

train a fair number of recruits for technical positions in the services, assist individuals to undertake training elsewhere and arrange for many to take extension courses from the departments of education or universities.

The institutes and trade schools are frequently assisted by industries, which may provide financial assistance, create summer employment for students, help to shape courses of study, and supply instructional equipment.

Private trade schools, some offering correspondence courses only, provide a wide variety of courses in fields ranging from beauty culture to diesel engineering, and provide training for occupations as different as postal clerk, musician and artist.

While the high-schools of commerce prepare students for bookkeeping, stenography and other positions in business and industry, and the university schools of commerce prepare accountants and business administrators, there are many private business colleges, which train about 12,000 typists, stenographers and bookkeepers a year in regular and part-time courses and assist some 20,000 others through evening or correspondence courses.

Nursing education is provided in schools of nursing attached to the larger hospitals, with advanced training made available at several of the universities in which there are a faculty of medicine and a university hospital.

Apprenticeship training under the provinces is provided in the skilled trades in accordance with regulations of the provincial government, assisted financially by the Federal Department of Labour or by private companies.

The facilities of the vocational schools, institutes and trade schools are generally used for evening sessions by people of all ages who wish to learn more about their chosen vocations, to prepare themselves for another occupation or to make use of newly-acquired skills as an avocation. Evening courses at the vocational schools are usually operated by the local boards, assisted by grants from the provincial government.\*

### Teachers

Most provinces require candidates for teaching to have high-school completion or better, with one year of professional training, to qualify for elementary-school certificates. The year's training, following graduation from high-school, is obtained through professional courses and practice teaching in a teachers' college or normal school. High-school teachers are generally university graduates who have taken an additional year of professional training in a university college of education or who have graduated with a degree in education. The trend is for the universities to be given more responsibility for the training of elementary-school teachers as well as secondary-school teachers. In Alberta, British Columbia, Prince Edward Island and Newfoundland all teacher training is conducted at the university, where three or four different courses are provided, of which roughly three-quarters are arts and science classes and one-quarter are professional courses. Close contact or affiliation with the university is found in some of the other provinces.

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\* Two diagrams, showing the organization of the English-language and French-language school systems, will be found at the end of the paper.