

them are faced with raising school- and preschool aged children from the one side and simultaneously tending to elderly parents from the other. Many occupational policy makers are becoming sensitized to dependant-care issues, and I expect a substantial amount of action in the next five years."

Elder Care

The second dependant-care issue, which trails child care in policy creation and program implementation by several years, is care for the elderly. Some corporate policy makers report, however, that the demand for elder care programs may leapfrog past child care over the next couple of decades. "As longevity has increased, more and more adults in their

30's, 40's and 50's have parents who are still alive and who may need various kinds of care," Dr. Crouter explains. "There are two very different, yet equally important, sets of concerns; adults with parents who live locally, and adults with parents who live elsewhere."

Another condition supporting elder care programming is that the problems of the aged may surface, literally, overnight. Quantitatively, they could cause an acute need for a fast, responsive mechanism to provide help which, currently, is extremely underdeveloped.

Unlike child care, elder care can entail a broad variety of services.

THE WORLD OF EDUCATION: Foreign Service Children: The Identity Problem

by Marie-José Jurkovich

Every stage in the life of a child whose family moves frequently is important, although we often tend to minimize the effects of this lifestyle. In most cases a four-year-old will appear to adapt easily to a new environment, but he or she may be powerless to prevent emotional side-effects later on in life. The first days of school are important for any child, itinerant or otherwise, but especially for a little nomad who has to regularly repeat the experience of these "first days," which can determine whether or not he will look forward to moving in the future. Every move means a new country, a new home, new friends and a new school, if not a new language. Thus care must be taken to choose the right school in the early primary years. Whenever possible, the parents should visit the school to find out what it and the teachers are like, in order to better understand their children when they return home and talk about their day at school.

Let us imagine that things go well, the child fits in, and everyone is happy. You would even do it over again, if necessary. The child is at the head of the class, is comfortable learning the second lan-

guage, and in fact speaks it better than you do. His future seems secure.

But the day comes when your child has had enough. The crisis may come at age twelve, at fifteen, or twenty and may be more pronounced in some than others. In one way or another, it becomes evident that your child or young person has run out of steam. This may become evident when you receive a new posting abroad, or are preparing to return to Canada. A teenager who must leave his group of friends and his school just when he is forming his own identity finds himself on shifting sand and must submit himself to the influence of the family more than he would like to. Some will accept this, and others will not. In the latter case, what better place to manifest discontentment or disenchantment but at school? Why cram to catch up to the other students in some subjects, or why study the same Shakespearean play for the third time? What source of support other than the family can a child be given? The teachers can see that there is a good selection of optional courses to open the way for post-secondary education; they can encourage the child intellectually, but can they also help him find his identity?