

Board takes different tact in process

Debate on outdoor policy heated

Trustees spent most of Thursday's Halton Board of Education meeting debating the outdoor education policy in a first-ever move to discuss a policy while it is still being worked on in the committee stage.

The attempt to debate and vote on each section of the policy was to allow trustees input into the formation of the policy and to give the committee in charge direction as to how trustees feel on certain issues before the policy is finalized and brought back to the board table for final consideration.

Many trustees voiced their dislike for the time consuming process, while others felt the committee learned a lot by what was done.

Burlington Trustee Noel Copper said he disliked the process and could not understand what had been accomplished or what information the committee could have gleaned from the trustees' comments.

Oakville Trustee Jim Clelland was highly suspect of the way trustees went through the report because he found it so highly irregular and off base.

He wondered if it was a strategic way to get a policy - which probably would not have passed because of the cost factors - to fly.

He said it was not an acceptable way for the board to handle policies in the future.

Director of Education Wally

Bevor said he took exception to Trustee Clelland's remarks. Tonight the board gave direction to the committee studying the outdoor education policy, he said.

The director has heard many times from the board to bring alternatives to them for consideration before the policies reached the final stage, he said. A lack of communication may have been the one way the process failed.

Trustee Clelland said the process was not serving the management rights of the board. Instead, he said he felt he was being led to accept the report when it was brought back in the fall.

There was so much confusion as to

what was going on that he did not know what was being recommended, the trustee said.

Someone somewhere is not communicating, Trustee Clelland said.

Trustee Cooper said if the way the board went through the report was giving the committee clear direction, the process was out to lunch.

Trustees were not given the opportunity to debate items, he said. They were told that if they were in favor to vote.

The trustee was not the least bit happy with the way the board did things, he said.

Oakville Trustee Len Crosier said the process was a waste of time and felt the board was no further ahead than when it started.

Oakville Trustee Janis Millman said she was offended by the way the board dealt with the report.

"Maybe they should have had a special meeting to smooth the process along," she said.

Burlington Trustee Peter Abbott lined up in favor of the work done Thursday night. He said he felt the committee has done a super job.



Brothers Tim Gorman and Tom Gorman receive helpful advice from Anna Querques, employment counsellor at the Youth Employment Service Wednesday afternoon.

Unemployed youths are urged to drop by the office anytime if in need of full-time employment. (Herald photo)

FUTURES is there to improve options

By BELINDA SNELL

Herald Special
Out of school? Out of work? Under 25, and want to work?

The new Futures Program, sponsored by the Ontario Ministry of Skills Development, enables young people between the ages of 16 and 24 who are unemployed, out of school, and lack work experience, to enter into the working field to find and maintain a successful job within their community.

To be eligible for the Futures Program, young people must have been out of school and out of work for 20 weeks and are required to have completed their Grade 12 education.

Those without a Grade 12 education must have been out of school and out of work for a minimum of 12 weeks or in the past 12 months have had 16 weeks of accumulated unemployment provided to qualify.

When accepted into the Futures Program, the Youth Employment Service, located at 37 Main Street will place the participant with a suitable employer whose business best suits the interests and goals that the individual possesses. The Futures Program will pay the trainee's wages as well as workmen's compensation.

In return the employer is expected to train his or her employee while keeping in mind that no supplementation of pay by the employer will be allowed.

Employees working 32 weeks in fulltime positions, and 12 weeks in part-time positions, will be paid minimum wage along with four per cent vacation pay.

Before being positioned in a suitable placement, all participant's must attend three two-day job maintenance workshops held periodically throughout the span of the placement.

Also available to those interested, is a part-time work/part-time school option. If the participant has less than a Grade 12 education, has

been unemployed for at least 12 weeks, and has been out of school for at least one year, then they are eligible to work part-time and go to school part-time.

The Georgetown District High School offers courses to those who feel a need to return to school in order to receive their Grade 12 diploma.

Anna Querques works fulltime as an employment counsellor at the Youth Employment Service on Main Street, giving unemployed youths helpful advice and making all of the necessary assessments and placements for the Futures Program.

Georgetown resident Norlene Corry became part of the Futures Program in September of last year when she was given a secretarial placement at Tlar Homes, a construction business located in downtown Georgetown. When Norlene's time in the Futures Program had expired, she was hired by the firm to continue working fulltime. Norlene, whose job involves typing, word processing, working on computers and organizing papers and accounts, comments on the benefits resulting in the Futures Program: "I enjoy my job here. It's a very pleasant and busy atmosphere. The Futures Program has helped me in getting this job, and it is responsible for where I am today."

Norlene's employer, David Mahabir, is also enthused with the Futures Program. "I have good vibes about Futures. They have had a good response and I really admire Anna for all the work that she has done with the Futures Program."

If you are living in Ontario, and are legally able to work in Canada, and if you feel that you qualify for the Futures Program, then give the Youth Employment Service a call at 877-6879 and remember, "If you commit to your future, Ontario will commit to you."

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Students can get info on university entry

Graduating secondary school students across Ontario have counted the days until June 15.

This is the first day students could expect to receive an offer of admission to an Ontario university. A record high 55,000 applicants have submitted their choices for three universities and three programs, almost 10 per cent more than last year.

The question is: will the province's universities have room to absorb them all?

The provincial government is providing supplementary funding to help accommodate the students, but it is debatable whether ad hoc financing alone can achieve the desired end, when system capacity is so close to full exploitation.

Some of the high school students' worries will be lightened, however, by the hot-line service that will again be offered by the Ontario Universities' Application Centre in Guelph.

Students who do not receive a satisfactory offer of admission from the three applications they made last fall will be able to call a toll-free number (1-800-265-8341) to enquire about other possibilities.

On the basis of data continuously updated by the universities students will learn which institutions still have places available. If they are interested in a specific program, the data base will provide information on which universities continue to have openings in that area. Students will also be able to use their grade

average as an indicator and learn which universities have places in which programs for applicants with their specific level of qualifications.

In this way, the universities hope to keep the number of disappointed students to a minimum. With the large number of applicants and the high level of competition, however, many students will not receive offers from their first choice of university and program. In many cases the students' ability to take advantage of a place offered will depend on willingness to live away from home.

Although a portion of the increased number of students applying for entry to university can be attributed to the first group of "fast-trackers" who have taken advantage of curriculum reforms in high school to graduate in four years instead of five, it appears that the real upward pressure on numbers stems from a higher participation rate, that is, a greater percentage than ever before of high school students is seriously interested in university studies.

This represents a fundamental change in the attitudes of Ontario residents to post-secondary education. There is good reason to think that this demand for places will continue to rise.

Will Ontario be able to afford to meet the educational aspirations of all these students, in terms of providing the necessary level of funding and adequate instructional equipment and space but, more im-

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