

Chand. H. Jones

THE SENATE DEBATES

(OFFICIAL REPORT)

FIRST SESSION 1986 – 91

SENATE

Wednesday, June 20, 1990.

The Senate met in the Senate Chamber, Parliament Buildings, on Wednesday, June 20, 1990, at 11.25 a.m.

PRESENT

His Honour Senator M. deL. JORDAN, (Deputy President)

Senator the Honourable L. V. H. LEWIS (Minister of State in the Prime Minister's Office); (Leader of the Senate)

Senator A. MORRISON

Senator N. W. BOXILL

Senator D. A. COMMISSIONG

Senator Mrs. V. C. FRASER, B.S.S., J.P., M.C.F.A.

Senator A. J. N. PHILLIPS

Senator T. A. PRESCOD

Senator J. C. W. WICKHAM, M.B.E.

Senator the Reverend Canon I. McK. JONES

Senator L. A. WARD, G.C.M.

Senator Mrs. P. Y. FORDE

Senator Dr. L. L. SHOREY

Senator the Honourable Dr. C. D. CLARKE (Minister of State in the Ministry of Finance and Economic Affairs)

Senator A. W. A. McCLEAN

Senator Miss V. P. BRATHWAITE

Senator Dr. F. W. ALLEYNE

Prayers were led by Senator the Reverend Canon I. McK. Jones.

Mr. DEPUTY PRESIDENT: The Senate is in session.

INTRODUCTION OF BILLS

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President, I wish to give notice of four Bills, which are circulated under the Supplement to the Order Paper.

A Bill to amend the Drug Service Act, Cap. 40A

A Bill to amend the Constitution of Barbados

A Bill to amend the Supreme Court of Judicature Act, Cap. 117A

A Bill to amend the Students Revolving Loan Fund Act, Cap. 54A.

SUSPENSION OF STANDING ORDER

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President, I wish to move the suspension of Standing Order 45(2) for today's sitting to permit us to deal with the matters on the Supplement to the Order Paper.

Mr. DEPUTY PRESIDENT: There being no objection, leave is granted.

PRIVATE MEMBERS' NOTICES

SENATOR A. W. A. McCLEAN: Mr. Deputy President, I wish to give notice of a Resolution pertaining to the General Elections (Allocation of Broadcasting Time) Regulations, 1990 which was tabled in this Chamber on 30th May and which is subject to negative Resolution.

SENATOR Dr. L. L. SHOREY: I beg to second that.

PUBLIC BUSINESS

ORDER NO. 1 – BILL TO AMEND THE EDUCATION ACT, CAP. 41

SENATOR THE HON. L. V. H. LEWIS: Before we proceed with that, Sir, I would like to move the first reading

of certain Bills. I believe that the Bill to amend the Education Act has already been read a first time.

FIRST READING OF BILLS

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President, I would like to move that the following Bills be read a first time:

A Bill to amend the Drug Service Act, Cap. 40A

A Bill to amend the Constitution of Barbados

A Bill to amend the Supreme Court of Judicature Act, Cap. 117A

A Bill to amend the Students Revolving Loan Fund Act, Cap. 54A.

The question was put to the Senate and agreed to.

ORDER NO. 1 – BILL TO AMEND THE EDUCATION ACT, CAP 41

SENATOR THE HON. Dr. C. D. CLARKE: Mr. Deputy President, before I get into the full presentation of the Second Reading, I would like to propose an amendment to the Bill before us. The amendment is as follows:

In clause 14, delete the proposed subsection (2) and substitute the following –

"For the purposes of subsection (1) a School Attendance Officer may –

- (a) after presentation of written authorisation to the person present on any premises at any reasonable time whether during school hours or not enter the premises and make such enquiries as are necessary to determine whether section 41 is being complied with or whether anyone is in contravention of section 61 in relation to any child of compulsory school age whom the School Attendance Officer has reasonable cause to believe to be frequenting, visiting, residing at or employed on the premises;

- (b) at any reasonable time during the school day detain any child who appears to be of compulsory school age and is not then at school and question the child concerning –

- (1) his age

- (2) his name and address
- (3) the school at which he is registered
- (4) the reason for his absence from school and
- (5) any other matter relevant to the enquiries referred to in paragraph (a)."

Mr. Deputy President, this Government pledged to bring a fresh and enlightened approach to the administration of education in Barbados. To these ends steps have been taken to amend the Education Act, Cap. 41, which was enacted on 1st January, 1983, so that certain anomalies and difficulties relating to (1) interpretation, (2) uniformity of treatment and parity of functions, (3) rationalisation of the management structure of tertiary level institutions, and (4) to return a measure of autonomy to the Principals of High Schools and to remove some of the indiscipline which is currently creeping into the schools.

In order to give effect to the removal of these anomalies and difficulties, widespread consultation was held with the Barbados Union of Teachers, the Barbados Secondary Teachers' Union, the Association of Principals of Public Secondary Schools, the Conference of Primary Head Teachers, the Boards of Management of Secondary Schools, Erdiston College, the Samuel Jackman Prescod Polytechnic, the National Council of Parent-Teacher Associations and all registered private nursery, primary, tertiary and educational institutions and the Secretary of the Approved Independent Schools. All of these organisations submitted their comments and these comments have been compiled in a systematic manner.

11.35 a.m.

It should be noted that throughout these consultations the Ministry of Legal Affairs was represented at all times. Some of the major points which these amendments seek to address are as follows. Section 2 A. It was felt that the Act should be amended by inserting a section 2A immediately after section 2. This new paragraph is intended to make a definitive statement about the purpose of this new Act. Under Part I, the Central Administration, section 3, following the amendment to section 2, paragraph (b) of section 3 was deleted and a new paragraph inserted. This paragraph is designed to highlight the fact that one of the functions of the Minister is to frame an educational policy which would give effect to the purpose of the Act as stated in the new paragraph at section 2. Section 4(d) should read: "establish, maintain or assist in maintaining such training centres and technical institutions as he (in this case the Minister) considers necessary for fulfilling the requirements for technical and vocational education and training".

Section 4(h) should read as follows: "make provision for the examination and testing of pupils and the award of certificates, associate degrees, diplomas and degrees."

Part II – The System of Public Education, Division I, clause 9. In examining this clause it was felt that the term "adult education" should be changed to "continuing education" as adult education has commonly been held to be synonymous with literacy programmes.

In discussing clause 9(b), it was agreed that it would be more accurate to refer to the education of children under the age of five years as pre-primary rather than pre-school. This therefore has given rise to the amendment, that is, pre-primary will replace pre-school.

In clause 9 (e) special education should be defined as education which was suitable to the requirements of persons who were wholly or partially deaf, mute, blind, mentally retarded or otherwise handicapped, or those who were exceptional or gifted.

It was also felt necessary to include an enabling clause in section 10, subsection 2(d) which would allow education to be extended to penal institutions and rehabilitation centres other than reform schools.

Management of Primary and Composite Schools, Division 2. It was noted that this division made no provision for the management of special schools, but it was observed that clause 59 of the Act gave the Minister the authority to make regulations for the management and conduct of public institutions. However, the regulations referred to under section 59 had not been made, and it was necessary for specific provision to be made. In addition it was agreed that where the Act made no provision for schools flowing from clause 10(2), such provision should be made for their management under a new division following Division 5.

Although it is intended for senior schools to be integrated, it was felt necessary that a definition should still be included for them, and this is to provide for the management of senior schools under Division 2. The caption would be amended to read "Management of Primary, Composite and Senior Schools". A senior school would be defined as a school established to provide remedial pre-vocational education for pupils of secondary school age who may not be capable of following the normal secondary school programme.

Management of Secondary Schools Programme, Part II, Division 3. It was noted that due to the lack of clarity in the legislation, certain problems existed in some cases between headteachers and the Boards of Management in dealing with the management of secondary schools. It was

considered therefore that section 17(a) should be amended to indicate clearly that while the Board of Management was responsible for implementing the Minister's policy, and for that purpose would give directions of a general nature to the Principal, the Head nevertheless retained control for the day to day running of the school.

Heads of public secondary schools had also been pressing that their title be changed. The Minister has agreed to this request and proposes in the new legislation that the word "headteacher" wherever it appears in the Act should be amended to read "principal".

Part III, Division I, Private Schools and Private Educational Institutions, it was agreed that there was some ambiguity in section 29(1) which should be clarified by deleting the following clause "at which education is provided for 20 or more pupils at the same time", and it was agreed that educational institutions should be redefined. It was further suggested that another paragraph be added to 32(1) to make it mandatory for applicants for the establishment of a new school to check with the Ministry before starting plans in order to ascertain at an early date what information was required.

Part V deals with attendance at schools. In order to improve the system for monitoring the enforcement of compulsory attendance of children between the ages of five and sixteen, the following amendments are proposed:

42 (1) is intended to reflect the length of time that a headteacher could exempt a child from school.

43 (2) should reflect that the school attendance officers should be able to investigate at any time of the day the absence of a child from school.

43 (2) (a) should be amended by inserting the words "frequenting" or "visiting" at line 7 between the words "be" and "residing".

43 (2) (c) (5). This additional paragraph should be added with the words and I quote "and other relevant particulars" so as to give increased flexibility to school attendance officers when they have to make investigations concerning the absence of pupils from schools.

Part VI, Scholarships, Exhibitions and Loans – Tertiary Institutions. 47(1). It is proposed that this section be amended to reflect the fact that persons were eligible for awards other than scholarships and exhibitions. For example, students are awarded bursaries, national development scholarships and grants from the consolidated fund. The residence qualification should also be adjusted to give effect to the Minister's intention previously indicated.

I believe that is to reduce the residency period to seven years.
11.45 a.m.

- (j) Part VII, Miscellaneous. Section 53 (2) has been amended as a result of the inclusion of the gifted in the Definition of special education in 9.

Under the Second Schedule constitution procedure and function of Boards of Management it is proposed to amend Section 11 (2) to make provision for the submission of unconfirmed or draft Minutes within 14 days of the relevant meeting as a means of keeping the Minister informed on a timely basis of developments in the school.

Perhaps, here, I would like to make a few comments about this. In order to avoid any sort of confusion as to why this has been inserted in the amendments, in the past it has taken sometimes up to three or four months to reach the Minister's desk. This amendment is not designed, and I repeat, this amendment is not designed for the Minister to influence the decision of the Board.

The Board is set up to carry out the policies of the Ministry but the Minister, rather than wait for confirmation of Minutes, would see the draft Minutes on a timely basis so that if there are decisions being taken *ultra vires* the policies, that they could be notified. It is not an attempt of the Minister to run the school boards. It is just to ensure an earlier and more timely flow of information.

In addition, once this legislation is enacted, it is felt that the time has come to make provision for the establishment of a Teaching Service Commission in accordance with the Barbados Constitution (Amendment) Act 1974 Section 35.

I am sure, Mr. Deputy President, that as we seek to amend the Education Act, Cap. 41, the perennial and omnipresent wooden horse would again surface and here I make reference to the 11+ examination.

I know and I am attempting here to pre-empt, hopefully, some of the discussion that will follow, that the 11+ examination is not a perfect one and the Ministry is being engaged even now with finding some other alternative means of testing the students. I do believe that with the advent of computers in the primary school provision could be made quite easily for on-going testing of students and it is an approach that I would tend to favour where students rather than being asked to, at least, have their whole lives determined by one examination at a point in time, to be tested continuously over a period of time.

I do think that we should bear in mind that whereas the 11+ examination could be viewed as an exclusionary type of examination, that is, designed to exclude people from the system, I do believe that in a developing country

we should make every effort to include as many people as possible into the system of education. That is why I think that the American system lends itself for consideration at this point in time.

Under the American system the administrators in education consider examinations not only a matter of testing for students but also an opportunity to appraise the work done by teachers. Consequently, there is more frequent testing. A student entering a primary school is tested. When he leaves primary school he is again tested to find out what sort of progress he made over the period.

In addition, rather than waiting to test him at one period at the end of the year, he would be tested at the end of a semester or maybe at the mid-term in the semester; so that he is required to digest smaller and smaller bits more thoroughly rather than an all or nothing response. And this is what I am saying here when we think in terms of the exclusionary rather than the inclusionary system of education.

Mr. Deputy President, I move that this Bill be read a second time.

SENATOR Dr. L. L. SHOREY: Mr. Deputy President, I think I am safe in saying that everybody in this Honourable Chamber recognises the importance of education. And if that is accepted, I think it is fairly logical to conclude that the legislation under which education provisions exists and are provided in the country are important.

The amendments proposed to this Act are various and varied. Some, I think, are very welcomed, others I propose to show have very serious shortcomings.

Let me start first on the list of amendments – the one which proposes to delete the word "headteacher" and substitute the word "principal". The record of this Honourable Chamber will show that on at least one occasion in the past I have strongly urged that measure that substitution and, therefore, it is very easy for me to support it. I think it is the kind of change which will add to the prestige and stature of principals in our schools.

The next matter to which I wish to draw attention is one of those to which Senator Clarke referred in his comments towards the end. This is the 11+ examination, the correctly called Secondary Schools Entrance Examination.

There are two points I wish to make here. One is that I am delighted at long last to hear Government officials coming out and stating that they are in favour of continuous assessment. Once again I am very pleased because some time ago I spoke at some length in this Honourable Chamber about the ways in which I felt then, and still feel now, computer technology could be used to assist with the continuous assessment of students. And, therefore, as I said

before, I am delighted that this approach has, at last, found favour with Government officials.

There is, however, another aspect of the Minister's responsibility in determining conditions under which students may be admitted or transferred to schools in the country and this is one of my on-going and recurrent concerns.

The procedures, as I have indicated in this Honourable Chamber and I do not propose to go over them in detail more than once, I do not now propose to go over them in detail. My arguments have been, are, and will continue to be, that the procedures used by the Ministry are wrong. There is no question about that.

In this forum and in other fora I have produced chapter and verse from eminent educators, from psychometricians, demonstrating and supporting the argument that the Ministry's procedures are wrong. What is very interesting is that I do not hear from any member of the Government or from anybody else that my statements are wrong. And what is more (and I invite all Honourable Members here to do this) I would be interested in finding one reputable educational scientist who supports the Ministry's proceedings. I have yet to hear a single quotation from any eminent authority on the matter.

I invite Members of the Government to, at least, make some serious effort to defend the nonsensical procedures which Government now carries out.

While on this matter, I wish also to touch on a matter to which I alluded when we were discussing the adjustments in salaries for teachers. I wish again to draw it to Government's attention that we are not taking the necessary steps to help us do what we say we want to do. We constantly say that technical and vocational education is important but, as I indicated, the existing salary scales for persons in the technical and vocational fields do not match adequately those for persons holding degrees in academic and similar fields.

I also indicated over the years that there has been a number of persons who have gone to the University of the West Indies at this Campus. And one is delighted to have them do this; I am not knocking that at all. My concern is that when they leave with other degrees they leave the technical field. So what is happening is that there is a constant drain away from the persons who have the skills to provide the very kind of education that we say is so important and I am therefore urging Government once again to pay attention to this very serious matter.

My understanding is that there are something like 44 persons... I would not wish to be held to an exact number; but my understanding is that there are something like 44 persons in this category.

Moving now on, Sir, I was delighted, also to find that in the other Place Government was persuaded to make a change with respect to the National Advisory Commission on Education. So that the Act remains as it was - that a National Commission on Education is hereby established, or words to that effect. The National Advisory Commission on Education is established by the Act.

To the best of my knowledge, however, under the present Government that National Commission has not functioned. If I am incorrect I am sure I will be corrected. But to the best of my knowledge it has not functioned. I do not know that the Minister has called it into operation, either the present Minister or his predecessor in office. And I wish to emphasise that this Commission is very important because it has two major kinds of responsibilities. One is to advise on such matters as the Minister refers to it but you see, Mr. Deputy President, the Commission is also empowered under the Act to advise the Minister and I quote "on such matters connected with education as the Commission thinks fit".

It is my submission, whether he believes it or not, that the Minister desperately needs advice. He may not want the advice. But there is no doubt in my mind that he desperately needs the advice of an independent body of the sort.
12.00 noon.

One hopes that he will not persist in moving blindly along incorrect paths without taking the trouble to consult with appropriate authorities.

I move on now, Sir, to Section 9 of the Act, and I have just a little bit of concern. It is a matter of terminology; but I think it goes deeper than that. Adult education is now defined as:

1. "continuing education; and:
2. training activities organized on a part-time basis."

I do not wish, at this stage, to get involved in a long discussion on what adult education means. It happens to be my professional field and I would claim, therefore, to have some measure of understanding about the underlying tenets and philosophy. At this point I do not want to deal with that.

I am concerned, however, about what appears to me to be conflicting clauses. One clause in the amendment is that adult education means continuing education which does not include tertiary education. I find it difficult to understand how one can separate tertiary education from continuing education.

In the philosophy of adult education - and I repeat I make some claim to specialized knowledge in this area -

the whole concept of continuing education is that education is a process that begins at birth and ends only when the individual dies or presumably, he is in a coma and that, therefore, continuing education emphasizes the fact that it is an ongoing process. The relatively crude divisions that we and other countries make of pre-primary, secondary and so on are merely administrative categories. They do not affect the underlying principle that education continues. And, therefore, I find it very difficult to understand how one can say that tertiary education is not a part of the whole continuing education process.

I am not.

SENATOR THE HON. Dr. C. D. CLARKE: Sorry, Senator Shorey, I really do not want to interrupt you. But on a point of order: tertiary education is statistically defined, so too is adult education, continuing education. That is the reason why. It is not intended to be exclusive of that; but it has its own definition, if you so desire.

SENATOR Dr. L. L. SHOREY: Mr. Deputy President, we can define things however we wish. I am not going to have an argument with Senator Clarke on the matter. I have merely indicated my concern and the reason why I have the concern.

Let me commend Government for its inclusion of the opportunity to make special provision for gifted and exceptional children or children with exceptional ability. I certainly look forward to the kinds of regulations which will, presumably, subsequently appear. But I think it is certainly a very commendable amendment to the Act.

I touch now, Sir, on a matter to which I shall return and this is the matter of requiring unsigned minutes. I want to make a number of points and maybe, in due course, I may have to elaborate on these, if necessary. In the first case, unsigned minutes have no standing. They are, at that moment, merely the views of the person or persons who wrote them. We can call them minutes, if we want, since the word "minutes" is used in the dictionary as records of proceedings.

Senator Clarke indicated that the purpose of this amendment – I really had to laugh – was to keep the Minister informed. Sir, you know, one expects, in this Senate, arguments that make sense. But to have statements that are absolutely ridiculous is not helpful. Let me explain what I mean, Sir. On every one of the Boards of Management of the schools, the Ministry is represented. Therefore, if the Minister wishes to have an informal report on what goes on, then that person can provide that report.

I am contending that it is non-sensical, ridiculous, useless and wasteful of people's time, et cetera, et cetera, et cetera, to require that these minutes should be sent to the Minister.

Let me further say, Sir, that, in the Second Schedule, Section 12, subsection 2 there exists provision for:

"a certified copy of the confirmed minutes"

I am reading from the text of the Schedule:

"of each meeting must be forwarded to the Minister within 14 days after the meeting at which they were confirmed."

If, as Senator Clarke intimated, unless I got him incorrectly; I am sure he will be very quick to correct me, if I am wrong – minutes are sometimes outstanding three to four months, then what Government must do is insist that the existing provision be carried out and that, within 14 days of a meeting, the confirmed minutes, as the Act requires, are sent to the Minister. And in the interim period, let him get his verbatim or short notes or whatever it is, report, from the Ministry's representative. But do not require, under the law, that the Board should send unconfirmed minutes. I say it is utterly ridiculous! Absolute nonsense! It does not make any sense at all.

I move on now to Section 46 which has to do with scholarships. I have questions rather than assertions because I am not absolutely certain of what I am saying. I am therefore questioning. The provisions under the regulations for the Barbados Scholarship are that a student must satisfy certain criteria, in an exam, being defined as the Advanced Level Examination of the General Certificate of Education set by the examining body or its equivalent, where "examining body" means any examining body approved by the Minister". Those are the words of the subsidiary legislation with the requirement that:

- "1. No candidate may be awarded a scholarship or exhibition unless he gains a pass in the General Paper.

and:

2. Passes in no less than two subjects, at least two of which must be at Grade A"

and so on and so forth.

My concern, Sir, here is not with whether those criteria are too low, too high or anything of the sort. I am not raising that kind of question at all.

12.10 p.m.

My concern, Sir, is whether these provisions permit or debar students who do not take subjects in these fields. That is my question. What happens, say, if a student takes, as I think some of them may well do, examinations set by the University of London? And very certainly, very specifically, what happens in the case of students who do

technical exams? If I can be assured that arrangements have been made to ensure some measure of comparability, so that they are also eligible for these scholarships, my mind is immediately set at rest. If, however, because of the phrasing of the regulations, those persons are not eligible, then I wish to suggest very respectfully to Government that there is need to re-examine the conditions. It would seem to me that we need to lean over backwards to ensure that all our students get equal access to the limited facilities, though admittedly very generous facilities. But we are a small, poor country and therefore they are necessarily limited. All our students should get equal access to the limited facilities we have available.

I am therefore simply enquiring. I trust that in the reply the Minister will be good enough to indicate whether or not all students at this level are eligible for award of the Barbados Scholarship, or whether because of the nature of their subjects they are not eligible.

I come now, Sir, to the question of the handicapped. Under the law the Minister of Education is responsible for ensuring the provision of a high quality of education in our country. The incumbent is required, as the Act states, to frame an educational policy designed to provide a varied and comprehensive educational service in Barbados, and to contribute towards the spiritual, moral, mental, physical, social and economic development of the community, et cetera. There is specific reference in the Act on several occasions to the Minister's responsibility for persons suffering from disabilities, whether minor or, as section 53(2) refers to them, serious disabilities.

I wish to suggest, Sir, that it seems to me that somehow the Ministry has in this case at least got its priorities very wrong. Justification for the statement would go as follows. If we set our priorities right, how can we accept a situation in which there are numbers of the nation's children with disabilities for whom provision depends very largely on private enterprise? If once we accept that the provision of education is the State's business, how can we accept that situation and at the same time spend upwards of \$40 million on what has been called a monstrosity on Two Mile Hill? I do not understand how we can establish that kind of thing, Sir. If I have to choose between the two, there is absolutely no difficulty in saying that the needs of the handicapped are far more important and must take long precedence ahead of any such thing. I am therefore urging the Ministry – I guess some things cannot be undone – but before it makes any more mistakes of that sort, could the Ministry really seek advice?

Once again, this is the kind of thing that if NACE were functioning, obviously it could not prevent the Minister from going ahead, because on the evidence the Minister goes ahead in any case whatever advice he is given; that is a matter of record. But at least it would perhaps have been able to get him to think twice.

I do not think that there is much need for me to say any more about that. I just wish to make a plea for those members of our community who fall into the category of the disabled and to say, I think beyond any fear of serious contradiction or even challenged, that we need to re-examine the Ministry's priorities and procedures.

Finally, Sir, I read with some amusement – admittedly, I think, it was in the previous Act, so this Government cannot really be blamed for it, except for continuing a silly statement – section 55(1) which states: "Parents and teachers may, in accordance with regulations, form associations, to be known as 'parent-teacher associations'." I say it is a silly statement, because under our Constitution citizens are permitted to form into any gatherings that they wish, provided they do not contravene existing law. Therefore, there is no need to say that parents and teachers may form parent-teacher associations. It is perfectly appropriate to say that the Minister may encourage such formation, but to state this as though a special concession is being granted, that parents may in accordance.

Aside.

SENATOR Dr. L. L. SHOREY: I am quoting the exact words, Mr. Deputy President. Section 55, Mr. Deputy President, reads as follows: "Parents and teachers may, in accordance with regulations, form associations to be known as 'parent-teacher associations'." This is not a matter of interpretation, Sir, these are the words of the Act, and I am saying it is a silly statement because under the Constitution we as citizens can form any groups that we wish. Therefore, if we wish to ask the Minister to encourage the formation, fine; but to put this in as though it is some grand concession, I would really urge that it be removed.

Thank you very much.
12.20 p.m.

SENATOR Dr. F. W. ALLEYNE: Mr. Deputy President, I have to confess that most of what I have heard from Senator Shorey is nit picking. In rising to support the Bill, there are one or two observations I wish to make, and perhaps I need to clear one or two things out of the way in doing so.

Senator Shorey spoke about a section of the Bill which deals with the formation of PTAs. I have a little experience in this area, having been President of the National Council of PTAs for two successive terms, and having been President of PTAs in at least three schools, primary as well as secondary, and it has been my experience that at times one can experience great difficulty in organising a PTA within some schools, and my recollection is that this was when a previous administration was in office. We were at that time appealing to the Minister of

Education to assist us by using his good offices to help us to get PTAs going in some schools.

There are some schools in which the headmaster or the principal will make your life difficult if the headmaster or the principal cannot control the show. It is very difficult to get an association going in those kinds of circumstances; so I welcome the support which the Minister has evidently given to these pleadings. I don't know if the present council has persisted with this position which we took back in the Seventies and early Eighties, but I have a suspicion that this is why the Minister has taken this position.

Senator Shorey presents the Minister of Education as an obstinate person, a person who is hell bent on his own way. I have to admit that I believe Senator Shorey was living outside of Barbados during 1976 to 1986 when the Barbados Labour Party administration plundered the education system of this country. I did not hear him make any objections at that time when Mr. Barker, the headmaster of Foundation was taken to court, when Charlie Pilgrim, headmaster of Combermere was taken to court, when more than 100 locks on the doors of the Lodge School were changed so as to get out a headmaster. In short, when the then administration used a sledge hammer to kill a fly, where was Senator Shorey at that time? We have to recognise that this matter has a history – a very dismal period of education administration in Barbados during the last Barbados Labour Party administration.

Mr. Deputy President, I have a vested interest in this matter. I have been exposed to teaching at all levels in this country and I doubt there is anybody in this Chamber who has that experience. I have taught the infants; I have taught people in primary; I have taught people at secondary school, and I have taught post-secondary. When I speak I don't speak as somebody who has heard about education; I speak as one who has practised at all levels. So when Senator Shorey gets up in here and starts to "pom-pom" with a lot of vacuous statements, I feel offended.

To say that the Minister of Education pursues his course irrespective of advice is the under-statement of the year, and I would invite Senator Shorey at the appropriate opportunity to present the evidence. The present Minister of Education presents the image of a very conciliatory Minister compared with a Minister in the previous administration. The school system today is now settling down from the disruptions of the second half of the 1970s and the first half of the 1980s. There are lots of difficulties we have today, Mr. Deputy President, in education. Nobody should seek to deny this, but we also have lots of difficulties in the society. It would be foolhardy to develop an image or to think that we have an image of a teacher today which is very much like the one we had thirty years ago. It is different; the society has changed.

I am happy to see the amendment deals with truancy in more specific language. I think those of us who have an opportunity to drive on the streets of Barbados, particularly in St. Michael and in Bridgetown, anywhere between 9.30 a.m. and 10.00 a.m. are amazed to see the children of school age who are still hanging around by the stores, by the bus shelters and so on, and it is time that we pay very strict attention to this matter. The parents must be called upon to account for these children. I am very glad to see that has been addressed.

Also, too, I wish, Mr. Deputy President, to note that section 22 when Senator Shorey makes reference to the use of unconfirmed minutes; this is a standard practice in many statutory corporations in Barbados. What happens (I can tell this Chamber) in the Central Bank, (I am a member of the Board) is that unconfirmed minutes go to the Minister, but they are usually checked with the Board Members before you send them. The reason is that you wish the Minister to have a written record. That is the reason, because four of us can go to a meeting and we can come out with different accounts of the same meeting; so to suggest that it is an unnecessary measure to encourage submission of the unconfirmed minutes to the Minister, I with respect, Mr. Deputy President, suggest that Senator Shorey does not understand the real reason for this provision.

Senator Shorey took some time out to attack the Government on wrong practices and he has invited Members of the Government to defend the practice. I must confess I do not know what practices Senator Shorey has been referring to. It is true I am the most recent addition to the Senate. I do not know what practices Senator Shorey is referring to, and I would invite him at the appropriate time to say what these practices are.

On the amendment of section 56, I am encouraged by this decentralisation of authority in the school system. The period 1976 to 1986 I refer to as the dark days in education administration in Barbados, because you found that (and I give an example, Mr. Deputy President) even if the water supply was cut off from a school and therefore you could not use the latrines in the school, before a headteacher could make a decision to close the school and send home the children, the headteacher first had to seek the permission of the Ministry. That is foolishness. You cannot administer a school plant under those circumstances. I will give you another one. As is the practice in Barbados, on certain days we take children to the church for service. No headteacher could take the children from the school to the church unless they got the permission of the Minister. Could you want something worse than that? Tell me what worse can you have than that. I did not hear Senator Shorey protesting about these things. We have to be fair. I protested about them. I remember I came into the other Chamber I think somewhere around 1981 and I had to leave because the record will show that the person who was speaking at the time mentioned my name no less than ten times in the

space of ten minutes, and I got up and left. We have to be fair.

One of the reasons why discipline has deteriorated to the low levels to which it has sunk in the schools in Barbados within the last ten years has to do with the removal of authority for management in the schools from the schools to the Ministry and the Minister of Education. The sooner that process is reversed, the better it will be for the school system. It is nonsense, it is going to make a nonsense of education administration to have a manager in a school and yet he does not have the authority to manage. The sooner those of us in education administration and those of us responsible for policy understand this, the sooner we will return the authority to the schools and the better it will be for all of us concerned.

12.30 p.m.

Much has been said about the 11 Plus examination, the transfer from primary to secondary schools, and continuous assessment has been thrown up as one mechanism which will enhance the transfer process.

Mr. Deputy President, I have never fooled myself into believing that all humans are born equal. Those who take that position deny a basic truth. We are not born equal and however perfect the mechanism is, we will continue to be different and perform differently.

As I said, we are not born equal because even at the stage of conception the difference may start there. It is very likely it is going to start there during the pregnancy of the mother when matters such as the amount of harassment, the diet and so on which the mother gets become relevant. That is going to generate other differences as well. So even before you are born into this world you are different. So I start from that position by recognising that there are differences and these differences can start at the level of conception.

What we have to do, then, is to develop an educational system which recognises these differences and enables every individual to reach his maximum potential. That is what we have to do. In doing that we do not have to pull down Harrison's College or Queen's College. I am totally opposed to that.

I believe that in Barbados we need centres of excellence and in the past Harrison's College and Queen's College have represented our centres of excellence in the secondary school system.

I am not persuaded that our major problems are at the 11+ stage either. Children come to school from different cultural backgrounds. Some children come to school and they have never seen a newspaper or book in their homes. A person coming from that kind of impoverished background starts off with a serious handicap. I think once we recognise

that children can come with these disadvantages, we should start to pay more attention to the provision of pre-school education. That is where we have to start to make up for the deficiencies which children bring to the school system from their homes.

What worries me, Mr. Deputy President, is that year after year, the results of the 11 Plus examination tell that there are many children who sit that examination who score zero, who cannot read, who are innumerate and they are not innumerate and illiterate because of the 11+; they are not. All the 11+ is doing is telling us that that is the present stage of the game. The difficulties pre-date that age of 11 Plus.

I am concerned that people who are not fools could reach an examination at 11+ and they are innumerate and illiterate. I think what that emphasises is the necessity for more remedial teaching in our system. We need more remedial teaching, more testing so that you can start to stop these difficulties in our youth at a very early age.

You may have young people in schools who are very poor at numbers but they are strong when it comes to language; and the reverse is also possible. I am saying that if we are going to help these young people to make the most of their lives, what we have to do is to develop a system where we can spot these weaknesses at an early age – not at 11 Plus, not at 10 Plus. Spot them at an early age; put more resources into remedial teaching so that we will have fewer and fewer people coming to the 11 Plus and find that for the first time we discover that they cannot read or write or they cannot make numbers. So I would pay less attention to the transfer from primary to secondary school and more attention to dealing with the problems which surface at 11+.

On this business of the 11 Plus, Mr. Deputy President, I am not persuaded that the abolition of the 11 Plus examination is the answer to the problem. I have suggested earlier where I think the thrust of attacking the problem ought to be.

I believe that there is an advantage in building in a system of continuous assessment to supplement that transfer process. But there have to be certain guarantees if we are going to ensure that there is integrity in that system. Because a system of continuous assessment requires careful evaluation and testing and record-keeping. It therefore requires those who teach in our schools to develop this discipline; and it requires all teachers – not some, but all teachers – to conduct themselves along strictly professional lines and I do not say that lightly.

I have had the experience (it is a very personal experience) with one of my children. I noticed her behaviour changed very sharply for the worse and I decided to check on her school books and there I found the answer. For nine consecutive weeks not a scrap of work was

corrected. When I took the book to the school, I did not tell the teacher what I knew. I just noted that I had discovered this change in behaviour. The teacher said to me, "I do not bother about that child, you know. She is a backward child." I said to the teacher, "Who knows the child better, you or me?" I said, "You cannot fool me. I have more experience in teaching than you."

Then I showed the teacher the book; nine consecutive weeks no work corrected. That is what I am talking about when I focus on this continuous assessment and the necessity for professionalism; otherwise you can have people who are slackers, who make up records. They do not correct your work.

I know years ago there was a particular master in a secondary school who did not correct our work. He called you up and looked at your face and he gave you a mark. He had a long memory of what you were doing during the year. And I am saying that the same way this could have happened years ago, it could still happen in Barbados today. So when we talk about these lofty ideas about continuous assessment, remember that it is a human being who you are going to call upon to do these assessments.
12.40 p.m.

I am not against continuous assessments but I think that we have to enable those who have to do the assessments to commit themselves to strictly professional conduct. That is what I want emphasized.

Mr. Deputy President, I think it is fair to say that the last four years or a little more than that have been a period of rebuilding and settling down in the educational system, in Barbados. There are some schools which still have a long way to travel to achieve their former glory.

I think the Minister and the Government should be commended on these amendments. I think we should urge them to go a bit further by so modifying the mechanism for transfer from primary to secondary school in such a way as to provide a wider spread of abilities within the school system. Nothing is as debilitating as a system in which large numbers of people without any motivation for learning, are hurled together. It is in that respect that I should like to see a serious reform of the system.

I should also like to urge Government to press on with the establishment of facilities which cater to the gifted children. In Barbados, for too long, we have neglected provision for these gifted children. Somehow we believe that if you are 15 years old, your chronological age is the same then as your mental age and you should be put together. There is a lot of work on in this area. All we do, we hold back our bright people from reaching higher heights. I think we should urge the Government to press on this area.

Finally, I should like to see stricter measures to deal with this business of truancy. It is nothing but a scandal. When I see children in the bus stand... Let me be careful: when I see young people dressed in school uniforms in the bus stand at 10.00 o'clock on mornings. You see them walking on Broad Street around that time.

I believe there needs to be a tightening-up in the system. Parents and the children have to be made more accountable. Because if we do not instill discipline into the youth at this early age, invariably the society will have to pay later for it. My fear is that that indiscipline which we saw creeping into our system among the young people 10 to 15 years ago... that today we are paying a very high price for that indiscipline.

I should like to see measures put in place to reverse that indiscipline so that we can keep our young people out of the courts. Every day I look in the papers, the vast majority of people who come before the magistrates are young people.

Mr. Deputy President, I wish, in closing, to commend the Minister and the Government on these amendments.

Thank you, Mr. Deputy President.

Mr. DEPUTY PRESIDENT: Senator Jones.

SENATOR THE REV. CANON I. McK. JONES: Yes, Mr. Deputy President. I am afraid that some things that I heard from Senator Alleyne I agree with, and some I do not, of course.

I should like to begin by saying that in the former administration in this Honourable Chamber I said then and I still feel now that our educational system has become too politicized. I think politics is bearing too heavily on education. I said so years ago and I am saying the same thing now.

I would not be as adamant as Senator Alleyne in saying that the dark years of education were 1976 to 1986. There were some very unfortunate incidents, I know. But the thing is that I feel that what is happening in our educational system is that the Minister of Education has too much power. I have said so and I still feel so. Even if I am alone, I still feel so. In other words, what I am saying is that I believe that if you have a head of a school that, as the Americans would put it, the buck should not always end with the Minister. There must be some areas at the school, discipline or the school's work that end with the headmaster or the Board of Management.

We used to have Governing Bodies before we had Boards of Management. Now the Governing Bodies have been changed to Boards of Management. All right. On the surface that seems to be a simple change in nomenclature.

But in actual fact, it is much deeper than that. Let me give some kind of illustration of what I mean. When you had, in years gone by, Governing Bodies of a school, when it came to the appointment of members of staff, what used to happen was that the principal or the headmaster or the headmistress of a school could, generally meet with a sub-committee of the Governing Body when appointments were to be made. They would work out some system and then send it up to the Ministry. Nearly always, what they sent up was approved. That saved a lot of time.

What is happening now is that when you are trying to appoint staff nowadays... the first thing is that in the olden days, when we had Governing Bodies, what used to happen was this: that if you wanted staff in September, in the academic year beginning in September, you could advertise for them around March or so in years gone by. You cannot do that any longer.

Those of you who have never been headmasters or teachers in schools may not realize the intricacies of developing or trying out timetables. A timetable is a very, very difficult process. Headteachers are now restricted, in some ways, from getting out their timetables in time for the new academic year because they have to wait so late before they can find out who they are going to get to teach. In the olden days, or in days gone by, it was not like this. You could send out your advertisements early and you could find out who you were going to get to teach. There is a difference here.

Another thing that you noticed is this: that a couple of years ago, overseas examinations, whether you had Cambridge or Oxford examinations now you have CXC examinations, lasted about two and a half weeks. Nowadays you have examinations for six weeks or more. A lot of people do not realize what has happened.

What happened is this. When the CXC came in and we were still taking the Cambridge examination, I remember Trinidad insisted that they wanted to take both CXC and the Cambridge. That is why we had to get some of our candidates here taking the exam earlier so as to be able to accommodate Trinidad.

What we are finding now is this: that at many of the schools, the children only have two terms to prepare for the examination in any one given year now. Because the examinations start around May, – the CXC examinations – it means that the boys and girls in the high schools have to try and get through their work by the end of April to be able to take these examinations in May.

But then, what happens? The examination goes on from May all the way over to late in June. You find that some children are only taking four or five subjects and have a lot of free time on their hands waiting for the time when their subject comes around. People do not realize the

amount of indiscipline that happens in the school system when these kinds of things go on. Because you have a lot of children, sometimes they take a paper today, Wednesday and they do not have to take another paper again until Monday. They have Thursday and Friday to sit around, play around and do all kinds of things.

I am saying that the amendments that we have here... Some of them are worthwhile. But, to me, a lot of them are cosmetic too. I think we need to pay attention to these deeper questions, these bigger questions.

What, for example, is the Ministry doing about this long distance between the beginning of an examination and the end of an examination? Something should be done about that. The Ministry of Education should be doing something about that.

Another thing I want to speak about is when you are making appointments to staff. Formerly, what used to happen is this. People would make applications. You would get a short list and you would put that up.
12.50 p.m.

All applications, however many there are, have to go up to the Ministry. That is what I have been told. In my view, that also wastes a lot of time, because it takes a long time now before you can decide who you are going to appoint or who you are not going to appoint, whereas in former days you expedited that and you knew where you were at a given time. I think that needs to be taken into consideration too by the Ministry.

Another thing. The amendment here says on page 2, "The Minister may establish a body to be known as the National Advisory Commission on Education." I think it should be "shall". I am sure Senator Boxill will agree with me there. It should be "shall", not "may". That is extremely important. When you are dealing with education, you are not baking breads in an oven, you know, you are dealing with personalities. I feel that you need to have men and women who are knowledgeable about educational matters and about the psychology of education and things of that kind to deal with those situations. As Senator Shorey said, we would hope that the Minister would listen very carefully to the suggestions and the decisions formed by that National Advisory Commission on Education. We need that very much indeed.

The Minister can do a certain amount, but he cannot do all. I do not care which Minister it is of Education, he cannot know everything about education, he has to listen to some of the people whose special job it is to be doing that kind of work. I hope he will listen and be favourable to the kind of decisions and the suggestions that are made by the National Advisory Commission. But it should be "shall" and not "may".

As I say, I am thoroughly in agreement with the statement by the Government that they are going to be paying attention to the most talented people. I agree with this, because there are some people who believe, as Senator Alleyne said, that we are all born equal. We are not all born equal. Do not let anybody fool you. The only thing we are born equal in is that we know that as soon as you are born you know you are going to die. There is nothing else we are equal in. That is where the equality is. Other than that, there is no equality at all. I am very pleased to see that this administration has come up with something that we can be looking forward to, to have a school for children who are above average in intelligence. How it will be done, I do not know. I hope when the regulations come up we will be able to agree with what is being done for that too, but that is very important.

When it comes to the truancy that Senator Alleyne talked about, I am 100% behind him with that, because if we are not careful, as he said and as I have seen myself, I have seen children walking leisurely in town or in parts of Christ Church while school is going on. I have seen that time and time again, and I am wondering what is happening, if the Head Teachers do not know about that. I agree with him on that. I also agree, and I want to say this too, that in the former administration when I was in here in my first session, I was one who said that I did not like the idea of Headmasters and Headmistresses of secondary schools being called Head Teachers, and I suggested that they be called Principals. I am very glad to see that Senator Shorey said the same thing. I said it before him anyhow, but it has happened. I was here first, I got first pick and it has happened.

I feel that unless you give the Head of a school some status, some kind of prestige, something goes wrong. What is the point of being Head of something and you feel you have no authority and no power? Whatever you want to do you have to get something from up there to tell you that you can do it. You can never function that way. That is why I said then, years ago, that the only kind of people you would get wanting to become Headmasters or Headmistresses today are people that have no guts. That is what I said, people who did not have a strong personality, but anybody with a strong personality would be frustrated by that kind of thing.

I remember in the olden days when they had Governing Bodies – you may say this is a trivial thing, but I do not think so – Headmasters and Headmistresses had the privilege of granting three half holidays in any one given academic year. If schools did well in sports and games, in education or in exams and so on, they could give a half day. Then that was taken away from them and the Headmasters could not give a half day at all. I did not know this, but if this is true, I would deprecate what Senator Alleyne said, that even during the Lenten season, or when children go to

church on Ash Wednesday, you had to get permission from a Minister. I cannot imagine that could ever be so. I could not believe this. Whichever regime it was done in it was wrong.

All I am saying is this. I would like people to feel that our education is never going to be successful unless we allow the people who are charged with the training of our children, who are themselves educated people, to get on with their business. I am saying, and I mean this too, if Principals of schools and staff of schools and Boards of Management are allowed to get on with their job without too much interference from the political directorate, then our system of education will continue to be successful and to flourish.

SENATOR Mrs. P. Y. FORDE: Mr. Deputy President, I will not be too long. I want to commend the Government on these amendments, except to say, like Senator Jones, I would like to see the word "shall" in section 53 under Special Education. Not the Minister "may" but the Minister "shall". I would like to see that in paragraphs (1) and (2) on page 28, Part VII, Miscellaneous, section 53.

Mr. Deputy President, under Special Education, you know we have special classes in schools at Erdiston, the Charles F. Broome, the pre-vocational centre, all looked after by the Government. The Challenor School is privately run with a stipend given by Government every year. Now we are talking about these amendments, I would like to ask Government to think very seriously of increasing the stipend to the Challenor School.
1.00 p.m.

Government does not have a school for young adults who come out of the schools that they run, and we are taking these children in at the Challenor School where we have one workshop. It is overcrowded; we don't have enough equipment, and there is no point educating these children in schools and when they have come of school leaving age to be sent back to their homes or to be put upon the street. They need a workshop to go into. Then we have businesses here and manufacturers can send their work to the workshops to these young adults to participate in. They would have a job. Of course they would have to be paid. As I said, now we are under this I would like them to think seriously about including that in these amendments. Thank you, Mr. Deputy President.

SUSPENSION OF SITTING

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President, I beg to move that this sitting be suspended until 2.00 p.m.

The question was put to the Senate and agreed to.

RESUMPTION

Mr. DEPUTY PRESIDENT: This sitting is resumed.

SENATOR A. W. A. McCLEAN: Mr. Deputy President, I rise very generally to agree with the proposed amendments as set out in the Bill with possibly one slight exception. I need to indicate that in this matter as in all matters, when we amend legislation and so on, essentially the most we achieve at that level is a better legal framework for undertaking some given activity, and to the extent that these amendments will permit officers in the school system to exercise their responsibilities more effectively, to the extent that they return some measure of responsibility that was being denied the principal of schools back to the principals, the amendments are to be commended. However, to the extent that it is in any way a signal that it remains a continuing responsibility of the Minister to involve himself deeply in the details of school management, I would say that the amendments would be sending the wrong signal, and it is in that context that I would want to comment on the proposal that unconfirmed minutes shall be sent to the Minister within fourteen days of a given meeting.

We know that it is the practice even where it is not legislated, that Ministers have from time to time requested or indeed even insisted that they be sent unconfirmed minutes of Boards. You also know that indeed in contravention of legislation in many instances Ministers involve themselves in too detailed a manner in the day to day workings of many Boards. Even where legislation explicitly restricts their involvement to giving general direction on matters of principle or policy to the Board, they often go much further and intrude into the day to day management of the Boards. So by that we learn that legislation is one thing, but the way in which Ministers behave is another thing. Very often where the legislation is entirely as it ought to be, you can find that the practice of the Ministry or the Minister can deviate significantly from the letter and spirit of that legislation, and Board chairmen seldom have the courage to stand up to the Ministers and tell them they are going beyond their authority when they try to involve themselves in certain ways. Now we have a situation in Barbados where the practice in relation to ministerial supervision of the activities of Boards is vastly different from what was contemplated by the legislation. Quite evidently, if you have an amendment indicating that the Minister should receive these unconfirmed minutes in 14 days, that amendment probably goes to some idea as to how the Minister should relate to School Boards, and it could only mean that the Minister should have that continuing and immediate awareness of all the details in terms of the decisions made by the School Boards and so on, and that the urgency of the matter is that he cannot wait for confirming it; he must have unconfirmed minutes just in case he needs to intervene in a given situation.

It has already been explained that there are other mechanisms for keeping the Minister well informed in a general way by virtue of the representation of the Ministry on the Boards, and therefore one must query the reasoning which has gone into this particular proposed amendment. Senator Alleyne has indicated that in other places what in his experience has happened is that Board members have had the opportunity to comment on the draft minutes before they are forwarded to the Minister. I need only indicate that this legislation does not give the Board members that right to comment on the draft minutes before they are forwarded to the Minister and where there is a matter of law that they must be forwarded to the Minister, the Board members don't even have the opportunity now to stipulate the conditions on which they would agree that they be so forwarded, because they cannot object to the forwarding anymore; it is required by law that they be forwarded. So that the Secretary to the Board or whoever can ignore the pleadings of the Board members if they so desire and forward any kind of minutes however accurate or inaccurate and you can get a lot of confusion ensuing. So therefore I do agree with Senator Shorey that this is an amendment which is essentially at best pointless and beyond that potentially dangerous.

Now as I indicated, legislation is one thing and practice is another. What we all have to try to achieve is a situation where our schools perform at a higher level of excellence if you want to call it that, where they perform better. We know we have all sorts of problems in our school system at the moment, some of them relating to the academic attainment of students as they go through the system. We are having increasing problems of literacy and numeracy, and we need to get a handle on that. There are also problems of discipline. We need to get a handle on that also. I would wish to suggest that if we look at the legislation in its totality, it still does not prevent Ministers from intruding too far into the affairs of schools and in disrupting schools.

Senator Alleyne gave some examples of actions by previous Ministers which he thought were unfortunate, and quite evidently he identified Ministers within a particular Government, not the Government which he supports. I hold no brief for any previous Government. I am not supporting any previous Government, so I can clearly point out that there were problems relating to the way in which Ministers involved themselves in school matters which pre-dated the last BLP administration. There have been previous Ministers or at least one previous Minister who had acted in ways which undermined the authority of principals, and the problem which we have today is where it is generally perceived that principals don't have any real authority, that all that is required is for a parent to approach a politician or a Minister and the opinion of the headmaster or the decision of the headmaster can be set aside willy-nilly. That view developed before the last 14 years, at least there was some indication of it, for instances like that occurred before the

last fourteen years where suspensions were reversed arbitrarily and so on; but basically we should not be in the business of apportioning blame, who did what and who didn't do what and so on. We should be concerned with identifying what is appropriate behaviour from henceforth, and I would wish to say that it is entirely inappropriate for any Minister of any Government to behave in ways which undermine the authority of principals and teachers and Boards of Management, and convey to students and parents that they can disregard the views of the school administrators and be disrespectful towards them because they have greater say with "the people who really matter" in that situation.

2.15 p.m.

That has to come to an end. We have to see our schools as fairly highly autonomous units dealing in rather specific ways with the education of the particular set of children who are in their charge. We cannot have any totally uniform approach to the matter of educating children because every child is different and every class is different, and every school is different and, therefore, the correct approaches in dealing with the problems of a particular child, a particular class and a particular school, will have to be different. If you try to impose uniformity across the board, we know that at best that might be right for one set of people and wrong for the rest. In all probability it is wrong for everybody.

We need, therefore, to allow schools to develop their own style and tradition and things of that order. I think that is one of the single most important defects in our system at the moment. We try to force everybody into the same stereotype.

Getting beyond that now, let us say we have decided to allow the managers of the school, the principal, the staff and the Board to get on with their job. We are going to have to provide them with clear guidelines as to what are the overall objectives of our educational system. Clearly those objectives would have to be differentiated in terms of the level of the system that you are talking about. The objective of primary schools should be different from that of secondary schools, different from that of tertiary level institutions and I have already in this Chamber spoken on that matter, so I will try not to repeat to any significant degree the things I said on previous occasions.

What I would want to say here and now is that the primary school of today is entirely different from the primary school when I was a boy because back in those days the primary school for the majority of people was the only school that they would attend. And, therefore, the primary school had to be so structured as to have as its primary orientation the matter of preparing persons for the world of work and living in the wider society, recognising that somewhere along the line some of the students will not go to 4th Form, 6th Form or 7th Standard, whatever but

would come out of Class 4, or a Class 3 and go into secondary schools. But the school had to take an overall view in its programme which ended at Class 7. Today, that is not the case. The primary School is essentially a school which is preparing students to go on to another stage in the secondary system.

What must be emphasised much more would be the requirements for proceeding to another stage of education rather than the requirements for going out into the world of work. Because you are not going out into the world of work from the primary schools anymore.

I would think that when we take that particular focus you will find that our primary schools should be asked to stress, above all things, ensuring that the skills and the capabilities of students within that system are fairly well identified so that one could have a good idea as to what direction they should go as they pursue further education at the secondary stage and beyond. We should be fairly well aware of the skills that students have and, therefore, the whole question of testing... I agree that we must have continuous appraisal and so on. But it should not be merely a matter of continuous appraisal of one's attainment in relation to a fairly narrowly circumscribed, academically - oriented syllabus, but the matter of testing to identify aptitudes in addition to levels and differential levels of attainment.

Beyond that, we know that it is desirable that all students, no matter where they are going, should acquire certain capabilities in the area of reading, writing, reasoning. Indeed, what I would suggest is that the three "R's" that we talked about, reading, writing and arithmetic should be replaced today by the five "R's". One of those five "R's" was there before but was not emphasised because it was taken for granted. But the five "R's" or, indeed, two of them in a way... But the five "R's" that we need to emphasise explicitly which were always there but, as I said, two of them would have been taken more for granted but we cannot take them for granted anymore, will be the matter of reading, writing and instead of arithmetic I say reasoning, - the ability to reason; and beyond that is the question of respect and responsibility.

There was a time when we took it for granted that young people would have respect for elders, respect for their teachers and so on because they grew up in a society where that was the norm. It is no longer the norm that young people would have respect for their elders and respect for authority and a keen sense of responsibility. We can no longer leave it up for people to be exposed to observe other persons behaving in certain ways just to adopt those styles of behaviour.

We have quite consciously now within our primary school system and beyond, starting with the primary school system, to concern ourselves with fashioning the attitudes

of young people in the areas of imparting them to an appreciation as to the purposes of respect and to know what constitutes appropriate behaviour in these areas.

Likewise we need to be more conscious in alerting them to their responsibilities as young citizens of the country, as members of their schools and members of the community and members of their family and so on.

The things that we took for granted before in terms of manners, the distinction between good and bad manners, we can no longer take for granted. We have consciously to get our young people to become aware of the standards of our society as to what constitutes good manners, what constitutes bad manners and so on, and to become aware of that; it is expected that most of them would adhere to those standards.

On the question of the National Advisory Committee on Education, I think Senator Jones made reference to this. But we have been informed that that Section has been deleted – Section 7. What Section 7 was endeavouring to do was to change the existing legislation which makes it mandatory that the Minister should appoint a National Advisory Committee on Education, to change it from being mandatory to being optional on the part of the Minister.

It is my understanding that the Minister has already exercised that option where he had no option and he has exercised the option not to appoint such a Committee, and he was therefore only seeking to regularise his position which is now outside the law to give him that option. But Government (and we must commend them for this) did not follow through on that proposal, and they agreed that it should be deleted.

2.25 p.m.

So I hope the Minister would recognize that is a signal to him that he should, without further delay, appoint the National Advisory Committee on Education.

Education is perhaps the single most important aspect of any strategy towards building a good society and maintaining a good society. It is an area, quite clearly, where the Ministry should have the benefit of such a body on which persons with the necessary expertise serve. People who can give good advice on the myriad problems that we should come across from time to time, not only in terms of fighting problems that arise, but in terms of perceiving the way the world is changing, the way our society is changing, and addressing the question as to how our educational system should change, along with it to make sure that we forever stand, more or less, in the vanguard of progress within the world community, so to speak.

It is most unfortunate that we do not have such a body. In this regard, I would want to suggest that, in constituting such a body, it should be constituted without reference to

the types of things that seem to guide Ministers when they choose Boards, advisors and so on. In other words, this should be seen as beyond party. This Minister of Education should so choose a Board that the next government which will be in office not too long from now, the next Minister of Education will have no difficulty in allowing every member of the Board to continue serving because they are the right people, irrespective of their political persuasion, from among the other people in Barbados; these are among the ones who ought to be on such a Board. There might be one or two people who would be just as good. But since they have been there and started to build up some level of experience in that particular task, let them continue to serve. It should not be perceived that such a Board should be in any way involved in matters that should interest politicians in terms of the immediacy of political manoeuvring and so on. That is basically the type of Board that you appointed.

I know that, if a Minister so appointed a Board, he would probably be bombarded – let us say a Minister in a Party which is encrusted with yardfowlism – by people saying, "Why are you appointing a fellow who you know does not support this party and you did not appoint me?", and that kind of thing. But there must come a time when a Minister should be expected to rise above those considerations and to tell the people who raise those concerns with them that they are out of court, that that is not the way we are proceeding in this particular matter.

On the question of the 11+ or the Common Entrance Examination, we have, over time, heard all sorts of comments about the Common Entrance Examination. Some of those comments go to the examination itself, the content of the exam and others go to the purposes for which we use the exam and the way in which we use the exam to allocate students to schools. The two sets of criticisms can be separated. It is entirely possible to have an examination for 11+ children, as an achievement exam, or as a combination of attainment test and an aptitude test or, as an aptitude test, if you want that exclusively – that should be the primary orientation of it – without going the next step and using that to say who should go to which school, on the basis of performance, in this examination.

I think that most of the criticisms that have been coming, in relation to this exam, especially from lay persons, relate to the way in which the exam has been used to allocate persons.

At this juncture I could say that, to the extent that the exam is used to allocate persons on the basis of performance, to the school of their choice, if they happen to do very well, or to the school, in accordance with a set of choices, based on their overall performance *vis-a-vis* the other students; to the extent that is so used, the observations of Senator Shorey must be well taken about the kind of difficulties with simply adding raw scores in two distinct

types of examinations together: you got 80 in English and 90 in Mathematics, therefore you have 170 and that wrenched you ahead of someone who might have 169 with what configuration of marks in Mathematics and English.

It is true that there is a view that standardization might produce a better rank in terms of ranking of ability. The idea behind that is, let us say, you had an exam in which the best student could only make 50 in Mathematics, not because of the student's intelligence necessarily but because of the nature of the Mathematics exam paper; the best one only got 50, and you had one in English where the best student got 100. It would mean that if you add raw scores in that situation, all the students who did well in the English would go to Harrison College no matter what they did in Mathematics. But if you standardized them, that 50 in Mathematics would rank up alongside the 100 in the English. Then you would get a situation where the students who did, on average, well in both subjects would go to whichever school they chose and so on, down the line. The standardization of marks would disturb the rank ordering and the greater the disparity between the distribution of marks in the two subjects, the greater would be this difference in rank ordering, under the two procedures. Senator Shorey's point is well taken on that score.

But there is the prior point, as to whether you should use the exam in that way at all, whether you use raw scores or standardized scores. This is where Senator Alleyne's point now has merit, that that system has produced a situation where the various schools have students of a narrow range of abilities. Most of the schools would have students of a narrow range of ability. Harrison College at the top and some of the other schools at the bottom. It is only some of the schools in the middle range who would have a fairly wider dispersal of performance among the students who are admitted to those schools. I think that that type of outcome is undesirable.

Senator Alleyne emphasized the matter of having the schools full of low achievers. But the opposite extreme is equally as undesirable, to have a school full of people who, in the primary school years, were the cream of their schools across the island.

What happens is, if you put 120 students into Harrison College all of them coming first, second or third all across the schools in Barbados, and you put them into four forms in Harrison College or thereabouts, four of them are going to come last and another four are going to come second last and so on. That is going to be a terrible blow to the ego of someone who has grown to believe that they are bright, they are the best in the school and all that. After a while, if that happens to them on two or three occasions, it starts to undermine their confidence in themselves. That is why, the students who do well in the Common Entrance and get into Harrison College, some of them do not get any CXC because they fall by the wayside because they are

demoralized and they see themselves in competition with people, people who are out-performing them all the time.

Students who did not do as well, come through the other schools and end up winning Barbados Scholarships. So you are doing violence to people, not only at the bottom because you are not giving them bright people to help them along and be examples to them but people at the top who, somewhere along the line, will receive the signal that you are not really as good as you thought you were. You are just at the bottom of this pile. In that way, that child is going to be injured as badly and even worse than the child who, from earlier on, recognized that he did not have an academic bent. So for those kinds of reasons, we need to adjust that system.

2.35 p.m.

The overall question is, what system are we going to put in its place? How are we going to allocate students to schools? Quite clearly there is no difficulty whatsoever in coming up with schemes which are entirely reasonable, workable and indeed generally beneficial to the country in general, but what we have is a problem of acceptance. The parents in Barbados have grown accustomed to this idea of their children competing for places at Harrison College and Combermere, and they have come to the view that the best schools in Barbados are Harrison College, Queen's College, Combermere, St. Michael, and in all probability if you came up with a selection system before identifying whose child will be going where, you might get unanimous support, but the moment you say the system is sending your child to Grantley Adams and that other child to Harrison College, your child got a higher mark and is brighter than that child generally, you are going to get all sorts of problems coming down on the parents.

The first thing we need to do is to educate Barbadians out of this attitude to schools and to secondary education. I agree with Senator Alleyne that there is entirely nothing wrong with having elite schools, but at the same time there is everything wrong with having a perception that the elite school transforms whoever goes there into an elite person. Therefore we have to be fighting to get our children into elite schools. Until we get around to the idea that a child can develop its full potential in maybe most of the schools in the island, and if there are such schools that they cannot so develop their potential those schools should be upgraded, and we get around to the idea that we are going to establish a set of secondary schools which would allow all children to develop to their full potential and that it matters not so much which school the child goes to, that it matters how motivated the child is, and so on, that will determine eventually where he or she will reach. Until we get around to that view we have a dilemma. We have a system which we know is doing untold violence to a lot of young people, but we cannot get away from it because of the attitude of the parents towards school selection and so on. It is a major problem which has to be taken out of any kind of political

footballing and dealt with as a matter of national import which will have deep implications for the future of this country.

I think that is the type of task that the Ministry should start to address at the moment. The other problems about how to teach, how to get standards in the school up to scratch and so on, the Ministry should only be involved up to the level of indicating that they have certain expectations in those regards, but that is the task for the schools. They must first be given full authority to be creative and innovative in their approach to that task. They should not be hamstrung by having to conform to particular stereotypes. In addition, I think all of the schools have to be adequately equipped, staffed – both teaching staff and ancillary staff – and with other forms of equipment. It is sad to say that the disparities in those areas are still greater than they ought to be, and this is a matter which the Ministry should be addressing as a matter of urgency. The Ministry should be involved in the broad policy issues, the issues which relate to creating the appropriate environment, and leaving the matter of teaching, guidance, discipline and all those things to the people in the schools to a greater extent than occurs at the moment.

On the question of truancy and so on, the legislation clearly provides an improved framework for dealing with that problem, but truancy often has its origins in deeper social problems. If you examine it, many of the children who stay away, especially from secondary schools, because truancy now is a fairly big thing in secondary schools in a way that it was not before, truancy in secondary schools often has its origins in the incapacity of some parents to provide the children with necessary lunch money, clothing, shoes, bus fare and so on, on a continuing basis, to ensure that they can always go to school.

There are still, I know, many students who come to school religiously day after day and they do it without lunch money. Some teachers are aware of these things and they make provision for those students as they become aware of the problems of particular students. What I am saying is that if we are to deal with the matter of truancy adequately, we have to deal with it from both ends, not only in terms of the big stick approach, insisting that you send your child to school, but we should also facilitate those parents who have difficulties in meeting their obligations to their children.

I think, basically, that arrangements would have to be put in place which would make it possible for all persons with such problems to be identified and make it possible for them to receive the wherewithal to obviate those problems. In other words, give them some kind of assistance in relation to that particular matter. I would suggest, however, that it should be done as unobtrusively as possible, because we know many parents in Barbados are very proud and would not tell you that they are hungry even when they are hungry. I think the school should be used as an agency in

this regard: find ways where the school staff would discreetly identify all such persons; and the schools would have access to a vote which can be applied without any great song and dance and over-identification of the people involved for these purposes. Of course you need to have proper accounting controls and so on too, but at the same time you want people to be assisted in situations of need without making any great song and dance about it, and without holding them up as being in this kind of situation.

If we do that, I am certain that that alone would deal a big blow to the truancy problem. But, of course, there are always children who are genuinely delinquent, whose parents give them all sorts of money as bus fare and lunch money, and because the parents are not at home when they leave for school and they normally return before the parents, they take all sorts of liberties to absent themselves from school and the parents only find out when they are so informed by the school. You would need to deal with that kind of issue now. There might be parents who may encourage their children in delinquency for whatever reason, in which case you have to deal with that type of parent. We need those measures, but at the same time, more importantly, we need to be able to assist those people who have genuine problems.

I think, basically, Mr. Deputy President, those are the observations which I want to make.
2.45 p.m.

I want to remind once again that essentially it is not merely a matter of passing amendments, but it is a matter of developing new and more imaginative approaches to the problems which beset the school system, and in distributing the responsibilities as they really ought to be giving the requisite level of authority to the principal and his staff and the Boards of Management. I thank you.

SENATOR N. W. BOXILL: Mr. Deputy President, I will not be long, but there are a few observations I would like to make. I am sure that some people must be wondering what I have got up now to talk about, but I want it made explicitly clear that there are only two jobs that I see that I don't think I can be a director of; one is director of an appendectomy operation, and the other is director of a symphony orchestra. Those are two things I don't know anything at all about. But the other things I think I can talk on.

Now the first thing I want to deal with, Sir, is the 11+ examination. As soon as the exams come around in June, everybody is an expert on the 11+ examination. It should be this way, it should be the next way, and I have not up to now heard anybody who came up with a better proposal than the 11+ exam. Maybe there are better ways in dealing with this issue which I would be willing to support; but up to now it is about the best form that we have. Now Senator Alleyne and the last speaker, Senator McClean, said that it

is a fact that we are not all born equal. I don't think that was the statement that was made. I think the statement was made that we are created all equal. This is the difference. Created and born is a different thing. Anyway I am not going into semantics with that.

Now I would like to say to the Prime Minister of my party and the country: you cannot be stampeded because somebody gets up and talks about the 11+ and says that you should find a better way. Let the person who suggested it (because I heard it from the lower House about when they get into power – I don't know when that is going to be; that is not in this century at all – they will do this about the 11+ examination) know that they are only trying to fool who they can. If they have a better method for the 11+ exam than there is now, they are Barbadians; why don't they say it now if they have any use for their country? If they love their country as they should, they should say it now; don't wait until you get in power. When the people are ready to put out a party, they put them out irrespective of what they do. If you have this better idea that would help our children, bring the proposals and let us implement them, but don't get talking about when you get into power because that is never going to happen. The next thing is, do you have any lease on life to know how long you are going to be around here? Don't come with this nonsense about when you get into power; it will never happen; you will never get into power. Let me say this to the NDP, they will never get into power, not with that kind of behaviour.

Anyhow we are not here to deal with that. I will deal with them on the political platform if necessary.

Now if you look in the original Act, I think on page 29 you will see where they have in Division 2, Management of Primary and Composite. It mentions the power that the Minister has, and I notice that none of the speakers touched on this and I don't know why. I feel that prayers should be a must in school. Let me get this quite plain to you, Sir. I don't go to Church; I am not that kind of religious because I have my own reasons, but at the same time I still know that there is something greater than all of us, someone or something greater than all of us. You can call it God, Supreme, whatever you like, and there is nothing wrong in having prayers. Don't tell me that you have different denominations. As Senator Forde said earlier, all of us talk about Our Father; so if he is Our Father, it is the same father. Prayers should be compulsory; don't tell me any nonsense about your belonging to the Jehovah Witnesses or you belong to the Seventh Days or you belong to something else. You are all praying to the same God. Prayers is one of the things that should be a must in school.

The next thing I am saying that should be a must in school is that the children should be made to sing the National Anthem every morning. The National Anthem is a very important hymn, and it should be sung every morning in school. Let these people understand. The next thing is that people are desecrating our flag. The flag means so much to me, and it should mean the same thing to every-

body in Barbados. The flag means a lot to any nation. I see a lot of dirty old rags flying sometimes upside down and when you tell people about it, they say they did not notice that. That should stop. It should be an offence for any flag of the nation to be placed in a position that it is not properly seen and in a tattered and torn manner. It should be an offence for that.

Mr. DEPUTY PRESIDENT: Senator Boxill, there are regulations governing the flying of the flag.

SENATOR N. W. BOXILL: I know there are regulations, Mr. Deputy President. Don't forget I was one of the people who was responsible for this country becoming independent, but I have seen the flag upside down and people just look at it and treat it as though it is a pair of old boots that you can drag through the mud. I have seen this happen in Venezuela where a flag touched the ship deck and the ship could not move for 24 hours and had to pay a lot of money. The man was forbidden trespassing in Venezuelan waters again, so why must we be different? We are a nation; we might not be as big as somebody else, but we are a powerful little nation. These are things I want not only implemented but inculcated into the brains of the people, and you have to start with the school children. It is no good wasting time with some of these old hard-back people because they are not going to understand, but we have to start with the school children now. These are the things I want to see implemented. Prayers must be said.

Now the other day I went to a conference; the National Anthem was played and I saw some people sitting down when all the rest of us were standing. Well I really would have thrown them out, that is how I felt. When I checked I was told that they were Jehovah Witnesses. I don't care whose witness you are, my view is that you are here in Barbados, you are enjoying the rights and facilities of the people of Barbados and therefore you should comply. When the National Anthem is being played, I don't care which religion you support, you should be made to stand up. You should respect the flag and you should respect the Anthem. We are allowing too many things to bypass us. It is not a matter of interfering with religion. This does not stop them from preaching; this does not stop them from having their views. If they are so strong against standing up when the National Anthem is being played, why do they walk on our streets? Why do they send their children to our schools? When the school children come in and they are taking prayers, they don't want to take prayers. Why don't they get their own schools then? If you are in the country you must conform with the rules and regulations. I am not saying you can't have what religion you want; that is your business. You can pray to whichever God you like, that is your business, but I am saying there are certain things that should not be allowed to escape us because we don't want to offend. We are going on with this nonsense too long that you don't want to offend this person. I know there is free religion; I know that is in the Constitution. I am not saying

that because I belong to the Anglican Church you should belong to it too; you can belong to whatever church you like, but I am saying that when you are using our schools that are built from our money, you should be able to comply with our rules and regulations.

Getting back now to the other parts of the Bill: what I would like to mention here too, and I have good reasons for saying this – I know it may sound fairly hard to some people, but as I say, I don't mind who it sounds hard to – is that I think that the grant for the scholarship winners needs to be increased a bit.

2.55 p.m.

Why say that... As you are aware, Sir, I had both son and grandson who sat the last Barbados Scholarship. I am not talking for myself, now. They both won Exhibitions and I, who not rich but who I would say could afford it a bit, found it rather difficult with the amount of money that I had to look for to pay for this and to pay for that and, at the same time, there was a woman who is a maid, whose son had also won a Barbados Scholarship. Now, if I who have a few cents found it so difficult, what do you think about the lady who is living hand to mouth, a day to day thing.

I am thinking that since they are Barbadians, since their parents and their foreparents have contributed to this society one way or the other, if not in coin, in kind by giving of their labour and all of that kind of thing, there is nothing wrong, since they have to come back here and give us two or three years of their service. I know it is going to be a big thing. Because it is going to be a bit high; because the last one they had something like 49 and it cost the Government something like \$1 million. But when you look back this is education of our young people at certain places... I am not going to call any names now because I do not want anybody to think that I am going after them. They waste more than that in a matter of weeks.

When people do not come to work on time and leave before the time that they should leave, all of that is money that you have to look for to pay. When you have to get money two and three times to implement certain jobs, that is money that we have to look for. If we spend this money on our youth, I think it is money well spent. I am not pleading a case for myself but I am pleading a case for people like the lady I mentioned who was less fortunate than I am and I think that we will have to look at it.

Let me tell you this before we go any further. About 50 years ago, I wrote an article in the Press I was not a Scholarship winner or anything saying that the Scholarship Fund wanted raising because it only allowed people to do Law. It did not allow you to do Medicine. Now you can do Medicine but I am still saying that there are people who have to look for the preliminaries before they get this grant that they have been getting, that it is difficult for them; and we do not want people to have brains and as a result of

having brains have to turn back because of a few cents when the State can help them. They are our children. When I say "children" I mean they are the children of the State of Barbados and I do not think that that money is badly spent if we spend it on them.

I would like to mention under the Private Schools. Everybody whose child does not win an Exhibition or a place in the Secondary Schools have to find somewhere to send their child because they do not want the child to stay home; it will get into trouble and, therefore, they send them to all sorts of Secondary Schools. These are Private Schools.

I think some of these Private Schools need, I am not running them down, and need it badly, to have the standards brought up a bit. When I say the standards, I am talking about the toilet facilities, the playing areas and so forth. Even if not the playing areas because they can go on the Garrison if they are around the City area, the toilet facilities in particular and places for the children to recreate. These things are important.

Now, following up on what Senator McClean had said earlier about the children with the truancy business, I agree with what he has said: that a lot of children play truant because of the financial situation at home and so on. But here is where the PTA's are very important to these schools.

I know of a particular PTA at a school where the Headmistress helps children when it comes like this. And I think that most of the Secondary Schools now should have PTA's. I say this because Harrison College only formed a PTA after my son started to go there. They did not have a PTA before, but you would not believe this. Now, this is the leading school in the Island, and the reason why people will always try to get their children into these secondary schools, Harrison's College, Queen's College, Combermere, Foundation and so on is because (1) these schools have been long established; (2) they get the cream of the students. That is why they generally get the most scholarships and so on. And this will not stop, no matter what you do. People are always going to opt for their child to go to Harrison College, Queen's College, and into those schools first because of what has been inculcated into our brains over the period of years.

You know that these were the leading schools in the community. They had the best teachers and I think one of the reasons that is still in the minds of people that they had English Masters. People always felt that once you came from England you were better than anything else. This is how we were trained when we were subordinates of the British Empire. This is how you felt. But no matter what you

were to do with the new secondary schools, you are still going to get people clamouring for the old secondary schools although some of the new secondary schools have better facilities than the old secondary because this is a tradition and traditions do not die easily.

The next thing that happened too, you cannot stop this, is the tie. The tie meant a lot to a lot of people. I know this for a fact. If you had a Harrison College tie, you were there. You acted in society, no matter who you were; so let us be realistic.

It is going to take us some years and I commend the Minister and the Government on trying their endeavour to rectify some of the wrongs that had been done to education because a lot of wrongs had been done to education.

Now, Senator Jones was opposed to the Minister having all of this power; he kept on saying that. But I want Senator Jones to understand: the Minister is from among us; the Minister does not come from Golgotha or Timbuktu. He is a Barbadian. You do not object to a judge having the power to send you to prison. The judge has all of that power. It is all right with Senator Jones but as soon as he hears it is a Minister, because it is a political thing... All politicians are not idiots.

I find more idiots in the Civil Service than I find in politicians. You have one or two foolish politicians. I would not deny that. You have one or two at the most. But you have a lot of full-fledged idiots in the Civil Service and other places too. So let us be realistic; do not keep on saying that you do not like so much power going to a Minister. You are my friend, and I like to give my friends some good advice. But do not continue saying that too much power is going into the Minister's hand. The Minister is a Barbadian. We have not brought in a Minister from Germany and made him a Minister here; and if he was living here long enough and he contributed, well he would be liable to be a Minister too. So do not go on saying that there is too much power in the Minister's hand. Because, as I pointed out, you do not quarrel about the judge. You have not quarrelled about the Commissioner of Police that he has too much power in his hand. You have not quarrelled about anybody else. So why do you quarrel about the Minister. You mean he got elected? The people elected the Minister.

Aside.

SENATOR N. W. BOXILL: I made a mistake. The people do not elect a Minister. The people elect a politician. It is the Prime Minister who makes the Minister. Let me retract that because I was going wrong. If a fellow knows he is wrong, he will withdraw it; that makes him a man. Nobody votes for a Minister. You might vote for the Prime Minister. That is the only Minister anybody can vote for. You vote for that fellow because he is the leader of the party and you feel he can run your business good. Then he

in turn will pick whom he thinks is capable of doing a good job. If that person is not doing a good job, the former Prime Minister Mr. Errol Barrow used to say, "The Lord giveth and the Lord taketh away. Blessed is the Name of the Lord." Well, that is true. Blessed is the Name of the Prime Minister.

With these few remarks, Sir, I do not want to hold up the debate anymore. But I would like it to be noted that I believe there should be some sort of a fund set up to help the people who Senator McClean spoke about, the truancy children.

3.05 p.m.

Because, you see, in our society, Sir... you would know this; – Barbados has a tendency... They are always too poor to paint but too proud to whitewash. This is our big problem. A Bajan would beg for a shilling to pay somebody to go and bring a bucket of water for him – when he could keep the shilling, go at the pipe and bring the bucket of water – because he does not want to be seen at the pipe. You know, this kind of false thing that we have.

I have just been saying to Senator Fraser here that I have been noticing – and you must have noticed it too, I do know if you have observed it as often as I have – that, generally, children who you see hanging around town and lolling about during school hours are generally the children who do not intend to learn. This is a fact. Every time you see a child arise and go to school early and so on, that child is not afraid of the teachers; that child is out to learn. If you see a child lolling about town, you must check it to find out. There are two things wrong with the child. It is either he does not intend to learn or he is afraid of the teachers. You have to check now to find out if the teachers are not using undue force with that child. These are things which I think the Truancy Officers can do.

Let me give a word of warning to the Truancy Officers before I sit down, that they are not here to receive money when the month comes and stay at home. They should check. Because I see too many children during school hours just lolloping about the place going as though they are going at the beach where the sea is always going to be there and you can come any time. It is not good enough.

My view is that children should be in school at a proper and particular time. I also say this: I am glad to see that some of the authority has been put back into the principal's – he is not headteacher any more – hands. I have always advocated ... do not mind what anybody tells me that I am old fashioned. Licks do not make a child learn but it makes the child pay attention. This is a fact. I have always advocated... I got a few lashes when I was going to school which I should not have gotten because I was really bright. But you know how it is. Big toe tie up like a bumdrum stick and so.

The point I am making is that the authority should be delegated to the headmaster and parents have absolutely no right going to schools and demonstrating, in front of their children, with the teachers. The principal is there for that to resolve these matters. But this is one of the things that happen. This is why a lot of people are not learning today because it was taken out of the principal's hands and was placed into the Ministry. So they go down to the Ministry and make a complaint and because somebody tells somebody "I voted for you" they go up there and give the headteacher or the teacher a lot of trouble. As a result, the teacher decides, "I learn already. If you learn, that is a matter for you. I am not wasting my time. If I put the thing there, you learn it. If you do not want to learn, that is your business." I do not want to see that; if not we will be going right back to backward society.

Give back the headmaster the authority to deal with these issues. Anybody who goes on school premises and misbehaves themselves should be prosecuted. I do not care who they are. If your child has been unfaired, in your opinion, it is your duty to go to the head of the school which is the principal and find out what has happened. If you are not satisfied then, well then I think you can appeal to the Minister.

But I do not agree with any Minister sending up there and giving – I have been a Minister so I know what I am talking about – that kind of directive about it.

Every story has three sides – your side, their side and the truth. Anybody who is telling you anything, no matter how truthful they try to be, they are going to tell you with a slant to their side. You are going to say it in your way. The other persons are going to say it in their way. But now to get the truth of it. There is where the Minister now should be the arbitrator of these things. Not the judge and jury. If the person is wrong, tell them they are wrong.

By that, Sir, I am hoping to see that our education standard goes back past where it was not below where it was. When I left school the standard was fairly high. It is true that we had some teachers in my day who used to look at how the child came to school and so on. I am not vexed with them. Because the situation was such that probably the teacher used to say to himself, "I would like to help this fellow. But it is wasting my time with him when he is going to end up down on the Wharf pushing a handcart or in somebody's garden or something like that."

Today it is different. Every child has an opportunity. Before I sit down, let me say this: Some children are late learners. All of us cannot pass the 11+ exam. Let me give you a good incident of that. Professor Albert Einstein never passed an exam to get into a university. He failed, I think, four or five times. It was only the principal of the university who had the heart, after seeing this saying, "You are a persistent failure. Sit down in the back there and make

yourself unobstrusive, and we will see what we can do with you." He turned out to be one of the greatest people in the world. You see what I mean?

Every child has an opportunity. Give that child the opportunity.

With those few remarks, Mr. Deputy President, I beg to support this Bill.

MR. DEPUTY PRESIDENT: Senator Fraser.

SENATOR Mrs. V. C. FRASER: Mr. Deputy President, I am happy to support this Bill today on the Education Act.

I am happy to see that much of the authority that was reduced or taken away from the principals of the schools has been returned. I say this, not only because I sit on a school Board. I know how difficult it is for you to work in a situation and to be thought of, by people, as being in charge and yet, you are not in charge. You have to send and ask somebody how I can do it. What shall I do? What decisions can I take?

I think it is very difficult for any person who has been trained in educational management and has that kind of background to be turned about and turned around by any kind of politician. I congratulate the Government in putting forward these particular recommendations and amendments because I saw some before that really curled my hair, some of the things that were in the Education Act.

I want to say that, with respect to education generally, we have different categories of learners. We have sometimes... In one generation you find a genius here and a genius there; then you find some very bright children; and then, you find some hard workers; and then, of course, you find some who, as Senator Boxill mentioned, are late starters. We have seen in this community a number of later starters who have developed into some of the most illustrious sons and daughters of Barbadian soil.

Thus my reason for welcoming our continuation now of the adult expansion programme which used to go on before. I think there could be no better programme. But I will touch on that a little later in my speech.

I should like to see... In addition to some of the things that we have here, one of the things that has been on my mind very seriously, has been the whole question of having Religious Education brought back into the school system, as a subject. I believe if we never needed God, we need Him now. This is a serious time for prayer in this country and in the world. We have got to realize that there is a divine person who is in charge of humanity. And we have got to inculcate in the young minds that there is such a being. I think we must start in the schools because many of

the parents are not sending the children to Sunday School nor to church. It is a very sad thing. I think this is one of the reasons why we are getting a lot of drop-outs from society because, apart from God, you are exposed to all kinds of danger. As the saying goes, "Train up a child in the way he should go and when he is old, he will not depart from it."

I well remember the days of school worship where everyone was anxious to participate by either singing or reading a verse from the Bible or saying a few words of something. This was teacher and pupil. It brought a freshness in the morning to the classroom. It brought great delight. It brought camaraderie to the students in the school. If only we could get back to this where we would have some form of worship at all schools every morning and also Religious Education in the schools. This is one of the pleas that I make.
3.15 p.m.

I have heard other arguments on the other side that we are getting people from all religious denominations in the schools. I know the Christian Council came up with a book "Fashion Me A People" which would have covered all the different religious groups. I think that this book should be used in the schools so that you would not have any bother about who is there, or who belongs to what. The thing is that we are serving one God and that is very important.

I would appeal to the parents to be very supportive on the whole question of education. Education is for living. If we think that education is only for gaining some certificates and degrees, then we are making a very serious mistake. Education, I will repeat, is for living and if we cannot train children how to live by dealing with the spiritual, the moral, the physical and all aspects of their lives, then we are wasting time.

We have to look very seriously at the different types of learners we talk about. There are children in schools with varying skills: skills of handicraft, metal work, et cetera. Indeed, at BMEX you would have seen exhibitions of the work from the various schools, and one wonders why one cannot find many of those items in Bridgetown or in some of the craft shops around Barbados. I think that this is something that needs to be organised, especially around those children whom we might call the slow learners, who might be very good with their hands and can do much skilled work; but they should be taught some aspect of business; simple bookkeeping, simple management; how they can know where they are making a profit, how they are buying the thing, how they are selling it, little things like that, the little courtesies of business, a little business acumen. These things should be taught and by the time these children are ready to leave school I am sure that these children will be able to set up their own businesses through institutions that we have, like the National Development Foundation, who will give them a small loan and they will

be well on their way, because they understand from quite a few years how to operate these businesses.

Mr. Deputy President, also in the area of agricultural science in the schools, I should like to see a departure from the old system where the school has a plot of land and sometimes you see something grown on it, sometimes it is nothing but bush. I think that is not really showing the child the sort of spirit that we should attach to the subject "agriculture". I would like to see in some given areas where there might be a plantation that is abandoned, or for sale or something, I think there are some generous managers who would probably allow 10 or 12 acres to be utilised – this is a concept I have – for the schools' practical aspect of agriculture.

They do a certain amount of agriculture in the classroom, then they are responsible for the management, and they must be taught management of that particular little plot or plantation. They also in turn will provide the Home Economics rooms of those schools with the vegetables and the fruits that they require instead of the schools having to go and purchase these things from other places. That would also cut down the cost to the school of the money it has to spend for the Home Economics programmes. I see this as something that we need to have. We need to set up a model in this particular area of education.

Also, I would like to support Senator Forde's point about the handicapped. The same thing about getting their work marketed and improving their skills, because there are many handicapped people who have fantastic skills. They only need a little improvement here and there, and we could be drawing on all these people from the schools, whether they are handicapped or not, that work because it will even assist us with our foreign exchange situation where we buy all these various types of souvenirs coming from Hong Kong and all these various places. That is sending out foreign exchange.

In the area of the guidance counselling, we have seen now, and we must congratulate the Government for that, that there is a Guidance Counsellor now at all the schools, but although there is a Guidance Counsellor, that is only one person we are talking about. We must commend the one person, because it is quite a task to guide young people into the talents that they can develop, or the talents that they have demonstrated. It is a herculean task sometimes, but we are still thankful that we have made this step and we will go further. I think this must be lauded, because many were the times when children did not know what direction to follow and there was no Guidance Counsellor, and I should like to congratulate the Government for that aspect of it as well.

Getting back to the part of the Truancy Officers, I feel sure that in this particular area the parents need to play a very vital role. It is easy to say the teachers should do this and the teachers should do that, but we all live in a common

society and we live in a country called Barbados which we call our own. It is our responsibility therefore, as citizens of this country, Barbados, if we say we are loyal, to be mindful of our brothers and our sisters. We must not see children going about the streets and not report it. I think that is one of the problems. Too many people shy away from reporting an incident to a school. If you see the child in a particular uniform – I am telling you, I have done this several times to several schools, I am not afraid to say this, and I will continue to do it – if I see children congregating at a particular time in a particular uniform, I will call that school and try to find out if there was something special going on that those children had to attend, or if they were just knocking about the streets. I think it is important that all of us do that to inform the teachers at the school what is going on and they will be able to take some remedial action to this problem, and it might stop quite a lot of the problems that we have of truancy, because we would be able to get down to the problem probably with the Juvenile Liaison Scheme or one of the other schemes that have to do with the Police, the Probation Department and these various agencies.

3.25 p.m.

I think it is necessary that these incidents be reported so that the principals can in turn get in touch with the various officials who would be dealing with these problems, because our children have lots of problems. As was mentioned in here, there are some children who cannot come to school, and I am not talking about those who are wandering the streets, because they are dressed in a proper uniform. There are those who cannot come to school sometimes because they have not got shoes. There are those who cannot come to school sometimes because they have not got a uniform. There are also those parents in this country who are very proud and will never go to the Welfare Department. I know quite a few schools which have set up various programmes; even some school boards set aside a little money to try to help those students so that nobody has to know. You don't have to put it on TV; you don't have to ring a bell; but those students can be assisted in that way to help them to continue their education.

Sometimes it may be putting up some money to help those children to get a daily lunch from the canteen, because as I keep on saying, do not forget the secondary schools do not have the school meals service; so therefore although the parents might afford the uniform, they might not be able to afford the lunch every day, and you know children can be sweetly unkind. If that child has not got lunch the others might tend to look, and I have known of children who said they had to go in a corner and hide their faces because they did not have any lunch and they did not want anybody to know they did not have any lunch. They brought their lunch tin but this lunch tin did not have in any lunch. So we have a moral responsibility as parents in this community to assist with projects of this kind. I know of a parent-teacher association which helped with a form room; the Alumni usually helps with classrooms and things like

that. There are quite a few who are doing this work, but we want to see more of the public spirited parents who know that the children are their responsibility. The children are getting a lot of things free in this community, and most of all they are being trained for life because they are getting a good education. They must come forward and rise to the occasion.

Sir, there is another aspect that I should like to see in the schools. From time to time we have some problems that crop up where children may need first aid. They may get a cut or something like that. I would very much like to see a school nurse. I remember many years ago there were some people from the District Nursing Service which is voluntary, run by the Barbados Registered Nurses' Association. God bless people like Nurse Gomes and Nurse Sands and those people who went to schools and helped in looking after some of the problems which they were able to refer to hospitals or other institutions because those children had some serious problems, but they were not known because there was nobody there with the kind of nursing ability to find out or to diagnose the situation. So that is one of the things I would like to see because I feel it is essential. Sometimes children have problems, they cannot see the blackboard; they are afraid to tell the teachers, and the nurse might be saying to herself because of her knowledge that this child should be sent to see the eye specialist rather than treated as a backward child. It has happened in many schools where children could not see the blackboard; they could not see how to read properly, the words were jumbled and so on and they needed glasses. I am saying that there is the necessity for a school nurse.

The last thing I would like to touch on, Sir, as I had mentioned previously, is the whole question of bringing back the adult education programmes. Why I say bringing back is because I know it existed before. The Democratic Labour Party started this particular programme where people had been able to go and finish their education at evening institutions, and they were doing it at that time free of cost. I think as a result of stopping this particular programme, we have seen many institutions springing up, some of them good, some of them not so good, some of them commendable, some of them not so commendable, and people have to find lots of money to pay for this kind of training. I think it is a welcome advantage to see these adult education classes started back. However, I would like to see them start back in the area of Home Economics and also in the area of things like music and so on. But I welcome the restart of the adult education programme because education is a continuing process, and the Extra-Mural Department has as its motto "continuing education for all". I believe that education should be made available to people of any age group, not only to the children in schools. So the adult education programme, Sir, is welcomed by many people that I know because they are already making use of the opportunity to get the number of subjects that they want, for instance, to be appointed in the Government service. They

may only have had three "O" levels and they probably need to get five; or they want to get into the police force, and they can go on evenings and study and get some other "O" levels and get on with what they are doing.

Mr. Deputy President, I am quite satisfied that this is a step in the right direction. The Government must be lauded and also those persons who have contributed, because sometimes we hear all sorts of things, but for a long time teachers, Boards of Management, all sorts of people made suggestions and recommendations for the changes in the Education Act, and I think those people should be thanked because many of them made vital contributions and they are seeing what they have been saying come to pass at last in this year 1990. Therefore I wish in closing to reiterate that I hope I will see worship in the schools as a priority and very soon, and I would also like to see the agricultural model that I talked about very soon. I thank you very much, Mr. Deputy President.

SENATOR THE HON. Dr. C. D. CLARKE: Mr. Deputy President, there are just a few comments I would like to make in response to some of the observations made during the debate. We have noted the comments made by Senator Forde and I shall pass on to the Minister her plea for increased stipends for the special education students, especially those at the Challenor School.

I too join with Senator Boxill in hoping that our National Anthem is played every day in our schools and that greater respect is shown for the symbols of our nationhood. I think we play too light and easy. I remember myself as a boy when we knew the words of God Save the Queen, we could not go to the Olympic theatre unless we stood up for the National Anthem which was played before the show. Now I go to even Government sponsored programmes and the National Anthem is not played. I would hope that there is a greater sense of the symbols of nationhood, and there is no better place to start than in the schools. In the United States nearly every day at the primary school level and secondary school level there is a pledge to the Republic, and I do believe that we should begin to look at something like this very seriously.

I am very surprised at the comments made by Dr. Shorey and also by Senator McClean when they alluded to the question of unconfirmed minutes being sent to the Minister. I think we have to look at this whole presentation in its entirety. The full import of this legislation is again to vest powers and authority in the hands of the principal. It is not to take away that power; that power as it stands before this legislation was introduced was already vested in the hands of the Minister; he is returning it to the schools. So I cannot understand how a simple request to have unconfirmed or draft minutes passed on to the Minister could present the sort of problem. It has got to be read in consistency with what is the general import. The import of

this legislation is to place greater and greater power in the hands of the principal and the School Board.

Mr. Deputy President, I now move that this Bill be read a second time.

The question was put to the Senate and agreed to.

APPOINTMENT OF ACTING DEPUTY PRESIDENT

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President I beg to move that this Senate agree to the appointment of Senator Wickham to perform the duties of Chairman for the rest of today's sitting.

Mr. DEPUTY PRESIDENT: There being no dissenting voices, I take it that Senator Wickham will be the acting Deputy President for the remainder of today's sitting. 3.35 p.m.

On motion of SENATOR THE HON. Dr. C. D. CLARKE, the Senate went into Committee on the Bill, SENATOR WICKHAM in the Chair.

Clauses 1 – 10 were called and passed.

Clauses 11 – 15 were called.

SENATOR THE HON. Dr. C. D. CLARKE: Mr. Chairman, before moving that Clauses 11 – 15 stand part, I would like to again remind this Chamber of the amendment which I read at the opening that at Clause 14, delete the proposed section (2) and substitute the following:

"For the purposes of subsection (1) a school attendance officer may..... as circulated.

Thank you.

Clauses 11 – 15 were passed with the amendment of Clause 14.

Clauses 16 – 21 were called and passed.

On motion of SENATOR THE HON. Dr. C. D. CLARKE, Mr. CHAIRMAN reported to His Honour, Mr. DEPUTY PRESIDENT the passing of one Bill in Committee and Mr. DEPUTY PRESIDENT resumed the Chair and reported accordingly.

On separate motions of SENATOR THE HON. Dr. C. D. CLARKE the Bill was read a third time and passed.

Mr. DEPUTY PRESIDENT: I should like to state that the Bill has now been passed with the request that it be sent to the House with the amendment as indicated.

ORDER NO. 5 – THE STUDENT REVOLVING LOAN
FUND (AMENDMENT) ACT, 1990

SENATOR THE HON. Dr. C. D. CLARKE: Mr. Deputy President, having spent the morning period discussing education in all its facets this amendment is a rather simple one. It seeks to do two things basically. Perhaps, a little background might be in order here.

An agreement was entered into between the Government of Barbados and the Inter-American Development Bank for a Stage 3 Loan to augment the Students Revolving Loan Fund. The agreement was signed in April 1990 by the Prime Minister and Minister of Finance and Economic Affairs.
3.45 p.m.

This agreement provides, amongst other things, for a loan of US\$4.7 million from the Bank to be used over a five year period for the disbursement of student loans to eligible Barbadians who are pursuing approved areas of study. Government's counterpart fund amounts to US\$2.1 million bringing the total resources to be used in the fund to US\$6.8 million.

Further conditions were imposed by the IADB and these are as follows:

The existing Act provides for the appointment of financial agent to undertake the major financial responsibilities of the fund. However the Inter-American Development Bank, under this third stage of the loan requires that all accounting functions will be undertaken in an internal accounting unit and it will therefore be necessary to appoint a financial institution into the role of depository.

All other functions including computations of arrears and collection and monitoring accounts would be done by two assistant accountants supervised by the accountant.

Another condition of the loan allows for changes in the maximum level of loans being made available and also, family income. Graduate students may now get a maximum of \$65 000 from the fund, up from \$41 643. Undergraduates may get up to \$50 000, up from \$30 286. And other vocational studies \$26 800, up from \$17 667.

The repayment period after the grace period will be extended from 10 years to 12 years for graduate and undergraduate studies, and from 8 to 12 years for technical, post secondary and vocational education, and from 5 years to 8 years for adult vocational education. The interest rate on loans will be at 8% instead of varying between 6% and 12% as is at present.

There is also another condition of this loan, that is, the Fund now calls for the provision of a guidance and placement unit to direct students as they seek to borrow funds.

There is one area of concern that I should like to touch upon. I feel that all beneficiaries from this Fund should make a concerted effort to make repayment to the Fund. There are many people who have benefited from the Fund. It is a revolving Loan Fund and it will not revolve, unless those people who have benefited make sure that they make the repayments.

I know there are other parts of the world where you have Student Revolving Loan Funds. You cannot hold office in the Federal... Sir, I am thinking here of the United States. You cannot work for the Federal Government until such time as you make payment or come to some agreement to make payment. If it is a grant, it is one thing. But once we know it is a loan, we are depriving other students from availing themselves of the limited resource. We do have a responsibility, once we have used the Fund and graduated to make the repayments.

Mr. Deputy President, I beg to move that this Bill be read a second time.

Mr. DEPUTY PRESIDENT: The question.... Senator Alleyne.

SENATOR Dr. F. W. ALLEYNE: Mr. Deputy President, just quickly. I want to draw two matters to the attention of Senator Clarke on this particular Bill which seeks to increase the ceilings for the loan whilst extending the repayment period.

I have had the experience of trying to sort out an application to the Student Revolving Loan Fund for someone who applied to North America. A major source of difficulty was that the upper limit of the loan in Barbados, which is nominated in Barbados dollars was totally inadequate to take the person to that programme. This is something which I wish some attention paid to. Because a dollar is a dollar in Barbados and it is a dollar in the United States, as well.

I also welcome the move to give a more autonomous management structure to the management of this Fund. I wish to stress very strongly the point made by Senator Clarke about defaulters. I am told the problem with defaulting on this Fund is that, very often, the very people whom you have to retain to collect the dues that these are the main defaulters. You could deduct it from there.

It is very important that repayments be made and be made promptly, that every attempt be made to make these repayments. Otherwise, as Senator Clarke quite rightly

stressed, it will revolve no longer and those really in need will suffer.

With those comments I want to support the amendments.

On the motion of SENATOR THE HON. Dr. C. D. CLARKE the Bill was read a second time.

On the motion of SENATOR THE HON. Dr. C. D. CLARKE, Mr. DEPUTY PRESIDENT left the Chair and the Senate went into Committee on the Bill, SENATOR J. C. W. WICKHAM in the Chair.

COMMITTEE

Mr. CHAIRMAN: The Senate is in Committee.

Clauses 1 to 4 inclusive were called and passed.

On the motion of SENATOR THE HON. Dr. C. D. CLARKE, Mr. CHAIRMAN reported to His Honour the DEPUTY PRESIDENT the passing of one Bill in Committee and Mr. DEPUTY PRESIDENT resumed the Chair and reported accordingly.

On the motion of SENATOR THE HON. Dr. C. D. CLARKE, the Bill was read a third time and passed.
3.55 p.m.

ORDER NO. 2 – BILL TO AMEND THE DRUG SERVICE ACT, CAP. 40A

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President, this Bill seeks to validate the work which was done by the Drug Formulary Committee during the period February 1985 to 25th May, 1988. It also seeks to amend the Drug Service Act, Cap. 40A to enable the Minister to amend or revise the existing Drug Formulary and to publish a new Formulary as and when deemed necessary. It also seeks to amend the Drug Service Act to clarify and regularise the role of the Drug Formulary Committee in making recommendations to the Minister concerning amendments to be made to the Formulary.

The history of this, Sir, is that the Drug Formulary Committee, when originally established, continued to function without lawful authority and met on a monthly basis and did indeed and in fact revise the Formulary. It was discovered that there was no lawful authority for an Order which was published relating to the amendments to the Formulary. In addition, with the abandonment of the National Drug Service, there was no lawful authority to appoint the Drug Formulary Committee, so that what the Bill is now seeking to do is to give lawful authority to acts which have taken place which were carried out in the interest of the people of this country and which, in normal

circumstances, would receive the approval and the assent of the appropriate authorities.

The first of the amendments as found in the Bill gives the Minister authority for the preparation of the National Drug Formulary and it describes the composition of the Drug Formulary which is to be published in relation to items for use in the Drug Service, and it gives the Minister the authority by Order to approve the Formulary.

The second amendment relates to the appointment of the Drug Formulary Committee, which Committee shall be consulted by the Minister in relation to the preparation of the Formulary, and it also gives authority for a review of the Formulary from time to time and for the Minister to approve of that review.

The final section, section 5, is the section which seeks to validate all of the transactions which took place during the period 22nd February, 1985, not 1987 as is published in the Bill, until 25th May, 1988. The correction to 1985 was done when the Bill was dealt with in the Other Place, so it does not come to us requiring any amendment.

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

The question was put to the Senate and agreed to.

On the motion of SENATOR THE HON. L. V. H. LEWIS, Mr. DEPUTY PRESIDENT left the Chair and the Senate went into Committee on the Bill, SENATOR J. C. W. WICKHAM in the Chair.

COMMITTEE

Mr. CHAIRMAN: The Senate is in Committee.

Clauses 1 to 5 inclusive were called and passed.

On the motion of SENATOR THE HON. L. V. H. LEWIS, Mr. CHAIRMAN reported the passing of one Bill in Committee, and Mr. DEPUTY PRESIDENT resumed the Chair and reported accordingly.
4.05 p.m.

On separate motions of SENATOR THE HON. L. V. H. Lewis, the Bill was read a third time and passed.

THE ADJOURNMENT

SENATOR THE HON. L. V. H. LEWIS: Mr. Deputy President, there are a number of reasons why it is not politic to proceed with the other two items on the Order Paper.

I beg to move that this sitting do now adjourn until Wednesday, 27th June, 1990, at 11 o'clock a.m.

The question was put to the Senate and agreed to.
4.10 p.m.

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