

administrators and special education professionals. These strategies cover the many facets of preparation for and planning of inclusion, such as curriculum development and problem-solving tactics.

Readers will notice that authors of the various chapters have used many different terms to refer to the students targeted in an inclusionary model, from "student with a mental handicap" to "student with special needs" to "exceptional student." These different terms actually reflect the ongoing struggle with language. In a country as diverse as Canada, people have conflicting views; what may be acceptable terminology in one area is seen as backwards and regressive in other areas. Therefore, because the book reflects the experiences of many people in integration, it also reflects the state of the evolution of language and that diversity of opinion.

In addition, many of the contributors to the book mention that they look forward to a time when the word "integration" will not be necessary because the concept will simply be a fact of life. This view is shared by people advocating for inclusion who look forward to a day when the various "labels" used to identify people through their differences are no longer necessary. David Jory, the parent of a young man labelled mentally handicapped (see Chapter 5) writes:

*After all these years, I do not like to use the word "integration" any more. The use of the word, however, is necessary because, for far too long, our school systems have practised systematic discrimination against pupils with a mental handicap. "Integration" is simply the process of righting that wrong. I prefer to think of an integrated school system in which the educational needs of all pupils are met appropriately, and I hope that soon the word "integrated" will be unnecessary. But we are not at that stage yet.*