

THE UNIVERSITY OF MANITOBA

THE FINANCING OF THE GRADE XII STUDENT IN SIX  
INDEPENDENT SCHOOLS IN WINNIPEG

BY

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## ABSTRACT

The purpose of this study was to determine the personal financial contributions of Grade XII students in independent schools to the cost of their own education. The type of student contributing, the type of student attending an independent school, the students' educational history and family background, the reasons for attending an independent school and the differences, and factors causing differences, between independent schools were studied.

The sample consisted of 408 Grade XII students in six major independent schools in Winnipeg. A questionnaire, consisting of 36 questions was prepared for the study. Questionnaires were administered personally by the author who also interviewed students and school administrators.

Important conclusions were drawn in the following areas:

- A. the extent of personal financial involvement of Grade XII students in the cost of their own education;
- B. the characteristics of students attending an independent school;
- C. the cost of education in an independent school;
- D. the characteristics of students paying part or all of the costs of their own education;
- E. the reasons for attending an independent school;
- F. the differences between types of independent schools.

A number of recommendations for further study and for independent school administrators as well as some policy implications resulted from this study.



TABLE OF CONTENTS

	Page
LIST OF TABLES.....	viii
LIST OF FIGURES.....	xi

Chapter

1.	THE NATURE AND BACKGROUND OF THE INVESTIGATION.....	1
	INTRODUCTION.....	1
	STATEMENT OF THE PROBLEM.....	4
	SIGNIFICANCE.....	4
	THE METHOD OF THE INVESTIGATION.....	6
	The Method.....	6
	The Verification of Data.....	7
	DELIMITATIONS.....	8
	LIMITATIONS.....	9
	DEFINITION OF TERMS.....	10
	ORGANIZATION OF THE STUDY.....	12
2.	REVIEW OF THE LITERATURE.....	13
	INTRODUCTION.....	13
	CANADIAN INDEPENDENT SCHOOLS.....	14
	Canada.....	14
	Manitoba.....	16
	AMERICAN INDEPENDENT SCHOOLS.....	18
	REASONS FOR DECLINING ENROLLMENT.....	19
	THE CASES FOR AND AGAINST PUBLIC SUPPORT.....	20
	REASONS FOR ATTENDING INDEPENDENT SCHOOLS.....	22

Chapter	Page
	FAMILY BACKGROUND..... 23
	SUMMARY..... 24
3.	METHODOLOGY..... 25
	INTRODUCTION..... 25
	THE ADMINISTRATION OF THE QUESTIONNAIRE..... 26
	A DESCRIPTION OF THE SCHOOLS..... 29
	THE PREPARATION AND VERIFICATION OF THE DATA..... 31
4.	AN OVERVIEW OF SURVEY RESULTS..... 36
5.	ANALYSIS OF DATA..... 40
	INTRODUCTION..... 40
	STUDENTS' CONTRIBUTION ESTIMATES..... 40
	Tuition Fees..... 40
	Board Costs..... 42
	Residence Costs..... 44
	Incidental Expenses..... 44
	Transportation Costs..... 47
	Living Expenses..... 47
	Total Costs..... 50
	AVERAGE CONTRIBUTIONS PER SCHOOL..... 50
	ESTIMATED AMOUNTS CONTRIBUTED BY STUDENTS..... 55
	VERIFICATION OF DATA BASED ON STUDENTS' ESTIMATES..... 55
	THE CHARACTERISTICS OF STUDENTS WHO CONTRIBUTE TOWARDS THE COST OF THEIR OWN EDUCATION..... 59
	SUMMARY..... 70
6.	SUMMARY AND CONCLUSIONS..... 76
	SUMMARY..... 76
	The Problem..... 76
	The Design of the Study..... 77
	The Sample..... 77
	MAJOR FINDINGS..... 78

Chapter	Page
The Main Problem.....	78
The Characteristics of Students Contributing to the Costs of their own Education.....	80
The Types of School.....	80
The 'Students' Background.....	81
The Cost of an Independent School Education.....	82
CONCLUSIONS.....	83
RECOMMENDATIONS.....	84
Recommendations for Further Study.....	84
Recommendations to Independent School Administrators.....	84
Policy Implications.....	85
APPENDIX A THE QUESTIONNAIRE.....	89
APPENDIX B THE QUESTIONNAIRE RESPONSES.....	90
APPENDIX C AN ANALYSIS OF THE INDEPENDENT SCHOOL STUDENT.....	101
INTRODUCTION.....	102
STUDENT HISTORY.....	103
Age.....	103
Sex.....	103
Marital Status.....	103
Religion.....	103
Province of Origin.....	106
Foreign Students.....	109
Manitoba Residents.....	109
Area of Residence.....	109
Kind of Residence.....	120
Type of School Attended the Previous Year.....	120
Grade Level at which Independent Schools were First Attended.....	121
Number of Grade XII Subjects in Students' Program...	121
Use of Spare Time by Part-time Students.....	124
Expected Graduation.....	124
Repeating Students.....	124
Plans for the Following Year.....	124
Reasons for Attending an Independent School.....	128
FAMILY HISTORY.....	134
Parental Occupation.....	134
Parental Income Range.....	135
STUDENT ESTIMATED EXPENSES.....	139

Chapter	Page
STUDENT REVENUES.....	139
Part-time Employment.....	139
Summer Employment.....	148
Other Revenue.....	151
Pocket Money.....	153
SUMMARY.....	153
The Characteristics of Students Attending an Independent School.....	153
Independent School Costs.....	155
Financial Support.....	155
The Type of Independent School.....	155
APPENDIX D INDEPENDENT SCHOOLS IN MANITOBA.....	159
APPENDIX E A COMPARATIVE STUDY OF SURVEY RESULTS WITH THE LITERATURE.....	162
INTRODUCTION.....	163
Sex.....	163
Religion.....	163
Religion as a Reason for Attendance.....	164
Other Reasons for Attendance.....	165
Province of Residence.....	166
Country of Residence.....	166
Type of Residence.....	167
Family Position.....	167
Family Income.....	167
BIBLIOGRAPHY.....	169

LIST OF TABLES

Table	Page
1. Description of Sample.....	28
2. Basic Information Concerning Schools in this Study.....	30
3. Verification of Data - I .....	33
4. Verification of Data - II.....	34
5. Estimated Percentages Contributed Towards Tuition Fees.....	41
6. Student Estimated Percentages Contributed Towards Board Costs.....	43
7. Student Estimated Percentages Contributed Towards Residence Costs.....	45
8. Student Estimated Percentages Contributed Towards Incidental Expenses.....	46
9. Student Estimated Percentages Contributed Towards Transportation Costs.....	48
10. Student Estimated Percentages Contributed Towards Living Expenses.....	49
11. Student Estimated Percentages Contributed Towards Total Costs.....	51
12. Averages of Estimated Percentages Contributed by Students to Their Own Education.....	53
13. Percentages Contributed by Students in the Total Population.....	54
14. Students' Estimated Total Money Contribution.....	56
15. Verification of Data - III.....	57
16. Verification of Data - IV (in Percentages of Responses).....	58
17. Percentage Contributed (by School Last Attended).....	61
18. Percentage Contribution (by Grade Levels Started).....	62

Table	Page
19. Percentage Contributed by Male and Female Students.....	63
20. Percentage Contributed by Students from Different Income Ranges.....	64
21. Religious Denomination as a Percentage of Contribution.....	66
22. Full and Part-time Students as a Percentage of Contribution..	67
23. Students' Future Plans as a Percentage of Contribution.....	68
24. Choice for Attending as a Percentage of Contribution.....	69
25. Some Main Parental Occupations as a Percentage of Contributions.....	71
26. Part-time Employment as a Percentage of Contribution.....	72
27. Summer Employment Earnings as a Percentage of Contribution...	73
28. Students' Pocket Money as a Percentage of Contribution.....	74
29. Student Age.....	104
30. Religion .....	107
31. Main Religious Divisions .....	108
32. Country of Origin of Landed Immigrants and Student Visa Students.....	110
33. Number of Grade XII Subjects .....	125
34. Use of Spare Time by Part-time Students.....	126
35. Student Plans for the Following Year .....	127
36. Reasons for Attending an Independent School .....	130
37. Selected Reasons for Attending an Independent School for Selected Groups of Students .....	133
38. Parental Occupation by Categories .....	136
39. Occupational Categories as Percentages of Income Ranges.....	138
40. Tuition Fees.....	140
41. Board and Residence Costs.....	141
42. Incidental Expenses.....	142

Table	Page
43. Additional Living Expenses.....	143
44. Totals of Incidental and Additional Living Expenses in Dollars - by Schools and Total Population.....	144
45. Transportation Costs.....	145
46. Total Costs of Education.....	146
47. Student Part-time Employment.....	147
48. Student Earnings from Part-time Employment.....	149
49. Student Summer Employment Revenues .....	150

## LIST OF FIGURES

Figure	Page
1. Male and Female Distribution .....	105
2. Area of Residence .....	111
3. Distribution of Grade XII Independent School Students in the Metropolitan Winnipeg Area by Major Districts.....	112
4. Distribution of Grade XII students of Balmoral Hall in the Metropolitan Winnipeg Area by Major Districts.....	113
5. Distribution of Grade XII students of the Mennonite Brethren Collegiate Institute in the Metropolitan Winnipeg Area by Major Districts.....	114
6. Distribution of Grade XII students of St. John's- Ravenscourt in the Metropolitan Winnipeg Area by Major Districts.....	115
7. Distribution of Grade XII Students of St. Mary's Academy in the Metropolitan Winnipeg Area by Major Districts.....	116
8. Distribution of Grade XII Students of St. Paul's High School in the Metropolitan Winnipeg Area by Major Districts.....	117
9. Distribution of Grade XII students of the University of Winnipeg Collegiate Division in the Metropolitan Winnipeg Area by Major Districts.....	118
10. Type of School Attended the Previous Year .....	122
11. Grade Levels for Starting Independent Schools .....	123
12. Choice in Attending an Independent School .....	129
13. Parental Income Ranges .....	137
14. Pocket Money .....	154



## Chapter 1

### THE NATURE AND BACKGROUND OF THE INVESTIGATION

#### INTRODUCTION

The predominant view of residents of the Province of Manitoba appears to be that independent schools in the Province are attended exclusively by two groups, the children of the more conscientiously religious and the children of the more well-to-do segments of the population. It is partly as a result of this view that taxpayers refuse to allow their provincial government to give financial support to independent schools.

The issue of public support for non-public schools has been dealt with in many volumes of learned documents by many outstanding scholars. In Manitoba this issue has the added and emotion-filled, historic controversy commonly known as "The Manitoba Schools Question"<sup>1</sup>; that bitter English Protestant-French Catholic conflict, which still occasionally plagues Manitoba politics and politicians.

It is possibly ironic that many Manitoba residents seem unaware that the most controversial issue of the "Manitoba Schools Question", religion, has been partially solved by the Shared Services agreements made possible by The Public Schools Act<sup>2</sup>. To date, however, none of

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<sup>1</sup> Lovell Clark, ed., The Manitoba School Question: majority rule or minority rights? Toronto, Copp Clark, 1968.

<sup>2</sup> The Public Schools Act, Dec., 1971; cc. 170, 171.

the Winnipeg non-parochial independent schools have been able to enjoy the benefits of such indirect financial assistance through Shared Services agreements with their respective local public school divisions.

Except then for the relatively few parochial schools in Manitoba that have reached Shared Services agreements with local public school boards and for the textbook grants<sup>3</sup>, the Manitoba Government provides no financial aid to independent schools.

As a result of such views and facts, independent schools are forced to charge considerable sums of money for tuition fees, thus reinforcing the residents' views that only the children of the well-to-do and the very religious enroll in such institutions.

Yet it should be evident that sweeping generalizations about the type of students attending an independent school can hardly be justified. It should be evident that not all independent school students must of necessity be attracted to studies in an independent school for financial and religious reasons, nor for social or other prestige reasons.

Granted then that there may be other reasons for a student's enrollment in an independent school -- and without unduly pursuing such reasons -- it seems reasonable to assume that not all independent school students are the offspring of the religious or the well-to-do segments of the population. On the basis of this assumption it is not unreasonable to suppose further that certain parents or guardians, when enrolling their children in an independent school, may be assuming financial burdens they would not be assuming should their children be

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<sup>3</sup>The Education Department Act, Jan., 1971, c. 12 (5)

attending public school.

Such a supposition may be considered not unreasonable in view of the research carried out by Landynski with parochial schools in New York State. He writes in part:

...the Fleischmann Commission...seemingly has judged that any plan (of government support to non-public schools) which benefits only a "handful" of students is thereby interdicted. At the moment this "handful" constitutes 20 per cent of the pupils in New York State (nationally the figure is 12.5 per cent). The fact is that the parents of children in parochial schools in 27 per cent of the cases earn less than \$5,000. Fifty-eight per cent earned between \$5,000 and \$10,000. If 85 per cent of these parents earn less than \$10,000, the citizens being evaluated are less than privileged.<sup>4</sup>

Should such financial burdens exist then, they might logically be shifted at least in part to the student's shoulders as soon as the student would have attained an age at which he would be able to supplement his parents' or guardians' income through employment.

It is the intent of this study to survey independent school students to determine to what extent the above assumptions may be true. Logically the survey was to be conducted with Grade XII students as they are the most capable of independent school students to furnish partial or full financial self-support through employment opportunities. The students surveyed were chosen from six major independent schools in Winnipeg: Balmoral Hall, the Mennonite Brethren Collegiate Institute, St. Mary's Academy, St. John's-Ravenscourt, St. Paul's High School and the University of Winnipeg Collegiate Division, as these are among the better-known of the independent schools in Manitoba.

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<sup>4</sup>George A. Kelly, ed., Government Aid to Nonpublic Schools: Yes or No? (New York: St. John's University Press, 1972), Jacob W. Landynski, "The Constitutional Questions", p. 93.

## STATEMENT OF THE PROBLEM

The specific problem in this study was to determine if and to what extent Grade XII independent school students in Winnipeg do contribute financially to the costs of their own education once they have reached an age at which it may be safely assumed that they can do so. The problem consisted, therefore, of the gathering of the information necessary to determine the existence and extent of personal financial contribution to their own education of Grade XII independent school students in Winnipeg.

Subdivisions of the problem included:

1. Identification of the characteristics of students (if any) who contribute to their own costs of education;
2. Identification of the characteristics of students attending an independent school
  - a) the students' educational history
  - b) the students' family background
  - c) the reasons for attending an independent school;
3. The cost of attending an independent school;
4. The differences, if any, between various independent schools;
5. The factors which may cause differences between independent schools.

## SIGNIFICANCE

The study has inherent in it a number of significant values, foremost of which is to determine if independent schools are schools exclusively for the well-to-do and the religious. A significant value may be that no previous study to determine a student's personal financial contribution to his own education appears to have been undertaken. Hence, worthwhile information may be added to the knowledge

about education in Manitoba.

The study may also be of some value to the administrators of independent schools to help them determine student markets and assess particular needs in the area of programming for students who may be fully or partly self-supporting.

It appears from a careful search of the literature available on independent schools that no articles dealing specifically with the major problem posed in this study have been written. The larger part of the literature on independent schools deals with these main issues:

1. The question whether or not public funds should be spent for non-public education;
2. The financial difficulties of independent schools and ways and means of resolving those difficulties;
3. The values and dangers of independent schools.

Some research has been done concerning itself with some of the subdivisions of the major problem to be investigated, like reasons for attendance at independent schools and socio-economic status of the families of independent school students, but not in Manitoba. No research appears to have been done to determine the personal, financial obligations of an independent school student towards the cost of his own education.

It appears then that there is no such information at the moment and that there is a need to gather such information in an attempt to determine the status of the independent school student.

## THE METHOD OF THE INVESTIGATION

The Method

The data required to conduct this particular study was collected by questionnaire, which was first tested and validated with a sample group of ten students. Individual members of this sample group were interviewed after the completion of the questionnaire to clarify the wording of the questions, to help in deleting unnecessary questions, to provide more suitable choices for the answers and to provide further essential questions.

The results from this sample group's questionnaires were scored on computer answer sheets to verify the facility of the actual scoring of results and an analysis was undertaken to verify the practicability and workability of the actual questionnaire.

Once this had been done and the actual, final questionnaire printed in its corrected form as an attractive and manageable booklet, it was personally administered by the author with representative sample groups in the six independent schools that had agreed to cooperate in this survey. The questionnaire was conducted during school hours and as much as possible at the same time of day to maintain equality of test conditions and to minimize differences that might be caused by time differentials.

It was intended that in small independent schools a sample as close as possible to 100 per cent would be used, while in large independent schools at least 30 per cent of the Grade XII population would be sampled.

It was also the intent that a number of students in each sample

group would volunteer to be interviewed personally by the author to clarify any difficulties in interpretation of data and to verify responses.

#### The Verification of Data

It was, of course, anticipated that because of the nature of the questionnaire which asks students to estimate approximate costs and percentages personally contributed, a certain element of unreliability would be introduced in this study. A verification of responses to establish reliability was made. This was done by a variety of methods.

First, a number of personal interviews were used to attempt to establish the basis on which students made estimates. Next students who indicated that they received only partial or no financial support from parents or guardians had their responses verified by calculation of the total estimated expenditures (see Appendix A, questions 17 - 21) and the percentage they estimated to be contributing themselves (see Appendix A, question 32). The amount obtained after calculating the estimated percentage of the estimated expenses should correspond reasonably to the total amount these students estimated they contributed themselves (see Appendix A, question 33).

Furthermore it was possible to establish a comparison between the student's estimated costs and the cost figures for Grade XII students used by the Student Aid Branch of the Department of Colleges and University Affairs. A final verification was made by calculating an average for all expenses for all students and an average for all contributions made by all students. The percentage calculated from

these two amounts should correspond fairly closely to the average percentage contributed by all students as reported in Appendix A, question 32.

It was anticipated that a fairly large margin of error might occur in such verifications. A margin of error of approximately ten per cent was considered acceptable for purposes of this study.

#### DELIMITATIONS

Certain specific delimitations were observed in this study, required to keep it to the simplicity of a Master's thesis.

From the outset it was determined that this study should be conducted primarily with major independent schools. As a result only independent schools in Winnipeg were included.

In this delimitation, the Mennonite Brethren Collegiate Institute, St. Mary's Academy and St. Paul's High School were included to test schools of definite religious affiliation against private non-affiliated schools. Two of these, St. Mary's Academy and St Paul's High School were included to test a girls' and a boys' school against each other and against the co-educational institutions. Balmoral Hall, a girls' school, was, however, included primarily to test a small independent school against the five large schools in this study.

Another delimitation was that only Grade XII students were sampled. This was a basic necessity because only at the third level of high school can there be a reasonable certainty that students are old enough to be able to provide for part or all of their expenses towards a high school education in an independent school.

A further delimitation to this study was that no serious



attempt was made to establish a relationship between the results obtained and the students' individual religious affiliation. Some observations based on religion were, however, included.

A final delimitation was that "income foregone" was not included in cost calculations, on the assumption that a Grade XII independent school student would be a student in a public school rather than employed full-time should he not attend an independent school. Students at the University of Winnipeg Collegiate Division in particular might have greater costs than normal unless "income foregone" were delimited out of this study.

#### LIMITATIONS

There were also a certain number of limitations to this study, not the least of which were those resulting from the delimitations.

As only six independent schools were included in the study and all are located in Winnipeg, the results of this study could hardly be used to provide a province or nation-wide sample. They would, however, give a reasonably accurate indication of the local situation. By sampling only at the Grade XII level, a not entirely reliable picture of the independent school student in general might emerge. Views expressed by students might be based on hearsay rather than on actual experience, while motivation in many cases might be parental without the students being aware of this. Careful analysis of the data was employed to overcome this limitation or, at least, to verify its existence.

Further limitations to the study existed in that the schools surveyed are neither of equal nature nor size. Different types of

affiliations, different objectives and different size and enrollment patterns did, no doubt, influence the results and their interpretation.

There also were considerable differences in the fee structures of the six schools involved. Such differences might give rise to the assumption prior to the actual study that schools with low fees are more likely to attract students who are fully or partially self-supporting. This limitation should, however, not invalidate the study.

A final limitation was that there appeared to be no statistical information against which to compare the results of this study.

#### DEFINITION OF TERMS

For the purpose of this study a number of terms and expressions were employed with meanings as follows:

- |                          |  |
|--------------------------|--|
| Independent school       | - a non-public school in Manitoba not receiving direct financial assistance from the Manitoba government and charging fees as a major source of revenue. |
| Affiliated school        | - an independent school affiliated with a definite religious organization and providing instruction in that religion.                                    |
| Private school           | - an independent school not affiliated with a definite religious organization.   |
| Grade XII student        | - a high school student taking at least one subject or course at the third level of high school.   |
| Canadian student         | - a student who is a Canadian citizen or a Landed Immigrant.   |
| Small independent school | - an independent school with fewer than thirty Grade XII students.   |
| Large independent school | - an independent school with thirty or more Grade XII students.  |

Tuition fees	- the actual fee charged for tuition in an independent school.
Residence costs	- the actual cost of rooming in a school residence, at home or elsewhere.
Board costs	- the actual cost of food while living in a residence, at home or elsewhere.
Incidental expenses	- the actual cost of textbooks, notebooks, student association fees and similar expenses directly related to school.
Transportation costs	- the actual cost of travel to and from school (bus, car, gasoline, etc.)
Living expenses	- the additional sum of money spent on living.
Student revenue	- earnings of an independent school student from summer or winter employment.
Student sources of revenue	- a student's own revenue, including earnings from employment and all moneys not contributed by parents or guardians.
Financial support	- support received by a student from parents or guardians.
Commitment	- a student's personal financial contribution to the cost of his education.

For the purpose of simplification of tables, charts, graphs and related materials the following abbreviations were used:

BH	Balmoral Hall
MBCI	Mennonite Brethren Collegiate Institute
SMA	St. Mary's Academy
SJR	St. John's-Ravencourt
SPHS	St. Paul's High School
UWCD	University of Winnipeg Collegiate Division

## ORGANIZATION OF THE STUDY

This study commences with a chapter dealing with a review of the literature pertaining to the problem posed. It is limited in nature, as little has been done in research for the main problem - the financing of the Grade XII student in independent schools. Literature relating to subdivisions of the main problem is reviewed wherever possible.

A chapter is next devoted to the methodology of the research for this study; the actual administration of the questionnaire, its physical setting, a description of the types of schools involved, statistics concerning the administration of the survey itself, such interviews with students as were held, percentages of the population sampled, and a description of the methods employed to analyze the data.

The following chapter contains a description of the data collected for all students, as reported in Appendix B.

A further chapter addresses itself to a statistical analysis of the data obtained for the Canadian students in the sample.

A final chapter summarizes the findings in this study and outlines conclusions that may be drawn from it.

Appended to the study are five appendices, the questionnaire itself, the data collected for all students, the analysis of the data for the subdivisions of the main problem, a list of independent schools in Manitoba and a comparison of data related to the review of the literature.

## Chapter 2

### REVIEW OF THE LITERATURE

#### INTRODUCTION

Little if any literature is available on the main problem of this study. It appears that previous studies conducted have dealt primarily with the problems of the independent school rather than with the problems of the students or the families of the students attending an independent school. It is this apparent unavailability of information that has contributed to the basic need for this particular study and makes it most important.

The literature then appears to be confined to the following issues:

- A. Should public funds be spent on non-public education?
- B. The values, or lack of values, of the independent school.
- C. The financial difficulties of independent schools.
- D. The public opinion on independent schools.
- E. The history of the independent schools.

Moreover, most of the literature is American rather than Canadian, while the American problems relating to the independent schools are different from Canadian problems. While in the United States non-public school enrollment was 10.2 per cent of the total

enrollment for the country in 1972<sup>5</sup>, the Canadian independent school enrollment was 2.8 per cent and the Manitoba was 3.0 per cent of the total enrollment for each respective area for the corresponding year.<sup>6</sup> Thus for reasons of numbers alone, the American problem is vastly different from the Canadian.

The review of the literature for this study is, therefore, confined to such literature as appears related to the problem and its subdivisions in the Canadian and, in particular, the Manitoba context.

#### CANADIAN INDEPENDENT SCHOOLS

##### Canada

Statistics indicate that interest in independent schools has increased slightly during the past few years in Canada.

Excluding Quebec figures, enrollment in private<sup>a)</sup> elementary and secondary schools declined sharply from 1965-66 to 1968-69. During the period 1969-70 to 1971-72 the total number of students continued to decrease but at less significant rate. Since 1972-73, enrollment has continued to rise, by 1 per cent in 1972-73, by 2 per cent in 1973-74.<sup>7</sup>

In spite of this slight increase experienced in overall enrollment in private schools, the trends predicted indicate an accelerating decrease in private school enrollments. The 1974-75 statistics indicate 169,040 students in private elementary and

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<sup>5</sup> Daniel J. Sullivan, Public Aid to Nonpublic Schools, (Lexington, Mass.: D. C. Heath and Company, 1974), p. 17.

<sup>6</sup> Statistics Canada, Private Elementary and Secondary Schools, 1973-74, (Ottawa: Queen's Printer, 1975), p. 8.

a) Statistics Canada defines private schools as those that are non-public.

<sup>7</sup> Ibid., p. 5.

secondary schools and 5,618,780 students in all Canadian schools. This represents 3.0 per cent of the total population in elementary and secondary schools. It is predicted that in the next three school years enrollment decreases of 1.3, 1.5 and 2.3 per cent will occur in the total school population and decreases of 0.9, 1.6 and 3.9 per cent will occur in the private school population.<sup>8</sup> This means basically that while the total school population will decrease by 5.0 per cent over the next three years, private schools will experience a decrease of 6.3 per cent over the same period of time.

This trend is emphasized by the fact that 21 private schools of the total of 1094 in Canada are expected to be closed in those three years. This represents an expected decrease of 1.9 per cent in the total number of private schools.<sup>9</sup>

Statistics for private schools further indicate that, for the eight provinces included in these figures, 8280 students of the total of 85,134 in private schools, representing 9.7 per cent, were boarders as opposed to day students.<sup>10</sup>

Approximately four per cent of the total population of Canadian schools are residents of countries other than Canada.<sup>11</sup>

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<sup>8</sup> Statistics Canada, Advance Statistics of Education, 1975-76: Future Trends in Canadian Education, (Ottawa: Queen's Printer, 1975), p. 43.

<sup>9</sup> Ibid., p. 46.

<sup>10</sup> Statistics Canada, Private Schools, 1973-74, p. 10.

<sup>11</sup> Ibid., p. 6.

Manitoba

Statistics indicate that interest in Manitoba private schools has continued to wane, even in the years when interest in Canadian private schools increased somewhat. Private elementary and secondary school enrollment in 1970-71 was 8284 students and in 1973-74, 6912 students. This represents a decrease of 16.6 per cent over a period of three years. The greatest decrease occurred from 1970-71 to 1971-72 (10.2 per cent). While Canadian private school enrollments increased by one and two per cent, as found earlier, Manitoba enrollments dropped by 4.3 and 3.9 per cent.<sup>12</sup>

The 1974-75 private school enrollment of 6645 students represents 2.7 per cent of the total of 244,120 students in elementary and secondary schools in Manitoba. This percentage is 0.3 lower than for Canada.

The trends for the total school population of Manitoba are somewhat better than for Canada. Enrollments are expected to drop 1.2 and 0.9 per cent respectively over the next two years (1977-78 estimates were not made on a province-basis), while Canadian decreases are expected to be 1.3 and 1.5 per cent. Private schools in Manitoba, however, are expected to experience decreases of 2.8 and 2.6 per cent in the next two years.<sup>13</sup>

This trend is emphasized by the fact that five of the forty private schools in Manitoba in 1973-74 are expected to close their doors by 1976-77, a decrease of 12.5 per cent as compared to a decrease

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<sup>12</sup>Ibid., p. 8.

<sup>13</sup>Statistics Canada, Advance Statistics, p. 43.



of 1.9 per cent for all the private schools in Canada.<sup>14</sup> It appears, therefore, that private schools in Manitoba may expect greater enrollment decreases in the near future than both public schools in Manitoba and private schools in Canada.

Statistics for private schools in Manitoba indicate that 397 students in Manitoba private elementary and secondary schools out of the total of 6912 in 1973-74, representing 5.7 per cent of the total, were boarders as opposed to day students. By denomination, the percentage boarders was 1.0 per cent in Roman Catholic schools, 9.9 per cent in other church-affiliated schools and 14.2 per cent in non-denominational schools.<sup>15</sup>

Of the 39 independent schools in existence in Manitoba in 1973-74, eighteen were Roman Catholic, seventeen were affiliated with other churches and four were non-denominational.<sup>16</sup>

Of the 6912 private school students in Manitoba in 1973-74, 96.4 per cent were residents of Manitoba, 1.1 per cent lived in other Canadian provinces and 2.5 per cent were non-Canadians.<sup>17</sup>

The Grade XII population in 1973-74 consisted of 586 students in the private schools, with 52.4 per cent of these being male.<sup>18</sup> In

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<sup>14</sup>Ibid.

<sup>15</sup>Statistics Canada, Private Schools, 1973-74, p. 10.

<sup>16</sup>Ibid., p. 8.

<sup>17</sup>Ibid., p. 10.

<sup>18</sup>Ibid.

the preceding two years the male proportion of the total Grade XII population was 48.0<sup>19</sup> and 49.2<sup>20</sup> per cent respectively.

#### AMERICAN INDEPENDENT SCHOOLS

Statistics for American independent school enrollments vary immensely from state to state and from city to city. Suffice it to say that the overall enrollment in 1972-73 in non-public schools represented 10.2 per cent of the total school population.<sup>21</sup> Broken into areas, this meant 14.8 per cent in Central Cities, 11.1 per cent in Suburbs and 5.3 per cent in Small Towns.

The following quotations will indicate both the large numbers of students involved in American non-public education as opposed to Canadian private education and the decrease in enrollments experienced in the United States as well as in Canada:

1965-66 government figures show 6.3 million or 13 per cent of the United States elementary and secondary pupils in non-public schools, ... only 0.7 per cent in non-church private schools.<sup>22</sup>

One out of eight elementary and secondary school pupils attends a parochial school and in a dozen or more states, 25 per cent of all pupils attend classes in parochial schools.<sup>23</sup>

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<sup>19</sup> Statistics Canada, Statistics of Private Elementary and Secondary Schools, 1972-73, (Ottawa: Queen's Printer, 1974), p. 6.

<sup>20</sup> Statistics Canada, Statistics of Private Elementary and Secondary Schools, 1971-72, (Ottawa: Queen's Printer, 1973), p. 7.

<sup>21</sup> Sullivan, op. cit., p. 21.

<sup>22</sup> Gallop Report, How the Public Views Nonpublic Schools - A Study of the American Independent School, (Cambridge, Mass.: July 29, 1969), p. 2.

<sup>23</sup> Gerald A. Killeen, Financing Private Schools, (Eric Documents, EDO48636, January 26, 1971), p. 10.

Enrollment rates in Catholic schools have fallen from 0.535 in 1959 to ... 0.261 in 1973.<sup>24</sup>

...throughout most of the 60's decline was offset by an increase in the numbers of Catholic school age children. Now even that population is declining ... that decline is likely to continue due to the recent drop in the birth rate among Catholics, which was even greater than the decline for the nation as a whole.<sup>25</sup>

Estimates prepared for the President's Commission on School Finance suggest that total nonpublic enrollment will decline 2.4 million students, or 54 per cent, by 1980.<sup>26</sup>

It is evident from the foregoing, and other sources not directly quoted here, that the non-public school situation in the United States appears to be an even more pressing problem than it is in Canada.

The 1970-71 enrollment records for non-public schools in the United States indicate that 82.7 per cent of the non-public school population was Roman Catholic, 10.3 per cent other church-related and 1.3 per cent non-affiliated.<sup>27</sup> This compares to 52.8 per cent Roman Catholic in Manitoba independent schools,<sup>28</sup> emphasizing the differing characters of independent schools in the two areas.

#### REASONS FOR DECLINING ENROLLMENT

The decline of the birth rate in recent years has caused a gradual decline in the total public elementary and secondary school enrollment. This decline appears to be accelerated more in the

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<sup>24</sup> Sullivan, op. cit., p. 37.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid., p. 39.

<sup>27</sup> Ibid., p. 17.

<sup>28</sup> Statistics Canada, Private Schools, 1973-74, p. 10.

independent schools than in the public schools. A variety of reasons for this occurrence in the United States are discussed in detail by Sullivan and it appears that some of these reasons may also apply to Manitoba independent schools.

Sullivan discusses among others the changing population from city centre to suburbs, the changed character of the public school, the changed character of the non-public school and increased operational costs and thus increased tuition fees.<sup>29</sup>

McGrath points out that, although 53 per cent of Catholic parents of pre-school children felt that parochial schools are essential to the Catholic religion, only 27 per cent indicated they would probably send their children to a Catholic school.<sup>30</sup> This strengthens Sullivan's case for the changed character of the non-public school.

#### THE CASES FOR AND AGAINST PUBLIC SUPPORT

Many works have been written to argue the case for or against public support, and for or against the very existence of non-public schools, some of which have been listed in the bibliography to this study. An excellent review of the basic arguments employed by most

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<sup>29</sup> Sullivan, op. cit., pp. 35-37.

<sup>30</sup> Francis J. McGrath, Attitudinal Study of Roman Catholic Parents of Pre-School Children Regarding the Option of Catholic or Public School Education for their Children, (Eric Documents, EDO46488, January, 1970), pp. 28-35.

authors was prepared by Swanson and Igoe.<sup>31</sup>

Barr, the author feels, appears to present the soundest arguments for the fact that there should be independent schools. He deals primarily with the ideals behind the independent schools by negating the ideals supporting the public schools. He feels that 'public schools' is a misnomer: "'Public school' sounds democratic, but there is nothing democratic about having your neighbours vote as to how your child should be brought up."<sup>32</sup>

He feels that each of the two ideals behind the public school is a farce. The first ideal, a community, meaning a commonness, of values he considers a farce because the common school (the public school) of today must be free of values. Only a "value-free" school can deal with the many opposing ideals of the members of a modern community. He, therefore, considers it a farce that public schools have a commonness of values. The second ideal of the public school, that it is an organ of a community, he considers to be a farce because the community of which it is an organ should not be a random collection of people but a very value-defined community. He feels very strongly that such value-defined communities must consist of voluntary communities drawn together by common values rather than forcedly by arbitrary geographic location.<sup>33</sup>

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<sup>31</sup> Austin D. Swanson/Joseph A. Igoe, eds., Should Public Monies be Used to Support Non-public Education? (Danville, Ill.: The Interstate Printers and Publishers, Inc., 1967).

<sup>32</sup> Donald Barr, "Pluralism in American Education", Government Aid to Non-public Schools: Yes or No?, George A. Kelly, ed., (New York: St. John's University Press, 1972), p. 37.

<sup>33</sup> Ibid., pp. 38-41.

Barr seems supported by the American citizen in his views that there should be a freedom to choose schools. 84 per cent of Americans living in independent school areas indicated that there definitely should be independent schools, although only 37 per cent felt that public financing should support independent schools.<sup>34</sup>

#### REASONS FOR ATTENDING INDEPENDENT SCHOOLS

The most recent study done to determine reasons for which students might attend an independent school rather than a public school was conducted in the United States through a Gallop poll. Results indicated that private schools were attended for the following reasons: 64 per cent - better education; 32 per cent - social prestige; 12 per cent - better discipline and 10 per cent - segregation. Parochial school results indicated: 78 per cent - religion; 13 per cent - better education and 8 per cent - better discipline. To reinforce the desire of Americans to have their children attend a non-public school, the reasons for attending public school were: 52 per cent - finances; 36 per cent - convenience; 12 per cent - better education; 12 per cent - broader experience and 8 per cent - required by law.<sup>35</sup>

The American public appears to place great value on the quality of education in a non-public school. The Gallop poll found that in independent school areas 24 per cent of the population considered private schools to have the best quality of education and 21 per cent considered this to be the case for parochial schools. The Gallop poll

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<sup>34</sup> Gallop Report, op. cit., pp. 4, 6.

<sup>35</sup> Ibid., pp. 9-11.

findings were considered very significant in the case of the private schools as only 2 to 3 per cent of students in the United States attend private schools.<sup>36</sup>

Other studies done on reasons for attendance at independent schools appear to have been done many years ago, although not necessarily outdated in all respects. To quote a few, Koos in 1931 found the following for Minnesota:<sup>37</sup>

Independent Schools		Roman Catholic Schools
0.5%	Religion	81.2%
23.4	Preference	6.5
38.0	Better school	7.2
17.9	Preparatory School	0.0
5.3	Private School	0.6
3.1	Convenience	1.6
11.8	Other	2.9

In Canada, McMaster in 1940 found that 40.8 per cent of independent school students attended for religious reasons and 6.5 per cent for maladjustments to the public schools. He did not detail the reasons for the remaining 52.7 per cent.<sup>38</sup>

It appears in general that little study has been done in recent years to determine the reasons of attendance in an independent school.

#### FAMILY BACKGROUND

By job description for parents, Koos made the following

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<sup>36</sup> Ibid., p. 3.

<sup>37</sup> L. V. Koos, Private and Public Secondary Education, (Chicago: University of Chicago Press, 1931), p. 23.

<sup>38</sup> Thomas A. McMaster, A Study of Private Schools in Canada, (unpublished Master's thesis, University of Manitoba, Winnipeg, 1940), p. 85.

comparisons of the occupational backgrounds of parents among Minnesota Urban Public, Roman Catholic and Independent Schools:<sup>39</sup>

	Urban Public	Roman Catholic	Independent
Managerial	35.6%	32.5%	66.2%
Professional	9.8	7.7	22.3
Manual/Clerical	51.3	51.6	6.6
Others	3.4	8.2	4.9

This briefly outlines how he found the situation to be in the United States in 1931.

On the basis of parental income ranges, Sullivan found in the United States in 1972 among secondary school students:<sup>40</sup>

	Public Schools	Non-public Schools
Lower income range	45.3%	25.1%
\$10,000 - \$14,999	30.1	27.3
Over \$15,000	24.6	47.6

#### SUMMARY

It appears then that virtually no literature directly related to the main problem in this study is available, while that literature relating to the subdivisions of the problem consists primarily of statistical information, and American studies, many of which do not relate to the situation in Manitoba.

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<sup>39</sup>Koos, op. cit., p. 41.

<sup>40</sup>Sullivan, op. cit., p. 69.



## Chapter 3

### METHODOLOGY

#### INTRODUCTION

A tentative questionnaire to be employed for the collection of the data necessary for this study was compiled in January, 1975. This questionnaire was completed by ten students from the University of Winnipeg Collegiate Division. These students were carefully selected to represent as many different backgrounds and representative situations as possible.

The results of this preliminary survey were then scored on computer sheets and a basic item analysis was made. A small program of test questions was then prepared, cross-checking and analysing a variety of items. Difficulties were encountered with the test program caused primarily by the very small sample. Indications were, however, that the program would operate satisfactorily with larger samples.

As a next step in the preparation of the final questionnaire (see Appendix A), the author interviewed each of the ten volunteers and received from them valuable comments which helped to reorganize the questionnaire, to reword questions for clarity, to include further questions, to delete questions or parts of questions and to rearrange or make more realistic the numbers employed for the answers of some questions. The Federal Bureau of Statistics was consulted to determine the best income figures to use to determine the upper, middle and lower income brackets in question 35 (see Appendix A, Part E). The

questionnaire in its final form was ready for use at the end of February, 1975.

A number of errors still appeared in the questionnaire. Notably question 6, concerning citizenship, should have contained the instruction: "Answer only one of 6A or 6B", while question 6C should have been accompanied by the caution: "Answer this question only if you have answered question 6A a)". Some confusion resulted from failure to have done so, causing Landed Immigrants and Student Visa students to answer both 6A a) and 6B, while these as well as Canadian citizens from provinces other than Manitoba answered question 6C.

Question 8 also yielded some confusion as a number of students considered "at home" to include their own apartment or rooming house. This might have been avoided if 8B a) had read: "At home (with parents or guardians)".

An error which could be considered tactical was the failure to list "Mennonite" as one of the religions in question 5.

#### THE ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire was conducted by the author personally during March, 1975. In four schools the questionnaires were written in one sitting, but at the Mennonite Brethren Collegiate Institute they were administered in each of the two existing Grade XII classes, while at the University of Winnipeg they were administered on six occasions with six different classes meeting in the same time slot.

In each instance the questionnaire was introduced with the statement outlined in Appendix B, page 90.

A total of three students requested permission not to

participate, one from St. Paul's High School and two from St. John's-Ravenscourt. In each instance, prior to commencement of the survey, students were specifically asked if they wished to be excused and were informed that they might omit questions they did not want to answer. Foreign students were further requested to indicate their status, Landed Immigrant or Student Visa. Those who failed to do so were considered to be studying in Winnipeg on a Student Visa.

In not all instances was it possible for the author to interview selected students at the conclusion of the questionnaire. However, a number of students volunteered in three of the schools, but none reported any difficulties, not even those which were discussed in the introduction to this chapter. This was probably because a number of students asked questions during the course of the survey clearing up some of the minor problems students were encountering. These involved what items to include in cost estimates, whether to mark University or post-secondary institution for certain types of schools, and similar difficulties not created by the wording of the questionnaire itself.

As shown in Table 1, a total of thirteen questionnaire copies had to be discarded, two for unreliability based on the answers supplied to questions 1 - 6, eleven for incompleteness. A total of 408 students participated in the survey and 396 copies were accepted for purposes of this study.

Although the sample left for the study is 396, this information was employed only in Chapter IV which contains a description of the data. For the main problem of the study only the data supplied by Canadian citizens and Landed Immigrants was employed - a total of 338. This sample is referred to as the group of Canadian students. This

Table 1

## Description of Sample

	Total	BH	MBCI	SMA	SJR	SPHS	UWCD
1. Number of students enrolled in Gr. XII	583	10	60	93	48	62	310
2. Sample polled .....	408	8	58	88	44	59	151
3. Number discarded.....	12	0	0	2	3	3	4
4. Sample left for study	396	8	58	86	41	56	147
5. Sample percentage of all students of total enrolled.....	68	80	97	92	85	90	47
6. Number of non-Canadian students in sample....	58	0	4	6	7	7	34
7. Percentage of non-Canadian students.....	15	0	7	7	17	13	23
8. Sample of Canadian students used in study...	338	8	54	80	34	49	113
9. Sample percentage of Canadian students of total enrolled.....	58	80	90	86	71	79	34

became necessary as it became evident from interviews that many non-Canadian students receiving full financial support from their parents completed the questionnaires as if they were fully self-supporting. The author decided that it was probably best to restrict this study to Canadian students and Landed Immigrants.

The relatively low percentage of students in the University of Winnipeg Collegiate Division (34 per cent of total enrolled) is within the limit of 30 per cent allowed for large schools in the sample. This low percentage was felt to be desirable in this instance, to prevent one school, representing 53 per cent of the sample schools' population, from unduly influencing the statistical data of this survey.

#### A DESCRIPTION OF THE SCHOOLS

A brief analysis of the basic data for each school, compiled in Table 2, readily shows the categories and types into which the various schools may be divided.

Only one school, Balmoral Hall, can be classified as a small independent school with an enrollment of fewer than 30 Grade XII students. The other five are large independent schools.

The grade levels taught in each school vary considerably, so that special note must be taken in the interpretation of data. This is particularly true for the University of Winnipeg Collegiate Division which has 85 per cent of its enrollment in Grade XII. In essence, for 74 per cent of its students in 1974-75 this was a one-year school.<sup>41</sup>

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<sup>41</sup>Percentage supplied by the Office of the Dean, Collegiate Division, The University of Winnipeg.

Table 2

## Basic Information Concerning Schools in this Study

	BH	MBCI	SMA	SJR	SPHS	UWCD
1. Grades taught	N-12	7-12	7-12	1-12	9-12	11-12
2. Total enrollment	220	360	585	450	370	365
3. Grade XII enrollment	10	60	93	48	62	310
4. Grade XII enrollment as a percentage of total	4.5	16.7	15.9	10.7	16.8	84.9
5. Specific entrance re- quirements for Gr. XII	(A)	(B)	(A)	(A)	(B)	none
6. School religion	UC	Menn	RC	none	RC	UC
7. School affiliation	-	MC	RCC	-	RCC	UW
8. School association	UC	-	-	-	-	UC

## Symbols and abbreviations:

- (A) - Entrance examinations with or without interviews  
 (B) - Interviews only  
 UC - United Church  
 Menn - Mennonite, consisting of different church denominations  
 RC - Roman Catholic  
 MC - Mennonite Brethren Church  
 RCC - Roman Catholic Church  
 UW - University of Winnipeg

Three schools, the Mennonite Brethren Collegiate Institute, St. Mary's Academy and St. Paul's High School, are schools with definite religious affiliations. In these schools courses in religion are offered, in all cases compulsory to students, although not necessarily in the school religion. The other three schools may best be identified as private schools with two of them historically associated with a religious organization but not offering courses in religion.

Although the affiliated schools in this study all give preference to students of their own religion, not all school policies are the same in this matter. All take space availability into account. It should, for instance, be noted that whereas St. Paul's High School gives definite preference to Roman Catholic students, St. Mary's Academy gives preference to students who apply before the specified early application date, regardless of religion.

Five schools require students to take a complete grade in an academic year; however, the University of Winnipeg Collegiate Division readily accepts students to study in two grades simultaneously as well as part-time while employed or taking courses through another educational institution.

#### THE PREPARATION AND VERIFICATION OF THE DATA

As indicated earlier, the data supplied by students was first transferred by hand on computer sheets. From these the data were transferred mechanically to cards which were used to obtain a print-out in the form of an item analysis. This information was used primarily in Chapter 4 of this study.

By the elimination of column 14, item e (designated to Student Visa students), a similar item analysis was made for Canadian students only. This is the basis for the descriptive and statistical analysis which was made in Chapter 5 and in Appendix C.

Programmes were then prepared and run to obtain an item analysis for specific groups of students. In this fashion it became possible to determine how students who reported their parents to be in the upper income bracket answered certain questions as compared to those who reported middle and lower income brackets. Similarly, it became possible to determine if differences existed in many other areas.

One of the major weaknesses of the data supplied by students is potential unreliability. This is particularly true for the data concerning cost estimates, contribution estimates and percentage contribution estimates (Appendix A: questions 17 - 21 and 26 - 33). A serious effort was, therefore, made early in the study to verify the more crucial data. This was done both through a comparison of the calculated averages of student estimates with the actual figures used by the Student Aid Branch of the Department of Colleges and University Affairs and through calculation of the percentages and costs supplied by students.

As may be noted in Tables 3 and 4, the margin of difference is very small in both calculations. It is, therefore, reasonably safe to assume that the reliability of this study is high.

Of the students interviewed at the conclusion of the administration of the questionnaire, those who indicated a measure of financial self-support appeared to have arrived at their estimates in an intelligent fashion. Those who lived at home and received free board



Table 3

## Verification of Data - I\*

	Total Averages of Student Est- imated Costs in dollars	Student Aid Actual Costs in dollars
Board and residence costs	\$ 1,028.00	\$ 930.00
Incidental expenses and ad- ditional living expenses	357.00	480.00
Transportation costs	<u>65.00</u>	<u>100.00</u>
Total cost (not inc. fees)	1,450.00	1,510.00
Margin of difference	4.1%	

\* Derived from Table 46, page 146.

Table 4

## Verification of Data - II

Average estimated contribution (from Table 14, page 56) . . . . .	\$ 500.00
Average estimated total cost, including tuition fees (from Table 46, page 146). . . . .	2,063.00
Average estimated contribution as a percentage of average estimated total cost . . . . .	24.2%
Average estimated percentage con- tributed (from Table 12, page 53) . . . . .	26.9%
Margin of difference	11.1%

and room, for instance, calculated the estimated cost for that item on the basis of what they knew friends who did not live at home to be paying.

Individual calculations were also made as the results were transferred from the questionnaire to the computer score sheets. Individual margins of error ranged generally from 10 per cent down to no margin of error. Those who marked (e) for questions 18 - 21 (Appendix A) could, however, not be accurately checked and verified. A number of cases in this category had margins of error of up to 25 per cent, on the assumption that the indicated amount was equal to the sum plus half the differential (18e at \$2,250). These were, however, accepted for the study.

## Chapter 4

### AN OVERVIEW OF QUESTIONNAIRE RESPONSES

The data collected and recorded in Appendix B needs a brief commentary. However, the main part of this study concerning the Canadian students in Winnipeg independent schools is discussed in Chapter 5. It should be noted at this time that a number of the answers supplied have a tendency to be unreliable in this total of the data. This is caused primarily by the uncertainty expressed by foreign students and in some instances in their inability to comprehend fully the question posed.

An example of this may be noted in the answers supplied to questions 26 to 33, where a number of foreign students indicated 100 per cent self-support but stated "none" for amounts personally contributed and vice versa. It was for this reason that all foreign students on Student Visas were eliminated for a more detailed study of the results. This was also done to obtain a more accurate impression of the more permanent residents of Winnipeg.

The following particulars should be noted concerning the responses reported in Appendix B for the questions indicated:

2. Eighty per cent of the population is of the approximate age of Grade XII students, 17 per cent is older.
3. The population is nearly identical for males and females.
4. Virtually all of the population is single.
5. The main religious groups are Roman Catholic, United Church and Mennonite. This is not remarkable in view of the fact

that two of the schools are affiliated with the Roman Catholic Church, one with the Mennonite Church and two others are associated with the United Church.

6. Only 4.5 per cent of independent school students appear to be in Winnipeg from other provinces, while approximately 18 per cent are studying here from other countries. It should be appreciated, however, that this does not reflect such foreign enrollment in all grades. At the University of Winnipeg Collegiate, for instance, the foreign student enrollment is normally between fifty and sixty but with rarely more than three or four such students in Grade XI. The foreign student enrollment in all these schools appears to be concentrated in Grade XII or at least in the high school levels.

Virtually all of the residents of Manitoba attending independent schools appear to be from the Metropolitan Winnipeg area.

7. The majority of independent school students appear to be living in River Heights, East Kildonan and Tuxedo. Detailed residence areas for such students are supplied in Figure 3, page 112.
8. Virtually all Canadian students live with parents or guardians at home. The majority of the others are foreign students living in residence or in rooming houses. This can be verified in Appendix C, Kinds of Residence.
9. More than half of this population attended the same independent school last year, but a quarter of the population moved into Grade XII from a public school.
10. Nearly a third of the population attended an independent school for the first time in Grade XII. This is not surprising in view of the fact that 37.1 per cent of the population is from the University of Winnipeg Collegiate Division (Table 1, page 28) and its Grade XII enrollment is 84.9 per cent of the school population (Table 2, page 30).
11. Eighty per cent of the students are full-time students.
13. More than 90 per cent expected to complete high school at the end of the academic year. This high percentage may be partly accounted for by the fact that only one school in the sample allows students to enroll for less than a full grade.
14. Fewer than 10 per cent are repeating one or more subjects.
15. Almost two-thirds of the population intends to continue

studies at the University level. This compares to approximately 28 per cent in the public schools, continuing studies in a Manitoba University.<sup>42</sup>

16. More than 60 per cent of this population entered an independent school either for positive reasons (better education) or for negative reasons (dissatisfaction with the public schools).
17. It appears that 85 per cent of the population enjoys tuition fees of less than \$1,000.00. This student-reported estimate compares to 87.8 per cent of the population attending schools charging less than \$1,000.00 tuition (see Appendix B, question 1, and Table 40, page 140).
22. It is important to note that 42.3 per cent of the independent school students are employed part-time while attending school.
23. It is also important to note that 15.9 per cent of these students earn more than \$30.00 per week, which amounts to more than \$1,200.00 during the academic year.
24. Seventy per cent of this population was employed during the preceding summer, with 8.1 per cent earning more than \$1,500.00 in that time.
25. The amount of known scholarship money is low. It appears that little more than \$20,000.00 annually was available to students. This represents a mere 10 per cent of a total of approximately \$200,000.00 expended on tuition fees that year. Approximately 3 per cent of the total was granted in bursary assistance. Most of the loans were obtained by University of Winnipeg students taking one subject in the Collegiate Division. These should not have been reported by the students concerned and should not form a part of this study. One student obtained a loan from her father's company, one other student obtained a loan from her parents.
26. A remarkable 18.7 per cent of the students contribute all of their tuition fees, while 37.1 per cent appear to have some stake in the cost of tuition. A study of Table 5, page 41, will reveal that these percentages increase to 21.0 per cent and 42.0 per cent respectively for Canadian students.
32. Four per cent of this sample contributes all of the expenses involved in an education in an independent school, while

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<sup>42</sup>Percentage supplied by the Manitoba Universities.

52.2 per cent appears to have some stake in these costs. These percentages become 4.4 and 58.5 respectively for Canadian students (Table 11, page 51).

34. It is interesting to note that although not all students working part-time or in summer contribute towards the cost of their education in an independent school, nearly half (48 per cent) of the students do not receive pocket money from their parents. Students who indicated they received their Family Allowance cheque were requested to report this as pocket money.
35. One should be aware that a number of students simply do not know their parents' income. A number of the guesses made were probably incorrect when a comparison with the job description in question 36 was made. As an example, one student reported father as doctor and surgeon, but placed him in the lower income range. It is important to note that 11.1 per cent is placed in this lower income bracket.

## Chapter 5

### ANALYSIS OF DATA

#### INTRODUCTION

The main purpose of this study was to determine if and to what extent Grade XII students in independent schools contribute financially to the cost of their own education in an independent school. This chapter deals primarily with this main problem and intends to determine if students in the sample population do contribute to the cost of their education and, if so, to what extent. Each of the various types of costs have been determined in the survey and are part of this study in Appendix C.

This chapter investigates students' personal contributions to each of the types of costs and to the total costs. Finally the chapter attempts to determine if specific types of students contribute more or less than others to the cost of their own education.

#### STUDENTS' CONTRIBUTION ESTIMATES

##### Tuition Fees

Table 5 indicates that 71 students in the sample population pay for all of their tuition fees themselves, while another 71 students pay for part of their tuition fees. In percentages, this means that 42.0 per cent of the population have some form of commitment to the cost of tuition, with 21.0 per cent paying all of these costs.

It can readily be seen that commitment differs markedly for a



Table 5

Estimated Percentages Contributed  
Towards Tuition Fees

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
All tuition fees	1	12	13	1	11	33	71
About 75 percent	0	3	2	2	5	3	15
About 50 percent	2	4	4	2	3	13	28
About 25 percent	0	2	12	2	2	10	28
None of tuition fees	5	33	49	27	27	53	194
No answer	0	0	0	0	1	1	2
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>
Percentages*							
All tuition fees	12.5	22.2	16.3	2.9	22.5	29.2	21.0
About 75 percent	0.0	5.6	2.5	5.9	10.2	2.6	4.4
About 50 percent	25.0	7.4	5.0	5.9	6.1	11.5	8.3
About 25 percent	0.0	3.7	15.0	5.9	4.1	8.8	8.3
None of tuition fees	62.5	61.1	61.2	79.4	55.1	46.9	57.4
No answer	0.0	0.0	0.0	0.0	2.0	0.9	0.6
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Average Percentage Contributed							
Average per student	25.0	31.0	24.4	11.8	34.2	39.2	30.5

\*The percentages may not total 100 due to rounding.

number of schools. The commitment in the affiliated schools is closest to the average. The private schools with the highest fees have the lowest percentage of their students committed to the cost of tuition (Balmoral Hall, 37.5 per cent and St. John's-Ravenscourt, 20.6 per cent), while the University of Winnipeg Collegiate Division, with tuition fees most near the average for all schools, has the greatest percentage of student contribution (52.2 per cent).

The University of Winnipeg Collegiate Division also has the highest percentage of students bearing the entire cost of tuition fees (29.2 per cent) and St. John's-Ravenscourt and Balmoral Hall the lowest (2.9 and 12.5 per cent respectively).

#### Board Costs

As may be observed from Table 6, student commitment to their own board costs is markedly lower than to tuition costs. A total of 18 students pay for all board costs themselves and 34 others pay for part of these costs. In percentages this means that 10.1 per cent have some sort of financial commitment to the cost of board and another 5.3 per cent pay for all of these costs.

Nearly all students (15 out of 18) paying for all board costs themselves attend the University of Winnipeg Collegiate Division. Student commitment of some kind towards these costs is also highest in this school with nearly one-quarter of students (23.1 per cent). No other school in the sample exceeds 16.3 per cent student commitment, with the lowest commitment (8.7 per cent) in St. John's-Ravenscourt.

Table 6

Student Estimated Percentages Contributed  
Towards Board Costs

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total
	Number of Responses						
All board costs	0	2	0	1	0	15	18
About 75 percent	0	1	1	0	0	1	3
About 50 percent	1	1	4	1	1	1	9
About 25 percent	0	1	8	1	3	9	22
None of board costs	6	48	66	31	44	85	280
No answer	1	1	1	0	1	2	6
Totals	8	54	80	34	49	113	338
Percentages*							
All board costs	0.0	3.7	0.0	2.9	0.0	13.3	5.3
About 75 percent	0.0	1.9	1.3	0.0	0.0	0.9	0.9
About 50 percent	12.5	1.9	5.0	2.9	2.0	0.9	2.7
About 25 percent	0.0	1.9	10.0	2.9	6.1	8.0	6.5
None of board costs	75.0	88.9	82.5	91.2	89.8	75.2	82.8
No answer	12.5	1.9	1.3	0.0	2.0	1.8	1.8
Totals	100	100	100	100	100	100	100
Average Percentage Contributed							
Average per student	6.3	6.5	5.9	5.1	2.6	16.4	8.9

\*The percentages may not total 100 due to rounding.

### Residence Costs

Table 7 illustrates that the results for residence costs are quite similar to those for board costs. 5.6 per cent of the population pays for all residence costs itself, with most of these students (13 out of 19) attending the University of Winnipeg Collegiate Division. Another 6.5 per cent of the population pays for some part of its costs of residence.

The highest rates of involvement occur in Balmoral Hall and the University of Winnipeg Collegiate Division (25.0 and 16.8 per cent respectively), while the lowest rate of involvement is in St. Paul's High School (4.0 per cent).

The fact that the large majority of independent school students live at home (see Appendix C, page 101) no doubt influences the results of both board and residence costs. Most parents, it appears, do not charge their children board and room while attending Grade XII in any type of school.

### Incidental Expenses

Table 8 illustrates that 99 students pay for all of their incidental expenses themselves, while another 128 pay for part of these costs. In percentages this means that 29.3 per cent pay all incidental expenses themselves and 37.8 per cent have partial commitments.

The highest percentage paying for all incidental expenses themselves is at the University of Winnipeg Collegiate Division with 36.3 per cent; the lowest percentage involvement is in the high fee private schools (Balmoral Hall, 12.5 per cent and St. John's-Ravenscourt, 8.8 per cent).

Table 7

Student Estimated Percentages Contributed  
Towards Residence Costs

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
All residence costs	0	3	1	1	1	13	19
About 75 percent	0	1	1	1	0	0	3
About 50 percent	1	0	1	1	1	2	6
About 25 percent	1	1	5	2	0	4	13
None of residence costs	5	48	71	29	46	92	291
No answer	1	1	1	0	1	2	6
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>

Percentages\*

All residence costs	0.0	5.5	1.3	2.9	2.0	11.5	5.6
About 75 percent	0.0	1.9	1.3	2.9	0.0	0.0	0.9
About 50 percent	12.5	0.0	1.3	2.9	2.0	1.8	1.8
About 25 percent	12.5	1.9	6.3	5.9	0.0	3.5	3.8
None of residence costs	62.5	88.9	88.8	85.3	93.9	81.4	86.1
No answer	12.5	1.9	1.3	0.0	2.0	1.8	1.8
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Average Percentage Contributed

Average per student	9.4	7.4	4.4	8.1	3.1	13.3	8.1
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\*The percentages may not total 100 due to rounding.

Table 8

Student Estimated Percentages Contributed  
Towards Incidental Expenses

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
All incidental expenses	1	16	23	3	15	41	99
About 75 percent	0	4	5	1	2	10	22
About 50 percent	1	7	11	1	10	11	41
About 25 percent	1	15	14	4	9	22	65
None of incidental expenses	5	12	27	25	12	27	108
No answer	0	0	0	0	1	2	3
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>
Percentages*							
All incidental expenses	12.5	29.6	28.8	8.8	30.6	36.3	29.3
About 75 percent	0.0	7.4	6.3	2.9	4.1	8.8	6.5
About 50 percent	12.5	13.0	13.8	2.9	20.4	9.7	12.1
About 25 percent	12.5	27.8	17.5	11.8	18.4	19.5	19.2
None of incidental expenses	62.5	22.2	33.8	73.5	24.5	23.9	32.0
No answer	0.0	0.0	0.0	0.0	2.0	1.8	0.9
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Average Percentage Contributed							
Average per student	21.9	48.6	44.7	15.4	48.5	52.7	45.0

\*The percentages may not total 100 due to rounding.

The largest percentage of personal contribution of some kind is at the Mennonite Brethren Collegiate Institute with 77.8 per cent of the population.

#### Transportation Costs

Table 9 indicates that 112 students in the sample population pay for all of their own transportation costs and another 98 pay for part of these costs. In percentages this means that 33.1 per cent pay all and 29.1 per cent pay part of the costs. It must be understood that many students live within walking distance of their schools (see Appendix C, Figures 4 to 9), and that as a result the above percentages would be much higher if they were to reflect personal contributions among those required by distance to employ some form of transportation.

The highest percentage of personal commitment to transportation costs occur in the Mennonite Brethren Collegiate Institute and St. Paul's High School (75.9 and 73.5 per cent respectively), but both schools have large percentages of their students living within easy walking distance (see Appendix C, Figures 5 and 8).

#### Living Expenses

Table 10 indicates that 139 students of the sample population pay for all of their living expenses themselves and another 121 pay for part of these costs. In percentages this means that 41.1 per cent pay for all living expenses and 35.8 per cent pay for part of these themselves. Results have been slightly favoured due to a number of students who considered that paying for living expenses from pocket money or Family Allowance cheques was paying for these expenses

Table 9

Student Estimated Percentages Contributed  
Towards Transportation Costs

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
100 percent	1	20	22	6	19	44	112
About 75 percent	1	8	7	0	7	11	34
About 50 percent	0	4	11	1	6	9	31
About 25 percent	1	9	9	4	4	6	33
None of transportation costs	5	13	31	23	12	40	124
No answer	0	0	0	0	1	3	4
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>
	Percentages*						
100 percent	12.5	37.0	27.5	17.6	38.8	38.9	33.1
About 75 percent	12.5	14.8	8.8	0.0	14.3	9.7	10.1
About 50 percent	0.0	7.4	13.8	2.9	12.2	8.0	9.2
About 25 percent	12.5	16.7	11.3	11.8	8.2	5.3	9.8
None of transportation costs	62.5	24.1	38.8	67.6	24.5	35.4	36.7
No answer	0.0	0.0	0.0	0.0	2.0	2.7	1.2
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
	Average Percentage Contributed						
Average per student	25.0	56.0	64.8	22.1	57.7	51.5	47.7

\*The percentages may not total 100 due to rounding.



Table 10

Student Estimated Percentages Contributed  
Towards Living Expenses

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
100 percent	2	27	23	12	21	54	139
About 75 percent	2	14	20	3	8	20	67
About 50 percent	1	8	9	5	8	5	36
About 25 percent	1	2	3	2	2	8	18
None of living expenses	2	3	25	12	9	25	76
No answer	0	0	0	0	1	1	2
Totals	8	54	80	34	49	113	338
Percentages*							
100 percent	25.0	50.0	28.8	35.3	42.9	47.8	41.1
About 75 percent	25.0	25.9	25.0	8.8	16.3	17.7	19.8
About 50 percent	12.5	14.8	11.3	14.7	16.3	4.4	10.7
About 25 percent	12.5	3.7	3.8	5.9	4.1	7.1	5.3
None of living ex- penses	25.0	5.6	31.3	35.3	18.4	22.1	22.5
No answer	0.0	0.0	0.0	0.0	2.0	0.9	0.6
Totals	100	100	100	100	100	100	100
Average Percentage Contributed							
Average per student	40.6	77.8	54.1	50.7	64.3	65.0	62.6

\*The percentages may not total 100 due to rounding.

themselves.

The highest rates of student involvement were in the Mennonite Brethren Collegiate Institute and St. Paul's High School (94.4 and 79.6 per cent respectively).

#### Total Costs

Besides being asked to estimate their percentage contribution towards the various costs of their education, students were also requested to estimate their percentage contribution towards the total cost of their education in an independent school. Table 11 shows the results of those estimates. It appears that 15 students from the total population paid all the costs of their own education with 10 of the 15 attending the University of Winnipeg Collegiate Division. Another 186 students contributed from approximately 25 to approximately 75 per cent of the total costs. In percentages, this means that 4.4 per cent of the population paid all of its own expenses and 55.1 per cent paid part of the total costs.

Another observation that may be made is that 29.3 per cent, or 99 students, of the sample population paid for half or more than half of the total costs of education in Grade XII in an independent school.

The greatest percentage of total involvement occurred in the University of Winnipeg Collegiate Division (8.9 per cent), while the lowest percentage of involvement of any kind occurred in Balmoral Hall and St. John's-Ravenscourt (37.5 and 32.3 per cent respectively).

#### AVERAGE CONTRIBUTIONS PER SCHOOL

In each of Tables 5 to 11 an average percentage contributed by

Table 11

Student Estimated Percentages Contributed  
Towards Total Costs

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total
	Number of Responses						
100 percent	0	3	1	1	0	10	15
About 75 percent	1	1	9	0	8	12	31
About 50 percent	1	12	9	4	9	18	53
About 25 percent	1	21	28	6	14	32	102
None of total costs	5	17	33	23	17	40	135
No answer	0	0	0	0	1	1	2
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>

Percentages\*

100 percent	0.0	5.5	1.3	2.9	0.0	8.9	4.4
About 75 percent	12.5	1.9	11.2	0.0	16.3	10.6	9.2
About 50 percent	12.5	22.2	11.2	11.8	18.4	15.9	15.7
About 25 percent	12.5	38.9	35.0	17.6	28.6	28.3	30.2
None of total costs	62.5	31.5	41.3	67.7	34.7	35.4	39.9
No answer	0.0	0.0	0.0	0.0	2.0	0.9	0.6
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Average Percentage Contributed

Average per student	18.8	27.8	24.1	13.2	28.6	31.8	26.9
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\*The percentages may not total 100 due to rounding.

students in each school and for the total population was calculated. These average percentages are tabulated in Table 12 to allow ease of comparison.

The percentages shown in Table 12 indicate basically the per capita, or per student, contribution percentage to the cost of education in Grade XII in an independent school. It can be readily seen that on a per student basis for the entire population each student pays 26.9 per cent of all the costs of his own education in the independent school of his choice.

The highest per student involvement occurs in the University of Winnipeg Collegiate Division with students contributing 31.8 per cent of all the costs on a per student basis. The lowest percentage contribution per student is made in Balmoral Hall and St. John's-Ravenscourt with 18.8 and 13.2 per cent respectively.

The highest per student contribution in each of the cost categories occurs in the University of Winnipeg for tuition fees, board costs, residence fees and incidental expenses; in St. Mary's Academy for transportation costs and in the Mennonite Brethren Collegiate Institute for living expenses.

The lowest per student contribution in each of the cost categories occurs in St. John's-Ravenscourt for tuition fees, incidental expenses and transportation costs; in St. Paul's High School for board costs and residence costs; and in Balmoral Hall for living expenses.

Table 13 has been designed to allow comparison of the totals reported in Tables 5 to 11. This has been done in percentages of the total population.

Table 12

Averages of Estimated Percentages Contributed  
by Students to Their Own Education

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Tuition fees	25.0	31.0	24.4	11.8	34.2	39.2	30.5
Board costs	6.3	6.5	5.9	5.1	2.6	16.4	8.9
Residence costs	9.4	7.4	4.4	8.1	3.1	13.3	8.1
Incidental expenses	21.9	48.6	44.7	15.4	48.5	52.7	45.0
Transportation costs	25.0	56.0	64.8	22.1	57.7	51.5	47.7
Living expenses	40.6	77.8	54.1	50.7	64.3	65.0	62.6
Total costs	18.8	27.8	24.1	13.2	28.6	31.8	26.9

Table 13

Percentages Contributed by Students  
in the Total Population

	100% Contr.	75% Contr.	50% Contr.	25% Contr.	No Contr.	No Answer
Tuition fees	21.0	4.4	8.3	8.3	57.4	0.6
Board costs	5.3	0.9	2.7	6.5	82.8	1.8
Residence costs	5.6	0.9	1.8	3.8	86.1	1.8
Incidental expenses	29.3	6.5	12.1	19.2	32.0	0.9
Transportation costs	33.1	10.1	9.2	9.8	36.7	1.2
Living expenses	41.1	19.8	10.7	5.3	22.5	0.6
Total costs	4.4	9.2	15.7	30.2	39.9	0.6

## ESTIMATED AMOUNTS CONTRIBUTED BY STUDENTS

In question 33 (see Appendix A) students were requested to estimate the total sum of money they themselves contributed towards the total cost of their education. These estimates were tabulated and are recorded here in a simplified form in Table 14.

It appears that the average financial commitment per student per year is \$500.00 with the highest average commitment in St. Paul's High School at \$675.00 and the lowest in St. John's-Ravenscourt at \$375.00.

## VERIFICATION OF DATA BASED ON STUDENTS' ESTIMATES

Verification of the data was done briefly in Tables 3 and 4, pages 33 and 34, and is done by school here in Table 15.

It was considered in this study that because of the great amount of estimation required on the part of the sample population a margin of error of approximately 10 per cent would be acceptable. It appears that all schools except St. John's-Ravenscourt fall within this accepted margin. Hence the results may be considered fairly reliable.

Another verification of data supplied by students may be made by a cross-check of the percentages students estimated to have contributed against the actual sums of money they reported to have contributed. This is done in Table 16.

It may be seen from Table 16 that the greatest percentage of those who contributed 100 per cent of the total cost contributed \$1,500.00 or more and all contributed \$1,000.00 or more. As the lowest average estimated cost is \$1,382.00 (Table 46, page     ), this is a

Table 14

## Students' Estimated Total Money Contribution

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
	Number of Responses						
\$1500 and over	2	3	5	2	8	18	38
\$1000 - \$1499	0	2	7	5	10	13	37
\$ 500 - \$ 999	1	16	14	4	8	19	62
Less than \$500	1	22	27	8	12	35	105
No contribution	3	11	21	15	10	25	85
No answer	1	0	6	0	1	3	11
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>
Percentages*							
\$1500 and over	25.0	5.6	6.3	5.9	16.3	15.9	11.2
\$1000 - \$1499	0.0	3.7	8.8	14.7	20.4	11.5	10.9
\$ 500 - \$ 999	12.5	29.6	17.5	11.8	16.3	16.8	18.3
Less than \$500	12.5	40.7	33.8	23.5	24.5	31.0	31.1
No contribution	37.5	20.4	26.3	44.1	20.4	22.1	25.1
No answer	12.5	0.0	7.5	0.0	2.0	2.7	3.3
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Average Contribution in Dollars							
Average per student	600	400	400	375	675	600	500

\*The percentages may not total 100 due to rounding.



Table 15

## Verification of Data - III

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Average money contribution per student (from Table 14)	600	400	400	375	675	600	500
Average estimated cost (from Table 46 )	3521	1382	1621	3380	2273	2106	2063
Average contributed as a percentage of average cost	17.0	28.9	24.7	11.1	29.7	28.5	24.2
Estimated percentages contributed towards total costs (from Table 11)	18.8	27.8	24.1	13.2	28.6	31.8	26.9
Margin of error	10.6	3.8	2.4	18.9	3.7	11.6	11.1

Table 16

Verification of Data - IV  
(in Percentages of Responses)

	Estimated Percentages Contributed				
	100	75	50	25	0
No answer	0	3	0	5	1
No contribution	0	0	0	0	62
Less than \$500	0	0	0	57	36
\$ 500 - \$ 999	0	0	58	33	0
\$1000 - \$1499	14	30	36	4	0
\$1500 and over	86	71	8	0	0
Totals*	100	100	100	100	100

\*The percentages may not total 100 due to rounding.  
(Table 46, page 146).

fairly accurate accounting. The same holds true for those who contributed 75 per cent.

On the other side of the scale, many of the 36 per cent of students who reported that they contributed less than \$500.00, in fact indicated amounts as low as \$50.00. In estimating the percentage contributed towards the costs of education these students were forced to indicate "0%" as the next higher choice was "25%" and much too great for their financial commitment (Appendix A, question 32).

It is therefore reasonably safe to assume that the average results of this survey are fairly reliable with a margin of error of approximately 10 per cent.

#### THE CHARACTERISTICS OF STUDENTS WHO CONTRIBUTE TOWARDS THE COSTS OF THEIR OWN EDUCATION

Efforts to identify the student who does contribute financially to part or all of the costs of education in an independent school were limited here to those areas of interest where differences are apparent and may be used for purposes of such identification or, at least, for the establishing of some basic characteristics.

No specific characteristics were found on the bases of age, area of residence, type of residence, spare-time use by part-time students and reasons for attending an independent school. In a number of other areas, however, noticeable differences were evident, making it possible to establish some basic characteristics of students contributing financially. A number of these areas of differences follow.

Table 17 indicates the percentage contribution of students towards the cost of their own education on the basis of the school last

attended.

It may be noted from Table 17 that the percentages of students from the public school system who contributed 25 per cent or more in all cases exceeds the averages for the total population. The financial involvement of students from the same independent school is not nearly as substantial, while the least commitment appears to be among the students from another independent school. A student starting in Grade XII directly from a public school is, therefore, more likely to contribute financially to the cost of his own education than others.

These results are verified with Table 18 which indicates that the student most likely to help his parents pay for the cost of his education is the one who started independent school in Grade XII. The next most likely student to do so is the one who started in Grades X or XI.

Table 19 indicates that of students contributing towards their own educational costs a greater percentage are male. Among males 68.0 per cent have indicated some form of contribution and among females 53.4 per cent. Male students are, therefore, more likely to contribute than female students.

Table 20 indicates that the student most likely paying for all or part of the costs of his own education does come from a lower income range family and the least likely one comes from an upper income range family. As, however, only 10.6 per cent of the population comes from the lower income range families, the students in this population to be paying for all or part of the costs are most likely to be from a middle income range family.

By investigating the types of students who contribute various

Table 17

## Percentage Contributed (by School Last Attended)

Percentages contributed by students	School Last Attended			Total Population* (338)
	Public School (83)	Same Independent School (226)	Another Independent School (11)	
	Percentages**			
100 percent	6	1	0	4.4
75 percent	10	8	9	9.2
50 percent	19	15	18	15.7
25 percent	36	31	18	30.2
0 percent	28	44	54	39.9
Totals	100	100	100	100

Numbers in brackets indicate number of students in each category.

\*from Table 13, page 54.

\*\* The percentages may not total 100 due to rounding

Table 18

## Percentage Contribution (by Grade Levels Started)

Percentages contributed by students	Grade Levels Started in Independent School					Total Population* (338)
	Grades 1,2,3 (69)	Grades 4,5,6 (11)	Grades 7,8,9 (99)	Grades 10, 11 (73)	Grade 12 (86)	
	Percentages**					
100 percent	3	0	1	6	9	4.4
75 percent	13	10	3	10	11	9.2
50 percent	17	0	17	11	19	15.7
25 percent	22	40	35	30	33	30.2
0 percent	45	50	43	43	28	39.9
Totals	100	100	100	100	100	100

Numbers in brackets indicate number of students in each category.

\*From Table 13, page 54.

\*\*The percentages may not total 100 due to rounding.

Table 19

## Percentage Contributed by Male and Female Students

Percentages contributed by students	Male (155)	Female (183)	Total Population* (338)
	Percentages**		
100 percent	6.1	2.8	4.4
75 percent	10.1	7.4	9.2
50 percent	18.9	13.1	15.7
25 percent	32.4	29.0	30.2
0 percent	32.0	46.6	39.9
Totals	100	100	100

The bracketed numbers indicate the number of students in each category.

\*From Table 13, page 54.

\*\*The percentages may not total 100 due to rounding.

Table 20

Percentage Contributed by Students  
from Different Income Ranges

Percentages contributed by students	Lower Income range (36)	Middle Income range (174)	Upper Income range (110)	Total Population* (338)
Percentages**				
100 percent	9.7	5.9	0.9	4.4
75 percent	19.4	9.5	4.6	9.2
50 percent	22.6	17.8	11.1	15.7
25 percent	25.8	33.1	27.8	30.2
0 percent	22.6	33.1	55.6	39.9
Totals	100	100	100	100

The numbers in brackets indicate the number of students in each category.

\*From table 13, page 54.

\*\*The percentages may not total 100 due to rounding.



percentages towards their education it is possible to establish some further basic characteristics. Tables 21 through 28 establish percentages of each of the contribution categories for a variety of types.

Table 21 selects some of the major religious groups and establishes that the student attending an independent school who contributes full or partial support towards the cost of his own education is most likely to be of the Roman Catholic or Mennonite religions and least likely to be Jewish.

Table 22 selects full and part-time students (full-time taking four or more subjects and part-time taking three or fewer subjects) and determines their percentages in the categories of commitment. It establishes that a part-time student is more likely to contribute all of the costs of education.

Table 23 selects the future plans of students and investigates them as a percentage of the categories of financial contributions. It appears from this table that the student planning to find employment or to attend University is most likely to contribute towards the cost of his own education. The student who is undecided about future plans or intends to travel is least likely to contribute.

Table 24 selects students on the basis of whose choice led them to attend an independent school and investigates them as a percentage of the contribution categories. It appears from this table that students attending through their own choice are more likely to contribute financially to their education.

In Table 25 the main occupations of parents were tabulated as a percentage of the percentages contributed by students. This table

Table 21

## Religious Denomination as a Percentage of Contribution

Main religious denominations	Percentages Contributed by Students					Total Population* (338)
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Anglican	0	10	12	8	10	9.5
Jewish	0	0	8	7	14	8.6
Mennonite	21	0	24	18	11	14.2
Roman Catholic	57	59	39	29	33	35.2
United Church	14	10	10	18	18	14.8
Agnostic/Atheist	0	14	2	1	2	2.9
Others	8	7	5	19	12	14.8
Totals	100	100	100	100	100	100

The numbers in brackets indicate the number of students in each category.

\*From Table 30 , page 107.

\*\*The percentages may not total 100 due to rounding.

Table 22

Full and Part-time Students as a  
Percentage of Contribution

	Percentage Contributed by Students					
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	Total population (338)
	Percentages**					
Full-time students	47	86	90	89	93	88.5
Part-time students	53	13	10	11	6	11.5
Totals	100	100	100	100	100	100

The numbers in brackets indicate the number of students in each category.

\*From Table 33, page 125.

\*\*The percentages may not total 100 due to rounding.

Table 23

## Students' Future Plans as a Percentage of Contribution

Students' plans for the following year	Percentage Contributed by Students					Total population* (338)
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Undecided	0	7	18	17	16	15.7
University	71	62	57	55	64	60.4
Other post-secondary education	7	13	10	13	7	9.5
Work	21	17	12	11	8	10.9
Travel	0	0	2	2	3	2.1

The numbers in brackets indicate the number of students in each category.

\*From Table 35 , page 127.

\*\*The percentages will not total 100 as not all future plans were included.

Table 24

Choice for Attending as a Percentage  
of Contribution

	Percentage Contributed by Students					Total Population*
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Parents' choice	0	10	10	13	16	7.1
Students' choice	100	86	86	81	74	78.8
Combined choice	0	0	0	3	9	5.9

The numbers in brackets indicate the number of students in each category.

\*From Figure 12 , page 129.

\*\*The percentages will not total 100 as a number of improper answers were not included.

indicates that students from managerial families, including self-employed, proprietary and managing positions, and from labour families are most likely to contribute towards the cost of their education, while the student from the professional (and semi-professional) family is least likely to contribute.

Table 26 analyzes student part-time employment during the year as a percentage of the percentages contributed. It indicates that the student employed for some hours per week is more likely to contribute towards the cost of his education and the student not employed is least likely to do so. It also indicates that the student employed for more than 20 hours per week contributes at least 25 per cent of total costs.

Table 27 tabulates student summer employment revenues as a percentage of the contributions made to the cost of their education. The table indicates that students who are employed in the summer are more likely to pay for part or all of education costs than those who are not employed. The most likely to pay their own way are those who earned more than \$1,500.00 during the summer.

Table 28 briefly looks at students who do not receive pocket money as a percentage of the percentages contributed towards the cost of their own education. The table indicates that those who do not receive pocket money are more likely to contribute than those who do receive pocket money.

#### SUMMARY

This chapter has investigated the main problem of this study and has established that independent school students in Grade XII do contribute financially to the costs of their own education. It has

Table 25

Some Main Parental Occupations as a  
Percentage of Contributions

Main occupations	Percentage Contributed by Students					Total Population*
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Managerial	50	27	31	33	37	35.2
Professional	0	13	26	19	28	27.1
Clerical	0	17	8	4	4	5.3
Labour	14	35	18	19	9	15.1

The bracketed numbers indicate the number of students per category.

\*From Table 38 , page 136.

\*\*The percentages will not total 100 as not all occupations were included.

Table 26

Part-time Employment as a Percentage  
of Contribution

Part-time employment	Percentage Contributed by Students					Total Population (338)
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Not employed	43	35	39	54	65	53.3
Less than 10 hrs/wk.	29	10	33	19	23	22.2
10 - 20 hrs/wk.	7	41	22	22	11	19.5
More than 20 hrs/wk.	21	14	6	5	0	5.0
Totals	100	100	100	100	100	100

The numbers in brackets indicate the number of students in each category.

\*From Table 47 , page 147.

\*\*The percentages may not total 100 due to rounding.



Table 27

Summer Employment Earnings as a Percentage  
of Contribution

Students' summer earnings	Percentage Contributed by Students					Total Population*
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Not employed	0	7	14	10	36	20.7
Less than \$500	14	7	6	27	26	20.1
\$ 500 - \$ 999	21	24	51	38	29	34.3
\$1000 - \$1499	7	28	20	19	9	15.7
More than \$1500	57	34	10	5	2	9.2
Totals	100	100	100	100	100	100

The numbers in brackets indicate the number of students in each category.

\*From Table 49 , page 150

\*\*The percentages may not total 100 due to rounding.

Table 28

Students' Pocket Money as a Percentage  
of Contribution

Students' Pocket Money	Percentage Contributed by Students					Total Population (338)
	100 percent (15)	75 percent (31)	50 percent (53)	25 percent (102)	0 percent (135)	
	Percentages**					
Students who do not receive pocket money	93	86	73	48	26	48.4
Students who do receive pocket money	7	14	27	51	73	51.6
Totals	100	100	100	100	100	100

The numbers in brackets indicate the number of students in each category.

\*From Figure 14, page 154

\*\*The percentages may not total 100 due to rounding.

also determined the extent to which students do contribute and the per capita contribution. The chapter has also attempted to determine if students who pay for part or all of their own education have characteristics that are different from those students who do not contribute.

## Chapter 6

### SUMMARY AND CONCLUSIONS

#### SUMMARY

The need for this study arose from a general lack of knowledge of the true financial situation of the families of independent school students, combined with a base conviction that only the well-to-do segment of the population and the religious segment could afford an education in an independent school for its children.

#### The Problem

The general purpose of this study was to examine the personal financial contribution towards the cost of his own education by the Grade XII student in the independent school. It was felt that should the family of such a student have assumed financial burdens it found difficult to bear, such burdens would be shifted to the shoulders of the student once he reached an age at which he could help his family financially.

Further aspects of this study were:

- A. to identify the characteristics of the student who would contribute to the cost of his own education;
- B. to examine the students' background, school history, family history and similar matters relating to their background;
- C. to determine the cost of education in an independent school;
- D. to examine the differences and the causes for differences among various independent schools.

### The Design of the Study

A questionnaire was proposed in order to study the problem. Following a review of what literature was available and following initial administration of the questionnaire and interviews with Grade XII students, the questionnaire was refined for actual use.

The final questionnaire consisting of 36 questions was directed personally by the author in six major independent schools in Winnipeg. A number of students were interviewed following the questionnaire and school officials were requested to supply the basic data for their schools. A satisfactory response was received from each school, ensuring that the samples obtained were large enough to be considered reliable.

### The Sample

The sample obtained from the six schools in this study was 58 per cent of the total Grade XII population of the schools (see Table 1). It must be appreciated that the 338 Grade XII students in this sample represent nearly 60 per cent of the entire Grade XII independent school population in Manitoba. Statistics Canada figures for the 1974-75 enrollment were not as yet available, but the 1973-74 enrollment of 586<sup>43</sup> and the downward trends in enrollment make "nearly 60 per cent" a reliable estimate. It must be appreciated also that most schools graded "secondary" and "elementary-secondary" (see Appendix D) do not offer a Grade XII programme.

Of the six schools in the sample four are elementary-secondary

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<sup>43</sup> Statistics Canada, Private Schools, 1973-74, p. 10.

and two are secondary (see Table 2). The four elementary-secondary schools represent 57 per cent of the elementary-secondary and the two secondary schools represent 25 per cent of the secondary independent schools in Manitoba (see Appendix D). In all, the six schools in the sample represent 40 per cent of all Manitoba independent schools with secondary grades and 60 per cent of Winnipeg schools with secondary grades.

It must be appreciated, however, that in spite of the foregoing the findings reported here cannot be considered final. Only 58 per cent of the total Grade XII enrollment in the six independent schools in this study was sampled and there is no way to estimate if and to what extent this sample was representative of the total population. Similarly the Balmoral Hall sample was such a small group that it is difficult to base generalizations on it, while the University of Winnipeg Collegiate Division sample was such a large group in comparison to other schools that it may have unduly influenced the findings.

#### MAJOR FINDINGS

##### The Main Problem

- |                        |   |
|------------------------|---|
| A. <u>Total Costs</u>  | - 15 students (4.4 per cent) of the population paid all of their total costs and 186 (55.1 per cent) paid for part of their total costs. 99 students (29.3 per cent) of the population paid for half or more than half of the total costs of an education in Grade XII in an independent school. The average contribution per student was 26.9 per cent of the total costs. |
| B. <u>Tuition Fees</u> | - 71 students (21.0 per cent) of the population paid all their tuition  |

fees and 71 students (21.0 per cent) paid for part of tuition fees. The average contribution per student was 30.5 per cent of the tuition fees.

- C. Board Costs - 18 students (5.3 per cent) of the population paid all their board costs and 34 students (10.1 per cent) paid for part of board costs. The average contribution per student was 8.9 per cent of the board costs.
- D. Residence Costs - 19 students (5.6 per cent) of the population paid all their residence costs and 22 students (6.5 per cent) paid for part of residence costs. The average contribution per student was 8.1 per cent of the residence costs.
- E. Incidental Costs - 99 students (29.3 per cent) of the population paid all their incidental costs and 128 students (37.8 per cent) paid for part of incidental costs. The average contribution per student was 45.0 per cent of the incidental costs.
- F. Transportation Costs - 112 students (33.1 per cent) of the population paid all their transportation costs and 98 students (29.1 per cent) paid for part of transportation costs. The average contribution per student was 47.7 per cent of the transportation costs.
- G. Living Expenses - 139 students (41.1 per cent) of the population paid all of their living expenses and 121 students (35.8 per cent) paid for part of living expenses. The average contribution per student was 62.6 per cent of the living expenses.
- H. Estimated Contribution in Dollars - 38 students (11.2 per cent) of the population contributed more than \$1,500.00 towards the cost of their Grade XII education in an independent school. 101 students (29.2 per cent) contributed between \$500.00

and \$1,500.00, while 105 students (31.1 per cent) contributed up to \$500.00. The average contribution per student was \$500.00.

- I. Student Earnings - Students earned an average of \$1,100.00 per student during the year through summer and winter part-time employment.

#### The Characteristics of Students Contributing to the Costs of their own Education

It is impossible to establish absolute characteristics of students contributing financially to the costs of their own education. Students who did contribute occurred in every category and walk of life. It is, however, possible to establish some of their more common characteristics.

The highest rates of commitments to the costs occurred among students who started attending an independent school in Grade XII, directly out of a public school, and were employed part-time during the school year and during the preceding summer.

The highest rates of commitments also occurred among male students of lower and middle income range families who decided to attend an independent school through their own choice.

Such a student probably did not receive pocket money from his parents and probably did not come from a family of professional occupation. He would more probably be financially committed if he belonged to the Roman Catholic or the Mennonite Church and planned to go directly into the labour market or to University after high school graduation.

#### The Types of School

It is impossible to establish the absolute factors through



which some schools attract more students who are financially committed than others. Some findings, however, are listed here.

- A. High-fee schools had the fewest of their students financially committed to costs, but in spite of that, approximately one-third of their students were committed, while the average per student contribution was approximately 15 per cent of costs.
- B. The average-fee school had the greatest number of the students financially committed to costs with approximately two-thirds of its students committed and an average per student contribution of approximately 30 per cent of costs.
- C. Low-fee schools had the population average of their students financially committed to costs with about two-thirds of its students committed and an average per student contribution of approximately 25 per cent of costs.
- D. The boys' school (St. Paul's High School) in the low-fee school group had a higher rate of involvement and a higher average per student contribution than the girls' school (St. Mary's Academy) in this group.
- E. The University of Winnipeg Collegiate Division had the greatest rate of involvement because its special programme and its unique nature among the sample schools attracted students from the highest contributing groups:
  - 1) More than half of its students start independent school directly from the public schools;
  - 2) More than half of its students start independent school in Grade XII;
  - 3) Nearly all part-time students in the total sample population attend this independent school, while 30 per cent of its students are part-time.
- F. Balmoral Hall and St. John's-Ravenscourt, the high-fee schools, have the least student commitment because the nature of their fees tend to attract students mainly from the upper income range families where the need for students to contribute may not be as great.

### The Students' Background

The scope of this study prohibits a reporting of the detailed findings concerning the students' background. Major findings of immediate concern are reported here, while a comparison of results may

be found in Appendix E.

- A. Almost one-fifth of the Grade XII students in independent schools in Manitoba are from countries other than Canada.
- B. Approximately one-third of the students of Winnipeg independent schools live in the traditionally well-to-do parts of town, River Heights and Tuxedo.
- C. More than half of the students from St. John's-Ravenscourt, the highest-fee school, live in those areas.
- D. Only in the Protestant ~~affiliated schools~~ ~~is religion~~ a major factor for attendance.
- E. For many independent schools convenience of location combines with other reasons as a major factor for attendance.
- F. Nearly three-quarters of the population attends independent schools as an alternative to public schools, but criticism of the public schools is greatest among those least exposed to them.
- G. Nearly two-thirds of the families of independent school students are in the managerial and professional categories, while approximately half are in the middle income range.
- H. More than three-quarters of their students start attending independent schools after Grade VI, and nearly one-half after Grade IX, indicating that either the need for independent schools is greater at the high school level or that the student can bear the costs better himself at the high school level.
- I. Nearly one-half of the independent school Grade XII students are employed part-time during the year, and nearly 80 per cent are employed during the summer.
- J. Almost two-thirds of independent school Grade XII students intend to proceed with academic studies in University.

#### The Cost of an Independent School Education

Tuition fees in independent schools at the Grade XII level ranged from \$325.00 to \$1,600.00 in 1974-75. The average cost per student was \$613.00.

The total costs relating to an entire year in an independent school ranged from \$1,382.00 to \$3,521.00, depending largely on the school attended and the students' personal life style. The average

cost per student was \$2,063.00 for the year.

Except for St. Paul's High School, students in low and average-fee schools estimated their expenses without fees much lower than students in high-fee schools, probably emphasizing a different life-style.

#### CONCLUSIONS

A number of conclusions have been reached by the author as a result of this study.

- A. Many Grade XII students are vitally involved in the costs of their own education in an independent school.
- B. Most students who are vitally involved receive free board and room at home as they probably would while attending a public school. They are, therefore, held responsible primarily for tuition fees and the more incidental expenses. They do generally not receive pocket money.
- C. Grade XII students entering independent schools at the high school level appear more aware of a need to help parents pay for the cost of education.
- D. Students from the lower and middle income ranges appear to help their parents more than those from the upper income range.
- E. Male students are more expected to contribute than female students.
- F. Roman Catholic and Mennonite students contribute more than others.
- G. The independent schools appear to be a viable alternative to public schools.
- H. High-fee independent schools appear to attract fewer students who are willing or able to contribute to the cost of education.
- I. The cost of independent education is not prohibitive for the average student who has to consider tuition fees only as an added cost.
- J. More money in the form of bursaries and loans should be made available for financial assistance to Manitoba residents attending an independent school.

## RECOMMENDATIONS

Recommendations for Further Study

This study has given a broad overview of the financial involvement of independent school students in Grade XII in the costs of their own education. During the course of the study, however, the author became aware of a number of areas which he feels would benefit from further study. A number of these are outlined below.

- A. A comparative study of the family backgrounds of students in independent schools and in public schools would help to determine the socio-economic positions of both.
- B. A detailed study with parents of students attending independent schools would clarify the reasons for attendance in such schools and would help to determine the role and function of the independent school.
- C. A survey of Manitoba citizens along the lines of a Gallop poll would help to determine the views of the general public in Manitoba towards both the independent schools in particular and education in general.
- D. A study of Roman Catholic parents' attitudes towards parochial schools would help to determine the significance of religion in the attendance at parochial schools.
- E. A follow-up study of independent school graduates would help to determine the extent and success of their further academic studies as compared to public school graduates.

Recommendations to Independent School Administrators

A number of factors of vital importance have emerged from this study. It appears that the nature of independent schools in Manitoba is still significantly different from that of public schools as indicated by students' reasons for attendance. The following recommendations may, therefore, be of value.

- A. Independent school academic programmes should be arranged to be flexible to allow students to engage in part-time employment.

- B. Independent schools should continue to concentrate their academic programmes on the traditional core courses.
- C. Independent schools should continue to offer programmes substantially different from those offered in the public schools. They should maintain a character of their own, both in academic discipline and in high standards, to ensure their continuation as a viable alternative to public schools.
- D. Independent schools must offer more financial assistance in the form of scholarships, bursaries and loans for the students from low and middle income families.
- E. Independent school administrators should administer yearly surveys with students and parents to accumulate the data necessary for later research and for further attempts to obtain financial assistance from the Provincial Government.

### Policy Implications

The general assumption of Manitoba citizens that only the children of the well-to-do and the religious segments of the population attend independent schools appears to be refuted by the results of this study. Indeed, if 25 per cent of the population of independent school Grade XII students falls in occupation categories other than managerial and professional, and if 51 per cent of this population falls in the middle income range and nearly 11 per cent in the lower income range, the well-to-do part of this assumption is a false generalization.

Similarly, if 30 per cent of the population of Roman Catholic affiliated schools and 24 per cent of the population of the Mennonite affiliated school are not members of the schools' religions, and if only 11.5 per cent of the population attends schools affiliated to a religion primarily for religious reasons, the religious part of the assumption is also no more than a false generalization.

Including reasons described as positive to independent schools, negative to public schools and religious, 81 per cent of this sample

population considered independent schools to be a viable alternative to public education. The fact that 75 per cent of the sample population is from managerial and professional categories and that 38 per cent is from the upper income range may well lead one to conclude that independent schools are for the well-to-do. It would probably be more reasonable to conclude, however, that this group recognizes independent schools to be a sound alternative to public education and can afford the additional costs associated with it.

This study has clearly shown that others equally as well recognize independent schools as sound alternatives but can not readily afford the additional costs. The fact that these others do indeed assume those additional costs, many probably as a burden, merely emphasizes the value of independent schools as a desirable and desired alternative.

The fact that 21 per cent of the students in this sample paid all of their own tuition fees and an additional 30 per cent paid part of tuition fees clearly indicates that Grade XII students themselves consider independent schools so valid an alternative that they are willing to pay the extra cost associated with them. It must be realized, of course, that probably only Grade XII students have the earning power to do so and that students in lower grades must be supported by parents. Such students may, therefore, be deprived from the benefits of alternatives.

Finally it must be appreciated that the factors that lead to acceptance of independent schools as viable alternatives are many, but seem all related to a variety of special programs, course offerings, traditional methods, smaller schools and more personal education.

The Manitoba Government itself recognizes that independent schools are a viable alternative to public education. It would surely not allow them to exist otherwise. Yet the Government's policy of withholding financial support from independent schools forces them to be viable alternatives primarily for families that can afford the luxuries of alternatives.

The following policy implications to make it possible for independent schools to be viable alternatives in a democratic fashion emerge:

- A. That the Manitoba Government re-evaluate its present policy in relation to the issue of "Aid to Private Schools".
- B. That the Government supply some form of public aid to the independent schools in the form of grants on a per student and/or per teacher basis to permit reduction of tuition fees.
- C. That the Government allow Manitoba High School students in independent schools to be eligible for Student Aid on an equal basis with public school students to permit students of the less privileged segments of society to avail themselves of the alternatives.

The following policy implications emerge from the fact that the nature and programs of independent schools appear to make them viable alternatives:

- D. That the Manitoba Government re-evaluate its present policy of education in Manitoba High Schools.
- E. That the Government give greater emphasis to the traditional core courses in the curriculum and de-emphasize the introduction of new and appealing, non-academic courses for all students.
- F. That the Government provide leadership in the re-establishing of some of the more traditional methods of education.

It is obvious from the aforementioned policy implications

that others like them, although not immediately resulting from this study, need to be stated and thoroughly investigated.



APPENDIX A

THE QUESTIONNAIRE

## STUDENT SURVEY – March, 1975

**Directions:** For most questions a number of possible answers will be supplied. Select the most nearly correct answer in your case and circle its corresponding letter in the answer column to the right. Answer all assigned questions, but circle only one letter per question, unless you are specifically requested to circle as many letters as are applicable to you.

For some questions there will be a write-in answer space. Use this space only if none of the other answers apply to you, or if no lettered answers are supplied.

Please **disregard** the bracketed numbers in the right margin.



### A: Identification

Your school:

- |   |    |             |      |
|---|----|-------------|------|
| a) Balmoral Hall                              | 1. | a b c d e f | [ 1] |
| b) Mennonite Brethren Collegiate Institute    |    |             | [ 2] |
| c) St. Mary's Academy                         |    |             |      |
| d) St. John's-Ravenscourt                     |    |             |      |
| e) St. Paul's High School                     |    |             |      |
| f) University of Winnipeg Collegiate Division |    |             |      |

Your age:

- |                     |    |           |      |
|---------------------|----|-----------|------|
| a) 16 years or less | 2. | a b c d e | [ 3] |
| b) 17 years         |    |           |      |
| c) 18 years         |    |           |      |
| d) 19 years         |    |           |      |
| e) 20 years         |    |           |      |

Your sex:

- |           |    |     |      |
|-----------|----|-----|------|
| a) male   | 3. | a b | [ 4] |
| b) female |    |     |      |

Your marital status:

- |              |    |         |      |
|--------------|----|---------|------|
| a) single    | 4. | a b c d | [ 5] |
| b) married   |    |         |      |
| c) separated |    |         |      |
| d) divorced  |    |         |      |

5. Your religion:

- a) Anglican
- b) Baptist
- c) Greek Orthodox
- d) Hebrew
- e) Lutheran
- f) Presbyterian
- g) Roman Catholic
- h) United Church

5. a b c d e f g h

Other: \_\_\_\_\_

6. Your citizenship:

6 (A) If you are a Canadian Citizen, please indicate your home province:

- a) Manitoba
- b) Saskatchewan
- c) Alberta
- d) Ontario

6 (A) a b c d

Other: \_\_\_\_\_

6 (B) If you are a Landed Immigrant or on a Student Visa, please indicate your native country or area:

- a) U.S.A.
- b) United Kingdom
- c) West Indies
- d) Hong Kong
- e) Malaysia
- f) Nigeria

6 (B) a b c d e f

Other: \_\_\_\_\_

6 (C) If you are a resident of Manitoba, please indicate your area:

- a) Winnipeg (Metropolitan area)
- b) Rural Manitoba (large town)
- c) Rural Manitoba (small town)
- d) Rural Manitoba (farm or village)

6 (C) a b c d

Your residence area:

In the space provided, please write the area in which you live during this school year, i.e., E. Kildonan, River Heights, St. Vital, Tuxedo, etc. If you do not know your area name, please write the name of the street on which you live.

[16]

[17]

Area: \_\_\_\_\_

[18]

Your kind of residence:

8 (A) You live:

- a) with parents or guardians
- b) with a relative other than parents or guardians
- c) with friends
- d) alone

8 (A) a b c d

[19]

[20]

Other: \_\_\_\_\_

8 (B) You live:

- a) at home
- b) in a school residence
- c) in a rooming house
- d) in an apartment

8 (B) a b c d

[21]

[22]

Other: \_\_\_\_\_

The type of school you attended last year:

- a) your local public school
- b) this same independent school
- c) another independent school
- d) a school in another country

9. a b c d

[23]

[24]

Other: \_\_\_\_\_

The grade level at which you started attending an independent school:

- a) Grades 1, 2 or 3
- b) Grades 4, 5 or 6
- c) Grades 7, 8 or 9
- d) Grades 10 or 11
- e) Grade 12

10. a b c d e

[25]



11. The total number of **Grade XII** subjects you are taking this year: (Do not count subjects at any other level)
- a) 1 Grade XII subject
  - b) 2 Grade XII subjects
  - c) 3 Grade XII subjects
  - d) 4 Grade XII subjects
  - e) 5 or more Grade XII subjects
11. a b c d e

12. If you are taking **one, two or three** Grade XII subjects, indicate what you are doing during your spare time: (if you take **four or more** subjects, leave this question blank)
- a) taking subjects at another level
  - b) extra studying
  - c) part-time employment
12. a b c

Other: \_\_\_\_\_

13. If you pass the subjects you are presently taking, will you graduate from High School?
- a) yes
  - b) no
13. a b

14. Are you repeating?
- a) No
  - b) Yes, 1 or 2 subjects
  - c) yes, 3 subjects
  - d) yes, 4 subjects
  - e) yes, 5 or more subjects
14. a b c d e

15. What are your plans for next year?
- a) undecided
  - b) University
  - c) Community College
  - d) other post-secondary institution
  - e) work
  - f) travel
15. a b c d e f

Other: \_\_\_\_\_

- (A) Why do you attend an independent school?  
a) Parents' choice 16 (A) a b [34]  
b) my own choice

- (B) Please state in a simple sentence your main reason or your parents' main reason for the fact that you attend an independent school. [35]  
[36]  
[37]  
[38]

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### B: Expenses

**Tuition fees** — the actual fee charged for tuition in an independent school. **Include tuition fees for Grade XII courses only in this question.**

Please estimate your approximate tuition fees:  
(Grade XII only)

- a) less than \$500.00 17. a b c d e [39]  
b) \$ 500 — \$ 999.00  
c) \$1,000 — \$1,499.00  
d) \$1,500 — \$1,999.00  
e) \$2,000 or more

**Board costs** — the actual cost of food while living in a residence, an apartment, a boarding house or at home.

**Residence costs** — the actual cost of rooming in a residence, an apartment, a boarding house or at home.

If you live at home and do not pay board and/or room, please estimate what it would cost you if you were required to pay board and room.

Estimate the total cost of board and room for the school year:

- a) less than \$500.00 18. a b c d e [40]  
b) \$ 500 — \$ 999.00  
c) \$1,000 — \$1,499.00  
d) \$1,500 — \$1,999.00  
e) \$2,000 or more

**Incidental expenses** — the cost of textbooks, notebooks, student association fees, and similar school supplies or expenses.

19. Estimate the total cost of incidental expenses

for the school year:

a) less than \$50.00

19. a b c d e

b) \$ 50 — \$ 99.00

c) \$100 — \$149.00

d) \$150 — \$199.00

e) \$200 or more

**Transportation costs** — the actual cost of travel to and from school during the school year (bus fare, car costs, gasoline, etc.)

20. Estimate the total cost of transportation for the

school year:

a) less than \$50.00

20. a b c d e

b) \$ 50 — \$ 99.00

c) \$100 — \$149.00

d) \$150 — \$199.00

e) \$200 or more

**Additional living expenses** — the sum of money spent on living in general, from entertainment to dry cleaning, from an evening snack and cigarettes to the purchasing of a record, make-up, etc.

21. Estimate the total cost of additional living ex-

penses for the school year:

a) less than \$100.00

21. a b c d e

b) \$100 — \$199.00

c) \$200 — \$399.00

d) \$400 — \$499.00

e) \$500 or more

Please continue with Part C.



Part C: Income

Part-time employment while studying one or more Grade XII subjects this year:

- a) not employed 22. a b c d [48]
- b) less than 10 hours per week
- c) 10 – 20 hours per week
- d) more than 20 hours per week

Weekly take-home pay from this employment:

- a) not applicable 23. a b c d e [49]
- b) less than \$15.00 per week
- c) \$15.00 – \$30.00 per week
- d) \$30.00 – \$45.00 per week
- e) more than \$45.00 per week

Income (take-home pay) from employment last summer:

- a) not employed 24. a b c d e [50]
- b) less than \$500.00
- c) \$ 500 – \$ 999.00
- d) \$1,000 – \$1,499.00
- e) \$1,500.00 or more

Other forms of income: (please **circle** and **complete** as many answers as are applicable.)

- a) I received no other income 25. a b c d e [51]
- b) I received a scholarship, \_\_\_\_\_ [52]  
(amount)
- c) I received a bursary, \_\_\_\_\_ [53]  
(amount)
- d) I received a loan, \_\_\_\_\_ [54]  
(amount)
- e) I received other financial support [55]
- (specify) \_\_\_\_\_ (amount) [56]

ase continue with Part D.



**Part D: Support** (Your own sources of revenue: includes all moneys not contributed by you parents or guardians)

**Tuition fees** — actual fees paid for tuition in an independent school.  
(include Grade XII courses only)

26. From my own sources of revenue I pay:
- a) all my tuition fees
  - b) about 75% of my tuition fees
  - c) about 50% of my tuition fees
  - d) about 25% of my tuition fees
  - e) none of my tuition fees
26. a b c d e [57]

**Board costs** — actual cost of food while living in residence, an apartment, a rooming house or at home.

27. From my own sources of revenue I pay:
- a) all my board costs
  - b) about 75% of my board costs
  - c) about 50% of my board costs
  - d) about 25% of my board costs
  - e) none of my board costs
27. a b c d e [58]

**Residence costs** — actual cost of rooming in a residence, an apartment, a rooming house at home.

28. From my own sources of revenue I pay:
- a) all my residence costs
  - b) about 75% of my residence costs
  - c) about 50% of my residence costs
  - d) about 25% of my residence costs
  - e) none of my residence costs
28. a b c d e [59]

**Incidental expenses** — actual costs of textbooks, notebooks, student association fees and similar school supplies or expenses.

29. From my own sources of revenue I pay:
- a) all my incidental expenses
  - b) about 75% of my incidental expenses
  - c) about 50% of my incidental expenses
  - d) about 25% of my incidental expenses
  - e) none of my incidental expenses
29. a b c d e [60]



**Part E: General**

34. Do you receive pocket money? 34. a b [68  
a) No [69  
b) Yes, approximately \$\_\_\_\_\_ per month
35. Would you consider your parents or guardians to be in the: 35. a b c [70  
a) upper income range [71  
    (more than \$25,000 annually) [72  
b) middle income range [73  
    (\$10,000 – \$25,000 annually) [74  
c) lower income range  
    (less than \$10,000 annually)
36. Please write the job title or position of your father or the person supporting you: [71  
\_\_\_\_\_ [72  
\_\_\_\_\_ [73  
[74

This completes the questionnaire. Please take a moment to check your answers, then turn in this paper.

Thank you for your help!

APPENDIX B

THE QUESTIONNAIRE RESPONSES

The questionnaire was administered personally by the author in the Grade XII classes of the six independent schools identified in this paper. In each instance the author made the following statement prior to the distribution of the survey paper:

"The principal of your school has allowed me to conduct a brief questionnaire with Grade XII students who are willing to participate. The questionnaire will take about 15 minutes to complete.

"The object of this survey is to help me gather sufficient data to determine how students in Grade XII finance their education while attending a private school. The information you will supply will become part of my M.Ed. thesis, entitled The Financing of the Grade XII Student in Six Independent Schools in Winnipeg. Without your co-operation this thesis would be impossible.

"All individual answers and all individual questionnaires will be strictly confidential. You are asked not to identify yourself in any way, except as instructed in Part A of the questionnaire.

"You are requested to give serious thought to questions before answering, and to give honest answers to assure the validity of this study.

"Thank you for your co-operation."

The questionnaire (Appendix A), Student Survey - March, 1975, was then distributed to the students in the form of a blue booklet, size 6½" x 8½", consisting of 12 pages, 10 of which were printed with the 36 questions comprising the questionnaire. The questionnaire follows with the responses as supplied by the students and a percentage break-down of such responses.

STUDENT SURVEY - March, 1975Part A: Identification

	<u>Answers</u>	<u>Percentage of total</u>
1. Your school:		
a) Balmoral Hall	8	2.0
b) Mennonite Brethren Collegiate Institute	59	14.9
c) St. Mary's Academy	86	21.7
d) St. John's-Ravenscourt	40	10.1
e) St. Paul's High School	56	14.1
f) University of Winnipeg Collegiate Division	147	37.1
2. Your age:		
a) 16 years or less	13	3.3
b) 17 years	197	49.7
c) 18 years	118	29.8
d) 19 years	27	6.8
e) 20 years	40	10.1
No answer	1	0.3
3. Your sex:		
a) male	192	48.5
b) female	204	51.5
4. Your marital status:		
a) single	394	99.5
b) married	1	0.25
c) separated	1	0.25
d) divorced	0	0.0
5. Your religion:		
a) Anglican	35	8.8
b) Baptist	8	2.0
c) Greek Orthodox	10	2.5
d) Hebrew	29	7.3
e) Lutheran	6	1.5
f) Presbyterian	6	1.5
g) Roman Catholic	129	32.5
h) United Church	53	13.4
Other*	121	30.5
*Mennonite	42	10.6
Christian Reformed	6	1.5
Muslam (Islam)	5	1.3
Buddhist	9	2.3
Hindu	6	1.5
Other Protestant	6	1.5
Agnostic/Atheist	11	2.8
No answer	36	9.0

## 6. Your citizenship:

(A) If you are a Canadian citizen, please indicate your home province:

a) Manitoba	305	77.0
b) Saskatchewan	2	0.5
c) Alberta	2	0.5
d) Ontario	12	3.0
Other:		
Quebec	2	0.5

(B) If you are a Landed Immigrant or on a Student Visa, please indicate your native country or area:

a) U.S.A.	6	1.5
b) United Kingdom	4	1.0
c) West Indies	8	2.0
d) Hong Kong	34	8.6
e) Malaysia	9	2.3
f) Nigeria	5	1.3
Other*	6*	1.5*
*Iran	1	0.25
Guyana	2	0.5
Macau	1	0.25
Germany	1	0.25
Yugoslavia	1	0.25

(C) If you are a resident of Manitoba, please indicate your area:

a) Winnipeg (Metropolitan area)	296	74.7
b) Rural Manitoba (large town)	1	0.3
c) Rural Manitoba (small town)	2	0.5
d) Rural Manitoba (farm or village)	14	3.5

## 7. Your residence area:

In the space provided, please write the area in which you live during the school year, i.e., E. Kildonan, River Heights, St. Vital, Tuxedo, etc. If you do not know your area name, please write the name of the street on which you live.

North End	6	1.5
E. Kildonan/N. Kildonan/Elmwood	44	11.1
W. Kildonan	11	2.8
Transcona	3	0.8
St. Boniface	20	5.1
St. Vital	15	3.8
River Heights	88	22.2
Silver Heights	2	0.5
Fort Garry/Fort Rouge	58	14.6
Fort Richmond	7	1.8
Tuxedo/Charleswood	49	12.4
St. James/West End	29	7.3

Downtown	46	11.6
Out of town	6	1.5
No answer	6	1.5
8. Your kind of residence:		
(A) You live:		
a) with parents or guardians	301	76.0
b) with a relative other than parents or guardians	23	5.8
c) with friends	25	6.3
d) alone	15	3.8
Other*	32	8.1
*Residence	31	7.8
No answer	1	0.3
(B) You live:		
a) at home	305	77.0
b) in a school residence	31	7.8
c) in a rooming house	25	6.3
d) in an apartment	31	7.8
Other*	4	1.0
*Forms of apartment		
9. The type of school you attended last year:		
a) your local public school	88	22.2
b) this same independent school	232	58.6
c) another independent school	12	3.0
d) a school in another country	52	13.1
Other*	12	3.0
*Separate High School	1	0.3
Out of district public school	1	0.3
Not in school	9	2.3
10. The grade level at which you started attending an independent school:		
a) Grades 1, 2 or 3	81	20.5
b) Grades 4, 5 or 6	11	2.8
c) Grades 7, 8 or 9	101	25.5
d) Grades 10 or 11	78	19.7
e) Grade 12	124	31.3
No answer	1	0.2
11. The total number of Grade XII subjects you are taking this year: (do not count subjects at any other level)		
a) 1 Grade XII subject	17	4.3
b) 2 Grade XII subjects	6	1.5
c) 3 Grade XII subjects	18	4.5
d) 4 Grade XII subjects	38	9.6
e) 5 or more Grade XII subjects	317	80.1



12.	If you are taking one, two or three Grade XII subjects, indicate what you are doing during your spare time: (if you take four or more subjects, leave this question blank)		
	a) taking subjects at another level	11	2.8
	b) extra studying	3	0.8
	c) part-time employment	10	2.5
	Other*	18	4.5
	*Homemaker	1	0.3
	University courses	15	3.8
	Student Council	1	0.3
	Other	1	0.3
13.	If you pass the subjects you are presently taking, will you graduate from High School?		
	a) Yes	365	92.2
	b) No	29	7.3
	No answer	2	0.5
14.	Are you repeating?		
	a) No	363	91.7
	b) Yes, 1 or 2 subjects	23	5.8
	c) Yes, 3 subjects	2	0.5
	d) Yes, 4 subjects	1	0.3
	e) Yes, 5 or more subjects	2	0.5
	No answer	5	1.3
15.	What are your plans for next year?		
	a) undecided	57	14.4
	b) University	256	64.7
	c) Community College	15	3.8
	d) Other post-secondary institution	19	4.8
	e) Work	37	9.3
	f) Travel	7	1.8
	Other	5	1.3
16.	(A) Why do you attend an independent school?		
	a) Parents' choice	58	14.6
	b) my own choice	309	78.0
	combined choice	22	5.6
	No answer	7	1.8
16.	(B) Please state in a simple sentence your main reason <u>or</u> your parents' main reason for the fact that you attend an independent school.		
	Better courses, selection, programme, University preparation	30	7.6
	Better environment, standards, discipline, /negative re public school	211	53.3
	Religious teaching, Christian environment	39	9.8
	More freedom, responsibility, etc.	8	2.0

Convenience and others (smaller school, etc.)	26	6.7
Special University student	14	3.5
No answer/no specific reason	68	17.2

Part B: Expenses

Tuition fees - the actual fee charged for tuition in an independent school. Include tuition fees for Grade XII courses only in this question.

17. Please estimate your approximate tuition fees:

(Grade XII only)

a) less than \$500.00	164	41.4
b) \$ 500 - \$999.00	174	43.9
c) \$1000 - \$1499.00	10	2.5
d) \$1500 - \$1999.00	47	11.9
e) \$2000 or more	0	0.0
No answer	1	0.3

Board costs - the actual cost of food while living in a residence, an apartment, a boarding house or at home.

Residence costs - the actual cost of rooming in a residence, an apartment, a boarding house or at home.

If you live at home and do not pay board and/or room, please estimate what it would cost you if you were required to pay board and room.

18. Estimate the total cost of board and room for the school year:

a) less than \$500.00	66	16.7
b) \$ 500 - \$999.00	106	26.8
c) \$1000 - \$1499.00	106	26.8
d) \$1500 - \$1999.00	63	15.9
e) \$2000 or more	22	5.6
No answer	33	8.4

Incidental expenses - the cost of textbooks, notebooks, student association fees, and similar school supplies or expenses.

19. Estimate the total cost of incidental expenses for the school year:

a) less than \$50.00	132	33.3
b) \$ 50 - \$99.00	144	36.4
c) \$100 - \$149.00	77	19.4
d) \$150 - \$199.00	16	4.0
e) \$200 or more	21	5.3
No answer	6	1.5

Transportation costs - the actual cost of travel to and from school during the school year (bus fare, car costs, gasoline, etc.)

20. Estimate the total cost of transportation for the school year:		
a) less than \$50.00	173	43.7
b) \$ 50 - \$ 99.00	136	34.3
c) \$100 - \$149.00	40	10.1
d) \$150 - \$199.00	12	3.0
e) \$200 or more	29	7.3
No answer	6	1.5

Additional living expenses - the sum of money spent on living in general, from entertainment to dry cleaning, from an evening snack and cigarettes to the purchasing of a record, make-up, etc.

21. Estimate the total cost of additional living expenses for the school year:		
a) less than \$100.00	54	13.6
b) \$100 - \$199.00	113	28.5
c) \$200 - \$399.00	96	24.2
d) \$400 - \$499.00	39	9.8
e) \$500 or more	79	19.9
No answer	15	3.8

Part C: Income

22. Part-time employment while studying one or more Grade XII subjects this year:		
a) not employed	224	56.6
b) less than 10 hours per week	77	19.4
c) 10 - 20 hours per week	73	18.4
d) more than 20 hours per week	18	4.5
No answer	4	1.0
23. Weekly take-home pay from this employment:		
a) not applicable	232	58.6
b) less than \$15.00 per week	32	8.1
c) \$15.00 - \$30.00 per week	65	16.4
d) \$30.00 - \$45.00 per week	39	9.8
e) more than \$45.00 per week	24	6.1
No answer	4	1.0
24. Income (take-home pay) from employment last summer:		
a) not employed	121	30.6
b) less than \$500.00	68	17.2
c) \$ 500 - \$999.00	117	29.5

d) \$1000 - \$1499.00	56	14.1
e) \$1500 or more	32	8.1
No answer	2	0.5
25. Other forms of income: (Please circle and complete as many answers as are applicable)		
a) I received no other income	333	84.1
b) I received a scholarship (average amount \$300.00)	14	3.6
c) I received a bursary (average amount \$300.00)	24	6.0
d) I received a loan (average amount \$400.00)	11	2.8
e) I received other financial support (amount frequently unknown) (types: Orphan's benefits, Government Care services, Veterans Affairs, etc.)	13	3.3

Part D: Support (Your own sources of revenue: includes all moneys not contributed by your parents or guardians).

Tuition fees - actual fees paid for tuition in an independent school. (Include Grade XII courses only)

26. From my own sources of revenue, I pay:		
a) all my tuition fees	74	18.7
b) about 75% of my tuition fees	15	3.8
c) about 50% of my tuition fees	29	7.3
d) about 25% of my tuition fees	29	7.3
e) none of my tuition fees	241	60.9
No answer	8	2.0

Board costs - actual cost of food while living in a residence, an apartment, a rooming house or at home.

27. From my own sources of revenue I pay:		
a) all my board costs	20	5.0
b) about 75% of my board costs	4	1.0
c) about 50% of my board costs	11	2.8
d) about 25% of my board costs	25	6.3
e) none of my board costs	324	81.8
No answer	12	3.0

Residence costs - actual cost of rooming in a residence, an apartment, a rooming house or at home.

28. From my own sources of revenue I pay:		
a) all my residence costs	22	5.6
b) about 75% of my residence costs	3	0.8
c) about 50% of my residence costs	7	1.8

d) about 25% of my residence costs	14	3.5
e) none of my residence costs	338	85.4
No answer	12	3.0

Incidental expenses - the cost of textbooks, notebooks, student association fees, and similar school supplies or expenses.

29. From my own sources of revenue I pay:		
a) all my incidental expenses	104	26.3
b) about 75% of my incidental expenses	22	5.6
c) about 50% of my incidental expenses	41	10.4
d) about 25% of my incidental expenses	67	16.9
e) none of my incidental expenses	153	38.6
No answer	9	2.3

Transportation costs - actual cost of travel to and from school.

30. From my own sources of revenue I pay:		
a) all my own transportation costs	117	29.5
b) about 75% of my transportation costs	34	8.6
c) about 50% of my transportation costs	31	7.8
d) about 25% of my transportation costs	36	9.1
e) none of my transportation costs	168	42.4
No answer	10	2.5

Living expenses - the additional sum of money spent on living in general. This includes entertainment, snacks, cigarettes, dry cleaning, make-up, etc.

31. From my own sources of revenue I pay:		
a) all my living expenses	142	35.9
b) about 75% of my living expenses	68	17.2
c) about 50% of my living expenses	36	9.1
d) about 25% of my living expenses	20	5.1
e) none of my living expenses	122	30.8
No answer	8	2.0

32. Please estimate the percentage you personally contribute to the cost of your own education this year:		
a) 100%	16	4.0
b) 75%	31	7.8
c) 50%	56	14.1
d) 25%	104	26.3
e) 0%	180	45.5
No answer	9	2.3

33. Please estimate the total amount of money you expect to contribute from your own sources of revenue towards all costs this year:		
a) nil	130	32.8
b) \$100 - \$499.00	106	26.8

c) \$500 - \$999.00	65	16.4
d) \$1000 - \$1499.00	38	9.6
e) more than \$1500.00	40	10.1
No answer	17	4.3

Part E: General

34. Do you receive pocket money?		
a) No	190	48.0
b) Yes, approx. \$1 - \$9.00 per month	11	2.8
c) Yes, approx. \$10 - \$24.00 per month	95	24.0
d) Yes, \$25.00 and more per month	65	16.4
No answer	35	8.8
35. Would you consider your parents or guardians to be in the		
a) upper income range (more than \$25,000 annually)	120	30.3
b) middle income range (\$10,000 - \$25,000 annually)	206	52.0
c) lower income range (less than \$10,000 annually)	44	11.1
d) No answer	26	6.6
36. Please write the job title or position of your father or the person supporting you:		

Answers to this question may be found in Table 38, page 136, for Canadian students.

APPENDIX C

AN ANALYSIS OF THE INDEPENDENT SCHOOL STUDENT

## INTRODUCTION

The purpose of Appendix C is primarily to tabulate and describe the data obtained concerning the students' background. As in Chapter 5 the material here deals with the data obtained from Canadian students. An effort will be made to answer the questions posed in subdivisions 2, 3, 4 and 5 of the main problem.

The first part of this appendix deals entirely with student history and attempts to identify the Grade XII independent school student by age, area of residence, type of residence and similar basics.

Next the students' family background is identified by income range and parental employment.

Following this the estimated expenses of a Grade XII education in an independent school are tabulated and described. Wherever possible students' estimates were verified with data obtained elsewhere.

Finally this appendix looks at four forms of student revenue investigated in the survey: part-time employment, summer employment, other revenues not obtained from parents or guardians and pocket money.

In most cases the data are recorded on the basis of schools attended and the total population; however, much of the verification and checking is done by total population alone.



## STUDENT HISTORY

Age

The average age of students attending Grade XII in an independent school is 17.5. Table 29 indicates that 8 per cent of the population is over 18 years of age, but it should be noted that the University of Winnipeg Collegiate Division accounts for 7 per cent of the total. Four per cent of the population is less than 17 years of age, while 88 per cent is 17 or 18 years old. Only 12 per cent of the population, therefore, does not fall into the normal pattern for Grade XII students.

It should be noted that the average age of the University of Winnipeg Collegiate Division student is five months greater than the average age of the other schools. It should further be noted that the bulk of students in those schools are 17 years of age or younger, while at the University of Winnipeg Collegiate Division less than half the students fall in that category.

Sex

It should be noted that three of the schools in this study are co-educational and that St. John's-Ravenscourt has only recently joined that category. This, no doubt, accounts for a less even male-female distribution in that school.

Marital Status

Virtually all of the students indicated they were single. One student indicated she was separated.

Religion

From Table 30 it may be seen that religion appears to be a

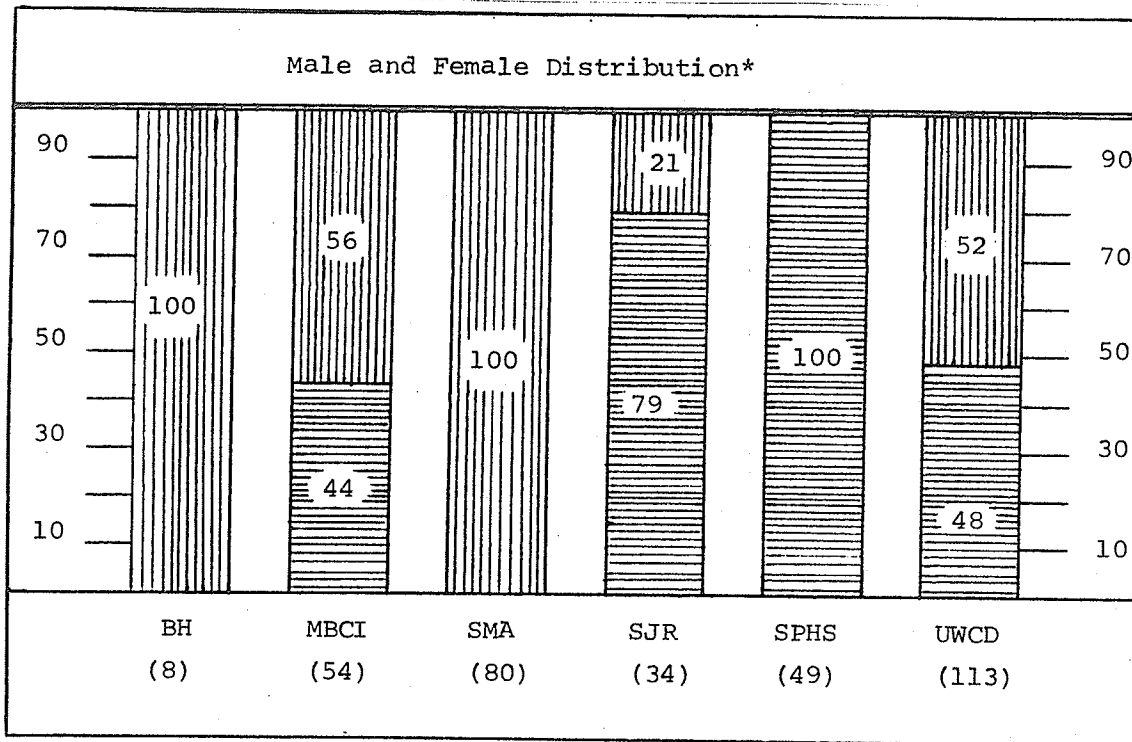
Table 29



## Student Age

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Number of students	8	54	80	34	49	113	338
Percentages*							
16 years or less. . .	13	2	5	6	0	4	4
17 years . . . . .	50	72	55	68	63	44	57
18 years . . . . .	38	22	39	27	35	29	31
19 years . . . . .	0	0	1	0	0	12	4
20 years or over. . .	0	4	0	0	2	10	4
*Totals	100	100	100	100	100	100	100
Average age . . . .	17.3	17.3	17.4	17.2	17.4	17.8	17.5

\* The percentages may not total 100, due to rounding.

Figure 1



 Female  
 Male

Bracketed numbers represent the number of students for each category.

\*Responses recorded in percentages.

motivating factor in attendance at parochial schools. In the Mennonite Brethren Collegiate Institute 75.9 per cent of students are of the Mennonite faith, and in St. Mary's Academy and in St. Paul's High School 70.0 per cent and 69.4 per cent respectively are Roman Catholic. It is interesting to note, however, that 24.4 per cent of Roman Catholic students attend classes in non-parochial schools, while 28.4 per cent of students attending the three parochial schools are not of the religion of that school.

By dividing religious denominations into main categories as shown in Table 31, it may be noted that 33.3 per cent of the schools are affiliated with the Roman Catholic Church with 35.2 per cent of the sample population (see Table 2, page 30), and that 37.9 per cent of the sample population is Roman Catholic and Greek Orthodox. On the other hand 50.0 per cent of the schools are affiliated or associated with a Protestant church, accounting for 57.7 per cent of the sample population (see Table 2, page 30), while only 45.7 per cent of the population indicated belonging to a Protestant church.

One may also observe that a substantial percentage of Roman Catholic students attend private schools but none of this sample attend the Protestant Church affiliated school.

Nonetheless, Protestants outnumber Roman Catholics by about 8 per cent. The relatively low percentage of students of Jewish origin (8.6 per cent) is not surprising as the main Jewish parochial school, Joseph Wolinsky Collegiate, was not included in this population sample.

#### Province of Origin

A surprisingly small percentage of Grade XII students studying

Table 30

## Religion\*

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Anglican . . . . .	12.5	1.9	5.0	26.5	4.1	13.3	9.5
Baptist . . . . .	-	3.7	-	-	-	1.8	1.2
Greek Orthodox . . . . .	-	-	6.3	2.9	2.0	1.8	2.7
Hebrew (Jewish) . . . . .	-	-	1.3	-	-	24.8	8.6
Lutheran . . . . .	-	1.9	-	5.9	4.1	0.9	1.8
Presbyterian . . . . .	-	-	1.3	5.9	2.0	0.9	1.5
Roman Catholic . . . . .	25.0	-	70.0	17.6	69.4	18.9	35.2
United Church . . . . .	25.0	-	15.0	26.5	14.3	17.7	14.8
Mennonite Churches . . . . .	-	75.9	-	-	-	0.9	14.2
Christian Reformed . . . . .	-	11.1	-	-	-	-	1.8
Other Protestant . . . . .	-	3.7	1.3	-	-	5.3	2.7
Agnostic/Atheist/No answer . . . . .	37.5	1.9	-	14.7	4.1	14.1	8.0
TOTALS**	100	100	100	100	100	100	100

\* Responses are tabulated in percentages by category.

\*\* Percentages may not total 100 due to rounding.

(See Table 2, page 30).

Table 31

Main Religious Divisions\*  
 (See Table 2, page 30).

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Roman Catholic and Greek Orthodox . . . . .	25.0	-	76.3	20.5	71.4	20.7	37.9
Protestant . . . . .	37.5	98.1	22.6	64.8	24.5	40.8	45.7
Hebrew (Jewish) . . . . .	-	-	1.3	-	-	24.8	8.6
Others . . . . .	37.5	1.9	-	14.7	4.1	14.1	8.0
TOTALS**	100	100	100	100	100	100	100

\* Responses are tabulated in percentages by category

\*\* Percentages may not total 100 due to rounding.

in independent schools in Manitoba came from other provinces. The 10 per cent from other provinces, representing 34 students, were divided as follows:

Saskatchewan:	2 students	Ontario:	12 students
Alberta:	2 students	Quebec:	2 students
No answer:	16 students		

### Foreign Students

Those students commonly referred to as foreign students are divided into two groups, the Landed Immigrant and the Student Visa groups. Table 32 indicates their numbers and countries of origin.

Of the foreign students in this sample 24.1 per cent (17 students) indicated that they had Landed Immigrant status.

### Manitoba Residents

Five per cent of the Manitoba resident sample indicated they did not live in Metropolitan Winnipeg; large towns 0.3 per cent, small towns 0.6 per cent and farm or village 4.1 per cent. No reply was received from 7.7 per cent of the population.

### Area of Residence

Figure 2 clearly emphasizes the heavy concentration of Metropolitan Winnipeg residents in Winnipeg independent schools.

Figure 3 indicates that 25 per cent of the sample population resides in River Heights, an area generally recognized as one of the wealthier parts of town. The second largest group appears to be concentrated in East Kildonan and Elmwood, not generally recognized for that reason. Proximity to the school, the Mennonite Brethren Collegiate

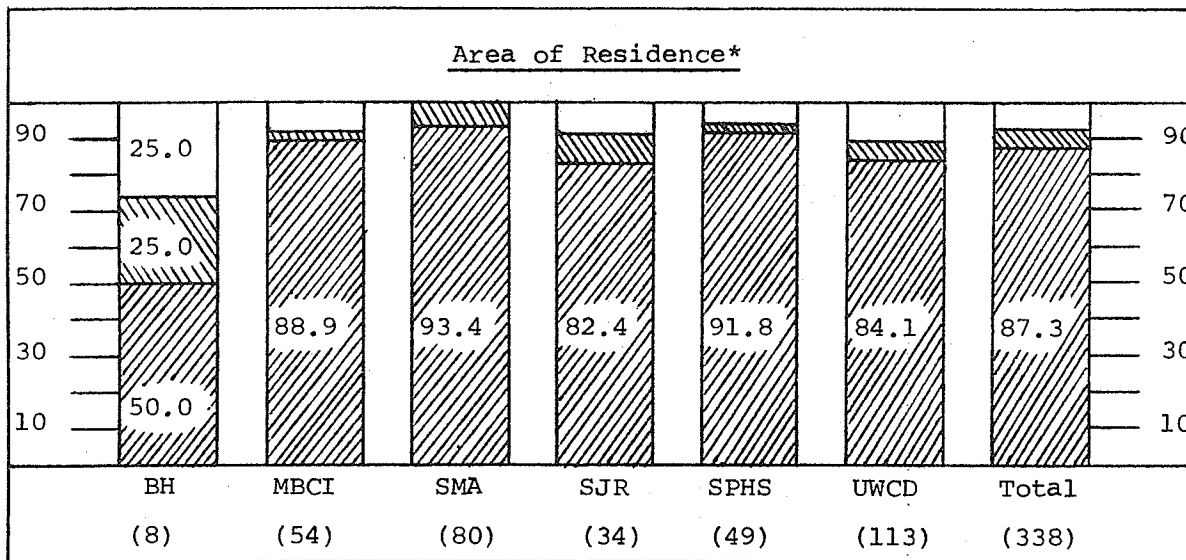
Table 32

Country of Origin of Landed Immigrants  
and Student Visa Students

Country of Origin	Number	Percentage of total	Country of Origin	Number	Percentage of total
United States	6	1.5	Hong Kong	34	8.6
United Kingdom	4	1.0	Macao	1	0.3
Germany	1	0.3	Malaysia	9	2.3
Yugoslavia	1	0.3	West Indies	8	2.0
Iran	1	0.3	Guyana	2	0.5
Nigeria	5	1.3			
			Total	72	18.4



Figure 2



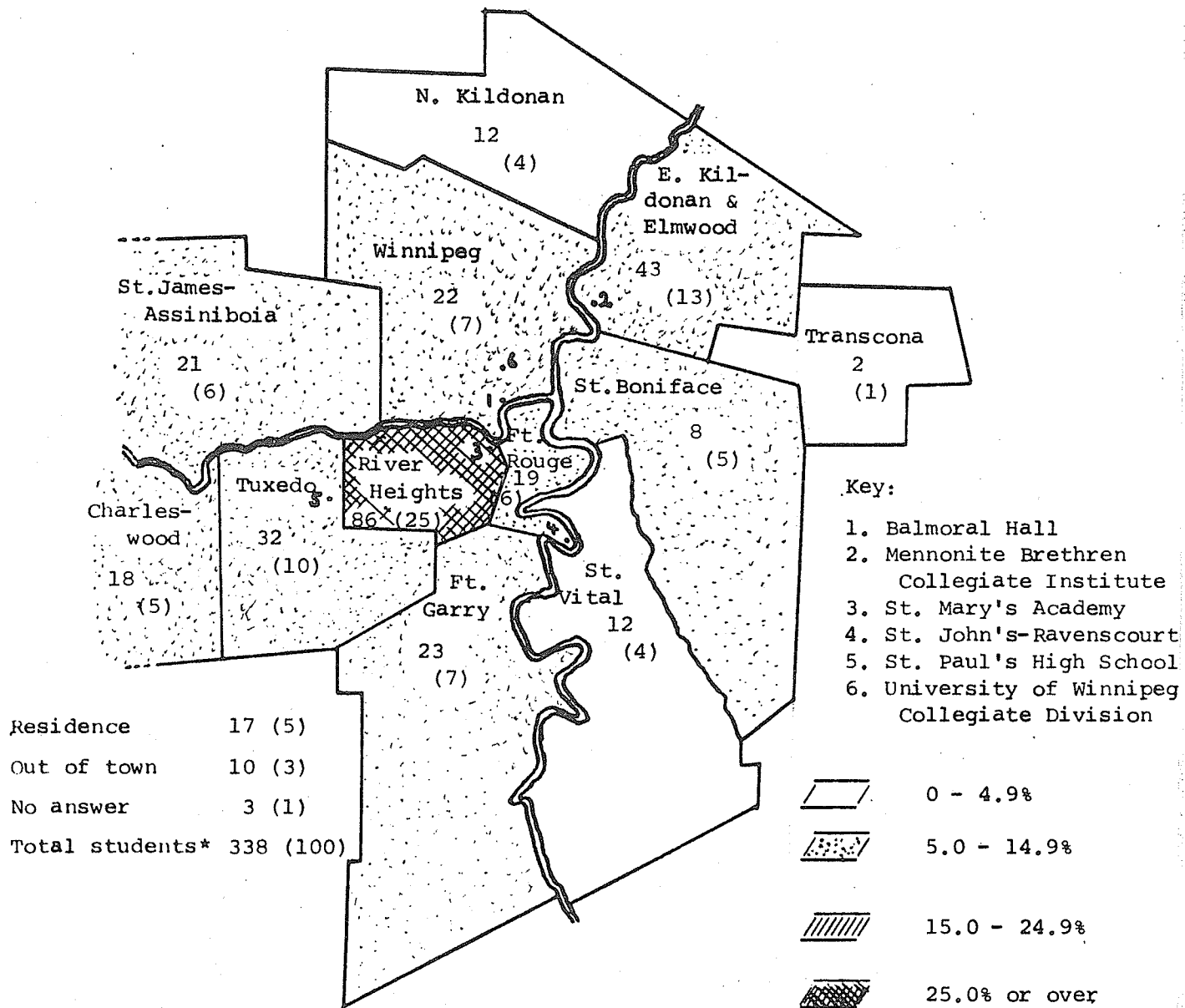
- Metro Winnipeg (87.3% of total)
- Elsewhere
- No answer

\*Responses recorded in percentages.

Bracketed numbers indicate the number of students per category.

Figure 3

Distribution of Grade XII Independent School Students  
in the Metropolitan Winnipeg Area  
by Major Districts



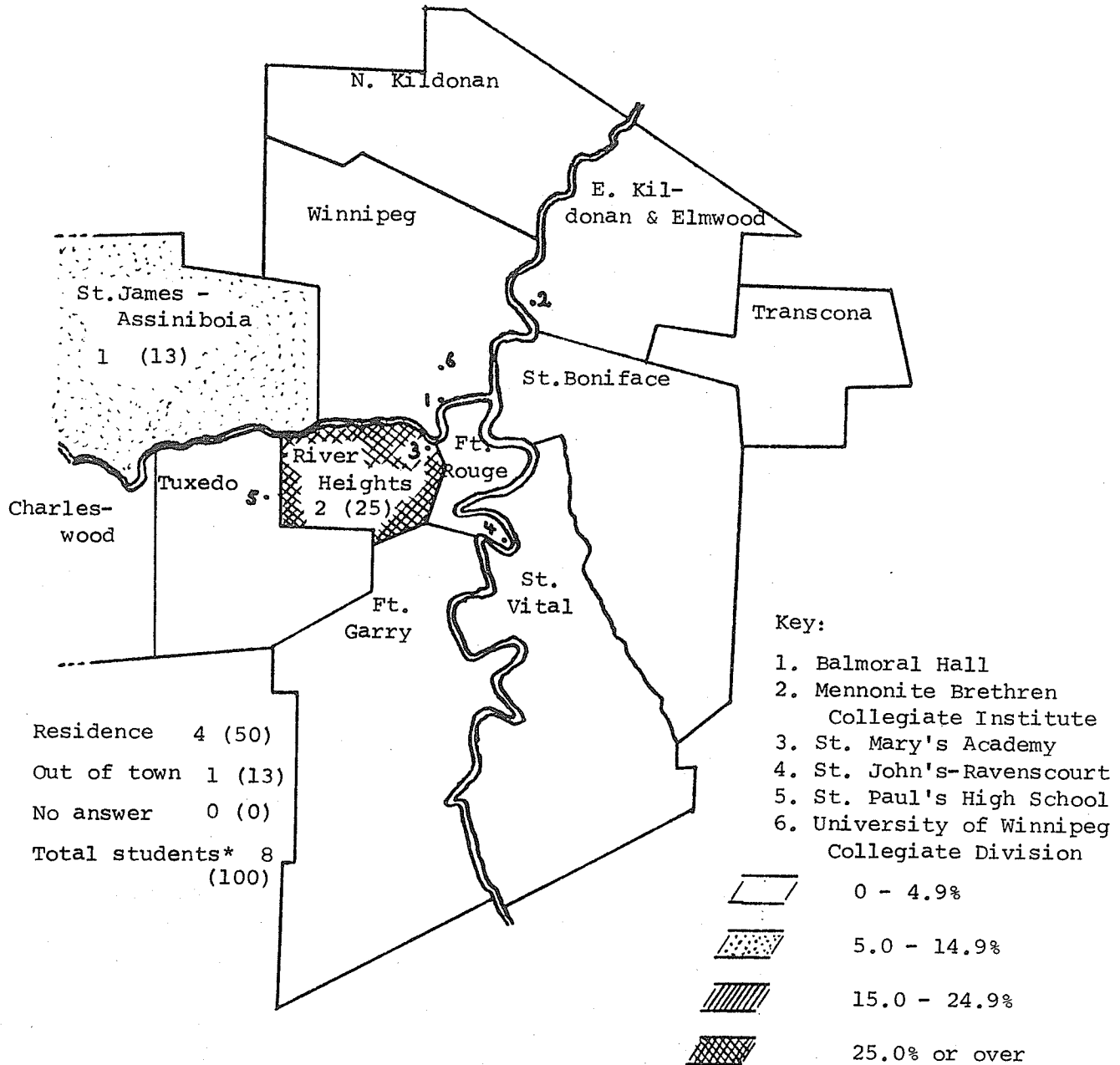
Residence	17	(5)
Out of town	10	(3)
No answer	3	(1)
<b>Total students*</b>	<b>338</b>	<b>(100)</b>

Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.

Figure 4

Distribution of Grade XII students of Balmoral Hall  
in the Metropolitan Winnipeg Area  
by Major Districts

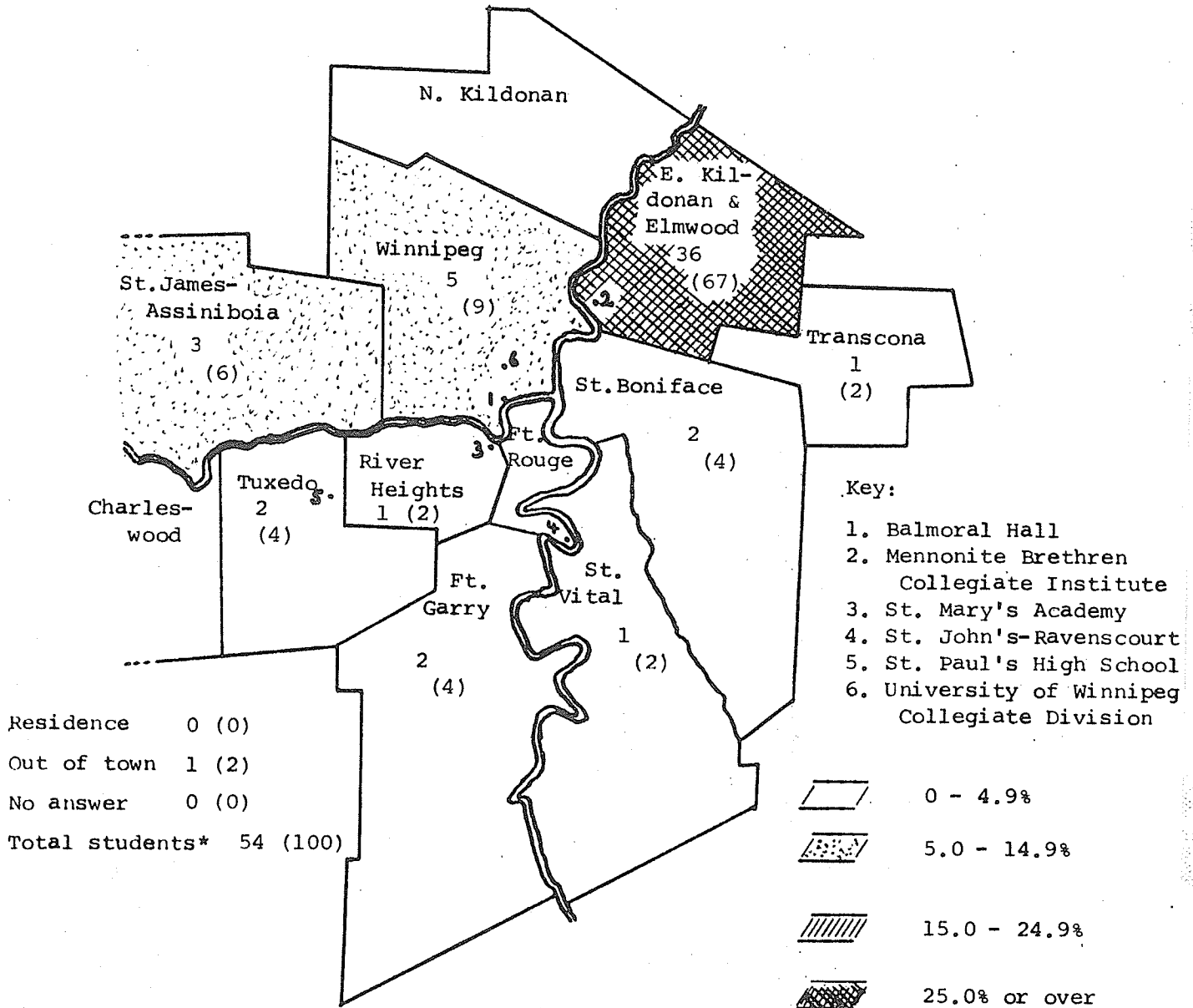


Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.

Figure 5

Distribution of Grade XII students of the Mennonite Brethren Collegiate Institute in the Metropolitan Winnipeg Area by Major Districts

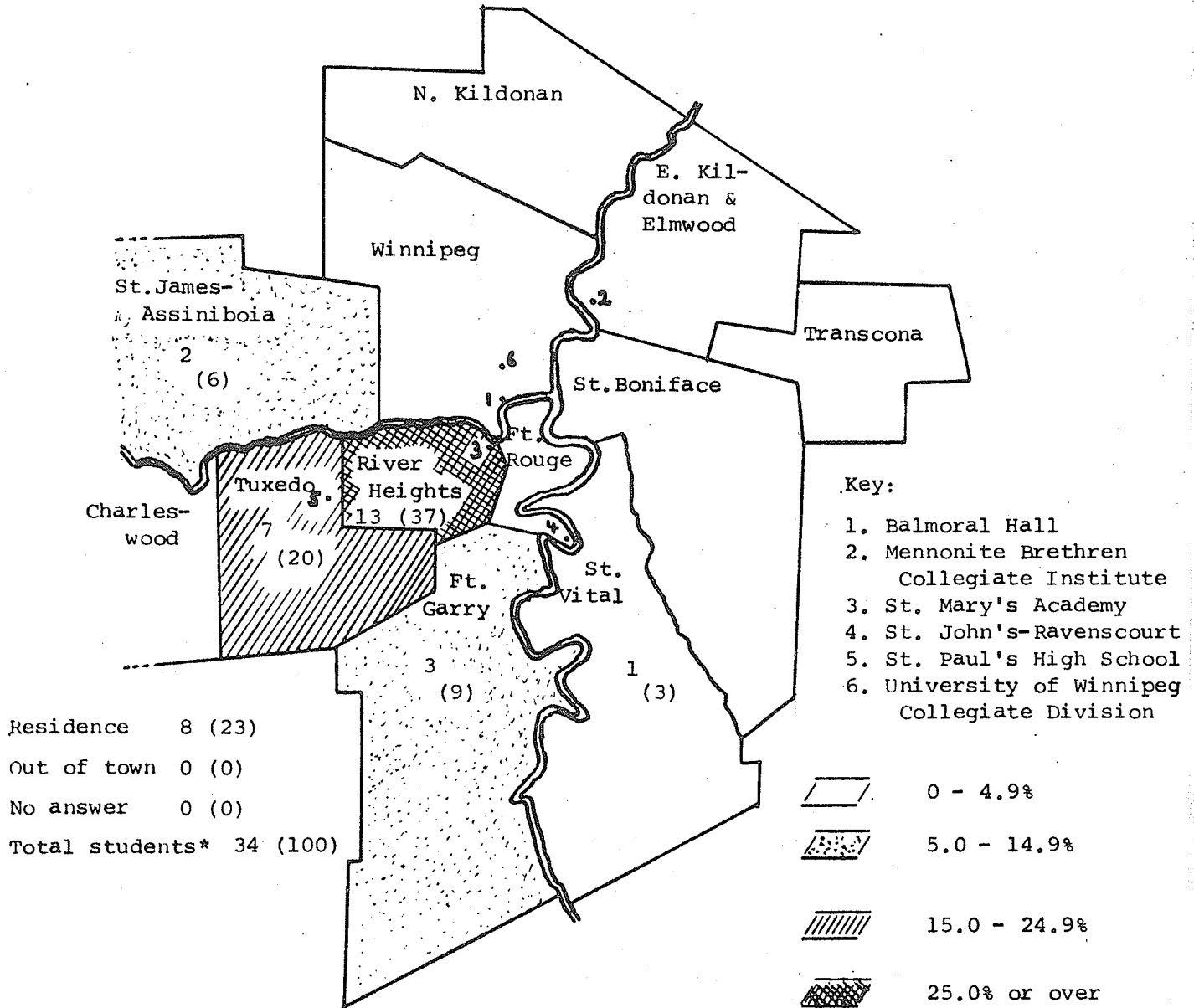


Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.

Figure 6

Distribution of Grade XII students of St. John's-Ravenscourt  
in the Metropolitan Winnipeg Area  
by Major Districts

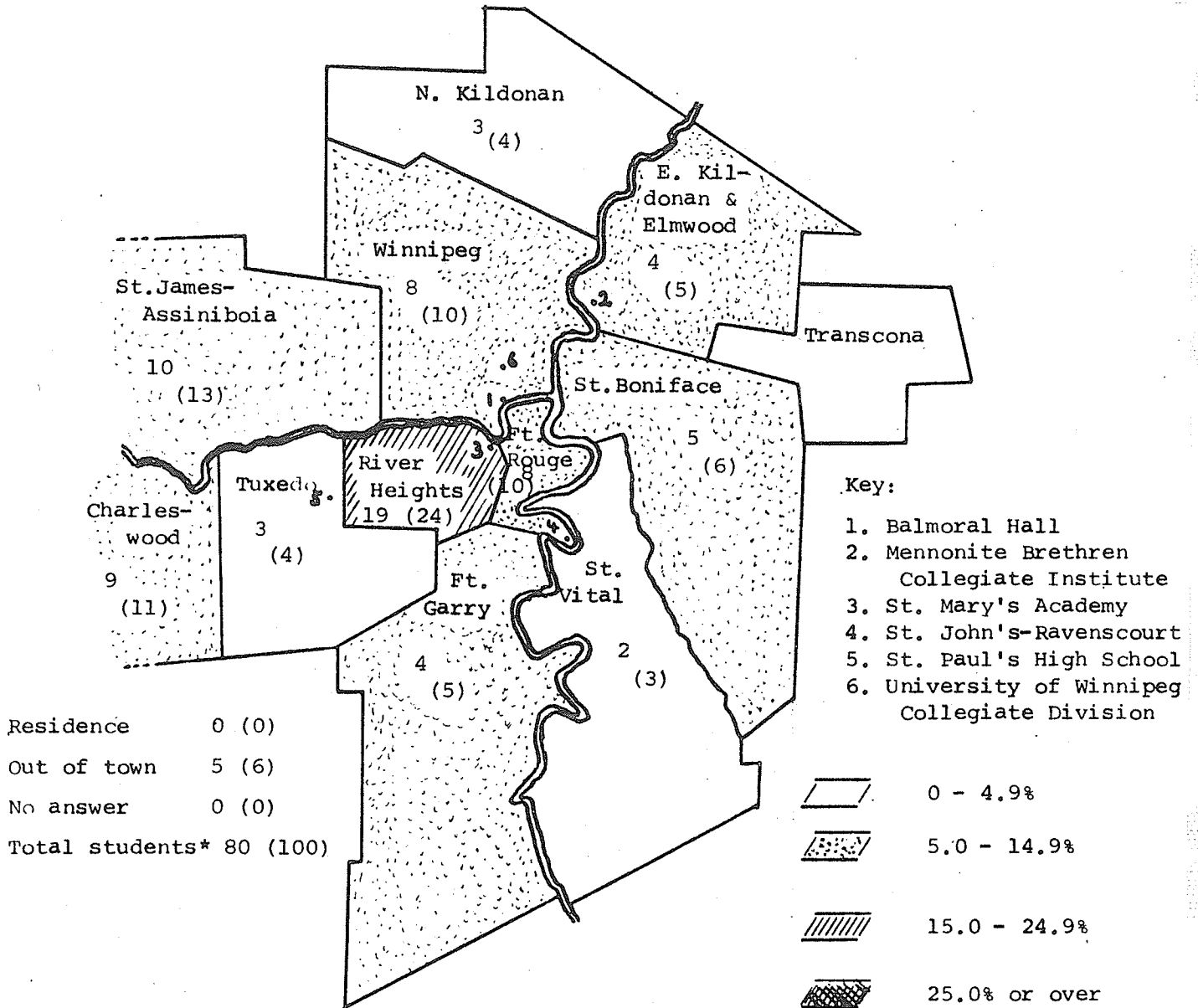


Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.

Figure 7

Distribution of Grade XII Students of St. Mary's Academy  
in the Metropolitan Winnipeg Area  
by Major Districts

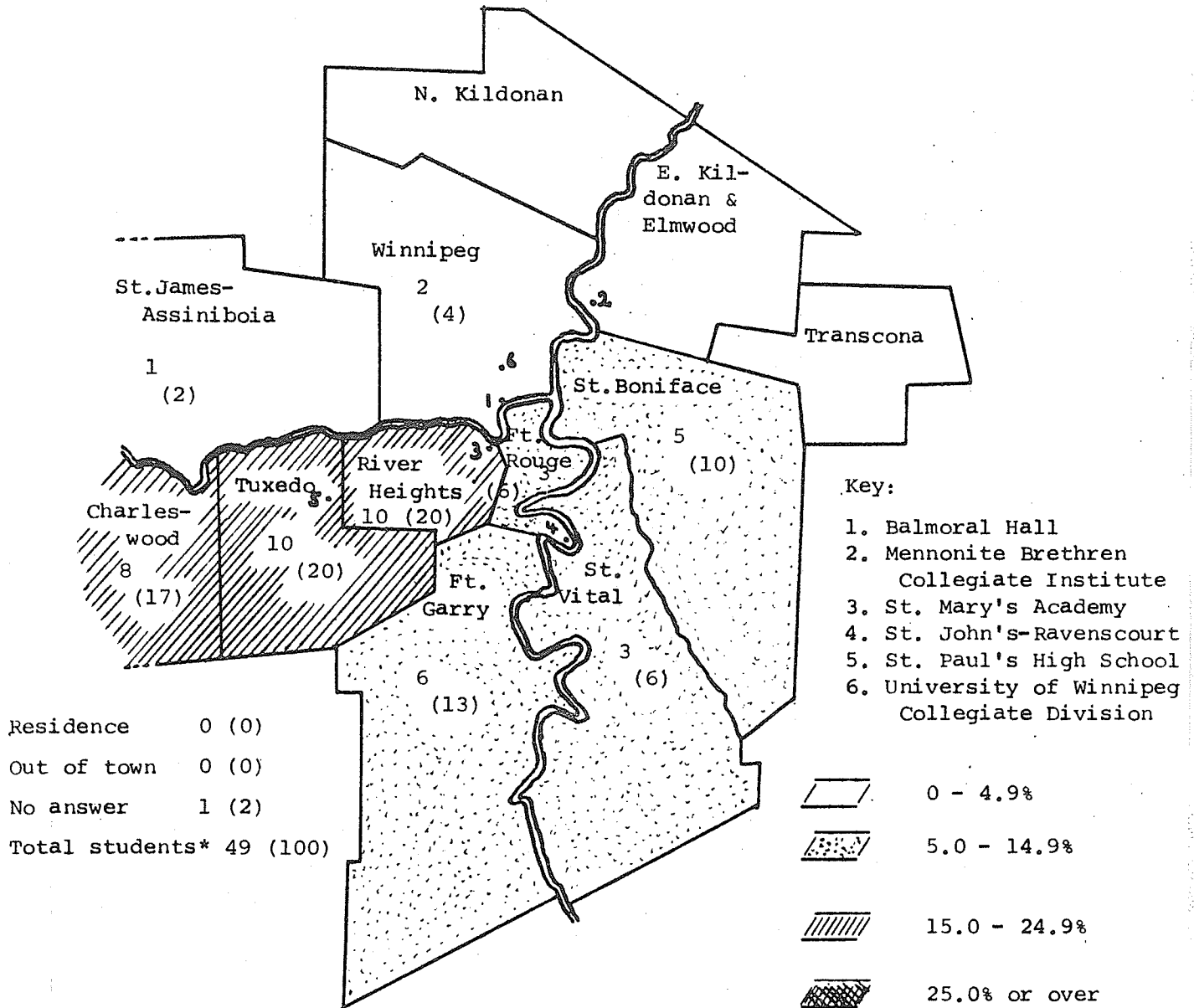


Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.

Figure 8

Distribution of Grade XII Students of St. Paul's High School  
in the Metropolitan Winnipeg Area  
by Major Districts

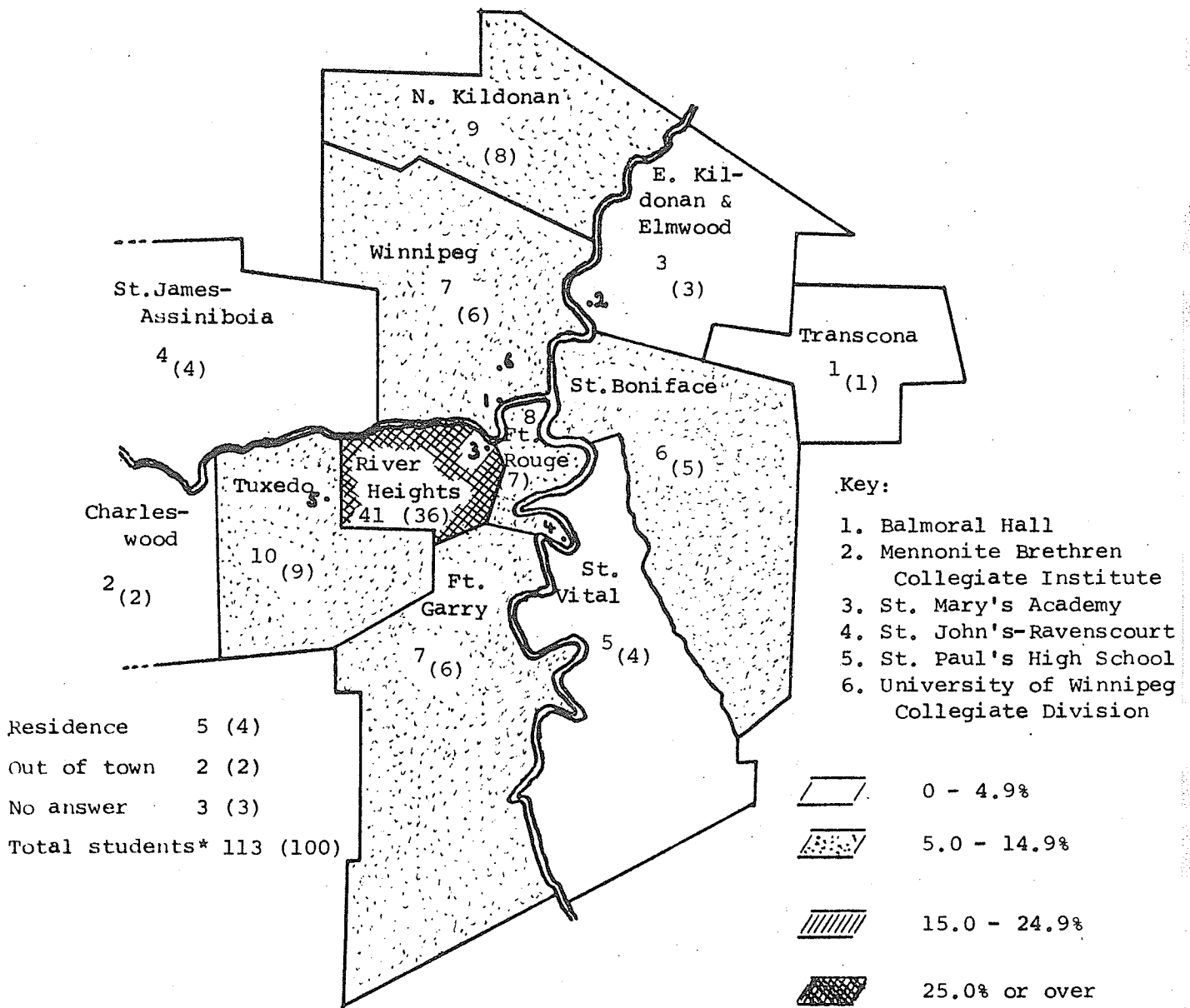


Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.

Figure 9

Distribution of Grade XII students of the University of Winnipeg  
 Collegiate Division in the Metropolitan Winnipeg Area  
 by Major Districts



Residence	5	(4)
Out of town	2	(2)
No answer	3	(3)
<b>Total students*</b>	<b>113</b>	<b>(100)</b>

Numbers in brackets represent percentages.

\*The percentages may not total 100 due to rounding.



Institute, and a large concentration of Mennonites in that area probably accounts for this, as may be seen from Figure 5. In the case of St. Paul's High School (Figure 8), proximity once again appears to play a major role in the next highest area of population, Tuxedo, with 20 per cent. A break-down by schools is provided in Figures 4 - 9.

It should be noted from these figures that in three schools heavy concentration of students in one or more areas appear to be related to proximity of the school and/or to the dominant religion. As already observed, the 67 per cent of students of the Mennonite Brethren Collegiate Institute in East Kildonan can be accounted for readily by the fact that most Mennonites of Winnipeg appear to be living in that area. Indeed, the school was built in that particular location for that reason. Also, the 24 per cent of students from St. Mary's Academy in the River Heights area can be attributed at least in part to the location of the school. Furthermore, 40 per cent of the St. Paul's High School students live in River Heights and Tuxedo. This again can, no doubt, be attributed to convenience of location.

It must be realized, of course, that convenience is probably not the only factor in attending one of these three schools. It is not likely a coincidence that River Heights and Tuxedo in particular are known as the wealthier parts of Winnipeg.

It would, however, not be unrealistic to suppose that if a family lived near the school of its religion and happened to be reasonably well-to-do, that its children would attend that school. The family may be further interested in making this decision if it were not entirely pleased with the existing public school system (see Table 36, page 130) and if tuition fees in those schools were reasonable. It

must be noted, for instance, (see Table 40, page 140) that these three schools have the lowest fees of the six in this sample.

The three schools where convenience of location appear not to be a major factor also have the highest tuition fees and have large percentages of their students living in the wealthier areas, River Heights and Tuxedo: Balmoral Hall - 25 per cent, St. John's-Ravenscourt - 57 per cent and the University of Winnipeg Collegiate Division - 45 per cent. As may be seen from Table 30, page 107, the factor of religion must also be definitely ruled out for these schools, with the largest single percentage for religion at 26.5 as compared to 75.9, 70.0 and 69.4 for the schools affiliated with a specific religion.

#### Kind of Residence

As may be readily seen from Figure 3, page 112, the percentage of students living in residence or in some other way not associated with family is very small. Students reported the following figures:

At home	88.9%	With parents/guardians	87.9%
In residence	5.3%	With a relative	2.9%
Rooming house	1.5%	With friends	2.4%
Apartment	3.5%	Alone	1.5%
Other	0.6%	Other	5.3%

#### Type of School Attended the Previous Year

Figure 10 indicates that nearly one quarter of the sample population came to Grade XII in an independent school directly from the public school system. It should be noted, however, that 53.0 per cent of the students at the University of Winnipeg Collegiate Division start attending an independent school for the first time in Grade XII because of the nature of the school. Not including the students from that school, the percentage of students coming directly from a public school

is 9.7, still a substantial quantity. The University of Winnipeg Collegiate Division appears to be the only school in the sample attracting students from another independent school.

#### Grade Level at which Independent Schools were First Attended

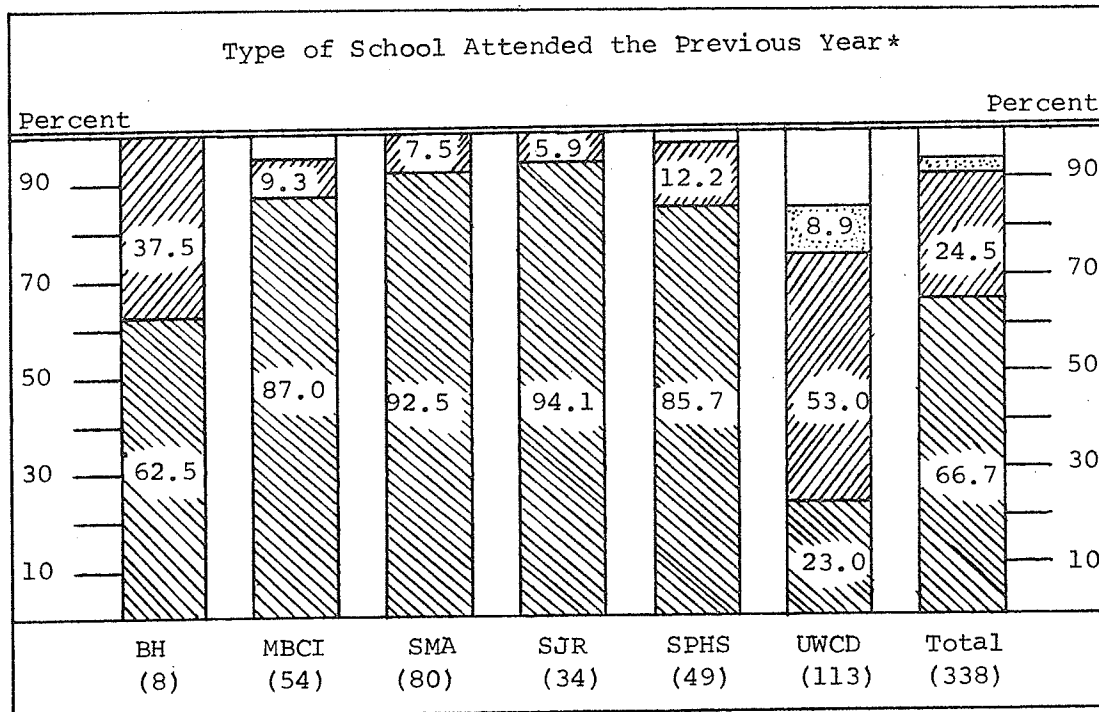
It is interesting to note that only 3.2 per cent of the sample population started attendance in an independent school at the intermediate levels of Grades IV, V and VI. Figure 11 further indicates the very large percentages starting attendance at the high school levels. This is partially caused by the fact that only two of the schools in the sample start at the lower levels. Considering only those schools, Balmoral Hall and St. John's-Ravenscourt, 16.7 per cent of their Grade XII population started at the Primary Levels and 7.1 per cent at the Intermediate Levels.

It should be noted that again, as in Figure 10, the University of Winnipeg Collegiate Division as a one-year school primarily, influences the results unduly with its 54.9 per cent starting in Grade XII. Without this school, the results for the other five indicate 10.2 per cent of the sample population starting at the Grade XII level. In spite of these figures, the total of 46.9 per cent starting independent school at the Senior High Level is important.

#### Number of Grade XII Subjects in Students' Program

It appears from Table 33 that in most cases students in independent schools are full-time students, with 78 per cent taking at least five subjects and 88 per cent taking four subjects or more. The fact that only the University of Winnipeg Collegiate Division has programs especially designed to accommodate part-time students accounts

Figure 10

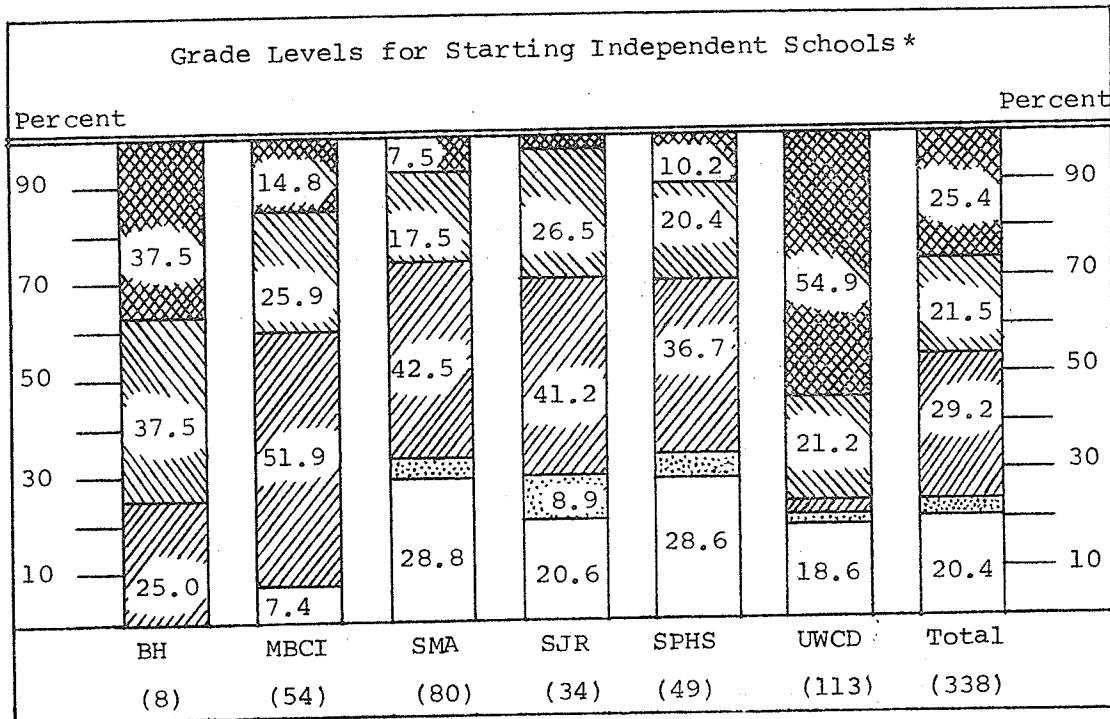


- Same Independent School
- Local Public School
- Another Independent School

\*Responses tabulated in percentages by category.

Bracketed numbers indicate the number of students in each category.

Figure 11



- Grades 1,2,3
- Grades 10,11
- Grades 4,5,6
- Grade 12
- Grades 7,8,9

Bracketed numbers indicate the number of students in each category.

\*Responses recorded in percentages.

for most of the 12 per cent of students taking fewer than four courses. Note that 30 per cent of the sample population of that school is in that category.

#### Use of Spare Time by Part-time Students

Table 34 has been drawn up to indicate students' use of their time if they are registered for fewer than four subjects.

It appears then that very few of those part-time Grade XII students use their spare time for employment.

#### Expected Graduation

311 students or 91.7 per cent of the sample population expected to graduate at the conclusion of their course work. This can not be compared against Department of Education figures as no record is kept of students who are not successful in their studies. At any rate, at least 1.2 per cent of the population (Table 35) plans to complete Grade XII in the following year. This accounts for 92.9 per cent of the population.

#### Repeating Students

Students indicate that 91 per cent of them are not repeating any subject, 6.0 per cent are repeating one or two subjects, 1.0 per cent three subjects, 0.3 per cent four subjects and 0.6 per cent five or more subjects.

#### Plans for the Following Year

A very large percentage of Grade XII independent school students intends to continue an educational program at the University level. Table 35 shows this figure at 60.4 per cent, with the highest level of

Table 33

## Number of Grade XII Subjects\*

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
5 or more subjects . . . .	100	89	95	100	88	50	78
4 subjects . . . . .	-	11	4	-	8	20	10
3 subjects . . . . .	-	-	1	-	2	12	5
2 subjects . . . . .	-	-	-	-	2	4	2
1 subject . . . . .	-	-	-	-	-	14	5
Totals**	100	100	100	100	100	100	100

\*Responses are tabulated in percentages by category.

\*\*The percentages may not total 100 due to rounding.

Table 34

## Use of Spare Time by Part-time Students

	Total Number	Percentage* of total number	Percentage** of total population
1. Taking subjects at another level	25	46.3	7.4
2. Extra studying. . . . .	2	3.7	0.6
3. Part-time employment. . . . .	9	16.7	2.7
4. Homemaker . . . . .	1	1.9	0.3
5. Taking University courses . . . . .	15	27.8	4.4
6. Student Council work/Sports . . . . .	2	3.7	0.6
Totals	54	100	16.0

\*The percentages may not total 100 due to rounding.

\*\*The total percentage shown may be greater than the real total percentage due to rounding and due to a number of full-time students responding to this question.



Table 35

## Student Plans for the Following Year\*

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
University . . . . .	62.5	33.3	61.2	82.4	65.3	63.7	60.4
Other post-secondary education . . . . .	-	26.0	12.5	-	8.2	3.5	9.5
Work . . . . .	12.5	27.8	12.5	-	6.1	7.1	10.9
Travel . . . . .	12.5	3.7	-	2.9	2.0	1.8	2.1
Finish Grade XII. . . . .	-	-	-	-	-	3.5	1.2
Armed Forces. . . . .	-	-	-	2.9	-	-	0.3
Undecided . . . . .	12.5	9.3	13.8	11.8	18.4	20.4	15.7
Totals**	100	100	100	100	100	100	100

\*Responses are tabulated in percentages by category.

\*\*The percentages may not total 100 due to rounding.

commitment to University at St. John's-Ravenscourt (82.4 per cent).

The lowest level of commitment to University is in the Mennonite Brethren Collegiate Institute (33.3 per cent), although 26.0 per cent there intends to continue in other post-secondary institutions. Those interviewed indicated Bible College as the most common post-secondary institution planned. Statistics indicate that approximately 28 per cent of the Grade XII population of Winnipeg continues studying at the University level in Manitoba.<sup>44</sup>

#### Reasons for Attending an Independent School

Figure 12 indicates that 78.8 per cent of the sample population made its own decision in the choice of attending an independent school. This figure is not to be considered reliable as the option "combined choice" was not provided in the questionnaire (Appendix A, question 16 (A)).

Table 36 represents a compilation of the various reasons supplied by students for attending an independent school. As students were requested to write in the "main" reason for the fact they attend an independent school (see Appendix A, question 16 (B)), only the first reason stated by them was recorded on the assumption that that would be the main reason and others would be of secondary importance to parents or students. The reasons supplied were grouped into a number of categories as shown in Table 36.

Recorded under "Positive to independent schools" were the following:

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<sup>44</sup> Supplied by the Manitoba Universities.

Figure 12

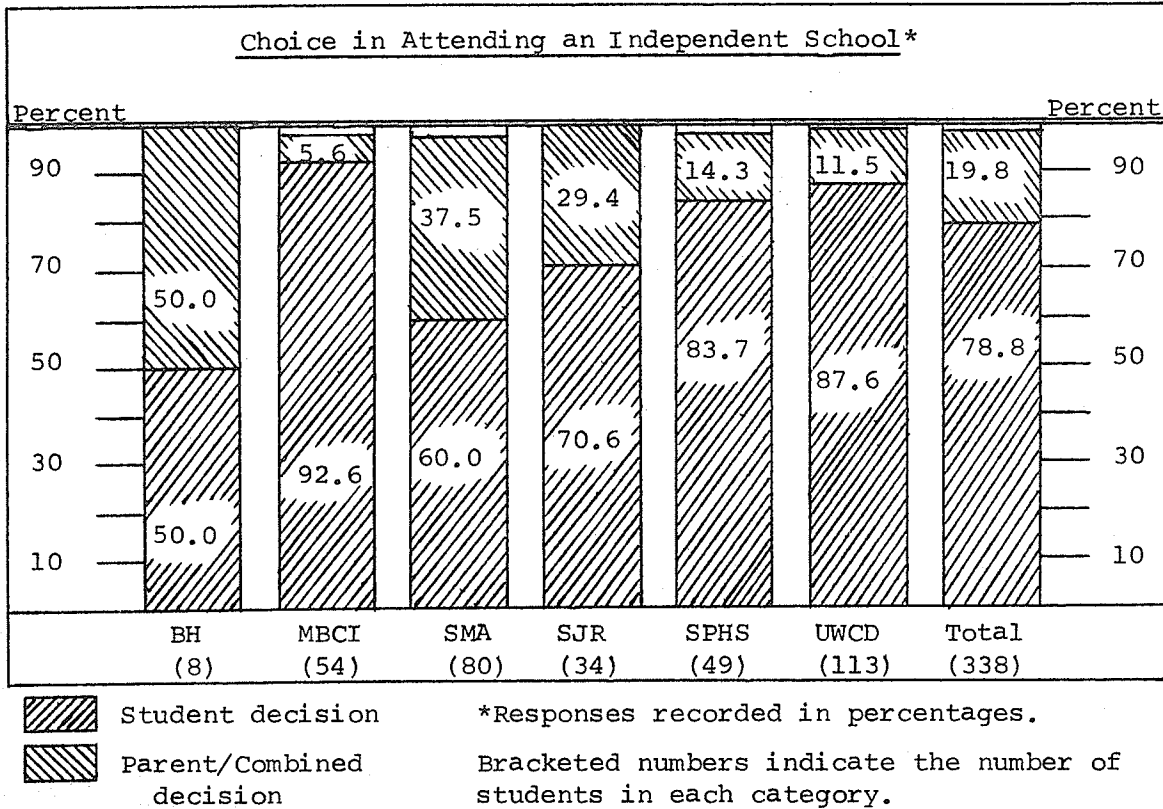


Table 36

## Reasons for Attending an Independent School\*

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Positive to independent schools . . . . .	50.0	25.9	55.0	76.5	85.6	62.8	59.5
Negative to Public schools . . . . .	12.5	-	11.3	14.7	6.1	13.3	9.8
Religious reasons . . . .	-	48.2	15.0	-	2.1	-	11.5
Special student status.	-	-	-	-	-	11.5	3.8
Others . . . . .	12.5	22.2	6.2	2.9	4.1	1.8	6.8
No specific reason/no answer . . . . .	25.0	3.7	12.5	5.9	2.1	10.6	8.6
Totals**	100	100	100	100	100	100	100

\*Results are tabulated in percentages by categories.

\*\*The percentages may not total 100 due to rounding.

Better selection of courses, mature student program, affiliated with a University, shorter school year, better environment, closer pupil/teacher relations, more personal, better University preparation, better standards of education, better teaching, examinations, best school in Winnipeg, better discipline, more freedom, more independent responsibility, and a number of related reasons.

Recorded under "Negative to public schools" are the two main statements "unhappy with my public school" and "dislike of my own public school".

Recorded under "Others" were the following: convenience, a relative in town, living with friends, more fun, a smaller school, recommended by a relative or friend, and good for a new start.

A number of students gave reasons which were so vague that they could have applied equally to their regular public school. As an example, a number stated "...to get my Grade XII". Such answers were placed in the "No specific reason/no answer" category.

Students who supplied the Special Student Status responses all attended the University of Winnipeg Collegiate Division, where under that status they are able to complete Grade XII while simultaneously starting on University courses. About 33 per cent of students in Grade XII there are registered under the Special Student category each year.<sup>45</sup>

It may be an indictment of the public schools that 69.3 per cent of students in Grade XII in independent schools consider the public schools inadequate. It may, on the other hand, merely indicate that independent schools play a valuable role as alternatives to public schools.

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<sup>45</sup> Figure obtained from statistics supplied by the Office of the Dean, Collegiate Division, The University of Winnipeg.

It is noteworthy that in the Roman Catholic Church affiliated schools only 15.0 and 2.1 per cent of the students indicated religious reasons for attendance, while in the Mennonite Church affiliated school 48.2 per cent indicated religious reasons. No one in the private schools indicated religious reasons.

It appears, however, that much of the indictment of the public school may not be caused by the students' personal experience in the public school. This may be verified from the figures in Table 37. Note that the students most exposed to the public school system (those starting in Grade XII) score lowest on reasons related to the public schools, as do those who indicated directly that they attended a public school the previous year. On the other hand, many of the reasons supplied for attending an independent school may be applied to other independent schools rather than to the public schools. Of those who came from another independent school 90.9 per cent gave the type of education as a reason. However, 72.7 per cent were negative to their former school. With the relatively small numbers involved, of course, this represents only 11 students from the sample.

Although many students indicated that the choice of attendance was their own, their indictment of the public school may be largely a result of parental indoctrination. This in itself is a more unhappy situation than the first supposition, and makes a stronger case for the independent schools as an alternative to public education.

Pursuing religion as a reason for attending an independent school, it is interesting to note that of those who started

in Grades 1, 2 or 3	51 per cent are Roman Catholic
in Grades 4, 5 or 6	50 per cent are Roman Catholic

Table 37

Selected Reasons for Attending an Independent School  
for Selected Groups of Students\*

	Positive to ind. schools /Negative to public schools	Religion
Total from Table 36 . . . . .	69.3	11.5
From public schools . . . . .	67.5	3.0
From the same independent school	68.6	17.0
From another independent school .	90.9	-
Started at Primary Levels . . . .	71.9	10.1
Started at Intermediate Levels. .	80.0	10.0
Started at Junior High Levels . .	65.5	17.9
Started at Grades X or XI levels.	74.3	14.3
Started at Grade XII level. . . .	62.7	5.0

\*Responses are calculated in percentages of total population.

in Grades 7, 8 or 9	42 per cent are Roman Catholic and 27 per cent are Mennonite
in Grade 10 or 11	27 per cent are Roman Catholic and 16 per cent are Mennonite, and
in Grade 12	23 per cent are Roman Catholic and 25 per cent are Mennonite

This concerns, of course, the religions of the affiliated schools in this sample. On checking the religions in another context we find that of those who came from

a public school	19 per cent are Jewish 23 per cent are United Church, and 24 per cent are Roman Catholic
the same independent school	20 per cent are Mennonite and 42 per cent are Roman Catholic, and
another independent school	27 per cent are United Church and 55 per cent are Jewish.

The high rate of Jewish students coming from another independent school is caused by the 24.8 per cent Jewish students in the University of Winnipeg Collegiate Division (see Table 30, page 107), most of them for their first year and most of them from Joseph Wolinsky Collegiate, not included in this sample.

#### FAMILY HISTORY

##### Parental Occupation

For purposes of this study parental occupations as reported by students have been roughly categorized as follows:

- Managerial - general manager, manager, president, vice-president, chairman, director, producer, proprietor, self-employed, etc.
- Professional - incorporating recognized professions and semi-professions
- Clerical - clerk, secretary, salesman, cashier, agent, etc.
- Labour - labourer, barber, letter carrier, cook, foreman,



plumber, seaman, etc.

Miscellaneous - civil service, agricultural employee (farmer, etc.)

Others - retired, unemployed, pensioned, deceased

No Answer - no reply and vague answers.

Table 38 indicates the distribution in percentages among the various schools as well as the total for the entire population. It may be noted that St. John's-Ravenscourt shows the highest percentage Managerial (52.9) and the Mennonite Brethren Collegiate Institute the lowest (27.8). The latter shows the highest percentage in the Labour category (31.5) with the former, along with Balmoral Hall the lowest (0.0). Both of these schools experience the highest tuition fee (Table 40, page 140). It should also be noted that the three affiliated schools in the sample account for most of the Clerical, Labour and Miscellaneous categories, while the private schools account for most of the Managerial and Professional categories.

#### Parental Income Range

The income ranges reported by students are shown in Figure 13, where it may be noted that a preponderance of middle income range shows in the case of most schools, except for St. John's-Ravenscourt, where 70.6 per cent of students report parental income in the upper income range.

A brief cross-check of reported income ranges with reported occupations reveals readily that more careful measurements should be taken to make future studies in this area more reliable. The at one time traditional patterns of incomes as related to position no longer appear to be reliable to determine socio-economic status of parents.

Table 38

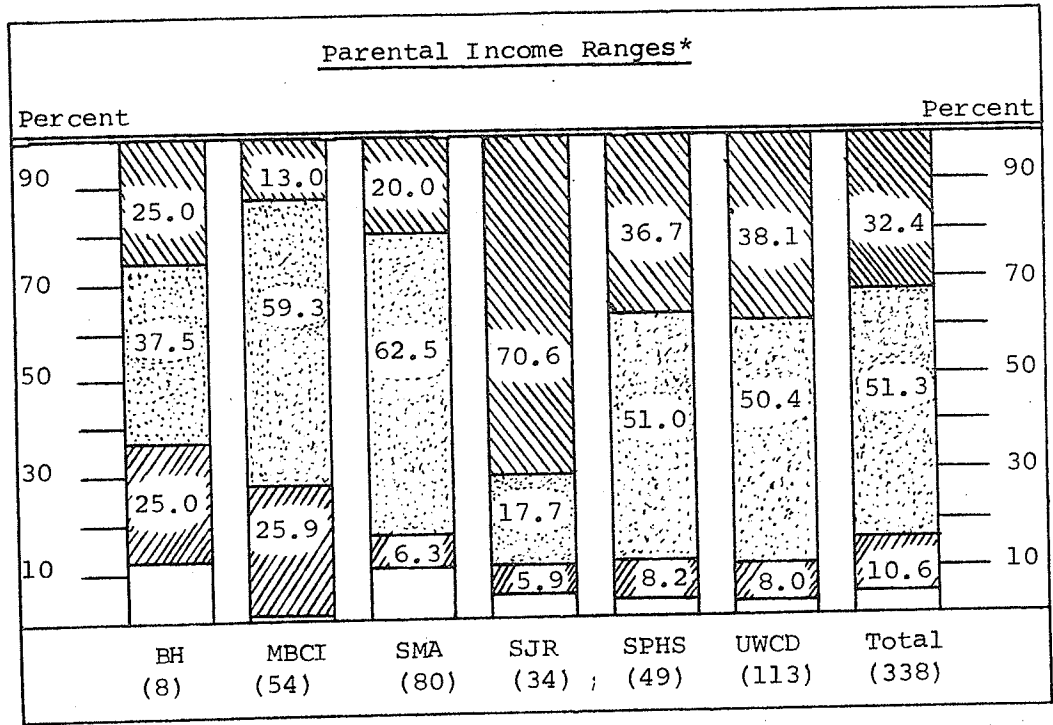
## Parental Occupation by Categories\*

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Managerial . . . . .	37.5	27.8	25.0	52.9	34.7	40.7	35.2
Professional . . . . .	25.0	24.0	23.8	32.4	20.3	32.7	27.1
Clerical . . . . .	-	3.7	8.8	-	8.2	4.4	5.3
Labour . . . . .	-	31.5	21.3	-	16.3	8.0	15.1
Miscellaneous . . . . .	12.5	1.9	6.3	-	-	-	3.9
Others . . . . .	-	7.4	5.0	-	4.1	1.8	3.6
No answer . . . . .	25.0	3.7	10.0	14.7	8.2	10.6	9.7
Totals**	100	100	100	100	100	100	100

\*Responses are tabulated in percentages by category.

\*\*The percentages may not total 100 due to rounding.

Figure 13



Upper income  
 Lower income  
 Middle income  
 Unknown/no answer

\*Responses recorded in percentages

Bracketed numbers indicate number of students in each category.

Table 39

Occupational Categories as Percentages  
of Income Ranges

	Upper Income Range	Middle Income Range	Lower Income Range
Managerial . . . . .	59.0	28.5	22.7
Professional . . . . .	38.9	28.0	12.9
Clerical . . . . .	0.9	8.3	9.7
Labour . . . . .	1.9	22.5	35.5
Miscellaneous . . . . .	1.9	1.8	0.0
Others . . . . .	0.9	3.6	12.9
No answer . . . . .	3.7	7.7	6.5
Totals*	100	100	100

\*The percentages may not total 100 due to rounding.

Table 39 shows a definite tendency for managerial and professional categories to be in the upper income range. Similar obvious conclusions can, however, not be drawn in the cases of the other income ranges.

#### STUDENT ESTIMATED EXPENSES

In Tables 40 to 46 student estimates of different types of expenses are shown in numbers of responses, both by school and for the total population. In addition, average costs are shown, based on prorated results. Average costs may be compared with actuals supplied by the schools and by the Student Aid Branch of the Department of Colleges and University Affairs.

#### STUDENT REVENUES

In this study four types of student revenues were explored: revenues through part-time employment, revenues through summer employment, revenues from scholarships, bursaries, loans and other forms of non-parental support, and pocket money received from parents or guardians.

##### Part-time Employment

It may be noted from Table 47 that the greatest number of hours of part-time employment occur in St. Mary's Academy and St. Paul's High School, while the lowest hours occur in Balmoral Hall and St. John's-Ravenscourt.

Table 47 indicates that approximately three-quarters of the populations of Balmoral Hall and St. John's-Ravenscourt are not employed, as opposed to the other schools with nearer half in that

Table 40

## Tuition Fees

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
less than \$500.00	-	53	80	-	-	27	160
\$500.00 - \$999.00	-	1	-	-	48	86	135
\$1000.00 - \$1499.00	-	-	-	1	1	-	2
\$1500.00 - \$1999.00	8	-	-	33	-	-	41
\$2000.00 or more	-	-	-	-	-	-	-
Totals	8	54	80	34	49	113	338
	School Reported Tuition fees						
Fees in dollars	1575	325	375	1600	550	580*	

\*\$150 per subject, maximum \$750; average fee for sample population: \$580

Table 41

## Board and Residence Costs

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
less than \$500	2	20	16	1	6	18	99
\$500 - \$999.00	-	19	22	8	13	28	90
\$1000 - \$1499.00	2	13	20	8	12	33	88
\$1500 - \$1999.00	4	2	3	9	10	22	50
\$2000 or more	-	-	1	5	6	3	15
Totals	8	54	62	31	47	104	306
	Averages of Estimates						
Costs in Dollars	1313	815	822	1287	1189	1096	1028
Student Aid*							900
- living at home							1175
- away from home							930
- pro-rated**							

\*Figures supplied by the Student Aid Branch, Department of Colleges and University Affairs

\*\*pro-rated at 89% of sample population living at home (see page Kinds of Residence)

Table 42

## Incidental Expenses

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
Less than \$ 50.00	1	45	27	6	12	33	124
\$ 50.00 - \$ 99.00	-	8	29	10	18	56	121
\$100.00 - \$149.00	-	1	22	12	13	20	68
\$150.00 - \$199.00	1	-	1	4	2	1	9
\$200.00 or more	6	-	1	2	4	3	16
Totals	8	54	80	34	49	113	338
	Averages of Estimates						
Costs in dollars	194	34	74	104	92	74	76



Table 43

## Additional Living Expenses

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
less than \$100.00	2	16	13	5	4	17	57
\$100.00 - \$199.00	1	23	21	9	15	27	96
\$200.00 - \$399.00	3	12	19	7	8	33	82
\$400.00 - \$499.00	-	2	10	4	5	13	34
\$500.00 or more	2	1	17	9	17	23	69
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>
	Averages of Estimates						
Costs in dollars	281	172	299	307	336	295	281

Table 44

Totals of Incidental and Additional  
Living Expenses in Dollars -  
by Schools and Total Population

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
Averages in dollars							
Incidental expenses (from Table 42)	194	34	74	104	92	74	76
Additional living ex- penses (from Table 43)	281	172	299	307	336	295	281
Totals	475	206	373	411	428	369	357
Student Aid (at \$11.50 per week)*							480

\*Figure supplied by the Student Aid Branch, Department of Colleges and University Affairs.

Table 45

## Transportation Costs

	BH	MBCI	SMA	SJR	SPHS	UWCD	Totals
	Number of Responses						
less than \$ 50.00	1	39	62	16	14	50	182
\$50.00 - \$ 99.00	1	11	4	6	18	47	87
\$100.00 - \$149.00	2	2	1	7	3	8	23
\$150.00 - \$199.00	1	2	5	-	3	4	15
\$200.00 or more	3	-	8	5	11	4	31
Totals	8	54	80	34	49	113	338
	Averages of Estimates						
Costs in dollars	158	36	51	82	106	61	65
Student Aid*							100

\*Figure supplied by the Student Aid Branch, Department of Colleges and University Affairs.

Table 46

## Total Costs of Education

Average costs	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Pop- ulation	Student Aid
	Averages in Dollars							
Board and residence (From Table 41)	1313	815	822	1287	1189	1096	1028	930
Incidental and addit- ional living expenses (from table 44)	475	206	373	411	428	369	357	480
Transportation (from table 45)	158	36	51	82	106	61	65	100
Totals (without fees)	1946	1057	1246	1780	1723	1526	1450	1510
Fees (table 40)	1575	325	375	1600	550	580	613	-
Totals (with fees)	3521	1382	1621	3380	2273	2106	2063	-

Table 47

## Student Part-time Employment

	BH	MBCI	Number of Responses				Total Population
			SMA	SJR	SPHS	UWCD	
Not employed	6	26	34	26	24	64	180
Less than 10 hrs/wk.	1	18	18	7	10	21	75
10 - 20 hrs/wk.	1	10	25	1	11	18	66
More than 20 hrs/wk.	0	0	3	0	4	10	17
<b>Totals</b>	<b>8</b>	<b>54</b>	<b>80</b>	<b>34</b>	<b>49</b>	<b>113</b>	<b>338</b>
			<u>Averages of Estimates</u>				
Hours per week	2.5	4.4	6.8	1.5	6.4	5.5	5.3
			<u>Percentages*</u>				
Not employed	75.0	48.2	42.5	76.5	49.0	56.6	53.3
Less than 10 hrs/wk.	12.5	33.3	22.5	20.6	20.4	18.6	22.2
10 - 20 hrs/wk.	12.5	18.5	31.3	2.9	22.4	15.9	19.5
More than 20 hrs/wk.	0.0	0.0	3.7	0.0	8.2	8.9	5.0
<b>Totals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

\*The percentages may not total 100 due to rounding.

category. It should be noted in particular that on the average 46.7 per cent of the total population has part-time employment of some hours per week, while 24.5 per cent of the total population works more than 10 hours per week.

In Table 48 the estimated earnings of students are tabulated. It should be noted that in the actual average earnings from part-time employment Balmoral Hall and St. John's-Ravenscourt record the lowest per capita earnings from part-time employment, less than half of the average for the total population. St. Mary's Academy and St. Paul's High School on the other hand score well above the average.

#### Summer Employment

Table 49 indicates the estimated amounts earned from employment during the summer of 1974. The table has been prepared in percentages to give a clearer view of the overall situation. It should be noted that nearly 80 per cent of the population was employed during this time for an average earning of \$664.00 per capita. The highest rate of students not employed during the summer is at the University of Winnipeg Collegiate Division, but even there nearly three-quarters of the population was employed during the summer.

It is interesting to compare results from Table 49 with those from Table 47. It appears that in some instances a definite reversal of results takes place, while in general summer employment rates are much higher than part-time employment rates.

One tentative conclusion may be drawn at this stage. That is that with an average income of \$664.00 for summer employment (Table 49) and an average weekly income of \$12.23 (Table 48), the average revenue

Table 48

## Student Earnings from Part-time Employment

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
	Number of Responses						
Not applicable	6	28	38	27	23	64	186
Less than \$15/wk.	1	8	4	2	3	13	31
\$15 - \$30/wk.	-	13	22	2	9	15	61
\$30 - \$45/wk.	1	3	15	2	6	9	36
More than \$45/wk.	-	2	1	-	7	12	22
Totals	8	54	80	34	49	113	338
	<u>Averages of Estimates</u>						
Earnings per week (in dollars)	5.63	10.56	14.25	4.09	17.03	12.41	12.23

Table 49

## Student Summer Employment Revenues\*

	BH	MBCI	SMA	SJR	SPHS	UWCD	Total Population
Not employed	12.5	7.4	23.8	23.5	14.3	27.4	20.7
Less than \$500.00	25.0	24.1	23.7	17.6	8.1	21.2	20.1
\$500 - \$999.00	62.5	50.0	36.3	32.4	28.6	26.6	34.3
\$1000 - \$1499.00	-	16.7	11.2	14.7	32.7	12.4	15.7
\$1500 or more	-	1.8	5.0	11.8	16.3	12.4	9.2
<b>Totals**</b>	100	100	100	100	100	100	100
	<u>Averages of Estimates</u>						
Earnings (in dollars)	531	679	559	676	929	624	664

\*Reponses are tabulated in percentages by category.

\*\*The percentages may not total 100 due to rounding.



per capita for the school year will be approximately \$1100.00. This amounts to a sum of approximately \$370,000 annually for the sample population. This fact, combined with an average annual cost of \$2,063.00 per capita (Table 46) shows that at least 50 per cent of the capital required for student self-support is in circulation from these two sources of revenue alone.

#### Other Revenue

This study indicates that independent school students have little support through bursaries, loans, and similar sources. Because of the Government's decision not to aid independent schools financially, it also refuses to give aid in indirect form and thus refuses government loans and bursaries - normally handled through the Student Aid Branch of the Department of Colleges and University Affairs - to independent school students. This policy, in fact, cuts off from the student the greatest supply of funds normally available.

Independent school students, therefore, rely largely on loans, bursaries and scholarships supplied by the independent school itself. In general, such funds are not readily available as a result of the schools' difficult financial position. St. John's-Ravenscourt has a fairly extensive scholarship program, but other schools have few funds available. The University of Winnipeg has, for instance, four \$100.00 entrance scholarships and approximately \$2,000.00 for distribution in the form of loans and bursaries for a population averaging 350 students.

A number of students in St. John's-Ravenscourt may not be aware that they have received a scholarship as it is the school's policy to transact financial matters with parents only. It is thus possible that

not all awarded scholarships have been reported in this survey.

A good part of the population did not receive this type of financial support. The 17 per cent who reported support are distributed as follows:

Scholarships	- 3 at \$100.00	-)	
	6 at \$100.00 - \$300.00	-)	total of 4 per cent
	5 at \$400.00 and over	-)	
Bursaries	- 7 at \$100.00 - \$200.00	-)	
	5 at \$200.00 - \$300.00	-)	total of 7 per cent
	2 at \$300.00 - \$400.00	-)	
	9 at \$400.00 and more	-)	
Loans	- 1 at \$100.00	-)	
	2 at \$100.00 - \$200.00	-)	total of 3 per cent
	8 at \$400.00 and more	-)	
Others	- 12 at amounts ranging from \$100.00 to \$3,000.00 in the form of Company tuition fee support, church grants, Government Care services, Veterans' Affairs and Orphans Benefits, court settlement, Olympic Games Plan and Trust Funds.		

As may be noted from Table 34, page 126, 15 students indicated specifically that they were taking courses at the University level and as such are able to obtain government assistance in the form of bursaries and loans. Results indicate that ten of these students did indeed receive a total of one scholarship, five bursaries and five loans. This means that the total of sixty financial assists is reduced to fifty among 323 regular independent school students. This means that 15.4 per cent of independent school students received some form of financial assistance, while it must be appreciated that this percentage is actually smaller as a number received revenues through financial arrangements made earlier by parents, in the form of trust funds, bonds and death benefits.

### Pocket Money

One source of revenue that must not be discounted is a form of parental support, pocket spending money. Nearly fifty per cent of the population reported that it does not receive pocket money. As Figure 14 indicates, the highest percentages of no support through pocket money are in St. Paul's High School and Mennonite Brethren Collegiate Institute (65.3 and 59.3 respectively). The highest rates of financial support through pocket money are in St. John's-Ravenscourt and Balmoral Hall (76.5 and 62.5 respectively).

Sums of pocket money supplied ranged as high as \$80.00 per month. Among those receiving pocket money the average was \$25.75 per month. For the entire population the average was \$12.20 per month.

### SUMMARY

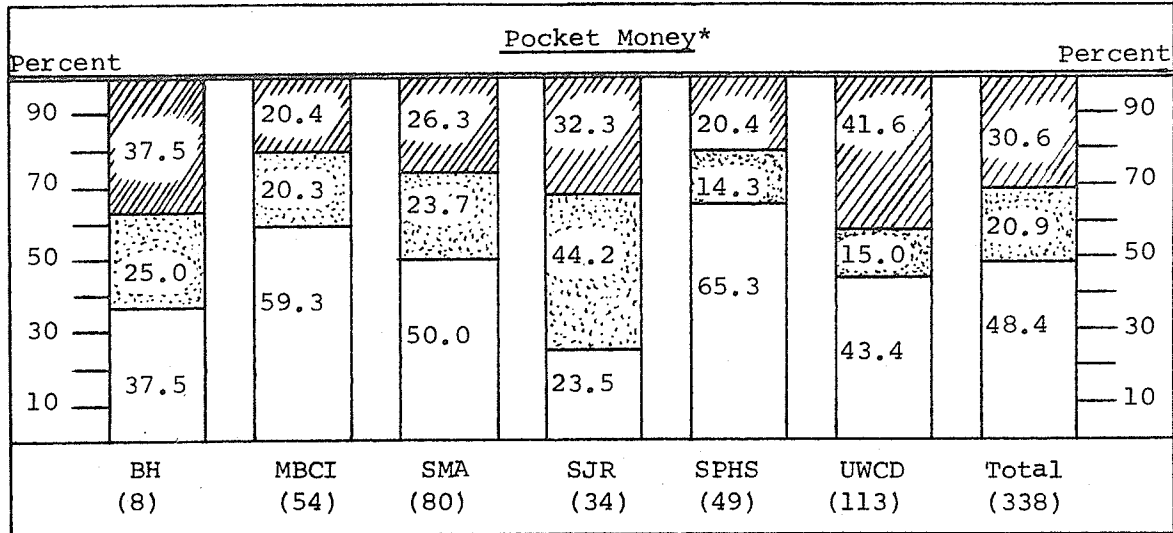
#### The Characteristics of Students Attending an Independent School

It is nearly impossible to establish the characteristics of an independent school Grade XII student. Some common characteristics are evident, however. They are briefly summarized here, with the exceptions noted.

The typical independent school Grade XII student is younger than the average Grade XII student, except at the University of Winnipeg Collegiate Division, which has students more nearly of the public school age. The typical student is single, from Metropolitan Winnipeg and lives at home with his parents or guardians.

The typical student studies Grade XII full-time, except in the University of Winnipeg Collegiate Division, and has decided to attend an independent school by his own choice because he considers independent

Figure 14



- No pocket money
- Less than \$20/mo.
- \$20 and more/mo.

Bracketed numbers indicate number of students per category.

\*Responses recorded in percentages.

schools better and has a fairly poor opinion of the public schools. He plans to enter University after graduation.

#### Independent School Costs

Students estimate that without tuition fees average costs for the school year amount to \$1510.00, with the lowest estimates for the Mennonite Brethren Collegiate Institute and St. Mary's Academy. The University of Winnipeg Collegiate Division students estimate expenses nearest to the average. Average tuition fees are \$613.00. The total estimated costs for the 338 students in the population comes to \$698,000.00 including tuition fees.

#### Financial Support

The typical student gets little financial support from agencies other than his family. He works 5.3 hours per week while going to school and earns an average of \$664.00 during the summer preceding his Grade XII year. His average total revenue for the year amounts to \$1100.00 and the total estimated revenues from all employment for all students during the year amounts to \$370,000.00 not including pocket money received from parents.

#### The Type of Independent School

It is difficult to establish type for the independent schools, but some basic characteristics can be established. To establish some common elements, as well as basic differences, independent schools will be summarized as one group and as the following sub-groups:

High fee schools - Balmoral Hall and St. John's-Ravenscourt  
Medium fee schools - the University of Winnipeg Collegiate Division  
Low fee schools - the Mennonite Brethren Collegiate Institute,  
St. Mary's Academy and St. Paul's High School

Church affiliated schools - as defined  
Private schools - as defined

The private schools in this sample are all co-educational, but St. John's-Ravenscourt is predominantly a male school. Of the church affiliated schools only the Mennonite Brethren Collegiate Institute is co-educational.

The largest single religious group in independent schools is Roman Catholic; however, no Roman Catholic students attend the Mennonite church affiliated school. Although the largest concentration of Roman Catholic students occurs in the Roman Catholic affiliated schools, 30 per cent of the students in those schools are not of the Roman Catholic faith. More than three-quarters of the students of the Mennonite affiliated school are Mennonites; the remainder is primarily Protestant.

Nearly 20 per cent of the population consists of foreign students. Of these about one-quarter are Landed Immigrants.

All independent schools draw most of their Canadian students from Metropolitan Winnipeg. About 5 per cent of the population comes from rural Manitoba.

Approximately one-third of the Winnipeg students in independent schools live in River Heights and Tuxedo. The three higher fee schools attract more than the average from those two areas, while the low fee schools attract students from River Heights, Tuxedo and East Kildonan through a combination of religious, convenience and cost factors.

Approximately 25 per cent of students are attracted to the independent schools directly from the public school system. The University of Winnipeg Collegiate Division as a mainly one-year school attracts 53 per cent directly from the public schools, the others from

6 to 37 per cent.

Independent schools generally do not attract students at the Intermediate Levels and only 20 per cent at the Primary Levels. Nearly half of the population starts at the Senior High Levels.

Of the church affiliated schools only the Mennonite Brethren Collegiate Institute attracts students primarily for religious reasons. The others attract students for much the same reasons as the private schools and primarily as a result of unfavourable comparisons made with the public schools. Students who have been in independent schools for the longest period of time have a larger percentage of poor rating for the public schools than those who have been in the public school system the longest.

In general, Roman Catholic students start in an independent school sooner than other groups.

In the three higher fee schools a large percentage of students are from families in the managerial and professional categories (62.5 to 85.3 per cent) while only the middle fee school has a small percentage of students (12.4 per cent) in the clerical and labour categories. In the three low fee schools 48.8 to 55.0 per cent of students come from managerial and professional categories and 24.5 to 35.2 per cent from the clerical and labour categories.

The majority of independent school students are from middle income families, except in St. John's-Ravenscourt, where only 17.7 per cent are in that category. In all schools, except St. John's-Ravenscourt, about one third or fewer of the students are from upper income range families. In the latter school nearly three-quarters of the students are from the upper income range.

In the high fee schools most students are not employed part-time. In the middle and low fee schools approximately half the population is employed part-time. Approximately 80 per cent of the population is employed during the summer.



APPENDIX D

INDEPENDENT SCHOOLS IN MANITOBA

## INDEPENDENT SCHOOLS IN MANITOBA

The following listing of independent schools in Manitoba by locations and category has been derived from Schedule C (1970) of the Public Schools Act and from information for 1975-76 supplied by the Manitoba Federation of Independent Schools.

Elementary SchoolsCity of Winnipeg

Calvin Christian School  
 Christ the King School  
 Holy Cross School  
 Holy Ghost School  
 Immaculate Heart of Mary School  
 James K. MacIsaac School  
 Manitoba Christian School  
 I. L. Peretz Folk School  
 Ramah Hebrew School  
 Red River Valley Junior  
 Academy  
 St. Alphonsus School  
 St. Charles Academy  
 St. Edward's School  
 St. Emile School  
 St. Gerard's School  
 St. Ignatius School  
 St. John Brebeuf School  
 St. Joseph the Worker School  
 Winnipeg Hebrew School

Rural

Greenland School, St. Anne  
 Interlake Mennonite  
 Fellowship School, Arborg  
 Lake Centre Mennonite  
 Fellowship School, Arborg  
 Menville School, Riverton  
 Morweena Mennonite Elementary  
 School, Arborg

Elementary-Secondary SchoolsCity of Winnipeg

Balmoral Hall  
 Mennonite Brethren Collegiate  
 Institute  
 St. John's-Ravenscourt  
 St. Mary's Academy  
 Westgate Mennonite Collegiate

Rural

Dufferin School, Carman  
 St. John's Cathedral Boys  
 School, Selkirk

Secondary SchoolsCity of Winnipeg

Canadian Nazarene College  
 Joseph Wolinsky Collegiate  
 St. Boniface Diocesan High School  
 St. Paul's High School  
 University of Winnipeg,  
 Collegiate Division

Rural

Mennonite Collegiate  
 Institute, Gretna  
 St. Vladimir's College,  
 Roblin  
 Steinbach Bible Institute,  
 Steinbach

Total Schools

Elementary	- 24 (19 Winnipeg, 5 Rural)
Elementary-Secondary	- 7 ( 5 Winnipeg, 2 Rural)
Secondary	- <u>8 ( 5 Winnipeg, 3 Rural)</u>
Total	- 39 (29 Winnipeg, 10 Rural)
Church affiliated (Roman Catholic)	- 17
Church affiliated (Protestant)	- 12
Church affiliated (Hebrew)	- 4
Private	- <u>6</u>
Total	- 39

Summary

Of the 39 independent schools in Manitoba in 1975-76, 8 are exclusively secondary and 15 include secondary grades.

APPENDIX E

SURVEY RESULTS COMPARED WITH THE LITERATURE

A COMPARATIVE STUDY OF SURVEY  
RESULTS WITH THE LITERATURE

INTRODUCTION

A brief comparison is made in this appendix between the results obtained from the study and those few statistical data available as they were discussed in Chapter 2, A Review of the Literature.

Sex

The students in the sample were divided on the basis of 45.7 per cent male and 54.3 per cent female. Statistics Canada reported for the past three years that the Grade XII independent school population in Manitoba was 48.0, 49.2 and 52.4 per cent male. A trend towards more boys than girls in Grade XII may, therefore, have been reversed this year.

Religion

Only 39.7 per cent of the sample population is Roman Catholic in Manitoba independent schools at the Grade XII level. The figure for all independent school students in Manitoba is not available, but is undoubtedly higher. Note the predominance of Roman Catholic church affiliated schools as listed in Appendix D, particularly among the elementary schools.

Statistics Canada reports that 52.8 per cent of students in Manitoba independent schools are Roman Catholic, but this appears to be based on the enrollments in Roman Catholic schools rather than on the students' actual religion. One must assume that, with 70.0 and 69.4 per cent of the students in the Roman Catholic church affiliated schools

in this sample actually being Roman Catholic, the percentage Roman Catholic students will lie somewhere between 39.7 and 52.8 per cent.

This compares to 82.7 per cent of the non-public school enrollment in the American schools and points out clearly the different nature of the Canadian Independent School from the American Non-public School.

#### Religion as a Reason for Attendance

Students in the Roman Catholic church affiliated schools indicated that 10.1 per cent of them attend those schools primarily for religious reasons. Few stated religious reasons as a reason secondary to others. The study done by Koos in the United States in 1931 indicates 81.2 per cent of students in Roman Catholic schools attended for religious reasons, while McMaster in 1940 found that 40.8 per cent attended independent schools in Canada for religious reasons.

It is impossible to make proper comparisons because of the different locations in each of the three surveys mentioned, but a trend may be evident that religion is disappearing as a principal reason for attendance in religious affiliated schools. This is somewhat confirmed by the recent Gallup poll in the United States indicating 78 per cent attending for religious reasons in 1969.

The findings of McGrath also indicate a lessening concern for religious teaching with 53 per cent of Roman Catholic parents believing that parochial schools are essential to the religion, but only 27 per cent of them planning to send their children to a parochial school.

Sullivan also felt that concern for religious education has lessened among parents of religious denominations in general because parochial schools have lost their parochial character and public schools

have become more indulgent of divergent views.

The students of Roman Catholic church affiliated schools still believe, however, that such schools offer a better quality of education than public schools, a belief confirmed by the findings of the Gallup Report in the United States.

It is important to note that the students of the Mennonite church affiliated school indicated religion as a high priority among the reasons for attending. Nearly half of its students marked religion first and most were very explicit in their comments. Instead of merely stating "religious teaching" as was done by Roman Catholic students, the Mennonite students tended to give a profession of their faith. "Because I want to study with people who believe in God the way I do" and "because I want to associate with people of the same Christian beliefs" were common ways in which Mennonite students indicated their reason for attending their church affiliated school. Many also indicated they felt the school to have a better standard of education than the public school.

#### Other Reasons for Attendance

The 69.3 per cent of the sample population indicating positive reasons towards independent schools or negative reasons towards public schools appear to constitute a major reason for the existence of independent schools. If it were assumed that the 9.8 per cent that were negative towards public schools were also mal-adjusted to the public schools, this would compare closely to McMaster's 6.5 per cent. There is, however, no reason to assume that this is true.

It is probably more reliable to compare the whole group with

the 79.3 per cent attending independent schools in the United States for reasons of preference, better school and preparatory school according to the survey conducted by Koos. This seems also more reasonable in the light of the Gallup Poll's findings of 76 per cent for better education and discipline in independent schools and 21 per cent in parochial schools.

Comparisons like this indicate that the Manitoba church affiliated schools, at least at the high school level, appear to be much closer to the American private school than to the American parochial school.

In spite of all the foregoing it appears that Roman Catholic students start attending independent schools sooner and in larger numbers than students from other religions whether from reasons of faith or tradition.

#### Province of Residence

According to Statistics Canada 1.1 per cent of students in Manitoba independent schools are residents of other provinces. This compares to 4.5 per cent of the sample population in that category. It appears then that students from other provinces attend Manitoba independent schools primarily at the secondary level and primarily in Winnipeg.

#### Country of Residence

According to Statistics Canada approximately 4.0 per cent of all students in Canadian schools and 2.5 per cent of Manitoba independent school students were residents from countries other than Canada. This compares to 18.0 per cent of the sample population in this study.



It appears that the majority of foreign students studying in independent schools in Manitoba are studying in Winnipeg at the Grade XII level.

#### Type of Residence

Survey results indicate that 4.5 per cent of Canadian students in this sample are boarders in a school residence. This compares to 9.7 per cent for all independent school students in Canada and 5.7 per cent for independent schools in Manitoba.

#### Family Position

Whereas Koos found in 1931 that more than half of the families of Roman Catholic schools were manual/clerical families, the results of this survey indicate that more nearly one-quarter of the families are in that category in Manitoba. Similarly, Koos found nearly two-thirds of the families of independent schools in the managerial group, while this survey finds less than half in that category for those schools. On the other hand, Koos found few professional families in Roman Catholic schools and less than one-quarter in independent schools, while the results of this survey show from 20 to 30 per cent in that category for both types of schools. It must be realized, of course, that Koos also found only 9.8 per cent professionals in urban schools at that time, which probably reflects the rapid growth of the professional occupations during the past forty years.

#### Family Income

Sullivan's report on family income ranges quoted earlier may be more readily compared with this survey's result because of little time differential. If we assume that his middle income range of \$10,000 -

\$14,999 has since moved up to from \$10,000 - \$25,000 as a result of inflation and a generally better and higher standard of living since 1971, the following comparisons may be made.

	<u>American Public Schools</u>	<u>American Non-public Schools</u>	<u>Manitoba Independent Schools</u>
Lower Income range	45.3%	25.1%	10.6%
Middle Income range	30.1	27.3	51.3
Upper Income range	24.6	47.6	32.4

It appears then that today there is a much greater middle income range category in society, which supports the information supplied by the Federal Bureau of Statistics for the establishing of the income ranges in this survey. It must be realized, however, that if the middle range had been established at \$10,000 - \$20,000 the percentages would have shifted to the upper income range and results might have been closer to those for American non-public schools.

A definite downward trend appears evident in the percentage of families in the lower income range, supporting either the Canadian government's contention that fewer people in general are in that range, or indicating that the cost of independent school attendance is simply becoming too great for lower income families.

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