

Over a ten-year period technical students have increased proportionately more than academic students. They have approximately doubled while the others have increased by less than one-half. Even so, in the eight provinces only about one high school student in five is following a technical course.

Technical enrolment includes a number of part-time students in training under provincial apprenticeship Acts, an arrangement that seems to be regarded with favour. Ontario has had an Apprenticeship Act since 1928, under which boys learning the building trades have received their training partly in industry and partly in the technical schools; in 1936 the scope of the Act was extended to include barbering, hairdressing, and the automobile repair trade. A similar plan has been operated in British Columbia in the building trades since 1930, and an Apprenticeship Act was passed by the Nova Scotia Legislature in 1937.

In addition to the arrangements for apprenticeship that are being systematized under provincial statutes, it appears that a growing number of industrial companies are practising plans, of their own arrangement or in conjunction with private correspondence schools, for the technical training of their younger employees. Some of the country's largest railway, mining, and paper companies, as well as other manufacturing establishments, have such plans in operation.

High schools where the only technical course is agricultural are not included in the foregoing references. The total number of schools in Canada that would be called agricultural high schools, in the sense that the term technical high school is used, is less than a dozen, but some of the provinces provide considerable agricultural instruction in the regular courses for school leaving, normal entrance, or matriculation. About one-third of the academic secondary schools in Ontario (collegiate institutes, high and continuation schools) have agricultural classes. The 'ruralization' of teaching in Quebec schools has received emphasis in recent years. Available information, however, does not permit of a tabulation which would convey a reliable impression of the extent of agricultural education in the ordinary schools of the several provinces together.

There are residential agricultural schools (other than agricultural colleges) with one- or two-year courses as follows: two in Alberta, one in Ontario, and two in Quebec. They serve much the same purpose as the diploma courses in agricultural colleges which are held at one centre in each province, except in Quebec where there are three, and in two Maritime Provinces, New Brunswick and Prince Edward Island, where there is none. Such boarding schools for the teaching of agriculture are rare in Canada as compared with some other agricultural countries. Denmark, with a population about equal to Ontario's, has 21 such schools with an attendance of from 2,500 to 3,000, in addition to 59 folk high schools (also residential institutions) with an attendance of 6,500 drawn mainly from farm young people. The total enrolment in agricultural boarding schools in all Canada, including students taking the diploma courses at agricultural colleges as well as the other five schools, is about 800.

For no other occupation, however, with the possible exception of homemaking, do Governments in Canada conduct so many educational services outside of the schools as for agriculture. Short courses for prospectors, established by provincial Mines Departments, have been attended by nearly 5,000 men in a year lately, but short courses for farmers, their wives and children, varying in length from a few days to a few weeks, are attended each year by several times this number. Courses are by no means the only type of educational service sponsored by the Extension Branches of Departments of Agriculture and agricultural colleges. One other variety alone, the organization of boys' and girls' farm clubs, includes more than