

THE SENATE DEBATES

(OFFICIAL REPORT)

FIRST SESSION 1981 – 86

THE SENATE

Wednesday, February 17, 1982

The Senate met in the Senate Chamber, Public Buildings on Wednesday, February 17, 1982, at 11.15 a.m., today.

PRESENT

His Honour Senator J. C. W. WICKHAM, M.B.E., (Deputy President); Senator the Hon. N. A. BARROW, B.A., LL.B., (Minister of Information, and Culture) (Leader of the Senate); Senator the Hon. O'BRIEN TROTMAN, (Minister of State in the Prime Minister's Office); Senator H. R. LINTON, LL.B.; Senator C. I. E. DEANE; Senator Mrs. E. M. LYNCH, B.A., G.C.M.; Senator C. A. GRIFFITH, (Parliamentary Secretary, Prime Minister's Office); Senator J. E. D. WILLIAMS; Senator D. A. C. SIMMONS, LL.M.; Senator Miss J. CLARKE; Senator StC. E. HOWELL; Senator Mrs. M. O. REECE; Senator E. E. GREAVES, B.A., Ed.M.; Senator A. W. A. McCLEAN; Senator Mrs. G. G. READER, M.B.E.; Senator C. D. SEALE; Senator the Rev. Can. I. McK. JONES and Senator K. A. ROUSE.

Prayers were read by Dr. the Rev. Lionel Crawford.

ABSENT

His Honour Senator the Honourable Sir ARNOTT CATO and Senator W. W. HALL.

Mr. DEPUTY PRESIDENT: Senator Barrow.

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, we have been informed this morning of the death of a former honourable Member of Parliament in the Upper Chamber – an honourable Member of the Upper Chamber indeed when it was the Legislative Council, in the person of Mr. Lucie-Smith. He not only made his contribution as an honourable Member of the

Legislative Council, but also, he made his contribution to the economic life of this country largely in the capacity of a director of one of the biggest companies in the country – the then Da Costa & Company.

As might well be expected, Sir, my years are too tender to know anything personal about the late Mr. Lucie-Smith. What I can say, however, is that those that I have heard speak of the gentleman, always spoke well of him and, I am sure that in the circumstances, the Honourable Chamber would wish to extend to his relatives its condolences and its sympathy in the time of bereavement.

Mr. DEPUTY PRESIDENT: Senator Greaves.

SENATOR E. E. GREAVES: Mr. Deputy President, normally, on occasions like these, the Opposition would rise to support the expression of condolences which has been extended by the Hon. Leader of the Honourable Senate. On this occasion, like him, I am barely acquainted with the name of the gentleman who has recently passed to the great beyond.

Just about 20 minutes ago, I had a brief conversation with the General Secretary of the Barbados Workers Union and he indicated that Mr. Smith was a person with whom he had been associated in dealing with industrial matters and he had found him to be a person upon whom he could rely. Unfortunately, Sir, I really do not know anything about Mr. Smith but certainly, I would like to express condolences on behalf of the Opposition.

Mr. DEPUTY PRESIDENT: Senator Deane.

SENATOR C. I. E. DEANE: Mr. Deputy President, Sir, first of all, I should like to add my condolences to those offered by Senator Barrow. Unlike him, Sir, I knew Mr. Lucie-Smith very well and I dealt with him both in business and public relations matters in the old days of the Confederation of Employers. Again, I should like

to join the Hon. Leader in the condolences from this side of the Table offered to Mr. Smith's family.

Thank you, Sir.

Mr. DEPUTY PRESIDENT: As presiding officer, at least for today I should like to associate the entire Honourable Senate with the remarks, condolences and sympathy expressed to the relatives of the late Mr. Lucie-Smith and to ask the Clerk to convey to his relatives these expressions of sympathy.

I ask the Hon. Senate to stand for one minute as a mark of respect.

The Honourable Senate stood in silence for one minute.

MESSAGES FROM HIS EXCELLENCY THE GOVERNOR GENERAL

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, in view of the fact, Sir, that a message is expected at some time during this meeting, I should ask that that matter be deferred.

Mr. DEPUTY PRESIDENT: With the permission of the Honourable Senate, this message will be deferred until later in this proceeding.

PRESENTATION OF PAPERS

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, I beg to lay the following documents:

The Annual Report and Statement of Accounts of the Barbados National Bank for the year 1980; Airports (Miscellaneous Fees) Regulations, 1982;

The Air Navigation and Port Charges (Amendment) Regulations, 1982;

The Employment Injury (Benefit) (Amendment) Regulations, 1982;

The National Insurance and Social Security (Benefit) (Amendment) Regulations, 1982;

The Offshore Banking (Benefit Provision) Regulations, 1982.

PUBLIC BUSINESS

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, as the Order Paper stands today, the Orders No. 4 and No. 1 will be taken care of by Senator Griffith; Orders No. 5 and No. 6 by Senator the Hon. O'B. Trotman. Order No. 6 is a subject of his ministerial

responsibility and therefore should always have been standing in his name. The other two Items also standing in my name will be taken care of by me.

In addition, we will wish to take Order No. 2 as the first Order, Order No. 3 as the second, and Order No. 1 as the third.

Mr. DEPUTY PRESIDENT: There being no objection to the proposals made by the Leader of the Senate, we propose therefore to take Order No. 2 as the first Order of the day, Order No. 3 as the second, Order No. 1 as the third, and thereafter the others in a logical sequence.

RESOLUTION TO APPROVE THE COMPULSORY ACQUISITION OF LAND AT KELLMANS LAND, UPPER CARLTON, ST. JAMES

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, I have looked at this Resolution closely, I have looked at the reasons for the purchase, I have made all enquiries which I could possibly make, and I must say I am yet unable to find what is so strange about this Resolution that when it was debated elsewhere it should have caused so much debate.

However, Sir, the Resolution which stands before us is for the purchase of this land which is for continued use really as a recreational facility. It is land which the community uses in this way and the Government has decided to purchase it so that it can be upgraded, so that it would be an appropriate recreational facility.

There is only one other thing, Sir, which I know of any significance, and it is this — that the price is being negotiated, that the negotiators do not at present think that there is going to be any difficulty in reaching agreement, but that for the purpose of ensuring that there is a good indefeasible title, the device of compulsory acquisition is being employed.

I have not been able to discover anything else about the land, otherwise I would be only too happy to make the information available to the Senate.

I move, Sir, that the Senate concur in this Resolution.

The question was put to the Senate and agreed to.

RESOLUTION TO APPROVE THE GUARANTEE TO THE EUROPEAN INVESTMENT BANK BY THE GOVERNMENT OF THE REPAYMENT OF THE PRINCIPAL AND INTEREST WITH RESPECT TO THE LOAN OF 4,000,000 EUROPEAN COMMUNITY UNITS OF ACCOUNT

SENATOR THE HON. N. A. BARROW: Sir, the Resolution before us seeks to guarantee a loan from

the European Investment Bank to the Barbados Development Bank of 4,000,000 Units of Account. At prevailing interest rates this is approximately \$8.4 million (Bds.).

The purpose of the loan is to provide funds for the financing of projects in the industrial and tourism sectors, and it is indeed the second loan which the EIB will be making to the Barbados Development Bank. The first loan agreement was signed in Barbados in June 1979 and was fully committed within the two year period prescribed in the agreement.

Under the terms of that agreement, final disbursement should take place by September 2, 1983, and all indications are that the final disbursement will take place well within that deadline, since some 80 per cent of the funds have already been disbursed.

This second loan will be for 12 years, inclusive of a four year grace period, and will be at an interest rate of eight per cent. The first loan was disbursed in United States dollars, in this one the disbursement and repayments will be in the basket of currencies of the European Investment Bank.

The minimum loan size remains 20,000 Units of Account, the maximum loan size has been increased from 400,000 to 500,000 Units of Account.

The importance of the loan, Sir, is that it allows for greater flexibility in some areas than monies which the Development Bank gets from such sources as the World Bank and the IADB. One example of this is the fact that it has less restrictions for the sub-borrowers in relation to the eligibility requirement when it comes to the total size of a project.

A loan at eight percent interest is particularly important to us in these days when interest rates on the international money market are particularly high. I am advised that each loan must be approved individually by the European Investment Bank. The BDB reports this has posed no significant problem in the past, and with the experience of the first loan behind them they anticipate absolutely no difficulty in servicing this requirement.

The Bank also advises that the negotiations with the European Investment Bank are also much easier because it does not involve the visits of analysis missions and programme missions which tend to draw out the negotiations for long periods. So loans like these are important to us in our effort to improve the performance of the productive sectors of this economy while reducing immediate pressures on our foreign exchange reserves.

It is expected, Sir, that the projects financed will, among other benefits, save us foreign exchange or where they are export-oriented earn us foreign exchange in order to pay for the things which we need to import and to help to repay the loan over the years. As you know, Sir, it is a requirement that Parliament must by Resolution guarantee such loans and this explains the purpose of the Resolution.

Accordingly I move that the Senate concur in this Resolution.

SENATOR A. W. A. McCLEAN: Mr. President, although I am in general support of this Resolution, I should like to direct attention to an aspect of it which should be given more careful consideration in the future when we are negotiating such loans.

I note that this second loan is to be denominated in the European Unit of Account and the first loan was denominated in US currency, and that first loan was made in 1979. Well a particular disadvantage to Barbados in relation to this loan now is that it is being made at a time when the Units of Account are low vis-a-vis our currency and the US dollar, and so there is a possibility that you can make fairly heavy exchange losses when we come to repay. In the period during which we repay it may be possible that the European Unit of Account might appreciate by as much as 20 percent in relation to its present exchange rate.

At the time of the first loan I think the situation would have been different, that the European currency would have been strong vis-a-vis the US dollar, and so it was in the interest of the European Investment Bank to denominate their loans in US dollars then so that when their currency weakened they would get back rather more — they would be making an exchange gain, and I do believe that we should be alert to these things and try to get the best bargain.

If the first one was in US dollars, you could use that as an indication to let us stick to US dollars down the line or alternatively at least try to strike a bargain where they give you half in US dollars and half in their currency, because in this particular situation here when an institution borrows in one currency area and lends in another, it leaves itself in an uncovered position. So if the Development Bank goes about making loans in relation to an expectation that this money will cost them eight percent and the interest rate changes, the money could actually be costing the Development Bank 30 percent, and the Bank would be making a loss overall on this particular transaction.

I should just like to direct attention to that subtlety in borrowing in terms of expectations as to treat your

movement in different currencies and trying to negotiate for a currency in which you should denominate your loans. On the other hand, I am particularly pleased that we are borrowing from institutions like the European Investment Bank.

I think that such institutions are to be given a higher priority in our scheme of things in terms of sources of funds for the simple reason that they are less meddlesome than the World Bank in terms of trying to manage your affairs for you, and as we know the World Bank does not have any true appreciation or concern with the situation of places like Barbados, and the further we keep from them the better. I would hope that in future we would seek more and more to emphasise relationships with institutions such as the European Investment Bank and steer a clear course from the World Bank.

I know there was a time when people believe it was prestigious to say we have negotiated a loan from the World Bank, but such feelings of success when you negotiate a loan from the World Bank should be set against the reality of the situation where in most instances you are putting yourself into undesirable situations in terms of the conditionality attached to these loans, but as I said, in general terms I am in support of this Resolution.

SENATOR C. D. SEALE: Mr. President, I have much pleasure in supporting this Resolution. As you are aware, I have the honour to be the Chairman of the Barbados Development Bank. Sir, I take the points raised by Senator McClean. I am not too certain, but I believe in the agreement we have some agreement regarding the possible problems in relation to foreign exchange losses. I will check that and let him know. However, Sir, we are borrowing and therefore we really cannot dictate.

I think that an eight percent loan is quite cheap on the World Market at present. We particularly like to borrow from the European Investment Bank. It is a semi-commercial Bank really and it approaches the matter of loans in our opinion in a much more professional and straightforward manner. There is no need for all these people going to Washington and a whole entourage coming around. This loan was negotiated with a telex and a couple of letters and the cost to the Barbados Development Bank is certainly a lot cheaper than from any other international lending agency.

Sir, over the past couple of years the Barbados Development Bank has been I believe before the public. We have had to take some criticisms. I believe, as Chairman, I have come in for quite a bit of criticism, Sir, and I figure that before I give a little background to the loan itself, I should explain to this Honourable House what we really found at the BDB as a new Board when we were appointed in October, 1976.

Sir, we found there was a bank. It had no money. Sir, the only loan from a lending agency had come from the Inter-American Development Bank and it had been exhausted, and the IADB was not entertaining the second application before it because of some problems of a guarantee issued by the Barbados Development Bank in another matter. We also found that the development bonds in which we raised funds were not selling, so literally the Bank had few staff.

In fact the premises were primitive. If I may say, they were housed in bedrooms. I think they used to give them the name of "lettings" in the Garrison. The staff were working on concrete floors with old wooden desks, air-conditioning was not really available, there were no pension plans, there was no money loaned to staff for housing, there were no travelling allowances, no entertainment allowances.

You know I am a bit intrigued that the Secretary of the Bank at that time — now President of the National Union of Public Workers — had been there for eight years. He was not marching because there was no pension plan, he was not marching because he could not borrow any money, he was not marching because he was not driving a car belonging to the Bank, or he was not marching because he did not get an entertainment allowance.

All these things have come, Sir, and I believe they have come because my Board believes that the only way you can motivate staff — the only way you can get productivity — is to have staff working in environments in which they can produce, Sir. One of the first things that my Board set about to do, Sir, was to brighten the place. We even put on a little paint. We could not move out the first morning but we put down some carpeting and we changed a few desks. We gave some air-conditioning here and there and we brightened the place, Sir — and then a lot of things happened.

Another thing which struck us very quickly when we took over was that not a cent could be loaned unless it went to the Board. Just imagine, Sir, there were 84 small business loans in the 7-year period and they average \$3 500. Now to be able to borrow \$3 500, five Directors, two Analysts, a Manager of Operations and a General Manager had to oversee it. I remember that on the first Agenda coming to me, there was a loan which was going to be rejected and there were 17 sheets of paper. This is what we found, Sir, so immediately we gave the General Manager a limit so that loans could come in and people could discuss them.

Not only that, Sir. There were stages in which you had a situation in which the General Manager....one of his first telephone calls to me was to find out whether Miss X

could go on holidays next month. Senators are laughing, Sir. These are gentlemen taken on in which the qualifications were that you had to have a First Degree in Economics — a First Degree in that and you could not really make a decision whether Miss X could go on holidays unless you checked with the Chairman of the Board.

I am ashamed to say, Sir, that in some Statutory Boards in Barbados the Chairman and the Directors still approach their jobs as Managing Directors and meddle in everything and I believe that one of the successes of the Development Bank has been the decision of the Directors to let those that are being paid manage, Sir, and that is what is happening up there now, Sir. They are managing. I do not know — I do not want to know — when you are going on holiday. I only want to know that you are producing and I think that is what we are doing.

Now to give you a little background, Sir. In the seven years to March, 1976 the Barbados Development Bank made 264 loans for \$10.8 million and in that there were 84 small business loans for \$294,800. Sir, I read the other day that the spokesman for Finance in the Other Place was lamenting about small business and small business loans Sir, there are now 865 loans on the books of the Barbados Development Bank that were made between April 1976 and December 31, 1981 and of these, 435 are to small businesses and we have committed in that 5-year period, that five years and nine months, something like \$57 million against \$10.8 million.

But not only that. We have grown to a situation where this is the sixth loan from an international agency. We have had two more from the Inter-American Development Bank since 1976. We have had one from the World Bank and we have had one already — as the Minister has said — from the European Investment Bank. Sir, we were honoured in this country that the first loan ever signed outside of Luxembourg was signed with the EIB to the Barbados Development Bank in 1979.

Sir, the criticisms I noticed a few days ago that there is a criticism from a columnist in a newspaper in which he is lamenting now the profits of the Barbados Development Bank. Now in all honesty, I do not believe I would have a great deal of difficulty with my Board to ensure that the Barbados Development Bank could make maybe \$2 million to \$3 million a year but where would the \$2 million to \$3 million come from, Sir? It would come from the clients, the people who are developing and who are risking their funds.

We could institute many things. We could have our little ledger keys. We could have compound interest on loans that are not paid. We could have penalty interest for paying late and we could maximise our profits but where would that come from? That would come from the clients. We in the Barbados Development Bank feel that it is not only there to make heavy profits. We want

to make a profit because we have to show our balance sheets to the international lending agencies when we borrow money but we are not going to make heavy profits because we would be taxing people who are taking risks.

Sir, I also noticed this columnist lamenting the fact that only one loan was rejected. I believe we need a little explanation of that, Sir. One loan probably in that year was rejected but that was only at Board level. We have a management team now and we reject like anything else a couple of loans and applications every day but only one was actually rejected that was put up by the staff because there is a system there, I believe, that works very well. The application comes in to the analysts and every Friday there is a staff loans committee which goes through the applications. If they approve them, they send them to the Board — that is, those over \$100,000 because they have the right to lend up to \$100,000. Anything over \$100,000 comes to the Board.

Another thing, Sir, at Board level which I found. We have instituted and we have maintained, Sir, that the Barbados Development Bank is a bank and its confidentiality must remain all the time. Now we do not — for instance, like I found before — pass around people's statement of affairs. We do not want to know anything like that. When it comes we look at the loan and we look at the facts and figures. We do not look at individuals, who individuals are or what have you. We look at what is before us and this I believe has led us to more and more clients all the time because the Barbados Development Bank business is being kept at the bank and is not being shared around.

Sir, I note that in the Other Place the Shadow Minister of Finance made a statement in which he said "All the money gone to the MasterMart." I can assure this Honourable House that the MasterMart has never even applied for a loan farless being granted one, Sir. I realised that gentleman says — I think it is something like "truths in politics do not count, only impressions." Well I will like to give the impression, let him know the impression that that is incorrect.

Sir, this loan from the EIB will be going, as the Honourable Leader said, to finance projects in the tourism and the industrial sectors and to small business. However, because the EIB is a semi-commercial bank, they do not entertain very low loans so therefore you have a situation whereby the minimum loan that could go to them would be around \$50,000, 20,000 Units of Account which is roughly about \$50,000. They say — I think they approached it in the fair way — that that is a very small amount and as such they do not want to have a lot of paper come up with a lot of small loans so unfortunately a lot of this money would not necessarily be going into the small business sector because their loans have a tendency to be under \$50,000. However, they

would certainly be going into the industrial sector and into tourism and into Tourism more or less ancillary. Sir, I thank you.

Mr. DEPUTY PRESIDENT: Senator Linton. (Pause).

The question that the Resolution be concurred in was put to the Senate and agreed to.

EDUCATION REGULATIONS, 1982

Order No. 1 was called — To move the passing of the Resolution to approve the Education Regulations, 1982.

Mr. DEPUTY PRESIDENT: Senator Griffith.

SENATOR C. A. GRIFFITH: Mr. Deputy President, Sir, in the case of the Education Act, extensive consultations were held with all interested parties on draft Regulations and the text of the Regulations reflect a consensus on the part of many parties involved. The interest groups were the Barbados Union of Teachers, the Barbados Secondary Teachers Union, the Conference of Heads of Newer Secondary Schools, the Association of Heads of Independent Schools, the Barbados Independent Secondary Schools Association, the Conference of Primary Schools Heads and the National Council of PTAs. All of these people were, in effect consulted on these Regulations.

The Regulations provide administrative and regularity framework for the implementation of the Education Act giving scope to the smooth implementation of educational policy. The Regulations are divided into 17 parts and each part deals with a specific aspect of management of the educational sector.

If I may, Sir, I will just briefly go into the different parts. Part I sets out clearly the functions of the Boards of Management which will be responsible to the Minister for the administration of Government secondary schools in Barbados. Part II sets out the functions of the Advisory Board which replaces the former Education Board and defines the areas under which the Board may be required to advise the Minister.

I might add also in Part II, Sir, that in the Act, there is a provision made for Boards of Management which are in effect executive boards for the primary and secondary schools and the Advisory Board will be functioning at the level of tertiary institutions, such as the Polytechnic and the Teachers Training College and so on. I thought that this should be clarified. The Advisory Board is not, in essence, an executive board, as the Boards which will be administering the primary schools and the secondary schools.

Part III sets out in detail, the duties of the Head-teacher and Deputy Headteacher and in effect, duties of Senior Teachers in primary schools and secondary schools, the duties of the Heads of Departments in the secondary schools and the duties of teachers. Part IV deals with admission of pupils. Part V deals with the provision of medical and dental treatment and sets out procedures which must be adopted, if a child on reaching compulsory school age is fit to be admitted to a school. Part VI deals with the school year, as well as, the school day. Part VII deals with the management of primary and composite schools and entrenches the old arrangement under which these schools had Committees of Management.

Part VIII deals with the curriculum for primary schools, as well as secondary schools. Part IX provides for those children who need special education, and the Ministry has also indicated that provision must be made for accommodating physically handicapped children in schools. Part X sets out conditions for use of educational premises and the setting of standards and conditions for the premises and facilities of educational institutions. Part XI sets out the procedures for inspection, supervision of visits to educational institutions. Part XII deals with the procedures and conditions for registration of private educational institutions.

Part XIII makes for the provision of the administration of nutrition in the schools and for the involvement of teaching staff in the supervision of these meals. Part XIV deals with the provision of teacher training through the Teachers College and sets out conditions for admission to the College and for the flexibility in the curriculum which may be followed in the College. Part XV deals with grants to educational institutions, including to assisted private schools. Part XVI regulates the awarding of bursaries to assisted private schools. Part XVII entrenches provision for the award of scholarships, exhibitions and bursaries.

Mr. Deputy President, I beg to move that the Senate concur in this Resolution.

Mr. DEPUTY PRESIDENT: It is proposed that the Senate concur in this Resolution. Senator Can. Jones.

SENATOR THE REV. CAN. I. McK. JONES: Mr. Deputy President, on the whole I agree with most of what I have read here in the Education Regulations but I would just like to make one or two little comments on it.

One is that I see on Page 31, 33, (2), we see where the first instructional session is to be three hours and the second session to be two hours, comprising an aggregate of five hours. Now, if that is to implemented as it stands, it would force Headmasters and Headmistresses to have three teaching periods in the afternoon. If, on the other

hand, it really means that the actual allocation of the period is going to be left within the competence of the Heads of Schools and not the Ministry of Education well then, that could be arranged that perhaps the same system could go on. But, I would like to make the point, that as it stands, it would force schools to have three teaching periods in the afternoon.

And, then I also observe that in paragraph 4 of that page, the same page 31, where it says:

"Subject to paragraph (5), for the purposes of morning assembly, roll call and corporate worship includes a period of fifteen minutes before the commencement of the first instructional session; and unless otherwise specified that period must be between 8.45 a.m. and 9.00 a.m. when the first instructional session must be commenced."

It would seem to me that that 15 minutes is not, in any way included in the five hours. So, it seems that what the new Regulations are saying is that the school day now is five hours 15 minutes or five hours 20 minutes. That is what it would mean because it is not to be inclusive in that five hours. (Aside) Yes, well at least, that is what it means here.

There is another little comment I would like to make. It is not a very serious one, but, I see on Page 3, Section 6 where we read that there must be a diary or a log book. Well, I hope it will be a diary and not a log book. If it is a log book like what we are accustomed to in the primary school, I would think that that is a very retrograde step, because whoever got into that log book was in deep trouble. Any teacher that went in that log book was in deep trouble for the rest of his or her life. So, I hope that it does not mean that. I hope that it is just a diary — of a historical nature perhaps — recording some significant things in the school and I would like that to be taken note of.

And then, that the Headteacher has a power to ask staff to do whatever he or she would like them to do and I would imagine that that means late duties as well. I would like to draw to the notice of the Honourable Senate here that I think that the time has come when the Government will have to provide at these secondary schools or at all schools for that matter, where Headmasters or Headmistresses can insist on teachers remaining in the school until 5.30 p.m. or sometimes, 5.45 p.m. on late duty, that they should see to it that there are guards at that school.

It is becoming increasingly vulnerable for members of staff to be on late duty and be at school nowadays with all kinds of people passing through the school grounds and so on. This is especially true where a female member of staff is solely on duty, and I would like that

to be borne in mind — that the Ministry should see to it that in these schools that insist on having teachers on late duty that there should be guards at those schools.

With those few comments I would like to support the Resolution.

SENATOR J. E. D. WILLIAMS: Mr. Deputy President, I want to refer this Chamber to Part XIV of the Regulations. It is my understanding that new recruits into the teaching service will be allowed to go straight to Erdiston, and if the Minister can in his reply indicate whether this is so or not — and I have been reliably informed that it is — I believe that this will create certain anomalies.

Over the years it was the practice that recruits would go into the teaching service first and do at least a two year stint, and on application to Erdiston they would go on to do their Erdiston training. Mr. Deputy President, I think that for those people who are not yet Erdiston-trained it would in my mind be a bit unfair for new recruits to go to Erdiston to be trained and to come out and be paid on the qualified teachers' scale leaving those individuals who have not yet gone there on the unqualified scale. I think that in itself would be an anomalous situation.

There is a school of thought that before you go to Erdiston it would be worth your while and it would be in the interest of those teachers to have had that experience in the teaching service where they could benefit more than having gone to Erdiston. I think if this is the case, Mr. Deputy President, I would suggest that there is a rethink in this direction, because I know there are a number of teachers who are already complaining.

As trade unionists, we never want to create anomalies — or to create difficulties — where you have existing people working and other people are going to come into a service or into another area of work, new people, and get better conditions than what exist for those who are already there. I think, while supporting the new 1982 Education Regulations, I would like the Minister in his reply to indicate whether this is the intention of Government.

SENATOR E. E. GREAVES: Mr. Deputy President, I think that we are looking at a very important aspect of life in our society — that is, the delivery of education to the young particularly, and generally speaking to the citizens of this country.

We are looking at these Education Regulations which come out of the new Education Act which was passed, I believe, in the last Session of Parliament. Both the new Education Act and the Regulations which we are now looking at represent in my view a framework for which

the system of education could operate. However, in saying that I must say that they do not go to the heart of the problem in the educational system of Barbados.

I think this is a very important aspect that one ought to look at, for after all, what is the purpose of devising a new Act with lots of regulations if one does not seek to bring about some meaningful and fundamental change in the educational system. Therefore, in looking at these regulations I believe that it would be necessary for me to make the general point that there still remains in our system very serious inequality in the delivery of education to those who go through the system. It is true that some progress has been made over the years to bring about some measure of equality, but if one were to take a serious look at what happens, one would still see that the structure in terms of who get into what were called the first grade schools and which in terms of the perspective of the general population in Barbados are still regarded as the top schools — the first grade schools, that one finds that there is still a tremendous amount of jockeying for placement and for positions in these traditional first grade schools.

Then you have at the other level the schools which fall under the general name of second grade schools. Now, I know that the Parliamentary Secretary who is holding this portfolio will tell me that the first grade and second grade schools will be abolished. Agreed. The point is, however, that with all the abolition, one finds that still the system has not undergone the kind of fundamental change that one would have expected, with all the attempts which have been made and with all the statements which have been made about changing the system.

I believe that it is a very telling criticism of our educational system which ought to be looked at in a very serious way, because as I said, we still have a situation where on the point of view of economic and sociological division in the society you would find that children of people from a particular level will gravitate towards the former first grade schools and basically the second grade schools, and you will find that to a large extent the children of the working class would move towards the newer secondary schools.

Now, I know again that I will be told that if you look at the roll of Harrison College, Queens College, Lodge School, or Combermere, just to give an example, you will find the children of working class people there. That is quite true.

That does not answer the particular problem to which I am alluding. Now I think that we therefore have to examine the way in which we would want to bring about

what I would describe as a fundamental change in the system, and no matter how many regulations we have, no matter how comprehensive an Education Act we have, if the approach and the general attitude which inform the decision makers is not the correct kind of attitude to bring about this change, then one will find that the changes do not necessarily take place.

Just take for example, the newer secondary schools. Now I believe that there is a very strong case to be made out for what could be described as a comprehensive school system. By that, I mean a system or a school which caters to the wide variety of abilities which one would find existing in any group of pupils. So that in the first instance, I believe that the entire system ought to reflect this comprehensive nature, and to say that does not mean, Mr. Deputy President, that I am arguing for a lowering of the standards, because the newer secondary schools or comprehensive schools are usually regarded as below in standards and in quality to the other schools which are regarded as the older secondary schools in this country.

We need first that kind of approach which will cater to the wide capabilities of the pupils who would be going into the particular school, and then from the point of view of the newer secondary schools, it is obvious that there will have to be a genuine attempt to raise the levels there to a point where parents would be able to feel confident that when their children go into these lower secondary schools, they are offered the same level and quality of education that exists in the older secondary schools.

We have a situation, Mr. Deputy President, where the newer secondary schools rather than in my view attempting to answer to the needs of a comprehensive school in its entire sense, try their damnest to ape the older secondary schools. I believe that they are victims of circumstance because the newer secondary schools are judged by their performance in relation to the older secondary schools, they are judged by the number of pupils who get possibly a large number of "O" level certificates. If they can deliver that kind of goods, then they are considered or there would be some kind of consideration as to say that they have attained a particular level or particular standard. I do not believe that this would be or should be — or ought to be — a fair measurement of the contribution which these kinds of schools can make to our educational system.

Education is a very serious business in terms of what it has to do to shape the society of the future. The pupils of our school system today will eventually be the leaders of the country at all levels — at the political level, at the professional level, the business level

including of course, the trade union level. Therefore, you would want to ensure that values reflecting the aims and aspirations of a country, would be as it were, passed on to the pupils who are in the school system. There has been a lot of criticism and a lot of wringing of hands and bellyaching about a whole set of values, people have been wondering what is becoming of our society, what are we doing, when, for example, you see indiscipline or you see the whole question of punctuality if one could refer to another serious area of complaint, where you see young people not having the kind of tenacity of purpose that one would expect and would look for, and all these things I am submitting, Mr. Deputy President, are a reflection to some extent of our school system and a lack in my view, of clear direction in this particular area. But I am not putting the entire blame on that because I believe that parents have a lot to answer for in this particular direction.

The Regulations, as far as I can see, will give some opportunity and make some provisions for parents to play an even greater role in the life of the school through the legitimisation of the Parent Teachers' Associations at the various schools. As far as I can remember, I think it goes right down to the level of primary schools where Boards on which at least parents can sit, will be able to function hopefully for the betterment of the particular school and to the kind of quality education which is offered in the various schools at the various levels. I think that it is useful that we get this kind of input because there are genuine concerns which one must express in this particular area.

I know that there has been, with some justification, criticism about the products of the school system in terms of their ability to function effectively in our modern society. We boast of a very high literacy rate, but when you really get down to it, you would find that there is still a lot lacking, and a number of people who come on to the job market sometimes find it difficult to cope with some simple things. If you were for example in a position where you were to look at letters, just to give you an example, of application for a job, Mr. Deputy President, you would be amazed being a literary man yourself, to see sometimes the grammar which is written by some people who have passed through our secondary school systems and who may even have passed English Language and English Literature at advanced level.

I have seen a letter of application written by a University graduate where the language was appalling and I believe this is a very serious reflection on what is going on in the school system.

I am not here, Mr. Deputy President, crying down — or trying to pull down — the school system. I am

expressing a genuine concern for what I see — and what I believe that other people are seeing — as the inadequacy of the school system in being able to put out people who can really cope so that we are into the question of what has been described in educational circles, I believe, as functional illiteracy; and I wonder how much is done in this particular area.

There was a debate in the Press sometime ago about, for example, the former teaching of language as against teaching by some other method and I wonder how much we are loosing by sacrificing one method for the other and then the other thing is the whole question of people having a broad understanding of our society and how it functions. Sometimes it is amazing that a number of young people do not have a clue about these things. I am saying that it is a sad commentary on the system and I would hope that we can see a new approach in this area, new directions given, because in the final analysis as I said, the school system should be or ought to be designed to produce people who can function and who can lead the society on to greater heights.

Certainly in this modern day and age where industrialisation and the drive for industrialisation has taken route — and earlier today we passed a Resolution to borrow some additional money for this particular purpose — it is clear that we have to step up in a very meaningful way our technological and our industrial education.

It is true we are moving to a situation.....that is we have a new Polytechnic which will house probably over 1,000 students. But I wonder if that is enough in terms of demands and of course in terms of its location for people from all over the island. And I further wonder whether there is not a under-utilisation or lack of proper direction of the industrial arts wings which have been attached to a number of the schools, particularly the Older Secondary Schools.

I tend to get the impression — and I am not now speaking authoritatively on this — that the industrial arts wings are just, as it were, added on there to satisfy. There are just wings, but they are not totally integrated into the entire system and it might very well be an expression of a particular kind of attitude and feeling of the administration of the school I am talking about towards this particular kind of education because there is still a lot of emphasis on the arts and the sciences as opposed to technology.

These things are important and I am not at all trying to play these things down but I believe that there has to be a new approach in this particular area of technology and being able to provide the person with the kinds of skills which are demanded in this particular age, the age of computerisation and an age of high technology. If we

do not arise to the occasion now we will be left behind, Mr. Deputy President, because the world is not waiting on us. Everyday you get new developments taking place, new inventions.

I remember once where a point was made that today's invention is tomorrow's obsolescence. That is because technology is moving so fast. If you look in the area of computer chips, the silicone chips area, almost every month or two months there is a new development. And, Sir, we could very well find ourselves in the situation where we have an educational system producing people who are experts on Shakespeare and who may be good mathematicians and who cannot really fit into this modern technological age in which we find ourselves.

I would like to urge the Government, as early as a matter of policy and particularly now that we have new Regulations and a new Educational Act that some sort of attention be paid in this area. And I want to emphasise that as a matter of policy, the industrial arts wings in the various secondary schools should be upgraded and be fully integrated — not only that the Masters or Mistresses or whoever is in charge of that particular area will be able to sit in the staff room with the other staff members but that there will be that conscious effort to make it fully part and parcel of the entire system and that some of the better pupils be directed into those particular areas.

Now we do not want to have a situation where you will find, just to give you an example and to a large extent this still obtains, where a person who, let us say in the females, that the persons who are considered to some extent to be failures in the academic stream will go into and do, as some parents would say, a little shorthand and typing. That probably is a reason why you will find that the level of secretarial competence in Barbados is not particularly high because there is this kind of attitude and in the same way I believe that it also reflects in this area of technology and technological education that I am talking about where you will find that the better pupils are not directed in that particular area.

Now I recognise that, as you know, a Government can have a policy. But particularly in this area because education is a very sensitive thing, if parents do not have the kind of feeling and do not have the kind of understanding about the importance of this to the entire national development, then of course you will be faced with serious problems. But to a large extent I believe it is a function of the rewards and the kind of status which is normally given to people who have gone into the educational field so that it is clear that more and more of our skilled people — and people with the kind of skills which are required for developmental purposes — will have to be better rewarded and certainly better treated because those are essentially the people who are going to be productive people in our society.

In looking at these Regulations as I said, Mr. Deputy President, I could not avoid making those general observations. I would hope that these Regulations along with the Act would see a new approach and would see emphasis being placed on those kinds of problems which I have highlighted. Just before I sit down, there is another point which I should have mentioned and it is a pity that I am putting it at the end.

To repeat a point which I made in the Lower House when the Education Act was being discussed I believe that we in this country have to think seriously — very seriously — of having a second language or teaching a second language and not in the way that it is taught at present. Okay, I mean all of us, I believe all of us, who have gone to a secondary school would have been taught French or Latin — that is dead now but nevertheless, that is a very important subject — or Spanish. You would have been taught maybe to read a passage. But, when it came to being fluent, being able to speak the language, being able to understand the language you were really out to sea. And I believe that we need some orientation in this particular direction.

I think that we are so close to Latin America — I believe that we are so close to Spanish America and it would seem to me, as I look down the road, that there will be more and more contacts in that particular direction — at the political level and at the economic level — and if we are going to be able to make any inroads in that particular area, then we have to prepare ourselves to deal with that particular problem.

You know, I was reading a magazine once and they were talking about the Japanese and they were stating how the Japanese were able — or at least, are able — to make such a thrust into the North America Market and into the European Market, generally. And, one of the things which they do to their businessmen is that if they are going into an English speaking area those fellows have to be able to speak English fluently and understand all the nuances of the language before they begin to trade. This is why probably, you would find that Japan is so successful in its export drive. A comparison was made with American businessmen who go to Japan or Germany or any place like that, but they can only speak English and they therefore find that they are at a disadvantage.

What I am saying, Mr. Deputy President, is that in this country, if you are talking about industrialisation, it is clear that our market here in Barbados and in the Caribbean would be too small and we therefore ought to be thinking in terms of exporting and we therefore have to look beyond the Caribbean. I am suggesting that because of what will be the greater economic contact, in the future, between the neighbours to the south we ought to prepare ourselves for this and I would suggest that very

serious attention ought to be given to having Spanish, as a second language in our school system.

I went to St. James Secondary School on Saturday for the first time. One of the things I was rather impressed by was I noticed that some kind of start, I suspect, has been made there because the signs for the various directions are in English and in Spanish. Already it is a habit which is being cultivated and I think that this ought to be continued and would hope, Mr. Deputy President, that in all of this, — these Regulations and the new Education Act — that some consideration and some very serious attention be given to the points which I have made.

Thank you.

Mr. DEPUTY PRESIDENT: Senator Lynch.

SENATOR Mrs. E. M. LYNCH: Mr. Deputy President, I welcome the appearance of these Regulations because I sincerely trust that it heralds the proclamation of the long expected Education Act. I am very anxious to see children in school and I think that as early as 1977, I had tried to ask some questions relating to the implementation of that section of the Act which would have made it compulsory for children under the age of 16 or even at primary school age — if the whole school period could not have been included at the time.

I hope that at least at primary level, the Government would have hastened to see that children are in school. That is the first step towards dealing with the problems of youth which we now have. We cannot set out to discipline children who are not there. Many of them are sitting before trays of nuts at street corners. They are young enough to be in school. So, I hope that as soon as these Regulations have been passed, we would see a move from dreams and words to fulfilment.

So much has been said on which I would like to comment that I have to be careful that it does not distract me from what I really intended to say. Some people are expecting too much from the educational system. I would put it in this way — that if you want equality, you are not going to get it merely by trying to get equality in schools. The society and the teachers who come from that society must have certain concepts; accept a certain view of life, if the school is to be able to have equality.

In fact, in some of those wonderful institutions of high reputation, to which the last speaker referred, what makes children feel equal is the way in which they are treated. It is possible to go to a school which is regarded as being the best and while you are there not feel the best. It is possible to organise a school in such a way that there are two or more schools within the same

school. A lot depends on the quality of teachers we produce, not only from the point of view of their academic qualifications, but also from the point of view of the way in which they perceive their jobs; what it is that they are there to do.

Indeed they should always be looking not only to improve by changing their techniques but they should be constantly asking themselves if what they are doing is what they ought to be doing — whether they should not be doing something entirely different rather than simply doing something better. So it is not a simple question because all of us, all the adults in our society have got to move to new levels and have a different view of life if the educational system is to change.

The honourable Member on the other side, Senator Williams, touched the point of the trade union and the last speaker is a trade unionist and he should accept the warning here that trade unions' actions can easily retard progress. (*Applause*) We do not expect to see restrictive measures used by the trade union which prevent the necessary changes in education. The system is intransigent and that means that there is going to be some upsetting of the old order. It has not been done suddenly. As a matter of fact, in my estimation, we have been a little bit too long about the start and we have been a little bit too timid about changes which must be made.

If Government decides that teachers should go directly from school into training, I would like to warn them to take heed to what has just happened in Britain, namely that when you use that system you have to be most careful that you do not train more teachers than you need. In the present situation we cannot do that, teachers are already in the schools and when you take them to Erdiston to train we know that there is a place there for them when they come out. I put it that way. When we begin training teachers first before we put them into the classroom, we have to watch the demographic pattern very carefully to see that you do not find that children have disappeared and you have more teachers than you need, because I think there is a tendency toward a fall in numbers at the primary level, and this has got to be watched, because when it works its way through the system you may find you have got more teachers than you need.

On the other hand, although it is a good thing for a teacher to be trained when she stands before the class, I would like to admit that I am not yet a fully trained teacher, and I do not know whether I hurt more children than I helped, but there is some advantage in having a student in the classroom for a year or so before that student proceeds to training. The precaution that is necessary is that that student should teach under an experienced teacher and should not have to take charge

of a class. But a year in the classroom before proceeding to training is extremely valuable to the teacher because when that teacher goes into training he or she understands what the lecturers are talking about.

We must not be too quick to throw away some of the good old practices that served us well in the past without examining carefully whether there is not some merit in them which we should retain when we are making the new changes. I would therefore say you should not keep an untrained teacher in the school for a long time, but I see no harm at all in having a teacher teaching under a trained teacher for one year before going into training. Now, this may not be perhaps modern enough and I know that one of the considerations is the number of substitutes that have to be found for people who are in Erdiston.

The situation now is that teachers are trained and come out of Erdiston before they are appointed. You have a lot of acting teachers in the system and you will find that most teachers now — I think it is true of all teachers now — do not get appointed before they have been to Erdiston. They are already experienced teachers by the time they are appointed, so I think we have to look carefully at our system to see what merits it had, to see what our own situation is, and to see that we avoid some of the errors that are being made elsewhere. It is no use following other people blindly and find that we have also imported their errors.

So I would like to sound a note of caution about this matter of equality, because people misunderstand it very easily. The teacher is the key facility. I know everybody is very keen about upgrading the newer secondary schools and so on, and people have failed for some reason to follow these schools carefully. A considerable sum of money, so far as I can calculate, has been spent on upgrading what was called the newer secondary schools. I think more attention has been given to them recently than has been given for a long time. There has been an honest attempt to give them better facilities. I hope that the day will come when they all have the necessary facilities, but we must understand how this came about. People did not set about not to equip the newer secondary schools, the error was made — and it was an easy one to make — because our directors of education came to us direct from Britain. When we were still colonies, we had a system of education like the British system of education, and they continued it.

It has always been my feeling that when modern secondary schools were built what ought to have been built were additional fifth form schools, because the country was accustomed to the fifth form school and accepted it. All we would have had to do to get the comprehensive school was simply to add more streams to a school with which we were already familiar.

While we went out of our way to follow the British invention of the modern secondary schools and we were building modern secondary schools just as the British were giving up that, they discovered that that was not what they should have done, and all that happened was that the school which was built to be a modern secondary school was declared one happy morning to be a comprehensive school. They had not been built to be comprehensive schools, and therefore those schools when they were said to be comprehensive after being built to be modern secondary schools were not equipped, so it was an accident. The comprehensive school was an accident, if I put it that way, not a development.

Our natural development was by way of the fifth form school, and I will illustrate this by pointing out that those of you who knew the fifth form schools — say, 20 or 30 years ago — will realise that a gap between the fifth form school and the sixth form school has been almost closed.

If you took a girl from Foundation or St. Michael's or Alexandra and sent her to Queen's College, she went and sat in Queen's College's sixth form and continued straight on. She had been to a fifth form school and was transferred to a school which had a sixth form. That was all, there was no mystique about it. She sometimes got the scholarship just like the other children who had gone through the fifth form school. You got girls transferring to Harrison College and winning the Barbados Scholarship just like the boys, and they went to a fifth form school, so that the gap was closed.

Combermere today is not what Combermere was 20 or 30 years ago, so the fifth form schools developed and in the same way the newer secondary schools will develop. Those schools developed by the imagination and the work of the Heads and staffs of those schools to a point that some parents really did not mind if their child went to a fifth form school or a sixth form school, and sometimes they told you that the one that went to a fifth form school did better.

Those schools made their reputation, it was not handed to them on a platter, and they were good schools and considered themselves best schools, whatever the other people thought, and the newer secondary schools will do the same if they are given the chance to do it.

Already there are some of these schools which have had considerable achievements not merely in the academic field, but for some reason or other what they have done or are doing is not always understood and is seldom publicised. I went to a school's Speech Day — the particular school was Parkinson — some years ago, and I was very impressed not merely with what they had

managed to achieve academically but that they had faced the reality of the situation in which they were and had had a good outreach programme to the community around them — and I think this is the first one that had done this.

When I was going in, the Rastafarians of the district were having their art displayed at the bottom of the driveway because they knew that the school was having an art display for their Speech Day, so therefore they were having their art display too. In short, what was going on in the school was that people outside were identifying to some extent with what was happening, and this was a good feature.

If you think of the insuperable problems that face the Richmond Schools — I do not know the Boy's School, but I know something of the Girl's School — it was really wonderful what that Girl's School has achieved given the situation which it had to work under. You can only assess a school if you know what the school is working with. If somebody sends you a brilliant child and it passes the examination, the teacher is just qualified enough to teach it, but if you have a child that has only average intelligence, which is handicapped by all kinds of social problems and you bring that child through; it completes the school course and goes into life confident, you have achieved as much as the other school which turned out a scholar who had a good background. So you really have to know what to look for in a school and how to assess it.

Looking at these Regulations — and I am now making my way back to this — I feel that one thing which I would have liked to see receive greater stress was the parents' role. I would like to see that each school has set out in some kind of pamphlet — I do not want to say anything as ambitious as a prospectus — what that school is aiming to do. Every school should have a philosophy which the Head has worked out with the staff and which should say what that school sees as the role of that particular school, what they are aiming to do and set out their strengths.

Some schools have a very good art department; some schools have very good music teachers; some schools have very good woodwork teachers, and if the parent has to choose, the parent should have some idea of why he is choosing a particular school. I have a suspicion that parents are just putting down the names of schools, but they really do not know why they say they want their child to go to school at Queens College, Harrison College, St. Lucy's Secondary or the Lodge. They do not know why. They do not know what these particular schools offer that no other school offers.

Every school should have its own character and should be doing something that no other school is doing;

you pick that school because your child has that particular bent and you want that particular skill. So I think each school should have its own thing which sets out what is the strength of that particular school — we have a very good language department, we have a language laboratory, we have been outstanding at games, we have an excellent music department, we have an orchestra — and the parent would say my child likes music, I am going to send it to the school that is strong at music. What is going on is just a little guessing game. You just put down the name of the school.

The other thing is that I think the Regulations should also carry something about parent obligation. A parent should be obligated to accompany the child at the interview for entry. At every school children and parents should be interviewed at entry. Now you may have a very large school and you are admitting 100 or more children. Then you would have an interviewing team, and the councillors now being given to these schools should have the duty of training the interviewing teams so that they know what to look for, and so that the kind of difficulties the child is going to have is seen almost from the beginning — you can see what kind of handicaps the child has or the kind of difficulties he is likely to have and begin to think about what you are going to do about that.

The parents should have to sign something. Now you see because education is free, people may be getting too casual about the whole thing. Now they feel that everybody has secondary education now, so you no longer feel proud of the school to which you are going, and you no longer feel you have got any obligation, I think parents should be made aware that the education of their children must involve them, and on entry they should sign to say that they must come to the school when requested by their Head to do so in order to discuss their children.

I have heard of a school where a child's parent had been asked to come, and the parent has not gone. Now that should not be possible. The parent should sign to say that he has an obligation first to go to have consultation with the teacher, headteacher or whoever about his child.

Secondly, they should say that they accept the obligation to provide the child with necessities like its exercise books, school uniform and things of that sort, so the parent must be there on entry to do this. The child must not just be sent to the school by a bigger sister or brother or something like that. I feel the entry should be formal and the parent should sign the admission card with these things that they will abide by the rules of the school, so that even where the child comes from a difficult home background, you are telling the parent from the very beginning that he is involved in the

education of his child and that he is important in the process.

I would have like to see a section dealing with parent obligation or parent responsibility. They should have regulations too, not only the teachers. I think the parents should have some kind of regulations too so that they understand that they have an obligation and a responsibility. I trust that these new governing bodies will have some real powers and that there will not be an arrangement that the Headteacher is secretary to the governing body. I understand that there are some newer secondary schools where the Head performs the duties of secretary of the governing body. For obvious reasons that is undesirable.

The governing body is supposed to meet at least once every term, at least three times a year but that is at the least. That does not mean that it should meet only once a term if it is necessary for it to meet more often and I think that governing body members should receive some kind of briefing. I do not think that people should just be put on governing bodies and be left there. They are not teachers. Very often they do not know anything about education. They do not even know how to look at a school, what to look for.

They should know what to ask the Heads, what question to ask about the progress of the schools and I am certain that there are many, many members of governing bodies who have seen a school only on formal prize-giving days when half of the school is not there anyhow. But they have never been into the school when the school is at work. They do not know anything about the schools so I feel that even members of governing bodies need some kind of guideline, some kind of briefing, some kind of information about the history of that school — its difficulties, its achievements, its failures — and go to the governing body meetings able to make a real contribution to the life of the school and showing some interest in much more than being present at the formal prize-giving day because if there is an informal prize-giving day and you invite the governing body, they do not even come. They only come at the formal prize-giving day. They should go to the informal one because that is when they see the school and when the schools are built there should be provision for an assembly area — an area where the whole school can be there.

We begin to breakdown the whole corporate life of the school when you send home children. Everytime you have something you send home half of the children so how do they get a feeling of belonging. Some schools do not even have a hall big enough to hold all of the children for morning assembly and one thing that they all have is morning assembly so I am doubtful about the wisdom of having such large schools.

Now I know it is a matter of expense and I know what the World Bank would say and so on, but Bar-

bados has always had that comment made by people from outside. Even when we were colonialists and people came to Barbados and looked at Barbados and they saw this, they said we were spending too much money on education. They always told us that we are spending too much money on education. What I might say is to make certain that the money which we are spending on education is wisely spent. Perhaps we are spending too much because we are not getting the value out of what we are spending but if we are spending on education and that is a fault, it is a good fault, and since we are spending so much, let us spend a little more, if necessary, so that we do not defeat our own ends, what we are trying to do.

We have not yet been able to produce — and I do not know if we ever will because it is the same thing in the countries outside.....We can learn from their experience and they have now moved to the point — Scotland and Britain — where they are not having very large comprehensive schools. There are not making them very large. They say the ideal number is 870. I do not know what is the magic around the 70 but certainly under a thousand and I feel that we should work towards reducing the size of those schools so that they are manageable.

The whole procedure about entering and so on I feel is important because I notice here in the Act — in these Regulations — that they have mentioned about arranging the programme for each child. Now please let this become a reality — accountability for every child. Too many children are being lost in the shuffle. No matter how big the school is, what you did for a school of 300, you can do for a school of 900 by multiplying the organisation, making the organisation three times as big. I think that people are being frustrated merely by looking at the vast numbers in front of them and if we look at what people are telling us about juvenile crime, children are barely out of school. In fact some of them are still of school age and therefore if we must sort of look carefully at what is happening in schools, the inner life of the schools. Do not tell me about how many graduates you have and all that sort of thing. That is all very well but what is the quality of life? What the child's daily life in the school is like so this question of accountability.....

Mr. DEPUTY PRESIDENT: Senator Lynch I really do not want to interrupt your very good speech but I wonder if you will agree to a suspension now.

SENATOR MRS. E. LYNCH: No, I will soon finish.

Mr. DEPUTY PRESIDENT: Oh I am sorry.

SENATOR MRS. E. LYNCH: I am afraid that I got taken off because of what those gentlemen said, because you see it just underlines the fact that the public

in general are not aware of what is taking place in the schools.

That honourable gentleman who just spoke — his wife is a teacher of outstanding ability and so I am surprised to hear some of the things he said because what he said shows that he does not know that it is not now possible to pass a GCE examination in a foreign language without being able to speak it. You have to be able to speak it so you know he is thinking of his childhood which, it is true, is not as far away as mine is.

In the primary schools — of course everybody knows that my favourite field is the 'All Age School' and its social significance. I am not going to give you a lecture on that but I was always amused at the fact that there is a Chairman of Managers but no managers. There is a Chairman of Managers at each of those schools but you only have a Chairman. There is nothing under the Chairman, not even a chair so I hope that these committees which we are going to establish for the primary schools will become a reality and that its members will be chosen from people in the community near the schools who will take an interest in it and who will help the surrounding community to take care of the facilities so we do not have a lot of the problems which we now have.

We are wasting a lot of money on electric lights burning all night and watchmen who may or may not be there and all that money could be used, you know, really to improve the school. We are spending money on education that is not education. I mean, this is what it amounts to so I feel that if we can get the community around the primary school to be interested in that school.....

Do not go and look for some distinguished old boy who has not got the time to come and who only admits that he went to school there when he is making a speech somewhere, because everybody now likes to impress you with the fact that they were not always as rich as they are. (Laughter).

The other thing about the Regulations that I want to say is this — that I have met hardly a teacher who has seen the Regulations or knows what is in them. In dealing with matters of this sort, the Trade Union or Associations Committee deal with it. But teachers very often do not know the Regulations. They do not know — and I think this is leading to some misunderstanding.

I think that when you tell a teacher that she has 21 days for sick leave it is taken to mean that they are under some obligation to be ill for 21 days, every year. We did not make that mistake because we had to pay our substitute a dollar a day when we were absent, you know, for any length of time. When I was a young teacher in secondary school, we quite literally had no sick leave. I worked for 45 years and never had one day of uncertified sick leave and here I am, as sturdy as ever. (Applause).

Now, I think some of these errors come because the teacher has never had — or the Civil Servant has never had — the Regulations in their hand. You go into a school and the Head tells you, here are the Regulations, read them and sign them. They are too many for you to take in at a single reading and you sign it. Most teachers have got to call up the Secretary-Treasurer of the Governing Body or somebody in order to get something about these clarified. Each teacher should have a copy of the Leave Regulations and everything in hand. She should be given it. It only has to be cyclostyled — it is not really expensive. Every teacher should have a copy of the Regulations.

The teachers, even now that we are passing this today.....I spoke to a few teachers to ask them how do you all feel about the Regulations? They said, "Regulations, it is nothing. We have not seen them. You know, we think the Union Members looked after it." So, the next thing is, having passed the Regulations each teacher should have a copy of the Regulations so that they know what the Regulations say.

Thank you Mr. Deputy President, I will end here and continue in the Estimates Debate. (Applause).

SUSPENSION

Mr. DEPUTY PRESIDENT: I wish to suggest a suspension for 45 minutes. The Senate stands suspended for 45 minutes.

RESUMPTION

On the resumption:

Mr. DEPUTY PRESIDENT: This Sitting is now resumed. Senator Reece.

SENATOR MRS. M. O. REECE: Mr. Deputy President, I rise in support of this Resolution, the Regulations to the Education Act. There are just two small points I want to make. The first deals with the curriculum in Part VIII.

In September 1978, the National Commission for the Status of Women laid a Report before Parliament and in it, it made a recommendation that consumer education should be on the curriculum and it said:

"A practical Consumer Education Programme should be included in the curricula of all secondary schools and integrated with subjects other than Home Economics."

I sincerely hope that this will be included in the little section which says that the Minister can approve such other subjects as he or she may think fit. It is a vital subject and not one that should be thought lightly of or left off the curriculum.

The other point which I want to make is about nursery schools. Day nurseries cannot take the place of the nursery schools. There are not enough nursery schools on the island. More and more people work — parents or

guardians as they may be — and children are left partly on their own. The Chinese, I think it is have a saying; "Give me a child until the age of five and after that, you can do what you like with it." It is at that tender age that children form their habits. Whether there be good habits, bad habits or whatever have you, it is at that age that the child is formed. If we intend to produce citizens of tomorrow to make a good society, then we need to take care of these infants.

I endorse the point which Can. Jones made about teachers remaining after school. Gone are the days when teachers took part in the Students Christian Movement, Literary and Debating Society and other activities of the school. They teach their academic subjects, they may go on the playing field for an hour or two — I was a teacher myself — and that is the end of a day. I guess not all teachers are like that. But, we have to think about this and see if the children can be completely formed. I do not believe that a child's education is complete with just the academic subjects as taught in the classroom.

The point which Senator Lynch made — I endorse that. It is about the Unions. I also want to mention the Parent Teachers Associations having sessions on the Education Regulations, as it stands. If they would try to go through it with the teachers so that they are aware of what is expected of them and can give of their best.

With those remarks I support the Education Regulations as it stands before this Honourable Senate. Thank you. (Applause.)

Mr. DEPUTY PRESIDENT: Senator Reader.

SENATOR MRS. G. G. READER: Thank you, Mr. Deputy President. In rising to support these Regulations, I would like to mention one point that worries me greatly and that is that our schools are not equipped to handle the children who are being brutally ill-treated at home. Sometimes this is not even known to the teachers. The reason that these children are not learning is because their home conditions are so appalling and that does not mean that the home is bad, but that the child itself is being subjected to the most unnatural pressures in its own home.

I know of several children who have left school to have babies and their children are the children of their natural fathers or their mother's boy friends. These children are violently very, very unhappy. Now, in each of these enormous secondary schools that we have — and they are much too big because the children are becoming cyphers and not people — we need to have a nurse, a Welfare Officer with transportation who can check up on children who have been absent for a couple of days and find out what is wrong.

Several years ago, a Headteacher of one of these schools got in touch with me, when I was working with the Child Health. I sent my nurse out to see what was happening to this girl. She was pregnant for her own father. Her mother had turned her out of the house. She was living in a cave in a gully and she was being given food occasionally by her father. This girl had a congenital syphilitic disease and a child that had congenital heart disease.

She was 12 years old and she had won a bursary to an independent private school. She had a brother and a sister who were both in what we term our better secondary schools. On enquiring about those children from the Head Teachers there, I found that they had both dropped from the top to the bottom of their classes due to the friction in the house between the mother and the father over this daughter. This girl was an exceptionally good looking girl. Her life has been completely ruined. If only there had been someone in that school earlier on who could see when that child was not coming to school, who could have checked up on the background with the family, who could have done something to help, an awful lot would have been spared.

This child had her infant alone in that cave in the gully and she nearly died, and her mother would not go to her assistance. It was only when she crawled to the standpipe to get water that the people realised she was dying and the police took her in a van down to the Queen Elizabeth Hospital. I am only giving this as an example of some of the horrible things that happen to our children. They cannot be expected to take in their education when these things are happening at home.

We cannot blame the teachers only. The parents must realise that they have a deep responsibility to get their children a proper education with a proper home background. We say that our educational system is failing. Schools are made for children. The adults, the teachers, the unions, the parents, are twisting a lot of it for their own advantage and are not thinking of the advantages of the children. What is best for the children of Barbados is what matters, because the children are our whole future.

There are girls in this island who are now adults and who have got positions of responsibility and who have done well. I was talking to one the other day and she did not know that during my lifetime women could not vote. This is something that should be remedied. We must have a much wider based social teaching to let the children know what has been going on and how we ourselves have progressed over the years. Education is mainly to develop the child, not to teach a child to hold down a job; it is to develop the whole person, its brain, its physical and its mental abilities.

I was reading a book not long ago by Dr. Wilder Penfield, and he says that by doing experiments on the human brains he operated on, the only way to learn a second language properly is to learn it before the age of five years. If you do it before you are the age of five, you learn it in the same hemisphere of the brain with which you learn your mother tongue, therefore it becomes an automatic language. When you learn it later on you have to switch hemispheres and therefore you have to translate from your mother tongue into the foreign language. This is very interesting, and I would like to see Barbados doing all this and let us start our language education much earlier. Most importantly, I would like to see some of these children that are not in school at all, put into school.

Only last week I found three little boys sitting under a book rack in one of our supermarkets and I asked them why they were not in school. All they told me is "Mother did not send me to school today." Mother did not care enough, Mother did not have enough money, Mother had not washed the clothes, Mother could not give them lunch money? I do not know what it was. They refused to tell me their names, they refused to tell me what school they went to, and eventually the Manager had to come and ask them to leave because they were pulling all the books apart.

Now, this is not just in one place. You see this every day all over Barbados — children are not in school. It was important in the old days to go to school, because if you did not have schooling you did not get anywhere, but today the parents consider the Government must look after the children anyway. They did not have that much, so why should their children get it. There are mothers and fathers in Barbados who have burnt their children's school books because they resent the fact that their children are having secondary education and they did not have the opportunity to have it themselves. They figure they were out at work at 12 and 13 and they do not see why their children should still go to school at that age. Now, this is true. We have got to see that this is all part of our background to education and we have got to start by educating the parents to be better parents and to help the children more. Thank you, Mr. Deputy President.

SENATOR A. W. A. McCLEAN: Mr. Deputy President, in rising to express general support for these Regulations, I would like to point out that having Regulations is one thing but applying those Regulations is another.

I would hope that these Regulations which are intended to apply to all the public schools in Barbados — and this includes the older and the newer secondary

schools — would be applied even-handedly. I hope they are not interpreted one way for School A and another way for School B, and in this regard I want to direct attention to the fact that in bringing the older secondary schools in Barbados under the same umbrella as the newer secondary schools, we are moving from a situation where the governing bodies at these two sets of schools traditionally performed at different levels of responsibility. I would hope that from henceforth they would have the same level of responsibility. This would probably require an adjustment in both directions, but I think that the greatest adjustment must be in terms of added discretion to the Boards of the newer secondary schools.

Indeed, it is my view that the newer secondary schools have been over-regulated in the past, and I would hope that not only the Boards, but the Headmasters of these newer secondary schools would have a higher degree of discretion. In the past we have had the farcical situation within a school that was being flooded and the lives of the children were being threatened, where the Headmaster believed that it was incumbent upon him to get the permission of someone at the Ministry of Education who could not see the conditions on the ground to send home the children. Or if the toilet facilities were not working and were becoming a threat to the health of the children, he must get someone from the Ministry who was not there to see the conditions to tell him to send home the children.

I would think that in terms of emergencies, the Headmasters should have the authority to act within their own discretion. If somebody wants to question it, let them question it after the fact and not before. Any Headmaster should have the authority to dismiss school for reasons that he considers to be particularly urgent and compelling, and I do not think that Headmasters of the newer secondary schools perceive that they have this authority now. If they do have it, it should be made known to them.

This brings us to the point of exposing teachers to the Regulations. I would like to support Senator Lynch in saying that every teacher should be given a copy of these Regulations. Every teacher, and indeed every employee, public or in any situation, should have a copy of all the regulations relating to his conditions of service. In the case of the teaching profession I think this is important, especially for the secondary teachers, because the secondary schools are riddled with anomalies in terms of the conditions of service — who gets paid for what and who does not get paid for what, and the teachers know that this person is getting paid for a certificate from Erdiston, getting increments for that in a graduate situation; the other one whether they had an Erdiston certificate or not is paid the same in terms of what they are being paid as a

graduate. All sorts of anomalies exist, and the teachers are not too sure who is being favoured or who is being disadvantaged. As such, the full conditions of service in every aspect relating to teachers should be codified and given to them along with these Regulations.

Now on the point of an even-handed application of these Regulations, we have heard it mentioned here today about the better schools, the worst schools, the not so good schools and the slightly better schools and so on. I suggest that we should think carefully as to what are our indicators of quality. What is it that tells us that Harrison College is a better school than most of the others around here?

We have a particular historical experience when Harrison College was one of two boys' schools that had sixth forms and therefore the only two schools eligible to send forward pupils to the Barbados Scholarship, and therefore if you were a bright boy at Combermere, Coleridge-Parry and so on you had to go to Harrison College to get a chance at the scholarship. In that context and for other reasons — because of who used to send their children to Harrison College and so on — certain things attach to that school as a school to which you should aspire to send your child, and indeed in the type of class-riddled society that we are, we still have a situation where employers perhaps would prefer a fellow from Harrison College who failed all his "O" Levels to someone from a newer secondary school who has seven at one time.

These are some of the unfortunate features in our society, but we must not confuse these types of preferences and illogicalities with indicators of quality. I have not really been into Harrison College to examine the teaching, but quality must be bound up with teaching — what you are able to do with the material you have. It is said that Harrison College gets the best students. I do not think so — and I will explain why in a minute — but they do get some of the best ones — perhaps more of the good ones than any other school — and if that is so, Harrison College has been selling this country very short in recent years. Do you know why?

The performance of our so-called scholarship winners in the last ten, 15 years or whatever are woefully behind the performance of students at QRC and Presentation College in Trinidad and so on. You

do not win any more University open scholarships again, so that if people are having the best brains in Barbados and they cannot get "A's" in GCE and win the University open scholarships as they used to do in former times, something has to be woefully wrong. That is not a good school if you cannot take a brilliant student and make him perform significantly better than a mediocre one from the other schools. So when you are talking about quality, as I say, you must concern yourself with these indicators of quality, and quality has to do with performance in some sense, not with just saying we have prestige.

Again I do not believe, as I said, that all the good students are going to Harrison College. This is quite evident from a statistical point of view, because we have heard it was mentioned in another place, that the majority of people who get into Harrison College go to one or two private schools in Barbados at the primary stage, and the distribution of abilities is not such that you will find a few parents who send their children there year after year will get all the intelligent children born to them. Intelligence is more evenly distributed across all classes and all levels of income and everything else, so that there is a systematic bias in the selection process which is way from true intelligence.

This must mean that intelligent children in large numbers are going to some of these schools — even the least regarded — and that takes me to the other point in terms of the attitudes of teachers in all the schools, those at Harrison College, Queen's College and those in the other schools.

I cannot understand for the life of me why anybody could find themselves working in a situation where they accept that they are involved in an exercise in mediocrity, that their school is an inferior school. I am a teacher at that school and all my other colleagues, and if the school is inferior it is because of all of us, not because of anyone else. So when you get the teachers as a collectivity saying that my school is an inferior school, they are saying that they are inferior. But somehow they still retain the view that they are as good as anybody else, each and everyone individually, but their school is still inferior. Maybe in so doing they make it inferior because they do not put out any effort. I am saying that somewhere along the line, we have to change these attitudes by teachers and try to motivate them in a way to recognise that they, through the effort and cooperation of the students which they can win by kindling their

enthusiasm, can attain heights never before attained in this country.

The levels of attainment of mankind in just about any area — in sports, in academics, no matter what — are still well within the capacity of the mediocre. Man has never really started to tap his capabilities, and there is nothing that anybody else does by way of running a mile that somebody else cannot do, that is mediocre in terms of talent if they apply themselves. There is nothing that is normally attained in terms of performance in exams — and insight into subject matter at that level — that the average student cannot attain. You do not have to be brilliant to be able to get a "B" in French or something like that or Mathematics in a GCE after five, six, seven, eight years of study. You just have to make up your mind that you want to do it and have the teacher to support you. So that the barrier at that level is not one of inherent capability.

We know we have people with impediments and even those that have these impediments, if they get the right teachers can find a way round those impediments and do wonders. But I am talking about the average healthy person, whose body functions in the usual way and whose brain functions in the usual way, who might have different aptitudes and biases, but all in all he is capable of obtaining the heights that most people attain. This is so because the brilliant do not even start to tap their own ability. So the idea here is that somewhere along the line you are going to have to get it across to these teachers that they are not involved in any mediocre school except in so far as they want to be involved in one; that they are capable of achieving wonders in their school just like anyone else.

In terms of the attitudes in the superior schools and so on, I often hear stories about things that happen in these schools. We hear Senator Lynch say there can be schools inside the schools. I knew when I was a boy that a girl at Queens College was told that she was not supposed to go to the standpipe or go to the shop for her mother and that type of stuff, and there were certain snobbish attitudes built into them from small which is reflected in their behaviour now as adults. You can look around in many instances in Barbados and pick out where people went to school and the more stupid they are, the easier to pick them.

I understand that nowadays maybe the teachers are well intentioned, but I have my doubts about that. The teachers in the First Forms and so on at places like Harrison College and Queens College make a habit of asking children about their parents' occupation, and they do it in an open way where they come out and say my father is a doctor and my mother is something else, and the poor child is often forced into telling lies about the parents' occupation. Or draw a plan of your house, and you draw this big house and the child who lives in a two-room house draws a big one too.

These things may be done unintentionally, they may be done to give the teacher information as to how to treat certain children too, but I think that somewhere along the line a stop has to be put to those types of practices. It should not be of any great consequence who a person's father is or things like that, so the teacher should not be too interested in that information. If it comes by way of the Headmaster having to get in contact with a parent — yes; but that information should not be obtained in a classroom situation in a manner embarrassing to students.

Again it is said that in these so-called brilliant schools like Queen's College and Harrison College, many parents complain of the extent to which they have to teach their children so that they can then do the homework — or perhaps do the homework for the child — in that there seems that there is not sufficient pre-teaching to enable the child to go home and do the homework. In other words they assign work which it is assumed they know how to do and then maybe because the teacher is not good.....but it may also be an attempt to separate the sheep from the goat — if your father is a doctor or a lawyer, he can help you, but if your father is a cane-cutter, he cannot help you and you fall by the wayside.

It is said that places like Harrison College cannot get good results in Spanish, and St. Leonards can get the best results in the island in Spanish. I rather think that this may be associated with the fact that the parents of the Harrison College child did French and Latin at school and cannot help with the Spanish. So you need proper teaching in Spanish and if there is one subject that you need proper teaching in to make sure that the child can get through, they do not do well. So this leads us to ask wherein this excellence lies and so on.

Again in terms of the attitudes of the Ministry towards the different schools, I mention that I do not want any differential application of these Regulations. But going even outside of these Regulations is the question of placement of students and in Barbados in recent years — over the past four or five years or may be even a little longer, since the abolition of the Feeder School System, whatever that is — there have been rumours circulating that the Ministry intervenes in the placing process. This is done in a manner which is designed to make sure that at the cut-off points in the various schools there is some kind of hierarchy ranking — certain schools are not supposed to have higher cut off points than others — and sometimes they shift children who might have chosen a given school into another school because he had a certain mark and if you put him there that school would have to take someone with a lower mark. I do not know if this is true but I have no reason to doubt my sources of information. I was not present.

The Headmasters and so on are involved in the selection process there, whereafter it is resolved in the Ministry. But the point is that some Headmasters are frustrated in the effort to choose the children who want to come to their school so I am saying that if there is the slightest semblance of truth in that rumour, that that should be finished. Develop a set of rules and follow those rules. If you are going into zoning, develop how they will be zoned and follow those rules down the line.

As far as the question of zoning is concerned, I myself am supportive of the view of the type of proposal which has been put forward in relation to zoning because I think it is absurd to ask a child living — say in Black Rock or Holder's Hill or whatever, to find its way through town out into St. Joseph, pass about seven, eight or nine schools and then have someone from St. Lucy going to the Lodge School and someone from the Lodge School going to St. Lucy School and so on. That is, I think, stupidity so we need to rationalise that but in rationalising it you need to have a system which conforms to some kind of principles which you are to articulate.

It seems as though the principle which is to be articulated is that you develop a set of zones in terms of residents and then you attach schools to these zones on the basis of whether you have access to them — or residents in some part of that zone have access to it by one bus. If that is the case, all the schools in Bridgetown should be in all three zones, not in any one. There is no basis of putting a Bridgetown School in a Zone 1, Zone 2 or a Zone 3 because all of the buses come into Bridgetown so that Harrison College, Queen's College, St. Michael and Roebuck, those four schools — (ASIDES) I am talking about Bridgetown proper — those four schools should be in all three zones because there are equally accessible to the people in St.

Lucy as to the people over in St. Joseph as they are now zoned with, and the people in St. Thomas and Christ Church and so on. It is the same one bus route.

It is true perhaps that in terms of preference Harrison College, Queen's College and St. Michael might be taken up before you get down to preference, but that is beside the point. Put them there as a matter of principle and let the preference process work itself out. Beyond that, I myself am rather supportive of the notion of Zoning. I do not think, as some people believe, that it should wait until some notional equalisation should take place within schools because that notional equalisation will not take place in the way that some people suggest it will — no matter what, no matter even if you put the best facilities in the schools — because I think the school with the best facilities in Barbados, now is St. James Secondary — Trents — and it is not perceived to be the school for first choice for many parents at the moment, perhaps because it is now off the ground and they want to see what happens. Many people like to wait and see. With those few remarks, Mr. Chairman, I would like to express my general support for these Regulations. (Applause).

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, I have a few observations to make and was, in fact, considering not making them. After hearing Senator McClean whose thinking happens to gel with mine on this subject, I feel I might as well put in my two bits because I notice that in the debate this evening, most Members tended to shy away from any mention at all of zoning. I think it is the issue of the day and Parliament might as well discuss it.

Now, there is so much that has come out in the course of this debate — even while Senators were going around the cake and so on — that really matters in terms of a consideration in the way the education system is going and I wonder how some of us managed to sit down without making any direct reference to zoning and I was very glad, therefore, that Senator McClean pushed the door.

I believe that what is happening now in relation to the discussion of zoning is a particularly healthy thing in that clearly the Unions and the Parent Teachers' Association are all mobilized in discussion with the Ministry of Education out of which only can come good. I believe that once all parties to the discussion are approaching the subject with a view to achieving what is not only on the basis of some theory good for the child but also in practical terms what is good for the child and acceptable to the parent. If that is the central theme of the discussion, I have no doubt that in a very short period of time a sensible and realistic approach to the subject of zoning will result.

Now, like Senator McClean, I believe that there is much justification in putting Harrison College and Queen's College in one zone as there is in putting Roebuck and St. Michael in the same zone and I believe that if we start with certain imperatives in our mind, that we will probably all come to that conclusion in the long run. But it is not perhaps zoning by itself that is getting my attention this afternoon, Sir.

There were a number of statements made. Senator Greaves earlier on said what is the point of having the new Act and the new Regulations unless we are looking also to redividing the system. It is a good question but so much of the debate also tended to ignore the fact that you can change the Act, you can change the Regulations, you can change the system but can you change the people who have to work the system? Now, on that point, really, I have very, very serious concerns, extremely serious concerns.

I think we have made a mistake systematically over the years — a mistake that I see some signs that we are no longer going to make — by not recognising the importance of communication within the development of an educational system. About a week or two weeks ago, a short programme, seven minutes, was shown on television. It was a GIS programme and it was one of, I believe, the most significant programmes to do with education. I believe that those who saw it perhaps became aware for the first time, that in the newer secondary schools there is a level of plant of which the older secondary schools would, indeed, be envious.

We walk around and talk a lot about equalisation. It seems as though, if you start to detail the objectives, you would have to start talking about raising the standard of the plant in the older secondary schools to the level of the plant in the newer secondary schools. I mention this point about communication because I do not think that it is only for the Government, and, if I am thinking of the Government, I have to think of the Government when the Labour Party was in power previously because it was under the Labour Party that the first of the newer secondary schools were built — not only the first, but the first two, three or four, I believe. When the Democratic Labour Party was in power the same thing would be true and now again, we are in power.

Nobody has yet tried to involve the community fully in the business of education and at no time have we therefore tried to sell the newer secondary schools to the community. They have been put there as though they were inferior to the older secondary schools. People were therefore encouraged to call for something called equality without knowing what this equality meant and at no time, has there been a well worked-out public information programme to let people look at the educational plan as

it is and recognise that schools may achieve excellence in varying fields and that each school can have peculiar merits of its own. I believe this is in fact, where the education argument is right now. I believe this is where the emphasis has got to be. Otherwise, we would do precisely what my friend Senator Greaves did and then said it should not be done.

I remember him talking about first grade schools, and second grade schools, making the point that the parent must first feel confident that you are getting the same quality of education in the newer secondary schools and the older secondary schools. And then having made the point so beautifully and calling for certain standards, he said "the problem is that we are judging the newer secondary schools by the standards of the older secondary schools and this should not be so."

But I understand it, because in fact, unless we stop and examine ourselves, we will all make that mistake and I believe, Sir that most of us — if not all of us in here — in thinking about education, in thinking about the schools, really apply precisely those standards. And, it was in fact because I was listening very closely, that I realised that the honourable Senator was in a particular dilemma that I realised exactly what the problem was. But, we do indeed have to understand that education for all of us is an ongoing process and therefore, we have to understand that as times change and systems change and educational theory changes, if we decide that we have learnt it all, we will not be able to understand what the educational dynamics are — from moment to moment. Implicit in what I am saying is that perhaps, the most difficult area of Government planning is in education — perhaps the most difficult area. I do not want to develop the point too long but, I also wanted to mention that when Senator Greaves made the point about the first grade schools and the second grade schools, it reminded me of the days when I used to write a column and the then Minister of Education Mr. Tudor had made a speech abolishing the distinction between a first grade school and a second grade school. They were abolished in a word. If you are thinking about Barbadians, I am sure that Senator Greaves is absolutely right. If you are thinking about Barbadians, the distinction very much exists and certainly, if you are going to allow a selection in which the first set of marks at that level and the second set of marks and so on will determine which school you go to — it is certainly still ongoing in the system — the concept of first grade and second grade. I believe we can only do ourselves harm by seeking to ignore this.

Sir, there was another point which Senator Lynch made. Senator Lynch indeed, made the precise statement. I am very anxious, I am always very anxious to see children in school and that again, Sir, is something which

I believe has to bear focus. That is why I cannot understand frankly — there is one question that keeps going around in my mind and that is, whether after all of the changes, even after the policy initiatives taking us into a unified teaching service, a unified educational system, I am wondering whether we are going to be able to persuade one or two of the persons who administer schools in this country that they too should be anxious to see children in school.

I had to spend a long time yesterday morning back and forth on a suspension of a school boy for three days. Obviously, the school would be Lodge School and the circumstances of the suspension were such that even though that the boy is normally truthful I found it difficult to believe. I had the benefit of speaking to several persons and a number of.....I mean do you know, Sir, that at Lodge School today if you wear a windbreaker, over your shirt on a rainy day you risk a detention? There are no crests to wear on the shirt pocket and an alternative form of school dress is a tie in that case. You wear the school tie and you risk a detention. (Aside) Yes, somebody got a detention for wearing a tie and I was saying how I did not believe it and when I happened to be talking to a master at the same school yesterday who explained it, he could not understand what was going on either and he then quoted to me a specific instance. I heard of the one with the windbreaker and I did not believe it either and from somebody from the same school, I was quoted a specific instance again.

Quite frankly, we have to understand that the question as to how we can change people begins to loom very, very large, indeed. I mean, the thing that got me on to all this happened to have been a situation over a matter of a dress excuse — the details of which I really do not want to go right into now. But the circumstances in which the Headmaster came to wish to flog the child, I do not understand; and the circumstances in which the child refused the flogging I well understand. I believe, Sir, that all that is happening in that quarter is far better understood by people like Dr. Smith and Dr. Bannister and Dr. Mahy than any other doctors that I have ever met.

But, the point I want to make is that the approach to the secondary school system is such that in the past great care was taken as to who the Headmasters were that were put in charge of the older secondary schools and initially, there were examples where clearly, such great care was not taken with regard to appointments to the newer secondary schools.

I believe that recent appointments would indicate that perhaps we are looking at the opposite now, where perhaps greater care is being taken about appointments to the headships of the newer secondary schools than

perhaps the headships of the older secondary schools. I believe that when you can get somebody like Mr. Warren Thorpe, who had an excellent reputation as a Headteacher in Jamaica before coming here — and who heads up the same St. James School to which Senator McClean referred — when we look at somebody like him operating, we recognise the difference between a really good headmaster and some others whose claims are perhaps not that strong.

I know, Sir, that when I stand up and make comments like this that there is the danger of encouraging disrespect for Headteachers, and I want really to hasten to say that I am not really running down Headteachers. I am not attacking headteachers, but it does seem to me that what is going on in Lodge School today is something which perhaps needs a drastic remedy. It needs seriously looking at, it is something of cancerous dimensions. That is what it is.

The overall point I wish to make, however, is that there are a number of factors which one should look at when we look at the secondary schools in particular. I am like Senator Lynch and I cannot really see it just by looking at the secondary schools. When you look at the secondary schools and you look at the quality of leadership in the schools, and you look at the quality of staff, I believe that the day has already arrived when we are fooling ourselves if we still continue to believe that certain schools which perhaps are the oldest, perhaps are the most prestigious, that these by definition continue to be the best schools.

I know, Sir, that Combermere School has never held the place in the hearts of Barbadians that Harrison College and Lodge School and Queen's College have held, but I have argued for a long time that from my exposure to that school and from what I knew of the others, that certainly among the older secondary schools that it was in my view the best of the lot among the boys' schools. I believe, Sir, that notwithstanding the reputation of Queen's College, you used to hear when there was a Girls' Foundation in which there was a Headteacher called Mrs. Lynch, you used to hear the claim made — and indeed supported by a great deal of evidence — that that was the best of the girls' schools.

So I do not think that Barbadians, if you perform, are going to necessarily hold to the view that because that school has this or that reputation, or that it has had it, that there are not other schools which are deserving of that kind of reputation. But even then we are talking within a very narrow confine. We are in fact still limiting ourselves when we start talking about better school in that context to a particular model of school to a school that satisfies perhaps the dynamics of the British system rather than the demands of the dynamics of our society.

If we start looking at our own society and what we need to do with our educational system, we may come to the conclusion that in many ways we have a number of good schools which are unheralded and unsung, and we may in fact — if we start looking at performance on the ground — recognise that in a number of places that we believe we should not normally look, the answers to a lot of the problems for the educational planners are to be found.

I believe we have to recognise, Sir, in other words, that there is no point any longer in looking at the older schools and saying that these should set the standards. If there was ever any point in it, certainly it is no longer valid to do it that way. We have to know what we want our educational system to achieve and then having established our criteria, we can look at the development of our own education system.

I want to agree too with those Senators who expressed the view that we should start teaching foreign languages in the schools at a very early age. Senator McClean is a teacher at the University of the West Indies at Cave Hill, and I noticed that although the point had been raised about the English that people write, he said absolutely nothing. Since the people who came into the Law Faculty were the people who were supposed to have got the best results, I would wish to say nothing about my acquaintance with the level of English or the standard of English exhibited. (ASIDE). I do not know if it is a foreign language, but some people speak foreign languages rather well.

What has happened with the facility to speak and to write the English Language is really a calamity. The word "could" is always used where "can" will do, and "would" is never absent from a sentence where "will" should do, but those, Sir, are usually the mistakes of the journalists. Mr. Deputy President, I wish to make it clear that I was not in any way trying to reflect on the Chair.

I really am not competent to talk about what we need to do in order to improve the level of English spoken and written, all I do know is that if you know exactly how often and where to use the word "meanwhile" then you can write a radio newscast, and so on, and so on.

Really, I was on the point of the teaching of foreign languages. There are countries — and they are not so few either — where children come along speaking another language because they are exposed to it in the school system at a very early age. They come along learning three and four languages very comfortably, and it means that when they have to travel and when they have to deal in the international community, they are not at a disadvantage. I am afraid that we have rather

proudly followed in the British tradition that said as long as you could speak English you did not need to be able to speak anything else, and that if you spoke French, then if you spoke it with a Churchillian accent you were perhaps speaking it correctly.

Mr. Deputy President, I think I have said quite enough, and I just wish formally to express my support for the Regulations.

SENATOR C. I. E. DEANE: Mr. Deputy President, first of all, I want to make a quotation. Remember our great Matthew Arnold said that the function of criticism is to find out what is best known and thought in any pursuit. Well, I consider that this is a very good attempt at such a criticism — to find out the best that is known and thought in education at the present. I have no doubt that a lot of time was put into these Regulations — and I gladly support them — but there are one or two things I should like to say, Sir.

I have never yet seen a Resolution, a Bill or anything that could start off from ground level and be complete. There will be times when there will have to be amendments and corrections, and I look forward to that but there are one or two things that I should like to make a remark upon, and one is this: on page 3 of the Regulations — this is section 5(b) — it says: "Ensure that the buildings, premises, furniture and equipment are adequately insured against fire, hurricane and all insurable hazards and liabilities."

That brings me, Sir, to the question of vandalism. I am quite sure that the Minister may be aware that a comprehensive policy might cover fire and hurricane, but vandalism is in the nature I believe — and I speak under correction — of malicious damage, and I think he will have to look out for a separate coverage for vandalism if he wishes to cover it. It is true that it appears to be begging the question if you cover for vandalism, but nonetheless it is better to be safe than sorry.

Now the other point that occurred to me is this: it would appear to me as if there is a toss up at the moment between the school system and the parental influence. Now I think good manners begin at home, anyhow, and good manners are part of education. Education merely trains us for the life that we have to live, and the best training that can be given should be derived from education and parental influence. I am not going to go too far into this because it has been long discussed and most of the things I agree with anyhow, but there is another thing.

With regards to the construction of these schools, Sir, a remark was made earlier where in some places there are more teachers than there are schools. I have raised this question before with some of the Ministers with

respect to the question of buildings. When they are building the new schools, can they be easily converted to other uses or can they only be for schools? I do not know, Sir. I am not an architect or anything like that, but I am wondering. You do not want to have a lot of white elephants about the place.

Moreover if as some people claim the population explosion has been controlled — and I do not know if it has been, but just in case it has been — then you might find yourself in a position where you have more schools than you have children for them. Well what I want to know, Sir, is whether it is possible to convert these buildings, these so-called schools into something else that can be profitably used.

We know that the Government lays great emphasis on the question of education. As a matter of fact, any man being worth his name should be proud of the educational standard and system too in Barbados, but nonetheless whatever one goes to do, I think there should be hind claw. I think most business people will tell you that. It is no use putting up a lot of expensive white elephants that cannot be converted into something else.

Now as far as Senator Canon Jones has said, he hoped that there would just be a report book and not a black book. I could not agree with him more. You do not want to send somebody to the Tower of London because his head would come off anyhow — and that is what he said in effect — for something that was a genuine mistake, but it all depends on how it is looked at. However in judging it you might not look at it as a genuine mistake, and as I said, might send him to the Tower of London and that is the end.

With regard to the zoning question, it is no use going over what Senator Barrow has said, but I agree with him entirely that the zoning question is overdue, and if one thinks of the fuel costs, transportation and what not, I think that makes it even more overdue than otherwise would be. I do not mind what you call a school. So long as the education is the same at all schools and education is administered without inhibitions or without any adversity, you are achieving your end. That is what I think, and you can call it Harrison College, you can call it the penny-half-penny elementary school — there is none called that, but you can call it whatever you like — and I quote, “a rose by any name will smell just as sweet”. Sir, I should finish by saying I support these Regulations *in toto*.

SENATOR C. A. GRIFFITH: Mr. Deputy President, after the erudite contributions made by Senators on all sides, I do not think that there is very much more that I can add. As a matter of fact, since we all agree that education is a continuing process, I was going through that process especially when I listened to the contri-

butions made by Senator Lynch and Senator McClean that is not to say that the other contributions were not as informative, but I was particularly impressed because as everyone knows, when it comes to the question of education, Senator Lynch is without equal, and I make bold to say that.

Now there were some minor questions which I should like just to deal with before I formally move for the concurrence of the Resolution. Senator Williams on this side asked a question about the problem with teachers who have been in the system for a long time and possibly might not be able to benefit under the new Regulations from entry into Erdiston before those people who might be new to the system. But if he goes back to the same Part XIV he will find that there are specific criteria for entry into the College. In Part XIV on page 55, Subsection 3(a), (b) and (c), you find that there are specific criteria and the criteria are not designed in effect to keep out those people who are older. What it is designed to do is to professionalise the teaching service.

There are a number of people who would want you to believe that teaching is just a job, but teaching is a profession, and people in Barbados like to think that every aspect of life has to do with just earning a salary. But for my part, teaching is one of those areas in which you have to inculcate some type of love not only for the work you are doing, but a love for children, and I think this is very important. As I like to say, like journalism it is one of the very honourable professions. So I hope that Senator Williams would be assured that as far as the Ministry of Education is concerned, within the life of this Parliament there will be an effort made to have all teachers exposed to Erdiston College because the objective is to professionalise the teaching service and make sure that all teachers are truly professional people in the eyes of the public.

Now Senator Greaves made one point which I just thought I should touch on lightly, and it is the question of a second language. If my memory serves me correctly, Spanish was designated as a second language during the administration of the Opposition, and I do not know if Senator Greaves was around at that time. It was designated as a second language, so there is no point in elaborating on that here.

One point I should like to touch on that was made by Senator Lynch is that errors were made through a continuation of the British educational system, and I daresay we can all agree that while Barbados became independent in 1966, there was a significant lack of effort to shake off all the relics of our colonial past. We can all agree with that. Now I am not aware, even though we knew since 1962 that we were going into Independence in 1966, of any programme to revolutionise the educational system in this country and that would be

significant simply because if we accept the principle of an educational system, we have to understand that education is designed to develop a particular country.

I mean, if you went to school in the United States of America you will have to learn American History first. We find that in Barbados we were required to learn British History, so much so, that a great many of us prior to Independence and I daresay immediately after Independence still do not know a lot about the history of Barbados or the wider Caribbean. This is the kind of problem that we are dealing with. So if you are talking about decolonisation, you have to talk about decolonising the system which in effect was only designed to further the interest of the coloniser.

It is difficult to radicalise an educational system because in effect you will start talking about starting from scratch because the way our system was devised was a bit difficult. So what we have been seeing are a number of adjustments which have been made over a period of time and I daresay that one of the adjustments that must be made — but has not been made and we have seen it in recent days — is this whole question of the activity of the Unions. While I do not want to be seen to be attacking anybody — because I must note that this debate today was highlighted by the fact that there was a non-partisan approach to the entire debate which we must be grateful for — I cannot help but comment on the energy expended by the Union to try to maintain some of the relics of the colonial past.

We make boast that we are a developing country and we are very far advanced in our own development yet still we find that people want us to continue with 21 sick days in a system which demands that we cannot afford to show that kind of attitude if we are to make a contribution to the development of the country. Twenty-one sick days in a year and people view it as a kind of entitlement which makes for better living in Barbados. I do not buy that at all and I think that the Unions, particularly now in this stage the union which controls the teachers, should be making a significant effort to help the teaching profession understand what the Regulations are about. The unions must see themselves in a developing country not only trying for a confrontation but in terms of collaboration when there is a necessity for it and in this case there is a direct necessity — a dire necessity I would say — for educating the teaching profession about what the Regulations mean.

As Senator Barrow has said, there seems to me a deliberate attempt to steer away from the question of zoning and we have heard the voices of those people who are against zoning. Indeed I was rather amused by the attitude of the National Council for Parent Teachers who sent a Resolution to the Ministry of Education in effect stating that they were against the principle of zoning at

this time. There are not against the principle of zoning but they are against it at this time — words to that effect. My question is when is the right time? Are we going to go on with a system where we just fight issues simply because we can get away with a certain amount of emotional hostility with the decision making authority or are we going to decide that the party in power or the governing authority have the wisdom to make decisions in the interest of the country in the long run.

Now we have a system of effective zoning in Barbados already. Everyone of us has been exposed to the 11-plus exams and the throes that parents go through with their children when it comes to the question of filling out their forms. Parents because of social pressures usually chose Harrison College, Queen's College, what they consider the elite schools and then you find that they chose a school that is very close to their community.

I have been approached several times since I have been back in Barbados and working in the Ministry of Planning by people who know me well who ask me to see if I can get their children changed to a school near to where they live because they have to get up to go to school too early in the morning and get back too late at night. So when we hear these protests against zoning we have to take them within their context. What it is really doing is trying to play on the susceptibility of people who are undergoing these social pressures and who feel they must send their children or try to get their children into a school that is considered an elitist school. I must agree with Senator McClean that in some of the other schools that you find a better quality student and people who do better and perform well after they leave school than a lot of these people who went to these so-called elite schools.

I would like to see more debate on the question of zoning. I am aware of the fact that the Ministry of Education has a public relations programme which will try to help people understand what is involved in the whole question of zoning so that those people who are coming out against zoning as a matter of reaction, as a matter of trying to generate cheap publicity, will be defeated. People must be made to understand what is involved in the question of zoning and even though people themselves are in effect contributing to zoning right now by their very action, we find that there is a service hostility to it and I believe that when the Ministry of Education has completed its public relations programme — and indeed it has embarked on its public relations programme — a lot of the doubts will be removed.

Mr. Deputy President, I beg to move that the Senate concur in this Resolution.

The question was put to the Senate and agreed to.

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, earlier I intimated that a Message was expected and asked, Sir, that the item "Messages" be deferred. In asking, Sir, that it be taken at this time I will also ask that the item "Presentation of Papers" be re-committed since a further document arrived in the meantime.

Mr. DEPUTY PRESIDENT: Will the Clerk call the relevant Order.

MESSAGE FROM HIS EXCELLENCY THE GOVERNOR-GENERAL

Mr. DEPUTY PRESIDENT: Well, Senators I have a Message from His Excellency the Governor-General to the Honourable Senate:—

His Excellency the Governor-General has the honour to inform The Honourable The Senate that, acting in accordance with the advice of the Prime Minister, the seat of Mr. Charles Carlisle Maurice Ward in the Senate has been declared vacant with effect from 1st February, 1982, under section 39 (1) (f) of the Constitution.

His Excellency further has the honour to inform The Honourable The Senate that, in accordance with the advice of the Prime Minister, Mr. Anthony Patrick Langstone Reece has been appointed to be a member of the Senate under section 36 (2) of the Constitution with effect from the 22nd February, 1982.

PRESENTATION OF PAPERS

SENATOR THE HON. N. A. BARROW: Mr. President, I have the honour to lay the following:—

The Employment Injury and Prescribed Diseases (Amendment) Regulations 1982.

NATURAL GAS CORPORATION TRANSFER OF FUNCTIONS ACT, 1981

The Fourth Order of the Day was called — To move the Second Reading of a Bill to repeal the Natural Gas Corporation Act and to make provision for certain matters consequent on the repeal.

SENATOR C. A. GRIFFITH: Mr. Deputy President, I have the honour to move the Second Reading of this Bill. Now the matter for consideration really is to repeal the Natural Gas Corporation Act Chap. 280, Parts V and VI acceptive and to transfer the functions, assets and liabilities of the Natural Gas Corporation to the National Petroleum Corporation.

In 1979, the Cabinet decided that the Government of Barbados should set up its own National Petroleum Corporation and at that time, when the Bill was passed through Parliament, there was a provision that the National Petroleum Corporation should be set up to search for and develop petroleum, to establish and operate refineries as such to import and distribute petroleum products, to ensure that the needs of Barbados would be met, to undertake all matters relating to the above and to establish subsidiary operations.

At first, it was determined that there should be a National Petroleum and Gas Corporation. Since then, a recommendation was made that we keep both operations separate. But, as time has passed, the Government has realised that there is a certain imperative in trying to get an Energy Corporation established which can try to solve some of the pressing problems in Barbados with regard to the delivery of energy. Now, we have taken the decision that these two organisations should be merged so that we can get a National Petroleum Corporation into operation.

It must not be lost on us, Sir, about the importance of getting our own national organisation, as it relates to the delivery of energy in this country. We all know of the problems we have had in the past surrounding the procurement and delivery of particularly fossil fuels and even though, we have currently the establishment of a multi-national corporation in Barbados operating in exploration and in the production of oil, we still have to ensure that the people of Barbados are served by an organisation which would be more controlled by the people of Barbados and which, in effect, can have priorities that are indeed the priorities of the people of Barbados. It is very important Sir, to look at this for instance in terms of what is happening not only within the Caribbean but world-wide.

Now, in 1980 — if I may quote some figures — Barbados imported a total of 965 342 barrels of oil. The cost of those imports in 1980 was B'dos \$62 706 944. In 1981, the year just finished, we imported 1 267 362 barrels of oil costing the country B'dos \$92 527 114. Now, the increase, as far as the cost in concerned over 1980 was 47.5 per cent, the increase in volume was 30 per cent and I can go into all kinds of analysis as to why we have had that significant increase.

But what does it do to us particularly in this time of falling exports and rising imports and particularly, when this country is suffering the effects of international recession? We look at the figures for 1980 again and find that our importation for 1980 represented a 14.9 per cent of our export earnings. In 1981, they represented 23.6 per cent of our export earnings, at a time when we have had a fall off in export earnings. So, it is a certain matter of urgency that we must get the National

Petroleum Corporation off the ground, so that we can make some serious efforts at trying to get improved production domestically.

I must state at this time also, Mr. Deputy President, that as a matter of fact, I have been given assurances by the Government of Venezuela that as soon as we can get the Corporation established and the Board has completed its search for a Managing Director and other senior management people that we will be able to get technical assistance from Venezuela, free of cost to this country. That is something that I was able to negotiate on my last visit to Venezuela in November and it was confirmed by the Venezuelan Vice Minister on a visit to Barbados in late December.

So we have promises of collaboration and assistance from our regional neighbours and I think that this is particularly important, in view of the fact that Barbados is now considered a country which has graduated in terms of the World Bank — and I dare say that some of the observations made in this Honourable House about the World Bank, I have to agree with — and it would be useless for us to seriously consider looking outside of the region and getting assistance from the World Bank at the kind of cost that this assistance brings when we are seeking closer regional cooperation — not only in terms of other aspects of activity, but particularly in terms of energy.

I am particularly pleased to note that the Latin American Energy Organisation and the Inter-American Development Bank along with the CARICOM Secretariat and the CDB are all generating a certain keen interest in trying to help solve the energy problems of the Caribbean. And, I also feel very proud to say that approaches have been made to Barbados so that we can be used as a pilot area particularly, for some of the experimentations in alternative energy systems. We all would know about the Wind Energy Project, where the Inter-American Development Bank has made a grant to Barbados of over \$1 million for a pilot scheme to look at wind energy as a possible source of energy for the national gain of Barbados and I dare say that if there are any benefits accruing from this Wind Energy Project, the entire Caribbean would stand to benefit.

There are significant aspects of energy that I wish I could talk about, Mr. Deputy President, but I beg to move that this Bill be read a second time.

Mr. DEPUTY PRESIDENT: It is proposed that this Bill be now read a second time.

SENATOR THE HON. O'BRIEN TROTMAN: Mr. Deputy President, before we move the Honourable Senate into Committee, I think we have to appoint a Chairman of Committees for the day.

I beg to move, Sir, that Senator Linton be Chairman of Committees for the sitting.

The question was put to the Senate and agreed to.

Mr. DEPUTY PRESIDENT: It is proposed that this Bill be now read a second time. Senator Reader.

SENATOR MRS. G. G. READER: Mr. Deputy President before we go any further, there is one question which I would like to ask the Honourable Senate and that is, can anyone tell me whether Natural Gas would be available more widely throughout the island in the near future?

SENATOR C. A. GRIFFITH: Mr. Deputy President, I was hoping that we would get some discussion on this, because there were some areas I would have liked to touch on further. However, the question is a very pertinent one and I must say that when I took over the portfolio of energy in June last year, at my first meeting with the Board of the Natural Gas Corporation I indicated that the people of Barbados needed to know more about natural gas and its delivery and so on. This came about because of some of the questions that were asked of me by people who are definitely interested in having natural gas because it is a cheaper source of energy.

It will not be made easier by the establishment of a Corporation for natural gas to be delivered, simply because there is a certain association. When there is increased production of oil in the country then you get increased supplies of natural gas. I have been asking the Board of the Natural Gas Corporation to make sure that they engage in a public relations programme explaining to the public what surrounds the production and distribution of natural gas. I think it is sufficiently important, and I believe that when the new Board is set up after this Bill passes the Senate that we will get some action in this regard. But I just want to say that before natural gas can be delivered on an island-wide basis there are serious considerations to be made.

The distribution of lines is one consideration in the question of availability of natural gas. Right now because of the unavailability of lines and so on, whenever we have an overload, instead of flaring it which was the custom in the past we sell it to Barbados Light and Power as a source of energy generating fuel. So it is not very easy to say "yes" or to say "no" that natural gas will not be delivered to you, but it must be understood that the production of natural gas is associated with the production of oil in Barbados. Last year we had a decrease in the production of oil because the multinational corporation was in effect carrying out an exploration programme at the expense of production. We

also had a considerable decrease in the amount of natural gas available.

The question that the Bill be read a second time was put to the Senate and agreed to.

On the motion of Senator C. A. GRIFFITH, the Senate resolved itself into Committee on the Bill; Mr. DEPUTY PRESIDENT left the Chair and Senator H. R. LINTON took the Chair.

Clauses 1 to 6 inclusive were called and passed.

On the motion of Senator C. A. GRIFFITH the Senate resumed, Mr. DEPUTY PRESIDENT in the Chair.

On the separate motions of Senator C. A. GRIFFITH the Bill was read a third time forthwith and passed.

THE POLICE (AMENDMENT) ACT, 1982

SENATOR THE HON. O'B. TROTMAN: Mr. Deputy President, Part V of the Police Act, Cap. 167 provides for the discipline of police officers and also provides for the making of Regulations under the Police Act for specific discipline as carried out by the Commissioner under the Regulations.

Section 34 of the Act as it now stands makes provision for four penalties to be imposed on officers. The penalties are: a fine of \$200; the stoppage of leave; punishment drill and reprimand or severe reprimand.

The parallel provisions for public officers include deferment of increment, withholding of increment, suspension of increment and indeed even reduction in rank. It is now considered, Sir, that the penalties which are available to the authorised officer under the Regulations made under the Police Act should be extended and that the suspension, deferment and withholding of increments be included as penalties which can be administered under the Regulations.

I beg to move that the Bill be read a second time.

SENATOR ST.C. E. HOWELL: Mr. Deputy President, I rise in support of this amendment to the principal Act, but I must admit that I do so with some mixed feeling and reservation.

I think the amendment to the existing Act, at least as I understand it, is that it is in fact introducing a new sub-paragraph to Section 44 in relation to discipline of police. Mr. Deputy President, it is almost becoming a tradition of late.....

Mr. DEPUTY PRESIDENT: Excuse me, Senator Howell. Do you mean section 34? You said 44.

SENATOR ST.C. HOWELL: Section 34, I beg your pardon. It is almost becoming a tradition of late to bring the police in for a number of praises and I think quite rightly so in view of the very good job they are doing in this country in the face of an increase in crime and so on.

The new sub-paragraph I think also goes to show that the new public relations area of the police is actually working and is having some effect. What bothers me a little about the new sub-paragraph is the extent to which this can be used. I say this, Sir, because I am aware that recently amidst the increase in crime in this country, police in an effort to do their job efficiently have been working under considerable strain and as a result quite often find themselves in their effort to apprehend felons and to combat crime, faced with counter-charges and cross actions being brought into court against them.

Mr. Deputy President, there are two aspects to this area. First of all it ensures the rights of the individual in Barbados which are enshrined in the Constitution of Barbados that an individual has a right to bring an action even against the police, and I think the police should never forget this. This is one of the good things that the framers of our Constitution had planted into our Constitution, and long may it remain there.

Mr. Deputy President, this is not by way of criticism at all and perhaps it may be something that is in operation at the moment — but as a practising attorney what I notice is that a number of very good police go around doing a very good job and in their enthusiasm in trying to apprehend felons and so forth, it would appear as though they perhaps go into some people's home without, to my mind, paying or having proper regard to the occupants of those premises. Quite often there is no intention to be rude or impolite or even to handle the people in their homes badly, but we often get complaints of this, and I do not believe there is a single attorney in this country who really enjoys bringing cross actions against the police.

It is my view that of late there are too many of these actions being brought and I think that this can be cured by injecting into the training at the Police College in this country, a part which will bring to their attention the rights of the individual as enshrined in our Constitution, and have police bear in mind that when they go into people's homes, Part III of our Constitution and in particular Section II (c) still imposes upon them a duty to protect the very people into whose homes they go to search.

Recently there have been some cases where officers go into people's homes, they will effect a search, and

having found nothing and having searched only for a very short period of time, somehow mysteriously a number of what we call purely subjective charges are brought against the owners or occupiers of that home, that is, things like assaulting the police, resisting arrest and things like that. Although I would be the last person in the world to condone any action against the police, I am always a little hesitant in this type of charge being brought by the police because of its purely subjectional nature. If the police say you have obstructed him, you have obstructed him, and it is a very difficult thing to disprove.

I think that young officers — and indeed there should be some sort of re-training programme for police officers — it should be brought to their attention that in the process of their investigations and in particular in investigations where they go into people's homes, that they should be very cautious to investigate vigorously and to carry out their jobs fearlessly, but at all times bearing in mind the constitutional rights of the individual in this country to be protected by the police.

I think I want to congratulate the public relations department of the Police for demonstrating that that department being faced with some complaints, sometimes they are justifiable and I daresay sometimes they are not, that the police themselves are not an independent body, and I think this new paragraph is an effort to deal with these matters effectively. I only trust however that seeing that they are now on the Statute Book or that they will be quite shortly, that they will use them very wisely. But at the same time before they implement any of these new powers inserted in the new sub-paragraph, I think it is really important that it should be brought to the attention of the police, the new ones and the old ones alike, the importance of looking at the Constitution whenever they are effecting certain searches and so forth, and there will be less complaints against the police, and I hope there will be little resort to this new sub-paragraph. I beg to support the amendment.

The question that the Bill be read a second time was put to the Senate and agreed to.

On motion of Senator the Hon. O'B. TROTMAN, the Senate resolved itself into Committee on the Bill, Senator H. R. LINTON in the Chair.

Clauses 1 and 2 were called and passed.

SENATOR THE HON. O'B. TROTMAN: Mr. Chairman, I beg to move that the Senate be now resumed and the Bill be reported.

The question was put to the Senate and agreed to and Mr. DEPUTY PRESIDENT resumed the Chair and reported accordingly.

On separate motions of Senator the Hon. O'B. TROTMAN, the Bill was read a third time and passed.

SUSPENSION OF STANDING ORDER

SENATOR THE HON. O'B. TROTMAN: Mr. Deputy President, I beg to move that Standing Order No. 45(2) be suspended for the rest of the day's Sitting in order to allow us to proceed with what is really a very simple amendment to the Bill in the next item.

The question was put to the Senate and agreed to.

BARBADOS CITIZENSHIP (AMENDMENT) ACT, 1982

The Sixth Order of the Day was called — To move the First Reading of a Bill to amend the Barbados Citizenship Act Cap. 186.

SENATOR THE HON. O'B. TROTMAN: Mr. Deputy President, Citizenship of Barbados is acquired either through Chap. 2 of the Constitution which gives certain people enshrined rights to citizenship or through the Citizenship Act which we are about to pass an amendment to. Sections 2 to 10, Sir, of the Constitution sets out certain provisions for citizenship and Section 4 of the Citizenship Act gives other provisions.

There is however, Sir, one problem. Persons born in Barbados have a constitutional right to become citizens at birth by reason of their birth in Barbados. Persons who are born to fathers who are Barbadians also have a right to become citizens at birth. However, Sir, it has been drawn to our attention that in the event of a female public officer who has to serve abroad whose child would normally have been a citizen by birth, is by effect not a citizen of any country because in the country of birth the child is not considered a citizen since the officer is in the diplomatic service of Barbados and the child is not a Barbadian by birth since the father is not a Barbadian. It is therefore necessary to protect the interest of those children born to diplomats overseas and for that reason we are about to propose this amendment, Sir.

I beg to move, Sir,.....

Mr. DEPUTY PRESIDENT: Since the father is not a Barbadian.....

SENATOR THE HON. O'B. TROTMAN: If the father is a Barbadian, the child will be a Barbadian anyhow. But if the father is not a Barbadian and the mother is a public officer serving in Barbados, by birth the child would have been a Barbadian, but now it has become almost stateless being born outside of Barbados.

I beg to move, Sir, that the Bill be read a second time.

Mr. DEPUTY PRESIDENT: It is proposed that the Bill be read a second time.

SENATOR A. W. A. McCLEAN: Mr. Deputy President, it would seem if there was an intension of removing an anomaly in terms of the rights enjoyed by men as opposed to women, the occasion should have been taken to remove that anomaly for persons other than members of the Diplomatic Corps and one would have hoped to see an amendment which would have placed any child born to a Barbadian mother outside of Barbados in the same position as a child born by a Barbadian father outside of Barbados. This amendment perhaps speak to part of the discrepancy which exist in the status of men and women but perhaps it does not go far enough.

There is no need to put someone of the Diplomatic Corps in this position. It should be something which the people who are outside the diplomatic service who are Barbadians can enjoy in terms of the question of the nationality of the child as a right.

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, I believe that there are two separate issues. One of them does in fact speak to the inequality in status — that I agree. But the other one, while that does speak of the inequality in status, it does not put the issue of the Barbadian woman who is ordinarily resident abroad in the same situation as the child of the Barbadian women who is ordinarily resident in Barbados but for the time being serving abroad. I believe that if the other point — I must say I agree with it — is to be taken which is that the child of a Barbadian — whether male or female — wherever born should be entitled to citizenship, if you can get it from the father there is no reason why you should not get it from the mother.

While the other point is a point which goes generally to equality status, there is a peculiar area of deprivation where the diplomatic officer is concerned, because since he is not ordinarily resident in the country, making that child for the purposes of citizenship subject to the laws of that particular country may indeed be impossible. Therefore, there are implications of statelessness which had to be taken into consideration so it is specific legislation that deal with a specific ill rather than to the general disability to which Senator McClean refers.

Mr. DEPUTY PRESIDENT: Senator Linton.

SENATOR H. R. LINTON: Mr. Deputy President, I think a slight confusion may have arisen because Senator Trotman may have restricted his opening remarks to the situation of a female Barbadian diplomat who is enjoying a union and a system of Holy Matrimony in a country, other than Barbados and giving birth to a child in a country, other than Barbados and.....(Aside)...no, but I

think he restricted his remarks to a situation, such as that.

If we had regard to a single woman — although the distinction is not as removed in Barbados — who gives birth to a child here has no difficulty — the child is a citizen of Barbados by birth. But that same woman, if she goes overseas in a diplomatic corps and gives birth to a child, then that child is not a citizen of Barbados by birth and it would not necessary be a citizen of the country of its birth either. I think that is what this particular provision is designed to correct.

Your point is valid but cannot be taken care of in a sweeping amendment such as you suggest. There would have to be a sweeping amendment to the Act and it would, in fact call for two separate amendments as Senator Barrow said. A Barbadian woman, for example overseas, giving birth to a child for a father who is not a Barbadian, that child would not be a citizen of Barbados by birth in accordance with the Constitution and this sort of amendment would not help it. And I do not see what amending the Constitution to that extent to make them citizens of Barbados does. What you could do is make them eligible for citizenship of Barbados which is a right they do not now automatically enjoy. That is the type of amendment you are suggesting — that they be given the right to become eligible for Barbadian citizenship. But they certainly could not by any kind of amendment be given the right, I do not see, to be regarded as citizens of Barbados by reason of a birth, since they are born outside.

The diplomatic situation is slightly different in so far as the diplomats residing overseas in a notional sense, they remain resident in Barbados for the purpose of International Law. So only notionally are they residing overseas. So what you are suggesting would involve a more radical, a more sweeping amendment to the Act. And even then, I do not really see it possible that the children born to Barbadian women overseas to foreign husbands, or may be to Barbadian husbands, could be regarded as having been born in Barbados for the purposes of citizenship. They would have to be given a right to become citizens of Barbados, which right ought, indeed, to be automatic. But it would not be a right by birth. I hope that explains it further.

Mr. DEPUTY PRESIDENT: Senator Trotman.

SENATOR THE HON. O'BRIEN TROTMAN: Thank you, Mr. Deputy President. I thought that Senator Barrow had replied to Senator McClean's point. (Laughter).

The question that the Bill be read a second time was put to the Senate and agreed to.

On the motion of Senator the Hon. O'B. TROTMAN, the Senate resolved itself into Committee on the Bill, Senator H. R. LINTON in the Chair.

Clauses 1 to 3 inclusive were called and passed.

On the motion of Senator the Hon. O'B. TROTMAN, Mr. DEPUTY PRESIDENT resumed the Chair and reported accordingly.

On the separate motions of Senator the Hon. O'B. TROTMAN the Bill was read a third time and passed.

Mr. DEPUTY PRESIDENT: Senator Barrow.

ADJOURNMENT

SENATOR THE HON. N. A. BARROW: Mr. Deputy President, in the Other Place, there was no

meeting yesterday. There is, however, a Resolution concerning a guarantee which has some urgency. I cannot remember the exact date in March which is the deadline for it but we expect it to be ready for the Honourable Senate to debate in about two weeks' time. I am therefore, Sir, not proposing that we adjourn until next week. But, I think, Sir, I would wish to take the opportunity to warn honourable Members to hold themselves in readiness for a meeting in two weeks' time — hopefully a short meeting but a meeting nevertheless.

I beg to move that the Senate do now adjourn *sine die*.

The question that the Senate do now adjourn *sine die* was put to the Senate and agreed to and Mr. DEPUTY PRESIDENT adjourned the Senate accordingly at 4.20 p.m.
4.20 p.m.