

the vocational field; training as technicians for post-secondary students; trade and other forms of occupational training for young people about to enter the world of work, employed persons wishing to improve their skill, and persons in need of retraining; training in co-operation with industry; training of the unemployed; training of the disabled; training of vocational teachers; training for federal departments and agencies; student aid; and apprenticeship training.

The pattern of vocational education and training varies from province to province, but three basic types are evident -- trade schools, technical and composite secondary schools, and post-secondary technical institutes. The trade and technical schools, except for private institutions, are under the provincial departments. The apprenticeship training provided is basically learning on the job supplemented by class instruction on a full-time basis for periods from three to ten weeks a year, or evening classes at trade schools. In addition, there are a number of large companies that operate their own apprenticeship programmes, with no help from the provincial governments.

Attention has recently been directed to increasing the number of technicians, who, with engineers and scientists, are much in demand. Training in industry has been increasing rapidly and accelerated expansion can be expected for some years. It is likely that educational thinking will, in the years ahead, be directed more toward providing situations for life-long education, with greater emphasis on retraining, rehabilitation, refresher courses, upgrading, and education for leisure, hobbies, and cultural pursuits.

Teachers

About one out of every 25 in the work force is a teacher and about a quarter of the total population is enrolled in formal education courses or classes. During the last half of the 1950s, there was a critical shortage of teachers at the elementary and secondary levels. The situation is now somewhat better, the shortage being limited to well-qualified personnel, and there is considerable effort to raise the requirements for certification, including an increase of professional training from one to two years. However, a shortage is now becoming evident at the university level because of increased enrolments. It is predicted that the number of teachers required at the higher-education level will double in less than ten years, and that the problem of recruiting specialists with advanced degrees and other desirable qualifications will increase considerably.

Most provinces require candidates for teaching in elementary schools to have high-school completion or better, with at least one year of professional training at a teaching college in or outside a university. The trend is toward providing the courses on a college or university campus and, in the Western provinces, candidates enter a four-year college, though they may withdraw temporarily after two or three years with a temporary certificate. Their college year generally consists of five subjects, of which four are in arts and science and the other in education.