

TOWER ROAD The registration is 362 and there are eight class-rooms. One class is being held in the Assembly Hall. There is no serious overcrowding in this building and the proposal to build a School on Gorsebrook property would also relieve the pressure on this building.

F. G. Morehouse,
SECRETARY OF MEETING.

ABSTRACT B

Halifax, N. S., May 25, 1944.

A meeting of the Post War Planning Committee appointed by the Board of School Commissioners was held in the Board Office, 81 Sackville St., on the above date at 8.00 P. M. All members were present except Miss Fry who was unavoidably absent. Col. Kinley, Chairman of the Committee, was in the Chair. Also present on invitation from the Committee were Dr. H. F. Munro, Superintendent of Education and Dr. F. H. Sexton, Principal of the Nova Scotia Technical College.

The meeting was called for the special purpose of discussing the matter of a Vocational School for Halifax. Dr. Munro and Dr. Sexton each gave valuable information regarding vocational training in High Schools. Dr. Sexton pointed out that Nova Scotia and Prince Edward Island were the only provinces in the Dominion which had not established Vocational High Schools. He gave a good outline of the courses followed at these Schools using Saint John Vocational School as an illustration of what is being done in most of these Schools.

It was estimated that to establish a suitable Vocational High School in Halifax the financial outlay would be as follows:

Building.....	\$500,000.00
Equipment.....	150,000.00
Operation.....	80,000.00 yearly.

It was the opinion of the Committee that if a Vocational High School were to be established in Halifax, the Board of School Commissioners must make the first effort. It was agreed that the following resolution should be presented to the Board at its next meeting requesting that steps be taken to obtain authority to engage an architect to make plans for the building after a careful study of some buildings in other centres had been made.

WHEREAS the course of study offered in our present High Schools is not suited to a very large number of pupils;

AND WHEREAS far too many pupils are leaving our Schools at too early an age and without sufficient education;

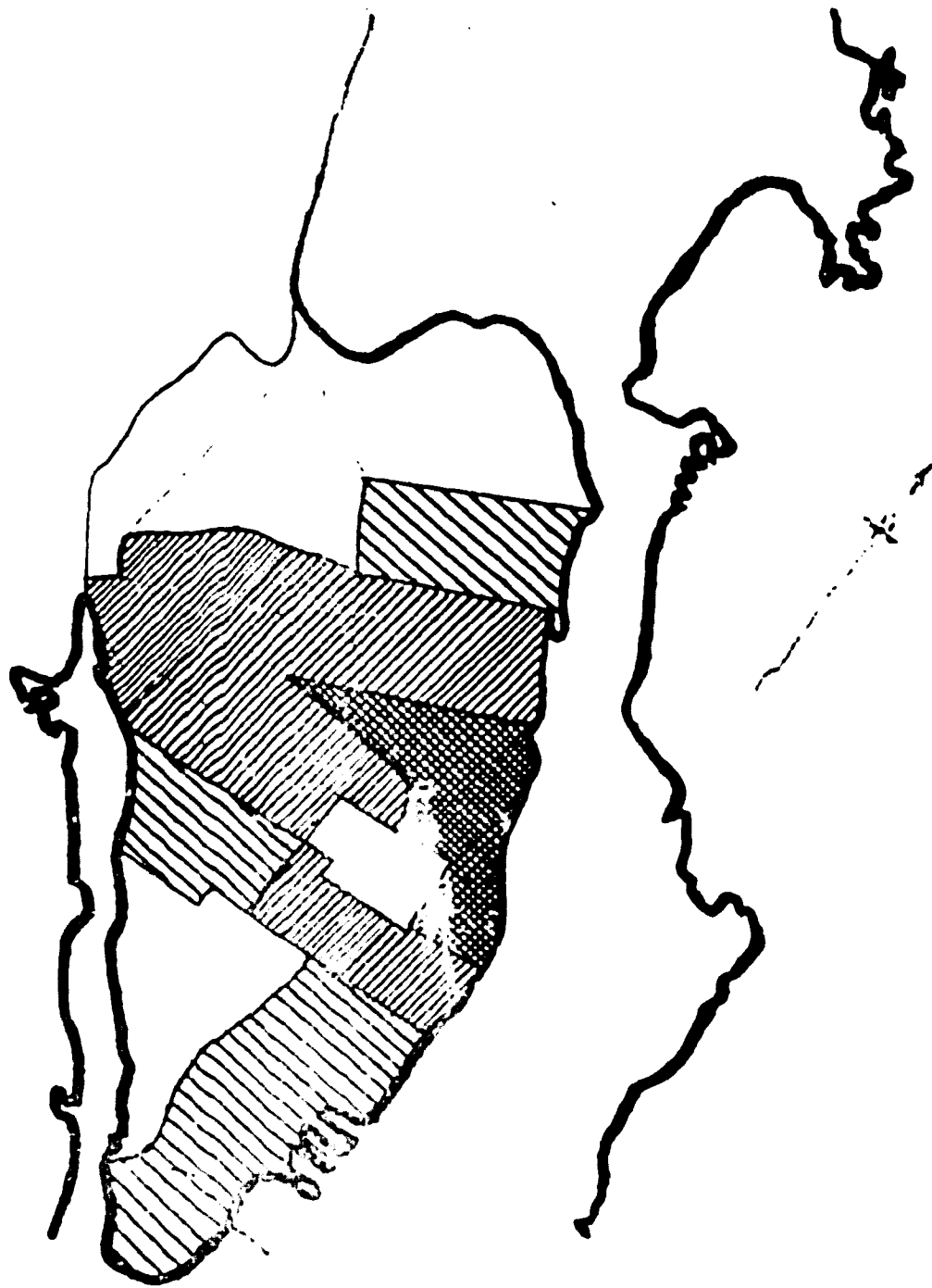
AND WHEREAS our present High School programme does not provide for Vocational training;

THEREFORE be it resolved





That the Board of School Commissioners here assembled place itself on record as being in favour of the establishment of a Vocational High School in this City;

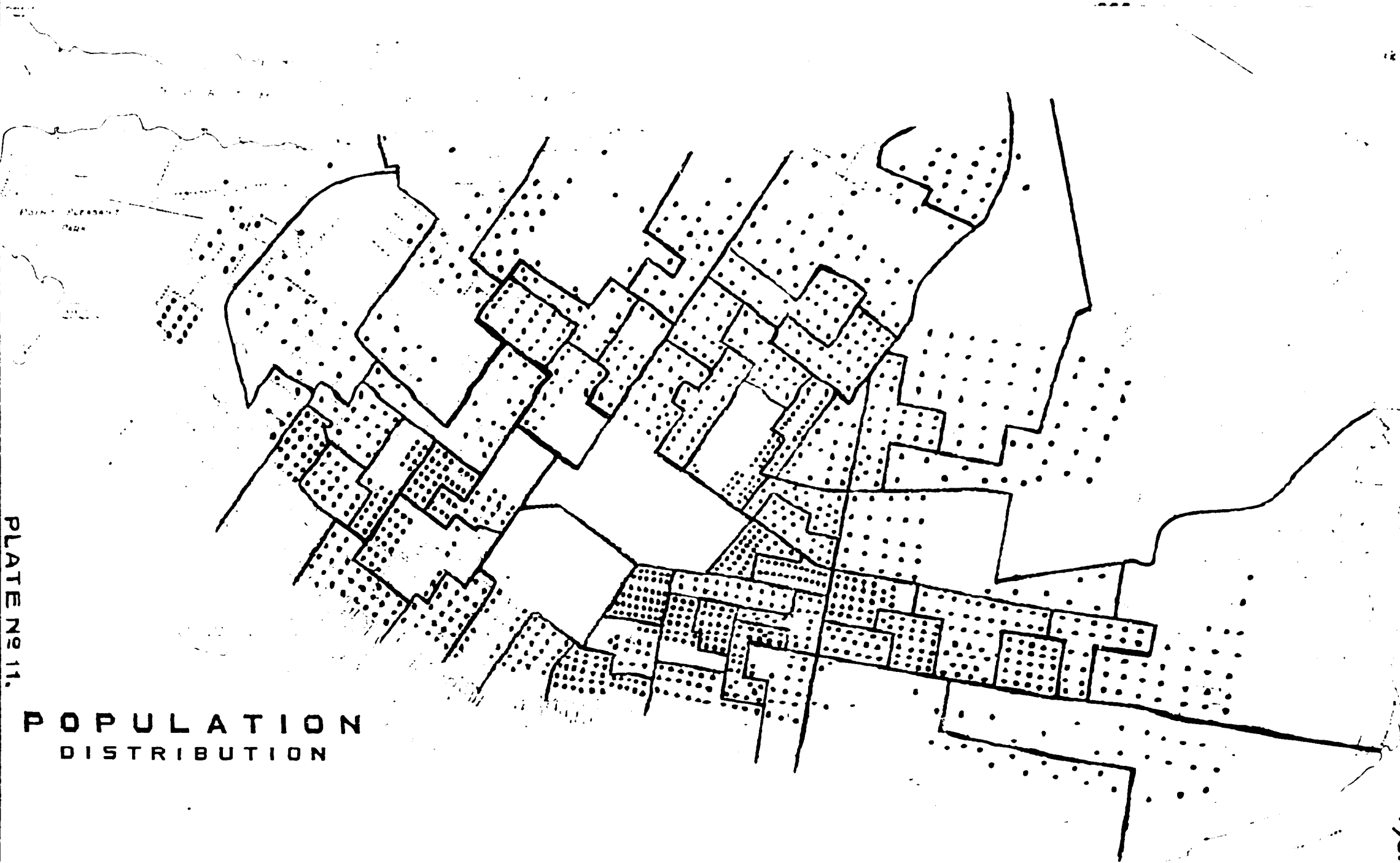
And further be it resolved that this Board request the City Council to provide the funds necessary to engage the services of an architect to prepare plans and specifications for such a building at an early date.

F. G. Morehouse,
SECRETARY OF MEETING.



POPULATION DENSITY

	OVER 50 PERSONS PER ACRE
	20 TO 50 " " "
	10 TO 20 " " "
	UP TO 10 " " "
CITY AVERAGE: 17.7 PERSONS PER ACRE - GROSS AREA	
" " : 43.4 " " "	NET RESIDENTIAL AREA

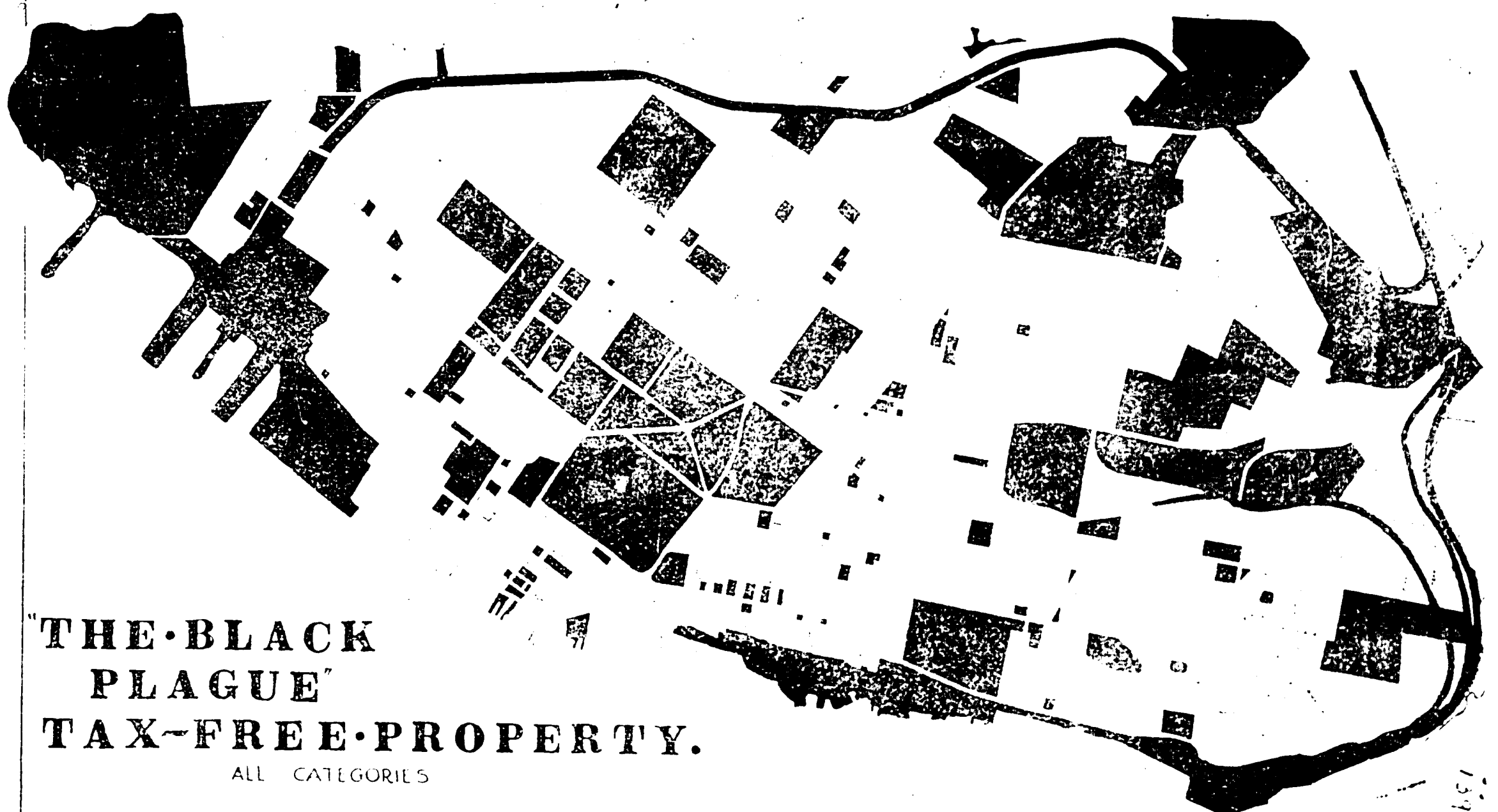


POINT PLEASANT
PARK

PLATE No 11.

**POPULATION
DISTRIBUTION**

CITY OF LIMBUAN

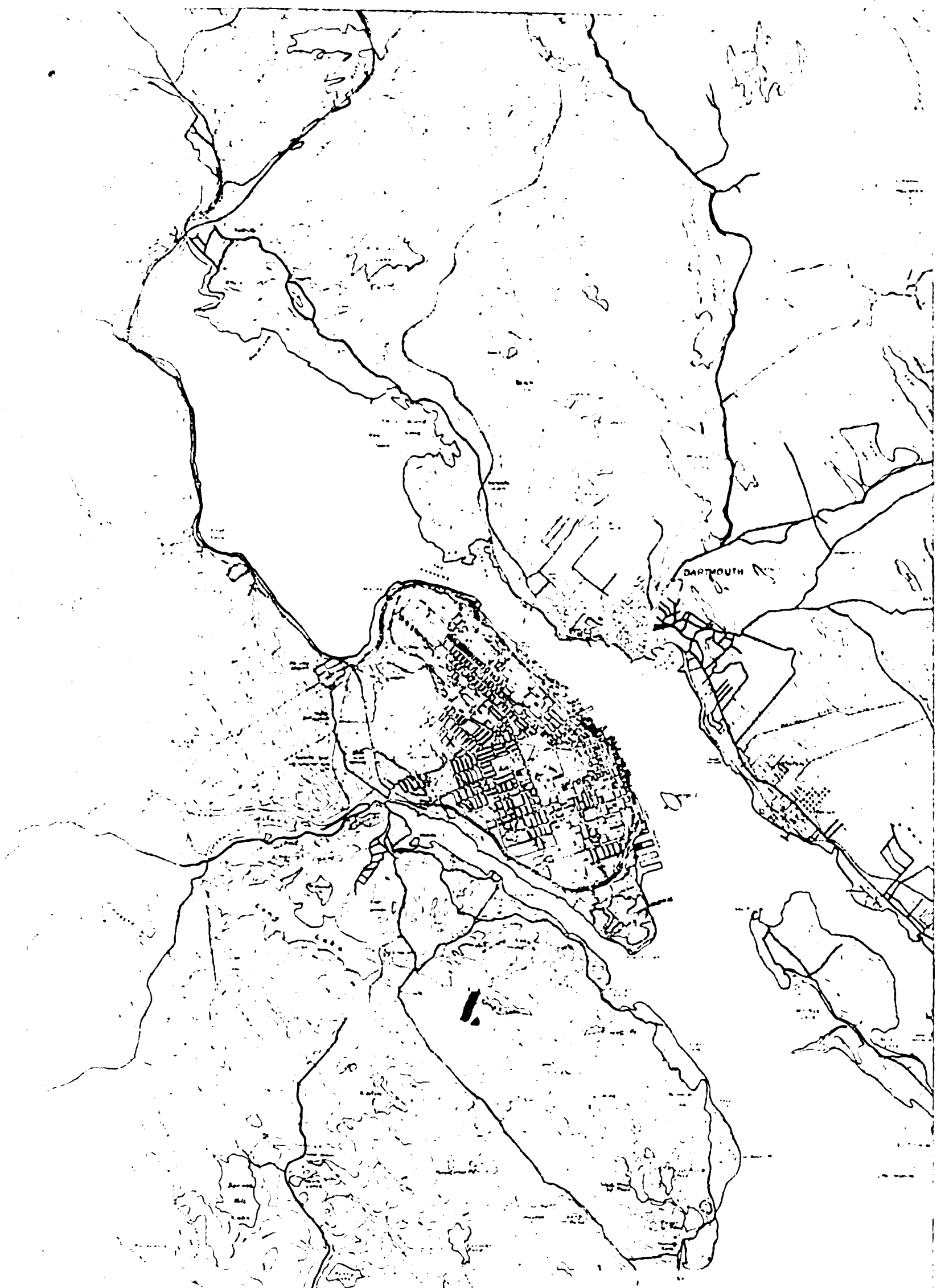


**"THE·BLACK
PLAGUE"
TAX-FREE·PROPERTY.**

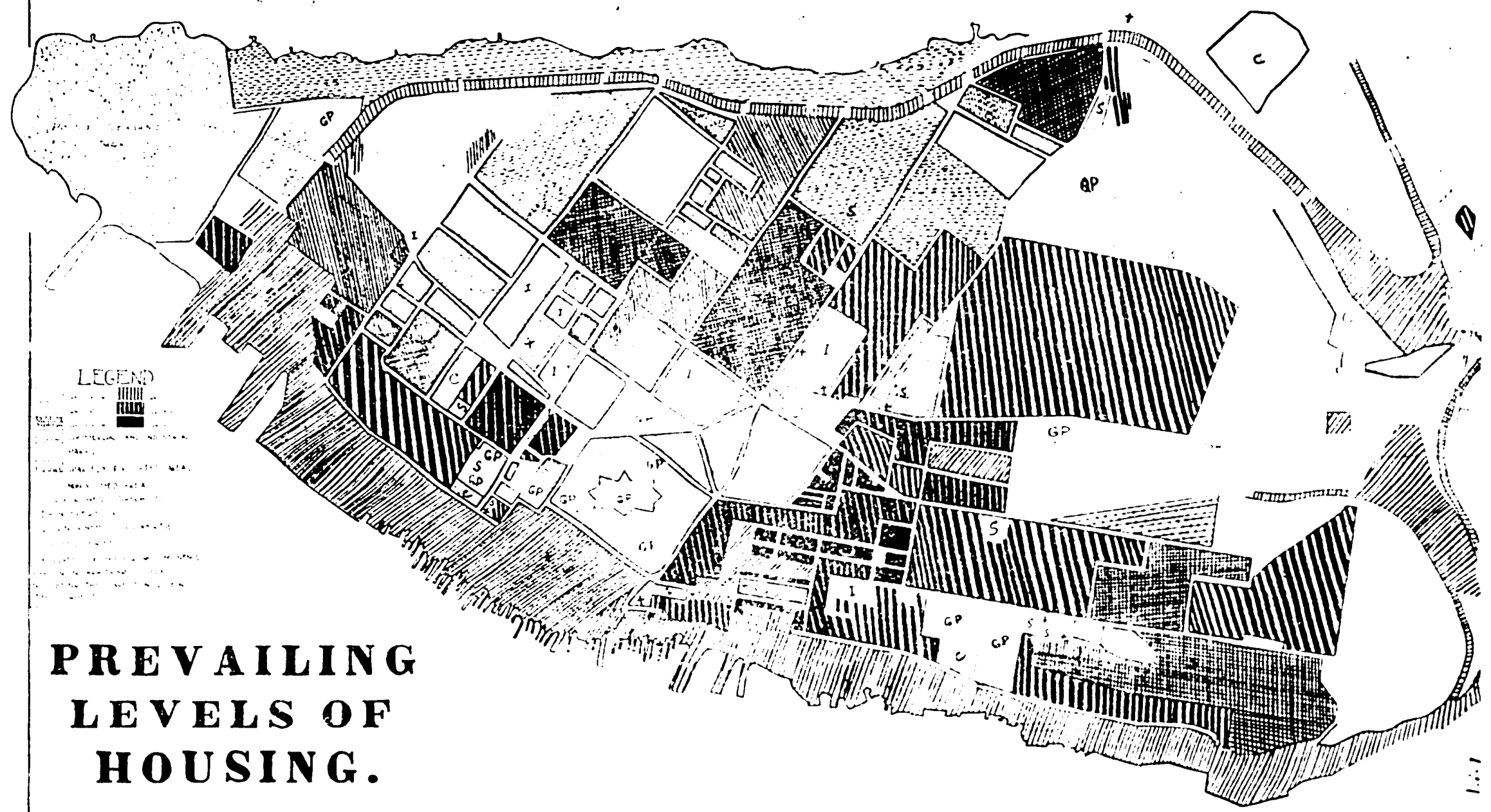
ALL CATEGORIES

Plate No. 12

159



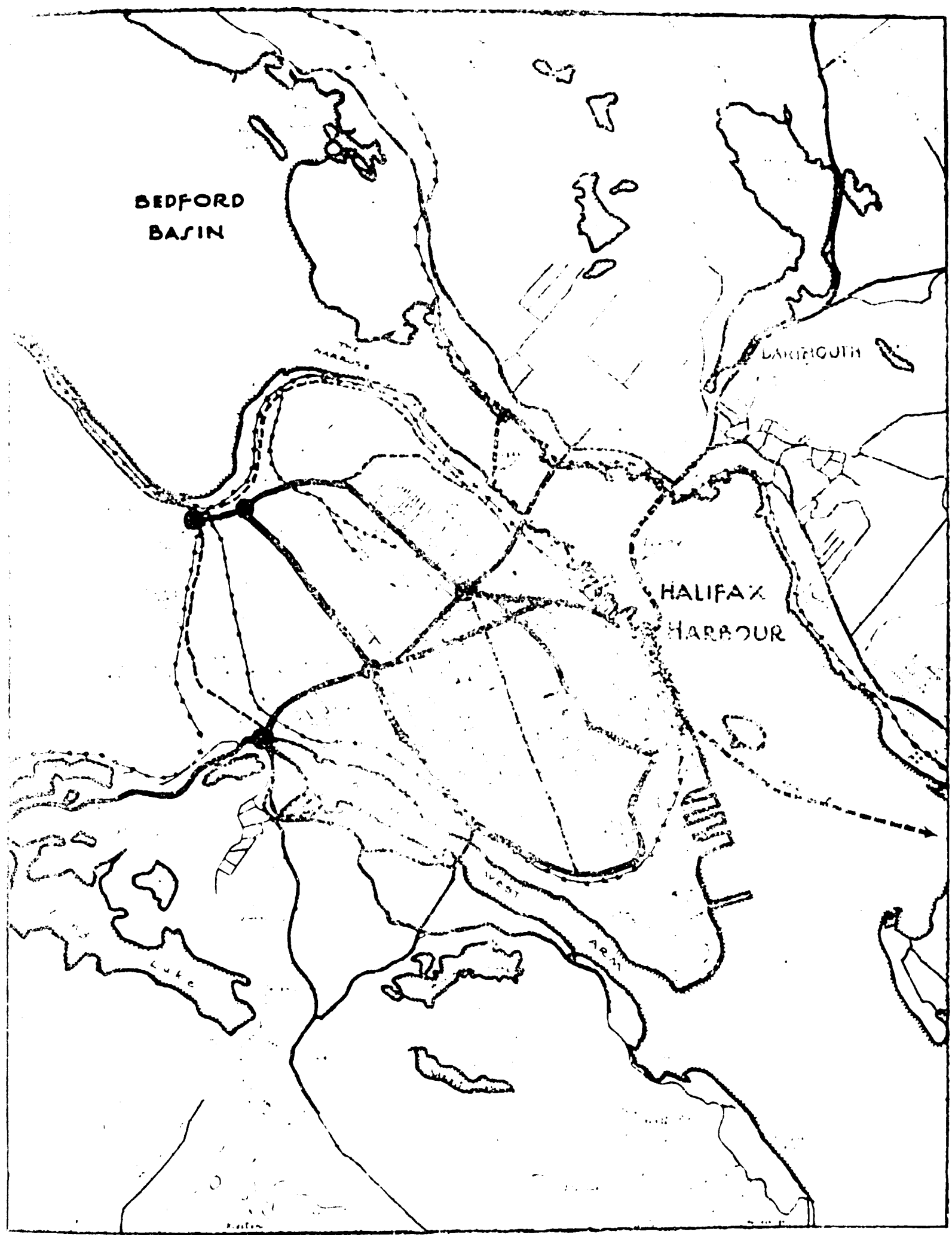
THE METROPOLITAN AREA
of Halifax



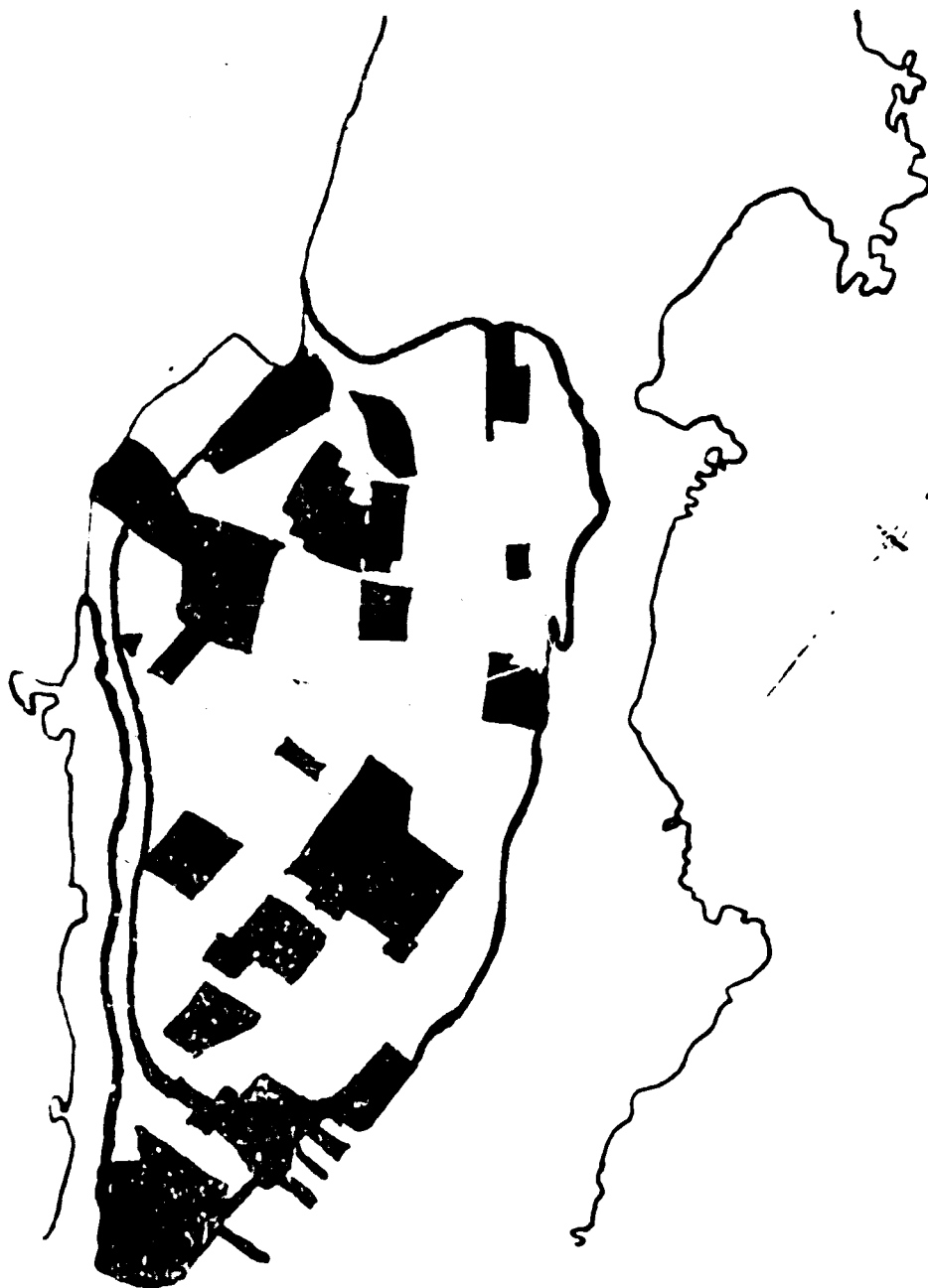
LEGEND

1. Single detached houses
2. Two-story detached houses
3. Two-story semi-detached houses
4. Two-story terrace houses
5. Two-story apartment blocks
6. Two-story flats
7. Two-story flats (with balconies)
8. Two-story flats (with balconies and parking)
9. Two-story flats (with balconies and parking, and shops)
10. Two-story flats (with balconies and parking, and shops, and parking)
11. Two-story flats (with balconies and parking, and shops, and parking, and shops)
12. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking)
13. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops)
14. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking)
15. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops)
16. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking)
17. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops)
18. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking)
19. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops)
20. Two-story flats (with balconies and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking, and shops, and parking)

**PREVAILING
LEVELS OF
HOUSING.**



TRANSPORTATION ROUTES
EXISTING AND PROPOSED



MAJOR NON-RESIDENTIAL AREAS.

RAILWAYS	320	ACRES
HARBOURS BOARD	108	"
PARKS & PLAYGROUNDS	384	
INSTITUTIONS & HOSPITALS	152.9	
CHURCHES	24	
CEMETERIES	103.6	
SCHOOLS & COLLEGES	124.7	
PUBLIC ADMINISTRATION	7.7	
FEDERAL (INCL. D.N.D.)	353.6	
INDUSTRIAL	50	
STREETS	883	
<u>TOTAL</u>	<u>2511.5</u>	<u>ACRES</u>

CITY AREA = 4,400 ACRES



NORTH WEST ARM

POINT PLEASANT PARK

LEGEND

- RESIDENTIAL - ALL TYPES
- BUSINESS & COMMERCIAL
- MANUFACTURING & INDUSTRY
- ▨ SCHOOLS & COLLEGES
- ▩ HOSPITALS, CHURCHES & INSTITUTIONS
- ▧ PARKS & PLAYGROUNDS
- CEMETERIES
- ▨ H. M. FORCES
- ▩ H. M. GOVERNMENT - DOCKS, RAILROADS
- VACANT OR UNDEVELOPED



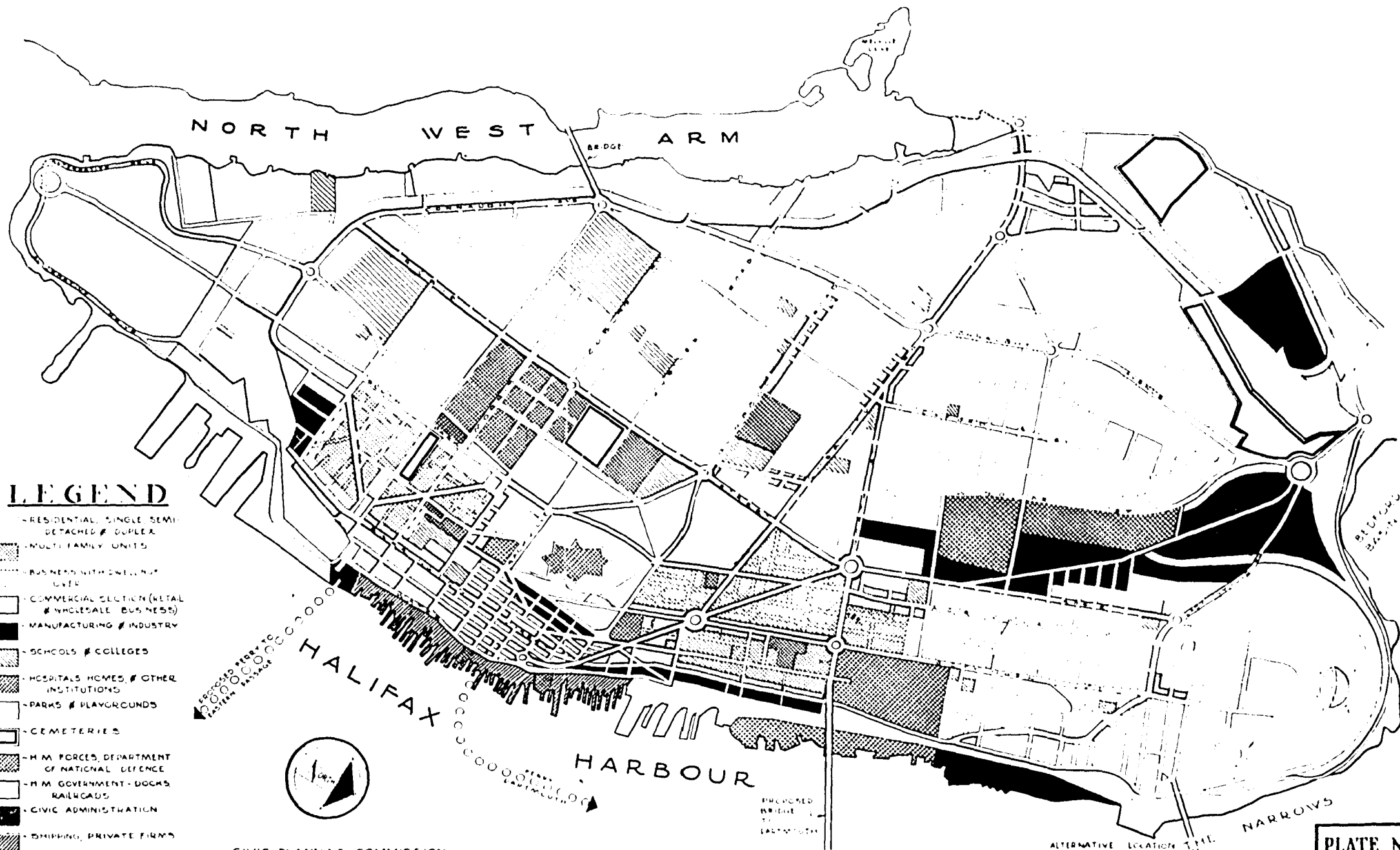
HALIFAX

HARBOUR

LAND USE PLAN

PLATE N^o
17.

Where properties in business districts are now devoted to public and other purposes, they have in some cases been marked in red and zoned for business. It is your Commission's opinion that should their present use cease, they should be devoted to business. Similarly, in residential districts some blocks now used for religious and other public purposes have been marked in yellow. It is not the Commission's intention that their public or religious use should cease but that if a decision to change that use were made, the land should be occupied by residential not business buildings in these areas. (See Section V - A Recommendations Nos. 17, 18 & 21).



NORTH WEST ARM

LEGEND

- RESIDENTIAL, SINGLE SEMI-DETACHED & DUPLEX
- MULTI-FAMILY UNITS
- BUSINESS WITH DWELLING OVER
- COMMERCIAL SECTION (RETAIL & WHOLESALE BUSINESS)
- MANUFACTURING & INDUSTRY
- SCHOOLS & COLLEGES
- HOSPITALS, HOMES, & OTHER INSTITUTIONS
- PARKS & PLAYGROUNDS
- CEMETERIES
- H.M. FORCES, DEPARTMENT OF NATIONAL DEFENCE
- H.M. GOVERNMENT - DOCKS, RAILROADS
- CIVIC ADMINISTRATION
- SHIPPING, PRIVATE FIRMS

CIVIC PLANNING COMMISSION
 HALIFAX - NOVA SCOTIA
 OCTOBER, 1945

SCALE 1" = 1125'

HARBOUR

PROPOSED BRIDGE TO EASTMOUTH

ALTERNATIVE LOCATION FOR THE PARMOUTH BRIDGE

NARROWS

THE MASTER PLAN 18.

PLATE No
18.

PETITION

for the

ESTABLISHMENT OF A TECHNICAL INSTITUTE IN HALIFAX COUNTY

We, the representatives of the City of Halifax, the Town of Dartmouth and the Municipality of the County of Halifax, earnestly request that the Province of Nova Scotia proceed with the establishment of a Vocational High School and Technical Institute, which will be situated in the City of Halifax, to furnish facilities in technical education and industrial training for the population of the County of Halifax.

In the attached memorandum we have set forth our opinion regarding:

- (1) The necessity and desirability of such an institution.
- (2) The facilities which should be offered.
- (3) The advantages to be derived.

We would be willing to co-operate jointly and severally in this enterprise to the extent of 40% of the capital cost of the building and equipment, provided that it did not exceed \$1,000,000, and to the same extent in the annual maintenance provided that this did not exceed \$150,000, if the Province will undertake to furnish the remainder, that is, 60% of both the capital expenditure and annual upkeep.

We are agreed that the 40% referred to in the paragraph immediately preceding shall be apportioned as follows: The City of Halifax, ⁷⁵70%; the Town of Dartmouth ¹⁵20%; and the Municipality of the County of Halifax 10%, provided, however, that as conditions render it advisable we may, by mutual consent, make subsequent revisions without prejudice to the total of the 40%.

We would be willing to enter into an agreement with the Province for the establishment and maintenance of such an institute under the

Petition for the Establishment of a Technical Institute in Halifax County

Page 2.

following conditions:

1. The Council of Public Instruction shall appoint a Vocational Education Board to act in an administrative capacity in co-operation with the Director of Technical Education and the Council of Public Instruction. This Board shall consist of seven members, three of whom shall be nominated by the Director of Technical Education and the remaining four nominated by and representing respectively: one by the Board of School Commissioners of the Town of Dartmouth, one by the Municipal School Board, of Halifax County and two by the Board of School Commissioners of the City of Halifax. In the beginning, among those nominated by the school authorities of the Town of Dartmouth, the County of Halifax, and the City of Halifax, one shall be appointed for one year, one for two years, one for three years and one for four years; subsequent appointments shall be for a term of four years and any retiring member may be re-nominated and re-appointed. The Vocational Education Board shall select its own chairman from among its own members and the Principal of the Technical Institute will be the Secretary. This Board shall meet at least once a month or oftener, if necessary, and shall convene at the call of the Chairman, or of the Secretary upon the written request of not fewer than three members. A majority of the Board shall constitute a quorum.

2. The powers and duties of the Vocational Education Board shall be as follows:

Upon the recommendation of the Director of Technical Education and the approval of the Council of Public Instruction, the Board shall:

(a) Select a suitable site and an adequate building with equipment necessary to conduct the technical instruction deemed most fitting to serve the persons in the district or region to be served.

(b) Recommend types and scope of instruction to be given, the standards of admission for pupils enrolled and of completion for the various courses and time schedules for the various kinds of training offered in the institution.

(c) Decide upon the transportation services to be rendered free of cost to the pupils of the district to be served and whom may live a considerable distance from the school and to arrange for the conveyance of students.

(d) Decide upon the policy of scholarship assistance to those pupils of the district who live at such distance from the school or by such routes as to make daily transportation impossible or impractical, and to make such arrangements as will give effect to these policies.

(e) Recommend members of the instructional and maintenance staff to which appointments shall be made by the Council of Public Instruction.

(f) Arrange for the care and maintenance of buildings and grounds.

(g) Recommend a schedule of salaries for all employees connected with the school, rates of fees payable by pupils who may enroll from without the district served by the school, and regulations regarding the issue of text books, classroom supplies and workshop materials.

(h) Prepare and submit on or before December 1st of each year to the municipalities contributing towards the support of the school, an estimate of the amounts on both capital and current accounts required to carry on the work of the school during the subsequent twelve months.

(i) Prepare and submit on or before January 1st of each year to the Council of Public Instruction through the Director of Technical Education, and to the municipalities contributing toward the support of the school, a report on the work of the school and a detailed statement

Petition for the Establishment of a Technical Institute in Halifax County

Page 4

of the expenditures for the year ending on the preceding July 31st.

(j) Make arrangements for and secure contributions from the contributing municipalities to be forwarded to the Provincial Treasurer on or before December 1st of the year in which they have been estimated to be used for the support of the school.

(k) Make recommendations considered advisable for the efficient and economic maintenance of the school.

3. The Council of Public Instruction shall appoint a Vocational Training Advisory Board consisting of eight, ten, or sixteen members, exclusive of the members of the Vocational Education Board who shall be members ex-officio. This advisory Board shall represent in vocational education the interests of business, industry, labour, local government, education, youth organizations and women's organizations. The numbers of members appointed to represent industry and organized labour shall be equal.

4. The duties of this Advisory Board shall be to advise on any or all matters of policy, organization and maintenance of the technical institute in order to promote the success and efficiency of vocational training throughout the area served by the institution. One-half of the members of this Board shall be nominated by the contributing municipalities in the ratio respectively of one, one, and two, by the Board of School Commissioners of the Town of Dartmouth, the Municipal School Board of the County of Halifax, and the Board of School Commissioners of the City of Halifax; the other half shall be nominated by the Council of Public Instruction. The term of service shall be for two years excepting that in the beginning one-half of those nominated by the contributing municipalities and one-half of those nominated by the Council of Public Instruction shall serve for a term of one year.

Petition for the Establishment of a Technical Institute in Halifax County

Page 5

Any member shall be eligible for re-nomination and re-appointment on the expiration of his term of office. The Advisory Board shall elect its own chairmen from among its own members and the Principal of the Technical Institute shall act as Secretary. The Board shall meet at least twice a year on the call of the Chairman or of the Secretary on the written request of at least five members. The majority of the members shall constitute a quorum.

5. The school year shall coincide with the school year of other public schools, namely, from August 1st of one calendar year to July 31st of the succeeding calendar year, and the fiscal year shall coincide with that of the government of the Province of Nova Scotia, namely, from December 1st of one calendar year to November 30th of the succeeding calendar year.

6. The expenditures necessary to build, equip, and maintain the school shall be made by the Treasurer of the Province of Nova Scotia and 40% of such expenditure shall be refunded to the Treasurer by the contributing municipalities. Statements and invoices with supporting vouchers shall be rendered by the Treasurer to the Vocational Education Board on the first of each month and the Board shall forward to the contributing municipalities an estimate prepared by the Vocational Education Board which, when approved by the contributing municipalities and the Council of Public Instruction, shall apply to expenditures for the immediately succeeding financial year, but they may not exceed a 10% increase on the expenditures of the previous year without the concurrence of the contributing boards.

7. The Government of the Province of Nova Scotia shall borrow the moneys necessary for capital outlay for both building and equipment and the contributing municipalities shall pay their shares of the principal

Petition for the Establishment of a Technical Institute in Halifax County

Page 6

and interest including amortization charges on such borrowed money, and the title to the real estate and equipment shall be vested and remain with the Government of the Province of Nova Scotia until their shares of debentures for such borrowed money shall have been paid by the contributing municipalities and thereafter the titles to the said building, lands, and equipment shall be held by the Government of the Province of Nova Scotia in trust for the Government and the municipalities contributing in the proportion in which they have contributed.

8. Sixty percent of the cost of building, maintenance, equipment, instruction, transportation of pupils, scholarships and any or all other reasonable and legitimate charges shall be paid by the Government of the Province of Nova Scotia and 40% by the contributing municipalities.

MEMORANDUM

re

ESTABLISHMENT OF A TECHNICAL INSTITUTE

in

HALIFAX COUNTY

Technical Education in Nova Scotia

Nova Scotia was the first province to lay the foundation of a system of technical education by legislative enactment in April, 1907. Its first step was to establish a Technical College for university training in engineering and a system of evening technical schools in all the principal towns and cities, the latter provision being an evident move to meet first the needs for technical training for those who had left public schools to work in their chosen occupations and wished technical knowledge for greater efficiency and further advancement. These schools have continuously progressed and improved their functions since they were founded. In the past year they enrolled 3715 students in 30 courses carried on in 27 different communities.

For many years it has been clearly recognized throughout the province by employers, labor unions, and the general public that vocational high schools should be established in the larger centers to provide appropriate education for boys and girls who wanted to get training in the public schools that would develop knowledge and skills required for competence in jobs offered by business and industry. Everyone was aware of the swift expansion of technical education in this area in other provinces and the United States. In the decade between 1919 and 1929 when subsidies from the Dominion Government were available for this form of training, Nova Scotia and its largest communities did not have the economic ability to build new vocational schools. On several occasions it seemed that such an institution might be made a reality in Sydney, New Glasgow, or Halifax, but some threatening change in the business situation blighted the project before it could be brought into being.

No definite vocational courses are carried on in the high schools in Nova Scotia today except those in commercial subjects offered in Halifax, Sydney, Yarmouth, Digby, Amherst, and Pictou, to a limited number of pupils. The Nova Scotia Training School in Truro gives occupational training in a few occupations to young people with low mentality and three small opportunity centers in Cape Breton towns give technical instruction to youths who have recently left the public school to go to work.

Plans for a Technical Institute in Halifax

During recent years there have been suggestions at intervals by individuals and various organizations that increased facilities for technical education should be provided in Halifax City. The successful operation of an apprenticeship program through the cooperation of the Imperial Oil Company Limited, Halifax Shipyards Limited, H.M.C.S. Dockyard, W. & A. Moir, and others and the Technical Education Branch using the facilities of the Technical College to provide two half-days per week for instruction related to the trades in which apprentices were regularly indentured, has been outstanding and continues. This training was confined to certain well-established trades of which that of machinist is a good example. Just prior to the war several auxiliary apprenticeship programs were established in Cape Breton County which covered a large number of trades and in addition a good many semi-skilled occupations and amply demonstrated their value. These were organized under the Youth Training Program of the Dominion Government. In the summer of 1938 a survey of Halifax was conducted and while interest among employers and employees would have justified setting up a similar project in this area, the recommendations resulting from the survey were never implemented.

During the later years of the last depression vocational training facilities were established, also under the Youth Training Program, for young women who were interested in domestic service occupations. The classes operated with considerable success for approximately a year and much good was accomplished but employment conditions did not justify continuance.

In 1944 the Board of School Commissioners of the City of Halifax on several occasions considered the problem of providing a vocational school and a sum was appropriated to be used for the preparation of preliminary plans of a suitable building. An architect was employed and on February 1, 1945, the Board resolved to accept the plans submitted; to accept the site as proposed, namely at the corner of Bell Road, North Park Street and Trollop Street; to secure consent of the Council of Public Instruction and a commitment from the Provincial Government to bear sixty per cent of all costs; and to apply to the City Council for financial and moral support. Later a delegation including the Supervisor of Schools, Dr. F.G. Morhouse; the engineer in charge of buildings; the architect employed; and the Director of Technical Education, Dr. F.H. Sexton, visited vocational schools and technical institutes in Central Canada and some of the New England States to secure ideas and information relative to buildings, maintenance and programs of such schools.

These events were paced from time to time with relevant and significant moves by the Dominion Government. In August 1942, the Dominion Parliament passed a Vocational Training Co-ordination Act which established a policy of granting subsidies to the provinces as assistance to the expansion of facilities for a wide range of technical training. Monies from the Federal Treasury were not to be available for regular courses in the public school until after the war. Early in 1945, however, it was decided to make these grants, under certain conditions, immediately available. The conditions were set forth in an Order-in-Council, P.C. 1648, dated the 8th of March 1945. Our understanding of the main features of the Order is as follows:

(a) The Minister of Labour is authorized to enter into agreements with the provinces to provide financial assistance for vocational education at the secondary level, such agreements to be applicable over a period of ten years beginning March 31, 1945.

(b) The grants will be paid on a dollar for dollar basis, equal to but not exceeding an amount to each of the provinces that their populations fifteen to nineteen years old, bear to a total amount of \$1,915,000.00, according to the 1941 Census, and an additional annual grant of \$10,000.00 is available to eight provinces, Nova Scotia included. (Our belief is that such grants would approximate to Nova Scotia \$100,000.00 per year over the period covered by the agreement.)

(c) That a further grant for capital expenditures, similarly based, will approximate to this Province \$500,000.00 but available over a period of three years beginning March 3, 1945.

(d) That other provisions stipulate use of facilities up to March 1948, for rehabilitation of war veterans if needed; protect provincial autonomy; exclude costs of lands and sites; include ordinary expenses of instruction, maintenance (except janitorial services, taxes and insurance), and bursaries for students attending from a distance.

It therefore appears from the above that if the Council of Public Instruction implements the petition presented herewith, and bears the original cost of 60 per cent of such a project as herein described, it may apply for and receive reimbursement for one-half of its expenditure subject to the provisions of P.C. 1648 so that the actual distribution of costs may be stated as 30 per cent to the Province, 30 per cent to the Dominion, and 40 per cent to the contributing municipalities.

The Provincial Government has from time to time taken cognizance of the growing demand for vocational and technical training and our understanding is that prior to the Federal statement the Council of Public Instruction publicly announced its willingness to bear 60 per cent of the costs of such projects when the Federal Government implemented its enabling legislation of 1942. Our understanding further is that the Council stated a further limitation, that such schools or institutes must embrace a region including more than one municipality which our

present petition moots by including the City of Halifax, the Town of Dartmouth and the County of Halifax. There are one or two further considerations under this general heading.

The benefits of vocational education as shown in the training of members of the armed forces and in the preparation of workers in war industries were also instrumental in supporting interest in plans for a new technical school in Halifax County. A special committee was recently formed under the chairmanship of Mr. H. (?) MacDonald of Halifax, with Dr. F.G. Morehouse as Secretary, and composed of representatives of the Board of School Commissioners of the City of Halifax, the Town of Dartmouth and the Municipal Council of Halifax, to which others may be added, and its first task was to agree upon the location of the proposed school. On October 29, 1945 the Committee approved the site recommended by the architect and approved by the Board of School Commissioners of Halifax. These further steps have followed in logical sequence; preparation of a petition and memorandum to be submitted to the City Council of Halifax, the Town Council of Dartmouth and the Municipal Council of Halifax County and approval of these several authorities secured; presentation of the petition and memorandum to the Council of Public Instruction with urgent request for prompt action.

Technical Education in Other Provinces

Vocational high schools have been established in every other province except Prince Edward Island whose economy is almost altogether agricultural. New Brunswick has fourteen, Quebec forty-eight, and Ontario sixty-two. Some of them are comparatively small in New Brunswick with training offered in preparation for a few local occupations. Some of those in the largest cities of the other two provinces are great institutions with 1500 to 2000 pupils. There are schools exclusively for commercial studies, schools which train only for industry which offer instruction in both these fields and a number which have, in addition, the regular academic courses. The last mentioned are designated as "combined" schools.

The City of Toronto has six commercial and technical schools in its municipal educational system. Some of the largest institutions cost as much as \$2,000,000 for buildings and equipment and have annual budgets running as high as \$250,000 a year. Most of them have been built within the last twenty-five years. They have won the warm support of employers, labor organizations, and the public in general. Many have plans for extension now that the war is over.

Youth Population Which Attends Technical Schools

When the establishment of technical schools began it was expected that there would be a decline in the enrolment in the academic courses. The opening of a new type of instruction that would develop trade and clerical abilities which prepared directly for jobs at a fair wage was thought to offer a lure that would attract a great number of students. The results were somewhat surprising to the educational authorities. Quickly mounting enrolments did fill the new schools, but the registration in the older academic courses remained practically constant. The new influx came from young people who had abilities and interests other than scholastic and who had never before been offered a kind of instruction to meet their needs. As soon as this was available they flocked through the doors. Oddly enough, the number who follow the vocational curriculum in most communities is about the same as are found in the academic courses. The effect of the opening of the newer institutions was to double the high school population. This has been the common experience in nearly every community where technical schools have been introduced. The pupils are those who did not possess high scholastic ability, but who had aptitudes and powers of another kind capable of development by training and which were of quite as much value to society. The technical courses represented just as great a degree of intellectual effort and attainment as did the academic subjects so that the two schools enjoyed equal prestige in the community. The value of keeping a much larger percentage of youth at school in the higher grades in preparing them for future citizenship is one of the best proved tenets of education in a democracy.

By the extension of attendance in the high school more boys and girls were given a longer education for adult life and were kept off the labour market where they competed disastrously with adults for the unskilled jobs available.

Withdrawal of Pupils from the Public Schools

Practically all children between the ages of 5 and 14 are in the elementary school. Normally they all would have advanced to Grade IX. Compulsory attendance laws applying to urban centres require that they continue until they reach the age of 16, and for rural and village schools the requirement is age 14. Normally under these provisions, they would all complete Grade IX. All of the pupils, however, do not march forward in unbroken ranks. Some bright ones skip grades and some dull ones repeat them. Sickness retards others. Although completion of Grade IX is regarded as the minimum amount of school training that is necessary for future citizenship, there is a great proportion of the pupils who never attain it. In Halifax County slightly less than one-half of the children who enter the public schools in the urban areas reach Grade IX and in the rural districts this percentage is less than one-third. These are alarming figures. The critical point in the education of the boy and girl comes with the onset of adolescence. One of the chief characteristics of this disturbing period is the appearance of a strong desire to put away childish things and to play the part of an adult. This is more marked with boys than with girls and impels them toward leaving school, going to work, earning money even though a small amount, and gaining some personal independence. This is especially true if they are not being entirely successful in their studies. They badger their parents to be allowed to seek a job and relax their efforts in their studies. If the father and mother have not a high regard for the value of education and maintain pressure on the son to continue his attendance, he is too often permitted to turn his back on the school and to enter practical life with too little knowledge to succeed in an ordinary occupation or to carry out the responsibilities of intelligent citizenship.

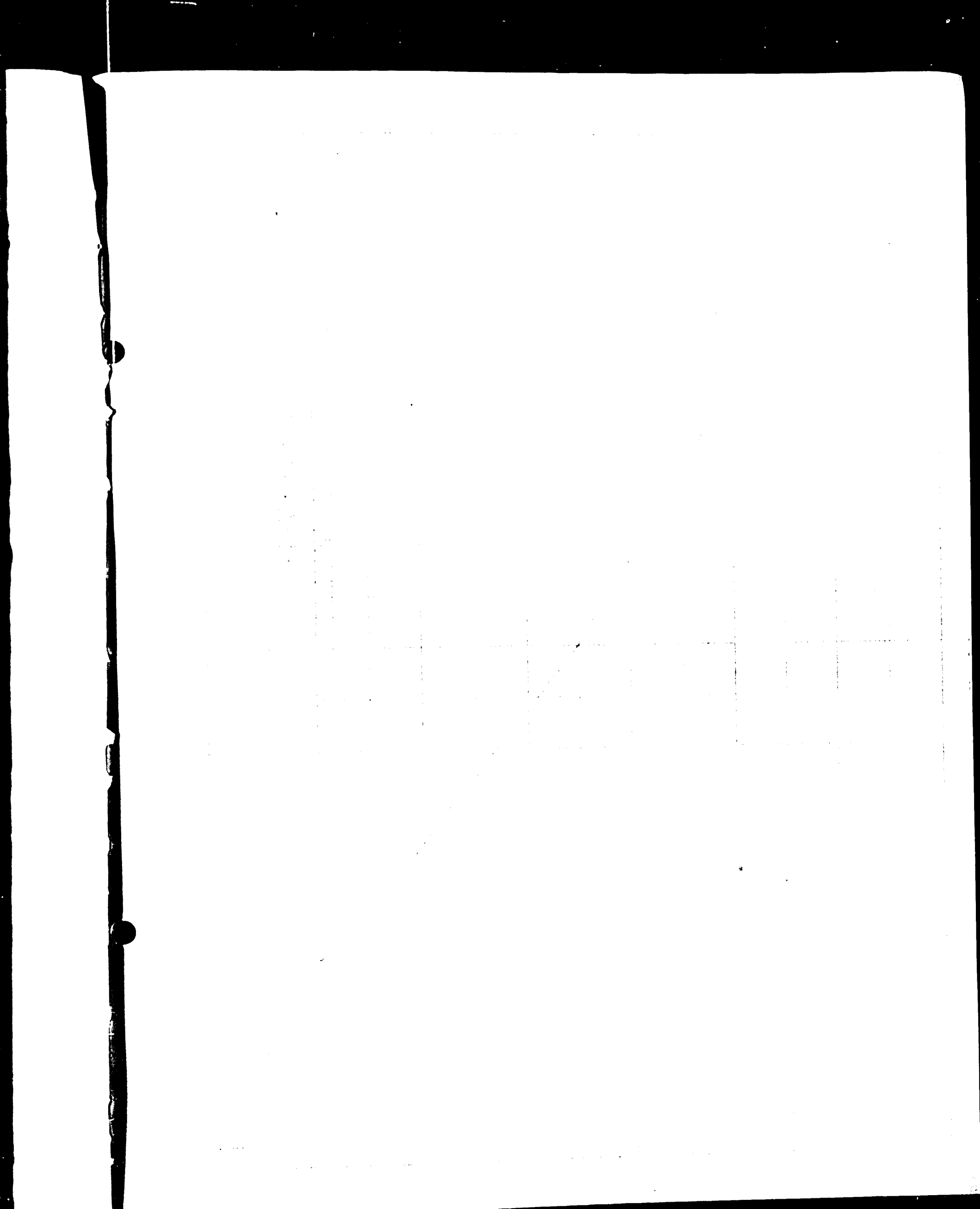
Graphs are included showing the enrolment in the successive grades in the public schools in both urban and rural areas of Halifax taken from the Report of the Superintendent of Education for the year ending July 1944. Only a casual glance at these is necessary to show that the withdrawal of pupils from formal education begins at as low a point as Grade II in urban schools and at Grade III in rural and village schools, and is progressive from then on. Only thirty-two per cent of the pupils in the rural areas and forty-seven per cent of those in the town and city schools continue their education beyond Grade VIII. Taking rural and village schools alone, seventy-two per cent of those who enrol in Grade VII do not complete Grade XI. For urban schools this proportion is fifty-seven per cent.

The effectiveness of a public school program is measured to a considerable extent by its holding power, that is, by the proportion of the pupils who continue to attend the courses of instruction offered up to the end. High mortality rates on the high school level are commonly regarded as an indication that some educational need has not been met and that the courses should be diversified to hold the interests of the pupils and the approval of the parents as to their value.

In Halifax County it would appear that the academic curriculum had failed to satisfy the need for education at the secondary level, especially in the minds of boys and the parents are not so convinced of its practical or educational value to the extent that they press their sons to stay in school longer. These conditions are suggested by the fact that in Grades I to V the number of boys enrolled slightly exceeds the number of girls. At the Grade VI level the trend is reversed. In the rural and village schools the girls exceed the boys at Grade VI level by 2%; in Grade VII, by 6%; in Grade VIII, by 10%; in Grade IX, by 26%, in Grade X, by 33%; and in Grade XI, by 41%. The figures for the urban schools in the same grades are respectively in per cents, 2, 0, 6, 10, 23, and 14 which may again be due to a higher regard of parents for the worth of a general education and a better opportunity for the pupils in the larger schools to find instruction that maintains their interest.

Table with 5 columns and 10 rows. The columns are labeled 'Date', 'Description', 'Debit', 'Credit', and 'Balance'. The table contains several rows of data, including entries for 'Jan 1', 'Jan 2', 'Jan 3', 'Jan 4', 'Jan 5', 'Jan 6', 'Jan 7', 'Jan 8', 'Jan 9', and 'Jan 10'. The 'Debit' and 'Credit' columns contain numerical values, and the 'Balance' column shows the running total.

Date	Description	Debit	Credit	Balance
Jan 1				
Jan 2				
Jan 3				
Jan 4				
Jan 5				
Jan 6				
Jan 7				
Jan 8				
Jan 9				
Jan 10				



However, the total picture is a very gloomy one when we consider the value of developing understanding in the rising generation and the perplexing world problems that will have to be faced and solved by the democracies in the near future. Numerous investigations in many places have shown that economic pressure on the families is not the main reason for youth leaving school. It is largely due to the fact that the instruction offered does not seem to make certain that it will develop the special abilities and give the desired occupational skills to those who turn away. In those places where vocational high schools have been established these practical-minded boys and girls do remain in great numbers and the high school enrolment is usually doubled to the benefit of the community and the pupils themselves.

It is a tragedy for young people to leave the public school at Grade IV, V, or VI because they have not developed enough comprehension or understanding for further growth afterward nor sufficient foundation upon which other knowledge and skills can be built. This often comes to light in dealing with veterans of the present war. A goodly number attended school for only five or six years and later in civilian life performed no work other than as a laborer. In the armed services they never rose above the rank of private or dockhand. After discharge they are eligible for a course of vocational training at government expense for the purpose of re-establishing them in some higher occupation than casual laborer. These veterans often have fair intelligence, good physique, and ambition for work, but have a poor general education and no background of acquired skill. These are such formidable handicaps that it is practically impossible to give them enough trade ability in the twelve months allowed for training to hold their own as skilled workers. The general solution of cases of this kind is to place them directly in employment as laborers where the jobs appear to be stable. This seems to promise a poor future for a man who has risked his life in the defence of his country, but his meagre schooling prevents him from being helped to better his position.

It is not contended that the addition of courses in vocational instruction will fill the needs, maintain the interests, and fire the ambitions of all those who now leave the schools in the elementary grades so that they will all continue through the high school. Unfortunately, there are many who have not a high enough order of intelligence or zeal for learning to succeed in any course on the high school level and will reach the limit of their learning capacity in Grades VI, VII, VIII, or IX. It would be of no use for them to proceed further because they are unlucky enough to have been designated by nature to be hewers of wood and drawers of water. In spite of all technological advances such workers have a necessary place in the order of things and will continue to occupy it. A good vocational program will, however, tend to keep in school those youths with normal and higher intelligence whose natural abilities are clerical, constructive or mechanical, rather than scholastic, and who have a keen ambition to develop them so that they may become competent in the various skilled trades and occupations by virtue of which most of the world's essential work is done. It is a highly important matter in the economic life of the nation that these young people shall have the opportunity to become as thoroughly trained for their future jobs as a public school system can make them. The number of boys and girls of this kind is usually about the same or a little more than those who now follow the academic curriculum.

OCCUPATIONAL DISTRIBUTION IN HALIFAX COUNTY

The total population of Halifax County as given by the Census of 1941 is 122,656. The following break-down shows the distribution as between the City of Halifax, the Town of Dartmouth and the Municipality of Halifax County:

City of Halifax	70,488	
Town of Dartmouth	10,847	
County of Halifax	41,321	122,656

This indicates that 75% of the population at least, lives within a short distance from the proposed location of the technical institute.

If the suburban areas of Rockingham and those lying in the vicinity of the Northwest Arm are accounted for, no farther than Dartmouth from the standpoint of mileage and convenience of travel, the percentage would be considerably larger. The total population of Nova Scotia in 1941 was 573,190 so that approximately one-fifth of its people live in Halifax County and about one-seventh in Halifax City and Dartmouth. It is in such circumstances as these that vocational schools are usually established and where they flourish. When the additional factor of occupational distribution appears promising, the need is strengthened.

It is not possible to secure from readily available statistics, the figures for the village and rural areas as they bear upon gainful employment but they are available for Halifax City and Dartmouth. They show, according to the 1941 Census that the classifications of manufacturing (15%); trade (21%); finance and insurance (4%); professional, public and personal service (33%); construction (1%); and transportation and communication (16%) account for approximately 90% of the gainfully employed in the City. These fields of occupations contain the largest percentage of skilled and semi-skilled workers to whom a technical education would be of most value. It is also obvious that Halifax is a trade-service center more than it is a manufacturing center and it would be expected that the program of a vocational school would reflect that emphasis as will be shown in those sections dealing with the program of studies.

For the Town of Dartmouth the comparable figures are, manufacturing (25%); trade (20%); finance and insurance (1%); service (25%); construction (10%); and transportation and communication (13%), thus accounting for approximately 94% of the gainfully employed. It will be seen that the two localities are very much alike except in the manufacturing classification where Dartmouth has, relatively, 10% more. The conclusion relative to the need for technical education as drawn in the preceding paragraph is thus additionally supported.

For the rural and village areas in the county it is apparent from observation that fishing, farming and lumbering predominate and it is more than probable that

current plans for instruction in the processing of fish as projected by the Department of Industry can be co-ordinated with facilities in the technical school. The very considerable numbers employed in lumbering in the County and in wood manufacturing in the City (over 600) would justify some training facilities along these lines.

An estimate of only the roughest kind can be made of the number who might be interested and would enroll in some form of instruction in such a school as here contemplated. It is usually estimated that roughly one-fifth of the total population of a given area, is, in normal times, gainfully employed so that normally about 25,000 would be found on the payrolls throughout the county. In the occupational classifications considered, the percentage of skilled and semi-skilled will vary from 5 to 25 per cent with an average probably of about 20 per cent. There would thus be an estimated 5000 who could profit by such instruction as could be given but at most not more than a fifth would be seeking such instruction (it might be higher if manufacturing were numerically greater) and experience in other centers, in-so-far as it is any criterion, would point to slightly less than a thousand, probably about nine hundred.

Ability of the County to Support a Regional Technical Institute

The ability of the county as a whole to support a technical institute can be estimated by figures available from the Annual Report of the Superintendent of Education for the term ending July 1944, the last one available at date of writing. If the total property valuation rateable for school purposes in Halifax County as against expenditures for public education the single rate would be \$1.39 per \$100 of assessment. If the annual cost of the technical school is \$150,000 as estimated, including maintenance and amortization charges, and forty per cent of this or \$60,000 were added to educational expenditures and spread over the entire county, the rate would be \$1.45, representing an increased taxation of six cents on \$100 of assessment. Ordinarily this would be regarded as a sharp increase in taxes for a single purpose, but in consideration of the value of the

service that would be rendered and the comparatively small amount finally to come from each taxpayer, it would seem to be well within the limits of acceptance by the average citizen.

Willingness on the part of the public to support the erection and maintenance of a vocational school can only be generally estimated. Several times during the last 25 years this project has been considered seriously. The value was not challenged on any occasion, but as realization seemed to be promised, some adverse turn of the business situation or lack of cooperation in financing the venture prevented the actual accomplishment of the plans. In the present instance, however, continuous progress has been made toward the goal. There is general agreement that the institution shall be situated in Halifax and shall serve the whole county. It seems to be widely favored by the general public.

Industry's Need of Workers with Technical Education

Perhaps the chief factor in the progress of western civilization has been its widespread application of science to every human activity. This has resulted in its widespread dominating power and its amazing materialistic success. Organized industry has been able continuously to increase production per man hour while cutting down the length of the work week and increasing wages at the same time. This has been done mainly by invention, greater use of power, improved machinery, and more efficient scientific management. New materials, new processes, new controls, increased precision, mass-production methods, and a host of other changes have led humanity to new hopes of full employment, ~~elimination~~ elimination of poverty, and a great measure of social security.

This has meant a decrease in the proportion of common laborers, a wide expansion in the number of semi-skilled operators, and about the same percentage of skilled mechanics. It calls for the possession, however, of a considerable amount of scientific and technical knowledge in addition to skill among the top-flight mechanics. A certain smaller amount is required also among the ranks of the semi-skilled.

Such a condition necessitates formal training in a school because it cannot be well gained in the workshop. This demands new facilities for vocational training before youth start on their life work and also opportunities to increase their knowledge as they advance and as changes in applied science progressively require further technical education.

Canada has taken a great spurt forward during the present war in its industrial program. It made a distinct advance in World War I over the pioneer stage that prevailed previously, but we did not progress very far in the fabrication of complex products that involved precision operations. Many will still remember the satisfaction that was felt when our steel manufacturers in Nova Scotia succeeded in overcoming the prejudice of munitions makers in Britain and proved that we could produce satisfactory shells from our basic open hearth steel to the strict specifications necessary. Most of the munitions produced by us at that time depended in great measure on parts that were fabricated in the United States or Great Britain.

In the present war, however, we were called upon when France capitulated to do our very utmost in every direction. Britain had lost most of her war equipment in the disaster of Dunquerque and stood alone opposed to the might of Germany. The United States was benevolently neutral. This was a call for our utmost. We rose to the emergency in a way that has changed our whole future. We built the factories and the shipyards and airports that were necessary and every kind of munition and supply that was needed to prosecute this complicated mechanized warfare. Delicate precision machine work that had been rare in this country was carried out in a thousand plants from coast to coast. Our people developed skills in a few months that they had never even heard of before. Our performance was a surprise to the enemy and to the rest of the world. This has lifted us to an advanced economy and made us the fourth ranking industrial nation. If we are to maintain our position our workers must be made more competent in skills and technical knowledge and our system of education must be largely expanded as soon as possible.

Need of Industry for Workers with Better Training

During the war Halifax, city and county, was called upon to make a contribution unique, not only in the province but in the Dominion. It becomes truly a national port in times of national emergency. Transportation facilities are strained to the limit, expanded, and strained again. Maintenance of all types of equipment, motor, train, ship, airplane used in transport is required. Building construction of all kinds was in consistent and increasing demand but especially for housing accommodations both for the armed services and civilians. A creditable performance resulted, especially in ship repair where adverse conditions of the most serious nature had to be overcome. It seems clear that better results would have been secured if the workers had been better educated and trained for their jobs before the onset of war. With the increased demand for production the labor force had to be quickly expanded. Many skilled workers enlisted in the armed forces. Management had to resort to all kinds of measures of emergency training to make the novices drawn from the farms and fishing villages competent for their new tasks and at the same time exert every effort to meet the problems of transportation. The general result has been to develop a great number of semi-skilled workers who are competent within a narrow range of duties. A number of the less skilful will be released when these industries return to a normal peace-time program and a proportion of the skilled veterans will be reinstated in their former jobs. New demands which have been developed under the impetus of war, as in the processing of fish, make necessary the need of more technical knowledge and higher skills of workers and foremen in the future. A program of technical training for the young men who will enter work during the next few years is a prime necessity and cannot be carried out unless a technical institute is established in Halifax County to meet the demands sure to arise.

The foreman as a key man in any industrial set-up, primary or secondary, has been the subject of much concern during the war years. When the Department of Labour, Federal, decided to inaugurate a program of assistance to war industries

and later to essential civilian industries such as public utilities, a plan for foremanship training was selected as the most promising for quick results. Foremen in service and selected promising groups of employees were taught basic skills of instructing, handling problems in job relations, improving job methods, and job safety. Both in Canada and in the United States the results were gratifying and plans for identifying prospective foremen and educating them are underway in many technical institutes and vocational schools. Such a program would undoubtedly have some effect upon the unsatisfactory labour-management situation now existing and while those best acquainted with it would be the last to believe that any one factor is solely responsible for the present condition they would probably agree that education, both general and technical, is an important influence and that improved training facilities would help in improving the attitudes and performance of both workers and management.

General education is concerned with giving young people a broad understanding of the world he lives in, a knowledge of the ways in which man has struggled upward to achieve the present state of civilization, and an appreciation of the things which make life worth while. The further a person pursues the public school course the more competent he becomes for efficient living. A well-educated man is tolerant, wise, and capable of cooperation with other citizens in order to secure the most satisfactory living for all. An ignorant man is intolerant, liable to be swayed by passion and prejudice, and often pursues selfish ends that work against the welfare of himself as well as that of the group among which he lives. The levels of general education among the people of Halifax County are not as high as they should be when one considers that the public school is free of cost to those who wish to attend it for eleven or twelve years.

The withdrawal of boys and girls from the public schools at an early age has always been a matter of great concern, but is now much more alarming when it is considered that they must take their places as responsible citizens in a world that is vastly more complicated than it was a generation ago.

The average worker must know more today in order to make a good living and will have to know even more tomorrow. The war has brought about a vast international tangle that demands a fuller understanding in political and economic matters on the part of each person of the world in general than was common in the past when nationalism was the prime factor in human affairs. These facts point clearly to a longer formal education of youth both in general and vocational courses.

In Halifax County half of the pupils in rural schools and one third of those in urban schools drop out of the system at or before completing Grade VII. This means that they have studied British history only as far as the reign of Queen Anne and Canadian history only to the war of 1812. They are not acquainted with the geography of the important countries of the world. They know little or nothing of the basic laws of physics and science which are applied so widely in every day life for the safety, comfort, health, and convenience of every person in our modern civilization.

This limited knowledge is no adequate preparation for life wherein the boy or girl will have to earn a living, help found a home, bring up a family, and function as a citizen in a democratic government. Our progress will be forever impeded when such a great proportion of the population start out in life with such a restricted knowledge and understanding of the world in which they work and live. One answer is an extended period of compulsory attendance, but the pupil will learn only imperfectly under constraint. The biggest improvement can be made in maintaining better schools which sustain the interest of youth and in providing a diversity of learning which will enable them to develop their varied natural abilities. This end can be achieved by broadening the scope to include both academic and vocational education. Such an advance will win support among the parents also for more schooling, because many of them are very desirous of a form of training that will definitely prepare their children for gainful employment.

If the need of a longer schooling period for the youth is admitted, then the provisions of vocational training will do much to help keep pupils in school longer.

Its purpose is avowedly to prepare boys and girls for jobs and the urge to enter practical work is one of the strongest impulses of adolescents. If definite training for employment is offered as part of the educational curriculum, there is no doubt but that many more will stay in school longer. This has been proved elsewhere. If technical courses are provided on the Grade II level, more students will remain in Grades VIII and IX to qualify for entrance to them. It is common to find the high school enrolment doubled after vocational training is made available. It has a further value in that it takes many of the 'teen age youths out of the labor market where they compete for low wages with those who are more mature and sends them forth into employment competent to perform jobs involving a degree of skill.

A technical institute in Halifax would also serve the needs of those now at work. Through a wide range of evening classes, part-time courses, and other forms of training it would give employed people the technical knowledge necessary to perform their daily work more efficiently and to qualify themselves for more responsible positions.

Industrial Expansion Helped by Vocational Schools

Towns and cities are vigorously seeking means of attracting new industries in the post-war period of reconstruction. It is clearly recognized that one of the main factors in this direction is the availability of a supply of skilled and co-operative labor. This is usually a more important consideration than free building sites, cheap power, geographical position, taxation concessions, and transportation. The principal means of creating a satisfactory pool of good labor is the vocational school. If facilities of this kind are available a constant stream of young people is kept flowing through a program of training, selecting the occupations for which they are best fitted, being carefully prepared for competence as workers, and seeking employment opportunities on graduation. These youths develop later into the core of skilled workers which is needed in every productive enterprise. If an industry meets new need for semi-skilled labor it can turn to a vocational school

and ask for co-operation in some intensive course of training that will furnish the number required in the shortest time. It was largely through the efforts in vocational training that Canada was able to expand her industrial production to such an amazing degree in the emergencies created by the war. School and industry have become close working partners in the last few years and education is now regarded as a service which is essential to further expansion of industry locally and nationally in the immediate future.

Attendance in Evening Technical Schools Shows Desire of Workers for Vocational Education

At the present time the only opportunities for vocational training are in the evening technical schools, and the apprenticeship project previously mentioned. Evening classes are held in Halifax and one in Dartmouth throughout the winter months. They are attended by workers in their spare time and the total instruction in each class is less than 100 hours a year. Consequently, it takes a person three or more winters to complete a course and the effort is made often under great difficulties. It would have been much better if these adult workers had been able to gain the knowledge they needed for their jobs when they were going through the public schools and they would then have had a more thorough training than they now can get by picking it up in their spare time. This does not imply that evening schools will not be necessary if day vocational courses are made available, because it has been proved by experience everywhere that the former flourish most vigorously where the latter are most generously provided. The ambitious worker is always seeking more education and many of those who did not take advantage of training opportunities in their youth make up for the early mistake after they start their practical life and find they need more knowledge.

During the winter session of 1944-45 there were one thousand, one hundred thirty-three men and women enrolled in the evening technical schools of Halifax and Dartmouth including a few from surrounding areas. In October of this year (1945) approximately 1400 people registered and 65 classes were organized, representing

the highest enrolment in the history of the evening technical program. This is adequate indication of the desire of those employed in local industries, in the homes and the shops, to gain technical information through the only channel available, limited as it may be.

Youth's Need of Job Ability to Get Employment

The conditions surrounding the entrance of young people into practical life have changed a good deal in the last decade and it is more necessary now to be able to do some specific job if a place on the payroll is to be secured. Formerly both business and industry expected to provide some means of training green hands for the work to be done, but now they do not wish to bother with this responsibility. They are willing to pay going wages to a person who can perform the required duties of a certain job, but do not want to take on a novice. This places the boy fresh from school inside a closed circle from which he seeks an exit in vain. Even if he is intelligent, industrious, and has a good general education he is not wanted unless he can do some specific kind of work. He is usually willing to start work at a very small wage, but the employer is not willing to place him on an expensive piece of equipment and take the time of a highly paid mechanic to teach him. The youth is in a quandry because he is willing to make some sacrifice to learn, but cannot find any way to get started.

The vocational school has been developed to meet the need of preparing young people for actual jobs by giving them shop skills in its regular courses so that they can be immediately useful as producers when they seek their first employment. The training in the school consists of half the time in regular shops where they are taught to carry out skilled work just as in practical life. In a two-year course they put in as many hours in trade operations as a regular apprentice who gives his full time for a year in a factory. The boy who has been trained in a vocational course is well started in his occupation and is usually given credit for one year if he enters a trade in which he has to serve an apprenticeship. The school gives youth a flying start in practical life and its graduates are generally in good demand.

Special Technical Training for Apprentices

Apprenticeship as a form of industrial training is carried on by a few firms in the City of Halifax and one in Dartmouth as indicated on page 2 of this memorandum. It is organized and maintained in accordance with the best modern practice in this field. The metal trades are those chiefly covered but they are limited to people employed in the older and well-established firms because it is a program planned for a period of years and thus has its limitations. The coverage can be broadened if there is a back log in the form of a vocational school because, in a period of industrial depression, it is possible to reduce temporarily the number of hours the apprentices work in industry and to increase those devoted to instruction in school.

There is usually a signed contract or indenture and a definite schedule of practical experience by virtue of which the learner is taught all the jobs pertaining to his trade and a planned division of his term of service is arranged to cover the whole sequence of job with the aim of making the training as efficient and complete as possible. The cooperating firms highly approve of this method.

A vocational high school in Halifax County would furnish facilities for broadening out this instruction to cover a wide range of industries and occupations and would doubtless lead to greater general proficiency. This technical instruction is necessary today for the skilled workman as is shown conclusively by the fact that three trade unions in Halifax last year applied for special evening classes for their members, journeymen and helpers alike, so that they might keep abreast of the developments of technology in their respective fields. Vigorous measures are being taken under the Provincial Apprenticeship Act to extend this form of training to meet the post-war industrial re-conversion and anticipated expansion and a director of apprenticeship has been appointed for the province. The unions, particularly in the building trades where the first approach has been made, are working cooperatively with him. A vocational high school will play a most important part in developing such a program.

Requirements for Technical Institute Training

With the wide and rapid spread of applied science in all branches of human activities there has developed a need for a level of technical training above that of the high school and below that of professional courses in the university. Institutions for such education have been common in Europe for many years, but they are comparatively few in North America. The war has shown the necessity for the establishment of this kind of training and steps are now being taken to establish new schools which will be known as "Technical Institutes". One has had a successful career in Alberta for a long period as the "Provincial Institute of Technology and Art" and another has just been opened at Haileybury, Ontario to serve the metal mining industry, to be known as the "Provincial Institute of Mining".

The aim of such institutions will be to prepare youths and adults for positions as technicians, service men, supervisors, inspectors, etc. who are needed to perform duties of a higher grade and more responsibility than skilled mechanics, but of a less complicated nature than those of professional engineers or top ranking officials in management. Investigations have shown that industry requires five technicians for every engineer it employs. Most of the persons who would enroll in courses of this kind would be those who had finished an apprenticeship previously or had been employed for a few years and wished more technical training to qualify for promotion to a higher position.

It is felt that the vocational high school requested for Halifax County should function partly as a technical institute. By the addition of a comparatively small space and equipment it could be adapted for training in subjects required to prepare men for the special positions of mid-responsibility such as the following:

Ship Construction Draughtsman	Land Surveyor
Building Construction Draughtsman	Maintenance Technician
Chemical Analyst.	Materials Testman
Combustion Technician	Mechanical Draughtsman
Electrical Technician	Metallographist
Estimator	Power Station Operator
Foreman	Safety Officer
Inspector	
Instrumentman	

Courses of instruction are usually six to twenty-four months in length and lead to a diploma. The subject matter consists of both theory and practice and is closely adapted to the requirements of the position which the student hopes to gain. The level of instruction is above that of the high school but is below that of the upper years of a college course in applied science. A good deal of the regular equipment of the vocational high school could be used in these advanced courses and that is the reason it is believed that the school should perform the functions of a technical institute in-so-far as it could serve the needs of local industry of the county.

Vocational Rehabilitation Training for Veterans

One of the great problems facing the nation at the present time is the civilian re-establishment of men and women who have served in the armed forces. Enlistments were heavy in Halifax County especially in the early part of the war and until certain types of workers closely associated with the war effort were frozen in their jobs. Many of the veterans are persons who were victims of the depression before the war and have joined up directly from school so that they have learned no trade nor had any experience in a gainful occupation. It is expected that considerable numbers will avail themselves of the generous provisions of the Dominion Government for vocational training. No accurate estimate can be made, but from surveys made among the troops as to personal plans for getting back to civilian life it is quite probable that from 1000 to 2000 veterans from this district will seek some form of industrial or commercial training for aid in re-establishment. Half of these might be placed for learning directly on the job, but there are practically no facilities for other types of vocational instruction. If the erection and equipment of the school were undertaken in the very near future it would be available for rehabilitation training. When it is opened, the first year courses and the veterans could find ample accommodation for the next year or two until the regular high school student body was built up. This period would probably be long enough to accomplish the re-establishment of men and women from the forces.

This need is another important reason for quick action in constructing the institution. Unless the means of providing vocational instruction to demobilized men are made available they might have to be sent to other parts of Nova Scotia or Canada for their training.

Transportation of Pupils

The proposal to have one large central school in Halifax is made necessary by the facts that there must be a wide range of subjects if youth is to be prepared for the great variety of occupations in which they will seek employment and that the equipment of such an institution is very expensive. This plan makes it necessary to provide daily transportation for pupils living at a distance from the school. Over some of the territory and to an increasing extent, school buses could be operated throughout the year. The transport should be free to all full-time pupils who were not employed in order to give equality of opportunity in this type of education throughout the area. This will represent a considerable item of expense and should be charged to the cost of maintaining the institution.

Bursaries

There will be some boys and girls living at remote points in rural areas of the county who could not possibly avail themselves of daily transport over the bus lines. There will be some others with natural aptitudes and abilities which clearly indicate that they should pursue technical courses to develop their powers, but whose parents could not afford to send them to the proposed school. Some bursaries should be made available to assist worthy pupils of these two classes. Bursaries should compensate for the difference in cost between maintaining a student at home and in the city. It is not considered desirable that they should be restricted to a certain number each year or that they be awarded on the basis of achievement in a competitive examination. The financial assistance should be available to those who have the qualities and ambition to profit by the instruction and who need the help.

Guidance Program

∴ school of this kind which definitely prepares young people to be immediately useful in employment in a wide range of occupations must have a well organized service in educational and vocational guidance. This should apply to students on entering the school and during their whole career while there. They should be helped to discover their own aptitudes and to make wise choices of occupations for which they wished training and in which they intended to work after leaving school. The program should include psychological testing, personal counselling, conferences with parents, courses in occupational information, and continuous checking of each student's achievements in the class room and shop. The school should maintain an efficient placement service so that each graduate would find the most suitable employment and be helped to adjust himself to the requirements of successful establishment as a wage earner.

Educational Program

Since the school proposed is intended to provide technical instruction of all kinds for the people in the county, courses should be organized for at least five classes of learners:

1. Adults who desire to fit themselves for positions as technicians, specialists, and supervisors. This section of the work should be on the technical institute level lying between that of the university and the high school.
2. Employed workers such as trade apprentices who would attend classes on a regular part-time schedule to secure technical and scientific knowledge related to their occupations. The courses should be of about the same calibre as high school work, but would be closely adapted to the requirements of the occupations of the students.
3. Boys and girls between the ages of 15 and 19 who are attending full-time vocational high school courses in preference to academic instruction. The subjects to be pursued should be planned to give general preparation for citizenship as well as trade knowledge and skill to fit them for entrance into skilled occupations.

4. Unemployed young persons pursuing intensive practical courses of not over one year in length to acquire such trade and operative skills as would make them employable in semi-skilled trades and junior positions in business and service occupations.

5. Employed persons who have dropped out of formal education and wish to attend special classes in spare time, especially in the evenings, to gain technical knowledge and skill to make them more efficient in their daily work.

Vocational High School Curriculum

The vocational courses on the high school level would constitute the main activity of the school and serve the largest number. Pupils should be admitted at the same point in the public school curriculum as those who enter similar academic courses, viz., after the completion of the junior high school at Grade IX. The basic standard of admission should be the individual's ability to profit by the instruction offered. The vocational courses should not be regarded as a refuge for persons of low intelligence and deficient application who fail in the junior high school.

The students would fall largely in the age group of 15 to 19. Some of them will desire only a short term of training of one year and the more ambitious will plan to take the full curriculum that is offered through Grade XII. Courses should be carefully planned to provide terminal points at the end of each grade so that the student leaving will have had education that is as well balanced and as fully rounded out as possible, no matter when he leaves.

The subjects included should consist of those of a general nature which develop knowledge and appreciation of the world in which we live in order to form a sound basis for future citizenship and also those which impart the practical information and trade skills needed in the occupation for which the pupil is preparing. The standards should require the same intellectual effort and attainment as does the academic curriculum. The time schedule should be arranged so that about half the effort is spent in general education and the other half in the shop, laboratory, or workroom.

4. Unemployed young persons pursuing intensive practical courses of not over one year in length to acquire such trade and operative skills as would make them employable in semi-skilled trades and junior positions in business and service occupations.
5. Employed persons who have dropped out of formal education and wish to attend special classes in spare time, especially in the evenings, to gain technical knowledge and skill to make them more efficient in their daily work.

Vocational High School Curriculum

The vocational courses on the high school level would constitute the main activity of the school and serve the largest number. Pupils should be admitted at the same point in the public school curriculum as those who enter similar academic courses, viz., after the completion of the junior high school at Grade IX. The basic standard of admission should be the individual's ability to profit by the instruction offered. The vocational courses should not be regarded as a refuge for persons of low intelligence and deficient application who fail in the junior high school.

The students would fall largely in the age group of 15 to 19. Some of them will desire only a short term of training of one year and the more ambitious will plan to take the full curriculum that is offered through Grade XII. Courses should be carefully planned to provide terminal points at the end of each grade so that the student leaving will have had education that is as well balanced and as fully rounded out as possible, no matter when he leaves.

The subjects included should consist of those of a general nature which develop knowledge and appreciation of the world in which we live in order to form a sound basis for future citizenship and also those which impart the practical information and trade skills needed in the occupation for which the pupil is preparing. The standards should require the same intellectual effort and attainment as does the academic curriculum. The time schedule should be arranged so that about half the effort is spent in general education and the other half in the shop, laboratory, or workroom.

Study of the outlines given in the pages immediately following will show, in the Industrial Course, all laboratory activities grouped under the heading of Shopwork and while further examination will have to be given to this before a final opinion is stated, it appears from the occupational distribution shown in the last Census and from other data available, that the following would be included; machine shop practice, foundry work, tinsmithing and plumbing, carpentry, bricklaying, electricity, radio service and repair, power stitching, barbing, possibly printing, auto mechanics, draughting, land surveying, and fish processing. In Household Arts the specialties would, in all likelihood, be cooking, sewing, interior decoration and care of the home, home planning, and hair dressing. The Commercial Course is quite well defined under Business Practice but, for this area there might well be a place for a specialty in commercial art. As previously indicated, this entire program of studies could not come into operation immediately the school is opened because, obviously, in the first year the work in all areas would be elementary but as the first classes moved on through the grades and the enrollment approached the maximum the specialties would be introduced as occupational studies indicated the probability of employment of graduates.

First Year - Grade X

	<u>Percentage of Time Schedule</u>
<u>Industrial Course</u>	
English (Review of grammar, oral and written composition, reading of general and technical literature)	20
Social Studies (Commercial and industrial geography, contemporary history of Canada, Great Britain and the United States)	15
Mathematics (shop)	10
Health and Physical Education	7½
Science (Physics)	10
Shopwork	37½
<u>Household Arts Course</u>	
English (Review of grammar, oral and written composition, reading of general and technical literature)	20
Social Studies (Commercial and industrial geography, contemporary history of Canada, Great Britain and the United States)	15
Mathematics (Consumer)	10
Health and Physical Education	7½
Science (Chemistry of foods and nutrition)	10
Household Arts (Practical)	37½
<u>Commercial Course</u>	
English (Review of grammar and spelling, business correspondence, reading of general and commercial literature)	20
Social Studies (Commercial geography, industrial evolution, labor questions, political and economic ideologies)	15
Mathematics (Business)	12½
Health and Physical Education	7½
Business Practice (typing, shorthand and bookkeeping)	45

Second Year - Grade XI

<u>Industrial Course</u>	<u>Percentage of Time Schedule</u>
English (Composition, writing of work reports, oral expression, reading of general and technical literature)	10
Social Studies (Contemporary world history, industrial evolution, labor questions, political and economic ideologies)	12½
Mathematics (Shop)	10
Science (Mechanics, electricity, and elementary chemistry)	10
Health and Physical Education	7½
Shopwork	50
<u>Household Arts Course</u>	
English (Composition, oral expression, reading of general and home economics literature)	10
Social Studies (Contemporary world history, elementary economics, consumer studies)	15
Science (Chemistry and physics of consumer products, home mechanics)	12½
Health and Physical Education	7½
Household Arts (Practice)	55
<u>Commercial Course</u>	
English (Business correspondence, oral expression, reading of general and commercial literature)	15
Social Studies (Contemporary world history, elementary economics)	15
Commercial Subjects (Bookkeeping, Shorthand)	12½
Health and Physical Education	7½
Business Practice (Typing, business machine operation)	50

Third Year - Grade XII

	<u>Percentage of Time Schedule</u>
<u>Industrial Course</u>	
English (Composition, oral expression, technical reports and articles, reading of general, scientific, and technical literature)	10
Social Studies (Industrial economics, labor relations, social problems)	12½
Mathematics (Advanced Shop)	10
Science (Mechanics, strength of materials)	10
Health and Physical Education	7½
Shopwork	50
<u>Household Arts Course</u>	
English (Composition, oral expression, reading of general and home economics literature)	10
Social Studies (Social economics and problems, social services, home relationships)	12½
Science (Biology and nutrition)	20
Health and Physical Education	7½
Household Arts (Practical)	50
<u>Commercial Course</u>	
English (Composition, oral expression, business reports, reading of general and commercial literature)	15
Social Studies (Economics, business and society, social services)	12½
Commercial Studies (Accounting, commercial law, business organization)	15
Health and Physical Education	7½
Business Practice (Office practice, business machine operation)	50

Estimated Enrolment

Any estimate of enrolment of vocational students on the high school level must be made from the statistics prevailing in other communities. The following tabulation shows the attendance for the year 1943-44 in Grades X, XI, and XII of vocational schools in some other Canadian cities.

City	Population	Enrolment in Vocational High School
Saint John, N. B.	50,000	659
Ottawa	151,000	1382
Windsor	104,000	1242
London	77,000	952
Hamilton	164,000	1938

Allowances have to be made for the fact that these communities are almost wholly industrial, that the enrolment is largely drawn from the urban population, and that the schools have been operating successfully for 15 or 20 years, during which the number of students has been steadily increasing at a rate greater than the growth of population. In general, it may be said that the enrolment in vocational courses is about equal to that in academic courses. There is also a drop-out in registration of about 50 per cent in each successive grade. It would be expected that a larger number of applications would be received from among a population that lives close to the school than from a people spread over relatively large county, as is the case of Halifax.

If an estimate were based on the enrolment in Saint John, N. B. a registration of 1300 students might be anticipated; if London, Ontario were used as a basis, the attendance might be 1250; if Windsor, Ontario, were taken as an example, the number of pupils would stand at 1200. If allowances are made for the dispersal of the school population between the ages of 15 and 19, the narrow range of industries and other limiting factors, a rough estimate would indicate an enrolment 20 or 25 per cent lower in Halifax than the level prevailing in the cities taken for examples. Roughly, it may be expected that there will be about 900 students in the Halifax County Technical Institute.

It is of some help to make a considered guess at the distribution of the pupils in the different courses and grades. The following figures are estimates roughly based on data gathered from the reports of other vocational high schools.

<u>Courses</u>	<u>Grade X</u>	<u>Grade XI</u>	<u>Grade XII</u>	<u>Total</u>
Industrial	250	150	75	475
Commercial	180	90	45	315
Household Arts	60	30	15	<u>115</u>
				<u>905</u>

Estimate of Cost

It is almost impossible to estimate the cost of building, equipment, and annual maintenance of a vocational high school for Halifax under existing conditions. Estimates made on the basis of a study in 1942 and revised in the light of present conditions result in the following figures:

Building	\$1,000,000
Equipment	100,000
Annual Maintenance	150,000

It seems probable that the levels prevailing at the moment will recede somewhat and that a degree of stability will be reached in a few months when the confusion of the first stages of reconversion of industry following victory have been passed through.

December 20th, 1945.

In the work which we did to make detailed specific recommendations on any portion of the technical work of this Plan because we did not have the staff and the costs today would be so far from what they might be a year or two from now it would be wasted efforts but the controls that Alderman Coffin is talking about should be implemented by proper zoning regulations."

The motion was then put and passed unanimously.

8.30 P. M. Moved by Alderman Hosterman, seconded by Alderman Batson that Council resolve itself into a Committee of the Whole Council. Motion passed.

8.50 P. M. Council reconvened the following members being present: His Worship the Mayor Chairman; Alderman Batson, Moriarty, Hosterman Coffin, Adams, DeWolf, Doyle, Walker and Ahern.

VOCATIONAL HIGH SCHOOL

Read report of the Committee of the Whole Council as follows:

Halifax, N. S.,
Dec. 20/1945.

To His Worship the Mayor and
Members of the City Council.

Gentlemen:-

At a meeting of a Committee of the Whole Council held on the above date a report from the Finance and Executive Committee respecting the matter of the establishment of a Vocational High School was considered.

It was agreed to recommend that the petition as prepared by the representatives of the City of Halifax, the Town of Dartmouth and the Municipality of the County of Halifax be approved.

Respectfully submitted,

W. P. Publicover,
CITY CLERK.

Moved by Alderman Coffin, seconded by Alderman DeWolf

December 20th, 1945.

as being present at this meeting were in their seats and voted.

EXCHANGE OF LAND

Read report of the Finance and Executive Committee as follows:

Halifax, N. S.,
December 11, 1945.

To His Worship the Mayor and
Members of the City Council.

Gentlemen:-

At a meeting of the Finance and Executive Committee held on the above date a report from the Committee on Works regarding the matter of exchange of property between the Military Authorities and the City was considered.

Your Committee recommends that the matter be approved in principle subject to the valuations being decided on by Council.

Respectfully submitted,

W. P. Publicover,
CITY CLERK.

November 21, 1945.

The Secretary,
Committee on Works,
Halifax, Nova Scotia.

Dear Sir:

Some time ago a letter was received from the District Officer Commanding, Military District No. 6 expressing the willingness of the Army authorities to exchange certain properties of theirs for the Halifax airport on a dollar-for-dollar basis.

This proposal was reviewed by the Committee on Works, and following this review, I wrote the District Officer Commanding informing him of the views of this committee.

Subsequent to this, I have been conferring with the authorities and have had the benefit of the views of the Quarter-Master General of Canada, Major General Young. It was agreed that rather than accept the assessed values for any properties which might be exchanged, a more correct approach would be to take the market prices as close as they could be estimated.

There follows a description of thirteen properties belonging to the Army, which they are prepared to exchange

December 20th, 1945.

purpose of widening the entrance adjacent to King's Wharf to facilitate the dumping of snow by city trucks. Area: 750 sq. ft. at 60% assessed valuation \$450.00. Market value \$250.00.

ITEM 2 Land to extend Brunswick Street to Hastings Street. Area: 32,340 sq. ft. at 15%. Assessed valuation \$4,851.00. Market value, see following item.

ITEM 3 Land at South Barracks. This land will provide a whole city block and would be saleable for commercial purpose. Area: 35,000 sq. ft. at 15%. Assessed valuation \$5,250.00. Market value of items 2 and 3 together, is \$50,000.00.

ITEM 4 Land to permit widening of Sackville Street from Brunswick Street west to South Park Street. There would be sufficient land acquired to allow a boulevard to be placed north of the trees now on the north side of Sackville Street, and if such work is undertaken, it would require a low retaining wall at the side of Citadel Hill. Area: 54,000 sq. ft. at 15%. Assessed valuation \$8,100.00. Market value \$8,000.

ITEM 5 Land to extend Gottingen Street south across the slope of the Citadel to Brunswick Street near George Street. This offers sufficient land to extend Gottingen Street together with the large triangle of land east of the proposed extension, which might be used for commercial or other purposes. Area: 352,500 sq. ft. at 15%. Assessed valuation \$52,800. Market value \$30,000.

ITEM 6 Land of the Cogswell Street Hospital property. This offers the city an opportunity to develop this whole property as a commercial section. Area: 191,600 sq. ft. at 15%. Assessed valuation \$28,740. Market value \$37,500.

ITEM 7 Land of Bellevue property, Spring Garden Road and Queen Street. This offers the city land of high value and could be re-sold at substantial profit for commercial purposes. Area: 110,194 sq. ft. at various rates. Assessed valuation \$36,780.00. Market value \$100,000.00.

ITEM 8 Land to widen Queen Street. Area: 14,400 sq. ft. at 15%. Assessed valuation \$2,160.00. Market value \$1,500.00.

ITEM 9 Land to widen Windsor Street where it now encroaches on military property. Area: 9,000 sq. ft. at 08%. Assessed valuation \$720.00. Market value \$100.00.

ITEM 10 Land used as part of, and adjoining the City Dump, and the giving up of certain rights of way. Area: 15,000 sq. ft. at 03%. Assessed valuation \$6,510.00. Market value \$100.00.

ITEM 11 Land to widen Brunswick Street by ...

December 20th, 1945.

- ITEM 12 Land to widen the south side of Cogswell Street by 13 feet running from Gottingen Street to North Park Street. Area: 13,000 sq. ft. at 15%. Assessed valuation \$1,950.00. Market value \$2,000.00.
- ITEM 13 Land to widen Lower Water Street near the Post Office by 25 feet for a distance of 100 feet. Market value \$800.00.
- ITEM 14 Clearance rights on Halifax Commons, subject to an open space in front of the Armouries from Cunard Street to Cogswell Street and to a depth of approximately 250 feet or to June Street. This arrangement will permit the city to widen North Park Street and to develop a boulevard. The clearance rights in question are to be donated by the military authorities which means that the city will be free to sell and approve of buildings being erected as it may decide.

In all cases where buildings now stand on properties referred to in Items 2, 3, 5, 6, and 7 -- such buildings will become the property of the City.

The estimated market value of the thirteen items above described amounts to \$232,350.00. Against this, the army authorities have revised their requirements so far as the Halifax airport is concerned, and they are now seeking less than half of the area of the airport. The amount of land required by the army is 1,350,000 sq. ft. The total area of the airport is 3,135,320 sq. ft. and it is estimated that as a real estate development, it could produce \$350,000.00. Deducting \$100,000.00 for essential development before building lots could be sold reduces the value to \$250,000.00, and based on the amount of land the Army requires, namely half of the present airport, this latter value is therefore reduced by half to become \$125,000.00.

In order to close the gap between this sum and the total value of the military properties, I suggested that a credit note to the value of \$35,000.00 held by the city from the Dominion government in connection with land acquired at Camp Hill should be introduced, and this means that this amount, being added to the \$125,000 will make \$160,000. Subtracting \$160,000 from \$232,350, a deficiency of \$72,350 is indicated.

I have suggested to the army authorities that because of their need for centralization, and because the market prices fixed on their various properties in the negotiations became substantial prices, because the tax payers of this city, throughout the years created the values, and the military authorities did not, the difference should not be paid by the city. This subject will have to be given consideration at Ottawa since it cannot be dealt with here.

Consideration should now be given to what the city will obtain if no money has to be paid in effect-

December 20th, 1945.

(b) The development of the military estate on the airport will conform with the type of architecture in that part of the city and will be first class throughout. The development will take place along Chebucto Road, leaving Connaught Avenue to be developed by the citizens as a first class residential street.

(c) Airport zoning regulations now in effect will be lifted, allowing the development of adjacent properties and an incidental increase in revenue following therefrom of approximately \$100,000 annually.

(d) The development of a military estate at the Chebucto airport will require the military to maintain their own streets, to pay for schools or school services, and for sewer and water services.

(e) The city will be in a position to widen and extend certain streets and thus bring about improvements long desired by our citizens.

(f) The city will acquire South Barracks, Bellevue, Cogswell Hospital property, and a large triangle on the north eastern slope of Citadel Hill abutting Brunswick and Cogswell Streets, all of which will be saleable at high figures for commercial development.

(g) The city will be able to develop the Commons, as it might decide, since it would no longer be restricted on account of rights held by the military authorities.

Throughout the negotiations, I pressed very hard to secure the partial use of the Forum for the recreational benefit of our citizens, but in view of the fact that the plans of the military authorities in respect of the Forum's use have not yet taken final shape, it was out of the question to introduce this matter into the negotiations. The assurance I received was this, that whenever it was convenient to do so, and the Forum continued to be used as a recreational centre, any request from the city would be cooperatively dealt with.

In making this report to your committee, I want to emphasize very strongly the fact that already two different parties are interested in acquiring the Bellevue property. You will note that according to the figures outlined herein, the market value of this property has been estimated at \$100,000.00. I think, having regard to nearby values that are known, this figure is very conservative. The Council should now say that under no circumstances whatsoever will it agree to allow any undertaking to develop which enjoys the right of tax exemption on Bellevue or any other property acquired in these negotiations. It is time that the city invited undertakings which insist on being supported by the tax paying community, to get outside the high rental areas of this city. Both parties interested in the acquisition of Bellevue are of a non-tax paying type, and they should be plainly told we do not want them in the high-rental commercial areas.

Finally, I would like to add my opinion that if

December 20th, 1945.

Yours very truly,

A. M. BUTLER
MAYOR.

Alderman DeWolf: "Is it understood that there is to be no money paid by the City if the amount exchanged by the Government is placed at a higher price than those exchanged by the City?"

His Worship the Mayor: "The adoption of any resolution dealing with this should state that no money will be paid by the City of Halifax. I would like Council to approve this on the condition that no money will be paid. I have received word that final approval of the Plan with the proviso that no money will be paid is subject to the Dominion Cabinet. Any resolution should make it clear that City Council does not propose to pay anything in dollar values in the exchange."

Alderman Coffin: "If there is a discrepancy in favor of the City then we will not have to pay anything? Suppose the Dominion Government owed us \$70,000.00 would they pay us that?"

His Worship the Mayor: "How would we know that?"

Alderman Coffin: "You have just stated that the agreement will say that the City will not have to pay any cash."

His Worship the Mayor: "Yes, an even swap. We stand prepared to exchange the Airport as defined for the several properties as owned by the Department of National Defence without any further consideration."

Alderman Walker: "When these properties come to us they are going to be pulled down, they are not going to be sold so someone can take this building and make it suit himself."

December 20th, 1945.

MacKinnon to view these properties and I made a suggestion that a plan should be prepared showing the values. It is pretty hard to take in what a property is worth in fifteen minutes."

Alderman Coffin: "Is the matter of demolition costs taken into consideration?"

His Worship the Mayor: "Yes, it would be an advantage to the City because of the salvage value."

Alderman Batson suggested slum clearance with regard to the properties on Brunswick Street and stated that this is the time to do it.

His Worship the Mayor: "You can do that when you acquire the properties."

Alderman DeWolf: "Is it understood that these buildings will come to us as they are?"

His Worship the Mayor: "It is my understanding that the buildings are ours as they would come to us on a sale."

Alderman Ahern: "The only objection I have is with the \$35,000.00 credit note. This was to be used as a part payment in recovering the Forum. This was ear-marked for this purpose. We could retain that \$35,000.00 for negotiations for the Forum. The people all over the City would like to have the Forum."

His Worship the Mayor: "They own the Forum and are not prepared to sell it. The Forum is extraneous to this proposition tonight."

Alderman Ahern: "It is not your feeling that we could do anything about the Forum now?"

His Worship the Mayor: "Not now. We would be glad to acquire the Forum within a few years from now."

Alderman DeWolf: "What side of the Airport do they

December 20th, 1945.

Connaught Ave."

Moved by Alderman DeWolf, seconded by Alderman Coffin that we exchange City property for Army property as set forth in the report and that we surrender the \$35,000.00 credit note and that the valuations as set forth in the report be confirmed by the City Assessor, The Commissioner of Works and the Deputy Commissioner of Works and that we secure the necessary legislation to carry out this program.

Alderman DeWolf: "The demolition costs would not be so great."

Alderman Hosterman: "You think Your Worship that these buildings can be demolished without cost to the City?"

His Worship the Mayor: "Yes in the overall picture."

Alderman Adams: "I feel that we are paying too much for these buildings. Mr. Gray the contractor stated that these buildings would have to be dynamited to demolish them and they would be destroyed and thus have no salvage value. I think we are getting land that is of no use to us from the Army."

Alderman Batson: "I feel the same as Alderman Adams."

His Worship the Mayor: "Suppose we loose \$25,000.00, we will still benefit."

Alderman Batson: "I think it is a good swap but I don't think you are going to get any salvage value from the buildings on Brunswick St."

His Worship the Mayor: "I would like to see the proposition go through. We have tried for years and here is our opportunity. The onus will not be on the Army if we accept it."

The motion was then put and passed unanimously, the following Aldermen being present and voting therefor:

December 20th, 1945.

FOR THE MOTION

Alderman Batson
Moriarty
Hosterman
Coffin
Adams
DeWolf
Doyle
Walker
Ahern

- 9 -

HOUSING SITUATION

His Worship the Mayor stated that he had a meeting with the Rehabilitation Committee along with Col. Craig and others regarding housing. "They are all concerned with the temporary housing situation and we feel that something might occur in Halifax that has taken place in the rest of the country. All kinds of demands are being put forward for houses. At the meeting were representatives of Wartime Housing Limited and the Halifax Relief Commission. Certain permission has been given by the Council to convert certain buildings into temporary homes. Wartime Housing Limited will have available a staff house at Mulgrave Park and the Navy League will give up the Manning Pool. They will allow an agreement to be set up. We want to head off any possible trouble. \$100,000.00 would be nothing to spend to provide these people with shelter."

Alderman DeWolf mentioned the fact that he thought the Dutch, Belgian, Norwegian and French Seamen's Homes were empty.

His Worship the Mayor stated that Col. Craig has gone over the City with a fine tooth comb.

Moved by Alderman Ahern, seconded by Alderman Doyle that His Worship the Mayor be cloaked with the necessary

December 20th, 1945.

At the suggestion of His Worship the Mayor it was agreed that the Deputy Mayor be included in the resolution.

The Motion was put and passed.

Alderman Hosterman retires from the meeting at 9.30 P. M.

Moved by Alderman Ahern, seconded by Alderman Doyle that this meeting do now adjourn. Motion passed.

Meeting adjourned.

9.40 P. M.

LIST OF HEADLINES

Presentation of The Master Plan	889
Vocational High School	892
Exchange of Land	893
Housing Situation	900

A. M. BUTLER
MAYOR AND CHAIRMAN.


W. P. PUBLICOVER,
CITY CLERK.