

Every student who completes a course as science student and who has not volunteered for service in the armed forces must accept employment in such essential work as the minister of labour may require and remain in such employment so long as required. The employment of such technical personnel is strictly controlled, and neither the prospective employer nor employee may take the initiative in arranging for any particular employment. The employment must be arranged through the Wartime Bureau of Technical Personnel whose task it is to effect the most efficient distribution of technical personnel in relation both to the armed forces and to industry.

At the close of 1943 arrangements were completed to facilitate the selection of technical personnel for the armed forces from university science students graduating in 1944.

Travelling boards representing the technical branches of the navy, army and air force, together with officials of the Wartime Bureau of Technical Personnel, visited the various universities early in 1944 for the purpose of interviewing graduates for technical appointments.

Prior to the visit of the travelling boards, all students who indicated one of the services as their first preference were medically examined. While the boards were chiefly concerned with interviewing the 1944 graduates for all three services, a number of 1945 graduates in engineering, mathematics and physics was required by the navy and the army for summer training during the 1944 vacation, and these were selected at the same time.

The needs of civilian industry for technical personnel from the 1944 graduates were considered after the selection for the armed forces.

Women students as well as male students take war service training. In the early years of the war such training was on a voluntary basis, but now at most universities it is compulsory. Women must devote at least three hours a week to courses that are designed to prepare them for national service in time of war.

Particular emphasis is placed on health, and physical education forms the basis of all war service programs for women. In addition, most universities require women to study first aid or home nursing with the St. John Ambulance Association, usually in their first or second years. In their upper years they must choose from a variety of war service courses. These include basic training for all services in co-operation with the navy, army and air force, conducted by university units of the Red Cross Corps; special courses in such subjects as air raid precautions, gas and chemical warfare, firefighting, signalling, telegraphy, motor mechanics for transport driving, and other technical skills; sewing and knitting in the Red Cross workroom; canteen work; hospital work; social service work; Children's Aid work; Girl Guide leadership training.

With a few exceptions, all university women take one or more of these optional war service courses each year. The exceptions include students who are physically unfit, part-time students, married students who have home responsibilities, students who are already engaged in part-time war work and students in certain professional courses.

CHANGES IN
ELEMENTARY
AND
SECONDARY
SCHOOL
CURRICULA

Not all of the changes in Canadian educational institutions in the last four years can be attributed directly to the impact of the war. The war has brought to a climax a long struggle between educational objectives which has, in the last decade, effected changes which have been merely highlighted by the war. Especially is this true in respect of the changes which have taken place in recent years in the curricula and the extra-curricular activities of schools on the elementary and secondary school levels.

Within the lower grades of the elementary school systems, there is an increased emphasis on the subject matter relating to