

units. Of these boards 63 had not previously offered the Technical Course.

The Department has been greatly encouraged by the applications of 290 tradesmen who have been accepted for training as vocational teachers at the Ontario College of Education during the winter session of 1961-62. A plan to provide an adequate supply of commercial teachers is now under consideration. I am confident that we shall be able to staff our schools adequately as the plan develops.

The new system presents a blueprint for three alternate paths which students may follow in preparing themselves for rewarding careers. The wider selection of courses will provide for greater flexibility and will allow students to acquire new skills, and to make best use of their talents and inclinations.

A study of the plan will reveal that, where boards elect to institute the three Programmes, the following advantages are apparent:

1. The new plan will provide an incentive for more pupils to complete their high school training. This will result in a much higher proportion of persons being prepared by the time they leave school, either to proceed to more advanced training or to enter upon solid careers in business and industry.

2. The Five-Year Programme in all three Branches will provide access to higher education after Grade 13. Graduates from the Business and Commerce Branch as well as those from the Engineering, Technology and Trades Branch will have opportunities for university education equal to those from the Arts and Science Branch.

3. The Four-Year Programme will permit the average pupil to remain in school profitably, and will provide him with a real sense of achievement and a better chance of securing employment upon graduation.

4. The One (or Two)- Programme will enable pupils of limited ability, who formerly dropped out of school early, to obtain an education more suited to their capacities and, in addition, to acquire a service trade or skill.

5. The Business and Commerce Branch and the Engineering, Technology and Trades Branch will gain the prestige they deserve as more good pupils proceed through their Programmes to Grade 13 and to institutions of higher education. No Branch of a school should have more than its share of below-average pupils.

6. Successful pupils will be able to transfer freely from one Branch to another at the end of Grade 9 and may, under certain conditions, transfer in higher grades as well without the loss of a year.

7. The plan places emphasis on a business course for boys which will have sufficient academic content and yet, at the same time,

will train them more directly for employment ranging from clerical occupations to junior executive positions.

8. In some schools it will be possible to present an attractive course combining business and technical education. This should prove remunerative to its graduates.

9. In many parts of Ontario full technical and vocational training will, for the first time, be readily available to our young people.

10. The humanities will retain their customary honoured place in our educational programme but technological and trade education will receive proper emphasis for the first time.

11. Courses will be fitted, as far as possible, to the needs of pupils. The demand that pupils fit themselves into courses is to be avoided.

12. The plan is designed to meet the challenge facing Canadian business and industry and simultaneously to facilitate the maximum gainful employment of our future citizens.

A comprehensive brochure outlining the details of the new plan will be issued by the Department of Education in January 1962.

English Classes for Indian Children

FORT PROVIDENCE Women's Institute in the Northwest Territories is starting a new project. For some time they have been quite concerned about the number of natives not knowing English. Children starting to school have to take two years in Grade I for that reason. One of the Women's Institute members has now offered to teach Basic English to a class of five-year-olds for two hours a day. The principal of the school is most enthusiastic about this, has given a room for this purpose and will help in every way possible.

"The big job will be to get all the youngsters to the class," writes the secretary, Mrs. Lamoureux, "but the school is aware of the problem and is working on it." The Women's Institute will be sponsoring the class and will have to raise money for equipment that may be needed and which the school cannot supply.

Another item of interest from this report is the comment that for the first time the Women's Institute will be meeting at the home of an Indian member. This family have now acquired a house under the building program of the Department of Northern Affairs—"no more tent" — and their hostess seemed so pleased and proud that she could now entertain her Institute.

Another encouraging development is reported from Inuvik Women's Institute where many native women attended one of their recent classes in making parkas. They are now hoping to get an Eskimo woman to teach the next class in making mukluks.