

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, remedial and literary 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 provide 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.

In 1964-65, the number of full-time teachers at the postsecondary level in community colleges was estimated at 4,900; in 1986-87, there were 23,600 full-time teachers at the post-secondary level in community colleges.

Students. Total full-time enrolment at the postsecondary level in community colleges was 321,575 in 1986-87, a 40% increase from a decade earlier, but down slightly from the all-time high of 322,270 reached in 1985-86. Nearly 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 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, public trade schools and vocational centres. It may also take place on the job, in apprenticeship programs or in training programs of industry.

History. The federal government's involvement in training, particularly in the institutional aspects, dates back to the early years of this century when rapid industrialization gave added importance to technical skills. Since public schools and universities rarely offered such instruction, this was one of the first areas of education in which the federal government became involved.

Initial federal involvement, however, was essentially financial. In co-operation with several provinces, an agricultural training program was set up in 1913. In 1919, under the Technical Education Act, federal authorities offered to support provincial programs, but few provinces were ready to participate.

By World War II, enough programs had been instituted to warrant appointment of a national