

and other federally sponsored or assisted plans. An additional 230 students were at Canadian universities under the Commonwealth Scholarship Plan, 83 of these arriving for the first time in Canada in September 1963. Private organizations sponsored many other students from abroad and still others came to Canada at their own expense. In all, there were probably over 8,500 students from outside Canada attending Canadian universities and colleges, from approximately 150 foreign countries and enrolled at about 150 different institutions. During the past few years, the proportion of students from outside Canada to total enrolment at Canadian universities and colleges has remained at about 6 p.c.

### Education Planning

This is an age of educational growth—*quantitatively* in the shape of exploding enrolments and sky-rocketing costs and *qualitatively* in the form of changing methods and diversified courses. Accompanying deep concern about rising public investment in education, and stimulated by the shortage of skilled manpower, is a developing interest on the part of educators, sociologists and economists in the possibilities of more efficient planning of education systems to better meet the needs of the nation, the separate provinces and the individual student. Moreover, it is of interest to all that in an age of technological change, with high unemployment and heavy demand for trained skills, the educational ideal of maximum development for the individual should include preparation to adjust to changing employment opportunities.

One obvious reason why education planning is receiving special attention by such international bodies as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Co-operation and Development (OECD), the International Bureau of Education (IBE) and the International Labour Office (ILO) is that it is now realized more fully that economic growth is generated at least as much by 'human' capital as by 'physical' capital. One major difference between improving physical capital and improving human capital is that the latter takes so much more time. There is a direct relationship between the demands of the labour force and the schooling provided for youth; and so the investment in education, which is now the nation's largest business, must be guided partly by manpower needs. Granted the fact that it takes at least two decades to train a senior scientist or university professor, it is clear that planning becomes a necessity, both by the individual making such an investment in education and by the various institutions contributing to this investment. At the same time, the many and rapid changes in modern technology, the increasing complexity of human knowledge, the unprecedented amount of leisure time available, and the fact that every skilled worker and tradesman will probably have to learn three or more trades during his career, all place a premium on flexibility of mind—the ability to make adjustments caused by automation and other technological advances.

Education planning is assuming an increasingly important place in Canada's educational activities. To meet requests for information, the Education Division of the Dominion Bureau of Statistics conducted a limited survey of education planning by Departments of Education, large school boards and universities during the summer of 1963; additional information was obtained on comparative studies of planning in such countries as the Union of Soviet Socialist Republics, Japan, the United States, Sweden, France, Italy, Germany, the Netherlands, Spain, Britain, New Zealand, Australia and Yugoslavia.

The DBS survey was concerned with education at all levels and with manpower needs. Only plans that extended two or more years in advance were considered as planning. The survey covered, in the main, projections of future enrolments, projections of numbers and types of schools and of school facilities, projections of numbers and types of teachers required, estimates of capital and operation expenditures, forecasts of numbers entering the labour force, and plans for relating changes in educational programs to future manpower needs.\*

\*DBS Report to be published in 1964.