

April 23

the village of St. Louis de Kent who will move. A great number of those who will be moved are primarily interested in remaining in rural areas outside of the village, so this is a problem that has to be resolved before a final decision can be made.

#### Motion Set Over

Hon. Mr. STAIRS, as the order of motions was called: Mr. Speaker, regarding Motion No. 8, I would ask your indulgence. The documents in connection with this motion are in the process of preparation, and I would ask the permission of the House and the mover and seconder to have it stand until those documents are prepared, but I assure the House of my readiness to table them all.

Mr. SPEAKER put the question and Motion No. 8 was stood.

#### Committee of Supply

Mr. SPEAKER vacated the chair, the House going into committee of supply. Mr. RIGBY took the chair at the committee table.

Hon. Mr. HATFIELD: Mr. Chairman, because of the necessity of certain officials of the Department of Health being out of the city today, I would suggest that we go on to the estimates of the Department of Education.

#### Department of Education

Mr. CHAIRMAN: Would the committee please turn to page 36, Department of Education, Vote 20-01.

Hon. Mr. McGUIGAN: Mr. Chairman, before we begin a detailed study of the planned expenditures of the Department of Education, I should like to make a few comments outlining some of the plans we have for the field of education.

First, as a representative of Saint John Centre, may I beg the indulgence of the chairman to make a few brief remarks about my constituency.

The Port of Saint John has an international reputation as a well located, efficient transportation facility, and I am pleased that the government of Premier Hatfield recognizes its importance to the province's economy. However, in order to keep pace with modern developments in the shipping industry, improvements are required.

The construction of Pier 14A at the Port of Saint John, which will include a large facility for the movement of forest products and automobiles, will be of tremendous benefit. I hope it will be only the first step forward in a modernization of the port which will enable it to improve its competitive position among the shipping facilities of the world.

I am deeply concerned, Mr. Chairman, about the loss during the current year of much of the citrus shipping business through the Port of Saint John. I have had several discussions about this serious matter with my colleague the Minister of Economic Growth, the Hon. Mr. Stairs, and am working closely with him in an effort to see that this valuable cargo is regained.

I welcome the announcement that a special transportation group is being established within the Department of Economic Growth. It will be concerned with air, land and sea transportation, so that an integrated, modern approach to this vital aspect of the province's economic life can be developed.

The government is concerned about the need for low-cost housing, and an extensive program is planned for this year. Saint John is an area where such housing is badly required, and I am happy that the government, through the New Brunswick Housing Corporation, is planning the construction of two projects of a total of about 50 units—one in the south end and the other in Saint John West. I expect that the corporation will be in a position to provide much more low-rental housing before the year is over.

As Minister of Education, Mr. Chairman, I am deeply conscious of the need for programs to aid young people, programs that will involve them in today's society and guide them towards a happy, healthy and productive adulthood. There has been a gratifying cooperation between my department, the Departments of Youth, Health, Public Works, and the federal government.

Hon. Mr. McGuigan

April 23

Cooperatively we are working on a project that could provide a major breakthrough in positively attacking the problems of alienated youth in the city of Saint John. We hope that a joint announcement can be made shortly regarding this proposed project, which could become a model for the other areas of our province.

As well, Mr. Chairman, my department is working with the Department of Youth and Welfare on the extremely serious problem of summer employment for youth. I hope that with the cooperation of these two departments and of the government as a whole we will be able to achieve concrete results in alleviating this unemployment crisis.

(Translation)

May I attempt to address a few words in the French language. Not only is this a bilingual province, and officially declared as such by a unanimous vote of the previous Legislative Assembly, but probably no other department of government is so closely concerned with the protection and advancement of the French language as the Department of Education. Much has been done to ensure that instruction of high calibre is given in both languages, but much more remains to be done.

(English)

Much has been done too in an endeavor to provide adequate second language instruction—both English and French—and much remains to be done. A great deal of effort will continue to be expended by many dedicated educators in the province in an effort to devise better ways to equip all our young people with a working knowledge of both languages.

Mr. Chairman, an area of education in the province which has caused me considerable concern for some time, and which is the concern of the government as a whole, is the education of our handicapped children. It is my personal opinion that these children have a right to be educated to the limit of their capabilities to the same extent as other children. I realize that under the Auxiliary Classes Act a great deal of effort has been put forward by previous administrations in this area; however, I think more should be done, and I believe that now is the appropriate time to make a fresh attack on the problem.

In line with this, I have initiated a study to be undertaken immediately on the integration of the education of mentally and physically handicapped children into the New Brunswick school system. A committee has been organized, has received its terms of reference, and is presently at work. Included on the committee are representatives of the Departments of Education, Health, Youth and Welfare, the New Brunswick Division of Canadian Association for Mental Retardation, the Cerebral Palsy Association, and the New Brunswick School Trustees' Association. Other interested groups will have an opportunity to make an input to this committee as well.

It is expected that this committee will select a school district in which to institute a pilot project for the next school year in the assimilation of educational programs for mentally and physically handicapped children. If this pilot project is successful, it is hoped that a similar integration throughout all districts may be possible the following year.

Included in the committee's terms of reference will be an investigation into the transportation problems concerning the handicapped. It is hoped that a solution to these problems can be found which can be used during the forthcoming year in those areas which will not be included in the pilot project.

I should like at this time to extend a word of appreciation to the Minister of Youth and Welfare and to the Minister of Health for their excellent cooperation in this endeavor. The cooperation of these departments is essential, as we realize that some children will need special care and ancillary services which can be provided only through these two departments.

It is our hope that such a plan will provide greater opportunity, both educational and social, for these deserving young people. The plan will free the private associations and service groups who have contributed so much in this field over the years to concentrate to a greater degree on adult education and

Hon. Mr. McGuigan

April 23

training of the handicapped. It is our belief and sincere hope that what we contemplate will provide long overdue assistance to those in our society who most need our consideration.

Mr. Chairman, grants are made by the Department of Education to schools for the blind and the deaf who accommodate New Brunswick students. I have had the opportunity to visit the Amherst school for the education of children with impaired hearing, which has been in operation for 10 years, and I was impressed. It is my understanding that the quality of education provided there now compares favorably with that in other Canadian institutions.

I also visited the School for the Blind at Halifax, and I was not at all impressed with the school's physical facilities. The building where sight-impaired children of the four Atlantic Provinces study, play, sleep and eat is extremely old, so old, in fact, that I cannot refrain from having serious thoughts about the safety of the occupants.

Mr. Chairman, I believe it is essential that improved facilities be provided for sight-impaired students. To this end, I intend to work with the other Ministers of Education in the Atlantic Provinces so that adequate facilities and good educational programs are made available for children who, because of vision deficiencies, are unable to attend the public schools.

Mr. Chairman, with your indulgence, may I also outline briefly some of the activities of the Historical Resources Administration, which reports to me, and whose estimates will soon be considered. This administration, which is responsible for the preservation, development and management of historical resources, this year will continue the work on the Kings Landing historical settlement at Prince William. This major development is on schedule and it is expected that one farmhouse, restored to the 1870 period, will be open to the public this summer, along with some outbuildings. A viewing stand will allow visitors to see a stone house being re-erected, as well as restoration work on the main site.

Most of the buildings of the main settlement are now on permanent foundations, and those involved are proceeding with the collection and restoration of artifacts for the settlement—a major project both in terms of historical resources preservation and its potential impact on the economy.

The Provincial Archives will be increasingly concerned with service, and many additional aids, including indexes and inventories, have been prepared. A major reference work, "New Brunswick History: A Checklist of Secondary Sources", will be published this summer.

For administrative purposes, the Legislative Library was recently transferred to the Historical Resources Administration. This year the stack area of this library will be expanded into the basement directly under the present library.

The research and development section will have two archaeological teams in the field conducting salvage and test archaeology on prehistoric sites around the Grand Lake system. Testing is also planned on a former French fortification at Folly Point and at the MacDonald farm at Bartibog. Planning for the restoration and possible use of the farmhouse and outbuildings as part of a provincial historic park will be undertaken. Two teams will continue the Canadian inventory of historic buildings—one in the northeastern part of the province, and the other in the Sussex, Kingston and lower St. John River areas.

Annual grants are provided for both the Military Compound Board and the New Brunswick Museum by the Historical Resources Administration. The Military Compound Board is responsible for the maintenance and restoration of three former British military buildings in Fredericton which are owned by the province and are a national historic site. Restoration and furnishing of the Guard House should be completed by September. The two main rooms, the Guard Room and the Orderly Room, will be open for guided tours this summer when restoration work on the building permits. Plans for the restoration and eventual use of the Men's Barracks on Queen Street will also be under way this year.

The Board of the New Brunswick Museum is working on a long-term development plan which should be ready for consideration within the next few

Hon. Mr. McGuigan

April 23

months. The series of traveling exhibitions created by the museum for display in schools is expected to be expanded.

Mr. Chairman, the importance of a good library system to the total educational and cultural development of people of all ages is fully appreciated by the government, and this year an additional \$140,000 is being allocated to the New Brunswick Library Services division of my department.

The regional library concept adopted in 1954 has not yet been developed to serve the entire province and, at present, from 40 to 50 per cent of New Brunswick's population do not have access to a library. This year, in an effort to begin development of the regional library system into a province-wide network, we will begin with the Upper Saint John library region. This will include School Districts 32 and 33 and perhaps District 1, with libraries to be established at Grand Falls, St. Leonard and Edmundston.

We are considering five regions for this service, and this year will be consolidating the Restigouche and Nepisiquit library region into the Chaleur library region. The Saint John library region will be expanded with the opening of a public library at St. Stephen.

Our aim is to establish a library service in one additional section of the province each year until the 288,000 New Brunswickers currently without this service will have access to it.

Mr. Chairman, one of the areas of education which has caused some controversy is the consolidation of senior high schools, a policy adopted about five years ago. At that time, 33 school districts were established, and the Department of Education laid plans for one senior high school in each district, or with two or more in districts where the enrolment was larger.

I wish to express my appreciation to the members of school boards who have given freely of their time and talents in assisting the department in its task of providing good educational programs in good physical facilities. The department has received great cooperation from the boards in the phasing out of small senior high schools and the bringing together of a larger number of students to form one unit where the quality of instruction could be improved.

Mr. Chairman, education at the high school level must be improved if our students are to be properly equipped to cope adequately with rigorous university studies, technology programs, and the increasing demands of business and industry. It is not realistic to expect that senior students can be adequately educated to meet the demands of the 70's and the 80's if they are not brought together in schools where courses designed to meet individual needs are taught by specialist teachers.

There are many advantages to be obtained in bringing together a sufficient number of senior high school students to warrant the provision of flexible programs. On the other hand, I am aware of the difficulties encountered by students who, in some cases, are compelled to travel long distances in order to attend senior high school.

I am confident, Mr. Chairman, that the youth of this province, as in all provinces, desire the best educational programs that can be made available. I am also confident that our young men and women are fully prepared to overcome adversity in order to receive an education comparable to that being offered in any part of Canada. As Minister of Education I pledge full support to the boards of school trustees as they work to implement the plans devised by the department.

Mr. Chairman, for the past four years, numerous complaints, many of a serious nature, have been voiced in respect to the planning and construction of schools. Feature articles and editorials have been common, and our schools and their problems have received widespread publicity.

On taking office as Minister of Education last November, I launched a thorough investigation into the methods used for the planning and construction of our schools. It became evident that most, if not all, of the problems could be alleviated and possibly eliminated by more involvement of school authorities at the local level in the planning and design of school buildings.

Hon. Mr. McGuigan

April 23

Mr. Chairman, I am happy to state that, effective immediately, school boards will become more deeply involved in this highly important facet of our educational system as an integral part of the team responsible for the planning and design of schools built within their districts.

The school boards will be expected to define clearly the educational requirements for each school to be built in their districts. They will be expected to establish local teacher planning committees, to prepare detailed educational specifications or user requirements for the facilities necessary to meet the proposed schools' educational programs. These local committees will have ample opportunity to consult with specialists from my department and to view and assess schools already constructed in the province.

Because of past experience in the acquisition of land for new schools, it has been decided that the local board, subject to the approval of the province, will select and negotiate for the required land for the school site. The selection of a proper site is most important, as it has a direct bearing on building and operational costs. It should, of course, be in a suitable location for the area to be served, and municipal authorities must be consulted to make sure the school will have easy access to roads and transportation facilities, and that services will be available at a reasonable cost.

On completion of the educational specifications, these will be carefully studied by officials of my department, and any points of controversy will be discussed with the school board and the planning committee. When the educational program is approved, the Department of Public Works will prepare an architectural program which will be forwarded to the school board for comment.

The boards will continue to recommend the selection of an architect. After an architect has been engaged, space studies and preliminary sketches will be prepared, based on the educational specifications submitted by the board, and a detailed cost analysis, indicating the ultimate cost of the project, will be prepared.

Once all parties are satisfied that the design and functional flexibility of the project meets the objectives of quality and cost, the architect will proceed with working drawings and specifications. The preparation of final drawings must be carried out in close cooperation with the board of school trustees and officials of my department, and a tender call will not be issued until the school board has had ample opportunity to carefully study and approve the completed documents.

During the course of construction, representatives of the board will be expected to attend all job meetings and to participate in all inspections. They will receive copies of all reports and change orders issued concerning their project.

I am convinced that this method will ensure the production of high quality school buildings at a lower cost. I am also sure that school boards will react favorably to this new procedure and will gladly accept the added responsibilities entailed in it. It will be an important function of the Department of Education to ensure that the lines of communication to the boards are kept open at all times.

Of course, Mr. Chairman, this is only the first step in our full-scale attempt to alleviate the problems now being encountered with newly constructed schools. The second step involves reporting procedures which will give my department a complete history of the good and bad points in each and every school erected in the province. To accomplish this, I will expect every school board to prepare an annual users' report on the new schools within its district. This report will cover all aspects of the construction materials used, as well as give a detailed analysis of how each teaching space within the building is utilized. In this way, in a very short period we will have complete statistics showing what should be avoided in future schools, thereby eliminating the duplication of any possible costly errors.

Mr. Chairman, one cannot speak of education in our public school system without commenting on technical and vocational education. We have reached

Hon. Mr. McGuigan

April 23

the time when the stigma formerly attached to this type of education has largely evaporated. More and more people are conceding that this is where the action is going to be in the future.

In my opinion, greater emphasis must be placed in recognizing the ever-increasing dependency on the application of science and technology in all fields of economic activity which will directly affect our standards of living.

In the post-high school area, the old conflict between training in an institution or training on the job must be resolved. There is no longer a question of choosing between the two, but rather, the two must be combined. Modern occupational demands for greater sophistication of knowledges and skills require improved training of future technicians.

Vocational programs at all levels must be further developed. Greater emphasis will be placed on coordinating the efforts of all agencies involved in providing opportunities for an individual to improve himself. More emphasis will be placed on informing the members of our society of the necessity of upgrading or retraining. In addition, greater emphasis will be placed on providing information and guidance so that our young people will have a better basis on which to place their choice of vocation.

Greater flexibility will be required in the developing of programs which will be requested by individuals and agencies resulting in a greater need for research and planning.

Of great concern to all of us is the need for improved vocational and technical training and facilities for our French-speaking population. The provision of facilities will continue. We are increasing substantially provision for French-speaking instructors so that we may train technical and vocational teachers in sufficient numbers to adequately staff the new facilities which we expect to be building, opening and equipping.

Concern has been voiced for a number of years now, and rightly so, that too much authority in the field of education lies with the Department in Fredericton and that local boards especially do not have a meaningful voice in the running of their affairs. That such is true has become so obvious that we have real concern regarding whether or not the best qualified people would consider offering for school board elections, or if we would even have enough offering to fill the positions.

To alleviate these conditions, the government has decided to move on a number of fronts in addition to those already mentioned in a desire to return more autonomy to local school boards. We hope to provide greater freedom of action within a milieu in which final monetary authority rests in the central agency. Because of this financial responsibility, the salaries paid to school district personnel and teachers would be controlled centrally as at present. However, the remainder of the budget would be provided to the districts in bulk, the allocation of which would be the prerogative of the local board. The amount of this budget would be determined initially in the same manner as has been done in the past.

The government is investigating the possibility of returning the full responsibility for major and minor repairs to existing school plants to the local boards in the next fiscal year. Regarding the purchasing of capital equipment, it is proposed that for a new school complex this will continue to be obtained through Central Purchasing. However, replacement equipment for established schools shall be purchased from local school district budgets, which will be allocated on a per pupil basis.

An investigation will continue to determine if standardized tests will correlate with the departmental examinations to a sufficient degree that the departmentals can be eliminated and be replaced by the secondary school record, the principal's recommendation and the results of a battery of standardized tests. If such is to be the case, a tremendous increase in responsibility for local boards, schools and personnel will be the inevitable result, along with the elimination of the mental anguish presently suffered by our high school students. As well, a great increase in the flexibility of curriculum

Hon. Mr. McGuigan

April 23

can be offered. In the interim, the department will continue to strive for more choice in the curriculum offered students.

It is my hope that the increased responsibility to be gained through the foregoing proposals will provide an atmosphere of challenge to our school board members. I ask men and women who are interested and concerned with education in this province to come forward and offer in the school board elections in June. I am sure they will find work and challenge, along with a commensurate reward, and I assure them of my full cooperation. I would like too to thank all those people who have served so well and without remuneration for the past two years.

Other items which are of interest and concern to hon. members opposite and to the citizens of this province as a whole, will, I am sure, be discussed during the consideration of the estimates.

Mr. MELDRUM: Mr. Chairman, I suppose I should express regret to you and regret to the minister that we are not going to be able to start reading the items of this department's estimates as soon or as easily as you might have wished, but, if nothing else, I think I owe here publicly to the minister my congratulations. I have congratulated him privately, and commiserated with him privately. I want to do that publicly.

Perhaps short of being Premier of the province, I suspect that there is no job that demands more of a man, of his time and talents and ability, and in which the public is more concerned than the role and performance of the Minister of Education. The demands on him as an educator, as an administrator and as an example are constant, and I do congratulate the hon. member from Saint John Centre sincerely on having been chosen to fill this particular role.  
(Translation)

I also congratulate the minister for his comments in the French language. It was my pleasure to be the first Minister of Education to give a speech entirely in French to the French-speaking teachers of New Brunswick. I am sure, Mr. Minister, that your efforts in this regard will be very much appreciated.  
(English)

I was happy, too, Mr. Minister, to hear your comments on the program which you hope to be a model for cooperation in youth-adult participation and communication.

New Brunswick in its education programs has been able to provide some models for the other provinces in the past, and I am sure that we can in the future. I would, perhaps with tongue in cheek, even say that under the present government we should be able to provide a model to the rest of Canada, and I certainly wish you and your colleagues well in that regard. If my efforts sometimes seem to be taking a different direction than yours seem to take, I am sure they are meant totally as a means of exposing a different point of view, a different concern, or perhaps the same concern from a different pair of eyes, and I mean this. I was glad to hear your suggestion that you have a program which you feel can become a model for others.

In spite of the fact that last year about this time we had an exchange on this and I had my heels dug in solidly, I congratulate you on your suggestion of further studies in the matter of integrating the education of the handicapped with the public school system, and to the full extent of their abilities. It is going to be a difficult chore for you, for the children, for educators, and yet we all fully appreciate that the greatest possible degree of integration is perhaps also the greatest possible degree of education in itself for children or adults with special problems.

Because I have been reading some of your ads from last October, I listened to your comments on local school autonomy, and I can only say that I think your suggestion that school boards should select and negotiate for school sites has much merit, and your suggestion that members or representatives of school boards will participate in the inspection of the construction program as it goes along is very worthwhile, commendable and certainly, publicly, I cannot but support it.