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First Reading

Hon. Mr. SIMARD introduced Bill No. 35, to amend the Guarantee Act, which was read the first time.

He (the minister) said: Mr. Speaker, the purpose of this bill is to extend to March 31, 1974 the period during which the Lieutenant-Governor in Council may guarantee the payment of the outstanding principal of bonds, debentures, notes or other securities issued by a corporation, with the aim of assisting industrial development and expansion in the province.

Hon. Mr. SIMARD also introduced Bill No. 36, to amend the Loan Act 1973, which was read the first time.

Hon. Mr. BAXTER introduced Bill No. 37, to amend the Devolution of Estates Act, which was read the first time.

He (the minister) said: Mr. Speaker, the purpose of this bill is to provide that where there are no children of a marriage and a spouse dies without making a will, the surviving spouse takes the entirety of the estate of the deceased spouse. At present there is a limit on the amount that can be inherited by the surviving spouse, the remainder being distributed among the next of kin.

Budget Debate

Hon. Mr. McGUIGAN, resuming the debate on the budget, spoke as follows:

Mr. Speaker, on this my first opportunity to formally address this House during the current session, I should like to offer my sincere best wishes to His Honour the Lieutenant-Governor and Mrs. Robichaud.

To you, Mr. Speaker, I offer both my good wishes for the future and congratulations for the excellent way you are fulfilling your role as Speaker of the House. A continuation of this type of service, I believe, will assure you a position of respect and esteem equal to that enjoyed by your illustrious predecessor.

Mr. Speaker, I should like to express my sincere sympathy to the families of our colleagues who are no longer with us. All were dedicated public servants whose contributions will be sorely missed.

I would like to mention in a special way my late colleague from Saint John Centre, the Hon. George McInerney. A man of great intelligence, an able debater and a consummate politician, the lack of his presence is being sorely felt in Saint John and, indeed, throughout the province.

I say welcome to the new members of this House. I am confident they will serve their constituents well and their level of service will do them credit.

Before I turn my attention to matters specifically concerning my department, I should like to speak very briefly about my constituency, Saint John Centre.

It has been recognized for over 100 years that if New Brunswick is to take its rightful place as a strong self-supporting entity within the Canadian Confederation, we must turn our eyes again toward the sea and beyond our borders. New Brunswick requires a seaport of size and importance. Luckily we have such a facility in the Port of Saint John.

The development and industrialization of all parts of the province is a proposition which must be accepted and supported, and it is by this government. These developments and industries are going to require a strong and viable port through which to ship to the markets of the world. It has not been easy to develop this port and it will not be easy in the future in the face of the apparent policy of the National Harbours Board, but a start has been made. The inner harbour, after long years of inattention, is being developed, even if we must pay totally for that which other more favored ports are receiving free of charge from the federal government.

Six months ago the most important project in this century for the Port of Saint John was announced—a \$21-million renovation of Piers 4 to 9. Recently the contract for a major part of this work, almost \$14 million, was announced.

Provision has been made as well for instant action when required at Coleson Cove.

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It is this kind of decisive action, backed by provincial money, which is coming to characterize the Hatfield government and which will assure the future of this province.

I am aware as well of the efforts being made to provide serviced land for industrial development in Saint John, and I am aware of the great amount of effort being devoted to the development of Lorneville. Efforts are being made in Saint John because it is recognized that a strong and viable industrial centre and a strong port in Saint John are good for all the province. I have noted that the tonnage through this port was up 12 per cent this January over January of last year.

As a citizen of Saint John, it is comforting to know that we have in the Premier a person who recognizes the importance of that city, and more important, is willing to take decisive action to enhance its potential. I would ask him to continue to travel; continue to endeavor to convince the federal government and its mandarins of the unlimited power of our needs; and continue to seek to persuade industry to locate in this province. And I would say to him: If you can do it more quickly and do more of it, neither I, nor, I am sure, the people of this province, will begrudge you the use of the airways to carry out this function.

Mr. Speaker, I should like now to mention a few of the important things which have transpired in Saint John since this government assumed office.

A new bridge has spanned the harbor for a considerable number of years—a bridge that was financially unsuccessful due to the lack of access roads. To date some \$16 million has been spent on the throughway. One of the priorities of the government is to see the western section of this throughway operable this year and negotiations are well under way with the federal government in this regard.

It was this government which guaranteed a sizable loan to the Irving Shipbuilding Company so that the yards could receive much needed renovations and expansion, so that the jobs at this facility would be protected.

This government expended considerable sums of money to obtain suitable industrial land and is budgeting much more to supply services to this land; it has provided substantial grants toward the construction of two large nursing homes, and it removed the sales tax on building materials, thus helping Saint John to reach levels of capital construction hitherto unthought of.

Present indicators are that the dream of the Multiplex Corporation will begin to become a reality very soon.

Two new schools have been constructed in District 20 and two more have been started.

A new Saint John Regional Hospital is currently being planned. It is noteworthy that the Minister of Health has established a Saint John Region Joint Planning Committee, including medical staffs and hospital administrators of the entire region to be served by this hospital. Community representation is ensured through the membership of the boards of trustees on this committee.

The problem of alcoholism is necessarily a concern of several departments of government, including the Department of Education. It is recognized that an adequate attack on this problem requires a complete range of services, including general education, prevention, treatment and rehabilitation. For this reason the recent opening of the Alcoholism Rehabilitation Centre on Hazen Avenue in Saint John is a valuable contribution to the care of those who are affected by this serious social problem.

In the past two years great strides have been made in the development of a medical education program. This program is largely based on the services of the Saint John General Hospital, and major renovations and alterations have been made during the past year to meet the requirements of this program.

A highlight of the past year has been the smooth transfer of control of the former D.V.A. Hospital which is now called the West Saint John Community Hospital. Not only did this transfer ensure continuity of care to the veterans in the Saint John region and the province, it also resulted in a wider scope of medical services to veterans and to members of the community in general. The

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fact that approximately 400 employees were able to continue their employment is a matter of major economic importance. The smoothness of this complex transfer speaks well for the efforts and cooperation of the hospital employees and the members of the Department of Health.

Mr. HIGGINS and Opp. Members: Hear, hear!

Hon. Mr. McGUIGAN: Thank you. I knew you would notice that things were taking place there, Bob.

Mr. Speaker, as I take my place in this budget debate, I do not intend at this time to go into great detail about the proposed budget for various educational expenditures. An opportunity for this will be afforded when my estimates are debated before the committee of the whole House very soon. Rather, I should like to inform the House of some of the significant activities and policy changes which have taken place in my department during the past year and to report on current work and plans.

I stated in this Legislature last year that I did not believe that this province was ready for another major upheaval in education so soon after that of 1967. I said that I felt such a course of action would have a damaging effect on our educational system. I believe that I was correct when I voiced those thoughts.

Change there must be: Change to meet a changing society; change to solve old and new problems; change to correct weaknesses and anomalies, and change to provide a better service.

But change should not mean a complete wiping out of the established order and its complete replacement with something new. Nor should it be a once in a lifetime experience. Rather, change should be a gradual process; it should be continual, and it should be the result of careful study and consideration after viewing all the facts and statistics available. This is our policy and this is what is happening at the present time. It may not bring the headlines that another course of action might, and it probably will not provoke a similar amount of discussion, but then many feel that there has been too much discussion about education in recent years and not enough action.

Let us look at some of the changes which have come about recently.

An important aspect of education is evaluation. Let us treat this topic first, as it was an area in which I very early discovered a major weakness. In this field an important policy change has taken place in the evaluation of high school students.

Last year I reported that the matter of departmental exams was being given study by the department. As a result of the study, the decision has been made to phase out departmental exams over the next two years and to offer, beginning in 1975, a program of standardized achievement tests in both official languages. The rigidity of subject dominated departmental exams will give way to the evaluation of overall intellectual development.

Departmental exams have been in existence a long time and have achieved a hallowed authority—many of my colleagues will recall them with various feelings. However, increasingly in recent years, they were designed to assist postsecondary education institutions to make selections for entrance to them. Most such institutions now place greater importance on the student's high school record and the school's recommendation. The purpose of the new testing program will be to complement the school's assessment. I think it marks a significant improvement in the confidence in our educational system when the institutions receiving students from high school place the greatest emphasis on the high school's evaluation in predicting student potential. Hon. members will note that we have budgeted certain sums for the development of these tests in the months ahead.

I realize there will be many questions about the new program and the format it will utilize. For this reason we have prepared an information brochure in both official languages for students, parents and school personnel. I would like at this time to table two copies of this document for the information of the hon. members of this House.

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Documents Tabled

Continuing, he (the minister) tabled two copies of the information brochure to which he referred, entitled "New Brunswick Senior High School Achievement Testing Program".

Budget Debate

Hon. Mr. McGUIGAN resumed:

My department has taken other definite steps in the past year to evaluate the progress being made by our pupils. Evaluation of programs is an ongoing operation and many methods are used to determine the success of our programs. One of these methods of evaluation is standardized testing. In the past year, we have been able to secure achievement tests suitable to measure French-language competency in grades 3 and 6 in all French-language schools in the province. This initial testing program involved some 11,000 students and was made possible through our cultural agreement with the province of Quebec. It is our hope that this cycle may be repeated next year and extended to include the ninth grade.

Many people are not aware that the French-language achievement tests are not available from commercial sources. The agreement we have reached with the province of Quebec has removed yet another area of inequality in French-language schools. I say this because English-language schools have always been able to purchase such tests from any of several commercial suppliers. While the emphasis will not necessarily be the same in both cultures, my department is planning systematic measures of pupil progress that were never before possible in both cultures.

In the area of testing, my remarks are not intended to imply that final decisions have been made. We require an extensive amount of dialogue with district personnel as well as professional staff at the university level to determine if what we propose is of maximum value to the student. Subject to the wishes of many school counsellors, teachers and other professional persons involved, we will be able to offer services to schools that were previously not available, yet are crucial as one means of evaluating pupil progress. We will be expending money for the continuation of this work in the year ahead.

I shall return to this topic later this afternoon.

It has been obvious for many years that we in New Brunswick were not educating our prospective teachers in an adequate manner. A new policy was needed to produce change in this field of importance.

While speaking to the assembly during last year's sitting I outlined plans for the development of a new program of undergraduate teacher education while bringing about the integration of the teacher training institutions in the province with the University of New Brunswick and l'Université de Moncton. I am pleased to say plans are proceeding to bring both changes into effect by September of 1973.

On November 30, 1972 agreements were signed between the government and the universities providing for the integration of Teachers College, Ecole Normale and the teacher education unit of the New Brunswick Institute of Technology. The agreements represent an important milestone in the development of education in the province, and I wish to briefly outline their provisions:

1. The physical transfer to the universities of all leasehold lands and premises occupied by Teachers College and Ecole Normale and the equipment and other personal property of Teachers College, Ecole Normale and the Teacher Education unit at N.B.I.T. will take place on July 1, 1973.

2. The two universities are in the process of developing undergraduate programs for teacher education for implementation in September 1973. The programs will be of four years' duration leading to a Bachelor of Education degree, with the first degrees to be conferred in May 1977. To offer the new program the University of New Brunswick will enlarge its faculty of education and l'Université de Moncton has established a faculty of education.

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3. The universities have been able to absorb over 75 per cent of the present teaching staffs at the three institutions. In the case of staff not employed by the universities, the government is making every effort to reassign personnel to suitable positions. The universities have offered employment to all nonacademic staff beginning July 1, 1973.

4. The government will provide a maximum of 25 study leaves over the next three years for teaching staff who accept employment with the universities. The purpose of the leaves will be to assist staff to obtain enhanced qualifications or training in a desirable area of specialization.

5. A unique feature of the agreements will be the establishment of two joint advisory committees, effective July 1, 1973, representing the minister of each university, to consult with the faculties regarding the development, content and organization of the new programs. It is recognized that the universities are autonomous bodies operating under Acts of the Legislature and thus will be fully responsible for undergraduate teacher education. The Minister of Education, on the other hand, is responsible for teacher licensing and certification. For these reasons, it is most essential that continuous dialogue take place between these two groups on the education of teachers.

6. The agreements will continue in full force from year to year unless terminated by either the minister or the university concerned, giving to the other party two years' notice in writing. The agreements are binding until June 30, 1979.

The effects of the agreements will be far-reaching.

With the exception of certain aspects of vocational teacher education, for the time being all beginning teachers, as of 1977, will be required to gain a degree. This will create a much improved professional status for the teaching profession.

The inclusion of teacher education within the two universities will strengthen the programs considerably because they will have the total resources of the universities upon which to draw. I should note that by placing teacher education within the universities New Brunswick adopts the same policy as all provinces in Canada except one.

Budget estimates for teacher education will become a university responsibility, and thus funded under the provisions of the Post-Secondary Education Act.

The negotiations between the government and the universities in bringing about the policy changes in teacher education proceeded in an atmosphere of cordiality and goodwill. Many people devoted considerable time and effort in developing them. To these people I would like to express my appreciation and gratitude for the work they have accomplished.

I believe there is general agreement that the changes are desirable and necessary and constitute a major step forward in the quality of education offered our young people in New Brunswick. It is in my opinion an example of planned, orderly and progressive change.

Mr. Speaker, I am happy to report that the collective agreement between the New Brunswick Teachers' Federation and the government was satisfactorily completed in the time allotted. These negotiations were conducted on a basis of mutual respect. One article gives me particular pleasure: "Teachers who agree to be cooperating teachers shall do so as part of their professional responsibility." Prior to this agreement, cooperating teachers were paid extra on a per diem basis for this service. This article fits in well with the philosophy of the new program of teacher education; its inclusion in the agreement enhances the professional status of our teachers.

There is another article of the collective agreement on which I would like to comment. Under the terms of the agreement between the province and the Teachers' Federation, financial provision has been made for projects, study, or research to be carried out by teachers at the request of their boards. Grants were awarded for 83 projects this past year. The funds are meeting a real need in terms of stimulation of local initiative, particularly in various areas of local curriculum activity and general professional improvement for the teaching profession.

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Mr. Speaker, I should like now to speak of the New Brunswick library service program.

The objective of the library program for 1972-73 was to improve the existing service and to extend it to parts of the province previously unserved. As a result, we have been able to add more materials and, to a limited extent, modernize the concept of library service by including nonprint materials. We have also been able to add professional staff to four of our public libraries, namely, Moncton, Fredericton, Campbellton and Edmundston.

We have endeavored, as well, to improve the working conditions of our library employees by including them under the Public Superannuation Act, and we are currently negotiating their inclusion in a group life insurance plan. It is fair to say that in effect our library employees enjoy the same benefits as the Civil Service, and that as a result their working conditions compare favorably to those in any other province.

In 1971-72 we made a start on the Haut St.-Jean Library Region. Last year as well, library service was extended beyond Edmundston to St. Leonard and Grand Falls. A bookmobile has been added and will gradually cover the Madawaska and northern Victoria counties. We plan to develop the potential of the present vehicle by adding a house type of trailer with the hope that we shall be offering a more complete mobile library. The trailer has been received and will be fitted out for use soon.

Kent County has received a new bookmobile which is now in operation. Carleton-Southern Victoria has received a bookmobile which should begin operation April 1, 1973. During the year, bookmobile service has been extended to Queens and Sunbury counties. The program in Carleton-Victoria has not had to wait upon the delivery of these vehicles, however, since we have assumed the operation of libraries in Perth-Andover, Florenceville and Woodstock.

You may recall that I included in the library program for this year libraries in Caraquet and Sussex. We are prepared to go ahead with these whenever these towns are able to provide the necessary satisfactory accommodation.

I should like to publicly compliment the municipalities and the local library boards in St. Stephen, Woodstock and Fredericton for the importance they have attached or are attaching to library service by providing accommodations beyond what we sometimes have considered as being adequate for the library. With the municipalities and the province working together, we should be able to go on and develop a first rate library service for the entire province. Expenditures under this vote will increase during the coming year.

I should like to add as well that the recommendation of the Task Force on Municipal Financing, namely, "Public library services, other than regional library services, become a municipal function and also a permitted function of local service districts", has not been accepted by the government. Thus any danger of fragmentation of library service has been eliminated.

Mr. Speaker, I have mentioned on more than one occasion that I attach great importance to non-university post-secondary education, both in terms of quantity and quality. While much has been accomplished, I was of the opinion that new thrusts were necessary. A new policy was necessary to facilitate changes in this important field.

The new Community College Act introduced into the House yesterday enunciated the policy chosen and will provide the vehicle through which orderly change can be effected. While the content of this bill will be debated at length later in the session, I would like to state that I attach great importance to the input which the local people will be able to make into the working of their particular community college. I am sure that this concept will produce changes for the improvement of this vital sector of educational endeavor.

Mr. Speaker, it is a well known fact that there has been need for a structural reorganization within the Department of Education for a considerable length of time. The massive increase in duties and responsibilities undertaken in 1967 was not accompanied with commensurate changes at head office. The appointment of a second deputy minister in 1968 did not result in any reorganization at that

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time, nor was there any effective delineation of authority between the two deputies, then or subsequently.

I reported to this House last year that the firm of P.S. Ross and Associates had been engaged to conduct a study and to prepare recommendations concerning the structure of the department, both in Fredericton and in the branches in the field. The study has been completed and the report was received and tabled in this House on Friday last.

The study was carried out by competent people with a desire to do the best job possible. In my view, the report is a good one. It provides an objective overview of the system, delineates our problems in a most succinct fashion and makes a number of valid recommendations. I have spent much time in recent months in studying this report, seeking how best it could be utilized to solve our problems in a manner compatible with government policy.

Two organizational plans were suggested in the report. The long-range plan, according to the report, is desirable but probably not acceptable at this time. I am willing to accept that statement. The suggested interim plan, while possibly quite valid at the time the report was written, became somewhat redundant when the government accepted the community college concept. However, the need for action still existed and the general recommendations proved most useful in this regard. Modified to meet our special needs as we saw them and to meet changing policy, they provided the basis for our subsequent action, and I would now like to outline this action.

Transportation, which we view as dealing with students rather than with buses, has been transferred to the Chief Superintendent of Schools. Requisitioning of supplies and equipment has been transferred to Administration under the director of that branch. The Office of the Registrar, which will account henceforth for the licensing and certification of all teachers, both academic and vocational, becomes the responsibility of the Chief Superintendent.

The Audio-Visual Branch and the Physical Education and Recreation Branch are considered to be curriculum functions and are transferred to that branch. In addition, Curriculum and Research will absorb those persons who were previously in the Vocational Branch but who were concerned with vocational education in the public schools. Thus, for the first time and after altogether too long a time, we will have the Curriculum and Research Branch dealing with all the courses in the public schools. Vocational education will no longer be the poor brother of the academic section.

The Correspondence School becomes a part of the Adult Education section and will receive considerable attention in the months immediately ahead.

These changes, coupled with the transfer of teacher education to the University of New Brunswick and l'Université de Moncton leaves the department with six easily identifiable branches where originally there were eleven.

Areas of instruction, namely, the Chief Superintendent, Libraries, and the Curriculum and Research Branch will become the responsibility of the French-speaking deputy minister. The English-speaking deputy minister will have responsibility for Administration, School Buildings and Trade and Technical Schools. In addition, he will be responsible for interprovincial and interdepartmental cooperation, liaison with universities and community colleges, as well as the possible establishment of a planning, evaluation and statistics branch.

I am fully cognizant, Mr. Speaker, that there is considerable overlap in these functions and that the danger of isolation is a possibility. To overcome this problem, a senior policy group as recommended in the P. S. Ross Report and comprising myself, the deputies, the assistant deputy and the branch directors, meets weekly. It is here that policy is decided, tasks undertaken and reports given. This ensures, I believe, that all senior people will have an opportunity to make an input before decisions are taken, and it ensures that all are informed of what is taking place. Both deputies will have an equal input during the budget preparations.

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While these changes become effective formally on April 1, 1973, in actual fact some have been in effect for some time and seem to be working well.

I realize that this plan of organization may not be the perfect plan, but I believe it to be a significant improvement. Further consideration, further suggestions, and the work currently under way and to which I shall refer in a few moments may well suggest further modifications. To these we will react in our continual evolution of improvement through a process of ordered change.

(Translation)

Mr. Speaker, anyone who is involved in this noble occupation of endeavoring to provide educational opportunities to our young citizens is bound to be subject to criticism. Criticism is not a bad thing and it certainly is something one becomes used to very quickly. While I tend to react to some extent when hard-working, dedicated career civil servants in my department are subjected to what I know is unfair criticism, I as an elected person do not shun and rarely react to it.

The Department of Education and its members have come under criticism in recent months over its alleged failure to exert any meaningful effort designed to provide suitable educational opportunities for the francophone citizens of this province. I should like to point out, Mr. Speaker, that I realize that for too many years adequate educational opportunities were denied our French-speaking citizens. It is my intention and my goal to wipe out these inequities and to provide the best education possible to all citizens of New Brunswick regardless of their mother tongue. I believe the Department of Education has worked diligently in this field and that we have produced change and concrete results.

Earlier today I spoke of evaluation. While our entire thrust in evaluation has not been directed specifically towards the francophones, it must have been noticed that because of previous weaknesses in that sector it was there that the greatest emphasis has been placed. I will not repeat our efforts in this field at this time except to say that evaluation is an extremely important field through which anglophones and francophones for the first time are moving on equal footing.

(English)

Let us look at various areas where we have made important strides toward providing equal education for our francophone citizens.

Departmental work is progressing in validating an intelligence test which can be used appropriately in schools where the language of instruction is French. This test has been decentralized under the coordination of regional guidance offices, thus maximizing input from the francophone community.

A general adult equivalency testing program is being developed in the French language. Such a program should be available for all New Brunswickers in both official languages for September 1975. These tests are expected to be of national significance in that they can be utilized by all Canadians whose mother tongue is French. Because of this significance, appropriate federal funding to assist this effort has been secured.

The comité Co-ordonnateur de l'Enseignement Professionnel under the chairmanship of one of our regional superintendents, with a wider teacher participation, has been able to work meaningfully in such French language curriculum areas as first and second languages, history, general science and mathematics.

The department has evolved an accelerated program of curriculum development for the senior high schools of the province covered by the FRED agreement. Five consultants were assigned to accelerate curriculum development in such priority areas of industrial arts, business education and junior high school programs. This effort in French language development will be expanded during the coming year.

The services of psychologists and guidance officers have been retained based on the priority needs of the northeast working on a seconded basis from the Community Improvement Corporation.

The area of vocational teacher training in the French language has met with a high degree of success at the New Brunswick Institute of Technology.

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Post-secondary instruction in the French language, principally at the N.B.I.T., has received considerable attention. Courses in accountancy and electronic technology were undertaken in 1972. Plans are now under way to continue into the second-year programs in accountancy and electronic technology and to develop curriculum offerings in civil technology and mechanical technology in the French language.

Three French-speaking teachers are this year taking training at the Interprovincial School in Amherst to qualify as teachers of deaf children. They will begin in September 1973 to work in Bathurst and in counties along the north shore of New Brunswick.

Next year four more French-speaking teachers are expected to take the same specialized training in order to provide service to children of the Edmundston area who have a hearing handicap. The same year it is intended to have two vocational teachers giving support services to young deaf adults attending vocational schools. During the past year societies devoted to providing special education to French-speaking handicapped children were begun and funded by the Department of Education.

The major extension of library services to French-speaking areas has already been mentioned and more progress is expected during the coming year.

Total immersion courses in the French language for beginning students are being carried out by certain districts on a pilot basis and in cooperation with my department. These are being watched carefully and a preliminary report reveals hope that this may be a viable method of producing efficiency in a second language.

During consideration of the estimates you will be asked to approve certain new positions within the Department of Education. Included will be an Associate Chief Superintendent and an Assistant Director of Curriculum and Research. These will be bilingual positions and it is expected that one will have direct jurisdiction over vocational programs in the French language in the public schools.

Concern has been expressed over the number of francophones working in the department. Some statistics arrived at when viewing my tenure of office and concerning people of French derivation might prove helpful:

Short-term casuals appointed	32 per cent
Long-term casuals appointed	47 per cent
Regular Civil Service appointments	50 per cent
Advertised bilingual competitions	40 per cent
Salary cheques issued to persons of French derivation	42 per cent

Mr. Speaker, I am sure there are some who will feel that this effort has not been adequate. Others will feel that we have placed too much emphasis in this area. I believe, however, that recognizing an obvious weakness in the system, we have moved to correct it in an orderly, reasoned manner, and we are spending money to back up our desires in this matter.

I do not pretend that our work in this field is finished, any more than I believe that we have corrected all the ills in the English-speaking sector. Therefore, we will continue to work quietly and without fanfare on all of these fronts.

At this point in time I believe we are at a critical stage in educational development, not in New Brunswick only, but across North America. One hears much about the reexamination of the aims of education and priorities in it; one hears frequently the concept of accountability applied to education. There is concern whether the considerable amount of money expended on education is bearing a commensurate return. In remarks to the 1971 and 1972 sessions of the House I raised certain problems and concerns about where we stand and where we are going in education.

Over the past two years several committees have been appointed to examine these problems and concerns in depth so that the future policy decisions might be based on sound knowledge and research. The Study Committee on Auxiliary Classes has submitted its report, and I wish to commend its members for the

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comprehensive nature of the report and to thank them for the considerable zeal with which they undertook their work. There is much in the report for study and there are many recommendations which will require careful consideration by a number of departments for possible policy decisions. The other committees are in various stages of completing their reports.

Mr. Speaker, I have spoken today of change, change in an orderly way designed to improve educational services. I have pointed out some of the areas where new policies have resulted in substantial changes and improvements. It is essential, however, that this process should continue and increase.

It is urgent that the course for public education over the next decade be set now. Accordingly, I have established a Committee on Educational Planning. Membership on the committee is representative of my department, other areas of government concerned with education, the New Brunswick Teachers' Federation and the New Brunswick School Trustees' Association.

The terms of reference for the committee are, briefly:

1. To examine and project the purposes of public education in New Brunswick.
2. Review the content and organization of instruction offered in the public schools related to the educational needs of the young people of our province.
3. Study the effectiveness of the public education program in terms of the financial expenditures on it.
4. Analyze the administration of the public education system at all levels to determine its ability to meet the particular educational needs of this province.
5. Report on the foregoing and make recommendations for future policy implementation.

The committee has already begun to meet and has organized itself into working subcommittees for purposes of efficient operation. Reports of committees already established will be directed to the committee for review, as will the aspects of the P. S. Ross Report not already implemented. As the committee proceeds in its work it will be inviting submissions pertaining to the terms of reference from interested groups and meeting with such groups in various parts of the province.

The committee will be making frequent interim reports to me and to my senior policy committee, and I have directed it to make a final report to me not later than October 15 of this year. While much has been accomplished in education in the past year, much remains to be done. It is time to put education's own house in order. This we intend to do.

Mr. Speaker, the last year has been an active one for the Department of Education. Much has been accomplished, important things for education have been put into motion, and the forthcoming year looks even brighter. If the departmental officials continue, as I'm sure they will, to exhibit the drive, determination and dedication in the coming year that they have in the past, I'm sure education in New Brunswick will continue its march of improvement.

Mr. GRAHAM, continuing the debate, spoke as follows:

Mr. Speaker, in participating in this budget debate may I first of all extend to you my congratulations on your election as Speaker of this House.

To His Honour the Lieutenant Governor and Madame Robichaud, I extend my best wishes for health and happiness in a continued stay in office.

To the new members who sit in this House for the first time, I extend my congratulations. May their presence be a benefit to their riding and to the people of New Brunswick as a whole.

To my leader, Robert Higgins, I once again extend my support. He is a great leader who is trying to return participation in government and the making of party policies to the people where they belong.

Mr. Speaker, we are now in our fourth week of this session, and what have we seen to date? We have seen the introduction of 34 pieces of legislation, 30 of which could be termed housekeeping amendments. We have seen a continued defensive position on the part of the government front benches in attacking my leader and the Financial Critic. To me it seems that the government front