AN HISTORICAL STUDY OF THE DEVELOPMENT OF THE TEACHING OF FRENCH IN THE SCHOOLS OF NEWFOUNDLAND TO 1974

CENTRE FOR NEWFOUNDLAND STUDIES

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AN HISTORICAL STUDY OF THE DEVELOPMENT OF THE TEACHING OF FRENCH IN THE SCHOOLS OF NEWFOUNDLAND TO 1974

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BY

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ST. JOHN'S, NEWFOUNDLAND

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ABSTRACT

The main purpose of this study is to examine the historical development of the teaching of French in the schools of Newfoundland in order to offer an historical picture and to establish the foundations for a better teaching of French in the future.

The study is divided into four chronological periods:

1. The period prior to 1894 characterized mainly by denominational initiative in matters of curriculum.

2. The period from 1894 to 1931 - a period of educational uniformity under the control of the Council of Higher Education.

3. The period from 1932 to 1963 - a period of recession, reorganization and shifting in objectives on second language learning.

4. The period from 1964 to 1974 - a period when "traditional" programmes were gradually replaced by more "modern" approaches with special emphasis on learning French for purposes of communication.

Furthermore, a questionnaire distributed in 1974 gathered broad and general knowledge on French programmes used in

the schools, Teacher Qualifications, Facilities, and Teacher Evaluation.

In view of the findings, recommendations were made for possible improvements in the teaching of French in Newfoundland in the following areas:

1. teacher qualifications
2. curriculum
3. examinations
4. facilities
5. time allotment
6. bilingualism and biculturalism.

DEDICATION

To My Wife and Children

ACKNOWLEDGEMENTS

This thesis has been prepared under the guidance and supervision of Mrs. Joan Netten, Assistant Professor in the Department of Curriculum and Instruction, Faculty of Education, Memorial University.

Sincere thanks are also expressed to Mr. Clifford Andrews, Provincial Coordinator of Language Programmes, Mr. Michael McCarthy, then Assistant Director of Instruction and Testing and Dr. Chesley K. Brown, Director of the Division of Instruction, for their valuable historical and contemporary information on the teaching of French in Newfoundland.

Special thanks are also expressed to the Irish Christian Brothers at St. Bonaventure's College who made available to me the former grammar books and readers used in the schools of Newfoundland from 1894 to 1950.

The author of this thesis feels also particularly indebted towards Dr. John Netten, Dr. Thomas Gleason and Dr. James Muir for their assistance in composing this study, and towards Mrs. Margaret Rose who contributed so many hours to the preparation and the typing of the final draft of the manuscript.

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DEFINITIONS OF TERMS

In this study, references are made to the following terms:

1. The Grammar-Translation Method:

A method of teaching a language which emphasizes the learning of its grammar and develops the ability to translate from the mother tongue into the target language and vice versa.

2. The Direct Method:

A method with emphasis on the learning of a language orally and through its conversational aspects.

3. The Reading Method:

A method which enables the student to acquire a specific competence in reading in the target language.

4. The Audio-Lingual Method:

A more behavioristic approach to second language learning, with particular emphasis on the development of aural-oral skills.

5. New Key Method:

A term used to refer to the teaching of second languages in the 1950's and early 1960's reflecting the strategies of the audio-lingual method.

CHAPTER I

INTRODUCTION

This thesis is concerned with the historical study of the development of the teaching of a second language, in this case French, in the schools of Newfoundland. The scope of this study will be limited to the island of Newfoundland, therefore excluding Labrador. It is also beyond the scope of this study to place any emphasis on the special situation on the Port-au-Port Peninsula.

This study would seem to be the first conducted on the development of the teaching of French in the schools of Newfoundland. Books, theses or manuscripts on this topic do not seem to be available. This piece of research would therefore be an initial document on the teaching of French as a second language in Newfoundland.

This investigation is meant to provide historical background information on the teaching of French in this Province up to recent times. The objective of the historical information is to offer an up-to-date overview of the teaching of French in the schools of Newfoundland. By studying precisely the way that French was taught and examined, what books and methods were used, what skills

were developed, what importance was given to the teaching of French in the curriculum, the qualifications of the French teachers, and the number and caliber of the students taking French instruction, it was hoped to discover information which could lead to improvements in the teaching of French in this Province. Such an overview should bring to light the origins of some of the problems encountered in teaching French and their consequences, as well as establish the foundations for the teaching of French in Newfoundland in the future.

It is hoped that the findings will be of some help to the French teachers; the French Consultants, and the Division of Instruction of the Department of Education; the various school boards; and the Faculty of Education, the Department of Linguistics, and the French Department of Memorial University in:

1. Becoming aware of the present status of the teaching of French in the Province.

2. Finding and/or developing French programs to suit the schools of Newfoundland.

3. Providing sound academic knowledge and professional training for the French teachers of tomorrow.

Chapter I introduces the problem, Chapter II offers a review of the literature on second language teaching in the twentieth century with particular reference to the

more recent methodological developments of the last thirty years.

Chapters III to VI attempt to outline the various transformations which took place in the teaching of French in Newfoundland from the 1830's to 1974. These chapters are divided into four periods:

1. The period prior to 1894.

Before the inception of the Council of Higher Education (C.H.E.) in 1894, churches and schools organized their own curriculum.

2. The period from 1894 to 1931.

This was a period of time when the curriculum of the Province was developed and controlled by the C.H.E.

3. The period from 1932 to 1963.

This was a period of change and readjustment in an attempt to overcome some of the problems which were becoming evident. This period is characterized by recession, reorganization and a shifting of objectives.

4. The period from 1964 to 1974.

During the last decade, the teaching of French mainly for purposes of communication was enhanced by the replacement of traditional texts with more modern approaches and extension of French instruction to a wider selection of pupils.

The various trends which may have influenced the methods used and the skills emphasized particularly during

each period are examined. To secure information, the following areas have been investigated:

1. The modifications in the grade system in the schools of Newfoundland.

2. The total population in each grade taking the final examinations; the total population in each grade taking the French examinations, and the percentage of passes in the French examination.

3. The modifications in the structure and the content of the French examination.

4. The approaches of the authors of some grammar books used in the schools of Newfoundland.

5. An evaluation on the teaching methods, the caliber of students, the successes or failures at the examinations, and the qualifications of the French teachers, as gathered from quotations from the Examiner's Report through the years.

6. Any special development or event which might have affected the teaching of French in a given period of time.

Tables listing the total and French populations, and the percentages of passes in the various grades, as well as charts showing the fluctuations of the populations and the percentages of passes are available in the Appendices.

In order to secure information for the more recent years, a survey questionnaire was sent to superintendents, principals, and some teachers. This method of investigation

was resorted to as there is virtually no information on the teaching of French in the more recent years available at the Department of Education.[1]

The questionnaire was used as a means of collecting general rather than specific information. The lack of uniformity in the teaching of French throughout the Province made it virtually impossible to gather accurate information of a scientific nature. Whereas the historical investigation revealed specifically how French was taught in the past, the questionnaire was meant to provide general and broad knowledge on the teaching of French in the schools of Newfoundland in the present. The questionnaire was sent to a wide sample of candidates in a variety of schools in order to obtain as broad a picture as possible.

Chapter VII, therefore, offers a general account of the questions asked and the information received which has given some indications of the methods used and skills emphasized. Questions were asked in particular with regard to the number of years of study or specialized training of the teachers in order to make some comments on the caliber and qualifications of the French teachers. A

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[1]It is to be noted that the difficulties of obtaining information for the latter years cannot be overemphasized. There is not even a composite listing of those teachers employed in the teaching of French in the Province available.

more complete account of the questionnaire and summaries of the general tenor of the responses are given in Appendix E.

Chapter VIII offers a summary of the developments and significant events which have had some influence on the teaching of French in this Province during the last few years, and which indicate current trends and directions for the future.

From the late 1960's to the present, similar studies on the development of the teaching of French have been undertaken in some provinces of Canada.[1]

These studies, supplemented by information obtained from the other provinces, should help in assessing the actual state of the teaching of French as a second language in Canada, and help to formulate a policy for second language teaching in Canada.

It is in the context of these developments that this study on the development of the teaching of French in the schools of Newfoundland has been undertaken.

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[2]Such studies include: L.E. Jay and S.S. Sodhi, French in the Prince Edward Island Schools: Teachers, Methods and Facilities; Rose-Aimée Bédard and Jacques-Beaulieu, Etudes sur les qualifications académiques et la préparation professionnelle des enseignants de français langue seconde...; and Lois P. Russell, "Second Language in New Brunswick", in Canadian Modern Language Review, 1972.

CHAPTER II

THE REVIEW OF LITERATURE

The twentieth century is witnessing a great interest in second language learning. While the traditional classical languages, Latin and Greek, have become less popular; modern languages such as French, English, German, and Spanish have now taken the lead.

H.H. Stern lists four major changes which have taken place in the learning of foreign languages over the last thirty years:

1. There are more languages and there is a change of attitude towards the role of languages in the world.

2. There is [just] more language learning around the world than there used to be.

3. There is 'more interest in language'. The 'upsurge of the language sciences which did not exist to any great extent before the war' is a confirmation of that change.

4. There is greater emphasis on 'trying to teach languages better[1]

as may be revealed through the developments in second language learning in the 1950's, 1960's and early 1970's.

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[1] H.H. Stern, "Trends and Problems in Language Teaching Today", Report of the First Provincial Workshop for Teachers of French (St. John's, Newfoundland: Memorial University, 1970), p. 13.

The last thirty years, approximately, in Canada could also be characterized by two fairly distinct trends:

1. A period of "renaissance" in second language learning which began after World War II, and developed after 1965 into a critical assessment of the value and effectiveness of the teaching of French as a second language in the schools, and
2. a period of experimentation, particularly since the later 1960's, in bilingual education and other immersion experiences as being a more effective way of achieving a higher level of competence in the teaching of French in the schools.

These developments have been reflected particularly in the reappraisal of the methods and curriculum materials used to teach French in the schools, the aims and objectives of the programs, and the problem of training teachers adequately to use the newer approaches with a higher degree of success.

1. Renaissance in Language Learning.

A. Methods

One of the most significant changes which began to take place in the mid 1940's and continued throughout the 1950's and 1960's was the shift of emphasis in the aims and objectives of second language learning. The main reason for learning

a second language shifted to communication purposes. The "new" philosophy could be summarized in the words of N.J. Davidson[2] when he defined second language learning as the development of the ability to say what one has to say and to write it with a syntactic precision clear enough to be understood.

The new philosophy led the way to New Key programs which replaced the Direct Method, the Reading Method and the Grammar Translation Method. The Grammar Translation Method copied from the method of teaching the classical languages (Latin and Greek) produced mainly grammarians and translators, and students unable after three years of instruction in French to achieve even a rather low level of performance in oral French.

The Direct Method, popular in the early 1900's especially, "aimed at total immersion which was an impossible goal."[3] The Reading Method, popular in the 1920's, aimed at providing students with, specifically, a reading knowledge of the target language.

The New Key Method established communication and active use as the chief aims of language teaching, and

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[2]N.J. Davidson, "Will the New Key Prove Flat", Modern Language Journal, Vol. 44, No. 7 (November 1960), p. 232.

[3]John Hewson, "The Second Language Teaching in Nfld. [sic] 1967", N.T.A. Journal, Vol. 59, No 1 (October 1967), p. 33.

sought to develop the four basic skills of language learning (listening, speaking, reading, writing, in that order) and by which the first skill was a prerequisite for the second skill, the second for the third, and the third for the fourth. Carroll justified the emphasis placed on the spoken language by stating that "a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language, even though written language may develop its own special status and characteristics."[4]

Translation was reserved for the more advanced grades when students had acquired a solid knowledge of both the target language and their mother tongue.

The study of the language was done by direct exposure to the target language which was presented as being composed of a certain number of structures. These structures were mastered, in the beginning stages especially, through memorization of dialogues and through frequent practice with "pattern drills". Following that new methodology of teaching, it happened that grammar was no longer taught deductively as in a grammar-translation program, but rather inductively. A student had to "find the rule" after examining sets of similar examples given. Carroll explains

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[4] J.B. Carroll, "Research on Teaching Foreign Languages", Handbook of Research on Teaching, ed. N.L. Gage (Chicago: Rand McNally, 1963), p. 1063.

the processus of grammar learning as follows:

> In 'modern' courses the student is introduced to speech patterns which vary in controlled ways; by practicing these patterns he is expected to incorporate the grammatical structure of the language into his repertoire of foreign language behavior in somewhat the same way that the child does in learning his native language.[5]

The textbook was no longer the only reference from which the child had to learn the language; records, tapes and various visual aids, all participated in developing listening, speaking, reading and writing.

B. Teacher Training

The "new" methodology called for teachers with a somewhat specialized academic and professional preparation. In 1955, the Modern Language Association of America (MLA) published a set of "Qualifications for Secondary School Teachers of Modern Foreign Languages"[6] which included the following areas of specialization: aural comprehension, speaking, reading, writing, language analysis, culture, and professional preparation. Each of the seven aspects was described on three different levels of competence: minimal, good, and superior. These "Qualifications" represented the standards expected from modern foreign language teachers in

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[5] Ibid., p. 1072.

[6] Steering Committee of the M.L.A., "Qualifications for Secondary School Teachers of Modern Foreign Languages", PMLA, Vol. 70, No 4 (September 1955), pp. 46-49.

Canada and the United States in the mid 1950's, and indicated the caliber of teachers required to cope with the new programs in the future.

In October 1966, a significant step forward in the training of foreign language teachers was taken with the publication of Guidelines for Teacher Education Programmes in Modern Foreign Languages - An Exposition. "This document, compiled by F. André Paquette, assessed the state of the profession, pointed out the need for new directions in current training programmes, and presented a comprehensive framework within which new programmes could be developed."[7] The publication of the Guidelines represented "the culmination of years of research, hard work, and cooperation on the part of many individuals and organizations."[8] The minimal competencies needed by the modern foreign language teacher were identical to the ones listed in the "Qualifications of the MLA". To assess the competencies of a modern foreign language teacher the battery of MLA Foreign Language Proficiency Tests for Teachers and Advanced Students was developed.

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[7] Richard J. McArdle, "Teacher Education, Qualifications and Supervision", Foreign Language Education: An Overview (The ACTFL Review of Foreign Language Education, Vol. II), p. 259.

[8] Ibid., p. 259.

In addition to Brooks (1966), and Paquette (1966), the following authors made a significant contribution in the 1960's towards modernizing foreign language teacher training programs: Th. Anderson (1967), L.J. Benoit (1968), L. Bernando (1970), M. Edgerton (1971), S.C. Goding (1968), R. Lado (1964), P. Leamon (1970), W.F. Mackey (1960), D. Massey (1970), P.F. Oliva (1969), R.L. Politzer (1966 and 1970), and W.M. Rivers (1964, 1968).

C. Experiments in the United States

Two experiments in particular were undertaken in the United States in the 1960's in an attempt to determine the possible superiority of one method of foreign language teaching over another.

1. The psycholinguistic experiment conducted by George A.C. Scherer and Michael Wertheimer in 1964[9] compared an audio-lingual with a traditional method of teaching. Students at the University of Colorado were taught German, some by an audio-lingual method, others by a traditional method. The results of the experiment did not reveal a significant superiority of one method over the other: each method had advantages and disadvantages. At the end of the

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[9] George A.C. Scherer and Michael Wertheimer, A Psycholinguistic Experiment in Foreign Language Teaching (Toronto: McGraw-Hill Book Co., 1964).

experiment the audio-lingual students were better at listening and speaking, but the traditional students were better at reading and writing:

> In conclusion, then, the experiment has demonstrated that the two methods, while yielding occasionally strong and persisting differences in various aspects of proficiency in German, result in comparable overall proficiency. But the audio-lingual method, whether its results are measured objectively or estimated by the students themselves, appears to produce more desirable attitudes and better habituated direct association.[10]

2. The second experiment was conducted by P.O. Smith and was called: A Comparison of the Cognitive and Audio-Lingual Approaches to Foreign Language Instruction.[11] Here again each method had its advantages and disadvantages, but the final results were rather unfavorable towards an audio-lingual method of teaching.

D. Critics: Chomsky, Rivers, Carroll

In the midst of the enthusiasm for audio-lingualism in the 1950's and 1960's, three eminent figures - Noam Chomsky, Wilga M. Rivers and J.B. Carroll - expressed their views or reservations on the audio-lingual method.

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[10] Ibid., p. 245.

[11] P.O. Smith, A Comparison of the Cognitive and Audio-Lingual Approaches to Foreign Language Instruction (The Pennsylvania Foreign Language Project, Philadelphia: Center for Curriculum Development, 1970).

Chomsky's theory attacks "the very behavioristic foundations of the currently popular audio-lingual method. He goes on to say that if the normal use of language is innovative, i.e., not simply a repetition of what the speaker has heard before, it is erroneous to assume that languages are learned through constant repetition or analogy ... The basis of language learning may be an innate representation of universal grammar."[12]

In 1964, Wilga M. Rivers, a professor in the French Section, Department of Modern Languages at Monash University, Melbourne, Australia, evaluated somewhat severely the use of the audio-lingual method as a means of foreign language teaching. In her book The Psychologist and the Foreign Language Teacher, Rivers identifies four major assumptions of the audio-lingual method,[13] and examines each of these

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[12] Robert J. DiPietro, "Linguistics", Foreign Language Education: An Overview (The ACTFL Review of Foreign Language Education, Vol. I), p. 20.

[13] The four assumptions are:

1. Foreign Language learning is basically a mechanical process of habit formation.
2. Language skills are learned more effectively if items of the foreign language are presented in spoken form before written form.
3. Analogy provides a better foundation for foreign language learning than analysis.
4. The meanings which the words of a language have for the native speaker can be learned only in a matrix of allusions to the culture of the people who speak that language.

assumptions very critically in the light of modern learning theories. The author also devotes a chapter to "Recommendations" for the "Practical Teacher", and summarizes the various "Theories of Learning" in the Appendix.

Four years later, in 1968, Rivers published Teaching Foreign Language Skills which became the "bible" of many modern foreign language teachers, and a guide for program designers. The book attempts to provide a complete course in methods for the student-teacher and the practising teacher, and an up-to-date summary of "contemporary thinking on matters of language and the processus of language learning." Rivers emphasizes the development of the four basic skills and their interdependence in the processus of foreign language learning.

Caroll questions the validity of an audio-lingual method for the teaching of a second language in the present. He wonders if an audio-lingual method which was so popular in the American schools fifteen years ago and "in step with the state of psychological thinking at that time" is not, in our days, somewhat outdated. He feels that the audio-lingual method "is no longer abreast of recent developments", and that "It is ripe for major revision, particularly in the direction of joining with it some of the better elements of

the cognitive code-learning theory."[14]

Carroll proposes a "cognitive habit-formation theory" that may provide a happy medium between a "pure audio lingual habit theory'" and a "pure 'cognitive-code learning theory'".[15]

A new methodology, however, has not proven to be the solution to second language teaching. As H.H. Stern states:

> It is not long ago that audio-lingualism was hailed as a 'break-through' and 'grammar-translation' was roundly condemned. Today audio-lingualism is violently attacked, and we are left bewildered and confused. 'There is much uncertainty about how a second language should be taught,' writes one authority. 'Where do we go from here?' wonders another. 'Our field has been afflicted, I think, with many false dichotomies, irrelevant oppositions, weak conceptualizations, and neglect of the critical issues and variables,' complains a third.[16]

The various changes of trends in "methods" in the teaching of foreign languages has also been summarized by Stern:

> We have only to recall the passion for phonetics in the nineties, the enthusiasm for the direct method in the twenties, the sudden rise of interest in linguistics as the cure in the early years of

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[14] Leon A. Jakobovits, "Physiology and Psychology of Second Language Learning", Foreign Language Education: An Overview (The ACTFL Review of Foreign Language Education, Vol. I), p. 189.

[15] John B. Carroll, "Current Issues in Psycholinguistics and Second Language Teaching", Tesol Quarterly, Vol. 5, No. 2 (March 1, 1971), p. 110.

[16] H.H. Stern, "Retreat From Dogmatism: Toward A Better Theory of Language Teaching", The Canadian Modern Language Review, Vol. XXX, No. 3 (March, 1974), p. 244.

> World War II, the fervour that the language laboratory aroused in the late fifties, and the 'new' emphasis on culture, competence and individualized instruction today.[17]

If the 1950's and early 1960's may be considered as a period of great renaissance in second language learning, the late 1960's and early 1970's should be regarded as a period of interpretation and implementation during which researchers and practising teachers together try to assess the findings of the 1950's and 1960's. Stern, in 1970,[18] urged teachers not to look upon language teaching as a law unto itself, but rather to take into account the inter-disciplinary nature of language teaching and to incorporate into the methodology of second language learning the findings of psychology, linguistics, and their related disciplines.

II. Bilingual Projects in Canada

In Canada, the 1960's and early 1970's saw great interest in the development of second language learning. Special bilingual projects were undertaken in major cities such as Toronto, Ottawa, and Montréal. Some provinces attempted to evaluate the teaching of French within their

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[17] Ibid.

[18] Stern, "Trends and Problems in Language Teaching Today", p. 31.

school system, comparing the results achieved in the "regular" French classes with those achieved in the "bilingual" classes. While these experiments are of considerable interest from the point of view of effective second language learning and of the social, emotional, and intellectual consequences of heightened exposure to a French language, they are not directly related to the content of this study. Such bilingual projects have not yet been undertaken in the regular school system in Newfoundland.[19] For further information in these areas, the reader might consult W.E. Lambert and G.R. Tucker, Bilingual Education of Children: The St. Lambert Experiment; M. Swain, Bilingual Schooling: Some Experiences in Canada and the United States; Working Papers In Bilingualism.[20]

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[19] A bilingual education project begins in Port-au-Port in September 1975.

[20] W.E. Lambert and G.R. Tucker, Bilingual Education of Children: The St. Lambert Experiment (Massachussetts: Newbury House Publishers, Inc., 1972);
M. Swain (ed.), Bilingual Schooling: Some Experiences in Canada and the United States (Toronto: The Ontario Institute For Studies In Education, 1972);
Working Papers In Bilingualism (Toronto: The Ontario Institute For Studies In Education, 1973-).

CHAPTER III

THE BEGINNING TO 1894

If one consults the list of classical and foreign languages offered in the schools of Newfoundland in the past, one may be very surprised to learn that students had a choice among Latin, Greek, French, German and Spanish. Nevertheless, French has come to assume the predominant place in the program of second language study. In this section, attempts will be made to establish to what extent French was taught in the schools of Newfoundland prior to 1894.

Rowe[1] and Frecker[2] suspect that French instruction might have been given sometime during the French stay at Placentia from 1660 to 1713. No records are available. All possible records of that time appear to have been taken back to Paris by the Franciscans when they left Placentia.

McCarthy,[3] however, writes that in 1686, a contract was made by Parat, then the Governor of Plaisance, and his

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[1] F.W. Rowe, "The Rise of Education", The Book of Newfoundland, ed. J.R. Smallwood (St. John's: Newfoundland Book Publishers Ltd., 1967), Vol. 4, p. 108.

[2] A. Frecker, Education in The Atlantic Provinces (Toronto: Gage, 1956), p. 40.

[3] M. McCarthy, "A History of Plaissance and Placentia, 1501-1970 - An Aspect of Newfoundland History", First Prize Winning Entries in The Government Arts and Letters Competitions, 1973 (St. John's: The Government of Newfoundland, 1973), p. 51.

"aumônier, l'abbé Morin", with the inhabitants of St. Pierre. The agreement stated that the priest would "make [sic] the ecclesiastical functions" and also instruct the children for "at least four months of each year." According to McCarthy, this agreement was modeled on a similar agreement drawn up at Placentia earlier and "is the first reference to the teaching of children in Newfoundland."

According to Barnes[4] the curriculum of the Carbonear (1838) and Harbour Grace (1840) grammar schools states that "forty-five pupils were examined in the following subjects: Latin, French, Geometry ..."

Barnes again says that William Carson in 1836 made an attempt to start higher education in Newfoundland by suggesting the establishment of a sort of non-denominational academy where teachers with classical and literary attainments would teach Greek, Latin, and Modern Languages. This is probably the first reference to French as a second language being taught in Newfoundland at the secondary level.

In 1844, the St. John's Academy was opened under the direction of Michael Howlett. Rowe quotes an advertisement

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[4] A. Barnes, The History of Education in Newfoundland (unpublished Doctoral thesis, New York: New York University, 1917), pp. 106-107.

Harbour Grace Herald, 1854.

from the Royal Gazette outlining the course of education offered by Howlett: "Greek and Latin classics, French, the English Language, Grammatically ..."[5] But a few years later, in 1850, the Academy ceased to exist and was subsequently replaced by denominational academies which later became Feild College, St. Bonaventure's College and the Methodist College. Barnes states that at St. Bonaventure's College, in 1859, "Latin, Greek etc..." were taught. He also speaks of "Professor MacLaren, an honors man of Oxford who taught Latin, Greek, French and English."[6] The same source outlines the course of study of eleven pupil-teachers at St. Bonaventure's College in 1864: "English, Mathematics, Spanish, or French".[7]

In the Journal of the House of Assembly of Newfoundland for 1866, it may be seen that in 1864-65 there were eight pupil teachers at the College and four of them were taking French, three Spanish and one had no foreign languages.[8]

Valuable information on the curriculum and the teaching of French at St. Bonaventure's College in this early

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[5]F.W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 60.

[6]Barnes, The History of Education in Newfoundland, p. 139.

[7]Ibid., p. 102.

[8]Journal of the House of Assembly of Newfoundland 1866 (St. John's: James Seaton, 1867), pp. 496-497.

period was gathered from articles from The Adelphian, 1907-1910, a publication of the graduates of the College.

In "St. Bonaventure's Fifty Years Ago" by Y.A.C. [sic], it is stated that

> A knowledge of the Spanish language was considered a necessary part of a boy's education in those days, even more so than French, owing no doubt, to the great recourse of Spanish vessels to Newfoundland, and the great value of our staple product in the Spanish markets....[9]

"Reminiscence of Old St. Bonaventure's" by An Old Pupil [sic] reports on the teaching of French in the early days:

> It was customary at the annual examinations to prepare and read original compositions in various languages, some of which were of a superior order, but when it came to reading French essays, for instance, though the compositions were not so bad, the pronunciation was not up to the standard. We had no one to teach French who knew the language well enough.... Well we did get off some wonderful compositions in Greek, Latin and French at times, scarcely a word of which some of us understood.[10]

A quote from an article entitled: "Examination at the College in 1860" (no author) might seem to contradict the above statements on the teaching of French: "Examinations in Latin and Greek classics, French, English

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[9] The Adelphian: 1907-1910 (St. John's: Herald Print.), pp. 19, 54, 69.

[10] Ibid., p. 27.

and Algebra ... were conducted by Mr. MacLaren, with admirable tact and ability...." Also, in the same article, it is said that "The French classes read with great facility and precision; their pronunciation was faultless; and their translation simple, correct and graceful. In this department, the Masters Kinsella, Howley, Blundon, Raftus, and Armstrong particularly distinguished themselves."[11]

In "Reminiscences of the Seventies", the Hon. F.J. Morris, K.C., stated: "The College curriculum of that time embraced nearly all the subjects taught under the present prospectus. The senior and advanced classes, including Latin, Greek, French, English, and Mathematics ... were taken by the President, the Dean, and the Professor or Headmaster".[12]

The curriculum of the mid-eighteen seventies is further outlined in "Reminiscences of College Life in 1876" by T. Hanraham, S.C.S.: "Our curriculum was a comprehensive one including Latin, Greek, French and Spanish, besides English, Arithmetic ..."[13]

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[11] Ibid., p. 27.

[12] Ibid., pp. 71-72.

[13] Ibid., p. 79.

Barnes refers also to the St. Clare's Boarding School, St. John's, which opened in 1861.[14] "The course of study comprises: Christian Doctrine, the English and French languages, Writing, etc..." "The Modern Languages, Music, Vocal and Instrumental, etc., etc., form extra charges".

The same source states that the curriculum of the Intermediate Department at the Newfoundland Wesleyan Academy (1864) "includes instruction in Latin, French and Spanish". And the course ~~of~~ study of the Collegiate Department at the same Academy "includes Latin, Greek, French, Spanish, and German".[15]

Another quote from Barnes tells us that in 1869, A. Reid, the Principal of the Methodist College, resigned and was replaced by Edward Henry. Henry "recognized the Academy and made arrangements for advanced work in Music, Literature, Arts, Languages, and Sciences".[16]

Barnes does not give any information on the teaching of French at Feild College. It would seem right, however,

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[14] Barnes, op. cit., pp. 107-108.

[15] Ibid., pp. 108-109.

[16] Ibid., p. 142.

to assume that this institution had a similar approach and similar curriculum to that of the R.C. Academy and the Methodist Academy.

Information on the teaching of French in the schools of Newfoundland prior to 1894 may also be gathered from the reports of the various denominations. The earliest reports found are the Roman Catholic report of 1887, and the Church of England report, 1893.

The Roman Catholic report of 1887 outlines in detail the curriculum for the Board and Convent Schools. There is no mention of French.[17] However, on pages 164-65 of the same report of 1887, under Table D: "Convent Schools of Newfoundland, Diocese of St. John's," it may be seen that three of these institutions offered French.

1. St. John's, Cathedral Square, had 50 pupils taking French.

2. St. John's, Riverhead, had 25 pupils taking French.

3. Harbor Breton had six pupils taking French. Sisters of the Presentation Order were teaching in these three schools.

The report of 1887 further states that there were 88 students under tuition at the Roman Catholic Academy (St.

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[17] Report of the Public Schools of Newfoundland Under Roman Catholic Boards for the Year Ended 31st December, 1887 (St. John's: Colonist Printing and Publishing Co., 1888), p. 15.

Bonaventure's College), and that 20 of these 88 students studied French. Their textbook was Fasquelle's Small Grammar.[18]

That same year (1887), there were 190 students under tuition at the Roman Catholic Harbour Grace Academy, but only two studied French.[19]

The report also states that "In the Prefecture of Bay St. George, at Sandy Point, South Side Sandy Point and Stephenville, children going to school spoke French whereas the teacher spoke English and had no knowledge of French". Students took up "the same subjects and the same textbooks as pupils in English speaking schools" and were expected to produce as well as their English speaking counterparts. A bilingual teacher was proposed.[20]

The Church of England Report of 1893 shows, in Table A: "General Summary for 1892-93", that in the Public Schools of Newfoundland under the Church of England Boards, there were only four students taking French.[21] However,

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[18] Ibid., pp. 20, 173.

[19] Ibid., pp. 176-177.

[20] Ibid., pp. 87-88.

[21] Report of the Public Schools of Newfoundland Under the Church of England Boards for the Year Ended 30th June (St. John's: Evening Telegram, Job Print 1894), p. 4.

Table E: "Church of England College" shows that French was taken by 92 students in the Male Department, and by 25 students in the Female Department, for a total of 117 students taking French.[22]

These few facts suffice to establish that French was taught in Newfoundland prior to 1894. The information gathered suggests that French was taught as early as 1838. Only the major centers with a qualified master to teach French would undertake to teach it. Those major centers were St. John's, Harbour Grace, and Harbor Breton.

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[22] Ibid., pp. 56-57.

CHAPTER IV

THE ERA OF THE COUNCIL OF HIGHER EDUCATION

1894-1931

A. The Council of Higher Education.

B. School grades. Transformations.

C. List of schools offering French instruction in 1894.

D. Candidates who sat the C.H.E. examinations from 1894 to 1931. (Total population and French population of each grade.)

E. Examinations.

F. French Conversation

G. Evaluation.

H. Short study of some of the grammar books used from 1894 to 1931 in the schools of Newfoundland.

A. The Council of Higher Education

In 1893, the Council of Higher Education (C.H.E.) was incorporated by Act of the Legislature with the function of instituting and carrying out a system of public examinations into the upper grades of all the schools of Newfoundland for pupils desirous of sitting them. Up to 1893, "the educational system lacked coordination," says Hickman, "each of the large denominations was in effect a law unto itself in matters educational. Syllabi, curricula, and standards varied in the several denominations; there was lack of unity."[1] Rowe also states that the function of the C.H.E. constituted "one of the first movements toward unanimous action on the part of the several denominational groups",[2] and the C.H.E. also took upon itself to present the curricula for the grades to be examined.

The oldest Report and Syllabus at the Department of Education dates from 1894. The Syllabus for that year shows under "Regulations for Examinations to be Held" the structure of the French exams in the Junior Grade and in the Senior Grade. The French authors for 1895 and the grammar books for 1896 are also indicated. From 1894 onwards, the Report and Syllabus outlines the program of studies for each grade

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[1] G.A. Hickman, The History of Education in Newfoundland (unpublished Doctoral Thesis, Wolfville, Acadia University, 1941), p. 57.

[2] Rowe, The Development of Education in Newfoundland, p. 92.

taking the C.H.E. examinations, presents copies of the June examinations for each of those grades, provides a Report from the Reader on the performance of the students on each of those examinations, and finally offers statistical information on the failures and successes of the candidates in those examinations.

B. School Grades. Transformations.

From 1894 to 1931 many transformations were made in the organization of the grades in the schools of Newfoundland (Table 1). In 1894 and 1895, there were only two grades, the Junior Grade and the Senior Grade. In 1896, the Associate Grade was added. In 1899, the Primary Grade was added and new names were given to the former Junior and Senior Grades. The new grades structure became: Primary, Preliminary, Intermediate, and Associate. In 1916, the Associate Grade was divided into Junior Associate, Senior Associate and Licentiate in Arts. Senior Associate was also called French I and Licentiate in Arts French II. The latter was dropped around 1927. From 1929 to 1931, the structure was once more modified to become: Grades VI, VII and VIII, IX and X, Junior Matriculation, Senior Matriculation. Still further changes would be made in the following years.

Table 1

Variations in the Grades of the Schools of Newfoundland Taking the C.H.E. Examinations from 1894 to 1931

Year	Grades
1894 to 1895	Junior Grade and Senior Grade
1896 to 1898	Junior, Senior, Associate Grades
1899 to 1915	Primary, Preliminary, Intermediate, Associate
1916 to 1928	Primary, Preliminary, Intermediate, Junior Associate, Senior Associate, Licentiate in Arts (dropped around 1927)
1929 to 1931	Grades VI, VII and VIII, IX and X, Junior Matriculation, Senior Matriculation.

N.B. French was always examined at all levels, except in the Primary grade, later Grade VI.

C. List of Schools Offering French Instruction in 1894

The Report and Syllabus for 1894-95 gives the list of candidates who sat the C.H.E. examinations in 1894. Besides the names of the candidates also given are their marks, the subjects taken, their schools and their addresses. That information enabled one to determine the number of candidates taking French and also the schools, colleges and other institutions offering French instruction in the Junior and Senior Grades in 1894. The list of schools, however, may not be complete since the "institutions" offering French have not been specified for all candidates taking French. Table 2 offers a list of the institutions offering French in either one or both Grades in 1894.

D. Candidates Who Sat the C.H.E. Examinations From 1894 to 1931

Table 3 (A.B.C.)[3] offers the list of students who sat the French examinations from 1894 to 1931 in the various grade levels and the total population of each of these grades. Graphic representations[4] of the French population and of the total population for each grade from 1894 to 1931 allow us to establish the trend for French compared with the trend for the total population over forty years of French

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[3]Appendix A.

[4]Appendix B.

Table 2

Schools, Convents and Colleges Offering French in 1894 in Junior and Senior Grades

1. St. Bonaventure's College, St. John's (Junior and Senior)
2. Presentation Convent, Cathedral Square, St. John's (Junior)
3. St. Patrick's Hall, St. John's (Junior)
4. Mercy Convent, Littledale (Junior)
5. Mercy Convent, St. John's (Junior and Senior)
6. Holy Cross, St. John's (Junior)
7. St. Patrick's Convent, St. John's (Junior)
8. St. Peter's Convent School, St. John's, (Junior)
9. Roman Catholic Academy, Harbour Grace (Junior)
10. Bishop Feild College, St. John's (Junior and Senior)
11. Church of England Girl's School, St. John's (Junior and Senior)
12. Church of England High School, Twillingate (Junior)
13. Church of England High Schools, Heart's Content (Junior)
14. Methodist College, St. John's (Junior and Senior)
15. Methodist Superior School, Bonavista (Junior and Senior)
16. Methodist School, Grand Bank (Junior)
17. Methodist School, Fortune (Junior)
18. Methodist School, Carbonear (Junior)
19. Methodist Academy, Brigus (Junior)
20. Methodist Superior School, Harbour Grace (Junior)
21. Methodist School Heart's Content (Junior and Senior)
22. Lake View School, Heart's Content (Junior)
23. Private Study, Twillingate (Junior)

Table 2 (continued)

Schools, Convents and Colleges Offering French in 1894 in Junior and Senior Grades

24. Private Study, Bay Roberts (Junior)
25. Presbyterian College, St. John's (Junior)
26. C and C Church Society, Heart's Content (Junior)
27. Miss Meehan's, St. John's (Junior)

instruction. Comparisons between the different grade levels are also possible.

E. Examinations

A study of the examinations from 1896 to 1931 shows that the nature of the French examinations had not changed substantially during those forty years from 1894 to 1931. Three main fields of knowledge were always tested on the examinations of each grade:

1. Translations from English into French, and from French into English;

2. Questions on grammar rules, vocabulary and structures, idiomatic expressions - elementary accidence.

3. Questions on verbs to test tenses and irregularities of forms.

A composition in French was often required in the upper grades (Associate especially).

The passages for translation from French into English and from English into French (except for short sentences in English to be translated into French to test specific grammar rules, verb tenses or idiomatic expressions) were usually taken from set readers. The passages chosen reflected authentic French or English writing and were not constructed to deal with a special point of grammar. Often the title and the author of the passages were given.

The questions on verbs were numerous. Candidates were asked to conjugate certain verbs (mostly irregular verbs) into various tenses, and/or to translate eight or ten short sentences especially structured to test a particular item of grammar, a verb form or an expression, etc.

The questions on accidence tested grammar rules governing the formation of adjectives, adverbs and tenses; the use of the definite, indefinite and partitive articles; the uses of pronouns; irregular feminines or plurals of special nouns or adjectives.

The composition in French often consisted of writing a letter to a friend, talking about one of the characters of one of the set readers, or expressing one's ideas or opinions about a provincial or national problem. From time to time a guideline was presented, and a number of words specified.

Judging from these examinations over this forty-year period, 1894-1931, it would seem that the aim of the examinations did not change. Grammar was tested and translations were done in 1931 as well as in 1896. It would appear that the major trends in second language teaching during those forty years did not have a significant effect on the teaching of French in Newfoundland. No mention of either the "direct method", the phonetic trend, or the reading method was made in the syllabus for French from 1894 to 1931. In the Examiner's Reports for that period,

however, a few references to those methods were made, and invitations to teachers to follow them extended (see pp. 40 & 41).

F. French Conversation.

Oral French was taught meanwhile in some schools of this Province in the early 1900's, according to the Report and Syllabus for the years 1899-1907 (1908?). The number of candidates recorded as doing French Conversation was never very high (See Table 4).

Table 4

Number of Students Who Took French Conversation From 1899 to 1908

Years	Preliminary	Intermediate	Associate	Total
1899[5]	2	11	0	13
1900	4	17	4	25
1901	2	9	4	15
1902	1	4	3	8
1903	0	3	4	7
1904	1	0	0	1
1905	5	1	0	6
1906	10	3	0	13
1907	0	4	0	4
1908[6]	?	?	?	?

[5]Calendars of the C.H.E. 1800-1900, St. John's, Newfoundland, J.W. Withers, Queen's Printer, 1899, Part II, pp. 18-24, shows that about twelve scholars received honors in French Conversation in the Preliminary Grade.

[6]The pages with the statistical data are missing from the 1908 Report and Syllabus.

The French Conversation Examination was divided into three parts:

1. "A short paragraph in French must be read by the condidate, (50 marks)

2. The Examiner shall converse in French in short and simple sentences with the candidate, (100 marks)

3. The Examiner shall tell a story in French twice to the assembled candidates. They shall then sit down and reproduce the substance of this story in English. (100 marks)."[7]

It is also specified that in oral examinations, "no examination shall take place unless ten candidates present themselves."[8]

These three parts allow the Examiner to test the ability of the candidates to read French, to speak French (intonation, pronunciation, etc.), and to understand a piece of continuous prose (about ten lines) in French. It is not known if marks were taken off for incorrect English writing.

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[7] Calendars of the C.H.E. Newfoundland, 1899-1900, Part I, p. 31.

[8] Ibid.

G. Evaluation

The type of examinations outlined earlier should reflect the aims of the teaching of French in the schools of Newfoundland. To supplement that information and to assess the way that French was taught, the caliber of students, and the qualifications of the French teachers, a few comments from the Examiner's Report from 1894 to 1931 have been gathered here. Detailed tables showing the number of students who obtained distinction, pass, and fail (total population and French population), and the percentages of passes are given in Appendix A. Also given in Appendix B are graphs showing the variations in the percentages of passes in French from 1894 to 1931.

Comments from the Examiner's Report

The following quotes were found to be particularly significant:

1. "It is also to be regretted that in many cases the most common place expressions are unknown; this shows a lack of the conversational methods now so much advocated."[9]

2. "The Direct Method would help considerably, so would the memorizing of good French passages."[10]

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[9] Syllabus and Calendars of the C.H.E. 1903-1906, Examiner's Report-1905, p. 14 (Intermediate examinations).

[10] C.H.E. Syllabus and Calendar 1909, Examiner's Report, pp. 6-7 (Associate Grade).

3. "The attention of teachers should be drawn to the introductory remarks in Siepmann's French course 'especially with regard to the dangers of the imitative method' and the importance of grammar being 'not neglected' but 'reduced to essentials'... The grammar questions were rather poorly answered."[11]

4. "For all grades, it seems that the examinations tested more memory than intelligence and what could be done with the knowledge of French acquired through the year."[12]

According to the Examiner, it would therefore seem that reading and translation were particularly stressed. The aim of learning French seems to have been to develop the ability to read a poem or a piece of prose in French with perfect understanding of the passage, and being able to translate it into English.[13] Often the translations from French into English were more literal than literate; the translations from English into French were always the weakest part of the examinations. Basic grammar rules were often unknown. Passages for translation selected from the set readers were too often learned by heart and reproduced blindly.

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[11] Report and Syllabus 1922. Examiner's Report, p. 15.

[12] Report and Syllabus 1925. Examiner's Report, p. 11.

[13] Report and Syllabus 1929. Examiner's Report, p. 57.

H. Qualifications of Teachers

The above quotes from the Examiner's Report provide some information on the way that French was taught, in general, in the schools of Newfoundland from 1894 to 1931. The quotes, however, do not give any specific information on the qualifications of the French teachers in the schools of this Province at that time. More research is needed in that area.

However, the "Education Act, 1916" outlines the "General Regulations Concerning the Certifying and Classifying of Teachers".[14] Teachers come under four Grades: Third Grade, Second Grade, First Grade, and Associate Grade. Only the First Grade requires that candidates make at least 55 per cent (among other subjects) in either (a) a foreign language, or (b) a science, or (c) navigation, or (d) practical music.[15] Neither the Second Grade nor the Third Grade list French as a compulsory or optional subject to be taken by French teachers.

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[14] Report of the Public Schools of Newfoundland under the Roman Catholic Boards for the Year Ended December 31, 1916 (St. John's: Trade Review Print, 1917), pp. 50-52.

[15] Ibid.

The requirements for the Associate Grade read as follows: "... to pass the Associate in Arts Examination of the Council of Higher Education ..."[16] However, it is not specified if it is the examinations of the Junior Associate in Arts or the Senior Associate in Arts which were established in 1916. Prior to 1916 French was optional with Science to obtain the Associate Diploma. French still remained optional until 1924 when it became compulsory. It should, however, be assumed that a prospective French teacher in the Junior Associate Grade would choose French over Science to be classified under the Associate Grade.

The regulations to obtain the Senior Associate Diploma required a foreign language from the start (1916): "One of the languages numbered III, IV, V, VI." (French is number V).[17]

It might be assumed, therefore, that French was required under both the First Grade Certificate and the Associate Grade Certificate by those candidates teaching French.

Pages 40 and 41 of the same Roman Catholic Report of 1916 offer a list of 74 teachers with their respective Grades.[18] From that sampling, it may be seen that about half

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[16] Ibid.

[17] Report and Syllabus 1916, Syllabus and Regulations, p. 64.

[18] Report of the Schools of Newfoundland under the Roman Catholic Boards ..., pp. 40-41.

of the total number of teachers have a Third Grade Certificate, and only two have the Associate in Arts Certificate:

AA = 2

First Grade = 14

Second Grade = 16

Third Grade = 34

Nil = 8

Total = 74

I. Short Study of Some of the Grammar Books Used From 1894 To 1931 in the Schools of Newfoundland

A list of the grammar books used in the schools of Newfoundland from 1894 to 1931 is given in Appendix A. The set readers for each grade level for that same period have not been recorded here since the list would have been much too long, and furthermore, their role is identical: to provide extra reading material to develop reading comprehension ... and translation.

In order to provide further information on the approaches of the authors and on the structure of their grammar books, a short study of four of the grammar books used most often follows.

1. Macmillan's Progressive French Course. Second Year

by G. Eugene Fasnachet

The "Preface to the New Enlarged Edition (1890)" shows that this book is meant to be a grammar book as complete as possible in theory and practice. Grammar rules and verb tenses are dealt with in great detail and numerous exercises offer practice in drilling those forms and translating. The author specifies that he felt somewhat obliged to include in the Appendices "long lists of unusual words (many of which will not be wanted in a life time)". These lists are necessary "to meet the wants of students who have to stand the ordeal of captious examinations".

2. The Second French Book

by F.E.A. Gasc

The approach of this book is similar to the one of MacMillan's. "With First French Book, the Second French Book offers a complete course of French grammar and exercises". Gasc says that when he composed his "small volume of very much condensed matter" he had constantly lying on his table for reference, "no fewer than thirteen of the best French grammar and exercise books, written especially for English learners".

3. Chardenal's First Book

First French Course or Rules and Exercises for Beginners

C.A. Chardenal

The approach of the author and the structure of this grammar book are similar to Macmillan's and Gasc's.

4. Siepmann's Primary French Course.

Parts I, II, III

Siepmann's books (Parts I, II, III) were used for about twenty years (1911-1931) in the schools of Newfoundland. Siepmann's philosophy is well outlined in the Prefaces of his books and offers a solid basis on which he developed his complete course. The author believes that students should be able to speak more French at the end of their secondary schooling. For him, a careful and systematic study of the grammar, however, is a necessary condition to achieve oral fluency in French. He suggests that only that part of the grammar which is necessary to give a "practical knowledge of French,"[19] should be taught. "Grammar should be reduced to essentials, indeed, but not neglected. More attention certainly should be given to the spoken language".[20]

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[19] O. Siepmann, Siepmann's Primary French Course (London: Macmillan & Co. Ltd., 1925), Part I, p. v.

[20] Ibid., p. vi.

Furthermore, Siepmann states that grammar should be taught in the mother-tongue of the students.[21] He holds strongly that phonetics should play a very important role in the first stages of the second language learning process. Students learn first how to pronounce words from the mouth of their teachers, then their meaning is conveyed to them through pictures and drawings; their phonetic scripts help the students to visualize their pronunciation. It is only after words have been pronounced correctly that their accepted orthography is given to the students. Reading of the words follows then, and translation if necessary.

Part I and Part II have each an introductory chapter on "French Sounds and Their Phonetic Symbols". These two books have an identical structure: a Reader, a Grammar, and an Exercise book. All three parts are interdependent, the Reader being the nucleus of the book, the Grammar collecting and systematising the phenomena of accidence and symbol evolved from the Reader, and the Exercises applying the knowledge acquired in the Reader and the Grammar. Drills and reproduction exercises are rather frequent in the Exercise book. Some questions to test comprehension in French follow each passage of the Reader.

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[21] Ibid., p. XI.

Part III adheres to the same principles and continues in the same line as Part I and Part II. No emphasis, however, is placed on grammar. It was covered in Part I and Part II. Literary selections (prose and verse) of French authors from the seventeenth, eighteenth and nineteenth centuries form the core of Part III. There are also passages or short sentences for translation from French into English and English into French, questions based on a given passage for practice in oral French, and suggested topics for French compositions.

Siepmann seems to have established a certain compromise with the methods popular at the turn of the century. He includes phonetics in his methodology, and advocates the teaching of oral French, but only by the means of a careful and systematic study of grammar, in the mother-tongue of the students. Translation comes last and is even reserved for the more advanced levels. Siepmann outlines his philosophy of the teaching of French when he advises the French teachers that "their final aim is not merely conversational fluency of a kind, but an accurate knowledge of the spoken and written language, a quickened intellect, and literary culture."[22]

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[22] O. Siepmann, Siepmann's Primary French Course, Part III, p. VIII.

In concluding the section on the Prefaces of various grammar books, it would seem appropriate to state that Siepmann's philosophy did not receive a considerable amount of support in the schools of Newfoundland. In the Examiner's Report for grades IX and X, in 1931, page 34, it is stated:

> Evidently the method suggested in Siepmann's introduction for coordinating reading, grammar and conversation had not been carried out. The grammar drill far exceeded practical application... With less memorizing and freer translation, less formal grammar and more practical work in the way of class talks, greater interest and better results might be achieved... the translation was generally well done...

The French Conversation which was dropped in 1908 or 1909, a few years before the introduction of Siepmann's Primary French Course in the Schools of Newfoundland was not reinstituted. No mention of an oral trend is noticeable from 1911 to 1931. To state, however, that no oral French was taught in the schools of Newfoundland would probably be incorrect. But according to the type of examinations offered from 1894 to 1931, there is no evidence to prove that oral French was taught.[23] It would seem that the textbooks were used during that period to teach grammar and develop the ability to read and translate from English into French and vice versa.

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[23] In spite of the dictation from 1929 to 1931.

CHAPTER V

PLUS CA CHANGE

1932 - 1963

A. The Report of 1934.

B. General Objectives for the Teaching of French in Newfoundland - 1935.

C. Modifications in the Grades of the Schools of Newfoundland.

D. Candidates Who Sat the Examinations. Total Population and French Population.

E. Modifications in the Structure and Content of the Examinations.

F. Evaluation.

G. Short Study of Two Grammar Books Used in the Schools of Newfoundland.

H. New Developments.

A. The Report of 1934

In 1934, the Report of the Commission of Enquiry into the Present Curriculum of the Colleges and Schools in Newfoundland was published. The Report contained several recommendations to improve the standard of the teaching of French in the schools of Newfoundland. The standard to be aimed at was clearly outlined:

> 1 the ability to speak the language to the extent of expressing simple ideas in simple correct sentences
>
> 2 the ability to understand every day language as spoken deliberately by an educated native of the country whose language is studied,
>
> 3 the ability to read at sight and with understanding of the general sense simple modern prose not containing uncommon words.[1]

It is particularly remarkable that neither the written skill nor the ability to translate have been mentioned. However, in reference to French examinations, the Report specifies that the examination "necessarily a written one, will involve concentration on the formal aspects at the expense of oral expression".[2]

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[1] Report of the Commission of Enquiry into the Present Curriculum of the Colleges and Schools in Newfoundland (Newfoundland: Department of Education, 1934), p. 12.

[2] Ibid., p. 15.

Furthermore, the Report stresses that unless the standard indicated is in large measure achieved, the time spent on studying French may be considered as being wasted and could be used with greater results in studying another subject. Since only a few schools were fortunate enough to have favourable conditions and properly qualified teachers to teach French, it was recommended that only in those schools should the teaching of French be undertaken, and it should be begun in grade IX and be taught subsequently in grades X, XI and XII. It is also on these grounds that it was recommended that French be omitted from the Syllabus for the First School-Leaving Certificate (grade VIII), and begun in grade IX.[3]

Another recommendation contained in the Report is that French "be studied only in those schools where there are properly qualified French teachers",[4] capable of teaching French orally "as a living language or not at all."[5] The Report adds: "We strongly deprecate any attempt to teach this language by a teacher who is not qualified to teach it orally."[6]

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[3] Ibid., pp. 12, 19, 34.

[4] Ibid., pp. 12, 15, 23.

[5] Ibid., p. 15

[6] Ibid.

The Report would seem to suggest a fundamental change in the teaching of French in Newfoundland. It is recommended that French be taught as a Modern Language and (unlike Latin and Greek) provide students with a basic and practical knowledge of French to enable them to converse with a French person on familiar topics, and to read with immediate understanding a text of ordinary and everyday French.

B. General Objectives for the Teaching of French

In 1935, objectives were set for the teaching of foreign languages in the schools of Newfoundland. It was emphasized that English would get more attention from grades I to VIII, consequently making the learning of the foreign language somewhat easier in grades IX to XI. It is also stated that in the past the amount of foreign language study done from grades VII to XI was never greater than three years of work. Therefore, with a stronger emphasis on English in grades I to VIII, and "with efficient teaching and improving conditions"[7] it is hoped that the teaching of foreign language will "reach at least as high a standard by the end of grade XI as has been attained in the past".[8]

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[7] Programme of Studies for the Schools of Newfoundland. Original Edition Handbook to the Course of Study, Department of Education, St. John's, Nfld. 1935, Foreign Language Section, p. 1.

[8] Ibid.

The Courses of Study for foreign languages outlines general objectives for the teaching of French, offers suggestions for oral French in grades IX and XI, gives a list of illustrative materials for all grades, and presents the program of studies for grades IX, X, and XI.

1. General Objectives

The general objectives seem to cover four areas: (a) the development of the basic skills of foreign language learning (1, 2):

The teaching of French should strive "to develop the ability (a) to read French; (b) to write French; (c) to understand French when spoken; (d) to speak French"[9] (objective number 1).

It is not known explicitly whether these four skills were meant to be developed equally or if they have been arranged in order of priority, thus placing the strongest emphasis on the reading skills, then the writing skills, the listening skill, and finally the speaking skill. If the reading skill is to receive the strongest emphasis, it would then appear that the reading method recommended for the learning of foreign languages in the United States in the 1920's and 1930's might have influenced the teaching of French in the schools of Newfoundland.

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[9] Ibid.

A quote from the statement of the general objectives should provide more accurate information:

> For schools where the teacher of French is not able to speak the language with some fluency the reading objective should be stressed, but in all cases the pronunciation of the French should be attempted. The teacher can, by studying the section in the text on phonetics, develop an elementary facility in pronunciation and can teach the pupils how to use the phonetic symbols. A poor pronunciation is better than no speaking at all.[10]

This last statement seems to suggest a policy on foreign language teaching different from or even contrary to the one stated in the Report of 1934.[11]

No guidance or suggestion has been given for the development of the writing skill. It is not specified whether this skill is to be developed by written reproductions in French of material already learned orally, by writing compositions in French, or by translating from one language into the other. It is noticeable, also, that the Course of Study does not make any mention of translation.

To help in developing the basic skills a well-articulated and sequentially structured program should be used in grades IX, X and XI. The teaching of French should aim at mastering "progressively the elements of French -

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[10] Ibid., p. 2.

[11] Ibid., pp. 12, 15, 23.

vocabulary, grammar, syntax",[12] (objective number 2).

(b) the development of favorable attitudes towards France and the French people (3):

It is expected that a greater knowledge of the French world should present French as a living language and motivate students to learn it. The teaching of French should strive "to give a sympathetic understanding of the French people - their life, history, social conditions, and the like - and of the influence of the French on the development of the New World"[13] (objective number 3).

(c) the development of awareness of linguistic features common to languages in general, and French and English in particular (4, 5, 6):

Besides providing competence and performance in the French language, the learning of French should "give a better understanding of the formation of the mother tongue, and of language structure in general" (objective number 4), "develop correct speech habits both in French and in English by conscious observation, imitation and practice" (objective number 5), "develop habits of concentration, patience, perseverance, accuracy, analysis, correct generalization"[14] (objective number 6).

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[12] Ibid., p. 1.

[13] Ibid.

[14] Ibid.

(d) opportunities open to and need for bilingual people (7):

The value of and the need for bilingual people to occupy certain positions seem to have been recognized as early as 1935. The teaching of French should help "to prepare for a position in life - interpreter, translator, secretary, commerce, teaching and the like"[15] (objective number 7).

2. Suggestions for Oral French in Grades IX and XI.

This section recommends that students receive a greater exposure to oral French and that their listening and speaking abilities be gradually improved. It implies that oral French be used and taught in the classroom. The advantages of the Direct Oral Method are pointed out. The strangeness of French sounds to the ears of Newfoundland students is also mentioned. French teachers should, therefore, "get the students to speak out".[16] Repetition is stressed:

> The student must repeat French words and conversational forms so that his ear, his memory and his speech organs may become 'habit-trained' so that he may secure ease, fluency, security and naturalness of expression.[17]

Teachers themselves are made aware of their key role in securing the authentic French pronunciation and in

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[15] Ibid., p. 2.

[16] Ibid.

[17] Ibid., p. 3.

correcting "the sound values given by the pupils".[18] Teachers are urged to improve their ability to speak French by listening to radio, using records, learning the phonetic symbols, and "taking courses in conversational French at summer schools".[19]

A statement of the aim for teaching oral French expresses the rationale behind those recommendations:

> Oral French aims at giving the student a knowledge of accent, sounds and articulations peculiar to the French language. It should also develop in him the desire and ability to express his thoughts not only in written form but in spoken French.[20]

3. Illustrative Materials for All Grades.

A list of aids is offered to (a) create a French atmosphere: coloured pictures with printed text, railway posters; maps, pictures of typical scenes of foreign life, photographs and portraits, coloured illustrations from magazines, "realien" - coins, stamps, calendars, advertisements, tickets, etc.; sets of post cards, lantern slides, and (b) develop listening and speaking skills: gramophone (the new Linguaphone method), radio - C.K.A.C. and Paris on short wave, French talking pictures, and French speaking pupils and visitors.

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[18] Ibid.

[19] Ibid.

[20] Ibid., p. 2.

4. Program of Studies

The program of studies for grades IX, X and XI is carefully detailed, stating the prescribed textbooks and the recommended readers for each grade.

C. Modifications in the Grades of the Schools of Newfoundland

From 1932 to 1943, several modifications were made in the structure of the grade system in the schools of Newfoundland. From 1932 to 1935 inclusive, examinations in French were given in grades VII to XI (Academic) and X and XI (Commercial). But the grades VII and VIII examinations in French were dropped in 1936 and 1937 respectively. From 1938 to 1941, French examinations were given only in grade XI. In 1942 and 1943, French examinations were offered in grades X and XI, and in 1944 were offered in grade IX as well. From 1944 to 1963, examinations were offered in French officially in grades IX, X, and XI without any further alteration to the grade system (see Table 7).

Table 7

Modifications in the Various Grades Taking the C.H.E. Examinations and the Public Examinations in French During the Period From 1932 to 1963

Years	Grades
1932 - 1935	VII, VIII, IX, X, XI Academic, X-XI Commercial
1936	VIII, IX, X, XI Academic, X-XI Commercial
1937	IX, X, XI Academic, X-XI Commercial
1938 - 1941	XI Academic
1942 - 1943	X, XI Academic
1944 - 1963	IX, X, XI Academic

D. Candidates Who Sat the Examinations From 1932 To 1963

From 1932 to 1936, the number of candidates who sat the French examination in grade XI represented about two-thirds or three-quarters of the total grade XI candidates. From 1937 to 1955 the candidates in French went down to nearly one-half of the total grade XI population, but from 1956 to 1963, a slight increase is noticeable in the number of French candidates in grade XI.[21] It should be remembered, however, that the figures in grades IX and X may not reflect

[21] See Table 8 in Appendix A, and Appendix C.

the exact number of candidates enrolled in French in those grades since examinations in grade IX and X were never compulsory in the schools of Newfoundland. They were first used as guidelines to inform pupils and teachers of the level of performance required by the C.H.E. at the end of each academic year. When the schools became aware of the levels of expectancy for each grade, especially IX and X, schools decided to conduct their own internal grade IX and X examinations. Only the grade XI examination remained compulsory since it was considered officially as the last year of high school and also as a requirement for entrance in first year at the Memorial University College and later the Memorial University. The grade XI figures should therefore be accurate.

E. Modifications in Structure and Content of Examinations

1932 - 1943

Modifications were made also in the structure and the content of the examinations in the upper grades, and especially in grade XI. In the lower grades (VII, VIII and IX), there are still sentences to be translated from English into French, exercises to test grammar rules and particularities of the French language, and two or three paragraphs in French to be translated into English. In grades X and XI, grammar questions seem to have disappeared

almost completely. The grade X paper is composed mainly of three paragraphs for translation into English, a paragraph and a few sentences for translation into French, and a composition to be written in English on a topic from one of the selected readers. The grade XI examination, besides the paragraphs for translation into English (from Collins and Ceppi) and the paragraph for translation into French, also includes (1) a composition to be written in French on a topic familiar to the student, and (2) a certain number of French questions (as many as fifteen!) which the students have to answer with a complete sentence in French. (Some of these questions are found on the grades IX and X papers as well), and (3) a question to test French expressions or idioms or the subjunctive mood. From 1931 onwards, the grade XI examination also included a dictation in French.

The examinations in grades VII, VIII and IX seem to have remained rather traditional, testing mainly grammatical knowledge and ability to translate. The grade XI examinations especially, besides testing translation ability, seem to put more emphasis on written French (not translation). The grade X examination seems to include a little of the grade IX examination and a little of the grade XI examination, as an intermediate stage.

Another modification particularly noticeable is the change of level of written French offered for translation into English. Instead of offering students

texts in authentic French from French authors, students are asked to translate into English second-class "home-made" French texts. Maybe those texts composed of everyday French were more practical and less literary than the former passages for translation into English. But there were often mistakes in the proper spelling of French words, in the use of the exact gender, in the agreement of the adjective or the past participle, in the structure of sentences, and in the finesse of the French language.

Further changes were also made in the structure of the examinations in grades X and XI: the 1936 Syllabus for grade XI stated that "the examination shall be entirely unseen and there shall be no textbook. The paper shall comprise: translations of a passage of French prose and a piece of French verse into English, a comprehension test, translation of a passage of English prose into French, a free composition in French, manipulative grammar tests, dictation, 'new type' tests."[22] The Syllabus offers teachers a choice of three grammar books and eight readers, and specifies "Candidates need not be restricted to the study of a single text; rather it is wise to have in addition to a text closely studied, at least one for more rapid reading."[23] To study French

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[22] Report and Syllabus, 1936, Examiner's Report, p. 17.

[23] Ibid.

without translating, the use of French Comprehension Tests, by F.C. Roe, is also highly recommended.

The "new type" tests which appeared in 1938 soon became Part I and better known under the heading "objectives". Manipulative grammar tests dropped in 1938 were never replaced. From 1940-41 onwards the grade XI examination was composed of two main parts: Part I, objectives; Part II, translations, written comprehension, composition in French, and dictation.

The Syllabus for grade X French is clearly outlined in the Syllabus and Regulations of the Examinations for 1942, page 11. It is stated that the paper shall comprise: a "new type" test, restricted in content to the grammar covered by the set books; translation into English of a passage compiled from the set books; translation into English of an unseen passage of prose whose vocabulary and syntax shall be within the scope of the set books; translation into French of a passage of prose based upon the vocabulary and syntax of the set books; a comprehension test. "The translations will consist of pieces based exclusively upon the vocabulary, phraseology and syntax of the set books." The format of the grade X examination will now be similar to that of the grade XI examination without the dictation. In the 1942-1943 French examinations, the "objective part" of grade X lasted thirty minutes, and the rest of the exam one and a half hours; the objective part of

the grade XI lasted forty-five minutes, and the rest of the exam two hours and fifteen minutes (including fifteen minutes for the dictation).

The Syllabus and Regulations of the Examinations for 1942 also stated that the grade XI examination in French would include an alternative question to the dictation for candidates lacking oral preparation in French. It would be "a question on the geography of France as dealt with in the Syllabus for Geography in grade XI."[24] In 1943, the nature of that question was modified into a question involving some single linguistic modifications (change of tense, number or gender).

The Syllabus and Regulations ... for 1942 also recommended very strongly that, in the future, "the dictation shall be given only in centers where the services of a competent French speaker are available".[25] The dictation was to be obtained upon a specific request from the schools.

The decision to add an alternative question to the dictation might have been influenced by comments from the Examiner's Reports in 1934 and in 1937: "The dictation was very poorly done, indicating that more attention might

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[24] Report and Syllabus 1942-43, p. 14.

[25] Ibid.

be given to this phase of the work during the school term."[26] "The dictation in general showed a lack of preparation for such work. In many cases there was an extremely loose phonetic rendering of the whole passage. Unless more attention is given to such work, the results cannot be expected to be much higher."[27] It is also, however, easily noticeable that dictations have become much easier year after year.

Comments from the Examiner's Report for the years 1931-1936 probably contributed to the removal of French examinations from grades VII and VIII. In 1931, the Examiner wrote:

> The "hit-or-miss" entries from schools where no real teaching in the subject is given were still in evidence, though fortunately they were fewer than in previous examinations. Ten consecutive scripts of this type averaged less than 12%.[28]

In 1932, the Examiner distinguished two types of schools offering French in grade VII: "Schools where French is taken, and schools where French is taught". He also added that the purpose of entering groups of candidates who knew practically nothing of French was hard to understand.

In 1933, the grade VII examination paper was written by 945 candidates of whom 15% obtained less than

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[26] Report and Syllabus, 1934, Examiner's Report, p. 34.

[27] Report and Syllabus, 1937, Examiner's Report, p. 20.

[28] Report and Syllabus, 1931, Examiner's Report, p. 25.

half the minimum mark necessary for a pass. One group of six averaged 9%, another group of six averaged 12%. "Papers of this type - and there were many of them - make the number of failures abnormally large."

In 1934, the Examiner stated that the high percentage of failures consisted mainly of groups of candidates from schools where, in justice to the pupils, French should not be taken. Six such groups, with a total of 67 entries, obtained in all seven passes.

In 1935, the Examiner's Report claims that the very large number of failures (412) in grades VII and VIII is mainly due, as in the previous years, to the entries from schools where the pupils were quite unfitted for examinations in the subject.

In 1936, finally, the Report for grade VIII French examinations states that as in the previous years many candidates entered for examinations from schools where the subject should not have been taken. Groups of papers whose writers had little elementary knowledge of the language made up about one-fourth of the total entries. In 1937, there was no longer a grade VIII French examination.

1944 - 1963

In this period, the structure and the content of the examinations remained unchanged. Examinations in grades IX, X and XI had the same format: two or three passages for translation from French into English, one or two passages for translation from English into French, six or seven sentences for translation from English into French, a written comprehension with questions asked in French or in English to be answered in English, and the objectives (30 items for the grades IX and X examinations, and 60 for the grade XI examinations). The grade XI examinations also featured a dictation only for students with practice in oral French and teachers capable of reading French. For students lacking these requirements, an alternative question was given, such as (1) "Tell briefly (using approximately one page) in your own words, in English, the substance of one of the following stories: (a) 'un secret de Médecin' or (b) 'Le Bienvenu'." (These two stories come from a set reader for grade XI (1944-45)). (2) Answer any five (out of seven or eight) questions in French. The questions are asked in French and are based on Lectures pour débutants, the set reader for grade XI from 1950 to 1963. The French composition seems to have disappeared.

F. Evaluation

Tables giving the numbers of candidates who gained either distinction, pass or fail from 1932 to 1963 are given in Appendix A. Also given in these tables are the percentages of students who passed the French examinations for that same period. The trend of passes is explicitly demonstrated in Appendix C by a series of graphic representations illustrating the percentages of passes for each grade in French.

Quotes from the Examiner's Report through the years from 1932 to 1963 should provide more information in addition to statistical data offered in the Appendices. The quotes should indicate the way that French was taught, and also offer information on the qualifications of the French teachers at that time.

The remarks of the Examiner were confined mostly to the following areas: (1) the set reader, (2) the dictation, (3) the objective part, or Part I, (4) the translations, or Part II, and (5) the level of achievement of the students, and the qualifications of the teachers and their teaching methods.

The comments of the Examiner on the set reader and the dictation were summarized as follows:

The Examiner reminded teachers, from time to time, not

to overlook any parts of the set reader[29] and to see that all students had a copy of the reader.[30] Knowing the reader proved to be the key to success in the alternative question to the dictation.

The dictation was rather alternately well done or poorly done year after year. Restrictions on the use of the dictation only to schools with a teacher competent in oral French and to schools who would ask specifically for the dictation were reiterated from time to time. The success on the dictation was attributed to the use of the "oral method"[31] and practice in dictation, while the failure was attributed to lack of practice in writing dictation and non-use of the "oral method".

The following quotes,[32] gathered from Examiner's Reports covering a thirty-year period (1932-1963) are meant to provide specific information on the objectives, the translations, the performance of the students, and the

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[29] Report and Syllabus 1958, Examiner's Report, p. 70.

[30] Report and Syllabus 1948-49, Examiner's Report 1949, pp. 34-35.

[31] Report and Syllabus 1955-56, Examiner's Report 1956, p. 66; Report and Syllabus 1959, Examiner's Report, pp. 70-71; Report and Syllabus 1962, Examiner's Report, p. 84.

[32] Passages were selected at random, but should outline a general trend for the period.

qualifications of the teachers and their teaching methods.

Part I:

> This was part of a standard French test, and required a reasonable knowledge of French grammar, constructions, and idioms.... Candidates for grade XI who have not been able to study French under a competent teacher for at least two years previously should be strongly advised to avoid this subject.[33]

> In general, it may be said that apart from the urban centers (which were easily distinguished), candidates were poorly prepared. Obviously many attempted grade X without having commenced French in the previous grade, and the spelling of French words often indicated that many teachers are not competent to teach oral French.[34]

> ... usually those schools that used Ceppi showed the better results. It is probably that this is due to more competent teaching rather than to any difference in these two books [Ceppi and Collins]. The teaching of French in small centres by poorly qualified teachers is one which merits further consideration.[35]

> Good scripts in batches were received from larger schools for the most part.[36]

> From the poorer scripts two generalizations may be made: (1) Many of the teachers in smaller schools have not sufficient knowledge of the subject to attempt to teach it to pupils; (2) many pupils are entered for the subject in grade X without any previous knowledge with a resulting waste of time and effort.[37]

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[33] Report and Syllabus 1942-43, Examiner's Report 1942, pp. 30-31.

[34] Ibid., Examiner's Report 1943, p. 13.

[35] Report and Syllabus 1944-45, Examiner's Report 1944, p. 21.

[36] Ibid.

[37] Ibid.

> It is quite obvious that teachers are spending too much time at translations and too little time at grammar and drill in the use of idiomatic expressions.[38]
>
> The objective part of the grade X examination was poor. The translation from English into French was "almost uniformly poor". Not enough practice in translating from English into French seems to be the cause.
>
> After reading so many papers coming from schools where French cannot, under present circumstances, ever be successfully taught, one is led to believe that enormous amount of time is wasted by many pupils in a futile attempt to get some knowledge of this subject.[39]

Part II of the grade IX examinations provoked the following reaction from the Examiner:

> The question of the teaching of French in small schools by poorly qualified teachers must be given consideration. The situation seems to be growing worse each year... The translations were well done by students of larger centers, but literal, and hopelessly weak on papers from the students from smaller centers.[40]
>
> The translations from French into English were too literal, the tenses, the use and position of pronouns, vocabulary, drill in the use of simple words, phrases, idioms, were neglected.[41]

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[38] Report and Syllabus 1944-45, Examiner's Report 1945, pp. 17-18.

[39] Ibid.
Report and Syllabus 1946-1947, Examiner's Report 1947, p. 22.

[40] Ibid. Examiner's Report 1946, p. 21.

[41] Ibid. Examiner's Report 1947, p. 22.

> The problem of the teaching of French in our schools needs the attention of the Council and the Department. [In urban centers the percentage of passes is high; but in smaller centers the percentage of failures is equally high.] It seems that the standard of teaching French becomes lower each year in the one and two-room schools [grade IX comment].[42]

The situation in grade X does not seem to be very attractive. The objectives (Part I) were too difficult for students at the end of a second year of French. The average mark was less than 10/30. Part II shows that the candidates were poorly prepared.

> Scaling was necessary to bring up the percentage of passes nearer to the normal.[43]

The Examiner's comment about Part I of the grade XI examination in 1950 was "Notoriously badly done"[44] due to a lack of practice.

> It becomes more obvious each year that hundreds of candidates are being prepared by teachers who know little more than their pupils.[45]

In 1953, Part I of the grade X examination showed that not enough drill was provided on the rules of grammar.[46]

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[42] Report and Syllabus 1948-49, Examiner's Report 1948, p. 21.

[43] Ibid. Examiner's Report 1949, p. 83.

[44] Report and Syllabus 1950-51, Examiner's Report 1950, p. 14.

[45] Ibid. (Remark about the Grade X examination).

[46] Report and Syllabus 1952-53, Examiner's Report 1953, pp. 27-28.

The same comment was made for the objective part of grade XI. More practice was recommended.

For Part II, the Examiner suggested that "emphasis should be placed upon the need for translating ideas and not mere words."[47]

The grade XI examination, in 1954, showed that students "lack the fundamentals of grammar".[48]

In the grade IX examination of 1955, scores ranged from 0 to 100%; the average was, however, fairly high and the results were judged pretty good. The grade X objectives were well done by the better students, but the average students scored low; the translations from English into French were rather poor: "Most candidates don't know enough vocabulary, or enough about the ordinary rules of grammar to translate a continuous passage."[49]

The Examiner classified the grade XI examination of 1956 as very well done, and referred to the "high caliber of several large groups of papers..." The Examiner added: "There were obviously many well taught students with a good

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[47] Ibid., p. 62.

[48] Report and Syllabus 1954-55, Examiner's Report 1954, p. 59.

[49] Ibid., p. 37.

working knowledge of French..."[50]

The grade XI paper was not a hard paper; but only 57% made a mark of 10 or better. More drill has been recommended for the objectives. "... a better knowledge of grammar would have resulted in higher marks on questions three and four of Part II" (translations from English into French). The Examiner also stated:

> It is obvious that the pupils of grade XI French are not capable of writing continuous and sequential French composition of the standard required by this question [question No. 4]. Neither their vocabulary nor their knowledge of grammatical rules were adequate. Continuous prose composition is the most difficult of French written exercises."[51]

The grade IX examination of 1958 shows that students need more practice in translating into "good smooth English", and the tenses beyond the present seem to be unfamiliar. In grade X, the translations from French into English are too literal. The English rendering is poor.[52]

In 1959, the Examiner stated that the translation from English into French brought down the average of a large percentage of candidates in grade IX.[53] In grade X, however,

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[50] Report and Syllabus 1955-56, Examiner's Report 1956, pp. 65-66.

[51] Public Examinations 1957, Examiner's Report, pp. 40-41.

[52] Public Examinations 1958, Examiner's Report, p. 47.

[53] Public Examinations 1959, Examiner's Report, p. 36.

that same question was not attempted by the majority of candidates, "proving that emphasis was placed ~~more~~ on translating from French into English..."[54] About the grade XI translations, the Examiner said: "it is not enough to know 'words'. Students should be able to translate French into good common sense English:... There should be greater stress on the study of vocabulary; greater avoidance of literal translation; more practice in sight translation; and more practice in reading which has been done to check for egregious and minor errors... Excellence in a foreign tongue demands previous excellence in one's native tongue."[55] Question four (translation from English into French) brought the following comment from the Examiner: "Your students are totally unprepared for this type of work (in the vast majority of schools). As this sort of question is perennial it would seem that the schools are at fault."[56]

The Examiner gives this advice about dictation:

> All students must be taught to learn vocabulary vocally, after a period of guidance. Spelled answers to questions in the classroom ought never to be accepted. One practice dictation a week would then be sufficient to accustom

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[54] Ibid., p. 37.

[55] Ibid, pp. 70-71.

[56] Ibid.

> students to the combinations of the sounds of individual words. Most of the students who wrote the dictation should not have done so. They had never had the fundamentals necessary.[57]
>
> The marks of about 20% of the candidates were so low in the whole paper (especially the objective test), that one wonders how they got into Grade XI. If they were promoted from grade X to grade XI without having completed the previous grades in this course in French, measures ought to be taken to prevent a repetition of such a practice...[58]

Since the objective part of grade XI is largely made up of grade IX and X material, "it is surprising to see grade XI students scoring so low.... Obviously there is widespread laxity in standards required for entrance into the study of grade XI French."[59]

The grade IX examination of 1960 revealed a weakness in sight translation; the grade X paper was poorly done: the candidates showed very little knowledge of French grammar, verb forms, tenses and agreements. The Examiner asked the

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[57] Ibid.

[58] Ibid.

[59] Ibid., p. 72.

teachers to "Please emphasize in the classroom that there are tenses, and that tenses do not have the same significance."[60] He recommended also drills on irregular verbs and idioms, and that the teaching of grammar be incorporated in any lesson. Another suggestion from the Examiner was made: "Short oral answers, wherever feasible in the classroom, could serve the dual purpose of conversational practice and review of sentence structure."[61]

In 1962, the Examiner seemed to have sharp words about the performance of the grade XI students and indirectly the way they were taught French.

He again reminded teachers that their "pupils ought to re-read their translations to see, if nothing else, that they make sense in English."[62] About the translation into French, he said: "No phrase avoided wholesale slaughter. There were so few good papers that the markers seemed to be correcting every single phrase."[63] Ignorance of vocabulary

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[60] Public Examinations 1960, Examiner's Report, pp. 38-39.

[61] Ibid., pp. 71-72.

[62] Public Examinations 1962, Examiner's Report, p. 83.

[63] Ibid., p. 84.

and failure to translate tenses correctly were found to be the real reason for poor results.

> The Dictée is not, I repeat not, a question of vocabulary primarily. It is, instead, a question in comprehension. Occasional correct words (by themselves) do not have value. The smallest unit of value for marker's purpose is the correct phrase. Repetition and drill are the secrets of learning to do this kind of thing well, with emphasis on words similar in sound but differing in spelling and meaning; e.g., quand-comme; presque-puisque; la classe, la glace ... hear it; say it; write it.[64]

In the grade X examination of 1963, "In general it was felt that candidates should make a more conscientious effort to translate into good English." The chief weaknesses were carelessness with tenses and too literal translations from French into English. However, "In most cases the translation into French was only fair. Too many candidates could not write even one sentence correctly."[65]

In grade XI, the objective test "was a well-constructed test, and generally speaking, your pupils showed themselves adequately prepared to handle this type of test."[66] For the translations, in Part II, the reader suggested:

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[64] Ibid.

[65] Public Examinations, 1963, Examiner's Report, pp. 53-54.

[66] Ibid., p. 83.

> Special attention should be given to logical tense sequence in translation; a literal translation of the tense from the French is perfectly safe in this instance, but literary and especially grammatical English is at all times desirable. An error in vocabulary is relatively minor but faulty construction of sentences and failure to use the English idiom can result in devastation.[67]

More drilling on the written expression for everyday phrases, and more actual classroom experience with each lesson of the reader were also suggested.[68]

It would seem, during this period from 1932 to 1963, that the most common weaknesses were:

1. translating from French into English; the translations were too literal,

2. in translating from English into French: students did not appear to have, in general, acquired the ability to write a sentence in French correctly,

3. in using grammar rules, verb forms and tenses: the marks on the objective tests were usually low.

From the quotes gathered in this section it would also seem that the qualifications of the French teachers would be rather low. Often, the Examiner referred to competent or incompetent teachers; the dictation was restricted to qualifying centers; furthermore the Programme

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[67] Ibid.

[68] Ibid.

of Studies I-XI, 1961-62 specified that French could be taught in Grade V "only where teachers are able to speak French fluently".[69]

G. Short Study of Two Grammar Books

Among the grammar books listed in the Syllabus from 1932 to 1963, the following were recommended almost exclusively during certain years:[70]

1. Modern French Course, Parts I, II, III, by Ceppi (G. Bell & Sons).
2. A French Course for Schools, Parts I, II, III, by Collins (Macmillan).
3. Modern French Course, by Dondo (D.C. Heath & Co.)

The first two grammar books were used from 1932 to 1949-50, when they were replaced by Dondo's Modern French Course. The latter was replaced in grade IX, in 1963, by O'Brien and Lafrance's New Junior French (Ginn Co.) However, A French Course for Schools, Part III (Collins), and Modern French Course (Dondo), seem to be the only two prescribed textbooks which may be available to provide information on

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[69] Public Examinations 1962 - Programme of Studies I-XI, 1961-62. Printed by Gardian Limited. Department of Education, Newfoundland, 1962, p. 9.

[70] Table 15, Appendix A, offers a more extensive list.

the trend of the teaching of French in the schools of Newfoundland during the period from 1932 to 1949, and from 1950 to 1963 respectively.

A French Course for Schools, Part III (Collins) was used in grade XI from 1937 to 1949 (see Table 15). It is not known what Collins's approach was in Parts I and II since neither of these two parts seems to be available. In the preface of Part III, however, he says:

> In this volume I have selected a series of prose passages, each in itself complete, by authors ranging from Stendahl to René Bazin, which forms the basis for teaching, with a real attempt at correlation, vocabulary, grammar, prose composition and essay writing.[71]

The author further outlines the structure of his book and specifies the aim of each type of exercise within each lesson:

> There are fifteen lessons, each containing (1) French reading matter, usually a "conte" fully covered by the vocabulary and capable of development along oral lines; (2) a poem, to afford practice in careful translation and in handling a French-English dictionary; (3) a section of grammar, followed by (4) exercises, which aim at reproducing the vocabulary and constructions of the French story as well as the grammatical points under review.[72]

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[71] Collins, A French Course for Schools, Part III, p. V.

[72] Ibid.

Besides the reading passages (for translation) and the various points of grammar presented, there are exercises for translation based on points of grammar gathered from the reading passages, unseen translations, and free compositions. There does not appear to be any significant emphasis placed on spoken French; it would rather appear as if the emphasis were still on the ability to translate adequately few French passages into English, to write a short composition in French, and to learn more French grammar.

Setting aside the possible emphasis on the spoken language in Collins Parts I and II (as in Siepmann Parts I and II), it would seem that Collins Part III is somewhat similar to Siepmann Part III. Both authors begin a lesson with a passage of prose and a poem. Both also offer exercises for translation from French into English and English into French. However, Siepmann offers exercises for oral practice, and topics for compositions in French, but he does not present any formal grammar. Collins, however, offers neither exercises for oral practice nor topics for composition, but he does present grammar exposés.

In the Preface to his Modern French Course, Dondo outlines the aims of his book (page 111):

> First, it presents in simple form the essentials of French grammar for both reading and oral-practice; second, it attempts to impart information on French institutions, customs, history,

literature; art, music, science, commerce, industry.

The book contains fifteen units each divided into five lessons, and (except for the first unit) ending with a revision section, a reading passage, a short exercise for conversation and a song, unit one presents the French alphabet, phonetic symbols, accents, punctuation, liaison, and "exercices de prononciation."

Each lesson offers a vocabulary list in French with the English meaning next to it. The phonetic symbols are given for the French words. In the first fifteen lessons, there are exercises on phonetics (at the beginning of each lesson) and also several short exercises of about eight to ten questions or sentences such as: "Répondez ..." "Lisez ..." Rules of grammar are stated in English with examples both in French and in English. From lesson sixteen onwards, each lesson begins with a reading passage: "Lecture", followed by the word listed with phonetic symbols and a few questions on the "Lecture". A few examples to illustrate a grammatical point and the exposé of the grammar rule come next. Finally, exercises in French to be done orally and/or in written form are offered. These exercises test the understanding of the grammatical exposé: fill in the blanks, transformations, etc.... There is also, of course, an exercise of ten to fifteen sentences for translation from English into French. A lesson usually ends

by asking students to learn about eight to ten French idiomatic expressions.

The strong emphasis on oral French in the first fifteen lessons of Dondo resembles the strong emphasis at the beginning of Parts I and II of Siepmann. However, that strong emphasis in Dondo decreases after lesson fifteen, and is progressively replaced by grammar learning and translation. It is therefore the responsibility of the teacher and the students to continue throughout the rest of the course the oral emphasis so strongly demonstrated in unit one.

It is noticeable, however, that all exercises (except the sentences for translation from English into French) and all directions are given in French. This should help to develop the reading skill.[73] Unfortunately, there are no topics offered for either oral or written compositions in French.

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[73] Further developed by using the set Reader: Lectures pour debutants by Pargment (Holt & Co.).

II. New Developments

The 1930's witnessed French examinations being dropped from grades VII to X inclusive, then reintroduced in grade X in 1942 and in grade IX in 1944. The Report of the Commission of Enquiry into the Present Curriculum of the Colleges and Schools in Newfoundland (1934), and the publication of General objectives for the teaching of foreign languages in the schools of Newfoundland (1935) suggested that French be started in grade IX. However, (1) in the 1950's, a desire to introduce oral French in the schools of Newfoundland became apparent; (2) in the early 1960's French was introduced at the elementary level.

1. Oral French: This new trend in teaching oral French in the schools of this province may find its cause in Newfoundland joining Confederation in 1949. A need to communicate with the other ethnic group was experienced. Introducing oral French might have also been influenced by the use of radios particularly in French classes. The News Letter of the Department of Education from 1950 to 1965 strongly recommended the use of the Atlantic and the Newfoundland school broadcast programs in French. For that purpose the Department of Education made lesson guides available to pupils so they could fully participate in the

broadcast lessons.[74]

During the outbreak of poliomyelitis around 1953-54, Mr. Clifford Andrews presented a series of French programs for students on the local C.J.O.N. television station. These programs lasted about one month.

The News Letter of December 1959 recommended "Chez Hélène" as a means of bringing "French in action" into the classroom. This program was based on the Tan-gau method, and was presented by the national network.

During 1961, 62 and 63, Mr. C. Andrews offered French programs on radio for students in grade IX using Dondo (1961 and 1962) and O'Brien and Lafrance (1963). Dr. J. Hewson took over from Mr. C. Andrews in 1964.

The October 1961 News Letter announced the French radio program made by Dr. J. Stoker, presented by the Extension Service of Memorial University of Newfoundland, and called "Spoken French".

Another factor could be considered as being a cause for promoting oral French in the schools of Newfoundland: in the 1940's "modern programmes" were developed in the

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[74] The News Letter recommended the use of audio-visual equipment in the classroom especially motion pictures, film-strips, slides, posters, photographs, etc. The Atlantic School Broadcast program started in Newfoundland in Sept. 1953, the Newfoundland School Broadcasts began in 1954-55 and have since been presenting programs based on the school curriculum.

United States of America to provide practical mastery of the foreign language by intensive and rapid training to officers headed for occupation duties overseas during the Second World War. These "modern programmes" claimed to be successful. Consequently programmes of a similar structure were organized for school children and they too pretended to hold the key to success in foreign language learning.

2. French Programs for Elementary Grades: The News Letter of January 1953, states that the Department of Education asked the Newfoundland Teachers Association to form a French committee to make adequate recommendations regarding the French programs in the school. That committee was made up of "French-minded educators" of various institutions: Memorial University, the Newfoundland Teachers' Association, the Department of Education and some practising teachers.

The News Letter of March 1959, reports: "Curriculum Committee Work - French: good progress is being made in finding suitable texts that can aid in the introduction of French either in grade V or in grade VIII. The programme will carry through grade XI. The overall aim will be in so far as possible, to make true bilinguists of those who study the French language."

The News Letter of April 1960 recommends a textbook for grade V: Totor et Tristan, Spink-Mills (Ginn and Co.).

The following reservation is also stated: "For schools with a French speaking teacher ."

In January 1961, the News Letter writes: "French is officially recognized for grade V usage ... French will be extended to grade VI in 1961-62." The prescribed textbook was Petites Conversations by Harris and Monod-Cassidy (Book Society). A year later, January 1962, the News Letter specifies the program for grade VIII. "The new high school course for grades IX, X, and XI will be built on the work done in grade VIII." The textbook prescribed is New Junior French (to be initiated in September 1962 in grade VIII, September 1963 in grade IX, etc.) In September 1962, the following regulation was issued in the News Letter: "French as a subject may now be introduced either in grade III or grade VIII.". In grade III if there is a teacher who can speak French, in grade VIII as a preparation for grades IX, X and XI.

The News Letter of November 1962 stresses that the teaching of French at the elementary level should be confined to oral work; whereas in Junior and Senior High Schools, it should stress speaking, reading, and writing. An interest in French language and the French culture should provide some type of enrichment for the students.

The following chart could help to summarize the grades in which French was introduced from 1960 to 1963:

Years	Grades	Textbooks
1960	Grade V	Totor et Tristan
1961	Grade VI	Petites Conversations
1962	Grade III	No textbook prescribed
	Grade VIII	New Junior French

CHAPTER VI

RECENT DEVELOPMENTS

1964 - 1974

A. Modifications in the grades of the schools of Newfoundland, and their respective populations.

B. Modifications in the structure and content of the French examinations.

C. A short study of the textbooks used in the schools of Newfoundland from 1964 to 1974.

D. New developments.

E. Evaluation.

F. Teacher Qualifications.

A. Modifications in the Grades of the Schools of Newfoundland and Their Respective Populations.

From 1964 to 1970 the Department of Education continued to conduct Examinations in French in grades IX, X and XI. But from 1970 to 1974 examinations were conducted only in grade XI. Since only the grade XI examination is compulsory, figures showing the number of candidates who sat the grades IX and X examinations may not represent accurately the actual number of candidates enrolled in French classes in grades IX and X. As stated in the previous period, the grade XI figures may not even be accurate since Memorial University accepts (since the early 1970's) as a substitute for the grade XI examination marks, a letter of recommendation from a school principal attesting that a certain student has proven to be a successful grade XI student and has the intellectual facilities to enter Memorial University. That candidate need not write the grade XI examinations.

The numbers of candidates who sat the examinations in grades IX, X, and XI and the number of those who sat the French examinations in those same grades are given in Table 11 in the Appendix.[1] The highest number of students taking

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[1]Appendix A. Also given in Appendix D are graphic representations of the total and French populations for each grade.

French in grade IX was in 1968: 6505 candidates. In 1967, that number was down to 5536, and in 1970 to 5205. In grade X, the highest number of candidates was recorded in 1966 when 4951 candidates sat the French examination. Since 1967, the number of candidates taking French has been dropping constantly until it reached a low of 3854 in 1970. In grade XI, the highest number of candidates taking French was recorded in 1970; 4390 sat the grade XI examinations. Since 1971, the number of French candidates has been dropping regularly: 3891 in 1971; 3136 in 1972; 2444 in 1973 and 2008 in 1974. The number of French candidates in 1974 is less than one half the number of French candidates in 1970! In contrast, the total population who sat the grade XI examinations since 1971 has been increasing regularly, except for 1972 when the number of students was down 138 from 1971. Table 11 shows 6938 candidates in 1971; 6800 in 1972; 7059 in 1973; and 7234 in 1974.

But the Statistical Supplement to the Annual Report of the Department of Education and Youth for School Year Ended June 30th for the years 1965, 1966, 1971, 1972 and 1973 shows a constantly increasing number of students taking French. From 1971 to 1973, the total number of students taking French increased by 12,331. The increase has been registered at the Primary, Elementary and Junior High Levels. There is, however, a decrease at the Senior High

level: the figures for each of grades IX, X, XI are lower in 1973 than in 1972, and in 1972 than in 1971. However in 1974, the grade X figure is up by nearly 400 students; the grades IX and XI figures are still declining; the grade VII figure is also down about 736 students over 1973 (see Table 12).[2]

The Statistical Supplement to the Annual Report of the Department of Education and Youth for School Year Ended June 30th 1967, 1968, 1969 and 1970 does not offer a detailed account of the numbers of French students enrolled in grades I-XI. The figures for 1974 were obtained from the French Consultant of the Department of Education.

The figures given in Table 12 do not represent the number of candidates who sat the grades IX, X, and XI examinations in French, but rather the total enrollment in French in the various grades.

In 1973, 428 children were enrolled in a French course in kindergarten.[3]

In 1972-73, the total number of students taking French from:

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[2]Appendix A, and p. 140.

[3]Statistical Supplement ... for the Year Ended June 30th, 1973, p. 66.

1. kindergarten to grade VI was 31,024, i.e., 31% of the total population of kindergarten to grade VI;

2. grade VII-IX was 35,650; i.e., 60% of the total population of grade VII-XI.

The total enrollment in the schools of Newfoundland for 1972-73 was:

kindergarten = 12,607
grade I = 14,142
grade II = 14,171
grade III = 14,346
grade IV = 13,927
grade V = 14,344
grade VI = 13,155
grade VII = 14,334
grade VIII = 13,307
grade IX = 11,688
grade X = 10,229
grade XI = 9,335

(These figures were also obtained from the French Consultant for the Province.)

B. Modifications in the Structure and Content of the French Examinations from 1964 to 1975.

The structure and content of the examinations in French in grades IX, X and XI from 1964 to 1970 remained rather similar to the format adopted in the previous period from 1944 to 1963; Part I: objectives; Part II: translations from English into French and French into English, and a written comprehension passage based on one of the set readers for each grade. The dictation and the alternative questions continued to be given as earlier. In 1964 and 1965, the alternative question for candidates not doing the dictation was based mostly on Lectures pour débutants, the grade XI reader. Candidates were asked to answer five French questions in French. Usually three of these five questions were based on the reader and the other two were of a general nature. From 1966 onwards, since no reader was prescribed for grade XI, all five questions became "general".

From 1970 to 1974 there were no grade IX and X examinations in French. The grade XI examinations offered an optional aural part, on tape, in addition to the traditional Parts I (objectives) and II (translations and reading comprehension). The aural part given on tape included two aural comprehension questions and a dictation. A slight change was made in the traditional Part II to balance the value of the tape (20 marks). Students not taking the tape were asked (1) to answer five French questions in French, (5 marks), and (2) to write a paragraph of about (or not

less than) sixty words in French on a topic familiar to the students such as: (a) ma famille, (b) mon sport favori, (c) ce que je fais le samedi (15 marks).[4]

In 1972, two modifications were made in the grade XI French examinations, Part II: (1) the paragraph for translation from English into French was replaced by a "composition dirigée" of about one hundred words and taken from Senior French; (2) the alternative question for students not taking the tape comprised three sections: (a) écrivez les synonymes des mots suivants (10) -- 5 points; (b) écrivez le contraire des mots suivants (10) -- 5 points; (c) écrivez le nom qui correspond à la définition (10) -- 10 points.[5]

In 1973 and 1974 the objectives (Part I) were reduced from 60 to 40 items, all with multiple choice answers. Part II included:

1. one passage for translation from French into English,
2. an exercise of manipulation of grammatical structures,
3. five sentences for translation from English into French,
4. a "composition dirigée",
5. a written (reading) comprehension (questions asked in French, to be answered in English),

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[4] Public Examinations 1970, p. 326.

[5] Public Examinations 1972, pp. 91-92.

6. word study, as in 1972 (synonyms, opposites, etc.).

In June 1975, the grade XI examinations in French were based exclusively on Le français partout (L.F.P.) and Cours moyen de français (Dale and Dale). To assess the value of this new type of examination, the French Curriculum Committee, in March 1974, asked the grade X students taking French to do a trial examination similar to the one for 1975. The examination had two parts (A & B). Part A was taped and tested listening comprehension (multiple choice, and questions on a given passage, sound discrimination, intonation, etc.) The value of Part A was 50%. Part B was written and dealt with reading comprehension and written French (transformations, substitutions, etc.) The value of Part B was also 50%: 25% for the reading comprehension, and 25% for the written French.

In 1975, a Dictée and a Composition dirigée (as in L.F.P. IV) were added to the 1974 common examination model. The examination then tested listening, reading and writing, both directed composition and some basic grammar rules and sentence transformations. It is hoped that in the near future, ways will be found to test speaking as well. This new type of examination will have neither an objective part nor translations either from English into French or French into English.

This is an innovation for Newfoundland. Not since 1894 has there been a final examination testing listening,[6]

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[6] With the exception of the "French Conversation" from 1898 to 1908.

reading and writing, and not grammar-translation. The new format of the examination reflects the influence of those who wish French to be included in the curriculum primarily for communication purposes.

If the "old" grade XI examination dictated the "teaching method" to be adopted by the French teachers, it is hoped that the "new" grade XI examination will also provide an incentive for new teaching methods.

C. A Short Study of Textbooks Used in the Schools of Newfoundland from 1964 to 1975.

Four textbooks were used during the last ten years in the schools of Newfoundland: New Junior French, Senior French, Dale & Dale; Le français partout.

New Junior French replaced Dondo in grades IX and X in 1963 and 1964 respectively. Senior French replaced Dondo in grade XI in 1965.

1) The approach and structure of New Junior French are somewhat similar to Dondo's Modern French Course. The authors of New Junior French (O'Brien and Lafrance) state that their textbook

> trains the student to understand French when it is spoken (aural skill); to speak it himself (oral skill); and, within reasonable limits, to read it and write it. For students at this stage the authors believe in painstaking work in all four processes. Repetition is an essential of learning; repetition of linguistic patterns

> through the four media of hearing, speaking, reading and writing can hardly fail to produce results.[7]

The authors also state that both New Junior French and Senior French constitute "a basic course in the average high school program, preparing for all examinations, both in oral and in written French, at the high-school level."[8]

A direct presentation approach is strongly suggested, especially for the first ten lessons which deal with phonetics, intonation, punctuation, spelling, linking, etc. In these first ten lessons of New Junior French, "grammar is reduced to a minimum and is functional, not formal."[9] The purpose of these first ten lessons is to "give the student at once some feeling of control over the language."[10] "The remaining lessons are less unconventional in organization and devote more space to formal grammar and drill and to reading."

It is expected that the teacher will continue to stress oral French in the remaining thirty lessons of New Junior French as he did in the first ten. But the next

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[7] New Junior French, Preface, p. 5.

[8] Ibid. (The authors of Senior French are O'Brien, Lafrance, and Jones.)

[9] Ibid., p. XXII.

[10] Ibid., p. XVII.

thirty lessons become grammar centered, and all activities offered (exercises and translations) contribute primarily to the learning or testing of a grammar rule or other irregularities of the French language. All grammatical information is given in English. Vocabulary items and examples of grammar rules are given in both French and English.

If aural-oral work is to be stressed after chapter ten, it depends entirely on the initiative of the teacher to do so. The rest of the course could very well be done by writing out exercises in French or in English and by translating paragraphs and sentences into French or English, without stressing oral French at all:

2) Senior French is organized along the same lines as New Junior French and could be considered as a prolongation of New Junior French. The presentation and the approach are identical, with oral emphasis left up to the teacher, and continuous stress placed on the learning of grammar rules, on the ability to translate, and on the development of the reading skill through Lectures excerpts from French writers, and Causeries on some regions of France, and Petits aperçus on French civilization.

To "modernize" these two textbooks, the authors included as supplementary material records and tapes[11] which should contribute to the development of the aural-oral skills. However, since the records and the tapes were not fully integrated into the structure of the course, and were more like "extras", their usage in the classroom was very minimal.[12]

3) Dale and Dale[13] is somewhat similar in the presentation and the approach to New Junior French and Senior French. There are, however, several major differences, included among which are the following:

(a) The tapes form an integral part of the structure of the course; therefore, if the course is to be taught as designed by the authors, the tapes also should be used, thus yielding a greater guarantee of oral success.

(b) Translation from English into French is not a feature of either Cours elémentaire or Cours moyen de français.

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[11] The records usually offered the "lecture" at the beginning of each lesson in the book, followed by the vocabulary and some expressions, or pronunciation drills.

[12] The Department of Education did not request schools to buy the records or the tapes, and did not have any in stock. Some schools, however, did buy at least the records.

[13] I.e., Cours elémentaire de français, and Cours moyen de français.

(c) All exercises are written in French.

(d) Grammar is taught by induction, the examples being given first, then the grammar rule.

By the use of the tapes, the grammatical exposés, and the exercises in French, the total course intends to provide for the development of listening, speaking, as well as reading and writing.

4) Le français partout (L.F.P.) also intends to develop the four skills: listening, speaking, reading and writing. This sequential audio-lingual program provides for their development through linguistically and pedagogically structured steps. Listening and speaking are prerequisites for reading, and reading is a prerequisite for writing. Translation is reserved for later stages (L.F.P. VI). Grammar is not stressed as in New Junior French and in Senior French. Grammar is taught when needed and by induction. Because L.F.P. is an audio-lingual program, it requires a large amount of practice, repetition and memorization of pattern drills, especially in the early stages of learning French.

D. New Developments

The early 1960's witnessed frustration amongst the French teachers who were really qualified to teach oral French. They realized that after one year, two years and even three years of French instruction, their students were incapable of pronouncing accurately a few French words and answering freely basic conversational phrases in French. But, at the same time, some students became qualified grammarians and good translators. All the blame was put on the final examinations which tested mostly grammar, translations, and reading comprehension.

In 1965, the French Curriculum Committee, being well aware of the demand of some French teachers to teach oral French and to stop teaching grammar and translation, and also being aware, however, that some schools were not then qualified to teach oral French because of a lack of a competent French teacher capable of doing oral French

> ... recommended the establishment of two streams, one traditional and the other audio-lingual, leading to two different examinations, in the hope that the inadequate traditional methods might gradually be phased out in favor of the new methods as the supply of teachers trained in these methods grew.[14]

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[14] John Hewson, "The Second Language Teaching in Nfld 1967", N.T.A. Journal, Vol. 59, No. 1 (October 1967), p. 36. Also, Rapport de la Commission royale d'enquête sur le bilinguisme et le biculturalisme. Livre II: L'éducation, p. 328 (version française). Hereafter referred to as Report on Bilingualism.

During the summer of 1967, 1968 and 1969, Memorial University offered Education 315: Stage de Spécialisation "which trains teachers in the sophisticated techniques and demanding methodology of Voix et Images."[15]

The researcher for the Report of the Royal Commission in 1967-68 stated that: "So far, a methodology course in French is not offered at Memorial until the fourth year, when it is available as an elective[16] only to a few students doing a combined B.A., B.Ed. degree."[17] But by 1972-73, to meet the demand of French teachers for greater knowledge and specialization in their field of interest, Memorial reorganized its courses in methodology as follows:

- Education 3050: Contemporary Approaches to the Teaching of French in the Primary and Elementary Grades,
- Education 4150: Theory of Teaching Second Languages
- Education 4151: Contemporary Approaches to the Teaching of French in the Secondary School,
- Education 4152: Current Issues in the Teaching of Second Languages.

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[15] Hewson, ibid., p. 36.
Voix et Images de France from the CREDIF series (Centre de Recherche et d'Etude pour la Diffusion du Français. Ecole normale supérieure de Saint-Cloud, Paris, Didier, 1962).

[16] It should be specified that this methodology course was compulsory and required for French majors doing the B.A., B.Ed. degree.

[17] Hewson, ibid., p. 35.

The new textbooks for grades VIII, IX and X, New Junior French (from 1962 onwards), and for grade XI, Senior French (from 1965 onwards), did not seem to meet with the approval of the French teachers as being able to provide for sufficient development of the listening and speaking (and writing) skills in French. The approach of these textbooks remained "traditional with emphasis on reading, grammar and translation".[18] Pilot projects were then initiated to find suitable French courses for the Newfoundland school situation, as well as tapes for aural-oral practice in grade XI made by the French Curriculum Committee.

1. Courses for the Audio-lingual Stream.

Bonjour Line and Voix et Images de France were piloted in 1967-68 and recommended for use in grades IV-VIII (in 1968), where qualified teachers existed.[19] One school in St. John's began Bonjour Line[20] in grade IV, and another

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[18] Hewson, ibid., p. 34.

[19] Notice from the Division of Curriculum Services and Audio-Visual Education regarding the use of Voix et Images de France, dated June 11, 1968, signed by C.K. Brown, Director.
Hewson, ibid., pp. 35-36.
News Letter of the Department of Education, May 1968.
Report on Bilingualism, Vol. II, p. 328.

[20] Minutes of the French Curriculum Committee, November 27, 1967.
News Letter of the Department of Education, May 1968. Daphne Collins taught Bonjour Line at St. Bonaventure's.

school in Springdale introduced the first stage of Voix et Images de France (V.I.F.)[21] in grade VII. Gander Collegiate and Baie Verte also offered V.I.F.[22] for the benefit of teachers, to improve their aural-oral skills in French.[23]

In 1968, a few schools in St. John's undertook the piloting of Le français partout. The results were found successful[24] and consequently the course was adopted and introduced in grades V and VI in September 1969.[25] At that

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[21]Shirley Dugan taught V.I.F. in Springdale in 1967-68; Irene Sheppard in 1968-69 and 1969-70, and Calvin Hender in 1970-71.

[22]Trudy Gosse taught V.I.F. in Baie Verte, and Wayne Penney at Gander Collegiate.

[23]No significant reason was given to explain why V.I.F. and Bonjour Line were discontinued, other than "the teachers doing it stopped doing it", and "Le français partout came in".

However, it should be noted that (a) Memorial University ceased offering the "CREDIF Stage de Spécialisation" in 1969, (b) the teachers trained "in the sophisticated techniques and demanding methodology of Voix et Images" (Hewson, p. 36) might have been too few in numbers, (c) the requirement that classes be no larger than 20 students created some difficulty, and (d) the high cost involved in purchasing the necessary equipment: projectors, filmstrips, tapes, tape recorders, remote control switches, etc., was beyond the means of many schools.

[24]News Letter of the Department of Education, June 1968.

[25]News Letter of the Department of Education, April 1969.

time only the first book was available: Cours Préliminaire. Since then, Le français partout I (1967), II, III, IV, V have become available and VI is to be ready in September 1975. The course is designed to offer continuity from grade III or IV to grade XI, and provide for the development of the four basic skills of language learning: listening, speaking, reading, and writing, in that order.

Another course for kindergarten and grades I, II, and III published in the same group as Le français partout, and called Aux yeux des petits was tried in 1972 in a school in Grand Falls.[26] It would seem that schools which offer French in kindergarten and grades I, II, and III use a program designed by the French teacher of that school.[27]

2. Courses for the Traditional Stream

In 1970-71 the piloting of the "Dale and Dale" program was undertaken. Cours préparatoire de français 2ème cycle and 3ème cycle were piloted in a Junior High School in St. John's, and Cours élémentaire de français was piloted in a Senior High School in St. John's and in

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[26] The experiment lasted for six months, from January to June 1972. Aux yeux des petits was tried in grades III and IV, under the direction of Mr. Pierce Foley at Notre Dame Academy.

[27] A News Letter to the French Teachers from the French Consultant, dated January 1974, shows that Aux yeux des petits was piloted at St. Bonaventure's in St. John's and at Our Lady of the Cape Primary at Cape St. George.

Curling.[28] These projects also seemed successful and the Department decided to recommend the course for Junior and Senior High Schools.

3. Tapes for Aural-Oral Practice

A sub-committee of the French Curriculum Committee was set up in 1968-69 to make tapes with two aural comprehension questions and one dictation.[29] The purpose of those tapes was to provide aural-oral practice for both readers and students in grade XI. These tapes were to become a compulsory part of the grade XI examination, first in June 1970,[30] then in 1971, and later in 1972, but in October 1971, it was decided to wait until June 1975[31] when students would be better trained in oral expression.

However, in 1969, the Department of Education agreed that beginning with June 1970, the dictation would no longer be given on paper and read by a French teacher

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[28] Minutes of the French Curriculum Committee, April 21, 1971; May 5, 1971; and May 19, 1971.
Sister Bozec was transferred to Curling where she piloted the program and not at Marystown as stated in the minutes.

[29] Minutes of the French Curriculum Committee, November 27, 1968; January 29, 1969; and February 26, 1969.

[30] Letter from A.W. Parsons, Director of Public Examinations and Scholarships Division to Dr. J. Hewson, Chairman of the French Curriculum Committee, January 21, 1969.

[31] News Letter of the Department of Education, December 1971.

or a supervisor as in the past. The dictation would be given on tape[32] along with the two aural comprehension questions. Students doing the dictation would also do the two aural comprehension questions. Students not doing the "tape" would be asked to answer some French questions in French, on paper, and to write a composition in French (of about sixty words) on a topic familiar to the students.[33] The use of the "tape" as an optional part of the grade XI examination in June 1970, indicated a changing trend in the teaching of French in the schools of Newfoundland.

4. Dual Authorization of Programs

In a memorandum to Superintendents and Supervisors, dated January 17, 1972 the French Consultant stated:

> Subject to budget approval, in September 1972 new French programmes will be introduced at the grade IX level and for the first time we will have dual authorization of texts. The two texts to be used are as follows:
>
> a) Le Français Partout - III.
>
> b) Cours Elémentaire de Français
>
> In large schools, where students may come from various backgrounds in French, both courses might be offered.

In March 1972, the Division of Instruction clarified its policy regarding the dual authorization of programs in the schools of Newfoundland. The News Letter of March 1972

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[32] Memorandum to Mr. A.W. Parsons, January 20, 1969.

[33] Minutes of the French Curriculum Committee Meeting, November 19, 1969 and February 17, 1970.

classified grade IX French, Cours Elémentaire among subjects intended "for special use and which will be restricted."

Two years later, it would seem that those limitations have been somewhat lifted. It is recommended that Dale & Dale be used in grade IX as a beginners' course, and with students whose knowledge of French does not allow them to continue with L.F.P. III. Teachers of French are making some headway with teaching in their new programs. However, many factors still prevent the normal teaching of L.F.P. under conditions such as those suggested for an audio-lingual program. The French Consultants confirmed that about 50% of the schools teaching French used L.F.P. and the other 50% used Dale & Dale.

E. Evaluation

The percentages of students who passed the French examinations in the three grades (IX, X and XI) and the graphic representations are given in the Appendix.[34]

Quotes from the Reader will help to assess the caliber of the French students from 1964 to 1974. During that period, it would seem, the Reader did not once make a direct comment on the qualifications of the French teachers.

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[34] Appendix A (Table 13), and Appendix D.

The quotes will therefore give information on the success or failure of various parts of the examinations, and on the students in general. A separate section will offer information on the qualifications of the French teacher.

In 1964, the Reader recommended more drill on the fundamentals of the grammar of English and of French, more practice with the verbs and the tenses, and greater care in translating from French into English, and English into French.[35]

In 1965, 55% failed to get 15/30 on the objective test in the grade IX examination: "one third of the answers required an accent."[36] In Part II, students were asked to show what they had memorized rather than what they were able to do with the French they had learned. The Reader outlined a new format for a French examination under which more comprehension and written French would be in lieu of "understanding the spoken French and the speaking of French."[37] Students would be required to pass in Parts I and II. Part I would include the objective (20 points),

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[35] Public Examinations 1964, Reader's Report, pp. 46, 84, 85.

[36] Public Examinations 1965, Reader's Report, pp. 76-77.

[37] Ibid.

a short paragraph or letter (40-50 words - 20 points), and sentences (10 points). Part II would include comprehension (20 points), (longer piece with about 10 questions) - translation into English (30 points). Part II would not offer any translations from English into French. The format did not have a chance to be experimented with, since grade IX French examinations ended in 1970.

The Reader outlined his ideas about the grade X examination: "It is safe to say that after two years in French classes, approximately 70% of those who wrote the grade X examination were unable to write a French sentence correctly."[38] The Reader then wonders why, after two years, students do not master the content of a one year study (according to the Preface of New Junior French).

"True, we need emphasis on speaking French but this we do not test. We need to have students understand French when it is spoken, but this we do not test...[39] 90% of the students receive a pass in translations from French into English, and 30% in translations from English into French, but neither oral French fluency nor aural French fluency are tested... Students are able to read French - at

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[38] Ibid, p. 78.

[39] Ibid, p. 79.

least the French given on the examination paper ..."[40]

The Reader then offers eight suggestions, seven of them to improve performance on the examination. The eighth one reads as follows and coincides with the trend in the mid 1960's:

> Probably we should have two French programmes going: (a) pre-university or matriculation French. Here we concentrate on aural, oral, and written French with all the grammar attached there to, (b) a general French course, spoken and reading (to translate in English).[41]

The Reader does not seem to have any special comment about the grade XI examination except for the usual recommendations about translations and the need to learn the fundamentals of grammar. Regarding students who did the dictation rather than its option, however, the Reader stated that those students "were not, in fact, prepared for this kind of question. Here the teachers were certainly at fault."[42]

In 1966, the Reader made the following comment about grade IX students: "Of course, we know also that many students should not be doing the course. We refer particularly to the hundreds who score less than 25%. We submit that the observations made in the 1965 Report (red book) could be of some help in our present French

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[40] Ibid.

[41] Ibid., p. 80.

[42] Ibid., p. 81.

programme."[43]

About the dictation in grade XI, the Reader said: "Students seem to close their minds and become inaccurate and automatic when taking dictation. The sense as well as the sound of a passage would, we think, produce better results."[44]

In 1967, the Reader had these remarks about grade IX candidates:

> A large percentage of candidates were unable to write correctly a complete sentence in French... more practice is required. Students should be taught to say the sentence in French before writing it down. Before writing a sentence in French a good practice is to assemble all the words mentally. The practice of writing a word and then looking in the vocabulary list for the next word should be avoided. Students should be taught to make sure of the vocabulary before the writing begins.[45]

The Reader seems to be pleased with the grade XI examinations in 1967 and says: "the results demonstrated, this year, that the standard of teaching in the French language is rising in the Province of Newfoundland. The readers of the papers would like to congratulate the teachers on the job that they are doing and hope that others may appreciate the manful effort you have been putting into the job." The Reader also pointed out the difficulty "with

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[43] Public Examinations, 1966, Reader's Report, pp. 67-68.

[44] Ibid., p. 71.

[45] Public Examinations, 1967, Reader's Report, pp. 74-75.

teaching children how to write from English into French" but recognizes that the same problem exists in "other provinces served by the Examining Board[46] as well as in Newfoundland."[47] In conclusion, the Reader states once more "that the overall training has improved markedly over recent years and that there is steady progress, which might well be emulated in other quarters."[48]

Again in 1969, the Reader had strong remarks about the grade IX candidates:

> ... yet far too many displayed a shocking lack of knowledge after ten months of study. Hundreds of candidates were totally unprepared for the examination. In our opinion, it would have been far better for them if, earlier in the year, they had been transferred to extra English, Music or Art classes.[49]

The Reader also recommended that "Students should be encouraged to write and speak continuous French prose that

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[46] The Reader refers to the Atlantic Provinces Examining Board, which was an interprovincial body comprising Newfoundland, Prince Edward Island, Nova Scotia, and the private schools of New Brunswick. The functions of the Board were: 1) to have the grade XI examination of a province made up by a setter and an associate setter of that same province; 2) to correct the examination; and 3) to release the marks to the respective Department of Education of the province involved. In 1970, and thereafter, the grade XI examination was made and marked by the Newfoundland Examining Board.

[47] Ibid., p. 300.

[48] Ibid., p. 301.

[49] Public Examinations 1969, Reader's Report, p. 77.

is meaningful and even related to their personal experiences", instead of learning isolated and unrelated bookish type oral French.[50]

The Reader's Report about grade IX in 1970 states that many students were unable to obtain five of the thirty marks in Part I of the examinations. The Reader then concluded: "These students gave evidence of either inability, poor learning habits or poor teaching." He furthermore recommended "more guidance in course selection and in the learning process..."[51]

In 1971, the Chief Reader reported that

> while the French paper may be rather more difficult than others of recent years, including 1970, it is still not greatly out of line nor number beyond what could reasonably be expected of pupils who had conscientiously prepared themselves for this grade level. It is apparent that many who wrote the examination ought not to have done so without more adequate preparation.... However, it is hard to believe and realize that pupils who presumably have reached a grade XI level of English could produce such utterly incoherent trash as was given for English translations in this question as well as in the second question. There is a great need to stress the importance of good formal English translations rather than a literal following of the original passage.[52]

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[50] Ibid.

[51] Public Examinations 1970, Reader's Report, p. 80.

[52] Public Examinations 1971, Reader's Report, p. 155.

The comments of the Reader for 1970 and 1971 are somewhat similar for the composition, the aural comprehension questions and the dictation. The aural comprehension questions were rather well done, but the dictation was too difficult and the delivery, at dictation speed, too fast. The paragraph on the topic familiar to the students was written with a knowledge of French at the grade VIII or IX levels.[53]

In 1972, the Reader's Report begins with: "An examination of the paper before marking started showed that markers were, in general, favourably impressed by the examination."[54]

The following remarks were thought to be of significance: The format of the Composition dirigée put "added restrictions on the students while writing the paragraph" (tenses, etc.). The alternative question was very poorly done due to a lack of knowledge of accents and spelling. The aural comprehension questions were rather well done, and the dictation, as usual, poorly done in many cases.[55]

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[53] Public Examinations 1970, Reader's Report, p. 331, and Public Examinations 1971, Reader's Report, pp. 156-157.

[54] Public Examinations 1972, Reader's Report, p. 90.

[55] Ibid., pp. 91-92.

The Chief Reader's Report in 1973, once more congratulated the "person who composed the French paper... for a job well done...." The paper "was considered by all markers to be very well planned, thus resulting in the best examination there has been in recent years."[56]

Smoother translation from French into English and much more practice in English/French translation have been recommended. "The grammatical points tested ... were not the obscure nor the tricky; they were the ordinary grammatical points that a grade XI student should know."[57]

The Reader reported again that the Composition dirigée was still, in particular, poorly done: "The students displayed an incredible inability to construct anything that could remotely be classed as a composition."[58] The Reader seemed, however, pleased with the examinations and the results in general. Approximately 50% of the candidates attempted the "tape". The aural comprehension questions were again well done, but the dictation was very fair for grade XI. The Reader added, however, that there were still

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[56] Public Examinations 1973, Reader's Report, pp. 86-87.

[57] Ibid.

[58] Ibid.

groups of papers which indicated that more oral preparation was necessary.

Conclusion: The 1964-74 period witnessed great efforts made by interested parties to modernize the teaching of French as a second language in the schools of Newfoundland. Some of the programs which had been piloted in the late 1960's and early 1970's are now in the schools, and both teachers and students have to adjust to this "new way" of teaching French. A transition period should therefore be expected.

Up to 1970, the Examiner used to deplore the teaching of French in the schools of this Province. The main recommendations were:

(a) Teach the fundamentals of grammar.

(b) Devote more care to translations from English into French and French into English.

(c) Students doing the dictation being usually unprepared for such an exercise, more practice in oral work should be required.

(d) Only centres with the services of a French speaking teacher should give the dictation which is to be obtained by a special request.

(e) French should not be taught where there is no competent teacher to teach it.

The lower grades and grade XI usually received most of the criticisms of the Examiner. Grade X usually received a mixture of the grade IX and XI remarks.

However, since the grade IX and X examinations were dropped in 1971, and since the French examination in grade XI has been changing from its traditional but slightly simplified 1936 format and content towards a more modern means of evaluating the skills of the students in French, especially during the last three or four years, the comments of the Reader have become less harsh and rather grateful and encouraging.

A look at the graphic representation of the French population[59] in grade XI from 1964 to 1974 shows the drastic decrease in candidates sitting the final examination in June of 1971, 1972, 1973 and 1974.

However, the graphic representation of the percentage of passes[60] in grade XI for the last three years shows a regular improvement in the percentage of passes. Furthermore, the Reader has already, at least twice, expressed satisfaction and congratulations for the grade XI French examination and on the rise of the standard in the teaching of French in Newfoundland, as expressed through the performance of the candidates on their final examination.

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[59] Appendix D.

[60] Ibid.

F. Teacher Qualifications

Details on the qualifications of the French teachers in Newfoundland are rather scarce. The following sources will attempt to provide some general information on that subject:

1. In the Report on Bilingualism, the researcher describes the qualifications of the French teachers as follows:

> 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 into the Island from other provinces. Occasionally native speakers of French are granted a letter of permission and employed as language teachers. The academic and professional qualifications of many teachers are still low. In 1965-66, 28% of the teaching force had less than a year of training beyond junior matriculation, and 66% had less than two years.[61]

2. The December 1970 News Letter of the Department of Education[62] urges very strongly Superintendents and Principals to choose only French teachers with French courses at the 200 level or beyond to teach L.F.P. and no

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[61] Report on Bilingualism, p. 329.

[62] For similar recommendations, see (a) News Letter of April 1960, September 1962, September 1969, May 1970, and (b) Programme of Studies 1960-61, p. 21; Programme of Studies, 1961-62, p. 9; Public Examinations 1970, p. 36.

"ill-qualified teachers". Special allowance is made with teachers who are functionally bilingual.

3. A memorandum to Superintendents and Supervisors from the French Consultant in January 1972, requested French teachers to have, in the future, "a minimum of three full courses or six semester courses" in French.

4. At the March 1972 Workshop for French teachers, the French Consultant confirmed that the average French teacher had only two years of French, that is two full courses or four semester courses.

5. The qualifications of 87 out of 110 French teachers, who attended the Workshop of October 1970, are outlined with their years of experience and their outlook on French and French courses on pages 80 to 83 of the October 1970 Workshop report.[63] It follows that:

(a) Most teachers of French are not specialist teachers; only 19.5% are.

(b) Less than half the teachers of French (in the sample, i.e. 87 out of 110 surveys received) have done any work beyond the 200 level in French (grammar and literature).

(c) Nearly two-thirds of the teachers have taken the V.I.F. oral preparation.

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[63] Report of the First Provincial Workshop for Teachers of French, Newfoundland, Memorial University, October 1970.

(d) The great majority of teachers of French (86.2%) have not taken a methods course in the subject.

(e) 93.6% of the teachers have not taken any courses elsewhere, other than Memorial University.

(f) The courses taken at other universities

i. methods of teaching a second language,

ii. audio-lingual methods of teaching a foreign language,

iii. CREDIF.

(g) The greater proportion of teachers of French are beginning teachers (19.5%) at least in French.

(h) More than 3/4 (78.2%) of the present teachers of French intend to continue teaching French.

(i) About 85% of the present teachers of French wish to take further courses in French.

(j) About 90% of the present teachers of French wish to take further courses in oral French, of which nearly 3/4 are interested in French oriented to classroom use.

(k) About 90% of the present teachers of French wish to take courses in the methods of teaching French, of which nearly 3/4 are interested in taking courses in methods of teaching French for credit towards a university degree or a specialist's certificate.

(l) Teacher interest is still divided basically between methods for elementary school and methods for high school.

(m) Most practising teachers (85.1%) want in-service training programs.

(n) Some night or summer courses in oral French for practising teachers should be organized.

From these statements, it can easily be deduced that the qualifications of the French teachers are low, but that French teachers are willing to take the necessary steps to upgrade themselves academically and professionally.

6. In his article "Status of the Teaching Force in Newfoundland",[64] W. G. Murphy of Memorial University gives a few precisions on the qualifications of teachers in general and French teachers in particular among other specialist teachers.

"Bearing in mind the possibility of sampling errors, it appears that, in St. John's, teachers trained to teach French, and those trained as counsellors, are assigned to teach in those areas."[65] "In the Province, excluding

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[64] W.G. Murphy, "Status of the Teaching Force in Newfoundland", N.T.A. Journal, Vol. 64, No. 1, Winter 1972, pp. 8-12.

[65] Ibid., p. 10.

St. John's, only half of those trained in science and social studies are assigned to teach those subjects. French and math teachers are teaching in those areas."[66]

Table One in Dr. W.G. Murphy's Report gives the following information:

Newfoundland, Excluding St. John's		St. John's
X	French - 4.37	2.5
Y	French - 3.12	1.87[67]

7. In January 1974, Mr. James Prowse, Coordinator for Music and French for the Roman Catholic School Board for St. John's, published a report on the teaching of French in the schools of St. John's under the Roman Catholic School Board. Mr. Prowse compared the number of periods per week and the length of each period as recommended in the Syllabus of the Department of Education with the actual number of periods per week and the length of each period as assigned in each school under the Roman Catholic School Board. Mr.

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[66] Ibid.

[67] Ibid., p. 11. X = area for which most adequately prepared - number of teachers reported in percentages; y = area to which mainly assigned - number of teachers reported in percentages.

Prowse arrived at the conclusion that to carry out the French programs as requested in the Syllabus, and by the author of the programs used in the schools, sixteen extra full-time French teachers would be necessary.

Further information about the qualifications of the French teachers may be gathered from the questionnaire that follows.

CHAPTER VII

QUESTIONNAIRE OF 1974

INTERPRETATION OF THE RESULTS

In early February 1974, a questionnaire designed to gather information on the teaching of French in the schools of Newfoundland was sent out to all thirty-six superintendents in the Province. A second questionnaire was sent out in late February 1974 to a representative sample of one hundred and fifty (150) school principals spread over the Province.[1] Small isolated settlements as well as larger cities were contacted so as to give a better representation of the teaching of French.

Only eight questionnaires providing information on a total of 21 schools were returned by superintendents. In all, 98 questionnaires were received - 90 from school principals and eight from superintendents.

This questionnaire[2] attempted to provide a general survey which might help to give some information on the programs being used in the schools, the levels at which French is being taught, the amount of time that is being

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[1] See Appendix E for the list of communities to which questionnaires were sent.

[2] Appendix E.

devoted to French, and the facilities available to French teachers, as well as some general information about the academic and professional preparations of those teaching French.

It was hoped that this questionnaire might help to identify areas that might need further study or to isolate areas where greater assistance in the teaching of French in this province may be required.

A tabulation of the information gathered by the questionnaire may be found in Appendix E.

Evaluations of the French Teachers

As stated on page 5 of the questionnaire this evaluation is a modified form of the "Qualifications for Secondary School Teachers of Modern Languages" of the M.L.A., 1955. Principals were invited to evaluate all their teachers by checking the appropriate indicators - S (superior), G (good), A (acceptable), L (less than above) - and all evaluations were to be recorded on page 8. Needless to state that not "all" teachers were evaluated, and not "all" evaluations were recorded on page 8.[3]

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[3] Page 9 requiring teachers to be evaluated under the headings: Language Analysis, Culture, Professional Preparation, was missing. Some teachers, Principals, Superintendents, did supply the necessary information.

The changes from superior, good, minimal as in the MLA "Qualifications", to superior, good, acceptable, less than above, in this questionnaire were made necessary because some teachers in Newfoundland do not meet the qualifications of the "minimal" category. These teachers belong, in reality, to a lower group, i.e., "less than above".[4]

However, it would seem that very few of the 206 French teachers contacted were classified under "less than above". According to the results, in general, it would seem that many people who answered the "evaluation" did not follow the explanation given for each category: superior, good, acceptable, less than above, or knew French and their French teachers so little that they were unable to evaluate them as specified on the questionnaire. Some questionnaires were returned with the evaluation unanswered.[5]

A question has to be asked: "How can so many teachers be classified under 'superior' or 'good' when so

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[4] L.E. Jay and S.S. Sodhi, French in the Prince Edward Island Schools: Teachers, Methods and Facilities (Charlottetown, P.E.I., October 1971), p. 5. (Jay and Sodhi also used "less than above" as a fourth category because it was felt that some teachers of French in P.E.I. would not qualify for the "minimal" category on the MLA instrument.

[5] A summary of comments made by the person (Teacher, Principal, Superintendent) who filled out the questionnaire may be found in Appendix E.

many have not taken academic or professional courses beyond the second year level at a university? This area requires further serious investigation.

Comments on Certain Questions

1. Programs:

Question 1: This question showed that L.F.P. was used from grade I to XI with a greater concentration in grade VII: 61 schools stated they used L.F.P. in grade VII; grade VIII was next with 56 schools.

Cours Elémentaire (Dale & Dale) was used from grade III to X, except in grade VII. Only a few schools used this textbook from III to VIII, but 21 schools stated they used it in grade IX, and 17 in grade X. Cours Moyen (Dale & Dale) is used by 17 schools in grade X and 3 schools in grade XI.

Senior French was still used in 39 schools in grade XI, and one school had an accelerated pilot program in grade XI. Among other programs used in the schools, the following were cited:

En Avant, Stage 1A, in grades I and II (one school).

Children's Living French, in grades I and II (one school).

Mauger, in grade VII - Book I (one school).

Teacher-made programs in kindergarten (two schools), grade I (three schools), grade II (three schools), grade III

(two schools) and grade IV (one school).

Question 2: The total number of sections per grade offering French showed a regular increase from kindergarten to grade VIII, then a regular decrease from IX to XI.

From grade II to VIII, the number of periods per week for the teaching of French ranged from two to five, with two being the most often cited number of periods for grades III, IV and V. In grade VI, two and three periods per week held first place and four periods per week was next. In grades VII and VIII, two periods per week was the most cited number. In grades IX, X and XI, four and five periods per week were offered.

It is also noticeable that periods began to become longer in grade VII especially, and continued to lengthen to grade XI.

Question 3: A total of 206 teachers were contacted by the questionnaire. Forty-five teachers taught only French and 161 taught French and other subjects. The other most often cited subjects were: English (30), mathematics (29), religion (17), science (16) and history (16).

Question 28: The greater majority of French teachers seemed to be confident and happy in teaching either L.F.P. or Dale & Dale.

II. Purpose and Strategies of Teaching

Question 4: It appears that French teachers, in general, taught French for communication primarily. Seventy-seven questionnaires said yes; 10 no; and 11 failed to answer the question.

Question 5: The results showed that the four basic skills of language learning were being developed in the French classrooms. Only two-thirds of the teachers, however, taught how to write French without translating from English into French.

Question 6: Two-thirds of the questionnaires stated that they used the tapes of L.F.P. "sometimes", only one-quarter said "always" but three questionnaires said "never". With Dale & Dale the proportions were similar to those of L.F.P. About one-third of the questionnaires stated they "always" used the posters.

Question 24: When asked if they tested regularly the four skills they strive to develop, the majority replied positively, a few negatively, but as many as 21 teachers failed to supply information on the testing of speaking, reading and writing.

Questions 22 & 23: Only about one-half of the French teachers provided different treatment for the fast and the slow learner, and did some individualized teaching.

III. Facilities:

Questions 16 & 17: Very few schools used any supplementary materials such as magazines, periodicals, newspapers, etc. Le Devoir was most often cited; but only two schools reported they used it "often", and one school "weekly".

Question 18: The greater majority of French teachers did not have filmstrips or slides at their disposal, but did have pictures, records, tapes and books of French songs.

Question 19: The tape recorders and the cassettes were used most often.

Questions 20 & 21: About 55 schools had listening centers and about ten schools had a language laboratory. However, some schools rarely or never used their facilities.

IV. Assistance

Question 14: About 50% of the French teachers seemed to seek the help of the French Consultant and less than 5% the help of the Faculty of Education. The rest of the teachers either answered "no" or failed to answer the question. Some even appeared to be surprised to hear of French Consultants!

Question 15: About 14% prepared their classes and/or made up tests together.

V. Teacher Qualifications

Question 7: One hundred and thirty-seven teachers were recorded as having a bachelor's degree, 46 as having less than a bachelor's degree, but 11 as having a master's degree, and 1 with a doctor's degree. It would therefore seem that the majority of the teachers teaching French have a bachelor's degree. However, having a bachelor's or a master's degree does not necessarily imply that one has the academic and professional qualifications required to teach French.

Question 9: Only 81 teachers had majored in French at University (nearly 40%) and 40 had a minor in French (about 20%). Twelve semester courses are required to obtain a B.A. degree with a major in French at Memorial

University, but only eight semester courses are required for the conjoint degrees of B.A., B.Ed., with a specialty in teaching French at the high school level. In the elementary teacher education program at Memorial only eight semester courses are required for a concentration in French.

Question 10: The courses taken by "majors" or "minors" were not taken into account when tabulating the results of this question. Only courses taken by teachers who indicated that they had neither majored (13) nor minored (12), or failed to give an answer for either (21) were recorded. It would seem that a large number of those French teachers had little above second or third year French. Very few teachers had taken methods or Linguistics courses.

Among universities attended, other than Memorial, the following were most often cited: St. Francis Xavier, Mount St. Vincent, Moncton, Laval and Toronto.

Question 8: Furthermore, it would seem that nearly 55% of the teachers contacted (115 out of 206) were involved in taking courses in French in the last three years. But nearly 11% (21 teachers) took their most recent French and methods courses eight years ago or more. These teachers, in theory, should not be teaching L.F.P. or Dale &

Dale, since courses with an oral emphasis were not offered at that time, and courses in the methodology of teaching those two programs were introduced at Memorial University only in 1969.

It may also be assumed that a certain number of the 51 teachers who classify under the 4-7 year period since their last formal study in French have not taken either the methods courses for the teaching of L.F.P. or Dale & Dale.

Question 11: Ninety-eight teachers indicated they had 1-3 years of experience in teaching L.F.P., and 32 teachers had the same experience with Dale & Dale.

Questions 12 & 13: Among the 19 teachers who were native French, some came from the West Coast of Newfoundland, and some from the Province of Québec. A large number of teachers spent varying periods of time in Québec, Paris/France, and St. Pierre.

CHAPTER VIII

SIGNIFICANT EVENTS

Between 1964 and 1975, some significant events took place which have had considerable effect on the teaching of French in the schools of Newfoundland.

1. In 1924, French became a compulsory subject for Junior Associate candidates. It remained a compulsory requirement for matriculants until 1968. The News Letter of the Department of Education in February 1968 stated that French was no longer a requirement for grade XI matriculation, and therefore, for entrance in first year at Memorial University. In 1969, French ceased to be required for a degree as well.

The text of the February 1968 News Letter reads as follows:

> Three other subjects so chosen that at least one is taken from each of the following groups:

A	B
Geography	Biology
History	Chemistry
A Modern Language	Physics
A Classical Language	Earth Science

There were happy reactions among students at that time upon learning the "good news". Students were no longer

forced to take French and had the freedom to choose among several other subjects. Consequently, many students dropped French after grade X and chose either geography, history or biology in grade XI. It would seem that the "good" students (i.e., those who were academically inclined) continued French, thus showing that a grammar-translation course like Senior French is perhaps more suited to the brighter students.

At the University level, too, the effect of dropping French as a requirement for matriculation, entrance at Memorial University of Newfoundland, and degree purposes was described as excellent. The Head of the French Department at that time, Dr. John Hewson, outlined the situation:

> The reason why French was dropped ... was because students arriving at Memorial University and registering for French had built up some kind of apathy and antipathy for French. They lacked interest and often displayed negative attitudes. They dragged the standards down. After we dropped French, the standards went up overnight. We lost two-thirds of the students, but we were left with the cream.[1]

However, in 1968, 4009 students sat the French grade XI examinations; in 1969, 4300; and in 1970, 4390. Since 1970, the French population has been decreasing regularly. Should the drop in French in grade XI, especially over the last four years, be considered as a direct consequence of

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[1]Private conversation with Dr. Hewson. Quoted with permission.

the change in the matriculation requirement?

The situation seems to be similar in the secondary schools in Ontario. The enrollment in French courses "dropped from 45 to 37 per cent between 1970 and 1972". But the numbers taking French in the elementary schools increased from 32 to 41 per cent for the same period.[2] A similar increase has been recorded in the elementary grades in Newfoundland as illustrated in Table 12.

Table 11,[3] listing the total and the French populations for grades IX, X and XI from 1964 to 1974, and the graphs representing the respective populations,[4] show:

(a) the total and the French populations in grades IX and X have been decreasing regularly from 1967 to 1970, except for the French population in grade IX in 1968 when it increased by 847 over 1967, and by 969 over 1969, and for the total population in grade X in 1969 when it increased by 274 over 1968 and by 705 over 1970;

(b) the grade XI total population has been increasing regularly since 1968 except for 1972 when the population decreased by 138 under 1971;

(c) the grade XI French population has been decreasing gradually since 1970.

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[2] Peter Laws, "How Much? How Soon? Second Language Learning." (The Canadian Modern Language Review, Vol. 31, No. 1, October 1974), p. 36.

[3] Appendix A.

[4] Appendix D.

2. The publication of the Report on Bilingualism in May 1968 created an incentive for the French teachers, and indicated the new trend in the teaching of French. It was recommended that French be taught for communication purposes primarily and emphasis be placed on Canadian content.

In 1970 monies became available from the Federal Government to the Provincial Government to promote bilingualism and biculturalism. "In March 1974, the Federal Government renewed for a five-year period its support of the Federal-Provincial Programme for Bilingualism in Education."[5] "The main purposes of this programme are: (a) to provide an increased opportunity for Canadians of the majority official language group in each province to acquire a knowledge of their second official language; (b) to provide an increased opportunity for Canadians of the minority official language group in each province to be educated in the first language."[6] These monies have had a considerable effect on the French program in Newfoundland. The grants are divided into federal and provincial awards which can be used more directly by the schools.

The federal awards are divided into three categories: (a) students; (b) teachers; (c) monitors.

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[5] Post-Secondary Awards, Federal-Provincial Programme for Bilingualism in Education, Language Programmes Branch, Department of the Secretary of State, Ottawa, 1975.

[6] Ibid.

(a) Students:

(i) Second-Language Study Fellowships - for "post-secondary students who wish to pursue their studies in their second official language in Canada for a period of one year."[7] There are about 630 fellowships of up to $2,000 each offered each year by the Federal Government. Newfoundland is allocated 24 of these fellowships. In 1971-72, 1972-73, 1973-74, five students each year availed themselves of the fellowships. But in 1974-75, the number of students went up to 20.[8] Total: 35 students.

(ii) Travel Bursaries for Minority-Language Students - for post-secondary students "unable to pursue their studies in their first official language in their province of residence, or within reasonable commuting distance from their place of residence. These bursaries, awarded to pursue studies elsewhere in Canada, are equivalent to the actual cost of two round-trips annually from the student's place of residence to the post-secondary institution in which he is enrolled."[9] So far, none of these travel grants have been

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[7] Ibid.

[8] Mr. Clifford Andrews, Provincial Coordinator of Language Programmes for Newfoundland and Labrador, has kindly provided these statistics which, by themselves, show the interest that both teachers and students place on the learning of French.

[9] Post Secondary Awards

used in Newfoundland as this applies only to the Port-au-Port Peninsula area. It is expected that next year some students from these areas will benefit from these grants.

(iii) Summer Language Bursary Programme - to enable some 4,400 Canadian post-secondary students to take a six week total immersion course at an educational institution either in their province of residence or in another province. The grants are "worth approximately $600 to cover tuition and living expenses" during the summer language course. Students are responsible for travelling expenses and pocket money. Newfoundland is allocated approximately one hundred bursaries. In 1971, 39 students; in 1972, 23 students; in 1973, 53 students; and in 1974, 71 students received bursaries. The total, therefore, from 1971 to 1974 is 186 students. It is expected that in 1975 the number of recipients may exceed one hundred.

(b) Teachers:

Bursaries for Second-Language and Minority-Language Teachers - "Bursaries of up to $300 each are offered annually by the Federal Government to enable Canadian second-language or minority-language teachers to take short refresher courses (in or outside Canada) to improve their skills. In certain cases, and at the discretion of the provincial or territorial authorities, travel grants of up to $300 are

available to recipients of these bursaries."[10] Newfoundland is allocated approximately one hundred bursaries. From 1971 to 1974 about 80 teachers per year availed themselves of these bursaries.

(c) Monitors:

Interprovincial Second-Language Monitor Programme - "A student selected as a second-language monitor receives up to $3,000 per year for his participation in the two aspects of the programme: studying on a full-time basis in a post-secondary institution in a province other than his province of residence, and at the same time, working part-time (from six to eight hours a week) as a second-language monitor under the direction of a second language teacher in a local educational institution. In addition, each monitor is reimbursed for his travel expenses, up to $300 for one trip from his home to his host province and return."[11]

In 1973-74 there was only one "moniteur" in a school of Newfoundland. This year (1974-75), there are three in the schools and one at Memorial University. It is expected that in 1975-76, twelve positions will be available.

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[10] Ibid.

[11] Ibid.

In addition to the $300 bursaries for second-language and minority-language teachers, there are also ten scholarships valued at $4,000 each for Newfoundland teachers to study for a full year at a French language or bilingual university in Canada. This scholarship though a special projects grant, is made up of $2,000 from the Federal Government and $2,000 from the Provincial Government. An average of five teachers per year over a three year period received a $4,000 scholarship.

Federal-Provincial monies are also available in organizing the "St. Pierre Institute" which opened in September 1974. This immersion program which takes place in St. Pierre is for students who have finished their first year of French at Memorial University. The program includes work at the second year level and some aspects of work done at the third year level at Memorial University. Upon successful completion of the course, students receive five credits.

In 1971, members of the French Departments of Memorial University of Newfoundland, and of the University of Saskatchewan (Saskatoon) have established the Cours d' été (Terre-Neuve, Saskatchewan) in Trois-Rivières.

The Cours d' été has been selected to participate in the Federal Government's Summer Language Bursary Programme,

and though it gives preference to students from Newfoundland and Saskatchewan, it is open to students from the other provinces of Canada as well.

It is expected that the St. Pierre Institute and the Trois-Rivières Cours d' été should provide Newfoundland with the "new brand" of teachers competent in teaching the French programs of today and tomorrow.

"Federal monies through the minority-language programme have been made available to people of the Port-au-Port Peninsula to maintain their cultural heritage and identity in ways which they identify as meaningful to them."[12]

Each year the Federal Government grants monies to provinces, to be spent at the discretion of the Province, to improve the quality of second-language teaching and school programmes.

Monies spent by the Provincial Government under the heading of Bilingual Education help (a) to organize week-end trips to French speaking areas by granting $30 per student to a maximum of $600 per school; (b) in allocating grants to establish Regional French Language Resource Centers; (there are 20 grants of $1,000 each, this year.)[13] (c) to permit School Boards to acquire equipment and

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[12] Quote from Mr. William Frost, Department of the Secretary of State.

[13] School World Satellite, Department of Education, Vol. 1, No. 1, January 1975.

materials to be used in French instruction or to supplement French language programs; (Grants are of $1,000 each, this year.)[14] (d) to enable students to attend the Miquelon summer school by offering bursaries of $300 to students of grades IX and X; (e) to develop other projects decided by the French Advisory Committee.

Through Provincial monies, the first French Consultant was appointed in August 1971, and a second French Consultant in September 1973. Funds are available for additions to the French Consultant Staff. Their duties are to organize the teaching of French in Newfoundland and to provide information and advice to the French teachers. Their presence and continuing assistance provide security in, and control over, the teaching of French in the schools of Newfoundland. Their achievements since 1971 are praiseworthy.

Provincial monies helped in organizing the first two provincial workshops and district workshops for French teachers in Newfoundland.

In October 1970 the first provincial workshop for the teachers of French in Newfoundland and Labrador was held at Memorial University. Competent specialists from outside the province were present. Teachers were informed

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[14] Ibid.

of trends and developments in language teaching in the sixties, with an outlook for the seventies. A survey of the teachers' qualifications was made. As a result courses in methods were to be offered in the evenings and during the summer.

In March 1972, the second provincial workshop for teachers of French was held at Queen's College, on the campus of Memorial University. Again, specialists from outside the province were present. The workshop provided teachers with sound information on L.F.P., and Cours elémentaire and Cours moyen de français of Dale and Dale.

Enriched with the information obtained from the two workshops, French teachers realized:

(a) That their teaching of French had to be modernized, i.e., they should teach French for communication purposes.

(b) That the progress of technology and knowledge of other disciplines with educational character had to be included in the teaching of French.

Furthermore, they obtained from the second workshop a very commendable insight on the teaching of the two official French programs recommended by the Department of Curriculum and Instruction for Newfoundland.

Provincial monies also allow teachers from outside St. John's to become members of the French Curriculum Committee for the Province and to attend meetings regularly. Thus, the views of the French teachers from all over the

Province may be expressed, and decisions taken accordingly.

In May 1972, the French Curriculum Committee outlined the aims and objectives for the teaching of French in the schools of Newfoundland. Such a statement of aims and objectives justifies the reasons for teaching French and the goals to be reached in the teaching of French in the schools of this Province.

Among other significant events which took place in Newfoundland and have an effect on the teaching of French in the Province were the Summer Refresher Courses organized for teachers to improve both their oral competence and their professional qualifications.

In 1972 and 1973, a three week immersion type refresher course was offered for French teachers by the Department of Education. In July 1974, a four week credit course was offered by the Department of Education, the Faculty of Education and the Department of Romance Languages of Memorial University. About 30 teachers attended the course in July 1974.[15] The "immersion" aspect of the course is reinforced by the presence of six French Canadian animateurs.

It is hoped that students and teachers who enroll in French courses will obtain a better understanding and a greater knowledge of the French language and culture, and

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[15] Ibid. Federal-Provincial monies were available to help in these three sessions. The course will be offered again in 1975 with the same financial help from Government.

that in return the standard of the teaching of French in the schools of Newfoundland will improve and that a greater collaboration and understanding will develop between the two main ethnic groups of Canada.

A comment from Mr. Clifford Andrews seems to be appropriate at this point:

> We believe very strongly that no matter how broad and extensive the program may be, for injecting both interest and money into educational programs, unless there are effective teachers both the interest and the money will lose their effectiveness.[16]

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[16] Federal-Provincial Programme of Cooperation for the Development of Bilingualism in Education at the Pre-University Levels. Provincial Reports. Compiled and translated by the Department of the Secretary of State, May 1973, p. 4.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

This study is mainly concerned with the development of the teaching of French in the schools of Newfoundland from as early as possible in the past to the present. The study deals with textbooks, examinations, numbers of candidates involved in French in each school grade and the total enrollment for each grade, percentages of passes, and evaluation of examinations, students and teachers through the reports of the Examiner, and an assessment of teachers' qualifications using the Modern Language Association "Qualifications" as a guideline. Graphic representations of statistical data may also be found in the Appendices.

In the light of the information collected, the following conclusions have been reached:

A. Teachers: Remarks on teacher qualifications have been made throughout the paper. It seems, however, appropriate to state that the qualifications of the French teachers in Newfoundland, with some exceptions, have been for a long time very low. Comments of the Reader (or Examiner) in the past referred rather often to the lack of

academic preparation of the French teachers. Furthermore, the "General Regulations Concerning the Certifying and Classifying of Teachers - Education Act, 1916"[1] lists French only under "First Grade" and "Associate Grade". This implies that teachers could teach French with the equivalent of a grade X or XI knowledge of French.

Results of recent surveys show that a similar situation still prevails. A large number of teachers have not taken any French courses beyond the second year level and an even larger number have not taken courses in the methodology of teaching second languages nor have they taken any training acquainting them with the texts used in the schools in particular.

The words of Jay and Sodhi seem to be of importance for the Newfoundland situation:

> The Preface of the Qualifications states that a well prepared foreign language teacher is the best insurance of good foreign language teaching (Michel, 1967, p. 208). Anderson (1963), Brooks (1965), Grittner (1970), Heubener (1959) and others support further the idea of the central importance of the teacher's role in language learning. Clearly the area of teacher preparation and qualification must be carefully examined for an effective language programme in our schools.[2]

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[1] Report of the Public Schools of Newfoundland under the Roman Catholic Boards for the Year Ended 30th December 1916, pp. 50-52.

[2] L.E. Jay and S.S. Sodhi, op. cit., p. 14.

B. Curriculum: French teachers would agree that students who performed well in learning French with a grammar-translation course were rather above average or even gifted students. The level of abstraction required to grasp the implications of grammar rules and other difficulties of an analytical study of language is not found in the majority of students.

In looking at the historical development of the teaching of French in Newfoundland, two features stand out:

1. The large number of text books used in the schools of Newfoundland from 1894 to 1974, and especially the constant rearrangement of the content to be taught each year in the various grades from 1950 onwards and in the 1960's in particular.[3] For example, no sooner was Dondo replaced by O'Brien and Lafrance (in the mid 1960's) than steps were taken to replace the latter by a "more modern", "less traditional" program.

2. The drop in the standards of the passages for translation (in the early 1930's) by replacing the passages of "authentic" French prose or verse by "home-made" passages of a much lower caliber of literary French. These latter passages which were used up to the 1970's were composed of more familiar vocabulary and simpler structures than the former passages.

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[3]Table 15, Appendix A.

Perhaps it might be suggested that these characteristics could be attributed to dissatisfaction with the results and inability to reach the standards expected, as well as an inability on the part of the students to cope with an analytical method of learning French. It might also be suggested that the lack of success has left a legacy of unfavorable attitudes about the place of French in the curriculum.

Even among school authorities there is a sort of antipathy towards the teaching of French in the schools of Newfoundland. This antipathy seems to have grown out of the concept of "privileged" or "better" schools versus "unprivileged" or "poorer" schools. A "privileged" or "better" school was a school with a French teacher capable of doing oral work in French and handling a "modern" program. In an "unprivileged" or "poorer" school, the French teacher would continue to teach French with a "less traditional" program than the one being used in the schools. In fact, as it was stated earlier, the French Curriculum Committee in the mid 1960's had planned two programs for the teaching of French in the schools of Newfoundland: (a) a "more modern programme" for schools with a French teacher capable of doing oral French, and (b) a "less traditional programme" for other schools.

The French programmes in the schools of this Province at present are, in principle, better suited for the average student as well as the gifted one. Learning grammar rules and translating are no longer a priority. The emphasis is now on communication acquired through the development of the four basic skills of listening, speaking, reading, and writing. Students should arrive at mastering a certain level of oral and written French which should allow them to communicate with French speaking persons with greater competence than in the past.

C. Examinations: From 1894 to 1974, the examinations tested mainly translations from French into English, English into French. Whereas the former is usually easy for students and would help to assess their reading level rather accurately, the latter is considered indisputably to be the hardest exercise in second language learning since it requires a solid knowledge of first and second languages.

Even if such grammar books as Siepmann, Collins, Ceppi, Dondo, O'Brien and Lafrance recommended oral French through the whole course and offered practice exercises in oral French in the first chapters, the final examinations show no sign of oral French being taught in the schools of Newfoundland.[4] Since the examinations tested only written

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[4]The "tape" with the dictation and the aural comprehension was always optional.

French, teachers and students concentrated mostly on learning grammar rules and translating. The grade XI examinations, being also a requirement for entrance at Memorial University, indicated "what" to teach and "how" to teach it. This study revealed that aural-oral French was tested officially from 1899 to 1907(8). Written French was tested, in the upper grades especially, by a dictation (from 1927 onwards, in centers where the services of a competent French teacher were available), and, from time to time, by writing a short essay in French on a given topic.

It is remarkable that the format of the final examinations in grades IX, X, and XI remained virtually unchanged from the early 1940's to the early 1970's.

It is only in the late 1960's and early 1970's that attempts were made at moving away from the teaching of grammar and translation towards "modern" teaching where the four basic skills would receive particular emphasis. It is pleasing to report that the percentages of passes in French in the grade XI examinations have been increasing regularly over the last three years.

This marked improvement in the percentages of passes in grade XI could be attributed to:

1. A new type of examination which began in the early 1970's and moved away from the strong emphasis on translation towards other types of questions as in Senior

French: études de mots, composition dirigée, and free composition.

2. It would seem also that in the last few years over one half of the French candidates in grade XI used the "tape" with the dictation and aural comprehension questions.

3. The greater influence of the French teacher in assessing the grade XI students' competence through the Shared Evaluation.

This new pattern of testing would appear to motivate students to learn French better.

D. Facilities: In the past the grammar book and the French reader were usually considered to be the basic means to learn French. In the present, the nature of the French programs in the schools of Newfoundland requires the accompanying use of a tape recorder at least.

The "Questionnaire" showed that French teachers generally were equipped with the audio and visual aids required to teach either L.F.P. or Dale & Dale, but some teachers appeared to make very irregular use of these aids which play such an important role in the teaching strategy of L.F.P. and Dale & Dale, in the early stages especially.

Failing to use these aids as required leads the teacher to depart from teaching the four skills and puts him in danger of reverting back to the former grammar-translation

method. In fact, it would not be unfair to state that some teachers do teach the French programs presently in the schools of Newfoundland as if they were still teaching the "old" programs. Many teachers fail to understand that the "new" programs cannot be taught adequately, at least in the beginning stages, without the contribution of these audio and visual aids which are meant to provide practice and reinforcement, help establish meaning, and secure retention in the learning of French.

Many schools also lacked supplementary materials to offer further practice in the language and develop a greater interest in the French culture and civilization.

E. Time Allotment: The "Questionnaire" also showed that French is not taught daily as recommended in the Programme of Studies published by the Division of Instruction, and neither are the recommended lengths of the periods respected. In the Programme of Studies, periods vary from twenty minutes daily in the Primary Grades to thirty minutes daily in the Elementary Grades, and forty minutes daily in the Junior and Senior High Grades. Because of the nature of the French programs presently used in the schools of Newfoundland, a daily contact with the language is an absolute requirement to secure retention and guarantee a greater chance of success. Since the environment does not exist here in Newfoundland to reinforce the amount of French

learned in the schools, it should therefore be assumed that the daily period is a sine qua non to prevent forgetfulness and favour retention. Failing to allow a daily period for the teaching of French in all grades is depriving the French teacher and the students of an essential means of success by affecting the content to be covered and reviewed daily and weekly by both teacher and students, putting in jeopardy the chances of success of the programs and the students, and thus perpetuating unfavourable attitudes towards the learning of French in Newfoundland. If daily periods were honored, greater success would be recorded and consequently favourable attitudes towards French would more likely prevail. Until this condition is met, it would seem that little change should be expected in the teaching of French.

Consequently, daily periods of French instruction, enhanced by the daily and proper usage of these audio and visual aids which are an integral component of the program, and under the control of an experienced and qualified French teacher, are meant to provide the favourable conditions for the learning of French in the schools of this Province.

Several significant features of the teaching of French in the schools of Newfoundland might therefore be summarized as follows:

1. In the past, poorly qualified teachers (in general), a course geared for the above average and the gifted, and unrealistic examinations all combined to create poor attitudes towards French and low enrollment in French classes through the years.

2. In the present, too many teachers still unqualified to teach a "modern" course designed for the average and above average student, limited exposure to the learning of French because of an insufficient number of periods per week, and generally too-short periods, improper usage or even non-usage of the audio and visual components by teachers as required in the methodology of the course, a general lack of supplementary materials, and somewhat negative attitudes still remaining on the part of some teachers and students cannot but contribute to preventing significant progress in the teaching of French in the schools of Newfoundland in the future. It is interesting to note that while the results were constantly criticized the only solution that was ever proposed was to drop that subject in certain schools because of poor teaching. The alternate possibility of a program to upgrade the French teachers does not ever seem to have been considered.

3. It would appear that the same problems have been present throughout the whole history of the development of the teaching of French in the schools of Newfoundland.

Recommendations:

As a result of this study, the following recommendations are made:

A. Teachers

1. That French teachers entering the field without having completed their academic and professional preparation be examined carefully to ensure that their academic and professional training qualifies them to teach "modern" programs, particularly those authorized for use in the schools of the Province.

2. That French teachers already in the field be strongly urged, if necessary, to upgrade their academic and professional qualifications and as a result receive recognition from the Department of Education.

3. That special arrangements be made with the Newfoundland Teachers' Association (N.T.A.) and the Department of Education to enable French teachers to attend a university for a full year for the purpose of upgrading their qualifications as French teachers, and to secure their teaching position upon their return from the university.

4. That consideration be given to the implementation of a "specialist" certificate, with extra remuneration, to be issued to French teachers who (a) have spent some time in a French milieu, and (b) have taken a certain number of academic and professional courses, and are thus able to teach oral and written French with an adequate command of the

language.

5. That the French Council of the N.T.A. together with the Department of Education and Memorial University organize every year, or every second year, a conference or seminar on recent developments in second language learning, and that such a conference or seminar be attended by French teachers, interested students and the public as well.

6. That, for the benefit of French teachers, the French Council of the N.T.A. organize full immersion days or weekends with particular emphasis on "dialogue" rather than "monologue-centered activities".

7. That French teachers or specialists from Newfoundland or another province, experienced in teaching "modern" programs such as L.F.P. and Dale & Dale, be invited to visit schools where French teachers lack sufficient preparation to carry out the program efficiently in order to provide "short courses" in the teaching of these programs.

8. That Memorial University offer courses (with credit) in oral French similar to Voix et Images de France and De vive voix, especially for teachers who have already completed first and second year courses, in an attempt to provide practice and further develop the oral competence of those French teachers.

9. That teachers and supervisors be fully informed of all Federal grants and bursaries available to teachers

for purposes of upgrading.

10. That it be recognized that a well-qualified French teacher is the key to the success of the French program. Modifications in program content, procedures or evaluations can only be superficial and cannot take the place of the well-qualified French teacher.

B. Curriculum:

1. That the French programs being used in the schools of Newfoundland not be replaced at short intervals, before teachers have acquired sufficient experience in the methodology and content to teach the courses efficiently, and become aware of the limitations and the possibilities of such programs.

2. That, where possible and necessary to achieve a greater degree of success under the present conditions, the content of the programs be somewhat modified so as to be better suited to the Newfoundland situation and school system, and the abilities of the students.

3. That curriculum materials be developed for use in the schools of Newfoundland to help relate French more to the lives and interests of the students.

4. That more materials be developed and made available for further practice in listening and writing in grades IX, X and XI and stressing dictation and aural comprehension.

5. That teachers and students strive for quality rather than quantity, remembering that it is better to master a little well than to cover a great deal poorly.

C. Examinations:

1. That the present trend to test skills rather than content be encouraged.

2. That means be found to test speaking as well as listening, reading and writing on the grade XI examination.

3. That the "shared evaluation" given by French teachers include testing in listening, speaking, reading and writing.

4. That all school internal examinations in French from the elementary grades through to grade XI, test listening, speaking, reading and writing.

5. That internal examinations in grades IX and X, and the external examination in grade XI be revised and updated regularly so as to test the normal performance which might be expected from teaching French with the assigned textbooks. As students and teachers become more familiar and effective with the new materials, higher standards of performance could be encouraged and expected.

D. Facilities:

1. That French teachers and supervisors be reminded of the value of the audio and visual aids in the teaching/learning process of French, particularly for audio-lingual programs.

2. That a special effort be made to equip schools with supplementary materials to provide further practice in the development of the four skills, and enrichment in French culture and civilization.

3. That the various school boards make available to the French teachers all those audio and visual aids required to teach French through the programs prescribed for use in the schools, and ensure that they are used for that purpose.

4. That French teachers and supervisors be encouraged to make use of the grants to establish regional resource centers for French.

E. Time Allotment:

That the daily period as recommended by the Division of Instruction for the teaching of French in all grades be allocated for that purpose.

F. Bilingualism and Biculturalism:

1. That school authorities, in line with the Federal Government's policy on Bilingualism and Biculturalism in

Canada, place higher priorities on the teaching/learning of French in their schools.

2. That French teachers and students taking French be reminded of the availability of Federal-Provincial monies for the improvement of one's knowledge of the French language.

3. That, in line with the policy of the Federal Government, parents be informed of the aims of the French programs presently used in the schools of Newfoundland which place priority on learning French for communication purposes rather than the learning of grammar rules and on the ability to translate.

4. That parents be made aware of the impact of their attitudes towards French in respect to their children's learning French.

5. That the unfortunate distinction between "modern" courses for the competent French teachers and "traditional" courses for all the other French teachers be dropped, and that children in all areas in the province be given the opportunity to learn French by the most effective means available.

APPENDICES

APPENDIX A

TABLE 3

Number of candidates who sat the C.H.E. examinations in various grades from 1894 to 1931 and the number of candidates who took French in those same grades during that same period of time. The figures given from 1898 to 1905 inclusive represent the number of candidates who sat the English examinations, compulsory for all candidates. From 1906 onwards, the figures given represent the total population who officially sat the examinations.

A.

Years	Junior Grade		Senior Grade		Associate	
	Sat	French	Sat	French	Sat	French
1894	613	188	100	36		
1895	410	171	116	6		
1896	807	175	151	77	21	16
1897	1063	232	230	94	29	17
1898	475	118	145	69	13	12

The Centenary Volume of the Benevolent Irish Society 1806-1906. Compiled by the Society (no editors names given). Printed Cork Ireland, 1906: "It was found however, after a few years that the Syllabus of the Council (C.H.E.) did not suit the needs of the boys attending those schools. Consequently, they discontinued sending in candidates and the schools withdrew from examinations." (page 272) This may explain the drop from 1063 to 475.

TABLE 3 (continued)

B. 1899 - 1915

Years	Preliminary			Intermediate			Associate		
	Total	Fr.	Fr. Con.	Total	Fr.	Fr. Con.	Total	Fr.	Fr. Con.
1899	183	69	2	117	68	11	11	8	
1900	346	94	4	209	75	17	44	24	4
1901	447	124	2	177	66	9	40	21	4
1902	566	167	1	205	80	4	38	24	3
1903	553	173		248	103	3	38	29	4
1904	630		1	269	119	0	28	22	0
1905	663	155	5	297	134	1	35	33	
1906	780	198	10	311	139	3	35	33	
1907	867	247		354	169		64	52	0
1908*						4			0
1909	975	357		468	241		61	51	
1910	1228	456		526	264		70	60	
1911	1377	888		634	309		112	84	
1912	1367	496		698	400		90	67	
1913	1031	440		629	385		84	68	

* The pages 76-84 containing the required information are missing from the 1908 Report and Syllabus.

TABLE 3 (continued)

B. (continued) 1899 - 1915

Years	Preliminary			Intermediate			Associate		
	Total	Fr.	Fr. Con.	Total	Fr.	Fr. Con.	Total	Fr.	Fr. Con.
1914	1079	386		590	332		100	78	
1915	1252	442		619	343		94	78	

TABLE 3 (continued)

C. 1916 - 1931

Years	Preliminary		Intermediate		Associate			
	Total	French	Total	French	Jr. A Total	Jr. A. French	Sr. A. Total	Sr. A. French
1916	1444	584	698	373	83	53	9	9
1917	1595	556	755	393	95	80	7	6
1918	1359	516	653	357	105	75	12	11
1919	115	473	561	326	110	79	15	14
1920	1381	601	682	417	121	82	20	17
1921	1701	687	843	469	147	95	20	18
1922	1997	838	1090	616	199	151	32	21
1923	1855	799	1096	641	223	182	24	20
1924	2068	1065	1059	633	214	169	40	34
1925	2210	1295	1058	701	215	180	45	37
					Junior Matriculation		Senior Matriculation	
					Total	French	Total	French
1926	2179	1396	1261	993	243	194	56	40
1927	2626	1748	1264	1037	315	258	55	46

TABLE 3 (continued)

C. (continued)

					Junior Matriculation		Senior Matriculation	
					Total	French	Total	French
1928	2730	1785	1515	1207	378	293	68	55
	VII & VIII		IX & X					
	Total	French	Total	French				
1929	2726	1816	1586	1254	447	359	72	46
1930	2900	1923	1508	1205	505	404		
1931	3050	1954	1930	1248	535	420		

TABLE 5

Percentages of Passes in the Total Populations of Preliminary, Intermediate, and Associate Grades from 1906-1931

Years	Grades		
	Preliminary	Intermediate	Associate
1906[1]	57.3%	69.1%	42.8%
1907	57.4%	69.7%	60.9%
1908			
1909	70.35%	78.63%	55.73%
1910	64.9%	77.75%	55.7%
1911	63.%	73.18%	40.%
1912	63.64%	71.34%	63.3%
1913	56.%	60.%	45.%
1914	60.%	58.%	42.%
1915	63.%	62.%	50 %

[1]The percentages of passes at each level prior to 1906 do not seem to be available

TABLE 5 (continued)

Percentages of Passes in the Total Populations of Preliminary, Intermediate, and Associate Grades from 1906-1931

Years	Grades			
	Preliminary	Intermediate	Associate	
			Junior Associate	Senior Associate
1916	60.%	55.%	48.%	66.%
1917	55.%	60.%	54.%	16.%[2]
1918	49.%	53.%	58.%	66.%
1919	67.%	61.%	63.%	53.%
1920	66.%	67.%	65.%	53.%
1921	70.%	65.%	60.%	75.%
1922	55.9%	59.%	35.6%	31.%
1923	53%	61%	52.%	66.%
1924	41.%	63.%	52.%	50.%
1925	57.%	60.%	46.%	55.%
1926	48.%	48.%	64.%	40.%
1927	50.%	49.%	51.%	56.%

[2]One candidate passed out of six.

TABLE 5 (continued)

Percentages of Passes in the Total Populations of Preliminary, Intermediate, and Associate Grades from 1906-1931

Years	Grades			
	Preliminary	Intermediate	Associate	
			Junior Associate	Senior Associate
1928	5.1%	57.%	52.%	51.%
1929	40.%	48.%	63.%	51.%
1930	62.%	57.5%	58.4%	
1931	66.5%	66.%	62.2%	

TABLE 6

Results of French Examinations 1894 - 1931

	JUNIOR GRADE					SENIOR GRADE					ASSOCIATE GRADE				
	Honors	Passes	Failures	Total	%P.	Honors	Passes	Failures	Total	%P.	Honors	Passes	Failures	Total	%P.
1894 *															
1895															
1896	102	37	36	175	79.4	17	54	27	77	64.9	8	7	1	16	93.7
1897	162	53	17	232	96.2	5	83	6	94	93.6	9	6	2	17	88.2
1898	11	79	28	118	76.3	6	52	11	69	84.0		12		12	100

* The Report and Syllabus for 1894 and 1895 do not seem to give any synopsis of results in table form as in the following years.

TABLE 6 (continued)

	PRELIMINARY					INTERMEDIATE					ASSOCIATE				
	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.
1899	38	29	2	69	97.1	6	51	11	68	83.8	1	4	3	8	62.5
1900	33	59	2	94	97.9	13	58	4	75	94.7		22	2	24	91.7
1901	28	84	12	124	70.2	17	48	1	66	98.5		20	1	21	95.2
1902	57	89	21	167	87.4	10	55	15	80	81.3		22	2	24	91.7
1903	31	100	42	173	75.7	32	49	22	103	78.6	1	21	7	29	75.9
1904						23	73	23	119	80.6	1	18	3	22	86.4
1905	11	110	34	155	77.4	16	88	30	134	77.6	2	26	5	33	84.8
1906	18	137	43	198	78.3	6	107	26	139	81.3	4	22	7	33	78.8
1907	16	175	56	247	77.3	23	119	27	169	84.0	13	37	2	52	96.1
1908 *															
1909	26	246	85	357	76.2	69	147	25	241	89.6	7	28	16	51	68.6
1910	10	33	17	60	71.7	50	194	20	264	92.4	30	310	116	456	74.6
1911	43	354	91	888	44.7	38	222	49	309	84.2	8	62	14	84	83.3
1912	27	291	178	496	64.1	24	266	110	400	72.5	12	52	3	67	95.5

* There seems to be only one copy of the 1908 Report and Syllabus at the Department of Education. The pages containing the results of each subject are missing.

TABLE 6 (continued)

	PRELIMINARY					INTERMEDIATE					ASSOCIATE				
	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.
1913	34	257	149	440	66.1	40	258	87	385	77.4	12	49	7	68	89.7
1914	35	199	152	386	60.2	53	197	82	332	75.3	15	57	6	78	92.3
1915	24	116	302	442	31.7	104	199	40	343	88.3	23	40	5	78	80.8

	JUNIOR ASSOCIATE					SENIOR ASSOCIATE				
	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.
1916	12	34	7	53	86.8	6	3	0	9	100
1917	12	54	14	80	82.5		5	1	6	84.0
1918	41	32	2	75	93.3	10	1	0	11	100
1919	15	54	10	79	87.3	6	7	1	14	93.0
1920	19	56	7	82	91.5	5	11	1	17	94.1
1921	25	58	12	95	87.4	6	11	1	18	94.4
1922	31	104	16	151	89.4	5	19	0	24	100
1923	78	97	7	182	96.2	11	9	0	20	100

TABLE 6 (continued)

	PRELIMINARY					INTERMEDIATE					JUNIOR ASSOCIATE					SENIOR ASSOCIATE				
	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.	Dist	Pass	Fail	Total	%P.
1924	204	654	207	1065	80.6	89	391	153	633	75.9	85	76	8	169	95.2	31	2	0	34	100
1925	153	579	563	1295	56.5	27	444	230	701	67.2	34	119	27	180	85.0	18	18	1	37	97.2
											Junior Matriculation					Senior Matriculation				
1926	190	559	647	1396	53.7	32	902	59	993	94.0	17	121	56	194	71.1	0	35	5	40	87.5
1927	269	769	712	1748	59.4	34	678	325	1037	68.7	23	176	59	258	77.1	3	34	9	46	80.4
1928	185	636	964	1785	45.9	56	935	216	1207	82.1	14	200	79	293	73.0	6	44	5	55	90.9
	Grades VII and VIII					Grades IX and X														
1929	202	686	928	1816	48.9	8	787	459	1254	63.4	39	273	38	350	89.1	9	27	10	46	78.3
1930	233	797	893	1923	53.6	49	693	463	1205	61.6	30	319	55	404	86.4					
1931	538	839	577	1954	70.5	69	789	390	1248	688	53	368	59	420	84.9					

TABLE 8

Number of Candidates Who Sat the C.H.E. Examinations in French from 1932-1963, Compared with the Total Population of Each Grade for that Same Period

Years	VII		VIII		IX		X		XI Academic		X-XI Com.	
	Total	French	Total	French	Total	French	Total	French	Total	French	Total	French
1932	2060	1164	978	833	1168	711	667	592	720	544	41	5
1933	1671	945	1105	975	1002	557	802	690	630	489	47	2
1934	1700	996	1192	986	941	570	804	667	788	607	37	
1935	1687	969	1350	1008	934	750	837	650	863	627	29	
1936			2013	1341	1002	739	920	699	944	712	41	
1937					1230	827	987	723	885	480	57	5
1938									1095	336		
1939									1280	837		
1940									1377	800		
1941									1265	770		
1942							838	556	976	510		
1943							1157	712	925	500		

TABLE 8

Years	Grades					
	IX		X		XI	
	Total	French	Total	French	Total	French
1944	1368	923	1083	672	1089	591
1945	1708	1156	1190	768	1116	598
1946	1907	1306	1437	900	1241	636
1947	2005	1340	1666	983	1241	532
1948	2265	1453	1735	1041	1428	711
1949	2378	1563	1995	1076	1393	663
1950	2640	1686	2136	1215	1650	776
1951	2952	1817	2203	1303	1674	816
1952	3225	2137	2538	1443	1964	1070
1953	3430	2341	2670	1584	2071	977
1954	3834	2581	2720	1683	2295	1084
1955	4293	2785	2916	1734	1950	1042
1956	4662	3068	2861	1739	2218	1202
1957	4780	3214	3161	1960	2296	1298
1958	5197	3688	3098	1960	2670	1546
1959	5532	3745	3703	2400	2631	1531
1960	5941	3968	3864	2438	3301	2005
1961	6059	4228	4156	2695	3482	1930
1962	6853	5071	4848	3353	3916	2506
1963	7428	5564	5535	4080	4381	2773

TABLE 9

Percentage of Passes of the Total Population in Each School Grade from 1932 to 1963

Years	Grades					
	VII	VIII	IX	X	XI	X + XI (Com.)
	%	%	%	%	%	%
1932	59.2	76.2	51	63.7	60.7	46.3
1933	67.1	6612	64.9	69	57.5	51.1
1934						
1935	65.7	65.7	57	59.2	59.3	90
1936		69.9	62.5	56.6	78.2	66.3
1937			65.2	69.5	63	79
1938					57.8	
1939					56	
1940*					46	
1941					54	
1942				42	52	
1943				46	54	
1944			45	49	58	
1945			56	60	54	
1946			65	57	64	
1947			67	64	61	
1948			65	54	61	
1949			68	60	64	
1950			69	55	60	
1951			77	78	69	
1952			67	63	58	

*Phillips, C.E. The Development of Education in Canada. Page 521 claims that the Grade X examinations were restored because the 46% of passes in Grade XI in 1940.

TABLE 9 (continued)

Percentage of Passes of the Total Population in Each School Grade from 1932 to 1963

Years	Grades					
	VII	VIII	IX	X	XI	XI - General Certificate (Non-Matriculation)
1953			58.9	55.6	57.1	
1954			54.3	53.1	57.6	
1955			43.6	55.0	71.0	
1956			52.1	66		
1957			43.5	67.5	61.6	
1958			52.5	60.7	69.9	
1959			49.4	61.3	60	
1960			55.3	61.3	64.7	
1961			56.2	60.1	68.1	
1962			57	56	67.1	37.8
1963*			51.8	68.1	73.0	35.4

*From 1962 to 1965 inclusive there were two streams in Grade XI: a) the Matriculating stream, and b) the General Certificate stream. The figure of 73% of passes in Grade XI in 1963 includes the 47.1% who matriculated and the 25.9% who passed without matriculating. The figure of 67.1% in 1962 also includes both.

TABLE 10

Results of French Examinations in Grades IX, X and XI
1932 - 1937

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1932	VII	209	542	413	1164	64.5
	VIII	185	430	218	833	73.8
	IX	39	403	269	711	62.2
	X	77	348	167	592	71.8
	XI	266	267	11	544	98.0
	X-XI (Com.)	1		4	5	20.0
1933	VII	130	453	362	945	61.7
	VIII	257	424	294	975	69.8
	IX	55	312	190	557	65.9
	X	121	416	153	690	77.8
	XI	25	359	105	489	78.5
	X-XI (Com.)	0	1	1	2	50.0
1934	VII	206	402	388	996	61.0
	VIII	411	416	159	986	83.9
	IX	44	382	144	570	74.7
	X	37	384	246	667	63.1
	XI	68	480	59	607	90.3

TABLE 10 (continued).

Results of French Examinations in Grades IX, X and XI
1932 - 1937

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1935	VII	151	406	412	969	57.5
	VIII	228	530	250	1008	75.2
	IX	30	552	148	730	79.7
	X	27	450	173	650	73.4
	XI	33	461	133	627	78.8
1936	VIII	154	612	575	1341	57.1
	IX	37	475	227	739	69.3
	X	16	30	376	699	46.2
	XI	158	512	42	712	94.1
1937	IX	141	121	156	418	62.7
	X	103	116	84	303	72.3
	XI	43	130	68	241	71.8

TABLE 10 (continued)

Results of French Examinations in Grades IX, X and XI
1938 - 1948

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1938	XI	46	420	270	736	63.3
1939	XI	55	401	381	837	54.5
1940	XI	40	356	404	800	50.5
1941	XI	45	373	352	770	54.3
1942	X	68	239	249	556	55.2
	XI	43	222	235	510	51.2
1943	X	49	378	285	712	59.7
	XI	51	291	164	506	67.6
1944	IX	91	430	402	923	56.2
	X	96	365	211	672	68.6
	XI	117	289	185	591	68.7
1945	IX	159	632	365	1156	68.4
	X	33	460	275	768	64.2
	XI	66	364	168	598	71.7
1946	IX	70	602	634	1306	51.5
	X	18	334	548	900	40.1
	XI	117	326	193	636	69.7
1947	IX	333	689	318	1340	76.3
	X	100	511	372	983	62.1
	XI	64	267	201	532	62.1

TABLE 10 (continued)

Results of French Examinations in Grades IX, X and XI
1938 - 1948

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1948	IX	286	649	518	1453	64.5
	X	103	535	403	1041	61.3
	XI	76	368	267	711	62.4

TABLE 10 (continued)

Results of French Examinations in Grades IX, X and XI
1949 - 1956

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1949	IX		159	221	380	41.6
	X	3	87	127	217	41.5
	XI	6	35	46	87	47.1
1950	IX	647	775	264	1686	84.3
	X	128	674	413	1215	66.0
	XI	80	393	303	776	61.0
1951	IX	589	851	377	1817	79.2
	X	247	816	240	1303	81.6
	XI	41	446	329	816	59.7
1952	IX	415	1101	621	2137	70.9
	X	187	729	527	1443	63.5
	XI	43	574	453	1070	57.7
1953	IX	474	1206	561	2341	71.8
	X	140	603	841	1584	46.9
	XI	67	369	541	977	44.6
1954	IX	571	1178	832	2581	67.7
	X	188	711	784	1683	53.4
	XI	92	510	482	1084	55.5

TABLE 10 (continued)

Results of French Examinations in Grades IX, X and XI
1949 - 1956

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1955	IX	1388	1041	356	2785	87.2
	X	207	837	690	1734	60.2
	XI	167	564	311	1042	70.1
1956	IX	831	1499	738	3068	75.9
	X	132	839	768	1739	55.8
	XI	161	571	470	1202	60.9

TABLE 10 (continued)

Results of French Examinations in Grades IX, X and XI
1957 - 1963

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1957	IX	967	1444	803	3214	75.0
	X	296	887	777	1960	60.4
	XI	91	557	650	1298	49.1
1958	IX	1010	1534	1144	3688	68.9
	X	205	869	886	1960	54.7
	XI	161	707	678	1546	55.4
1959	IX	1035	1568	1142	3745	69.5
	X	299	1167	934	2400	61.1
	XI	127	672	730	1531	52.2
1960	IX	1590	1154	824	3968	79.2
	X	290	1019	1129	2438	53.7
	XI	148	919	938	2005	53.2
1961	IX	1699	1608	1764	4228	78.2
	X	844	1235	616	2695	77.1
	XI	212	1019	699	1930	63.1
1962	IX	1551	2557	963	5071	81.0
	X	629	1556	1168	3353	65.2
	XI Matric.	250	1285	918	2453	62.2
	XI Certifi.		32	21	53	60.3

TABLE 10 (continued)

Results of French Examinations in Grades IX, X and XI
1957 - 1965

Years	Grades	Distinction	Pass	Fail	Total	Per Cent of Passes
1963	IX	1875	2406	1283	5564	76.9
	X	1403	1894	783	4080	80.9
	XI Matric.	425	1583	759	2767	72.6
	XI Certifi.	5	79	124	206	39.8

TABLE 11

Number of Candidates Who Sat the Public Examinations in French from 1964-1974, in Grades IX, X and XI Compared With the Total Population of Each Grade for that Same Period

Years	Grades					
	IX		X		XI	
	Total	French	Total	French	Total	French
1964 [1]	7912	5691	5697	4158	4821	3517
1965	8142	6027	6044	4327	4961	3513
1966	8177	6141	6913	4951	5717	3565
1967	8236	5658	6987	4706	6175	3812
1968	8134	6505	6011	4614	5424	4009
1969	7060	5536	6285	4410	6006	4300
1970	6343	5205	5580	3854	6522	4390
1971 [2]					6938	3891
1972					6800	3136
1973					7059	2444
1974 [3]					7234	2008

[1] These figures from the Public Examinations, represent the numbers of candidates who wrote full set examination papers; they include Matriculation and Certificate candidates.

[2] The Public Examinations report gives 3891. The Annual Report for the year ending March 31, 1971 gives 2691.

[3] The figures for 1974 were obtained by phone from the Department of Education. The Public Examinations report for 1974 is not yet available.

TABLE 12

Number of Students Taking French from I-XI (1965-1974)

Years	I	II	III	IV	V	VI	Total I-VI	VII	VIII	IX	X	XI	Total VII-XI	Total I-XI
1965								7894	8463	8552	5024	3635	33,568	
1966								8887	9262	8470	5788	3831	36,238	
1971	482	387	797	2323	6171	6809	16965	9476	9464	8473	5559	4360	37,332	54301
1972	1033	1238	1123	3381	6523	7080	20378	10503	9539	7880	5100	3680	36,702	57080
1973	1123	1369	3823	6681	8476	9232	30704	11610	10127	7371	4022	2798	35,928	66632
1974								10874	9822	7266	4454	2274	34,690	

TABLE 13

Results of French Examinations in Grades IX, X and XI
1964-1974

Years	Grades	Distinction	Pass	Fail	Total (Sat Work)	% of Passes
1964	IX	1452	3976	1715	5691	69.9
	X	1199	3388	770	4158	81.5
	XI (Matric.)	375	2181	1113	3294	66.3
	XI (Certif.)	3	77	146	223	34.5
1965	IX	1504	4144	1883	6027	68.8
	X	754	2926	1401	4327	67.6
	XI (Matric.)	489	2382	1041	3424	69.9
	XI (Certif.)	1	33	55	88	37.5
1966	IX	1233	4486	1655	6141	73.0
	X	804	3582	1369	4951	72.3
	XI (Matric.)	625	2432	941	3373	72.1
	XI (Certif.)	5	88	102	190	46.3
1967	IX	1119	3652	2006	5658	64.5
	X	868	3048	1658	4706	64.7
	XI (W.P.P.)*	537	3122	690	3812	81.8

*University Preparatory Programme.

TABLE 15 (continued)

Results of French Examinations in Grades IX, X and XI
1964-1974

Years	Grades	Distinction	Pass	Fail	Total (Sat Work)	% of Passes
1968	IX	880	3981	2524	6505	61.0
	X	1352	3823	791	4614	82.9
	XI	428	2614	1395	4009	65.2
1969	IX	1596	4070	1466	5536	73.5
	X	1090	3326	1084	4410	75.4
	XI	532	2808	1492	4300	65.3
1970	IX	1126	3491	1714	5205	67.1
	X	465	3168	686	3854	82.2
	XI	1039	3779	611	4390	86.1
1971	XI	416	2619	1272	3891	67.3
1972	XI		2561	1272	3891	67.3
1973	XI		2049	395	2444	83.8
1974	XI		1943	265	2008	86.8

TABLE 14

Percentages of Passes in Grades IX, X and XI
Total Population
1964-1974

Years	IX	X	XI (Matriculation Stream)	XI (Non-Matriculation Stream)
	%	%	% (Matric. and Pass)	% Pass (General Certificate)
1964	52.1	67.6	75.3	54.2
1965	58.1	69.8	75.2	54.0
1966	55.4	60.4	75.9	
1967	52.8	60.1	63.1 U.P.P.	
1968	57.0	67.3	63.7	
1969	50.1	61.1	63.6	
1970	51.2	68.0	70.3	
1971			62.7	
1972			71.0	
1973			65.0	
1974			73.8	

TABLE 15

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
1894 to 1897	Junior Grade: Loly's Illustrated Grammar
	Senior Grade: Unspecified
1898	Junior Grade: Loly's Illustrated Grammar Macmillan's First Year French Gasc's First French Book
	Senior Grade: Loly's Illustrated Grammar Macmillan's Second Year French Gasc's Second French Book Chardenal's First French Book
1899 to 1910	Preliminary: as Junior Grade in 1898
1898 to 1905	Intermediate: as Senior Grade in 1898
1906 to 1910	Intermediate: as Senior Grade in 1898 except for Chardenal's Second French Books
1911 to 1928	Preliminary: Siepmann's Primary French Course - Part I Intermediate: Siepmann's Primary French Course - Part II
1911 - 1915:	Associate: Unspecified. Knowledge of Siepmann's Parts I and II. Enriched with Readers
1916 to 1925	Junior Associate. Unspecified as above 1911 - 1915
	Senior Associate. Selection of French authors as in Siepmann P.F.C. Part III.
	Licentiate in Arts: as Senior Associate. Prose and Verse - selected Readers and French literature.
1926 and 1927	Junior Associate: Siepmann's Primary French Course - Part III (partly)

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	Senior Associate: as Junior Associate, but the whole book.
1928	Junior Associate: No more Siepmann's - Part III.
	Senior Associate: French authors as earlier.
1929 to 1931	Grade VII and VII (Preliminary: Siepmann's P.F.C. Part I.
	Grade IX and X (Intermediate) Siepmann's P.F.C. Part II.
	Junior Matriculation: Siepmann's P.F.C. Parts I and II. Knowledge of vocabulary and structures and phraseology of Parts I and II.
	Senior Matriculation: Unspecified. "étude de textes" from various French authors from the 17th, 18th and 19th centuries.
1932	VII and VIII: Modern French Course - Part I (Ceppi)
	IX and X: Public School French Primer (Siepmann and Pellisser)
	XI: as in 1931 (i.e., a knowledge of vocabulary, structures and phraseology of Siepmann's Primary French Course - Parts I and II.
1933	VII and VIII: A French Course for Schools - Part I (Collins)
	IX and X: Public School French Primer, Siepmann and Pellisser or A French Course for Schools - Part II (Collins).

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	XI: as in 1931 (i.e. a knowledge and phraseology of Siepmann's Primary French Course - Parts I and II.
1935	VII: A French Course for Schools - Part I. (Collins).
	VIII: A French Course for Schools - Part I. (Collins).
	IX: Modern French Course - Part II. (Ceppi).
	X: Modern French Course - Part II. (Ceppi).
	XI: as in 1931 (i.e. a knowledge and phraseology of Siepmann's Primary French Course - Parts I and II.
1936	VIII: A French Course for Schools - Part I. (Collins).
	IX: Modern French Course - Part I. (Ceppi) or A French Course for Schools Part I. (Collins).
	X: Modern French Course - Part II (Collins).
	XI: Modern French Course - Part II (Ceppi), or A French Course for Schools, First Part (Collins).
1937	IX: Modern French Course - Part I (Ceppi).
	X: Modern French Course - Part II (Ceppi).
	XI: Foundation courses: 1) A French Course for Schools - Part III (Collins). 2) Modern French Course - Part III (Ceppi). 3) A French Revision Course (Gould), plus Elementary

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	French Composition (Ritchie and Moore) - More Elementary French composition (Nelson).
1938 to 1941	XI: Foundation courses: 1) A French Course for Schools - Part III (Collins). 2) Modern French Course - Part III (Ceppi). 3) A French Revision Course (Gould), plus Elementary French Composition (Ritchie and Moore) - More Elementary French composition (Nelson).
1942 and 1943	X: Modern French Course (Ceppi) - Part II, or A French Course for Schools, Part II (Collins).
	XI: Foundation Courses: 1) A French Course for Schools - Part III (Collins). 2) Modern French Course - Part III (Ceppi). 3) A French Revision Course (Gould), plus Elementary French Composition (Ritchie and Moore) - More Elementary French composition (Nelson).
1944 to 1949	IX: Modern French Course (Ceppi) - Part I or A French Course for Schools (Collins) - Part I.
	X: Modern French Course (Ceppi) - Part II, or A French Course for Schools, Part II (Collins).
	XI: Foundation Courses: 1) A French Course for Schools - Part III (Collins). 2) Modern French Course - Part III (Ceppi). 3) A French Revision Course (Gould), plus Elementary

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	French Composition (Ritchie and Moore) - More Elementary French composition (Nelson).
1950	IX: Modern French Course - Dondo (Heath Company) Part I, up to page 135.
	X: Modern French Course (Ceppi) - Part II or A French Course for Schools, Part II (Collins).
	XI: Foundation Courses: 1) A French Course for Schools - Part III (Collins). 2) Modern French Course - Part III (Ceppi). 3) A French Revision Course (Gould), plus Elementary French Composition (Ritchie and Moore) - More Elementary French composition (Nelson).
1951	IX: Modern French Course - Dondo (Heath Company) Part I, up to page 135.
	X: Modern French Course - Dondo Part I, page 136 to the end.
	XI: Foundation Courses: 1) A French Course for Schools - Part III (Collins). 2) Modern French Course - Part III (Ceppi). 3) A French Revision Course (Gould), plus Elementary French Composition (Ritchie and Moore) - More Elementary French composition (Nelson).

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
1952	IX: Modern French Course - Dondo (Heath Company) Part I, up to page 135.
	X: Modern French Course - Dondo Part I, page 136 to the end.
	XI: Modern French Course - Dondo Part II.
1953	IX: Modern French Course - Dondo (Heath Company) Part I, up to page 135.
	X: Modern French Course - Dondo Part I, page 136 to the end.
	XI: Modern French Course - Dondo Part II, large ed. or Single Volume edition, page 281 to the end.
1954 to 1958	IX: Modern French Course - Dondo Part I, large edition or Single Volume edition, Units 5 - 8 inclusive.
	X: Modern French Course - Dondo Part I, large edition or Single Volume edition, Units 5 - 8 inclusive.
	XI: Modern French Course - Dondo Part II, large edition or Single Volume edition, Units 9 - 13 inclusive.
1959 to 1962	IX: Modern French Course - Dondo Part I, large edition, or Single Volume edition, Units 1 - 5 inclusive.
	X: Modern French Course - Dondo Part I, large edition or Single Volume edition, Units 6 - 8 inclusive.

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	IX: Modern French Course - Dondo Part II, large edition or Single Volume edition, Units 9 - 13 inclusive.
1963 - 1964	IX: New Junior French - Obrien and Lafrance Lessons 1 - 20 (Ginn).
	X: Modern French Course - Dondo Part I, large edition or Single Volume edition, Units 6 - 8 inclusive.
	XI: Modern French Course - Dondo Part II, large edition or Single Volume edition, Units 9 - 13 inclusive.
1964 - 1965	V: Totor et Tristan
	VI: Petites Conversations
	VII: French Story Book Grammar, Spink and Millis.
	VIII: New Junior French (Lessons 1 - 10).
	IX: New Junior French (Lessons 1 - 20).
	X: New Junior French (Lessons 21 - 40).
	XI: Modern French Course - Dondo Book II, Units 9 - 13.
1965 - 1966	V: Totor et Tristan
	VI: Petites Conversations
	VII: French Story Book Grammar, Spink and Millis.
	VIII: New Junior French (Lessons 1 - 10).
	IX: New Junior French (Lessons 1 - 20).

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	X: New Junior French (Lessons 21 - 40).
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).
1966 - 1969	V: Totor et Tristan
	VI: Petites Conversations
	VII: French Story Book Grammar, Spink and Millis.
	VIII: New Junior French (Lessons 1 - 10).
	IX: New Junior French (Lessons 1 - 20).
	X: New Junior French (Lessons 21 - 40).
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).
1969 - 1970	V: Le Français Partout, Cours Préliminaire (L.F.P. - C.P.)
	VI: Le Français Partout, Cours Préliminaire (L.F.P. - C.P.).
	VII: French Story Book Grammar, Spink and Millis.
	VIII: New Junior French (Lessons 1 - 10).
	IX: New Junior French (Lessons 1 - 20).
	X: New Junior French (Lessons 21 - 40).
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).
1970 - 1971	V: Le Français Partout, Cours Préliminaire (L.F.P. - C.P.).
	VI: Le Français Partout, Cours Préliminaire (L.F.P. - C.P.).

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
	VII: Le Francais Partout I (L.F.P. I).
	VIII: New Junior French (Lessons 1 - 10).
	IX: New Junior French (Lessons 1 - 20).
	X: New Junior French (Lessons 21 - 40).
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).
1971 - 1972	V: Le Français Partout, Cours Préliminaire (L.F.P. - C.P.).
	VI: Le Français Partout, Cours Préliminaire (L.F.P. - C.P.).
	VII: Le Français Partout I (L.F.P. I).
	VIII: Le Français Partout II (L.F.P. II).
	IX: New Junior French (Lessons 1 - 25).
	X: New Junior French (Lessons 20 - 40).
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).
1972 - 1973	III and IV: L.F.P. - C.P.
	V: L.F.P. I (1st half)
	VI: L.F.P. I (complete)
	VII: L.F.P. I (complete)
	VIII: L.F.P. II (complete)
	IX: L.F.P. III or Cours Elémentaire de français - Dale and Dale.
	X: New Junior French (Lessons 26 - 40).
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
1973 - 1974	III and IV: L.F.P. - C.P.
	V: L.F.P. I (first half)
	VI: L.F.P. I (second half)
	VII: L.F.P. II (first half) Units 1 - 4 inclusive.
	VIII: L.F.P. II (complete)
	IX: L.F.P. III - Units 1 - 7 inclusive, or Cours Elémentaire de français (Lessons 1 - 21, Parts I and II).
	X: L.F.P. III - Units 8 - 11. L.F.P. IV - Units 1 and 2, or Cours Elémentaire de français Part III, Cours Moyen de français, Part I.
	XI: Senior French - O'Brien, Lafrance and Jones (Lessons 1 - 28).
1974 - 1975	III, IV, V: L.F.P. - C.P. (Grade V, C.P. Units 1 - 18 inclusive).
	VI: L.F.P. I Units 19 - 35 inclusive.
	VII:* L.F.P. II Units 1 - 4 inclusive
	VIII:** L.F.P. II. Units 5 - 8 inclusive.

* If students do not start French until Grade VII, use L.F.P. I (complete).

** If L.F.P. I was used in Grade VII, do L.F.P. II (complete) in grade VIII

TABLE 15 (continued)

Grammar Books in Use in the Schools of Newfoundland from 1894 to 1974

Years	Grades
IX:	L.F.P. III. Units 1 - 7 inclusive, or Cours Elémentaire de français (Dale and Dale) Lessons 1 - 21 (Parts I and II).
X:	L.F.P. III Units 8 - 12 inclusive. L.F.P. IV Units 1 and 2 inclusive or Cours Elémentaire de français - Part 3 and Cours Moyen de français Part I.
VI:	L.F.P. IV Units 3 - 10 or Cours Moyen de français, Parts 2 and 3.

APPENDIX B

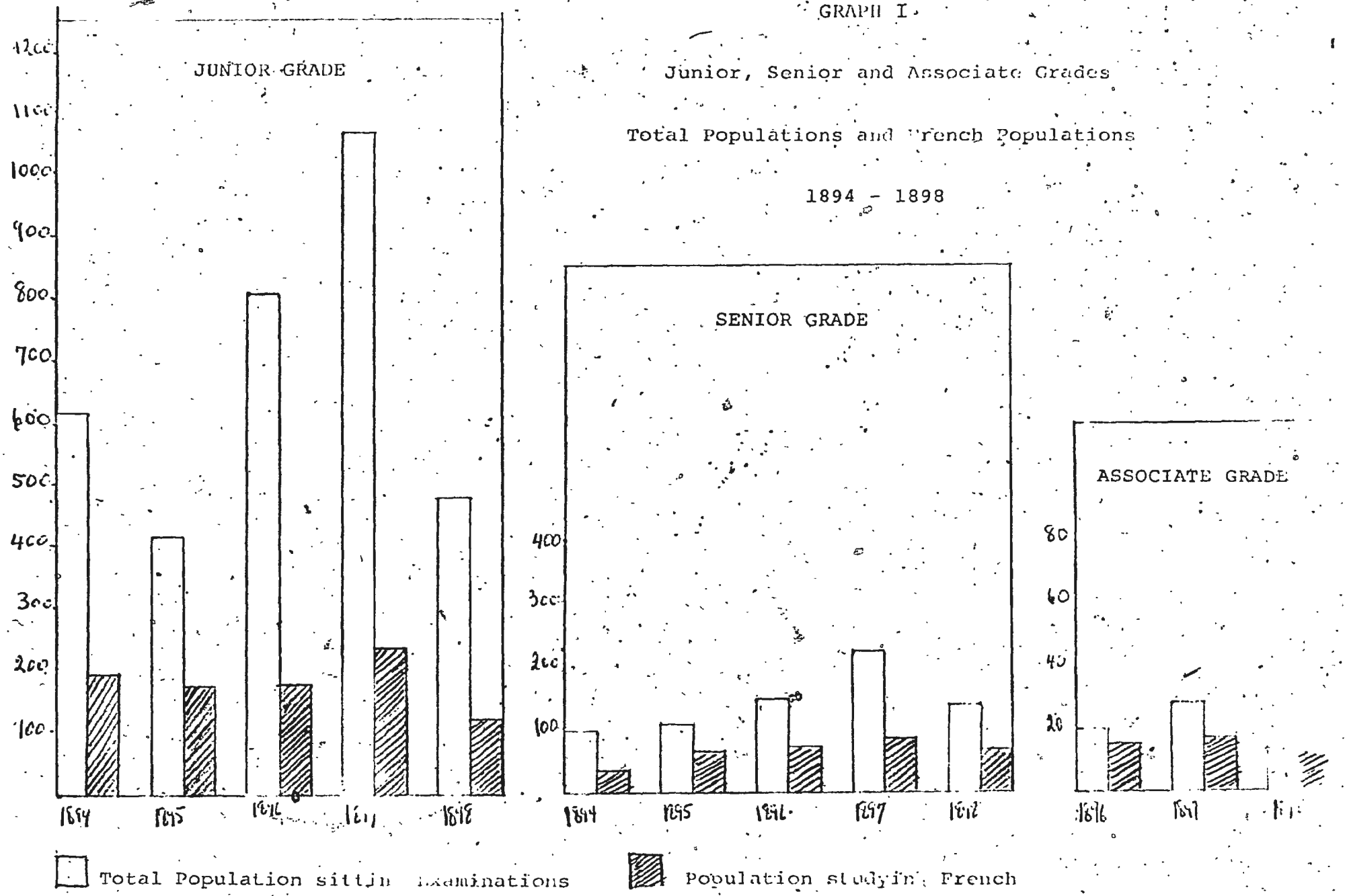
The Period From 1894 - 1931

GRAPH I

Junior, Senior and Associate Grades

Total Populations and French Populations

1894 - 1898

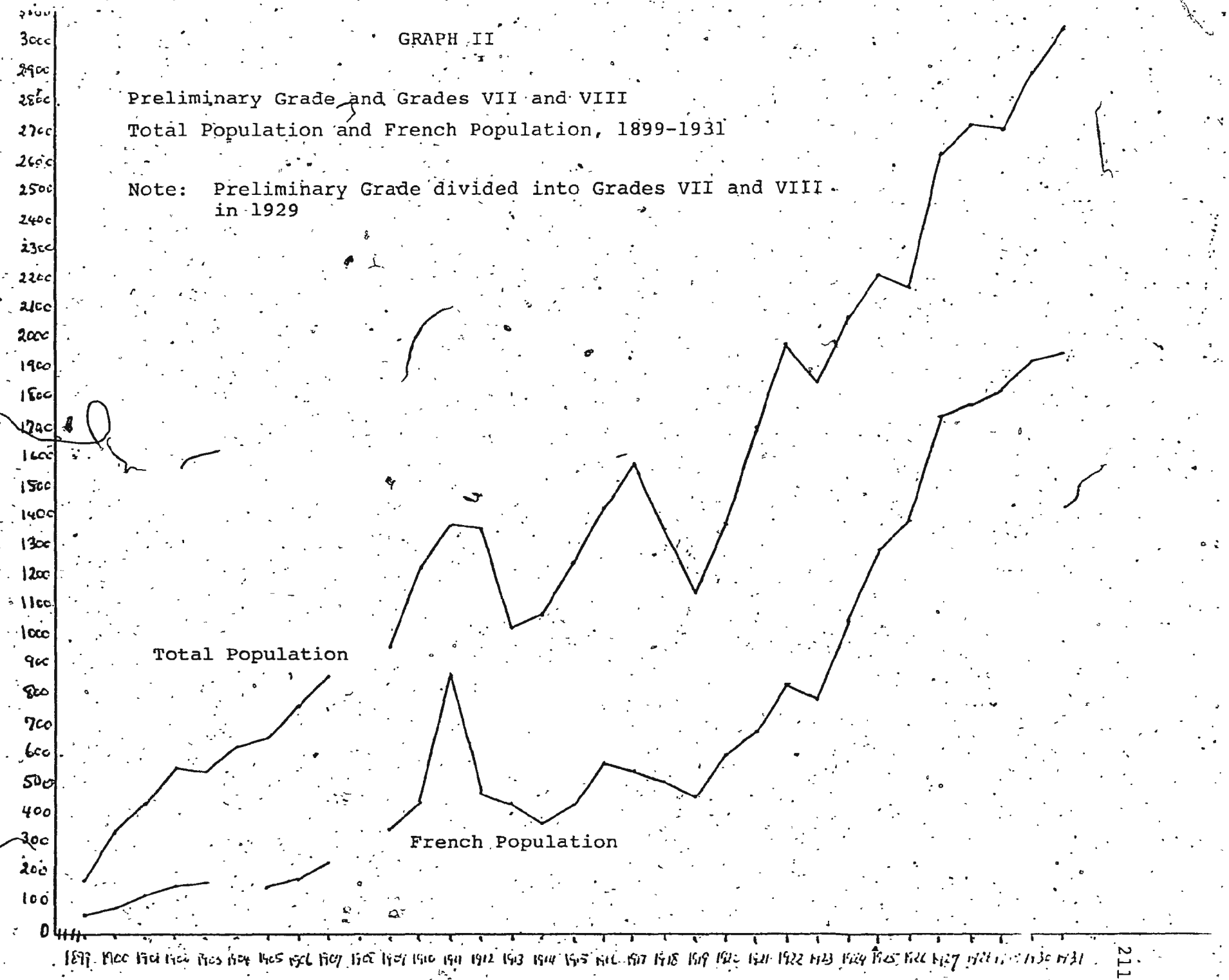


GRAPH II

Preliminary Grade and Grades VII and VIII

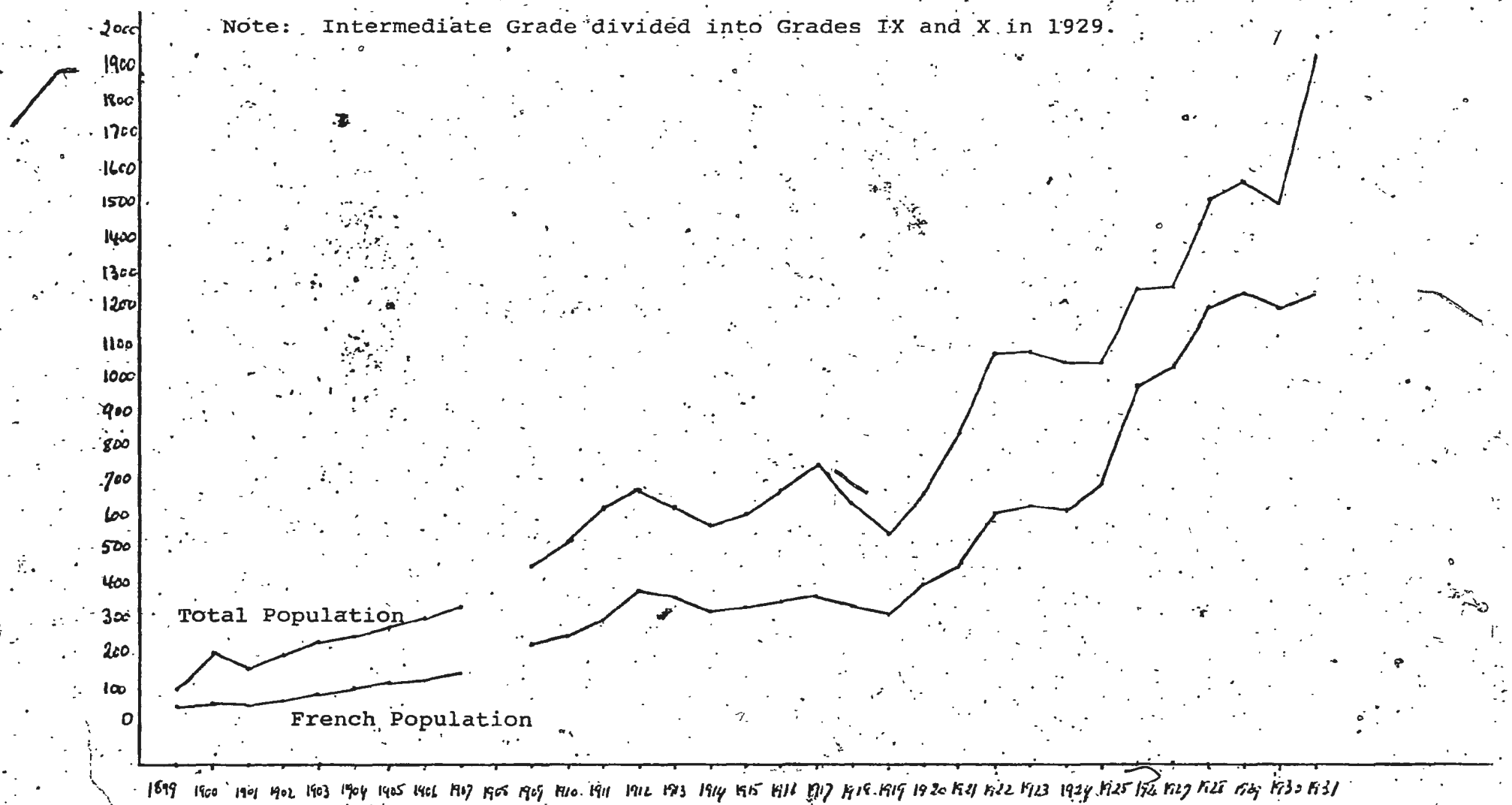
Total Population and French Population, 1899-1931

Note: Preliminary Grade divided into Grades VII and VIII in 1929



GRAPH III

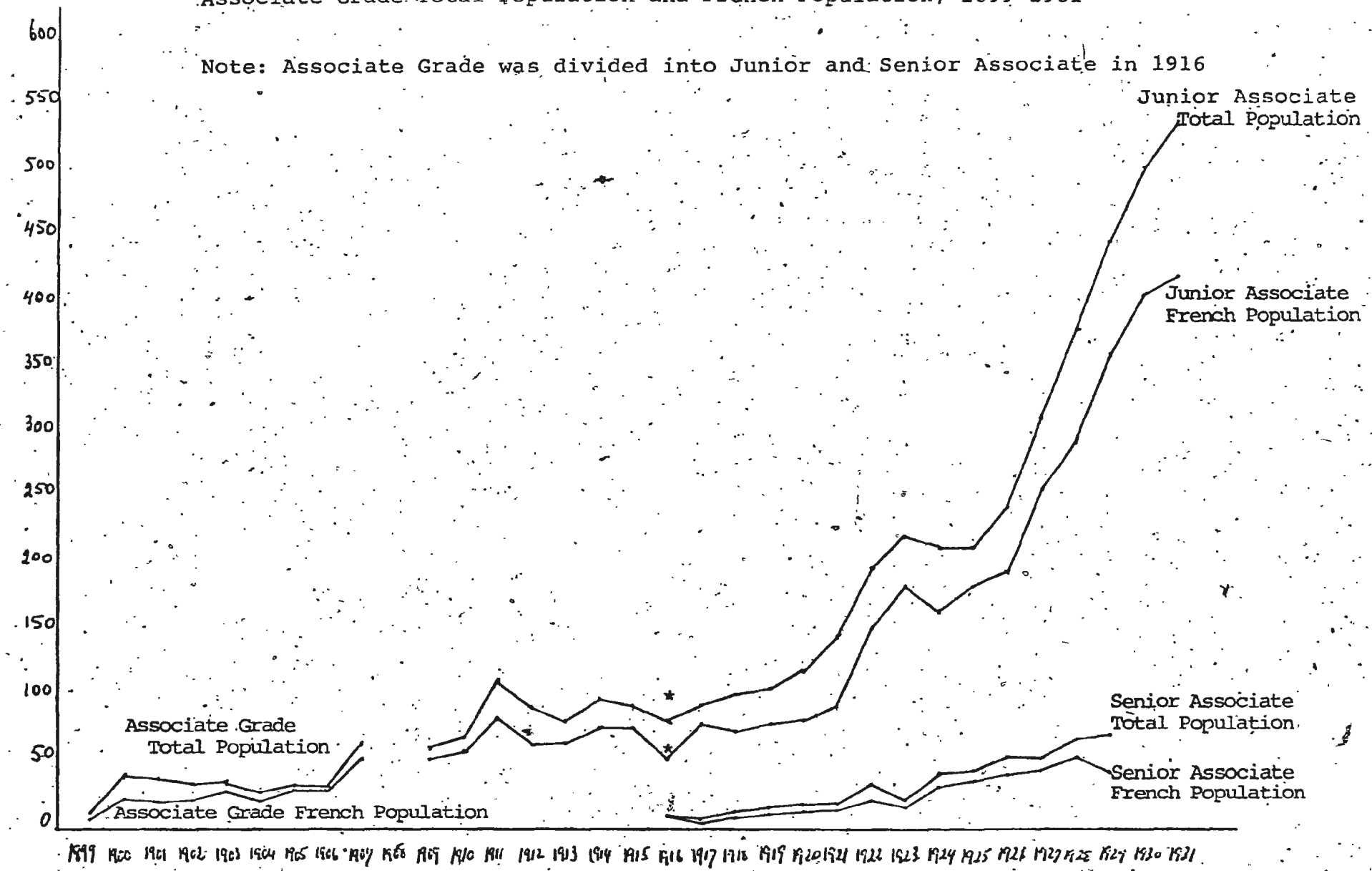
Intermediate Grade and Grades IX and X
Total Population and French Population, 1899-1931



GRAPH IV

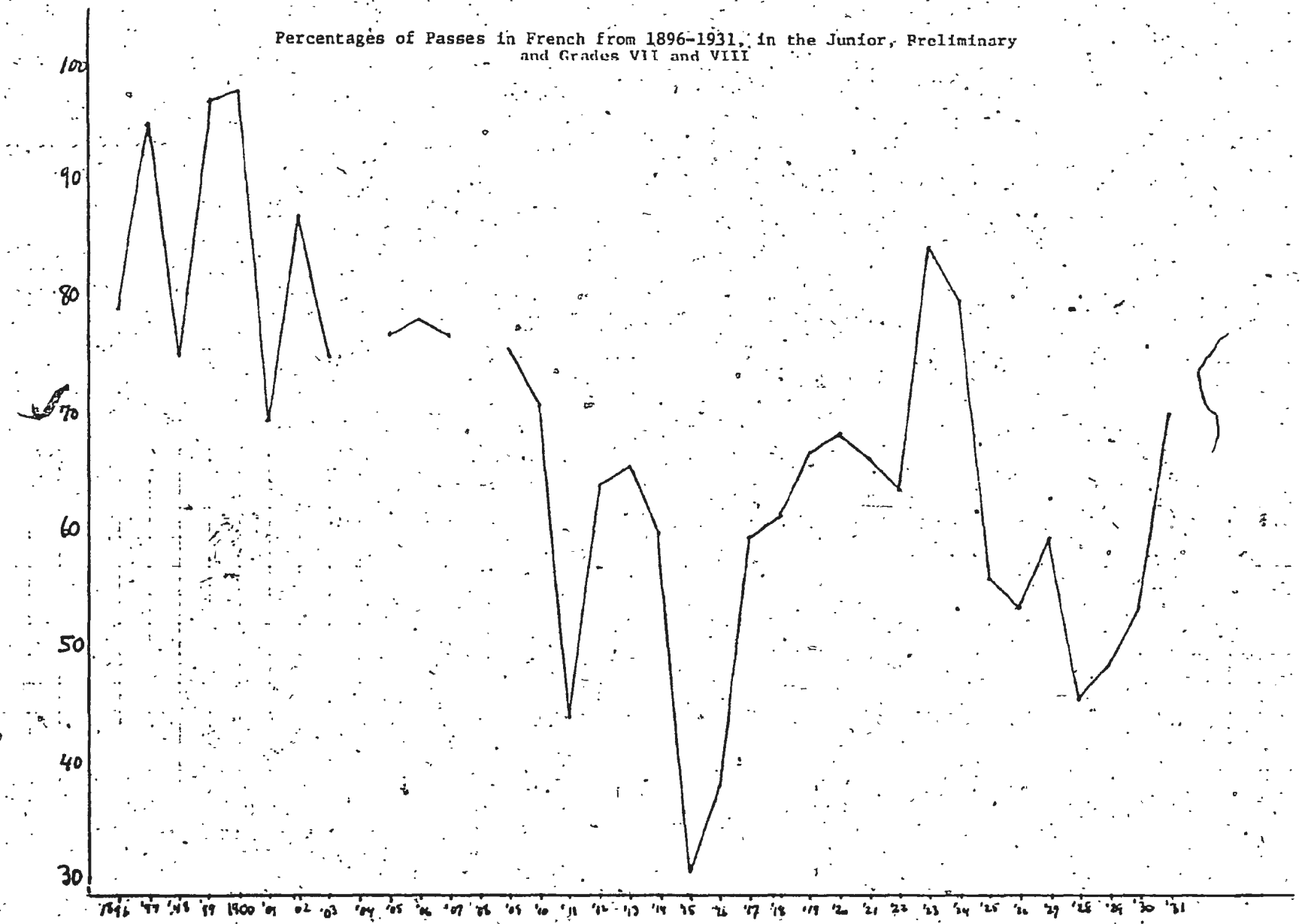
Associate Grade Total Population and French Population, 1899-1931

Note: Associate Grade was divided into Junior and Senior Associate in 1916



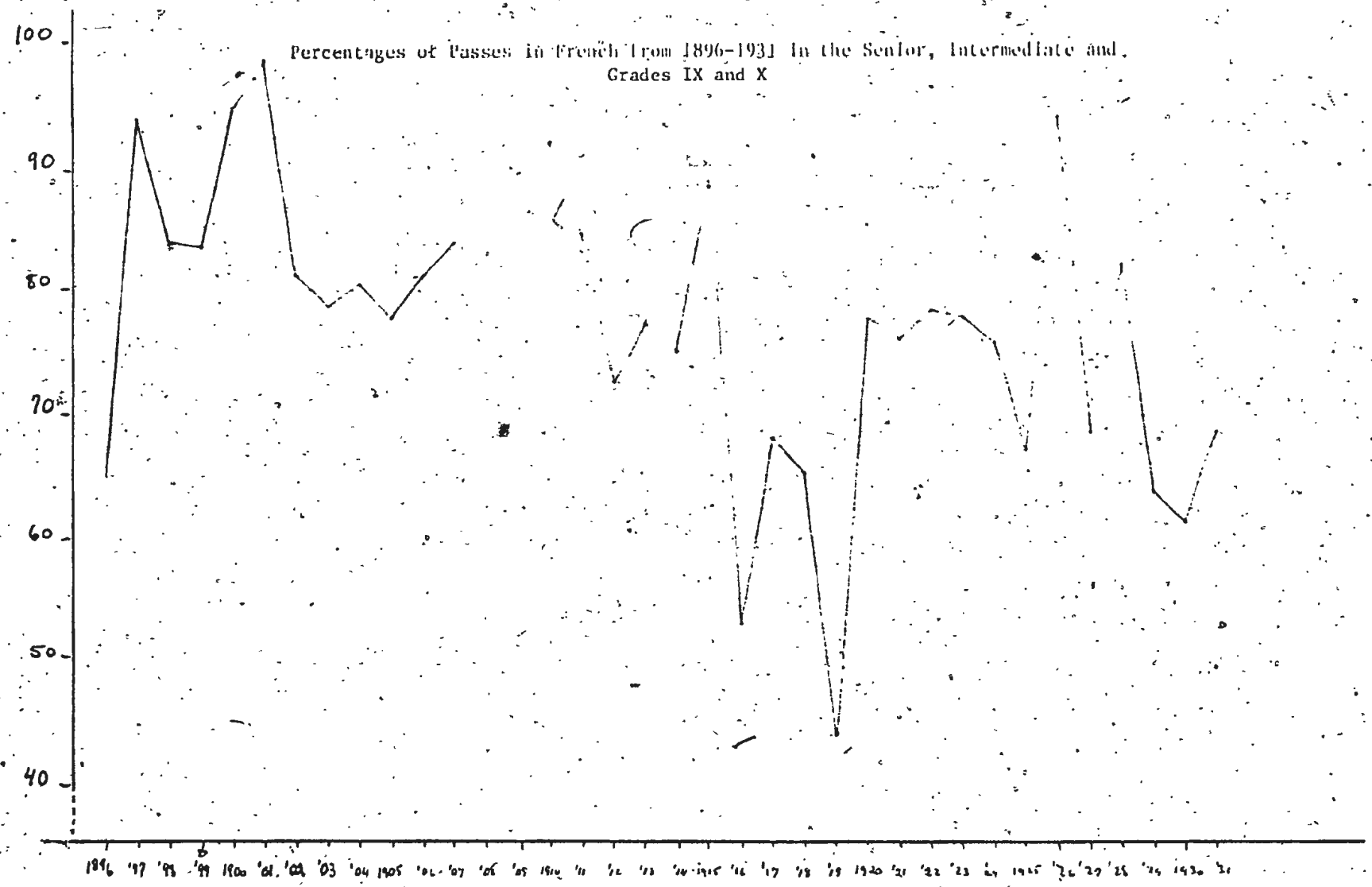
Graph V

Percentages of Passes in French from 1896-1931, in the Junior, Preliminary and Grades VII and VIII



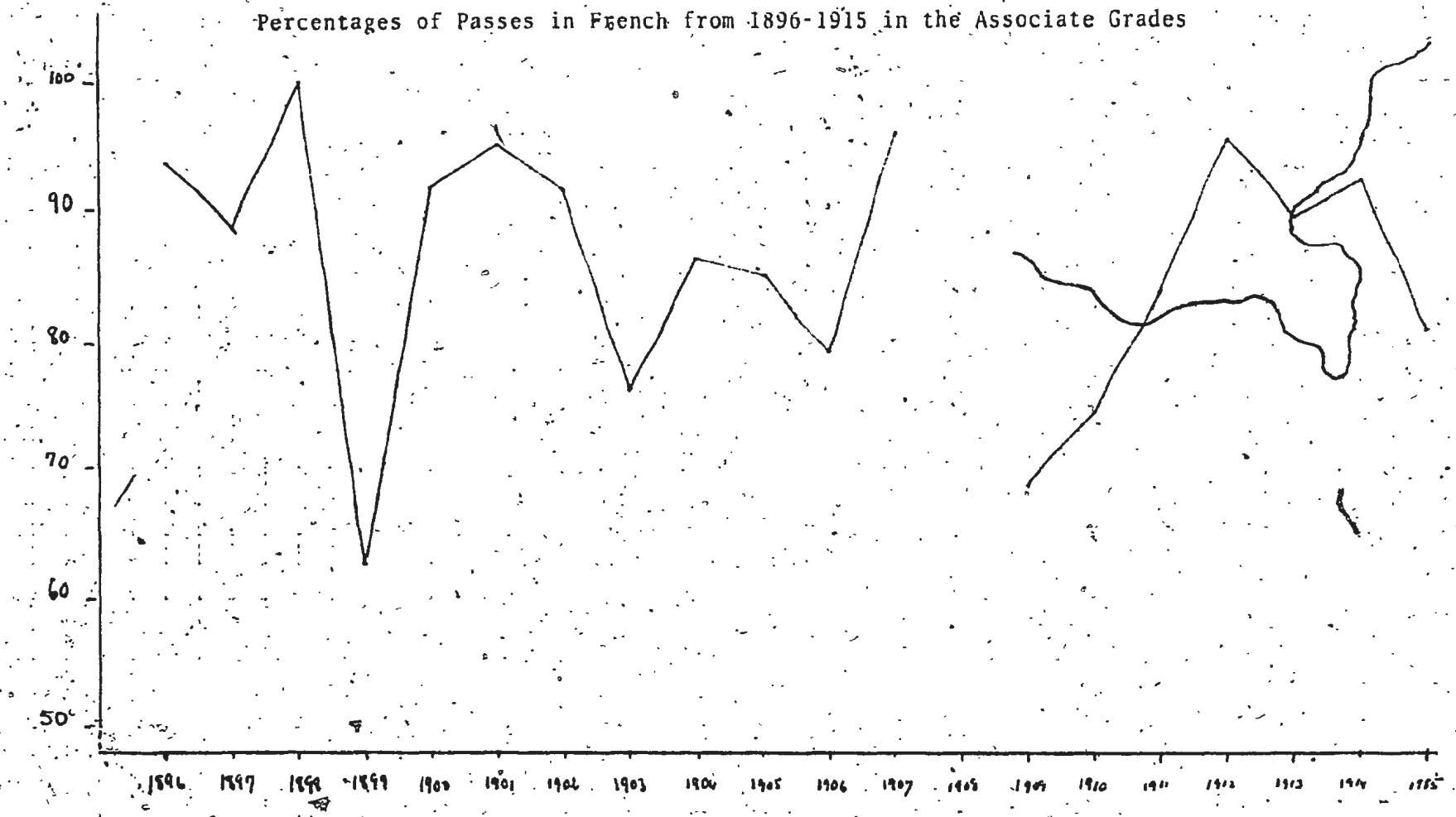
Graph VI

Percentages of Passes in French from 1896-1931 in the Senior, Intermediate and Grades IX and X

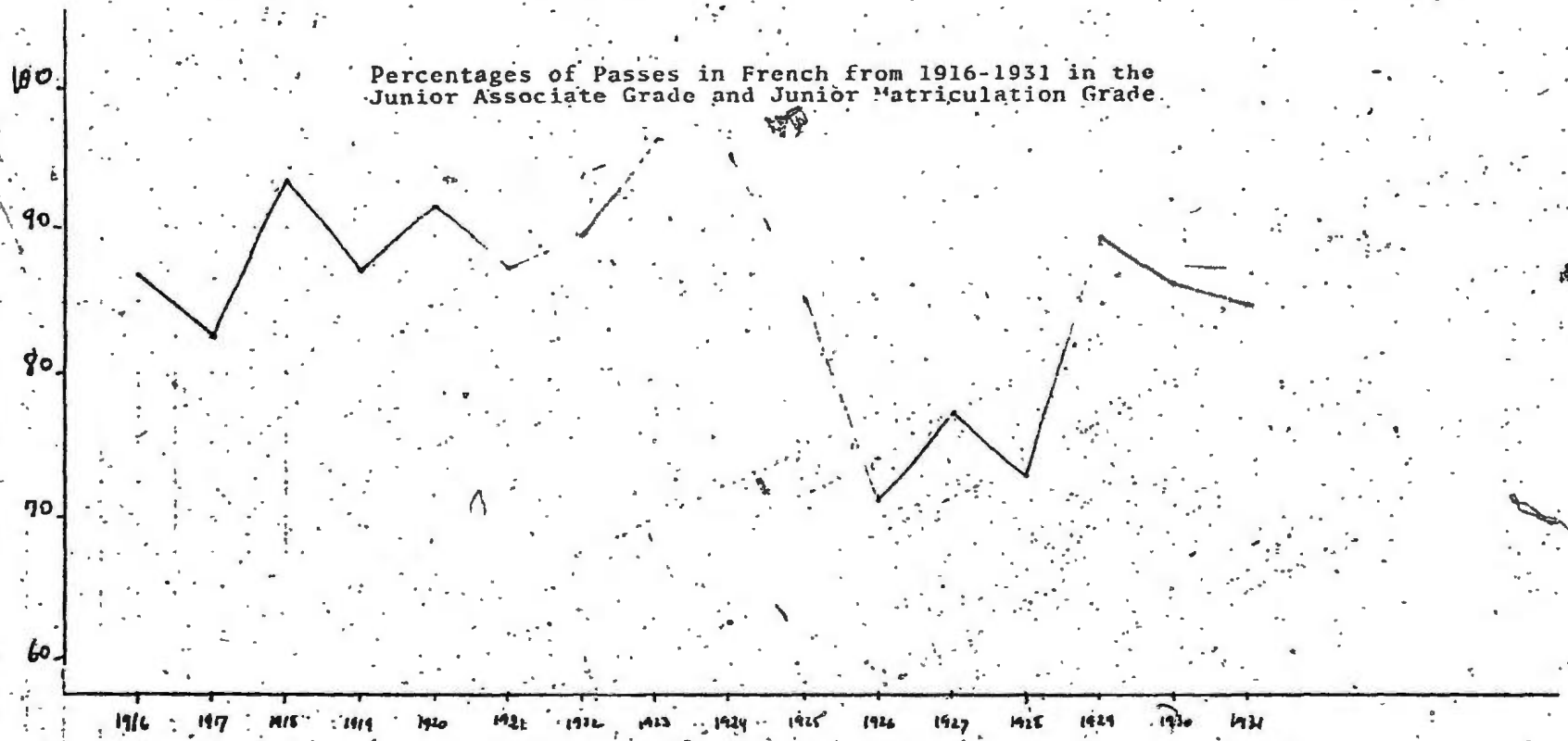


Graph VII

Percentages of Passes in French from 1896-1915 in the Associate Grades

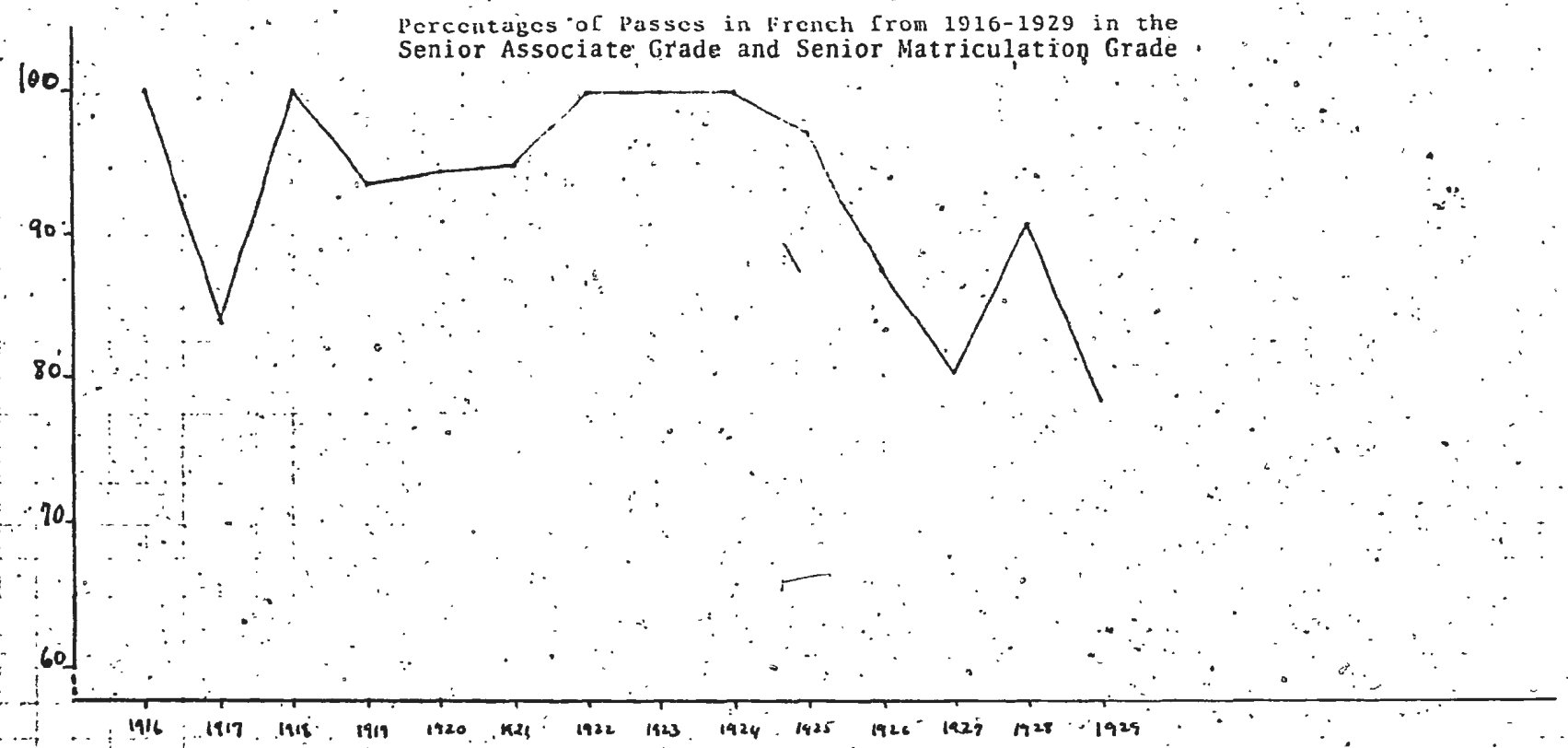


Graph VIII


Percentages of Passes in French from 1916-1931 in the Junior Associate Grade and Junior Matriculation Grade
100
90
80
70
60
1916
1917
1918
1919
1920
1921
1922
1923
1924
1925
1926
1927
1928
1929
1930
1931

Graph IX

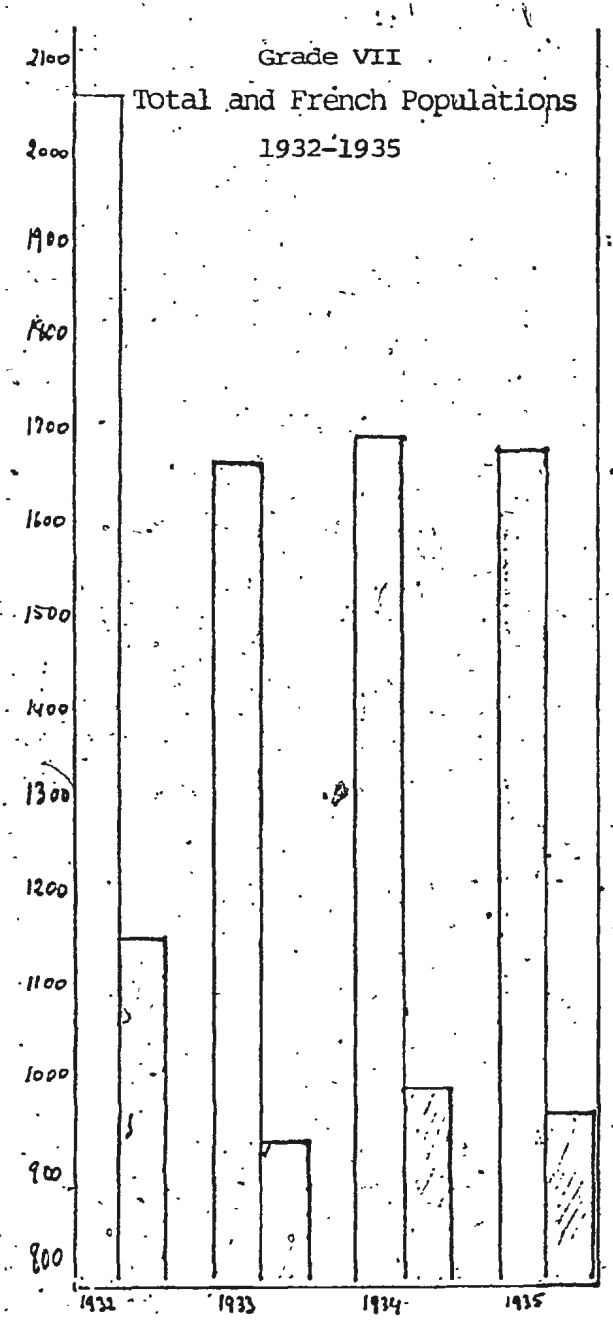
Percentages of Passes in French from 1916-1929 in the Senior Associate Grade and Senior Matriculation Grade

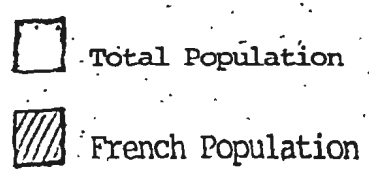


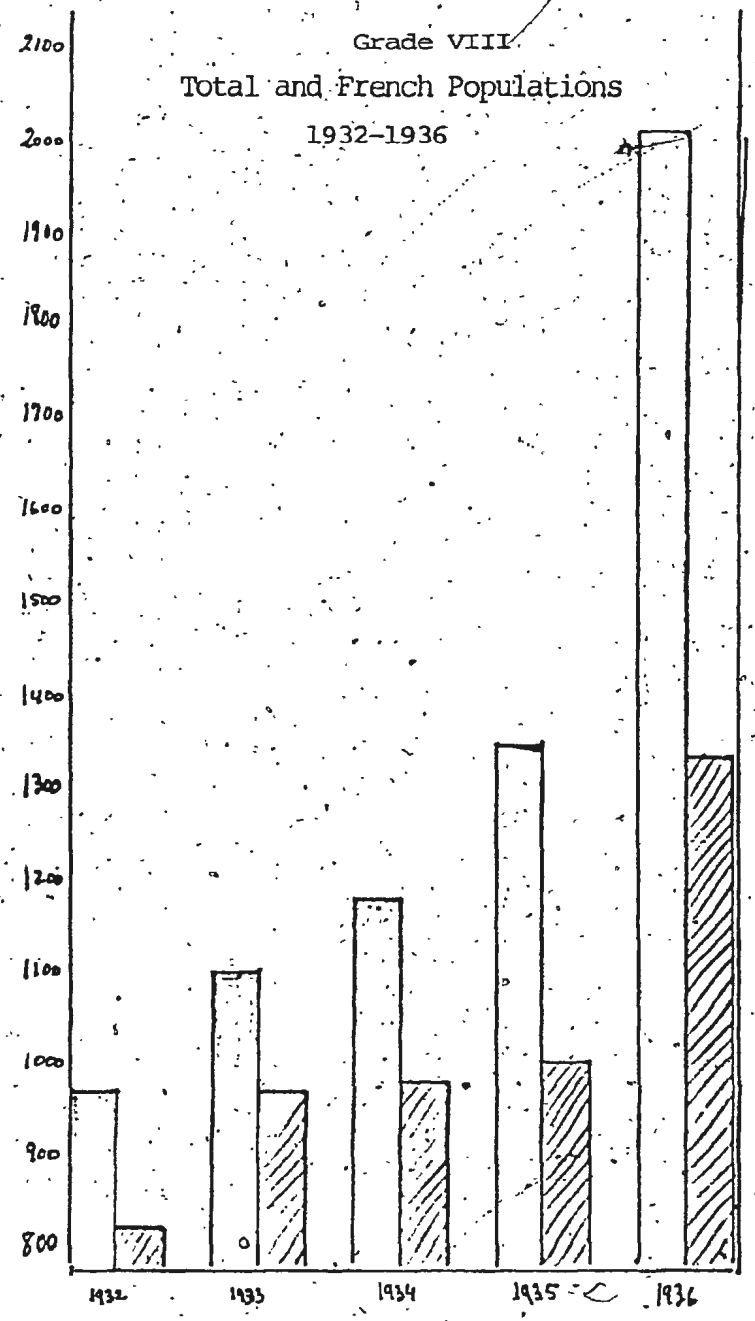
APPENDIX C

The Period From 1932 - 1963

GRAPH X

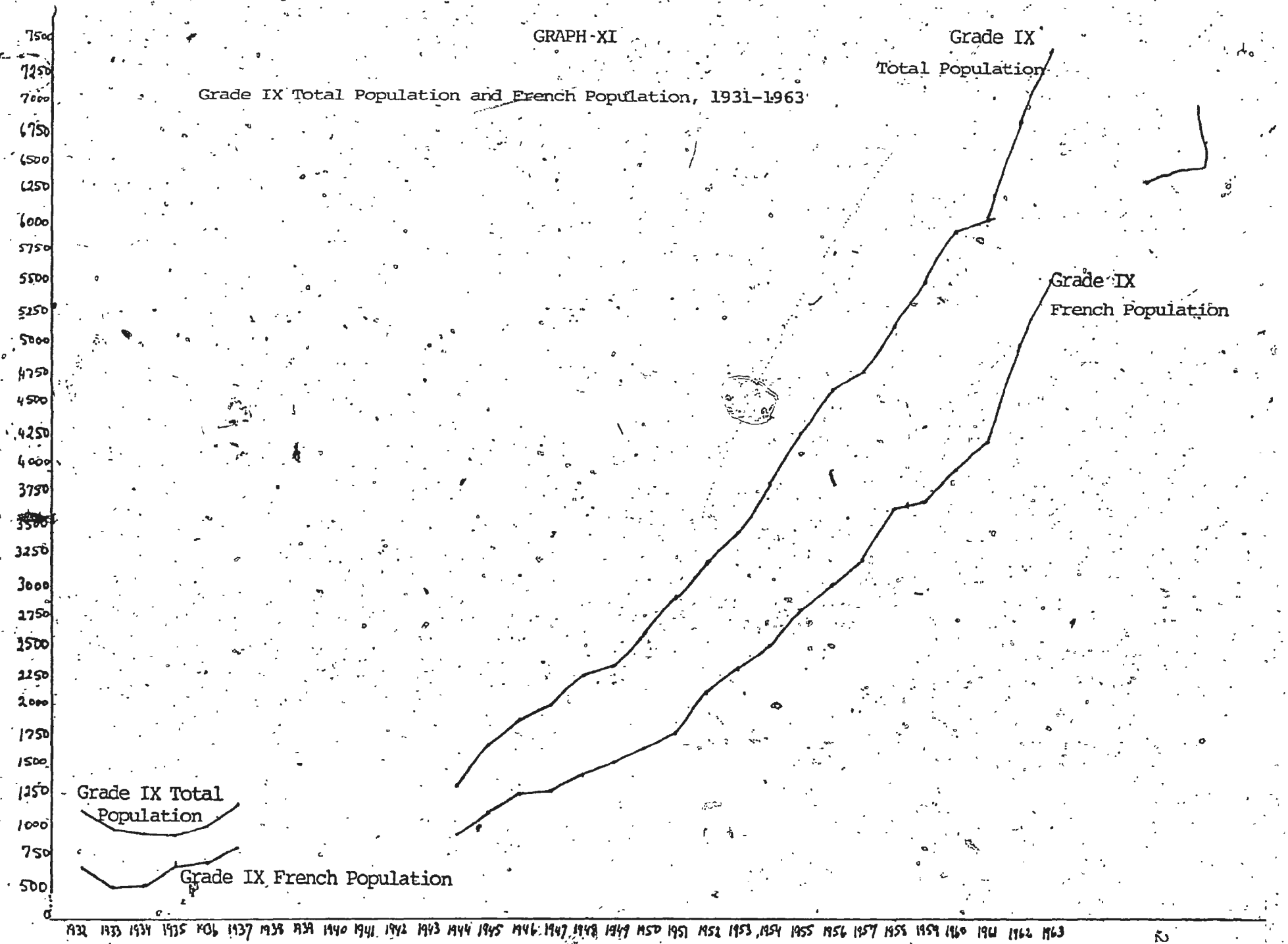

Grade VII
Total and French Populations
1932-1935
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
1932
1933
1934
1935


Total Population
French Population


Grade VIII
Total and French Populations
1932-1936
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
1932
1933
1934
1935
1936

GRAPH-XI

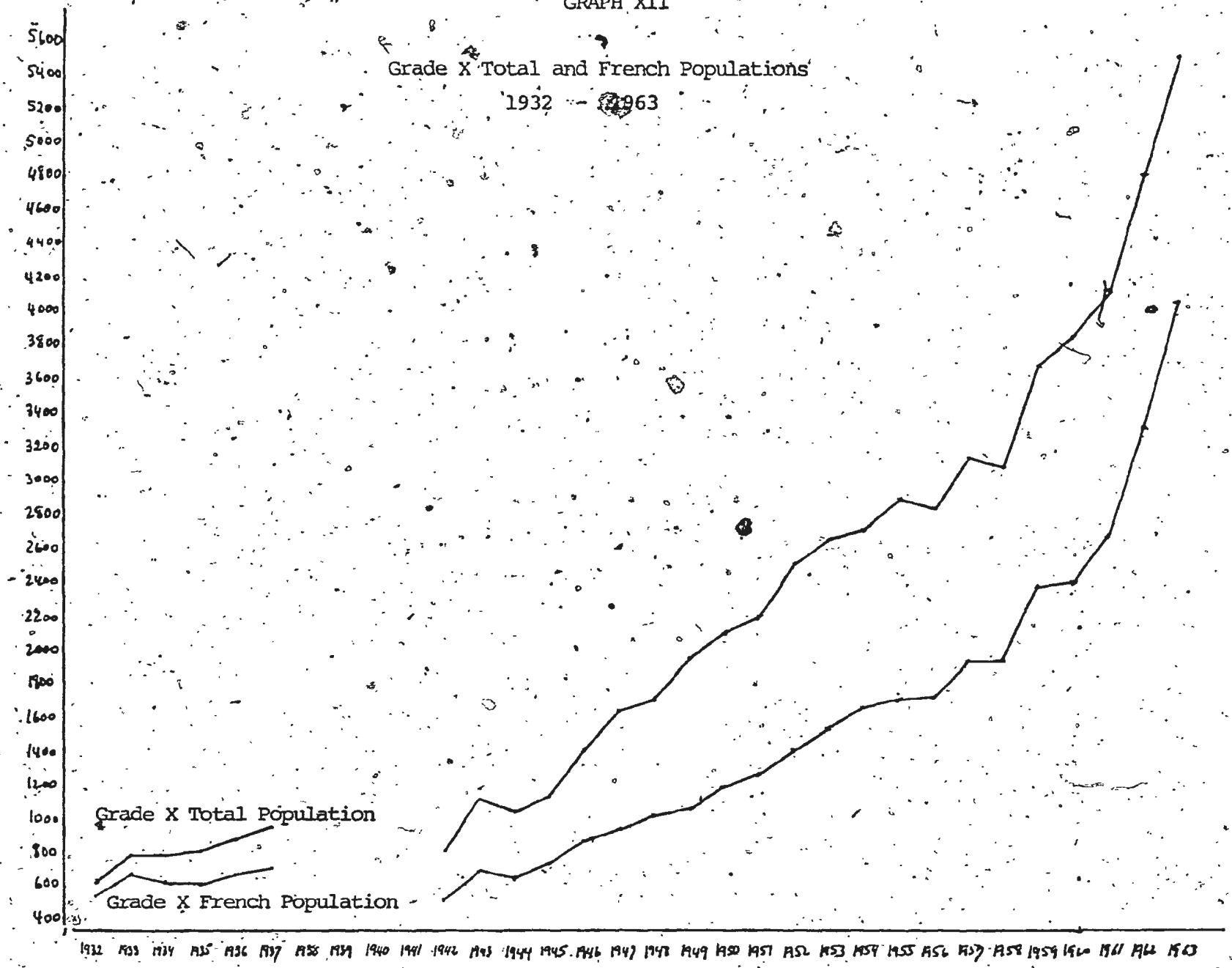
Grade IX Total Population and French Population, 1931-1963



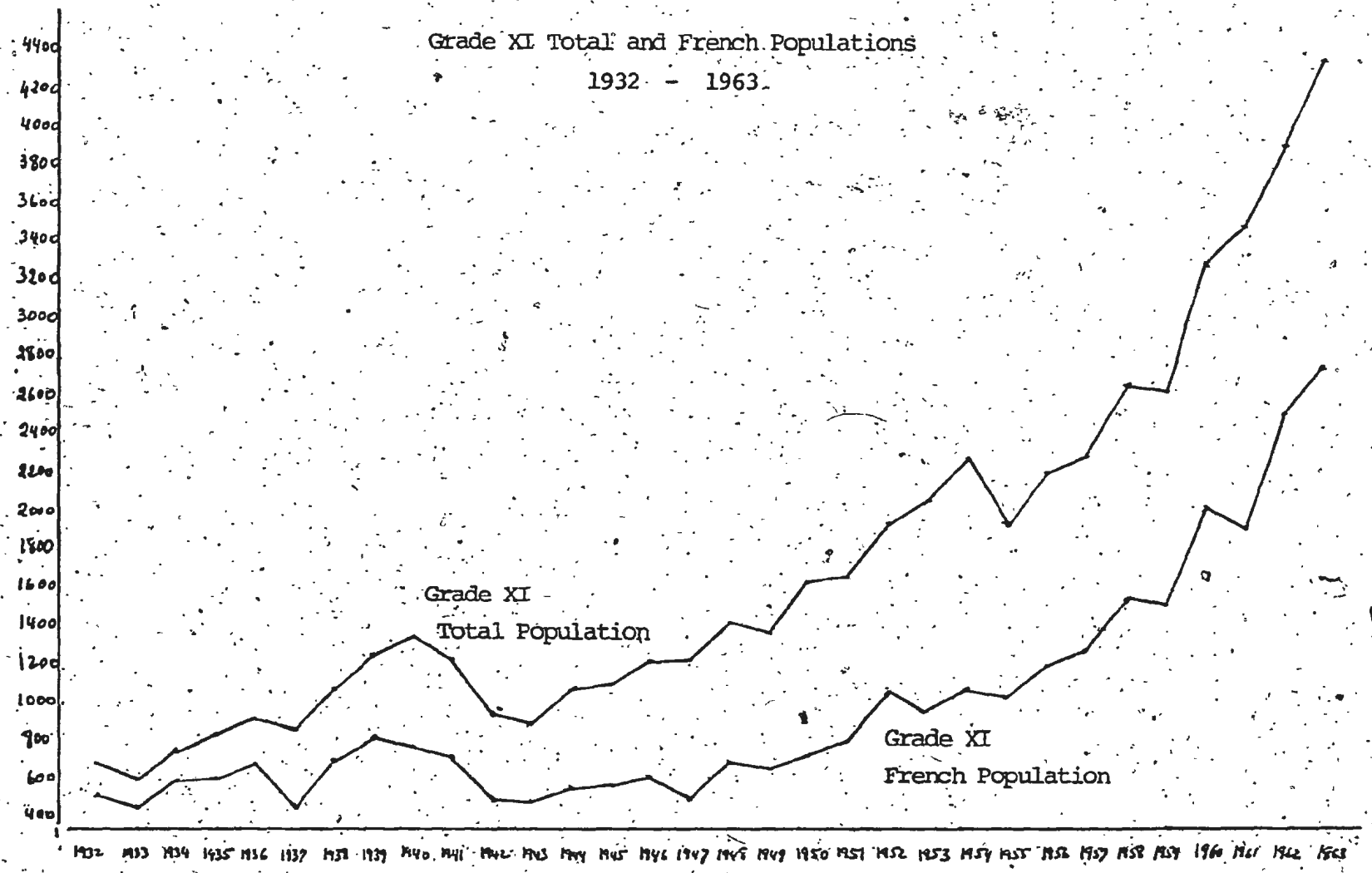
GRAPH XII

Grade X Total and French Populations

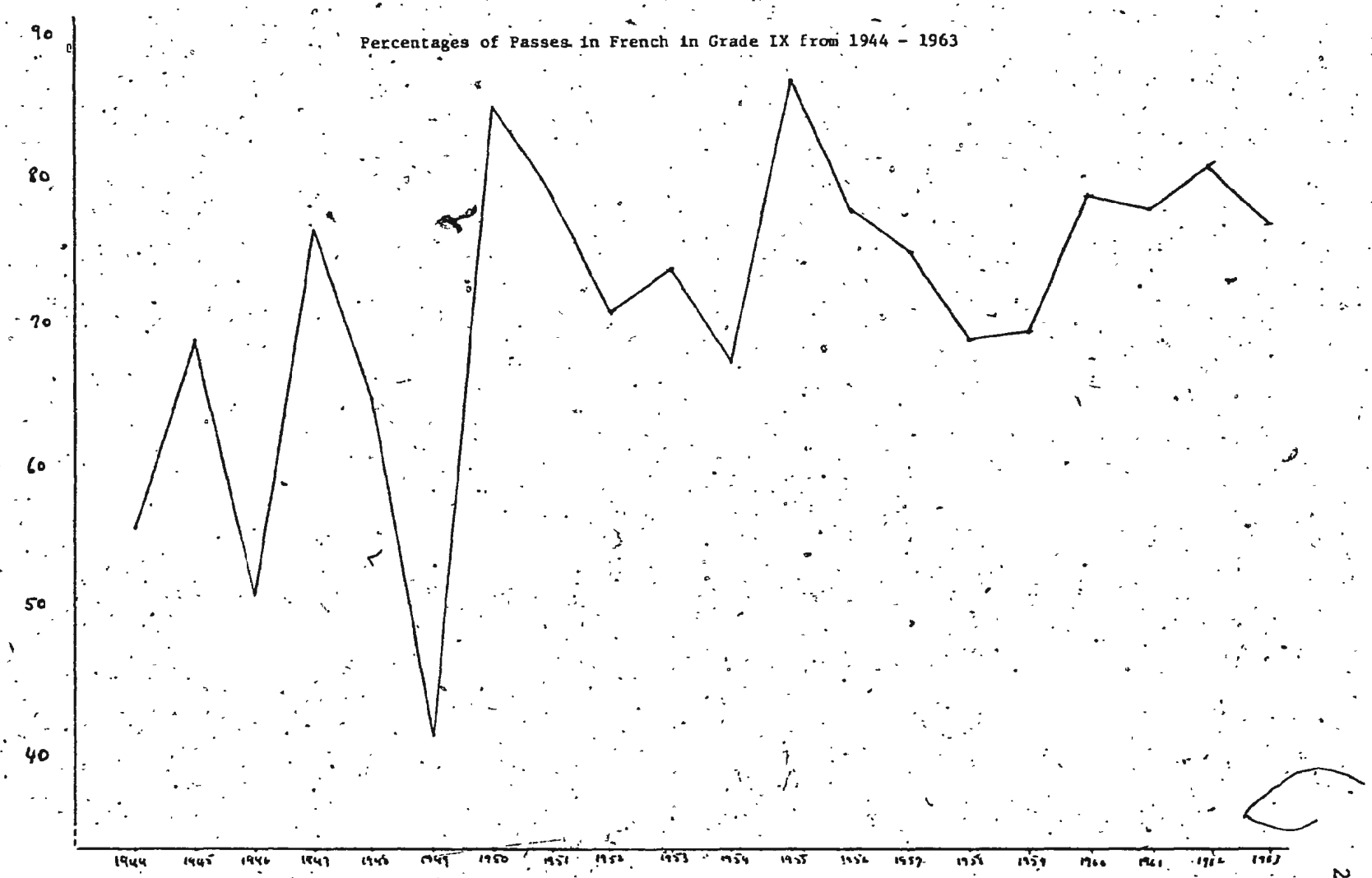
1932 - 1963



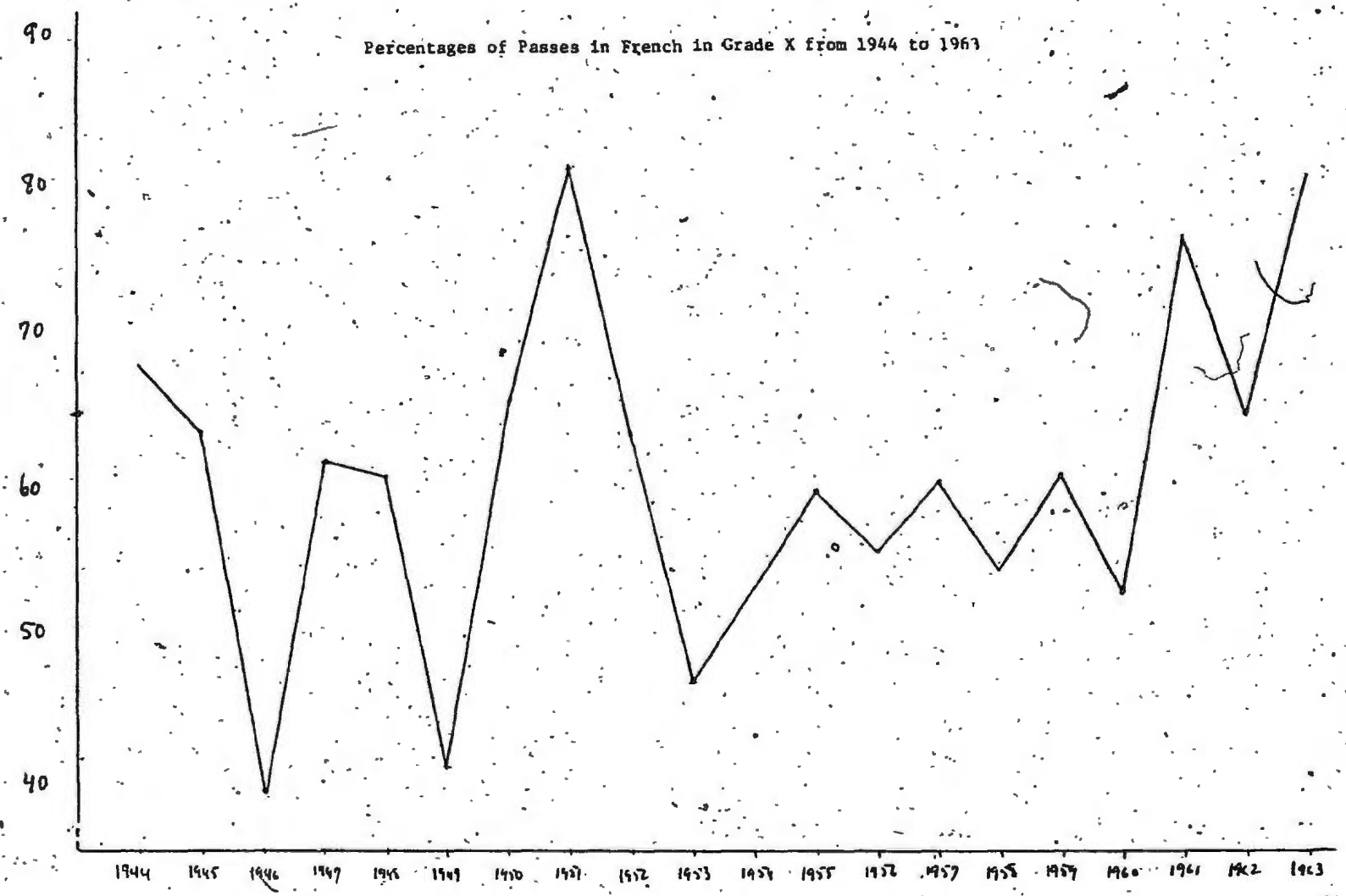
GRAPH XIII


Grade XI Total and French Populations
1932 - 1963
Grade XI
Total Population
Grade XI
French Population
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
900
600
400
1932
1933
1934
1935
1936
1937
1938
1939
1940
1941
1942
1943
1944
1945
1946
1947
1948
1949
1950
1951
1952
1953
1954
1955
1956
1957
1958
1959
1960
1961
1962
1963

Graph XIV

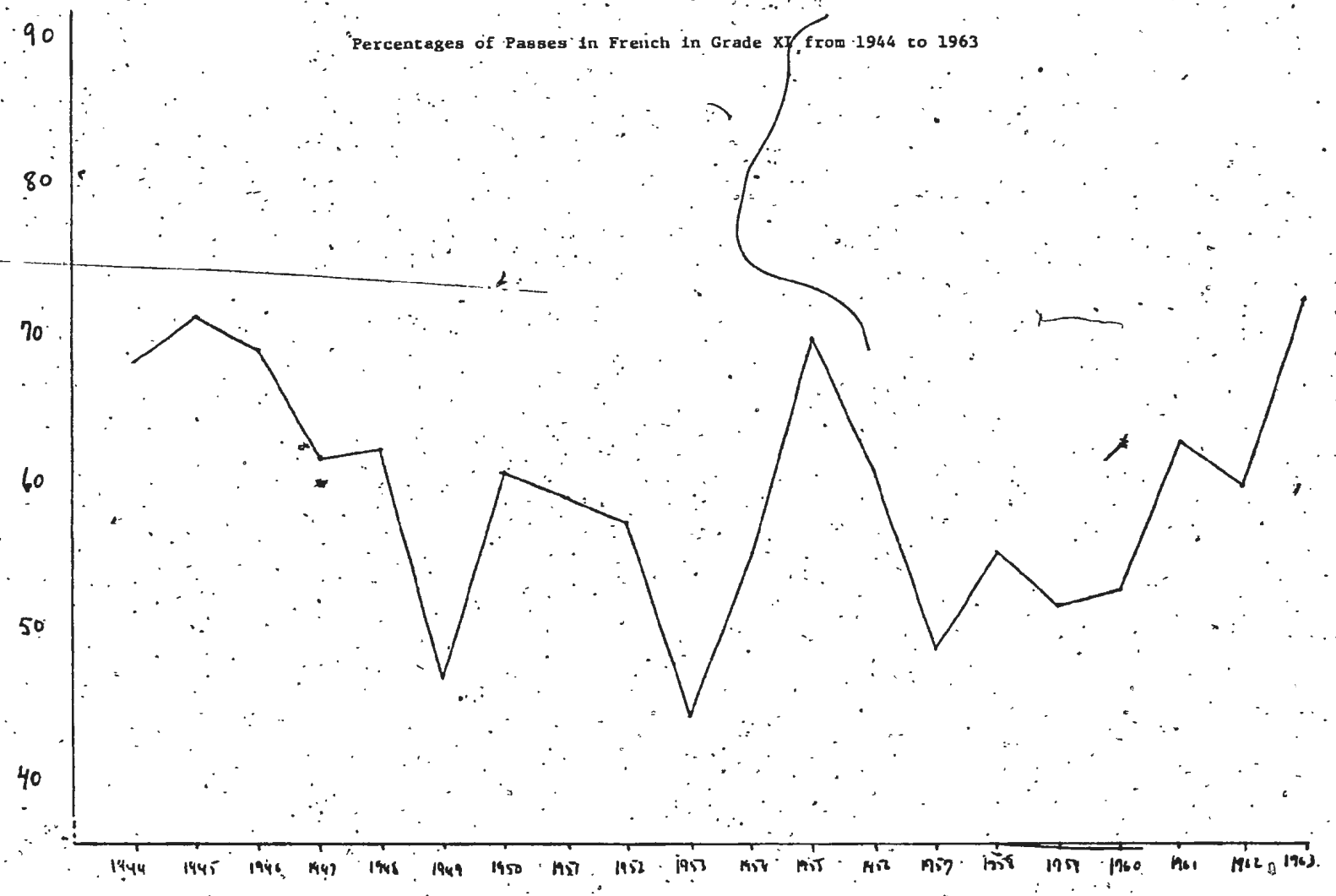

Percentages of Passes in French in Grade IX from 1944 - 1963
90
80
70
60
50
40
1944
1945
1946
1947
1948
1949
1950
1951
1952
1953
1954
1955
1956
1957
1958
1959
1960
1961
1962
1963

Graph XV


Percentages of Passes in French in Grade X from 1944 to 1963
90
80
70
60
50
40
1944
1945
1946
1947
1948
1949
1950
1951
1952
1953
1954
1955
1956
1957
1958
1959
1960
1961
1962
1963

Graph XVI

Percentages of Passes in French in Grade XI from 1944 to 1963

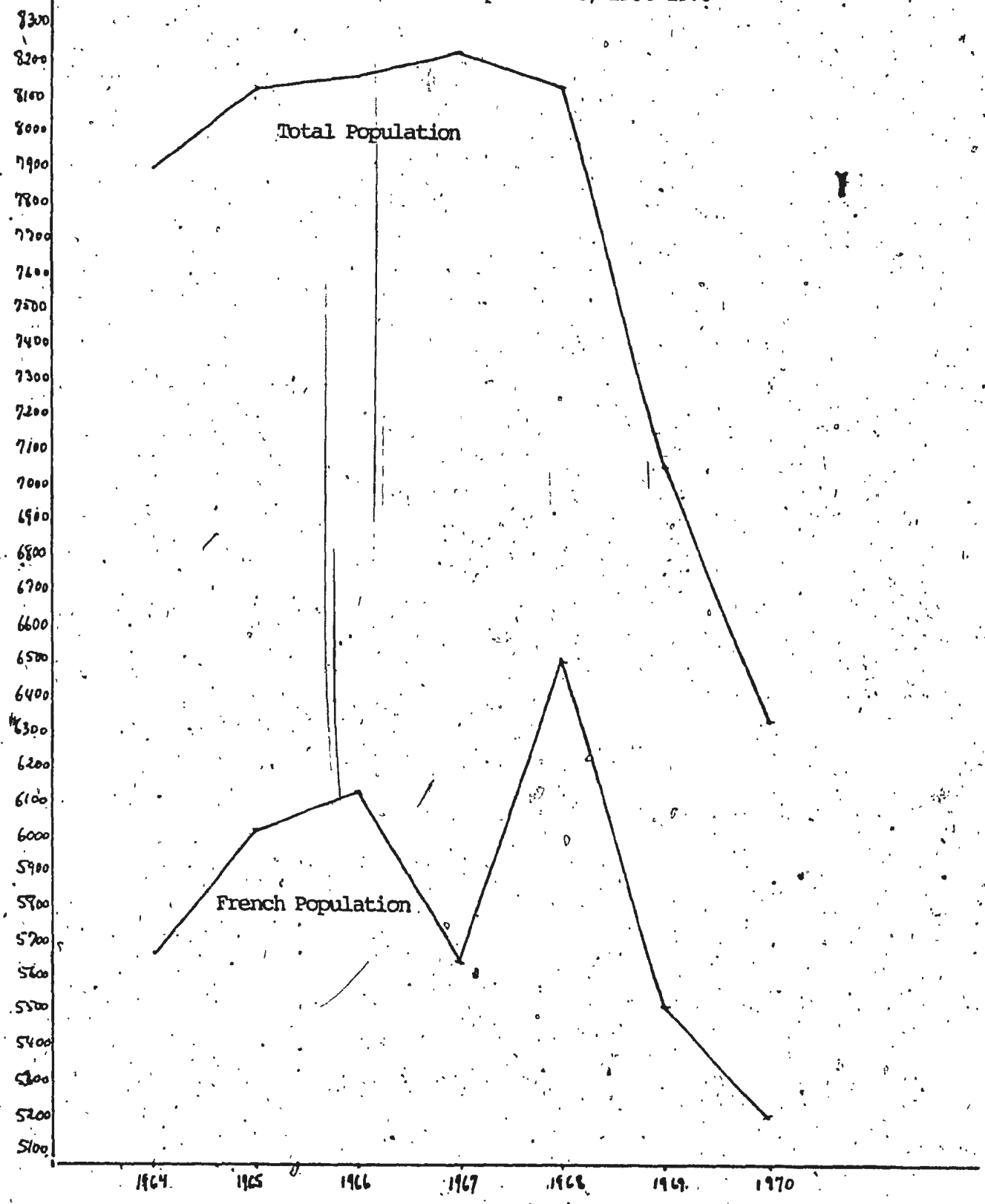


APPENDIX D

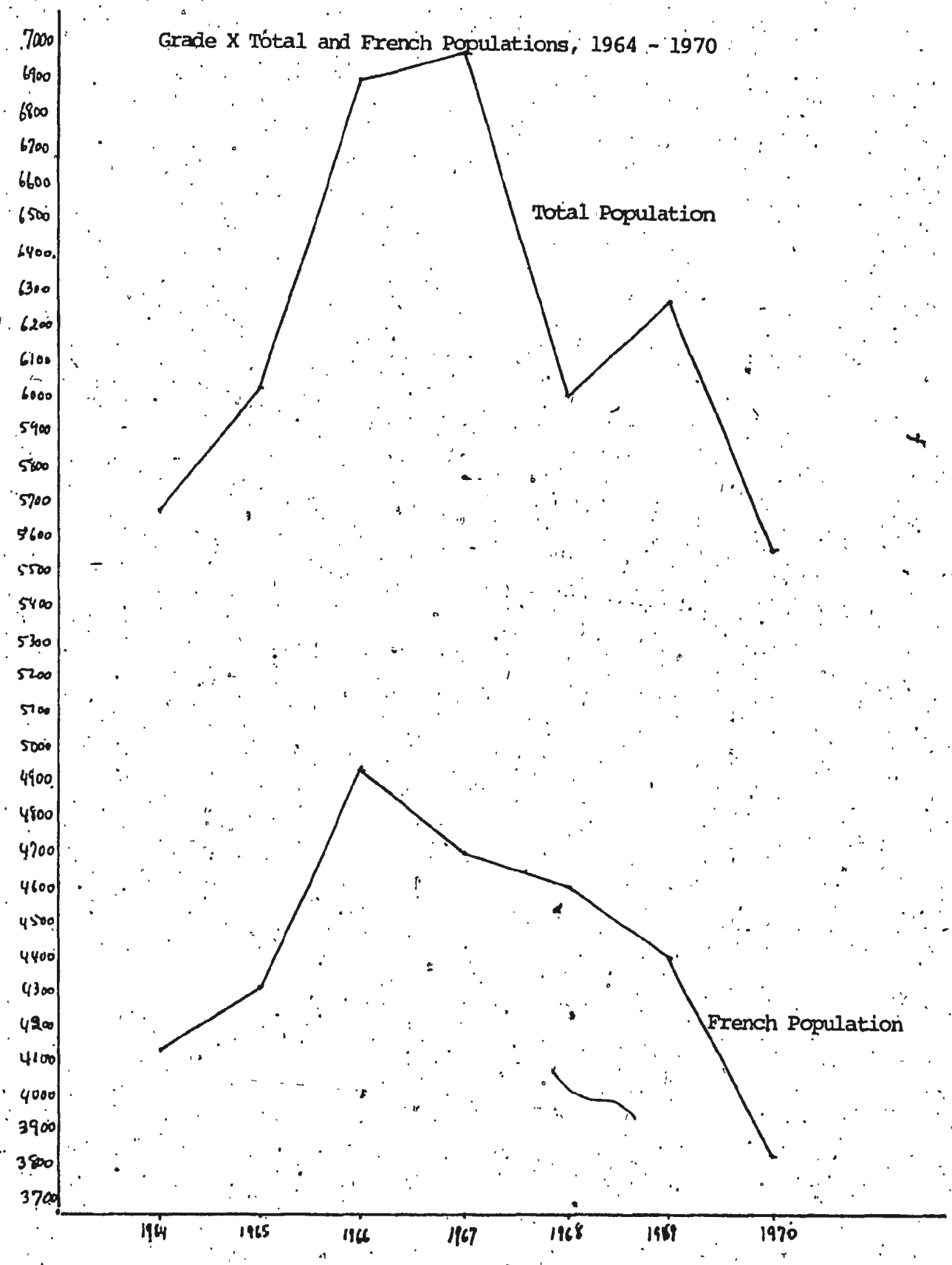
The Period From 1964 - 1974

GRAPH XVII

Grade IX Total and French Populations, 1964-1970



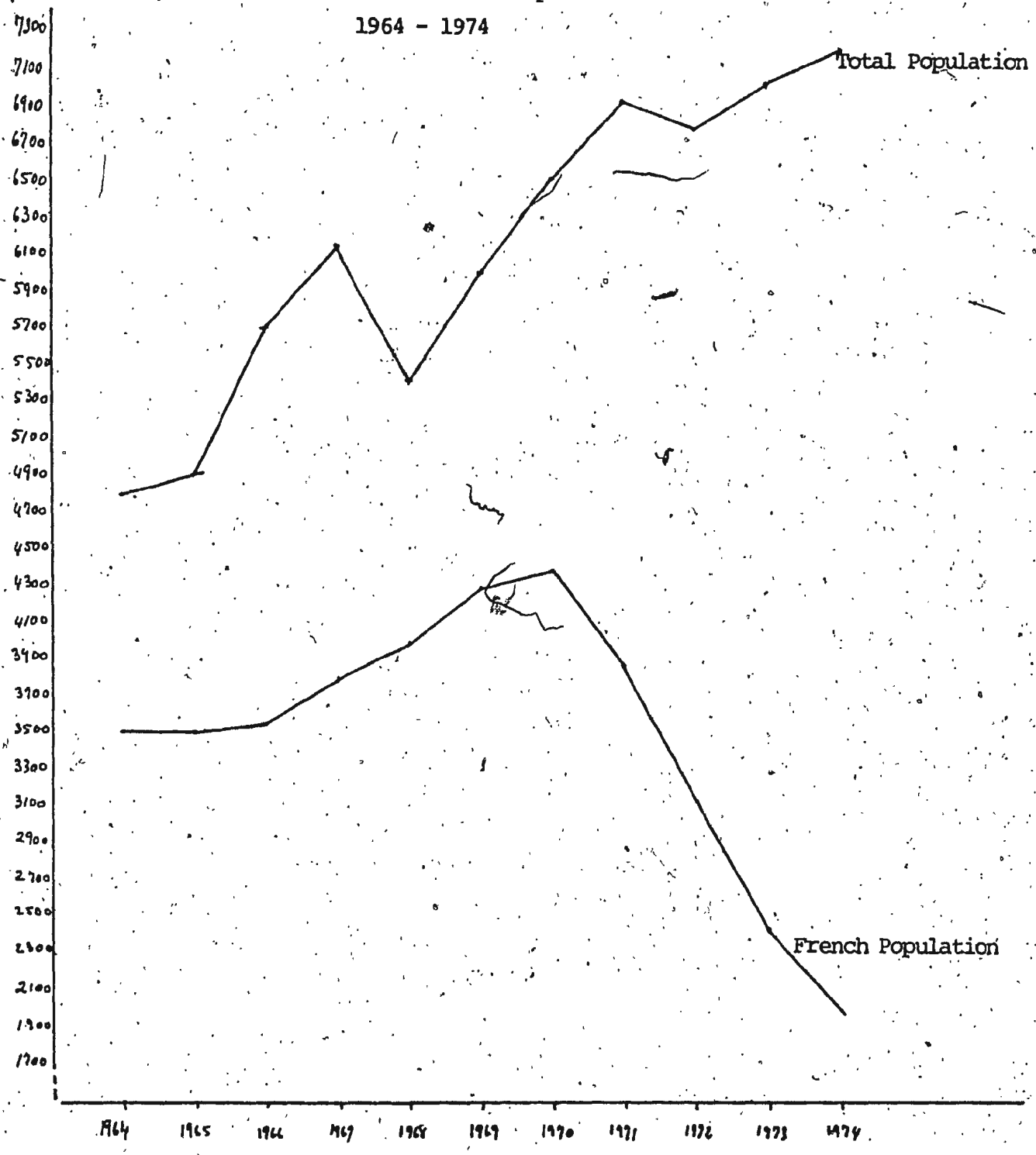
GRAPH XVIII


Grade X Total and French Populations, 1964 - 1970
Total Population
French Population
7000
6900
6800
6700
6600
6500
6400
6300
6200
6100
6000
5900
5800
5700
5600
5500
5400
5300
5200
5100
5000
4900
4800
4700
4600
4500
4400
4300
4200
4100
4000
3900
3800
3700
1964
1965
1966
1967
1968
1969
1970

GRAPH XIX

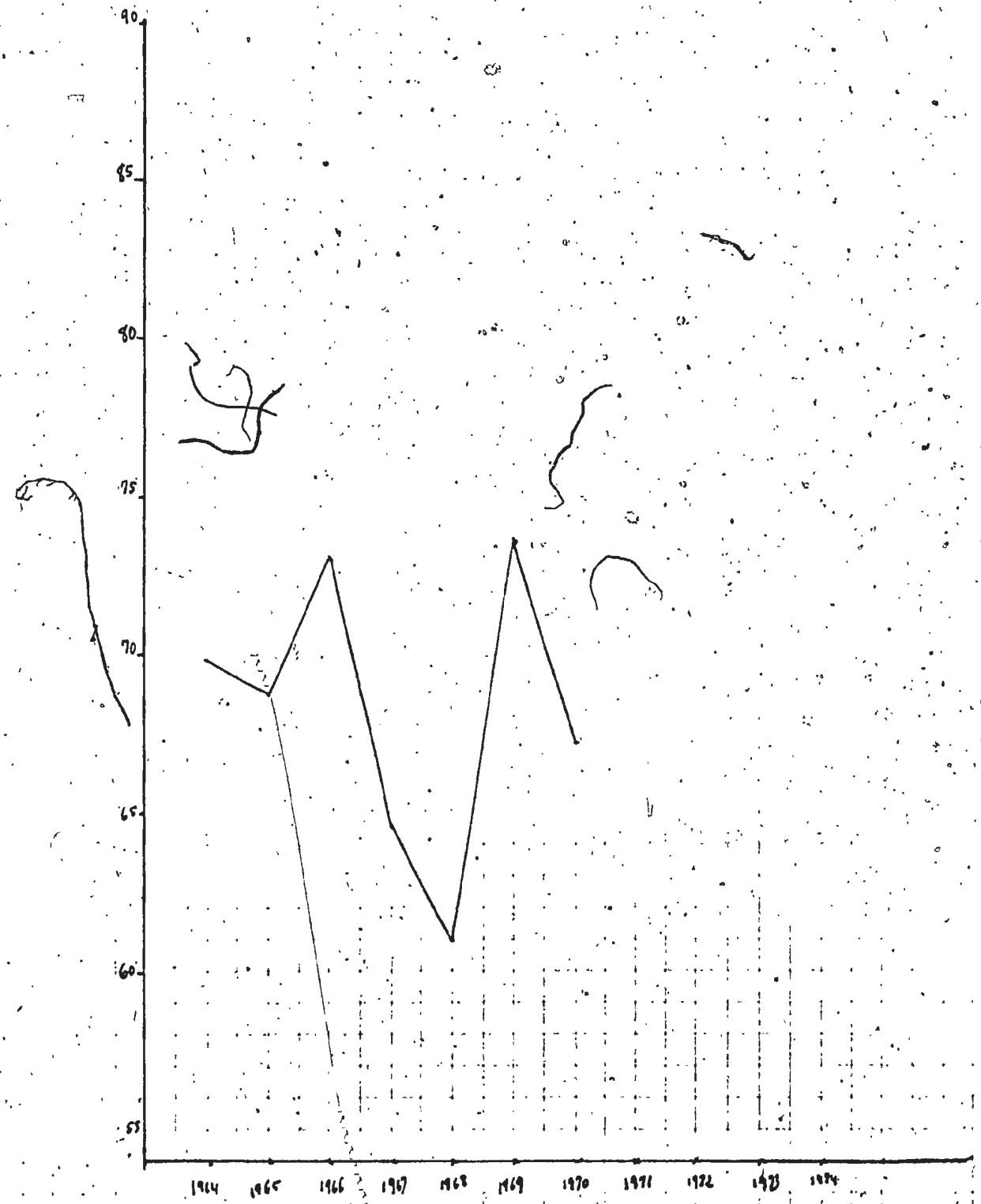
Grade XI Total and French Populations

1964 - 1974



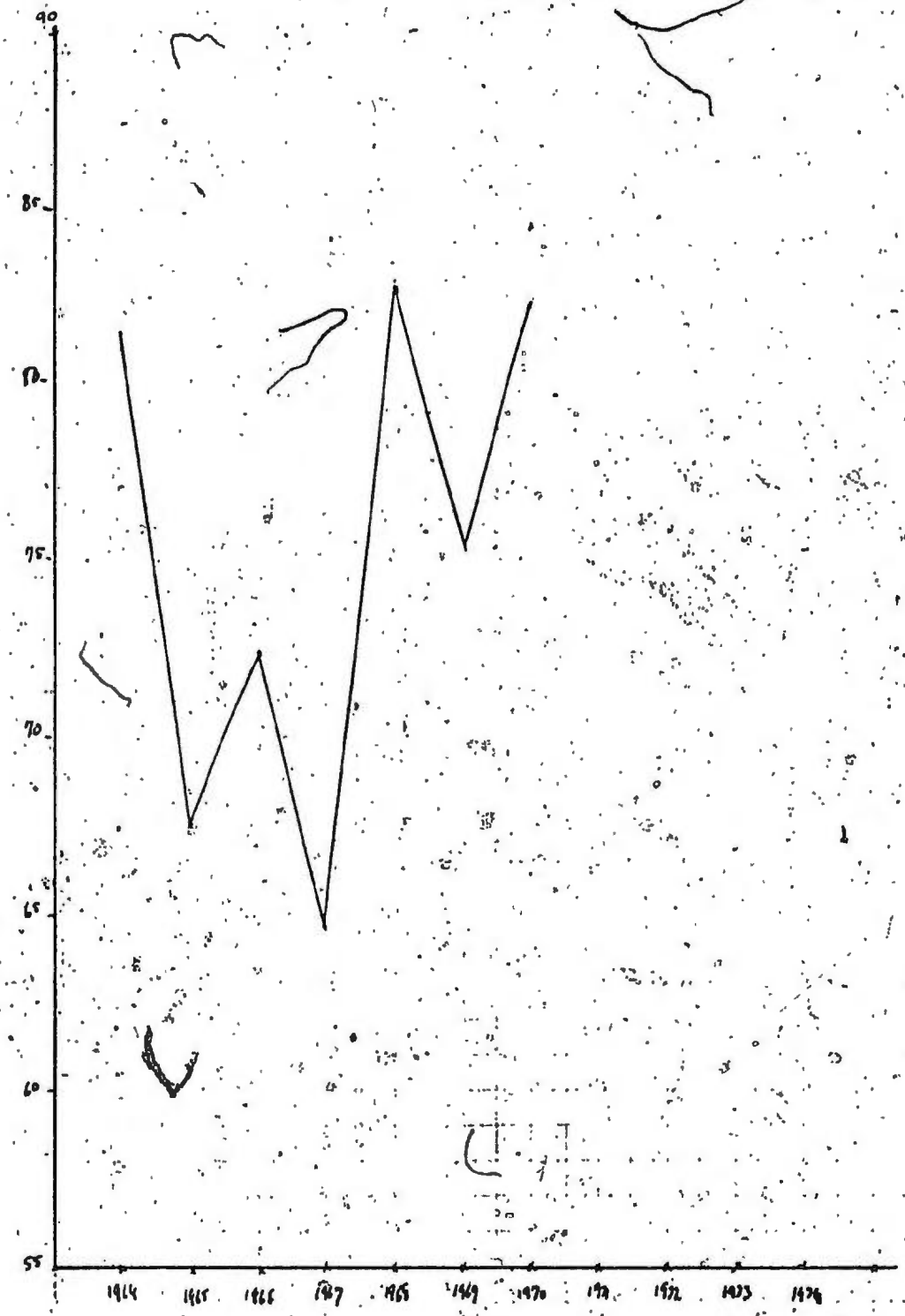
Graph XX

Percentages of Passes in Grade IX French
1964 - 1970



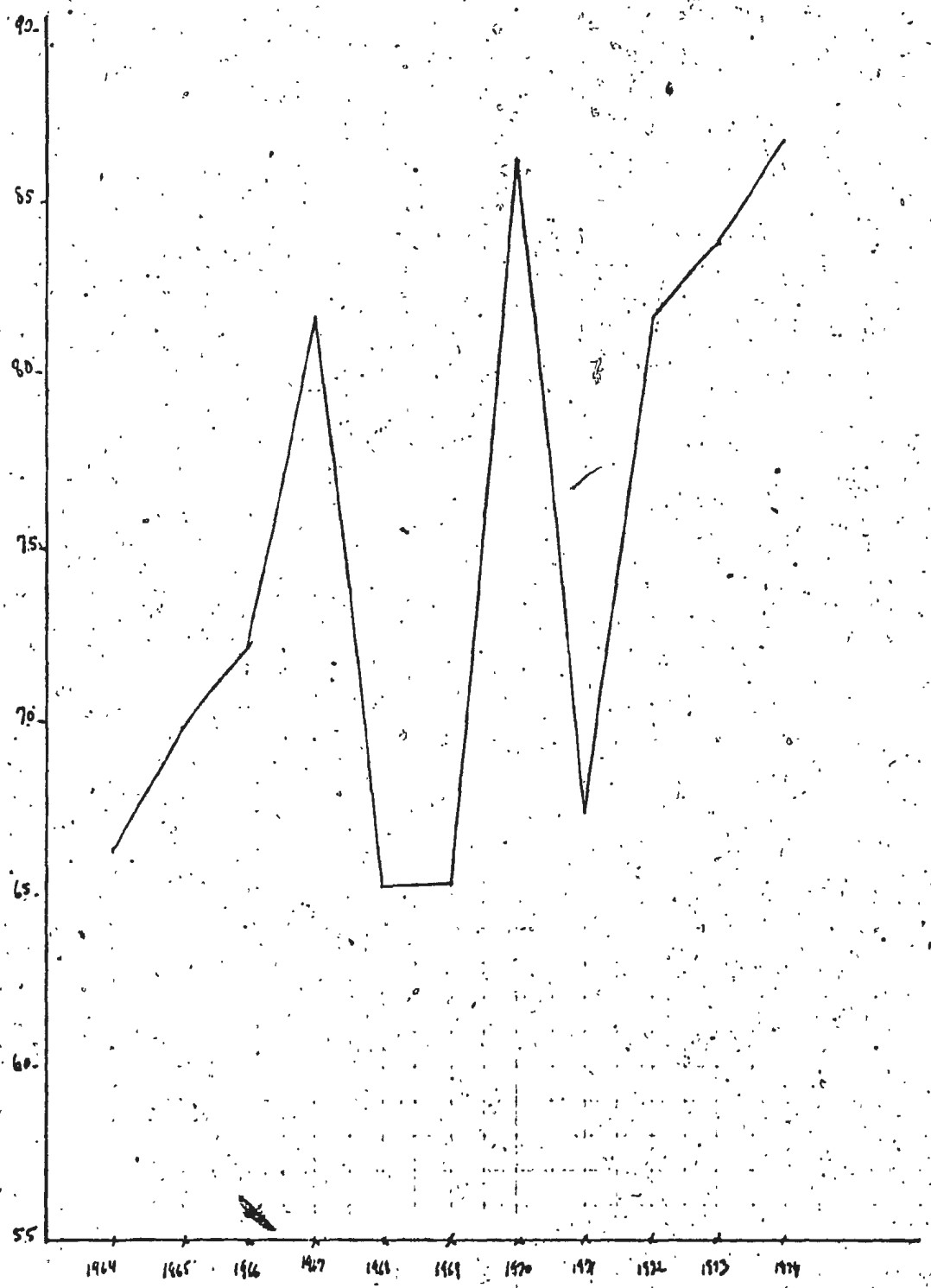
Graph XXI

Percentage of Passes in Grade X French 1964 - 1970



Graph XXII

Percentage of Passes in Grade XI French 1964 - 1974



APPENDIX E

Questionnaire and Comments

QUESTIONNAIRE

PART 1.

A: PROGRAMMES:

1- Please indicate the programme(s) used to teach French by checking the corresponding grades in which French is taught.

Programmes:	Kndg	1	2	3	4	5	6	7	8	9	10	11
a) Aux yeux des petits:												
b) Le français partout:												
c) Cours élémentaire (Dale and Dale) :												
d) Cours moyen (Dale and Dale) :												
e) Junior French(Ginn):												
f) Senior French(Ginn):												
g) Other - Specify :												

2- In the table on page 2, indicate:

a) the grades receiving French instruction (1).

b) the number of sections per grade receiving French instruction (2).

c) the enrollment in each of those sections (3).

d) the number of periods per section receiving French instruction (4).

e) the lenght of each period per section (5).

f) the number of minutes each section receives French instruction per week (6). Multiply (4) by (5).

g) the total sum of all French instruction per week. This may be obtained by totaling the number of minutes per section per week found in column (6). The total should be recorded in column (7).

h) the percentage of French teaching per week.(8).

Please fill out a form for each school:

(1) Grades	(2) Sections per grades	(3) Range of class size	(4) Periods per section per week	(5) Length of each period	(6) Minutes per section per week	(7) Total sum of all teaching	(8) Percentage of time for French per week.
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

3-How many of your teachers teach only French?____;French and other subjects___ what other subjects?_____;_____;_____;_____;_____;_____.

4-Do they teach French for communication primarily?_____

5-Do they teach students to :1- listen to French?___;2-speak French?____;3-read French aloud?_____, silently?_____;4-write French without translating from English into French?_____.

6-How often do they use: 1- the tapes of L.F.P.?Always___Sometimes___Never___ 2-the tapes of Dale & Dale?Always___Sometimes___Never___;3-the posters that go with the programmes?Always___Sometimes___Never___.

B:QUALIFICATIONS:

7-How many of your French teachers have:1- less than bachelor's degree?___ ; 2-bachelor's degree___;3-master's degree___;4-doctor's degree___.

8-How many teachers qualify for each level? Years since last formal study in French:0-3 years___; 4-7 years___; 8-12 years___; more than 12___.

How many "majored"___ or "minored" in French? Majored___; Minored___.

10-List the courses your French teachers took and their respective Universities

French courses	Univers.	Methods	Univers.	Linguistics	Univers.

11-Indicate the number of teachers who fall in the appropriate year-range of experience (a,b,c,d) in relation to programmes A,B,C,D.

Programmes.	a-1-3	b;4-6	c:7-10	d:more than 10.
A:L.F.P.				
B:Dale & Dale.				
C:Junior-Senior French.				
D:Other:Specify.				

12-How many of your French teachers are native French?___

13-If any of your French teachers spent time in a French speaking milieu, indicate: a- the number of teachers; b- the amount of time (weeks,months,years), c-the country.

a- Teachers___ b-time _____ c-country_____

___ _____ _____

___ _____ _____

___ _____ _____

C: FACILITIES:

14-Do your French teachers seek the help of :a- the French Consultants?___ b-the Faculty of Education (M.U.N.)?___c-where?___

15-Do they prepare their classes and/or make up tests together?____Why not?____.

16-Besides regular French textbooks, what other French books, journals, magazines etc.do you have in your school library? Are they use often?

Books, journals, magazines:_____

Usage: _____

17-How often is "Le Devoir" used in class? _____

18-Do your French teachers have at their disposal: a- filmstrips____,slides____, pictues___which relate to a French speaking country? b- records___,tapes___; books ___ of French songs? (if "yes" check ✓).

19-Which ones do they use regularly? a-film projector(16mm)____b-filmstrip projector (35mm)____;c-slide projector____;d-tape recorder____;e-cassettes____; f-record player____.

20-In your school, is there :a- a listening center?_____; b-a language laboratory _____;c-a French club?____; how many members?_____.

21-What is the seating capacity of your language laboratory?_____How often is it used? ___periods of____minutes per_____. Never____.

D: EVALUATION:

22-Do your French teachers provide different treatment for the slow and the fast learner?____ How?_____.

23-Do they do some individualized teaching?_____

24-Do they administer tests regularly to their students to evaluate: a- listening ____b-speaking____c-reading____d-writing_____.

25-Are they pleased with the shared evaluation system?___Are they in favor of a Grade XI public examination in French?____Why not?_____

26-Do your grade XI French teachers welcome L.F.P.IV and Cours Moyen as replacements for Senior French in September 1974? L.F.P._____; Cours Moyen_____.

27-How many of your grade XI students are planning to continue taking French at M.U.F. in September 1974? _____

28-Do you think your French teachers feel confident____and happy___in teaching L.F.P. _____, Dale & Dale?_____Why not?

COMMENTS:Please feel free to make any comment you wish regarding this questionnaire and the teaching of French in your school. All information will be kept confidential.

PART II.

MODERN LANGUAGE ASSOCIATION.

Qualifications For Secondary School Teachers of Modern Languages.[1]

This is a modified form of the "Qualifications". Superintendents are invited to evaluate all their French teachers from Kndg to Grade XI, by checking the appropriate indicators: S (superior), G (good), A (acceptable), L (less than above). All evaluations should be recorded on page 5.

AURAL UNDERSTANDING:

a- Superior ( ): Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

b- Good( ):Ability to understand conversation of average tempo, lectures, and news broadcasts.

c- Acceptable( ): Ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

d- Less than above ( ).

SPEAKING:

a- Superior( ):Ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g. the ability to exchange ideas and to be at ease in social situations).

b- Good( ):Ability to talk with a French person without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at a normal speed with good pronunciation and intonation.

1- PMLA, vol.70, no 4, part 2, pp. 46-49. September 1955.

c- Acceptable ( ):Ability to talk on prepared topics (e.g.,for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in a French speaking milieu, with a pronunciation understandable to a French person.

d- Less than above ( ).

READING:

a- Superior ( ): Ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.

b- Good ( ):Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

c- Acceptable ( ):Ability to grasp directly (i.e.,without translating) the meaning of simple, nontechnical prose, except for an occasional word.

d- Less than above ( ).

WRITING:

a- Superior ( ):Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

b- Good ( ):Ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

c- Acceptable ( ): Ability to write correct sentences or paragraphs such as would be developed orally for classroom situations, and to write a short simple letter.

d- Less than above ( ).

LANGUAGE ANALYSIS:

a- Superior ( ): Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language teaching situation.

b- Good ( ): A basic knowledge of the historical development and present characteristics of the language, and an awareness of the differences between the language as spoken and as written.

c- Acceptable ( ): A working command of the sound patterns and grammar patterns of French, and a knowledge of its main differences from English.

d- Less than above ( ).

CULTURE:

a- Superior ( ): An enlightened understanding of the French people and their culture, achieved through personnal contact, preferably by travel and residence abroad, through study of systematic descriptions of the French culture, and through study of literature and the arts.

b- Good ( ): Firsthand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the French people and their civilization.

c- Acceptable ( ): An awareness of language as an essential element of culture and an understanding of the principal ways in which the French culture differs from our own. A rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the French people.

d- Less than above ( ).

PROFESSIONAL PREPARATION:

a- Superior ( ): A mastery of the recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

b- Good ( ): The ability to apply knowledge of methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.

c- Acceptable ( ): Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives.[2]

d- Less than above ( ).

COMMENTS:

I Thank You,

Maurice Champdoizeau

Maurice Champdoizeau.

2- Proceedings of the Conference on the Role of Canadian Universities in the Teaching of English and French as Second Languages. Page 59. Université Laval, Québec. 1967.

Qualifications of the French Teachers.

Teachers:	A. Understanding				Speaking				Reading				Writing			
	S	G	A	L	S	G	A	L	S	G	A	L	S	G	A	L
1	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
2	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
3	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
4	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
5	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
6	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
7	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
8	...	...	...	...	..	..	..	..	..	..	..	...	..	..	..	..
9	...	...	...	...	..	..	..	..	..	..	..	...	..	..	..	..
10	...	...	...	...	..	..	..	..	..	..	..	...	..	...	..	..
11	...	...	...	...	..	..	..	..	...	..	..	..	..	..	..	..
12	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
13	...	...	...	...	..	..	..	..	...	..	..	..	..	..	..	..
14	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
15	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
16	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
17	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
18	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
19	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
20	...	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..
21	...	...	...	...	..	..	..	..	...	..	..	..	..	..	..	..
22-	...	...	...	...	..	..	..	..	...	..	..	..	..	..	..	..

RESULTS OF THE QUESTIONNAIRE

PART I

Question 1:

Grades	Programmes			
	L.F.P. (number of schools using it)	Cours Elémentaire	Cours Moyen	Senior French
I	3			
II	4			
III	19	2		
IV	35	2		
V	42	1		
VI	45	1		
VII	61	0		
VIII	56	4		
IX	38	21		
X	30	17	17	
XI	1		3	39

Question 2:

1. Number of sections per grade:[1]

K	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
2	20	22	61	88	98	103	127	133	96	58	41

2. Range of class size.[2]
3. Periods per section per week.[3]
4. Length of each period.[4]

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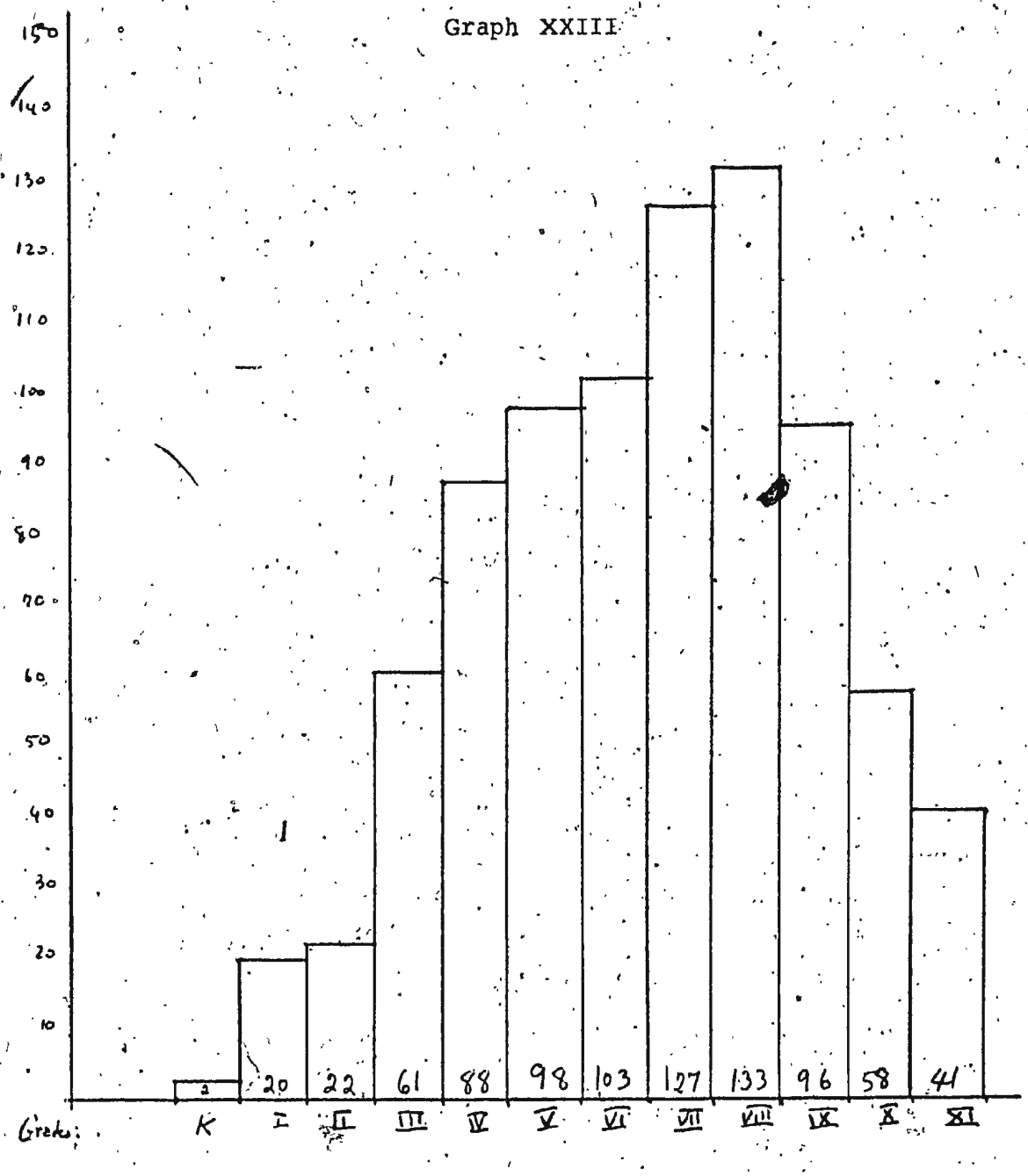
[1] See attached graph following.

[2] See attached table I.

[3] See attached table II.

[4] See attached table III.

Graph XXIII



Graph Showing the Total Number of Sections per Grade Offering French Instruction

Table I

	K	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Range of class size	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils	Sect/Pupils
						1 - 15.19	1 - 15.19	2 - 15.19	2 - 10.14	1 - 1.9	3 - 1.9	7 - 1.9
	1 - 15	4 - 25.29	2 - 15.19	2 - 10.14	1 - 15.19	5 - 20.24	3 - 20.24	6 - 20.24	7 - 20.24	1 - 10.14	6 - 10.14	9 - 10.14
	1 - 19	4 - 30.34	3 - 20.24	1 - 20.24	6 - 20.24	9 - 25.29	13 - 25.29	17 - 25.29	14 - 25.29	2 - 15.19	10 - 15.19	1 - 15.19
		3 - 35.39	4 - 25.29	10 - 25.29	14 - 25.20	16 - 30.34	11 - 30.34	19 - 30.34	16 - 30.34	11 - 20.24	5 - 20.24	7 - 20.24
			2 - 30.34	10 - 30.34	9 - 30.34	7 - 35.39	13 - 35.39	15 - 35.39	9 - 30.39	8 - 25.29	5 - 25.29	4 - 25.29
			1 - 35.39	6 - 35.39	5 - 35.39	3 - 40.44	5 - 40.44	8 - 40.44	12 - 40.44	11 - 30.34	6 - 30.34	2 - 30.34
					3 - 40.44	2 - 45.49	1 - 60+	1 - 45.49		10 - 35.39	5 - 35.39	2 - 35.39
					1 - 45.49	1 - 50+				6 - 40.44	2 - 40.44	
					1 - 50+	1 - 70+					1 - 45.49	

Table II

Periods per section per week	K	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per
	2 - 3	4 - 1	1 - 1	3 - 1	17 - 2	2 - 1	15 - 2	7 - 2	5 - 2	1 - 3	18 - 4	1 - 3
		3 - 2	4 - 2	14 - 2	8 - 3	19 - 2	15 - 3	18 - 3	11 - 3	27 - 4	19 - 5	13 - 4

(continued)

Table II

Periods per section per week	K	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per	Sect/Per
		1 - 5	2 - 5	3 - 3	5 - 4	7 - 3	13 - 4	15 - 4	23 - 4	15 - 5	1 - 6	15 - 5
				2 - 4	5 - 5	9 - 4	5 - 5	13 - 5	14 - 5	2 - 6		1 - 6
				4 - 5		6 - 5			1 - 6			

Table III

Length of each period in minutes	K	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min	Per/Min
	1 - 15	2 - 10.15	1 - 10.15	1 - 10.15	1 - 10.15	3 - 15.19	2 - 15.19	3 - 20.24	3 - 20.24	1 - 30.34	3 - 33.39	3 - 35.39
	1 - 19	1 - 15.19	2 - 15.19	6 - 15.19	4 - 15.19	9 - 20.24	7 - 20.24	3 - 30.34	3 - 30.34	3 - 35.39	32 - 40.44	26 - 40.44
		4 - 20.24	3 - 20.24	6 - 20.24	6 - 20.24	9 - 25.29	4 - 25.29	2 - 35.39	2 - 35.39	38 - 40.44	4 - 45.49	2 - 45.49
		1 - 40.44	1 - 25.29	7 - 25.29	2 - 25.29	17 - 30.34	18 - 30.34	42 - 40.44	42 - 40.44	3 - 45.49		
			1 - 40.44	6 - 30.34	14 - 30.34	2 - 30.39	3 - 35.39	7 - 45.49	7 - 45.49			
				1 - 35-39	3 - 35.39	11 - 40.44	13 - 40.44					
				3 - 40.44	6 - 40.44	1 - 50.55	1 - 45.49					
					1 - 45.49		1 - 50.55					

Question 3:

Number of teachers teaching only French:	45
Number of teachers teaching French and other subjects:	161
Total:	206

Other Subjects Taught	Number of Teachers Involved
1. English Language and Literature	30
2. Mathematics	29
3. Religion	17
4. Science	16
5. History	16
6. Art	9
7. Geography	9
8. Social Studies	8
9. Language - Art	8
10. Health Science	8
11. Reading	8
12. Economics	5
13. Music	4
14. Spelling	3
15. German	2
16. Remedial Reading	1
17. Arts and Crafts	1
18. Social Orientation	1
19. Drama	1
20. Physical Education	1
21. Singing	1

Question 3: (continued)

Other Subjects Taught	Number of Teachers Involved
22. Geometry	1
23. Biology	1
24. Grades I and II	1
25. Grade IV Subjects	1
26. All Subjects	5
27. All but Math, Health Science, in Grade VI	1

Question 4:

Yes	77
No	10
No Answer	11
Total	98

Question 5:

	Yes	No	No Answer
1. Listen to French:	95	0	3
2. Speak French:	97	0	1
3. Read French Aloud:	83	3	12
4. Read French Silently:	58	11	28
5. Write French Without Translating form English into French:	65	11	22

Question 6:

1. Tapes	Always	Sometimes	Never	No Answer
L.F.P.	26	63	6	1
Dale and Dale	4	10	11	3

2. Posters for the Programmes	Always	Sometimes	Never	No Answer
	36	31	2	10

N.B. From the Superintendents' Questionnaire for the Posters:

Yes: 19 No: 2

Question 7:

1. Less than Bachelor's Degree	46
2. Bachelor's Degree	137
3. Master's Degree	11
4. Master's in French	1
5. Doctor's Degree	1
6. No Answer	6
Total:	202

N.B. Some replies failed to give the qualifications of all their French teachers.

Question 8:

1. 0-3 years	115
2. 4-7 years	51
3. 8-12 years	13
4. More than 12 years	8
5. No Answer	4
Total	191

N.B. Some replies failed to indicate the total number of teachers which qualify for the various classifications.

Question 9:

	Yes	No	No Answer for Either
Majored:	81	13	21
Minored:	40	12	

Question 10:

1. Courses

1. French:	First year level:	Total: 34
	Second year level:	Total: 28
	Third year level:	Total: 20*
2. Methods:	Elementary Programme:	Total: 4
	High School Programme:	Total: 5
3. Linguistics:	Second year level:	Total: 2
	Third year level:	Total: 1

*(Including 11 teachers who did French 310: V.I.F. which is no longer offered.)

Question 10: (continued)

II. Universities

1. Memorial University of Newfoundland
2. St. Frantis Xavier University
3. Mount Saint Vincent University
4. University of Moncton
5. St. Michael's
6. Ottawa
7. Trent
8. Waterloo
9. Laval
10. Trois-Rivières
11. Toronto
12. Sir George Williams University
13. Université de Québec
14. Glasgow
15. Edinburgh (Scotland)
16. British Institute (Paris)

Question 11:

Programmes	A: 1-3	B: 4-6	C: 7-10	D: More than 10
A. L.F.P.	98	35	4	6 (with L.F.P.)
B. Dale & Dale	32	2	1	
C. Junior French - Senior French	18	8	7	1
D. Other: Specify:-	3	3		
Ecouter et parler				
V.I.F.				
En Avamt	1			
Le français Vivant				
Mauger	11			
Dondo				
Children's Living French	1		1	1

Question 12: 19 native French teachers.

Question 13:

Areas	Number of Teachers
Québec	26
Canada	6
Montréal	5
New Brunswick	4
Trois-Rivières	4
France/Paris	18
St. Pierre	21

Question 13: (continued)

Areas	Number of Teachers
Belgium	1
Shawinigan	1
Ottawa - Hull	1
Gaspé	1
Sherbrooke, Québec	1
Challop Cove	1
Lourdes	1
Cape St. George	4
French Summer Institute Torbay, St. John's	5

Question 14:

	Yes	No	No Answer
A. The French Consultant	56	25	22
B. The Faculty of Education	9	20	60

Help was sought from:

1. Board Office: 10
2. The Department of Ecucation: 10
3. Resource Materials Centers: 6
4. French Department at Memorial University: 6
5. Memorial University: 1
6. No help needed: 1

Question 15:

Yes: 29 No: 53

Why not? 1. Only 1 teacher: 16

2. Teach different grades: 10

3. No test given: 1

4. Geographical reason: 1

Question 16:

Readers	Unspecified	Often	Sometimes	Occasionally	Rarely	Never	Reference
Bonjour	2	3		2	1		
Ca Va	2	2		2	1		
Le Devoir	8	3	2	5	3	2	3
Paris Match	1			2		1	1
Le Mclean	2	1		2			
Sélection du Reader's Digest			1	3			

Other supplementary readers were mentioned such as: Où ça, Châtelaine, Passe-partout, Le français en images, Chez nous, Astérix.

Their usage was also rather very limited.

Question 17:

Never: 18; Occasionally: 17; Rarely: 11; On times: 2; Often: 2; Weekly and Sometimes: 1

Question 18:

	Yes	No	No Answer
A. Filmstrips	45	12	32
B. Slides	37	13	40
C. Pictures	52	8	29
D. Records	68	7	20
E. Tapes	82	5	8
F. Books of Songs	62	9	24

Question 19:

A. Film Projector (16mm): 18

B. Filmstrip Projector (35mm): 16

C. Slide Projector: 12

D. Tape Recorder: 65

E. Cassettes: 50

F. Record Players: 44

Question 20:

A. Listening Centers: Yes: 55 The seating capacity of three centers was given: 8, 16, 20 respectively.

B. A Language Laboratory: Yes: 10 With the respective seating capacity: 1-36; 2-30; 3-28; 2-24; 1-12; 1-6

Question 20: (continued)

Periods	Minutes	Day	Week	Never
5	40	*		
2	40		*	
at least 16	40	6 day cycle		
1	20		*	
when necessary	40		*	
6 - 8	40		*	
16	40		*	
10	38		*	
—	—		—	*

The usage of 2 Listening Centers was specified.

a- 1 period, 20 minutes per week.

8 periods, 45 minutes per week.

Question 22:

Yes: 50 No: 26 No answer: 14

	Hours
1. Homogeneous:	9
2. Individualized instruction:	8
3. Group work:	7
4. Varying time and content:	6
5. Extra time:	5
6. Extra help in class:	3
7. Special programmes:	2
8. More drills:	1

Question 22: (continued)

Other techniques were mentioned only once:

1. Supplementary material for advanced students so more attention may be given to the slow learners.
2. Smaller classes.
3. French club.
4. Tapes for slow learners.

Question 23:

Yes: 54 No: 20 No Answer: 8

Superintendents: Yes: 4 No: 2 No Answer: 1

One Superintendent gave: Yes: 1 No: 5

Question 23 was missing on the 8 retyped questionnaires.

Question 24:

	Yes	No	No Answer
A. Listening	77	3	10
B. Speaking	73	3	14
C. Reading	65	3	22
D. Writing	68	1	21

Question 25:

Shared Evaluation: Yes: 41 No: 1 No Answer: 48

Grade XI Public Examinations: Yes: 26 No: 12 No Answer: 52

If no, why not?

1. Can't adequately test: 1
2. Too much material to cover: 1
3. Restrictive effect on programme: 1
4. It does not account for individual attention, progress, etc.: 1

Question 25: (continued)

5. Difficult to evaluate oral communication skills: 1

Question 26:

L.F.P. IV: Yes: 16 No: 5 No Answer: 60

Dale & Dale: Yes: 12 No: 3 No Answer: 66

Superintendents L.F.P. Yes: 4 No: 0 No Answer: 3

Dale & Dale Yes: 4 No: 0 No Answer: 3

One Superintendent said his teachers had "mixed feelings". Here again, many questionnaires failed to supply the information required, probably because the teachers were not involved in teaching grade XI French.

Question: 27: Varying interpretations made the answers to this question of little value.

Question 28:

A. Confident: Yes: 68 No: 22 with L.F.P.: (90)

B. Happy: Yes: 63 No: 22 with L.F.P.: (90)

A. Confident: Yes: 26 No: 3 with Dale & Dale: (29)

B. Happy: Yes: 24 No: 3 with Dale & Dale: (29)

If no, why not?

L.F.P.

1. Classes too large: 4
2. Teachers not qualified: 3
3. Students little interested: 2
4. Textbook, not clear: 2
5. Need more equipment: 1

Question 28: (continued)

6. Too broad: 1
7. No French classroom: 1
8. Too limited time: 1
9. Not enough extra materials for slow students: 1
10. No listening center or laboratory: 1
11. Slow progress: 1
12. French grammar inadequately treated: 1

Dale & Dale

1. Classes too large: 2
2. Too much material to cover:
3. Not enough formal French, not enough application, not enough time to spend on preparation: 1

PART II

EVALUATION OF THE FRENCH TEACHERS

A. Understanding:	S: 42	G: 62	A: 67	L: 7
B. Speaking:	S: 35	G: 70	A: 76	L: 6
C. Reading:	S: 39	G: 72	A: 53	L: 3
D. Writing:	S: 42	G: 74	A: 55	L: 4
E. Language Analysis:	S: 5	G: 21	A: 33	L: 1
F. Culture	S: 9	G: 17	A: 28	L: 6
G. Professional Preparation:	S: 7	G: 27	A: 27	L: 0

Comments from Teachers, Principals, and Superintendents

I. 1. The objectives of the French course as it is presently laid out are vague.

2. Testing - all methods of evaluation are left too much to the individual. We would like to see clearer guidelines as to the testing methodology.

3. There is not enough reinforcement of the basic structures.

4. Even related grammar points are taught in isolation, with very little cohesiveness.

5. We would especially like to see more in-service training sessions, emphasizing the actual teaching of the course.

II. Our French program is not adequate. Students are not receiving the proper time allocation at this level. I feel there has to be a combined program of listening, speaking, reading and wirting - some areas are not receiving enough attention. The tapes can be abused and often are used for parrot style teaching. More involvement is needed. I feel the program can only be as good as the teacher using it - a guide for a teacher.

III. From my observations this year, a major problem in French instruction in schools seems to be a happy balance in texts of oral-grammatical materials. It appears that no one text gives this happy medium; consequently in terms of exam (public) preparation, many teachers find weaknesses

either because of too little grammar and too much oral expression or vice-versa.

The question seems to be, therefore, what exactly should the French program be doing in Secondary schools.

IV. I feel that in order to teach French effectively, small classes are a necessity. In large classes it is difficult to get the slower students interested because they are shy in speaking the language. I feel confident in teaching Grade IX Dale and Dale, even though it's a large class. The text is good, the approach which it takes is what's needed for many of my students because they haven't studied French before. Grade X Cours Moyen is difficult for the calibre of my students.

V. The present French program is ruining French in school. It's time for someone to wake up and you can quote.

VI. French teachers find the course "Le Français Partout" somewhat boring. Pupils often can give correct oral response to questions but quite often they don't understand what the question or answer means. Also there appears to be too much material (units) to be covered at each grade level. Provision should be made for practical work such as research by pupils on France, the people, culture, etc. Many pupils fail to see any relevance or practical purpose for learning the language. Often they feel bored with the repetitions approach.

VII. No teacher can be happy and confident teaching L.F.P. with 40+ in his class and no listening centre or Language

Laboratory in his school. It's an exercise in futility and frustration.

VIII. Teachers are qualified, but there's a certain apathy among student concerning French. French is no longer a "necessary" taught subject, but an "option". I think the problem has been: (1) a late beginning for French, (2) too much written work in French, or (3) not enough oral expression. We do not have enough qualified teachers in terms of oral French. Therefore, the text becomes too bookish and students have limited fluency in speaking French.

IX. French programs can't be adequately taught since classes are too large to work with, and enough emphasis is not given to the teaching of French in Newfoundland schools.

X. Regarding L.F.P., while our teachers enjoy it, generally they are not pleased with the entire course, especially L.F.P. III. It has many weaknesses. The worst is the low interest level of the Dialogues and Saynetes.

XI. Our teachers, in general, are unanimous in the opinion that it is most difficult to cope with the grade content in Grade X. Book IV will not be begun this year in L.F.P. Teachers would like to have time to introduce supplementary materials, but with heavy classes (40 and 44) as well as having to move to six classes per day, they find it next to impossible to do so.

XII. This above method gives a distorted view, in my opinion. I feel very inadequate, yes, but my French program is

suffering mainly because of lack of time to prepare original material which one must find in order to help students from getting "turned off". The Grade V charts are very little stimuli together with the text which repeats itself from one day to the next. There is not time enough in one day for me to keep a French program going in two grades (two classes) when all other subjects must be looked after also.

I've got sheaves of material in French that I can't get a chance to look at, plus a listening station which hasn't been used in months.

XIII. 1. Class size too large in accordance with university expectations.

2. Lack of proper facilities for teaching French.

3. French begun too late, e.g., starting in Grade VII.

Criticisms of Evaluations

XIV. 1. To answer these questions demands a thorough knowledge of each French teacher as if he were a student attending courses. I also think that the principal unless he has an excellent knowledge of the French language cannot adequately evaluate the above qualifications.

2. I am afraid it is impossible for me to evaluate my teachers of French as you would wish.

Communities Where the French Questionnaire was Sent:

1. Bell Island
2. Bishop's Falls
3. Bonavista
4. Botwood
5. Buchans
6. Carbonear
7. Channel, Port-aux-Basques
8. Clarenville
9. Couche
10. Corner Brook
11. Deer Lake
12. De Grau, Cape St. George
13. Ferryland
14. Flatrock
15. Gander
16. Grand Bank
17. Grand Falls
18. Harbour Breton
19. Harbour Mille
20. Hickman's Harbour
21. La Scie
22. Lourdes
23. Marystown
24. Milltown
25. Musgrave Harbour

Communities Where the French Questionnaire was Sent: (continued)

26. Placentia
27. Roddickton
28. Springdale
29. St. Alban's
30. St. Bride's
31. St. John's
32. St. Lawrence
33. St. Mary's
34. Stephenville
35. Trepassey
36. Trout River
37. Twilingate
38. Windsor

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