

ness, budgeting, sewing and baby care. Yet little attention is given to encourage the type of housing given. It is agreed programmes might be determined by the individuals capabilities but nevertheless the educational programme should be geared to a useful and practical output rather than a theoretical and impractical programme.

Those in the poverty class are principally there because they are not trained to perform useful work nor to function as a normal worker in our society.

The three R's reading, writing and arithmetic which are fundamental to modern living are basically completed by grade six. However, further training in Social living is not a basic part of our educational program. For example, how to purchase necessities economically, how to drive, and many other types of practical courses are not taught although all matters which are involved in daily life.

Teachers know early who are more inclined towards practical rather than to academic training but are forced to keep these people on an academic program and judge them accordingly. There is a correlation between the children who do not get preschool learning at home or at Kindergarten and lack of success in academic subjects. These people are branded immediately, as being in the "D" group of less than average intelligence.

With the advent of academic streaming those in the "A" group feel smarter and superior to the others while those in the lower streams feel inferior and inadequate from the beginning. The judgment standards are purely academic. Very little guidance and help is offered to those preferring trades to high school and college.

The Dominion Bureau of Statistics, 1961 report states that there are 9.8 per cent in New Brunswick with no schooling, compared with 5.7 per cent in Canada; 19.5 per cent in New Brunswick having less than grade five, while Canada shows 13.4 per cent.

1965 statistics indicate quite clearly that the holding power of the schools in the Atlantic Provinces was considerably below that of the schools in all of the western provinces. From a labour force standpoint, a significant fact illustrated is that a higher percentage of girls are retained to grade eleven than boys in all provinces except Newfoundland. In New Brunswick, the retention rate for boys was 50 per cent and for girls 57 per cent. Nova

Scotia showed 60 per cent for girls and 46 per cent for boys, while Prince Edward Island was 38 per cent for boys and 43 per cent for girls. In Alberta, 80 per cent of the boys and 82 per cent of the girls were retained, while in British Columbia figures showed 78 per cent of the boys and 79 per cent of the girls. This indicates the educational programme is not attracting a large number of persons due to the wrong type of programme.

The retention rate for New Brunswick during 1965 in grade nine was 84 per cent of boys and 82 per cent girls, while in the western provinces, the average retention rate of boys was 92 per cent and for girls it was 93 per cent. Grade ten in New Brunswick statistics showed 62 per cent of the boys and 68 per cent of the girls were retained, while in the western provinces the retaining power showed 79 per cent of the boys and 82 per cent of the girls.

We are not advocating that all those who drop out of school before completing grade nine would not drop out if Vocational and Technical training were offered at an earlier age. We can assume however, that a good number of them cannot cope with the academic work beyond grade six and become frustrated and leave school accordingly totally unprepared to play a useful role in society. They graduate quickly into the poverty class.

Everyone needs the feeling of success even in a minute way, such as the making of a wooden lamp in a shop period, or the painting of a picture in art class. It is a known fact that success in one area develops confidence that carries over into other areas. If the pupils are all forced to conform to a purely academic standard until the end of grade nine, a good number of students will meet a series of frustrating failures. If these young people could have the choice of entering vocational courses at which they may be more proficient, then it must be assumed that their relative success in the trade courses may be the catalyst that keeps them in school.

Before these pupils can enter a trade and specialize in a given field they must be able to reason and be sufficiently stimulated to be able to handle the type of training offered. Does it take nine or more years of academic training to accomplish this purpose? Can the pupils not get the background of academic training earlier than this so that they can be offered the choice of an academic course or the technical and vocational courses? By the