

That Canada is moving to solve some of the more pressing of the educational problems is indicated by the number of royal commissions appointed in recent years. This is one method of planning that has, in some cases, considered proposed plans and made recommendations based on special research. Its weakness is that it is not a continuous process.

The Parent Commission in Quebec laid the foundation for the passage, in May 1964, of Bill 60, which introduces a complete re-structuring of the former dual system of Quebec education. In that province there has always been great emphasis placed on fitting young people for the role they will play in society. Recently, because of change in the industrial structure of the province caused by increased automation and accelerated industrialization, members of Quebec's former Departments of Youth and Education have realized that the whole structure of education should be examined and changes made where expedient. The Parent Commission report, including the submissions made, recommends rather sweeping changes; and the report of the Committee of Studies on Technical and Professional Education relates education to manpower and provides a possible plan for some five years ahead, at which time it is expected that some balance between supply and demand will be achieved, which can then be continued through making new adjustments as conditions warrant.

In Ontario, the Robarts Plan is considered as representative of the changes being made and of the redistribution of pupils at the secondary level into several optional streams. At the same time it has been deemed desirable to establish a Curriculum Institute separate from government, with the prospect for expanding responsibility. Today's educators have a formidable task in seeking to select what to teach, especially in cumulative fields such as the natural and behavioural sciences. If this accumulation is plotted on a time line, beginning with the birth of Christ, it is estimated that the first doubling of knowledge occurred in 1750, the second in 1900, the third in 1950 and the fourth in 1960.

At the level of higher education the trend in Ontario is toward planning university education for the whole province and building the plan around existing institutions which are co-operating. To effect this there is an Advisory Committee on University Affairs made up of the Department of Education, university and outside representatives. There is also an Advisory Committee of Presidents of Provincially Assisted Universities which has prepared a report on *The Structure of Post-Secondary Education in Ontario, 1962-1970*, and a supplementary report in 1963 containing recommendations for the future organization of higher education after surveying the area and considering forecasts and suggestions from various universities. It is proposed that a Department of Higher Education be established to ensure balanced growth and to provide for adequate graduate and undergraduate education in Ontario.

Progress in New Brunswick is being made pursuant to the report of the Royal Commission on Higher Education in New Brunswick published in 1962. The report recommended that the institutional framework for higher education be modified to ensure that adequate institutions be provided for both English-language and French-language students at the undergraduate and graduate levels. It dealt with questions of finance, of controlling the establishment of new universities, of priority for programs and the continuance of grants to some institutions in other provinces (in connection with enrolment of New Brunswick students outside their home province), scholarships, bursaries and related problems.

In British Columbia, elementary-secondary education has been influenced by the Chant Commission report, and the report *Higher Education in British Columbia and a Plan for the Future*, by Dr. John B. Macdonald, President of the University of British Columbia, published in 1962. It is interesting to note that, whereas the problem in New Brunswick was essentially that of consolidating many relatively small institutions, in British Columbia it was a matter of changing from a policy of having one centralized university with a branch, to establishing additional universities to meet present and future needs.

These are but a few of the major changes undertaken across Canada; in fact, planning bodies are to be found at all levels and the degree of sophistication is increasing both in the collection of data and complexity of methods and in co-operation with other planning bodies.