

général et professionnel; institutes of applied arts and sciences in Saskatchewan; institutes of technology or technical institutes; colleges of agricultural technology; and colleges providing training in other specialized fields, such as fisheries, marine and paramedical technologies.

There are about 200 institutions offering college-level programs in Canada. In the past the term "college" applied to constituent parts of a university. However, it now generally refers to the community colleges which, with support from provincial and federal governments, have developed since 1960 as an alternative to university. A community college is any public or private non-degree-granting institution which provides post-secondary university transfer programs or semi-professional career programs, as well as other credit or non-credit educational programs oriented to community needs. In Quebec completion of a two-year college level program is required for university admission.

Hospital schools of nursing are not considered community colleges, but do comprise part of non-university enrolment. In any case, many provinces have transferred nursing training to community colleges.

History. Many of today's community colleges began as private church-related colleges, public technical schools or university affiliates. But not until the 1960s, often on the recommendation of special commissions, did the provinces attempt to organize post-secondary non-university education into a community college system, either by transforming older institutions or founding new ones. Colleges are based on the philosophy that educational opportunities should extend beyond existing schools and universities to include a broader segment of society. Criteria of admission are flexible. Secondary school graduation is normally required but in some institutions mature student status allows otherwise ineligible applicants to enter. Qualifying programs are also offered to help them attain the appropriate academic level.

Organization. The recent development, structure and organization of post-secondary non-university education differ from province to province. Not all institutions were transformed into community colleges and amalgamated into a province-wide network. A number operate privately. However, the provinces are partially or totally responsible for co-ordinating, regulating and financing community colleges. Some provincial governments finance them completely, while others do so in part. Similarly, the colleges' local autonomy varies.

There are four main patterns of provincial government management: direct establishment and operation, largely confined to institutes of technology in the West and the Atlantic provinces; a triangular partnership between the government, colleges and school district boards, existing only in British Columbia; much delegation of provincial administrative responsibility to college boards, co-ordinated by a provincial commission or board, as in Ontario and New Brunswick; a partnership between the department of education and college boards supplemented by non-governmental college associations, as in Quebec.

Curriculum. Colleges offer two basic programs: university transfer and semi-professional career. The former enable students to proceed to university with degree credit of one or two years. The latter prepare them for direct entry into the labour force. Career programs take at least one academic year but more often two or three, sometimes four. Graduates of one-year programs receive certificates, those of longer programs, diplomas.

Quebec students who wish to attend university must first complete two preparatory years in a college of general and vocational education. By contrast, Ontario's colleges of applied arts and technology do not maintain a transfer program; however, universities in Ontario have agreed to admit with advanced standing college graduates on the basis of individual merit.

Staff. Unlike university faculty who are obliged to conduct scholarly research in addition to teaching, community college staff concentrate almost exclusively on instruction. From an estimated 4,900 in 1964-65, the number of full-time teachers at the post-secondary level in non-university institutions rose to 19,000 in 1977.