a long period of time from the producing provinces to the rest of Canada. We have said that that must be linked to other initiatives being taken, because the

PREMIER PECKFORD:

Federal Government will get additional revenue as a result of these increases and that there must be some special cushioning effects, special programmes put in place for low income Canadians, for low income Newfoundlanders and Labradorians or the whole question of people, the old age pensioners and so on and the other people, the working poor. So we have put that as a full package. We have not said that we approve of oil and gas increases in Canada without having with it other means by which the people of Newfoundland will be protected. And that is the position we will continue to take because we think it is both responsible and realistic and in line with most of the things that the Economic Council of Canada are saying, in line with most of the things that the most responsible agencies in Canada are now saying. But it has nothing to do with trade-offs, it has to do with a responsible realistic position and at the same time trying to safeguard poorer parts of Canada including Newfoundland and Labrador.

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

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

MR. S. NEARY: Mr. Speaker, the hon. gentleman can do all the fancy stick handling he wants but the fact of the matter is that Newfoundland has taken the lead in advocating an increase in oil prices. Would it not have been better I am asking the Premier, to come down on the side of Ontario, rich Ontario that says, 'No'? Why would Newfoundland take the lead and not come out on the side of Ontario and say, 'No, increases in oil', rather than take the gamble in a hope that the Government of Canada would continue the subsidy and provide a little something for people on low income and fixed incomes? Why gamble, why not just come down on the side of Ontario and say, 'No, no increases in oil'?

MR. SPEAKER: The hon. the Premier.

PREMIER PECKFORD: Mr. Speaker, the hon. member for LaPoile (Mr. S. Neary) has a problem. disagrees with his leader on the other side, as enunciated by his leader some time ago, he disagrees with the present Leader of the Liberal Party in Ottawa, I would suggest that the hon. member is going to have to move his seat somewhere else very quickly.

MR. NEARY: We're talking about (inaudible).

PREMIER PECKFORD: He is going to have to move his seat very quickly, there is no question about that, He has no support among people in his own party, he has no support among nine of the provincial premiers. We are taking, as is Nova Scotia and P.E.I. and New Brunswick, what we think is a responsible approach to a very difficult problem. The aim of Canada and the aim of most parts of the world outside of the Middle East and oil producing countries, is an aim to try to become more self-sufficient so that we are not as vulnerable; so that the United States is not so vulnerable, so that Canada is not so vulnerable to the whims of a group of people in the Middle East who, for whatever reason, might decide to change policies as has been demonstrated by events in Iran over the last number of months and the last year. And the only way you can become self-sufficient, Mr. Speaker, is to improve the cost that will be paid to oil produced in Canada, oil produced in the United States and the only way that that can

PREMIER PECKFORD: can be done on a reasonable, responsible compassionate basis, is at the same time as those increases are allowed to occur, that revenue thereby generated will also go to offset the lower incomes in the poorer parts of Canada and I think that is a reasonable approach to a very difficult problem. It is one that we have to come to grips with, West Germany and Japan, two of the greatest nations in the world from a productivity point of view, industrial capacity point of view, bit the bullet earlier on as has been demonstrated in all kinds of analysis and are now living with higher oil and gas costs and yet are still able to generate an economy which is far in excess of what the United States or Canada has been able to do. It is a responsible position to a difficult problem.

MR. NEARY: (Inaudible).

MR. SPEAKER (Simms): I indicated I would recognize the hon. member for Bonavista North (Mr. Stirling) but if he is willing to yield I will recognize the hon. Leader of the Opposition.

MR. STIRLING: I yield.

MR. JAMIESON: Mr. Speaker, I realize that the Question Period is not the point at which to debate and I do not intend to do so, but given some of the answers which the hon. Premier has provided I want to ask him this in saying to him that I do not disagree with the member for LaPoile (Mr. Neary), in fact if he looks at the record he will see that I have been arguing for several weeks that it was unnecessary, but given the complexity of this matter, and the urgency of it insofar as the Newfoundland economy is concerned, would he agree that the House Leaders consult with a view to having a full scale debate, perhaps, at the appropriate time and very soon on this whole question of the policy of the government with regard to oil pricing and all energy related matters.

MR. SPEAKER: The hon. the Premier.

PREMIER PECKFORD: Mr. Speaker, as soon as it is clear what the policy is across Canada I think there will be ample opportunity for members on both sides of the House to debate this very important issue. I call upon the hon. Leader of the Opposition to make clear his position on this, as well as other matters, because I have before me, as I indicated earlier, comments by the Leader of the Opposition which in no way show any similarity to those just articulated by one of his members, the member for LaPoile (Mr. Neary). It is one thing to say now where you stand, and it is one thing to say, I guess, on April 12th., 1978, and what his leader now says in Canada as it relates to oil prices. I have a voluminous number of documents here which indicate a very strong position towards world prices by the Leader of the Opposition and by his leader in Canada and therefore I find it extremely unusual for the hon. the Leader of the Opposition suddenly to find himself thrust in a very inconsistent role which is one I am sure he feels very uncomfortable with.

MR. JAMIESON: I am not sure, Mr. Speaker, if this is a point of order or not. I am prepared to ask it as a -

MR. SPEAKER (Simms): A possible point of order.

MR. JAMIESON: - a possible point of order with regard to the last intervention of the hon. the Premier. I think it is quite inappropriate to extract or to make allusions to references, to some statements made in the past. For instance, it would be just as illogical for me to say that, of course, the hon. the Premier is out of his head because his predecessor was going to have Churchill Falls on stream by now and that there were all kinds of logical reasons why that should have been done. That is another reason for repeating my question but I ask specifically, when he says there will be ample opportunities for full debate will he give an undertaking to the House now that an opportunity will be provided and that the government will co-operate in making that kind of opportunity available.

MR. SPEAKER (SIMMS): Order, please! If I might to the possible point of order. I think I will take it under advisement because the particular portion of the Standing Orders related to newspaper extracts applies to Oral Questions and not to Answers. So I will have to take it under advisement to see if it does also apply to Answers.

MR. SPEAKER: The hon. the Premier.

PREMIER PECKFORD: Mr. Speaker, if I may just respond. I mean, the Opposition have an opportunity now, this is Private Members' Day. The House is going to be open for a number of weeks, Private Members' Day can be taken to debate this matter, at different times. So, you know, there will be ample opportunity for the Opposition to do this

Now, Mr. Speaker, the hon. Leader of the Opposition is going to force me - I shall have to read, I mean not what his Leader said, Mr. Speaker, but what he himself said in the House of Commons on April 12, 1978, and he goes on, "I see next to me the Minister of Energy, Mines, and Resources, and I am sure that he would confirm that the energy problems that we are facing in Canada, whether they are of tremendous magnitude or not by world standards, are much less onerous upon the Canadian consumer than those, for example, in many of the countries that I have mentioned. And it is pointless for us to confuse the public or delude the public, as is often done by members opposite, and, perhaps, in fairness, by all members of this House, into assuming that in a world in which there has been a quadrupling of oil prices in the last three to five years it is possible to shield consumers in this country from the effect of something which occurred in the Middle East, and which is very wrapped up in an International situation.

You know, I mean, the hon. Leader of the Opposition cannot have it both ways. And the fact of the matter is, that we have to be responsible and at the same time as leaders of opinion, as leaders of policy in this country, try to develop reasonable approaches to difficult problems to ensure that we as Newfoundlanders and Canadians can continue to be productive in this country, given a lot of the problems that we have.

SOME HON. MEMBERS: Oh, oh!

MR. SPEAKER (SIMMS): Order, please! Order, please!

The time for Oral Questions has expired.

MR. ROBERTS: Could I ask a supplementary? If Your Honour has leave to do it? If the hon. - I just simply want to ask the Premier if he will agree to allow Private Members' Day to be used today for a debate on energy? It cannot be done without consent because there are motions on the paper. But since the Premier has offered, I am sure my colleagues and I are prepared, and the Leader of the Opposition is prepared to reply to the Premier's histrionics, but can we agree this day to have a debate on energy, take this day and the next day, Your Honour, and the motion will stand. I may be out of order, but the Premier raised it, and if it is in order could we do it? We would like to have a debate on energy and that is the only way we can do it, is now.

SOME HON. MEMBERS: Hear, hear!

MR. SPEAKER: It is certainly unusual. Whether it is out of order or not I am not quite certain, but if the Premier wishes to reply he may, if not, I will call the next order of debate.

The hon. the Premier.

PREMIER PECKFORD: It is totally out of order, Mr. Speaker. I will be only too happy to take on the hon. -

SOME HON. MEMBERS: Oh, oh!

PREMIER PECKFORD: Mr. Speaker, I will be only too happy to take on the Leader of the Opposition today, now.

SOME HON. MEMBERS:

Hear, hear!

PREMIER PECKFORD:

A point of order, Mr. Speaker.

MR. ROBERTS:

Mr. Speaker, I am standing on a point of order.

MR. SPEAKER: (Simms)

Order, please! Order, please!

PREMIER PECKFORD:

I did not hear a point of order from the Opposition House Leader.

MR. SPEAKER:

I have ruled that the time for Oral Questions has expired.

MR. ROBERTS: I should like to raise a point of order, if I might, Your Honour, I understand that the Question Period is over.

MR. SPEAKER:

Do you understand the Question Period is over?

MR. ROBERTS:

I do, indeed, Your Honour. I have a point of order.

MR. SPEAKER:

A point of order.

MR. ROBERTS:

The point of order is very simply, Sir, to ask what motion is before the House. As there is no motion in the name of my friend and colleague, the Leader of the Opposition, perhaps it would be appropriate simply to put down, you know, that this House debates the government's energy - I mean, perhaps my friend and colleague could start - the two House Leaders can work out a neutral wording so that we can have a debate on energy this day. Would that be acceptable to the Premier?

MR. SPEAKER:

The hon. the Premier.

PREMIER PECKFORD:

To that point of order. Considering the fact that this was brought up at the last minute, and totally out of order, by the Opposition and that it is something that I have agreed to, I would appreciate very much - given the fact of our co-operation in this matter and putting the motion of the hon. the member for St. John's North (Mr. J. Carter) back a day or a week, whichever way you want to look at it, I would be most receptive to some kind of a motion which says that the government wished to debate this whole energy question today to at least give recognition to the fact that we were willing so to debate.

MR. ROBERTS: Your Honour, I, for my part, will try to work out wording to that effect with the House Leader, my friend and colleague opposite. Perhaps the debate could begin. The two House Leaders will go out and we will work out the wording. I am quite willing to acknowledge that the Premier's agreement to our suggestion is what has made possible this debate. I am certainly willing to try to find words to embody that in a motion, assuming I can satisfy his colleague, the House Leader. He and I are both reasonable men and at times we can even satisfy each other.

SOME HON. MEMBERS: Hear, hear!

MR. SPEAKER (SIMMS): Order, please!

MR. MARSHALL: Mr. Speaker.

MR. SPEAKER: The hon. President of the Council. I will hear one more argument before ruling on the point of order.

MR. MARSHALL: Mr. Speaker, the government is quite affable and quite willing to discuss - eager and willing, as a matter of fact, if we can get together. Perhaps we can adjourn, Mr. Speaker, for a few moments. I will say though, I do not see any need of getting into any particular technicalities about it. Perhaps the best way to do it is that - the Opposition or a segment of the Opposition anyway, I am not quite clear, is dissatisfied with the answers that it has gotten from the Premier, and perhaps we can just debate that in the same way as we would the Late Show. But I do not know whether we need any formal, technical words.

AN HON. MEMBER: (Inaudible).

MR. MARSHALL: A five minute adjournment, Mr. Speaker.

MR. SPEAKER: If I might make a suggestion, if I could get a word in here, maybe we could proceed, with you indulgence, with the routine matters and then perhaps have a ten minute adjournment prior to the Orders of the Day. Is that agreeable to both sides?

SOME HON. MEMBERS: Agreed.

NOTICES OF MOTION

MR. SPEAKER: (Simms)

The hon. the member for LaPoile.

MR. NEARY:

Mr. Speaker, I do not know if my motion would cover what hon. members were talking about a few moments ago.

SOME HON. MEMBERS:

Oh, oh!

MR. NEARY:

I would like to ask leave, Sir, to introduce the following resolution.

WHEREAS Newfoundlanders are very concerned that the present economic policy of our government may preclude all our natural resources and industries except the gamble of an offshore oil and gas discovery; and

WHEREAS people all over the Province are terrified over the possibility of a ghastly oil spill that could ruin the fishery and/or our wildlife;

BE IT THEREFORE RESOLVED that a Select Committee of the House of Assembly be appointed immediately to work out a master plan for the orderly economic development of all our natural resources including oil and gas, the fishery, agriculture, forestry and mineral resources; and

BE IT FURTHER RESOLVED that this Select Committee examine the impact of an offshore discovery of oil or gas on the social and economic lives of our people, especially families who derive their livelihood from our natural resources mentioned above, and people living on low and fixed incomes.

MR. SPEAKER:

We will adjourn for ten minutes.

MR. SPEAKER:

Order, please!

The hon. member for the Strait of Belle Isle.

MR. E. ROBERTS:

Mr. Speaker, I would say to the House that despite or perhaps because of the adjournment the two House Leaders have not been able to arrive at a resolution of the resolution and accordingly I think that is a fair statement. We may not agree on much else as to what went on and each of us will doubtless give his own-version of what went on, but I understand accordingly the House will proceed with the normal order of business, whatever that may be for this day.

MR. SPEAKER: (SIMMS)

The hon. President of the Council.

MR. MARSHALL:

Mr. Speaker, I concur that there could be no agreement. Shall we leave it at the present stage anyway, in this form, that there was no agreement on the procedure, so consequently we will revert to the normal Private Members' Day.

But I say, Mr. Speaker, for the sake of the House, a certain book has come to my - I cannot table it because it belongs to the hon. member for St. John's North (Mr. Carter) and he may be using it in the debate, I do not know, so this may forebade what goes on for the rest of the afternoon, a very interesting book he passed me, entitled A Book Of Insults Ancient and Modern which I am sure will be a great utility to the debate in the House this afternoon.

MR. E. ROBERTS:

Mr. Speaker.

MR. SPEAKER:

The hon. member for the Strait of Belle Isle.

MR. E. ROBERTS:

Just very briefly, I hope the hon. member for St. John's North reads it and tables it, it is an excellent book and I am sure he would also refer to the companion book with which his colleagues will become more familiar, it is called the Book of Good-byes.

SOME HON. MEMBERS:

Oh, oh!

ORDERS OF THE DAYMR. SPEAKER:

Motion 4.

The hon. member for Kilbride.

SOME HON. MEMBERS:

Hear, hear!

MR. ALYWARD:

Thank you, Mr. Speaker, I feel very inept standing here at this time. I expected it to be a very lively debate on energy and I guess they are going to have to stand here and hear with me for a while now.

With great pleasure I stand here and support the motion brought forward by the member for St. John's North (Mr. Carter). And in recalling my own school days, on this particular matter, I have always felt that I had problems in school relating different subjects to present day culture and feelings and things that I felt should be in school. We were required to do quite a bit of reading on Shakespeare and the like of this and I always felt, even at that age, that it would have been more pertinent had we been required to read more of our own culture, history and know more of our own Province. I realized at the time I was in school, some fifteen or sixteen years ago, that there might have been problems in availability of certain materials concerning our own culture and heritage. But I am sure that in this day and age with all of the writers and authors that we do have in our Province, and we have a publishing company operating here in the Province, there is a great number of books and material available for our children to be reading in school and to have included in the curriculum so that they will know more of our culture and more of our history.

It is this government's commitment as I understand it, and has been expressed by the Premier on several occasions, that if there had been a feeling of inferiority amongst Newfoundlanders when comparing themselves to other peoples and other nations, we are about to try our best to change this and probably in the near future we will have a feeling of superiority. In order for any of our school children to appreciate our Province, we have to teach them at a young age all of the assets and benefits of our Province. To feel superior, or even to feel equal, we must be taught that our Province is as great or greater than any other land or country in Canada or in the world. Our children must know our Province and they must appreciate it.

MR. R. AYLWARD: Although, as a child I had no problem developing a feeling of pride for my own community of Kilbride and because I was sent to school in the big City of St. John's at that time, although they were very close they were much different in context and a very big contrast as an urban and a rural community, yet, I was very familiar with Kilbride and farming and this type of background but I was unfamiliar with other parts of our Province. And it was not taught to me in school, anything about our fishing heritage or our seal hunt or any of these things or logging, forest industries were not taught to me. And as I have children in school today, and the oldest is now in about Grade IV, in doing his studies with him and his homework, I still find no great improvement in our own history being included in the school curriculum.

In order that a child from St. John's or Kilbride or the Goulds understand the controversy that we have in the Spring over the seal hunt, they have to understand the history of the seal hunt and the history of the hunters themselves, the economic values of the seal hunt to our Province. If they hear and see on television the controversy which people have laid on our Province, as murderers of baby seals, I believe we were called, it is difficult for my children in Kilbride, who have never been related to the seal hunt and it is difficult for them to know the value of it unless they are being taught in school and, of course, their parents also have a responsibility. It is important for the children on the coast of Labrador to understand the problems and assets of living in larger urban communities. And it is important for the children throughout our urban centres to know and learn the joys and frustrations of living in more remote parts of our Province, particularly problems with transportation.

If we decide, and I am certain that we will decide, that more local content is required in our schools, this will present a problem of fitting these local contents into our school timetable.

MR. R. AYLWARD:

The Education Task Force Report which I have gone over briefly, on page 99, I believe it says - one quote here says; "Teachers have indicated that once a timetable for language, arts and mathematics is established and provisions made for some physical education and maybe some music, which is often taught by specialists, and is outside the regular teachers' timetable, there is as little as twenty minutes per day remaining for all other subjects." And the subjects as recommended in this are offered by our Department of Education and can be offered to the school children. There are fifteen subjects and to fit twelve or thirteen of these subjects in the thirty minutes would be very difficult. We will have to include our own culture and heritage and textbooks on the language arts, and we will need to put them in social studies and other typical subjects - geography and history. I note here that history, out of a number of school studies in elementary and primary grades, history is not shown, is not offered in some schools and in other schools there is only a combination of history and geography.

Also the Task Force Report goes on to say, "That there is a noticeable lack of project work and little local content in social studies in many of our schools." If these people who studied our education system and brought in recommendations realize that local content is very necessary, and they mention it on several different occasions, and besides our history and knowing our own Province there are other problems of not having local courses or not knowing our Province and having our own history and that. And one problem - there is a special section here on coastal Labrador, the special problems of coastal Labrador, and it states here that, "The students of coastal Labrador sometimes find texts of various subject areas difficult to understand for two main reasons; they do not speak the language and they do not speak the culture."

MR. AYLWARD: This is one very important reason why we need our own culture brought into our school system, and the culture of different regions also needs to be brought in, particularly for people who do not - many of our Labrador students do not speak the language and are not used to the culture that we find in these textbooks, mostly Americanized textbooks. We have to develop a knowledge of our Province and it is a very important reason for having local content. I have been very fortunate in that the profession which I chose happened to be land surveying and it goes hand in hand with land surveying that you visit each and every part of the Province and you get to know the Province not from a standpoint of taking a weeks holidays or taking the trailer and driving through a community, but as a land surveyor, visiting different peoples and living with different peoples, I realized that there are many different aspects to our community and the only possible way that our children can find these - they cannot all be as fortunate as I am, to be able to travel the Province frequently throughout, they have to be taught these, history and our own culture in school, so that they can understand and realize that our Province is one of the greatest provinces in the world.

Thank you, Sir.

MR. SPEAKER: (Baird)

The hon. Leader of the Opposition.

MR. JAMIESON:

Thank you, very much, Mr. Speaker, and it is as someone commented, pleasant to have a non-controversial matter of this kind with which to follow on after a somewhat involved and convoluted half hour or so. I may say, by the way, that I will be looking forward to the hon. member for St. John's North (J. Carter) when he gets his right to reply at the end of the private members' procedure which, of course, is a fundamental part of that arrangement. And no doubt he will at that time not only elucidate on some of the matters that will be raised and have been raised during this debate but will at the same time, also, perhaps even be a little bit more specific as to the nature of the resolution.

MR. JAMIESON:

I think some of my predecessor speakers on both sides of the House have said that this is essentially a motherhood resolution. There is nothing wrong with motherhood. I keep emphasizing that and nevertheless it would be exceedingly difficult to find anything in this resolution with which to argue that the government be encouraged to review the materials presently used in our schools with a view to insuring that such educational materials adequately reflect the culture, history and experience of the people of the Province. I can only assume that if the Department of Education and its officials, for many of whom I have an extremely high regard, are doing their jobs at all, then they must be in the process of doing exactly that much of the time. In other words, that surely one of the fundamental necessities of any curriculum is that it provide students with a comprehensive awareness of their own background, their own culture and their own history.

There is so much that I could say on this particular subject but being limited to twenty minutes and not having, as I said, any second chance or opportunity in this debate, I just want to zero in on three or four points that I believe are relevant, Mr. Speaker, and that I hope will be helpful to the House and to those who are interested in the country, in coming to grips with this question.

I, indeed, probably could have written this resolution myself and I think in looking back over some things that I wrote back around 1971 or 1972, I did say at that time that one of the problems that I encountered in going through the educational material in this Province was that I could find very little in it that was different from what might be taught in a Prairie school or one in the province of Ontario let alone in the older Atlantic Provinces with which, perhaps, there might be a greater relevancy than with some of the other provinces to which I have referred. And, so, therefore, I think it is a fact and a most regrettable fact, that for whatever reason over the years, and I suspect in part it was economic, we made a number of decisions with regard to

MR. JAMIESON: schoolbooks and the like, which really did not place sufficient emphasis on the Newfoundland aspects of our history, let alone of our culture, let alone of what I might describe as our identity. That I believe was due, I repeat, to the fact that there was a certain economic consideration. At least whenever I, many years ago, began to ask these kinds of questions, people would come back and say that it was extremely difficult to craft a set of schoolbooks, if that is the appropriate term, that was going to be for use exclusively in Newfoundland and at the same time prevent the cost of such special

Mr. Jamieson: productions going to astronomical heights. I no longer believe, if I ever did believe, that that is the case. I think that we have a very good example in Breakwater Books, for example, of a Newfoundland company which has, I say, done a tremendous job, and which deserves a great deal of commendation for the manner in which it has succeeded over a comparatively short period of time, in bringing into focus a wide-range of subjects which fit the basic criteria of this resolution. And I understand, incidentally, that the company concerned, Breakwater, is seeking some form of assistance or backing in order to maintain and to expand the activities in which it is presently engaged. And I was interested, although I did not myself see or hear the programme, I was advised that one of the difficulties seems to be at the moment for a large number of reputable and competent Newfoundland authors and Newfoundland writers, that Breakwater is not really in a position to give them the kind of solid support that they deserve. I repeat, therefore, my plea to the government and my hope, that some method will be found, having heard earlier a number of declarations that have been made by members opposite, members of the Cabinet, that they wish to encourage Newfoundland creativity, Newfoundland culture, I repeat my plea to them to look sympathetically and to do more than look, but to act sympathetically with regard to this particular company, and those Newfoundlanders associated with it.

And so having made these comments, the only other ones that I want to make relate to the necessity, it seems to me, for us to maintain a reasonable balance in this Province. You know, it is a phenomenon of Canadian history. If you go back to the very earliest beginnings of the earliest provinces you discover that there is a kind of cyclical force that seems to be in play in Canada and seems to be an intrinsic part of the development of this country; and that cyclical process to which I have referred really boils down to going through a period during which national aspirations, national interests, national concerns all tend to dominate. And, therefore, whether the student be in Newfoundland, let us say, or in Quebec, or in British Columbia, something

Mr. Jamieson: like the story of the Canadian Pacific Railway or some other great National feat becomes the centrepiece for a period of time, and I use that only in the symbolic sense, because there are a wide variety of other issues which in the same process tend to be brought into and caught up in this, what I might describe as, interest in Canadian or National culture, National heritage.

And then if the cycle is followed through, and perhaps Western Canada is the best example that I can think of of this particular phenomenon, you see a swing back of the pendulum to the point where, in fact, what happens is that people become almost totally then preoccupied with either their region or their province or indeed in some cases, their particular city or area within a province. Now I emphasize this because it is one of the things through which I see Newfoundland going at the present time. If you think about the history of this Province over the past thirty years or so, it is I suppose unique in the sense that we started with virtually half of our population reluctantly accepting Canadian citizenship, I happen to be among those who was in that particular category. And so, therefore, we had within this Province at that time a peculiar situation in that in terms of textbooks, in terms of the school curriculum, all of it prior to 1949, had been to some degree or other oriented toward Newfoundland. There was a rather large Newfoundland component in at least some of what was being taught. I may say by the way, in looking back over it that - I was about to add that the United Kingdom, if there was a foreign element in it, was more in emphasis than was Canada. The other point, of course, about some of those earlier textbooks and earlier reference books was their ghastly inaccuracy in some respects with regard to the history of this Province which has led to what are unfortunately enduring misrepresentations, enduring falsehoods which I find being repeated to this very day.

But the cyclical references that I made a moment ago were special in the case of Newfoundland in that we had a particular job to do

MR. JAMIESON: at the beginning of the Confederation period in terms of giving to that generation of Newfoundland school children, those within our university and the like, and in our high schools and in our lower grade schools, some new and wider exposure to what I would describe as national traditions, national culture, national heritage. Incidentally, I find no fault with that. It seems to me that one of the quite remarkable things about Newfoundland today is that here we are a mere thirty years, roughly, past Confederation and yet one finds very little of the kind of animosity, the kind of antagonisms which were so prevalent and so bitter at that particular time. Consequently, I think that idea of having a strong emphasis on teaching young Newfoundlanders about their role in Canada was very much worthwhile and I doubt very much if there is anyone, except an absolute die-hard, who, for instance, is not entirely pleased and happy these days to see a group of young Newfoundlanders rising and singing "Oh Canada" and sometimes, by the way, singing it in quite acceptable bilingual fashion. And this is an excellent thing.

In the process, however, of this pendulum swing to which I referred, we also, I suggest, have over the last number of years lost sight of the necessity to keep these two things in balance. In other words, there has been and I believe this is the premise on which the hon. member for St. John's North (Mr. J. Carter) put forward his motion, there has been a tendency to, if not down-play but certainly not to emphasize sufficiently those things about us as Newfoundlanders which are distinctive, which are unique and which give us a character which, I suggest, is quite distinctive in relation to the rest of the country. And so, therefore, I believe that a major effort should be made. It is very difficult, by the way, to know how that effort is going to be focused. I mentioned at the outset that educational authorities, I am quite certain, are doing what the resolution says reviewing the materials, and I rarely meet with any group of teachers that I do not hear this kind of thing being discussed in one way or the other. But I say it is difficult because in this cyclical fashion to which I have made reference, I have what might be described as a dormant concern at

MR. JAMIESON: the moment. It is nothing particular, it is nothing that I am lying awake nights about. but I think we must keep a balance also to ensure that we do not develop a kind of pro-Newfoundlandism, if you want to use that awkward phrase, that turns into an anti-Canadianism. In other words, I think it important now that with this very encouraging new cultural development that we are seeing and I commend the Premier, I commend the government for everything that it is doing in this artistic field, I do say to them, however, without any rancor or without any necessity to be argumentative, that there is a thin line and I have seen it in other places, and I am sure the hon. members opposite have seen it in other places, where you, instead of maintaining the appropriate balance between having pride in one's self and in one's own area and pride in the country as a whole, you slip over the side and you have a kind of what I might describe as insipient separatism.

I hope that that is not going to happen in Newfoundland. I most sincerely believe that it is possible for the kind of objectives set out in this resolution to be followed without that occurring but I warn, if that is not too strong a word, or caution some people whom I know, not in this House necessarily, indeed perhaps I ought to exclude the members of this House because I have not talked to them about it, but some whom I have talked with around the Province, respected people, people with a great concern, a great love for Newfoundland, who I sometimes have the feeling are almost anxious to restore the status quo of thirty years ago in the cultural and the heritage sense; to say, in fact, that anything that comes from elsewhere is really not acceptable, and that is the extreme that I am cautioning that we ought to try to avoid, especially when, for instance, those of us who follow these matters must be extremely pleased to see performing groups from Newfoundland appearing and getting excellent reviews in cities and towns all across Canada. And I am not altogether certain sometimes that the kind of image that all of this material is projecting is to our advantage but at the same time, the truth of the matter is that we are now getting an opportunity to expand the awareness of

MR. D. JAMIESON: Newfoundland culture beyond our own borders and, therefore, I think it would be highly detrimental, highly counterproductive if we were to get into a situation in which we became so concerned with Newfoundland matters that we said that we, in a sense, wanted to inhibit the inflow, if you like, of culture or heritage or information or history or whichever name you wish to apply to it, from other parts of the country. This, I repeat, is the central theme of what I wanted to say. I have had a rare opportunity, as many members in this House have had, of travelling the country from coast to coast and I have discovered that there is for Newfoundland, generally speaking, a considerable degree of affection and support. Therefore, I would not want to see us in any sense of the word, become negative with regard to Canada. But let me conclude by saying, of course, and I can say this with a considerable degree, I think, of personal satisfaction, that long before it became the vogue to do the kinds of things which are taken for granted today, some hon. members will recall that I had the pleasure of producing, perhaps some of the first material that was actually turned out - I am thinking of the television series that we produced with regard to the Holding Ground. I think I was the one who did that in the late Ted Russell's play. I can sympathize from the bottom of my heart with the creative people of this Province in how difficult it is, given the relatively small population and so on, to get quality production, to get the sorts of things that we all, I am sure, want to support and want to back. So, what I am saying here today is certainly nothing new, that is my bona fides, I am merely stating them so that hon. members will appreciate that I want as much as anyone to ensure that the rich history of this Province is made familiar to all of our young people. I think it is going to become extremely and increasingly difficult to do so. Incidentally and parenthetically, I do not believe the school curriculum is going to solve the question totally or even in large part. I fear that there are influences well beyond the school and I am speaking of the mass media, I am speaking of a whole range of cultural, almost

MR. D. JAMIESON: a flood-tide of alien culture, which is not only immeshing us in this Province but immeshing, in many respects, the people of Canada as well. But, nevertheless, if something can be done along this line, I would certainly welcome it and I emphasize once again my commendation to those groups who, under very trying circumstances, are seeking to get such things as a publishing industry, a recording industry, things of this kind going in the Province and I want to re-emphasize that this motion has our full support.

SOME HON. MEMBERS: Hear, hear.

MR. SPEAKER: (Mr. Baird) The hon. the Premier.

SOME HON. MEMBERS: Hear, hear.

PREMIER PECKFORD: Mr. Speaker, I just want to say a few words on this resolution before - I think today is the final day for this resolution under the new rules of the House whereby we try to more expeditiously manage our affairs here - to say a few words and to say, sort of off the top, that I appreciate the concerns that the Leader of the Opposition has just made. I do not know if they are so much concerns as cautionary remarks as it relates to going in one direction to the exclusion of others. And perhaps we could have, or the member for St. John's North (Mr. J. Carter) could have in his resolution, or in his preamble mentioned, perhaps, more of the Canadian orientation rather than the Newfoundland one. But the fact that the hon. member did not, points up the need and the way a lot of Newfoundlanders perceive where we have, sort of gone wrong in the past and, therefore, in order to really redress and get the pendulum over, you have to just talk about Newfoundland until you get it over to a certain point and then you can enlarge it again into the Canadian and moral context.

I guess, Mr. Speaker, the thing on this resolution which comes mostly to mind to me is not so much whether in fact, it is through the educational system, which it has to be, and which I support whole-heartedly and additional impetus must be given to that,

PREMIER PECKFORD: and I guess the educational area is one structured, formalized area in which you can do it, is to try in the next number of years to change Newfoundlanders' attitudes about themselves and how they perceive their Province, how they perceive themselves as a people on the East Coast of Canada, as part of Canada and yet having certain particular economic possibilities, certain particular social possibilities and cultural possibilities, and it is this, Mr. Speaker, that I would like to address and that this kind of thrust that must come through a resolution like this and through additional initiatives by the Department of Education over the next number of months and years that that can hopefully change Newfoundlanders' attitudes about themselves. It was not, Mr. Speaker, unusual during my days growing up that for some strange reason we were supposed to feel and a lot of my friends in Grade IV and V, I do not think I was a part of them very often that felt like this but a lot of people did, a lot of students did and I guess still do, feel not only inferior to somebody else because the other person happened to come from the mainland somewhere but inferior within Newfoundland context. It was not unusual in my days in elementary school that a lot of boys and girls who were sons and daughters of fishermen did not feel that they were of the station, for want of a better word, as sons and daughter and boys and girls who had fathers and mothers who belonged to some other so-called station, that that was the bottom of the barrel being the son or daughter of a fishermen.

Now, any of us who represent rural ridings - I suppose, one good way to turn that around is to have a more vibrant fishing industry and that we have and now, if anything, it is switching totally around and I would suspect that the sons and daughters, I hope, of fishermen today in Wesleyville or Seldom or wherever, or Croque or in Northeast Crouse, if anything are feeling superior to the sons and daughters of other people in the community and that is good. That is the positive kind of way we have to go.

But if we are going to, Mr. Speaker, and one of the things where we have really lost out over the last number of decades, is that very often to learn about economic geography principles, or to learn about history and some of the principles that should apply to the study of history or the sociology or whatever, we always had to use some

PREMIER PECKFORD: other country as the example; that, for example, you would take England or for example you would even - and, I suppose, it is still in the schools in Grade IV and perhaps it should be, I do not know, is to learn about certain principles you had to go to Africa somewhere, to Bungas, to the Congo or wherever. Now we must also have world geography and geography about other places and other climates and other vegetations and all the rest of it, but it seems to me there is a lot of those principles that could apply, obviously and normally to any land mass or any people and therefore it should have been applied to our own circumstance, perhaps, first.

So we do need in this Province right now a major thrust on studying geography in one or two grades which would take as its laboratory our own Province and study it. But when one thinks about the schools and the knowledge of one's own area - you know, you only have to look at the United States and they have gone too much perhaps the other way, you know, when it comes down to flags and maps and all of the rest of it, and every morning in school they have got to almost salute the flag or whatever and every school, I suppose, has a flag. Hopefully, some time next Spring or Summer we, too, will have our own distinctive flag not that we have anything against other places or whatever but I think it is time for us as a people and as a Province to do like other provinces have done a long time ago and get a distinctive flag and the maps and so on of our Province. I can remember - I was talking this this morning, because it was opportune that it was only this morning that the Department of Education were in the process of going through our five year plan review and presented some of their ideas for five years in the educational field, and one of the areas that, of course, a lot of discussion arose on was this whole question of putting more into the schools which had a Newfoundland slant to it and it opened up the whole question again as to how we can best do this. And I guess that is one of the problems we have got to really address, is that after accepting the principle that additional information in geography, history or whatever has to be put into the schools representing Newfoundland, you have to also ensure that the material that does go there is educationally sound and it is only

PREMIER PECKFORD: done after it has passed those kinds of tests. But in the United States, as I say - I can remember interviewing students in grade ten, when I was teaching school, and asking them had they ever heard tell of Labrador City, Wabush and most of the students - we did an interview period in high school, just to get some level of information on how well they knew their own province, and some of the better known places in our Province. And I can remember - I think it was sixty or seventy per cent of the students in grade ten in that school, in that year, did not know the significance of Labrador City, Wabush. All of them had heard the name but they did not know what it was about. There was some activity going on there but they did not even know, for example, what activity was going on down there. And you would be surprised the number of students around now, and the geography of the Province, just the bays. It would be a nice exercise, Mr. Speaker, if we could get a huge map of Newfoundland and Labrador and close the doors of the House, make sure that the galleries were emptied, and each member of this hon. House was asked to go and put the right name on all the bays in Newfoundland, the big bays and some of the smaller bays.

MR. STIRLING: (Inaudible) the basis of forming the government?

PREMIER PECKFORD: Well, I do not know what the basis would be then. Perhaps we would all fail and so therefore a new party would have to arise which had some knowledge of Newfoundland before it could qualify and I would hazard a guess that there would be a lot of red faces around if they tried to make sure they filled in every gap accurately.

So, I think, even though I agree in theory, if you will, with what the Leader of the Opposition says, I think we have a long way to go before we even encroach upon that dangerous kind of thing that he talked about, that we become more just pro-Newfoundland and forget about Canada and all the rest of it. And it goes for Canada as well. In our schools, both in literature for a long while, that I know best, very little Canadian and, of course, the reason always given

PREMIER PECKFORD:

by the experts in the field, which

I would take issue with on this, is that Canadians have not written anything worthwhile to study about, that they really have not passed the test. The Canadian writers and playwrights and novelists and poets and all, have not really passed the test, that unless you have a massive revolution of some sort, unless you have that kind of thing you really do not pass the test. You have not had the proper soil. You have to go through an awful lot of traumatic experiences as a people and as a society before you can develop any epic poet or anybody of that nature and I think that is not true, that is crazy and I think there has been, and I guess the whole community, educational community or whatever, across Canada has got a lot of questions to answer on that score. It was not until I was in university that I really was confronted with anything except a couple of short stories and some book down in grade eight or nine, that I was confronted with literature canadienne rather than just, Wordsworth and Shakespear and Milton, which was all good and which on any level, I suppose, from zero to ten would come out nine or ten on the quality list. But there is a whole lot of other material, not only for the sake of its literary value but also for the sake of its knowledge of the country, which is very valuable, and we could have a little bit of a saw-off there and could have had a lot more Canadian content in our schools so that therefore, I think, when we talk about Newfoundland, we can talk about it in the context of Canada as well. I think the point has to be made, Mr. Speaker, that we, as a people and why I am as one individual, so sold on the idea of an Arts Council, and so sold on the idea of Newfoundlandia, so-called, is because in my brief experience upon this part of the earth I have come to realize that we have lost an awful lot in energy, and an awful lot in an attitude that has prevailed among a lot of Newfoundlanders,, that for some strange reason somebody has got to come from somewhere else and have a bit of a strange accent before we will do business with him or before we consider them to be any good.

November 14, 1979

Tape No. 1067

RA3

PREMIER PECKFORD:

Very often you hear Newfoundlanders say over and over again, you are a stranger in your own land, that you are no good because you only come from that place, and it takes a while for Newfoundlanders to get used to some other Newfoundlanders doing a bit better than them and still being recognized as not being a crook or somewhat less than acceptable in the community. As soon as you start to rise above norm, everybody gets suspicious, and we have got to get away from that somehow or another and that you do not have to come from outside. Surely, we can all learn from our

PREMIER PECKFORD: economic history, which would not be a bad study by high school students, if you want to go back to 1892 and take the railway and come on up through and take the major economic thrusts that have been made and to see how many of them have been made by Newfoundlanders. And it still is somewhat prevalent. We can some day perhaps get into a big discussion on that - Why are there not more Newfoundlanders investing in the fishing industry today? Why do we not have quite a few entrepreneurs who have quite a few dollars in their pockets that they are spending in Florida and Central Canada, why do we not have more of them risking their dollars in Newfoundland industry? They made their money and their bundles off Newfoundlanders for the most part, and Newfoundland resources, and now they are investing it somewhere else. So, therefore, it gets that crunch about how much commitment we have to our own society. Whatever brewed that kind of attitude, we have to get away from it and Newfoundlanders now have to get a lot more entrepreneurial and risk orientated towards their own dollars. I think perhaps Premier Bennett has done a great favour on that in the way he has approached some of the economic development now in British Columbia with selling shares just to British Columbians and so on and getting them to have a stake in some economic development opportunity there so that they can feel a part of it.

But it is all a matter of attitude, it is a matter of evolution. I think we can help it along now as Newfoundlanders if we rationally and in an organizational fashion - you just do not throw a whole bunch of stuff at the curriculum, I mean, that is not going to do you any good. You will lose on that, because a lot of misinformation and slants will come in there which are not supposed to be a part of it. Good solid Newfoundland information, economic geography, textbook or books, history, like I say, sociology, a lot of literature can go into the curriculum almost immediately. I have here, just passed to me - the Breakwater just put out Thirty-one Newfoundland Poets - a lot of the poets in this book are people that I know fairly well, went to university with, as a matter of fact - which has great quality to it and could go

PREMIER PECKFORD: as an adjunct or one of the poetry books to be studied by Grade X or Grade XI students.

And the other problem we have is that we really have to start in the school system so that we get a new group coming out, because there are a lot of teachers around and people in authority in the school boards in this Province who know no more about the literature of Newfoundland than I know about the literature of Afghanistan - and I know nothing about the literature of Afghanistan - they know nothing about it. And, you know, there is still a tiny bit of feeling around that, 'Well, I went to university with him too and perhaps he did a little bit better in literature than I did and I only got a few poems out, so he is no good - he is a Newfoundlander.' It might be even by our own people, by our own teachers now. And there needs to be a lot of work. Not only Newfoundland poets but Canadian poets too - but there is a lot of that going on. There are a lot of people who are supposedly educated people, informed people because they went to university and got a B.A. - B.V. after their names or something, that they are supposed to know it all now, but they still have a lot of those same hang-ups that we are trying now to dismiss and eradicate through, hopefully, rational approaches to it, and one of the ways is through the educational system. There is a lot of work to be done here, and I think the resolution is an excellent one, but there are also a lot of problems, and we must start today sort of thing and I think we will be getting Newfoundlanders to put together Newfoundland textbooks on an educationally sound basis, and start introducing them to the school system and expand it into Canadian. Not have every geography course then from Grade IV to Grade XII will not be a geography of Newfoundland, but at least have one or two of them in there, and then Canadian and so on, and then the World. But we need a lot more knowledge, but attitudinal things are going to take a while to change, and the university, and people in the education community now have a lot to learn, as well as the parents and some of the students who are coming out of there, because an awful lot of

PREMIER PECKFORD: foolishness going on on that score in a lot of areas, in my opinion. The other thing is you see, unless you do it now in the educational system so that you get students coming out of the educational system with none of these preconceived notions about who is good and who is bad in literature or whatever, and then going to the university and coming out as teachers, then you will have teachers who are far more attuned to bringing in other things into the classroom. Because you can legislate, as we all know, yourself to death, and you can have a Department of Education which pushes as hard as they want on trying to put in a system but if you do not have a sympathetic principal, and boy that is where the power is, and a sympathetic teacher, you can have all the curriculum pouring out of the Confederation Building or out of wherever it comes from and going into the schools and being stocked away

PREMIER PECKFORD: in some old storeroom and nobody sees about it, you know. And it is happening now. Look at the radio broadcasts that come on, how many classrooms in Newfoundland actually turn on their radio any more? The technological age and everything is going crazy. I would like to see the ratings -

MR. ROBERTS: The audio-visual system here would have to be seen to be disbelieved.

PREMIER PECKFORD: I would like to see the ratings in the classrooms of Newfoundland. Say it is a Grade IV thing that comes on at 2:15 in the afternoon, a beautiful thing on current events -

AN HON. MEMBER: 2:30

PREMIER PECKFORD: 2:30 - and it comes on and it might be about something that went on in this House last week, I have heard it -

AN HON. MEMBER: I hope not.

PREMIER PECKFORD: Well, let us hope so, let us hope, you know, let us hope so. It is for all Grade IV, say, or Grade III to Grade VI, and then monitor every classroom that has Grade III, IV, and V or VI students in there and see how many classrooms were turned on to something outside the four walls of that silly old classroom, which is supposed to be the panacea to all the Province for Grade III, IV, V, and VI or whatever. Or the film strips that are available, I know, that are available that are never used. And how some people in the community look upon that as, 'oh, that is a scandalous, they are supposed to be in the classroom'. You cannot bring them to a theatre and show them a film of Newfoundland or something else because that is not part of what is down there in that book, and make sure you get out of the classroom as soon as the bell goes too, long before the students get out because you cannot stay there after that -

AN HON. MEMBER: (Inaudible).

PREMIER PECKFORD: - your time is up.

AN HON. MEMBER: The Green Bay Integrated School Board?

PREMIER PECKFORD: I am speaking on a number of places around the Province. But I know if you do not get a change there, and the only way you can change it right in there is by the educational system educating

Premier Peckford: people now who will be teachers later, who will have a different attitude than the ones have now that I am accusing, and that is the way you have to do it. And also by all of us, as opinion leaders here in this House now, as we speak and are seen and are heard around the Province, for us to take a wholesome attitude in talking about the fishery, or talking about the forestry, or even talking about the few spuds that we can grow, wherever we can grow them to speak positively about it and put a positive aspect on it. We do not have- you know, we are not the richest thing in the world as it relates to our debt retirement ratio with the revenues coming in or whatever, neither is Canada for that matter right now, it is up around 16 or 17 per cent like ourselves.

AN HON. MEMBER: (Inaudible) statement

PREMIER PECKFORD: But still there is a great deal of - if you look at it per capita now, I mean, that is what we have got to push is it not? I mean look at it per capita now and look at our resources we should be one of the wealthiest and could be if we manage it properly. We have got a lot of energy around here now, we have got a lot of creativity we have got a lot of good resources around here and we have got to make it all work. And that is the approach we have to take to our future and not lamenting about this or that or something else we have to be positive. It is going to be hard work but who is afraid of hard work? No Newfoundlander is. We were drove out of here 300 or 400 hundred years ago and we persisted until they had to let us stay here and now we are going to make it work. That is the positive attitude that we have to take. In a general way within that there are going to be certain sectors and things that we are going to all debate over but let us not debate over the future of ourselves as a people and as a piece of land mass, let us debate over how we are going to get there and, therefore, you want to be over here and I do not want to be over there becomes a secondary issue to the fact that we are all really going in the same direction; it is whether we take the train or the boat to get there that might be the great problem. But sometimes I think a lot of people get the view that we are really not even going, we have not got the same aims and objectives at all. I think we have really failed there

PREMIER PECKFORD: but we have got to change that. So that is really all I want to say on the resolution. I am glad the resolution has had an opportunity to be debated by a lot of members here in the House. It is a sound one, we have got to try to make it work in our own small ways, wherever we happen to be, to get a different kind of attitude. One way that that can be done is through the school system and, of course, generally in the community so that parents, also the home, the great institution the home becomes a much more positive influence in the lives of our people so that we have that kind of thing there in the future.

A lot to be done, Mr. Speaker, but through resolutions like this and through a new positive attitude which can translate through a system to bring about a new generation of Newfoundlanders, we can do it.

SOME HON. MEMBERS

Hear, hear!

MR. D. JAMIESON:

A point of order, Mr. Speaker.

MR. SPEAKER (SIMMS):

A point of order, the hon. the Leader of the Opposition.

MR. JAMIESON: Mr. Speaker, I wonder if by leave if I could ask the Premier a question, if he would be willing to accept a question.

MR. SPEAKER: By leave.

MR. JAMIESON: Entirely non-controversial. I am curious as to whether or not in the structure that the Premier has outlined, and basically no one can argue with it, if he has thought about how one puts the economic objectives and what I would call the cultural or heritage objectives together in order to insure that they do not in some way or other conflict with one another? I have in mind the idea of a level of industrial development which fits a particular kind of society, a particular kind of Newfoundland as opposed to, for instance, emphasizing fisheries over this or whatever the case might be. I hope I am making my question clear. In other words, is the planning that the Premier envisages one that takes the economic impact on the general social structure into account.

MR. SPEAKER: The hon. the Premier.

PREMIER PECKFORD: Yes, I think so. And to be really specific and to bring that right down, what we are going to have to do, and I think we will start doing it next year, we talked about this this morning, the Minister of Education (MsVerge) perhaps can respond to it better than I right now, our plan is to, for example, on the historical and geographical side, is to provide the money to engage Newfoundlanders to prepare different areas of work, economic geography -

AN HON. MEMBER: School work?

PREMIER PECKFORD: Well, not school work. For textbooks, for -

AN HON. MEMBER: (Inaudible)

PREMIER PECKFORD: Yes, right. What would then be

PREMIER PECKFORD: under the auspices of the Department of Education. They would be charged with, through consulting or whatever, to work out and the Department of Education would give the parameters for an economic geography thing which would take into account all of the things that you mentioned and how a certain economic activity would impact culturally upon the Province and so on. That will have to be worked out and we will have to see then, somebody has to make the final decision, I think it should be the Department of Education, to determine whether through different committees, curriculum committees whether this is acceptable to put into the schools. But it must be totally non-partisan, it must be one based upon nothing to do with politics but different developments in areas and the impact it could have on the Province and so on. Yes, I can see your point and you could isolate and just have a pure geography and a pure history.

AN HON. MEMBER: Life is not like that.

PREMIER PECKFORD: But life is not like that and I we are hoping now, as part of our five year plan, to start bringing that into place in the next number of years, starting in the Spring of this year, with a sum of money to start studies to produce books and material which will be acceptable in the high school for two grades or one grade or three grades, on the economic geography of Newfoundland - and history.

MR. SPEAKER(Simms): The hon. the member for the Strait of Belle Isle.

MR. ROBERTS: Mr. Speaker, let me first of all say to my colleague from LaPoile (Mr. Neary) who indicated to me that he as well hoped to speak, that I will keep myself brief. It goes to twenty to six when, I think, the member for St. John's North (Mr. J. Carter) has the right, and there is certainly time for both of us to get in, so I hope each of us will speak for a few minutes because there is a great deal to be said on this motion and a great deal has been said and I do not propose or intend or desire to go over what has been said. It is not necessary and there are some new points or some additional points that I would like to lay before

MR. ROBERTS: the House. This motion, I think it is fair to say, represents a hobbyhorse, I guess, for a number of us in the House, the gentleman for St. John's North (Mr. Carter), the Premier, the Leader of the Opposition, myself, my friend from LaPoile (Mr. Neary) and a great number of other members feel very strongly about this question and not as politicians, not even necessarily as, I think, the cant phrase, c-a-n-t, for the benefit of my friends in Hansard, the cant phrase, as opinion leaders but just as Newfoundlanders as people who are concerned with this culture, with this Province, people who remember George Santayana's immortal phrase that "Those who do not remember their history are condemned to repeat it." And while there is a great deal in our history that should certainly be cherished and treasured, there is a great deal that should not be repeated. And I believe that we should remember our history, I believe that we should preserve what is good and that we should go on and build upon that. And in that sense I find myself in agreement with a great deal of what the Premier said and I find myself in agreement with a great deal of what my friend and colleague, the Leader of the Opposition said when he spoke, as

MR. E. ROBERTS: I find myself in agreement with a great deal of what has been said as well by the other members who have spoken in this debate.

The motion itself is inoffensive, meaningless, wishy-washy, gives us no reason to vote for or against it. It is an expression of an opinion, it is most of all an opportunity to debate or discuss the matter in the House. Accordingly, I am prepared to congratulate the gentleman from St. John's North (Mr. J. Carter). He and I have not often had cause to congratulate each other, in fact, he earlier today produced his book of insults, I assume he is writing a second edition, I could refer him to Hansard, both things he has said are things that have been said about him and I think he would agree that they would form a portion, an entertaining and illustrative portion of a second edition of a book of insults.

Mr. Speaker, you know, I do not propose to go on at a great length about the culture of our Province, I think it speaks for itself, I think it speaks with a vibrant and a strong voice. And I believe that is the point that should be underlined right now that we are witnessing, that we are living through, we are taking part in, we are benefiting from what amounts to a Renaissance in the culture of this Province or perhaps, if I have not lost track of my French grammar, what little of it I knew, and my friend the Minister of Justice (Mr. Ottenheimer) can correct me. I believe he is the only bilingual member of this House at present, at least, in French and English - there are some who speak other languages, some of them languages that strangers do not know - that we maybe even witnessing the birth of the Newfoundland culture in its artistic expression. We are not witnessing the birth of the Newfoundland culture, that goes back as long as there have been people in Newfoundland, it goes back a thousand years and more for the European people, it goes back several thousand years for the Inuit and several hundred years for the Indian people and let us not forget, Sir, that they are very much a part of our culture. My friend, the Minister of Tourism (Mr. C. Power) just

MR. E. ROBERTS: nods, I am glad to see that because too often the emphasis is placed upon the European aspects of our culture and the Inuit who have been here for centuries or eons, for ages, for thousands of years, and the Indians who have not been here that long. The Indian people, in fact, by and large, have come to this Province since the European people have come. The Indian people in Labrador, I believe, came up into Labrador because they were driven there by the Algonquin, they are Algonquin tribes, they were driven there by the Iroquois tribes coming up from Southern Quebec, they were driven in a Northeastern direction into the area now inhabited by Indians and, of course, the Micmac people here on the Island, particularly on the South coast, the Micmac people came, I believe, in about the seventeenth century, long after the white - that is an offensive, it is a meaningless outdated phrase - the European peoples came to settle.

We have had a culture that long. We have had a vibrant culture, we have had a forceful culture. What we have not had are the artistic expressions of that culture. But in the last few years we are beginning to see a very vital and a very enthusiastic and a very warm and vibrant culture. You know, I for one, think that people such as - and in no particular order - but David Blackwood and I think David Blackwood's etchings capture a great part of the essence of the Northeast coast of this Province. And you can not look at some of his etchings in the Lost Party series without experiencing a great deal, a great part of what is a very, very significant feature of the cultural traditions of the Northeastern coast of this Province or Christopher and Mary Pratt who, by any standards, are first-class artists or Jacob Kennedy, who I do not think is painting right now but ought to be, as he is a very fine painter. I can go on and on and on.

The folk songs. You know, I do not know how many members of the House have heard the record of the - we have a genuine folk song tradition and not simply the Gerald S. Doyle material as valuable as that is and it is valuable, I mean, the Gerald S. Doyle collections are unique and well worth preserving and well worth honouring because he did preserve them in a day when

MR. E. ROBERTS: these things were not valued, but who has heard - how many of us have heard the songs that the Buchans miners wrote during the great strike they had back, it was three or four years ago. My friend from Windsor - Buchans (Mr. G. Flight) is not here but there is a record produced of the songs of the steel workers which is a very important part of our culture and that is all that culture is or the new one that the university, under the direction of Donald Cook have put out, of folk songs of Newfoundland and some new folk songs, ones that are not too familiar.

And my friend, the Leader of the Opposition talked about the Mummers Troupe and Codco and I am not sure I can pronounce the WNOBS W-N-O-B-S - the White Niggers of Bond Street, - a group which has set Toronto, in an artistic sense, very much on its ear. And I think that it is high time that that happened and it is a good thing that it is happening the way it is.

I want, though, Mr. Speaker, that is welcomed and we should acknowledge it, we should help it. The government has a bill before the House now to incorporate an arts council. They have a provision in the estimates which has been adopted by the House without a dissenting voice to fund the arts council and that is good. But I want to suggest that we should go further because I believe that in this Province we have not yet paid sufficient heed to our cultural heritage. We have not acknowledged it, we have not acted upon it as we ought to. I think that there are probably two concrete steps which the government can take that would illustrate in a very dramatic way their commitment to the arts and their commitment to allowing our own artistic cultures, our own expressions of our nature, of our being, of our history, of our hopes, of our future and of our past.

A couple of Throne Speeches ago I know, Mr. Speaker, to be mentioned in the Throne Speech is to be listed among the dead because most of what has been mentioned in

MR. E. ROBERTS: Books such as that written by the mother of my friend from Naskaupi (Mr. Goudie), the book titled Women of Labrador. Marvelous books that ought to be written, that ought to be published and I believe financial assistance ought to come from the government. There has been a lot of talk about Breakwater Press. I think Breakwater Press deserves some support, they have had precious little from the government, precious little! And I do not say that in any condemnatory sense but if the government are genuine, if the Premier and the Minister of Education (Ms. Verge) are genuine, as I believe they are, in wanting to encourage Newfoundland culture then let them put their cash where their mouth is, Sir, and let them support Breakwater.

SOME HON. MEMBERS: Hear, hear!

MR. E. ROBERTS: Breakwater has published more indigenous and worthwhile Newfoundland stuff and I may say, Mr. Speaker, it is stuff to use that word in its best and most accurate sense, it is stuff that is good by any standard. I do not think we should encourage Newfoundland material that second rate, I think we should encourage the Newfoundland material as it is first rate because there is a great deal of it. And somebody like Breakwater Press ought to be encouraged and if they were to disappear from this Province or if they were moved to Ontario I think it would be a loss. I would like to see the government perhaps buy up some books. Where are the second volumes of Peter Cashin's memoirs? I do not know but I understand that while they might provide fertile ground for liable suits-I do not know who you would sue, Major Cashin is gone to the great polling station in the sky - but, Mr. Speaker, that is a book that ought to be part of our heritage and there are many others. An operation like

MR. E. ROBERTS: Throne Speeches just dies the day it is written, but a couple of Throne Speeches ago there was included in the document an undertaking by the government and I think it was by the Moores' administration, I could not find it I only have this year's Throne Speech here on my table - a commitment to provide the funds for the writing of a book that is sorely needed and that is, a history of Newfoundland and Labrador. The last standard book that we have, of course, is Judge Prowse's book which was written eighty-four years ago the first edition and is a marvelously entertaining book but really I understand it contains as much fiction as fact and is not regarded today by the historiographers as being an acceptable work by modern standards. It is an acceptable work, it is a vital work, it is a very valuable work but it is not considered to be a history written by modern techniques and using the vast amount of information that has come up.

Well, I would think and the government should carry through with that - I understand that my friend and my former colleague, Dr. Fred Rowe, now an ornament who adds distinction to the Senate of Canada as he added distinction to this Chamber for many years, that Dr. Fred Rowe is writing a history of Newfoundland and Labrador is the man to do it, perhaps there ought to be more than one history written so we get a variety points of view just as there are several good histories of Canada that have been written, Arthur Lowess, Donald Creighton's, J.M.F. Careless, Maurice Careless' book, three of them histories of Canada giving different viewpoints, different interpretations. If you read all three of them perhaps you will get some feel for the history of which we became a part of some thirty years ago.

But I would like to see the government carry through with that plan. I would like to see them find the money, it would not be a great deal, to finance what is needed to give people an opportunity to write because writing is an occupation that requires financial support. And I think that it is proper that the state should support this financially. There are other things that should be written. I know the Grenfell mission are trying to find somebody to write a history of Sir Wilfred Grenfell who is surely one of the unique figures in the History of our Province.

MR. E. ROBERTS: Breakwater ought to be given assistance not to line the pockets of the owners of Breakwater, that is illegitimate on their part but let them make that on the market. But nonetheless there ought to be financial support, not just words there has got to be money and there has got to be dollars.

And also, Mr. Speaker, and let me conclude on this because there are others who wish to speak, I would like to see the government in a very practical way make available money for school libraries. One of the shames of this Province today is brought home to any member who goes into the library, and I know the Minister of Health (Mr. House) who not only grew up on the Northwest Coast but as Minister of Education and as a teacher for many years would have to agree with this, is that our libraries in our schools, particularly in the smaller, the more remote, the more rural schools are scandalously and indecently inadequate. It may in part be the fault of school boards. I understand that school boards sometimes take the library grants and use them

MR. E. ROBERTS: for other purposes, perhaps that is understandable, it is not acceptable to me, but the grants are inadequate. Let me suggest instead that instead of the government giving money to the school boards let us leave the present grants but let the government do what the Canada Council have been doing for many years and that is start a programme by which they purchase books. The Canada Council, every school in my district now has it so other members can now take advantage of it if they wish, the Canada Council has a programme under which they will make available to libraries in remote schools, in rural schools a collection of 200 Canadian books. And they do it to encourage Canadian publishers but they also do it to provide Canadian schools with Canadian books, Canadian literature. And I would like to see the same sort of programme undertaken for Newfoundland books. That might, at the same time, be the answer to the problems of Breakwater and to the other people who are publishing. Buy up their books and give them to the school libraries. We will put some books in the libraries, we will also help our publishers.

Mr. Speaker, the motion is one that we could all go on and talk about for hours. You know, the history of Newfoundland, I could go on, I could quarrel with the Premier's interpretation as is reflected in the Throne Speech. I think the Premier has either not read the Amurlee Report and I do not think he has not read it, I think, in fact, he has read it. Whatever faults the Premier may have, he does his homework. I understand caucus really meet at seven o'clock in the morning, I think that that is splendid - I am glad I am not part of it. I think some of the gentlemen opposite must really shine at seven in the morning. My friend from St. John's North (Mr. J. Carter) who has just interrupted me, I have no doubt, Sir, shines like the blooming sun at seven o'clock in the morning. I know what he is like at three o'clock in the afternoon, Sir, and I can but imagine what he is like at seven in the morning. And I am sure that my friend the learned gentleman from St. John's East (Mr. W. Marshall), the House Leader for government, at seven o'clock in the morning, Sir,

MR. E. ROBERTS: is worth the cash, worth every nickel he is paid and then some. But, Mr. Speaker, you know, the Premier, while he may have read the Amurlee Report, in my view, has not understood it. The theory of our history propigated in the Speech from the Throne is not a valid theory. It is not a matter we should debate, it is a matter that each of us can make up our minds on. But those who think that Newfoundland went under for the reasons given in the Amurlee Report are misreading our history or just misunderstanding it.

I notice the gentleman from Mount Scio, the Minister of Mines and Energy (Mr. L. Barry), perks up. I have no doubt he would agree with me on that point, that the Amurlee Report was the classic hatchet job. The classic hatchet job was done by the Government of the United Kingdom, I will not say with malice aforethought but I will say with every - they were not surprised her Majesty's government in 1933 to get the Amurlee Report. And I would say they were delighted to get it, it served their purpose admirably, it was a classic hatchet job, a classic job of how to twist and misinterpret and distort how to take the facts and select traditiously only what was needed to preserve a theory of Newfoundland's history or rather to impose upon the state of the then current life in Newfoundland, a state of affairs that the Government of the United Kingdom had decided was to be and that a number of people had decided was the way to go. It was a shameful episode in our history and if we ever put up a plaque to Lord Amurlee, we should put the plaque up in the same way we would put it up, say, to Benedict Arnold to take an American example, or to Guy Fawkes to take a British example.

But anyway, Mr. Speaker, the resolution is meaningless, the debate I hope has been meaningful. I look forward to voting on the motion and I look forward even more eagerly to some action, to some evidence by the government that we are going to see concrete action, that we are going to see some of their fine words and their fine thoughts translated into even finer deeds.

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER:

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

SOME HON. MEMBERS:

Hear, hear!

MR. H. BARRETT:

Thank you, Mr. Speaker, I would like to take this opportunity to speak in support of this resolution as presented by my colleague, the member for St. John's North (Mr. J. Carter). In doing so, Mr. Speaker, I would like to outline my own thoughts concerning this very important issue. It is indeed vital that we all recognize that our children be fully aware of their cultural and historic heritage. There is no better place to ensure that this is done than through the school system. In recent years there seems to have been a continuous erosion of direct access by students to the writings and publications of Newfoundland's own historians and authors on many cultural and folklore subjects. This resolution, Mr. Speaker, recognizes that this erosion has indeed taken place and is ongoing. I have had occasion to inquire into the materials presently available as curriculum for elementary schools. I find that in only two grades, namely, grades five and six does

MR. BARRETT:

the curriculum involve direct application to Newfoundland. There are three books in use in Grade V, one being Newfoundland and Labrador, a Brief History by Dr. Leslie Harris, which is basically as the title implies, a very brief look at the historic past of this Province, and I might reflect also, that it is interesting to note that this book stops at Confederation even though probably the period since Confederation has probably had a more resounding effect on this Province than any other twenty-five year period in our long and ancient history. Another book in this same grade used for reading material is entitled Newfoundland's First People-The Maritime Archaic Indians, by Florence Cowan and the third book for the same grade is entitled, The Geography of Newfoundland by Summers and Summers. The study supplement for Newfoundland that accompanies another of the reading textbooks entitled Hockey Cards and Hopscotch makes reference to just two Newfoundland articles, both very brief, one entitled Shawandithit The Last Of The Beothucks, by Alan Frazer and an article entitled The Man From Comfort Cove, a brief outline of the discovery of a skeleton by George Hodder, in 1888. I could find no other text or reference concerning this elementary school grade. In Grade VI the only reference book in which Newfoundland is given any attention is the textbook Canada This Land of Ours, and in it I could only find four pages of this textbook devoted to Newfoundland on the singular subject, fishing. It is interesting to note that all but one of these books, as are all other text and reference books in use in our schools, published by companies from outside Newfoundland. It seems almost beyond reason why so little attention is being paid to the availability of textbooks and resource material that exemplifies the history and culture of this Province. I would suggest, Mr. Speaker, that there are many books presently available that deserve widespread distribution throughout the schools, colleges, and universities of

MR. BARRETT: this Province that would eliminate this obvious void in the resource material available to our students. I feel that it is time that we take immediate steps to introduce an enlightened policy that will legislate the adoption of many of these locally published books of quality which will give the Newfoundland students a great sense of cultural heritage. The literature of Newfoundland, the history of Newfoundland, the geography of Newfoundland, and numerous other aspects of Newfoundland life are sadly absent from the official studies at all levels of our educational system. Where Newfoundland studies are found are in classrooms where we find our most imaginative and innovative teachers, who on their own initiative express their love for Newfoundland's cultural heritage and convey that love to their students by introducing their own programme to their students involving Newfoundland writers and artists. There would appear to be ample evidence from every area of Newfoundland and Labrador that there is a need for more Newfoundland studies in the curriculum, and I feel that the impetus necessary for the use of Newfoundland books and materials will only result as soon as official government sanction is given for the introduction of this material. We must recognize, Mr. Speaker, that this government controls the budget for education in this Province, and included in this responsibility is the allocation of funds for the purchase of textbooks. I feel that it is imperative that we move positively and quickly in the direction of insuring that Newfoundland is written and Newfoundland published textbooks and reference books are given widespread distribution throughout this entire Province. I might comment, if I may, on another aspect of the subject, and that is the beneficial result that such a programme would have on the writers, historians, the poets, and the publishers of this Province. We probably more

MR. BARRETT: than any other singular area in this country have a great abundance of talent in writers, and I think one of the best ways of recognizing this talent and allowing it the opportunity of full expression is to encourage the use of this material in our schools. Let me briefly illustrate to you some of the material that is presently published, and in my opinion could be quite acceptable for the purposes I am alluding to: rhymes for children entitled Down by Jim Long's Stage, by Al Pittman- a book of rhymes and drawings, and a winner of the 1977 Canadian Library Association Award for the best illustrated children's book in Canada; Borrowed Black, by Alan Brian Ovede, a colourful illustrated fantasy for children set in Labrador; a selection of Newfoundland writings entitled Baffles of Wind and Tide, as edited by Clyde Rose; a Collection of Thirty-one Newfoundland poets edited by Adrian Fowler and Al Pittman, the one the

MR. BARRETT:

Premier previously referred to, an anthology supporting the relationship between a community and the poetry which comes out of it; the publications of Ray Guy, Dory Loads, a collection of Newfoundland writings and art; The Door of the Newfoundland-Labrador Wild; Ted Russell's Tales from Pigeon Inlet; Timely topics such as the Season of the Seal by Calvin Coish which is an indepth account of the seal hunt giving the historical perspective versus the media circuits. Fisheries Control, Ottawa or Newfoundland, a timely subject; a report on the Peoples' Conference representing over 100 development community organizations in Newfoundland and Labrador. On and on it goes, all worthwhile publications available for Newfoundland about Newfoundland. These, Mr. Speaker, are just a few of the sampling of books that are available. There are many others, a great many of them addressing themselves to all levels of readers that could very easily provide a basis of educational materials necessary to make our children aware of this vital subject.

One of our local publishing houses has made it a matter of public record that it is facing financial difficulty, a difficulty that could no doubt be overcome if our educational institutions were to acquire from them reference materials relating to our Newfoundland heritage and culture. This particular publishing house is a Newfoundland company employing Newfoundlanders and encouraging the writing of Newfoundlanders. Yet, it is being squeezed out of existence because we are unable to channel part of the textbook and reference book budget towards the procurement of this material locally. The credibility of this company has been recognized by the local writers' community and has also been recognized by the federal government in Canada because of its performance and this company is now the only publisher in the region to qualify under the recently announced book publishing programme which provides assistance in marketing, development of textbooks, research and professional development.

In conclusion, Mr. Speaker, I fully endorse this resolution and commend it to all my colleagues on both sides of this House. Thank you.

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER (SIMMS):

The hon. member for LaPoile.

MR. NEARY:

Mr. Speaker, I just want to take a few moments to say that I approve of this motion and I want to say how impressed I have been so far with the debate. When this motion first was introduced in the House, Mr. Speaker, and appeared on the Order Paper I thought it was rather silly when we had so many urgent and important matters that need to be debated in this hon. House such as unemployment, the energy crisis in the Province. But then after giving it a second thought, Mr. Speaker, and watching programmes like I saw on television last night, the Fifth Estate - I do not know how many members watched that programme last night but it was one of the finest programmes that I have ever seen on Labrador. And certainly -

AN HON. MEMBER:

About what in Labrador?

MR. NEARY:

Well, it dealt with the irritating nonsense that is coming out of Quebec about wanting to take over Labrador, about all the iron ore going down and building up cities and towns in Seven Islands and this sort of thing. But it was well done. And certainly any thinking Newfoundlander would certainly want to reflect, Mr. Speaker, on what is happening in this Province today in connection with Labrador. If there were no other reason for supporting this motion, I believe that would be sufficient reason, Sir, to give our young people, especially, and the older people for that matter, some idea of the history of Newfoundland vis-a-vis Labrador.

Mr. Speaker, when we talk about the Privy Council's decision to award Coastal Labrador to Newfoundland half the people in the Province do not know what you are talking about, do not know but it is fit to eat. I do not know how many members have taken the trouble to read the decision of the Privy Council. I do not know if it is -

AN HON. MEMBER:

It is quite a document.

MR. NEARY:

Yes, it is quite a document. I do not know if it is in the school libraries or not. If it is not it certainly should be. So if for no other reason, Mr. Speaker, but supporting this

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MR. NEARY:

resolution I think I would have to support it for that reason. And
I hope that hon. members do

MR. S. NEARY: not treat this matter lightly of Quebec claiming that they own Labrador, it is a matter that is going to have to be met head-on. We hear rumblings coming out of Labrador about the mail-order houses, for instance, sending their catalogues into Labrador City and Wabush, with a little coupon saying - that if you - The coupon, by the way is only sent out to the residents of Quebec, sent to customers in no other part of Canada except in the Province of Quebec, coupons, asking customers if they would like to have their catalogue in English or French. It is a Quebec law, the Quebec law makes it compulsory for the Simpson-Sears, when they are sending out catalogues to residents of Quebec, they have to send along this little form asking the residents of Quebec if they would like to have their catalogue in English or French, and they sent these on two occasions now into Newfoundland and Labrador. People were highly indignant about the thing and considered it as an insult. But, Mr. Speaker, do this crowd over in Quebec stop at that? No. Sir. I have in my hand, an envelope, addressed to a high school over in New Harbour, Trinity Bay, sent out from Agency Quebec Plus or something, it is called - Sherbrook, Quebec, sent here to the Island of Newfoundland. Just listen to the address; St. George's High School, Mr. Gerald F. Byrne. New Harbour, Trinity Bay, Newfoundland, P. Quebec. Here it is Sir, I will table the envelope and any member can have a look at it. So, Mr. Speaker, what I am really saying is that we are going to have to make our people, especially our young people, more conscious of our history and our heritage, and our culture, and the only way we can do it is by including Newfoundland textbooks in the curriculum in schools. There are some there now, but not enough, and not enough of the right kind in my opinion. It is one thing, Sir, to put Newfoundland textbooks in the school, but you are going to have to be careful to of what you put in there, because everyone in Newfoundland, everybody, I do not know if it is the same in other Provinces of Canada, everybody in Newfoundland wants to write a book. We heard a few moments ago Senator Rowe was going to write another book. The Former Premier of the Province, Joey Smallwood is writing a dozen books. I hear that the former member for Placentia West, who used to be the senior member of this House, is going to write a book, yes, I hear he is

MR. S. NEARY: going to write a book. I hear that the former Premier of this Province, Mr. Frank D. Moores, is going to write a book, and I would submit, Sir, that one will be a best seller, if he tells the truth. I could suggest a title for him, that's right. The most corrupt administration in the whole history of Newfoundland.

SOME HON. MEMBER: Threatening to write a book.

MR. S. NEARY: Threatening, the present Premier must be shivering in his shoes.

SOME HON. MEMBER: (Inaudible)

MR. S. NEARY : Beg your pardon, Ron Pumphrey is writing a book or a couple of books. Everybody in Newfoundland wants to write a book

SOME HON. MEMBER: Jim Morgan, is going to read one.

MR. S. NEARY: I do not know if the material in these books, but it is good, I really appreciate the fact that we have so much talent and so many writer's, so many authors , in this province,

SOME HON. MEMBER: Hugie Shea wrote one.

MR. S. NEARY: Yes, Hugie Shea wrote one, that's right.

MR. E. ROBERTS: But did anybody read it?

MR. S. NEARY: But nevertheless, Sir, it is encouraging to know that we have so many potential writers in this province, but I believe we have to be a little bit careful of what we put into the curriculum.

SOME HON. MEMBER: When are you writing yours?

MR. S. NEARY: No, Sir, I have no intention, no desire to write a book, no never... I would not mind doing some investigative reporting, I would not mind doing a television program, I would not mind getting into that field, that is badly needed in this province, Mr. Speaker, some indepth investigative reporting and not just accept whatever the Premier says or whatever the politicians say or whatever so and so says, not accept that as gospel, look beneath the surface and see what's behind it all, dig into it.

AN HON. MEMBER: (Inaudible)

MR. S. NEARY: Well, sometimes there is a bit of dirt, sometimes there is not. I have seen occasions when I have spent months researching and just gotten nowhere and I spent just a couple of days doing research on other things when I turned up the pay dirt. But unfortunately nothing is ever done about it. The classic example of that, of course, is the linerboard mill out in Stephenville, the biggest scandal in Canadian history swept under the rug. All you have to do is look at a book that was published recently by the hon. J.R. Smallwood, chapter one of that book which has gone right across Canada, right across North America and it will probably find its way in various countries throughout the world. I believe the first chapter is titled 'Manslaughter'. It would be worthwhile for hon. gentlemen to get a copy of that book and read it. Get a copy of it and read it!

AN HON. MEMBER: What is the name of it?

MR. S. NEARY: The Time Has Come To Tell I read it from cover to cover and I must say I was not exactly -

AN HON. MEMBER: (Inaudible)

MR. S. NEARY: - overcome with the fact that he told everything. The title itself is a little bit misleading in my opinion, The Time Has Come To Tell, well I thought for sure when I got into that one I would really find out some of the things that went on behind the scenes. It was a little bit dissappointing but there is something in the book for everybody.

MR. G. OTTENHEIMER: Oh, oh!

MR. S. NEARY: The hon. Minister of Justice (Mr. Ottenheimer) laughs at that, there is something there for the hon. gentleman in chapter one and they will never live it down. The investigation is still going on into that matter.

MR. E. ROBERTS: (Inaudible) of the competent one, that long, long list of all the competent ministers.

MR. S. NEARY: So, Mr. Speaker, it is very encouraging to note that we have so many writers and potential writers and I understand now that Mr. Smallwood is putting together an encyclopedia on Newfoundland. He has five or six or seven research assistants over here on Portugal Cove Road, young Newfoundlanders. One of them I met is a former lawyer who went to law school, by the way, led his class, won all of the awards and all of the medals in his class. He is a graduate lawyer from the University of Toronto, I believe, went downtown and practiced law for a short time and then decided to give it up and went over and asked Mr. Smallwood for a job and is now a research assistant with Mr. Smallwood because he wants to learn about the history of Newfoundland and he wants to help with this encyclopedia of Newfoundland.

AN HON. MEMBER: I just signed a letter to him.

MR. S. NEARY: To who? To Mr. Rowe or to Mr. Smallwood?

AN HON. MEMBER: Mr. Rowe.

MR. S. NEARY: A fine outstanding Newfoundlander and a clean cut young fellow and I would say a Newfoundlander who will go places. But who is craving to learn about Newfoundland history and where could he go to learn about Newfoundland history than over to work for the old master, the old pro himself. There is not another Newfoundlander alive today, in my opinion, that knows more about Newfoundland history and Canadian history, and I do not care who he is, than the hon. J.R. Smallwood! Nobody but nobody! And he has the biggest collection of Newfoundland books, the largest collection in the world and I understand he is going to turn it over, if has not already done so, to Memorial University. Then his collection will be housed in the old library, I believe, the old library building and I believe they are going to rename it Smallwood House, I am not quite sure.

MR. J. CARTER: That is a shame!

MR. S. NEARY: The hon. gentleman is such a skin full of hate, such a steeped in hate, that you cannot even mention the name of J.R. Smallwood without the hon. gentleman's blood pressure goes up.

And so that will be very worthwhile, Mr. Speaker, to preserve that little bit of Newfoundland history. You know, Mr. Speaker, when you go to England, go to London the first thing that strikes you when you go to London is how well preserved their history is. Why it makes you feel like a complete ignoramus! Here in Newfoundland we have not paid any attention to our history at all.

MR. BARRY: Our offshore case.

MR. S. NEARY: Our offshore case, I would like to see the cost of it and who benefited by it, the consultants and -

MR. BARRY: Tomorrow, tomorrow.

MR. S. NEARY: Yes, I put a question on the Order Paper about that. I will bet you the consultants over in England will get more than Breakwater Press will get.

MR. NEARY:

They did not get their money's worth. He did not trust Newfoundlanders and he went to his buddies overseas and poured the money into England and on the Mainland of Canada, could not trust our own university or our own Newfoundlanders. Like somebody said earlier, you had to get somebody with that mid-Atlantic accent, somebody over in England with some doctorate who did not know but St. John's was over in New Brunswick.

MR. BARRY: Perhaps that is where the history was.

MR. NEARY: That is where the history is my eyeball.
The hon. gentleman, the history!

MR. BARRY: I said that. I just got through saying that.

MR. NEARY: I am talking about Newfoundland history. Mr. Speaker, oh yes, they gave more to these researchers and these advisors and these consultants over in England than they will give to Breakwater.

MR. BARRY: You do not know what you are talking about. You will get it tomorrow.

MR. NEARY: I will get it tomorrow, oh yes. I will get it. Will I get the cost of it?

MR. BARRY: You will get the cost -

MR. NEARY: And will I get the money that is being wasted on it, lawyers and so called intellects and consultants. Everybody now all of the sudden on oil has become a consultant. You have to be an advisor or a consultant now. They can only think about one thing and that is oil.

MR. BARRY: You were jumping on the bandwagon too.

MR. NEARY: All they can think about is oil. They cannot think about books. They cannot think about the curriculum. They cannot think about the fishery. They cannot think about our history. They cannot think about our culture. Oil is all they can think about. They are gone oil crazy. And I saw the Premier over there today waving his arms when he was involved in this debate, waving his arms and if

MR. NEARY:

he put a turban on I think he would look like an Arab, Sir. Gone oil crazy.

AN HON. MEMBER: An Ayatollah.

MR. NEARY: Ayatollah. Newfoundland's answer to the Ayatollah. They are all gone oil crazy. They do not have time for little things like Breakwater Publishing Company that is coming in tomorrow, I believe. I thought I heard somewhere on the radio they are coming in to meet the -

AN HON. MEMBER: (Inaudible).

MR. NEARY: Oh yes, they had to - well we will find out tomorrow how much time they have.

MR. MORGAN: (Inaudible) Breakwater.

MR. NEARY: Or will they go off again, go overseas because the senior advisor says, Oh we cannot use Newfoundland consultants. We cannot use Newfoundlanders. We have to go overseas and rent some office space and a few houses and pay the consultants over there.

Well, Mr. Speaker, I kind of got sidetracked there a little bit. So I will come back, Sir, to what I started to say in support of this motion. It is not very often the hon. gentleman and myself agree on anything but I certainly approve of this motion. And I hope, Mr. Speaker, that the government will not delay any longer in including some Newfoundland textbooks in the curriculum of our schools. I might say before I take my seat, Sir, that this is the first opportunity that I have had to publicly thank Mr. R.A. Parsons as hon. members know who has written, I believe, five if not six; certainly five books of poems and Mr. Parsons was kind enough last year to give me a copy of his books for every school in my district free of charge and I sent them out and they were very much appreciated. It was the first change -

AN HON. MEMBER: He is good.

MR. NEARY: He is good, excellent. I do not know if anybody has read his work. It is excellent. Excellent! R.A. Parsons.

So, Mr. Speaker, I support the motion and I hope the government will not hesitate or not procrastinate or not

MR. NEARY:

delay in implementing the message, the recommendations in this motion.

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER (SIMMS):

The hon. Minister of Rural, Agricultural and Northern Development.

MR. GOUDIE:

Mr. Speaker, I realize we are running rather short on time but I will keep my remarks fairly short to allow my colleague to, I assume - the debate is closing up today, I believe -

MR. ROBERTS: (inaudible) agree to let the hon. member have a few more than

four minutes because as the rules read at twenty to six the hon.

gentleman for St. John's North (Mr. J. Carter) must be given the floor.

MR. GOUDIE:

Well I can -

MR. SPEAKER:

Order, please! The rules say that the hon. member has the right to close the debate. So if he wishes to give leave at that time then that will occur at that time.

The hon. minister,

MR. GOUDIE:

Thank you, Mr. Speaker. I will wrap it up fairly quickly. I would first of all want to thank the hon. member for the Strait of Belle Isle (Mr. Roberts) on behalf of my mother for his very kind remarks in relation to her book and also

MR. J. GOUDIE: recall for the hon. House that the hon. member and I, about a year ago, I guess, took part in an interesting session at CBC where we talked and answered questions about the history of this Province. And I admit that I lost that particular debate to the hon. member for the Strait of Belle Isle as well in terms of points. But there it is.

SOME HON. MEMBERS: Oh, oh!

MR. J. GOUDIE: I could go on for hours, Mr. Speaker, in relation to the history of this Province particularly the Labrador part. I am very proud of the role that I played as one individual in the formation of the Labrador Heritage Society back in 1973. One of its objectives, by the way, or one of the reasons for forming was to try to return to Labrador many of the artifacts that had been removed from our part of the Province by various explorers, geologists, archaeologist and every other form of creature who went into that part of the Province and removed everything from bones to soapstone carvings for various reasons of study and research and so on. Study and research is very valuable, of course, but we believe, at least, the Labrador Heritage society believes that these artifacts should be returned to the appropriate part of the Province whenever the research is done. Someone in the debate mentioned that government should fund or assist in some way Breakwater Press in their efforts that they are putting forth and I agree that there should be some kind of assistance extended to that group and I would also suggest that if assistance is going to be extended to Breakwater or any other group in that area, that one of the other groups that should be borne in mind, in terms of financial assistance, is the group that publishes a magazine called Them Days. Some hon. members of the House may be familiar with that publication and I think it is playing a very valuable role.

MR. J. GOUDIE: I wanted to talk on a number of things, particularly the Indian and the Inuit cultures of the Labrador part of the Province, but that time constraint is on. But the people of Labrador as do the people of the Island part of the Province have a great deal of pride in their heritage, in their history, in the work and the life styles of their ancestors and so on. And one of the things that I am very proud of and that I would like to read into the records of the House today and the feelings that our two sons have in their particular heritage in relation to Labrador. Thursday of last week I travelled to a number of meetings out on the West Coast part of the Province and while I was away our oldest boy who is ten years old wrote a letter following a newscast that he heard on CBC, I believe, in which René Levesque was suggesting that Quebec owns Labrador. That bothered our ten year old son without prompting from me or his mother. He wrote a letter and I think it relates to the heritage of this Province, the Labrador part of the Province, at least, and I would like to read that letter, as a matter of fact, I would like to table the letter in the House of Assembly because it is a source of pride to me. It is dated Nov. 1 and it says, "Mr. Levesque, I am a ten year old citizen of Labrador I go to the Vanier Elementary School. I had to move here to St. John's because my father works for the government. I am sending this letter because I think that it is outrageous to think you would want to take land that does not belong to you and you have no right to send out new maps and charts saying that Quebec owns Labrador. You know the border was made years ago and you know as well as I know that if there was no minerals or any other things of value you would not want any of Labrador. So think about everything that I have said and I hope you will change your mind. " and that is signed Scott Goudie.

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER:

Order, please!

I do not wish to interrupt the hon. minister but does the hon. minister have leave?

MR. J. GOUDIE:

Thank you, Mr. Speaker, I was simply going to conclude by saying that a letter like that from a ten year old boy, and I am sure many other ten year old children in this Province can write similiar letters, is a reflection, I think, of the pride and the feelings that the people of this Province have for their history and their culture.

SOME HON. MEMBERS:

Hear, hear!

MR. SPEAKER: (Simms) The hon. member for St. John's North. When the hon. member speaks now he will close the debate.

AN HON. MEMBER: Hear, hear;

MR. CARTER: Mr. Speaker, I listened to the two days of debate with great interest and without going over all the points that have been made by all the previous speakers, I will just mention that I thought that the Leader of the Opposition when he chose as his theme that we must avoid being anti and negative spoke very well. The Premier, of course, reiterated that theme but amplified it by pointing out that we should not feel inferior. The member for St. John's West (Mr. Barrett) gave us a very useful catalogue of Newfoundland publications that can be, and should be, and I think probably will be in our schools. The member for the Strait of Belle Isle (Mr. Roberts) cautioned us that if we forget our history we are fated to repeat it, it is not original, but it is always timely that kind of advice. The member for LaPoile (Mr. Neary) gave us more proof of why he should bear the nickname, 'Digger,' and the most previous speaker tabled a very poignant, very heartfelt letter that I think should speak volumes to the Premier of Quebec. Now, I have been accused of being wishy-washy in the formation of this resolution - it is true that it is stated in general terms, and I did wish as many people as possible to support it - but I intend, this afternoon, winding up my few remarks, to be quite specific and I will not only name names but places, and I will take as the example the settlement of Portugal Cove here near St. John's, the one on Conception Bay. That used to have a school that went to Grade XI, it now only has a school that goes to Grade VI; in fact, it had two schools, but one of them went to Grade XI and now there is only one school and that only goes to grade VI. That community is being

MR. CARTER: culturally gutted; it is now being turned very successfully into a bedroom community. There is a small amount of fishing going on there, but otherwise most people work in St. John's. The children all wait for the buses, and they are bused either to a nearby community or into St. John's. I think it has been a great mistake on our part to have taken away the schools from the community.

SOME HON. MEMBERS: Hear, hear;

MR. CARTER: I do not know to what extent it is possible to reverse this process, but I think reverse it we must, and if we want to hold on to our heritage this is one way to go about it. Because Portugal Cove does not have nearly as much heritage now as it had when people were staying there and going to school there, and it is a very old and very historic community, and I think it has a lot worth preserving. It is an entity that should be preserved, and not swamped by the developers. The Newfoundland Historic Trust and the Newfoundland Historic Society are two groups that are dedicated to maintaining our cultural heritage. The Newfoundland Historic Trust are buildings chiefly, architectural monuments. The Newfoundland Historical Society-documents, books and various other records, and more power to them. Now, what are we doing to preserve the record of our present? That is a good question. We do not write as much as we used to, if we have to get in touch with anyone, certainly in North America, we are more liable to pick up the phone, and to date our telephones are not bugged, at least we have good reason to believe that our telephones are not bugged, so that whatever is said is lost, there is not much record left. Perhaps, on another note, it is rather ironical that this debate should be taking place on this particular day, the weather outside is most unseasonal, it is about seventy degrees

MR. CARTER: out of doors. Newfoundland has a very interesting meteorological history and as if to remind us we are getting extremely unusual weather today. It is said that anyone with a good memory in Newfoundland, can tell what were the good years for wine in France, and can have a knowledge of - I think it is ontology is the knowledge of wine - and can have that kind of knowledge that would be the envy of any North American. Now, prior to Confederation, and perhaps even for a while afterwards, and perhaps still to some extent, we were the bridge between the Old World and the New. Even our present accent emphasizes that; we do not have the plum in the mouth of the Englishman, and we have avoided the nasal twang of the

MR. J. CARTER:

North American. So although we may be accused of having a mid-Atlantic accent, I would not take this as a criticism. We are practically between the academic and the humanitarian tradition of England and the practical and scientific tradition of North America, and perhaps we would hope that this bridge would last. Unfortunately once we joined Canada all our news is now on the back pages of the newspapers. We are the last item on CBC news. We used to be able to say about Canada, "Surely what matters is what we think of them." But we have progressed since the time when a Newfoundlander came home from the United States and was regaling the members of his community by tales of New York City. And finally one old-timer said to him during a lull in the conversation, "George", he said, "tell me something: Is New York far from the wharf?" And I suppose we all have our favorite story and mine is one I just heard today. A Newfoundlander wrote to a firm in Ontario applying for a job and got back the following answer, "Due to our immigration laws we cannot employ you."

Now, I spoke of science briefly and I hope that we follow the North American tradition in emphasizing scientific training because Newfoundland geologically is very interesting. It is composed of, apparently, the juncture of three plates, the three divisions being the Avalon Peninsula, Central Newfoundland and then the Great Northern Peninsula. And that is one reason why most of our minerals, with the exception of iron ore, are in Central Newfoundland. You might ask what use the study of cosmology or astronomy or these so-called more esoteric sciences might be, the various theories about the formation of the world and ancient geology, because certainly it all happened a long time ago - it happened even before Confederation, and we are supposed to forget everything before Confederation. However, the earth is apparently a second or third generation creation and this is the reason why the heavy elements in our crust are very rare, so anyone who goes looking for lead or zinc or the heavier elements has to realize that they are in very short supply, that you

MR. J. CARTER:

will probably have to refine a lot of ore in order to get a sufficient quantity. And this is the kind of knowledge that school children should grow up with because it is not something you can be told. It is something that has to seep in through a tradition.

Now, the member for the Straits of Belle Isle (Mr. Roberts) spoke about the educational materials that should be in our schools and he spoke at great length about the number of books and deplored the condition of our libraries. I would like to point out that today, because our records consist of far more than books, that it is not just enough to have books, we should have magazines, periodicals, newspapers -

MR. ROBERTS: I agree wholeheartedly.

MR. J. CARTER: - and films and tapes and records and the microfilm materials as well as T.V. and radio and plugs too. For instance the Smithsonian Institute, I believe, in the United States has computer terminals which allow you to search their library and also the Library of Congress, and also other great libraries in North America are just the press of a button away. And for a flat fee one can join that service and regurgitate any material that one may require and by hooking up a print-out you can either have it appear on a T.V. screen or you can have it printed out for a permanent record.

MR. ROBERTS: Does not the University have access to that?

MR. J. CARTER: I believe so, but I do not know to what extent.

MR. ROBERTS: It would seem a little much to have every high school have it.

MR. J. CARTER: Well, obviously, but that material should be available somewhere in Newfoundland.

MR. ROBERTS: If the university is in this, it is an inter-library link and we could get at it.

MR. J. CARTER: Yes. And proper catalogues so that we can know what is available. So there really is not time, Mr. Speaker, to cover all the necessary ground and so, I suppose, we will just have to choose,

MR. J. CARTER:

you know, the various subjects that we should have.

I would like to end with a few quotations
that perhaps might be useful. I think I began

MR. J. CARTER: by saying that education is a debt due from the present to the future generations and education is what survives after what has been learnt has been forgotten.

AN HON. MEMBER: Who said that?

MR. J. CARTER: I would have to look. I can find out but I would have to search further. I have it at hand but it is too long. I can certainly give it to the hon. member.

AN HON. MEMBER: (Inaudible).

MR. J. CARTER: One from Bernard Shaw I think is very timely: 'What we want to see is the child in pursuit of knowledge and not knowledge in pursuit of the child.'

AN HON. MEMBER: He did have a turn of phrase, did he not?

MR. J. CARTER: I am not referring to political parties, but the primary purpose of a liberal, very small 'l', education is make one's mind a pleasant place to spend one's leisure. And one for the member for LaPoile (Mr. Neary); 'In the long run of history, the censor and the inquisitor have always lost'.

SOME HON. MEMBERS: Oh, oh!

MR. J. CARTER: 'The only sure weapon against bad ideas is better ideas.' And perhaps the best of all is, 'Education makes a people easy to lead but difficult to drive, easy to govern but impossible to enslave.' So to end my few remarks, I would like to say that we have to choose what materials we will provide in our schools and without being specific, because time does not allow it, I would say we must all learn to be critical. Because it first happened in Greece twenty-five hundred years ago-a teacher asked his students to criticize his teaching - it never happened before - and the first school of criticism grew up, authoritarianism was dethroned, things were so not because someone said so but they had to be proven. So the open society was issued in and may we long continue in that tradition. Thank you very much.

MR. ROBERTS: Does the hon. gentleman remember what happened to Socrates?

MR. SPEAKER (SIMMS):

Order, please!

Standing Orders 53(1) quite clearly indicates that I shall now put the motion.

Is it the pleasure of the House to adopt the said motion? Those in favour 'Aye', contrary 'Nay', carried.

On motion the House at its rising adjourned until tomorrow, Thursday, November 15, 1979 at 3:00 P.M.