

He did not think the Foreign Service represented a category in itself since F.S.O.'s moved into and out of foreign service work. As an example, a senior F.S.O. was serving as a Personnel Officer.

### Bilingualism

In answer to a question about how bilingualism would be implemented in Ottawa, the speaker said that the most effective gesture would be to make clear to university graduates that if they wanted a career in the general executive category, they would need to become bilingual. The only legitimate aspiration at the present time was achievement of a type of passive bilingualism under which the employee would be able to comprehend the other language when spoken or written. Some mild pressure would be kept on all senior employees under the age of 55 to acquire a greater familiarity with the second language. He said he was not confident that much was going to be achieved in this direction in technical departments. The Government could not cut itself off from the sources of scientific personnel where it was competing with business and other governments. It must go slower in these areas than in the administrative and executive fields.

As to the policy of according up to 10 per cent of the total selection rating score for proficiency in the two official languages, he did not consider that this was a distortion of the merit principle. In the period since announcement of this policy, no one had won a competition on the basis of bilingualism alone. The competitions were usually won by unilinguals whose competence was more than 10 per cent better than bilingual candidates.

In the next few years, it was assumed that the Treasury Board would expect departments to allow in the estimates of personnel requirements for enough positions to enable the departments to release people for language training. For example, there were plans to send some 20 officers and their families to Quebec City for a year and their work would have to be taken over by others.

The policy on bilingualism had been rather inhibited until the Prime Minister made his long-awaited statement in the House of Commons. However, on April 6 he had set forth the Government's policy and the Commission could now start exploring various possibilities that might be adopted to make the learning of French worthwhile and rewarding in itself. There needed to be opportunities both to learn the language and to use it. He agreed with a participant that some effort should be made to encourage provincial governments to revamp their teaching curricula so that the learning of French could be undertaken where it belonged, i.e., in the provincial education systems. He said that by the time we have all our