

P.C. 1963-1106

Certified to be a true copy of a Minute of a Meeting of the Committee of the Privy Council approved by His Excellency the Governor General on the 19th July, 1963.

The Committee of the Privy Council, on the recommendation of the Right Honourable L. B. Pearson, the Prime Minister, advise that

André Laurendeau, Montreal, P.Q.
Davidson Dunton, Ottawa, Ont.
Rev. Clément Cormier, Moncton, N.B.
Royce Frith, Toronto, Ont.
Jean-Louis Gagnon, Montreal, P.Q.
Mrs. Stanley Laing, Calgary, Alta.
Jean Marchand,¹ Quebec City, P.Q.
Jaroslav Bodhan Rudnyckyj, Winnipeg, Man.
Frank Scott, Montreal, P.Q.
Paul Wyczynski, Ottawa, Ont.

be appointed Commissioners under Part I of the Inquiries Act to inquire into and report upon the existing state of bilingualism and biculturalism in Canada and to recommend what steps should be taken to develop the Canadian Confederation on the basis of an equal partnership between the two founding races, taking into account the contribution made by the other ethnic groups to the cultural enrichment of Canada and the measures that should be taken to safeguard that contribution; and in particular

¹The resignation of Jean Marchand from the Commission was accepted on September 21, 1965. On November 22 of that year Paul Lacoste, formerly one of the Co-Secretaries of the Commission, was appointed to fill the vacancy created by M. Marchand's resignation. On May 1, 1966, Prof. Gilles Lalonde of the University of Montreal was appointed Co-Secretary.

1. to report upon the situation and practice of bilingualism within all branches and agencies of the federal administration—including Crown corporations—and in their communications with the public and to make recommendations designed to ensure the bilingual and basically bicultural character of the federal administration;

2. to report on the role of public and private organizations, including the mass communications media, in promoting bilingualism, better cultural relations and a more widespread appreciation of the basically bicultural character of our country and of the subsequent contribution made by the other cultures; and to recommend what should be done to improve that role; and

3. having regard to the fact that constitutional jurisdiction over education is vested in the provinces, to discuss with the provincial governments the opportunities available to Canadians to learn the English and French languages and to recommend what could be done to enable Canadians to become bilingual.

The Committee further advise:

- (a) that the Commissioners be authorized to exercise all the powers conferred upon them by section 11 of the Inquiries Act and be assisted to the fullest extent by Government departments and agencies;
- (b) that the Commissioners adopt such procedures and methods as they may from time to time deem expedient for the proper conduct of the inquiry and sit at such times and at such places as they may decide from time to time;
- (c) that the Commissioners be authorized to engage the services of such counsel, staff and technical advisers as they may require at rates of remuneration and reimbursement to be approved by the Treasury Board;
- (d) that the Commissioners report to the Governor in Council with all reasonable despatch, and file with the Dominion Archivist the papers and records of the Commission as soon as reasonably may be after the conclusion of the inquiry.
- (e) that André Laurendeau and Davidson Dunton be co-Chairmen of the Commission and André Laurendeau be Chief Executive Officer thereof.

R. G. ROBERTSON

Clerk of the Privy Council

Table 1. Grade Retention Rates for Ontario Students Entering Grade ix in 1959, by sex and language spoken at home

	Grade ix (1959)		Grade x		Grade xi		Grade xii		Grade xiii		Graduates		
	N	%	N	%	N	%	N	%	N	%	N	%	
French Spoken at Home	M	2,435	100.0	1,391	57.1	805	33.1	532	21.8	226	9.3	77	3.2
	F	2,415	100.0	1,589	65.8	1,046	43.3	749	31.0	203	8.4	78	3.2
	T	4,850	100.0	2,980	61.4	1,851	38.2	1,281	26.4	429	8.8	155	3.2
English Spoken at Home	M	37,195	100.0	26,017	69.9	18,175	48.9	14,300	38.4	8,679	23.3	4,394	11.8
	F	34,624	100.0	25,942	74.9	19,186	55.4	15,524	44.8	8,338	24.1	5,071	14.6
	T	71,819	100.0	51,959	72.3	37,361	52.0	29,824	41.5	17,017	23.7	9,465	13.2
Another Language Spoken at Home	M	3,004	100.0	2,317	77.1	1,842	61.3	1,554	51.7	1,009	33.6	525	17.5
	F	2,827	100.0	2,226	78.7	1,655	58.5	1,391	49.2	731	25.9	462	16.3
	T	5,831	100.0	4,543	77.9	3,497	60.0	2,945	50.5	1,740	29.8	987	16.9
Total	M	42,634	100.0	29,725	69.7	20,822	48.8	16,386	38.4	9,914	23.3	4,996	11.7
	F	39,866	100.0	29,757	74.6	21,887	54.9	17,664	44.3	9,272	23.3	5,611	14.1
	T	82,500	100.0	59,482	72.1	42,709	51.8	34,050	41.3	19,186	23.3	10,607	12.9

Source: A. J. C. King and C. E. Angi, "Language and Secondary School Success," a study prepared for the R. C. B. & B. by arrangement with the Ontario Institute for Studies in Education, Table II.

Table 2. Yearly Retention Rates for Ontario Students Entering Grade IX in 1959, by sex and language spoken at home

	1st Year (1959)		2nd Year		3rd Year		4th Year		5th Year		6th Year		
	N	%	N	%	N	%	N	%	N	%	N	%	
French Spoken at Home	M	2,435	100.0	1,912	78.5	1,409	57.9	1,067	43.8	675	27.7	244	10.0
	F	2,415	100.0	1,920	79.5	1,348	55.8	1,028	42.6	446	18.5	99	4.1
	T	4,850	100.0	3,832	79.0	2,757	56.8	2,095	43.2	1,121	23.1	343	7.1
English Spoken at Home	M	37,195	100.0	33,163	89.2	28,698	77.2	24,852	66.8	19,192	51.6	8,819	23.7
	F	34,624	100.0	30,880	89.2	25,945	74.9	21,668	62.6	14,273	41.2	3,562	10.3
	T	71,819	100.0	64,043	89.2	54,643	76.1	46,520	64.8	33,465	46.6	12,381	17.2
Another Language Spoken at Home	M	3,004	100.0	2,693	89.6	2,417	80.5	2,187	72.8	1,695	56.4	639	21.3
	F	2,827	100.0	2,501	88.5	2,001	70.8	1,704	60.3	1,079	38.2	239	8.5
	T	5,831	100.0	5,194	89.1	4,418	75.8	3,891	66.7	2,774	47.6	878	15.1
Total	M	42,634	100.0	37,768	88.6	32,524	76.3	28,106	65.9	21,562	50.6	9,702	22.8
	F	39,866	100.0	35,301	88.5	29,294	73.5	24,400	61.2	15,798	39.6	3,900	9.8
	T	82,500	100.0	73,069	88.6	61,818	74.9	52,506	63.6	37,360	45.3	13,602	16.5

Source: A. J. C. King and C. E. Angi, "Language and Secondary School Success," a study prepared for the R. C. B. & B. by arrangement with the Ontario Institute for Studies in Education, Table III.

Table 3. Future Educational Plans of Ontario Students Entering Grade IX in 1959, by sex and language spoken at home

		French		English		Other		Total	
		N	%	N	%	N	%	N	%
Complete Secondary School— University	M	722	30.3	14,837	40.7	1,269	43.1	16,828	40.3
	F	299	12.6	5,939	17.5	535	19.3	6,773	17.3
	T	1,021	21.5	20,776	29.5	1,804	31.5	23,601	29.2
Complete Secondary School— Teaching	M	125	5.2	1,310	3.6	101	3.4	1,536	3.7
	F	487	20.4	5,665	16.6	448	16.1	6,600	16.9
	T	612	12.9	6,975	9.9	549	9.6	8,136	10.1
Complete Secondary School— Nursing	M	11	.5	114	.3	9	.4	134	.3
	F	442	18.7	6,016	17.7	305	11.0	6,763	17.3
	T	453	9.5	6,130	8.7	314	5.5	6,897	8.5
Complete Secondary School— Tech. Training	M	565	23.7	6,945	19.1	676	23.0	8,186	19.6
	F	169	7.1	2,249	6.6	207	7.5	2,625	6.7
	T	734	15.4	9,194	13.1	883	15.5	10,811	13.4
Complete Secondary School— Job	M	363	15.2	4,807	13.2	295	10.0	5,465	13.1
	F	451	19.1	6,954	20.5	657	23.7	8,062	20.6
	T	814	17.2	11,761	16.7	952	16.6	13,527	16.7
Leave School for Trade Training	M	104	4.4	1,470	4.0	88	3.0	1,662	4.0
	F	63	2.7	1,005	3.0	81	2.9	1,149	2.9
	T	167	3.5	2,475	3.5	169	3.0	2,811	3.5
Leave School for a Job	M	89	3.7	935	2.6	53	1.8	1,077	2.6
	F	101	4.4	949	2.8	73	2.6	1,123	2.9
	T	190	4.0	1,884	2.7	126	2.2	2,200	2.7
Other Plans or Undecided	M	405	17.0	6,014	16.5	450	15.3	6,869	16.4
	F	355	15.0	5,211	15.3	468	16.9	6,034	15.4
	T	760	16.0	11,225	15.9	918	16.1	12,903	15.9
Total	M	2,384	100.0	36,432	100.0	2,941	100.0	41,757	100.0
	F	2,367	100.0	33,988	100.0	2,774	100.0	39,129	100.0
	T	4,751	100.0	70,420	100.0	5,715	100.0	80,886	100.0
No Answer	M	51	2.0	763	2.0	63	2.1	877	2.1
	F	48	2.0	636	1.8	53	1.9	737	1.8
	T	99	2.0	1,399	1.9	116	2.0	1,614	2.0
Final Total	M	2,435		37,195		3,004		42,634	
	F	2,415		34,624		2,827		39,866	
	T	4,850		71,819		5,831		82,500	

Source: A. J. C. King and C. E. Angi, "Language and Secondary School Success," a study prepared for the R. C. B. & B. by arrangement with the Ontario Institute for Studies in Education, Table X.

Table 4. Number of Regular Courses¹ at Laurentian University, by language

Year	French	English	Total
1960-1	32	35	67
1961-2	33	48	81
1962-3	32	78	110
1963-4	27	88	115
1964-5	37	117	154
1965-6	37	153	190

Source: Louis Painchaud, "Description du bilinguisme et du biculturalisme de trois universités," a study prepared for the R. C. B. & B., Table 2:6.

¹A course is generally three hours per week.

Table 5. Distribution and Enrolment in Subjects Presented in French and English at Laurentian University, end of September 1965

Subject	Number of Courses		Number of Students	
	French	English	French	English
English	—	14	—	637
Anglais	1	—	41	—
French	—	12	—	321
Français	11	—	239	—
Spanish	1	5	19	36
Latin	—	2	—	55
Classics	2	—	11	—
German	—	1	—	14
Philosophy	3	17	49	519
History	6	14	122	441
Religious Studies	4	12	44	162
Political Science	3	7	19	208
Psychology	3	7	48	374
Economics	1	7	2	190
Commerce	—	7	—	38
Accounting	—	3	—	60
Geography	—	3	—	112
Sociology	—	1	—	41
Mathematics	1	11	6	285
Chemistry	—	7	—	226
Physics and Astronomy	1	5	31	209
Zoology	—	5	—	95
Biology	1	2	29	150
Botany	—	3	—	35
Engineering	—	3	—	88
Geology	—	3	—	96
Total	38 ¹	151 ¹	660	4392
Percentage	20	80	13	87

Source: Louis Painchaud, "Description du bilinguisme et du biculturalisme de trois universités," a study prepared for the R. C. B. & B., Table 2:7.

¹These totals were affected slightly by the final registration. The eventual totals were those shown in Table 4 for 1965-6.

Table 6. Distribution of Subjects Presented in French and English in Undergraduate and Graduate Programmes at the University of Ottawa, 1967-8

Faculty or Department	Undergraduate Courses		Graduate Courses	
	English	French	English	French
Arts				
English	52	—	17	—
Fine Arts	2	1	—	—
Commerce	28	7	—	—
Slavic Studies	6	3	7	—
French	—	67	—	36
Geography	20	10	11	4
Greek and Latin	17	20	2	4
History	19	15	11	22
Modern Languages	13	49	—	—
Mathematics and Sciences	16	11	—	—
Domestic Science	4	24	—	—
Religious Studies	10	18	18	24
Total	187	225	66	90
Sciences				
Biology	65	2	9	—
Biochemistry	12	—	3	—
Geology	16	—	2	—
Electrical Engineering	36	—	14	—
Chemistry	27	1	10	—
Chemical Engineering	16	—	5	—
Mathematics	40	2	5	—
Physics	38	4	11	—
Civil Engineering	26	—	10	—
Mechanical Engineering	12	—	5	—
Total	288	9	74	—
Social Sciences				
Public Administration	4	4	—	—
Economics	23	10	10	2
Political Science	8	14	—	3
Sociology	9	19	—	6
Total	44	47	10	11
Others				
Library School	—	—	19	—
Common Law	29	—	—	—
Civil Law	—	38	—	8
Education	—	—	19	10
Physical Education	11	30	1	1
School of Nursing	9	—	14	—
Philosophy	32	32	16	18
Psychology	—	—	31	13
Hospital Administration	—	—	19	—
Faculty of Medicine	26	—	46	—
Courses given in English:				
Undergraduate	626			
Graduate	315			
Total	941			
Courses given in French:				
Undergraduate	381			
Graduate	151			
Total	532			

Source: University of Ottawa.

Table 7. Achievement on French Test Administered to Francophone Students Attending French-language Secondary Schools

Province	Grade	Number of Students	Average Mark
Quebec ¹	XI	648	55.92
New Brunswick	XI	261	49.18
Ontario ²	XII	723	50.44
Manitoba	XI	349	44.10
Saskatchewan	XI	154	42.00
Alberta	XI	181	40.62

Source: Data taken from Laurent Isabelle, "La connaissance du français dans un milieu étudiant," a study prepared for the R. C. B. & B.

¹The Quebec students were classified by programme. Average marks for the four streams were as follows (with number of students in parentheses):

General (263)	53.03
Science—Arts (241)	60.36
Science—Mathematics (71)	59.11
Commercial (73)	49.67

²For Ontario, the marks of the students in the Ottawa area were calculated separately:

Ottawa area (323)	55.95
Ontario, excluding Ottawa area (460)	45.84

A. Newfoundland

1. Compulsory French

A second language is compulsory in the three years of the matriculation course—Grades ix, x, and xi. This language is normally French. Memorial University specifies French or Latin for admission, and it requires two years of second-language study for graduation from all faculties except engineering and forestry. (The latter programmes are completed on the mainland—at Nova Scotia Technical College and the University of New Brunswick, respectively—where there is no language requirement.)

2. Optional French

French is permitted by the department in any of the elementary grades so long as its inclusion does not interfere with the overall programme. About 60 per cent of students enrolled in Grade vii and 80 per cent of those in Grade viii study French as an option. To encourage an earlier start in learning French, the department has prepared guides for the teaching of oral French in Grades v, vi, and vii. The dearth of teachers with adequate fluency hampers this downward trend in the extension of language study.

3. Weekly time schedules

No time limits are officially specified. In practice, the weekly allotment may vary between 160 and 250 minutes in Grades ix through xi. For Grades vii and viii the average is about 80 minutes per week.

4. Aims

The course of study mentions no aims as such, but it lists the grammar topics and other teaching points to be covered in each grade. The teachers' guide for Grade vi states that the aim of the optional oral French course (Grades v, vi, vii) is "to promote the ability of the students to understand and speak simple French."

5. Curricula, texts, methods

A textbook is authorized for Grades ix and x, with a sequel by the same authors providing a follow-up in Grade xi. These two books are now being published in a three-volume edition, one for each high school grade, and the courses will be designated as French 1, 2, and 3. The French courses of study used in Grades ix, x, and xi include such supplementary aids as teachers' manuals, objective tests, and tape recordings. But the approach remains traditional, with the emphasis on reading, grammar, and translation. Apart from the occasional use of Canadian place names in the exercises, there is little or no reference to Canada. There is a great deal of material relating to the history and civilization of France, particularly in the second half of the course.

6. Articulated sequence

Although the texts present an integrated programme, they were planned for a four-year course. The present time distribution of up to three years on the first book and only one year on the second means that the entire course cannot

be completed. Dividing the course into three volumes does not lessen the workload.

7. Teaching aids

Special French films, filmstrips, and records are available from the audio-visual bureau in St. John's. Two radio series, prepared by members of the French department at Memorial University, are offered annually, each consisting of 30 lessons presented once a week. These programmes are conducted almost entirely in French. In 1966-7, one series was directed towards Grade VI and the other towards Grade IX. The latter was closely integrated with the official textbook. The reading passage for each lesson was read twice and the questions based on it were asked and answered. In this way the radio voice introduced an oral component that many teachers were unable to provide.

Television has not yet been used for the formal teaching of French, and language telecasts have been confined to such national programmes as "En France comme si vous y étiez." Library facilities are very limited in many areas. In a 1964 survey of 80 major schools of the province, 40 stated that they did not use tapes or filmstrips in teaching. There is one language laboratory and a possibility of others.

8. Examinations

Final examinations for the three high school grades are prepared by the department. The French papers for Grades IX and X consist of 85 per cent translation and 15 per cent reading comprehension. The Grade XI paper assigns 80 per cent to translation and includes an optional dictation read by the supervisor. Only a small percentage of candidates chooses the dictation question.

9. Trends and proposed changes

A provincial curriculum committee for French was appointed in early 1965 to set the guidelines for a new course of study. The committee has recommended the establishment of two streams, one traditional and the other audio-lingual. The former would follow the present course and would meet the needs of students in schools where teachers still lack the fluency required to handle "new key" methods. The other stream would involve six years of study (Grades VI to XI) rather than three or four. It would be introduced

in major centres having single-grade classes and teachers competent in the spoken language. Presumably, totally different examinations would be set for students in the audio-lingual option.

Long-range plans of the committee, based on the assumption that suitably fluent teachers will one day be available in the numbers required, envisage a sequential course of audio-lingual instruction extending from Grade IV to Grade XI. The two CRÉDIF courses, BONJOUR LINE and VOIX ET IMAGES DE FRANCE,¹ are being considered, and two pilot projects using these materials are now in operation. One school in St. John's has begun BONJOUR LINE in Grade IV, and another in Springdale has introduced the first stage of VIP in Grade VII. It should also be noted that the private Roman Catholic schools of St. John's begin French in Grade II with one hour of instruction per week.

10. Teacher supply and qualifications

French teachers with adequate oral facility are hard to find in Newfoundland. Only a handful have a French-speaking background, and very few teachers move to Newfoundland from other provinces. Occasionally, persons whose mother tongue is French are granted a letter of permission and employed as language teachers. The academic and professional qualifications of many teachers are still low. In 1965-6, 28 per cent of the teaching force had less than one year of training beyond junior matriculation, and 66 per cent had less than two years.

This explains why the deficiencies in high school French instruction have tended to be self-perpetuating. Teacher qualifications are improving, however. Recent increases in pay scales and free tuition at Memorial University now offer incentives for more teachers to attend summer and extension courses and so to improve their teaching qualifications. These same advantages are also attracting more candidates to the teaching profession. Student allowances of \$50 a month in the third, fourth, and fifth years of university encourage many student teachers to continue their studies.

11. Teacher preparation

On completion of Grade XI (junior matriculation), the teacher candidate enters the faculty of education at Memorial University. At the end of one year's training he receives a Grade 1 certificate entitling him to teach in the schools of the province. He may, if he wishes, take a

¹ Centre de recherche et d'étude pour la diffusion du français (CRÉDIF), École normale supérieure de Saint-Cloud. BONJOUR LINE (Paris, 1963). VOIX ET IMAGES DE FRANCE (Paris, 1962).

second year of training (five courses obtained through summer school or full-time residence) and obtain a Grade 2 certificate, and so on. After four years of university a candidate is granted a Grade 4 certificate and the degree of Bachelor of Arts in Education. Candidates who enter teacher training with a bachelor's degree in arts, science, or commerce obtain a Grade 5 certificate at the end of one year.

There is no methodology course in French at Memorial University until the fourth year, when it is available as an elective only to the few students doing the combined degree of Bachelor of Arts and Bachelor of Education.

12. *In-service training, supervision, guidance*

Opportunities for in-service training are confined to the larger centres. At the district meetings of the Newfoundland Teachers' Association, some discussion of methods takes place. In 1965, this organization formed a second-language council which meets three times a year and includes in its membership elementary, secondary, and university teachers of modern and classical languages.

The four-week summer course in French offered by the University of Toronto at Saint-Pierre and Miquelon does not attract many Newfoundland teachers, though a few attend the longer sessions at Laval. In 1967, Memorial University offered its first course in methods for the teaching of modern languages. This course, based on *VIF* and with a Laval professor in charge, will, it is hoped, be offered annually. During the school year, extension courses are held at Memorial in French 100 and 200, and there are also elementary and advanced classes in French conversation, as well as a class of *VIF*.

In the regional high schools only a few teachers are able to specialize exclusively in the teaching of French. Since there are no language supervisors or inspectors either at the local or provincial level, French teachers receive little specific guidance on the job.

B. *Prince Edward Island*

1. *Compulsory French*

French is compulsory in Grades VIII to XII of the matriculation programme. St. Dunstan's University requires "French or a modern foreign language" for admission, but Prince of Wales College does not. Both institutions recommend or require further study of "a modern language other than English" in most degree programmes.

2. *Optional French*

French is offered as an elective in Grades X to XII of the general course. It is not usually offered in vocational or business education courses. A number of schools begin French in Grade VII to ease the load of preparing for the high school entrance examination held at the end of Grade VIII. In Summerside and Charlottetown, French is begun in Grade V and Grade IV respectively.

3. *Weekly time schedules*

No precise time limits are laid down by the department except for Grade XI (175 minutes per week). In Grade VIII, some schools devote 60 minutes weekly to French, others up to 135 minutes. In Grades IX to XI the usual allotment is about 175 minutes per week, and most schools increase this to 225 minutes in Grade XII.

4. *Aims*

Course aims are stated in such general terms as the ability to understand, speak, read, and write French. No cultural goals are indicated.

5. *Curricula, texts, methods*

In Grades VIII, IX, and X the text used is conventional in format, but is supported by a number of teaching aids. There are laboratory tapes with pattern drills, text tapes, discs for oral testing, display cards, and a teachers' guide. The cultural orientation is chiefly towards Paris, but there is also material on French Canada. The same text is being used on a temporary basis in Grade VII.

The text for Grades XI and XII, also a traditional manual, has been in use fairly generally in Canada for a number of years. With the exception of a few early lessons referring to the Canadian scene, the lesson material—reading passages, examples, illustrations—is culturally slanted towards France.

6. *Articulated sequence*

Much of the grammatical explanation in the advanced course is a repetition of similar material in the first text, so the two texts together do not provide a well-integrated course.

7. *Teaching aids*

In the last few years, efforts to improve the French programme were chiefly concerned with improving performance on departmental examinations. This, coupled with the limited financial

resources and the large number of one-room schools, explains why audio-visual aids have so far played a minor role in the teaching of French in P.E.I. To date, no public school has been equipped with a language laboratory. Consideration is being given to the development of oral-aural skills and greater use is being made of the new educational media. During 1967-8 all high schools and all elementary schools with more than six rooms were equipped with television receivers, and the Charlottetown station broadcast educational programmes originating in Nova Scotia. The use of these telecasts is not mandatory, so the extent of their use and their possible impact on the teaching of French are as yet unknown.

8. Examinations

About 85 per cent of the Grade VIII paper and 75 per cent of the Grade XII paper consist of grammar and translation. The matriculation examination includes a simple dictation read by the invigilator.

9. Trends and proposed changes

Only a few communities offer French below Grade VII. A French sub-committee was set up by the department in February 1965. Its main concern has been the selection of textbooks and the extension of the second-language programme to the lower grades. Two pilot projects were introduced in September 1967. One involves the introduction of an audio-lingual course, *ICI ON PARLE FRANÇAIS, Level One*,¹ in Grades V and VI in the Summerside schools. Study materials include a teachers' text which contains the course content and outlines the teaching procedures step by step. There are also tape recordings providing a variety of drills, tests, and dialogues, and wall charts illustrating situations from the tapes. Since Level One is meant to be entirely oral there are no student textbooks, but there are phonograph records for home practice.

A second project is underway in Grades III and IV at Rustico and Miscouche. For high school classes no change is contemplated in the core texts, but these will be supplemented by further reading material. In some Acadian schools, specially enriched French programmes are in operation.

10. Teacher supply and qualifications

The annual report of the department for 1966 stated that about 10 per cent of teachers had

completed studies for a bachelor's degree plus teacher training, and that less than 40 per cent had completed senior matriculation plus teacher training. This shortage of qualified teachers is largely due to the fact that salary scales, though improving, are still among the lowest in Canada. The employment of specialists is usually confined to such subjects as art, physical education, home economics, and music. Occasionally, Francophones have been employed as language teachers on letters of authority.

11. Teacher preparation

Teacher candidates who obtain at least 60 per cent on completion of Grade XII (junior matriculation) may enter either Prince of Wales College or St. Dunstan's University for a two-year diploma course. French is offered as an option in the second year, and the course includes some training in methods. Both institutions offer a Bachelor of Education programme for holders of a bachelor's degree in arts, science, or commerce.

12. In-service training, supervision, guidance

In the summer of 1967, under the sponsorship of the department of Education, Prince of Wales College offered a free course in French conversation to elementary and high school teachers. This course, using modern laboratory techniques, may be offered annually and so mark the beginning of an in-service training programme for teachers of French.

With respect to supervision and guidance, only Summerside has so far appointed a co-ordinator of French. Provincial inspectors assess and advise teachers in all subjects, but are not normally French specialists.

French teachers meet for a few hours' discussion at the annual convention of the Prince Edward Island Teachers' Association. A few have corresponding memberships in the Modern and Classical Language Teachers' Association of Nova Scotia, since there is no similar group on the Island.

C. Nova Scotia

1. Compulsory French

The study of a second language is not compulsory in the schools of Nova Scotia but a second language is offered in the general or

¹Gwendolen Glendenning, *ICI ON PARLE FRANÇAIS* (New York, 1951).

vocational sections. Most students in the university preparatory stream do study a language through Grades ix to xiii because the universities in the province usually require a second language both for admission and graduation. French is the language most commonly studied, although some take Latin and a few take German or Greek.

2. *Optional French*

A few urban schools begin French in Grade iv with departmental permission and this early introduction of the second language would be more common if more qualified teachers were available. Nearly all students in Grades vii and viii study French; nearly three-quarters of the students who complete Grade xi have had five years of instruction in French and nearly two-thirds of Grade xii graduates have had six years.

3. *Weekly time schedules*

Grades vii to ix have from 120 to 160 minutes of French instruction per week. Grades x to xii have 160 minutes.

4. *Aims*

The study guide for Grades vii to ix states that the general aims for the study of French are "to encourage and promote knowledge of the French language" and "to develop an acquaintance with and an appreciation of the culture of the French people, those living in Canada as well as those living in other parts of the world." To attain these ends, the need is stressed for teaching all four language skills. Positive attitudes are to be developed through the provision of cultural material and the correlation of French instruction with the teaching of history and geography.

5. *Curricula, texts, methods*

The texts in use contain reading passages which provide an introduction to the civilization and culture of France. There is no similar material on French Canada. A teachers' guide is issued by the department for the intermediate grades and another for the senior grades. The latter bulletin contains much useful information in detailed form for the teaching of various types of lessons and also for the preparation of examinations, including aural comprehension tests.

6. *Articulated sequence*

The two texts provide a graded course of instruction for the six-year sequence (Grades vii to xii).

7. *Teaching aids*

Nova Scotia was the first province to make use of radio (1928) for school broadcasts. It was also the first to use television for regular classroom instruction. Two television French lessons per week are offered in both Grade vii and Grade viii and one lesson per week in Grade ix. Teachers' manuals outline the preparation and follow-up periods to be conducted by the classroom teacher. Since the approach is oral-aural in Grade vii, no textbooks are placed in the hands of the children. A workbook to be used in conjunction with the television lessons has been prepared for Grade viii pupils. The programmes are well planned and excellent use is made of a variety of teaching aids. The lessons are also designed to permit participation both on an individual and a collective basis by the pupils. These television classes are much more popular in the small rural schools than in the larger urban schools. In the latter, qualified French teachers are more often available. Scheduling is also more complicated in the larger schools; for example, if a teacher has four Grade vii classes, it is not usually possible to combine them at the time of the telecast. The lack of flexibility in scheduling remains a serious objection to television instruction; video-taping is still too expensive a solution to this problem.

A 15-minute French radio programme, "Parlons français," is also broadcast from Halifax once a week from October to April. This is meant as an enrichment activity for Grades v to ix and is intended for use in the schools of all four Atlantic provinces, but the number of classes who listen regularly to this programme is not large.

The audio-visual education unit provides follow-up tape recordings of the television lessons for Grades vii, viii, and ix. It also makes available on tape the text of the manuals used in Grades vii to xii. Schools simply supply the blank tapes and the recordings are prepared free of charge.

Correspondence instruction in French is provided for Grades vii to xii. Some 193 students were enrolled in these courses during the school year 1965-6. In remote places where children cannot attend school (as in the case of families living in lighthouses) the correspondence and television lessons take the place of the teachers. Pupils are given guide books.

8. *Examinations*

In Grades vii, viii, and ix the department requires that 40 per cent of the final mark in French

be assigned to oral work. Provincial examinations in French are held at the end of Grade XI (junior matriculation) and also at the end of Grade XII (senior matriculation). These examinations are identical in format, with 20 per cent of the marks being allotted to an aural comprehension test (on a phonograph record), and 20 per cent to an objective test of vocabulary and grammar. The remaining 60 per cent is assigned to a written paper consisting of grammar and translation. In June 1967, the latter component was modified to include passages that test reading comprehension.

9. Trends and proposed changes

As well as following the television series for Grades VII, VIII and IX, some junior high schools have departmental permission to use a variety of audio-visual materials to supplement the regular course of study. In general, however, the spread of experimental courses has been restricted by lack of funds, lack of teachers, and the competing demands of other educational needs. A departmental sub-committee on French was reconstituted in 1965.

10. Teacher supply and qualifications

There is a serious shortage of qualified teachers in Nova Scotia. In a recent survey of 303 teachers of French, only 30 (10 per cent) said that they could converse fluently. Of the remaining 90 per cent, 142 said that they had limited fluency, 96 said that they could converse with difficulty, and 18 said that they could not converse in French at all. In the past, teachers were assigned to the teaching of French without much regard for their ability to speak and understand the language. The obvious reason was that qualified teachers were not available in the numbers required. This situation has been alleviated to some extent by recruiting teachers whose mother tongue is French. The problem is aggravated in Nova Scotia, however, by the fact that Francophone teachers are urgently needed in the "bilingual" schools for which they are best suited.

11. Teacher preparation

To enter Nova Scotia Teachers' College in Truro, candidates must have completed Grade XII. On completion of the two-year course, graduates receive an Intermediate Teacher's Licence Class I permitting them to teach in Grades I to IX. An optional one-year French course is offered in

which both oral skills and methodology are taught through the medium of films and other audio-visual aids.

In addition to the Teachers' College, no fewer than six universities (five in Nova Scotia and one in New Brunswick) are involved in the preparation and training of academic teachers for the schools of Nova Scotia. Candidates may enter the faculty or department of education of these universities after the sophomore, junior, or final year of courses leading to bachelors' degrees in arts, science, or commerce. After one year of professional training they receive one of the following awards: junior diploma, senior diploma, Bachelor of Education. Either the senior diploma or the degree of Bachelor of Education is required to teach Grades X to XII. All the universities referred to above offer an optional course in oral French during the professional year.

12. In-service training, supervision, guidance

The Nova Scotia Summer School, set up by the department in the early 1950's, provides credit courses, including French courses, for the upgrading of teacher qualifications.

In the matter of supervision there are as yet no departmental inspectors specifically assigned to modern language classes, and no supervisors of French have been appointed by the various school districts. Department chairmen are virtually unknown outside Halifax, Dartmouth, and Sydney. The teacher of French generally receives little guidance on the job.

Most in-service activities in the language field are sponsored by the Modern and Classical Language Teachers' Association of the Nova Scotia Teachers' Union. In addition to the annual provincial convention with its special speakers and discussion groups, regional meetings are held periodically to discuss techniques and new developments. A language journal is also published by the association. Although the membership is confined to a small group of the province's language teachers, the impact of the Association has been considerable, particularly through its resolutions relating to matters of policy and to the improvement of language teaching.

The department of Education provides in-service training for the French teachers through the television lessons. Many classroom teachers readily admit that they are learning French along with their pupils. French television seminars are held each year to discuss the utilization of the lessons in the classrooms.

D. New Brunswick: English-language Schools

1. Compulsory French

French is the main contemporary second language offered to Anglophones in New Brunswick schools. It is a part of the course of study for all students in Grades v to x. In addition, matriculation students usually continue the study of French in Grade xi because the departmental examination in French is written at the end of that year. Mount Allison University requires a second language (not necessarily French) for admission to all faculties. It also requires two years of second-language study for undergraduates enrolled in courses leading to the degrees of Bachelor of Arts and Bachelor of Science. The University of New Brunswick has no such language requirement either for entrance or graduation.

2. Optional French

The department recommends that French begin in Grade iii, providing competent teachers are available. Some schools begin French in Grade i. In such cases it is the responsibility of local boards to ensure competent teaching and satisfactory programmes. Several schools offer a French option in Grade xii.

3. Weekly time schedules

Grades v and vi have 100 minutes of French instruction per week; Grades vii to xi have 150 minutes.

4. Aims

Final objectives' are comprehension of the spoken language, acceptable speaking ability, facility in reading and writing, and an awareness and appreciation of French culture.

5. Curricula, texts, methods

In Grades v to ix the official course of study is based on a series of texts and teachers' guides developed in the 1940's for the Protestant schools of Quebec. Although the emphasis is on oral work in a Canadian setting, these books contain a good deal of translation and formal grammar,

and a French-English-French technique is recommended in the presentation of new material. Supplementary teaching instructions issued by the department suggest alternative procedures more in keeping with the "new key" approach.

6. Articulated sequence

A new audio-lingual programme, the *COURS MOYEN DE FRANÇAIS*,¹ is now available for use at the Grade x level as a follow-up to this programme and will replace the present traditional text.

7. Teaching aids

The audio-visual services bureau has one of the largest collections of 16mm. films and 35mm. filmstrips in Canada, including a number of French prints and sound tracks. In addition, radio and television broadcasts for English learners of French originating in Nova Scotia are carried by the Maritime network and are available in New Brunswick classrooms. None of these teaching aids is widely used for French second-language teaching. With limited budgets, other aids—including supplementary readers—are generally in short supply.

8. Examinations

A review of recent matriculation French papers shows that, despite the emphasis on spoken French in the official statement of aims, 90 per cent of the marks are allotted to questions on translation and grammar. Since 1964, the single remaining item on the paper has consisted of an option between a sight question and an aural comprehension test presented on a gramophone record. The aural portion is now valued at 20 per cent. Beginning in 1968 the aural question will be compulsory for all students writing this examination.

9. Trends and proposed changes

For some time now the curriculum branch has been concerned about the need for replacing the present high school French programme with a course of study that will be co-ordinated with the elementary school sequence and that will produce graduates with "adequate aural-oral facility in the language." To this end several experimental courses (*VOIX ET IMAGES DE FRANCE*, *AUDIO-LINGUAL MATERIALS*,² *ÉCOUTER ET PARLER*)³ have been ap-

¹F. C. Jeanneret et al., *COURS MOYEN DE FRANÇAIS*, Part 1-Part 2 (Toronto, 1955-7).

²*AUDIO-LINGUAL MATERIALS*, a four-level secondary school programme of text and audio materials for French, prepared by the staff of the Modern Language Material Development Center (New York, 1960).

³D. G. Côté, S. N. Levy, P. O'Connor, *LE FRANÇAIS: ÉCOUTER ET PARLER* (New York, 1962).

proved by the department for testing in various school systems. These new courses have pointed out the need for further recruitment and training of teachers capable of handling the new techniques and also for the use of more sophisticated methods of measuring aural-oral ability. The oral tests developed for the College Entrance Examination Board by Educational Testing Services in Princeton, New Jersey, have recently been under study.

A completely aural-oral departmental examination is now offered to students studying the VIF course. Use of this programme is being extended into areas where teachers familiar with these techniques are available. The department is sponsoring workshops to prepare teachers to use the VIF method.

A number of schools in the province are experimenting with LE FRANÇAIS PARTOUT,¹ a sequential series beginning in the early elementary grades and continuing through high school. The ÉCOUTER ET PARLER course already in use in some schools will be incorporated in LE FRANÇAIS PARTOUT programme. All counties of the province have received materials for the new course and workshops are being planned. ALM materials are used in several schools from Grade VII to the end of Grade XI, and students in this programme are to have an aural-oral departmental examination beginning in 1968.

Superintendents in most areas of the province are trying to secure specialists for the teaching of French. Pilot projects have been initiated in areas where specialists are available and series of workshops are scheduled throughout the year.

The Children's Hospital School in Saint John is using a new second-language programme with disabled children.

10. Teacher supply and qualifications

In the larger centres—Saint John, Fredericton, Moncton—the teacher of French often has an honours degree in the subject. Rural areas are increasingly adding specialist teachers to their staffs and some rural areas have better second-language programmes than urban areas. The supply of French teachers for English schools is still inadequate, however, both in quantity and quality.

The department of Education encourages suitably qualified Francophone teachers to become French specialists. The introduction of oral French courses in the teacher-training institutions is producing an increasing number of Anglophone

graduates with the fluency required to teach the second language.

11. Teacher preparation

The certification of teachers is not based on the subject to be taught, so no regulations are laid down for the specialized training of second-language teachers. On completion of Grade XII (junior matriculation), prospective teachers may take either a teachers' college course or a university course leading to a degree in education.

The New Brunswick Teacher's College in Fredericton provides a two-year course for both elementary and secondary school teachers, with separate programmes for Francophones and Anglophones. To qualify for the high school teachers' course, candidates must have obtained an average of at least 60 per cent on the Grade XII examinations; a minimum average of 50 per cent is required for the elementary methods course. Curiously enough, both courses lead to the same certificate—Teachers' Licence and Certificate 1—and a holder of this licence may be hired to teach at either the elementary or secondary level, regardless of the type of course followed. Optional courses in the teaching of French (or English) as a second language are offered to a rather small group of selected students.

The University of New Brunswick and Mount Allison University offer diploma and degree courses for elementary and secondary school teachers, and both institutions offer optional courses in oral French.

12. In-service training, supervision, guidance

All three provincial universities² offer summer courses designed to upgrade the qualifications of teachers of French. Total attendance is small despite grants provided by some boards. The French council of the New Brunswick Teachers' Association has been active since 1964 promoting interest among its members in new trends and techniques in modern-language teaching. Here again, however, the number of teachers involved is not large. At their annual fall conference, the teachers of the province meet in subject groups for a few hours, and in some areas similar groups meet on a county basis four or five times a year.

In 1966, the department appointed a second-language consultant whose duties are to supervise generally the French programme for Anglophones in the public schools; to work with curriculum

¹ Published by Holt, Rinehart, Winston (Toronto, 1966).

² University of New Brunswick, University of Moncton, Mount Allison University.

sub-committees in the evaluation and development of appropriate courses, texts, and instructional materials; to devise and supervise pilot classroom studies of such courses, texts, and materials; to keep the department of Education informed as to the possible suitability of new programmes for use in the public schools; to prepare statements of changed content and approach for distribution to teachers and field personnel; to organize and conduct in-service education courses related to changing content, methods, and placement of materials in French as a second language; to act as consultant to local administrators and supervisors who have organized in-service programmes; to establish liaison with university departments of French and the Teachers' College.

E. New Brunswick: French-language Schools

1. Compulsory English

The study of English as a second language is compulsory for Francophones from the second semester of Grade I to the end of Grade XII.

2. Optional English

Not relevant.

3. Weekly time schedules

These vary from school to school. In general, however, one period a day or up to 150 minutes per week is devoted to English in all grades.

4. Aims

According to the official programme, the main objectives in the teaching of English as a second language are as follows: to enable Francophones to speak, read, and write English easily and accurately, thereby opening the way to better social, commercial, and political relations both within Canada and with other countries; to lead such pupils to appreciate and enjoy English literature; to provide training in thinking. This statement of aims is so general that it would be equally applicable to students whose first language is English.

5. Curricula, texts, methods

In Grades I and II the approach is entirely oral. Reading and a little writing are introduced towards the end of Grade III. In Grade IV there

is oral translation from French to English and written translation is begun in Grade V. The same series of English-language texts is used in the elementary classes of the so-called bilingual schools as are used for the teaching of English as a first language. There is usually a two-year time lag, however, in the introduction of these materials into French-speaking classes, with Grade I readers used in Grade III, and so on.

Similar course arrangements are in operation in the high school grades. The curriculum for both language groups includes the same English literature texts and supplementary readers. As the time allotted to the special *français* programme has been increased, however, there has been a corresponding decline in the time available for English literature and supplementary reading. This means that an increasing stress is placed on English grammar and the mechanics of the written language.

6. Articulated sequence

Although there is a graded programme of instruction, it was originally designed to teach English to Anglophones, and not as a second-language programme.

7. Teaching aids

The teaching of English has been almost wholly textbook-centred and, consequently, little use has been made of audio-visual aids. Supplementary reading material is also in short supply in most schools.

8. Examinations

At the end of Grade XII, Francophones write the departmental examination in English. No provision has been made to test audio-lingual proficiency. A complete change in course methods and content will be necessary before such testing can be undertaken.

9. Trends and proposed changes

Recommendations of the recently formed "English as a Second Language Committee" were implemented in 1966 by the curriculum and research branch which initiated a series of pilot classes in six different French-speaking areas of the province. The project involved some 20 teachers and approximately 500 pupils in Grades III and IV. An audio-lingual course, *ENGLISH THIS WAY*,¹ provided the materials for this experiment.

¹ Prepared by English Language Services, Inc., Washington, D.C. (Toronto, 1963-4-5).

In predominantly French-speaking areas, the lack of suitably fluent teachers has hampered the changeover to the new method. Taped materials may provide at least a partial answer to this problem.

Some experimentation has also begun in the high school grades. So far this has involved the enrichment of present courses rather than the introduction of new programmes.

10. Teacher supply and qualifications

There has long been a scarcity of qualified teachers. Some rural areas of the province have a high percentage of so-called local licences, despite the fact that the standards for admission to the Teacher's College have not been rigid.

11. Teacher preparation

The New Brunswick system of certification does not indicate the subject field in which the candidate is best qualified to teach through special training or aptitude. There are, therefore, no officially recognized English specialists.

Most teachers are graduates of the New Brunswick Teachers' College in Fredericton. Francophones and Anglophones follow different programmes, each of two years' duration. Both groups receive the same diploma, a Teachers' Licence and Certificate 1. Whether a candidate is selected for training as an elementary or as a high school teacher depends on his Grade XII standing, an average of 60 per cent being required of students entering the secondary course.

An optional course in the teaching of English as a second language is now offered at the Teachers' College, but the number of students registered in this course is quite inadequate to meet the demand for language teachers. Some Francophones take their training in the faculty of education at the University of Moncton. To date, however, relatively few of the graduates have specialized in modern languages.

12. In-service training, supervision, guidance

There is no provincial supervisor for the teaching of English as a second language, although the French curriculum consultant provides some assistance to the relevant departmental committee.

The pilot courses mentioned earlier provide the teachers concerned with a certain amount of in-service training in the new techniques. In 1967, for the first time in New Brunswick, a summer

course was offered on modern methods for the teaching of English as a second language.

F. Quebec: French-language Schools

1. Compulsory English

The study of English as a second language is compulsory in the French-language schools of Quebec from Grade VI to the end of high school.

2. Optional English

With departmental authorization, the introduction to English may begin in Grade IV or be delayed until Grade VIII.

3. Weekly time schedules

Grades IV to VII have 120 minutes of English instruction per week. Grades VIII to XI of the general and scientific courses have 225 minutes, and Grades XI and XII of the commercial course have 270 minutes.

4. Aims

At the elementary level, the following objectives are to be pursued: the development of the child's auditory comprehension so as to enable him to understand and distinguish among the various phonological and phonemic elements of English; the training of the speech organs to emit the sounds of the phonological system of English; the development of the child's auditory, verbal, and motor memory.

In the secondary programme further practice is considered necessary in the skills acquired at the elementary level. Other objectives include an appreciation of the culture and civilization of English-speaking peoples. Teachers are also advised to devote time to comparative studies of French and English "so as to arrest the infiltration of anglicisms into the mother tongue."

5. Curricula, texts, methods

At the elementary level no detailed programme or syllabus exists and the *Programme d'études des écoles élémentaires (1959)* simply lists 24 areas of interest which are to serve as the basis for vocabulary selection.

Although the suggested methodology for elementary classes stresses the aural-oral approach, there are few qualified teachers who are dependable models of the spoken language. In practice,

initial emphasis is placed on the written word and on reading. No marks are allowed for oral English and final examinations are only for the written language, except in a few schools. Because of this, teachers in early secondary school grades must cover a great deal of quite elementary work on the aural-oral skills.

The high school programme of studies contains a syllabus of all the "grammar" items to be covered in Grades VIII to XII. The same publication lists classroom procedures to be followed in reading activities and also provides general directives concerning work in English composition. A fairly wide variety of language texts and supplementary readers has been approved.

6. *Articulated sequence*

This is one of the most serious problems in the teaching of English as a second language in Quebec. Students entering the first year of the secondary course show wide differences in ability because of the wide discrepancy in teacher competence and the tendency of many teachers, especially in rural areas, to neglect the teaching of English at the elementary level. Few secondary schools resort to homogeneous grouping for classes in English, and the complexity of teaching the second language is thus intensified.

7. *Teaching aids*

Quebec began a series of school broadcasts for English as a second language during the 1964-5 school year. One 15-minute programme per week was provided for Grade V classes. Teaching aids were supplied for use before and after each programme. Teachers were unable to use these programmes to their best advantage, however, because of insufficient knowledge of the linguistic and methodological principles underlying the preparation of the programmes and teaching aids. The teachers' inability to understand English spoken at a normal rate of delivery was another reason for the small success the programme enjoyed.

8. *Examinations*

In the elementary schools, each teacher prepares his own examinations and no marks are allotted to oral work.

In the high schools, in Grades VIII through X, all English examinations are the responsibility of the teachers. Many of the regional school districts have appointed supervisors of the teaching of English and the preparation of examinations is one of the functions they usually exercise in

collaboration with teams of teachers. The department of Education encourages all those responsible for English examinations in Grades VIII through X to administer aural comprehension tests, but no part of the final mark is officially attributed to this part of the examination.

In the Grade XI general course, and in Grades XI and XII of the commercial course, the department of Education administers official final examinations. These examinations are at least 90 per cent objective and include questions on phonology, morphology, syntax, vocabulary, reading comprehension, and controlled comprehension. Plans are being made to administer a final aural comprehension test in five or six regional school districts each year.

9. *Trends and proposed changes*

Certain urban centres, having appointed supervisors for the teaching of English as a second language, are attempting to overcome the critical lack of qualified teachers by providing in-service training courses at the elementary level.

The trend towards team teaching will, it is hoped, result in an increasing number of teachers whose sole occupation will be the teaching of English as a second language. These specialists will be those team members who wish to teach English and whose command of the spoken language enables them to benefit rapidly from in-service training.

10. *Teacher supply and qualifications*

The shortage of qualified teachers of English as a second language is, without doubt, the most serious obstacle to effective teaching of the subject in Quebec. This situation is particularly noticeable at the elementary level where teachers are assigned to teach English (together with all the other subjects on the programme) without regard to their competence in understanding the spoken language and in speaking it. Any reference to teachers of English in French-language schools must stress the almost total absence of teachers whose mother tongue is English. This situation is due, in part, to restrictions concerning the hiring of non-Catholics to teach in Roman Catholic schools.

The organization of comprehensive high schools has helped to improve the teaching of English as a second language at this level. Over 80 per cent of the regional school districts have appointed co-ordinators who are gradually bringing cohesion to the efforts of teachers in their areas. These co-ordinators are handicapped, however, by teaching loads in excess of 20 periods a week.

11. Teacher preparation

To enter Roman Catholic teachers' colleges in Quebec, candidates must have completed the science or arts course (Grade XI). No English-language teachers' college offers courses in the teaching of English as a second language. In 1965, Marianopolis College in Montreal, a liberal arts college, inaugurated a programme offering "a major in English with concentration in applied linguistics." The French-language teachers' colleges offer fourth-year students optional courses in the teaching of English. English is now obligatory for all Francophones only in the first year of their four-year course leading to the A certificate and the degree of Bachelor of Education. There is also a two-year course with similar entrance requirements leading to the B certificate. In this course the study of English and of methods of teaching English as a second language are obligatory in both years.

The optional nature of the courses given after the first year of the four-year course means that few teachers of English as a second language are satisfactory models of the spoken language. The students who profit most from the courses in methods are those who have mastered spoken English before enrolling in teachers' college. The others are faced with the doubly difficult task of mastering both matter and methods in a maximum of some 300 course hours.

The Universities of Laval, Montreal, and Sherbrooke have programmes leading to advanced degrees in English as a second language but, until quite recently, the degree of Bachelor of Arts was required for admission. Graduates of teachers' colleges were allowed to follow courses but could not qualify for an advanced degree.

12. In-service training, supervision, guidance

The elementary and secondary schools division of the department of Education has an official who is responsible for English second-language teaching. His tasks include the preparation and revision of programmes, textbook selection, the preparation of official examinations for Grades XI and XII, and collaboration with the teachers' colleges and universities in the implementation of programmes to train teachers of English as a second language.

The English second-language division of the department publishes a monthly bulletin, *Keynotes*, providing abstracts of articles from professional journals and suggestions and directives concerning methods of teaching and testing in English. This newsletter is distributed to the regional co-ordinators who, in turn, distribute it among their colleagues.

An association of regional co-ordinators of English second-language teaching has been formed. The influence of this association has been limited because of the heavy teaching load of its members.

While the observations contained in this report refer to the teaching of English in the French-language schools of Quebec, some of them are valid also for the teaching of English to students who attend English-language schools but whose mother tongue is not English. Hundreds of such students are being taught by teachers without special training in second-language teaching and with textbooks and methods appropriate only for students whose mother tongue is English. The presence of these students in English-language schools has received little or no educational recognition and the special learning problems involved are largely ignored.

G. Quebec: English-language Roman Catholic Schools

1. Compulsory French

French is compulsory from Grade IV to the end of high school. This regulation applies not only in the college preparatory stream but also in the general course. Among the English-language universities and colleges of Quebec, Loyola and Marianopolis require French for admission, while Bishop's specifies either French or Latin. Sir George Williams and McGill have no modern-language prerequisite. French is not generally compulsory for university graduation. Thus McGill has a language requirement for arts students, but French is only one of several options. Bishop's does specify French, however, as a subject of study in its business administration course, and Sir George Williams requires either a course in French or pass standing in a special French examination for students in engineering.

2. Optional French

In most schools of greater Montreal and in all those of the Quebec City area, a few minutes a day are devoted to informal work in French in Grades I to III. Elsewhere, this practice is much less frequent.

3. Weekly time schedules

The approximate figures are 150 minutes for Grades IV to VII and 200 to 250 minutes for Grades VIII to XII.

4. *Aims*

The present course of study for the elementary grades points out that the aim should be to give the pupils "a working knowledge of French," and that this implies "the ability to understand spoken French and to express one's ideas in this language." The high school programme states that the general aim is "to give the pupils a usable knowledge of French according to their level of education, taking into account their needs both social and cultural, as well as their future vocational plans." Further specific aims stress the need to develop the four language skills and to promote an understanding and appreciation of French culture.

5. *Curricula, texts, methods*

For several years now the manual for the elementary grades has been a direct-method text which is virtually ungraded and is outmoded in many respects. It has remained in use chiefly because it is familiar and because no alternative text with a Quebec background has been available.

The high school text has also been in use for some time. Its cultural base is Paris and its approach is traditional. The official course of study contains a useful statement of modern-language theory and practice, but the format of the prescribed text does not lend itself readily to the recommended procedures.

An important change at the elementary level has been the approval of *LE FRANÇAIS PARTOUT*, an audio-lingual programme starting in Grade III or IV. Its introduction marks the beginning of a sequential series of courses leading into high school work. For the earliest grades a teachers' source book of rhymes, games, and songs has also been authorized.

6. *Articulated sequence*

At the present time there is no articulation between the elementary and high school French courses. The two textbooks in use in the secondary schools do, however, provide a graded course of instruction at the secondary level.

7. *Teaching aids*

In the past the English-language Roman Catholic public schools of Quebec have generally made little use of audio-visual and other electronic

equipment for the teaching of the second language. Now, however, tape recorders are found in most high schools and many elementary schools as well. Only a few of the high schools, chiefly in the Montreal area, are now equipped with language laboratories. This situation may be expected to change gradually as new courses requiring the use of recording and projection equipment are introduced. (See Section 9.)

School telecasts in the early months of 1967 included a few French programmes for most grade levels. These were intended for enrichment rather than for regular instruction. For Grades III to VII there were general knowledge lessons presented in a classroom setting. The programmes for the higher grades included situational dialogues and a documentary entitled "*Le Québec en marche*."

8. *Examinations*

Departmental examinations are held at the end of Grades XI and XII. In both cases the French examination consists of two papers, one in composition and grammar and the other in authors, for a total of 200 marks. Fully half of the marks in Grade XI authors are allotted to oral-aural skills including listening comprehension, oral expression, and dictation. The questions for written answers, apart from a free composition, are almost entirely of the objective type, with a variety of devices for measuring reading comprehension and knowledge of structure, vocabulary, and idiom. The Grade XII examination also includes both a speaking and a listening test totalling 25 marks.

9. *Trends and proposed changes*

In September 1967, three experimental programmes were launched in certain selected English-language schools, both Roman Catholic and Protestant. In Grades III and IV nearly one hundred schools adopted the television course *PARLONS FRANÇAIS*,¹ which was prepared a few years ago in the United States under the auspices of the Modern Language Association.

In Grades IV and V the audio-visual course *BONJOUR LINE* was introduced in the fall of 1967 in selected schools where teachers had had training in this method.

At the Grade VII level a few schools are experimenting with a similar but more advanced

¹ W. F. H. Whitmarsh-Klinck, *PARLONS FRANÇAIS* (Toronto, 1957-8).

audio-visual course, *LE FRANÇAIS INTERNATIONAL*,¹ developed at the University of Montreal.

This experimentation in the lower classes will soon be followed by further pilot projects in the upper grades. A new text is being tried out in Grade IX and others are under consideration. At the high school level the long-range plan is for a two- or three-stream second-language programme in which students may be grouped according to ability. It is envisaged that rates of progress and standards of achievement will vary from stream to stream and that different textbooks and approaches will be required for the different streams.

10. Teacher supply and qualifications

In the elementary grades, since most teachers are generalists, French is the responsibility of the classroom teacher. If the latter cannot speak French, she may arrange an exchange of subjects with a teacher who can. In the high school grades, at least in the city schools, the French teacher is usually a specialist who speaks French and teaches it exclusively.

Despite the fact that Quebec is a French-speaking province, teachers of French as a second language are not available in the numbers required. Qualified teachers are in short supply in both the French- and English-language schools and, given a choice, a Francophone teacher will normally prefer to work with his own language group. Although there has been some recruitment of generalists from the British Isles, no special measures are generally taken in the English-language Roman Catholic system to obtain teachers of French from overseas.

11. Teacher preparation

There are four institutions which provide teacher training for English-speaking Roman Catholic teachers. These include St. Joseph Teachers College in Montreal and its two affiliates, one in Quebec City and the other at Cross Point. There is also St. Mary's Teachers College at Chapeau. Only the Montreal institution offers a four-year course leading to the A certificate. The latter diploma is also granted to holders of a bachelor's degree after one year's attendance. The remaining colleges provide a two-year course leading to the B certificate.

One credit in French language is required of all first-year candidates for the degree of Bachelor of Education. A methods course in the

teaching of French, including laboratory techniques, is given only to those candidates who have chosen French as one of the two subjects of concentration.

12. In-service training, supervision, guidance

The universities, colleges, and teacher-training institutions of Quebec provide an exceptionally wide variety of summer and extension courses for teachers of French as a second language. The numerous summer schools, operating in a French environment, attract teachers not only from Quebec but from the other provinces of Canada and many parts of the United States. A wealth of academic and professional courses is available in the fields of language, literature, civilization, teaching methods, testing techniques, and linguistics. Many of the teachers take these courses simply to improve their grasp of the language and culture; others are concerned with upgrading their teaching diplomas or obtaining higher degrees. Four Quebec institutions of higher learning (Laval, Montreal, McGill, and Marianopolis) have well-established departments of linguistics. Moreover, the special courses in language didactics at Laval University and in applied linguistics at the University of Montreal include each year demonstration classes in the latest methods of language teaching, often with the originators of the various methods in the role of instructors.

There are no departmental or local inspectors of French. There is in the curriculum branch a divisional director of French as a second language. He is responsible for course planning and the preparation of examinations, but these duties are administrative rather than supervisory. Moreover, in the English-language Catholic system, there are as yet no regional co-ordinators of French and department heads are only beginning to appear in the larger schools.

In 1966, a significant development was the formation of "L'Association des professeurs de français (langue seconde)." Its membership includes both Roman Catholic and Protestant teachers at all levels, including university. The annual two-day convention of the Provincial Association of Catholic Teachers provides another opportunity for French specialists to get together and discuss mutual problems. Finally, briefings by publishers and authors to demonstrate new language courses are becoming more common and help teachers to keep up with recent developments.

¹G. Rondeau and J.-P. Vinay, *LE FRANÇAIS INTERNATIONAL*, a structural approach to the teaching of French to English-speaking Canadians (Montreal, 1966).

H. Greater Montreal: English-language Protestant Schools²

1. Compulsory French

French is taught to all students in the Protestant schools of greater Montreal from Grade III to Grade XI.

In high school, four levels of French language courses are offered—enriched, regular, general, and practical. Grade VIII, which has no general course, and Grade XI, which has no practical course, are exceptions.

2. Optional French

About 20 of 80 elementary schools offer French on a daily basis of 10 to 15 minutes per day to children in Kindergarten, Grade I or Grade II. In many cases, instruction at the primary level is given by French specialists; in others, the class teacher gives the instruction.

In Grade XII, at the High School of Montreal, French becomes an elective subject. Some 60 to 65 per cent of the students enrolled choose to follow this course which requires the study, oral and written, of four literary texts.

3. Weekly time schedules

Time allotments are, in Grade III, 100 minutes per week; in Grades IV to VII, 150 minutes per week; and in Grades VII to XII, 250 minutes per week. During his school career from Grade III to Grade XI, the student receives an average of 975 hours of instruction in French.

4. Aims

The *Handbook for Teachers* gives the following aims: to develop in pupils a familiarity with French as a spoken language to a degree which will enable them to communicate easily with their French-speaking fellow-citizens; to give pupils a knowledge of the written language which will allow them to read French literature, at least in its simpler forms, and to write what they can express orally. The handbook goes on to suggest how these aims can be achieved, and emphasizes the importance of oral French as an introduction to the acquisition of all the language skills.

5. Curricula, texts, methods

In Grades III to VII the course includes vocabulary work, intensive verb study, numbers, songs, games, puppet shows, dialogues, and "petites con-

versations." Written work in the form of dictation is deferred to Grade VI and translation is begun in Grade VII.

The texts in use in Grades VIII to X provide a traditional course of instruction in a Canadian setting. In Grade XI, in addition to the authors texts, a review grammar is used. The Grade XII course is devoted to the study of literature. For several years the Protestant School Board has encouraged the adoption of additional courses at the elementary and secondary levels and has promoted the extension of French into Kindergarten, Grade I, and Grade II. At the primary level, it is recommended that French be introduced only by a qualified French specialist who has a very good accent and intonation and is familiar with primary methods of teaching, or by a primary teacher with better than average fluency, intonation, and accuracy in French.

The course offered at the high school level places great emphasis on oral communication and provides intensive study of a wide variety of topics relating to the student's daily life, to Canada, and to France.

Since September 1966, all high schools have been operating under the subject promotion system which affords, to a very great extent, the streaming of each year's student enrolment into the enriched, regular, general, or practical levels. At the enriched level, certain subjects such as history and geography are taught in French, more stories are read and an extended oral performance is demanded from those students who make up the top 15 to 18 per cent of each grade. At the general and practical levels, very roughly divided on an I.Q. basis of 90 to 109 and under 90 respectively, a conversational course with some reading is offered in an attempt to give these students the ability to communicate in everyday language with their French-speaking compatriots. As far as possible, the patterns of languages and vocabulary and the materials, textual or audio-visual, are oriented to the Canadian and Quebec scenes.

6. Articulated sequence

When the current Grade VI and VII French texts were revised about six years ago, an attempt was made to smooth the transition from elementary to high school.

7. Teaching aids

Eight of the 20 high schools are each equipped with a 36- to 38-position language laboratory

²Detailed information is not available for other Protestant schools in Quebec. All Protestant schools in the province do, however, follow the same curriculum as the Protestant schools of greater Montreal.

which offers a listen-response record sequence at all positions. Certain programmes are prepared on tape by the department head, laboratory assistant, and interested teachers within each school, but a complete range of tapes covering the grammar, verbs, and reading passages of *Le français pratique*¹ provides the main course of the laboratory programme. These programmes were prepared and recorded by teachers working under the French consultants.

A series of five or six television programmes, 20 to 25 minutes in length, has been prepared as enrichment, to complement the course at each grade level from III to XI. These are shown each year, over the CBC network, as far away as Quebec City, so that as many schools as possible within 150 miles of Montreal can receive the transmissions.

For the benefit of elementary teachers, the French consultants have had the following materials recorded on tape or disc: guides to pronunciation and intonation for classroom teachers who do their own teaching of French in Grades III to VII; songs for children at the Kindergarten to Grade II level; and songs for children at the Grade IV to VII level.

Charts, posters, flannel boards and magnetic boards, filmstrips and films are in wide use, especially at the elementary level, to reinforce the teaching of oral French.

8. Examinations

In Grades III to V, 100 marks are given for oral French, based on the pupils' ability to answer general questions and their knowledge of the playlets. In Grade VI, 80 marks are given for oral work and 20 for written work—mostly dictation and simple verb forms. In Grade VII, 75 marks are given for oral work and 25 for written—dictation, verb forms, short sentences. In Grades VIII to XI, 100 are given for oral and 100 for written work.

9. Trends and proposed changes

The growing emphasis on language learning and teaching by means of patterns and structures, with tapes and filmstrips as a complement, has made much course material obsolete. A new integrated course from Grade III to Grade XII is in the process of development.

Pilot projects have been underway for years at the elementary level with *BONJOUR LINE*, and *LE FRANÇAIS INTERNATIONAL* has been used in

some classrooms in the Grade IX and X general course. *VIF* has been tried in isolated instances.

10. Teacher supply and qualifications

Many French specialists have been recruited for the elementary schools from France, Belgium, Switzerland, North Africa, and Egypt because of the extreme shortage of qualified, experienced teachers of French in Quebec. Despite the impressive total of 80 specialists for 80 elementary schools, these teachers can cover no more than 40 per cent of the French-language classes. In most of the classes, the regular class teacher teaches French. Three French consultants provide taped material, in-service courses, and demonstration lessons to upgrade the quality of the French taught at the elementary level. Since October 1966, some of these teachers, in groups of no more than five, have received intensive instruction and practice in French conversation. It is estimated that at least one-third of the 187 teachers engaged in teaching French in the high schools are Francophone, certified or awaiting certification. The majority of teachers are Anglophone, with at least a bachelor's degree in arts. Many have their Master of Arts degree and/or first class French Specialist Certificate.

11. Teacher preparation

Candidates entering Macdonald College of McGill University to qualify for their Class II Teaching Diploma may choose French as one of their optional courses if they have the necessary background of oral and written proficiency in French. Once these teachers have received their certificate and have taught for at least one year, they may apply for admission to the course leading to the French Specialist Certificate. Several universities—Laval, McGill, University of Montreal, Loyola, and Sir George Williams—offer special summer or extension courses to allow teachers to perfect their oral fluency in French.

12. In-service training, supervision, guidance

A team of three consultants is responsible for the French programme in the 80 elementary and 20 high schools which come under the Protestant School Board of Greater Montreal.

Since the appointment in 1965 of a director of the teaching of French as a second language for Protestant and Roman Catholic English-

¹R. A. Peck and D. W. Buchanan, *Le français pratique* (Toronto, 1959).

language schools, progress has been made towards bringing about a common course of study throughout the province, with common aims and methodology.

1. Ontario

1. Compulsory French

French is not a compulsory language in the schools of Ontario.

2. Optional French

Since September 1966, French has officially been an optional subject in Grades VII and VIII, but it can be offered in all other grades of elementary school.

Most students in the five-year arts stream carry a language option through Grades IX to XIII and a second language option is offered in the four-year stream in some schools. French is the language chosen by most students, although Latin, Greek, German, Spanish, Italian, and Russian are also offered. A second language is rarely offered in the two-year or four-year vocational courses.

Of the 16 universities in the province, only three (Brock, Trent, Waterloo) do not require a second language for admission to the general arts programme. Eleven universities require a second language at the Grade XIII level, one (Queen's) at the Grade XII level, and one (Ottawa) requires both English and French.

In 1967-8 almost two-thirds of the pupils enrolled in Grades VII and VIII were studying French. Statistics are not available for Grades IX to XI. In 1966-7 there were 36,800 Grade XII students enrolled in the five-year arts and science programme; some 32,000 or over 87 per cent of them chose French as an option. Of the 1,600 students enrolled in the five-year science, technology, and trades programme, 1,200 or 73 per cent chose French. In the four-year arts and science course, 1,300 of 4,600 students (28 per cent) were studying French.

3. Weekly time schedules

In the few cases where French is offered at the Kindergarten level, 10- to 15-minute classes are offered two to five times per week. In Grades I to III, classes are sometimes only three or four times weekly but usually daily, for 15 minutes. In Grades IV to VI, there are four to five classes weekly, each 15 to 20 minutes long. In Grades

VII and VIII, there are usually four to five 20-minute periods weekly. In some large centres where French is offered as part of a rotary programme, classes are sometimes timetabled twice weekly, each of 35 to 40 minutes duration. In Grades IX to XII there are five or six weekly 35- to 40-minute periods, and in Grade XIII, six to eight periods per week.

4. Aims

The official outline of aims for the French programme includes: fostering of goodwill towards, and understanding of, fellow Canadians who speak French; developing an appreciation of the difficulties of children learning English as a second language; and promoting favourable attitudes towards second-language learning at higher levels. Specific aims stress the aural-oral skills and their transfer to the reading and writing skills.

5. Curricula, texts, methods

Since the Ontario department of Education recognized French as an official option in Grades VII and VIII in September 1966, a new course of study is being developed, extending from Grades VII to XIII. In many areas of the province, French instruction is begun earlier than Grade VII, in which case the local authority is responsible for developing a suitable sequential course of study.

Many texts are in use but a list of authorized texts by Canadian authors, for which local school boards can receive incentive grants, is prepared by the department. No textbooks are authorized at the elementary level because the programme is completely oral, but the department does announce the availability of records, tapes, and visual aids. At the secondary school level, textbooks and audio-visual programmes are both listed.

The suggested methodology for the new and developing curricula in French places emphasis on the linguistic approach, dealing with the development of sequential structures, rather than on the oral-aural method only.

The linguistic aim is for mastery of the sound system of the language, of a limited number of structures, and of a restricted vocabulary. This is to be accomplished through active participation of the students in situational dialogues.

6. Articulated sequence

Much progress has been made in the articulation of elementary and secondary school French programmes in the period 1966 to 1968. Formerly, few areas had formed committees which

included teachers of French from the two levels, but with the development of the new curricula, this is becoming more common. The key group is the one which began studying French in Grade VII in September 1966. The new curriculum for Grades IX and X became operative in September 1968; this new programme should give further impetus to the groups of teachers working throughout the province on the articulation of the French programme.

7. Teaching aids

The effective use of teaching aids depends upon the initiative of the individual teacher and upon the guidance offered by his department head.

Assistance has been offered for some years through a series of school broadcasts by the Canadian Broadcasting Corporation and, since 1963-4, by the Metropolitan Educational Television Association.

In the school year 1967-8, the education television division of the department of Education arranged for two series of French programmes, one to supplement the Grade XIII authors course, the other to interpret the new curriculum to teachers of elementary and secondary School French. The use of television is being further extended in the school year 1968-9.

Particular courses which lean heavily on audio-visual materials, such as *ÉCOUTER ET PARLER*, *JE PARLE FRANÇAIS*, and *VOIX ET IMAGES DE FRANCE*, are used in various centres throughout the province, usually on an experimental basis.

A committee to study and make recommendations on the use of language laboratories in second-language teaching has been meeting for some time, and its report is expected to influence the decisions of school boards regarding the use of language laboratories.

8. Examinations

Suggestions from the department of Education accompanying the new courses of study will recommend the following emphasis on oral work: Grade VII (Level 1), 100 per cent; Grade VIII, 65 per cent; Grades IX to XIII, 40 to 50 per cent (proposed). As a general rule, it is recommended that any second-language French programme begun at the elementary school level be restricted to oral work during the first half of such a course (that is, a course beginning in Grade V would not introduce any reading until Grade VII).

For the past few years, the Grade XIII examination has included tests on dictation and listening skills. In June 1967, a portion of the final mark

was based upon a speaking test to be administered to every student writing the Grade XIII examination. In 1966, 25 per cent of the final mark was based entirely upon the teacher's assessment. In 1967, this was increased to 35 per cent, and in 1968, when Grade XIII departmental examinations were withdrawn completely, the entire decision was left in the hands of the local authorities.

At the elementary school level the trend is away from the formal examination, with perhaps one brief oral examination to be administered each year. The evaluation takes the form of an anecdotal report, sometimes accompanied by a letter grade, based upon the pupil's participation in the class from day to day.

9. Trends and proposed changes

As noted above in Section 5, new curricula for Grades VII and VIII have already been published; the curricula for Grades IX and X were published in the summer of 1968. Work will proceed on new programmes for Grades XI to XIII to be followed by preparation of programmes for Grades V and VI and the consequent revision of the Grade VII to XIII programmes. In addition to this, a number of experimental courses are being used.

10. Teacher supply and qualifications

There are no statistics available on the fluency of teachers of French. It is known from the many requests for Letters of Permission received from boards of education throughout the province that there is a shortage of well-qualified teachers. Some persons teaching French under the authority of such Letters of Permission are those who have native fluency (and sometimes some teacher education and experience) but who have not earned the university degree necessary for entry to one of the colleges of education. Others may have completed a university degree but not the required courses in teacher education.

The teacher supply at the elementary school level is expanding more rapidly. It is felt that the rapid growth of the elementary school French programme is attracting many teachers into this field.

11. Teacher preparation

A qualified teacher of academic subjects in a secondary school requires an approved degree from an accredited university and an Interim High School Assistant's Certificate, Type B. This certificate is granted by the minister of Education

for Ontario upon successful completion of a teacher-training course at an Ontario college of education, subsequent to the acquisition of an approved basic university degree.

The Interim High School Assistant's Certificate, Type A (for graduates with second-class honours, or better, from certain designated honours courses, or for those possessing other advanced standing), provides a higher professional standing, and is generally required from teachers who are seeking the responsibility of teaching at the Grade XIII level, or of heading a modern-language department in a secondary school.

Any teacher possessing an elementary school teaching certificate is now qualified to teach French in English-language elementary schools. Ideally, however, only those teachers who have completed the department's summer course in the teaching of French to English-speaking pupils in elementary schools, who possess an elementary school teacher's certificate valid in English-language schools, and who are fluently bilingual in French and English, would be permitted to teach this subject. It is planned that eventually all such teachers of French will require the department's summer course in order to teach French as a second language, but it would not be realistic to insist upon this at the present time. Three years ago, foreseeing the potential shortage of teachers of French, the department made special arrangements for training those residents of the province who were fluent in the language and might be considered as potential teachers of French in elementary schools.

A course in the teaching of French to English-speaking pupils in elementary schools is offered in six of the 11 English-language teachers' colleges, as an extra option to selected groups of students competent in both written and spoken French. These students thus earn an extra certificate at the same time as their basic teaching certificate.

In the summer of 1966, and again in 1967, a six-week "immersion" course to improve the fluency of teachers of French (both elementary and secondary) was offered at the Centre for Continuing Education at Elliot Lake. In the summer of 1968, the course was held at Sainte-Thérèse-de-Blainville, 20 miles north of Montreal. Selected candidates live in residence and receive from teachers whose mother tongue is French a thorough grounding in French conversation, methodology, culture and civilization, and linguistics. An out-of-class recreation programme is designed to provide further conversational practice.

12. *In-service training, supervision, guidance*

The Ontario Secondary School Teachers Federation offers summer courses for updating the professional competence of its members. It offers similar training in content and methodology by sponsoring professional development days, seminars, and workshops, throughout the province. It also provides resource booklets for each high school subject.

On-the-job guidance is available to French teachers from the modern-language consultants of the department of Education and also—on a daily basis, if required—from the head of the department of modern languages.

In early 1968 a "curriculum updating" series of eight half-hour telecasts was sponsored by the department. The purpose of the series was to provide teachers of French in Grades VII and VIII with the opportunity of observing master teachers using the modern techniques required for the effective presentation of the new programme. There were also commentaries by special consultants on the classroom procedures shown. A similar series for Grade IX and X teachers will be provided in 1969.

In elementary schools, the guidance of teachers of French is the responsibility of the local area superintendent. Since he often lacks competence in the spoken language, he frequently seeks help and advice from the French specialists and programme consultants of the curriculum section of the department of Education.

J. Manitoba

1. Compulsory French

French is not a compulsory subject of study in the schools of Manitoba. The college preparatory programme does, however, require a language option—French, German, Latin, or Ukrainian—because the University of Manitoba specifies a language other than English for admission to nearly all faculties and courses. Since the vast majority of secondary school students are enrolled in the academic course, and since at least one previous year of French is required to begin the university entrance French course in Grade X, most students have at least four years of French on leaving high school at the end of Grade XII (senior matriculation).

2. Optional French

French is available as a local option from Grade I through Grade XII. In high school it is offered in the university entrance, general, and com-

12. *In-service training, supervision, guidance*

Each year the department of Education provides summer courses in the teaching of elementary French in Grades I to VI. In recent years there has been an additional junior high school course based on *ÉCOUTER ET PARLER*. Tuition fees are paid by the department. There are also summer courses for teachers who are working towards the degree of Bachelor of Education.

The department organizes in-service training for teachers at different centres throughout the province. Regional meetings are held in connection with new courses in order to provide orientation for the teachers concerned. The Manitoba Teachers Society co-operates fully in these projects.

There are three French curriculum committees, one each for the elementary, junior high school, and senior high school programmes. These committees travel about the province on weekends during the school year demonstrating, explaining, and discussing the reaction of teachers to the new courses of instruction.

Teachers of French have the opportunity of discussing their problems together at the Easter convention of the Manitoba Modern Language Association and in other meetings sponsored by this organization during the school year. The association also publishes a bulletin to assist language teachers.

There are no modern-language inspectors as such appointed by the department. Local supervisors of French are found in the greater Winnipeg area and department heads have been appointed in the larger schools.

K. *Saskatchewan*

1. *Compulsory French*

Although a second language is not compulsory in the schools of Saskatchewan, most high school students intending to enter university carry a language option, since most colleges at the University of Saskatchewan require a language other than English for admission and graduation. French is the language selected by the majority of matriculation candidates, but a considerable number elect Ukrainian and German, and a few take Latin.

2. *Optional French*

In September 1967, French was started at the Grade VII level as an authorized programme.

Previously, it had been offered in Grades IX to XII, with approximately 75 per cent of matriculation students taking it in Grade IX, about 70 per cent in Grade X, and 60 per cent in Grades XI and XII. A few schools begin French at the Grade V level with departmental permission. Lack of qualified teachers have hampered the extension of French courses.

The Schools Act also makes provision for French to be offered for one hour a day in communities where such instruction is approved by the school board. For many years communities with a predominantly French population have made use of this opportunity. In 1966, 54 such communities were providing French instruction starting in Grade I. This involved approximately 1,200 Grade I pupils, with a gradually decreasing number up to Grade VIII (about 650). In planning these programmes the department has worked closely with the Association culturelle franco-canadienne.

3. *Weekly time schedules*

Grades IX to XII have a minimum of 150 minutes of French instruction per week. The new programme for Grades VII to IX allots 120 minutes per week, and the special French programme allots one hour a day.

4. *Aims*

While in the past schools have been encouraged to stress the four aspects of language skill, because of the lack of fluency on the part of many teachers more attention has been given to reading and grammar. However, with the new programme the following aims now apply: 1. to develop the ability to speak French with accurate pronunciation; 2. to develop the comprehension of spoken French; 3. to develop skill in reading French; 4. to develop skill in writing French; 5. to acquaint students with the rules of French grammar as they occur, but only when such knowledge becomes necessary to fuller comprehension and to correct writing; and 6. to stimulate an interest in and a knowledge of the culture of Canada and of France by means of relating to life in French Canada and France.

5. *Curricula, texts, methods*

In the new course intended for Grades VII to IX, schools may choose between two series of programmes. *VOIX ET IMAGES DE FRANCE* and *LE FRANÇAIS INTERNATIONAL*.

Present texts in use in Grades x to xii will be phased out as the new series for Grades vii to ix is gradually extended in the high school grades.

A new bulletin outlines the philosophy of the new programme and offers suggestions with respect to evaluation procedures, including aural comprehension tests.

6. Articulated sequence

When the new programme has been fully implemented there will be an integrated course of instruction for Grades vii to xii.

7. Teaching aids

Weekly school broadcasts have been provided for many years to accompany the Grade ix and x programmes. They have followed the textbook and have given teachers and pupils the opportunity to hear French correctly spoken. A series of 20 telecasts was begun in the fall of 1967. The materials used are based on LE FRANÇAIS INTERNATIONAL.

The school broadcasts branch provides follow-up tape recordings for the radio programmes in Grades ix and x and also for the new television series. Schools supply blank tapes and the recordings are prepared free of charge.

Correspondence instruction in French is provided for Grades ix to xii. Some 589 students were enrolled in correspondence courses during the school year 1965-6. The number of high school students studying French in this way has been steadily decreasing.

8. Examinations

Provincial examinations in French are conducted only at the Grade xii (senior matriculation) level. In the school year 1965-6 there were 7,504 candidates writing Grade xii French out of a total of 11,400. To date there have been marks allotted for translation, vocabulary, and grammar, and none for aural comprehension. In the new programme, however, starting with Grade vii, 70 per cent will be allocated to oral work and this will gradually change with progression up the grades to approximately 25 per cent oral and the remainder on reading comprehension, translation, grammar, and vocabulary.

9. Trends and proposed changes

The selection of the new courses mentioned in Section 5 was preceded by a two-year period of experimentation. During this time no fewer

than nine modern programmes were used on a trial basis in numerous Grade vii, viii, and ix classes, with departmental approval.

10. Teacher supply and qualifications

There is a shortage of qualified French teachers in Saskatchewan. A recent survey of some 500 teachers of French showed that only 290 were fluent or reasonably fluent in the language. In many instances teachers have been assigned to the teaching of French without sufficient qualifications, particularly in speaking the language. There is now a new urgency felt about fluency in French, however, and it is hoped that the situation will improve appreciably.

11. Teacher preparation

To enter the colleges of education in Saskatchewan, candidates must have completed Grade xii. Many of these students have had four years of high school French. For those planning to teach French, the colleges provide classes that stress oral skills and methodology. In addition, summer classes are provided to give further practice in oral French. Some of these are conducted wholly in French.

12. In-service training, supervision, guidance

The colleges of education at both campuses of the university provide credit courses during the summer for the upgrading of teachers. For the past four summers, courses have been offered in French conversation at two levels.

On October 1, 1966, a supervisor of French was engaged by the department of Education to advise French teachers with respect to methodology, reference materials, and desirable emphasis. He helps with the development of new courses and the choice of new texts, and spends much of his time in the field.

Area workshops of three days' duration were introduced in the fall of 1967 to provide orientation for teachers of the new Grade vii, viii, and ix courses, including French. There is as yet no organized association of French teachers working within the Saskatchewan Teachers' Federation, although at conventions and institutes French teachers have an opportunity to get together and make recommendations. But there is a strong French association in the province, started many years ago, outside the formal school setting, with the aim of keeping alive the French tradition and language within the province. The association is an active organization with periodic meetings and

a secretariat. Most French-speaking teachers belong to it and their influence has been strong in the development of the present French programme in Saskatchewan schools.

L. Alberta

1. Compulsory French

The study of French is not obligatory in the schools of Alberta. The University of Alberta and the University of Calgary require senior matriculation (Grade XII) standing in a second language, usually but not necessarily French, for admission to the faculty of arts. There is no longer a language prerequisite for entrance to most other faculties, including education. A modern or classical language is usually an acceptable elective subject, except for admission to engineering. The University of Lethbridge does not specify a second language as a condition of admission to any faculty.

2. Optional French

The cities of Calgary and Edmonton, with slightly less than half the total population of the province, offer a nine-year sequence of French instruction extending from Grade IV to the end of high school. In the separate schools of Edmonton, and in both the separate and public schools of Calgary, French in Grades IV to VI is virtually a "compulsory option." Some 30,00 children are studying French in these grades in the Calgary area alone.

Sixty per cent of the elementary public schools of Edmonton offer French in Grades V and VI, with some of these schools beginning French in Grade IV. More schools will be included in the programme as more teachers of French become available.

Active French programmes in elementary classes are also established in other urban centres. They are not usually found in rural schools, except in such areas as St. Paul, Bonnyville, and Falher, where French is used as the language of instruction during at least part of the day. In these districts, pupils of non-French origin are permitted to take instruction in French and often develop a good working knowledge of the language.

In the junior high schools (Grades VII to IX), French becomes one of several exploratory options; others are music, art, dramatics, home economics, and industrial arts. A pupil must

normally elect French in Grade VII if he is to continue its study in the two following grades. In 1965-6, in the Calgary public schools, 87 per cent of Grade VII students were studying French. The figures for Grades VIII and IX were 72 per cent and 67 per cent respectively, with a general average of 75 per cent for junior high schools. The overall average is comparable in other city systems, but statistics are lacking for the outlying regions.

In the Edmonton public school system, the 40 junior high schools have a sequential French programme.

It is only in the senior high school grades that provincial records are kept of the registration by subject. In 1966, about 64 per cent of the students in Grade X, 51 per cent of those in Grade XI, and 38 per cent of those in Grade XII were studying French. The vast majority of these students were in the matriculation stream, though some were in the general course. In 1967-8, the percentages were somewhat lower; in Grades X, XI, and XII respectively, 58, 48, and 35 per cent of the students were studying French.

3. Weekly time schedules

In Grades IV to VI there are 75 to 100 minutes of French instruction per week; in Grades VII to IX, 112 minutes; and in Grades X to XII, 200 minutes.

4. Aims

There is no departmental bulletin and hence no official statement of aims for elementary French. The 1967 curriculum guide for secondary French outlines two programmes, one extending over a six-year period (Grades VII to XII) and the other confined to the three senior high school grades. The long course is based on an audio-lingual approach; the short course may be either audio-lingual or traditional in format, though even in the latter case the emphasis is generally on the development of aural-oral skills.

The official guide stresses the need for teaching language as a vehicle of communication and underlines the economic, social, and cultural values of language study. In achieving fluency it is recommended that the vocabulary and structures taught be limited to those listed in *Le français fondamental*¹—Level One for the three-year course, and possibly Levels One and Two for the six-year programme, though the amount of coverage for the longer course is still under study.

¹ France, Ministère de l'Éducation nationale, *Le français fondamental* (Paris, 1959).

The specific objectives further emphasize the communications and audio-lingual aspects of instruction. The student is expected to develop the ability to understand French as it is spoken by a native speaker; speak French in everyday situations, read French easily and with comprehension; and communicate in writing anything he can say. These skills are to be developed within the context of the pupil's experience and vocabulary.

5. Curricula, texts, methods

In Grades IV to VI of the public and separate schools of Calgary, French has been taught by television since 1960. At that time a local television station offered its facilities for an experiment with "Parlons français." The purpose of the experiment was to test the hypothesis that a competent television teacher, a competent supervisor, and a team of classroom teachers with a minimum of matriculation French, would do an effective job of instruction at the elementary level. The project started with about 1,500 pupils in 42 classrooms. In the past seven years it has grown to include some 30,000 Grade VII, VIII, and IX pupils in virtually all the schools of greater Calgary.

Every school day at 9:15 a.m., a 15-minute broadcast is beamed to one of the three grades concerned. The follow-up lessons of the same length are conducted by the classroom teacher, and then there is another television lesson.

Although the "Parlons français" series provides the core of the course, there are a number of locally produced broadcasts as well.

The various in-service training programmes that accompany the course are described in Section 12. In addition, printed materials and records are distributed to classroom teachers. Teaching guides present outlines for each lesson, basic classroom expressions, pronunciation difficulties, drills, and materials for enrichment and testing. An attempt has also been made to test aural comprehension through television.

In 1963 the same television course was introduced into Division II of the Edmonton separate school system. When the local television station was later compelled to withdraw the programme, the school authorities rented two sets of the films and by an ingenious "bicycling" arrangement have continued to provide "Parlons français" on a regular basis to some 60 schools. The film presentations are supplemented by daily follow-up lessons taught by the classroom teacher and based on material provided by the supervisor of French. As in Calgary, a number of live segments have also been prepared locally to adapt

the course to Canadian conditions. Yet another product of local initiative is a reading readiness programme that is introduced in Grade VI.

The television series is not used in the public schools of Edmonton. Instead, elementary pupils are taught the audio-visual course *BONJOUR LINE*, as a preparation for *VOIX ET IMAGES DE FRANCE* in junior high school. Red Deer uses the same course.

At the junior high school level (Grades VII to IX) French is one of several exploratory options which the student may take at the rate of two or sometimes three per year. A student who begins French in Grade VII normally continues the subject in Grades VIII and IX, though he is not obliged to do so. Such a student will probably elect to continue the study of French throughout senior high school (Grades X to XII). Prior to 1966, the only French programme authorized by the department was a three-year course for Grades X to XII. All students entering Grade X, regardless of their previous background in the subject, were required to study one of three beginners' texts. In September 1966, the department authorized a new six-year sequential programme extending through Grades VII to XII. Schools and students were given a choice of three programmes: *AUDIO-LINGUAL MATERIALS*, *AURAL-ORAL FRENCH SERIES* (*ÉCOUTER ET PARLER*, etc.), and the first and second levels of *VOIX ET IMAGES DE FRANCE*. The first part of the *VIF* course was already well established in Calgary, Edmonton, and in other communities, including Red Deer.

In 1967, for the first time, students who had had three years training in *VIF*, or in either of the other two audio-lingual courses, were permitted to *continue* its study in Grade X, instead of beginning again with one of the traditional texts. Permission was also granted to *begin* these new programmes in Grade X with those students who had not had the benefit of previous audio-lingual instruction. It was recommended, however, that only teachers who had some training in the methodology of at least one of the authorized programmes be encouraged to teach this new sequence of French courses.

In retaining the three-year programme, at least temporarily, the department considered the fact that, outside the city schools, in many cases it would not be feasible to introduce the new courses. Even here, however, the department recommended that the emphasis as far as possible be on the development of fluency and the ability to communicate.

By June 1970, students completing Grade XII will have been trained under a variety of programmes and this will complicate the problem of evaluation.

6. Articulated sequence

The three courses recommended for the six-year training cycle all purport to be sequential study programmes. The problem remains of integrating these courses with the preceding three years of television or other instruction. There are still many pupils who "begin" French instruction several times. The University of Calgary offers to prospective language teachers a special methods course in which procedures are developed for bridging the gap between elementary and high school French.

7. Teaching aids

As early as 1962 the official syllabus for French and German contained a guide for schools intending to purchase a language laboratory. A survey held in 1965 showed that, because of special government grants, there were already some 27 high schools in the province equipped with language laboratories, and that all but a few of these installations were outside Calgary and Edmonton. The number of laboratories is increasing each year.

The audio-visual services section of the department of Education provides tapes and films. In the larger school systems there are also well-equipped instructional materials centres. One outstanding example is the centre operated by the Edmonton Separate School Board. This provides numerous facilities and services for the distribution, preparation, and production of the most up-to-date instructional aids including audio and video tapes, overhead transparencies, and films. It also provides consultative services and in-service education relating to the selection, preparation, and utilization of materials and equipment.

8. Examinations

The only examination set by the provincial department is normally written at the end of Grade XII. Students who have had sequential instruction in French from Grade VII on are permitted to write at the end of Grade XI. The 1967 examination was based on the assumption that candidates had had three years of instruction in French. The entire paper was in French and no translation from or into English was required. In addition, an aural comprehension test on tape, worth 10 per cent of the total, was included.

9. Trends and proposed changes

In Alberta, at the junior and senior high school levels, the experimental courses of a year or two ago have now become officially authorized programmes. If these new approaches prove successful, a gradual phasing out of the traditional courses may be expected. The department has ambitious plans for the extension of educational television to a number of teaching areas, including modern languages, when the necessary channels have been approved.

10. Teacher supply and qualifications

In a study conducted in 1965, 513 teachers of high school French in the province were surveyed.¹ Of 435 respondents, 321 stated that they were of non-French origin. Of these, over half (55 per cent) admitted that they were not fluent in French. Teachers in small towns and in small high schools tended to lack fluency because they had not learned the language in a French environment, because of an insufficient number of university courses in French, or both reasons. English was used as the language of instruction more than half the time by 250 of the 321 non-French teachers of French. The study questions whether it is possible to attain the audio-lingual goals set by the official course of study when so many teachers themselves lack fluency.

11. Teacher preparation

A Grade XII graduate who obtains 60 per cent in six departmental examinations may enter one of the provincial universities or their affiliated junior colleges. Candidates for the faculty of education must declare a major field of study and also choose between the elementary and secondary Bachelor of Education routes. Those who choose French as their major in the secondary route are required to complete a minimum of five content courses (including courses to develop oral fluency) and one or two methods courses in this subject. To date the small number of French majors has been quite insufficient to meet the demand for qualified teachers of French.

A candidate who completes two years of training is eligible for either a Standard E or Standard S Certificate, the former being valid for Grades I to IX and the latter for Grades IV to XI. After three years of training in either route, candidates may receive the Interim Professional Certificate valid for Grades I to XII; and upon completion of four years, the degree of Bachelor of Education.

¹ George H. Desson, "A Study of the Academic Preparation and Fluency of Alberta High School Teachers of French" (unpublished M.A. thesis, University of Calgary, 1967).

In Alberta, as in most other provinces, the certification of academic teachers is general, and not by subject. The teaching diploma does not indicate the subject area in which the holder has specialized while attending the faculty of Education. A teacher may be assigned by the school board to the teaching of any academic subject, depending on the needs of the moment.

12. *In-service training, supervision, guidance*

Both the University of Alberta and the University of Calgary offer summer courses to teachers in the methodology of audio-visual and audio-lingual instruction. The course offered in Calgary is based almost exclusively on VOIX ET IMAGES DE FRANCE, and student teachers are required to attend all-day sessions for a period of six weeks. After an intensive training and indoctrination phase, including the observation of demonstration classes, the student teachers gradually take over the instruction themselves. In 1967 the Edmonton Public School Board offered ten \$300 bursaries to teachers of French for summer courses in either language or methodology.

In Calgary, special in-service courses are offered during the school year both by the continuing education branch of the faculty of Education and the public and separate school boards. These courses cover both elementary and high school French, providing help in methodology and promoting oral fluency.

In addition to these formal courses, there are occasional in-service sessions conducted by supervisors, master teachers, or special consultants. An example of a more ambitious workshop was a three-day seminar sponsored by the Edmonton separate school board prior to the 1967 school opening. Here teachers attended briefings and examined materials relating to the recently approved audio-lingual series.

The modern and classical language council of the Alberta Teachers Association is also exercising a growing influence on the improvement of language instruction. Annual conferences and local workshops with special speakers are held at various points in the province. The council publishes the *Bulletin* twice a year to inform language teachers of current developments in their field.

One novel method of providing on-the-job assistance to elementary teachers of French is used in Calgary. This consists of two series of in-service telecasts, one held in September-October and the other later in the school year. At 8.30 a.m. the teacher may turn on a television set in the classroom and spend 15 minutes

viewing lesson material and listening to a discussion of teaching procedures. In addition to the supervisor and two consultants, the panel may include classroom teachers or the directors of French at the faculty of Education. Questions raised by teachers are dealt with informally during the broadcasts.

With respect to teacher supervision, there are no departmental inspectors assigned exclusively to language classes; there is one inspector well qualified in this field who is available for consultation. Supervisors of French are found in Calgary and Edmonton. The role of department chairman is relatively new in Alberta and is usually confined to the core subjects, but French department heads are occasionally found in the larger schools.

M. *British Columbia*

1. *Compulsory French*

The study of French is compulsory for all Grade VIII students. In special circumstances, students may be excused at the discretion of the principal of the school, but less than 5 per cent of Grade VIII students are excused from the study of French.

The study of a second language, not necessarily French, is required for all students in Grades IX and X seeking to qualify for entrance to the academic-technical programme in Grades XI and XII. The completion of a second-language course numbered 11 is required of all students intending to graduate with the humanities or science specialties on this programme. Most students taking a second language elect to take French. A few students elect Latin, German, or Spanish as their second language.

2. *Optional French*

French 11 (Grades XI and XII) may be taken as an elective by students on the technical specialty of the academic-technical programme. French 12 can be elected by students on the academic-technical programme. Students on the vocational programme may take French courses as options, but the practice is not widespread.

Because of cases of acceleration and repetition, as well as adjustment to individual student programmes, it is not possible to give exact percentages of students taking French grade by grade. The approximate percentages are Grade VIII, 96; Grade IX, 72; Grade X, 65; Grade XI, 55; and Grade XII, 25.

Elementary schools may offer French courses with the permission of the department of Education. Some elementary schools are experimenting with oral-aural French courses, usually at the Grade VI and VII levels.

3. *Weekly time schedules*

The weekly time allotments for French instruction at the secondary school level are approximately as follows: French 8, 120 minutes; French 9 and 10, 165 to 170 minutes; and French 11 and 12, 1/7 of total instructional time. The actual instructional time is determined by the school.

4. *Aims*

The following aims for the study of French are listed in the curriculum guide for French 8, 9 and 10: to develop the ability to speak the language; to develop the comprehension of the spoken language; to develop a skill in reading; to develop an elementary skill in writing; and to stimulate an interest in and a knowledge of the culture of France and Canada.

The following is also quoted from the same curriculum guide: "It should be noted that these courses are not envisaged as being a narrowly academic and grammatically oriented study about a foreign language. It is intended to provide introductory experiences in the study of a modern living language through the use of natural situations and the experiences of hearing, speaking, reading and writing. The course develops the fundamental concept of language as a means of communicating thought."

5. *Curricula, texts, methods*

Traditional texts are prescribed in Grades VIII to XII. Curriculum guides are provided by the department of Education for each of the courses. These guides outline the course requirements and provide suggestions for teaching and testing.

6. *Articulated sequence*

The two main texts provide a fairly well-graded course of instruction for the five-year sequence.

7. *Teaching aids*

Teachers of French have the following teaching aids available to them—record players, prepared records, tape recorders, blank and prepared tapes, projectors, films, filmstrips, and film-loops. Some classes take advantage of programmes pro-

vided by the school broadcasts division. For the 1967-8 school year, a series of five radio enrichment programmes, "A propos," was offered to senior secondary classes. A second series of four programmes, entitled "Chantez," consisted of a number of songs bridged by continuity in the French language; copies of the lyrics were distributed to schools.

8. *Examinations*

Evaluation of pupil progress is the responsibility of the schools. Suggestions regarding examinations are provided in curriculum guides and circulars. Teachers are encouraged to design their testing programmes to assess pupil growth in speaking, understanding, reading, writing, and cultural knowledge.

A provincial departmental examination is provided for students not recommended in French 12 and for those students writing French 12 for a scholarship. In these cases the school rating of the student still counts for half of the student's final grade.

In 1967 the department prepared an oral-aural examination as an aid to teachers in assessing this important aspect of the French 12 course. This test, in the form of a tape recording and question sheets, was made available to schools on request and was widely used.

9. *Trends and proposed changes*

A French revision committee has been studying new French programmes. Some of these new programmes are being tried experimentally in a few classrooms in the province. At the Grade VIII level there are pilot projects involving LE FRANÇAIS INTERNATIONAL; FRENCH: A STRUCTURAL APPROACH; ICI ON PARLE FRANÇAIS; and ÉCOUTER ET PARLER. The latter, which is the first book of the audio-lingual series, was introduced in Grades VIII and XI on a permissive basis in September 1968. The course will be continued in Grades IX and XII in September 1969, and in Grade X in 1970.

10. *Teacher supply and qualifications*

The demand for properly qualified teachers of French in British Columbia far exceeds the supply, particularly for language specialists who have a good grasp of their subject, who speak the language fluently, and who are able to handle the audio-lingual method of teaching.

Because well-qualified and properly prepared teachers of French are not available in sufficient quantities, administrators must often accept teach-

ers who have had little or no university work in French and who have not been trained in second-language teaching. Certification authorities tend to encourage a disregard for specialization by refusing to write on the teacher's certificate the subject or subjects he is competent to teach. School boards in turn seldom examine a teacher's qualifications for instructing in French.

11. Teacher preparation

Teachers of French are prepared by the three major universities of the province—the University of British Columbia, the University of Victoria, and Simon Fraser University. The minimum requirements for training is an undergraduate major in French, which includes work in language and literature and which is increasingly giving attention to oral competence in the language. At the University of British Columbia, during the training year, the lectures on methodology are given in French and the student teachers are supervised in the schools by the methodology instructor as well as by the sponsor teachers. The first certifi-

cate for the teacher of French is the professional basic, which is awarded after the successful completion of the five-year Bachelor of Education programme, or of the one-year training programme for arts graduates.

12. In-service training, supervision, guidance

There is no supervisor of French for British Columbia, and no provincial inspectors are specially qualified to help teachers in this field.

In-service training and guidance are provided largely by department chairmen in the bigger schools, and through numerous workshops and summer courses arranged by school districts, by the B.C. Teachers' Federation, by the University of British Columbia, and by the University of Victoria. The Provincial Specialists Association of Modern Language Teachers also publishes a newsletter. The faculty of education at the University of British Columbia produces in French an information bulletin for teachers of French and encourages teachers to write for assistance to its service bureau.

§39. L'une des idées maîtresses de cette réforme est l'instruction dans les classes de 6^e et de 5^e de l'orientation par l'observation. Les enfants ne doivent pas être contraints à poursuivre leurs études, courtes ou longues, dans tel ou tel type d'établissement selon le niveau social de leur famille ou la proximité d'un établissement secondaire déterminé, mais d'après leurs goûts et leurs aptitudes. C'est ce que l'on a appelé la « démocratisation » de l'enseignement.

§39. . . . Pour la première fois dans l'histoire des institutions scolaires françaises, tous les élèves quittant l'école élémentaire se trouvent réunis dans un même établissement. D'autre part, ces établissements sont l'instrument idéal pour la mise en œuvre d'une orientation efficace, le passage d'une section à l'autre pouvant s'effectuer sans difficulté.

§65. Ce qui caractérise cette tradition classique, c'est le souci de la formation de l'esprit, l'idéal de la tête bien faite, l'habileté à manier les concepts, le goût des principes. Cet enseignement, en dépit d'une séparation entre le cours de lettres et celui de philosophie, présente *une unité assez rigoureuse dans ses méthodes et ses buts*, car les matières sont envisagées dans une perspective désintéressée de culture générale, où la préoccupation de la formation humaine intégrale a toujours eu priorité sur les programmes.

§89. Ce sont les commissions scolaires qui déterminent par l'engagement des maîtres soit de langue anglaise soit de langue française dans quelle langue l'enseignement régulier sera donné à l'école. Dans les endroits où les catholiques de langue anglaise sont en majorité, ils sont les maîtres de leurs écoles. Ni le gouvernement, ni le Département de l'Instruction publique n'interviennent dans les questions de langue, excepté pour revendiquer le droit de la minorité, qu'elle soit de langue anglaise ou de langue française.

§93. Le programme, pour toutes les autres matières, resterait, dans les écoles anglaises, le même que dans les écoles françaises.

§93. Après avoir entendu les observations de MM. Michael McManus et Gerald Coughlin, le Comité décide de laisser à la Sous-Commission de langue anglaise la liberté de préparer le programme selon sa propre conception comme le fait actuellement la Sous-

Commission de langue française. Les deux Sous-Commissions devront ensuite se rencontrer pour essayer d'établir un programme commun sur le plus grand nombre de matières possibles. Chaque Sous-Commission fera ensuite rapport à la Commission des Programmes et des Manuels, qui elle-même fera rapport au Comité catholique.

§172. . . . étant généralement d'avis que le système d'éducation tel qu'il existe pour les anglophones du Québec est d'une qualité adéquate, il était normal que les porte-parole d'associations de ce groupe fussent plutôt enclins à préférer le *statu quo*.

§756. Notre peuple devait désormais affronter la domination d'une nation puissante, longtemps ennemie, animée de vifs sentiments anticatholiques, dont la politique commerciale ne pouvait guère favoriser le relèvement canadien. L'opposition d'idées, de sentiments, d'intérêts, devait nous placer dans un péril extrême pour notre survivance.

§756. La résistance à l'assimilation constitue la lutte la plus dure de notre histoire, la plus exténuante aussi parce qu'elle se prolonge toujours. Même au cours de périodes calmes, le milieu anglo-saxon qui nous entoure exerce sans cesse son action et nous force à une vigilance de tous les instants.

§757. Ce rapport de Durham aurait été à l'origine de l'Union de 1840, du gouvernement responsable de 1848, de la Confédération de 1867 et de l'union législative que l'on essaie aujourd'hui de réaliser, toutes formes de gouvernement qui favorisent, au détriment de la nationalité canadienne-française, l'expansion du nationalisme anglo-canadien.

§758. Le peuple canadien n'a ni l'homogénéité ni la culture qui lui permettraient de résister avec succès à l'absorption partielle (par l'américanisme). Entre les impérialistes anglais et les nationalistes canadiens-français se déroule toute la gamme des opinions et des sentiments. Un fossé large et profond sépare les uns des autres, catholiques et protestants, Anglais de l'Ontario, Canadiens français du Québec, Néo-Canadiens de l'ouest. La Confédération n'est qu'une froide notion juridique, pour laquelle la plupart ne manifestent aucun attachement réel.