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would find, in technical fields, that only one company has chosen to engage in that particular field.

If New Brunswick is to have the confidence of its people and of industry, that they are going to get the best possible value for their money, I think the publicly accepted principle of public tender must be practised by the New Brunswick Development Corporation, because the invitation to tender is fraught with great danger. I think we could all cite examples where invitation to tender has cost the public purse money. We certainly should not subject industry to having to pay additional prices for projects which the government might hope to sell to them if we build these various projects by invitation and not by public tender.

I think, Sir, that this should be a policy of the New Brunswick Development Corporation from which they would not be permitted to deviate — that public tenders would be called, properly advertised in papers which would be circulated in the field in which this type of work would be done. For instance, it certainly isn't a bit of use to advertise in the Hartland Observer for a machine to manufacture liquid ammonia or ammonium nitrate, but there are trade journals in Canada, there are chemical papers in the continent in which such an advertisement could be inserted from which tenders would be received from very very capable people for the kind of machinery required.

This, Sir, I believe, is the only way we can convince the business world that we are doing a job in New Brunswick which is intended to give them the best value for the money which they are prepared to put on the line, either for operation or purchase of a plant. I wish the minister would give us that assurance before this estimate is closed.

Hon. Mr. DesBRISAY: Mr. Chairman, I have already done so on two occasions.

Mr. McCain: No, you have not.

Hon. Mr. DesBRISAY: As I have said, where possible, public tenders will be called by the New Brunswick Development Corporation.

Mr. McCain: "Where possible." Mr. Chairman, I believe it's always possible to advertise for these tenders. As I said, you may get only one bid, and you may not accept the lowest bid in certain instances either — that is an accepted principle of government — but to fail to advertise is wrong, Mr. Chairman, unless you have already a contract with the company concerned that certain things will be done by a certain firm which furnishes them with work on a pre-contract basis. But, Mr. Chairman, we must be extremely careful to establish the utmost confidence in the capacity of this corporation to give people the most for their money. Public tender can usually do this.

Hon. Mr. DesBRISAY: Mr. Chairman, I have the utmost confidence in the board of directors making the proper decisions when those decisions have to be made.

Mr. McCain: Well, I'm going to say this, Mr. Chairman, it is the habit of government to submit terms of reference to bodies which work for government. This is a body which works for government. I think that this should be a term of reference for its operation. I have confidence that there are capable men in New Brunswick, too, who can operate things, but I do submit the government has policies which they should ask their bodies, their children to use when they are put to work. They should not be given a blank cheque.

Mr. Hatfield: Mr. Chairman, do these two information officers do industrial surveys and prepare industrial survey reports?

Hon. Mr. DesBRISAY: Up to a certain level, they would be prepared to do that, but if it becomes a very technical problem, we would have to call for some technical assistants to aid them. On a general level, I can say, yes, they would be prepared to do that.

Mr. Hatfield: I may be using the wrong term, but I mean, will they do a survey of a town to find out what the potential is of that town, how many churches there are, what the railway sidings are?

Hon. Mr. DesBRISAY: Well, more than that, Mr. Chairman, we employed students last summer

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who did dozens of communities in New Brunswick on this very basis, finding information that was not available before, and we intend to employ university students again this summer to do that very thing, to provide that information for the local community.

Mr. Hatfield: Is there any charge for this?

Hon. Mr. DesBRISAY: No.

Mr. Hatfield: Some communities are having these done and paying quite a substantial sum for them. That's what concerns me.

Mr. McCain: Is the information available from your department to the community which has been surveyed and do all communities know that they have been surveyed?

Hon. Mr. DesBRISAY: We haven't had the staff to do all communities, but if a community makes a specific request, there will be a very good chance of having it done.

Mr. McCain: Well, then, have these been done on request or have you done spot survey work without request?

Hon. Mr. DesBRISAY: They are spot, without request, mainly. There may have been one or two requests, but I would say, in general, that these have been done on a spot basis throughout the province, in areas where we did not have any information at all.

Mr. McCain: Could you tell us what communities you have done and are the reports available to those communities if some organization would care to have them?

Hon. Mr. DesBRISAY: The reports are available, yes.

Mr. McCain: Well, what communities?

Hon. Mr. DesBRISAY: I don't have the list of them here.

Mr. Hatfield: Could you supply a list of those to the house, Mr. Minister? I think it would be very interesting.

Hon. Mr. DesBRISAY: I think, Mr. Chairman, if the member is interested, he could get that from the Development Corporation or through the department. They are available to you and you have access to them.

Mr. CHAIRMAN: We will now consider the estimates of the Department of Education.

Mr. BISHOP: Mr. Chairman, just a minute, before these estimates are closed I would like to direct a question to the minister.

Mr. CHAIRMAN: There is an item open all the way through.

Mr. BISHOP: Yes, but I'd just like to ask the minister if he would give the information to the house of how much money they received for the chemical plant they sold?

Hon. Mr. DesBRISAY: I've already answered that question, Mr. Chairman. I said I wasn't prepared to divulge that information at the moment.

Mr. CHAIRMAN: Mr. Irwin —

#### Point of Order

Mr. McCain: Mr. Chairman, on a point of order, please, I take it you want to leave Finance, but I have one more question I would like to ask.

I notice there are a lot of computers, computer operators and so on in the Department of Finance. Are these computers purchased or rented, and if they are rented, what is the rental fee? I don't see an item listed in your estimates for these.

Hon. Mr. DesBRISAY: The major equipment is practically all rented, and it shows under Item 70.03, Other Services, in the data processing branch. It's included in the amount of \$77,585.

Mr. McCain: Do you know what the figure is?

Hon. Mr. DesBRISAY: Approximately \$6,000 a month rental for all the equipment we have.

Mr. McILVEEN: Seventy-odd thousand dollars a year.

#### Committee of Supply Dept. of Education

Mr. CHAIRMAN: Mr. Irwin —

Hon. Mr. IRWIN: No more points of order, Mr. Chairman?

Mr. McILVEEN: What is the page, Mr. Chairman?

Mr. CHAIRMAN: Page 24, Department of Education.

Hon. Mr. IRWIN: You won't have to refer to it for about an hour and a half.

Mr. GUERETTE took the chair as deputy chairman.

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Hon. Mr. IRWIN addressed the committee as follows:

Mr. Chairman, the people of Charlotte were saddened this weekend by the passing of Mr. Owen Morse, who served his constituency exceedingly well in this Legislature from 1944 to 1952. To his wife and family, I extend my sympathy and condolence.

To the families of all former members who have earned eternal peace, who served their province with distinction and devotion, I associate myself with the tributes extended to them by all members of this house. I extend my sympathy to the loved ones who have been bereaved and deeply saddened by their passing.

Mr. Chairman, for a fleeting moment in the preparation of these remarks, I felt I should pay some attention to the inaccuracies and inconsistencies voiced by the members opposite, but just as quickly I reflected, "Why should I give them any particular attention? — no one else in the province does."

During the course of the throne speech and budget debates, my colleagues from Charlotte have very effectively placed before this Legislature a very optimistic outlook for the future of our county, presenting as well some of the outstanding problems that require attention.

We are extremely heartened by the recent announcement in respect to the shipbuilding industry to be located at Chamcook, the fish reduction plants at Black's Harbour and Chamcook and the optimistic outlook for construction of a tuna processing and canning plant.

Encouraging developments in the forestry industry were indicated in the throne speech for the southern part of New Brunswick and we trust Charlotte County will be favored.

A great deal of attention has been given to industrial development and other important needs for our county, particularly in the St. Stephen-Milltown area, and I wish at this time to express my appreciation to the Minister of Finance and Industry and to the officials of the different organizations under his ministry.

Encouraging negotiations with the state of Maine on the building of the Upper Milltown Bridge indicate progress which will see a much

earlier start than expected on this very important and much needed structure.

The new Grand Manan Ferry is well under construction and will provide a greatly improved service for the people of Grand Manan.

Commercial and residential construction, and renovation and investment in Charlotte County indicate a strong faith in the future of our county and reflect the general optimism prevailing throughout New Brunswick.

The future is bright for Charlotte County, but there are areas of concern appearing which will require careful attention by government and by the people of the county.

Mr. Chairman, extreme and justifiable concern is being expressed in Charlotte County in respect to the routing of the Maine State Throughway between Bangor and Houlton, Maine.

It is estimated approximately 80% of United States and Ontario tourist traffic entering New Brunswick enters at St. Stephen. It is readily apparent the calamitous effect the new highway will have on tourist travel and stay in southwestern New Brunswick. It is also obvious that the areas of Carleton and York counties will experience resultant benefits. This is progress which I support unreservedly.

At the same time, the present favorable tourist status of the southwest of New Brunswick cannot be impeded, neglected or allowed to deteriorate in any fashion as the result of the new highway which will in the future bypass us. It is contingent on government and private enterprise to develop the unique and unsurpassed natural beauty of our county so as to further enhance the attractiveness of this area for tourists.

Mr. Chairman, nowhere in New Brunswick or, for that matter, in the world, has nature endowed an area with such a variety and uniqueness of beauty or an opportunity to develop a truly significant, wondrous provincial tourist area on a scale of Jasper Park and Banff Springs. People from all over North America would be attracted to the area, resulting in rich dividends to our province.

May I suggest this idea should be further explored by competent

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consultants who would undertake a survey to establish the tourist potential of the area, the amount of capital required to develop its potential, and all the factors necessary to determine its feasibility. I am certain that study would prove to be extremely favorable.

Mr. Chairman, may I further suggest the area for study include the region of the St. Croix River, beginning at Loon Bay, Chamcook Mountain, Chamcook Lake, the parish of Chamcook, Van Horne's Island, Navy Island and the town of St. Andrews. I am certain everyone in this house shares my enthusiasm for this extremely attractive area of New Brunswick.

Of tremendous assistance in alleviating the effect of the Maine State Highway between Bangor and Houlton would be the concentrated effort to complete, to Trans-Canada standards, Route 1 from St. Stephen to the eastern border of the county.

Mr. Chairman, I wish to express my sincere appreciation and admiration for the staff of the Legislative Assembly for the efficient manner in which they carry out their duties and the courteous, friendly and helpful attitude which they display in assisting all members of this assembly.

Mr. Chairman, I am pleased for this opportunity to address the Legislature and to report on the activities of the Department of Education for the current year, and to project future policy. Before doing so, I wish to pay tribute to the officials and staff of this department for their dedication and constant attention to the improvement of standards in education, and the efficient and courteous manner in which they meet the public. They are a wonderful group of people to be associated with.

On May 25, 1964, the citizens of New Brunswick rejoiced in the fact that Lord Beaverbrook was able to participate in a gala 85th birthday celebration in London. On that occasion he said, and I quote:

"It is time for me to become an apprentice again. I am not certain in which direction, but somewhere, sometime, soon."

His life was fast ebbing away, and on June 9 last the free world learned with regret of the passing of Lord Beaverbrook. Although his

state of health had been sagging for many months, his death brought to all New Brunswickers a deep sense of loss. Our province's greatest benefactor and friend, whose contributions to culture and education will be reflected far into the future in the contentment of the lives of our people, had left this earthly scene.

Lord Beaverbrook will be remembered with happiness, not least by the people of New Brunswick to whom in his lifetime he gave so much and for whom, through the foundations he set up, he will continue to provide on a prodigious scale in the generations to come. Truly, he was one of the most remarkable men who has lived in our time.

I wish to avail myself of the opportunity to extend, in this house, to his widow, Lady Beaverbrook, and all members of his family my personal sincere sympathy.

Mr. Chairman, one year ago I reported to this house that the previous school year proved to be the most extensive in the history of the School Planning Branch. Never before had there been as many new classrooms put into operation in one year. We did not anticipate that the following year would be a repetition of the previous one. I also stated one year ago that we would not neglect those areas suffering serious overcrowding.

During the past year very careful consideration was given to all requests for school construction, and in centres where the population growth was significant there has been no curtailment of school building. We have proceeded with caution in those areas where it may not be feasible to build additional classrooms should our plan for the reorganization of school districts be implemented. Legislation which has been introduced will make it possible for my department to cater to the needs of areas where a revision of school district boundaries may bring about a change in the need for facilities.

Our transportation system has operated efficiently and well during the past year. We are pleased that we are able to transport in excess of 40,000 pupils daily over a distance in excess of 25,000 miles with an exceptionally low accident rate. Credit must be given to our boards

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of school trustees who have concerned themselves with the employment of competent drivers and who have taken great care to ensure the proper maintenance of school buses. The whole school transportation system is ably supervised by our competent supervisor of school transportation.

One year ago I also reported to this house that my department had secured the services of a director of guidance. Since that time we have added a trained psychologist and, within a few months, there will be added three guidance counsellors.

It is my belief, Mr. Chairman, that guidance counselling must have its beginnings in the schools. The guidance director, psychologist and counsellors will work closely with the Director of Curriculum as he develops programs which will provide for the needs of every school pupil. We are aware that the prime function of education in the schools has always been to prepare children to fit fruitfully into the life of the time and, for this reason, a sound curriculum is all important.

Our aim is high. Our effort must be in keeping with our objectives. We must not allow pupils to leave or drop out of our school system until their fullest possible development has been reached. The field of in-school guidance has, for too long, been sorely neglected. We look forward to the development and expansion of this program in our educational system. If we are to lessen the number of dropouts, there must, of necessity, be developed an in-school guidance program that will have an important impact on our educational system.

In September 1964 the high school textbook rental plan became operative. As was anticipated, we experienced some difficulty in bringing the plan into operation. However, we look forward to the next school year when the major problems and the difficulties encountered during the first year will have been overcome.

Reports indicate that the plan has been well received by students, teachers and parents. For the parents — and our greatest concern was for them — we are pleased that the inauguration of the plan will effect a considerable financial sav-

ing. It is now possible for a student to complete the four high school years with a maximum financial outlay of \$20 for textbooks, a saving of approximately \$60.

Parents who have an average of three to four students enrolled in high school grades will experience a saving of at least \$180 to \$240 — and to my friend, Mr. McInerney (St. J.), I would say this is a considerable tax reduction.

I have previously referred, Mr. Chairman, to the engaging of three counsellors to assist the Director of Guidance in implementing a guidance program in our schools. In addition, we plan to engage the services of a statistician who will be responsible for the preparation of tables to be contained in the annual report of the department, plus other information which our present staff cannot supply. The lateness in tabling our annual report is due to the unavailability of statistical information earlier in the year.

With the opening of the Edmondston Trade School in September and the engaging of additional staff for this and other schools, plus normal increases in staff in most branches, the services of a personnel officer are required and it is my intention to engage a person within the next few months.

Three additional bilingual instructors are being engaged for Teachers' College. The necessity for employing more bilingual staff indicates the increased number of French-speaking students who are seeking admission to Teachers' College.

In our curriculum branch we are going to employ additional staff in order that we may produce courses to meet the needs of all students. I refer to a mathematics and science consultant, an elementary education specialist, a supervisor of French curriculum and a supervisor of special education. We realize the importance of developing a curriculum that will serve students of different mental abilities, hence the necessity of securing adequate staff to perform this all important function.

I might say that a supervisor of special education would be responsible for the most part for the development of a suitable program of studies for the educable mentally retarded children.

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During the past several years my department has been assisting financially the work being done by the Canadian Association for Retarded Children — New Brunswick Division. This association has had as its main objective the training of the trainable mentally retarded children. We are indebted to the many volunteer workers who have given freely of their time, talents and money for the sake of those children who, through no fault of their own, have been unable to profit from instruction given in the public school system.

We look forward to a time in the very near future when more emphasis will be placed on the education to be made available to those children who are below average ability, yet who can profit from a lower level course of instruction. Many boards of school trustees have been segregating these low-achieving pupils and providing special instruction. However, my department must and will assume leadership in making special courses available for what is commonly referred to as "Opportunity Classes".

In our institutes of technology and in our trade schools we are endeavoring to supply adequately trained personnel to assume positions in industry, hence it is necessary to implement new courses and to engage competent staff to teach the various skills.

The presence of library services in the community provides a unique service to individuals of all ages. Education is said to be a continuing process, and, if this statement be true, there is a definite need for a well-equipped and well-staffed public library. The time is long past when formal education can rely fully on prescribed textbooks. Today, formal education requires that our students read more widely in each of the various subjects.

I am pleased to report that considerable progress has been made in establishing, recently, regional library facilities at Campbellton and Dalhousie. The groundwork for the establishment of a regional library in Saint John has been laid.

A major impediment to the establishment of library facilities in the province is the scarcity of trained librarians. Our Director of Central

Library Services has made a detailed study of the problem and has placed before me recommendations as to the possible steps that might be taken to alleviate the problem. There are no facilities for the training of librarians in the Atlantic Provinces and the facilities in Upper and Lower Canada are taxed to the limit. The salary offered by my department to trained librarians compares favorably with the salary offered in most centres in Canada.

The Vocational Branch of the Department of Education is responsible for the development of this specialized type of education. The secondary or high school vocational programs provide training at two levels — one leading to trades and occupation through apprenticeship when applicable, and one leading to advanced post-high school programs at the provincial institutes of technology and to university. These two patterns apply to commercial, home economics and industrial programs in those high schools in which vocational programs operate.

Vocational enrolment totalled 7,880 in Grades 10, 11 and 12 at Dec. 21, 1964. In June 1964, 1,410 secondary vocational pupils graduated from Grade 12. Sixty per cent were employed along lines of training; 18% are taking advanced training in their special fields; 11% are otherwise employed, and the remaining 11% are at home, enlisted or married.

It is interesting to note, during the past several years, the increase in the number of vocational high school graduates who are taking advanced training, especially at the post-high school technical level. This development in the coordination of the secondary vocational program and the adult program in the provincial institutes of technology and trade schools is becoming more effective each year.

The earliest form of formal vocational education in New Brunswick was in adult education in evening school programs and short day courses by itinerant teachers. The pattern of evening school training has continued to expand since 1920.

About 6,800 adults attended evening classes for the 1963-64 school year in municipal schools in 50 centres in New Brunswick. Training is given in general educational

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subjects, languages, training allied to the individual's occupation and courses for personal self-improvement. In 1963-64, sixty-one types of training were available to the public in these municipal high schools.

The full-time day courses for adults as a nationwide project for manpower training are incorporated in the federal-provincial technical and vocational training agreements. The latest one covers the period 1961-67 and provides the provinces with federal assistance, both capital and operating costs, for technical and vocational training at the secondary school and adult levels. Under this agreement the training and retraining of the unemployed for new types of employment and the training in industry programs are given special emphasis.

As a result of the federal-provincial agreements, the province of New Brunswick has built five adult schools operated by the Department of Education; two institutes of technology at Moncton and Saint John, and three trade schools at Bathurst, St. Andrews and Edmundston. The full-time day enrolment in the four provincial schools operating this year is approximately 1,300. With the addition of the Edmundston Trade School in the fall of 1965, and growing enrolment in the other adult schools, the daytime enrolment is expected to reach 1,600 in the school year 1965-66. In addition, about 700 adults are now being served in these schools in evening classes for apprenticeship, industrial, business and trade organizations.

In addition to two-year post-high school technical programs, the adult provincial schools provide full-time day training in 24 different trades and occupations varying in length from six to ten months. Close co-operation is maintained with the Department of Labour in training for the "apprenticeable" trades and both the Departments of Labour and Youth and Welfare are represented in student selection committees.

To assist the many young people, and the not so young, who leave school too early to obtain the general education at the standard required for entry to trade or occupational courses, the Department of

Education operates upgrading programs in language, mathematics and science in four of the provincial schools. The ability to learn and the willingness to work are the only requirements to upgrading for entry to a special trade or occupational course. The Department of Youth and Welfare cooperates fully with the Department of Education in providing the necessary testing for applicants to upgrading classes.

A similar one-year pretechnical program is available to high school graduates wishing to enter post-high school technical programs and who do not have the necessary educational standing in language, mathematics or science. New Brunswick now provides a second way of education for those who drop out of school unwisely, but who are able to learn and are willing to work.

The New Brunswick Institute of Technology, Moncton, and the Saint John Institute of Technology provide, in addition to certain trade programs, 12 two-year post-high school programs in the business and engineering technologies.

These two-year programs are for high school graduates who desire post-high school semiprofessional training that will enable them to understand and transmit the ideas of the professional engineer to the tradesman.

The 37 institutes of technology in Canada graduated 2,400 technicians in 1963-64. The estimated number required the same year by industry across Canada was 8,500. The directors of the institutes of technology in New Brunswick report that they have almost daily calls from representatives of industry in New Brunswick, and from all parts of Canada as far west as Manitoba, for technical graduates. The great majority of these technicians in training of all types are placed before graduation.

Advisory committees have been set up for all technologies in operation and those planned. These programs are as follows:

Business technologies — Accountancy-Business Administration; architectural technology; construction technology; electrical technology; electronic technology; mechanical technology; civil technology; instrumentation technology; electronic technology — Marine; structural steel technology, and chemical tech-

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nology — to start in the school year of September 1965.

The advisory committees for technical courses provide the means whereby the provincial school authorities can keep in touch with the many technological changes taking place in industry and business. They also provide a contact between industry and the school and assist in the placement of graduates. These committees have representation from the professions, the university, industry and government.

On behalf of my department, I wish to offer our thanks and appreciation for the assistance these advisory committees are providing to our expanding technological program.

Graduates from full-day classes at the four provincial schools in 1963-64 totalled 713. Of these, 548 were placed in employment along the lines of their training — a number of these entered the apprenticeship program operated by the Department of Labour — 41 were otherwise employed, and 14 were taking advanced training. No contact could be made with 110 graduates. If we consider 50% of these 110 employed, the employment percentage is approximately 90%.

It is interesting to note that, of those graduates contacted, 497 were employed in New Brunswick, 67 in other provinces of Canada and 11 outside of Canada.

This summary so far of the activities of the Vocational Branch of my department has dealt with the long-range training plans for the youth and young adults of the province. I believe that as these patterns continue to develop successfully, so will the benefits increase for our people.

There is another phase of adult training now being given consideration. That is the short-term training required to supply workers for the projects at Mactaquac, the mining and manufacturing complex in the Bathurst area, and the industrial project in the Dorchester Park.

This emergency training project is now under way with classes in carpentry, concrete form construction and drivers for heavy equipment located in Fredericton, carpentry in Woodstock, and carpentry and bricklaying in Campbellton. Additional classes will be organized in many

other occupations as the actual needs of the contractors become known.

The individuals being trained are unemployed persons registered at the National Employment Offices.

To enable New Brunswickers to find employment in these new industrial developments, I would like to point out to the members of this house that this emergency program is a result of the cooperation of the Departments of Education and Labour. The Department of Labour has completed several surveys outlining the need and the numbers and types of workers required.

Representatives of the Departments of Education and Labour, with the representatives of the National Employment Service, select trainees for the training projects. The Departments of Labour and Education, with industry, agree on the courses for training. It is then the responsibility of the Department of Education to do the training, and the responsibility of the Department of Labour to follow the trainee during employment and, if possible, to arrange additional training under apprenticeship at that time or at a later date.

It has been estimated that for the foreseeable future 2,400 new workers will be required for the planned industrial expansion and that most of them will require some type of training. I might point out that this is the construction aspect. This industrial expansion and this emergency training will provide many of our unemployed with work. The success of the plan will depend almost entirely on the attitude of the trainees and their willingness to give a full measure of effort both in training and in employment.

For both the long-term and short-term emergency vocational training it should be remembered by all that only trained minds and hands can provide the sources required in the economic and industrial competition of our era. Manpower training and development is one of the keys to a better future for the residents of New Brunswick.

Less than one year ago, in June 1964, four groups of 24 students each, plus two escorts for each group, were selected from Grade 11 classes in our public schools to participate in the Centennial Youth Travel Project. An equal number of girls and boys were chosen for

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each tour from a specified allotment given to each school superintendency.

The youth travel project is sponsored by the National Centennial Commission with all expenses for the outgoing students being borne by the federal government. The plan had its beginning in 1964 as a pilot project and it was deemed a success, hence will continue until 1967. The purpose of the plan is designed to acquaint high school students with geographical, economic, social and cultural aspects of provinces other than their own. Even though we were forced to organize the outgoing tours with much speed, we were able to dispatch 96 students and eight escorts without undue difficulties.

One group visited Ontario, one group visited Manitoba and two groups visited Saskatchewan. In addition to our students becoming aware of conditions in other provinces, the tours did provide an opportunity for them to become acquainted with others of the same age and grade level in different parts of our own province. The tour participants were purposely chosen so that, for example, students from the southern part of the province were accompanied by students from the northern part of the province.

A reciprocal arrangement was worked out whereby New Brunswick received four groups of students from other provinces. These students spent one week in our province, and I have been informed that the reception given to them by this province was not equalled elsewhere in Canada. We departed slightly from the prescribed plan as laid down by the National Centennial Commission and with the enthusiastic cooperation received from many centres in the province we were able to show our visitors true New Brunswick hospitality.

The four groups which left the province and the four groups which visited us had their tours staggered with approximately one week intervening between each tour, thus members of my department were concerned with these tours during the greater part of the months of July and August.

During the coming summer six groups of students will be selected

from provincial Grade 11 classes, thus 144 students plus 12 escorts will visit other centres in Canada in 1965. New Brunswick will play host to a similar number of students and again we shall be departing, with approval, from laid down policy of the National Centennial Commission.

We propose to bring the six groups into the province simultaneously. Each group will spend approximately four to five days in a provincial centre and during the last two or three days of the visit they will be guests in Fredericton. Plans are well advanced for the selection of the outgoing students and the reception of the incoming students.

It could well be that this project, to continue during the summers of 1966 and 1967, will be one of the most significant in connection with Canada's centennial celebrations. Mr. Chairman, I am proud to be associated with this national project because I am of the firm opinion that it will have lasting significance.

Mr. Chairman, we have established a Provincial Centennial Commission headquarters in Fredericton, with two codirectors and two stenographers. This staff has been engaged in determining suitable centennial projects for each municipality or group of municipalities. I am pleased, Mr. Chairman, to report considerable progress in the development of proposals for projects.

The end of this month is the deadline for the submission of proposals from municipalities. I feel confident that Canada's 100th birthday will be appropriately celebrated in provincial centres, if one measures the enthusiasm that is being generated by many of our citizens.

Recently the Audio-Visual Aids Bureau was moved from the Lemont Building to its new home at Teachers' College on the campus of the University of New Brunswick.

In new quarters, with room for a certain degree of expansion, the service provided through the media of films, filmstrips, tapes and records will continue to provide much needed assistance for schools and adult groups. Working in close cooperation with the students in attendance at Teachers' College, there will be an increased opportunity for them to become more fully acquainted with the services offered by this branch of my department.

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The service provided by the bureau is recognized as being one of the best in Canada. We have been fortunate in retaining the services of a dedicated and competent staff, thus augmenting the efficiency of operation of this all important educational aid.

For the past 16 years the Legislative Library has been under the supervision of my department, even though the connecting link was purely one of an administrative nature. Beginning with the new fiscal year the Library will come under the direct supervision of the Office of the Legislative Counsel. It is our belief that there will be closer liaison between the function of the Library and the Legislative Counsel under whose supervision the director and his staff will work.

New Brunswick will be in the educational limelight in 1965 with respect to national conventions. In the year 1957, New Brunswick hosted the annual convention of the Canadian Education Association and, in September of this year, the leading educationists from the 10 provinces will converge on the city of Fredericton to study problems relative to Canadian education. With no national Department of Education in Canada, the Canadian Education Association is the only national body that speaks for all provinces in the field of education.

This association is the senior educational organization, on a national scale, in Canada. It is financed by contributions from the 10 Departments of Education on a per capita basis, and, like other bodies of a similar nature, there are increasing demands for services. To meet these demands, the Ministers of Education will be asked to provide additional financial assistance if this national body is to perform the duties expected of such an organization.

During the third week in September we expect to receive 700 to 800 delegates to the annual convention of the CEA. It gave me much pleasure, at the 1964 annual meeting in Winnipeg, to invite the delegates to New Brunswick for the 1965 convention. Our Premier, the Hon. Louis J. Robichaud, will speak to the delegates attending the CEA Convention at the banquet to be tendered by the province at Camp Gagetown.

I have the honor to be the 1965 chairman of the standing committee of Ministers of Education. Recently, I headed a delegation which met Hon. Allan J. MacEachen, Minister of Labour, for the purpose of asking for increased grants for vocational education. We were very favorably received and we do trust that our efforts will prove to be successful. The introduction of the bill to amend the Vocational Schools Act was one of the results of this meeting.

One of my deputy ministers is serving on the executive of the CEA, and the Director of Teacher Training and Chief County Superintendent is also a member of the board of directors. My other deputy minister serves on the executive of L'ACELF (L'Association Canadienne des Educateurs de Langue Française — Association of French Language Educators).

During the first two days of the third week in September, the New Brunswick School Superintendents will host the annual meeting of the Canadian Association of School Superintendents and Inspectors. This meeting will also be held in Fredericton.

During the same week the New Brunswick School Trustees Association will welcome delegates to the Canadian School Trustees Association annual meeting to be held in Saint John. The week of March 7-12 was Education Week across Canada. The week of September 19-24 will be Education Week in New Brunswick.

It is a truism to state that the function of education is changing rapidly. Once, not too long ago, it was concerned with introducing the many to the three basic R's in the elementary school and preparing the comparatively few for entrance to university and a narrow range of professional occupations in the secondary school.

Two revolutionary developments of the twentieth century are having tremendous implications for education: one is the realization that in a democracy every citizen has the right to be educated to the limit of his abilities; the other is the application of scientific discovery to technology which has created our amazing modern industrial civilization. This latter development is increasingly making personal, provincial



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and national economic welfare dependent on a high level of education among our people.

Because a high level of education among our citizens is more important than it has ever been, more and more young people are staying on longer in school. Within the past decade, secondary school enrolments in New Brunswick have increased approximately four times the rate of elementary school enrolments. With so many more young people to educate at the secondary level it is becoming imperative that the high school program be broadened.

What the Department of Education is considering is not just a reorganization of the high school, but a basic reorganization of the entire school system. At the present time a committee within the department is examining the various approaches reorganizations may take in order to make our provincial school system more responsible to the needs of the age in which we live.

At the elementary and junior high school levels this involves the investigation of such concepts as the nongraded school, that is, replacing the present grade structure with a system which would allow each child to advance according to his ability, but which would not require him to relearn work he had already completed.

At the junior and senior high school levels it involves the consideration of methods of broadening the school program to provide for the wide range of abilities among the pupil population. It is envisaged that courses at different levels will be developed for pupils of different abilities. It is clearly unrealistic to offer the same program to all pupils.

In developing these courses the department intends to ensure that, insofar as possible, pupil and parental choice will be preserved with regard to entrance to these courses. There is no desire on the part of the Department of Education to encourage the development of "streaming", whereby young people are assigned to courses on the basis of I.Q. scores or achievement test scores.

Mr. HATFIELD: Hear, hear!

Hon. Mr. IRWIN: It is essential, in a democracy, that young people have the right to choose a course in which they might fail.

As the departmental committee proceeds with its study, it plans to consult with professional teacher organizations, the various universities and colleges within the province. Our aim is to develop, over the next decade, a school system in New Brunswick that will prepare our young people for the untold opportunities of this marvelous age, one which will be second to none in Canada.

Mr. WILLIAMSON resumed the chair.

Hon. Mr. IRWIN: In the White Paper on Responsibilities of Government read by the Hon. the Premier in the Legislative Assembly on March 4, a statement on the annual average income for employed males established the relative position which New Brunswick bears to Canada. The following figures bear repetition: Canada, \$3,999, New Brunswick, \$3,070.

If the provincial figure is approximately one-third lower than the national figure, it must be remembered also that the range of average income varies greatly from one county to the next, and within counties from one area to the next.

However, average income is directly related to the number of years spent in school. Figures from the Federal Bureau of Statistics do establish that each year of high school adds \$228 to the average yearly income and that the final year alone adds \$466. In practical terms, this means that if a group of employees who had completed their Grade 8 were earning an average salary of \$2,000, then another group who had passed their departmental examinations would have an average salary of \$3,180. In other words, over a 30-year employment period, a person with a Grade 12 education would receive \$35,400 more than the one who had left school four years earlier.

In this connection, a glance at a few other figures is revealing. Despite the fact that enrolments have increased considerably in the high school classes of our schools, it might be remembered that we have only half as many pupils in Grade 9 and one-quarter as many pupils in Grade 12 as we have in Grade 1. For 1963, the Grades 1, 10 and 12 enrolments were 17,622, 9,175 and 4,019 respectively. To those who would like to relate this enrolment

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in Grade 12 to that of Grade 1 twelve years earlier, it must be said that at the end of Grade 1 in June 1951 the enrolment was 14,590.

Because of the close relation which exists between school attendance and income, it is evident that the Department of Education faces the problem of giving to larger numbers of young people access to school and to the types of courses which will meet their needs and those of the society of which they are a part.

It was not many years ago that the percentage of pupils completing a high school course was extremely small. A comparison between the registrations from Grade 9 up in 1913 and 1963 shows an increase of over 1,100%, based on totals of 1,978 and 24,668 respectively. One could keep on and on examining statistics, all pointing to the fact that it is only recently that a large proportion of pupils have gone beyond the three R's.

It is often said that necessity is the mother of invention. One could paraphrase the statement and say that necessity is the mother of education. As the years went by, people realized that the acquisition of knowledge made it easier to earn their living and in many instances made living more agreeable, hence the incentive for young people to study and for their parents to make more and better schools available.

In the past decade, research and technical advance have brought so many changes to the employment pattern that many of the occupations which made it possible to earn one's living have disappeared or have been transformed completely. Unskilled labour has had to surrender to automation and general knowledge to specialization.

The operation, repair, construction and design of jet motors, television sets, automatic transmissions and electronic calculators have superseded the age of the steam locomotive, the gramophone, the Model T's and the pen and paper bookkeeping. Fishing, farming, lumbering and manufacturing have changed; the construction of roads, of bridges, of buildings, large and small, has changed; color photography, jet airliners, automatic telephones and nuclear weapons which

were a dream a few years ago are with us today, either to stay or to be replaced in the years to come by even more advanced realizations.

To live in this age, to be gainfully occupied in this fast changing world, the schooling of yesteryears is insufficient. While we see about us numbers of unemployed or of unsatisfactorily employed persons, numberless positions calling for skilled or educated takers, at interesting salaries, remain unfilled.

In that combination of factors are found the causes of the problem which faces the Department of Education. The causes will not disappear. Young people have to prepare for the world as it is and as it will be, here, in this land where merciless industrialization is fast replacing serene rural life.

In an attempt to solve the problem, New Brunswick must make it possible for young people, whoever they may be and wherever they may live, to gain access to the best possible school situations.

In many cities and towns, the educational setup has reached a fine degree of efficiency; many consolidated districts have worked wonders, considering some of the limitations under which they have operated. Nevertheless, it must be admitted that much larger numbers of pupils must remain at school longer than they do.

However, the fact of remaining at school supposes that school facilities must be available. In many instances, distance and other circumstances make attendance impossible. Remaining at school also supposes diversification in the courses offered, for the needs are varied, and so are the tastes and aptitudes of the pupils.

More and more it will be necessary to reduce the number of multiple grade classrooms where one teacher has to instruct large numbers of children at different levels, in all the disciplines of the several grades which they represent. One-room schools will have to be replaced by larger schools to which pupils will have to be conveyed and where fairly homogeneous groups may be taught by qualified teachers in well-equipped rooms.

At the senior high school level in many communities, the numbers taking certain disciplines, particularly in the sciences and mathe-

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matics, are comparatively small. This situation makes it difficult to hire specialists and to organize proper laboratories and libraries.

In order to give to the largest possible number of students the advantages of studying under the most competent teachers and with the most suitable equipment, it is imperative to bring together larger numbers of pupils than are at present enrolled in many high schools. It is evident that unless the number of students is quite large it becomes prohibitive to offer options whether in the selection of courses or in levels of intensity, for it must be recognized that a certain degree of diversity in offerings is a necessity, and it also becomes impossible to establish a system of promotion geared to the ability of individuals to progress at a slower or quicker pace than the average.

To accomplish the objectives which we have set, the schools offering courses in Grades 10, 11 and 12 must be reduced in number and located in conformity with the plan envisaged by my department and in keeping with the best interests of the youth of the province. Necessarily, districts will have to be re-organized and in many instances combined so as to bring together the numbers which will permit the plan to operate.

It is evident that to reach its highest degree of efficiency such a system must involve other modifications in the organization to which we are accustomed. In the new structure, the role of the specialized teacher will have more prominence; curriculum, with more diversified offerings, will need constant revisions to adapt itself to the latest findings in methodology and allied research; specialists in guidance, in library organization, and consultants in reading and library setups will play an important part in it; above all, much larger numbers of well-qualified teachers must be made available.

The formation of teachers in recent years has undergone significant changes. It was not so many years ago that Teachers' College was still offering courses leading to second and even third class licenses. At present, entrance requirements call for departmental examinations at the end of Grade 12, and the train-

ing period has been extended from one to two years.

Furthermore, a high proportion of the teachers, through summer school courses and otherwise, are earning university degrees and higher certification; many enter the profession with both an undergraduate degree and a degree in education. Yet, many communities find it difficult, not to say impossible, to secure the services of highly trained personnel; as a consequence, numerous children do not have the opportunity of receiving the training and education which they need and to which they have a right.

There are many causes for the shortage of highly qualified teachers. One of them lies in the fact that during the last years of World War II and for many years thereafter, recruitment at Teachers' College was extremely difficult. In 1952, for instance, the number of graduates was just 163; it dropped to 135 in 1953, increased to 252 the following year and rose to 361 in 1955. Another cause is the migration of teachers to other provinces, because of higher salaries and more favorable teaching and living conditions than in many of our districts.

This points to the necessity of increasing enrolments at Teachers' College and of making the profession more attractive within the province. To make the profession more attractive, the physical setup of many schools has to be improved and salary scales in many districts must undergo a realistic upward revision. The possibilities of increasing enrolments at Teachers' College are more promising because of increasing numbers writing departmental examinations, particularly from regional districts, many of which are just beginning to produce large graduating classes.

To accommodate larger numbers and to offer the options and specialization facilities which will permit the implementation of the curriculum, the government intends to open another Teachers' College, on the campus of the University of Moncton. Besides making it possible to increase the number of teachers, the new institution will give French-speaking trainees access to the University of Moncton in the same manner as English-speaking trainees now have access to the University of New Brunswick.

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The two teacher-training institutions, one on the campus of a predominantly English university, where the main language of instruction will be English, and the other on the campus of a predominantly French university, where the main language of instruction will be French, are evidence of the leadership which this government takes in national affairs.

Each will aim at contributing to the solution of problems associated with the bilingual and bicultural character of the country. Each will foster the type of thinking leading to harmonious cooperation between the two major ethnic groups of Canada. Each, as a practical way of furthering this aim, will offer courses to those who wish to become specialists in second-language teaching in an environment favorable to the mastery of the second language.

Furthermore, it is our desire to make available to other provinces some of the facilities which we plan for ourselves, in order that our objectives might be shared by others who believe, as we do, that a bicultural land can be a happy land.

Another advantage of the proposed teacher-training setup is the increased communication facilities which it will favor between universities and the Department of Education. As the curriculum adjusts itself to the demands placed upon it by the changing nature of employment qualifications and its consequent educational repercussions, it is becoming increasingly evident that the articulation between high school and university courses will be a matter of great concern and a matter of constant review. It is the desire of the department to give increased attention to the problem in order to better equip young people for the transition between the two levels of learning.

It has often been said that within the same province children should enjoy equality of educational opportunity. No one needs to be reminded that serious discrepancies exist in this respect within the borders of New Brunswick.

Much has already been done to remedy the situation, but the very structure of taxation and distribution of grants made it impossible to equalize the advantages to which all are entitled. It is our belief that

the general prosperity of the province is lowered because of the economic weakness of certain areas. It is our belief also that many prosperous areas owe part of their prosperity to the centralization of trade and commerce within their borders and to the consequent inflow of income from the surrounding localities which are becoming more and more residential.

To equalize the educational advantages of the less prosperous areas, a means must be found of collecting the necessary money and expending it to the best advantage of the province as a whole, yet leaving the possibility to communities, which have the means and desire to do so, to enrich their school programs beyond minimum acceptable standards.

In the realization of any significant educational program, the Department of Education is competent to organize and give direction, but much will be left undone unless the citizens are willing to play the part which is theirs. Traditionally, the boards of school trustees, the members of the county finance boards, the city and county councils, many societies and organizations, as well as numerous community leaders, have contributed generously to the success of the schools of New Brunswick.

In the implementation of the educational projects which the government is studying, the function of certain organized bodies, as the boards of school trustees, may be modified; other publicly appointed or elected administrative setups may be changed or may be superseded.

Nevertheless, it must be repeated that all boards or other bodies elected or appointed to administer schools or advise on their efficient functioning have an indispensable part to play in the project which is being elaborated.

Mr. HATFIELD: Hear, hear!

Hon. Mr. IRWIN: Furthermore, benevolent associations, interested individuals, parents in particular, more than ever before must do all in their power to help the school of tomorrow fulfil the mission which contemporary society has assigned to it.

In the pursuit of that purpose, all of us should bear in mind that children's tastes and aptitudes vary tremendously. The curriculum will take those factors into account. We

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should also bear in mind that if there is merit in early specialization, in quick preparation for gainful employment, much encouragement and guidance should be given to young people in order that those who have the ability and other facilities may become convinced that a broad educational basis, respectful of not only the so-called practical disciplines, but the humanities as well, will always be the best preparation for true competence, for personal satisfaction and for significant service to the community.

In conclusion, I should like to quote the closing paragraph of an article written by the Ontario Minister of Education, the Hon. William G. Davis, in the current issue of the Canadian School Journal:

"In Education," says he, "and in it alone, lies the key to a golden future for each individual and for all of us as a society. Now is the time to learn; SCHOOL is the place in which to learn. Education is never a burden, and it is the most powerful of forces, whether technical or academic." Thank you, Mr. Chairman.

Mr. THERIAULT: Mr. Chairman, when I seconded the motion for the adoption of the speech from the throne, I suggested that several fine buildings on the former St. Thomas campus at Chatham might be well utilized for the purpose of a new trade school on the Miramichi. At that time, it was my understanding that all approaches for the establishment of a junior college at that location had been exhausted. I have since learned with pleasure that this is not the case.

I would simply like to state at this point that I will put all my efforts behind whatever use of these buildings will be in the best interest of the people of the Miramichi. I would again make the point, however, that these fine buildings should not remain unused, but rather that they should soon be put to good use in the interest of the people of my county.

Mr. Chairman, with your permission, I would like at this time, on behalf, I'm sure, of all the members of this house, to offer to our good friend and colleague, Mr. Bordage, our best wishes on this his birthday anniversary. Also, with your per-

mission, may I on this occasion present to him, on behalf of the boys on this side of the house, a little token of our esteem.

Mr. BORDAGE: Thank you, Mr. Theriault. This is certainly a surprise to me. I don't know what to say — I can't find the words to thank you.

While I'm up I'd like to congratulate Mr. Irwin for his beautiful address this evening, and to Mr. Theriault — I don't know what to say to you, you got me by surprise — thank you very much.

Mr. McILVEEN, after items under Vote 20 01 had been passed: Mr. Chairman, I understand the Department of Education have made some changes in their personnel setup in view of the enlarged amount of work that has to be done. Who are the two administrative assistants, Mr. Minister?

Hon. Mr. IRWIN: There is only one acting in the capacity of administrative assistant — Mr. Andrews. The other is to be appointed to the position once the estimates of the department have been approved.

Mr. McILVEEN: Would that be a Civil Service competition or just a straight appointment?

Hon. Mr. IRWIN: Mr. Andrews' position was not a Civil Service appointment, it was by ministerial letter. The other appointment will be a Civil Service competition.

Mr. STAIRS: Is this the Mr. Andrews who served on the Byrne Commission?

Hon. Mr. IRWIN: Yes, Mr. Chairman.

Mr. McILVEEN: Who are the Educational Administrative Director and the Educational Services Director?

Hon. Mr. IRWIN: The Educational Administrative Director is Mr. Malcolm McLeod; the position of Educational Services Director has not been filled.

Mr. McILVEEN: That will be advertised?

Hon. Mr. IRWIN: Yes. I believe it already has been advertised.

Mr. McILVEEN, after items under Vote 20 02 had been passed: Mr. Chairman, that should be a Municipal Bond Co-ordinator, not a Board Co-ordinator, shouldn't it?

Hon. Mr. IRWIN: That is correct; there is an error in the printing here. Thanks, Mr. McIlveen.

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Mr. PATTERSON: Mr. Chairman, perhaps this would be the place to ask about the number of classrooms. I believe the minister, in his speech a year or so ago, referred to the number of classrooms. What is, just roughly, the estimate for the year 1965 of the number of new classrooms to be constructed?

Hon. Mr. IRWIN: It's very difficult to say. It will probably be very close to the number of classrooms built in the school year 1963-64. There are quite a number of very large projects before the department at the present time. All the boards have been given approval of their projects.

Mr. HATFIELD, after items under Vote 20 03 had been passed: Mr. Chairman, first of all I would like to say that although all things may be relative the minister's speech on education was his best — the best government speech delivered — and I would congratulate him for it. There is a great deal in it and I may want to have something more to say about it later.

However, there is one point that he raised in his speech, of which I am inclined to be critical: he was very modest in his description of the centennial travel scheme. I think that it is not one of the best projects, it is the best project, and it may very well save our nation. I ran into groups in three different places, one was from Ontario here in New Brunswick; another was from Manitoba in Ontario, and so on, and I think, without a doubt, this is the best idea that has ever come out of Ottawa in a long time. I hope that the province will take every advantage of this, that they will try every year to improve it and make it an even better project.

The minister mentioned that the students spend four or five days in a provincial centre. I'd like for him to explain that.

Hon. Mr. IRWIN: I think I was referring to the program for the coming year and it was thought that this might be a unique program in which we would bring together the six groups that would be visiting — that is, bring them into the province at the same time.

At the moment, the centres are not located where they will stay

for the first four or five days. It is hoped to give all of them as much of an opportunity as possible to see New Brunswick life in all its aspects in the areas that they do visit, which will be the larger centres, as I understand it. These are the tentative ones: Campbellton, Moncton, Saint John, Fredericton, Edmundston and along the Miramichi.

These are the places where they would be stationed for the four or five days, going out from there. We'll be using six separate school buses for this purpose and six sets of counsellors and guides from the province, and then they will come to Fredericton for a two-day reunion in the capital, which we think will be an attraction.

Mr. HATFIELD: Now, I just want to understand this clearly. They will come to Moncton, for example, and they'll stay there for five days?

Hon. Mr. IRWIN: No. They will actually stay in Moncton at night, but will have the opportunity of visiting Sackville, Shediac and the area there, which will give them a pretty good acquaintance with that area of New Brunswick.

Mr. HATFIELD: Fine. I think that's a very good idea rather than have them travel all over the province to see a little bit of everything but not much of anything.

Will the group in Moncton, let us say, be brought in contact with the students in Moncton?

Hon. Mr. IRWIN: They'll be living in the homes of students of their own age and, as in the past, with the wonderful cooperation that we have received from the municipalities, there will be dances and other types of amusement where they can get together.

Mr. STAIRS, after items under Vote 20 04 had been passed: Mr. Chairman, first of all I would like to apologize to the minister for the fact that I was, unavoidably, not able to hear the first part of his speech. I take no issue with what I did hear, Mr. Minister.

The subject I wish to discuss may be a difficult one to answer and it involves both Teachers' College and, I would presume, grants to teachers. This is one matter that I have considered for some time to