

81-535
Manitoba
c-1.



THE ORGANIZATION AND ADMINISTRATION
OF
PUBLIC SCHOOLS IN MANITOBA

Reprinted from
THE ORGANIZATION AND ADMINISTRATION
OF
PUBLIC SCHOOLS IN CANADA
(Third Edition - 1966)

Published by Authority of
The Minister of Trade and Commerce

DOMINION BUREAU OF STATISTICS
Education Division

OTTAWA, ONTARIO

CHAPTER V

EDUCATION IN MANITOBA

A. Some Education Highlights in Manitoba's History

The first schools in Manitoba appeared along the Red River near its junction with the Assiniboine, about half a century before Manitoba joined the original four eastern provinces in Confederation. Two separate and distinct efforts, both of them parish systems, served two groups, French-speaking Catholic and English-speaking Protestant, distinct not only in religion and language but also in cultural background, moral code, and community customs.

The first school in Manitoba was French Catholic. Bishop Plessis of Quebec had sent Rev. Joseph Provencher to establish a mission at Red River. Father Provencher along with Father Dumoulin and a student, Guillaume Etienne Edge, arrived at the colony in July of 1818. By autumn they had erected a log building to serve as house, chapel, and school; and this formed the nucleus out of which developed Saint Boniface College.

The first English Protestant school was opened in 1820 (or 1822) in what is now North Winnipeg, near the west bank of the Red River. Rev. John West, first Anglican minister to the Selkirk Settlers, directed the opening of this log residence and school and placed a schoolmaster named Harbridge in charge. As parishes were organized northward, education expanded, too, for there was a primary school wherever there was a clergyman from the earliest times up to Manitoba's transfer to the Dominion of Canada. John West's school became the Red River Academy when it took on secondary school functions, and in 1849 the name was changed to Saint John's College as the scope was extended to the training of men for the ministry.

For fifty years educational organization followed the same pattern. New schools were opened on the initiative of the Roman Catholic or Protestant clergy as settlements of whites and Métis appeared. The first Protestant girls' school was opened in 1828; the first school for Catholic girls began in 1829 under the direction of Angelique Nolin, a young half-breed girl. In 1849, the clergy of each of these denominations controlled six schools in a district of 5,391 inhabitants. All of them were supported entirely by private subscription, or missionary grants from England or Eastern Canada. By 1870, when Manitoba was formed as a province,

there were 17 Catholic, 14 Church of England and 2 Presbyterian schools with a total enrolment of 817 children.

When the question of administration of schools was raised in connection with the entry of Manitoba into Confederation, it was inevitable that the two groups that had supported their schools separately should wish to continue to keep their cultures separate. At the first session of the First Parliament of Manitoba, consent was given May 3, 1871, to a bill that respected these sentiments.

The British North America Act and Manitoba Education.—When Manitoba was admitted to the union, Section 93 of the B.N.A. Act of 1867 was altered by Section 22 of The Manitoba Act to suit Manitoba, and the revision was confirmed by the B.N.A. Act, 1871. This fundamental legislation read as follows:

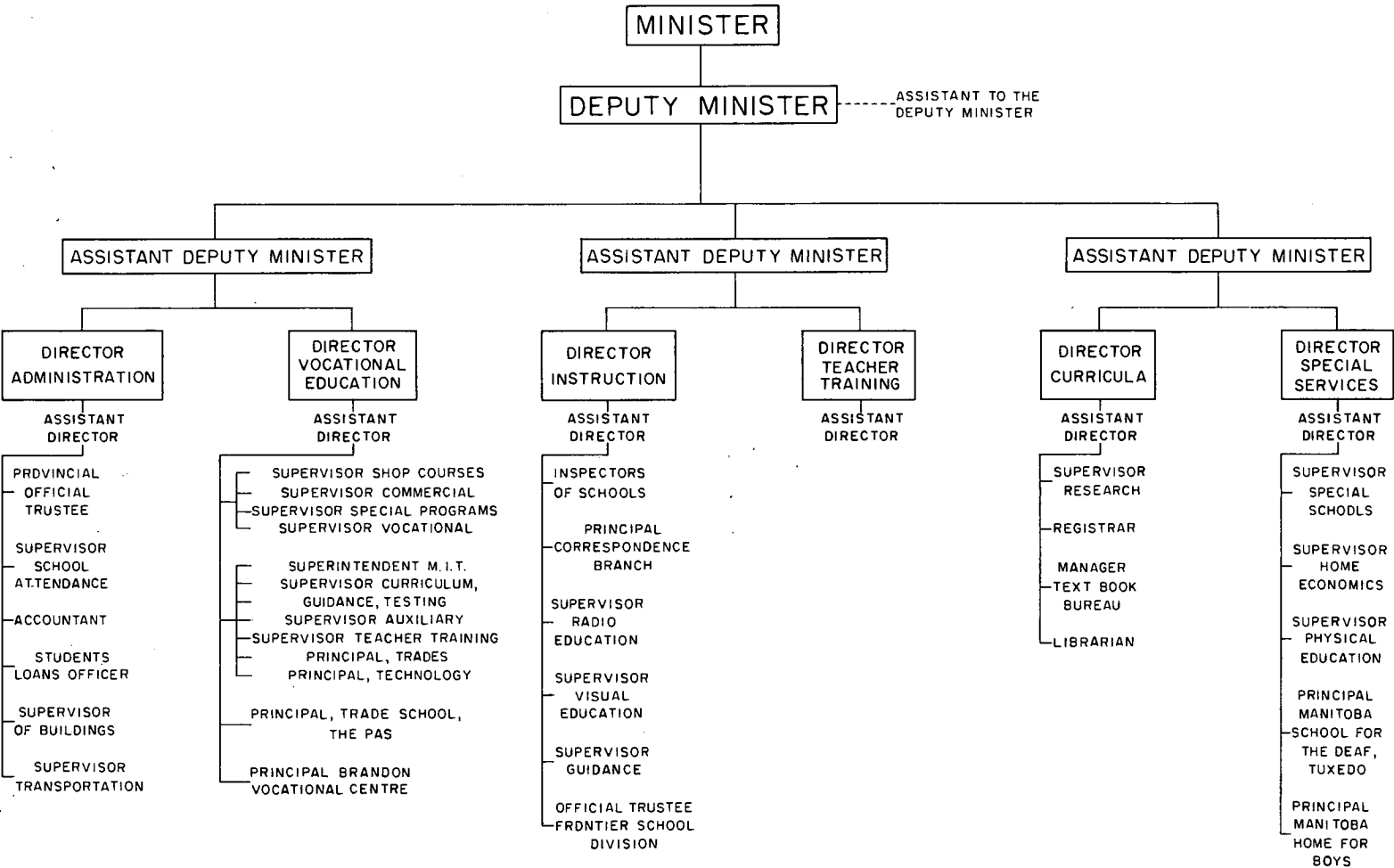
22. In and for the Province, the said Legislature may exclusively make Laws in relation to Education, subject and according to the following provisions:

(1) Nothing in any such Law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by Law or practice in the Province at the Union:

(2) An appeal shall lie to the Governor-General in Council from any Act or decision of the Legislature of the Province, or of any Provincial Authority, affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to Education:

(3) In case any such Provincial Law, as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section, is not made, or in case any decision of the Governor-General in Council on any appeal under this section is not duly executed by the proper Provincial Authority in that behalf, then, and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial Laws for the due execution of the provisions of this section, and of any decision of the Governor-General in Council under this section.

GOVERNMENT OF MANITOBA
DEPARTMENT OF EDUCATION



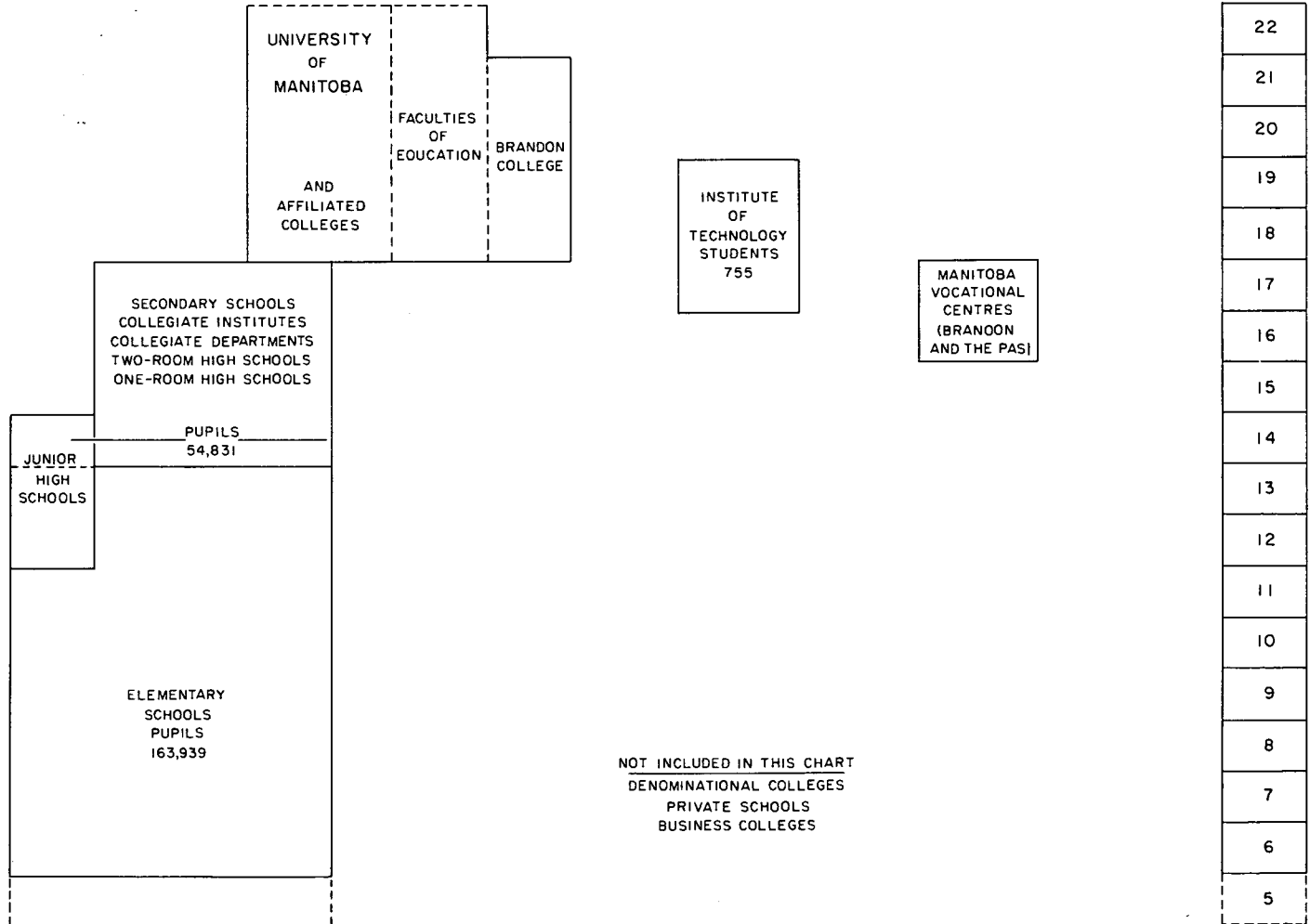
INSTITUTIONS OF PUBLIC EDUCATION IN MANITOBA 1965

GRADE OR
YEAR

6
5
4
3
2
12
11
10
9
8
7
6
5
4
3
2
1
K

AVERAGE
AGE

22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5



Thus, Clause 22 of *The Manitoba Act* of 1870 guaranteed minority rights, provided for appeal to The Governor-General in Council, and enabled the Parliament of Canada to pass remedial legislation. Proceeding on this base, the first legislature of Manitoba at its first session in 1871 passed *The Manitoba School Act* providing for the formation of a Board of Education consisting of two sections, Protestant and Catholic equally represented, with a total of eight clergymen and four laymen. The period of unaided church-school education gave way to this provincial system, under which school districts were formed, local trustee boards were elected, legislative grants from the Board of Education were set aside for the schools, and local taxation for the support of schools became compulsory a few years later.

Abolition of the Separate School System.—Unequal growth in favor of the Protestant schools put the arrangements under *The Manitoba School Act* in dispute. By 1890 the number of Roman Catholic schools reached 91, the number of Protestant schools 628, and the total enrolment 23,000. Three years earlier, the school trustees of Winnipeg, sensitive to the growing Protestant majority, un-animously concurred in a resolution favoring a single system of state schools. In 1890, the provincial legislature passed an Act doing away with separate schools and instituting a single system. On the first of May the schools which had up to that date been in operation under *The Manitoba School Act* came quietly under the provisions of *The Public Schools Act*. Outside the province the transition was not so quiet. After the Catholics registered their protests, and their appeal to the Privy Council lost, "The Manitoba School Question" brought national repercussions.

The new Act provided for an Administrative body, consisting of the five provincial cabinet ministers, to deal with education affairs. There was also to be an advisory board of seven or nine educationists, of whom the majority would be appointed by the government, two by the teachers of the province, and one by the university. The advisory board was to frame regulations concerning school premises, textbooks, teachers' qualifications, examinations, and religious exercises within the limitations imposed by the Act. The introduction of religious exercises was made optional for local boards of school trustees.

In 1908 a separate portfolio of education was created, and a Minister of Education was appointed to supersede the cabinet as a whole in dealing with education matters.

The Changing Emphasis in the Schools.—The early pioneer situation, the dual school system and its abolition, the great immigrations of non English-speaking peoples, advances in educational theory and practice, war, depression, and war again—each played a part in influencing school policy. The schools were affected in the matters of curriculum and auxiliary services as the system expanded in size and purpose.

The changing needs of the community more than anything else determined changes in curriculum. At first the basic skills were for a boy who would leave school after the 4th grade to go to work. The growth of the community soon brought out a need for enrichment in the form of new subject matter. The arrival of European immigrants demanded not only curricular changes, but changes in teaching methods as well. Advances in educational theory and practice throughout the continent brought into the school system new auxiliary services and a changed attitude towards the child in school. Formal inculcation of subject matter gave way to a new emphasis directed towards the social adjustment of the child.

Four Periods of Development.—The period from 1871 to 1890 extends from the establishment of the district to the abolition of the separate school system. From 1890 to 1910 was a period of consolidation and conservatism, with the tranquility finally upset by the arrival of non English-speaking pupils. The system changed in size and purpose from 1910 to 1936 in the absorption of the immigrants and under the effects of war and economic depressions. From 1936 to the present may be termed the "scientific" development period, during which progress was made in the application of modern educational psychology in the schools.

Events in the Past Quarter Century.—The teacher shortage became acute soon after World War II started. By 1943 more than 40 p.c. of one-room rural schools were staffed by student teachers. By 1947 many teachers returned from war work, but a shortage remained. In 1950, the shortage was mainly in elementary grades.

In 1946 a reorganization of the Department of Education instituted the posts of Deputy Minister, Chief Inspector, and Administrative Officer. The next major reorganization occurred in 1960 when six directorships were set up: administration, instruction, curriculum, special services, teacher training, and vocational education.

The move towards larger units of administration began in 1947 when the first school area in Manitoba was established at Dauphin-Ochre River. Eleven years later no new areas had been formed, and another type of larger unit was considered in an Act establishing a School Divisions Boundary Commission. The *school division* arrangement placed secondary education under divisional boards but left elementary education under local boards.

Teacher training in 1944 required only English as a prerequisite in the Grade XII normal school entrance. The first *residential* teacher training school for elementary teachers (a one-year course) was started in 1946 at Tuxedo, a suburb of Winnipeg. Secondary teachers were trained at the university faculty of education. In 1955 an arrangement was made with Brandon College for the operation of a subsidized teacher training course at the normal school level. Brandon College had already been

giving a faculty course parallel to that given at the University of Manitoba. The Tuxedo normal school changed to Manitoba Teachers' College with the start of the 1957-58 school term. In 1964 its function was taken over by the University of Manitoba.

Special teacher training courses started in May, 1957 at the University of Manitoba. The course consisted of three sessions, first twelve weeks, second six weeks during July-August of the following year, and a final six weeks after another year. This course, spread over three years had the same standing as the regular diploma year. A new group was started every May since 1957.

The *Collective Agreement Board* created by legislation in 1956 provided procedures under which

teachers and school boards could conduct collective bargaining under The Public Schools Act.

The Manitoba Royal Commission on Education began work in 1957 and submitted its final report in 1959 with 450 recommendations. Its main accomplishment was the organization of school divisions for secondary schooling in Manitoba.

The new Federal-Provincial Vocational Training and Assistance Act came into effect in 1961. In November of that year the sod was turned for the construction of the Manitoba Institute of Technology. The building was completed in 1963 and plans were laid for vocational centres at Brandon and The Pas. Both of these institutions were to be in full operation in the fall term, 1966. The institute at The Pas is a residential school.

B. Higher Education

Post high school academic instruction in Manitoba is given by the University of Manitoba and its affiliated colleges, three of which, St. Paul's, St. John's, and St. Andrew's, are situated on the same site as the University. United College is in downtown Winnipeg; St. Boniface College is in the adjoining city of St. Boniface; and Brandon College is about 135 miles to the west of Winnipeg.

The University of Manitoba was established in 1877, conceived on the model of the University of London as an examining and degree-conferring body only, the instruction being offered in affiliated colleges which were previously without the power to confer degrees. In 1889 the University was permitted to teach selected subjects, and in 1892 it was allowed to teach any subjects approved by its Council composed of representatives from the affiliated colleges, the provincial Board of Education, and graduates living in Manitoba. In 1900 an amendment to the University Act gave official assent to the giving of instruction.

Until 1964 minimum entrance was junior matriculation, Manitoba Grade XI or its equivalent. First degrees were obtainable after four years of successful study. In 1964 "first" year was discontinued, and Grade XII standing became minimum entrance.

As of September, 1964, first degrees obtainable three years from senior matriculation (Grade XII) were B.A., B.Sc., B. Commerce, and B.F.A. (Fine Arts); degrees earned four years from senior matriculation include B. Comm. (Honours), B.Sc. (Engineering), B.H.E.C. (Honours), B.Sc. (Honours), B.Paed., B.S.A., B.Sc. (Pharmacy), B.M., B.Mus.; degrees earned five years from senior matriculation include B.Arch., LL.B. (1 year in Arts and Science plus 4 years in Law), D.M.D. (1 year in Arts and Science, 4 years in Dentistry); and the M.D. may be earned six years after senior matriculation (2 years in Arts and Science, 4 years in Medicine). Ph.D. programs are offered in various fields.

In 1964-65 full-time enrolment was 6,000 and part-time was 1,185.

St. Boniface College was founded in 1818, started in 1823, and four years later admitted students to residence. In 1851 it was housed in a new building and enrolled 50 students, the junior classes under the Christian Brothers, and the seniors under the Oblate Fathers. By 1877 when it was affiliated with the new University of Manitoba, 150 students were enrolled and nine professors employed. In 1885 it was taken over by the Jesuits. Today it provides a full 4-year course leading to the degree of B.A. in Latin Philosophy and continues to give its instruction in French.

St. John's College was an outgrowth of John West's log schoolhouse of the Red River Settlement, then the Academy, and in 1849 a College and Collegiate School. Officially founded in 1866, St. John's was one of the three original affiliating colleges of the new University of Manitoba in 1877. Today it offers a Licentiate and a Bachelor's degree in Theology, the full B.A. degree, and the first two years of the Science course. It is developing an extensive program in honours and graduate studies.

United College is the descendant of two earlier institutions, Manitoba College, established by the Presbyterian Church in 1871, and Wesley College, established by the Methodist Church in 1877. In 1931 Manitoba College sold its property to St. Paul's and moved in with Wesley to function jointly with it as "The United Colleges." In 1938 they were officially joined in the founding of United College. The new college continued the affiliation with the University of Manitoba.

Brandon College, now non-denominational, was established in 1899 by the Baptist Convention of Manitoba and the Northwest Territories. It started as a liberal arts college offering some work in theology and including high school and commercial

departments. From 1900 to 1911 Brandon College was affiliated with the University of Manitoba and after 1911 for 27 years with McMaster. In 1938 it became non-denominational and returned to Manitoba. Brandon College offers course work leading to the B.A. and B.Sc. degrees. It has a school of music and a faculty of education.

St. Paul's College was founded in 1926 and became affiliated with the University of Manitoba in 1931. The principles of education guiding its instructors are those of the *Ratio Studiorum*, a compendium of recorded experience of the most prominent Jesuit educators of the past 400 years; combined

with these is the added training of its instructors in state universities in North America and abroad. It offers work towards the B.A., M.A., and B.Sc. degrees. Courses are also offered for students preparing for various professional careers.

St. Andrew's College, at the University of Manitoba site, was officially opened in July, 1964, and is a Ukrainian-Orthodox college. At present the college has the power to grant degrees in theology and divinity and plans call for it to become fully affiliated with the University of Manitoba and to offer a degree course in Arts. The college consists of a residence, dining facilities and an office-classroom building.

C. The Department of Education

The Department of Education is one of several departments of the Government of Manitoba. The Minister, a member of the provincial Cabinet, presides over and has direction of the Department and of all public education in the province. He has the assistance of an advisory board, and he has administrative and professional assistance of the Department personnel.

Advisory Board.—On May 1, 1962, The Education Department Act was amended to reconstitute the Advisory Board as follows:

- (a) the Deputy Minister of Education;
- (b) the President of the University of Manitoba;
- (c) the Director of Curricula of the Department;
- (d) the Director of Instruction of the Department;
- (e) the Chairman of the Curriculum Committee of The Manitoba Teachers' Society;
- (f) from 21 to 26 persons appointed by the Lieutenant-Governor in Council. (These include: one inspector, one superintendent, three members of the Teachers' Society, two members of the Manitoba Trustees' Association, two members of the Urban Trustees' Association, two members of the university Senate, and the rest are persons not in the foregoing categories.)

The Advisory Board considers and gives advice on such matters as teacher training, religious and patriotic exercises, and curricula and text books.

Senior Personnel of the Department.—In 1966, chief officers under the Minister included: a deputy minister and his special assistant, three assistant deputies, and six directors.

The *Deputy Minister* who is the top-ranking civil servant in the Department, carries out the general education policy according to The Public Schools Act. He advises the Minister and supervises and directs all Department officials, school inspectors, and all persons involved in the administration of all provincial and municipal public schools in Manitoba.

The three *Assistant Deputy Ministers* divide the Department divisions among themselves. One superintends administration and vocational education, another instruction and teacher training, and the third curricula and special services.

The *Director of Administration* deals with: general school administration and finance, and school grants; changes in personnel having directly to do with the Department; changes in legislation and in regulations; building projects; direct boundary changes; attendance; census statistics; and student loans. He has on his staff: an assistant director, the provincial official trustee, a supervisor of transportation, the Department accountant, a students loans officer, and a supervisor of buildings.

The *Director of Instruction* deals with: inspection, correspondence, school broadcasts, and visual education. He has on his staff: an assistant director, all the inspectors, the principal of the correspondence branch, a supervisor of radio education, a supervisor of guidance, and the official trustee of the Frontier School Division.

The *Director of Curricula* deals with: curriculum development, research, text and library books. He maintains liaison with the other western provinces in the matter of curriculum development. He has on his staff: an assistant director, a supervisor of research, the registrar, the manager of the text book bureau, and the librarian.

The *Director of Special Services* deals with: special schools, special classes, alcohol education, home economics, and physical education. He also superintends the Manitoba School for the Deaf and and the Manitoba Home for Boys.

The *Director of Teacher Training* deals with: teacher training and certification, teachers' summer schools, teacher placement, and all other matters concerning teacher training, qualifications, and supply.

The director's work is carried on with the cooperation of deans of education at the University of Manitoba and at Brandon, since all teacher training moved to these centres in 1965.

The *Director of Vocational Education* deals with the programs arising from the Federal-Provincial Technical and Vocational Training Agreements, enrolment in evening classes, apprenticeship training, registered trade schools, external aid, the vocational training centres at Brandon and The Pas, the Manitoba Institute of Technology, some training of handicapped children, and various other activities connected with vocational education. There is an assistant director, and the staff includes: supervisors of shop courses, commercial, special programs, vocational teacher training; the superintendent of the vocational schools and centres.

All these senior officers assist the Minister of Education in exercising his powers and performing his duties. One of these is the preparation of the *Annual Report* which must be laid before the legislature not later than 15 days after it is in session. The Minister is responsible for regulations which:

- (1) describe qualifications and duties for the chief inspector and other inspectors of elementary and secondary schools;
- (2) establish schools and set standards for entrance and graduation from these;
- (3) appoint examiners and prescribe their duties in connection with the high school examination papers;
- (4) govern qualifications required of teachers for elementary, secondary and other public schools.
- (5) authorize or provide for the establishment and operation of technical, agricultural, summer, and residential schools, prescribing the groups, kinds, classes or types of persons to be admitted as pupils, and fees and charges, if any;
- (6) govern correspondence courses including conditions of admission, forms of application, registration and report, transfer of correspondence pupils to regular courses, correspondence courses for adults, fees and scholarships;
- (7) prescribe the form of school registers and department reports;
- (8) prescribe the length of vacation and the number of teaching days per year;
- (9) prescribe dimensions, equipment, style, plan furnishing, decorating, heating and ventilation of school houses and premises;
- (10) prescribe textbooks, films, radio programs, courses of study;
- (11) provide scholarships from the Consolidated Fund;
- (12) set fees for instruction and examinations for certificates, diplomas, transcript of marks;
- (13) permit a superintendent, principal or head teacher to suspend any pupil for conduct injurious to the welfare of the school;
- (14) review all cases wherein a teacher's certificate has been suspended for any cause other than incompetence;
- (15) issue teacher certificates with grades and classes as prescribed, or limited certificates valid for specified times in specified schools;
- (16) arrange for and regulate medical and dental inspection in schools;
- (17) arrange for the printing and publication of textbooks and for the free distribution of any of these;
- (18) purchase books for library purposes, school supplies, furniture and equipment and sell these to school boards, teachers or pupils;
- (19) generally govern entrance into any agreement concerning education.

Inspectors.—In 1966 there were six inspectors doing service in the City of Winnipeg and 47 inspectors covering the rest of the province. All are members of the Department staff, under the director of instruction.

The inspectors act as liaison officers between the Department and the school districts. Each inspector usually resides in his inspectorate. It is his duty to see that schools are managed according to The Public Schools Act, and he may take over management if they are not so managed. The inspector is called in when arbitration is necessary, and he may be appointed as official trustee.

In 1965-66 an innovation was introduced when four or five inspectors went as a group to one high school in a "team inspection" effort.

Special Department Activities.—A *Text Book Bureau* is operated by the Department for the purpose of providing library and reference books to teachers and pupils at the most advantageous cost. Since 1959 it has provided all authorized textbooks free of charge to all pupils. The financial operation of the Bureau is audited by the Comptroller-General of the province each year, and a financial report is included in the annual public accounts of the province.

Loans for students attending the University of Manitoba and its affiliated colleges, the Manitoba Institute of Technology, Schools of Nursing, and universities and other institutions outside Manitoba were processed under the Canada Student Loans Plan. The Department has a special loans officer to administer the work. During the loan year, July 1, 1964 to June 30, 1965, 2,270 students received certificates of eligibility having a total value of \$1,383,495.

Instruction by correspondence is available on application and without fees to all residents of Manitoba: who are pupils of Grades I to IX and

reside at least 3.5 miles from their nearest school where no transportation is provided; who present medical certificates indicating inability to attend school; who have been recommended by the Supervisor of School Attendance; or who are wards of the Director of Public Welfare, a Children's Aid Society or Child Welfare Organization. Others may enroll through paying prescribed fees which are somewhat higher for non-resident than resident students. Fees for resident students enrolling for Grade IX correspondence courses are payable by local school boards.

Instruction by correspondence for Grades X to XII is available, on payment of the prescribed fees, to pupils from districts where the work is not offered, students physically unable to attend school, and to adults.

D. Local Government and School Organization

The 1961 Census reported the population of Manitoba to be 921,686 of whom 332,879 were classed as rural and, of these, 171,472 lived on farms.

In 1966 there were 9 cities, 7 of which were under 30,000 population. Metropolitan Winnipeg had over 500,000 people. There were 36 towns and 41 villages. There were 110 rural municipalities with areas varying from 4 to 21 townships of 36 square miles each.

Unincorporated village districts containing at least 150 residents may be set up within a municipality and given certain rights and privileges. Certain specified localities which may not qualify as rural municipalities may be incorporated as municipal districts upon request of at least half of the inhabitants.

School Districts.—The basic unit of school administration is a district for public school purposes set up by a corporation of trustees and given a name and number by the Minister of Education. The simplest type of school district is that formed by the council of a rural municipality either on its own initiative or on the petition of a board of trustees.

The small school district is almost a thing of the past. The trend toward consolidation and dissolution has been going on steadily since World War II and continued at an increased tempo in the mid-1960's. In 1964-65, for example, 65 districts were dissolved.

When adjacent school districts unite for public school purposes, the resulting entity is a "consolidated" school district.

When a school district has boundaries that coincide with that of a rural municipality and local government authority, it is a "municipal" school district.

The *School Broadcasts Branch* offers a wide range of television and radio broadcasts that complement each other. In 1965 broadcasts that would assist in-service training of teachers were prepared. Fields concerned were mainly mathematics, English, and languages.

The *Frontier School Division No. 48* is administered by the Department of Education through an official trustee. This provides education services in the northern part of the province for 16 school districts and lands included in 27 communities, most of which previously had "special" schools. The official trustee is responsible for all education in these communities. A residential high school has been established at Cranberry Portage near Flin Flon, and all high school students are brought there from areas for which the official trustee is responsible.

Only the elementary level of education is offered in any of the three types of school district.

School Divisions.—For purposes of secondary schooling, larger units of administration have been formed since 1958. In 37 of these "divisions" secondary is the only level under the jurisdiction of the trustees, and in 10 divisions both secondary and elementary schooling is administered by the same board. The Frontier School Division is administered by an official trustee who is a civil servant. This division takes in most of the communities north of Township 22 which do not lie within the boundaries of any incorporated school division. Elementary and secondary are offered, with secondary now only at Cranberry Portage.

Boundaries of divisions were recommended by the School Divisions Boundaries Commission, and the divisions were formed following the approval of the resident electors within the boundaries of the proposed divisions.

School Area.—A larger unit of administration that pre-dated the divisions is the *school area*. This might include all or part of one or more municipalities, and the board in charge would have comprehensive powers of school administration. In 1947 the first and only such area, the Dauphin-Ochre School Area, was formed.

Board of Reference.—Small districts may be transferred from one division to another, ward boundaries may be changed, the number of board members may be increased or decreased, assets and liabilities of districts and divisions may be adjusted and transferred, and various other such matters may be resolved through the agency of a Board of Reference. The Lieutenant-Governor in Council may establish one or more such boards with jurisdiction over part or all of the province, fixing the number of members, length of term of office, and remuneration, if any.

School Boards.—Each rural school district elects three trustees, with provision for increasing the number to seven. Rural consolidated districts elect five school trustees. Towns or cities divided into wards elect two trustees in each ward. Villages and towns not divided into wards elect from three to seven trustees. The city of Brandon has 10 trustees elected at large for 5-year terms.

In *divisions*, trustees are elected as for cities, towns, and villages. They remain in office for two years from January 1 after their election. At the first meeting, the trustees elect a chairman and vice-chairman from among themselves. A trustee may not serve as chairman for more than four successive years.

To be elected as a school trustee an individual must be a resident elector, a British subject, 21 years of age, able to read and write English and to understand The Public Schools Act.

A trustee takes office after being elected and taking the oath of office. He remains in office until his successor is ready to take over. Trustees elected to fill vacancies hold office for the unexpired time.

Indemnities of Trustees.—The board of a school division, school district, or school area may, by by-law, provide for each trustee, vice-chairman, and chairman an annual indemnity not exceeding the amounts in the following schedule:

Enrolment	Each member	Vice-chairman	Chairman
	dollars		
In a division formed from a single district and in an area:			
Up to 5,000.....	750	—	1,000
5,000-10,000	1,000	—	1,500
Over 10,000	1,500	1,800	3,000
In a division formed by majority vote in a group of districts:			
Up to 1,000	500	—	750
Over 1,000	750	—	1,000
In districts:			
250-1,000	150	—	200
1,000-2,000	250	—	300
2,000-3,000	350	—	500
Over 3,000	500	—	750

Official Trustees.—Official trustees are appointed when affairs of the district have been mismanaged or neglected, or when enough local citizens do not make themselves available as board members. The official trustee replaces the school board. He may select or change a school site, appoint a secretary, and, in effect, do all the things which would normally be done by a school board. A board may be restored by the government or on the petition of more than half of the ratepayers.

Bonding and Duties of Secretary-Treasurers.—All secretary-treasurers and employees of public schools are bonded by a blanket arrangement, paid for by the province. Rural and village school districts are covered at \$5,000 basic and \$50,000 blanket excess. All other districts are at \$10,000 basic and \$100,000 blanket excess.

Secretary-treasurers keep minutes of meetings, conduct correspondence, take custody of documents, provide the Minister with reports and statements, call meetings, produce records and minutes when required to do so by a competent authority, execute lawful orders from the board, take school census, receive and disburse money, and attend to all necessary financial matters.

Auditors.—All financial records of public school boards must be audited by independent auditors. In case of city, town, and village districts or divisions, the auditor must be a chartered accountant. For rural districts, the auditor may be a chartered accountant, certified public accountant, municipal secretary-treasurer, school division secretary-treasurer, or auditor appointed by the comptroller-general of the province.

Annual Meeting of Ratepayers.—The school fiscal year ends on December 31. The secretary must produce all books and vouchers for the auditors by January 10. Notice of the annual meeting is posted seven or more days previous to a date which is between the 3rd and 21st of January as decided by the trustee board. Five electors constitute a quorum; otherwise the meeting is postponed for one week. Neither a member of the board nor the secretary can act as chairman. Motions may be decided by a show of hands or by ballot. However, a ballot is required for the election of a trustee. Nominations for trustees must remain open for one hour. One fifth or more of the electors may demand a poll to settle any issue. Provision is made covering procedure for holding such a poll. The chairman votes only in case of a tie. The secretary forwards one copy of the report of the meeting to the inspector and places another in the minute book.

Special meetings dealing with specified topics may be called by giving due notice.

Rural school districts in a suburban area may by resolution decide to hold the election of trustees at the same time as municipal officers are elected. Appointment of auditors, auditing of books and accounts of the secretary-treasurer, the annual report of the trustees, and returns to the Department, follow provisions of the Act covering town schools. Where an official trustee is in charge he calls the annual meeting of electors. Inspectors or any two electors may call such meeting should the trustees neglect to do so.

Powers and Duties of School Boards.—Boards are empowered:

- (1) to provide kindergarten and nursery schools for children aged 4 and 5;

- (2) to establish night schools for pupils age 15 and over;
- (3) with permission, to appoint a superintendent and necessary assistants;
- (4) to administer a system of medical inspection covering the health, cleanliness and physical condition of the pupils and school;
- (5) to establish and provide for any course of study approved by the Minister;
- (6) to provide necessary apparatus and equipment including lunch rooms, sports, and textbooks for the pupils;
- (7) to provide for a school outside the limits of the school district, subject to the Minister's approval;
- (8) to collect fees from non-resident pupils of not more than \$6.50 a month for Grades I to VIII, \$12.50 for Grades IX to XII, and \$12 a month for any pupil residing on federal land; or to pay fees for pupils attending another school district;
- (9) to assist in providing insurance for teachers and other employees, and to provide pension for employees after 20 years;
- (10) to provide complimentary banquets to prominent educationists;
- (11) to provide scholarships for deserving secondary pupils;
- (12) to operate pupil traffic patrols and cadet corps;
- (13) to discipline pupils who carry firearms and to expel or suspend pupils for conduct injurious to the welfare of the school;

- (14) to appoint delegates to school trustee conventions, paying necessary registration fees and travelling expenses.

Powers of a division board are similar to those of a city or town. It is responsible for the secondary grades and the management and operation of all buildings previously used exclusively as such. It may employ a superintendent if it employs 50 or more teachers. It may provide transportation for pupils.

The local boards in a division are responsible for elementary (Grades I to VII) education only. Each local board furnishes the division board with: an audited statement; an estimate of approved expenses each year; the semi-annual and census returns; and such transportation accounts as prescribed by the Minister.

An area board enjoys all the powers conferred upon the board of a city, town, or village and is empowered to administer and manage the affairs of each school district in the area. Component district boards retain custody and management of all school property (movable and fixed) and may effect emergency repairs at the expense of the area. They hold board meetings to consider education matters, and call annual or other meetings as required by law. They nominate a qualified available person as teacher, suggest several possible teachers, or recommend the dismissal or transfer of any teacher on specific grounds in writing. The board of the area may give consideration to the recommendations and the district board may appeal in writing against their decision to the Minister, who may then appoint an appeal board to settle the matter.

E. Teachers

In Manitoba "teacher" means a person who holds a valid and subsisting teacher's certificate or a limited teaching permit issued under the Education Department Act, or who is authorized by the Minister to teach in a school. Certificates are issued by the Department of Education to candidates who have successfully completed a course of teacher

training at the faculty of education of either the University of Manitoba or of Brandon College.

Classification of Certificates.—In 1960 a salary code was adopted as a basis for provincial grants to schools. Each certificate was designated in terms of academic (A) and professional (P) training, according to the following table.

Table of Professional and Academic Qualification

- P_1 — one completed year of professional training, or the equivalent, acceptable to an official designated by the Minister
- P_2 — two or more completed years of professional training, or the equivalent, acceptable to an official designated by the Minister
- A_0 — standing in excess of complete Grade XI but less than complete Grade XII or First Year University
- A_1 — complete Grade XII standing or one completed year of academic training at the University of Manitoba or other qualifications acceptable to the University of Manitoba as equivalent to First Year Standing
- A_2 — two completed years of academic training at the University of Manitoba or qualifications acceptable to the University of Manitoba as equivalent to Second Year standing
- A_3 — three completed years of academic training at the University of Manitoba or qualifications acceptable to the University of Manitoba as equivalent to Third Year standing

- A₄ — a degree in Arts or Science from the University of Manitoba or the equivalent degree from another university and acceptable to the University of Manitoba
- A₅ — Honours Degree in Arts or Science from the University of Manitoba or the equivalent degree from another university and acceptable to the University of Manitoba
- A₆ — a pass degree in Arts or Science from the University of Manitoba or the equivalent degree from another university and acceptable to the University of Manitoba, together with a Master's Degree or Doctor's Degree or an equivalent degree from another university and acceptable to the University of Manitoba

Classification of Certificates

Permit	A ₀
Third Class	
Interim Second Class	P ₁ A ₀
Conditional First Class	
Conditional Collegiate Certificate (deficiency in academic work)	P ₁ A ₃
Conditional Collegiate Certificate (deficiency in professional training)	A ₃
Permanent Second Class	
Permanent First Class I-IX	P ₁ A ₁
Interim and Permanent First Class Grade "B"	
Interim and Permanent First Class Grade "A"	P ₁ A ₂
Interim and Permanent Industrial Arts (no degree)	P ₁ A ₂
Interim and Permanent Vocational (Commercial, Industrial and Agricultural)	P ₁ A ₃
Students taking special Three Year Summer School while teaching on letter of authority:	
(a) Teaching in elementary grades	A ₀
(b) Teaching in secondary grades	P ₁ A ₃
Permit teachers holding degrees but without professional training:	
(a) Teaching in elementary grades	A ₀
(b) Teaching in secondary grades	A ₃
Bachelor of Science (Home Economics):	
(a) Teaching in secondary grades without professional training	A ₃
(b) After one Summer School or professional training	P ₁ A ₃
Home Economics — Interim and Permanent Special	P ₁ A ₄
Interim and Permanent Collegiate	P ₁ A ₄
Third Year University completed and holding from the University of Manitoba:	
(a) B. Paed. (General) degree	P ₁ A ₃
(b) B. Paed. (Honours) degree	P ₁ A ₄
(c) B. Paed. degree (issued in the academic year 1959-60 and subsequent years)	P ₁ A ₄
Bachelor's degree including both academic and professional training	P ₁ A ₅
Bachelor of Science (Agriculture, Architecture or Engineering) and one year professional training	P ₁ A ₅
Two Bachelors' degrees (academic) and one year professional training	P ₁ A ₅
Special Certificate	P ₁ plus academic rating
Permanent Superior Collegiate (Honours degree and one year professional training)	P ₁ A ₅
Master's degree (B.A., M.A., and one year professional training)	P ₁ A ₆
Academic degree with B.Ed. (e.g. B.A., B.Ed.)	P ₂ A ₄
Academic degree with M.Ed. (e.g. B.A., M.Ed.)	P ₂ A ₅
Master's degree with B.Ed. (e.g. M.A., B.Ed.)	P ₂ A ₆
Master's degree with M.Ed. (e.g. M.A., M.Ed.)	P ₂ A ₆
Ph.D. (e.g. B.A., M.A., Ph.D. and professional training)	P ₂ A ₆
Doctor of Education	P ₂ A ₆

Only four classes of general certificate have been issued since January 1, 1963: First Class, Collegiate, Principal's, and Special.

Teachers' Contracts and Tenure Rules.—All teachers enter into contract with the boards of trustees by written agreement approved by, and on a form drawn up by, the Department. The agreement may be terminated by: (a) mutual consent of the teacher and the district; (b) one month notice, with reasons if requested, to terminate the contract on December 31 or June 30; (c) one month notice of termination at any date in case of emergency affecting the welfare of the district (or, the board may pay one month's salary in lieu of notice); and (d) one month's notice by the teacher in case of variation of salary.

Where a teacher has been employed by a school board for more than two years, further tenure rights are provided in The Public Schools Act. A teacher who is dissatisfied with being dismissed may require that the matter be submitted to an arbitration board. Rigid time limits are set out for sequential events: request by the teacher for reason for dismissal (7 days from receipt of notice); board's reply (within 7 days); request for arbitration (7 days); appointment of members to arbitration board (10 days); hearing and decision (within 30 days).

Collective Agreement Board.—With the growth in membership in The Manitoba Teachers' Society, it became convenient for a local group of teachers to bargain collectively for uniform salary scales and for better working conditions. Legislation in 1956 brought into existence a Collective Agreement Board which provided procedures under which teachers and school boards might conduct collective bargaining under The Public Schools Act. In 1965 the Board consisted of the Deputy Minister as chairman, and representatives from The Manitoba Teachers' Society, the Manitoba Association of School Trustees, and the Urban School Trustees' Association.

Teachers' Duties.—It is a teacher's duty:

- (1) to teach diligently and faithfully all the courses required to be taught in the school according to the School Act;
- (2) to keep the school register and record admission, promotion, removal; to keep a record of free textbooks furnished by the Department, and all library books.
- (3) to maintain proper order and discipline; to take possession of any dangerous weapon brought to school by the pupils;
- (4) to fly the flag during school hours, weather permitting, or otherwise display it on the wall;
- (5) to report to the school board and the inspector when taking charge or resigning;
- (6) to give the trustees access to the school register, deliver school property on demand of a majority of trustees, furnish the Depart-

ment and school inspector with any information required and prepare required reports; and

- (7) to notify the medical officers or trustees when the presence of contagious diseases, vermin, or skin diseases are suspected; to prevent the attendance of all pupils suspected until furnished with a written statement from a competent source indicating that no danger exists.

A teacher of a one-room school and the principal of any other, subject to provisions of The Public School Act, is in charge of the organization, management and discipline of the school. He should have a time-table prepared and displayed in each classroom, approve of homework assigned, and co-operate with the attendance officer. Subject to approval of the inspector (superintendent) he grades and promotes pupils in Grades I to VIII. The principal may temporarily suspend a pupil for cause and report such to the board which reviews the case.

During official visits inspectors are in complete charge of the conduct of a school.

Teachers are entitled to 20 days of sick leave each year. After three years of continuous employment, unused sick leave is cumulative up to 60 days. A board of trustees of any district may extend the accumulated period to more than 60 days.

The Teachers' Pension Act of 1963.—The Act superseded previous retirement legislation of 1940, 1948, and 1954 and applies to: all certificated Manitoba teachers in regular service in 1963 and thereafter; those entitled to receive a pension or allowance under a former Act; any teacher who became or becomes a provincial civil servant in the field of education; and to every person who contributed to a fund established under a former Act.

All teachers employed under written contract as prescribed in The Public Schools Act are members of the Teachers' Retirement Allowances Fund.

A compulsory contribution of 6 p.c. of salary is payable into the Fund, and optional payments may be made up to 9 p.c.

Teachers retiring under the new formula may count all service in Manitoba up to a maximum of 35 years; under the old formula, the maximum is 40 years.

Teachers become eligible for retirement at age 65 with 15 or more years of service out of the last 20 years. They may be allowed to teach to age 70 in order to qualify. A teacher may retire at age 60 on a reduced pension if the teacher has 30 years of service. Pensions may also be deferred.

Under the old formula the calculation is \$46.08 for each year of service to a maximum of 40 years plus an annuity provided by the teacher's contributions with accrued interest. Under the new formula

the pension is 1/50 of the average salary of the final 15 years of service multiplied by years of service to a maximum of 35 years.

Other provisions of the Act govern employment after retirement, disability allowance, withdrawal

from teaching, re-instatement, death in service, and vested rights.

Integration with the Canada Pension Plan dated from January 1, 1966.

F. Miscellaneous Regulations

Attendance and Enrolment.— All public schools are free to children of ages 6 to 21 who attend the nearest school. Beginners who will be 6 years of age before the end of the term may be enrolled in all rural schools, except consolidated schools, in the fall or after Easter, unless the trustees with the approval of the inspector allow them to enter in the fall only. Enrolment times for beginners in all other schools are fixed by the trustees. In 1966, the compulsory attendance age was 16.

Religious Teaching.— Religious teaching may be introduced by a resolution of the trustees, or by a resolution signed by at least 10 parents in a rural school, or 25 parents in other schools. It may be conducted during the last half hour in the afternoon on specified days, or on all teaching days by any clergyman who officiates in the district. By by-law religious exercises may be held first thing in the morning.

In predominantly non-Catholic districts, wherever the average attendance of Roman Catholic children is 40 or more in towns or cities, or 25 or more in other districts, the parents may petition the board to hire at least one certified Roman Catholic teacher. Similarly, in predominantly Catholic districts, non-Catholic parents may petition the board to employ a non-Catholic teacher.

Pupils are segregated for the religious period only. They may be dismissed, and remain only with the approval of their parents. Otherwise public schools are non-sectarian and no religious exercises other than in the time allowed are permitted.

School Hours, Holidays and Vacations.— School hours are fixed by Departmental regulations. Holidays include Saturdays, Sundays, days named by the Minister, Governor-General in Council, and Lieutenant-Governor in Council. When statutory holidays fall on a Sunday the following day is taken. The Minister may make Saturday a teaching day by regulation.

Schools regularly operated throughout the year take the following vacations: the full week beginning with Easter Monday; from July 1 to the fourth Monday in August or any day following, but not later than the Tuesday following Labor Day, and from December 24 to January 2, inclusive. Each school is in operation for 200 days during each calendar year.

School Closed During Special Circumstances.— Schools may be closed for a number of reasons including the following: the illness of the teacher;

by order of a medical health officer; teachers' conventions; or municipal, provincial, or federal elections where the school is being used as a polling booth.

Textbooks.— Only texts authorized by the Department may be used in school. No grants are payable to schools using unauthorized textbooks, and teachers may be fined for introducing them.

Accidents.— Unless negligence is shown, the school district is exempt from liability for accident or death of any pupil. Liability for defective apparatus can result only if it can be shown that one or more of the trustees or agents were aware of the defects.

Boards may organize school patrols to control traffic and are exempt from responsibility if accidents result thereby.

Indian Children.— Indian children have the right to attend public schools in the province.

Transportation of Pupils.— The board of any district may provide transportation to and from school, but it is not required to do so unless it is the board of a consolidated school district, a closed school district, or a school district which is enlarged to a size of 25 square miles or more.

All school-owned buses must meet rigid specifications set out by the Department of Education. There are standard markings and procedures throughout the province. In 1966 there were about 2,000 school bus routes in operation at a total cost of about \$5,000,000 of which 60 p.c. was paid by the Department.

Transportation facilities have been a factor in the establishment of larger units of school administration. Improved highways and better vehicles have led to the consolidation of districts to provide larger, multi-roomed elementary schools.

The Minister may require that all vans be insured as prescribed and may act as agent, deducting the premium from grants payable to the district.

Non-resident Pupils.— Boards admit without fees pupils whose parents reside nearer to the school than to their home school, and pupils in Grades X to XII who reside nearer that school than any other, if there is accommodation and adequate staff.

Whenever it is deemed inadvisable for the trustees to keep a school open, they must notify the Minister, request his permission to close the school and if such permission is obtained, they must then maintain upkeep of the building and provide trans-

portation or boarding accommodation for the pupils of the school district, as well as pay such tuition fees as are necessary for the instruction of these pupils in an adjoining school district.

G. School Finance

Support for public elementary and secondary schools in Manitoba comes almost entirely from two sources: municipal taxes and provincial grants.

All boards of trustees must prepare the annual budget before March 1st. In the preparation of the budget, the board must first determine the requirements for the year, and then deduct therefrom revenue to be received by way of provincial grants, miscellaneous items, and such surplus amounts from previous years which it intends to use during the current year. The remainder of the requirement is then raised by way of a special tax.

Taxes.—School taxes are collected by the local taxing authority and are remitted to the school boards. The local taxing authority may be the municipal council, the resident administrator in a local government district, or a person designated by the provincial Minister of Municipal Affairs in the case of unorganized territory. Taxes are collected on real, personal, and business property.

In union school districts, school areas, or school divisions that overlap boundaries of municipalities, in local government districts or in unorganized territory, allocation of the tax levy among various taxing authorities is in proportion to each authority's portion of the total assessment. Distribution of the levy among these, when necessary, is made by the secretary of the school division concerned. The municipal council pays to each district, through the secretary-treasurer of the division, the sums to which it is entitled.

There are three types of levies: (1) a general levy, which in actuality forms part of the combined operational grant calculated by the province; (2) a divisional levy, which is the special tax requirement for the division as determined by its annual budget; and (3) a school district levy, which is the special tax requirement as determined by the annual budget of the school district concerned.

The general levy is paid by the municipal corporations to the school division secretary-treasurer in two instalments. The first is paid by September 30 of each year, and the second instalment is paid by March 31 of the year following. The special taxes which may be required by the school divisions and school districts are also paid in two instalments, the first being of collections made up to November 15, which must be paid by November 30, and the second instalment consisting of the remainder of the special tax unpaid to be paid by January 31 of the year following.

General Levy.—The levy for each division is determined by the Minister. The rate depends upon two factors—the balanced assessment and the number of authorized teachers. On or before March 1 in each year the Minister determines the balanced assessment per teacher in each division by dividing the balanced assessment of the division for the year by the number of authorized teachers in the division as at December 31 of the preceding year. The rate of the general levy is calculated from:

- (a) a levy of 5 mills on each dollar of the balanced assessment;
- (b) a levy of 6 mills on each dollar that the balanced assessment in respect of each of the authorized number of teachers is of \$200,000 (up to the first \$200,000 of the balanced assessment per teacher); and
- (c) 2 mills on each dollar that the excess (over \$200,000) of the balanced assessment per teacher is of \$100,000.

Each year, on or before Feb. 1, each local board and the division board prepares its estimate of expenses for the year. Each local board forwards its estimate to the division board which then estimates the grant each district will receive, as well as estimating its own grants. The division board prepares a statement to show the amount each local district in the division and itself will still require after taking into account the grants, and the amounts if any, which are to be equalized over the division. The board then apportions these amounts among the municipalities and parts of municipalities in proportion to the balanced assessments of each and notifies each municipality by March 1 annually. For a union district, the division board apportions the amount still required by the district according to the balanced assessment of the district in each municipality.

Eligibility for Grants.—In order to qualify for provincial government support, a school district or division must:

- (1) operate its schools at least 200 days in that year;
- (2) report to the Minister on the qualifications, experience, and salary of each teacher;
- (3) make a return for the school year ending in that year, including the teachers' annual and semi-annual reports and the census of school-age children;
- (4) disclose all sources of revenue other than taxes and annual provincial grants; and

(5) make any other returns required by the Minister.

No grant is payable to a division or district with respect to a person employed as a teacher who does not have a valid subsisting teacher's certificate or limited teaching permit issued by the Department.

Combined Operational Grants.—These are the operational grants as determined by the current grant formula and which are payable jointly by the

province and the municipal corporations. The combined operational grants consist of: (1) salaries grant; (2) maintenance grants; (3) administration grant; (4) supplies grant; and (5) transportation grant.

Grants Toward Salaries.—A school board receives an annual grant for each authorized teacher according to a schedule based on years of professional and academic preparation and on "steps" (2-year periods) of experience. The following is an abridgement of the schedule.

Approved Amounts for Grants Respecting Teachers

Steps completed	A ₀	P ₁ A ₁	P ₁ A ₄	P ₂ A ₆
	dollars			
For elementary grades:				
0	2,000	2,800	3,400	4,500
5	2,000	3,300	4,200	5,300
10	2,000	3,300	5,200	6,300
15	2,000	3,300	6,200	7,300
20	2,000	3,300	6,200	8,300
22	2,000	3,300	6,200	8,700
For secondary grades:				
0	—	—	4,000	5,500
5	—	—	4,800	6,300
10	—	—	5,800	7,300
15	—	—	6,800	8,300
20	—	—	7,200	9,300
22	—	—	7,200	9,700

The grant payable is equal to the lesser of (a) the salary actually paid to the teacher or (b) the approved amount as calculated under the schedule.

Grants Toward Maintenance.—In addition to salary and capital grants, divisions and districts receive the lesser of: (a) \$562.50 for each authorized teacher for secondary grades for the division; or (b) 75 p.c. of the actual cost to the division in that year of the following items of approved expenses for maintenance; caretaking, cleaning, and toilet supplies; minor general repairs including redecorating; fuel, light, and water; rental if paid by a division board to a local or vice-versa; fire and liability insurance premiums; labour in connection with caretaking, repairs, and the use of fuel, light, and water; pension payments for maintenance personnel; and any item of approved expenses for maintenance recognized by the Minister.

Grants Toward Administration.—In addition to all other grants divisions and districts receive 50 p.c. of the actual cost (not exceeding the greater of (a) \$5,000 or (b) \$60 per authorized teacher) of: salary and expenses of the secretary-treasurer and other officials; remuneration and expenses of trustees; legal and auditing fees; advertising; convention fees to a legal limit; telephone and telegraph; interest on loans for current purposes; employer's share of unemployment insurance premiums and other benefits for non-teaching personnel; pension payments for administrative personnel; general mis-

cellaneous office expenses; premiums for fidelity bonds; and any other item recognized as administrative by the Minister.

Grants Toward Supplies.—In addition to all other grants, a *division* board gets the lesser of (a) \$32.50 for each teacher authorized for secondary schools for the division, or (b) 50 p.c. of the actual cost of approved library and reference books purchased that year by the division. In addition, the district gets the lesser of (c) \$80 per teacher or (d) 50 p.c. of the actual cost of: teaching supplies and materials; science equipment and supplies; correspondence lessons; art and craft supplies; audio-visual aids; music, library, and reference books not already subject to grant; recreational, playground, and sports equipment and supplies; and any other items recognized as supplies by the Minister.

The main difference in the case of a district is that the amount in (a) above reads: \$20 for each authorized teacher in the district.

Other Grants.—In addition to the combined operational grants, the province contributes vocational grants, capital grants, and other smaller miscellaneous grants. The capital grants are paid in respect of the purchasing, furnishing; equipping, enlarging, remodelling, repairing, renovating, or replacing of accommodation. The percentages of the capital support vary with the nature of the school, its size, and source of funds being used.

H. Technical and Vocational Education

In cooperation with the federal Department of Labour, after the passing of the Federal-Provincial Technical and Vocational Training Assistance Act in 1960, Manitoba built the Manitoba Institute of Technology in Brooklands (a suburb of Winnipeg) and Vocational Centres in Brandon and The Pas within six years. A Junior Vocational School will give vocational training at the high school level in Winnipeg, and other vocational facilities have been planned for many parts of the province.

The Manitoba Institute of Technology.—The M.I.T. opened in 1963 with 7.5 acres of floor space situated on 120 acres of land in the village of Brooklands in Greater Winnipeg. Instruction is given on a year-round basis in a variety of vocational areas.

The *Technology Division* offers one- and two-year post-high school courses in 12 engineering, business, and medical technologies.

The *Industrial Division* offers pre-employment training for trades, business, and other occupational areas, as well as annual in-school training for apprentices. Courses are given in more than 30 trades and occupations, including 13 trades designated under the provincial apprenticeship legislation.

The *Adult Evening School Program* offers a wide variety of trade improvement, upgrading, industrial, technology, and business education courses.

The Manitoba Vocational Centres.—The Winnipeg centre offers a program of basic training for skill development on a full-time day class basis. The training includes communications (English), industrial mathematics, and trade science. Level I is for persons having less than Grade VII; level II is for those between VII and X.

A vocational teacher training program is offered in another Winnipeg centre. Originally this training was conducted at the M.I.T. Qualified journeymen and experienced secretarial personnel may commence

their teacher training program at quarterly intervals during the school year. The staff includes a supervisor and four instructors who are responsible for the development and application of an expanded vocational teacher training program in Manitoba.

The centre at Brandon offers a number of trade and occupational courses, business education, basic training for skill development, and a one-year welfare service course. The new centre opened in 1966 with additional pre-vocational courses. In addition a two-year post-high school course in electrical technology was offered.

The centre at The Pas was scheduled to open late in 1966. It was designed primarily to serve the population of northern Manitoba. It has residential accommodation for students. The program includes pre-employment courses, basic training for skill development, business education, service and occupational training courses, and an extensive adult night school activity. A post-high school two-year course in mining technology is available.

High School Vocational Programs.—These programs provide for vocational training at the secondary level in which a minimum of 50 p.c. of the school time is devoted to industrial or business training in preparation for an occupation. The balance of the program is composed of core subject matter in general education. The program is offered in Grades X, XI, and XII.

The Winnipeg Technical-Vocational High School was built specially for vocational programs. Four collegiate institutes in the suburbs of Winnipeg, one in Dauphin, and one in Brandon offer vocational courses.

Enrolments in 1964-65.—The grand total of persons enrolled in vocational training programs in Manitoba in 1964-65 was 19,813. This was made up of: high school vocational course pupils 5,127; provincial vocational centres 4,650; technical 550; in-plant training 1,506; and evening classes 7,980.

Statistics Canada Library
Bibliothèque Statistique Canada



1010016171