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ST. LAMBERT PROTESTANT PARENTS FOR BILINGUAL EDUCATION

CONSIDERATIONS REGARDING A BILINGUAL SCHOOL CURRICULUM IN ST. LAMBERT

A THREE-PART REPORT PREPARED BY THE COMMITTEE

1. EMPLOYMENT OPPORTUNITIES FOR BILINGUAL STUDENTS.
2. SOME EDUCATIONAL CONSIDERATIONS IN REGARD TO A BILINGUAL SCHOOL CURRICULUM FOR ST. LAMBERT.
3. PHYSIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF LANGUAGE LEARNING.

ST. LAMBERT, QUEBEC JANUARY 15, 1964

EMPLOYMENT OPPORTUNITIES FOR BILINGUAL STUDENTS

In the past three years there has been an immense change in the demand for bilingual employees in Montreal. Hitherto it has always been possible for the unilingual English-speaking High School graduate to anticipate opportunities comparable to those of his bilingual counterpart. Regrettably, this is no longer true. Companies long considered to be Anglo-Saxon are now changing their policies and insisting on bilingual employees. Furthermore, unilinguals already employed are in a great number of companies being compelled to spend many man-hours in French language instruction.

At the University of Montreal's extension department there are approximately 900 students enrolled in French courses. These include some 325 executives of 10 specific companies: Canadian National Railways; Aluminum Company of Canada; Henry Birks (jewellers); Johnson and Johnson (pharmaceuticals); Steel Company of Canada; Westinghouse; the Anglican Church (religion); Northern Electric; Simpson's department store; and Smith, Kline and French (pharmaceuticals). Other companies are making similar efforts to produce bilingualism by making arrangements with McGill University and private language schools.

Already the Government has embarked on a program designed to produce bilingualism in the federal civil service. Bilingualism for civil servants has been termed an "absolute and essential need" by Mr. Eugène Therrien - a former member of the Glassco Commission.

We believe that a school system should offer an education sufficiently comprehensive to provide the graduate with the essentials for pursuing the vocation or profession of his choice. We would not be satisfied with a school system which neglects to teach students to write competently - and we should not be satisfied with a system which fails to produce bilingualism; both are basic and fundamental to finding employment in the Quebec of today.

It has been argued that just as we do not slant the curriculum in favour of the future engineer, accountant, or doctor, neither should we aim it at the future linguist. However, giving a child one other language, and in fact the same language spoken by 80% of his neighbours, hardly qualifies him as a linguist. It does however give him an equal chance to compete for jobs with his French-speaking neighbours.

We contend that our children should be bilingual and we here support this belief with information obtained from the Montreal offices of the National Employment Bureau, an Executive Placement Bureau, and a Public Relations Manager of a large English Company.

National Employment Bureau - Mr. Desjardins in a telephone conversation stated that:

1. 80% of all Secretarial, Stenographic and General Clerical openings demand bilingualism.
2. 80% of Sales positions require bilingualism; the remaining 20% for the most part require French.
3. General Blue Collar; as most of the work force speaks French the demand is for bilingual supervisory personnel and foremen.
4. Administrative openings; generally all bilingual.
5. T.C.A.; all stewardesses must be bilingual.
6. Nurses; must be bilingual if they wish to practice as Occupational Nurses. If they prefer to work in hospitals - especially children's hospitals - it is desirable.

The Bell Telephone Company of Canada - Mr. Lowel and Mr. Chevrier in telephone conversations stated that:

1. Sales Service Representatives, Operators, Construction Men, Installers, Public Relations Personnel are all required to be bilingual.
2. Most Secretaries are required to be bilingual, particularly those of executives. Those who are not bilingual have their job opportunities vastly curtailed.
3. Preference is given to bilingual typists.

4. Managers in many departments must be bilingual.

Mr. Chevrier, who is a Public Relations Manager, also stated that approximately 75% of the female employees and 50% of the male employees in the Bell Telephone Company (Montreal and environs) are bilingual.

John Holt Stetham and Company Limited (Executive Placement) - Miss Garneau in a telephone conversation stated that:

> 25% of today's executive openings require bilingualism. This is about double the requirement of three years ago - and the trend is still rising.

This evidence leads one to the conclusion that in the Quebec of tomorrow bilingualism will be an essential and basic requirement for the vast majority of jobs. In the Quebec of yesterday the French person who could not speak English was severely limited in his choice of employment. In the Quebec of tomorrow we think the "shoe will be on the other foot."

The alternative to bilingualism will be for the student to seek employment outside the Province. If this alternative becomes a general practice then the Protestant School System will stand convicted of failing its basic responsibility.

M.M. Parkes

1964 Jan. 1st brief

SOME EDUCATIONAL CONSIDERATIONS IN REGARD TO A BILINGUAL SCHOOL CURRICULUM FOR ST. LAMBERT

A committee of English Protestant parents in St. Lambert, consisting of over 200 parents with children under eight years of age, are appealing to the Central School Board of Chambly County to consider inaugurating bilingual classes in the St. Lambert Elementary School with the idea of producing students who will be bilingual by the time they enter high school. By bilingual we mean equally, or nearly equally, fluent in both English and French, able to use both languages as a means of verbal and particularly oral communication. The classes would be open to the children whose parents signify interest, and not only to children of superior ability.

We are basing our request on the assumption that it would be to the advantage of our children to be fluent in French for educational, cultural and economic reasons. We believe our proposal is educationally and psychologically sound and we are basing our judgment on the evidence given in the UNESCO report on Foreign Languages in Primary Education (1962), on the opinion of some outstanding educators and psychologists as expressed in newspaper articles and books, and on an interview with a leading language psychologist, and finally on the experience of families we know who have sent their English-speaking children to French schools. Also we are inspired by a simple feeling that our children are being deprived of an educational advantage which should not be beyond the ability of our schools and society to provide.

Current methods may be giving our more linguistically-gifted students a fair knowledge of French, but the average student is not acquiring anything approaching the knowledge which we think desirable. There are a number of reasons for this, (some of which we shall discuss later) but surely one is that we are not taking full advantage of the early years for teaching this difficult subject.

EXPERIENCE OF FOREIGN COUNTRIES

The new approach of teaching young children a second language is receiving attention from educators all over the world. An international meeting of experts was held in Hamburg in April 1962 and some of their conclusions are very pertinent to our problem. Though many questions remain unanswered regarding the best timing and method for teaching a second language, the experts concluded that the "political, economic and cultural interdependence of the world today demands a crossing of language and national barriers in the earliest phases of schooling. Primary education must become more international-minded. Our basic concept of literacy may have to be modified so as to include - besides the learning of reading and writing the vernacular - the acquisition of another language".[1] The author of the report goes on to say that the neurophysiological and psychological aspects of learning a second language appear to be more favorable in childhood. (See separate report for discussion of these points.)

In some countries learning a second language is necessary for education and communication (there is no hesitancy in introducing a second language in Grade I in these cases), whereas in others it is more a question of educational choice. Our purpose for teaching French is unique to our country, combining regional, national and international goals, but it has features that can be found elsewhere in the world. "Whatever the reason for which languages are taken up in the primary school," the UNESCO report continues, "there is clear evidence that such learning is a practical proposition, that it can be educationally valuable for children generally (not only for the specially gifted) and that it can produce worthwhile results."[2] The report goes on to say that there is sufficient experience available in different countries now to give guidance in questions of time, staffing, content, materials, methods, continuity and finance.

The experiences of forty-five countries are given, some in detail. Nine countries start second language teaching below the age of 6, twelve between

the ages of 6-7, twelve between the ages of 8-9, and seven between 9-10. Thirteen of these countries teach French as a second language, 19 English. The second language is the other language of the country in nine bilingual countries. In some countries, education is hardly possible without a second language taught early (Nigeria, French-medium African States, Kenya etc.) Most of the experimental work has been done in countries where a second language is taught as a matter of educational policy, not because there is any urgent need.

It is interesting to note that Canada is hardly mentioned in the UNESCO report, except in reference to experiments on bilingualism by Dr. W.E. Lambert, an American psychologist who is an Associate Professor at McGill University. Surely we should be taking the initiative in this field of language learning, and should not be waiting for the results of experimental work in other countries where there is no immediate pressure. While profiting from their experience, we can plan our program with our particular children and our particular environment in mind. Ten years from now the experts will want to know what we have contributed in this sphere.

NORTH AMERICAN CONTEXT - HOW MUCH FRENCH IS DESIRABLE?

In the Gazette on December 19th, 1963, Dr. Lambert is quoted as saying "There is as much evidence in scientific literature for as against people becoming bilingual or bicultural." This is a problem for individuals in our nation and not one to be solved here. However, we are taking up 1/8 of our children's time in high school and a fair amount in elementary school and are not achieving much in the way of fluency. One could argue from Dr. Lambert's point that it would be better to discontinue French instruction altogether. A partial knowledge of a language, not enough to really communicate with nationals of that language, could well be more harmful than no knowledge of the language at all. Mr. Stern says in the UNESCO report: "A superficial and

insecure acquaintance with a second language may simply aggravate the sense of remoteness and isolation when faced with another country and its language."[3] Since we are unlikely to drop French at this stage, we should do something to diminish the remoteness and isolation all too prevalent here.

Mr. James B. Conant, former president of Harvard University and advisor of the late President Kennedy on educational matters, in his book on The American High School Today, published in 1959, has this to say about learning foreign languages:

> The main purpose of studying a foreign language is to obtain something approaching a mastery of that language. And by mastery is surely meant the ability to read the literature published in the language and, in the case of a modern language, to converse with considerable fluency and accuracy with an inhabitant of the country in question.[4]

And if the country in question is our own, how much more important is this goal!

The author goes on to say:

> Unless a person has acquired something approaching mastery of one foreign language, he has missed an educational experience of the first importance. Such people never know what it means to know another language. ... A real knowledge of a foreign language makes available a new approach to human problems. ... It is agreed by foreign language teachers that a person who has mastered one foreign language is in a position to learn a second with far greater ease than would otherwise be the case. ... I do not venture to suggest the best method of teaching a foreign language. There is no doubt that very considerable progress has been made in developing new methods. Furthermore, there can be no question that children learn foreign languages more readily when they are young.[5]

The School Board may argue that we are teaching a foreign language to the very young and thus living up to the recommendations of the experts and educators. However our children are not approaching the competence discussed in the UNESCO report nor are our graduates attaining the mastery recommended by Mr. Conant. American high schools implementing his suggestions will be much further along the road to producing bilingual students than we are, particularly since Conant's program is generally for the more linguistically gifted. He encourages those who are not having good results in languages to drop their language study.

THE LANGUAGE SITUATION IN MONTREAL

More is involved than just teaching methods in learning a foreign language. Language instruction in the French schools here is no better than in our schools, yet their children are immensely successful in learning English. One reason is the psychological climate of our society. In some ways it can be compared to the one found in Belgium. A Belgian linguist's observations have some bearing on our problem. She says:

> One might lay down as a law of experience that wherever two languages are being confronted, one will hold a stronger position over the other; native speakers of this predominant language will in no way feel it necessary to become acquainted with the other; native speakers of the underprivileged language will fight shy of learning the other, as this would seal the doom of their own language; bilingualism is bound to encourage individuals to slip gradually from one language system into the other, the language eventually to supersede the other being not so much the one which was acquired first as the one which has proved to be dominant.[6]

The historical reasons for the dominance of the English language over the French need not be discussed here. But this quotation helps explain the recent agitation of the French-Canadians to preserve and foster their own language; it is clearly in danger. It explains why there was the recent protest against teaching English to Grade I French students in Montreal schools. It also gives a clue to the success of French-Canadians in learning English.

English is hardly in danger of losing ground on this continent, whereas in the life-time of our children a knowledge of French will serve them in good stead, especially at this time of social upheaval in the province. Those who fear that our children would lose their Anglo-Saxon identity if they become bilingual are hardly on sound ground, psychologically-speaking.

Because French has unfortunately been the low-status language in Montreal, the teaching of it to Anglo-Saxons has been most difficult. Several experiments have demonstrated the negative influence of environment on language-learning. In the UNESCO report we read the following:

We must draw attention to certain social and emotional factors in

> learning, in particular the attitudes held by children, their families and community generally towards the other language and also toward the people speaking that language. Into language learning enters more than the maturation of the learner and his linguistic aptitude. It is largely a matter of motivation and attitudes. Experienced language teachers are aware of this.[7]

The social influence is undoubtedly smaller, however, on younger children than on adults or adolescents. The report goes on to say:

> In making young children learn a second language one will hardly expect a full grasp of the complex social, political and educational motives which prompt this task. From all that is known about motivation and attitudes in children, one would infer that children require less explanation and more an eager and positive attitude towards the contact with the language, culture and people. This is conveyed to them by their social environment, particularly their families, but also through the social climate of the school and neighbourhood. If the attitude conveyed is negative and has led to antagonistic stereotypes, the learning of the language in question -- whatever the starting age and whatever the linguistic aptitude - is likely to be an uphill struggle. On the other hand, if it is favorable this is an asset to be valued, because it is likely to contribute to success. ... We conclude that the introduction of a language is not simply a matter of curriculum and method, nor one of a correct psychological timing. It must be viewed against the background of aspirations and social attitudes among the population served by the school board.[8]

Surely, we can recognize our situation in this quotation - the "uphill struggle," the "negative attitude." With this weak motivation for learning a language, with an English-Canadian teacher presenting a tongue that is not her own (with possibly negative attitudes of her own), it is no wonder that we are not producing results commensurate with the time we are spending. It would be most risky to increase the time spent on French or to "enrich" the existing course, without taking into account these findings on the influence of environment. We feel it would be safer to start on fresh ground.

PROGRAM FOR ST. LAMBERT

Here in St. Lambert the social attitudes are in a state of flux and are now more conducive to a positive approach to the study of French. If it were not so, 200 parents would not be urging the School Board to make a big step toward bilingual education. Only three derogatory letters were received in

response to the questionnaire urging bilingual classes. Would the results have been the same even five years ago? Also in this last five years quite a few families have been sending their children to French nursery schools and French elementary schools. Surely we can do something to fulfil this acknowledged need in our own system, especially since the Catholic schools can no longer accommodate Protestants due to overcrowding.

We feel that St. Lambert is an ideal community in which to launch a pilot project in bilingual education. The population is approximately half-English and half-French with a similar distribution of social classes. There is an opportunity for social interchange among children of the two language groups in the Community Sports Association, the recreational facilities, library, and the Music Festival. Exchange visits between the schools is a possibility which would greatly strengthen the children's motivation. In short, they could find a purpose for their bilingual training in their immediate community as well as at home with their TV sets on.

Our proposal is that Kindergarten, Grades I, II and III be taught completely in French by teachers whose mother-tongue is French. This would involve hiring four French elementary school teachers from Europe or Quebec, letting them teach more or less as they would teach the course to children of their own language group, with special consideration in the first few months in order that the children have time to become accustomed to French, and with due respect for their Protestant heritage. With the experience our county has in the French classes at Vincent Massey School, there should be no difficulty mapping out the appropriate course for the first three years. The standards should not be in any way lowered because of the use of French.

It would be most natural to start this completely French course in the Kindergarten and Grade I, then work it up to Grades II and III. With next year's Grades II and III a compromise program would have to be worked out,

since they have already started to read in English. Their approach would have to be oral until they were quite fluent in reading English. The "Centre de Recherches et d'Etudes pour la Diffusion du Français" in Paris offers a French course for children aged 8 to 11 on tape with filmstrips which is highly recommended in the UNESCO report. It might be of value to us.

THE LANGUAGE BATH

In Kindergarten and Grade I the children would be plunged into a "language bath" in that all their work would be in a new language. The experience of English children thrust into French schools this way and of foreign students thrust into our schools show that children are capable of handling this language situation. The Belgian linguist previously quoted states that "If a young child feels out of place in a foreign school, this is due to emotional factors more than to intellectual difficulties."[9] The same often holds true of the students who return to English school after studying in French school. But our children will not be placed in a completely French school, French will be the language of the classroom but not of the whole school situation, their friends will remain the same English ones they will have throughout school, the methods of instruction will not change drastically when they change from French to English subjects in the higher grades.[10] We really know of no school situation to parallel this one which we envisage for St. Lambert, not even in the UNESCO countries, so no one should point a finger to some success or failure in other situations and say it will apply to us.

In the UNESCO report the "language bath" is described as one approach to teaching children a second language:

> The pupil is plunged into a "language bath" in the same way as he found himself immersed in the linguistic environment of his native tongue as an infant. The expectation with this technique is that he hears the language spoken under conditions of ordinary communication and that he is forced to respond and ... that he crosses the language barrier

> before he even knows that there is one. This is the kind of approach tried in some nursery schools which operate through the medium of a second language. Similarly it has been found that if children are accustomed to associating the second language always with a particular teacher this will bind the use of the language to communication with that person in an unquestioned manner. Hence the recommendation: "When possible, the one-language-one-person principle should be applied in the early stages."[10]

Why start reading and writing in French instead of in English? Specialists recommend that reading begin in one language only,[11] so if we are giving this concentrated French course in the early years, English reading would interfere with the program. Besides a child who reads English fluently is hardly likely to be tempted by French books, which would form an important part of his early bilingual formation. Incidentally, French is more phonetical than English and therefore learned more quickly.

During the 3-4 years the children spend in French, their English will not deteriorate, though it may not advance as quickly as it would have if they had passed those years in English. In Lambert's experiments on ten-year old bilinguals in Montreal, he concludes that "they do not suffer from 'mental confusion' or a 'language handicap,' but that they actually have a language 'asset' which is reflected in a superior score on both verbal and non-verbal intelligence tests."[12] The French acquired in these years should assure enough reading and writing skill in the language to be able to pursue courses in the French language in ensuing grades. The children would have enough oral skill to be able to communicate with their French-Canadian counterparts at an age when prejudices are very slight. Their accents of course would be correct.

Studies will have to be undertaken to provide continuity in the higher grades and in high school. In high school the amount of French as a subject can probably be reduced since conversational French will be unnecessary and French can be used as a medium of instruction for any other subject. Some especially gifted students could go on with a very advanced French program or would be ready to start another language.

How about English reading? Many parents with children in French schools have reported to us that their children were reading in English by Grade IV without any instruction at all! This is possible because of the similarity of the consonants and some of the vowels in both languages. By Grade IV the differences can be grasped quite easily and the motivation to read English is very high. We propose that in the second half of Grade III or in Grade IV, English reading, spelling and grammar be introduced with possibly an extra period in this subject to hasten the catching-up process. Parents will have to be patient with the time-lag in English reading, though nothing prevents them from reading to their children in English at home.

CONCLUSION

We are convinced of the educational soundness of bilingualism and of the feasibility of introducing bilingual classes in St. Lambert for those in favor of them. Without giving the details of a bilingual curriculum, we are suggesting an approach that takes advantage of children's natural aptitudes and which we think will result in bilingualism before high school. Our approach involves the "language bath" technique, or a completely French program from Kindergarten through Grade III. From Grade IV on, English would be introduced but French would remain the medium of instruction for some courses for both continuity and growth in the language. The high school French course would have to be revised to suit these bilingual students.

The experiences of other countries in second language teaching have been taken into consideration but we have not been limited by what has already been done. Also we have taken into account the fact that our environment to date has not been conducive to the study of French. Bilingualism will not only help our children to understand and contribute to their society, but will offer a general educational advantage of value in itself, as expressed here

in the UNESCO report:

> The learning of a second language must be regarded as a necessary part of the total personality formation in the modern world, since it should enable a person to live and move freely in more than one culture and free him from the limitations imposed by belonging to, and being educated within, a single cultural group and a single linguistic community. It is an essential not only from the point of view of society, but also for the individual himself and his personal education.[13]

Our children and our society await the advantages of bilingualism. We hope that our School Board, with parental support, will not delay action on this important matter.

O. Melikoff

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PHYSIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF LANGUAGE LEARNING

INTRODUCTION

Whatever the level of attainment expected in foreign language learning in our schools, and the teaching methods employed to this end, the resulting programme must take into account the child as a developing human organism. Much material already is available on this subject from continuing research, especially in the fields of psychology and neuro-physiology. Some of these findings are particularly relevant to the teaching of languages - indeed this evidence cannot be ignored in any effective teaching scheme. Some of this body of accumulating knowledge has been summarized briefly below.

RESEARCH FINDINGS

The authors and their works, upon whose research this report is based, are listed at the end of this paper.

I - NEURO-PHYSIOLOGICAL FACTORS

There is general agreement on the neuro-physiological processes involved in language development. Dr. Penfield's statements are now well known regarding the amazing plasticity of the human brain in childhood, a physical flexibility which rapidly decreases with maturity. He has repeatedly emphasized the 'time-clock' factor in language learning, and even at eight or nine years of age, the time remaining to take advantage of this natural gift for the acquisition of new languages is rapidly running out. Dr. Penfield cites evidence from cases of speech loss resulting from brain damage in which children but not adults have the capacity to relearn speech. Dr. Glees has emphasized the sensory-motor basis of language, functions of the brain which like the intellect have physical limitations, but unlike the intellect, do not share its potential for continued growth. He states, "Speech indeed, like

good habits, is something that it is as well to get into the way of early, and not a skill for which a trained mind or greater experience is any help."

Thus on neuro-physiological grounds there is nothing against early language learning, in fact the early establishment of the neuro-muscular patterns is an advantage. Of course, more complex conceptual aspects of language can well be added later when the intellectual abilities are more developed.

II - LANGUAGE DEVELOPMENT

There is general agreement by psychologists on the usual sequence of first language development through the various phases of listening, comprehension, utterance, and later, reading and writing. It appears that young children in a bilingual milieu also learn the second language by a similar process. Thus it can be seen that bilingualism is not a single concept but a multi-layered one, and the range of bilingualism extends from a minimum of at least oral comprehension and speech at one end of the scale, to a mastery of the many complex aspects of language at the other.

Looking at the teaching of languages from this developmental point of view, and realizing that words are means of coding the world of things and events into symbols for expressive and communication purposes, we see that the natural sequence proceeds from the "thing" to the symbol and on into the increasingly complex organization of language. The traditional method of language teaching has used direct translation as a means of establishing skill in the second language. As this two-step method,

i.e., thing $\longrightarrow$ word in language$_1$ $\longrightarrow$ word in language$_2$

is not analogous to the immediate thing $\longrightarrow$ word relationship used in our own language, it is not surprising that a person who is dependent upon this process, a stage sometimes called 'compound bilingualism,' does not 'feel

at home' when speaking this second language. In additional, rote learning is arduous, and languages acquired in this way remain relatively sterile to the person involved, unless he is able to advance to the stage of bilingualism where the language takes hold, and actually becomes part of his experience. This level of dual command has been called co-ordinate bilingualism. In this situation, the second language, as well as the first, is alive, capable of growth and change.

The highest level of co-ordinate command usually is seen in those who have learned both languages separately as children in a bilingual milieu. These people seem to have developed more or less independent language structures which can be used interchangeably as the circumstances require.

Of course, it is possible to learn other languages at different stages of life than childhood, but some of the special advantages of early learning, i.e., the acquisition of dual vernacular command, are not characteristic of later learning.

As the UNESCO conference at Hamburg strongly emphasized, "On the evidence available, then one would recommend that the more urgent a full bilingual command of a particular language is, the earlier should be the beginning of continuous second language learning and the more time should be devoted to it.

Traditionally, it was feared that early second language learning caused mental confusion and/or emotional instability. These observations often failed to take into account related factors e.g., in the past, immigrants were often inferior economically, socially, and educationally, and their adjustment to a new environment also included emotional difficulties. The concensus of opinion today seems to be that bilingualism in the young is a neutral factor with regard to the developing personality, although very recent studies have actually tended to show a positive correlation between co-ordinate

bilingualism and intelligence.

III - INDIVIDUAL DIFFERENCES

Innate differences in language aptitude among children may be one factor accounting for the very wide spread in linguistic achievement that can be observed in the traditional school setting. As it is obvious that whole populations, ranging from the gifted to the dull learn to speak the vernacular, and in multilingual settings, indeed pick up second and third languages, as well it would seem that the natural approach could be of benefit to all children. This method would tend to minimize rather than exaggerate any inherent differences, as well as to encourage a certain level of language proficiency for all children that is not usually achieved.

IV - MOTIVATION

The will to learn is the force that drives the machine; together motivation, opportunity, and capacity make for achievement. Motivation has both internal and external aspects; there are both integral and instrumental factors that play a part in learning. For example, economic reasons, social needs, and educational goals may provide strong motives for becoming bilingual. However, unless these external needs are internalized in the process, becoming an integral part of the personality, the amount learned will depend on the strength and duration of the external pressures. Too often these same external influences in the guise of a lack of economic necessity to bilingualism, or as prejudice against another culture, or as a lack of specific educational ambition in languages, can act as powerful deterrents to second language acquisition.

Therefore, in line with current psychological thought, and indeed, what good teachers have always known, there is a growing reliance on intrinsic motivation, working with the child's natural eagerness to learn, to encourage

a fuller understanding and retention than can be achieved from the results of rote learning.

In young children this intrinsic motivation is strong. Their desire to communicate, the social urge to exercise their language skills, their verbal curiosity can be utilized for the teaching of second languages as well. Their relative unselfconsciousness enables the teacher to use more flexible teaching methods, which are not as effective for older children. Moreover negative social and political factors are at a minimum.

EDUCATIONAL IMPLICATIONS

Just as educational standards are rising in other fields, perhaps it is more appropriate that the goals of language teaching in the mid-twentieth century be increased from a relatively narrow, external acquaintance with another culture through reading, writing and some conversation, to the broader concept of bilingualism. A person thus freed from the limitations of seeing the world from only one point of view, may now enjoy personal contact with at least one other race and culture, communication which will add a new dimension to the development of the individual's own personality. And just as the right to education has now been extended to all, may the achievement of bilingualism not be restricted to the gifted and privileged, but may the opportunity to achieve a level of competence to the limit of their ability, be made available to all children.

Knowing the uneven results of conventional language teaching in our schools, this goal may seem highly visionary. But the congruence of current professional research with the laymans commonsense observations concerning the ability of whole populations to acquire early a second language naturally if their bilingual setting makes this a necessity, gives us a whole new approach to this problem. Using teaching methods with young children

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approximating a bilingual milieu, it should be possible to break this language barrier in an effective large scale way.

In newly emerging nations, a common language is often required as the teaching medium. Here there can be no delay on theoretical grounds or pending further methodological inquiries; instead whole school populations of young children quickly become bilingual through necessity. They do not have the luxury of choice. In our world, and especially in our province today, the question we must ask ourselves is, do we?

CONCLUSIONS

Spurred on by the need for increased world understanding, and by the hopes of teachers and educational psychologists for better methods of language teaching, research continues. But already much knowledge that is accepted awaits application. However, in a democracy only as much change can be implemented as school boards, educators, and parents will allow. Therefore, at the base of an effective and growing educational system, there must be an aware and informed citizenry.

Regarding any proposed changes in the educational system, many people tend to adopt a "wait-and-see" attitude, hoping that the future will clarify the situation. In fact the tendency certainly rests with conservatism and resistance to change. It is true that research is never finished, and that changes in forty years may invalidate ideas tentatively held today. But it must be emphasized that any fear of premature action is more than counterbalanced by the very real danger of not using the resources already available to us to help meet the challenge of the ever-increasing complexity of modern life.

With any change in educational direction, adequate planning must form a background for successful performance. Armed with an effective teaching

programme based on sound psychological principles, and given sympathetic and positive family and community support, the results from an experiment in bilingualism in St. Lambert can be anticipated with much enthusiasm.

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