

coming through transfer payments. Some provinces finance them completely, while others do so in part. Similarly, the colleges' local autonomy varies.

Most colleges have a board of governors, although some, notably institutes, come under direct government control. The board members are appointed by the provincial government (in Ontario, some members are chosen by the municipality) or elected, and consist of a combination of lay appointees, faculty, students, parents and non-academic institutional staff. In addition, four provinces — New Brunswick, Quebec, Ontario and British Columbia — have government advisory bodies or "super boards".

There are at least four patterns of provincial government management: (1) direct establishment and operation, largely confined to institutes of technology in the West and the Atlantic provinces; (2) a triangular partnership between the government, colleges and school district boards, existing only in British Columbia; (3) much delegation of provincial administrative responsibility to college boards, co-ordinated by a provincial commission or board, as in Ontario and New Brunswick; and (4) a partnership between the department of education and college boards supplemented by non-governmental college associations, as in Quebec.

Admission. Community colleges are based on the philosophy that educational opportunities should include a broad segment of society. Criteria of admission are flexible. Secondary school graduation is usually required, but it may be waived in the case of mature applicants. Qualifying programs are also offered to help them attain the appropriate academic level.

Programs. A community college curriculum typically offers a wide range of programs, not all of which are at the postsecondary level. For example, the curriculum may provide trades training, basic upgrading and remedial courses, and programs for personal and community enrichment. The two types of postsecondary programs that may be offered are career/technical and university transfer.

Career/technical programs usually require high school graduation for admission. They prepare students for direct entry into the labour force at a technical, mid-managerial or professional assistant level in fields such as engineering, health sciences, business, social service, and public safety. Programs last at least one year, but more often two or three, and sometimes four.

University transfer programs consist of one or two years of academic instruction that pro-

vide students with standing equivalent to the first or second year of a university degree program, with which application for admission to subsequent years in a degree-granting institution can be made. Transfer arrangements are established either between individual colleges and universities or on a provincial basis.

Since one of the primary objectives of community colleges is to make education accessible to as many potential students as possible, courses may be offered on- or off-campus, day or evening, on a semester, trimester or quarter basis. Most colleges operate year-round.

Educational staff. With the emphasis on instruction, community college faculty tend to have heavy teaching loads. Career program instructors, in particular, are generally oriented toward the practical rather than the theoretical side of teaching. They are often hired on the basis of their background in areas such as business, industry or trade.

From an estimated 4,900 in 1964-65, the number of full-time teachers at the postsecondary level in community colleges rose to 24,100 in 1984-85.

Students. Total full-time enrolment at the postsecondary level in community colleges was 322,500 in 1985-86, a 46% increase from a decade earlier. About 70% of the students were in career/technical programs; the other 30% were taking university transfer programs.

4.3.3 Trade/vocational training

Education at the postsecondary level is not the only option available to Canadian residents who wish to pursue their studies. A large number of institutions provide short-term training in practical skills with immediate labour market applicability. Trade/vocational training makes the school-to-work transition easier for young people and ensures that workers in mid-career have continuing access to new skills and new job opportunities.

Trade/vocational education refers to programs that lead to occupations not at the professional or semi-professional levels. Emphasis is on manipulative skills and the performance of well-defined procedures with varying degrees of complexity and responsibility, rather than on the application of ideas and principles. The object is to prepare students to work in specific trades or occupations after a relatively short period of instruction.

Trade/vocational training varies between and within provinces. It is offered in public and private institutions such as community colleges,