

rather than reduce it since it reduces the revenue received from employing another man in any business.

Many of us will sympathize with the Social Creditors' ultimate objectives of maintaining full employment of our economic resources and of transferring income

from the rich to the poor. We disagree, however, on the methods by which this can be done and in doing so we contend that their economics is faulty. Anyone hoping for real social reform will regret that Social Credit theories have led so many on a wild goose chase.

Vocational Education in New Brunswick*

By W. K. TIBERT

THE New Brunswick Vocational Education Act was passed in 1917 nearly two years previous to the Federal Parliament passing the Technical Education Act of 1919. During the winter of 1918-1919 ten centres organized night school programmes and 1776 students enrolled.

The first day school established was the Carleton County Vocational at Woodstock. This school was to serve the boys and girls of the County of Carleton and the town of Woodstock. The basic industry of the section to be served by the school was farming, so the main course offered was Agriculture and Farm Mechanics. To round out the programme separate courses in Home-making and Commerce were added. The graduates of this school number 1042, of whom 695 were residents of the County and 347 of the town of Woodstock. Over three hundred farm boys have graduated from the two-year course in Agriculture and Farm Mechanics. The majority of these returned to the farms of Carleton County. The school has had an unbroken history. The early courses have been extended and enriched.

Following the opening of the Carleton County Vocational School in 1919 came applications from other centres for assistance in organizing similar schools.

It was soon discovered that the old type of school building was not suited to the new type of school. To assist municipalities in constructing proper buildings the Provincial Government agreed to pay a percentage of the cost

of buildings, erected previous to 1926 for vocational school purposes. This assistance varied from 25% in the larger centres to 50% in rural centres. Under the Agreement six modern school buildings were erected in Edmundston, Newcastle, McAdam, Campbellton, Fredericton and Saint John.

Two types of schools were organized—the purely Vocational, of which there are two, located at Woodstock and Saint John; and the Composite, five in number, which provide under one roof both Academic and Vocational High School courses. The composite type of high school seems better suited to the smaller centres. The capital expenditure is less and a smaller staff is necessary than could possibly do all the work if two separate buildings were used. Greater unity of purpose can be achieved where teachers of practical and academic subjects meet the same students and plan their programme. In the organization of a composite high school the needs of the particular locality in which the school is located should always be considered. For instance, in Woodstock, the main course is Agriculture; in Edmundston, which is an industrial centre, the main courses are industrial with special emphasis placed on woodworking, drafting, blue print reading and electricity as these are necessary skills for boys entering the Fraser Company mills. In the evening school classes are provided for men from the mills in drafting and the chemistry of pulp and paper making.

The use of the motor car as a means of travel and transportation has become

(1) A picture of the Vocational School in Saint John is given on the cover of this issue.

universal so a course in Motor Mechanics has been organized as a part of the Industrial department in each school.

The need for training in home-making is so obvious that each school maintains a Home Economics department where girls receive a three-year course in clothing, foods, home nursing, home management, etc. There are also special courses in Home Economics.

In our complex economic set-up a knowledge of business is more necessary than ever before and so in each school will be found a high school of commerce. The regular courses extend over a period of three years. During that time the students receive a good grounding in bookkeeping, business English, commercial geography, history, commercial law, office practice, shorthand and typewriting.

All composite schools offer at least four distinct high school courses from which the student may select, namely Academic, Commercial, Industrial and Home Economics. Each of these Vocational courses contains the essentials of the Academic course plus training in some chosen field sending him out into life better equipped to take his place in the work-a-day world and make a name for himself. No student who has graduated from a vocational department should be a candidate for the Youth Training scheme.

In Saint John,⁽¹⁾ which is a large industrial centre, the purely vocational set-up has functioned well. The number of courses given here is very much larger than those given in any other school in the province. Their programme for the present year includes the following:

1. The Industrial high school course of three years for boys who have passed the entrance.
2. The one-year Special Industrial course for boys of high school graduation standing.
3. The two-year Special Industrial course for graduates.
4. The two-year Industrial course for boys not interested in high school graduation.
5. The three-year Practical Arts high school course for girls who have passed the entrance.
6. The special Practical Arts course for girl graduates.
7. The new Practical Arts Special course for girls not interested in high school graduation.
8. The Hairdressing or Beauty Culture course.
9. The three-year High School of Commerce course for boys and girls who have passed the entrance.

10. The one-year Stenography course for graduates of high schools.
11. The one-year General Business course for graduates of high schools.
12. The two-year Secretarial course.
13. The two-year Business Administration course.
14. The three-year Technical High or College Preparatory course for those of entrance standing.
15. The four-year Art High School course for those of entrance standing.
16. The three-year Special course in Fine and Applied Art.
17. The Junior High School course for pupils who have successfully passed Grade VI.

The full time day school enrollment in the Vocational Schools and the Vocational Departments of Composite High Schools of New Brunswick has grown from 52 in 1920 to 1640 in 1937.

It was soon evident that if the work was to expand with any hope of success a system of teacher training was necessary. The first summer school for vocational teachers was held in the Provincial Normal School, Fredericton, from July 3rd to August 1st, 1919. The courses offered were designed to assist the teachers of Home Economics subjects. Forty persons attended.

Similar summer schools were held during the intervening years but the number of courses offered was enlarged so as to meet the needs of all teachers. It was necessary to secure specialists in some subjects from outside the province, mainly from the United States and Central Canada. In all twelve Vocational Summer Schools have been held. The classes were free to teachers and prospective teachers.

In some cases it was found advisable to send small groups of teachers to other training centres. In these cases the Province paid travelling expenses and tuition. Approximately 100 teachers were assisted in this way. At least 90% of all teachers engaged in teaching technical subjects have had special training in addition to their initial training.

The educational trend seems to lead away from the traditional academic course to a more varied programme that will provide some opportunity for developing individuals in line with their natural abilities. While progress has been slow we feel that some real advancement has been made.