

Official Version - see Appendix for correction to p. 7 *ML*

QUEBEC FEDERATION of

HOME and SCHOOL ASSOCIATIONS

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A SUBMISSION TO THE COMMISSION OF ENQUIRY ON THE POSITION
OF THE FRENCH LANGUAGE AND ON LANGUAGE RIGHTS IN
THE PROVINCE OF QUEBEC

ON IMPROVING FRENCH LANGUAGE EDUCATION
FOR NON FRENCH-SPEAKING CHILDREN

SUMMARY

It is our purpose in this brief to show that, while we accept the principle that all people in Quebec should learn to speak French well, there are difficulties which prevent them from doing so. Present teaching methods and the numbers of French-speaking teachers in the English schools are inadequate. Many parents in Quebec are denied the right to choose French schools for their children --- thus the surest path to good French is closed to them. At the same time, there exists among English-speaking people anxiety regarding their linguistic rights in the province. This hampers the expansion of the French language outside the French community.

We shall make suggestions to:

1. Guarantee all Quebec parents the right to schools in the official language of their choice, i.e. French or English. Para. 18A
2. Provide the opportunity for all students in Quebec to graduate from high school with a working knowledge of French. Para. 18B (a)
3. Make available intensive French instruction within certain English schools in each district so that students who have the ability and the desire may become fluently bilingual. Para. 18B (B & c).
4. Increase within the English schools the proportion of teachers who speak French in order to implement the above Paras: 12, 13, & 20.
5. Provide contact between French-speaking and English-speaking children. Paras. 15 & 19

We, as parents responsible for our children's education, firmly believe that a knowledge of French and English is a great asset. In the past, both French and English children have been restricted in their opportunities to obtain a bilingual education. Extremists, on both sides, are attempting to maintain the linguistic isolation of the two communities. We wish to ensure that our children will not suffer from the prejudices and mistakes of the past. As English-speaking parents we are striving for a greater degree of bilingualism for our children. We do not believe it is our role to make suggestions concerning English language instruction for

French-speaking children. We are not unaware of the many factors in the home and in the community which can help English-speaking children to learn French, but we propose in this brief to deal with formal schooling only.

INTRODUCTION

1. The Quebec Federation of Home and School Associations is an organization consisting of 160 local associations with a total membership of 17350 families whose children for the most part attend the Protestant schools in Quebec.

2. The purpose of the Federation of Home and School Associations is to promote co-operation between educators and parents for the benefit of the children who are their mutual responsibility.

3. The Participation of Parents in Education. The Parent Commission opened the way for the participation of parents in education.¹ Furthermore, the principle of elected school committees and regional commissions was also elaborated.²

While school boards in other parts of the province are elected, in the cities of Montreal and Quebec, where there are the largest concentrations of population, school boards are still appointed. The Pagé Report for School Reorganization on the island of Montreal (October 1968) has put forward similar plans to that of the Parent Commission for elected

1. Vol V. Chap. XIII, Role & Functions of Parents in School System
2. Vol. IV, March 1966, Part 3, Educational Administration, paras. 33 to 38.

school boards at the local and regional levels. We would endorse this as a necessary measure if parents and taxpayers are to have a voice in educational matters.

It also appears to be the intention of the Department of Education to involve parents in the reform of education (Regulation 1) in each particular school.^{3,4.} It is therefore our desire to co-operate with the educational authorities in order to improve French language education for our children, which motivates us to submit this brief.

4. This brief was written by a group of parents from a number of different Home and School Associations in the Montreal area and submitted to the executive of the Quebec Federation of Home and School Associations. Copies were sent to all local associations for approval. The brief was followed up by a letter from Mrs. Doreen Richter, President of the Quebec Federation of Home and School Associations, to all local presidents asking for objections and suggestions before June 30th, 1969. All replies from local associations received by July 9th, 1969, were unanimous in their support for the brief with only minor changes suggested for the sake of clarity. The brief has therefore been approved by the executive of the Quebec Federation of Home and School Associations as

3. The Cooperative School, Educational Document No. 2
Department of Education, Government of Quebec September 1966
4. The Educational Workshop, Educational Guidebook No. 5
Government of Quebec, Department of Education, February 1967.

expressing the views of the membership with respect to French language education for non-French-speaking children.

(See Appendix for list of Home and School Associations who sent in their support for the brief: - 44 from Montreal and district
6 from other parts of the province)

5. Since this Commission has been asked to make "an enquiry into and submit a report on the position of French as the language of usage in Quebec, and to recommend measures designed to guarantee:

1. The linguistic rights of the majority as well as the protection of the rights of the minority:
11. The full expansion and diffusion of the French language in Quebec in all fields of activity and also at the educational, cultural, social and economic levels",

and since we are convinced that a legal guarantee of linguistic rights is essential to the expansion of the French language in Quebec, we shall deal with each of these aspects in turn.

6. Linguistic Rights

A linguistic right is a specific legal protection for the use of a given language (either by law, or by well-established custom). At the present time in Canada, the only written guarantee of linguistic rights is provided by Section 133 of the British North America Act of 1867 as cited in the Report of the Royal Commission on Bilingualism and

Biculturalism, Book 1, Section 416:

"Either the English or the French language may be used by any person in the Debates of the Houses of the Parliament of Canada and of the Houses of the Legislature of Quebec; and both those Languages shall be used in the respective Records and Journals of those Houses; and either of those Languages may be used by any Person or in any Pleading or Process in or issuing from any Court of Canada established under this Act, and or from all or any of the Courts of Quebec. The Acts of the Parliament of Canada and of Legislature of Quebec shall be printed and published in both those Languages."

7. Language Choice

There has never been a legal guarantee in Canada allowing parents to choose the language of instruction for their children. It has generally been acknowledged that French-speaking Canadians outside Quebec often have been deprived of the right to an education in their mother tongue. On the other hand, Quebec has maintained two educational systems, one in French and the other in English, which exist side by side at all levels, from kindergarten to university. This has not meant, however, that parents in Quebec have been permitted to choose the language of education of their children. The Royal Commission on Bilingualism and Biculturalism notes that the only immigrants in Quebec to assimilate to French in large numbers are of Italian origin, while those of German, Jewish and Scandinavian origin assimilate to English. In fact, the groups assimilating to English, being largely non-Catholic, have to pay fees to attend French schools --- they are OBLIGED to go to English schools. Even Catholics who

do not speak French at home, were until recently, discouraged in many cases from attending French schools. French Protestant ¹⁹⁵⁵ ~~classes~~ ^{schools without fees} in Greater Montreal were not established until 1961, are few in number (three elementary, and one high school), necessitate long bus rides for many students, and accept only students who already speak French. Those children (non-Catholic) who do not speak French have no French schools available to them without fees, except for a small number involved in language research projects which will be discussed in a moment.

8. Some Consequences of Rigid Divisions

The arbitrary division of children on the basis of religion and language, which was perhaps designed to assure liberty, has had the opposite result for many people: Protestant and Jewish Francophones have lost their language; this division has created a community of English-speaking persons unable to know their French-speaking fellow citizens, and cut off from a real participation in the life of Quebec. If the barrier of fees were removed, these parents could send their children to French schools, not necessarily for their entire schooling, but long enough to ensure fluency in the language.

9. Recommendation for Choice

Both the Parent Report and Report of the Council of School Re-Organization of October 28, 1968 (Jos. L. Pagé, Chairman),

recommend that parents have the right to send their children to a school in the language of their choice. We are in complete agreement with the recommendation that ALL PARENTS IN CANADA HAVE THE RIGHT TO EDUCATE THEIR CHILDREN IN THE OFFICIAL LANGUAGE OF THEIR CHOICE, (including the right of English-speaking parents to choose French), the degree of implementation to depend only on a sufficient number of children to make such a choice workable.

10. IMMIGRANTS whose mother tongue is neither French nor English must have the same option open to all other Quebec residents. They must be able to educate their children in either French or English, so long as a working knowledge of French is reached, that is, a level of fluency sufficient to earn one's living in French, and to communicate readily with French-speaking Quebecers.

11. IN CONCLUSION, we feel that linguistic rights as they pertain to education in the province of Quebec must include:

- a) a legal guarantee of the right to education in the English language for those who desire it, provided that a working knowledge of French is acquired before graduation from high school
- b) the right of all parents, who so desire, to send their children to French schools.

Expansion of the French Language

The second aim of this Commission is to guarantee: "The full expansion of the French language in Quebec in all fields of activity and also at the educational, cultural, social and economic levels". To achieve this aim, English-speaking persons in Quebec must have a much greater facility in French than at present.

Difficulties and Possible Solutions

There appear to be a number of obstacles to improved French instruction, with respect to both programmes and teachers.

12. Certainly, only teachers with an excellent command of spoken French should be teaching French in Quebec. However, such teachers within the English school systems have been with few exceptions, teachers of European or North African rather than of French Canadian origin. Textbooks and teaching aids for French language education have often been transplanted from Europe. These practices obscure the relevance of a French language education. The realities of the local environment, including French-Canadian customs, history, geography, idiom and way of life are absent. In addition, the more liberal and individualized educational atmosphere sought by the North American parent, cannot easily be provided by a European teacher schooled in a more authoritarian approach to learning.

13. Before June 1967, the law did not permit Protestant teachers to teach in Catholic schools and vice versa. Although the law has been changed, the old attitudes and customs do so more slowly. It is necessary that the school boards actively recruit qualified teachers from among French Canadians and seek expansion of facilities that now exist for the training of teachers of French as a second language. Any difficulties with regard to seniority should be worked out by the various unions in order to facilitate teachers moving from one system to the other.

14. We have been told by school authorities that the pupil-teacher ratio limiting the number of teachers who can be hired, makes it difficult to enlarge the programme of French. To some extent, this could be overcome if French-speaking teachers were hired to teach non-academic subjects such as physical education and music. Where sufficient students request it, other subjects, such as geography or history, could also be taught by French-speaking teachers, provided they are qualified to teach in those subject, thus increasing the amount of instruction in French. The implementation of ungradedness (Regulation 1), seems to offer a flexibility which would be helpful in carrying out such an enriched French scheme. In this brief we have limited our suggestions to ones which can be implemented within the present pupil-teacher ratio. However, a study by the Department of Education of changes in this ratio with respect to second language specialists is desirable.

15. We are particularly concerned that immediate steps be taken to increase the amount of French offered to students at present in English-language elementary and high schools so that they may achieve greater fluency in the French language. An additional French course could certainly be provided in high school as an option. Many high schools now offer North American Literature in addition to the regular course in English. Why not "La Communication Moderne au Québec"? Such a course could consist of reading and discussing of French newspapers, magazines, and books, viewing films, and if possible, short talks by French Canadians during class time.

16. Finally, the lack of contact of English-speaking children with French-speaking people, makes French an academic exercise instead of a relevant aspect of their lives. The co-operation of the French schools, in student exchanges, athletic and other extra-curricular events, would make it possible for both groups to get to know each other and to develop their bilingual skills.

17. An Experiment in Bilingual Education.

Few of us would choose excellence in French INSTEAD OF English. Many would welcome the opportunity to achieve both. Can such an idea be attained?

For three years, Dr. W.E. Lambert of McGill University, has been working on a scientific study for the St. Lambert Protestant School Board. English-speaking children, taught completely in

French in kindergarten and grade one, have been compared with other children, both English-speaking and French-speaking, who were carefully chosen as valid controls. Despite the fact that these children did not have any teaching in English until grade two (50 minutes a day), Dr. Lambert reports:

"In conclusion, the result of this experiment to date indicate that the type of bilingual training offered these children is extremely effective, even more so than was originally expected. The similarity of the findings for two different classes, involving changes in teachers, methods of instruction and modes of testing and analysis, speaks well for the stability and generality of the effects produced by the experimental program. These effects demonstrate a very high level of skill in both receptive and productive aspects of French, the language of instructions; a generally excellent command of all aspects of English, the home language of the children; and a high level of skill in a non-language subject matter, mathematics, so that the second year Experimental class performs as well as, and in some cases better than, either the English or French control classes in most of the abilities examined. Impressive as the grade two results are, however, they should be considered as tentative until they are replicated with new sets of classes in 1969".¹

17. As the results of the experiment become known, increasing numbers of parents will request such an education for their children. In Roslyn School in Westmount, 85 out of 89 parents wished their children to have a completely French kindergarten. Since large numbers of English-speaking children entered in the present French schools might create unwelcome pedagogical problems, French elementary schooling as an option within the English schools would

1. W.E. Lambert, M. Just, N. Segalowitz: Some cognitive consequences following the curricula of grades one and two in a foreign language. (Montreal, McGill U: By the Author, 1969), p. 68.

be an advantage to both communities. Such schooling could be specially designed for children who do not yet speak French, and the course in English in the later grades suited to their needs.

Attractive as this programme appears, it will not assist children already in school. We include in our recommendations therefore, programmes designed for students in the higher grades.

18. Recommendations

To achieve the goals outlined in the summary on page one, we recommend:

- A. That the government of Quebec provide a legal guarantee for all Quebec parents, including immigrants, to have their children educated without restriction or extra cost in the language of their choice; French or English.

- B. That the following types of instruction be made available:

ENGLISH SCHOOLS (primarily for English-speaking children) open to all, and offering in each district at all grades, a choice of the following streams:

- a. Instruction in English with basic French presented as a second language, designed to provide students with a working knowledge of French:
- b. Instruction in English with enriched French e.g. 50% of teaching in French:
- c. Instruction in French with basic English such as now operating in St. Lambert

FRENCH SCHOOLS (primarily for French-speaking students, but open to all.)

19. TO IMPLEMENT THESE TYPES OF INSTRUCTION in the schools,
we recommend:

- A: That a French language stream (c) be created in at least one English school in each district where there is a demand, or if demand dictates, one in each school;
- B. That parents be permitted to change their children freely from the French stream (c) to a French school;
- C. That students from the English streams (a and b) be able to opt into the French stream (c) at fixed points (end of grade three, for example), AND THAT, if necessary a special course be provided to ease the transition;
- D. That all options be maintained in the same school where feasible. (At the French Protestant High School in Montreal, Baron Byng, the best students are able to take some courses in English, and some in French. This appears to be the ideal situation);
- E. That every effort should be made to end the linguistic isolation of French and English children. This might be accomplished by educating the two groups in their own languages within the same building, or in adjacent buildings sharing some facilities. Where this is not possible, there should be pupil exchanges and opportunities for them to meet in co-curricular and extra-curricular activities and on the playing fields.

20. TO OVERCOME THE SHORTAGE OF GOOD TEACHERS we make the following suggestions:

- A. That the French teachers' colleges and universities offer courses in the best methods of teaching French as a second language;
- B. That the English school boards recruit French-speaking teachers from within Canada, regardless of religion, so that English students may be exposed to French-Canadian culture, history and traditions, and learn to communicate with their fellow French-speaking citizens;
- C. That the Teachers' Associations and the French and English School Boards endeavour to work out a system of exchanging teachers for periods of two or three years, so that after a short course, English-speaking teachers could serve as English specialists in French schools, while French-speaking teachers could teach in the English schools, without anyone losing seniority. The same should be true for teachers who wish to teach permanently in the other school system;
- D. That the Department of Education encourage and sponsor research concerning the teaching of French as a second language, especially the development of appropriate methods, textbooks, and aids, which would provide a measure of support and encouragement to teaching staffs.

CONCLUSIONS

21. Education in Quebec should prepare the individual student to realize his personal potential and to participate actively in the life of Quebec. For non-French-speaking children to achieve this goal, there must be a very significant improvement in the available French language educational programmes.

22. Upon graduation from high school, students whose mother tongue is not French, should have attained a working knowledge of French, adequate to earn a living in the French language. More enriched programmes should be provided for those parents who desire them for their children, including the option of an education in French among French-speaking children.

23. Finally, in order to develop a climate propitious for improved French language education in the English-speaking community, linguistic educational rights should be guaranteed by law.

24. While not presuming to speak for the French language community in the province, it is assumed that the opportunities which we request herein for the English language population could also be made available within the French community should they so desire.

**CORRECTION TO THE SUBMISSION TO THE COMMISSION OF ENQUIRY
ON THE POSITION OF THE FRENCH LANGUAGE AND ON LANGUAGE RIGHTS
IN THE PROVINCE OF QUEBEC**

Please change Line 2, Page 7 to read:-

"French Protestant Schools¹ without fees were not established in
Greater Montreal until 1955, are few in number....."

Footnote ¹. See Appendix - French Protestant Schools.

APPENDIX - FRENCH PROTESTANT SCHOOLS

In 1872, the Montreal Protestant School Board took steps to provide education in French for French Protestant children, and in 1874 opened a school for such children. It is believed that the enrolment of large numbers of English-speaking children prevented the school from being a success, and the project was abandoned within a short time. After this failure, French Protestants wishing an education in French were obliged to pay fees to attend French schools, Catholic or private. In 1955, the Protestant School Board of Greater Montreal assumed the cost of education for the French Protestant children attending the Institut Evangelique de la Pointe-aux-Trembles, and in 1958 accommodated all such children in Peace Centennial School.

GROWTH OF FRENCH PROTESTANT EDUCATION UNDER
THE PROTESTANT SCHOOL BOARD OF GREATER
MONTREAL

<u>Year</u>	<u>No. of schools</u>	<u>No. of Classes</u>	<u>No. of Pupils</u>
1958	1	12	364
1969	4	49	1077

EDUCATION FOR ENGLISH-SPEAKING CHILDREN WITH FRENCH AS THE
LANGUAGE OF INSTRUCTION

In 1965, a group of parents in St. Lambert, enlisting the support of Dr. W.E. Lambert of McGill University, persuaded the St. Lambert Protestant School Board, to undertake an experiment to determine the results of educating English-speaking children, using French as the language of instruction. From one class of kindergarten children, the project has been expanded as shown on the Table herewith. In 1968, the Protestant School Board of Greater Montreal, which had provided a class in Roslyn School in Westmount as one of the control classes for Dr. Lambert, began its own experiments with this type of education. In June 1969, the South Shore Regional School Board acknowledged the success of Dr. Lambert's experiment by offering kindergarten in French to all children under its direction.

TABLE SHOWING THE GROWTH IN PROTESTANT SCHOOLS IN QUEBEC OF CLASSES FOR ENGLISH-SPEAKING CHILDREN WHERE FRENCH IS THE LANGUAGE OF INSTRUCTION.

Year	Name of School.	No. of pupils in Class						Total	Total Number of Students
		K	1	2	3	4	7		
1965	St.Lambert Elem.	25						25	25
1966	" "	60	25					85	85
1967	" "	60	50	25				135	135
<hr/>									
1968	" "	80	50	40	25			195	
	Roslyn (Westmount)	110	30					140	335
<hr/>									
1969	St.Lambert Elem. ^{1.}	87	58	49	46	23		263	
	Roslyn (Westmount)	100	90	30				220	
	Meadowbrook (Lachine)	50						50	
	Bannantyne (Verdun)	30						30	
	Elmgrove (St.Laurent)						300	300	
	William Latta (Chambly)								
	Jubilee (Greenfield Park)								
	Préville								
	Vincent Massey (La Flèche)								
									1028

¹Exact figures. Other figures are rounded to the nearest 5

²Approximately 50% of those registered for kindergarten.

The Committee responsible for the preparation of this Brief are:-

Chairman:	Mrs. Jean Pycock	Edinburgh H. & S. Cote St. Luc
Secretary:	Mrs. Anne Usher	Willingdon H. & S Assn. N.D.G.,
Publicity:	Mr. Dan MacLain	Meadowbrook H. & S. Assn. Lachine

and members of the following Home & School Associations:

Edinburgh - Cote St. Luc Montreal
Westmount Park - Westmount
Willingdon - N.D.G. Montreal
Kensington - N.D.G. Montreal
Sir Arthur Currie - N.D.G., Montreal
Summerlea - Lachine
Roslyn - Westmount
Meadowbrook - Lachine
Hampstead - Montreal
Montreal West - Montreal.

APPENDIX

Local Associations supporting this Brief:-

Montreal & District

Greendale
Meadowbrook
Surrey Gardens
Beaconsfield Elementary
Merton
Lachine Rapids
John Rennie
Sir Arthur Currie
Beaconsfield High
Northview
Montreal East
Seigniory
Sunnydale Park
Edinburgh
Westmount Park
Willingdon
Macdonald
Bedford (Mtl)
Montreal West
Wentworth
Dorval High
Wagar
Sir Winston Churchill

Other parts of Province

South Hull (Aylmer)
Maniwaki
Roulyn-Noranda
Cookshire
Thetford Mines
Three Rivers

Northmount
Outremont
Riverview
Ahuntsic
Elmgrove
Valois Park
Malcolm Campbell
Cedarcrest
Iona
Russell
Courtland Park
Mary Gardner
Crestview
Prince Charles &
Thos. H. Bowes
Kensington
Crawford Park
Somerled
Summerlea
Morison
Mt. Royal High
Lachine High

Since the dispatch of our Brief to the Commission August 27th, 1969
the following associations have signified their support of the
Brief, and should be added to the Appendix.

MONTREAL & DISTRICT

Lakeside Heights
Stonecroft
Roxboro
Elizabeth Ballantyne
Westminster
Westpark
Dorval Gardens
John Grant
Lindsay Place

OTHER PARTS OF PROVINCE

Magog
Grenville & District
Shawinigan
Chelsea
Centennial Park
Chomedey High
Bedford (Eastern Townships)
Howick
Edgewater

OBJECTS OF QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS
from LETTERS PATENT granted 27th day of August 1959.

To promote, encourage and assist Home and School organization and activity in the schools throughout the Province of Quebec which follow the course of study authorized by the Protestant Committee of the Council of Education.

For the carrying on of the above mentioned purposes, the corporation may:

1. Provide facilities for the bringing together the members of Home and School Associations for discussion of matters of general interest, and to stimulate cooperative effort.
2. Assist in forming public opinion favourable to reform and advancement of the education of the child.
3. Develop between educators and the general public such united effort as shall secure for every child the highest advantage in physical, mental, moral and spiritual education.
4. Raise the standard of home life and national life
5. Maintain a non-partisan, non-commercial, non-racial and non-sectarian organization.