

MISSION POSSIBLE

A parallel multiple technique
approach to redirect emphasis
on educational values
in Nova Scotia schools

Pauline A. Cumiskey
Dartmouth School System

Harald R. K. Weiland
New Germany School System

Saint Mary's University Library

Presented to the Faculty of Education

Saint Mary's University

in partial fulfillment of the requirements
for the Degree of Master of Arts in Education

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March 1972

A B S T R A C T

M I S S I O N P O S S I B L E

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This action thesis intends to familiarize the reader with approaches on the elementary and secondary school levels, dealing with challenging issues that have hitherto remained relatively untouched because of the presumed amount of difficulty involved.

The change in emphasis towards teaching as a more open-ended and dynamic profession, is coupled with an increasing awareness of the need to develop a philosophy that prepares teachers to communicate with students on a more individual and total basis.

The key features in reaching the children in the elementary

program in the emotional, imaginative and cognitive spheres are described under the headings of animal centers, interest centers, fine arts, individualized learning, flexibility, exposure to a multi-channelled learning experience, low pressure, warm atmosphere, the teacher as patient guide and resource person and the necessary breaking down of barriers between the micro-cosmos of the classroom and the community as a whole.

Paralleled on the same principles, the discussion of the High School Program in French is centered on the multiple technique approach based on research and experimentation in a variety of language learning aspects. The fully individualized program is designed to give the student an opportunity of maximum participation and most realistic conditions to emphasize the relevance of the entire process.

With a little steering and dedication each child is given a definite chance of gaining a surer footing and improving his life, just a little, at least.

The success of the two programs can be traced to the actualization of the Buberian concept of the I-Thou relationship and the realness of the polarity of that relation in the learning situation.

The thesis not only proposes that this approach is possible here in Nova Scotia but it shows positive avenues which do lead to actual accomplishment.

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ERRATA

In the chapter numbering of Part A, the use of number "3" has been inadvertently omitted.

Please note that page 62 is preceded by pages 61, 61 a, 61 b, and 61 c.

INTRODUCTION

Nowadays it is perhaps easier than ever before to become informed on any topic one may be interested in. Public and special libraries open their doors; information centers are mushrooming everywhere and multi-media enterprises flash a wealth of information in a multiplicity of languages all around the globe. Educators have a perpetual and intensifying struggle to keep up with all the knowledge explosion while they are also responsible for digesting it so as to be able to pass it on to future generations.

The link between the past, the present and the future is, more so than any other agent of society, the educator who in turn is moulded by the educational system. Crisis in education is not new. But it seems to be more acutely noticeable whenever the lag between new developments and the traditional value system established by society becomes painfully obvious. The degree of adaptability may well determine society's chances of survival. History has many examples which show the results of various degrees of adaptability. The Egyptian and Roman Empires may be cited as outstanding examples.

We are again at a period of major upheaval which is dominated by reassessment of traditional values in the face of emerging communism and by catapulting industrial and scientific developments. This is the time when a renewed look at the educator and the educational system is of prime importance if we wish to prevent hopeless drifting into a cataclysm. Values that appeared acceptable and were generally accepted for the last

several hundred years have to be examined for future validity.

A serious look at philosophy, particularly at educational philosophy, may be the only means to lead us to the present series of critical developments to new educational concepts which could allow us to draw man up to a higher level of perception and thought. We must be aware that "relation is mutual. My Thou affects me, as I affect it. We are moulded by our pupils and built up by our works." (Buber, 1958, p. 15) Rogers puts it into these words: "I enjoy facilitating growth and development in others. I am enriched when others provide a climate which makes it possible for me to grow and change... I am so delighted when a realness in me brings forth more realness in the other, and we come closer to a mutual I-thou relationship." (p. 236) It is difficult to imagine that anyone could teach and bring people to such a level without having been exposed to both our traditional philosophers, and more so people like Jerome Bruner, John Dewey, Jean Piaget, Robert Hutchins, Herbert Kohl, Paul Goodman, Erich Fromm, John Holt, Otto Friedrich Bollnow and a host of others, particularly Bernard Lonergan, who perhaps better than any other has attempted to give 'Insight into Insight'. Human knowing, "is a dynamic structure, ... the parts of which are related to one another, not by similarity, but functionally." (p. 232) These educationists spotlight entirely new aspects of education and explore hitherto unthought-of fringe areas that deserve our attention. Otto Friedrich Bollnow, for example, speaks of the encounter as an educational experience, a new meaning of 'awakening' as a paedagogical concept and of the element of 'risk' in new educational context. (Bollnow, Existential Philosophy in Paedagogy)

Likewise, it is difficult to imagine how anyone can evaluate realistically the problems and implications of his own educational structures and value systems without having had a look at others. Comparative studies in education, as they become more refined and objective, may well become recognized as one of the best means to update continually our educational system in a satisfactory manner.

Exposure to administrative principles, problems and innovations is indeed helpful to any educator. One might warn that such study may lead to frustration on the part of subordinates in the hierarchical structure of the educational system if one becomes aware of possible improvements while compelled through situation and circumstances to accept varying degrees of inflexibility and intractability. However, such background information is a necessity to the one who looks for new avenues in education. A meaningful proposal of change requires understanding of all aspects of education, including the administrative machinery.

It is with such a background, combined with considerable classroom experience in the subject fields concerned, that we are approaching the question of feasibility of program adaptations to new educational concepts against a background of local conditions.

We wish to acknowledge the thoughtful guidance and helpful assistance of the Faculty of Education of Saint Mary's University, especially the services of Dr. Donald J. Weeren, Dr. Bernard Davis, Professors Bette Hanrahan, Frank R. Phillips, and Michael MacMillan.

Furthermore, we wish to acknowledge the assistance of Mr. James Tupper, Principal, Notting Park-Saint Paul's School, Dartmouth, and the Dartmouth Educational Administrative Staff without whose support the elementary intervention program described would have been impossible.

Our thanks are extended to Mr. Lewis Billard, Director of Multi-Media and Research, Dartmouth School System, who was instrumental in preparing the illustrations.

Mr. Murray F. Ward, former Supervisor, and Mr. Clayton Thompkins, Supervisor, New Germany Sub-System of Lunenburg Municipal Schools, as well as the members of the School Board for the Municipality of the District of Lunenburg are thanked for their cooperation with respect to the implementation of the Modern Languages program at the New Germany Rural High School.

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POSITION

This action report attempts to give answers to some of the questions which have frequently been posed by an increasing number of our fellow teachers in the respective fields of Elementary and Secondary Education. Our partial solutions to a great number of these questions have been a most inspiring source of satisfaction to us. Encouraged by both the Primary and Elementary Teachers' Association and the Modern and Classical Languages Teachers Association to give a detailed report of our particular endeavours, we will now venture our views, realizing that our strength may well consist in establishing connections between worthwhile attempts in these areas reported from other parts of the world and our own experiences based on local conditions.

Much has been written about many of the present ailments of the system, and a variety of reasons for its failure have been uncovered. Too rigid a structure has often been blamed for many of the failures in education, but now, with many of the restrictions relaxed or removed, it is readily discovered that the tradition-bound orientation of many teachers, supervisors and other education officials is an even greater obstacle. Reference is made to the Working Papers for the new High School Curriculum for Nova Scotia Schools, 1971.

Most educators know of many unfortunate cases which can be observed every year; but these are all too often shrugged off as by-products of a relatively adequate system. That this system is rapidly becoming hopelessly inadequate does not seem to disturb many of the people who are

supposedly responsible for its condition.

While school is often described as a preparation for life, most of our classrooms place the students into the most unrealistic conditions and situations imaginable. Frequently, between thirty and forty people are packed into rooms too small for such crowds, and made to pay attention to some presentation, between five and seven times forty minutes a day, while any group of adults exposed to such treatment for similar amounts of time would have started to smoke, to talk, to call for a coffee break, and might even have gone to worse forms of 'adult' behaviour.

Too many students are still victimized by a 'mass' approach to learning problems. In many cases, this drives an individual into a situation in which he loses contact with the general learning situation. A deterioration of the individual's relationship to the general learning situation can quickly turn to loss of interest in the entire process which will inevitably lead to complete alienation.

Many teachers responsible for several classes on a particular grade level for a certain subject still are in the habit of 'teaching' their program at approximately the same time to all classes with practically no, or very little distinction or differentiation as to presentation speed, methods, or to the ability of those who are required to absorb it. Such a 'method' simplifies the teacher's task of achievement evaluation, if such routine exercises in futility may even be called by that term, and they may even allow him to reach 'his' goal at the prescribed time; but it also allows only the 'good' student to progress while the 'poor' student becomes

gradually more hopelessly entangled in a situation which becomes a threat to him and to which he then reacts in a variety of socially unacceptable behaviour patterns.

Even now large numbers of teachers still insist on 'memorization' as the only way to good test and examination results, regardless of the amount of insight gained by students in this particular subject area. This alone could be a very valid reason for the now more strongly advocated abolition of examinations. John Holt makes a very good case against examinations in How Children Fail.

Every educator knows that standards are relative. Almost any position taken by an educator can be defended. It is easy to administer a test which even better students are bound to fail, as much as any instructor can design a test which even his poorest student can pass. Nobody is for abolition of all tests. This is the point in which such people as C. B. Cox and others seem to misinterpret the entire problem in their famous Black Papers which put so much oil into the fire of the controversy on education in Britain in 1969 and 1970. There is certainly a validity in a test which may select certain people for a particular task, but there is very little justification for the type of examination and the conditions under which it is administered in most of our schools. It proves very little. After a detailed discussion of the problem, John Holt concludes:

"It begins to look as if the test-examination marks business is a gigantic racket, the purpose of which is to enable students, teachers, and schools to take part in a joint pretense that the students know everything they are supposed to know, when in fact they know only a small part of it -- if any at all. Why do we always announce exams in advance, if not to give students a chance to cram for them? Why

do teachers, even in graduate schools, always say quite specifically what the exam will be about, even the type of questions that will be given? Because otherwise too many students would flunk. What would happen... if ... a surprize test (was given) in March on work covered in October? Everyone knows what would happen; that's why they don't do it. (Holt, 1964, p. 135)

When program changes are considered, it is often the case that financial aspects overshadow the entire question to an extent that they serve as an excuse to maintain the status quo, no matter what the outcome may be. We wish to impress that practically all of what has been, and still is being done, is accomplished more as a result of effort and ingenuity rather than with normally unavailable funds.

Nevertheless, the question of priorities in the long list of educational goals deserves re-examination on a regular and frequent basis. Toffler suggests in Future Shock that the speed of change will inevitably increase and that man simply will have to adjust in order to survive. Under these conditions it would be absolute folly if the educational system were allowed to increase its already obvious lag behind our technological and cultural development, and made to pick up the pieces rather than to provide leadership. Reorientation and adaptability will have to become watchwords in educational circles at least to the same degree to which they have become common currency in other walks of life.

Lecturers and writers such as Rousseau, Froebel, Pestalozzi, Adler, Dewey, Comant, Bruner, Rogers, Piaget, Kohl, Holt, Pines, Eble, Lady Plowden, to name only a few, have all covered the question of teaching as an open-ended profession, but there seems to be a need for a detailed paper on just

how some of these ideas can be applied in a total situation here in the classrooms in Nova Scotia.

It is our intention to familiarize the reader with two approaches, one on the elementary school level and one on the secondary level, that to our knowledge are both rather novel in this province. The two programs deal with problem areas that so far have remained relatively untouched because of what are generally considered unsurmountable difficulties.

None of the ideas are completely new in themselves, but the particular combination of ideas put to practical application should be an incentive to some degree to those who are sincere in coping with the changes in our society due to recent cultural, political and technological developments. The change in emphasis towards teaching as a more open-ended and dynamic profession, holding more challenge and interest for the 1972 child demands no little work on the part of the teacher.

We are aware that many individuals do not easily rise to what so frequently have been thought of as challenges (because they are only challenges by adult standards), and that others may follow a path that leads them nowhere — occasionally even sent there by educators who have a strange concept of the goal themselves. We are thinking of students who have learned to accept 'failure' as a part of their existence and who have diverted their school activities to other than learning experiences, and we are thinking of young people who may pass test after test without being able to apply functionally what has been 'learned', when the opportunity arises.

Rather than of group learning, of passive, of temporarily high performance in test situations, we are thinking more in terms of individual, of active, of reliable and functional performance and a generally positive approach to life. The essential problem is to challenge each individual to productive orientation, to progress within a given frame of reference at optimum speed to the best of his ability.

This productive orientation is referred to by Erich Fromm:

"The full unfolding of biophilia is to be found in the productive orientation. The person who fully loves life is attracted by the process of life and growth in all spheres. He prefers to construct rather than to retain. He is capable of wondering, and he prefers to see something new to the security of finding confirmation of the old. His approach to life is functional rather than mechanical;" (1965, p. 46)

and

"The most important condition for the development of the love of life in the child is for him to be with people who love life." (Ibid., p. 51)

As a novelty we have added the individual's personal interest which is allowed to take up a large portion of his program as long as it will lead him to the desired general goal.

Surprising as it may seem, children whom we often mistake for 'good' students are filled with fears. They are not able to tolerate uncertainty, and they do not see problems and answers as different ways of looking at a relationship, a structure, an order. Children must be discouraged from having a panicky search for certainty, an inability to tolerate unanswered questions and unsolved problems.

We are here mainly concerned with a presentation that will firstly encourage those who are looking for more appropriate and more challenging programs, and that will secondly contradict those who are ready at any time to plead that 'it cannot be done.'

It is a natural defense of the more timid teacher to say that anything that moves away from well-tried and time-honoured educational practices is either likely to fail, or at least not worth the risk. The question that should be asked, however, is: 'What risk?' If students have been given up as 'hopeless', the element of risk in a new and different attempt to salvage them is obviously low. By the same token, if our current Modern Language Programs produce students who after six years of instruction can hardly communicate orally or follow a simple dictation with relative ease, there is hardly an element of risk involved if a different approach is undertaken which might lead to improved performance. (Note Provincial Examination records.)

There is no question about the success of our two programs which have since passed from the experimental to the regular program stage. There is also little doubt that the steps taken were much more demanding of the teachers than traditional programs with respect to flexibility of method of approach, of subject matter coverage, of the development of a more realistic learning atmosphere, and of the changing rôle of the teacher.

We know that not every last one of those who have lost their way can be re-directed to either finish a regular school career, or to improve

their functional performance, but we do know that much more can be accomplished than is often the case at present, if more attention is paid to the quality and to the method of instruction.

MISSION POSSIBLE :

A.

An Intervention Classroom On The Elementary Level

A. AN INTERVENTION CLASSROOM ON THE ELEMENTARY LEVEL

"In the best open classroom, the teacher is the patient guide who is always sensitive to what each of his students is doing at any given time. He cares as much about their total development as he does about their skills."

Verl M. Short, What is the open classroom?, The Teacher, Feb. 1, 1972.

It is of the greatest significance that he, who is dedicated to the education of elementary children, regardless of his experience or background, realizes that his strength consists in establishing fluid lines between the records of the past and the needs of the present. Life is motion. The variety of educators, whom we have studied bear testimony to this effect. This portion of the thesis is an attempt, not only to share in the fascination of our fellow educators' experiences, but to describe and interpret a particular classroom experience in the Dartmouth, Nova Scotia elementary school system.

This attempt will be made with emphasis on the self-realization of the individual, that he may live in the future not only well, but a little better.

1.0 CLASSROOM SETTING

CENTERS AND CARRELS FOR LEARNING



The personalization of learning is achieved in the classroom illustrated above by the setting up of animal centers and styrofoam carrels.

- The carrels:
1. Listening
 2. Imagine and Write
 3. Mathematics - Art
 4. Individualized Reading
 5. Social Studies - Sciences

1.1 ANIMAL CENTERS

After consultation with a medical specialist in work with hyper-active children, the illustrated classroom was originally set up as a therapeutic center.

Following allergy tests to check the children's susceptibility to possible allergies, many and varied animals were introduced to the classroom, first as a support for the children. Later in the year it was found that these animals were not only of therapeutic value, but also were the impetus for many academic researches.

It was soon found that the children who on the whole found it difficult to relate to one another were able to react to the presence of the animals. Gradually, as each child began to relax a little and to become more interested in each pet from a more intellectual standpoint, the academic standards rose. Feeding and caring for each pet soon followed finished assignments, and the whole tone of the class began to change.

The informality and warmth of atmosphere created by the presence of the animals became an integral part of the educational program. Thus the presence of the animals provided the necessary detour towards the establishment of the I-Thou relationship of human beings.

RESEARCH IN FUR AND FEATHERS



Children love to research in magazines and books on such topics as:

- (1) Intelligence among animals
- (2) The animals that feed us
- (3) To what age do animals live?
- (4) The territory of animals
- (5) On caring for animals

Kenneth Eble states in his book, A Perfect Education,

"If I were to ask one thing above all others of elementary teachers, it would be imagination. Not intelligence (though it is hard to think of one without the other), not kindness (though that, too), not even formal instruction in a school of education, but the kind of mind that is playful, fanciful, odd in the relationships it perceives, that actively connects things as they are with things as they might be, that pokes into corners and comes up with that which excites laughter or wonder." (p. 29)

The animal centers brought such a positive air into the classroom. Little by little, the children began to relax, trust and wonder. Periodic smiles and bright eyes took the place of many lost and vacant expressions. It might be mentioned here that there is a thin line between the child in conflict and the child who is lashing out in a so-called undisciplined manner, constituting a behaviour problem. With both these types of children, the bubbling of the aquarium, the movement of the gerbils on their wheels, the climbing of the tortoise onto his raft, all provided a certain divergent involvement and tranquillization for the child.

The well-known fact that hyper-active children are usually tranquillized by stimulation has thus been usefully applied in the classroom setting.

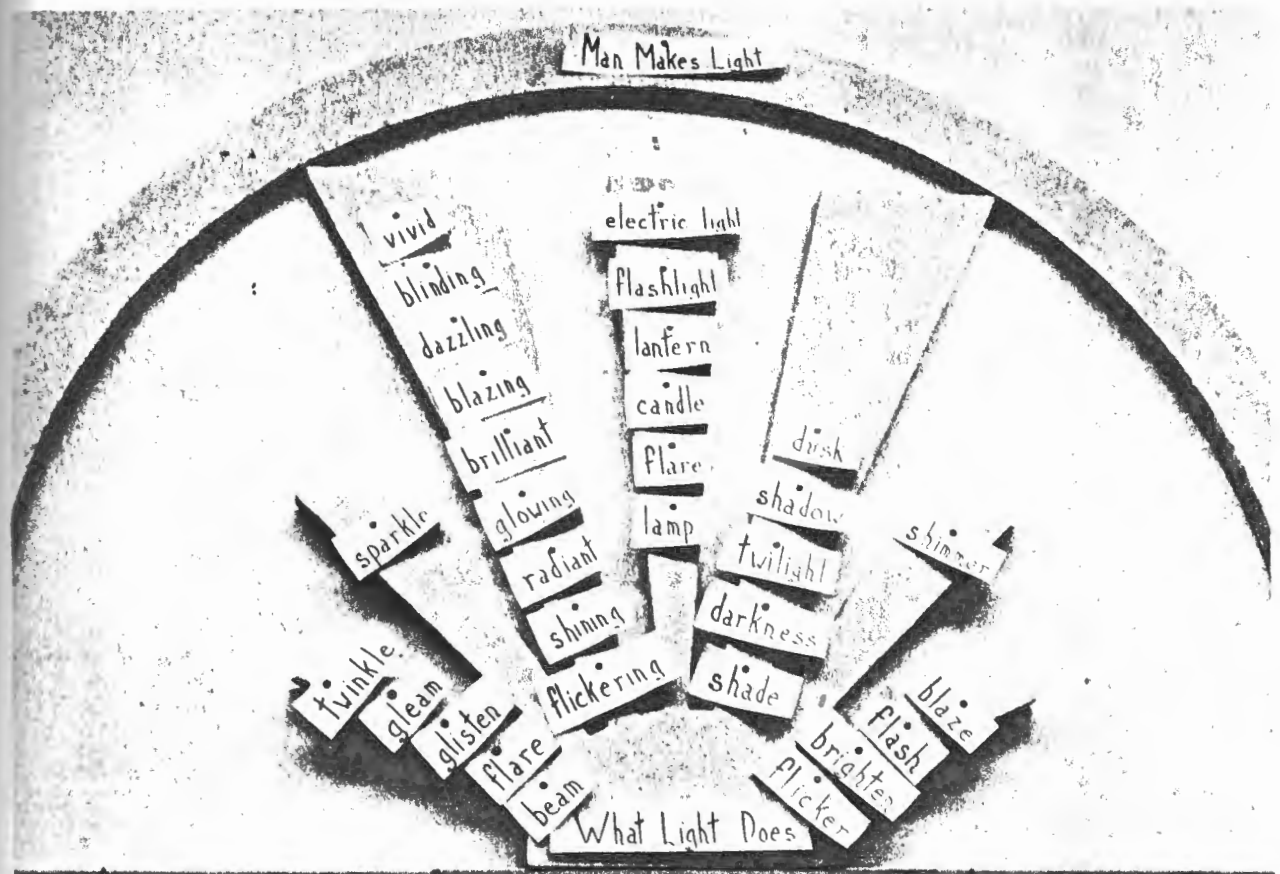
PERSONAL EXCITEMENT AND INVOLVEMENT



Questionnaires and booklets are left at each animal center. Here the children estimate the length of the mouse's tail compared to its ears, feel the creepiness of the little animal running up their arm, and show concern for the welfare of their little pet.

People need water; so do mice.

BUILDING UP VOCABULARY



While the children are constantly encouraged to use expressions of their own imagination and experience, a rich display of words, such as illustrated above, helps them further on their way. Here also, styrofoam provides an excellent backing. Displays of this nature should frequently be changed to maintain a high level of interest.

123 MATHEMATICS - ART



What the child does not solve today he will solve tomorrow. Tangram books and sets of shapes provide a challenging source of interest for the ten-year-old. How far the child will go in the handling of various situations will indicate the level of his understanding as well as give him the necessary satisfaction of discovery.

Jerome Bruner reaches the conclusion after watching eight-year-old children work with materials and blocks in the unfolding of quadratic equations, that it was necessary "for a child learning mathematics to have not only a firm sense of the abstraction of what he was working on, but also a good stock of visual images for embodying them. For without the latter it is difficult to track correspondences and to check what one is doing symbolically." (1966, p. 66).

The mathematics and art carrel, then, is only a part of a large mathematics center. There must be space to work, all kinds of problems to solve, and puzzles to be put together. This kind of work leads to not only knowledge, but skill. Holt writes of the child, "to be able to do something well, to get visible results, gives him a sense of his own being and worth which he can never get from regular school work, from teacher-pleasing, no matter how good he is at at." (1967, p. 146).

Some of the activities in the mathematics center involve a larger measure of teacher guidance; others are freer. Gordon B. Jeffrey, mathematics specialist, Dalhousie University, writes in The Teacher, January 15, 1971, on the necessity of open-ended activities for children. He suggests, for example, if the theorem of Pythagoras is being taught, one line of enquiry could ask: what happens if the angle is more than a right angle? What if it is less? In cases like this the personal discovery should be left to each child (p. 9). The Elementary Teacher's Ideas and Materials Workshop also often contains samples of these open-ended questions.

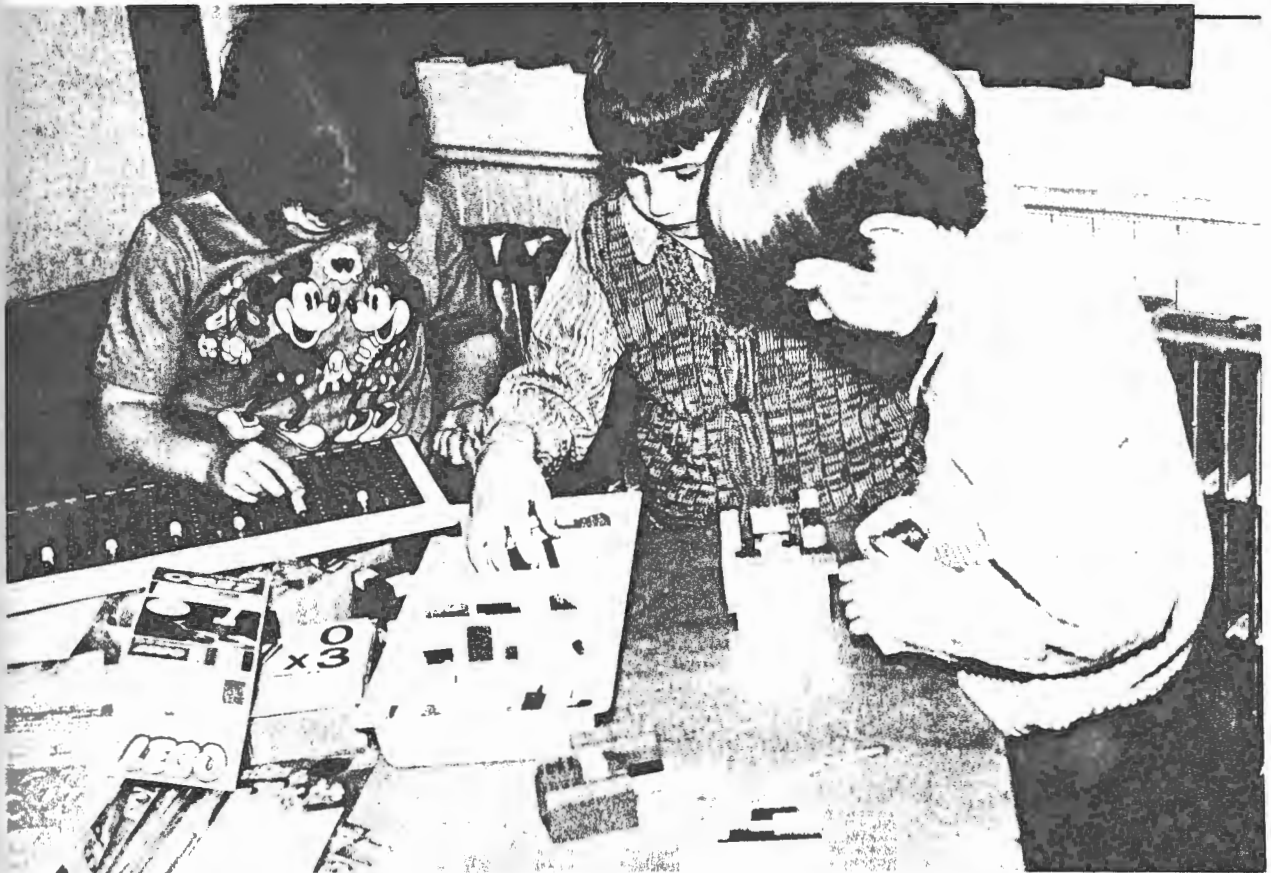
MATHEMATICS AND ART - CLOSELY RELATED



The child must see mathematics as the basis of the order of the universe and the springboard into many related fields.

The formation of the French Horn Collage is a short step from the work involved with the tangram sets. Shapes of various sizes, how they fit together, what they can form, hold great fascination for children.

MATHEMATICS APPLIED



The teaching of common factors, square numbers and multiplication reversals are only a few of the concepts which are discovered by the use of the peg board.

Lego blocks lend themselves to many and varied objects of construction. The finished product should be placed on a surface and accredited to the young architects.

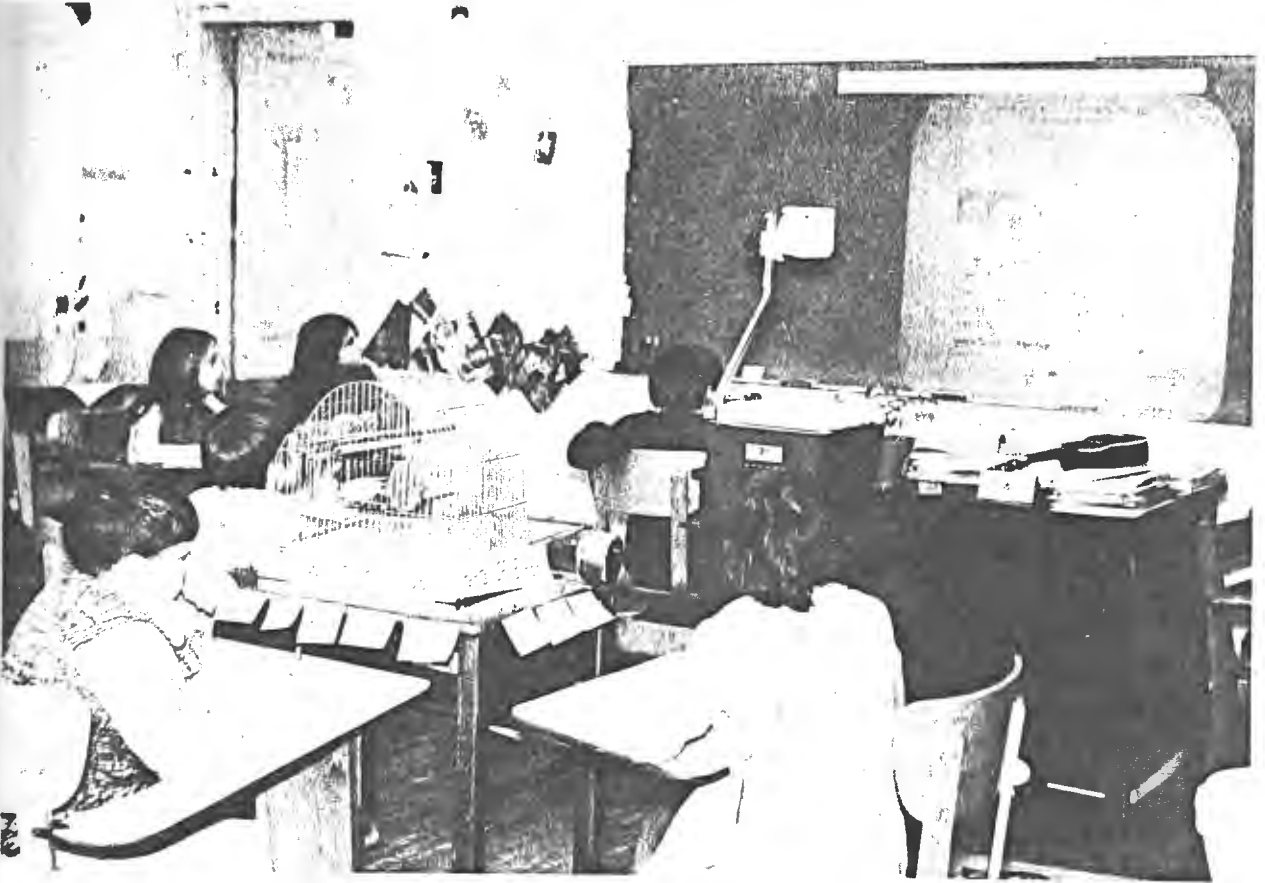
The mathematics and art carrel is also a resource center where children are able to pick up what they need to create their work of art. Often they sit in the carrel and just rummage through books and materials to pick up ideas for creative work. This activity does not prohibit the formal lesson in which the basic laws of perspective and balance are taught or reinforced.

It is particularly in this area that people who are close to home and available might be ready to demonstrate all sorts of interests and skills. Hobbyists or craftsmen might be able to show their skills in such art fields as wood carving and chipping, styrofoam cutting and painting, clay modelling and pottery, marine craft or such specialties as kite-making.

Space is required in a nearby section of the classroom, where the children are free to carry out their ideas. This is the place where paint can be mixed and left without being spilled and where a wall space is provided for work with canvas and other media. While it is desirable that finished art projects should go on display in the classroom, children expressing the desire to take their work home should feel free to do so.

'Scrounging' is an occasionally neglected activity which gains new perspectives in the light of such concepts as 're-cycling' and 'ecology'. Many items ready for discarding can find their way into the classroom only to regain a new lease on life. Detailed suggestions for 'scrounging' activities may be found in the appendix together with information pertaining to the Mathematics and Art carrel.

AUDIO-VISUAL AIDS REINFORCE CONCEPTS



The wealth of overhead projectuals available today also reinforces many of the concepts which the children may have already grasped through discovery. The children can learn to operate modern equipment with comparative ease. As there is no one road to knowledge, the use of modern technology is but one more path to the expansion of education.

ARTS SECTION



Children must "rediscover the lost delight of making things for themselves. Few of them, when they grow up, will perhaps continue to make things. ... but they will have had an experience which will have opened their eyes to the possibilities of texture, colour and pattern ... more conscious of beauty in everyday things." (Blackie, p. 117).

The individualized reading carrel contains books ranging from grade level 2 to grade level 7, questionnaires with self-correcting answers (including teacher-made sets for books other than those in the **Scolastic Kit**) and a variety of related illustrations. This carrel is closely linked to the listening carrel, and there is much interchange back and forth.

There has been much discussion about seeking the help of teacher-aids in the classroom. Such aids were a particularly valuable support in this classroom setting. After observation and briefing sessions, they were able to help several withdrawn and underachieving children to find their respective levels in the **Scolastic Reading Kit**. They worked as well with these children on the **S.R.A.** program. On occasion they would listen to the children's stories, write the same out for them so that they in turn could read them back. This latter exercise has proved to be of great significance.

Except for some class work in phonics and syllabication as well as the introduction of vocabulary and general discussion periods during which stories are read to the children, the program is almost completely individualized.

The teacher must constantly watch this program and see during the reading periods where her stimulation can be used to the best advantage. At times she might gather small groups of children in a corner for work with the overhead projector or other media. On such occasions phonics and word building exercises can be quietly and easily re-enforced.

TO NEGLECT CREATIVITY IS TO NEGLECT HUMANITY



There is always a danger of cultivating the imagination in separation from the intelligence, but since life is wider than logic, the child must be allowed to seek self-expression through the arts.

The condition of the screen in the above picture speaks for the popularity of spatter painting among this group of children.

1.24 INDIVIDUALIZED READING



In the carrel illustrated above, the Scholastic Book series is the main attraction. Here children are able to find material on all reading levels and pertaining to their own interests. The company provides with the series specially prepared phonics work and questionnaires which allow for a greater range of individualization.

CROSSWORD AND JIG-SAW PUZZLES COMPLEMENT



Words form sentences; pieces form pictures. There is a strange similarity between these two concepts. This is the reason why jig-saws were chosen to form part of the reading carrel.

The sense of companionship created by the experience of working puzzles also reflects the worthwhileness of this endeavour.

Dr. J. A. Lauwerys, Director of the Atlantic Institute of Education, writes in the 1964 Yearbook of Education, "the world community now exists. It exists because the modern world, in truth, is one. The world community has its skeletal structure, just as the nation-state." (Introduction).

One problem is of interest here, in the teaching of children:
 - "Is it right now to attempt to promote 'education for international understanding' or 'education for world citizenship'? The difference in emphasis is significant and has implications in practice." (Ibid.)
 - The solution of the problem is up to each teacher -- and ultimately to each child. The acceptance of one concept does not necessarily preclude the value of the other.

Later he writes, pertaining to the whole field of education, "in the field, there is a place for everyone. ... All approaches are legitimate and mutually complementary, and the field of the sciences is one." (1970, pp. 14 & 17).

At the World Assembly of Educators in Jamaica in the summer of 1971, on the occasion of the International Council of Education for Teaching, Dr. Lauwerys restated his conviction as mentioned above.

The Halifax Chronicle-Herald reports on his keynote address, "noting that education is world-wide, he said, there was a great deal of educators everywhere could learn from each other." (August 9, 1971).

Thoughts such as these have inspired the formation and atmosphere of the social studies program.

Material related to the Social Studies-Science carrel may be found in the appendix.

1.25 SOCIAL STUDIES - SCIENCES



Foreign and local content provide the motivation in the social studies carrel. Monthly displays include everything from zebra skins and spears of African origin to sugar cane and coconut shells of the West Indies. Children study the displays and read associated and background material.

1.3 MUSIC CENTER

The excitement caused by the donation of a piano for classroom use greatly encouraged the music and drama program. When Dr. J. A. Lauwerys wrote that "the field of the sciences is one", he made a very powerful statement. Interpretation can be tackled from many angles. Peter Slade supports this in An Introduction to Child Drama when he writes, "an interesting and important fact is that painting and drawing improve in proportion to the sense of space discovered in movement over the floor." (p. 8). Likewise it may be noticed that the interpretation of singing improves with the same sense of 'movement over the floor.'

The purpose of school music is not to develop professional talent; nevertheless music period is not just a do-what-you-like period. Certain techniques are to be learned, the heritage of the past is to be shared, and the folk music of all lands is waiting to be rediscovered.

In Music for Elementary Teachers we find somewhat the same sentiments. "The entire philosophy of music education rests, of course, on the philosophy of education in general. ... The principles debated range all the way from the discipline-for-its-own-sake tenets... to the never-restrain-a-child; let him express his own personality." (p. 19). The happy situation exists with the proper balance between the two poles.

"CHINESE DRAGON"

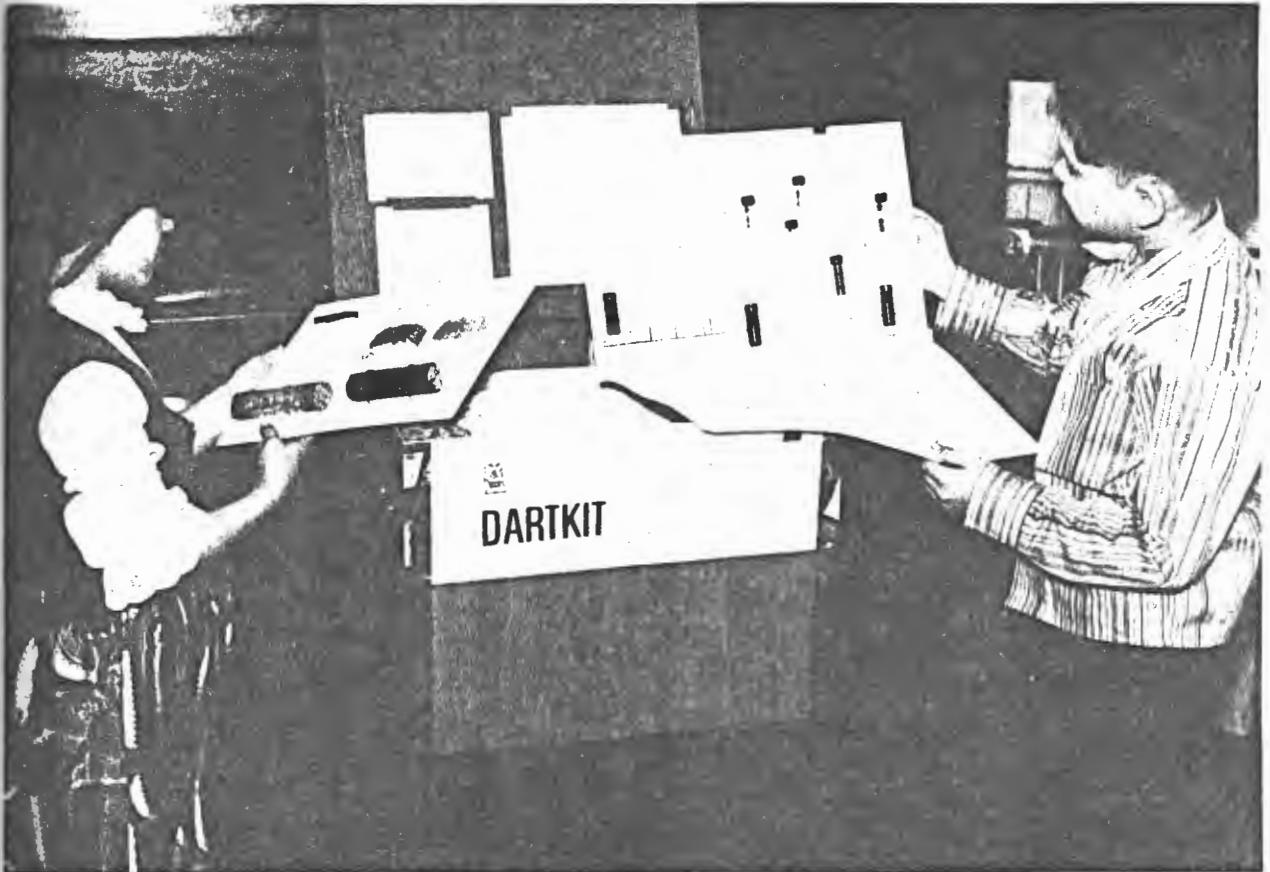


A flavour of live Brazil permeates the classroom with the presence of these unusual green Iguanas. They remind the children of mythical dragons, and they are a general favourite in the classroom.

But - why are they called 'Chinese'?

Where is Brazil???

MACRO - MICRO STUDY



Appreciation of one's own locale as well as a global appreciation form the theme of the social studies program. The ideal situation comes in later maturity with the ability to see the universe in a tear drop. Mr. Lewis G. Billard, director of educational research and multi-media with the Dartmouth Public Schools, has greatly facilitated the child's appreciation of his own locale by the compilation of the Dartkit.

EMPHASIS ON SCIENCE



Characteristics of mammals, their habitats, their adaptations are represented in full colour by these Milliken transparencies.

This type of study links up very well with the entire classroom atmosphere.

A CHILD CAN LIVE WELL; HE CAN LIVE BETTER



Music is taught -

- (a) as a source of activity
- (b) as a liberator from biological purposiveness
- (c) as a liberator of intelligence
- (d) to surpass psychological depths
- (e) as a cause of discipline, zeal and pleasure

(Loneragan, p. 185)

2.0 BREAKING DOWN THE BARRIERS BETWEEN THE CLASSROOM AND THE COMMUNITY

A tremendous wealth of educational opportunities abounds in all our communities. The particular way in which this class broke down the barriers between its micro-cosmos and the community as a whole will be shown by the following illustrations.

Weekly visits to the Nova Scotia Museum provided first-hand information on local customs and heritage. They were made possible through the dedication of several parents who assisted with transportation.

An unusual approach was introduced to this program by the familiarization of a number of the children with the Halifax Junior Bengal Lancers' program of horsemanship. This was both an innovation for the riding club and the city school system as part of the program of studies.

As part of the physical education program of the Dartmouth Schools, the local YMCA/YWCA opened its facilities for the use by many elementary classes. This particular class found the weekly swimming sessions not only invigorating but also serious and instructional.

2.1 PROJECT ROOM - NOVA SCOTIA MUSEUM



Children have an opportunity to learn about the history of man in Nova Scotia in many ways in the Nova Scotia Museum.

An exciting experience is the carding of wool and weaving, so necessary a part of pioneer life. All of them became very involved in this project.

WORKING THE LOOM



An extensive study of a large variety of materials was linked up with the gathering of material for the loom. Parent involvement was priceless and the satisfaction the children obtained from working the loom was very rewarding.

A HAPPY LINK BETWEEN THE CLASSROOM AND THE MUSEUM



Butterflies, mice, turtles and frogs were just a few of the patterns which the children learned to hook in conjunction with the Nova Scotia Museum program. This was learned in the classroom with assistance given by museum personnel. The hooks were home-made, the museum donated the burlap, the parents donated the wool.

SKELETONS, SLIDES, AND LENSES



Observation of objects with the senses and classification of observation leads to clear, meaningful thinking. Similarities and differences were noted among slides, and this whole experience of microscopic work at the museum was particularly enjoyed by the boys.

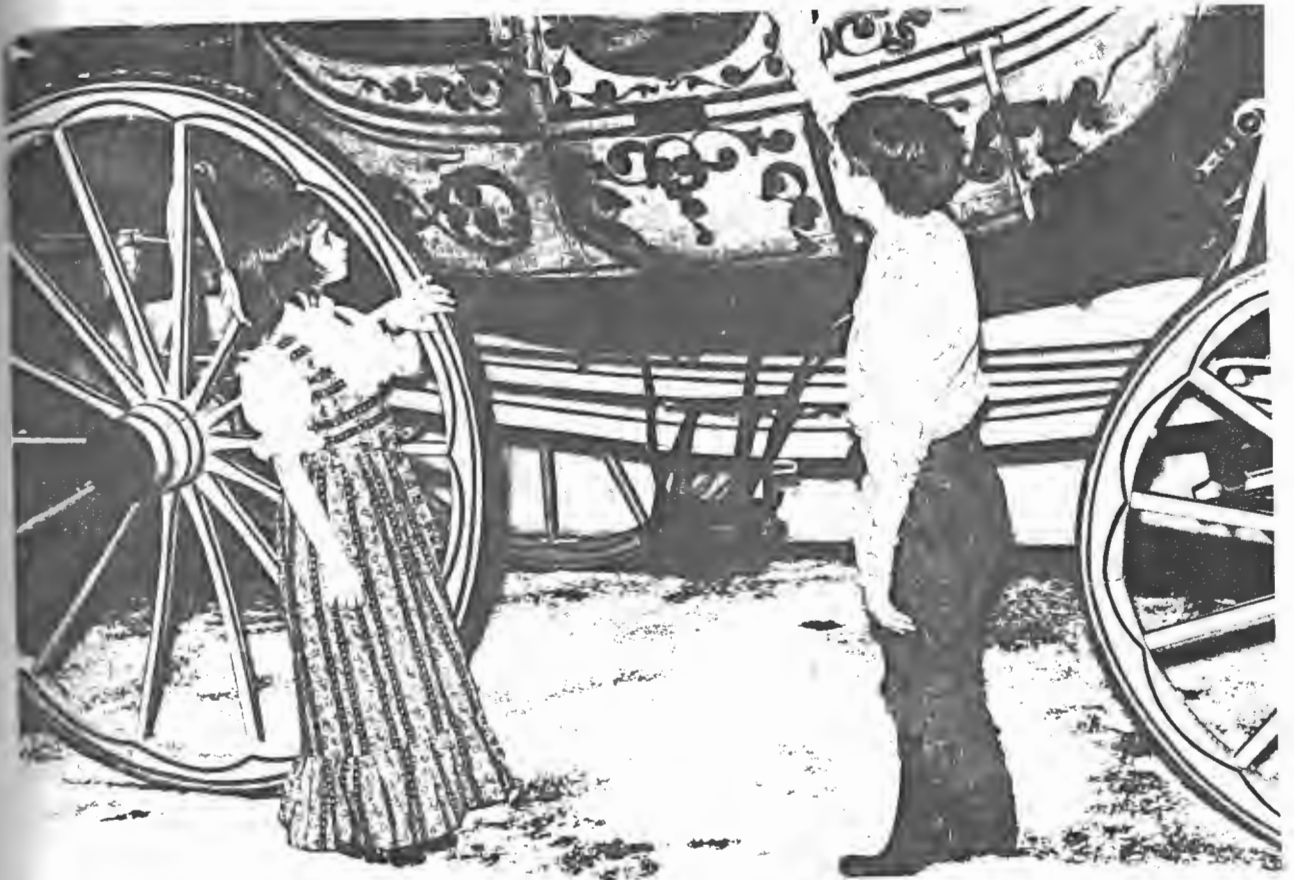
TURNING REAL OBJECTS INTO FLAT PICTURES



It is revealing and interesting to note how extremely conscientious some children are in reproducing objects. Some give great amounts of detail, others produce mere sketches.

Perception varies in each child.

CHILD DRAMA BEGINS TO APPROACH THEATRE



"Between the years of nine and eleven, suggested themes may be introduced to children. Children start to become familiar with stories from the past, and as long as a certain openness is preserved, the situations can be repeated and dressed." (Slade, p. 45).

What a setting this stage coach at the museum can make for child drama!

REFLECTION ON THE PAST



The bedroom stove of 1876 caused no little sense of wonder to these young children. On returning from the museum they were anxious to research what other furniture of this period was like. The class then play-acted a little scene which they thought might have happened at that time.

CURIOSITY - WONDER - REFLECTION



The exhibits of fur-bearing animals were extremely popular with the children. The talks given by the museum staff, pertaining to these animals, were invaluable. The children were divided into small groups, and after they had followed their own interests for some time, were happy to gather around the speaker and listen to his words of experience.

MUSEUM BOOKLETS SUPPLEMENT READING PROGRAM



Reference materials on the various exhibits are available at the museum. This material stimulated interest in reading, English and Science, as well as expanded the children's love of nature and their surroundings. Many of these booklets such as Stocking an Aquarium from Local Ponds and Tide Pools by John Gilhen were later reused in the classroom.

OPEN AREA - HOW BIG IS 'BIG'?



"Students are able to consider the distinguishing characteristics of mammals, birds, reptiles, amphibians, fish, insects and other invertebrates, using live materials, mounted animals, skeletons and slides."

(Nova Scotia Museum Pamphlet).

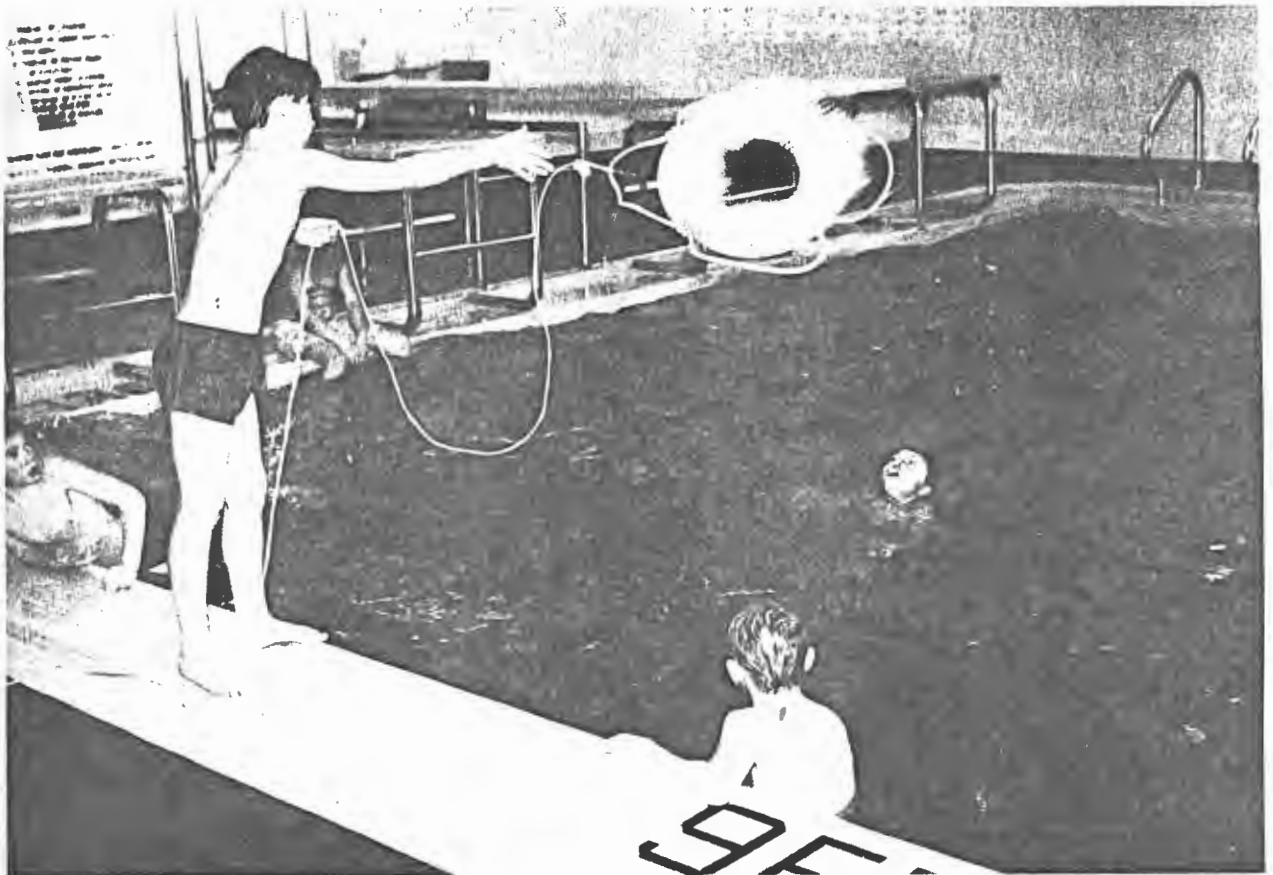
HORSEMANSHIP - ACADEMIC STIMULUS



Balance and collection, gaits, jumping, saddlery, bedding, clothing, grooming, clipping and trimming, feeding, shoeing and general management are only a few of the contents of the Bengal Lancers' program.

The children found the program rigorous and demanding, but responded remarkably to the pressures involved.

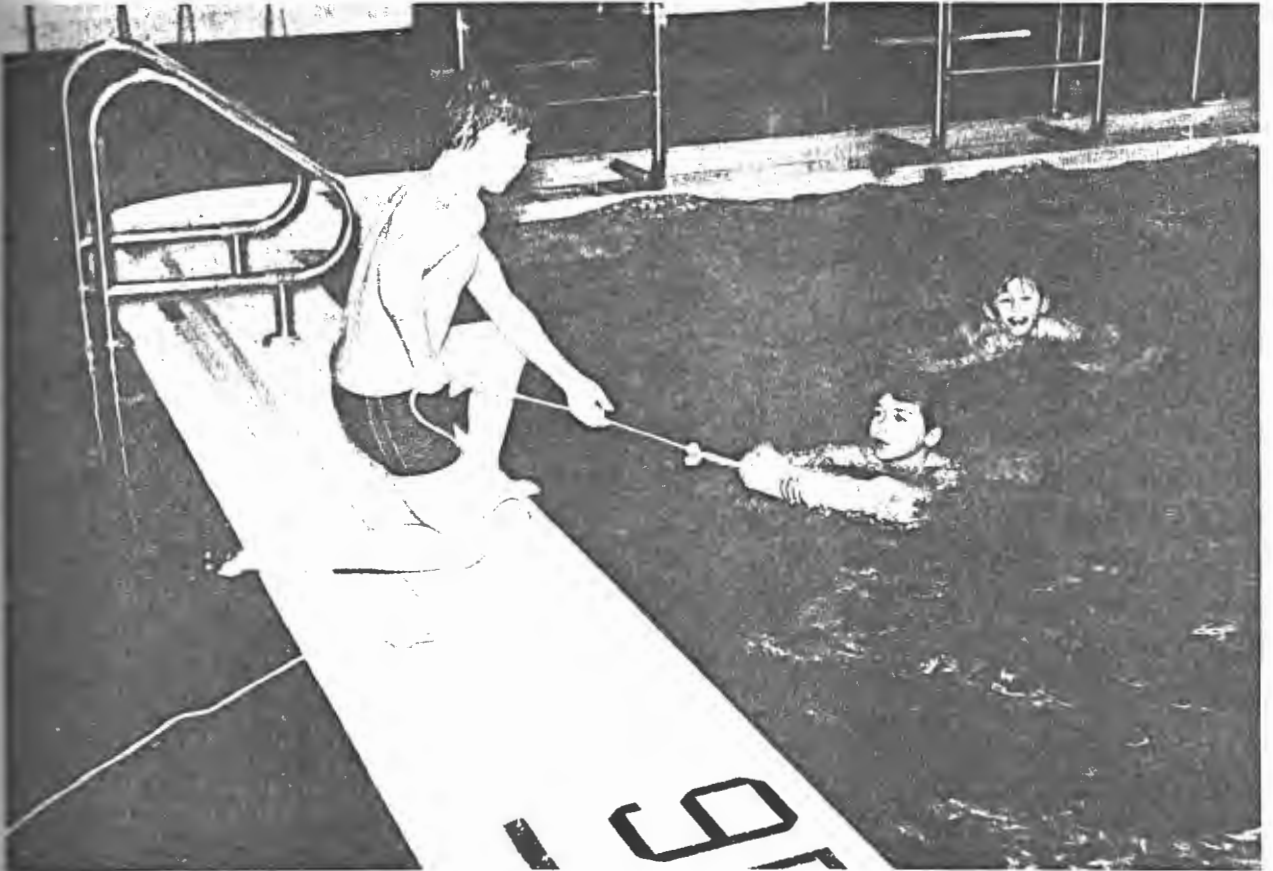
2.3 SWIMMING PROGRAM



Revealing, again, is it to watch children swim. Some are very hesitant, others enthusiastic and unafraid, others timid but determined and proud.

The coordination and sense of conquest which the children achieve in the pool are noteworthy. The child is faced with himself when he is confronted with the water. It is his to conquer.

THE VALUE OF A LIFE



Artificial respiration and rescue training were not bypassed during this session of instruction. The stimulating physical experience at the pool was supplemented by the seriousness of responsibility. Diving from the board with all the fun of free movement was preceded by a careful scanning of the pool for companions who might be struck.

2.4 OTHER AGENTS

It is easy to miss people who are close to home and available and ready to demonstrate all sorts of interests. Businesses are tremendously interested in presenting their story to children. Newspaper personnel are also very cooperative.

Many of these knowledgeable and skilled people have already entered our classroom and have given apt lessons on a diversity of topics.

Trips to the airport, the theater and the city library were also arranged. Many retired people were instrumental in helping us to carry out plans for these trips.

Finally, we try to explore and recapture something of the old notion of 'ways of life' or 'life styles' of the community around us. Jerome Bruner refers to this particular aspect of education: "I am impressed with contemporary concern for life styles. ... But I am appalled that it is rarely translated into what one does with a life style, the kind of vocation and livelihood in which we can express it. Could it be that in our stratified and fragmented society, our students simply do not know about local grocers and their styles, local doctors and theirs, local taxi drivers and theirs, local political activists and theirs? ... No, I really believe that our young have become so isolated that they do not know the rôles available in the society and the variety of styles in which they are played. I would urge

that we find some way of connecting the diversity of the society to the phenomenon of school." (1971, p. 8).

It is hoped that, as time goes on, the community with its resources, both human and material, will play an even greater rôle in our educational program.

4.0 WHEN THE BLACK THREAD BREAKS . . .

"You cannot separate the just from the unjust and the good from the wicked;

For they stand together before the face of the sun even as the black thread and the white thread are woven together.

And when the black thread breaks, the weaver shall look into the whole cloth, and he shall examine the loom also."

Kahlil Gibran, The Prophet (p.45)



4.1 INTRODUCTION TO CASE STUDIES

Although the following nineteen case studies will be discussed under four main headings, we are aware that no one child can ever be categorized into one particular compartment. Many variables are constantly interplaying in the formation of his personality.

The following graph will illustrate the overlap which seems to emerge in the contemplation of the total personalities involved.

	Behavioral Problem	Emotionally Disturbed	Slow Learner	Academically Uninterested
Kendall 4.111	xxx			xxx
Sheldon 4.112	xxx			xxx
Richard 4.113	xxx	xxx		xxx
Ralph 4.114	xxx			xxx
Edward 4.121		xxx		
Jane 4.122	xxx	xxx		
Karl 4.123		xxx		
Bernice 4.124		xxx		
Curtis 4.125	xxx	xxx		
Ronald 4.126		xxx		
Gordon 4.131	xxx	xxx	xxx	xxx
Dorothy 4.132		xxx	xxx	xxx
Doris 4.133		(x)	xxx	xxx
Bruce 4.134			xxx	xxx
Angela 4.135			xxx	xxx
Tim 4.141				xxx
Kay 4.142				xxx
Darlene 4.143				xxx
Derck 4.144				xxx

xxx - pronounced problem

(x) - slight problem

4.11 BEHAVIORAL PROBLEMS

The first four children to be discussed were more than just the beginning of what is often termed as 'problem' students. Teacher attention of any kind had been ineffective in controlling their behaviour. All four were reported as agitators; one of them was also emotionally disturbed.

4.111 KENDALL

Kendall comes from a home which knows very little discipline in the traditional sense of the term. The child is free to come and go at home whenever he pleases, and for a ten-year-old, has quite a bit of travelling time behind him. This made him independent and in a sense more mature than most of his peer group. Whatever he does, he does well, and that includes 'winning a fight'. A source of great disturbance to him is to sit constantly with pencil in hand, doing exercises.

He came from a traditional classroom in which he refused to submit to disciplined work habits and study. He had run through a gamut of punishments ranging from severe reprimands, strappings and withdrawal of privileges to almost daily retentions. He was academically completely 'turned off'.

4.112 SHELDON

Sheldon's background and problem are almost identical to

that of Kendall. He experiences the additional handicap of mal-coordination. His control of movement of eyes and hands for reading and writing is extremely awkward.

4.113 RICHARD

Richard has experienced a severe complication in his parental background. Mistreated by parents and grandparents alike because of his illegitimate birth, he has become socially retarded and often has unrealistic views of life in general. He shows signs of normal intelligence but does not function whenever images of the past are confusing his mind with the realities of the present. The strict regimentation imposed by the previous teacher had caused him to become an agitator and to assume a rather un-cooperative attitude.

4.114 RALPH

Ralph is an only child and drastically overprotected by his parents. It almost seems certain that he never made a decision for himself and was thus completely lost at first during free periods. There were such rigorous demands on him at home for academic excellence that at school he played the bully-rôle. He actually disliked academic work and often threw temper tantrums to underline his view.

4.1111 METHOD OF INTERVENTION

It soon became clear that if these children were ever to fit happily into any kind of academic situation, open or closed, some sort

of token reinforcement would have to be introduced at the beginning. "Token reinforcers are objects or symbols which in and of themselves probably have little or no reinforcing value." (Bernbrauer et al.) However, they may be exchanged for a variety of objects or privileges which are reinforcing. For example, the child could use his token to go horseback riding, skating, on trips, to purchase styrofoam for carving, or even to purchase magazines.

The administration of tokens must match the capabilities of the child. The number of points which can be earned for studying various skills can be changed periodically. For example, at one time reading skills can be worth five points while mathematics and language are worth two. At another time, reading skills can be worth eight points, mathematics two points, language one-half point, and so on.

As this method progresses, the distribution of points can be shifted to increase the probability of a student working in an area in which he is deficient.

This was the method used with the four children discussed above. Undoubtedly, horseback riding with the Halifax Junior Bengal Lancers became the strongest force of reinforcement. These children love their riding lessons, the rough, rigorous orders of their captain, and in the light of all this their academic work was greatly stimulated.

The children saw the necessity of precision and practice if they were to become good riders. Nobody learns to do anything well

sitting idly by. As this concept became gradually more deeply engraved in the minds of these children they saw the connection between their riding and their academic work. Their aspirations rose somewhat; their perspectives became clearer. If they were to become better readers, speakers, writers, at least a few skills had to be mastered. As time went on this ceased to be such an obstacle for these children and they settled themselves more courageously to the matters at hand. Their inner sense of responsibility increased and the token system was forgotten.

The whole approach must be initiated in a very quiet low-pressured manner at first. The children must adjust to the new situation until its value grows on them. If the academic program is geared around their new interest, little by little love of learning which is really so much a part of every child, will take hold, and what was once a barrier will gradually diminish.

The bully mellows; life moves on.

When the token system is gradually removed, the wise teacher might perhaps see to it that the riding lessons will be continued after school hours if they are not part of the educational program in the ensuing year.

Nothing is impossible: the mission is possible!

4.12 EMOTIONALLY DISTURBED

x

This group of children did not indicate mental retardation on their ability test, but their achievement levels were retarded by at least one or two years in many areas. All were diagnosed as emotionally disturbed, were on some form of medication, and one child had been recently released from hospital before entering the class.

4.121 EDWARD

He was the severest case of emotional disturbance. Very handsome, very intelligent, this child had a smothering attachment to his mother. His father had died when he was three months old. His mother had become upset for a time, and the child had temporarily lived with his paternal grandparents. These could never accept the premature death of their son, and the whole situation became intolerably crushing for the child. Recently, the child returned to his mother who had since remarried, but somehow the child felt that these parents were also going to either die or leave him. Every morning, therefore, when time came to leave for school, Edward would emotionally revert to a one-year-old and become hysterical. The situation became so serious that the child was hospitalized. Upon release he entered this class.

4.1211 INTERVENTION

It is with the disturbed that the animal centers were used

to the best advantage. Every morning, when Edward sat frozen and tear-stained with his head on his desk, Joey the rabbit brought him slowly out of his depression. Joey was a neutral factor. In no way did he pose a threat to Edward. The teacher would push this bob-tailed, little white furry creature in under the child's head, and the motion of the little animal would force the child to react. Gradually, the child's head began to come up. He would then pet the animal, smile, feed it, and return it to its cage. This would sometimes take an hour. After all this, the day's work would begin and usually go well, providing the child would not go home for dinner. At low moments, however, Joey would have to come back out of his cage.

4.122 JANE

Jane, a tantrum child, comes from a strange background, where the father kicks everyone around, including the child's mother. The family is involved in such organizations as motorcycle gangs and such activities as shooting parties. Naturally, such experiences upset Jane greatly. She was the most quick-tempered, belligerent little girl that ever entered in the classroom. She thought nothing of grabbing the child sitting next to her, pushing her out of her seat and severely kicking her. In a 'bad mood', as she called it, she would kick anything in sight.

4.1221 INTERVENTION

Piccolino, the canary, became Jane's friend. When she would

get stuck in the middle of a mathematics problem and the book started to fly, it was suggested that the bird's cage needed to be cleaned. Jane would then march, bird cage and all, out of the classroom, clean Piccolino up, feed him, and then return and place him on a table beside her desk. The mathematics problem was then solved with relative ease.

From time to time, her pressure gage would reach its top. But as the year went by, Jane relaxed more, her temper tantrums became less frequent, and she was able to cope with more and more pressure. The other students ceased to pose a threat to her, and gradually with counselling, praise, and her canary, Jane became an ordinary, willing little friendly student.

4.123 KARL

Jane's twin brother is Karl. Having the same background, he showed instead symptoms of withdrawal. He audibly and constantly sucked two of his fingers. Unlike his sister, he had a severe speech defect. His habits and appearance would place him below his chronological age.

4.1231 INTERVENTION

Karl responded more to music than to animals. He would often be found in the music center, playing records, fast asleep. Under the low-pressure atmosphere of the classroom his sleeping periods became

less frequent and his attention span increased. A speech therapist who had been called in and with whom he had a great rapport, also helped Karl to regain his confidence as well as to improve his speech.

4.124 BERNICE

Bernice comes from a broken home. She lives with her mother who obviously shows very little feeling for her, and her older sisters do little to help the situation. Weighted down, vacant in expression, unkempt looking, Bernice just wants attention. For several years, Bernice had been placed in an orphanage. One day she wrote while musing in the Imagine and Write carrel, "the saddest time was when my father left us and I was placed in an orphanage." She joined the class with a history of running away from home or school, in search of her father.

4.1241 INTERVENTION

Since Bernice seems to be helped more by individual attention and words of concern than by any other part of the program, a teacher-aid was initially the best answer to her needs. Her urge to talk continuously about herself with real or imaginary stories was gradually channelled into more creative activities, including writing and handcraft. It is not easy to help a child go on despite her environment. Bernice had to be constantly encouraged to seek out the positive side of life rather than to surrender to the negative forces of her environment. Hans Christian Anderson understood life when he

wrote that it does not matter if one is born in a duck pen if one is really a swan.

4.125 CURTIS

This boy comes from an average home. His parents who show great concern for his development, became very anxious when Curtis's work showed signs of rapid deterioration. What was discovered later was that he had been deaf for many months. He had been frequently reprimanded by his teacher and constantly been compared with an older, seemingly more capable brother. On joining the class, Curtis had just recovered his hearing. This sent many noises through his head, which caused him to be so unpeaceful and self-conscious that observing him was almost painful. He made animal noises and reacted to praise with strong embarrassment. He put on the façade of not wanting to do well.

4.1251 INTERVENTION

The listening carrel with the volume of the records turned low became a great solace to Curtis. Listening to records and reading synchronized books was the part of the program most helpful to him. He loved for a long time to work by himself. Gradually, he became a little more comfortable with the other children, and playing with them around the Iguana center became a reward which he repeatedly sought after finished exercises. With the steady encouragement of the remedial reading teacher as extra support, Curtis's work as well as his whole outlook on life have greatly improved. The deep furrows

on his forehead are seen less frequently; he smiles now when praised for good work.

4.126 RONALD

Ronald comes from a well-to-do, but emotionally rather unstable home. His parents are cultured but have failed to give him a healthy home environment. For some reason he has been completely rejected by his father who classes him as a 'good-for-nothing' and Ronald came to the class heavily tranquilized, rejected and sick. He was unable to concentrate long enough to follow any type of direction. A great deal of his time was spent in tears.

4.1261 INTERVENTION

Ronald became happier in the open atmosphere of the program, but he was too sick to be reached completely. He liked to sing and wanted the piano constantly to be played for him. For this purpose he frequently brought in books and sheet music. His academic work, however, while improving somewhat, never really sparkled. His reading progressed, but his potential to write never showed marked improvement. The only actual progress he made was achieved when working with him on a one-to-one basis.

4.13 SLOW LEARNERS

As illustrated by the graph above, there is a strong overlap between the various categories among the children described in the

Following. However, all these children have one thing in common; when tested, their I.Q. scores showed between 65 and 75.

4.131 GORDON

Gordon, slow, academically passive, disturbed and frustrated, comes from a broken home. A child of the streets, Gordon has had many encounters with the police.

Gordon developed a strong dislike for school because of constant failure, but he showed great skill with hammer and nail. He took much satisfaction in building miniature boats and other creations of his fancy, and his ability to distinguish what fits where was very acute.

4.1311 INTERVENTION

After much hammering with the materials provided in the mathematics center, Gordon was prepared through card games to develop further his visual memory and perception with numbers. Through tape-playing, Gordon would follow card instructions and arrange them in the proper order. This interest in cards led him to other sets of cards which helped him to increase his vocabulary and introduced him to new authors and books. Through a series of successes, Gordon became a much more willing student. When his job was limited and on his level, and the directions were very clear, Gordon learned to apply himself very well.

4.132 DOROTHY

This child comes from another broken home where there is no father. The father's disappearance was a great source of grief to the entire family. Her mother, frequently depressed, is unable to cope with her children. She rarely is able to get up with her children in the morning and to get them ready for school. Dorothy is the family member most affected by the situation. She is an introverted, unassuming, uneasy child who has often been heard to say: "I can't do nothin."

4.1321 INTERVENTION

Like Bernice, Dorothy was greatly helped by a responsible teacher-aid. During language period, Dorothy would tell her little stories to her aid who would write them down for her so that the child could read back her own stories. This procedure would get her excited and interested enough to try to write her own stories. Reciting short poems of her choice gave her also a sense of achievement. With time, her confidence increased and she became more self-sufficient. She would often sit down with her favourite pet, a mouse, in her pocket, working away on her daily assignments.

4.133 DORIS

Dorothy's twin sister Doris, is less severely handicapped by her background. She is a more honest child, seems to know what she understands and what she does not, and she is not inhibited to ask

for help when she needs it. However, her vocabulary is very poor and limited.

4.1331 INTERVENTION

Doris was relatively easy to help. She was cooperative from the beginning and spent a great deal of time in the listening carrel, being fascinated by listening to stories and phonics. Anxious to get ahead, she showed great patience and stamina once her proper academic level was found. Although progressing at a slow rate, she is now a functioning member of the class.

4.134 BRUCE

Bruce comes from a well-adjusted home with very little academic background. He was referred to this classroom only because he had been working on the wrong level and was thoroughly confused as a result of it. Upon joining the class, he was totally unresponsive and appeared resigned to the fact that he could not function.

4.1341 INTERVENTION

Bruce was less of a problem than most of the others. Once his proper perception level was discovered, it did not take him long to become reasonably well adjusted and to respond to challenges.

4.135 ANGELA

Much like Bruce, Angela comes from a low academic home environment. Her rather dowdy appearance usually influences the attitude of her peers who at times hurt her feelings by cruel remarks. Also failing because of improper placement, Angela came to the class a very sensitive child.

4.1351 INTERVENTION

To help Angela achieve a sense of her own worth as well as to give her the satisfaction of becoming a functioning member of the class, she would often be entrusted with small necessary tasks around the classroom. Stimulated by group discussions on appearance and habits, Angela responded favourably by beginning to look after herself in a more satisfactory manner. This was reinforced by frequent compliments on the teacher's part, not seldom joined by the class. The growing awareness of propriety led Angela to an exceptionally strong interest in the sewing center of the classroom. Her ego restored, she quickly responded to her academic requirements after having been placed on the proper level.

4.14 ACADEMICALLY UNINTERESTED

This group of children was referred to the intervention class as having particular academic problems which were rather undefined. After a period of observation it was discovered that their

problem was mainly based on boredom. They were bright, socially well adjusted individuals and were described by their former classroom teachers as having acceptable behaviour patterns.

4.141 TIM

Tim comes from a well-adjusted Norwegian immigrant family. Well-travelled and read, he has a global appreciation which has greatly widened his horizon. Exceptional also in sports, Tim came to the class with a 'know-it-all' attitude which closed his mind to academic matter that he considered below himself.

4.142 KAY

This child comes from a home with a stifling demand for perfection in often unimportant detail. Rather than being permitted to follow the more lofty flight of her imagination, she had been forced into a narrow performance pattern which caused her to lose interest entirely.

4.143 DARLENE

Darlene comes from a home where outside activities are encouraged and her flights of fancy are accepted as a normal part of the family pattern. Having above average intelligence and exceptional creative abilities, she had become bored in a classroom of much drill and little imagination. Until she came to the realization that this

classroom had indeed a different atmosphere, she could often not be bothered to pay attention to the activities presented in this new environment.

4.144 DEREK

Derek comes from a well-adjusted, perhaps overly protective home in which his mother is attempting to do too much for him and thereby depriving him of almost every opportunity for his own initiative. With great intelligence, lacking challenge and imagination, Derek came to this class with as little enthusiasm as his peers who experienced similar setbacks.

4.1411 METHOD OF INTERVENTION

It is in attempts to reach and motivate children as described above that a program of individualized instruction can be used to great advantage. Small group discussions with these children led to the discovery of their particular interests which were then matched with corresponding challenges in the individual carrels and centers. They were hurled into many a muddle and had to fight their way out. The school librarian befriended these children on their many trips to the library in quest for knowledge. Project and scrapbook work became a reward for fruitful research. These children were very adept in operating the overhead projector and took great delight in preparing lessons for each other. Transparencies such as those on birds, insects, oceanography and space travel, to mention only a few, provided excellent enrichment

for these children who had hitherto been unexposed to such media. From time to time, specially selected film strips provided another source of enrichment. Tapes with thought-provoking questions in mathematics and language were also set up especially for this group. Needless to say that the many trips to the museum did not lack merit. While some of the others were working at their best on the distinction of the various animals on display, these children were involved in deeper microscopic work with slides of a scientific nature. Challenge seemed to be the keyword in dealing with these children.

4.2 SUCH IS THE LOOM ...

In general it may be said, the class and the program are for the children. There is something for everyone. With a little steering and dedication each child has a definite chance of regaining a surer footing and improving his life, just a little, at least. The low-
pressured, warm atmosphere of challenging concern is conducive to wonder and curiosity. Depending on the situation and the capabilities of each child, various levels of abstraction may be reached.

Many different children make up the class, just as many threads make up a lovely cloth. But hopefully the loom is such that under its strain no thread will ever break.

Our system and program must constantly be evaluated in order that no child, along the way, will ever be crushed.

5.0 THE PROGRAM IN OPERATION

"In my view, through my perspective, the issues would have to do with how one gives back initiative and a sense of potency, how one motivates to tempt one to learn again. ... The issue before us is one of man's capacity for creating a culture, society, and technology that not only feed him but keep him caring and belonging. ... When that is accomplished, the curriculum becomes an issue again." Thus speaks the educationist Jerome Bruner (1971, p. 7).

With realizations such as these, including the reaching of the dispossessed and the often alienated, the program operates in a non-threatening manner, allowing the minds and hearts of the children to mature and grow together.

"Dr. Abraham Maslow, one of the founding fathers of humanistic psychology, believes that the educational conditions that best encourage free development are those that allow both cognitive and emotional growth to take place simultaneously in a non-threatening atmosphere, free of anxiety and tension. This type of learning environment, ... assists the child in his growth to achieve self-actualization. A self-actualizing person is one who has reached his full human potential at his specific level of maturation; one who is fully functioning, and is capable of having 'peak' experiences." (Friedman and Echenberg, p. 13).

"Richard M. Jones makes an impressive stand in his book Fantasy and Feeling in Education for a theory of instruction based on the emotional and imaginal aspects of learning as well as on the cognitive ones.

'normally', he states, 'the human mind and the human heart go together. We are witnessing a revolution in paedagogy which is committed to honest dealings with the minds of children. It follows, therefore, that we may also enjoy more honest dealings with the hearts of children.'" (Ibid. p. 12).

While the program is designed primarily to reach the children totally and to renew their courage and confidence in themselves and in life, and the emphasis in class is towards a dynamic situation for learning, it is not forgotten, once the child begins to function and to become more involved, that the conditioning theory (such as the reward system of tokens as described previously) does not go without merit in providing techniques where rote memory experience is required as a basis for further learning. This is only used in such cases. We agree with the compilers of Living and Learning: "Much more of learning is subliminal than we ever guessed, and such multiple images seem to stimulate ideas in the mind." (p. 53). In his discussion on the complementarity of classical and statistical investigations, Lonergan points out that "besides the complementarity in knowing, there is complementarity in the to-be-known. Whether one likes it or not, heuristic structures and canons of method constitute an a priori. They settle in advance the general determinations, not merely of the activities of knowing, but also of the content to be known." (1957, pp. 104/105).

Recognizing the need to capture and to arouse interest and to provide opportunities for inquiry, the structure of the program reveals several major areas of emphasis. One of these is individualization.

Another area, equally as important, is flexibility.

Early in the year, for the first six weeks the children are gradually introduced to this program. Coming from traditional set-ups they would be lost, at first, if left on their own. Records and tapes, for example, are played and discussed in groups. The children are asked, on occasion, to go to the carrels and pick up a book or problem which can be discussed. Daily, during these first six weeks, there are free periods when the children roam about and find something to do. Nearly ninety per cent of the children become quickly involved. Children who have made few decisions for themselves in the past grow remarkably in independence under such a program.

The atmosphere of the classroom is at all times low-pressured. Easy human relationships are valued and rapport among everyone is a goal. This all takes time especially among children who do not trust easily.

After the initial period of familiarization routine changes slightly. The group gathers at nine to check scheduled posts and to receive instructions. After this, each child wanders to where he belongs, and the morning work begins. The teacher knows for the next few months where each child is going to be; appropriate matching material is presented. Nearly a hundred per cent of the time the child wants to be where he is, but there must be flexibility. Alternatives must be at hand for the child who may be feeling a little low or depressed.

The following represents a workable timetable:

A WORKABLE TIMETABLE

09:00-09:30 Group Instruction and/or Formal Lesson									
	Carrels					Centers			
	Listen- ing	Indiv. Readg.	Imag. & Write	Math	Soc. Stud. Sci.	Art Sew.	Animals	Math	Research Mats
09:30-10:15									
Mon	1 6	2 7	3 8	4 9	5 10	11 12	13 14	15 16 17	18 19 20
Tue	2 7	3 8	4 9	5 10	1 6	13 14	15 16 17	18 19 20	11 12
Wed	3 8	4 9	5 10	1 6	2 7	15 16 17	18 19 20	11 12	13 14
Thu	4 9	5 10	1 6	2 7	3 8	18 19 20	11 12	13 14	15 16 17
Fri	5 10	1 6	2 7	3 8	4 9	FREE	FREE	FREE	FREE
10:15-11:15									
Complete reversal of placement procedures of the 09:30 - 10:15 period									
11:15-12:00									
Mon	Music and/or Drama								
Tue	Physical Education								
Wed	Music and/or Drama								
Thu	Swimming								
Fri	Open								
NOON									
AFTERNOON Emphasis on Class Discussions and on Group Work									
Mon	01:30 Story Telling			02:30 Multi-Media			03:00 Free		
Tue	01:30 Language Arts			02:30 Open			03:00 Free		
Wed	01:30 Mathematics			02:30 Poetry			03:00 Free		
Thu	01:30 Museum or Riding								
Fri	01:30 Open			02:00 Formal Art			03:00 Free		

Open: Teacher decides use of period according to class needs

Free: Pupils choose centers of interest

By the time the program is ready to be put fully into operation the children are eager to get started. Some, however, still arrive in the morning just a little hesitant of what the day might bring. With a little encouragement these children usually gain strength with each success or achievement. All students know that they are free to ask for help at any time. When time comes to change positions the teacher speaks to each child individually, and the scene once again is changed under very low pressure. The students are strongly urged to tackle their own problems. Confidence grows in time. Often the children are seen helping each other and moving about the room is just a natural everyday occurrence.

What happens in the individual carrels and centers has already been described in detail. As mentioned previously, suggestions for these carrels are to be found in the appendix.

The children working in the centers are very active. They freely move back and forth to the library to seek out some comparison or problem which they may have found on the mats surrounding the animal centers. Other children are busy cleaning and examining the pets; others build away quietly at the mathematics center or busy themselves making mobiles, while other children move in and out preparing paints for their creations. Parts of the room take on the appearance of an active beehive.

The teacher circulates and keeps a concerned eye for anyone who may need her or who may be feeling a little faint-hearted. She is free at any time to alter the routine, and gather a little group around her; extra support in any of the skills may be necessary. Little competitions

and games are often introduced with skill work. Tiny tokens reward work well done. Any rewards or encouragements which the children receive in the early stages for such accomplishments are later replaced by attempts to convince the child of his own value and that he is really responsible for himself. This awareness develops more quickly than one might think.

The carrels, centers, and group discussions do not require any reward stimulus. The interest carries the children and their natural curiosity is aroused.

The teacher until noon, then, remains relatively quiet and is absorbed in the crowd. Afternoon brings with it more group emphasis and class discussions.

In story-telling period, for example, the teacher reads or tells stories to the children who in turn tell stories to her and/or their friends. During this period many speaking skills and techniques can be effectively encouraged.

The language arts period is creative as well as structural period. The children are helped to prepare their ideas and thoughts in logical writing form and sequence. During this time grammar skills such as proper sentence construction and appropriate verb forms are reinforced.

At no time, however, is anything taught if the needs of the child or children happen to lie elsewhere at the moment. Children, however, are usually very reasonable if things are kept in their proper

place, and are willing to learn a few skills if they are necessary. They know that if their work is to move up the scale, a certain amount of precision is important. If during a skill session a child's mind won't allow him to relax enough to concentrate on the matter at hand, the thing then for the teacher to work on is the relaxation of the child and the building up of his confidence. This may mean a change of activity for the moment.

At different times during the day, the children place their work in post office boxes especially prepared for them. If the work has not been self-corrected and recorded, or already teacher-corrected with the child, it will be checked after school. On Friday, the child is free to take any of this work home if he wishes. Sometimes the child places his work in a scrap book before taking it home.

The child's work is recorded daily on a monthly work sheet, valued 5, 4, 3, 2, 1, according to the child's ability. Later when it comes time for reporting according to the system, the different activities are grouped together according to the groupings at the side of the record sheet and transferred on to the system's report card.

The following pages illustrate a monthly record sheet, definition of terminology used on the record sheet, and a system report card.

It must be kept in mind as these sheets are being studied, since positive attitudes and total functioning are the goals of the class, no one compartment is to be over-emphasized.

DEFINITION OF TERMINOLOGY: INDIVIDUAL MONTHLY RECORD SHEET

Listening Carrel:	Can summarize what is heard Can retell or write specific information
Individualized Reading Carrel:	Can comprehend what he reads Can apply himself responsibly to problems
Research - Animal Centers:	Locates instructional material in classroom Can prepare outlines and also report
Poetry:	Recites with expression
Recognizes Word Pictures:	(Poetry:) Can draw what he has heard
Phonics and Structure:	Can use phonics to attack words Can use structure for the same purpose
Classifies Literary Selections:	Fable, folk tale, myth, biography, tall tale, historical fiction, etc.
Recognizes Fact and Fantasy:	Identifies components in literature
Scholastic Kit Work:	Works well on appropriate level
Drama:	Develops dramatic techniques Develops imaginative oral presentation
Imagine & Write Carrel:	Creativity - Skills
Public Speaking:	Is learning to lead a discussion
Response to Researches:	Method of attack
Miscellaneous Questionnaires:	Imaginative problem solving
Grammar Skills:	Recognizes elements and proper forms, etc.
Writing Skills:	Communicates thoughts in compl. sentences etc. Tackles problems in logical order
Tape Work:	Constructs story jointly with recorded materi
Mathematics Carrel:	Interprets problem situations correctly
Mathematics Center:	Understanding of relationships - Materials
Mathematics Skills:	Facts
Understands Basic Concepts:	Measurement, Estimation, Problems, etc.
Art:	Understanding of spatial relationships Proportion Creativity
Social Studies - Science Carr.:	Attitude towards displays Curiosity for further research
Research (either field):	Use of library and resource material
Global and Local Appreciation:	Understanding how people live and work tog.
Museum Work:	As described in para 2.1
Microsc./Multi-Media Work:	Handling and understanding of materials
Music:	Appreciation of folk music Understanding of skills Participation Work in listening carrel

Dartmouth Public Schools

SENIOR ELEMENTARY

Progress Report

19 - 19

Name.....

School.....

Teacher.....

Note to Parents

Since each child is an individual, growing and developing at his own rate, reporting will be related to the progress and achievement shown in daily and term work.

This report is based on a continuous progress plan of education. It is designed to give you a more comprehensive account of your child's academic performance, work habits and attitudes. Levels are now used to designate your child's placement and learning activities.

You are urged to become acquainted with your child's teacher on scheduled visiting days. Personal interviews may be arranged by contacting the teacher.

April and May bring with them more flexibility again when the children decide before they leave at the end of the school day where they want to work the next morning. This may mean the insertion of extra and longer tables if the children choose to work in groups. The children then plan the day accordingly.

In June, with the program of the next school year in mind, the room is rearranged again, so that a transfer to a new classroom situation is more easily accomplished. If the children are going to a traditional class where desks are in straight rows, this feature is also made part of the program of change. The animals are removed one by one, and direct teaching becomes a more prominent order of the day. The children are being convinced that if they can work with the support of an animal, they can also work without it. The lessons from then on are presented as interestingly as possible in a traditional fashion.

The children, as they leave, will hopefully have gained sufficient confidence in themselves to readapt, at least to a degree, to a more fixed classroom situation.

6.0 EVALUATION

Giving back initiative, a sense of potency, reactivating the learner, assisting the child in his journey to self-actualization, dealing honestly with the minds and hearts of children, is indeed a vocation whose worth is difficult to evaluate statistically. "Commitment is something that one discovers within oneself. ... It is the functioning of an individual who is searching for the directions which are emerging within himself. Kierkegaard has said, 'the truth exists only in the process of becoming, in the process of appropriation' (1941, p. 72). It is this individual creation of a tentative personal truth through action which is the essence of commitment." (Rogers, p. 273). This ultimate achievement is described by Lonergan as "the personally appropriated structure of one's own experiencing, one's own intelligent inquiry and insights, one's own critical reflection and judging and deciding. The crucial issue is an experimental issue, and the experiment will be performed not publicly, but privately. It will consist in one's own rational self-consciousness clearly and distinctly taking possession of itself as rational self-consciousness. Up to that decisive achievement, all leads. From it, all follows." (1957, p.XVIII);

With such thoughts in mind we write with Maria Montessori, "having given the child real things in a real world... the child's whole personality changed, and the first sign of this was an assertion of independence. ... What resulted was not just the child's happiness, but the child began his work of making a man. Happiness is not the

whole aim of education. A man must be independent in his powers and character, able to work and assert his mastery over all that depends on him. This was the light in which childhood revealed itself to us, once consciousness had come to birth and begun to take control." (p. 170)

True, many of the children detoured through the use of animals to find themselves and find others. It took these children time to 'hear the sounds and sense the shape' of their own inner worlds as well as those of other persons. But moving strides were made by most of the children in this area. The vacant hopelessness of their faces gradually was replaced by more positive expressions of awareness and worth. If the children could express the change in their souls probably they would choose words such as these: "Because of having less fear of giving or receiving positive feelings, I have become more able to appreciate individuals" (Rogers, p. 235), or "It is a sparkling thing when I encounter realness in another person." (Ibid., p. 229).

Martin Buber also reflects: "And in all the seriousness of truth, hear this: without It man cannot live. But he who lives with It alone is not a man." (1958, p. 34). "Spirit in its human manifestation is a response of man to his Thou." (Ibid., p. 39). It is when children become 'Its' that we have to worry. "Love is responsibility of an I for a Thou." (Ibid., p. 15).

Following this newly awakened awareness of themselves, the children grew in confidence with each little success which they experienced. If the program had not been so individualized it would be

difficult to see how every child could experience such a series of successes so necessary for the building up of the ego.

Under low pressure and success, attention spans increased. With relaxation and token skill work such things as auditory discrimination greatly improved.

The listening station with its records and tapes was one of the greatest sources of fascination. Following directions in this station led to quite a superior independence in a lot of the children.

That shortcuts were found as much as possible to teach the skills, was also an important factor in the program. Tapes, records and the overhead transparencies reinforced these skills, but under the small group token system the children did not seem to tire.

It is also difficult to see how the children could have discovered the lost delight of making things and the art of expressing themselves if they had not been allowed to experience the art center, sewing center, and mathematics center. Actually seeing their own work in front of them was a great source of satisfaction to these children.

Also, listening to music and singing provided a comfort. In every area, as the child's interests grew, so did his skills. The following pattern seemed to develop: relaxation, interest, appreciation, improvement in techniques and skills.

The time the children were given to sit alone, just rummage or think, was not wasted time. If many new areas are awakened for the

child, he must be given time to sort it all out. "He does not have to have instant meaning in any new situation. He is willing and able to wait for meaning to come to him -- even if it comes very slowly, which it usually does." (Holt, 1967, p. 185).

Without the trips to the museum, the riding lessons, the activities at the swimming pool and the visits to business establishments, coupled with the classroom visitations by talented citizens, the necessary breaking down of barriers between the classroom and the community could not have been accomplished effectively. The appreciation of our past, its life styles as well as those of the present, led the children to a new awareness previously unexperienced.

Finally, to conclude: "In my mind's ear I can hear the anxious voices of a hundred teachers asking me, 'How can you tell, how can you be sure what the children are learning, or even that they are learning anything?' The answer is simple. We can't tell. We can't be sure. What I am trying to say about education rests on a belief that, though there is much evidence to support it, I cannot prove, and that may never be proved. Call it a faith. This faith is that man is by nature a learning animal. Birds fly, fish swim; man thinks and learns. ... What we need to do, and all we need to do, is bring as much of the world as we can into the school and the classroom; give children as much help and guidance as they need and ask for; listen respectfully when they feel like talking; and then get out of the way. We can trust them to do the rest." (Holt, 1967, p. 189).

MISSION POSSIBLE :

B.

The High School Program in French

B. THE HIGH SCHOOL PROGRAM IN FRENCH

"These classes require small classes in large rooms with easy access to everywhere."

Herbert Kohl, The Open Classroom, p. 109.

It is of great importance that a senior high school program, although it may be structurally different from that of the elementary and the junior high school one, be based on the same philosophical principles as the preceding ones, so that a continuity of progress is assured.

An increasing number of teachers responsible for language instruction have become aware of new ideas propagated during the last two decades by progressive educators.

The greatest problem was, and to a certain degree still is, the translation of a general philosophy into a philosophy of language instruction as a basis for restructuring the entire approach to language learning, including such areas as motivation, the provision of atmosphere, methodology and content programming.

The following is an attempt to open new avenues which may lead to more satisfactory results. This will be done by the description of a particular classroom experience in the New Germany, Nova Scotia, school system.

1. REGULAR PROGRAM PERFORMANCE STANDARD EXPECTANCY

1.1 ANGLOPHONE ATTITUDE IN CANADA

English speaking people can look back on a history of events and on a political philosophy which do not easily acknowledge the necessity of learning a language other than English. This is perhaps one of the main reasons why instruction in the so-called modern languages has seen so very little change from the time of inception of public instruction in this province which took place well over a hundred years ago. It had always been considered a purely academic exercise with very little, if any practical implication, an exercise in which relatively few people took an interest, and for which even fewer saw a genuine need.

Difficult as it may be to understand, even the study of French was brushed aside in English-speaking Canada, although the French population of this country accounts for well over a quarter of its entire population. This is why decade after decade, nobody was ever expected to become used to applying the language functionally, and why as a result nobody ever expected it to be used functionally. Even to this day we have programs in our high schools in which students are either not required to speak the target language at all, or in which they are exposed to half-hearted attempts of strongly anglicized pronunciation of the target language, so that a native speaker could not communicate anyway with the victims of such a language learning process.

1.2 STANDARDS SET BY THE DEPARTMENT OF EDUCATION

Until 1960, the Department of Education of this province did not require any oral tests or examinations in the target language on any grade level of instruction, and nearly all the candidates who passed the Provincial Examinations in French could not speak the language enough to ask for a cup of coffee or to ask their way through a strange town. Between 1952 and 1964 all high schools but one in the County of Lunenburg carried a program of instruction in French given by teachers who could not communicate in that language. What is so shocking about all this is not the actual low standard of language teaching and language learning, but the fact that this standard was officially considered satisfactory.

Although some program adjustments have been made in the meantime, there is still no official recognition of the fact that a program without sufficient instruction in the oral aspects of the language cannot be considered adequate.

1.3 PRESENT METHODS OF LANGUAGE INSTRUCTION

This deplorable state of affairs can hardly be remedied by the present language program which in most cases consists of one of the following, or of a combination of both of these features:

1.31 TRADITIONAL WHOLE CLASS APPROACH

Most of the class periods turn into a lecture-type session

during which the teacher does most of the talking and the student learns, so we hope, by listening. Favourite variations from this method are the more recently developed choral speaking in the target language, a means of communication which nowadays finds practical application only in mass demonstrations, and the individual question-answer procedure in which the teacher communicates with one individual while the remainder of the class is supposedly paying attention to what is going on. All traditional language learning activities are variations of these three types of approach.

1.32 LANGUAGE LABORATORY OR LABORATORY SUBSTITUTE APPROACH

The language laboratory with individual listening positions is still too costly for widespread use, while the stimulus-response type is even more costly and the full usefulness of either type is still under investigation. Laboratory substitutes are record players, tape recorders and cassette or cartridge recorders for group listening. Properly used, they may supplement or entirely replace a teacher's performance on certain occasions, but studies are now sufficient in number that it can safely be said that even rather advanced teaching aids do not entirely replace a well-qualified teacher. With too many mechanical or electronic controls the learning process becomes de-humanized and thereby loses some of its essential characteristics, among them the direct communication between individuals which is more than the mere exchange of symbols by means of vision and sound.

1.33 INADEQUACY OF BOTH PROGRAMS

Both of these methods do not allow for a great deal of student participation and interaction during the learning process. Even such activities as rôle reading, rôle acting, singing and the playing of language games are traditionally considered as time-consuming frills which 'must not take away too much valuable teaching time required for standard routine.'

Considering the fact that most high school classes in this province register between thirty and forty pupils, it must be admitted that the traditional whole class approach offers very little opportunity for active participation on an individual basis, while the individualized electronic approach to language learning is not only extremely costly but eliminates also one of the most important aspects of language learning, that of direct human contact.

1.4 RESULTS

1.41 PROFICIENCY ON COLLEGE LEVEL

Even with improved methods of instruction, the results are still rather unsatisfactory. This is why Freeman and others report an alarming drop in enrollment numbers for modern language courses, an alarming drop of college and university entrance requirements in the area of modern languages. After the new and greater expectations in the modern language field in the mid-1960's, the victims of

'improved language learning methods' as well as administrators are turning away from such costly projects with disenchantment, as Klin describes in a report on a recent extensive survey of the situation. He complains that "the typical American college senior majoring in foreign languages is likely to graduate with far from impressive skills, ... it was found that average students had only slightly above a limited working proficiency..." (p. 723). It may safely be added that most Canadian students find themselves in the same position.

1.42 LACK OF OPPORTUNITY TO LEARN THE USE OF FUNCTIONAL LANGUAGE

Although we have heard a great deal in recent years of the stages of language learning through which every infant has to go, and although we are beginning to duplicate this process to a certain degree in the stages of second language learning, our present system and present methods are not giving the average language student much opportunity for individual active application of the functional language under conditions of either necessity or at least maximum exposure to a great variety of linguistic challenges similar to those faced by the infant.

1.43 NEGLECTED ASPECT

Another neglected aspect is the need to communicate. The English way of thinking in this respect is not very conducive to language learning, as the native speaker of English usually expects other

people to use his language if and when he decides to communicate with them. Only most recent political, social and economic developments are beginning to drive home more drastically the point that working knowledge of languages other than one's native tongue may be more than a mere luxury.

1.5 ADMISSION OF FAILURE

Many language teachers are willing to admit that even our much improved program as we find it in many of our schools today cannot meet the expectations of a modern cosmopolitan society. Even worse, most of them will go so far as to admit that we have reached the end of the road and that under present conditions and with present means we cannot hope to do better.

2. SEARCH FOR AN ALTERNATE ROUTE

2.0 SIGNPOSTS

A critical survey of what educational theorists have said and what people in the field have carried out as pilot programs toward a theory and practice of individualization will be presented in the following. It might be interesting to note that some of the theories were proposed and some of the experiments were carried out at a time when some of the program changes were already well under way in the New Germany system. Thus many of the ideas surveyed here were not

incorporated as novel features into a new program, but they served merely to verify findings and practices already established.

2.1 "OPERATIONALIZE OUR RHETORIC"

Nothing could be more true with regard to the 1970 situation in the field of modern languages instruction than Jarvis' remarks: "I feel a bit of frustration in merely talking about individualization. Opening any issue of any journal today, we discover that we are all not only talking about it, but we are all saying practically the same things. It seems that we have reached the point where we have to operationalize our rhetoric on a wide-spread basis." (p. 378). Much has indeed been said on individualization, but one should perhaps draw wider circles: much has indeed been said about so many aspects of language teaching and language learning that it is about time that we should back up words with actions. The problem is, however, that there is too much disagreement on almost every major aspect of language methodology that traditionalists who are generally also people who like a high degree of predictability, suggest that the status quo be maintained. The only thing that these people do not recognize is the fact that everything is more so than ever before in a state of flux, and that Toffler, as mentioned before, has simply put into words what many have been suspecting for quite some time: that a steady, predictable development over a period of a generation or more is definitely a concept of the past. If we have any intention of staying with the development of the times we shall have to look at avant-garde approaches and see in which way and to what degree they might be fitted into our present structures. Contrary to tradition, we have to

leave the beaten path because it no longer takes us to where we have to go.

2.2 AIMS AND OBJECTIVES

In his article on individualized learning, Jarvis refers to a remark by Steiner who emphasized that "learning how to learn" is, in fact, the only guarantee against obsolescence in this era of "knowledge explosion." (p. 377). This goal is as applicable to language learning as it is to any other subject field. Of course we have to specify a bit more: "Learning how to learn what?" What do we expect of a language program, anyway? It is on the definition and interpretation of aims that language teachers usually disagree. Olga Akhmanova writes in "concerning linguistic Competence" about the measurement of the performance, as "the way a person uses the language when he or she speaks... On the lower levels assessing the quality of spoken or written speech presents no special problems... this lower level proficiency (pronunciation, morphonology and the basic morphological contrasts) is what children are supposed to acquire in elementary schools and what forms the bulk of organized instruction in foreign languages. After this, all categories of language learners are left to their own resources..." (p. 455). In other words, mastery of basic sound and structure of a language are the first and most easily obtainable aims. But there are different degrees of mastery and even different degrees of competence in the various skills of language usage, such as in interpretation of the printed word, or active use of the

spoken word. It became clear to Bull and Lamadrid that "our grammar rules are hurting us," (pp. 449-454) that "there is an opposition not against the study of languages per se, but an opposition generated by the failure to make language programs a meaningful, satisfactory and successful learning experience" (p. 449), that "there is an excessively large number of rules which students are to learn..., drills and exercises...", that "the normal way the children learn their native language is to become habituated to its unformulated rules through constant hearing and use of the language. It is often said that second language learning is duplicating the first experience, but we know that the second language learner learns faster and with less frustration." (Ibid.).

Contrary to popular opinion, 'mastery' does not necessarily depend on vocabulary content, as Frechette has so eloquently shown by the disastrous results of "A Study of the Vocabulary Content of Ten French Textbooks" (pp. 84-86). This study reveals that ten different textbooks contained very different vocabulary, that the authors seemed to agree only on a less than basic functional vocabulary and that the vocabulary obviously could not matter that much, as long as the basic linguistic structures were introduced. Learners involved in the various programs surveyed would, however, not only encounter the usual difficulties faced in learning the new language; they could, according to the findings, find very little common ground on which to communicate in the target language.

Florence Steiner writes on "Performance Objectives in the Teaching of Foreign Languages" as the objective being "a statement of student achievement written in terms of what the student can do." (p. 584). She gives the following reasons for such a program: "Societal concerns, relevance, quality of teaching, economy, and the emphasis on learning to learn." (p. 586).

In the search for a platform on which agreement on goals could be reached, one should not overlook Lloyd Bishop's "Linguistic Manifesto," in which the first three, the fifth and sixth of his propositions are the most interesting:

- "1. The purpose of all education is to change the student in certain ways. In a liberal education this means to liberate the mind from ignorance and prejudice. Foreign language study plays a vital rôle in the achievement of this general educational goal.
2. The study of a foreign culture (understood in both the intellectual and anthropological senses of the word) is a subject eminently worthy of a liberal arts curriculum. It can be accomplished most efficaciously if the student possesses first-hand knowledge of the most important aspect of the culture, its language.
3. The student appreciates and analyzes his own culture through two means: perspective and comparison.
5. The study of languages may, although it does not necessarily have to, bring financial benefits.
6. It gives a pleasurable sensation of intellectual growth. As any learning, learning of languages should be, and is, an end in itself." (p. 872).

These are certainly acceptable general goals. What then, do we specifically wish to accomplish on their basis? Language learning consists of the acquisition of practical skills and of an academic

Interpretation of data. It is the extent of the desirable combination of these two elements and the expected or expectable degree of competence in each of them which often causes controversy. Misinterpretation of this particular point often also causes what is generally known as the "Articulation Jungle" rather well described by J. Michael Moore in an article bearing that title. Here Moore insists that the student should not be made the victim of circumstances beyond his control: "It is the teacher who is solely and fully responsible for articulation and for 'bridging any possible gap of instruction' on the part of the student, rather than penalizing him for something he is innocent of and should not be held responsible for." (p. 353).

Most language teachers will agree that effective communication in the target language is the key issue, although they will not agree on the degree of communication required for a certain standard, nor on what indeed is considered effective communication.

2.3 BASIC CONDITIONS

There is as little agreement on basic conditions for language programs as there is on everything else.

2.31 RELEVANCE

In order to establish an operational base for language instruction, one has to define its relative importance within the entire educational system. Guy Riccio says in his article on "The Relative Importance of Languages" that "the reason for undertaking the study of a foreign language cannot be one based only on its practicality... neither should the choice be made solely by taking into consideration what the

people who speak the language have contributed to the body of world literature or to the growth and development of world culture and civilization, important as these considerations may be... " (p. 26).

Although the utilitarian outlook has been heavily emphasized in many great national educational systems, especially at the time of the industrial revolution and at times of national and international strife and preparation for hostilities, great educationists have always emphasized that loftier goals have more chance of survival and universal acceptance. In periods of internationalism with efforts toward peaceful coexistence and more intense global communication, the relevance of language programs is placed into a different light.

Kersten and Ott, in speaking on the relevance of a language program, point this out, but they also bring it down to a very personal level, suggesting that there is a great disparity between the school program and the rest of life's activities. "The emphasis on the right to choose and the resulting resistance to any superimposed instruction interfering with it has led to a real fiasco in learning for many confused teen-agers." (p. 10). "The success of a program depends on the ability of the teacher to relate the program to the world of reality outside the school." (Ibid.) They recognized the fact that "techniques of instruction must be developed which will give the student this satisfying experience and a feeling of accomplishment early in his study of the language." (Ibid.)

These thoughts are closely related to what Harry Reinert has to say on "Student Attitudes Toward Foreign Language -- No Sale!" These attitudes have been created by our system, by our inability to show that language study can produce useful results and that it can be enjoyable in the process. This trend must be reversed at all cost.

2.32 OPTIMAL STARTING AGE

Much of the success of a language program is to be attributed to the starting age of the language learner. Asher and Garcia review in "The Optimal Age To Learn A Foreign Language" much that has been said for and against a certain starting age, the particular effect that second language learning has upon the development of linguistic skills and competence in the first; psychological and sociological factors have also been examined. There is certainly much to be said in favour of each point of view. One fact, however, remains: the earlier a child is exposed to a second language, the more naturally he will absorb it and take its features for granted.

D'Anglejan and Tucker made a very detailed study on the Saint-Lambert program of Home-School language switch at a very early stage and were able to report that "the program which involves instruction via a second language has not resulted in any intellectual confusion or retardation." (p. 100). They also admit that the findings "came as a surprise" (p. 100), obviously because they had been brain-washed earlier to hold opinions to the contrary. A language program, therefore, is most effective, when starting early.

2.33 OPTIMUM CLASS SIZE

Another basic condition is the optimum class size for language instruction. Much has also been said on this subject. Many educators, especially those who are not intimately in contact with the language learning process, and a large number of administrative officials do not seem to understand that not all learning processes can meet necessarily with success in group settings of between thirty and forty students. A century of tradition is hard to eradicate, no matter how much or how little success can be attributed to the established system. Kibbey Horne surveys in an article entitled "Optimum Class Size for Intensive Language Instruction" a great number of recent studies on the effect of class size on language learning. It cannot possibly be overemphasized that the effective learning of another language is based on a multitude of very personal experiences and on close and individual interaction. Needless to say that the larger the group, the less there is room for attention to the development of an individual's skills. Here we find another discrepancy in the comparison between first and second language learning. First language learning takes place almost entirely in an intimate and individual setting, serving the establishment of communication. Second language learning, even if patterned as much as possible on the process of first language learning, is supposed to work almost as easily in a mass setting with usually insufficient motive for the establishment of effective communication. Although teachers of most subject areas will favour the opportunity for individual instruction, it must be admitted that many of the physical and social sciences lend

themselves much more easily to large group instruction than languages, and that the entire concept of instruction in this subject area is hardly comparable to the instruction of any subject which is carried on in the learner's native tongue. A good language program is based on the recognition of this fact.

2.34 COMPETENCE OF THE INSTRUCTOR

A final basic point is to be made with regard to the competence of the instructor. Because of an appallingly widespread incompetence of instructors on one side, and on the other a waste of the few competent instructors who are in the public school system and who have to put up with ridiculous curricula, ridiculous standards and ridiculous working conditions, R. Baird Shuman suggests, "Let's Get Foreign Language Teachers Out Of Our Public High Schools."

Many of his points are well taken, but the best lesson that can perhaps be learned indirectly from this article is that something has to be done as soon as possible to reduce the waste of teacher talent, to combat overcrowded conditions with any means at our disposal, to run a program that is more appreciated by more students and that makes most effective use of available instruction time, that reduces the drop-out rate and that counteracts poor timetabling and other prohibitive curriculum demands.

As recently as 1970, the majority of members of the Nova Scotia Modern and Classical Language Teachers Association (NSTU) was unable to agree on the definition of competence with respect to a language instructor. Unfortunately, certification is the result of a procedure which is not entirely based on competence, while professional competence, that is the ability to communicate knowledge and skills to the learner, cannot be simply equated with language proficiency. Obviously, both aspects need careful consideration, while even such abilities as talent in organizational matters and other fringe activities should not be disregarded for reasons which will become obvious.

Competence is a rather relative term. A good language instructor is not necessarily an eloquent speaker or a linguist although he needs at least a bit of both, but perhaps more so he ought to be a good actor, an imitator, a person with an ear for sound, who is able to communicate effectively by word of mouth as well as in writing, a person with patience and with the ability, above all, to communicate and establish effective contact with the learner.

With these basic conditions fulfilled as prerequisites, some basic decisions can be made.

2.4 PROGRAM DECISIONS

2.41 EMPHASIS ON LINGUISTIC ASPECTS

In spite of a relatively rigid program of studies, administered by a relatively rigid school system, the Nova Scotia language teacher

is not only given the opportunity, but actually compelled to make some important program decisions of his own.

Of the four basic linguistic aspects, comprehension of the spoken and the written word, and both effective oral and written communication, the teacher selects those on which he wishes to place major and minor emphasis, without the competent guidance of a consultant, a program supervisor or a professional committee. Provincial examinations, the only standardizing instrument used in the past, merely measured translation skills and knowledge of isolated grammatical items, thus rendering it useless for measuring actual linguistic competence.

2.42 FLEXIBILITY

What is becoming more important than the emphasis on certain aspects is the degree of flexibility of the entire language program so as to allow for differences in individual and group needs as determined by local conditions and circumstances.

Distinction has to be made between two kinds of flexibility.

2.421 UNDER FLEXIBLE PROGRAM SCHEDULING

Some Nova Scotia schools are beginning to work with rather flexible scheduling to accommodate a number of program differences. In such systems, the language program will allow greater subject spread as well as horizontal and vertical adjustment than will be the case in more traditional and therefore rigid systems. Program paralleling and

repetition at more frequent intervals, as well as individual scheduling are only some of the possible advantages.

Hoye, Jarvis, Steiner, Politzer, Reinert, Terwillinger, Wood and Allen, to name just a few, have reported on extensive studies within the last four years, covering the possibilities and effects of flexible scheduling on foreign language teaching.

Students and teachers generally favoured flexible scheduling. The problems repeatedly mentioned are lack of exposure time to the target language, misuse of the large group, poor use of the language laboratory where available, and the lack of development of a program of individualized instruction. Allen and Politzer say that "teachers had difficulty in defining the performance criteria necessary for facilitating the desired individualization of instruction." (Hoye, p. 483).

In considering a number of discussions of flexible scheduling, one notices that the term itself does not have exactly the same meaning to all who are using it. Hoye speaks of "modular scheduling" which allows for alternation between small groupings for seminar sessions and large groupings for lecture sessions. Reinert refers to "flexibility in techniques, both in individualization and grouping"; Terwillinger speaks of "multi-grade proficiency grouping for foreign language instruction," while Wood discusses with emphasis on very similar points the McGluer Plan, "An Innovative Non-Graded Foreign Language Program".

R.422 UNDER RIGID PROGRAM SCHEDULING

The programming of more flexible language study schedules is a greater challenge for teachers working in a rigidly organized and tightly curriculum-oriented system. Flexibility, as much as possible, will have to be worked within the individual class periods of an otherwise inflexible system. Obviously, even very imaginative programming has severe limitations under such conditions. The advantage of the difference between the two types of approach within the same system lies in the fact that the teacher is constantly compelled to defend the validity of his methods and goals in the light of the overall program.

Again, the only aspect of individualization on which everybody seems agreed is the difference of individuals from each other in respect of comprehension speed, ability, study habits, interests and so forth. The ideas on the degree to which programs can be individualized and on the areas in which this is possible, differ widely. Clearly, every learner can reach a certain degree of linguistic competence. The time he requires and the methods he uses to achieve his goal may greatly vary from individual to individual. Likewise, a teacher's interpretation of the learner's needs will vary.

Allen and Politzer point out that one has to consider the levels of learning: introductory, exploration, generalization and specialization; these levels get a new type of emphasis in the light of individualization of instruction. They require continuous rearrangement

of schedules to meet individual needs.

Politzer, in his article "Toward Individualization in Foreign Language Teaching", concludes: "Individualization of instruction seems the best response which foreign language education can make in the present crisis situation. It represents a challenge that must be met if Foreign Language Education is to continue to make an important and worthwhile educational impact." (p. 212).

B.431 PROGRAM FORMAT (STEINER)

Florence Steiner becomes more specific in "Individualized Instruction": "Individualized learning implies that the student will develop sufficient motivation for the subject to become self-corrective" (p. 364), and later on she allows for a variety of differently scheduled learning activities: "In a good individualized learning program the student does not always work alone; rather he does those things alone that he can best do alone." (p. 365).

According to Steiner, the program format takes on the following aspects:

1. Establishment of purposes for each course.
2. Statement of behavioural and performance objectives.
3. Specification of a variety of activities and resources by which individual students can achieve the performance objectives; structure of activities if the teacher feels that this will serve the needs of the students.
4. Development of proper evaluation instruments to measure each objective.

5. Development of pre-tests that will measure whether or not a student has already mastered objectives contained within the course.
6. Develop pre-entry tests to measure the knowledge and abilities needed for success in a given course.
7. Develop a series of feed-back instruments so that student interests and needs can be measured as the program develops; early and wise response to feed-back can counteract the development of negative attitudes.
8. to 12. Community, parent and teacher relationship, implementation of program, change of schedule and facilities.
(pp. 367-368).

2.432 TYPE OF INDIVIDUALIZATION

Once the decision for individualization has been made, many more decisions have to follow immediately. There is the possibility of the Non-Graded Approach as in the McCluer Plan, or Terwillinger's "Multi-Grade Proficiency Grouping for Foreign Language Instruction" which allows for a limited number of individual differences, especially for differentiation between slower and faster learners. Total Individualization, as seen by Politzer and Steiner, requires even a greater effort on the part of the teacher, but it holds perhaps the greatest promise.

2.5 TECHNIQUES

Once the more basic decisions will have been made, the selection of teaching techniques rank next in importance.. Needless to say that the constantly advancing technology keeps the alert teacher

on the look-out for means to improve, and to bring greater variety into, his program.

Memorization, choral speaking and endless word lists and exercises on blackboards once dominated the language program, while flashcards, records, magnetic tapes, cartridges, films, overhead projectors and educational television now are commonly known and employed classroom peripheralia. Such equipment has drastically changed teaching techniques.

2.51 NEW TECHNOLOGY -- END OF THE CLASSROOM TEACHER?

Some technologists were temporarily in a position which allowed them to claim that the end of the classroom teacher had come. We know now that this is impossible. But we can forecast with a good amount of certainty the end of the traditional classroom teacher presiding over a set of blackboards and a specified number of desk rows in a classroom.

2.52 Although more attractive space and furniture arrangements would certainly bring about an atmosphere more conducive to learning, even under physically restricted conditions a more up-to-date program is possible.

Several of the older approaches have been reexamined for their usefulness under changed conditions and for a possibility to blend them with more advanced techniques.

2.53 WILL TECHNIQUES PRODUCE DESIRED RESULTS?

Kersten and Ott support the concept of "language being primarily a system of sounds" (p. 10) -- obviously neglected by most language educators for nearly a century --; they suggest that orthography "appears initially illogical and ridiculous" (Ibid.), which is not necessarily true, as it depends largely on the method of introduction; and they do suggest spelling tests in the place of vocabulary tests, indeed a highly recommendable technique. They also point out that it is really "not a question of teaching grammar or not teaching grammar; it is rather a linguistic interpretation that matters in how meaningful the grammar studied becomes." (p. 11).

"The crucial test," so Kersten and Ott conclude, "is whether the student can use what he has learned in an original situation." (p. 12). "The bewilderment of students when they are asked to write a few original sentences in a foreign language is appalling. The only conclusion that one can come to is that the traditional grammar-translation study (technique) admits to having been completely useless." (p. 12).

Wood put it this way: "To maintain their place as leaders in high quality instruction, language teachers must stop living on past gains and start looking for ways to increase the effectiveness and efficiency of their instruction for the 1970's." (p. 187). The first part of this statement represents an undeserved flattery, but the second half certainly contains a stiff warning that should be heeded.

2.54 SOME RARELY USED OLD, AND SOME NEW TECHNIQUES

It is an old adage that 'variety adds spice'. Certainly language learning is one of the activities that flourishes best if spiced with variety. Only then can it possibly attempt to reflect to some degree the variety of linguistic situations which will eventually occur in reality.

2.541 A NEGLECTED CHALLENGE

Both Stanley Hamilton and Byron Libhart say essentially the same thing when they speak of the "introduction of more challenging dictées for language lab work" and of "Aural Comprehension of Unfamiliar Material" respectively. Hamilton confirms that "people lacking listening skill usually lack other linguistic skills as well: phonetic discrimination, variety and nuance in lexical flexibility and subtlety in grammar." He comes to the expected conclusion that "the student not taught to hear unfamiliar sounds will have trouble listening for meaning," and his ultimate goal is "to have whatever has been heard transcribed according to morphology." (pp. 279-282).

Libhart worries that "in these days of widely used audio-lingual techniques, the student seems more and more to be working with limited, well-learned patterns and texts, thus avoiding increasingly the challenge of dealing with the unfamiliar," and that the "relatively few teachers who attempt to teach the aural comprehension of unfamiliar material frequently abandon the undertaking because of

- (a) resistance or apparent incompetence of students, and
- (b) the general unavailability of appropriate and stimulating texts." (p. 800)

Both of the problems mentioned by him can be largely overcome. The recently established federal program in support of second language education has not entirely solved the second one of the problems, but financial limitations were at least temporarily removed, and the resourceful teacher was put in a position to stock up on a great variety of very much needed challenging reading material.

Thus Libhart's "Neglected Challenge" may have a new lease on life.

2.542 "LET'S CHANGE OUR BASE OF OPERATIONS"

Dwight Bolinger discusses in March of 1971 some specific objections to the modern languages program raised by students of the University of Illinois. Bolinger is disturbed that "not a word is said in the survey about any value for insight in the great coding systems of the human race, or for the warmth of human association that engages us when we communicate with another human being in his own tongue... (p. 151) I can think of no logical reason except that we have regarded them as byproducts instead of essential ingredients in the learning process." (Ibid.)

Here Bolinger touches an aspect which is especially at this time of utmost importance to Canadians who are living through a crisis of anglophone-francophone relations, brought on by a century of neglect

of this very point.

His demand could not be made more emphatic, and it could not come at a more opportune time: "that we put aside the textual emphasis of our courses and put in its place a new kind of content, with both an intellectual and practical side. The practical side demands that students be brought into face-to-face communication, from the first week of their classes, with native speakers of the language they are learning. ... The practical side demands that as our students learn they be given some insight into what is happening to them, a grasp of the relativity of their coding system seen from the vantage point of a different scheme of structuring meaning." (p. 152).

2.543 OBLIQUE APPROACH

Bolinger's suggestion may be worked with a fair amount of success into a technique proposed by Stephen Gardner, "The Oblique Approach to French Language Teaching."

While some of his suggestions indicate that his technique occupies only a very particular field of instruction, the idea in general deserves attention for the purpose of better use of available time, more efficient workload distribution and redirection of emphasis. He clarifies that "the term 'oblique' might seem at first glance to indicate a weakness or violation of the 'direct' method of teaching; it is neither and has advantages." One of the most important points he makes is that "direct questioning and answering can

become intellectually tedious and/or psychologically inhibiting."(p.796)

2.544 MONITORS

In our Language Classroom the technique of the "Oblique Approach" has led to a monitor system which is quite effective. The direct teacher-pupil situation of the individual or small group setting is duplicated by the oblique student-monitor/student-learner situation which forces large numbers of students simultaneously into active linguistic situations. Continuous regrouping of learners and recycling of monitors allows for maintenance of quality control.

2.545 SELF-EVALUATION

Relatively little used, because it is based on an entirely new philosophy, is the technique of Self-Evaluation which Pierre F. Cintas brings to life in "Self-Evaluation and a Sense of Responsibility."

This technique which brings to light an entirely new emphasis on the full range of the language learning process, is perhaps not fully applicable in a Senior High School or even less useful in a Junior High School, but its value deserves full examination as many of its points could well have validity in a high school situation. The burden of showing that they had really learned a reasonable amount of French would be placed directly on the students. Scaled down to high school requirements, one can expect similar results to

those obtained by Cintas: "Without being invited to do so, many of our students read unassigned French novels, weekly magazines, and many of the students ... started to make use of every opportunity to practise the spoken language ... to show that they could indeed use the language they were learning."

Perhaps one of the most interesting discoveries for teachers and students alike was that "it seemed ... that (the) students had discovered that attaining their self-set goals was often as difficult as satisfying (externally set) standards." (p. 289)

2.546 THE OVERHEAD PROJECTOR

The advent of the overhead projector brought a new technique into the classroom. For more than one reason it became an "attention-getter". Once the novelty of it has worn off, however, several important features make it a permanently valuable asset in the classroom. Most important, the instructor maintains face-to-face contact with the class while he produces visual images to support his oral presentation. Visual answers can be produced instantly without loss of contact, and they can be as instantly removed if the attention is to be withdrawn from the item.

The only problem is that with the overhead projector technique one can go just as much "overboard" as with any other one. John Caros describes "Teaching the Four Language Skills with the Overhead Projector" in a very convincing way. The only problem

Created by such a lopsided approach is perhaps the worst of all: in the real life situation the overhead projector is not available. This statement is not as ridiculous as it may sound. If one gets conditioned like Pavlov's dog to a particular stimulus-response situation, there is no guarantee that one will function equally as well under changed conditions.

2.547 THE LISTENING STATION

While the listening-station technique is no cure-all either, it introduces a language laboratory feature into the classroom which permits a multiplicity of activities to go on simultaneously, including the 'quiet listening' in noisy surroundings. This particular aspect has not been elaborated on in any of the available professional publications, but it certainly deserves attention. It was introduced with a great amount of success in the senior language classroom at the New Germany Rural High School.

2.548 "BRAINWASHING" /

In an article called "Brainwashing, Anyone?", Marjorie Wheaton discusses the value of traditional techniques in the approach to grammar and literature and suddenly drops a bombshell by mentioning the introduction of reading material on geography, political science, current affairs, social problems, youth movements, etc. into the regular language course.

This, like many of the other above mentioned techniques, was not new to the writer, but it is definitely not very widely used, and it is certainly shocking many language instructors as it destroys the "controlled material" technique.

It does, however, two important things. Firstly, it brings back into the classroom the learning situation with which the baby is provided when he learns his first language: a situation in which he is constantly confronted by uncontrolled vocabulary. Secondly, and perhaps even much more important than the first item, it brings into the classroom the reality that another language is not a compartmentalized "discipline" which is studied or not studied like algebra or anthropology, but that it is a means of communication which simply opens a second approach line to all subject fields that can be reached by use of the first language.

2.549 CHEATING

Perhaps one of the oldest and most widely used classroom technique is cheating, abhorred by teachers and used as a last resort by untold numbers of misled victims of the educational process; it can be turned into something useful when the activity is legalized and either the number of occasions which originally required it is reduced, or the occasions are eliminated entirely. Cheating usually involves the process of obtaining information in an undesirable way and presenting it as a product of one's own thinking process.

It consists of copying data which are not understood by the copier, frequently because they are copied in great hurry and without much thought being spent on the process.

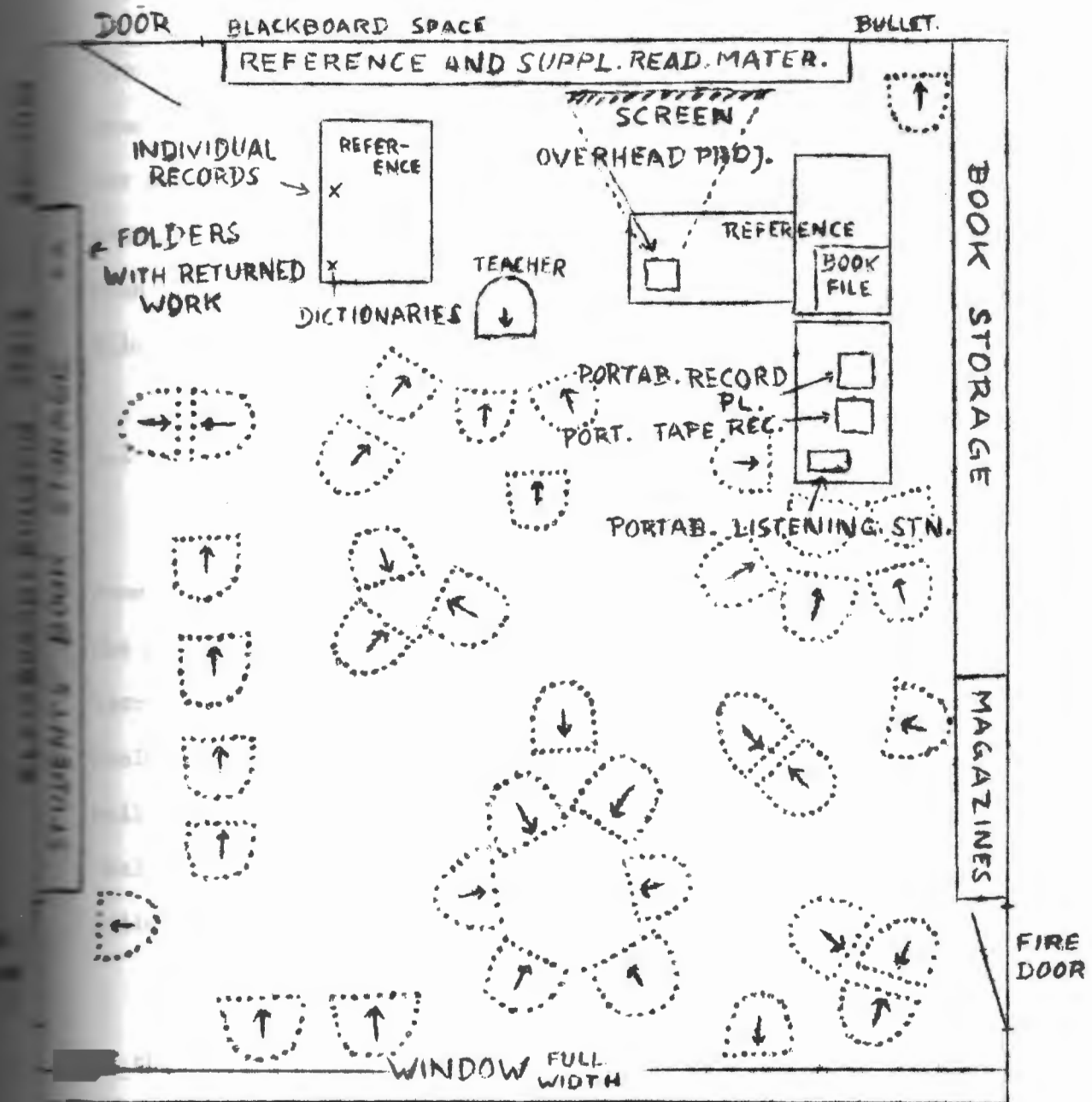
Copying is usually done by slow learners or unimaginative individuals who have to rely on the efforts of others. In many instances, copying, if allowed to be done less speedily, will at least allow a limited process of insight. It will also permit participation by people who without the opportunity to copy others and from others would be entirely eliminated.

The advantages of such techniques as self-evaluation and the method of individualized instruction will disallow largely reliance on others in situations of progress evaluation, while the open classroom atmosphere will make nothing of it or even encourage it in situations that warrant the acceptance of such behaviour.

2.6 WALKING ON AN UNTRODDEN PATH

Most Nova Scotia language teachers are familiar with the topics discussed in this chapter. Some of them are known to have tried some of the methods and techniques described, with varying degrees of success. Partly frightened by the rigidity of a seemingly tight curriculum, largely discouraged by the lack of directives and to a certain degree disturbed by the unfamiliarity with new techniques of instruction and evaluation, most teachers have never ventured to teach a second language as an exciting experience which promises success at the threshold of reality. To walk on this untrodden path was our privilege in New Germany.

A CLASSROOM WITH A DIFFERENT FACE



The arrangement of chairs, table positions and teacher position are extremely flexible and may be changed on the spur of the moment.

3. CLASSROOM WITH A DIFFERENT FACE

The following section is an attempt to show how the ideas have been translated into practice. As noted before, much of the program developed in a process of natural growth in an untiring search for methods and techniques which would lead to greater and more meaningful active student involvement. Research reports confirmed much of what had been developed here, but were generally not available in time to stimulate innovation.

3.1 PHYSICAL ARRANGEMENTS

Very few classrooms look like the Senior Modern Languages room in our building. This room has a very distinct atmosphere. The number of shelves and display arrangements would remind the visitor more of a library than of an ordinary classroom. All the walls, including those which are partially covered with chalkboards and bulletin boards, have every available inch utilized for cupboard, shelf or display space of some kind or another. Pictures, signs, bulletins, notices and flags refer to the subjects studied here.

The teacher is not seated at the 'teacher's desk' because of the various functions he has to perform during a class session, and rather than having assigned seats placed in rows, students freely arrange their desks to suit individual preferences and frequently changing learning patterns and situations. Some students usually take their desks into a corner or to the side of the room if they

are working on an individual project, so as to get a maximum isolation effect. Those who plan on reading practice, spelling or any other of the dozen or more possible activities group themselves informally wherever they wish.

3.11 READING MATERIAL

Particularly significant is the amount and the variety of instantly available reading material on almost any subject. Federal grants made available specifically to support second language programs in anglophone districts were mainly used to supply a wide variety of books, pamphlets and magazines.

The best stocked sections are short stories and anecdotes, readers containing classical literature 'en français facile', cultural readers, history texts and readers with emphasis on Québec, France, Canada, and global developments, geography material with similar emphasis, excellent series of elementary and intermediate science texts, advanced reading material in the fields of physical and medical sciences, travel, mathematics and social studies.

This material is supplemented by a large quantity of Reader's Digest Condensed Books, a large atlas of France, a World Atlas (in French) and a variety of booklets and pamphlets too large to mention. The latter were practically all obtained through federal and provincial government agencies as well as from private enterprises such as banks and mail order houses.

3.12 EDUCATIONAL 'HARDWARE'

To facilitate certain learning processes, to speed up routine procedures and to duplicate vocal or other activities of the teacher, a record player, a tape recorder (Sony 200, four-track, two-speed), a cassette recorder, an overhead projector and an eight-position listening station are available at all times in the classroom. All these aids are easily accessible to avoid time loss as much as possible.

A large quantity of commercially recorded lesson material is available on tapes and records, and commercially prepared practice dictations and a complete repertoire of past provincial comprehension examinations is also on the shelves.

These commercially available recordings are supplemented by teacher-made and recorded dictations on the lessons of the various text series.

3.2 ATMOSPHERE

With a very few exceptions, classes change every forty minutes. The Senior Modern Languages room is used by seven different classes on four different grade levels. This condition makes it relatively difficult to create a certain atmosphere other than that created by the surroundings. However, a class rarely starts with a lecture session. Usually, as soon as a new class arrives, the majority of students goes about their business of checking which particular program part of their study schedule needs attention.

The updated study record is examined, and returned work is picked up from the return folders.

Students are free to leave the room at any time, and they are also free to enter the room at any time, even if they are not members of a scheduled class. Everybody is free to move about and look for material or check on references. Any book may be taken out for a reasonable length of time without a specified maximum time, as long as the library card is signed and deposited in a specially provided box.

Students are free to speak to each other, plan their work together, copy from each other, or even talk on problems not related to the subject, as long as they respect each other's classroom rights and privileges.

3.3 METHODOLOGY

Most likely the reader will think that nothing can come of such a confusion as described above. On closer examination one can discern a method, however, which is based on a maximum as well as optimum combination of the great variety of methods and techniques described earlier.

Several authors have been quoted in support of the concept that individuals differ greatly from each other with regard to comprehension speed, skill acquisition and task performance

ability. This includes such aspects as reading and conversation and the ability to research a topic, or the completion of a reading report.

This is the reason for the simultaneous activities which allow the employment of the most diversified techniques. Some students pick up language patterns very easily, others become good readers in record time, again others will have to cover a good deal of ground in spellings and phonetics before they can hope to achieve anything. Many students spend various lengths of time on the active as well as passive study of phonetics, that is listening to phonetics as well as reading sound patterns.

Surprisingly, some students can learn more of the same linguistic aspect by using a technique entirely different from the one employed by others within the same class. Some write grammar exercises while others only study the available information, some learn more by spending great amounts of time on 'open book' dictations, while others store a wealth of vocabulary or read intensely in preparation for a 'challenge dictation.'

The old European saying that 'more than one road leads to Rome' has a certain justification when applied to various methodologies applied in the language classroom. We all are aware that certain teachers prefer specific methods of teaching, but we have so far given very little thought to the possibility that different individuals prefer different methods of learning. It is now accepted, for example, that a student may come to a sudden insight upon a

discovery shared with a classmate or after quiet contemplation of differently presented aspects rather than as a result of a one-sided teacher presentation.

4. THE PROGRAM AT WORK

This section deals with the program as it is actually implemented. First, a class will be observed as its members are involved in various activities. It will be noticed that not all of the activities listed as possibilities on the Detailed Unit and Term Score Sheet can be observed at any one time due to the limits of time and possible group combinations for activities. Monitor Guides, Study Reports, Term Score Sheet and Progress Report, The Detailed Unit and Term Score Sheet, the 'Programme de l'année 1971-1972' and other material shown in the appendix will clarify much of what is being said here.

This is followed by a discussion of course structure, term requirements and alternatives within the structure so as to allow maximum flexibility. Although appearing theoretical, it deals with very practical considerations and their translation into classroom experience.

Two of the features that permit a relatively smooth operation of the program are the numbering system and the use of monitors.

4.1 A TYPICAL SESSION

As a class moves into the room for a typical forty-minute session, some students go to the 'return' folders to find the work of the previous day and to check the results against their own records, while one or two of them pass out the returned papers to their classmates. The teacher is found by the overhead projector reading a transparency which will go on display for a group that is interested in writing a description at this time. Some students are at the display areas looking for material on their level and dealing with their interests. Some of them plan on a translation, some will do précis work, others are in search for topical vocabulary, and again others will plan to go over reading for comprehension or pronunciation exercises. The listening station is set up for dictations on two different chapters which will be taken consecutively by two different groups of students. Two monitors are getting ready to give dictations to two other groups of students, working at different sections of the course, while one monitor at this time is hearing vocabulary and another is checking with someone over a series of phonetics drills. The groups break up and regroup into different interest units for new activity after ten or fifteen minutes. Individually working students may at that time join a group while others may at that time leave a group to do something on their own.

The teacher is for most of the time a resource person who assists with problems of pronunciation, interpretation of language usage and information retrieval. Dictation, although not always given by the teacher, is usually controlled by him to ensure quality. This is partially done by observation of monitors in action, by working directly with monitors, and by ensuring that each class member takes regular turns in a group directly working with the teacher.

Conversation groups are mandatory. They are also the central controlling activity of the entire language learning process. As Bernard Lonergan and many others have pointed out, cognitive structure is often complicated and usually differs greatly from one human being to another. It is because of this fact that an all-coordinating activity had to be established, and again very specifically for this reason that the small group conversation was chosen for that purpose. Jane Martin emphasizes that "there are always new ways to view phenomena and other questions that could be asked about them." (pp. 152/153). She also refers to the "open-ended character of understanding" (p. 153) on which Lonergan placed a great deal of emphasis. It is in ~~these~~ conversation groups, and indeed only in these groups that such ideas can be brought to realization.

The conversation groups are purposely kept small; they consist of between two and six students. According to their achievement level, they either read aloud a few passages in the group, taking turns, or they come prepared through pre-reading of an assigned

selection and then answer questions based on the reading material. Again according to their level, they are either referring for answers to the open text before them, or they will be required to base their answers on previously read material while the books remain closed. Answers are recorded as 'correct content/correct pronunciation', 'partially correct content/correct pronunciation', all the way to 'incorrect content/incorrect pronunciation'.

In this kind of setting the teacher comes in close face-to-face contact with his students. Each student becomes a real person before him. Carl Rogers speaks of "encountering realness in others", and although he is not directly referring to the language learning process per se, this concept includes and is of the utmost importance in, language learning. This is why the so-called 'mother tongue' is so much more deeply impressed on a human being than any other that may be learned afterwards.

Reduction of chance of misinterpretation is another important factor. Rogers speaks of how easy it is to misinterpret and to be misinterpreted: "This can be a very subtle thing and it surprising how skillful I can be in doing it. Just by twisting his words a small amount, by distorting his meaning just a little, I can make it appear that he is not only saying the thing I want to hear, but that he is the person I want him to be." (pp. 226/227). Again, this is taken from wider context, but the point that is to be made here is that in the face-to-face situation there is the only hope of establishing a realistic language learning situation, and not only in establishing it but also in coming to a close-to-reality

in which the learner's proficiency can be realistically

The 'mumble strategy' referred to by Holt (1964, p. 13) and frequently tried by students can, of course, also be made largely effective in the small group conversation setting. In such a case the participants have to use the language functionally, they have to speak clearly enough to be able to communicate, they have to coordinate all the experiences of the various other activities in which they were engaged in preparation to this one. The coordination of visual and auditory experiences, of understanding structure and meaning will be at its peak in these sessions. In referring to the different types of understanding, Jane Martin writes that "understanding involves seeing connections" (p. 156); this is why the teacher is able to assess the results of all other activities in relation to this one, and why he discovers individual strengths and weaknesses most accurately and very conveniently at that time, namely at that time of active individual engagement in a more elementary face-to-face encounter situation.

3. COURSE STRUCTURE

Although there is a continuously raging controversy over content and timing with relation to content as well as to form, two basic facts may safely be mentioned as constants. Subject matter can be arranged horizontally, vertically or perhaps

situation in which the learner's proficiency can be realistically assessed.

The 'mumble strategy' referred to by Holt (1964, p. 13) and frequently tried by students can, of course, also be made largely ineffective in the small group conversation setting. In such a group the participants have to use the language functionally, they have to speak clearly enough to be able to communicate, they have to coordinate all the experiences of the various other activities in which they were engaged in preparation to this one. The coordination of visual and auditory experiences, of understanding structure and meaning will be at its peak in these sessions. In referring to the different types of understanding, Jane Martin writes that "understanding involves seeing connections" (p. 156); this is why the skilful teacher is able to assess the results of all other activities in relation to this one, and why he discovers individual strengths and weaknesses most accurately and very conveniently at that time, and only at that time of active individual engagement in a more than momentary face-to-face encounter situation.

4.2 COURSE STRUCTURE

Although there is a continuously raging controversy over course content and timing with relation to content as well as to amount, two basic facts may safely be mentioned as constants. Subject matter can be arranged horizontally, vertically or perhaps

dimensionally with a bit of imagination. Furthermore, the sectionalization or compartmentalization of subject matter is a very relative and subjective point of concern. Although this type of rationalization has been considered possible for decades, it appears rather ridiculous with regard to the language learning process. At what age or at what point in a five-year-course should a learner qualify to find out about the agreement of past participles, or at what point should he stop making mistakes on that particular item? And how should his ability at that point be numerically assessed, or, why should it be so assessed? Does such assessment prove a particular point or identify a particular qualification? If indeed it does not (and it will be very hard to prove that it does, if it can be done at all) the entire question of course structure will move into a less important position. What is and perhaps will remain of great importance is the emphasis on all aspects of language learning so that communication can be established and maintained on the widest possible basis and with as deep a perception as can possibly be reached. Good course structure will thus permit the inclusion of visual and auditory activity for comprehension as well as the active involvement with the spoken and written expression in the target language. Any course structure will also allow for the opportunity to reach higher levels of proficiency in all these aspects.

In the past, language learning activity, e.g. the activity leading to the acquisition of communication skills all too often concentrated basically on mechanics while less attention has been

paid to the relevance of the program in terms of what could be communicated with the acquired skills, and under what conditions the acquired skills could be usefully employed.

The new courses allow unlimited expansion into all subject areas so as to give the learner the impression at the earliest possible opportunity that the new medium is capable of communicating everything that can be dealt with in his native language. Limitations are imposed by vocabulary and structural interpretation of the learner, but these limitations should be encountered by the learning individual directly rather than by the architect of a course who censors the linguistic exposure quality and quantity of the learner. As mentioned earlier, only through total exposure can the experience of second language learning be approximated to that of first language learning.

As Akhmanova pointed out and as was mentioned before, the most elementary language concepts are the only ones that perhaps are not seen as defying categorization as well as hierarchical arrangement in a structured course. Every learner has to follow a certain number of basic steps, preferably in a particular order, but that is where all compartmentalization should end. Once basic communication structure is established, the learner must be given the opportunity to take an active part in the control of his movements within the medium.

4.3 TERM REQUIREMENTS

Each student is provided with a 'Detailed Unit and Term Score Sheet' a duplicate to the one which is kept on a file easily accessible at any time to anyone in the classroom. From this sheet each individual can easily determine the requirement for a desirable degree of progress per term as well as plot his individual course of action within the possible framework, depending on his own interpretation of desirability or necessity. Thus there is sufficient room allowed for the active as well as the sluggish, for the perfectionist and the superficial. Not only quality and quantity are thus allowed to vary greatly, but also method of approach, including the quality of individual treatment. The previously described teacher control naturally also applies here to term coverage control.

4.31 ALTERNATE TERM REQUIREMENTS

Alternate term requirements can easily be laid down on the principle that the student is entrusted with a greater amount of control of his own activity which simultaneously amounts to a lesser amount of teacher checking. Students may wish to reverse or alter drastically suggested subject coverage or approach methods. This can be permitted if certain basic conditions are met, such as the use of certain reference material, the coverage of certain areas of subject matter by dictation and by teacher interview and/or various methods of written reporting.

4.32 INDEPENDENT STUDY

In this category may be placed independent study with different degrees of guidance. This could be precipitated by a very particular or unusual interest, by retardation through sickness, or by advanced standing through transfer or other circumstances.

4.33 SPECIAL ADVANCED COURSE (SEMI-INDEPENDENT STUDY)

Program enrichment without advancement is virtually impossible. It is only found in dust-covered texts of pedagogy or in the minds of educators who can perceive the educational process only as a series of neatly compartmentalized activities which can be turned on and off, stretched or shrunk at the whim of an administrator.

Since individualization automatically brings with it advancement at different rates, it will bring certain students into front-runner positions in which they may still require a relatively large amount of guidance and instruction. A special course is not necessarily required for students of this category. They simply do things at drastically different times. The multi-media multiple technique approach will permit easy accommodation of such students within an openly structured program.

4.4 THE NUMBERING SYSTEM

Any comparison of university calendars reveals perhaps more readily than anything else the arbitrary character of any

evaluation system, as well as the frustration that can be created by numbering systems which supposedly identify course levels, course content or perhaps even certain parcels of knowledge. And yet, a numbering system is not only most convenient but perhaps also the only means to deal with large numbers of people on a basis which is as much individualized as it can be under a given set of circumstances, with references to a large amount of skill and information to be evaluated in relation to these many individuals.

Until we shift the emphasis away from detailed evaluation, labelling and certification to different and perhaps more meaningful values in our educational structures, we shall not be able to dispose of a numbering system.

The numbering system used in this language program identifies not only classes in the traditional sense, but it is designed to remain functional in the case that either the school system or the curriculum should be modernized. The traditional grade nine classes are identified as 900 levels, subdivided in 901, 911, 921 and 931 for four terms of work per academic year. The last digit is allowing for expansion into a program for more diversified courses presently under consideration.

Under great diversification coupled with a maximum of individualization, the teacher must keep control over every item of content as well as over method of approach as long as the system under which he works demands standardized numerical justification.

and detailed categorization of the results of achievement measurement.

Even if such demands were relaxed or dropped, a teacher may wish to keep full or at least a certain amount of control, in which case the numerical system is still better than many another system, or lack of system, for reference purposes.

Most of the references used in this system are six or seven digit references, depending on the working level. Thus the traditional grade 10, 11, or 12 level have seven digit references, lower levels have six digit references.

The last digit readily identifies the subject matter and its usefulness for certain language learning activities. For easy counter-checking, this digit is repeated in every identification number in an attempt to avoid student misuse of these numbers.

All text items and topics found in the various topical readers and reference works as well as all major grammar items are numbered. Thus students are able to merely indicate by numbers on all their papers, work sheets and records the material which they encountered in their language learning activities, and the teacher can keep a relatively easy check on the entire operation. All aspects of the language learning process also have a numerical value, so that a combination of item numbers and values will allow an easy assessment of student progress and achievement. A section of the appendix is devoted to a detailed listing of item numbers.

4.5 ON THE USE OF MONITORS

As has been emphasized, a language program is at its best when it provides maximum exposure to the active functional use of it. The traditional teacher in the traditional classroom simply does not guarantee such an exposure.

Electronic equipment has been thought of as expanding or duplicating the teacher, but this technique eliminates the human quality of contact.

Monitors have been used in different systems with different intentions and with rather different degrees of success. Besides the term 'monitor' is widely used and has totally different interpretations from system to system.

In this system, monitors for French are students who duplicate all the functions of the teacher with the exception of proficiency assessment which is controlled through the mandatory conversation session discussed earlier.

One may question the grounds on which such extended monitor use is justifiable. Jerome Bruner stated in March of 1971 before the Association of Supervision and Curriculum Development (U.S.) that cross-age tutoring and peer-group tutoring have been found to be of great value, that the extent to which those who help are helped is surprising, and that being a teacher makes one a better learner. (1971, p. 8). This idea is not new. It has

been employed through all ages, but it takes the occasional reminder by an expert who has rediscovered and made us aware of it again, encouraging us to put the idea back into circulation.

The monitor use will be discussed further in the section on program control. Suffice it here to say that the greatest value of this procedure lies in the fact that it facilitates a maximum of exposure to active language use.

5. THE INDIVIDUALS IN THE PROGRAM

The concept of individualization has been mentioned earlier. What actually, are the merits of it? So far there is not even total agreement on what it is, and perhaps there never will be because of its very nature, but it can safely be said that it allows the individual more than any other method to find his place and when the place is found, to move from there in a direction and at a speed that he finds desirable. In our system this is not entirely possible, as the language program is individualized while the school system is not. It is surprising to see, however, that even with these limitations, a large amount of progress has been made.

5.1 ATTITUDES AND BEHAVIOUR

As soon as students found out that the new program was allowing them more freedom with regard to choice of timing and techniques, attitude changes were registered almost immediately. Rogers,

er, Holt, Kohl and others have repeatedly stated that school must become a place where young people like to go and where they will like learning, if it is to survive at all in one fashion or another. In this particular situation it was found that especially those students who had either been functioning poorly or who had actually considered dropping out of the program, began to like what they were doing because of the low-pressure atmosphere and the direct involvement that they experienced with it for the first time.

With a change of attitude, the behaviour pattern began to change. Students who hitherto were rarely prepared for lessons, or who were either not disposed or not able to perform certain functions at a specified time and who consequently caused disruption of schedules or headed toward a sure failure, found themselves suddenly in an entirely different position. They no longer caused program disturbances, slowdowns, repetitions. Inattention or tardiness only hurt them as individuals, not the group. Many of them did not take long to adjust to the change.

On the other hand, those who were used to working efficiently, those who grasped new ideas relatively quickly and those who liked to redistribute their program time were also free to do so without having to contend with waiting periods which at best were filled with 'enrichment'. Rather than resorting to undesirable activities they were now free to channel their energy and interests directly into the program.

5.2 SCHOLASTIC BACKGROUND

Classes moved in lock-step fashion from academic year to academic year, even if they are rather homogeneously grouped, usually have individuals in them with a rather wide spread of academic proficiency in any given subject. It is obvious that classes are only grouped, tested, and moved in such packages as the traditional system arranges, because it is most convenient this way from our administrative point of view. Every class, for purposes of closer examination, is almost as typical as the next one.

In a given grade 10, there may be some students who can speak and read well, who have a fairly good vocabulary at their command and who know a sufficient amount of grammar rules to avoid at least the most disastrous mistakes. In the very same class are usually some who can hardly talk, are terrible readers, have forgotten or never bothered to learn even very basic and obvious grammatical rules and who hardly remember any vocabulary.

Traditionally, all of these people would now receive the same lecture, get the same instructions and would stumble through the same set of exercises. This in itself is not the worst, the disaster would be imminent as soon as the next test or examination was due.

This situation changes entirely under our new approach where each individual is assisted where and when the necessity is indicated while he is allowed at the same time to proceed in a fashion that he prefers.

5.3 WORK HABITS

Members of entire classes or age groups are often mistakenly understood to have acquired the same or similar work habits. A teacher operating on the whole class approach usually assumes that most people can follow the unfolding of a chain of thought at the same speed, can take down notes at approximately the same speed, finish a test in approximately the same time. It was generally suspected by many for quite some time that this was not so, but most teachers struggled in vain to find ways to overcome this discrepancy. Only recently we have relearned to look at things as they really are and to look for more drastic solutions if they seem to be indicated. Differences in work habits are just one of the many important aspects which speak in favour of the individualization program.

5.4 INTERESTS

Interests, and the development of new interests, briefly mentioned before, are perhaps the most important of all program considerations. This particular school language program offers an almost unlimited range of subject matter and therefore is bound to include something for everyone as long as the first basic hurdles mentioned above will have been overcome successfully by the beginner. The wide range of material found in the appendix will sufficiently illustrate this point.

6. REORIENTATION WITHOUT STRUCTURAL CHANGE

During the last few years we have been exposed to an ever-increasing number of suggestions for changes in the educational field. While the whole record of mankind is basically a story of change, it is perhaps somewhat of an innovation that the thought of change becomes more generally accepted as a modus vivendi rather than something that is to be resisted at all cost.

6.1 CHANGE

Changes in the population pattern, shifts of emphasis in the cultural pattern and technological reorientation quite frequently force upon society a re-examination of its educational system. In a society which is more ready to accept change, an improvement of any kind may appear justifiable; but if it creates an inconvenience or perhaps even an injustice of noticeable proportion, the wisdom of the option for change is usually questioned.

6.2 NECESSITY FOR CHANGE

Often it is difficult, if not impossible to distinguish clearly between necessary changes and those that may seem desirable but are not really necessary. Again, the desirability varies by degrees which may create a hierarchy of priorities, and occasionally even changes for no good reason at all are bound to creep in along with legitimate ones.

6.3 OPPOSITION TO CHANGE

People opposed to change usually have plausible arguments in favour of the status quo, not the least of them being that change brings uncertainty while the status quo is at least supported by a high degree of certainty. Thus even a change for the better may be duly delayed.

6.4 PROBLEMS INVOLVED

Our educational system is comparable to a big machine in which all parts function interdependently, so that any one change causes a whole series of changes. In some cases, a change cannot even be carried out unless a number of changes are carried out simultaneously, affecting a large number of people all at once. To this group belong such problems as the cancellation of term and/or final examinations in favour of other means of evaluation, the change from lock-step to continuous progress and from group instruction to individualized instruction. The shortening or the lengthening of the school day, a change from a five-day cycle to an eight-day cycle or from a seven-period day to a modular schedule system would be equally drastic.

6.5 ABRUPTNESS OF CHANGE

What most people fear is the abruptness with which some of these changes would have to be made in conjunction with a considerable amount of re-programming which has to be done in a short amount of time if confusion at the time of transfer is to be kept

to a minimum. Does the avoidance of change then necessarily mean the maintenance of the status quo?

6.6 PARTIAL CHANGE

While some of the change patterns mentioned above would indeed require re-orientation of all participants, others may be instituted successfully on a part-time or part-system basis, especially if a good deal of time and thought are given to the preparation of all the steps required for a relatively smooth transition.

The method of group and individual instruction instead of class instruction as well as that of continuous individual progress instead of lock-step group progress can be carried out successfully within a school system which may not have adopted these methods in general, provided that the teacher using these methods is willing to provide a measure of comparison between his method of progress evaluation and that used by his colleagues within the same system, and that he is willing to adapt his method in all other respects to the overall system to prevent unpleasantness or disruption.

6.7 ADJUSTING THE PART TO THE WHOLE

If a new learning pattern is introduced in only one of several grade levels or in only one subject area, thought has to be given as to how the partly changed pattern fits into the system as a whole, what will be considered a measure of progress, how such progress will be accounted for, how the changed pattern will compare in all respects with the traditional pattern, and how it is

Contributing to an actual improvement of a given situation.

The new pattern for senior studies in Modern Languages (French) is designed to fit into a school system which still has seven forty-minute class periods per day, five days per week with the traditional subject requirements and the lock-step pass-fail system with whole class instruction in most subject fields, with the traditional 'noon hour' which is crowded with an assigned meal period for the whole system and a multiplicity of extra-curricular activities. It is also designed, however, to adapt quickly to a more openly structured school system of almost any description, including a non-graded or a modular-scheduled system.

6.8 PARTICULAR DEMANDS ON LANGUAGE PROGRAM

The learning of another language involves a type of teacher-pupil activity not necessarily required to such a high degree or in such frequency in any other subject field. A language must be learned through direct contact and by actual practice. This places particular demands on the scheduling of language learning.

It had been known for quite some time that linguistic experience is rather inadequate in large group learning situations, but the problem was always one of coping with the situation created by a traditionally rigid system. From the one-room school it is known that instruction in different subjects and on different levels can be given simultaneously to a variety of groups or

of individuals assembled in the same room. The one-room school was abandoned for a number of reasons, not the least that specialized instruction in a great number of subjects and on a number of levels cannot efficiently be given by one individual teacher. The one-room school was abandoned, and in the transition the only great feature that the one-room school classroom had in its favour, that of diversified simultaneous learning, got lost with it. It is its reintroduction that allows us to focus our attention back on the individual where it rightfully belongs while at the same time all the attractive features of the large educational compound can be enjoyed and perhaps even be better utilized: availability of subject teachers and of specialists, of laboratories and facilities.

6.9 NOISE LEVEL

At one time it was believed that learning can only take place in opposite proportion to the amount of noise surrounding the learner. The increase in the noise level which we experience continually and to which we get reluctantly accustomed, as well as the manifold of noises surrounding us has led to the more recent findings that the noise level is for most individuals not necessarily directly related to the ability to learn. This observation is of great importance as the noise level must needs rise in a multiple activity learning situation.

6.10 LANGUAGE LEARNING ACTIVITIES

Language learning is accomplished through interaction of a multiplicity of activities and experiences in which hearing is necessary to lead to aural comprehension, seeing to visual comprehension, a combination of both to thought and to analysis of a given linguistic situation, to reaction and eventually to a gradually increasing active application in oral as well as written expression of what has been learned in the process.

Grammar lessons of the traditional type with much drill of verb tenses and endings, structure of clauses and many other unpleasant features can largely be avoided. Texts based on thorough research in linguistics are now available, allowing a structural approach with systematic increase in difficulty. Such books can be supplemented at a very early stage of language learning by specially graded reading material and by a great variety of books, magazines, labels and a host of printed items encountered everywhere.

6.11 CHANGE OF TEACHER ROLE

The willingness of the individual teacher to make the most of a given situation and his recognition of the fact that almost every individual reacts differently to a particular challenge will quickly allow for a wide-spread of linguistic activity in which the teacher changes his rôle from that of lecturer to that of resource person.

6.12 REGROUPING THE CLASS

Practice of the spoken word by the individual student is of great importance. While most of the written exercise and composition work, silent reading and research can easily be carried out on an entirely individual basis or in very small independently working groups of two to five students, reading aloud and oral question and answer patterns are still better controlled in larger groups of about six students under the direct supervision of the teacher for more satisfactory progress. Once a good working pattern will have been established, such a system allows also for the most important aspect of individual student-teacher work which can be going on without interruption of other learning activities.

6.13 BETTER ACHIEVEMENT ASSESSMENT AND GREATER ENRICHMENT

In an attempt to obtain a reasonably accurate assessment of a student's linguistic accomplishment, it has always been necessary to mark oral performance, aural comprehension as judged by orally given answers to orally presented questions, dictation, composition, written grammar exercises and often many other items. This will not change with a different method of approach. It has been found that all these features can be evaluated with even greater accuracy when the teacher is involved with only a few students at a time while the rest of the class is involved in any of the other aspects of language learning activity. An amount and a variety of classroom work which was never before possible can now be incorporated. Students are able to select material in accordance with their interests.

6.14 ADAPTATION TO EXISTING STRUCTURE

In order to satisfy a system which requires a set of marks based on numerical assessment from 1 to 100 with a pass mark of 50, sectionalized into four school terms per year, the entire individual program has been divided into units, some of which deal with basic language study and written expression, others with oral work and again others with individual research and enrichment. While the main feature of such a language course consists of a set of minimum unit requirements which can be translated into values applicable to the lock-step promotion system, the structure of the course allows for individual progress at any desired rate which is also translatable into values of such a system.

From the record sheets shown in the appendix may be seen that maximum and minimum prescriptions are not as rigid as they may appear on superficial inspection. The minimum requirements are making sufficient allowance for slow learners in an uncompromising system while the maximum requirements are quite demanding. More flexible systems will be able to allow further adjustments to individual ability and interests. It will be noted that the requirements of basic language and conversation coverage are matched with material offering a wide variety of subject matter and leaving quantity as well as quality control open to suit a given situation.

All assessment of written work and of individual or group interviews will be recorded on student record sheets which are designed to allow for rapid conversion of results into conventional

marks. The results from the Detailed Unit and Term Score Sheet may be transferred to the Term Score Sheet and Progress Report for annual progress assessment.

7. PROGRAM CONTROL

Program control is a very vital part of the entire Modern Languages Program. It consists of a three-dimensional effort and involves many people.

7.1 NECESSITY OF CONTROLS

Any program, no matter how open or closed, specialized or comprehensive it may be, has to be governed by a set of rules, or else it ceases to be a program. Jerome Bruner, looking back in 1971 over the exciting events of the Woods Hole Conference, says that when all the challenging new ideas were proclaimed, they were "based on a formula of faith: that learning was what students wanted to do, that they wanted to achieve an expertise in some particular subject matter. Their motivation was taken for granted." (p. 6). At the end of the same paragraph we read: "Failure to question these assumptions has, of course, caused much grief to all of us."

In a program which one might have put into operation after the development in the early 1960's, one might perhaps not have paid too much attention to controls because all participants would supposedly have gone much further and much deeper in their

studies than any curriculum could have suggested, and who would have dared to stop any of this?

But there was one thing we had forgotten: that human nature, on the average at least, does not function that way.

If left to himself, the average individual does usually not continually produce more, nor anything of a better quality than is expected of him. If anything, the reverse is frequently the case. A great deal of what is being accomplished is achieved because of competition or some other type of pressure, some type of control.

7.2 QUANTITY CONTROL

If any progress is to be made in a particular subject field, a certain quantity of subject matter is to be covered. In the case of second language study, this includes a prescribed section of a programmed series of grammar readers. All programs of the past used to have a similar core program, and without such, a language program is simply unthinkable. The intensity with which such books are to be exploited does make a difference, of course, and an overemphasis on grammatical work, on language pattern drills and other rather boring aspects, especially when presented as the 'rock on which all else rests', did a good deal to kill the program before it was even off to a good start. The basic grammar series ~~should~~ be treated as an unavoidable reference, a source of fundamental information which must be brought to light and understood. But then the more colourful aspects of language learning should be allowed to move into focus.

Our program makes a minimum demand on the learner in grammar study, accumulation of vocabulary, work in phonetics, reading, creative writing as well as précis and résumé and conversation. After the mandatory sections are accounted for, the optional work has no quantity limitations.

7.3 QUALITY CONTROL

What might perhaps even be of more concern to the outsider is the quality control. This concern is particularly justified because a good deal of responsibility is shifted from the shoulders of the teacher to the shoulders of the student. It is easy to neglect minor detail or to help a friend by covering up or giving a credit where it is not deserved. This aspect, however, has been drastically de-emphasized in our program as mentioned earlier.

Next we have to consider that those students who monitor others are monitored themselves by the instructor who does not give credit where credit is not due. Obviously, someone who worked hard for his credits does not give credits away to others.

One does have to consider the quality of instruction per se, of course. That includes good pronunciation of the target language, as well as clear and correct explanation of points of grammar or interpretation.

This aspect is naturally only partly controlled by the instructor who has to rely on students to assist him. The presence as an instant resource, the frequent regrouping and the many routine

Check-ups in sessions with the teacher prevent quality deterioration.

One very essential point must not be forgotten: that only by the use of monitors the active functional use of the target language can be at its maximum in the classroom. Accuracy can only be reported after the attempt of usage has been made in the first place; if one does not speak the language at all, one does not have to worry about the accuracy of pronunciation.

7.4 PROGRESS CONTROL

The combination of quality and quantity control, together with a periodical review and updating of the available range of topical research material, the program control is established.

All of the student's work, number coded as previously mentioned, is recorded on Term Progress Report Sheets which reveal in detail what type of work the student covers from day to day, as well as they show fairly accurately the quality of the work.

While 600 points, equal to 60 per cent, are the minimum requirement per term, it is relatively easy to complete 1000 points or even more. Anybody having completed the mandatory sections plus the optional portion before the end of the term is allowed to proceed without interruption. For greater freedom of choice, students are even allowed to advance into the next course section if the previous section is not entirely completed. Thus they are able to join groups which do reading, conversation, dictation, phonetics or any other work that is better done in groups than by individuals,

at any time when a group is ready to be formed, rather than at a fixed time which may inconvenience a number of people. By operating the program in this manner, smooth progress is ensured for each individual at all times.

It was mentioned earlier that the slow-moving learner is also accommodated. Under a rigid system which makes definite time-limited demands which usually result in pass or failure, it is particularly difficult to give the less gifted student an opportunity to progress without the threat of failure. Our particular scheme provides two avenues: either a completion of the minimum requirements, even if they largely lack perfection, with an advancement to the next unit or the same type of minimum coverage with completion of enrichment after the deadline, and a step onto the next higher course section at a much later date. This latter method allows for more complete coverage but is often not advisable as it causes confusion in a school system with lock-step, pass-fail promotion procedures. Much of what would serve as enrichment and is left out can be included in the core program of the next section.

8. WIDER HORIZONS

Particularly Jerome Bruner, but with him many others, have expressed that the classroom should not only be open, but that it should be the program center of a much farther reaching activity. Too often and too long has the classroom been isolated from the rest

of the world of experiences. But the emphasis on the fact that the classroom is only a small portion of the total educational experience has often been neglected.

In Canada, field trips for language classes have not been considered an integral part of the curriculum. Other classes for years attended legislature sessions, toured museums and historic sites, attended theater or musical performances, but exposure to the other language which would have been just as possible as all the others, was not even considered. Only within the last decade, perhaps encouraged by reports of successful programs in Europe and by the improvements in the communication and transportation sectors, have Canadian language teachers given any thought to sending the learners of a second language for a period of time, no matter how short, into a region where this language is the basic means of communication.

A learning experience as that gained by a group exchange of students involved in the language learning process could well be considered equivalent to a score of lessons in an artificial classroom situation. An exchange visit of a week's duration which can easily be arranged without any great difficulty, is a boost to language learning that staggers the imagination. What is also important, of course, is the fact that such field trips should be considered an integral part of the language program rather than a spare-time activity.

Besides, group exchange visits provide an ideal opportunity for learning about, and within a different cultural environment. They are designed to develop understanding and goodwill between English and French speaking Canadian high school students and teachers.

A group visit is of a more concentrated and direct impact upon the community concerned, and it is of a less lengthy and by far less costly nature than individual or group summer school and summer exchange efforts. It is one of the best means to encourage active bilingualism, and it is a proven means with promise of success.

Our program has so far had two such group exchanges with high schools in the Province of Québec. Through travel assistance by the Canadian Council of Christians and Jews, the total transportation cost did not exceed \$ 20.00 per participating student, plus school bus transportation covered partly by an arrangement with administrative authorities and partly by a special fund raising campaign.

Students interested in the exchange submitted an application form which enabled the teachers directing the exchange to find partners of the same sex, similar interest and age levels and similar scholastic background. For the duration of the visit in the respective communities, the participants were billeted with their partner's families, and they participated in classes, school, family and community functions.

Our group was richly rewarded by going as well prepared as possible. Language learning activities reached a fever pitch, and

dealing with dozens of problems associated with travel and communication was a new learning experience.

Name tags bearing the names of the visitors as well as the names and addresses of their respective hosts were worn at all times to reduce the chances of getting lost, and all travellers and hosts were provided with a complete list of all participants, their names and addresses, telephone numbers and other relevant data, together with a full program of meeting times and activities, names of people to call in case of emergency or language difficulty, maps of the respective regions participating in the exchange, and a list of travel hints containing suggestions as to what to expect from such an undertaking as well as how to derive the greatest possible benefit from it. For reasons of courtesy as well as for better communication, most of the material was issued in bilingual form.

Our group prepared a program of songs and folk dances, accompanied by guitars and/or accordions. This proved to be an excellent means of instant mass communication to break the ice and to bring the visitors closer to the hearts of their hosts.

Unfamiliarity with language and customs naturally led to many situations of awkwardness and often amusement. The positive reaction to such incidents must be attributed to the newly found confidence fostered by our approach emphasizing the ability to cope with a total language situation.

Now, after the completion of a second such enterprise, it can be confirmed that the language program has finally been moved into meaningful context, into a reality which could otherwise simply not have been achieved. It is not just the excitement of travel and adventure -- a good educational experience at any rate -- but in this particular case the meeting of two cultures represented in and by two different coding systems of human communication, which made the many headaches, personal sacrifices as to material means, time employed and comfort given up, more than worthwhile.

The fact that such a program involves not only the students, but other teachers, bus drivers, parents and other members of the respective communities brings with it an invaluable fringe benefit: the more meaningful relationship between the school and the society in which and for which it is functioning.

To make such a program more palatable to many more teachers and administrators, legislative and administrative hurdles will have to be taken, more educators with a great deal of enterprising spirit will have to be found, and the entire community, district or even a whole region will have to become more aware of the tremendous advantages of educational involvement much beyond the walls of the school.

Our program shows that such a 'living language program' is possible.



A TEARFUL FAREWELL

I don't want to leave!
The language barrier
is broken: the other
people are as real as
we are!

A lifeless subject
turned into real people:
it is a return to a
learning process with
meaning. But it is
also a return to
learning with the
determination to be
able to do better next
time. The first day

was terrible... Now, two days later, I catch most of what they are
saying... Sure, it was a shock... I was frightened, I did not
know what to do or to say... Now I am equally sure that I am going
back there for another visit...



ICI ON PARLE FRANÇAIS ...

Off to French Canada for an experience in language learning which simply can not be duplicated in the classroom. Most of them wondered whether or not their learning efforts might be crowned by success ... est-ce qu'ils pourront me comprendre?





WE REALLY TALKED TO EACH OTHER... IT ALL BEGAN SUDDENLY TO MAKE SENSE... NOW I LIKE FRENCH BECAUSE I KNOW I CAN USE IT...



ENTENTE CORDIALE

French teachers of English and English teachers of French: on peut communiquer, on s'entend, on s'écoute, on se comprend.

Teachers of the two schools involved in the interprovincial intercultural exchange take a minute out of their busy schedule to pose for a snapshot.



9. NEW PROGRAM PERFORMANCE STANDARD (EVALUATION)

It should be pointed out that the changes from the old program to the new one make it extremely difficult to compare the two programs statistically with reasonable fairness.

The former program evaluation was generally based on performance on written tests and in reading tests or pronunciation drills. Even so-called 'oral' tests were largely written and were tests of comprehension rather than actual expression.

However, information taken from school records dating back as far as 1954 reveals the following:

From 1954 to 1963, curriculum requirements did not include aural comprehension tests on the grade 11 and 12 levels; from 1964 to the present, aural comprehension tests became a part of the examinations, but the completion of this portion remained essentially optional. Since 1969, an optional examination portion on oral expression was added, but it was neither fully enforced nor clearly defined nor actually thought of as being essential.

Our new program does not allow the student to obtain a 100 per cent mark unless a minimum of 18 per cent of this mark was obtained by an assessment of active oral application of the language and a further minimum of 15 per cent on aural comprehension. The new program allows up to 18 per cent of the mark for participation in language activities, i.e. exposure to the language; this particular aspect is considered to be of value while

it was usually completely disregarded in the past.

The fact that students are permitted to repeat work if it is unsatisfactory, that they have much more access to resources and that they are free to use dictionaries or to have discussions with their partners while they are in the process of completing assignments, naturally also has a much different effect on the outcome of their work. There are, of course, as was mentioned in the discussion of quality control, certain aspects in which high quality performance is expected and carefully checked.

The marks obtained as a result of performance assessment of the new program are considerably higher, there are practically no failures, the students enjoy the courses much more, they participate more freely and work more willingly.

This program is not without weaknesses nor will it eliminate poor results entirely, especially with regard to excellence in grammatical detail. But it is felt strongly that first things should come first. Although the use of correct grammar is desirable for the establishment of accurate and perhaps more refined communication, it is not the first of the essentials for human contact. Increased communication power and the appreciation of another language as a living entity are the most positive aspects of this program and are the objectives of its main thrust.

CONCLUSION

In trying to adapt our educational program to the needs of the present-day child, we feel that the following priorities have been emphasized in both our programs.

The particular way in which we have tried to bring back initiative and to restore a sense of potency to the children, have been based on a uniform realization, on both our parts, that there is a great need today for the creation of a culture in which all people have a sense of belonging and purpose.

That the child have the necessary independence to help create this type of society, as well as feel a part of it, the mission as we envision it is a total one. If children are to be able to assert mastery over all that depends on them, they must be reached in the emotional and imaginative spheres as well as in the intellectual. The individual is only brought to full maturity and self-actualization if all his perceptual spheres are allowed to grow simultaneously.

This is why both of our programs are based on the Buberian concept of the I-Thou relationship and the realness of the polarity of that relation in the learning situation. This polarity of relationship in our teaching completely replaces the student as being treated as the object of the teaching scheme.

Breaking down the barriers between school and community through activity group work, class field trips and the examination

of a variety of community life styles, as well as the multitude of challenges set up by a diversity of choice in the programs, are seen as appropriate processes for bringing the whole person into the learning situation. This multi-channelled approach reaches out to dimensions of personality and ways of understanding, impossible within a fixed structure.

The emphasis in both programs is converted from teaching to learning; fascination with learning becomes prime orientation. The restoration of elements of self-initiated learning, of self-evaluation, of the teacher as facilitator of learning, of prizing independence and individuality in the learner, of setting up proper low-pressure environment with its warm atmosphere to facilitate self-realization, and of working on the individual's appropriate maturation level and interest area, are the results of our common attitudes which are worked into both programs. Learning is seen essentially as the student's grasp of insight, the personal awareness of relations. Consequently, we have allowed the children time for reflection and problem solving. Such attitudes are heavily supported in Carl Rogers' approach to Freedom to Learn, Kierkegaard's 'truth' exclusively attained by self-appropriation, and in Bernard Lonergan's 'cogent analysis of insight' as the pivot of all knowing.

Finally, after a re-examination of our educational goals, and in implementation of our reoriented convictions in the newly adapted programs, we have experienced a personal development, an

enrichment of our lives from an acute awareness of the reality of the total situation. A constant quest for aiding students in their difficulties becomes a way of life -- a revitalization of the imaginative powers of the teacher.

There has been experienced a greatly increased differentiation in our grasp of the elements involved in knowing, loving, imagining, feeling, and as a result, a keenly realized personal development and actual achievement in self-appropriation.

THE MISSION IS POSSIBLE.

It is possible here in Nova Scotia.

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APPENDIX A

to

A. An Intervention Classroom at
the Elementary Level

APPENDIX A

1. LISTENING CARREL SUGGESTIONS

- 1.1 Ear Phones
 1.2 Record Player and Tape Deck
 1.3 Recordings
- 1.31 Americana Interstate Corporation, Mundelein, Ill. 60060
 produces:
 Complete Materials and Instructions For Six Different
 Educational Word Building Exercises to Improve Reading,
 Spelling and Thinking Skills
 Listen And Learn With Phonics by Dorothy Taft Watson
- 1.32 Bremner Records, Dept. J-118, Wilmette, Ill. 60091
 produces:
 (a) The New Math Musical Multiplication Records
 (b) The School Edition of The Sound Way to Easy Reading
- 1.33 Caddy, John D., Box 251, Canoga Park, Calif. 91305
 produces:
 The Six Wonderful Records of Facts (MATH)
- 1.34 Capitol Records, 9245, Côte de Liesse, Dorval 760, Québec
 produces:
 We Have Landed On The Moon
 featuring
 Official NASA Tapes / Special Narration by Paul Haney
- 1.35 The Children's Record Guild
 produces:
 Children's Concert Series
 Christopher Columbus
 The Eagle and the Thrush
 Hungarian Dance - Brahms
 Little Pedro and The Street Singers
 Love of 3 Oranges - Prokofiev
 March of the Toreadors - Bizet
 The Nutcracker Suite - Tchaikovsky
 The Swan - Saint Saëns
- 1.36 Disneyland Records
 produce:
 (a) Addition and Subtraction - Jiminy Cricket
 Multiplication and Division - Jiminy Cricket
 (b) Great Men of Science Series
 Professor Julius Summer Miller relating stories of
 Galileo
 Michael Faraday
 Sir Isaac Newton, etc.

2. INDIVIDUAL READING CARREL SUGGESTIONS

- 2.1. Activities - Individualized Reading
Self-Paced Activities: Evangeline L. Garrison
The Instructor Publications, Inc.
Dansville, New York 14437
- 2.2 Books of various reading levels and interests, such as those published by Scholastic Book Services, Toronto;
Alligators and Crocodiles - James Gordon Irving
Arrow Book of Science Facts - Mary Elting
Charlie The Tramp - Russell Hohan
Dolphins - Mickie Comprere
How To Write Codes and Send Secret Messages-
John Peterson
The Indians Knew - Tillie S, Pine
Let's Find Out About The Moon - M. & C. Shapp
Mister Blue - Margaret Embry
Nothing To Do - Russell Hoban
What's For Lunch, Charley? - Margaret Hodger
What Is A Frog? - Gene Darling
- 2.3 Builders - Available at Knowlton Supply Co. Ltd.,
1572 Argyle Street, Halifax, N.S. :
No. 8134 Economo Sentence Builder
No. 9503 Link Letters
No. 8252 Phonetic Drill Cards
No. 9378 Phonetic Word Builder
No. 9358 Phonetic Word Wheel
- 2.4 Cards - Playing Cards, Authors Cards, etc.
- 2.5 Laboratory - S.R.A. Reading Laboratory, Don H. Parker,
Director, Institute for Multilevel Learning Intern.,
producer:
Science Research Associates, Inc.,
259 East Erie Street, Chicago, Ill. 60611
- 2.6 Kit - Scholastic Individualized Reading Kit,
Scholastic Book Services, Richmond Hill, Ont. :
100 paper backs - variety of topics on wide reading
level; on each book a conference card, activity
card with 4 or 5 suggested activities when the
child finishes the book.
- 2.7 Pamphlets - Reading pamphlets or booklets, related to the
child's interests such as those published by the
Kindness Club, Fredericton, N.B., on the care of
pets. Here belong also pamphlets issued by the
Nova Scotia Museum.

- 2.8 Projector - Overhead Projector: Overhead Projectuals
Phonics - Millinken
- 2.9 Puzzles - (a) Crossword Puzzles with answer available
(b) Jig-Saw Puzzles
- 2.10 Questionnaires - prepared on individual books which are not part of the Kit; answers to these questionnaires should be available under the table.
- 2.11 Workbooks - Many and varied self-correcting, such as Programmed Reading Series, Cynthia Dee Buchanan, Sullivan Associates, Webster Division, McGraw-Hill Book Co., Toronto.

3. MATHEMATICS AND ART CARREL AND CENTER

- 3.1 Abacus
- 3.2 Balance Boards - Beams
- 3.3 Charts No. 1
- 3.4 Counting Puzzle - 1st and 2nd Elementary Cycle,
Brault, 2 Bouthillier, Montréal, Canada
- 3.5 Cubes, Blocks No. 5
- 3.6 Flash Cards
- 3.7 Geometry Sets
- 3.8 Geometry Box - with charts to match
- 3.9 Grab Bag - Open-ended questions
- 3.10 Interlocking Discs (Tupperware Games) etc.
- 3.11 Insanity Blocks
- 3.12 Lego Blocks
- 3.13 Math Books - a variety of extra math books
- 3.14 Moulding Clay
- 3.15 Patterns for Mobiles - Crayons - Glue - Scissors
- 3.16 Peg Board and Pegs
- 3.17 Pictures of applied mathematics in any field, such as of architectural designs, to show the relationship to geometric patterns
- 3.18 Projector, overhead
- 3.19 Records - refer to Listening Carrel
- 3.20 Research Box - Leading to research on the lives of the mathematicians, etc.
- 3.21 Segment Lengths, varied, shoelaces, etc.
- 3.22 Shapes - varied - coloured paper
- 3.23 Squares - different sizes
- 3.24 Styrofoam - for carving
- 3.25 Tangram Books and Sets
- 3.26 Tapes - refer to Listening Carrel

- 3.27 Transparencies for Overhead Projector:
The Instructor Publications, Inc., Daneville, N.Y. 14437

4. Sub-Section: Art

- 4.1 Canvasses
- 4.2 Construction Paper - various colours
- 4.3 Crayons, Pencils, Markers, Chalk
- 4.4 Glues
- 4.5 Paints - Finger Paints, Water Paints
- 4.6 Magazines for Ideas - Jack and Jill, Humpty Dumpty, Highlights
- 4.7 Papier Maché Material
- 4.8 Pipe Cleaners
- 4.9 Popsickle Sticks
- 4.10 Ribbons - thread - braid for trimming
- 4.11 Scissors - knives
- 4.12 Screens for spatter painting
- 4.13 Sprays
- 4.14 Stapler - Clips - Hooks
- 4.15 Stencilled Instructions to follow for Designs

Jack and Jill Subscription Series,
1100 Waterway Blvd.,
Indianapolis, Ind. 46202

Jack and Jill,
The Holiday Publish. Co. Inc.,
Philadelphia, Pa., 19106

5. SOCIAL STUDIES - SCIENCE CARREL SUGGESTIONS

- 5.1 Books on related material
- 5.2 Displays - West Indies, Africa, Australia, etc.
- 5.3 Microscope - Slides
- 5.4 Projector - Overhead Projector Transparencies as produced by
Milliken Publishing Co., St. Louis, Missouri:
 - 4 C 904 Amphibians and Reptiles
 - 4 C 901 Birds
 - 4 C 903 Insects
 - 4 C 905 Mammals

- 4 C 908 Oceanography
- 4 C 902 Plants
- 4 C 910 Prehistoric Life
- 4 C 913 Rocks and Minerals
- 4 C 909 Space Travel
- 4 G 915 Weather and Electricity

- 5.5 Kits - Dart-Kit: Mr. Lewis Billard
Nova Scotia Museum
- 5.6 Maps - Places Around the World
- 5.7 Pictures - Around the World
- 5.8 Stories of Children around the world; records in Listening
Carrel; Folk Songs Around the World
- 5.9 Viewmaster - slides

6. IMAGINE AND WRITE CARREL SUGGESTIONS

- 6.1 Booklets such as "Imagine and Write"
- 6.2 Problems to be solved - posted, unrealistic and realistic
- 6.3 Pictures - such as calendar series, etc., with thought provoking
questions
- 6.4 Viewmaster and slides
- 6.5 Typewriter
- 6.6 Paper with pretty designs for various seasons
- 6.7 Ideas taken from such books as
Making It Strange
A New Design For Creative Thinking And Writing
Harper & Row, Publ., N.Y.
- 6.8 Thought provoking questions
- 6.9 Stories - unfinished

S C R O U N G I N G

<u>MATERIALS -</u> <u>THING IN THE WORLD</u>	<u>SOURCES</u> <u>THE WORLD</u>	<u>SOME USES</u> <u>CAN BECOME SOMETHING ELSE</u>
<u>OLD GARBAGE</u>	<u>HOME</u>	<u>ALL KINDS OF CONSTRUCTION</u>
t, towel rolls cartons	Send notes to parents	
fabric scraps felt hats		↓
cans cartons		for paint mixing, etc.
cubes plastic containers		for costumes
shirts		for paint shirts
al boxes lines		
papers roni, beans, rice, etc		mosaics
posed slides	friends	scratch design with a pin
lass slides in aders	Camera Shops	paint on with magic markers collage with small objects - bits & pieces
eaved off 16 mm	N.F.B.	draw on with magic markers for colour & india ink for design
Strip Kits	Film Companies	
Red Film	Film Companies or local Drug Stores	

MATERIALS

SOURCES

SOME USES

STRUCTURED MATERIALS:

ceramic Tiles

Carpet Samples

Carpet Scraps

Wire Glass Screening

Styrofoam

Parts

Scrap

Swings, jumping on

Salvage Parts

Paper Tubes

Wasting Wire

Building bases to work clay on

Carbonite

Wood

Plaster

Rolling

2" x 4"

2" x 3" etc.

Scraps

Covering floor inside of sandboxes

To paint on & look through

Old Doors

Plaster

NATURAL

Woods, fields,
Beaches, roads

Mosaics
Collages

Tree cones

Bark

Tree rounds

Twigs

Grasses

Stems

Stems

Bells

Driftwood

Leathers

Window glass

sand cast candles
sandcast with plaster of Paris

Gravel

MATERIALS

SOURCES

SOME USES

River beds
Brick building
companies; e.g.
Lantz, N.S.
\$1 per 50 lbs.

Good for clay sculpture
but doesn't fire well

Cobequid Ceramics
Truro, N.S.
18¢ per lb.

Good for firing

TABLES

Home - Stores
leftovers

Printing

potato, carrot
cabbage

MUSICAL INSTRUMENTS

flower pot gongs

shakers - with tin cans with rice, beans, etc.

-----gourds

-----#10 tin with rubber tubing
stretched over

--- barrells

--- small drums from ice cream
containers with paper heads

Double bass from tea Chest or Washtub

Materials such as: bottle caps - scrap lumber - plumbing joints (plastic)

string - heavy brown paper - dowelling - funnels - conch shells - logs

Centre Lights from stove pipe with plywood backing

Write: Ellen Pierce
Youtharts
3146 Agricola Street
Halifax, N.S.

for a pattern

APPENDIX B

to

B. The High School Program in French

PROGRAMME DE L'ANNEE 1971/1972

Page	1 ^{er}	2 ^{ème}	3 ^{ème}	4 ^{ème}
Accélééré	28-32 (R32) 33-36 (R36)	37-41 (R41) 42-46 (R46)	47-51 (R51) 52-55 (R55)	56-61 (R61)
1100 L&C III	QUEST PHASE ONLY: INDIVIDUAL ADVANCED WORK APPROXIMATELY FOUR UNITS PER TERM			
On Parle Français	L IV 5&6	L IV 7&8	L V 1&2	L V 3&4
11 ^{ème} Cours	1&2	3&4	5&6	7&8
Elément.	19-21 (R20) 22-26 (R24)	27-32 (R28)	33-35 (R32)	36-38 (R38)
L&C II	1-5 (R)	6-11 (R)	12-17 (R)	18-23 (R)
On Parle Français	L III 8 L IV 1&2	L IV 3&4	L IV 5&6	L IV 7&8
11 ^{ème} Cours	1&2	3&4	5&6	7&8
Elément.	1-4 (R4)	5-8 (R8)	9-13 (R11)	14-18 (R16) 19-21 (R20)
L&C II	1-5 (R)	6-11 (R)	12-17 (R)	18-23 (R) 24-30 (R)
Ecouter & Parler	1-5 (RI)	6-10 (RII)	11-15 (RIII)	16-20 (RIV & V)
On Parle Français III	L III 1&2	L III 3&4	L III 5&6	L III 7&8
Deuxième Cours	1-7 Gr & Lec	8-13 Gr & Lec	14-19 Gr & Lec	20-25 Gr & Lec
Chemin Faisant	1-4	5-9	10-14	15-18

MANY RURAL HIGH SCHOOL - SENIOR STUDIES IN MODERN LANGUAGES

SCORE SHEET AND LEVEL PROGRESS REPORT

Name: _____

Level: _____ School Year: ____/____

Regular: Quest:

TERM I	TERM II	TERM III	TERM IV
Unit 01	Unit 01	Unit 01	Unit 01
Unit 09	Unit 09	Unit 09	Unit 09
Unit 00	Unit 00	Unit 00	Unit 00
Unit Q 00	Unit Q 00	Unit Q 00	Unit Q 00
Unit:	Unit:	Unit:	Unit:
Unit:	Unit:	Unit:	Unit:
Unit:	Unit:	Unit:	Unit:
Unit B:	Unit B:	Unit B:	Unit B:
Unit B:	Unit B:	Unit B:	Unit B:
Unit MOL:	Unit MOL:	Unit MOL:	Unit MOL:
Unit MOL:	Unit MOL:	Unit MOL:	Unit MOL:
1000:	1000:	1000:	1000:

Aggregate: 4000:

Total (Average): 1000:

MONITOR GUIDE

GRAMMAR ITEM CHECK:

- MEANING AND USE,
CHANGE OF FORMS etc.

2 POINTS MAXIMUM

VOCABULARY

- SPOKEN IN FRENCH
(NOT SPELLED WITH
ENGLISH LETTERS!)

ONE POINT FOR EACH
5 WORDS CORRECT

READING (SEEN) COUNT:

10 POINTS MAXIMUM

(AT LEAST 5 LINES) PRACTICE:

4 POINTS MAXIMUM

(AT LEAST 5 LINES) (UNSEEN) - COUNT:

50 POINTS MAXIMUM

PRACTICE:

10 POINTS MAXIMUM

SPELLING (ACTIVE)

- ONE PRINTED LINE - COUNT:

10 POINTS MAXIMUM

PRACTICE:

2 POINTS MAXIMUM

(PASSIVE)

- 10 OR 11 WORDS - COUNT:

10 POINTS MAXIMUM

PRACTICE:

2 POINTS MAXIMUM

PHONETICS (ACTIVE)

READ - GROUPS CONTAINING
AT LEAST 12 WORDS
OR SEVERAL GROUPS
TO MAKE AT LEAST
12 WORDS IN ALL

COUNT: 10 POINTS MAXIMUM

OR

PRACTICE: 5 POINTS MAXIMUM

(PASSIVE)

- NEVER LESS THAN AT
LEAST 10 WORDS

COUNT: 10 POINTS MAXIMUM

OR

PRACTICE: 5 POINTS MAXIMUM

DICTIONARIES: ALWAYS TEN SHORT OR FIVE DOUBLE-LINE SENTENCES
VARYING VALUES AS LISTED ON SHEETS

STUDY REPORT

STUDY REPORT

STUDY REPORT

NAME:

COURSE NO:

ITEM NO:

VALUE: _____

MARK:

MONITOR:

NAME:

COURSE NO:

ITEM NO:

VALUE: _____

MARK:

MONITOR:

STUDY REPORT

STUDY REPORT

STUDY REPORT

NAME:

COURSE NO:

ITEM NO:

VALUE: _____

MARK:

MONITOR:

NAME:

COURSE NO:

ITEM NO:

VALUE: _____

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MONITOR:

STUDY REPORT

STUDY REPORT

STUDY REPORT

NAME:

COURSE NO:

ITEM NO:

VALUE: _____

MARK:

MONITOR:

NAME:

COURSE NO:

ITEM NO:

VALUE: _____

MARK:

MONITOR:

INDEPENDENT TERM STUDY PROJECT

Name: _____

Course No.: _____ Term: _____ 19____/____

Topic selected: _____ No.: _____

Change of Topic, if any: _____ No.: _____

DATES:

--	--	--	--	--	--

Evaluation: (1) Research:

- Type and quality of material collected:

(a) Information 10 %

(b) New Words and Expressions 10 %

- Amount of Material Presented: 10 %

- Knowledge and Use of Correct Grammar: 10 %

(2) Study:

- Reading and Pronunciation 10 %

- Dictations: (a) Amount 10 %

(b) Quality 10 %

- Meanings, Knowledge of Subject Content 10 %

- Ability to discuss the Subject Matter 10 %

(3) Timing:

- Dates when Work was presented for Progress Reports:

- Completion on or before the due date

- Total on Timing

10 %

--	--	--	--	--	--

**(4) Total Assessment:
(Term Mark)**

- Select: (a) A novel or suitable other material;
OR (b) A topic from History, Geography, Civics, Natural Sciences, Applied Sciences, Health Sciences;
OR (c) Any interesting common topic, such as Social Life, Travel, Camping, Sports, Nature, Education, Politics, Religion, Philosophy, Entertainment, Budget, Spending and Economics, or any other.

Find as much vocabulary and material on your topic as you can; find enough so that you can study, write and talk about your topic to some extent.

Then decide what you can do with such a topic, how you can work it into a project and what kind of a mark you feel you can work for; then aim for this goal.

Start a Folder or Work Profile into which you gather and organize your information.

Look up information pertaining to your topic in other books, magazines and reference material and make a list of
 (a) where you looked and
 (b) what you found.

Study new words and expressions and have sections of your list heard from time to time. CHECK CONTINUALLY ON CORRECT PRONUNCIATION.

Make sure you know how to use, and use dictionaries and encyclopedic works to your best advantage.

Start a résumé of your work and add to it and change it as you go along;

prepare from it several dictées, study them gradually and have them given to you; pay special attention to unusual and difficult words and expressions.

Learn your topic well enough that you can talk about it and answer questions on it.

You may wish to add illustrations, pictures, sketches, maps, charts or anything that will make it more interesting and help you better remember or talk about it.

You may find one or more people interested in the same topic and you may wish to work together. This is permissible, but you do not have to work with partners.

Keep a Time Chart and Work Schedule in your Folder. Check constantly to see that you are doing enough, that you are learning all the time and that you go for help when needed.

SENIOR MODERN LANGUAGES PROGRAM - CHECK SHEET

Date: _____

Armstrong					
Carey					
Colp					
Colp					
Conrad					
Joudrey					
Sarty					
Tubbe					
Veinot					
Weldon					
Wentzell					
Zinck					

X A					
Deborah Bolivar					
David Carter					
Mab Cole					
Daphne Colp					
Deborah Conrad					
Peggy Cook					
Catherine Corkum					
Patricia DeLong					
Dale DeMone					
Elizabeth Feindell					
Avard Foster					
Michael Hall					
Robingale Hall					
Rebecca Langille					
(15) Alvin MacKay					
Esther MacKay					
Nancy Mader					
Susan Meindl					
Joanne Mossman					
Wade Oickle					
Kay Rhodenizer					
Elaine Robar					
James Snyder					
Elizabeth Wentzell					
Graham Wentzell					
Leona Wentzell					
Dianne Zinck					
Gail Zwicker					

(28)

B					
Acker					
Alexander					
Arenburg B					
Carey B					
Conrad					
Crouse					
Deamond B					
Feener B					
Feindel					
Haines B					
Joudrey B					
Knox B					
Lowe B					
Lyon					
MacKay					
Mason					
Meisner					
Oickle					
Poole					
Reeves					
Robar					
Robar					
Sarty					
Sarty					
Seamone					
Spidle B					
Tubbe					
Turner					
Veinotte B					
Wentzell					
Whynot B					
Wright					
Young					
Zwicker					

X B					
Sonia Demond					
Charlene Falkenham					
Clark Hubley					
Paul Isaac					
Bonita Lantz					
Carol Ann Leary					
Carla Mader					
Deborah Russell					
Franciska Schooten					
Sherry Gail Slauen.					
Ferne Wentzell					
Deborah Wile					

(12)

Notes:

Alexander					
rd Balser					
ta Beck					
is Beeler					
ore Carter					
Carver					
el Colp					
Conrad					
DeLong					
on DeMone					
ile DeMone					
Ernst					
Fancey					
ood Flemming					
Foster					
a Holland					
la Hyson					
Joudrey					
Joudray					
MacKay					
MacQuarrie					
Mailman					
Mailman					
Mosher					
Robar					
Russell					
Taylor					
Trethewey					
Veinot					
Wambach					
lyn Whynot					
da Zinck					

9 B					
Henry Acker					
Laura Armstrong					
Brian Best					
Lynn Colp M					
Bonnie Drew					5
Una Hirtle					
Christine Hyson					
Donna Langille					
Benton Lantz					
Gwen Lohmes					10
Theodore Lohmes					
Flora Mailman					
Donna Mosher					
Kathleen Oickle					
Virginia Oickle					15
Julieann Sawler					
x Bruce Trethewey					
x Gregory Trethewey					
x Brenda Slauenwhite					
Aseph Veinot M					20
Carolyn Veinotte					
Debbie Veinot					
Leith Veinot					
Anne Wentzell					
Arnold Wentzell					25
Christine Wentzell					
Eric Wentzell					
Cathy Whynot					
Milford Whynot					
Linwood Zinck					30

cais

Prononciations I

<u>cahier</u>	6. <u>vocabulaire</u>	11. <u>gargon</u>	16. <u>quatre</u>
<u>trapeau</u>	7. <u>voilà</u>	12. <u>avec</u>	17. <u>quatorze</u>
<u>papier</u>	8. <u>Marie</u>	13. <u>salle</u>	18. <u>phrase</u>
<u>plafond</u>	9. <u>la</u>	14. <u>classe</u>	19. <u>satisfait</u>
<u>tableau</u>	10. <u>carnet</u>	15. <u>à</u>	20. <u>pas</u>
<u>calendrier</u>	26. <u>asseyez-vous</u>	31. <u>Jacques</u>	36. <u>sur</u>
<u>mars</u>	27. <u>il s'assied</u>	32. <u>Albert</u>	37. <u>suis</u>
<u>avril</u>	28. <u>mardi</u>	33. <u>Alfred</u>	38. <u>sous</u>
<u>partie</u>	29. <u>samedi</u>	34. <u>Béatrice</u>	39. <u>sont</u>
<u>partie</u>	30. <u>animal</u>	35. <u>paragraphe</u>	40. <u>se</u>
<u>livre</u>	46. <u>stylo</u>	51. <u>voici</u>	56. <u>Marie</u>
<u>merci</u>	47. <u>pupitre</u>	52. <u>qui</u>	57. <u>satisfait</u>
<u>dix</u>	48. <u>dis/dit</u>	53. <u>Henri</u>	58. <u>six</u>
<u>joli</u>	49. <u>lis/lit</u>	54. <u>gris</u>	59. <u>aussi</u>
<u>Louis</u>	50. <u>il/ils</u>	55. <u>grise</u>	60. <u>ici</u>
<u>petit</u>	66. <u>vieux</u>	71. <u>lundi</u>	76. <u>Paris</u>
<u>petite</u>	67. <u>vieille</u>	72. <u>mardi</u>	77. <u>animal</u>
<u>dictionnaire</u>	68. <u>Philippe</u>	73. <u>mercredi</u>	78. <u>Richard</u>
<u>capitaine</u>	69. <u>jeudi</u>	74. <u>Virginie</u>	79. <u>américain</u>
<u>locomotive</u>	70. <u>Marguerite</u>	75. <u>vendredi</u>	80. <u>dimanche</u>
<u>cahier</u>	86. <u>janvier</u>	91. <u>Cartier</u>	96. <u>grammaire</u>
<u>papier</u>	87. <u>février</u>	92. <u>Gauthier</u>	97. <u>vocabulaire</u>
<u>premier</u>	88. <u>singulier</u>	93. <u>pied</u>	98. <u>dictionnaire</u>
<u>calendrier</u>	89. <u>tablier</u>	94. <u>je m'assieds</u>	99. <u>préliminaire</u>
<u>étudier</u>	90. <u>étudiez</u>	95. <u>il s'assied</u>	100. <u>Claire</u>
<u>deuxième</u>	106. <u>première</u>	111. <u>Gilbert</u>	116. <u>père</u>
<u>troisième</u>	107. <u>derrière</u>	112. <u>Albert</u>	117. <u>mère</u>
<u>quatrième</u>	108. <u>dernière</u>	113. <u>Robert</u>	118. <u>guère</u>
<u>cinquième</u>	109. <u>arrière</u>	114. <u>ouvert</u>	119. <u>guerre</u>
<u>huitième</u>	110. <u>Pierre (!)</u>	115. <u>vert : verre</u>	120. <u>terre</u>
<u>cing</u>	126. <u>singulier</u>	131. <u>maintenant</u>	136. <u>bien</u>
<u>quinzième</u>	127. <u>juin</u>	132. <u>Champlain</u>	137. <u>rien</u>
<u>quinze</u>	128. <u>simple</u>	133. <u>main</u>	138. <u>chien</u>
<u>vingt</u>	129. <u>jardin</u>	134. <u>train</u>	139. <u>Julien</u>
<u>cin</u>	130. <u>point</u>	135. <u>américain</u>	140. <u>canadien</u>
<u>huit</u>	146. <u>heure</u>	151. <u>professeur</u>	156. <u>un</u>
<u>oui</u>	147. <u>Henri</u>	152. <u>couleur</u>	157. <u>brun</u>
<u>suis</u>	148. <u>histoire</u>	153. <u>heure</u>	158. <u>lundi</u>
<u>suis</u>	149. <u>Hélène</u>	154. <u>demeure</u>	159. <u>commun</u>
<u>aujourd'hui</u>	150. <u>homme</u>	155. <u>docteur</u>	160. <u>parfum</u>
<u>Anne</u>	166. <u>dans</u>	171. <u>tampon</u>	176. <u>suis</u>
<u>Jeanne</u>	167. <u>Jean</u>	172. <u>français</u>	177. <u>maintenant</u>
<u>Suzanne</u>	168. <u>enfant</u>	173. <u>Antoine</u>	178. <u>anglais</u>
<u>Marianne</u>	169. <u>grand</u>	174. <u>demande</u>	179. <u>blanc</u>
<u>Annette</u>	170. <u>grande</u>	175. <u>devant</u>	180. <u>blanche</u>
<u>Champlain</u>	186. <u>en</u>	191. <u>vendredi</u>	196. <u>calendrier</u>
<u>dimanche</u>	187. <u>entre</u>	192. <u>comment</u>	197. <u>septembre</u>
<u>janvier</u>	188. <u>enfant</u>	193. <u>content</u>	198. <u>décembre</u>
<u>plancher</u>	189. <u>central</u>	194. <u>comprends</u>	199. <u>Henri</u>
<u>André</u>	190. <u>pendule</u>	195. <u>prends</u>	200. <u>Florence</u>

<u>oux</u>	206. <u>bonjour</u>	211. <u>sous</u>	216. <u>douze</u>
<u>ouce</u>	207. <u>rouge</u>	212. <u>couleur</u>	217. <u>court</u>
<u>uit</u>	208. <u>nous</u>	213. <u>ouvre</u>	218. <u>aujourd'hui</u>
<u>ouard</u>	209. <u>vous</u>	214. <u>blouse</u>	219. <u>Raoul</u>
	210. <u>Louis</u>	215. <u>souliers</u>	220. <u>mouchoir</u>

<u>rayon</u>	226. <u>montrez</u>	231. <u>bon</u>	236. <u>comprend</u>
<u>argon</u>	227. <u>onze</u>	232. <u>prononce</u>	237. <u>comprenez</u>
<u>oçon</u>	228. <u>long</u>	233. <u>plafond</u>	238. <u>bonjour</u>
<u>ampon</u>	229. <u>non</u>	234. <u>composition</u>	239. <u>sont</u>
<u>ymond</u>	230. <u>Napoleon</u>	235. <u>répond</u>	240. <u>mon</u>

<u>aison</u>	246. <u>division</u>	(x) 251. <u>de</u>	(x) 256. <u>fin</u>
<u>aison</u>	247. <u>revision</u>	252. <u>du</u>	257. <u>femme</u>
<u>aison</u>	248. <u>élision</u>	253. <u>dix</u>	258. <u>ferme</u>
<u>aparaision</u>	249. <u>expression</u>	254. <u>deux</u>	259. <u>fille</u>
<u>onjugaison</u>	250. <u>possession</u>	255. <u>doux</u>	260. <u>font</u>

<u>irection</u>	271. <u>formation</u>	(x) 281. <u>des</u>	(x) 291. <u>sont</u>
<u>addition</u>	272. <u>négation</u>	282. <u>douze</u>	292. <u>sommes</u>
<u>composition</u>	273. <u>disposition</u>	283. <u>douce</u>	293. <u>sous</u>
<u>ation</u>	274. <u>interrogation</u>	284. <u>dans</u>	294. <u>sur</u>
<u>osition</u>	275. <u>exclamation</u>	285. <u>demande</u>	295. <u>suis</u>
<u>raduction</u>	276. <u>prononciation</u>	286. <u>dimanche</u>	296. <u>six</u>
<u>ontraction</u>	277. <u>préposition</u>	287. <u>devant</u>	297. <u>seize</u>
<u>action</u>	278. <u>conversation</u>	288. <u>décembre</u>	298. <u>Seine</u>
<u>intonation</u>	279. <u>multiplication</u>	289. <u>demeure</u>	299. <u>se</u>
<u>omplification</u>	280. <u>subtraction</u>	290. <u>deuxième</u>	300. <u>son</u>

<u>rofesseur</u>	321. <u>bureau</u>	341. <u>noir</u>	361. <u>montrez</u>
<u>tylo</u>	322. <u>mur</u>	342. <u>revoir</u>	362. <u>ouvrez</u>
<u>ocabulaire</u>	323. <u>vocabulaire</u>	343. <u>histoire</u>	363. <u>prononcez</u>
<u>ctionnaire</u>	324. <u>plume</u>	344. <u>gloire</u>	364. <u>donnez</u>
<u>ot</u>	325. <u>pupitre</u>	345. <u>Loire</u>	365. <u>répondez</u>
<u>orte</u>	326. <u>sur</u>	346. <u>mouchoir</u>	366. <u>levez</u>
<u>prononce</u>	327. <u>une</u>	347. <u>trois</u>	367. <u>prenez</u>
<u>onnez</u>	328. <u>brune</u>	348. <u>moi</u>	368. <u>fermez</u>
<u>onne</u>	329. <u>pendule</u>	349. <u>voici</u>	369. <u>appelez</u>
<u>quatorze</u>	330. <u>buvard</u>	350. <u>voilà</u>	370. <u>étudiez</u>
<u>joli</u>	331. <u>juin</u>	351. <u>troisième</u>	371. <u>et</u> (!)
<u>corbeille</u>	332. <u>dessus</u>	352. <u>noix</u>	372. <u>plancher</u>
<u>brosse</u>	333. <u>Suzanne</u>	353. <u>boîte</u>	373. <u>Roger</u>
<u>bonnette</u>	334. <u>lecture</u>	354. <u>mois</u>	374. <u>février</u>
<u>gomme</u>	335. <u>union</u>	355. <u>Antoine</u>	375. <u>décembre</u>
<u>novembre</u>	336. <u>virgule</u>	356. <u>emploi</u>	376. <u>Beatrice</u>
<u>octobre</u>	337. <u>Jura</u>	357. <u>employez</u>	377. <u>américain</u>
<u>gommes</u>	338. <u>traduction</u>	358. <u>loi</u>	378. <u>année</u>
<u>Maronne</u>	339. <u>étudiez</u>	359. <u>voix</u>	379. <u>répondez</u>
<u>Yvonne</u>	340. <u>du</u>	360. <u>soixante</u>	380. <u>épelez</u>

<u>mai</u>	386. <u>mais</u>	391. <u>seize</u>	396. <u>fenêtre</u>
<u>craie</u>	387. <u>chaise</u>	392. <u>treize</u>	397. <u>être</u>
<u>français</u>	388. <u>française</u>	393. <u>Seine</u>	398. <u>êtes</u>
<u>anglais</u>	389. <u>satisfait</u>	394. <u>reine</u>	399. <u>es</u>
<u>crayon</u>	390. <u>maison</u>	395. <u>asseyez</u>	400. <u>est</u>

<u>ève</u>	406. <u>carnet</u>	411. <u>quel</u>	416. <u>fermez</u>
<u>frère</u>	407. <u>met</u>	412. <u>quelle</u>	417. <u>merci</u>
<u>regle</u>	408. <u>mets</u>	413. <u>belle</u>	418. <u>sept</u>
<u>Hélène</u>	409. <u>avec</u>	414. <u>sonnette</u>	419. <u>verte</u>
<u>très</u>	410. <u>juillet</u>	415. <u>Annette</u>	420. <u>Alfred</u> (!)

Prononciations III

le	426. <u>je</u>	431. <u>au</u> revoir	436. <u>bureau</u>
je	427. <u>de</u>	432. <u>jaune</u>	437. <u>drapeau</u>
ce	428. <u>me</u>	433. <u>aussi</u>	438. <u>tableau</u>
ne	429. <u>te</u>	434. <u>aujourd'hui</u>	439. <u>bateau</u>
se	430. <u>que</u>	435. <u>aux</u>	440. <u>manteau</u>
petit	446. <u>leçon</u>	451. <u>chaussette</u>	456. <u>chapeau</u>
première	447. <u>levez</u>	452. <u>Gauthier</u>	457. <u>beau</u>
prenez	448. <u>demande</u>	453. <u>Guillaume</u>	458. <u>beaucoup</u>
devant	449. <u>professeur</u>	454. <u>Auguste</u>	459. <u>eau</u>
devoir	450. <u>Belgique</u>	455. <u>haut</u>	460. <u>Bordeaux</u>
jeune	466. <u>neuf</u>	471. <u>deux</u>	476. <u>vieux</u>
jeuneur	467. <u>neuvième</u>	472. <u>douzième</u>	477. <u>yeux</u>
jeudi	468. <u>fleur</u>	473. <u>bleu</u>	478. <u>cheveux</u>
œuf	469. <u>peur</u>	474. <u>monsieur (!)</u>	479. <u>mieux</u>
boeuf	470. <u>leur</u>	475. <u>bleue</u>	480. <u>délicieux</u>
œuf	486. <u>chandail</u>	491. <u>fille</u>	496. <u>elle</u>
chauffeur	487. <u>travail</u>	492. <u>famille</u>	497. <u>belle</u>
cheur	488. <u>email</u>	493. <u>bille</u>	498. <u>quelle</u>
plusieurs	489. <u>ail</u>	494. <u>cédille</u>	499. <u>appelle</u>
viateur	490. <u>vitrail</u>	495. <u>Bastille</u>	500. <u>voyelle</u>
vieil	506. <u>Espagne</u>	511. <u>mille</u>	516. <u>taille-crayon</u>
pareil	507. <u>Bretagne</u>	512. <u>ville</u>	517. <u>paille</u>
vermeil	508. <u>campagne</u>	513. <u>tranquille</u>	518. <u>il travaille</u>
soleil	509. <u>champagne</u>	514. <u>million</u>	519. <u>bataille</u>
	510. <u>compagne</u>	515. <u>village</u>	520. <u>d'ailleurs</u>
œil	526. <u>vieille</u>	531. <u>règne</u>	536. <u>juillet</u>
fauteuil	527. <u>corbeille</u>	532. <u>ligne</u>	537. <u>cuiller</u>
feuille	528. <u>merveille</u>	533. <u>signe</u>	538. <u>cuillère</u>
veuillez	529. <u>Marseilles</u>	534. <u>mignonne</u>	x539. <u>bouillir</u>
ceillet	530. <u>pareille</u>	535. <u>Avignon</u>	x540. <u>bouillon</u>
s'habiller	546. <u>signer</u>	x551. <u>bon</u>	x556. <u>papier</u>
vanille	547. <u>signal</u>	x552. <u>brun</u>	x557. <u>plancher</u>
billet	548. <u>mignon</u>	x553. <u>blanc</u>	x558. <u>plafond</u>
Guillaume	549. <u>Auvergne</u>	x554. <u>bien</u>	x559. <u>premier</u>
guillemets	550. <u>Allemagne</u>	x555. <u>bonne</u>	x560. <u>panier</u>
beau	x566. <u>plume</u>	x571. <u>chanson</u>	x576. <u>chercher</u>
bleu	x567. <u>porte</u>	x572. <u>changer</u>	x577. <u>changer</u>
brune	x568. <u>petite</u>	x573. <u>charger</u>	x578. <u>cheveux</u>
blanche	x569. <u>phrase</u>	x574. <u>chance</u>	x579. <u>cheval</u>
boîte	x570. <u>prends</u>	x575. <u>chemin</u>	x580. <u>chevaux</u>
chemise	x586. <u>commencer</u>	x591. <u>compagnon</u>	x596. <u>couleur</u>
chaise	x587. <u>commercer</u>	x592. <u>compagne</u>	x597. <u>courte</u>
chemin	x588. <u>compagnie</u>	x593. <u>compagnie</u>	x598. <u>carnet</u>
chause	x589. <u>comprenez</u>	x594. <u>campagne</u>	x599. <u>cahier</u>
chaussure	x590. <u>comprends</u>	x595. <u>champs</u>	x600. <u>crayon</u>
quo	606. <u>qui</u>	611. <u>Jacques</u>	606. <u>longue</u>
quel	607. <u>quinze</u>	612. <u>Jacqueline</u>	617. <u>Guignol</u>
quelle	608. <u>cinquième</u>	613. <u>marquis</u>	618. <u>Marguerite</u>
quatorze	609. <u>quatrième</u>	614. <u>quitter</u>	619. <u>Guillaume</u>
quelque	610. <u>banque</u>	615. <u>cinquante</u>	620. <u>guillemets</u>

. enfant	627. il prend	633. dépend	639. deux livres
. enfin	628. ils prennent	634. du Pont	640. des livres
. la fin	629. on prend	635. départ	641. du livre
. a faim	630. il pend	636. du port	642. délivre
au fond	631. on pond	637. des ports	643. délivré
enfance	632. en prenant	638. deux parts	644. du livret

quitte	651. marche	657. primaire	663. un peu
quitté	652. mars	658. premier	664. un pneu
quitta	653. marque	659. première	665. on peut
quittant	654. marché	660. prairie	666. il peut
quittera	655. marcha	661. prière	667. une peur
quittèrent	656. marchait	662. prier	668. ils peuvent

. à peu près	675. moins	681. merle	687. soeur
. un peu après	676. moindre	682. mer	688. soir
on peut après	677. main	683. mère	689. soirée
en pouvant	678. marin	684. maire	690. sur
on pouvait	679. mais	685. Marne	691. sert
un paravant	680. mère	686. marine	692. sort

finis	703. au	709. on	693. sorte
finissent	704. ou	710. en	694. sueur
finesse	705. eu	711. un	695. sûr
finîtes	706. et	712. une	696. sire
finissait	707. es	713. eut	733. amie
finirent	708. as	714. Anne	734. aime

vas	721. vente	727. elles	735. aimé
vois	722. vin	728. l'aile	736. aimait
vais	723. va	729. l'île	737. âme
vont	724. voit	730. l'huile	738. âne
vent	725. vient	731. l'oeil	739. aimèrent
vingt	726. viennent	732. l'allée	740. Amiens

femme	748. frère	754. fille	760. ville
faim	749. faire	755. femme	761. vieil
ferme	750. foire	756. fente	762. veille
fermier	751. froid	757. famille	763. vieille
fermé	752. fait	758. faim	764. voile
fin	753. fois	759. font	765. vallée

montre	772. cheveux	778. savons	784. serai
monta	773. chevaux	779. savant	785. soirée
montrais	774. chapeaux	780. savaient	786. saurai
monterai	775. châteaux	781. savoir	787. serais
montrez	776. gâteaux	782. savions	788. saurais
mon thé	777. cadeaux	783. savent	789. ciré

bousin	796. case	802. rend	808. bonne
boussin	797. cause	803. rente	809. bon
buisine	798. caisse	804. rond	810. bain
bousine	799. casse	805. rentre	811. bien
causer	800. cassé	806. rendez	812. banc
buisse	801. cuir	807. rentrez	813. banque

parc	820. fille	826. monte	832. déjeune
paques	821. fils	827. montre	833. déjeuner
par	822. fils (fil!)	828. manque	834. de jaune
pas	823. filet	829. mange	835. des gens
bas	824. fillette	830. ment	836. de Jean
barque	825. file	831. monde	837. Dijon
peu	844. la femme	850. n'a pas	856. nage
pu	845. les femmes	851. n'est pas	857. neige
plut	846. leurs femmes	852. n'y a pas	858. nager
pleut	847. l'enfant	853. nappe	859. nagea
peur	848. la fin	854. ne pas	860. neigeait
urent	849. leur ferme	855. n'eut pas	861. neiger
veut	868. cher	874. changer	880. je dis
vos	869. chez	875. chanter	881. jadis
vous	870. chic	876. charger	882. j'ai dit
vie	871. chaise	877. change	883. jeudi
vais	872. chut	878. changea	884. jetté
vu	873. chaque	879. Chartres	885. jetais
je vais	892. puis	898. banc	904. fut
j'avais	893. peut	899. blanc	905. fin
j'ai vu	894. put	900. bon	906. fait
je vois	895. plu	901. banque	907. fit
j'y vois	896. pleut	902. bande	908. furent
j'y vais	897. plaît	903. bonté	909. firent
fis	916. aux	922. vie	928. vont
firent	917. eus	923. vais	929. voyons
faire	918. eûmes	924. veut	930. vais
fer	919. or	925. vos	931. voyait
fites	920. eurent	926. vu	932. voir
foire	921. air	927. vous	933. voie
verte	940. font	946. vingt	952. cours
verre	941. front	947. vente	953. course
verrai	942. feront	948. verte	954. cuisse
rierge	943. vont	949. vert	955. cousin
verront	944. franc	950. vendent	956. cuire
verse	945. frein	951. vend	957. cou
oui	963. aussi	968. dans	973. fou
l'ouïe	964. assis	969. dont	974. feu
Louis	965. ainsi	970. tant	975. fit
lui	966. assez	971. tante	976. fut
Louise	967. assied	972. tiens	977. faux
pond	983. paix	988. temps	993. lis
pënd	984. père	989. tante	994. lire
pain	985. put	990. teint	995. lait
pair	986. peur	991. tien	996. Loire
pinte	987. pire	992. tinter	997. lut
			998. l'air
			999. lurent
			1000. loi

1001. é	1002. è	1003. ô	1004. u	1005. ou
ée	ê	au	eu	où
et	ais	aux	eut	oue
ez	ait	eau	ut	out
ai	aie	eaux	us	ous
eh	aient	oh	ue	oux
<hr/>				
1006. i	1007. in	1008. an	1009. on	1010. un
î	im	en	om	um
it	ain	am	ons	uns
is	aim	em	ont	ums
ie	int	ant	ond	
ient	aint	ans	ompt	
<hr/>				
1011. oi	1012. dans	1013. t'en	1014. ses	1015. les
oie	d'en	tant	ces	lait
oit	dent	temps	sait	l'ait
ois			sais	l'aie
oient			c'est	l'aient
oix			s'est	
<hr/>				
1016. commencer	1017. commence	1018. commençons	1022. commençâmes	
commencez	commences	1019. commençons	1023. commencèrent	
commencé	commencent	1020. commencerons	1024. commencez	
commencée		commenceront	1025. commençaient	
commençai		1021. commencerions	1026. commencerais	
<hr/>				
1027. connais		1033. donnons	1039. crois	
1028. connaissais		1034. donnerions	croit	
1029. connu		1035. donnerons	croie	
1030. connaissions		1036. donnions	croix	
1031. connaissons		1037. donnant	coient	
1032. connaissons		1038. donnent		
<hr/>				
1040. commençais	1041. commencerais		1042. commencerais	
commençait	commencerait		commencerez	
commençaient	commenceraient			
<hr/>				
1043. commencerons	1044. commenceras		1045. commenças	
commenceront	commencera		commença	
<hr/>				
1046. pont	1047. pain	1048. pinte	1049. père	1050. paix
pond	peint	peinte	paire	
	peins		pair	
	pin			
<hr/>				
1051. peau	1053. pris	1054. peu	1055. pu	1056. la
1052. puis	prit	peut	pus	là
puits	prix	peux	put	l'a
<hr/>				
1057. lu	1058. sa	1059. vin	1060. fée	1065. lit
lus	ça	vain	1061. feu	1066. lieu
lue	ç'a	vins	1062. fit	1067. lion
lut		vint	1063. fait	1068. lent
lues		vingt	1064. fut	1069. loin

où	4. doux	7. des	10. ramasse
au	5. du	8. de	11. ramassé
en	6. dos	9. deux	12. ramassez
voulez	16. volant	19. cette	22. j'accepte
voulu	17. voulons	20. c'est	23. j'ai accepté
vouluent	18. voler	21. ça	24. j'ai sept
vous	28. femme	31. gagne	34. je n'ai pas
vos	29. faim	32. gagner	35. il n'a pas
vaut	30. ferme	33. gagné	36. il n'est pas
perd	40. mon	43. sont	46. moins
perdre	41. nom	44. son	47. main
perdu	42. non	45. sang	48. m'en
moi	52. cinq	55. est-ce	58. oie
mais	53. sont	56. êtes	59. oui
mes	54. sans	57. être	60. où
sur	64. dit	67. argent	70. ma
suis	65. du	68. agent	71. me
sous	66. des	69. avant	72. mie
veut	76. quel	79. aller	82. chèvre
veulent	77. quelque	80. allé	83. cheveux
vous	78. queue	81. allez	84. chien
bois	88. assez	91. ainsi	94. un
buvez	89. assis	92. ici	95. en
boivent	90. aussi	93. allez	96. on
Jean	100. dire	103. par	106. peu
Jeanne	101. dis	104. peur	107. peur
j'en	102. deux	105. pour	108. père
dans	112. donne	115. Jésus	118. allez
dont	113. dont	116. je suis	119. avez
donc	114. dent	117. chassé	120. assez
sa	124. panne	127. ver	130. t'en
sans	125. pend	128. vers	131. tant
sont	126. prend	129. vert	132. tonne
sur	136. vont	139. vin	142. tes
sœur	137. vent	140. vient	143. très
sueur	138. vingt	141. viennent	144. trois
tant	148. douze	151. enfant	154. dessus
ton	149. douce	152. enfin	155. dessous
teint	150. deux	153. à fin	156. dessert
chose	160. trempé	163. dette	166. gant
chaise	161. trompé	164. tête	167. gens
choix	162. tombé	165. dites	168. géant

PHONÉTIQUE

Name: _____

101. a. dessous
b. du Sud
c. sessus
d. dis-tu
e. dix sous

102. a. sait
b. seize
c. six
d. cesse
e. saisit

103. a. sur
b. serre
c. sœur
d. cire
e. sueur

104. a. fait
b. faire
c. faites
d. faim
e. fume

105. a. trois
b. toi
c. doit
d. droit
e. droite

111. a. attache
b. attaché
c. achète
d. acheté
e. achetait

112. a. course
b. cours
c. coup
d. coûte
e. côte

113. a. fleur
b. flair
c. fer
d. frère

114. a. fus
b. fuir
c. fuis

115. a. frit
b. frite
c. fruit

106. a. sauce
b. chose
c. cause
d. chasse
e. casse

107. a. basse
b. passe
c. pause
d. baisse
e. paix

108. a. car
b. cœur
c. corps
d. court
e. courte

109. a. salir
b. saler
c. salait
d. sali
e. salaire

110. a. feuille
b. fille
c. fil
d. fils
e. feu

116. a. cœur
b. chair
c. char
d. chaise

117. a. gris
b. grise
c. grais
d. graisse
e. gras

118. a. guerre
b. guéri
c. gris

119. a. vrai
b. frais
c. ferait
d. verrait

120. a. pousse
b. pause
c. poussé
d. pausait

I - PREMIERE

QUI (pronom relatif)	731071/831091
15) QUE (pronom relatif)	731081/831101
je <u>me suis</u> couché (verbe refl.- passé composé)	721281/731221
13, 14) <u>moi</u> , je porte (pronom disjoint/absolu)	821071
16, 28) le, la, l' (article & pron. objets dir.)	701071
une	701001
il <u>fait</u> beau, doux etc. (expression du temps)	721211/1001001
il trouve: il <u>a</u> trouvé (PASSE COMPOSE)	711131
il a trouvé <u>la</u> gomme: il <u>l'</u> a trouvée	921021
s'endormir: je <u>me suis</u> endormi(e)	731221/811121
<u>venir</u> à/en: je viens <u>à</u> pied (<u>en</u> auto)	731231
<u>moi non plus</u> , je...	921281
16, 17) je vais (me)... (FUTUR PROCHE)	821161
37) qui est-ce <u>qui</u> /qui est-ce <u>que</u>	731171
Pouvoir	811181
c'est...que...	1001021

II - DEUXIEME

mon:ma:mes etc.(adject. possessif)	701051
j'aime <u>le</u> lait : je bois <u>du</u> lait	721051
mon oncle est <u>docteur</u> (OMISSION D'ARTICLE)	921291
25) aussi... <u>que</u> /moins... <u>que</u> /plus... <u>que</u> (COMPARAISON)	831061
39) ce/cette(cet)/ces (ADJECTIF DEMONSTRATIF)	711251
me : des (29)	701031
il a <u>les</u> yeux bleus	821261
<u>en</u> voilà un!	721031
il y a <u>du</u> (de la)...: il n'y a pas <u>de</u> ...	721051
c'est... <u>qui</u> ...	931001
quel/quelle (quels/quelles) (ADJECTIF INTERROGATIF)	801171

III - TROISIEME

elle a aussi oublié son cahier (ADVERBE: POSITION)	1021331
je lui ai donné des bonbons (PRONOM OBJET INDIRECT)	801291
avec qui : avec quoi	901011
<u>c'est</u> moi <u>qui</u> ...	931001
<u>féminin</u> : une : l' : cette : <u>mon</u> : <u>ton</u> : quelle	701291

III - QUATRIEME

quand tu <u>as</u> appelé, je regardais la télé <u>PASSE COMP./IMPARFAIT</u>	931221
nous faisons des pique-niques (IMPARFAIT - emploi)	801181
grand : grande (ADJECTIFS)	701141
tout	831111
beau : bel : belle	821001
vieux : vieil : vieille	821021

ICI III - CINQUIÈME

du/de la (etc.) - POSSESSIF	721061
ce qui/ce que/ce qu'	1001041
j'ai soif (nom); je suis fatigué (adjectif)	721311
PRÉSENT & IMPARFAIT (PRONONCIATION)	911241
envoyer à (au, aux etc.) - OBJET INDIRECT	721161
j'ai envie de...	831181
vouloir (je veux)	721041
pouvoir (je peux)	811181

ICI III - SIXIÈME

NÉGATIONS (ne...)	901301
contraire; rien - quelque chose; personne - quelqu'un	901311
& 130 le plus rapide (SUPERLATIF - ADJECTIF & ADVERBE)	931241
verbes en "-er" (PRÉSENT & PASSÉ COMPOSÉ)	711011/731161
oui; si	931231
& 128 ne...ni...ni	711221

ICI III - SEPTIÈME

je viens de... (PASSÉ RÉCENT)	821171
il faut que je prenne... (SUBJONCTIF)	901261/1021121
il veut que tu sois tranquille (SUBJONCTIF)	1001061/1031111
répondre (verbes en "-re")	801221
PRONOMS OBJETS (PRONOMS COMPLÉMENTS) DIRECTS & INDIRECTS	1121171

SPECIAL

être (je suis)	701131
avoir (j'ai)	701081
faire (je fais)	711031
aller (je vais)	801251
vouloir (je veux)	721041
partir (je pars) : sortir (je sors)	731131/811141
donner ("er")	711011
dire (je dis) : lire (je lis) : (lisez)	731021
mettre (je mets)	711171
répondre (je réponds) : {"-re"}	801221
prendre (je prends) : {"-re"}	721071
venir (je viens)	731061
finir (je finis, nous finissons) : {"-ir"}	721221

ce livre-ci/ce livre-là : celui-ci/ce lui-là	731241
tenir à (j'y tiens)	831261
avec qui : avec lequel (PRONOM-PERSONNE; PRONOM-CHOSE)	1131031

ICI III/IV - HUITIÈME

aller / vouloir / pouvoir (avec INFINITIF)	1021301
INTERROGATIF & PRONOM	821241
IMPÉRATIF & PRONOM	1021291
finir (verbes en "-ir" comme finir)	721221
PRÉPOSITION & INFINITIF (à; de; pour) (& sans)	1021301/1101161/1121271

ICI IV - PREMIÈRE

NÉGATIONS (ne...) 901301

ICI IV - DEUXIÈME

les noms de pays 731101/1021191
 savoir : connaître (USAGE) 1001131
 qui : que (PRONOMS RELATIFS) 931171
 qui est-ce qui : qui est-ce que 731171

ICI IV - TROISIÈME

c'est...que tu as pris(e)(s) 1001021
 c'est lui qui 931001
 être en train de... 901001
 à cause de... 1001061

ICI IV - QUATRIÈME

les nombres cardinaux 801211
 les nombres ordinaux 921011
 ACCORD du PARTICIPE PASSÉ 921021
 qu'est-ce qui : qu'est-ce que 731181
devoir : falloir 901291
 il faut du... (& PARTITIF) 1001191
 il y a tellement de... 1001211
 c'est tellement mieux que 1001221
 la musique me rend heureux 1121201

ICI IV - CINQUIÈME

futur régulier 1121141
futur irrégulier 1121151
 qui : que : où 1021221
 & 112 il me le donne (DOUBLES PRONOMS OBJETS - POSITION) 1121181
 & 137/138 IMPÉRATIF & PRONOMS 1001071/1021291

ICI IV - SIXIÈME

Québec : le Québec 1021181
 "marche" (INTERPRÉTATIONS) 1001341
 nombres : "-aine" 1021211
 & 141 "-eur" : "-iste" 1021201
 IMPARFAIT (formation & emploi) 811001
 ADVERBE 931161
 IMPROMPTUS et SURPRISES 1111031/1131131

<u>ICI IV/V - CINQUIÈME</u>	Page Converter	ICI IV	ICI V
and	→	109	9
		110	10
		111	11
<u>ICI IV/V - SIXIÈME</u>		117	17

<u>ICI IV/V - SEPTIÈME</u>		133	33
		134	34
		140	40
donne-le-moi (DOUBLES PRONOMS OBJETS)	1021291	142	42
	1121181	144	44
<u>si j'avais...j'irais</u>	1101061		

POSITION DES PRONOMS	1021291/1121181		
si...c'est que...	1001081		
à sa place, j'accepterais (CONDITIONNEL HYPOTHÉTIQUE),			1131041
<u>si on partait...?</u> (EXPRESSION de SOUHAIT)			831161
<u>faire</u> & INFINITIF (je vais <u>faire</u> la <u>réparer</u>)			
(je <u>fais</u> la <u>réparer</u>)			1021061

<u>ICI IV/V - HUITIÈME</u>			
"gens" : "personne"			1001351
"pauvre" : "cher" (POSITION)			1021271
"-ary" : "-aire"			1021281
manger (verbes en "-ger")			711151
commencer (verbes en "-cer")			721251
88) <u>prépositions</u> & INFINITIF		1021301/1021311/1121271	

<u>ICI V - PREMIÈRE</u>			
pour & INFINITIF			1101161/721141
après avoir(être)... (& PARTICIPE PASSÉ)			1101171/1101181
<u>tous</u> (PRONOM)			1101201
avoir l'air			1101211
y			1101221
y : en			1101231
y : lui/leur			1101241
on entend dire...			1101251
c'est le seul qui... (SUBJONCTIF) (& INFINITIF)			1101261
je doute que... (SUBJONCTIF)			1101271
je le <u>laisse</u> dormir			1101281
le mien (PRONOMS POSSESSIFS)			1101021
(et) dire que...			1101301
il n' <u>en peut</u> plus (<u>en</u> pouvoir)			1101311
FORMATION DU SUBJONCTIF			1021131
SUBJONCTIF irrégulier (I)			1031131
(II)			1031141
je veux (& INFINITIF)			1101321
je veux que... (& SUBJONCTIF)			1101331

AGE

GRAMMAR FACT NUMBER

ICI V - PREMIÈRE

cheval : chevaux
cadeau : cadeaux
conduire
l'expression de la SURPRISE

831221
711001
1111011/1111021
1111031

ICI V - DEUXIÈME

être triste : avoir mal IDIOMS: être & adjectif
avoir & noun

143 je voudrais (POLITESSE)
est-ce que tu pourrais...? (POLITESSE)
auriez-vous...? (POLITESSE)
puisque (EMPLOI)
voilà une semaine que...
il est temps que... (& SUBJONCTIF)
il lui faut... (pron.compl.indir.)
il me faudrait plus de...
"tenir compagnie à..."
"j'ai d'autres chats à fouetter"
si tu savais...!
celui / celui-ci
pourvu que (& SUBJONCTIF)
le PLUS-QUE-PARFAIT: j'avais fini
le PASSÉ SIMPLE: j'invitai
: je finis
: je bus
: je vins (irréguliers)
depuis : pendant (NOTION DE TEMPS)
traduction de "TIME"

721311
1021251
1111041
1111051
1111071
1111081
1111101
821231
1111141
1111111
1111121
1111131
801101
1111151
1011031
1101081/1101091
1101101
1101111
1101121
1111161
1111171

ICI V - TROISIÈME

il a du retard: il est en retard
lequel
j'aurais voulu... (opposition sémantique)
il me manque... (pron. indir.)
aussitôt que (quand) (lorsque) (dès que) (& FUTUR)
rien de sérieux (quelque chose de sérieux) - 911161
il n'y a personne qui... (& SUBJONCTIF)
il devait y avoir...
dont
dont : en
dont : que
manquer de (& INFINITIF)
faire semblant de (& INFINITIF)
à toi de jouer etc. (: à lui de parler etc.)
FORMATION DU FUTUR régulier
FORMATION DU FUTUR irrégulier
le CONDITIONNEL

1121011
1101001
1121011
1121021
1121041
1121051
1121061
1121071
1121081
1121091
1121101
1121111
1121121
1121131
1121141
1121151
1121161

ICI V - TROISIÈME

doubles pronoms objets	1121181
pronoms objets	1121171
écrire	811081
croire	911111
expression de la CERTITUDE (STYLE)	1121191

ICI V - QUATRIÈME

222 "faire" CAUSATIF: ça me fait rire	1021061
"rendre" CAUSATIF: ça me rend triste	1121201
"le" neutre	1121211
pronoms NEUTRES: le : y : en	1121281
le conditionnel hypothétique: il pourrait manquer le train	1121291
n'importe comment (où; quand; quoi; qui etc.)	1131051
FORMATION DU PARTICIPE PRÉSENT	1011041
FORMATION DU GÉRONDIF	1011051
s'il (& INDICATIF) : qu'il (& SUBJONCTIF)	1121221
j' <u>aurais dû</u> répondre	1121231
si (TEMPS CONCORDANTS)	1121241
il <u>me</u> semble que...: il semble que...	1121251
PRONOMS POSSESSIFS: le nôtre etc.	1101021
FUTUR ANTERIEUR et FUTUR (<u>quand</u>)	1021031/1121041
quand (etc.) & FUTUR ANTERIEUR	1121261
PRÉPOSITION & INFINITIF: pour parler; sans rire	1121271
le discours indirect (concordance des temps)	1131001
actions simultanées (concordance des temps)	1131011
antériorité et postériorité (concordance des temps)	1131021
243 notion de temps: <u>dans</u> : <u>en</u>	721111/1101291

001	un/une; c'est/ce n'est pas	721001	je sens (sentir)
011	qu'est-ce que c'est?/est-ce?	721011	est-ce que je parle, parles-tu...
021	Pluriel des noms (-s)	721021	notre, votre, leur (& pluriels)
031	un/une: des	721031	tu veux de.../j'en veux/je t'en
041	est-ce que c'est/...que ce sont?	721041	je veux (vouloir) (donne
051	mon,ma,mes/ton/son	721051	tu bois <u>du</u> café/je ne bois pas <u>de</u>
061	mon livre/ce livre est à moi		café/je n'aime pas <u>le</u> café
071	le, la, l', les	721061	du/des/de la (possessif)
081	j'ai (avoir)	721071	je prends (prendre)
091	combien est-ce que tu as <u>de</u> bras?	721081	j'ai besoin de (d')...
101	le, la, les (pron. compl. dir.)	721091	quelle heure?/le cadran/à quelle...
111	il y a; il n'y a pas	721101	j'ai mal (à la main)
121	il y en a; il n'y en a pas	721111	le soir/du soir
131	je suis (être)	721121	à midi/à minuit
141	les adjectifs	721131	en avance/en retard
151	"e" final	721141	pour acheter..., j'ai besoin de...
161	sur/sous; devant/derrière; dans	721151	veux-tu de la salade?/donne-m'en
171	avec	721161	je parle à.../au.../aux...
181	le:un/la:une/les:des	721171	pleine, bonne
191	l':un/l':une	721181	je prépare/je fais cuire
201	y a-t-il?/y en a-t-il?	721191	en avril/au mois d'avril
211	j'ai/je n'ai pas/ai-je	721201	les nombres (1-100)
221	je suis/je ne suis pas/suis-je	721211	il fait beau temps
231	comment est...?/comment sont...?	721221	finir (verbes en "-ir")
241	pronom accentué: moi, je	721231	je me réveille (se réveiller)
251	épaisse, longue, grosse, basse	721241	je me lève (se lever)
261	avec quoi est-ce que...?	721251	commencer/nous commençons
271	est-ce que...?/est-ce que ce sont?	721261	je m'habille (s'habiller)
281	donne-moi.../je vous le donne	721271	je me déshabille (se déshabiller)
		721281	je me couche/je vais dormir
		721291	le printemps/au printemps
		721301	les dates: le 14 juillet
301	un chapeau/des chapeaux	731001	parle!/ne parle pas!
311	marcher (verbes en "-er")	731011	j'écris (écrire)
321	en quoi est-ce/il est en papier	731021	je lis (lire)/je dis (dire)
331	je fais (faire)	731031	je pèse (peser)
341	est-ce que...?/qu'est-ce que...?	731041	je mesure (mesurer)
351	qu'est-ce qu'il y a...?	731051	avec/sans
361	combien est-ce qu'il y a...?	731061	je viens (venir)
371	y a-t-il...?/qu'y a-t-il...?	731071	Pierre, qui a faim, mange
381	où est...?/où sont...?	731081	Pierre, que j'entends, joue...
391	il a une bouche/il n'a pas <u>de</u> ...	731091	à qui est...?
401	j'ai des livres/je n'ai pas <u>de</u> ...	731101	en France/au Canada
411	les bras, les cou, les genoux	731111	j'ouvre (ouvrir)
421	aujourd'hui/hier/demain	731121	je dors (dormir)/je m'endors
431	je parle/j'ai parlé/je parlerai	731131	je sors (sortir)/je pars (partir)
441	une oreille: mon oreille	731141	je quitte: je pars de.../j'entre
451	je mange/nous mangeons	731151	hier: j'ai rangé (dans
461	je bois (boire)	731161	passé composé (reg. et irreg.)
471	je mets (mettre)	731171	qui est-ce qui/qui est-ce que
481	je mange du... (partitif)	731181	qu'est-ce qui/qu'est-ce que
491	un gros livre un livre bleu	731191	je suis entré (passé comp. être)
501	<u>des</u> livres bleus: <u>de</u> gros livres	731201	j'éteins (éteindre)
511	quand	731211	il fait clair/sombre
521	ne...ni...ni	731221	je me peigne/je me suis peigné
531	je vois (voir)		
541	j'ai soif/j'ai faim		
551	ce, cette, (cet): ces		

001	je me suis lavé	821001	beau/bel/belle
011	j'entends (entendre)	821011	nouveau/nouvel/nouvelle
021	je n'ai pas commencé	821021	vieux/vieil/vieille
031	ai-je commencé?	821031	lancer:nous lançons
041	je me brosse les dents	821041	jouer à (au; aux)
051	de quelle couleur...?	821051	dessiner
061	je m'appelle (s'appeler)	821061	tenir
071	du pain/pas de pain	821071	moi, je veux (pronom absolu)
081	quel âge as-tu?/j'ai seize ans	821081	chez moi (pronom absolu)
091	je suis né (née) en...	821091	chez Marie:chez le boucher
101	celui/celle: celui-ci/celui qui	821101	attendre
111	j'ai eu / j'ai été	821111	je suis âgé(e) de...
121	je serai / j'aurai	821121	loin de:près de:à côté de
131	je commencerai	821131	habiter:demeurer (à; en)
141	je finirai	821141	près de chez moi
151	je boirai/ouvrirai/irai/ferai	821151	penser (à) / j'y pense
161	je viendrai/je verrai	821161	je vais sortir (futur proche)
171	quel/quelle/quels/quelles	821171	je viens de lire (passé récent)
181	je dormais (imparfait)	821181	télégraphier;étudier
191	je deviens (devenir)	821191	il est nécessaire de:il faut
201	je reste/je suis resté(e)	821201	s'essuyer
211	les nombres (tous)	821211	se raser
221	répondre (à)/j'ai répondu	821221	se savonner
231	je sais (savoir):je saurai:su	821231	il me faut (pronom compl.indir.)
241	je sais jouer à la balle	821241	-t-: parle-t-il?:parlent-ils?
251	aller (complet)	821251	une tasse à café: une tasse de café
261	vendre		
271	acheter		
281	me:te:le:la:nous:vous:les	831001	voici; voilà / ici; là
291	me:te:lui:nous:vous:leur	831011	le voici/la voici/les voici/me voici
301	le boucher:la boucherie	831021	tu : vous
		831031	connaître: je le connais
001	autrefois, j'avais de l'argent	831041	ne...plus
011	le client:la cliente	831051	ne.jamais
021	on fait.../on mange...	831061	plus âgé :moins âgé
031	je viens/je suis venu/je viendrai		:aussi âgé (que)
041	boire	831071	n'est-ce pas?
051	voir	831081	pas mon livre/pas mal
061	vouloir	831091	qui (pronom relatif et interrogatif)
071	lire:dire	831101	que (conjonction)
081	écrire	831111	tout; tous (pronom)
091	conduire	831121	assez près; assez loin
101	coudre	831131	quel est son numéro?/quelle est...
111	éteindre	831141	quelque chose; quelqu'un
121	dormir/s'endormir	831151	devoir (je dois; je devrai)
131	il y a:il y aura:il y avait	831161	si on y allait?
141	partir:sortir	831171	j'ai peur de sortir /de mon frère
151	il fait jour:il fait nuit	831181	j'ai envie de jouer au piano
161	le soleil se couche/se lève	831191	je vais aller chercher ma tante
171	je me lave/je le lave	831201	je vais nager, patiner
181	pouvoir	831211	des bateaux:neveux:bijoux
191	pleuvoir		(cous/trous/clous)
201	je me promène (se promener)	831221	journal:journaux/travail(-aux)
211	les jeux:les cheveux:les chevaux	831231	allons chez Jean!/:entrons!
221	je me repose (se reposer)	831241	plus de trente
231	perdre	831251	impératif: parle! finis! parlons!
241	avant/après mon travail		parlez! lève-toi!

Engage (III)

001 je suis en train de parler
 011 qui/que:avec qui/avec quoi
 021 préférer
 031 courir
 041 un peu (de); beaucoup/trop(de)
 051 plus, moins, autant de
 061 assez (de)
 071 s'éclairer/se chauffer
 081 ce qui est grand (la moitié)
 091 un demi, un tiers, un quart)
 101 j'ai raison/j'ai tort
 111 partager : nous partageons
 121 je m'en vais (s'en aller)
 131 falloir (complet):il faut
 141 j'achète (acheter)
 151 j'appelle (appeler; jeter)
 161 emmener & enlever
 171 servir
 181 rendre
 191 je vous donne, à vous
 201 le mien; le tien; la mienne
 211 je vais avoir quinze ans
 221 j'avais parlé/j'avais oublié
 231 l'été dernier/en été
 241 s'il vous plaît/il me plaît
 251 je veux venir
 261 il faut que je parte/finisse
 271 j'aimerais; (conditionnel)
 281 je dois aller, partir etc.
 291 je dois partir:il faut que je
 (parte

1001 balayer/nettoyer/essuyer
 1011 envoyer: j'enverrai
 1021 commencer & changer
 1031 je me sers (de): se servir (de)
 1041 tôt/tard - il se fait tard
 1051 là-bas; là-haut; là-dessus etc.
 1061 ranger:déranger
 1071 voir:revoir/partir:repartir
 1081 dessous; dedans; à côté; devant
 1091 autre part: ailleurs
 1101 guérir
 1111 croire
 1121 je me plains (se plaindre)
 1131 soigner
 1141 ne...personne/personne ne...
 1151 ne...rien/rien ne...
 1161 quelque chose de sérieux
 1171 je sors de...:j'en sors
 1181 je me demande si...
 1191 une fois, deux fois, quelquefois
 1201 je fais du ski, je fais de mon
 mieux
 1211 devoir: je devrais
 1221 il fait plus mauvais
 1231 ça me (lui) va bien

921001 il viendra le samedi
 921011 premier:première/deuxième
 921021 je l'ai laissé/laiscée sur la table
 921031 quel magasin!/quelle chance!
 921041 que penses-tu de.../qu'en penses-tu?
 921051 j'ai assez de.../j'en ai assez
 921061 je n'ai jamais vu de parasol
 ...vu un parasol pareil
 921071 vivre & mourir
 921081 les uns - les autres
 921091 chaque:chacun/chacune
 921101 on vient:quelqu'un vient
 921111 mordre
 921121 apercevoir : s'apercevoir
 921131 l'impératif
 921141 bon:meilleur/bien:mieux
 921151 le plus grand/le moins grand
 921161 bon:meilleur:le meilleur:très bon
 921171 première:bonne:ancienne:coquette
 921181 -eur/-euse : -eux/-euse : -f/-ve
 921191 savoir: sache, sachons, sachez!
 921201 il neige:il va neiger
 921211 faire du camping/aller à la pêche
 921221 mener:peser:lever:acheter
 921231 une cliente, bouchère, concierge
 921241 une patronne, une chienne
 921251 -eur/-euse : une institutrice
 921261 construire
 921271 peindre
 931001 c'est moi qui ai parlé
 931011 partout : nulle part
 931021 prévenir
 931031 permettre
 931041 il est arrêté / il est puni (par)
 931051 je tiens (tenir)
 931061 j'ai peur que ce soit...
 931071 dis-moi ce que tu veux
 931081 se rappeler
 931091 ce qui..., c'est....
 931101 s'amuser / on s'amuse
 931111 partir pour...
 931121 j'ai l'intention de...
 931131 mon frère et moi, nous allons
 931141 bien des.../beaucoup de.../assez de..
 pas mal de...
 931151 verbes en (-cer)(-ger)(-ier) IMPARF.
 931161 l'adverbe: bien, mal, vite,lentement
 931171 pronom relatif: qui/que
 931181 pronom relatif: dont - où
 931191 l'accord du participe passé
 931201 mon frère, lui, aime la bière
 931211 la paye:je la paye

1001	il <u>fait</u> chaud/froid	1021001	<u>remettre, reprendre, remonter</u>
1011	j' <u>ai</u> chaud/froid	1021011	<u>où est(son)t...?/le(la,les) voilà.</u>
1021	<u>c'est</u> ma tasse <u>que</u> tu as prise	1021021	<u>après (& nom) - après que (verbe)</u>
1031	<u>tout, toute</u> : tous, toutes	1021031	<u>futur antérieur & futur (quand)</u>
1041	ce qui...:ce que...	1021041	je <u>veux (valoir)</u>
1051	j' <u>ai</u> le temps de le préparer	1021051	<u>produire</u>
1061	il <u>eut</u> que je parte	1021061	<u>faire (& verbe)</u> : je le fais sécher
1071	Regardez- <u>la</u> : je <u>la</u> regarde	1021071	<u>suivre (je suis)</u>
1081	<u>si... c'est que</u>	1021081	<u>écrire avec un crayon: au crayon</u>
1091	ne... <u>pas encore</u> ; ne... <u>plus rien</u>	1021091	mentir
1101	ne... <u>point</u>	1021101	se taire
1111	ne... <u>mot</u> ; ne... <u>goutte</u>	1021111	<u>plaire (s'il vous plaît)</u>
1121	chez & au (à l', à la, aux)	1021121	il faut que (& <u>subjonctif</u>)
1131	savoir : connaître	1021131	le <u>subjonctif des verbes</u>
1141	<u>se dépêcher/se presser/se hâter</u>	1021141	choisir
1151	<u>la plupart des garçons</u>	1021151	reconnaître (j'ai reconnu)
1161	à cause de	1021161	offrir (j'offrirai/j'ai offert)
1171	parce que	1021171	<u>pour que je puisse (pouvoir)</u>
1181	à cause de...:parce que...	1021181	Québec : <u>le Québec</u>
1191	il faut du/de la	1021191	en France: <u>au Canada:aux Bermudes</u>
1201	j' <u>ai besoin</u> de...:il <u>me</u> faut	1021201	"-eur" / "-iste"
1211	il y a <u>tellement</u> de...	1021211	"-aine" (nombres)
1221	c'est <u>tellement</u> mieux <u>que...</u>	1021221	qui : que : où
1231	<u>si</u> tu <u>es...</u> , tu <u>auras...</u>	1021231	<u>on dirait</u> que...
1241	<u>si</u> tu <u>étais...</u> , tu <u>aurais...</u>	1021241	une fois <u>par</u> semaine
1251	j' <u>aurais</u> (<u>conditionnel</u>)	1021251	je <u>voudrais...</u> (politesse)
1261	apprendre (prendre)	1021261	<u>peut-être</u> qu'on (& conditionnel)
1271	tendre (entendre)	1021271	pauvre / cher : (<u>position:meaning</u>)
1281	pourquoi? - parce que...	1021281	("-ary"):"-aire"
1291	battre (je bats)	1021291	<u>donne-le-moi</u> : ne <u>me</u> le donne pas
1301	défendre	1021301	verbe & <u>INFINITIF</u>
1311	se battre : se défendre	1021311	verbe & <u>à</u> & <u>INFINITIF</u>
1321	<u>le sud:au sud/nord/ouest/est</u>	1021321	monter(être) - montrer(avoir)
1331	intéresser: ça m'intéresse		
1001	j'aurai déjeuné (<u>futur antérieur</u>)	1031001	La France <u>est</u> visitée (<u>PASSIF</u>)
1011	je serai arrivé(e)	1031011	La France <u>était</u> visitée (<u>IMP/P</u>)
1021	je <u>me</u> serai promené(e)	1031021	La France <u>sera</u> visitée (<u>FUT/P</u>)
1031	j'avais déjeuné (<u>plus-que-parfait</u>)		
1041	<u>parlant</u> à Jean, il dit:... (<u>participe présent</u>)	1031031	verbes transitifs & intransitifs
1051	il mange <u>en courant</u> (<u>le gérondif</u>)	1031041	verbes directs & indirects
1061	<u>s'asseoir</u> (je m'assieds/assois)	1031051	le passif: passé composé
1071	recevoir (je reçois)	1031061	: le plus-que-parfait
1081	<u>rire</u> (sourire)	1031071	: le futur antérieur
1091	promettre (mettre)	1031081	<u>par</u> : complément du passif
1101	repartir : partir	1031091	<u>par</u> : complém. de lieu: par Paris
1111	je <u>connais</u> :je <u>connaissais</u>	1031101	<u>verbes avec ÊTRE</u> : (I&C II,10)
1121	<u>paraître</u> (apparaître)	1031111	le <u>subjonctif</u> de volonté
1131	gêner (ça me gêne)	1031121	le subjonctif (après cert. conjonc.)
1141	<u>moi-même</u> (je fais le gâteau...)	1031131	le subjonctif irrégulier (I)
1151	comprendre (je comprends)	1031141	(II)
1161	<u>même</u> : la même réponse	1031151	(III)
1171	je te demande <u>si</u> tu es content	1031161	<u>noms composés</u> : un wagon-restaurant
1181	<u>descendre</u> (redescendre)	1031171	les adjectifs composés (I&C II,8&32)

- 01 lequel
 11 duquel & auquel
 21 le mien, la mienne etc.
 51 il s'est levé (passé comp.intr.)
 41 elle s'est lavé les mains
 51 celui de : celui qui
 61 si j'avais joué, j'aurais gagné
 71 le travail se fait
 81 j'invitai (PASSE SIMPLE)
 91 PASSE SIMPLE: -ai
 101 : -is
 111 : -us (eut, fut)
 121 : irréguliers
 131 tel, telle: tel que, un tel
 141 aussitôt que possible
 151 tôt: aussitôt, bientôt, plutôt
 161 il écoute pour entendre
 171 après avoir parlé...
 181 après être arrivé(e)...
 191 après m'être lavé(e)...
 201 tous/toutes (pronom)
 211 avoir l'air
 221 y
 231 y : en
 241 y : lui/leur
 251 on entend dire: j'ai entendu dire
 261 c'est le seul qui (SUBJONCTIF)
 271 je doute que... (SUBJONCTIF)
 281 je le laisse dormir
 291 dans une semaine
 301 (et) dire que...
 311 il n'en peut plus (en pouvoir)
 321 je veux (& INFINITIF)
 331 je veux que (& SUBJONCTIF)
 1121001 il est en retard; il a du retard
 1121011 j'aurais voulu...
 1121021 il me (IND.) manque
 1121031 ce qu'il peut être difficile!
 1121041 aussitôt /quand/lorsque/dès que
 (& FUTUR)
 1121051 rien de sérieux (911161)
 1121061 il n'y a personne qui...(SUBJ)
 1121071 il devait y avoir...
 1121081 dont
 1121091 dont - en
 1121101 dont - que
 1121111 manquer de (& INFINITIF)
 1121121 faire semblant de (& INFINITIF)
 1121131 à toi de jouer/répondre etc.
 1121141 formation du FUTUR régulier
 1121151 formation du FUTUR IRREGULIER
 (ICI V, 201)
 1121161 le conditionnel
 1121171 pronoms objets
 1121181 doubles pronoms objets
 1121191 expression de la certitude (style)
 1121201 ça me rend heureux (DIR.)
 1121211 "le" neutre
 1121221 s'il (&IND.)/qu'il (& SUBJONCT.)
 1121231 j'aurais dû répondre
 1121241 TEMPS CONCORDANTS
 1121251 il me semble que (IN)/
 il semble que (SUBJONC)
 1121261 quand (etc) & FUTUR ANTERIEUR
 1121271 PREPOS. & INFINITIF
 1131001 discours indirect
 1131011 actions simultanées
 1131021 antériorité et postériorité
 1131031
 1131041
 1131051
 1131061
 1131071
 1131081
 1131091
 1131101
 1131111
 1101 changer : charger
 11011 conduire:construire:traduire
 11021 détruire:produire:reproduire
 11031 l'expression de la surprise
 (ICI V, Prem)
 11041 est-ce que tu pourrais...?
 11051 auriez-vous la réponse? (nom)
 11061 sauriez-vous répondre? (verbe)
 11071 puisque
 11081 voilà trois heures que...(il y a)
 11091 il y avait dix minutes que (IMPF)
 11101 il est temps que nous partions
 11111 "tenir compagnie à..."
 11121 "j'ai d'autres chats à fouetter"
 11131 si tu savais/pouvais...!
 11141 il me faudrait plus...
 11151 pourvu que (& SUBJONCTIF)
 11161 depuis:pendant (notion de temps)
 11171 traduction de TIME (ICI V,159)
 11181
 11191

- 2002 Humour: Caricature
- 2012
- 2022
- 2032
- 2042
- 2052
- 2002 Anthologie: Nouveau Style
- 2002 Dans les mille dollars
- 2012 Il risquera la mort
- 2022 La Maison du mystère
- 2032 Parlons football (938)
- 2042 La Liberté ou la mort
- 2052 Chez le coiffeur
- 2062 Je me rends à vos raisons
- 2072 Maladroite comme tu es
- 2082 Légende esquimaude
- 2092 Le Chapeau vengeur
- 2102 Une fameuse leçon
- 2112 Sagacité insuffisante
- 2122 Sagacité suffisante
- 2132 Une soirée paroissiale
- 2142 Ton D.I.
- 2152 Les Pêches
- 2162 Les huit étapes du voyage vers
la lune
- 2172
- 2202 Corde raide au-dessus du Niagara
- 2212 Sur la route de Dijon
- 2222 Nuit de terreur en Alaska
- 2232 Le bon conseil de Madame le Juge
- 2002 Album des Jeunes 1959 (Sélection)
- 2012
- 2022
- 2032
- 2042
- 2052
- 2062
- 2002 Album des Jeunes 1964 (Sélection)
- 2012
- 2022
- 2032
- 2042
- 2002 Album des Jeunes 1966 (Sélection)
- 2012
- 2022
- 2032
- 2502 Album des Jeunes 1970 (Sélection)
- 2512
- 2522
- 2532
- 2542

La Corde du Griot

- 952002 Le Chat et le Chien
- 952012 Le Poisson et le Singe
- 952022 Comment la Sagesse est venue...
- 952032 L'Egoïsme Puni
- 952042 La Tribu d'Imbéciles
- 952052 Le Vautour part du Nid
- 952062 Araignée, Epervier, Crapaud...
- 952072 Monkandidzakamonkodisu
- 952082 Anansi et le Corbeau
- 952092 Le Serpent et la Mouche
- 952102 Pourquoi les Chiens ont
- 952112 La Valeur du Sel
- 952122 Le Voleur et le Roi du Village
- 952132 Panthère, Tortue et Civette
- 952142 Adéné et l'Enfant d'Ananas
- 952152 Pourquoi Nyam, l'unique Dieu ...
- 952162 Pourquoi les Perroquets ont ...
- 952172 Pourquoi il y a des Hiboux ...
- 952182 Comment les gens trouvèrent ...
- 952192 Les deux Villages

La Vie de Kofi

- 952202 En voiture
- 952212 L'aéroport
- 952222 Décollage
- 952232 Parmi les nuages
- 952242 L'arrivée
- 952252 Chez le cousin Séka
- 952262 En ville
- 952272 Rencontre inattendue
- 952282 En famille
- 952292 Contes
- 952302 Le départ
- 952312 Vers Conakry
- 952322 La ville
- 952332 Cours de géographie
- 952342 Une randonnée en ville
- 952352 La corniche
- 952362 Au bureau de l'oncle Kwashie
- 952372 Un déjeuner
- 952382 Les affaires
- 952392 Conte
- 952402 Excursion
- 952412 La fête du Diombète
- 952422 Epilogue
- 952432
- 952442
- 952452
- 952462
- 952472
- 952482
- 952492

- 2502 Aventures en Afrique
 2502 Le Départ
 2512 La Halte
 2522 Le Déjeuner Mouvementé
 2532 Le Retour
 2542 La Panthère Blessée
 2552 La Poursuite
 2562 L'Etrange Découverte
 2572 L'Adoption
 2582 Le Grand Dîner
 2592 L'Incendie
 2602 Réconciliation
 2612 Une Expédition en Pirogue
 2622 Combat sans Merci
 2632 Anxiété
 2642 Les Éléphants
 2652 Situation Critique
 2662 Une Décision Importante
 2672 En Route pour Yaounde
 2682 Un Chaleureux Accueil
 2692 Arrivée à l'Institut
 2702 Séparation

 2802 Histoires Modernes:
 Les Tigres n'oublient pas

 2852 Safari en Afrique Noire (Denis)
 (RD-Sélection)

 2002 Adair: Dans la Montagne
 2102 Adair: Le Dauphin Bleu
 2202 Adair: En Route pour le Midi
 2302 Adair: L'Oncle Jacques
 2402 Adair: Sous le Ciel de Provence
 2502 Le Jeune Agent
 2512 L'Affaire Rue de la Gare
 2522 La Visite de Grand'tante Léonie
 2532 Micheline et Moko
 2542
 2552
 2562
 2572
 2582
 2592
 2602 Adair: Le Pavillon de LaFontaine
 2702 La Vengeance de Plouf

 2802
 2812
 2822
 2832
 2842

 962852 Pot-au-Feu
 962852 Un Voyage Gratis
 962862 A Bon Chat Bon Rat
 962872 L'Inventeur Timide
 962882 Un Achat Avantageux
 962892 La Lettre Mystérieuse
 962902 Tante Berthe
 962912 Un Petit Malentendu
 962922 Le Manteau Lourd
 962932 Un Professeur Distrait
 962942 Un Pari
 962952 Ruse de Femme
 962962 Le Billet Perdu

 962972
 962982
 962992

 972002 Santelli: Deux Enfants
 à travers la France

 972152

 972202

 972302

 972402

 972502 Les Toits Rouges
 972512 La Grotte aux Pieuvres
 972522 Le gardien de chèvres: comédie
 972532 Le club des Mammouths
 972542 Le kiosque à journaux
 972552 Le Col des Ghoucas: comédie
 972562 La maison de Maurice

 982002 Joyeuses Vacances (Baker)
 982002 La famille Dutate
 982012 L'arrivée à Saint-Malo
 982022 La pêche aux crevettes
 982032 Dimanche
 982042 Le crocodile
 982052 Le concours
 982062 Les élèves anglais
 982072 Une invitation
 982082 Une visite au Mont-Saint-Michel
 982092 Une visite inattendue
 982102 La réunion
 982122 La culture physique

 982132
 982142
 982152

- 982162
- 982172
- 982182
- 982192
- 982202 Yves Igot: La Fête au Village
(98202) (old number)
- 982202 Vue générale
- 982212 Saint Bastien à vol d'oiseau
- 982222 Petit vocabulaire
viticole
- 982232 Regards du côté du Champ
de Foire
- 982242 Quelques personnages importantes
- 982252 Jules, Antoine, Marie Fabignon
- 982262 Avis à la population
- 982272 La réunion du conseil municipal
- 982282 Une discussion orageuse
- 982292 Matin de Fête
- 9822022 Mlle Eugénie Complote
- 9822122 La Fête commence
- 9822222 La Fête continue
- 9822322 Le banquet
- 9822422 Les enfants s'amuse
- 9822522 Passerat et Cassiat face à face
- 9822622 Valentine et Nicolas retrouvés
- 982302 Les Beaux Jours
- 982302 Le Calendrier
- 982312 Le Départ
- 982322 A la Campagne
- 982332 Le Malheur de Mélanie
- 982342 La Fête de Saint-Jacques
- 982352 Une visite à Dijon
- 982362 Le Camping
- 982372 La Rentrée des Classes
- 982382 Le Patinage
- 982392 Le Jour des Rois
- 982402 Le Carnaval
- 982412 Poissons d'Avril
- 982422 La Vengeance de Georges
- 982432 Le Quatorze Juillet
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- 982462
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- 982502 Tonka: Les Chvaux Sauvages
- 982512 Retrouvé
- 982522 Les Hommes de Chveux jaunes
- 982532 Double Évasion
- 982542 Un triste retour
- 982552 Les chasseurs de chevaux
- 982562 Un nouveau maître
- 982572 Prisonnier
- 982582 La guerre
- 982592 De nouveau réunis
- 982602 Encore Douze Contes Faciles
Congédié
- 982612 La Parne
- 982622 Quel Temps Fait-il?
- 982632 Consultation
- 982642 Leçon de géographie
- 982652 Le trompeur trompé
- 982662 Le paysan et le vétérinaire
- 982672 La première fois
- 982682 Le complice
- 982692 Cas d'urgence
- 982702 Le pantalon
- 982712 L'anniversaire de grand'mère
- 982722 Mots et expressions utiles
- 982732
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- 982802 Commissaire Grasset en Voyage
Les Huitres Empoisonnées
- 982812 La Grosse Malle de Dieppe
- 982822 Le Jeune Homme de Provence
- 982832 Meurtre à l'École Primaire
- 982842 Le Revenant de Chambord
- 982852 La 'Mère' de Glace!
- 982862 Cadavres à Marseille
- 982872 La Nuit Tombe dans les Cevennes
- 982882 Le Maître-Chanteur de Reims
- 982892 Le Grand 'Hold-Up' des Landes
- 982902 Les Œufs de la Camargue
- 982912 Lapuce dit 'Adieu'
- 982922 Ceppi: Simple French Stories
Douze Petits Crabes
- 982932 La Jeune Locomotive
- 982942 La Rose et le Colimaçon
- 982952 La Dernière Mouches d'Automne
- 982962 Le Réverbère et le Voleur
- 982972 Les Vacances
- 982982
- 982992

992002	Histoires Modernes (Thieman)	992402	<u>Au Fil des Pages de l'Aventure</u>
992002	Les Sourds (Family Life)	992412	
992012	Voyage en Pyjama (Railways)	992422	
992022	Situation	992432	
	Embarrassante (Cinéma)	992442	
992032	La Gifle (Television)	992452	
992042	Rien de Nouveau (Car)	992462	
992052	Opération en (Guerilla	992472	
	Normandie Warfare)	992482	
992062	Simple Dames (Tennis)	992492	
992072	Le Laboureur est (Farm)		
	les Melons	992502	
992082	La Révolte au (School)	992512	
	Réfectoire	992522	
992092	Fausse Alerte (Fire Service)	992532	
992102	Le Pétrolier (Merchant	992542	
	Navy)	992552	
992112	Contrebande (Airways)	992562	
992122	Le Crime de Sylvestre	992572	
	Bedaine (Food)	992582	
992132	Le Sandwich Empoisonné	992592	
	(Cycling)	992602	
992142	Rita (Rockets)	992612	
992152	Le Troisième Match (Football)	992622	
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992172	Hélicoptère X 227 (Swimming)	992652	
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052	1032032 L'Histoire d'un Echec
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072	1032052 Le Passe-muraille
082	1032062 Le premier Feu
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	1032092 Pour les Piétons
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2002 Gauthier: Le Capitaine Fracasse	1032112 Le Jour des Prix
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	1032142 Le Patineur
2202 Dumas: Le Comte de Monte-Cristo	1032152 La Rencontre
2212	1032162 L'Amitié
2222	1032172 L'Attente du Bien-aimé
	1032182 L'Enfant, cet inconnu
2402 Mérimée: Colomba	1032192 Naître à l'amour: naître à la Vie
2412	1032202 Amour et Conflit
2422	1032212 Saha
	1032222 L'Heure de Vérité
2602 Hugo: Quatre-Vingt-Treize	1032232 Fin de Chasse
2612	1032242 Le Survenant
2622	1032252 La Tournée sans Joie
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2802 Lamartine: Graziella	1032272 Chez les Riches
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2002 Flaubert: Salammbô	1032312 Terrorisme au Vingtième Siècle
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	1032342 Réflexions
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	1032382 La Vénitienne au Quinzième Siècle
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	1032412 Un univers dans une Tasse de Thé
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 032502 Mère Barberin
 032512 Rémi s'en va
 032522 Les Leçons de Vitalis
 032532 Vitalis en Prison
 032542 La Chance de Rémi
 032552 La Vie Dure
 032562 Mort de Joli-Coeur
 032572 Rémi perd Vitalis et trouve...
 032582 Encore un Départ
 032592 Le Vétérinaire et la Vache
 032602 Retour au Village
 032612 Départ pour l'Angleterre
 032622 La Famille de Rémi?
 032632 Rémi commence à espérer
 032642 Le Retour en France
 032652 En Famille!
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 032802 Le Grenier au Trésor
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 032822 Une Bonne Leçon
 032832 Une Question de Forme
 032842 Une Rencontre Heureuse
 032852 Une Bonne Trouvaille
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 032902 Un Compagnon Inattendu
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 1042012 Le Prix d'un Cheval
 1042022 Henri est Content
 1042032 Au Voleur!
 1042042 Les rivaux
 1042052 Étoile de cinéma
 1042062 Le vieux bureau
 1042072 Jean Mercier, artiste-peintre
 1042082 Quelque chose dans la poche
 1042092 Une aventure en avion
 1042102 La dame aux cheveux bleus
 1042112 Les femmes, les femmes!
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- 1062312 Cadet Aîné et Cadet Cadet II
- 1062322 L'Auto de M. Canasson
- 1062332 Pépin Ier et Pépin II
- 1062342 Ceux qui s'ennuient
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- 1062372 Le Problème des Trains
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- 1062392 Le Problème des Maçons
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1082402 Daudet: Le Curé de Cucugnan
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1082452 Daudet: Le Chèvre de M. Seguin

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1082472 Daudet: L'Affaire Boucoyran
 (Le Petit Chose) (OLD:1102012)

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En Quête d'Aventure

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 1092822 Braconnier et gendarmes (Lanore)
 1092832 Une bourrique entêtée
 (Quintel et de Montzon)
 1092842 L'arme disparue (Hochet)
 1092852 Le Détective a perdu son
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Russell: Contes, Légendes et
 Anecdotes

1082902 J. Claretie: Boum-Boum
 1082912 J. Lemaitre: La Cloche
 1082922 La Sainte Catherine
 1082932 Le Jour des Rois
 1082942 Légende Gaspésienne

1092862 En plein vol (Johns)
 1092872 Un plongeon de 8600 mètres (Cogan)
 1092882 Feu à bord (Lechevalier)
 1092892 Le Gué (Duval)
 1092902 La Jubarte (Jules Verne)
 1092912 Le Requin (Cousteau-Dumas) (Bullett)
 1092922 Un pont dans la montagne (Step) ↑
 1092932 Valeur sentimentale seulement
 1092942 Le capitaine Jim Hawkins (Stevenson)
 1092952 Scott et la conquête du pôle Sud
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 1092962 Le fou volant (Appell)
 1092972 Départ pour l'espace (Appell)
 1092982 Sauvetage dans l'espace (Clarke)
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12002 Honoré de Balzac:
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12012 Frédéric Mistral:
L'Ecole Buissonnière
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12022 Honoré de Balzac:
Un épisode sous la Terreur
(Variétés)

12032 Emile Zola: Le Grand Michu
(Variétés)

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M. du Genestoux:
Le Trésor de M. Toupie

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- 1142532 Le Jugement du Lion 1142312
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- 1142002 Simenon: Sept Petites
Croix dans un Carnet
- 1142202 Simenon: Le Témoignage 1152002 Une Etude des Mots-Amis et des
de l'Enfant de Choeur Faux-Amis (Vocabulaire difficile)
- 1142402 D'Hôtel: Un des Voyages Fantas-
tiques de Julien Grainebis 1152102
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- 1152302 André Malraux: Les Conquérants
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- 1142002 L'Epave (L'Epave et autres...) 1152402 Jean Cocteau: Les Enfants Terribles
1142012 L'Aventure de Walter Schmaffs
(Contes, Légendes etc. - 1152412
OLD: 1142902) 1152422
- 1142022 Mon Oncle Jules
(Contes, Légendes etc. - 1152552 Marcel Aymé: Clérambord
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- 1142032 Une page d'Histoire inédite
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- 1142042 Mademoiselle Perle (Noël)
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- 1162002 Ledésert: Les Astronautes (Pierre Brisson)
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- 1162102 Ledésert: Au Voleur
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- Contemporary French
- 1162802 Le Paysan Français d'Aujourd'hui (Perochon)
1162812 Le Charme d'Aix (Emile Henriot)
1162822 Pontoise, Un Matin (même)
- 1162832 Bâtir sa Maison (Gaston Guillot)
1162842 Les Musées de Lyon (Emile Henriot)
1162852 Le 'Coup' de la Noce (André Guérin)
1162862 La Bibliophile en France (Emile Henriot)
1162872 En Alsace (Emile Henriot)
1162882 La Campagne (Abel Bonnard)
1162892 Les Jeunes Touristes de la Paix (Raoul Viterbo)
1162902 La Route (G. de Pawlowski)
1162912 Election Présidentielle (Gaston Guillot)
1162922 L'Art de Rugby en France (C. A. Gonnet)
1162932 L'Avion sur la Scène à Paris (Jean Leune)
1162942 Les Mains des Champions d'Escrime en France (Georges Trombert)
1162952 La Course à Pied (Charles Hoff)
- 1162962 De Paris au Cap Nord (Pierre Brisson)
1162972 Voyage en Suisse (Benjamin Vallotton)
1162982 De Toulon à Constantinople (Edmond Delage)
1162992 La Suisse Héroïque (G. de Reynolds)
- 1172002 Molière: Le Misanthrope
1172012 Molière: L'Avare
1172022 Molière: Le Malade Imaginaire
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- Un Peu de Nouveau
- 1172202 L'oeuf de Pâques (Henri Crespi)
1172212 Déjeuner du Matin (Jacques Prévert)
1172222 Page d'Ecriture (Jacques Prévert)
1172232 La Théorie de Nungëssen (Gilbert Cesbron)
1172242 God Save the Queen (Gilbert Cesbron)
1172252 Le Petit Paul (Gilbert Cesbron)
1172262 L'Enfant Glouton (Louise Weiss)
1172272 Le Renard et le Corbeau (L. Weiss)
1172282 La Botte de Roses (Simone Saint-Clair)
1172292 Le Siffleur
1172302 Le Vieux Moulin
1172312 L'Ecolier et le Microscope (Franc Nohain)
1172322 Le Poisson Rouge (Franc Nohain)
1172332 L'Enfant de la Route (Isabelle Georges Schreiber)
1172342 Lorsqu'une Rose (Lise Deharme)
1172352 Une Rencontre (Frédéric Boutet)
1172362 La Baleine de Jonas (Claude Aveline)
1172372 L'Oiseau-qui-N'Existe-Pas (Claude Aveline)
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Histoire de la Littérature

122002 Hubbard: Trois Héros
- Jean Bart
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1282012
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1262052 Hubbard: Trois Héros -
Gynemer

1262102 Hubbard: Trois Héros
- Le Général Leclerc

1262152 1282202 Furetière: Le Roman Bourgeois
(XVII Century French)

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C'est la Vie (d'Estivaux-Smith)

1292002 Bombe Atomique et bonnes manières
1292012 Les Conquérants
1292022 Les Deux Pigeons
1292032 L'Elixir du Révérend Père Gaucher
1292042 Le Petit Prince et le Renard
1292052 La Jeune Veuve
1292062 Haut les Mains!
1292072 Le Bureau des Mariages
1292082 La Revanche du Prestidigitateur
1292092 Le Petit Fût
1292102 Une Parisienne au volant de sa
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1292112 Le Temps Mort
1292122 Aux Champs
1292132 Déclin
1292142 Le Champ de Tir
1292152 Tanatos Palace Hotel
1292162 Naissance d'un Maître
1292172 Patrouille de Nuit
1292182 Une fille blonde
1292192 Le Médecin de Campagne
1292202 Le Chapeau Blanc

Montesquieu

1272002 Lettres Persanes
1272012 Vie de Montesquieu
1272022 Montesquieu: L'Homme
1272032 Montesquieu: L'Œuvre
1272042 Les "Lettres Persanes" (étude)
1272052 Lettre Première:
Usbek à son ami Rustan

1272782 Lettre 161: Roxane à Usbek
1272792 Etude des "Lettres Persanes"
1272802 Jugements d'Ensemble

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1292902 Louis Roche: Doon de Mayence
(Chansons de Geste)

- 903003 Le Paysage
 - 013 La ville
 - 023 Le village - La maison rurale
 - 033 Paysages de France
 - 043 Paysages du Monde
 - 053 L'Horizon
 - 063 Le Plan
 - 073 Le plan de la classe et le plan du village
 - 083 Le plan de la commune et le plan de la ville
 - 093 Le jour et la nuit
- 903103 Orientons-nous / Les points cardinaux
 - 113 Le plan de l'école
 - 123 Du plan à la carte
 - 133 Sachons lire les cartes géographiques
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- 903203 Le terrain - Sa nature
 - 213 Les formes du terrain - Le relief
 - 223 La formation du relief - les plissements et les failles.
 - 233 La formation du relief - les volcans et les tremblements de terre
 - 243 La destruction du relief - L'érosion
 - 253 Sillon rhodanien et région méditerranéenne
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- 903303 Les cours d'eau et les lacs (Les rivières et les lacs)
 - 313 Les océans et les côtes
 - 323 La mer
 - 333 Les glaciers
 - 343 Ruissseau et torrent - Débit et régime
 - 353 Côtes à dunes et à falaises
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- 903403 Les éléments météorologiques du climat - la température / le vent
 - 413 Les éléments météorologiques du climat - les nuages / la pluie
 - 423 Les zones climatiques - les types de climats
 - 433 Les climats de la France
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- 903503 La végétation et les animaux
 - 513 L'homme et le paysage
 - 523 L'homme dans l'univers
 - 533 L'activité industrielle
 - 543 La circulation - Le commerce
 - 553 Les genres de vie dans les pays chauds
 - 563 Les genres de vie dans les pays froids
 - 573 Les genres de vie dans les pays tempérés
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653	L'écorce terrestre - Transformations		Orléanais
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683	Montagnes de France	92533	Provence
693	En vacances, le Tour de France	92543	Normandie
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| 1096086 | Grillades et rôtis | 1116136 | |
| 1096096 | La cuisson à l'eau | | |
| 1096106 | Braisés et ragoûts (de ragoûts) | | |
| 1096116 | Fritures et sautés | | |
| 1096126 | Liaisons et sauces | 1116206 | |
| 1096136 | Entremets et pâtisseries | 1116216 | |
| 1096146 | Conservation (aliments) | 1116226 | |

1126	La Terre	1146006	L'Evolution
1126006	Les roches	1146016	
1126016	Les roches calcaires	1146026	
1126026	La pierre à plâtre	1146036	
1126036	L'argile	1146046	
1126046	Le verre		
1126056	Le charbon		
1126066	Le sel	1146106	
1126076	La mine et le charbon	1146116	
1126086	La chaux, le ciment, le mortier et le béton	1146126	
		1146136	
1126096	La chaux	1146146	
1126106	Le ciment		
1126116	Le mortier		
1126126	Le béton		
1126136		1156006	Le Son et l'Audition
1126146		1156016	
		1156026	
		1156036	
1126306			
1126316			
1126326		1156106	Le Son
		1156116	
1126506			
1126516		1156306	L'Audition
1126526		1156316	
		1166006	Les Mathématiques
		1166016	
		1166026	
1136	L'Energie	1166036	
1136006	Les gaz	1166046	
1136016	Deux combustions	1166056	
1136026	La lampe à pétrole et le réchaud à alcool		
1136036	L'oxygène et les combustions		
1136046	L'oxydation des métaux	1166206	
1136056	Le bois, les charbon de bois, l'allumette	1166216	
		1166226	
1136066	La houille		
1136076	Le pétrole, l'essence et le mazout		
1136086	Le gaz d'éclairage et le butane	1176	Les Matières Plastiques
1136096	Le gaz carbonique	1176006	Les Matières Plastiques
1136106	L'air et les combustions	1176016	
1136116	Le barrage, la houille blanche	1176026	
1136126	L'allumette	1176036	
1136136	Le pétrole	1176046	
1136146	L'essence		
1136156	Le mazout		
1136166	Le butane	1176206	Le caoutchouc (was 1176006)
1136176		1176216	Le cuir (was 1176016)
1136186		1176226	
1136196		1176236	

1186006	1216306
1186016	1216316
1186026	
1186036	
1186046	1226006 L'Histoire des animaux
1186056	1226016
1186066	1226026
1186076	
1186086	
1186096	
1186106	
	1236006 Nos Ressources (Canada)
	1236016
	1236026
1186206	
	1236406 La Matière
	1236416
1186306	1236426
	1236606 Le Savant
1196006 La Pollution	1236616
1196016 Maladies contagieuses	1236626
1196026 En attendant le médecin	
1196036 Hygiène des muscles et du squelette	1236806 Fer, fonte, acier
	1236816 Fer
1196046 Les accidents du squelette	1236826 Fonte
1196056	1236836 Acier
1196066	1236846 Cuivre, aluminium, plomb
1196076	1236856 Cuivre
1196086	1236866 Aluminium
1196096	1236876 Plomb
	1236886 L'Acier et L'Aluminium
	1236896
1196206	
	1246006 La Trigonométrie
	1246206
1206006 Les Reptiles	1256006 L'Algèbre
1206016	
1206026	1266006 La Géométrie
1206036	
1206046	1276006 La Chimie
1206306	1286006 La Physique
1206316	
	1296006
1216006 Les Serpents	
1216016	1296506
1216026	
1216036	

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|---|---|
| 907007 Les mesures | 947007 Grandeur et Poids |
| | 947017 |
| | 947027 |
| 907507 Température et Thermomètres | |
| 907517 La pression atmosphérique
et mesure de pression | 947507 |
| 907607 La balance Roberval | |
| 907617 La balance Romaine | 957007 Les Pompes |
| 907627 Les bascules | 957017 L'eau courante - l'eau sous pression |
| 907637 Le Pèse-Denrées et la Balance
automatique | 957027 Les installations sanitaires |
| 907647 Quelques Pesées | 957037 Les eaux usées |
| 907657 Fil à Plomb-Niveau | 957047 Travaux pratiques (installation) |
| 907667 Le Pied à Coulisse et le Palmer | 957057 Le chauffage |
| 907677 Exercices de Mesure | 957067 Le chauffage central |
| 907687 Les Instruments de Traçage | 957077 Le gaz de ville |
| 907697 Exercices de Traçage | 957087 Chauffage par le gaz |
| 907707 Le Marteau | 957097 Butane et Propane |
| 907717 Des Outils tranchants | 957107 Les appareils à gaz |
| 907727 La scie et la râpe | |
| 907737 Des Outils-Leviers | |
| 907747 Exercices pratiques
avec des outils leviers | 967007 Le fer à souder |
| | 967017 La lampe à souder |
| 917007 Les machines | |
| 917017 | 977007 La bicyclette |
| 917027 | 977017 |
| 917037 | 977027 |
| 917047 | |
| | 987007 |
| 917107 La Transmission d'un mouvement
de rotation | 987017 |
| | 987027 |
| 917117 Les roulements | |
| 917127 Des machines-outils | |
| | 997007 Comment faire un cerf-volant |
| 927007 La Fusée | 997017 |
| 927017 | 997027 |
| 927027 | 997037 |
| | 997047 |
| 927207 | |
| 927217 | 997207 |
| | 997217 |
| 937007 Les Cosmonautes | |
| 937017 | |
| 937027 | 997407 |
| 937037 | 997417 |

1007007 Les Lettres et les Télégrammes	1077207 Le Québec: L'industrie
1007017	
1007027	
1007037	
	1077407 Le Canada: L'industrie
1007407	
	1087007 Ouvriers et usines
	1087017
1017007 Au Téléphone - le téléphone	1097007
1017017 La Télégraphie	1097017
	1097027
	1097037
1027007 Transport, Circulation, Voyages	
1027017 Le Transport	1097507
1027027 La Circulation	
1027037	
	1107 Moyens de Transport et d'Entreposage
1027207 Les transports et communications	1107007 La Route: le réseau routier
	1107017 La Gare: le réseau ferré
	1107027 Péniches: rivières et canaux
	1107037 Un port maritime - les ports français
1027407 Le Québec: Les transports	1107047 À bord du paquebot "France"
1027417	1107057 L'avion - l'aéroport
	1107067 Un port de commerce
1027607 Le Canada: Les transports	
	1117007
1037007 Le Transport sur la route	1117017
	1117027
	1117037
1047007 Les Bateaux	
	1127007 L'imprimerie
	1127017
1057007 L'Aviation	
	1137007
	1137017
1067007 Les Chemins de Fer	
	1147007
	1147017
1077007 Industries mécaniques	
1077017 Industries chimiques	
1077027 Industries textiles	
1077037 Industries diverses	
1077047 Régions industrielles de la France	1157007

1167007 La Lumière	1227007 Le Papier et la Papeterie
1167017	1227017
	1227027
	1227037
1177007 La Photographie	
1177017	
	1237007
	1237017
	1237027
	1237037
1187007 L'Electricité	
1187017 L'Electricité et l'Uranium	
1187027 Le courant du secteur	
1187037 L'ampoule électrique	
1187047 Des appareils électro-ménagers	
1187057 Travaux pratiques (électricité)	1247007
1187067 L'installation électrique	1247017
de l'habitation	1247027
	1247037
1187077 Quelques montages électriques	
1187087 Les moteurs électriques	
1187097 Le secteur électrique	
	1257007
1187507	
1197007 Les Satellites	
1197017	1267007
1197027	
1207007 L'automobile et le garagiste	
1207017 L'automobile	1277007
1207027 Le moteur d'automobile	
1207037 Le tracteur	
1207047 Changements de vitesse	
1207057	
1207067	
1217007 La Roue	1287007 L'unification des Techniques
1217017	(Histoire Générale III)
1217027	
	1297007 L'Ingénieur
	1297017
	1297027
	1297027
	1297037

08 (Les Sports)

- 908 Les Sports (I)
- 918 La Pêche (I)
- 928 La Chasse (I)
- 938 Le Football
- 948 Les Sports Collectifs
- 958
- 968
- 978
- 988
- 998

- 1008 Les Sports (II)
- 1018 Les Sports d'Hiver
- 1028 Le Cyclisme
- 1038 Le Tour de France
- 1048 L'Athlétisme (Les Sports Individuels)
- 1058 Ballon-Volant
- 1068 Basketball
- 1078 Le Hockey
- 1088
- 1098

- 1108 Les Sports (III)
- 1118 Le Canotage
- 1128 Le Patinage Artistique
- 1138 La Natation et le Sauvetage
- 1148 Le Ski
- 1158 Le Motocyclisme
- 1168 Le Motonautisme
- 1178 Le Motoneigisme
- 1188
- 1198

- 1208 Des Jeux de Groupe
- 1218 Les Jeux aux Cartes
- 1228 La Pêche (II)
- 1238 La Chasse (II)
- 1248 L'Alpinisme
- 1258
- 1268
- 1278
- 1288
- 1298

09 Conversation

2/72

- 909009 Ecouter et Parler I
909019 Ecouter et Parler II
909029 Ecouter et Parler III
909039 Ecouter et Parler IV
909049 Ecouter et Parler V
909059
909069
- 909509 Ecouter et Parler (Ex) 1 - 14
909519 Ecouter et Parler (Ex) 15 - 29
909529 Ecouter et Parler (Ex) 30 - 44
909539 Ecouter et Parler (Ex) 45 - 59

- 919009 Chemin Faisant: Deux Copains
919019 : Un Déjeuner pas amusant
919029 : Danny et Etienne font des achats
919039 : En Voiture!
919049 : La Grande Serveuse
919059 : Danny, Photographe
919069 : Une lettre d'Etienne
919079 : Une lettre de Danny
919089 : Un perroquet bien élevé
919099 : On ne s'amuse pas, on s'amuse
919109 : Des Gens peu aimables
919119 : Danny n'est pas heureux
919129 : Un Accident
919139 : Etienne écrit à son Père
919149 : Danny voudrait recevoir un autre chèque
919159 : On chante, on danse
919169 : Sous la tente
919179 : Surprise!

929009 Deuxième Cours (Holt)

939009 Ici On Parle Français (II)

949009 Cent et Une Anecdotes Faciles

959009 Mauger, Langue et Civilisation (I)

- 969009 Visite de Grand'Tante Léonie
969019 Le Jeune Agent
969029 Micheline et Moko
969039 L'Affaire Rue de la Gare
969049 Un Voleur au Supermarché
969059 Alain et le Parisien
969069
969079
969089
969099

969409	Adair: Dans la Montagne	1099009	Géographie El I
969609	Adair: Le Dauphin Bleu	1099509	Géographie El II
969809	Adair: En Route pour le Midi	10991009	Géographie Générale I
9691009	Adair: L'Oncle Jacques	10993009	Géographie Générale II
9691209	Adair: Sous le Ciel de Provence	10995009	Géographie Générale III
9691409	Adair: Le Pavillon de LaFontaine	1109009	Chez les Français
979009	Hill, Faits Divers	1119009	Tour d'Horizon
989009	Pour Comprendre la France	1119509	Un Peu de Nouveau
9891009	Comprendre (Elengorn)	1129009	En Quête d'Aventure
999009	Sciences CE	1139009	Ici On Parle Français (IV)
999509	Géographie CE	1149009	Mauger, Langue et Civilisation (III)
1009009	Troisième Cours (Holt)	1159009	Ça, c'est Paris
1009509	Parler et Ecrire	1159509	Vive la France:
1019009	Ici On Parle Français (III) (voir Convers. -III)	1159519	Une Soirée en Famille
1029009	Mauger, Langue et Civilisation (II)	1159529	Chez le Coiffeur
1039009	Un Coup d'Oeil sur la France	539	Aux Galeries Lafayette
1049009	Anthologie: Nouveau Style	549	Chez le Notaire
1059009	Noël	1159559	Chez l'Antiquaire
1069009	Histoire GEM	1159569	Noël chez les Dupont
1079009	Sciences CF (urbaine)	1159579	Chambre à Louer
10792009	Sciences CF (rurale)	1159589	Au Lycée
10794009	Sciences CG (urbaine)		Au Café de Paris
10796009	Sciences CG (rurale)	1169009	C'est la Vie
1089009	Histoire Générale (I)	1179009	Le Comte de Monte-Cristo
1089409	Histoire Générale (II)	1189009	Quatre-Vingt-Treize
1089809	Histoire Générale (III)	1199009	Le Capitaine Fracasse
		1209009	Graziella
		1219009	Salammbô
		1229009	Colomba
		1239009	En Avant: Canada
		1239109	Le Docteur Ès Roc
		1239209	Une excursion de pêche
		1239309	La ville enlevée par des Chenilles
		1239409	La Science et l'Eau Noire
		1239509	Kemano, Nechako et Kitimat

- 1249009 Ici On Parle Français (V)
1249049 Le Carnaval de Québec (I)
1249079 Le Carnaval de Québec (II)
1249089 La Guerre et la Paix
1249129 La Fiction devient Réalité
(Jules Verne et Apollo 11)
- 1249149 L'Oeuvre du Sixième Jour
- 1249169 La Mort de Louis Riel
- 1249189 Une Voiture française célèbre: La Peugeot
1249199 La Valise du Voleur
1249209 Mémoires intimes
1249219 Il faut rêver pour vivre
1249229 Mon Voisin au Cinéma
1249239 Vie familiale
1249249 Il l'a échappé belle
1249269 La Motoneige
1249279 La Petite Misère (I)
1249289 (II)
1249299 (III)
- 1259009 Mauger, Langue et Civilisation (IV)
- 1269009 Guide France
- 1279009 Le Canada Français
- 1289009 La Vie dans la Nouvelle France
- 1299009 Variétés
- 12992009 Tableaux Culturels de la France

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- 1019009 Ici On Parle Français (III)
1019019 Americ Vespuce p27
1019029 Le Castor p51
1019039 Les Chutes du Niagara p94
1019049 Incroyable Mais Vrai p118
1019059 La Télé et Nous p134
1019069 La Tour Eiffel p140
1019079 Le Québec: p165
Grand Producteur d'Aluminium

B 095: Apprendre par Cœur

B 095000 O Canada
B 095010 Oraison Dominicale
B 095020 Serment d'Allégeance d'un citoyen canadien
B 095030 La Marseillaise
B 095040 XXIIIe Psaume
B 095050
B 095060
B 095070
B 095080
B 095090
B 095100

B 095110 Novembre (Lamartine)
B 095120 Élégie (Musset)
B 095130 Si Mes Vers Avaient Des Ailes (Hugo)
B 095140 Noël (Gauthier)
B 095150 L'Isolement (Lamartine)
B 095160 Chanson Provençale (Bouchor)
B 095170
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B 095380
B 095390
B 095400

NOTE: While most of those books would perhaps make good readers and project study books for individual classroom or outside study, almost all of them make good work sets if ordered in quantities of 6, 8, 10, 12, 20 or so, depending on the teacher's methodology and other aspects of the language program, such as grouping, continuous progress, individual or group promotion, grouping for conversation etc.

The Mauger-Gougenheim, le français élémentaire is most useful when used for group instruction or by individuals on a major work program.

It will also have to be understood that not all the books which are good for a particular situation are necessarily good under all circumstances. The books cover a great variety of interesting subject areas and cultural aspects, and most students can find among them topic areas which satisfy their interests.

It is recommended that all grade levels be exposed to all the material and that students be left to find their own level.

(1) From Centre Educatif et Culturel Inc.
 8101 Boulevard Métropolitain Est, Anjou, Montréal 437, Qué.

Dagenais, Géographie 4e et 5e	\$ 2.20 net
Dagenais, Géographie 6e et 7e	\$ 2.75 net
Vinay et al., Dictionnaire Canadien	\$ 3.80 net

(2) From Clarke, Irwin & Company Limited,
 Clarwin House, 791 St. Clair Ave. West, Toronto 10, Ont.

Pour Comprendre la France	245-57233-3	\$ 1.36 net
Faits Divers	245-59221-0	\$.56 net
Cent et Une Anecdotes Faciles	245-58594-X	\$.96 net
Visite de Grand'Tante Léonie	05-001772-1	\$.32 net
Le Jeune Agent	05-000648-7	\$.32 net
Micheline et Moko	05-001070-0	\$.32 net
L'Affaire Rue de la Gare	05-001771-3	\$.32 net
Un Voleur au Supermarché	05-002161-3	\$.32 net
Alain et le Parisien	05-002160-5	\$.32 net
L'Oncle Jacques	7010-0081-3	\$.42 net
Le Dauphin Bleu	7010-0082-1	\$.42 net
Dans la Montagne	7010-0083-X	\$.42 net
Le Pavillon de LaFontaine	7010-0084-8	\$.42 net
Sous le Ciel de Provence	7010-0084-4	\$.42 net
En Route Pour le Midi	7010-0085-6	\$.42 net

MODERN LANGUAGES PROGRAM (FRENCH)

- 2 -

- (3) From J.M.Dent & Sons (Canada) Ltd., Publishers,
100 Scarsdale Road, Don Mills, Ontario

Code 96	C'est la Vie	\$ 1.96 net
Code 1065	Tour d'Horizon	\$ 2.36 net

- (4) From McGraw-Hill Company of Canada Ltd.,
330 Progress Avenue, Scarborough, Ontario

07 094513	6 Un Peu de Nouveau (St.John)	\$ 1.96 net
07 094849	6 En Quête d'Aventure (Parsons)	\$ 2.60 net
08 092786	3 Nouveau Style (Howlett)	\$ 2.60 net
94663	Point de Départ (Howlett-Paton)	\$ 1.96 net
92740	2 RECORDS to accompany Point de Dép	\$12.95 net

- (5) Book Service of Canada, 30 Lesmill Road, Don Mills, Ont.

Quatre-Vingt-Treize	\$.80 net
Le Comte de Monte-Cristo	\$.84 net
Le Capitaine Fracasse	\$.84 net
Colomba	\$.84 net
Graziella	\$.84 net
Salammô	\$.84 net
Les Mystères de Paris	\$.84 net
Eugénie Grandet	\$.84 net
Le Rouge et le Noir	\$.84 net
Candide	\$.84 net

SPEAKING CANADIAN FRENCH \$ 2.60 net
(very informative supplementary reading
for advanced students in Grade XII or XI)

- (6) From the Carswell Co., Ltd., Publishers, Printers & Bookbinders,
2330 Midland Avenue, Agincourt, Ontario

Elengorn, COMPRENDRE (Methuen Educational) \$ 1.16 net

- (7) From Hachette Université, 2075 Mansfield, Montréal 110, Qué.

Mauger-Gougenheim, le français élémentaire	1er livret	\$.96 net
Mauger-Gougenheim, le français élémentaire	2e livret	\$.96 net
Géographie, Cours élémentaire	11 0662 4	\$ 1.76 net
Sciences, cours élémentaire	11 0781 2	\$ 2.00 net
Sciences, cours moyen	11 0782 0	\$ 2.00 net
Histoire, cours élémentaire et moyen	11 0591 5	\$ 2.40 net

(7) continued

<u>Géographie</u> , cours moyen	11 0665 7	\$ 2.00 net
<u>Sciences appliquées</u> , fin d'études	11 0784 6	\$ 2.40 net
	11 0785 3	\$ 2.40 net
	11 0786 1	\$ 2.40 net
	11 0787 9	\$ 2.40 net

(The Sciences Appliquées are divided into texts for Boys and Girls in urban in a general environment: therefore for texts - all are interesting because of their subject content)

Hachette have also available the GUIDE FRANCE and the LAROUSSE dictionaries which are extremely helpful as references. Also ask for LE BON USAGE (GREVISSE), the Answer-All for points on grammar.

Ask Prentice-Hall of Canada Ltd.,
Publishers,
1870 Birchmount Road,
Scarborough, Ont.

for full information on ICI ON PARLE FRANÇAIS

Ask Holt, Rinehart and Winston of Canada Ltd.,

NEW ADDRESS
55 Horner Avenue,
Toronto 18, Ont.

for full catalog of SECONDARY TEXT AND REFERENCE BOOKS

useful books: Chemin Faisant (Langellier) (1966)
(as main or Deuxième Cours (Holt) (1965) profusely illustrated
supplementary Ecouter et Parler (Côté et al) (1962) very good
texts) (1968) completely re-arranged
Chez les Français (Langellier et al) (1969)

(for extra Guignol et ses Amis (Green)
reading or Au Pays du Soleil (Bégué and Franck) delightful
projects) Au Fil de l'Eau (Bégué and Franck) delightful
Ces Gens qui Passent

ALL OF THE ABOVE BOOKS ARE RELATIVELY EXPENSIVE (\$3.00 to \$7.50) BUT MAKE
EXTREMELY GOOD ADDITIONS TO YOUR CLASSROOM LIBRARY

Also check on Charlie Brown and Snoopy Books for extra enjoyment. (same company)

INTERCULTURAL STUDENT EXCHANGE

GUIDELINES

to help you to become a satisfied and successful participant

- REMEMBER: -that the exchange program is an experiment in human relations;
- that you try to learn as much as possible of the use of another language;
 - that you try to look with an open mind and that you try to learn something of a different culture;
 - that other people may live quite differently from the way to which you are used. Going along with it for a few days will not hurt you and it will give you an experience;
 - that meeting a stranger is not easy, but it can be fun.
 - that your own contribution of good will, friendly behaviour, interest, willingness to share, perhaps even a willingness to sacrifice a bit of your own comfort and your own ideas will make a difference between failure and success - for you personally and for the group as a whole.
 - that all people are a bit shy, a bit selfish, a bit reluctant, a bit unfriendly, and that often includes yourself.
 - THAT YOUR PARTNER DOES NOT UNDERSTAND YOU WELL BECAUSE YOU SPEAK A FOREIGN LANGUAGE AND BECAUSE YOU SPEAK TOO FAST, YOU SLUR YOUR WORDS AND YOU MUMBLE TOO MUCH.
 - THIS WARNING GOES ALSO FOR YOUR FRIENDS AND FOR THE MEMBERS OF YOUR FAMILY AND FOR YOUR NEIGHBOURS.
 - that we hear occasionally unfriendly remarks and read unfriendly statements about French speaking Canadians. It is therefore only natural that they will have heard unfriendly remarks about English speaking Canadians (and that includes you). If we wish to get along with each other and to understand each other, this sort of thing will have to be overcome AT ALL COST, and you as an individual can help a great deal.
 - that you will have to try to speak, even if you make many mistakes;
 - that this is your only way to learn;
 - that you should ask many questions, even about simple and obvious things;
 - that you can talk about anything, likes and dislikes, the family, food, clothing, friends, music, film, TV, travel, camping, your future plans, school, the teachers and hundreds of other things;
 - that only that sort of thing will help you to understand them, and only this will help them to understand you;
 - that you should have a bit of pride in yourself, your family, your friends, your school and your community, in all things that make up your life. Talking badly or running things down does not leave a good impression.
 - THAT YOU HAVE A GREAT OPPORTUNITY. IF YOU DO NOT USE IT, YOU WILL HAVE NOBODY TO BLAME BUT YOURSELF.

NEWS RELEASE FROM SAYABEC, QUÉBEC

Translation of a News Release which appeared in a French regional newspaper for the Gaspé region on February 3rd, 1970:

RETURN OF OUR STUDENTS FROM NOVA SCOTIA

On Sunday night a large group of parents and friends welcomed the students on their return from Nova Scotia after a four-day exchange visit.

Invited by Mr. Harald Weiland, senior French teacher at the New Germany Rural High School and Mr. Douglas Cox, his counterpart at the Hebbville Consolidated High School, our students just completed their return engagement to the visit of 34 Nova Scotia students which we received here last October. This time, 41 students of our Ecole Secondaire Sainte-Marie were taking part, arriving home with bright smiles and indicating their delight and satisfaction with the trip to Nova Scotia.

The matching of the individual students with their partners was exceptionally successful: families, social background, class placement and the similarity of the school systems, all this was extremely well matched; but moreover the whole program in all detail must be considered a profound success. It is indeed rare that young people of such different origin and cultural background do become friends so quickly. All factors contributed to the wonderful atmosphere: cordial friendship, warm welcome everywhere, and so much praiseworthy effort to communicate in English or in French without too much difficulty or embarrassment.

Our 41 students were able to realize once again that separating barriers could be broken down: better human relations and sincere friendship were the result. You could feel it at the moment of our arrival at the CNR station in Halifax when enormous shouts of joy and excitement rang through the air.

At times it became rather obvious that communication was severely handicapped by the lack of suitable words for the occasion, especially when somebody was trying to say a few nice words... it was worth seeing the genuine efforts in attempting communication, supplemented by facial expressions and significant gestures, often too funny for words. But with much good will the occasionally rather tiring efforts which persisted throughout the four-day period first led to shy attempts and soon to some sort of understanding and eventually to some rather astounding facility in the use of the language of the other. Even the families which gave our young people such a warm and wonderful welcome left no effort unspared to make our stay as pleasant and profitable as possible.

What can possibly be said except words of highest praise about the magnificent official reception which was given in our honour on Thursday night, 29 January? On the stage of the New Germany Rural High School could be seen Mr. George O. Lohnes, M.L.A. of Nova Scotia, Magistrate Hiram J. Carver, Mr. Murray F. Ward, Supervisor of the New Germany Consolidated School System, Mr. MacLearn Taylor representing the Municipal Warden, the Rev. Mr. Richard Tubbe representing the parents, and Frère Albert Moreau who addressed the assembly in turn. Andrée Fournier, president of the students' council of the Ecole Secondaire Sainte-Marie added a few words in English, and Nan Cole, president of the New Germany Rural High School students' council expressed suitably the feeling of all those assembled, including a special word of thanks to Mr. Weiland for his efforts. Everyone of the speakers expressed the unparalleled advantage of such an exchange and the necessity to learn the other language as a basic requirement for better communication, appreciation and understanding.

Our little school orchestra, the Trémolos, directed by Mr. Louis-Paul Tremblay, was invited to entertain the many guests of honour and the parents present. A substantial buffet style lunch was served to about 200 people. At the sight of so many mothers bringing in plate after plate with delicious sandwiches and sweets there could be no doubt that all the families and many friends must have contributed. Many principals and teachers of the whole region were invited, and we had the pleasure to chat with a large number of them.

On Friday evening, 30 January, we had a similar reception at Hebbville Consolidated High School. To give us a rousing reception, they even had hired a \$200.00 orchestra which had come from Liverpool, N.S.

On Saturday, 31 January, we toured in two buses points of interest of the region, among them the extremely interesting DesBrisay Museum, Fort Point and Crescent Beach, both located near the mouth of the LaHave River, and returned to Bridgewater for a visit of Radio CKBW and the shopping center, and finally all participating students were enjoying two hours of wholesome fun at bowling, generously provided by the Bridgewater Junior Chamber of Commerce, complete with lunch and soft drinks provided by the Jaycettes.

The school buses, provided for the occasion through the generosity of the local Municipal School Board and the New Germany and Hebbville High School students' councils, transported us not only on the occasion of the educational tour on Saturday, but also to and from Halifax, about 85 miles each time.

These cultural exchanges certainly favour best human relations between students of such different backgrounds and create a true climate for good understanding and communication.



New Germany, Nova Scotia
1 October 1971

The Chairman and Members,
Royal Commission on Education, Public Services and Provincial Municipal
Relations,
Halifax, Nova Scotia

Gentlemen:

It is with a background of research and practical experience and with a sense of deep professional concern that I beg to submit the following recommendation.

REASON

In comparison with other parts of the world, Canada as a whole, and the Province of Nova Scotia as a part of this country, has a particularly deplorable history of education in the field of study of other languages.

Our political history and our cultural heritage may have very much to do with our present unfortunate situation, but it would be a fallacy if we as responsible citizens did continue to point to our historic difficulties and educational failures of the past in an attempt to obscure the issue at hand and to prevent a drastic revision of attitude as well as of action which could lead to more acceptable conditions in the future.

For economic, political, cultural and social reasons it appears imperative that at least that portion of our student population which shows sufficient interest and aptitude be given, and continue to be given the opportunity to pursue the study of languages other than their native tongue in a way and to a degree which will allow them to participate fully and competently in, and to contribute on an individual or on a collective basis to international activities of economic, political, cultural or social character.

It is fully understood that the present as well as the foreseeable future will show budgetary conditions which will not allow any significant increase in educational expenditure. But we can also not overlook the fact that in the provision of an education for future generations there must be incorporated certain values which may be just as, or even more important than purely financial considerations.

Additional cost may not even always be involved. In the programme of language instruction, better utilization of resource personnel (team teaching through competent master teachers with teaching assistants) and therefore of teaching time, of resource material and of teaching aids, need serious consideration. A much improved language programme could be provided in all centers under a competent regional modern languages supervisor and with an upgraded pre-service and in-service training programme for language teachers.

Due to the status of our country, the instruction in French for native speakers of English (and vice versa) falls into a category different from that of German, Spanish, or Russian which may also be of regional or of national importance. The position taken by the Nova Scotia Teachers Union in this respect is not only deplorable but also lacking optimism and vision. In this particular field, the necessity for speeded-up action to close a gaping historic, political and social wound of our nation calls for drastic, if not unorthodox educational measures to allow an advance into a more harmonious future which can only be achieved through a more genuine mutual understanding of all ethnic groups of Canadians, not mere tolerance but full acceptance through study of, and concern for the other.

THE CASE

A detailed report of a most successful Interprovincial Intercultural School Exchange Programme between a High School in the Province of Québec and the New Germany Rural High School in the Province of Nova Scotia was submitted by the undersigned to various government agencies, education officials, school board members and various members of the teaching profession in December, 1969.

The great educational value of interprovincial intercultural school exchange programmes is recognized by most educational authorities in an increasing measure. In recent years, some Nova Scotia schools have been able to participate on occasion, partly under rather adverse conditions, while the programme has been in somewhat wider operation in parts of New Brunswick, Québec and Ontario for quite some time. In most countries of Europe, an international programme of similar character has been in successful operation for several decades.

A learning experience as that gained by a group exchange of students involved in the language learning process could well be considered equivalent to a score of lessons in an artificial classroom language learning situation. An exchange visit of a week's duration which could well be arranged without any great difficulty, interpreted as an optional but desirable part of the language curriculum, provided that the governing authorities sanction the enterprise, would be a boost to language learning that would indeed stagger the imagination.

Considering the relatively small cost involved (usually gladly borne by the individual, but it could be otherwise agreed or arranged), educational authorities should be encouraged to allow language teachers to make use of such an unparalleled opportunity. The greatest possible support could and should be given to teachers who are consenting to take without extra remuneration the additional workload and the responsibility of chaperoning a group of their students on an exchange trip, acting as teacher, counsellor, parental agent, guide and interpreter almost around the clock throughout the duration of the undertaking, for the sole satisfaction that the effort will be of immeasurable benefit for all those involved.

Group exchange visits provide an ideal opportunity for learning about, and within a different cultural environment. They are designed to develop understanding and goodwill between English and French speaking Canadian

high school students and teachers. They are of a more concentrated and direct impact upon the communities concerned, and they are of a less lengthy and by far less costly nature than individual and group summer school and summer exchange efforts. They are one of the best means to encourage active bilingualism, and they are a proven means with promise of success.

At a time when Canada as a nation stands at the crossroads of her history and when her nationhood is at stake because of human strife and misunderstanding, at a time when language learning and the understanding of our fellow citizens is of prime importance, it might be worth every effort to reassess our educational goals and values in the area of concern.

The old English adage still applies: Where there is a will, there is a way.

Without doubt some people will have reservations because of anticipated administrative difficulty. Especially these people need authoritative guidance, encouragement and perhaps consultation with people of experience in the matter. Any educational programme is, or should be, adjustable to accommodate a meaningful learning experience, provided that careful planning is made a prerequisite. There is sufficient proof to the fact that administrative difficulties can be overcome with a measure of goodwill, co-operation and understanding.

RECOMMENDATION

1. THAT THE DEPARTMENT OF EDUCATION of this province accept and support in word and spirit the findings of the Commission on Bilingualism and Biculturalism;
2. THAT THE DEPARTMENT OF EDUCATION promote improvement in the teaching of French by officially approving of interprovincial intercultural exchange of student groups, of between three and five teaching days as a curricular rather than an extracurricular activity;

and that the approval of the scheme in principle not be made a question of the availability of public funds but that it be based on private and individual initiative;
3. THAT THE DEPARTMENT OF EDUCATION seek the adjustment of existing laws, rules and regulations to allow school boards to accommodate such student exchanges;
4. THAT THE DEPARTMENT OF EDUCATION urge the government of this province to negotiate an educational and cultural agreement with the Province of Québec similar to the ones negotiated between that province and the Provinces of Ontario and New Brunswick (news release in the Halifax Chronicle-Herald of December 19, 1969, page 1);
5. THAT THE DEPARTMENT OF EDUCATION, independent of Recommendation No. 2, paragraph 2, investigate the possibility of broadening such a programme through giving financial support out of federal

funds made available for the promotion of bilingual education, but that the authorization in principle for the envisaged programme should not depend on such or any financial support from a central treasury to local school authorities, nor that financial support should be expected from local authorities to individuals as a matter of principle.

Respectfully submitted:

Harald R.K. Weiland,
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Visiting Professor of German, Dalhousie University (1968),
Visiting Professor of Language Methodology, Acadia (1971)

New Germany Rural High School