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loyal and devoted servant of the people of his constituency and who served better in the interest of his province. He always had in his debates something of merit, something of a high calibre to offer to this Legislature. We certainly miss him. The world is poorer for the loss of a man like Mr. McAllister.

Another friend of mine was the late Hugh Dysart. We were in the house together when I returned in 1952 and I was very much impressed during the course of my association with him. He, too, was a man of sterling worth and character, a man of high ideals, and Kent County has suffered a severe loss in his passing.

I also sat in the house with Mr. Melanson. He was a man of great ability, a man who was well respected in this house and one who has given a very valuable service to his county and to the province.

I would like to express to the families of all those I have mentioned my most heartfelt and sincere sympathy.

I thank you.

Mr. CHAIRMAN, at Vote 80 55: Will we leave the last item open?

Hon. Mr. ROBICHAUD: No, we'll pass this one. We already have one item left open under Public Works.

Mr. PATTERSON: I could say a word on that, but I won't.

Mr. CHAIRMAN thanked Mr. Palmer who had been assisting Hon. Mr. Richard (Kent).

Dept. Education

Hon. Mr. IRWIN, as the chairman called for consideration of the estimates of the Department of Education: Mr. Chairman, I am rising — — —

Mr. PATTERSON: No speech, Henry, no speech. I'll have to talk on the deficit if you're going to talk on education.

Hon. Mr. IRWIN: Well, I will take this over to you and you can read it, Mr. Patterson.

I am rising for the first time during any of the debates in this session and in doing so I wish to offer my official congratulations to the new member from Kent, Mr. Bordage, and welcome him to this side of the house. I am sure we

will enjoy many years of association together.

I also want to associate myself with the remarks made by all hon. gentlemen of this house and express my sympathy to all the families of the recently departed former members of this Legislature.

It wasn't my pleasure to know all of them personally, but I would like to refer particularly to the passing of R. Fraser Keay, a member of this house for a number of years representing the constituency of Charlotte. As Mr. Moore indicated this morning, he served his constituency exceptionally well and was a very highly regarded citizen of the town of St. Andrews. He served as mayor of that town for several years and devoted a lot of his energies and activities to the betterment of all people in this province. I express my very sincere and deep sympathies to his family, and to his wife particularly.

Mr. Chairman, I would also like to refer very briefly to some of the exciting and important events that all the citizens of Charlotte are looking forward to, and I refer particularly to the Passamaquoddy power project. This potentially tremendous project is one which challenges the imagination and the vision of the people of Charlotte County. It is not only of local interest, but it is of great interest to the province as a whole.

The magnitude of this project is one that is difficult to conceive, but when we put it in perspective and realize that the estimated expenditure of money on this project represents almost 10 times the amount of money to be spent at Mactaquac, then we begin to see and have some hope that this project will come to fruition and will be of terrific economic benefit to the southwestern part of the province, which needs economic stimulus, and to the province as a whole.

However, as we contemplate and hope that this project will come to fruition, we must also realize here, as we do in the St. John River Valley, that maximum protection must be provided for the rights of individuals and other groups who will be affected in the area. We must also negotiate on the basis

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of maximum benefit to the people of the province of New Brunswick.

Another major and far-reaching development that is proceeding favorably in Charlotte County is the Mount Pleasant tin mine development. This will be a first in North America. It is the plan of the Mount Pleasant company to locate a concentrator and a proposed smelter in the county of Charlotte near the area of St. George.

The firm, the people involved, have worked very closely with the departments of this government and, as a result, many of their problems will be resolved by the mutual cooperation of all to the benefit of Charlotte County particularly and the province as a whole.

There is great interest and activity in the wood industry of our county and I know that every effort is being made by my colleagues to ensure the full utilization of the wood resources of this county.

It is evident that the policies of the Department of Fisheries are beginning to bear considerable fruit in the Bay of Fundy area. This is reflected in the fact that the landings of fish were up 15% this year over the previous year and is attributable to a great extent to the new techniques, new equipment and new types of boats that are being built. We hope that all of this will result in the establishment of more fish processing plants in the area.

There are other matters I would like to mention. I know we are all anxious to get through the estimates, but I do have an important part to play in bringing before the house the problems, the ambitions and the hopes of the Department of Education. As the Minister of Education, it is my responsibility and pleasure to report on the activities and progress of that department.

Earlier in the session, the Annual Report of the Department of Education was tabled for your consideration and study. The statistical information is so well set out in that document that I shall refrain from bringing forth in this address very much in the way of

statistics, but other information shall be presented by which you will be able to learn that education in New Brunswick continues to march forward with longer and even longer steps from year to year.

Although we do not claim to have reached the ultimate in educational progress, and we do not deny that there are weaknesses in our system and our program which are yet to be overcome, we are confident that New Brunswick is offering to her students opportunities which are in advance of what could have been envisaged a generation ago. We are certain that we are not lagging behind in the overall education pattern, and in a number of respects we are definitely in the forefront.

From time to time complaints are heard about the lack of uniformity in education making difficulties for pupils transferring from one province to another. From reports which we have received, we are confident that New Brunswick pupils are not meeting with greater difficulties in making transfer adjustments and in most cases the adjustments are made more easily than for those coming to this province.

The demands for improving and widening education are never ending; population explosions require educational facilities to be provided beyond the normal rates. Every effort is being made to keep up with the demand for school buildings, teaching personnel, varieties of programs to suit the needs of pupils and transportation to centrally located schools.

The planning, construction, organization and administration of regional high schools, rural high schools, technical schools and trade schools have resulted in opportunities for young men and women to prepare themselves for participation in a society in which education is the first necessity for success.

Within the Department of Education there are many services, branches and bureaus, each performing a duty or service meriting our approbation and support. The loyalty of the entire staff to me and to their work is a source of continuing gratification.

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Mr. Chairman, I would like to refer for one moment to remarks that were made recently by the hon. member from Saint John County, Mr. Logan. I am sure that his remarks were made in all good faith, but I would just like to make a correction.

The figures that he quoted were absolutely correct. I have no brief against them, but they just didn't go quite far enough. He mentioned that New Brunswick was eighth lowest in per pupil expenditure of public, elementary and secondary education, which is true.

He mentioned that the proportion of teachers having university degrees was also eighth lowest, which is true, but we must remember that a great many of our teachers with degrees are leaving our province for areas that offer more attractive salaries.

He mentioned that the retention rates were also the eighth lowest in Canada and he is also right there. We must go along to other figures which also indicate that the per capita income of New Brunswick is the eighth lowest.

Now, this is what I would like to bring before this house. The figures that he has mentioned are absolutely correct. The per capita income of the people of New Brunswick is the eighth lowest in Canada, but the percentage of personal income directed towards education is the third highest in Canada. We expend 4.6% of all per capita income for education in this province. The only two provinces that exceed this are Saskatchewan and Alberta. I would like to point out that Ontario, which has one of the highest per capita incomes, spends 3.9%.

Mr. McCAIN: Did you say 4.6 for New Brunswick?

Hon. Mr. IRWIN: Yes, 4.6 for New Brunswick. I just wish to read this into the record and to say that the remarks of the member opposite were also absolutely true, but I don't think they gave the exact picture.

Developments in the vocational education field have for the past three years been concentrated on the development of full-time adult training.

This development, so urgently needed in this province to provide skills for our people, has been made possible by the federal-provincial agreement for vocational and technical training. This agreement extends through the fiscal years 1961 to 1967 inclusive.

I might mention that the Saint John Technical Institute in East Saint John, the Lady Dunn Trade School at St. Andrews and the trade school in Bathurst all began operations in September of 1963. The trade school in Edmundston, which will be under construction shortly, will be opened for classes in September 1965.

I might add that the additional needs and requirements in this field are under review at all times and the program has not ended.

Training in these provincial full-time adult schools varies and is on different levels.

The New Brunswick Technical Institute operates two-year teacher training courses for commercial and industrial teachers, two-year post-high technical programs, and trades and occupational programs which vary in length from three to ten months. The Saint John Technical Institute operates programs at the technical and trade levels. The two trade schools at Bathurst and St. Andrews provide training in trades and occupations.

In all these schools, provisions are made to set up special courses required by the community or area. This has already been done by Bathurst and Saint John for local industry and the same is planned for St. Andrews in the fishing industry for the school year 1964-65. Government departments use these schools and facilities for training and upgrading personnel.

While it is not possible in this address to list all the types of training available, I would like to emphasize the development of the two-year post-high technical programs which have been established and planned for in the New Brunswick Technical Institute at Moncton and the Saint John Technical Institute.

In 1960 a survey of industry to determine the need for technical programs in New Brunswick was made by federal and provincial representatives. As a result of this survey, the technical program was

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planned. Later, these recommendations were reinforced by a study of the types of training needed by the provincial Department of Labour.

A technician is fundamentally an individual who fits between the professional engineer and the tradesman. A technician must be trained to translate the ideas of the engineer to the craftsmen who actually do the work. It is essential that the technician knows both "why" and "how". To develop the correct type of training, advisory committees representing business and employers and the engineering association are set up or planned for the different technical programs.

To date the following two-year post-high school technical programs are available to the residents of New Brunswick:

At the New Brunswick Technical Institute: Accountancy, secretarial science, architectural drafting technology, construction technology, electronic technology, electrical technology and mechanical technology.

At the Saint John Technical Institute: Business administration, instrumentation technology, marine electronics, structural steel drafting technology and civil technology.

New technical programs planned for 1965: Graphic arts and chemical technology.

How well are these schools doing? Let me summarize the result of one school — the New Brunswick Technical Institute. Since the establishment of the institute in 1949 to June 1963, 5,426 young adults have graduated from the various programs of that school. A fairly recent survey of these graduates showed that about 85% were employed in New Brunswick along the lines of their training, while others had found employment in other parts of Canada.

The director of the New Brunswick Technical Institute summarizes placements of graduates of the 1962-63 school year, according to information available to him, as follows:

"If I were asked to summarize, I think I could safely say, from information available, that be-

tween 95% and 100% of the students completing teacher training programs are engaged in teaching. Between 95% and 100% of students completing either business technology or engineering technology courses are employed. Somewhere between 75% and 90% of students who completed trade and occupational programs are employed."

Enrolment for the school year 1963-64 in the provincial schools totals at the moment 978 full-time day students and approximately 500 evening students.

As the three new provincial schools enter their second year, these numbers should increase to about 1,800 and, when the new trade school at Edmundston is in operation, about 2,200 training stations will be available for full-time adult training each year.

When the annual calendars of the provincial technical institutes and trade schools are available for the year 1964-65, copies will be provided to each member of this house. I would urge you to visit these provincial schools whenever possible to learn first-hand of the tremendous contribution they are making to the economic betterment of our province and people.

To correlate the vocational programs at the secondary school level with the adult programs in the provincial technical institutes and trade schools, two levels of training were organized in 1961 in the commercial, industrial and home economics vocational high school programs.

For example, the industrial vocational program in the high school now has two levels: (1) Trade preparatory, which is a less demanding course leading to the trades and occupations generally through apprenticeship, and (2) technical-industrial, which is a top-level course demanding language, mathematics and science of the highest order, plus a technical subject.

Graduates of these technical programs enter either post-high school technical programs in a provincial school or may proceed to a university.

The latest figures on vocational enrolment in approximately 60 secondary schools — Grades 10, 11 and 12 — total 7,230. The academic

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high school enrolment in the same schools totals 7,360 pupils. So, roughly 50% of the students in the schools offering these programs are taking the vocational program.

Other programs of training operated by the province under the federal-provincial agreement, with present enrolment, are as follows:

Training of the unemployed, 1,003, and of these, 903 are in basic education classes; training of the handicapped, 75; industrial and commercial teacher training, 86.

In addition, regular evening school programs in municipal schools total about 6,500 adults.

In all, approximately 15,200 individuals are enrolled in various vocational and technical training programs in New Brunswick at the present time.

We consider this wide coverage of vocational education and training has provided in the past and will continue in the future to provide the skilled men and women required for the economic development of our province and country, as well as to provide ambitious individuals with the skills required for employment in our rapidly changing technical and economic world.

Before passing on to the next branch of my department, I would just like to refer for a moment to remarks made by the hon. member from Saint John, Mr. Patterson, as he referred to excerpts taken from the Fantus Report — the study that was instituted by the Saint John Port and Industrial Development Commission. I might say that the statements he made here were factual, having been taken from the report, but I don't agree with the statements that were made.

I would like to mention one other statement that I think was more important than the one Mr. Patterson made.

Continuing, he (Irwin) quoted, in part, from excerpts of the Fantus Report, as follows:

"While Fantus feels that the establishment of our new technical institute is a mark of real progress" — now this is the part that Mr. Patterson didn't read — "it is critical of the Vocational Branch of the province of New Brunswick and feels that it is

not realizing its full potential."

He (the minister) added: It goes on to be further critical of our vocational department in that it was not cooperating with industry. I was much annoyed to receive these excerpts.

Mr. GUERETTE took the chair as deputy chairman at this point.

Mr. McCAIN: Is what you have just quoted now the part that Mr. Patterson did not read?

Hon. Mr. IRWIN: No, he read this part.

Mr. McCAIN: Thank you.

Hon. Mr. IRWIN: I was most annoyed to find these statements in the report and I wrote to Mr. Seaward MacDonald, Executive Director, because I wanted to point out that the Fantus people made no attempt to visit the Department of Education. They corresponded in two letters. The letters were answered; their questions were answered.

I would like to put my reply on record, in order to defend the officials of the department of vocational training, because, in my opinion and the opinions that have been expressed to me by people in this field across Canada, it is probably the most effective that there is in Canada today. My reply was as follows:

"Dear Mr. MacDonald:

"I have just finished reading excerpts from the Fantus Report on Education. To say the least, I am greatly distressed at several sections of this report.

"It seems to me that the prestige of the whole survey is at stake. As far as I know, no representation from the firm conducting this survey was ever made for an opportunity to discuss all matters with respect to vocational education with senior officials in this department.

"I do know that a few letters were exchanged, but an understanding of our vocational educational program cannot be determined in a few brief letters. We were only too willing at the time to meet with any members of the committee to explain matters to them in full. This offer still stands.

"I believe that even a brief discussion with members of the Department of Education would convince any reasonable indi-

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vidual that the program of vocational education is of a high order and meets the needs of young people in this province."

I would also like to read a letter that the department received, just to give some indication of how this program is being received in this province and what demand there is for the graduates of our schools. I don't think it would be wise for me to name the company, but it is a very prominent company in New Brunswick.

The letter is written to one of the officials of our New Brunswick Technical Institute and says:

"We have an immediate opening in our reinforcing steel engineering department for an architectural draftsman. While I realize that you do not run a placement department, you have been most kind and generous in the past to recommend people to us.

"I would like to add that the two people we have employed have proved to be excellent men. The type of courses you are providing fit in very well with our type of work.

"I thought you might possibly know of a former student who is perhaps unhappy in his present position and might be interested in relocating."

I think this is an indication of the reception that the programs being offered in our trade and technical schools is being given by industry in this province.

As indicated in the annual report, the past school year proved to be the most extensive in the history of this branch in terms of the number of classrooms erected. Similarly, grants paid during the past fiscal year for capital projects were in excess of any previous year.

Despite the heavy work load placed upon the members of this branch, successful efforts were made to effect economies in construction costs, yet build in accordance with national and local building codes and at the same time utilize, as far as possible, materials produced and manufactured in the province of New Brunswick.

Transportation of pupils con-

tinues to grow year after year. At present, there are 633 vehicles transporting approximately 41,850 pupils slightly over 25,000 miles daily. Nearly 36,000 of these pupils are conveyed in school-owned equipment.

The past year alone has proven that the appointment of a municipal bond co-ordinator to this branch was a wise decision. As a consequence, we have been able to secure top market prices for school and municipal debenture issues. In fact, we can now boast an enviable record for this type of financing.

Mr. WILLIAMSON resumed the chair.

Hon. Mr. IRWIN: Because the report of the New Brunswick Commission on Finance and Municipal Taxation requires further study, it has been decided to curtail temporarily major school construction. However, we cannot neglect those areas suffering serious overcrowding of their school buildings and needed construction in these areas will receive necessary approval.

New Brunswick is growing and it is therefore easy to predict that future years will see continued expansion in the number of classrooms required each year and in the number of pupils to be transported.

The major curriculum concern of the department over the past few years has been the updating of the school program to prepare young people to meet successfully the challenge of an increasingly complex civilization.

In this regard, major strides have been made in secondary mathematics and science, thus giving New Brunswick a pre-eminent place among other provinces in these two areas of knowledge. New chemistry and physics courses have recently been introduced, and the mathematics course has been undergoing a complete revision.

While very much concerned with all phases of the curriculum, the department is now beginning to give increased attention to the development of a broadened secondary school program, so as to give greater educational opportunities to those pupils who, because of lack of ability and/or lack of interest, are unable to succeed in the regular school program. The department is also giving increased

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attention to the improvement of the instructional program in the schools of the French-speaking areas of the province.

Twelve curriculum subcommittees are actively engaged in the examination and revision of many phases of the curriculum. The department is most appreciative of the splendid voluntary contribution of time and effort of many teachers and university people in carrying on this work.

The department also holds regular consultations with the other Atlantic Provinces with regard to developments in curriculum and educational television.

This fall a textbooks rental plan for Grades 9 to 12 will be inaugurated. Pupils in Grades 9 to 11 who have a suitable set of texts to pass in this June will receive, without charge, a complete set for their next grade. Other pupils may receive a complete set for the payment of a \$5-rental fee. Arrangements are being made to purchase the texts of Grade 12 pupils graduating this spring.

The plan will result in considerable financial savings for parents and pupils, but the cooperation of all people concerned will be required to ensure its success.

An effort has been made during the past year to investigate certain influences on our educational program, one of which has been a study of pupil mobility in order to discover the movement of pupils into and out of the province. Also, the department is investigating a system of pupil accounting which would, eventually, give very specific information on the pupil population in New Brunswick.

Since the department has maintained, and from time to time increased, a grant program for mentally retarded children under the Auxiliary Classes Act, it is gratifying to report that it is taking an active part in the preparations for the federal-provincial conference on mental retardation which is being sponsored by the Hon. Judy LaMarsh, Minister of National Health and Welfare.

The appointment of a Director of Guidance in the Department of Education during the past year marked a step in the process of

providing for the education of the whole child.

The Director of Guidance, attached to the Curriculum and Research Branch of the Department of Education, is concerned with the in-school guidance function. Here, where the preventive and hence positive guidance work is being done, many projects are under consideration, some of which are as follows:

1. An increased in-school knowledge of the post-school society, including work and further education. To this end, a newsletter mailing service has been initiated which will be directed to junior and senior high schools in the province.

2. School systems have need to develop full-fledged standardized testing programs. For this reason, this department has begun pilot studies in the use of achievement, aptitude and interest tests.

It is anticipated that this project will be a continuing one, with the ultimate aim that this department can offer up-to-date information on the practical use of all contemporary tests and normative data on the most useful types. An expanding school system with increased course offerings requires increased emphasis in the field of testing.

3. There has been a continuing school-to-school survey of guidance needs. This survey will ultimately lead to conclusions regarding the implementing of a guidance policy for the whole province.

It may be noted that the department has now established a uniform record card for Grades 1 to 12 for provincial schools. This card will be transferred with the child from school to school.

There is a concern for the provision of training facilities and certification standards for guidance people in the public schools. In this regard, representation was made at the National Conference in Counselling held in Ontario during the past year. This conference concerned itself with the emerging role of guidance counsellors in Canada.

The department has been an active sponsor of the Maritime Guidance Conference. It is hoped that its role will continue to grow. Training proposals in various Mari-

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time centres for future counsellors are under consideration.

Communication between university and other training institutions, including professional groups and curriculum planners, is a vital role of the guidance function. This provides the opportunity for the schools to keep in step with the society they serve.

The basic role of the Director of Guidance is to evolve a more comprehensive program of guidance services. With this in mind, consultation with trustees, principals and teachers will continue to be an important aspect of this addition to the department.

It is our firm conviction that the only realistic way to combat the dropout problem is a program of in-school guidance services which will retain and meet the needs of all potential school leavers.

Of the various educational institutions in a community, the public library is unique in its own way, in that it serves the individual of any age. Those who subscribe to the thought that education is a continuing endeavor must find a certain reassurance when there is a well-equipped and well-staffed public library at hand.

The work of the public library begins when it provides the pre-school child with the simple, but exciting and imaginative picture book.

Not too many years ago, instruction in formal education relied to a large extent upon the single textbook. Today, formal education requires that our students read more widely in each of the various subjects. As a result, public librarians are beginning to tell us that their libraries have not been designed to cope with the greater demands being made upon them by the high school students.

This seems a significant turn of events and one to which sympathetic consideration will always have to be given if our present and future is to be based upon the well-read and well-informed individual.

During the year, an agreement was signed with the City of Campbellton to establish the Restigouche Regional Library. Two other municipalities have indicated interest in the regional library idea as a

means of commemorating our national birthday. Other municipalities may want to consider the provisions of the Library Services Act when they are thinking of this event.

An agreement has been signed with the Town of Sackville, allowing it to join the Albert-Westmorland-Kent Regional Library, the consequence of which is that a public library in Sackville has been opened. During the early part of 1963, the York Regional Library Board, in cooperation with various community organizations, opened a public library in Nashwaaksis.

Under the regional library system, there are now established eleven public libraries and three bookmobiles operating in the rural areas. From these, some 940,000 books were circulated during 1963. This is a figure which seems readily appreciated and indicates a kind of response that should commend itself to other municipalities.

It is a pleasure for me to report to you on the activities and accomplishments of the Audio-Visual Aids Bureau. In a former report it was evident that this bureau is a valuable and efficient part of our educational setup. In fact, I believe that we are in the forefront of audio-visual services to schools.

The Audio-Visual Bureau has approximately 8,000 films which are in a large part circulating throughout the province, both to schools and to other educational agencies.

As an indication of the progress of the bureau, we may report that to date the bookings of films exceed the bookings for the same date in 1963 by at least 600. As the average booking consists of approximately five films, we may calculate that there have been over 3,000 more films distributed during the current school year than during the corresponding period in the past school year.

Not only has there been a definite increase in the volume of business conducted by the Audio-Visual Bureau, but there is a definite trend towards the selection of films on a more sensible basis than heretofore. Instructional personnel are choosing more selectively and carefully than in former years. The result is more effective teaching at the proper time in the course.

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Teacher training in the use of audio-visual aids is most necessary if they are to be used effectively. To this end the Audio-Visual Aids Bureau has provided a regular course to the second year Teachers' College students. A top official of the bureau has devoted six complete weeks of his time to instructional work with Teachers' College students.

I am pleased to report that the Audio-Visual Bureau collaborates with other departments of government in the handling of recordings and films as well as their distribution, maintenance and control.

To speak very briefly on educational television, the medium has much to contribute, but there are still many problems to be resolved. It is a very costly medium to begin with, and we have noted unreliability in respect of coverage.

To be considered also is the acquisition of receivers once programming is assured; the application to curricular needs; the acceptance of the medium by teaching personnel and students; training of instructors in the use of televised supplements, as well as a more or less definite decision as to their real function in instruction.

The department is following closely the research in this field, and much more is necessary. It is represented on the National Advisory Council on School Broadcasting and at other conferences called from time to time to explore possibilities and maintain contact with our sister provinces which are also proceeding cautiously in an area which is still admittedly experimental.

Programs in physical education, music and nonvocational adult education continued to expand during the year. The branch worked closely with the New Brunswick Command, Royal Canadian Legion, in its comprehensive physical fitness program. Specific projects included:

The third annual Leadership Training Camp held for 10 days at U.N.B. in August with 111 selected high school boys and girls in attendance; a program of zone and provincial track and field meets involving well over 2,000 athletes;

a three-day course for track and field coaches with 55 in attendance, and physical fitness tests for over 1,000 school students.

Leadership training continues to receive special emphasis. During the year, 17 short courses were organized in various sports for coaches and officials. In addition, there were two courses organized for drama leaders, one for playground leaders and several in adult education techniques for leaders of organizations and extension workers. Interest by adults in courses offered through the night school program is increasing.

During the year, the new departmental publication, "Profile", appeared. Four issues were published and the circulation per issue is approximately 9,000.

Progress continues in the preparation of new programs in health and physical education. The new program for Grades 7 to 9 was formally adopted in the schools this past September and the program for the senior high grades will be ready for next September.

In the field of music, 27 festivals were held in the province. Eight were personally adjudicated by the Supervisor of Music. It would be difficult to estimate the advantages that music festivals have brought to the cultural life of this province.

The aim of the New Brunswick Correspondence School is to prepare students in academic high school subjects for writing departmental papers in order to obtain junior matriculation.

The students of the New Brunswick Correspondence School have been those individuals who could not attend schools due to finances or health, e.g., people suffering from poliomyelitis, rheumatoid arthritis, tuberculosis, et cetera, also those working who could not attend high school.

During this past year, the trend has been noticed that working adults are tending to better their education. The general age level of students is continually rising. So great has been the increase in registration that the school has far outgrown the accommodations and facilities available. The resident staff cannot cope with the volume of work that the registered students send in. An auxiliary staff of out-markers has been required to

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keep up with the volume of work received daily.

We look forward to the time when improved accommodations will permit the appointment of several additional resident instructors and the Correspondence School will completely fill the needs of those persons who, for conditions of health, are unable to attend regular schools, or whose education has been interrupted for any of the many reasons which cause young people to discontinue school.

The school cooperates with the Vocational Branch, Department of Education, in program 5 — the basic education program for unemployed individuals — by enrolment of their teachers in our courses.

Teachers' College courses are now of two years' duration. Previously the course for secondary teachers and the course for home economics teachers were two-year courses and last year the course for elementary teachers was extended. The enrolment is approximately 1,000 and the number in the graduating class for this year is 472.

Teachers' College is a bilingual institution. Of the 48 staff members, 16 have French as their mother tongue and two whose mother tongue is English are fluent in both French and English.

The French-speaking students do their practice teaching in bilingual schools, the English-speaking students do theirs in schools with English-speaking teachers and pupils. The French-speaking students in the secondary and home economics courses receive their language instruction based upon courses given at the University of Moncton.

In the classes for elementary teachers, parallel courses are provided for French-speaking and English-speaking students, with the result that French-speaking students receive their instruction in French in all courses except English, music, art and part of health and physical education; the English-speaking students receive their instruction in English except in courses in French.

The course for elementary teachers is the most popular course at Teachers' College. The French-

speaking students receive 65% of their instruction in French and the English-speaking students receive 82% of their instruction in English.

A course is also given to English-speaking students wishing to become teachers of French, who receive at least 65% of their instruction in French. These students will be competent teachers in French to English-speaking students.

Every course given at Teachers' College carries university credit towards a degree. Usually, after one summer session, the graduate of Teachers' College may be admitted to the third year of the appropriate degree course in a New Brunswick university.

Each student in the elementary course specializes in music, art or physical education during his second year. By judicious hiring of teachers, trustees will be able to provide adequate instruction in these subjects in every elementary school. In time it will be possible also for the elementary schools for English-speaking students to have specialists in the teaching of French.

This year, Teachers' College has operated under certain handicaps, since the facilities intended for courses of one year are not adequate for the increased enrolment caused by the introduction of a two-year program. At present it is necessary to make use of at least three buildings, in addition to the building at Teachers' College. These handicaps will disappear with the accommodations which will be ready for occupancy when Teachers' College opens in September.

The Interprovincial School for the Education of the Deaf at Amherst is now in its third year of operation, with an enrolment that is taxing the present facilities to the limit. Of the 300 pupils at the school, 63 are from New Brunswick, 126 from Nova Scotia, with the remainder coming from Newfoundland and Prince Edward Island.

I hasten to point out that not all of the deaf children from New Brunswick attend school in Amherst. Children from homes where the first language is French attend schools for the deaf in the Province of Quebec.

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Tuition fees, based on operating and capital costs, are paid by the provinces of Newfoundland and Prince Edward Island. The fee for the present school year is \$2,775 per pupil.

We are proud of the work that is being done for the pupils at Amherst and the school is rapidly gaining recognition as one of the leading institutions of its kind in Canada. The board of directors has received a request from one of the western provinces to admit their deaf children to the school, thus proving that the standard of the school is becoming widely known.

However, we have to realize that deaf children must receive more education and training if they are to seek gainful employment in a hearing world. The board of directors has been studying for over two years the feasibility of building a vocational wing which will give training in commerce, barbering, auto body repair, printing, dry cleaning, etc.

The decision to provide additional facilities has been made and special arrangements have been made whereby the federal government will assume 75% of the cost of the building, with Nova Scotia assuming 17.5% and New Brunswick 7.5%. The federal government will assume 50% of the operating costs. Present plans call for the building to be constructed during the coming summer and to be occupied in the early fall.

In addition to the provision of vocational facilities, the board of directors has developed a master plan which indicates proposed future expansion at the school.

My department is proud of the school and very pleased that the provinces of New Brunswick and Nova Scotia are working together harmoniously in order to provide facilities for certain handicapped children. We are also pleased to have been able to render valuable services to the other Atlantic Provinces and we trust that the present arrangement will continue, as we believe that one school with high standards is superior to several smaller schools with inferior standards.

Under the provisions of the Auxiliary Classes Act, voluntary

organizations, service clubs and boards of school trustees are conducting classes for trainable mentally retarded children.

Classes have been organized in 15 centres of the province and, as a result, 260 children are receiving valuable training which could not be obtained in the public school system. My department is pleased to be able to assist financially in the amount of approximately \$60,000 annually in order that these children may be given training which will be of value to them.

I wish to express my appreciation to the teachers who are conducting the classes with patience and understanding.

In addition to the financial assistance given to the support of the classes, the teachers are given grants to assist them in taking special summer school courses in the teaching of mentally retarded children.

I would now like to refer to the antismoking campaign — and I hope this will not be misconstrued, because I still continue to smoke. Perhaps some day I will find the will power to supply a little leadership.

Mr. McCAIN: Is that for me?

Mr. MOORE: Do you refer to my cigars?

Hon. Mr. IRWIN: My department is working closely with the Department of Health in this province and in close cooperation with the Department of Health and Welfare at Ottawa in the development of a program in the public schools to combat cigarette smoking.

We are also cooperating with local agencies, such as the New Brunswick Division of the Canadian Cancer Society, in the work being done to make teenage pupils aware of the dangers involved in adopting the cigarette habit — and I know the dangers and the problems involved, because I cannot talk very well right now.

On Feb. 4 of this year, the Royal Commission on Finance and Municipal Taxation presented its report to the Lieutenant-Governor in Council.

It will be remembered that an Act to Establish a Commission on Finance and Municipal Taxation in New Brunswick, Chapter 6, Acts of New Brunswick, 1961-62, to-

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gether with an order-in-council dated March 8, 1962, caused the Commission to undertake and pursue the enquiry covered by the report.

It is evident that a 1,000-page report covering all phases of finance and municipal taxation offers quite a challenge to anyone interested in reading it. Still more does it present a challenge to those whose duty it is to study every aspect of it to determine the advantages that would accrue to the province and to the people of the province if its recommendations were implemented, either as proposed or in a modified form.

Even if it is yet early to foretell how the report will be disposed of, it must be said that the document is of significance and deserves the most serious consideration.

On March 29, 1962, an Act concerning the Celebration of the Centenary of Confederation and constituting a Confederation Centenary Celebration Committee was assented to by the Legislature of New Brunswick. Shortly after, the Confederation Centenary Celebration Committee was set up under the joint chairmanship of myself and the Speaker of the House, Hon. Mr. Jean.

The committee has already met several times and has undertaken the study of the projects that could be undertaken both at the provincial and at the municipal levels. The committee has also already met with wardens of municipalities and mayors of cities and towns.

So far, most of the work associated with the celebration of the centenary has been carried out by my department. Henceforth, it will be carried out by an administrative committee from an office recently opened on York Street in this city.

Time brings many changes, among them, unfortunately, are changes in personnel. I regret to have to report changes that are taking place in my department.

Early this year, Dr. F. E. MacDiarmid, Chief Director and Deputy Minister of Education, retired from the post that he had occupied since 1949. It is regrettable that his health did not permit him to re-

main at his post until a normal time for retirement, but it was judged advisable for him to be relieved from the exacting responsibilities which for many years he had discharged in a most efficient manner.

I do regret also that in the interest of his health another educator of merit, Dr. A. M. Anderson, principal of Teachers' College, was recently advised to relinquish his post.

To both those gentlemen I wish to express my gratitude for their valuable services, as well as my best wishes for the years that lie ahead.

I should like also to express my appreciation to Dr. O. V. B. Miller, who came out of retirement two years ago in order to help the department with the difficult and complex task of directing the departmental examinations. He too will be leaving his position as Educational Services Director in the near future.

Important posts are being vacated by educated, industrious and interested persons. Our greatest hope at this time is that administrators may be found who will measure up to the exacting and exciting tasks that are to be found in our expanding program.

Thank you.

Mr. McCAIN: Mr. Chairman, I have in the past criticized the Minister of Education, perhaps in and out of the house, for mixing politics with his portfolio. I must say that, in the main, after he got by the first few pages today, he certainly did not do that and I think that is the level on which a discussion of this department must take place at all times if we are to retain the proper perspective of the department.

However, I think one is perhaps entitled to make a couple of suggestions. One of them is that in discussing the vocational education program I think it should be made very very clear that the province of New Brunswick has only been capable of expanding this because of the help received from Ottawa. I think that should be made very very clear to the people of New Brunswick and that New Brunswick, as a government and as a province, is extremely ill-advised and perhaps impolite to the rest