

Total full-time enrolment in community colleges reached 295 840 in 1982-83, compared to 241 600 in 1979-80. About two-thirds of these students were taking technical "career" programs; the rest were in university transfer programs. But full-time enrolment in community colleges represents only a small portion of the colleges' activities in educating adults. It is not unusual for a college to have a small full-time enrolment and to have five times as many students or more enrolled part-time in trades, technical or general interest courses.

### *Teacher training*

When the basic requirement for an elementary teaching certificate was high school graduation plus one year of teacher training, provincial teachers' colleges provided the training in most provinces. The training of secondary teachers has traditionally been a responsibility of the universities, and in some provinces the training of elementary teachers also took place in the universities. In recent years, as provinces have raised the minimum certification requirement to a university degree plus teacher training, the universities have assumed responsibility for all teacher-education programs.

Teacher-education courses of four or five years' duration combine academic and professional studies. In some universities, cojoint degrees (e.g., B.A. and B.Ed.) are awarded; in others, the programs lead to the B.Ed. degree only. Provision is also made for the completion of one year of professional studies following a bachelor's degree program in an academic discipline.

Although teacher education is the responsibility of the universities, only the provincial departments of education have the authority to issue certificates, which are, in fact, licences to teach in the public school system. These certificates are granted on the basis of the university record, as shown on the transcript of courses.

### *Trades training*

Early in the twentieth century, rapid industrialization in Canada gave added importance to the acquisition of technical and trades skills. Since schools and universities rarely offered such instruction, alternative means had to be found to meet the growing need. There developed, then, a series of federal-provincial initiatives such as the agricultural training program which was established in 1913. During the 1950s, a shortage of technical manpower prompted the federal government to give provinces more aid for vocational training. By 1960, about 30 in-