

A STUDY OF THE FRENCH VOCABULARY
OF SCHOOL CHILDREN IN MAILLARDVILLE, B.C.

by

Jacqueline van Campen

B.A. Laval 1951

B.S.W. Laval 1952

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in the Department of

Modern Languages



JACQUELINE VAN CAMPEN 1970
SIMON FRASER UNIVERSITY

March 1970

APPROVAL

Name: Mrs. Jacqueline van Campen

Degree: Master of Arts

Title of Thesis: A Study of the French Vocabulary of
School Children in Maillardville, B.C.

Examining Committee:

W. R. Babcock
Senior Supervisor

Jane Ingling
Examining Committee

B. E. Bartlett
Examining Committee

Date Approved: 7 April 70

Abstract

Goal.

The word vocabulaire is defined by Robert¹ as follows: ensemble de mots dont dispose une personne. It was my goal in doing this research to study the spoken vocabulary of the children in an elementary school. In this school some of the teaching is done in French, for children whose mother tongue is assumed to be French. I wanted to find out how the knowledge of these children's French vocabulary compared with the vocabulary of children of similar age in the Province of Quebec, and how well equipped they would be to communicate with other French speaking children of the same age and school level.

Thesis.

It is my thesis that:

"these children have some basic knowledge of French,

that this basic knowledge is developed by the teaching in French that is done in school,

that, at the time of this thesis, (March 1970), with a few exceptions, the children observed did not use French as a language to communicate,

that French is, again with a few exceptions, the second language of these children and can not regain the status of mother tongue unless they receive instructions in how to use it in their everyday lives,

that one of the first steps in this direction is to teach these children a very elementary and practical vocabulary."

¹ Paul Robert. Dictionnaire alphabétique and analogique de la langue française. Paris 1967. Société du nouveau Littré.

Methodology.

To test the vocabulary of these children and compare it with children in Quebec, a version of Watts' Vocabulary test for young children¹ was used with words taken from the Vocabulaire oral des enfants de 5 à 8 ans au Canada français published by Robert and Gisèle Préfontaine in 1968.²

Three age groups were studied; children in the first grade, some of whom were seen before school began, and children from the second and third grades.

Conclusion.

These are my conclusions:

1. The children I saw in Maillardville know some family French when they enter school. After a year or two at the school Notre-Dame de Fatima, where French is taught, their knowledge of French vocabulary increases substantially as the following figures show:

Grade I	26.6%
Grade II	60.6%
Grade III	68%

2. If we compare the vocabulary of the children attending the school Notre-Dame de Fatima with the vocabulary of a five year old French speaking child in the Province of Quebec, as compiled by Robert and Gisèle Préfontaine we find the following results: In Grade I the children know 23.9% of the words known by the child from Québec. In Grade II it is 54.4%, in Grade III it is 61.1%. From this I conclude that

¹ Robert Préfontaine, Gisèle Préfontaine. Vocabulaire Oral des enfants de 5 à 8 ans au Canada français. Beauchemin 1968.

the children interviewed in Maillardville could use French to communicate although French is for them a second language.

3. My study shows that the vocabulary now in use in the reading books at the school Notre-Dame de Fatima is not a practical one adapted to the needs of the children I interviewed.

Contents

Introduction

List of Tables

Chapter I 1. Review of vocabularies studies.
 2. Presentation of the present research.

Chapter II Maillardville:
 1. the community.
 2. the children's background.
 3. the school.

Chapter III Vocabulary test.
 1. Presentation.
 2. Content.
 3. The vocabulary test.

Chapter IV Results of the vocabulary test.
 1. Results for each grade and for each category.
 2. Results for all grades by types of answers.
 3. Comments on the Maillardville vocabulary test
 and the findings of the research of the Sablier,
 in the Province of Quebec.
 4. Comments on the results of the vocabulary test
 for each of the following type of answer;

/E/
/F/
/?/

Chapter V Subsidiary interviews

Bibliography

Appendix

List of Tables

Table 1	Number of French speaking families in the parish of Notre-Dame de Lourdes and Notre-Dame de Fatima in Maillardville, B.C.	p. 15
Table 2	Occupations of the fathers of the 46 children interviewed in the Maillardville study.	p. 17
Table 3	Number of French speaking parents of the children interviewed in Maillardville.	p. 18
Table 4	Number of children in the families of the children interviewed in Maillardville, B.C.	p. 19
Table 5	Maillardville Vocabulary test; Distribution of children tested.	p. 22
Table 6	Interest centers or themes used in three different vocabulary studies; Gougenheim's, Watts' and Maillardville.	p. 23
Table 7	Vocabulary test as presented to the children of Grade I, Grade II and Grade III at the school <u>Notre-Dame de Fatima</u> , Maillardville B.C.	p. 26
Table 8	Maillardville Vocabulary test. Results for each grade by Category - Grade I Total number of words in each category 40.	p. 31
Table 9	Maillardville Vocabulary test. Results for each grade by Category - Grade II Total number of words in each category 85.	p. 32
Table 10	Maillardville Vocabulary test. Results for each grade by category - Grade III Total number of words in each category 105.	p. 33
Table 11	Maillardville Vocabulary test. General results by each Category for each Grade.	p. 34
Table 12	Maillardville Vocabulary test. Results by child - Grade I.	p. 38
Table 13	Maillardville Vocabulary test. Results by child - Grade II.	p. 39

Table 14	Maillardville Vocabulary test. Results by child - Grade III	p. 40
Table 15	Maillardville Vocabulary test. Comparison of answers by Grades I, II, III.	p. 41
Table 16	Maillardville Vocabulary test. Distribution of the word <u>bus</u> by grade and type of answers.	p. 44
Table 17	Maillardville Vocabulary test. Percentage of correct /+/ answers given in the test and the percentage it represents if we compare with the Findings of the Sablier's study.	p. 46
Table 18	Maillardville Vocabulary test. List of English words given as type of answer /E/.	p. 47
Table 19	Maillardville Vocabulary test. List of French Words given as type of answer /F/.	p. 48
Table 20	Maillardville Vocabulary test. Mispronounced words given as type of answer /?/.	p. 50
Table 21	Transcript of Conversations Subsidiary Interviews	p. 53

Chapter I

What is a vocabulary study? A brief review of what has been done so far in this field will answer this question and situate the present research.

Among the numerous aspects of language studies, vocabulary and the statistical work it involves have been some of the last to be recognised as valuable and necessary disciplines. The study of words preceded the modern approach to linguistics. Etymology and lexicology have always fascinated students of language but it is in the last 30-40 years that, for theoretical and scientific, practical and pedagogical reasons, word counts, frequency and range of vocabularies for most European languages have become important. Most of the early work was done by compiling the words from the literature. Before the XIX century the spoken language was considered langue vulgaire to distinguish it from the langue classique found in the great literary works. This attitude is still found to-day and it is not, therefore, surprising that it influenced most vocabulary studies.

Although the interest of this research is in French, work done in other languages will also be considered. English studies have not only influenced to a great degree the studies done in French but have, in recent work, also shown results which transcend national languages.

Beginnings.

When we speak of the ancestors of the vocabularies of

to-day we must go back a few centuries to Timothe Bright who published, in 1588, a first book of shorthand called Characterie: An arte of shorte, swifte, and secrete writing by character.¹ It did not pretend to be comprehensive since it included only 559 words but it was a first effort in some sort of simplified and practical compilation of words. We must wait for Nathaniel Bailey (1721) for the first attempt to record the complete English vocabulary.

In France l'abbé de l'Epée published, in 1776, his Institution des sourds-muets.² His work listed 1800 words which he judged to be essential for young deaf-mutes in order for them to receive an education in French. His contribution to the field is to be noted because, in a period when only the langue écrite was considered to be of any value, he included in his lists the words that were found more commonly in conversation as well as in reading material.

Interesting as these two previous efforts were it was to be F. W. Kading, a German, who, with his monumental work Häufigkeitswörterbuch der deutschen Sprache published in 1898, was the real ancestor of all modern research in the field. He was the first one to make use of frequency counts, which have been widely used ever since. He showed that:

¹ Charles C. Fries, Aileen A. Traver, English Words lists. Ann Arbor, Michigan. The George Wahr Publishing Co. 1965 p. 2.

² G. Gougenheim, R. Michea, P. Rivenc, A. Sauvageot. l'elaboration du francais fondamental (1er degre) Paris; Didier, 1964 p. 24.

"sur un corpus de 11 millions de mots (que) les 15 mots les plus employes representent 25% de tous les mots d'un texte, (que) les 66 mots les plus employes en representent 50% et les 320 les plus employes 72%. Avec un vocabulaire compose seulement de 320 mots on pourrait donc comprendre les trois quarts de n'importe quel texte".¹

Research done in English and in French from written works.

Although we will mention them very briefly, the importance of the following researchers was great, and their work a step leading to the research of to-day.

In 1904 the Rev. J. Knowles published The London point system of reading for the blind using for his sources the Bible and various written works.² With Eldridge's Six thousand common English words for universal uses (his material was gathered from newspaper articles), Ayres' Measuring scale for ability in spelling (from letters written by individuals) and Dewey's The relative frequency of English speech sounds, again published for the benefit of stenographers and collected from all available sources of written material, we come to the 1920's and the works of Horn and Thorndyke.³

The teacher's word book of 10,000 words, which Thorndyke published in 1921,⁴ is still considered essential to-day. It is the most comprehensive study ever done of the vocabulary

¹ Bertil Malmberg, Les nouvelles tendances de la linguistique. Paris. Presses universitaires de France. 1966 p.286.

² Fries. op. cit. p. 25.

³ Fries. op. cit. p. 4-18.

⁴ Fries. op. cit. p. 21-23.

of the English language and, in it, he first introduced the range of the words to the frequency, judging it important to know how many sources use the same word and how widely it is used. Like his predecessors, he gathered his material from books but he used a much greater variety of sources representing about four million words. It is impossible to do any research in the vocabulary field even in languages other than English without being referred to the work of Thorndyke, so much is he, in spite of all the critics of his work, considered the ultimate in word counting.

Less monumental but also worthy of attention is the work of Horn.¹ His Basic writing vocabulary was a compilation of all the writing vocabularies of the time and the result, he found, was very much in agreement with the work of Thorndyke.

In French, at about the same period, researches were also begun which were to lay the bases of future endeavors in this field. The first two works which we will now describe were published, strangely enough, in the United States. We will have to wait till 1938 for a third work to be published by Belgian pedagogues.

The first dictionnaire de fréquence du français was published by V. A. C. Henmon in 1924, with the title, A French Word Book Based on a Count of 400,000 running Words. For the first part of his work he chose 5,000 words from the dictionary, words which he considered the most in use. Then,

¹

Fries. op. cit. p. 16.

with the help of some secondary school teachers, he studied many literary works mainly from the second half of the XIX century.¹ The work of Henmon was to be a stepping stone for Vander Beke who undertook his French Word Book for the Committee on Investigation of the Modern Language Study in 1935.² Like Henmon he gives great importance to the range of the vocabulary as compared to the frequency. It has been one of the main criticism of this work that, because of the texts chosen for the enquiry, some of the words he lists with high frequency do not belong to a modern vocabulary.

In 1938 Frère Gonzalo Carlos (M. Aristizabal) published a list of words taken from letters written by children and adults. From 5,525 texts with a total of 460,727 words he selected 12,038 of which 4,329 had a frequency of more than 10. This study was accomplished for the purpose of helping children with the orthography of French in school.

Basic Languages.

It was certainly logical that one of the steps of the vocabulary studies would be to go beyond taking stock of the wealth of words the different languages had accumulated so far. In 1928 two logicians, who had long been interested in finding a simplified language for everyone, some sort of international medium, published the result of their efforts

¹ Gougenheim. op. cit. p. 32.

² Gougenheim. op. cit. p. 33-44.

³ M. Ogden, M. Richards
Gougenheim. op. cit. p. 26.

in what is known as Basic English. It is a succinct vocabulary of 850 words, judged essential for a non-speaker of English to be able to be understood by English speakers. Persons with different languages could also use it to communicate.

Its publication and success appeared to undermine many languages, especially French, which was regarded by French speaking peoples as the langue universelle par excellence and whose intricacies were an object of pride for those who spoke it.¹

"La troisième illusion, qui a trouvé un brillant défenseur dans la personne d'un membre de l'Académie Française, est que la beauté de la langue française réside dans ses difficultés mêmes. Les personnes qui veulent apprendre le français doivent savoir que le français est comparable à un jeu compliqué fourmillant de règles singulières. Or cette conception est fausse et dangereuse".²

Since the publication of Basic English different versions have been published.

Le français fondamental.

At the request of Unesco, a committee of linguists considered the diffusion of an education de base by means of basic languages in 1947. In France, the Ministère de l'éducation nationale formed, in 1951, a special commission to deal with the problem of finding a French réduit et simplifié for the benefit of foreign students and minorities of non-French

¹

Gougenheim. op. cit. p. 9-10.

²

Gougenheim. op. cit. p. 10.

speakers in French speaking countries. Le français élémentaire was published in 1954. Its authors published later L'élaboration du français fondamental which is but the first step of a basic French. The linguists who took part in this research were G. Gougenheim, P. Rivenc, R. Michea, A. Sauvageot.¹ They were helped by other researchers from a Study Center known as C.R.E.D.I.F.²

If the results of their research was interesting, the method they used was even more so. For the first time, a major study of French vocabulary chose only the spoken language as its corpus. Using a tape recorder the workers of C.R.E.D.I.F. set themselves to record speech, sometimes without the knowledge of the subject, but most of the time as a conversation between the informant and the researcher. They covered a variety of topics. They tried to interview people of every walk of life. Of the 275 informants who were retained from the original 301, 138 were men, 126 women and 11 were school children. The selection of subjects shows that choices were prejudiced in favor of professional people and that the interviewers were very careful not to offend their

¹ Since we can not mention all of these authors we will use the name of the director of these researches, G. Gougenheim, when we want to mention the authors of l'elaboration du français fondamental.

² Gougenheim. op. cit. p. 12. Initials are for: Centre de Recherche et d'Etude pour la Diffusion du Français.

informants. They omitted any discussion of politics, religion or private matters. In spite of these limitations and others, the result was, for the first time, a French de base as used by French speaking people themselves, opening all sorts of possibilities for the teaching of French everywhere.

Although we have not directly used the vocabulary of le français fondamental in this study we consulted it to find if, in our research, we were getting away from the everyday practical French we wanted to use.

Modern research.

Of course the work of all these researchers is but a beginning. It showed the way for to-day's statistical study in linguistics in the field of vocabulary. It found tools: frequency, range, disponibilité¹ which are very important for information and communication theories. These disciplines depend on works such as these. They also provide the impetus to many other inquiries whose results sometimes confirm what we always suspected. At other times they have changed our knowledge completely.

It would be too long to enumerate all the work done in the recent years on the subject but if only briefly must be mentioned the work of Pierre Guiraud² in which he studies the

¹ Mots disponibles. def; Tel est le nom que nous donnerons a ces mots d'une fréquence faible et peu stable qui sont cependant des mots usuels et utiles. Gougenheim. op. cit. p. 145.

N.B. A word which is disponible is a word that the speaker knows, but does not use often.

² Pierre Guiraud. Problemes et methodes de la statistique linguistique. Dordrecht-Holland. 1959. D. Reidel Publishing Company.

equation d'Estouf-Zipf. He draws from it some interesting results.

The Zipf equation can be explained as follows:

"Si dans un texte on relève la fréquence de chaque mot et qu'on dresse une liste des mots par ordre de fréquence décroissante, la fréquence de chaque mot est alors inversement proportionnelle à son rang dans la liste, de telle sorte que le produit du rang par la fréquence est constant, selon l'équation $R \times F = \text{constante}$ ".¹

Guiraud formulated a very interesting law inspired from this equation:

"Les mots les plus courants sont en même temps les plus courts, tandis que les moins courants comptent le plus grand nombre de phonèmes ($F \times R = \text{constante}$, où F est la fréquence, R la mesure de l'énergie exigée par le signal, c.-à-d. lorsqu'il s'agit de la langue, le nombre de phonèmes)".²

Much more work will and is being published on this subject. With the help of other disciplines, pedagogy, sociology, psychology, mathematics and statistics we can expect new insights and solutions to problems we now think insoluble.

Le Sablier.

The work of Gougenheim was done in France, as we have said before. Although it included four informants from Canada its results represent a standard French and it certainly differs in its choice of words from the ones used

¹ Guiraud. op. cit. p. 75.

² Malmberg. op. cit. p. 289.

by French-speaking children in Canada. It was therefore most fortunate for us that, in 1968, a team under the direction of Robert and Gisèle Préfontaine published a Vocabulaire oral des enfants de 5 à 8 ans au Canada français.¹ They did this study for the benefit and with the help of teachers who use a teaching method developed by them and called Le Sablier.

The researchers of the Sablier collected their data during an entire school year. The teachers noted the oral compositions done by the children around sons-vedettes in a journal hebdomadaire.

"Après avoir choisi un son-vedette, par exemple le son /o/, l'éducatrice demande aux enfants de lui dire des mots dans lesquels ils entendent le son /o/. Les enfants peuvent trouver; chapeau, auto, crapaud, ect.. L'éducatrice et les enfants épellent phonétiquement chacun des mots et on les écrit au tableau. Ces mots seront consignés au journal. Le lendemain, les enfants composent des phrases. Au moins un mot de la phrase doit contenir le son-vedette. On mime les phrases et on les écrit au tableau. Ces phrases apparaîtront également au journal".²

During the survey they tried to direct the interest of the children toward different subjects. The result is interesting. It is true that we do not have here un vocabulaire exhaustif de la communication orale des enfants to quote M. Francois Ters in his preface³ However, it is a

¹ Robert R. Prefontaine, Gisele Prefontaine. Vocabulaire oral des enfants de 5 à 8 ans au Canada français. Montreal. 1968. Librairie Beauchemin.

² Prefontaine. op. cit. p. 11-12.

³ Prefontaine. op. cit. p. 7.

beginning and the findings of this study are of interest to all French speaking peoples.

The present research.

It must be mentioned here that the teaching method of the Sablier is not the one used in the school where I conducted this survey. In the Maillardville School the method used for teaching French is called La méthode dynamique. It includes a vocabulary which the creator of the method selected for the children:

"Nous avons apporté un grand soin au choix du vocabulaire que nous voulions- approprié à l'âge de l'enfant;- limité pour ne pas charger sa mémoire;- assez riche pour lui faire goûter la joie de lire".¹

It does not represent the actual spoken vocabulary of children as the results of the research of Gisèle and Robert Préfontaine does.

In the Vocabulaire oral of the Sablier there are four different vocabularies, four different compilations drawn from the pre-schooler and pupils of the first three grades of elementary school. There is also a sommaire for the total results from all grades. The first list derived from the pre-schoolers, was used for the following reasons: 1. To be able to compare the progress of all children from grade to grade, 2. This list is the least influenced of the four by

¹ Soeur Yolande-de-l'Immaculée, F.C.S.C.J. Une application pédagogique de la linguistique structurale: la méthode "dynamique". Montreal. 1960. Publications de la section de linguistique, philologie and phonétique expérimentale, Seriell, No. 7.

the method of the Sablier. In the other three we would have found words which the authors themselves admit came from the enrichissement du subconscient de l'enfant, by the Sablier.¹

The second reason was a realistic one. Even before the enquiry began it was known that, owing to the circumstances of these children in B.C., they could hardly be expected to be at the same level as pupils in Quebec. For all of these reasons we used for our questionnaire the vocabulary of the five year old child as gathered by the Sablier in Quebec.

For each level of their investigation Gisèle and Robert Préfontaine kept only a certain number of words with a frequency of more than 4 from the total number they collected. In the first level they kept 620 words out of a total of 1558 (representing 40%). However, despite the small percentage it is to be noted that the frequency of these 620 words is of 85% in the language of the children.²

Although we find grammatical words³ of all classes in the subsequent vocabularies of the Vocabulaire oral there are almost none in the one from pre-schoolers. Some of the words

¹ Prefontaine. op. cit. p. 12.

² Prefontaine. op. cit. p. 15.

³ Gougenheim. op. cit. In the compilation of the results of their research the authors divided words into noms, verbes, adjectives and mots grammaticaux. I will also use this order.

in the list were open to many different interpretations e.g. bas..carte..livre.. I chose the most obvious word. To avoid ambiguity I tried to ask very simple questions.

The questionnaire I used is a version of the one developed by Watts, a British researcher, on the speech of young children.¹ This test was also used by a team of researchers led by Walter Loban who published some very important findings in a study called The language of elementary school children.² It is part of a series sponsored by the National Council of Teachers of English and other groups interested in the oral language in school and its influence on the learning, writing and reading skills of children.

In the conclusion of this thesis I shall return to these studies and discuss those of their findings which are of interest to the present paper.

Before presenting the test used and its results we will consider the environment of the children we interviewed.

¹ A. F. Watts. The language and mental development of children. London, 1966 (first published in 1944). George G. Harrap and Co. Ltd.

² Walter D. Loban. The language of elementary school children. Illinois 1963. National Council of Teachers of English.

Chapter II

Maillardville.

The school I went to for this study is called Notre-Dame de Fatima. It is situated in Maillardville, B.C. This area used to be the center of the French-Canadian community in British Columbia. I chose a school in Maillardville because I thought that I would find there the greater number of French speaking families who might have some sort of community life favorable to the learning of French by their children.

1. The community.

Maillardville is situated in the district of Coquitlam, near the city of New Westminster.¹ Sixty years ago Maillardville was founded by a group of 22 French speaking families from the Province of Quebec. They came to work at a nearby sawmill. Because of the proximity, Maillardville was bound to develop along with New Westminster with the result that the area is no longer an almost exclusive French-speaking village. There are many English speaking families spread amongst the French speaking families.

The first task of the original settlers was to organise a Roman Catholic parish which they called Notre-Dame de Lourdes.

¹ Maillardville district does not have a legal entity. I could not get any statistical data on the area. I have, for this study, used numbers provided by Father Michaud, parish priest of Notre-Dame de Fatima. The physical boundaries of the area are shown on the map provided by the district of Coquitlam. They are approximate. (See Appendix I).

Because of the actual size of Maillardville, the area is now served by two parishes, Notre-Dame de Lourdes and Notre-Dame de Fatima. Each parish has a parochial school of the same name.

The number of French-speaking families from each parish is the following;

Table 1.

Number of French-speaking families in the parish of Notre-Dame de Lourdes and Notre-Dame de Fatima in Maillardville, B.C. ¹		
Parish	No. of families	French-speaking families
Notre-Dame de Fatima	500	350
Notre-Dame de Lourdes	700	400
Total	1200	750

An association, grouping French-Canadian residents of B.C.,² which has its headquarters in Maillardville, gives an estimate of four children per French-speaking family.³ We have then a total population of approximately 4600 French-speaking persons,

¹ Numbers given to me by Father Michaud from the parish Notre-Dame de Fatima.

² Fédération Canadienne-française de la Colombie Britannique.

including about 3000 children in Maillardville. This is indeed a sizeable French-speaking community.

The original settlers who came from Quebec were joined later by other groups from the same Province as well as by families who came from the prairie Provinces. To-day very few French-speaking families from Quebec come to establish themselves in Maillardville. Most of the newcomers go to Vancouver. There they can attend a parish church where French is a spoken (paroisse du Saint-Sacrement) and send their children to a school (école du Saint-Sacrement) where French is taught in much the same way as it is in the two schools in Maillardville.

There are very few professionals amongst the French-speaking people of Maillardville. Many of the men work at the nearby sawmill as was the case when settlement began. The list of the occupations of the parents of the children we interviewed would seem a fairly good representation of the general situation.

The adults of the two parishes forming the French-speaking community of Maillardville have joined in a few organisations. They have a Fédération Canadienne-Française de la Colombie Britannique. They also have a Caisse Populaire (credit union), a news bulletin, l'Appel, and, of course, religious groups in each of the parishes where they speak French.

¹ Table 2, page 17.

2. The children's background.

For the purpose of this research I interviewed 46 children belonging to 38 different families. The following table lists the occupations of the fathers of these children. As can be seen almost half of them work at a sawmill.

Table 2.

Occupations of the fathers of the 46 children interviewed in the Maillardville study

Occupation	No.
Sawmill worker	15
Small factory owner	2
Teacher	1
Travel agent	1
Assurance agent	1
Assurance adjuster	1
Barber	1
Carpenter	2
Driver	2
Mechanics	1
T.V. Technician	1
Fireman	1
Plumber	1
B.C. Telephone employee	1
B.C. Hydro employee	1
Cat. operator	1
Machinist	1
Janitor	1
Not known	3
TOTAL	38

Most of the children now going to school in Maillardville, in the schools of the two parishes, are children of the second generation born in B.C. of French-speaking parents. Some are the children of families who came from the Prairie Provinces in the last twenty years or so. All the parents of these children have been born and raised in English communities.

It is therefore surprising to see in the following table the proportion of children whose parents are of French origin.¹

Table 3.

Number of French-speaking parents of the children
interviewed in Maillardville

Children Grade	No.	Mother		Father	
		French	Other	French	Other
1	8	8	-	8	-
2	17	16	1	13	4
3	21	20	1	19	2
TOTAL	46	44	2	40	6

As seen earlier, the estimate of the Fédération Canadienne-Française de la Colombie Britannique as of four children per family. The number of children in the families of the children I interviewed was slightly higher with a mean of 5.4 children per family as shown in Table 4.

¹

In this study when I say that a person is of French origin, I mean that that person was born in a French-speaking family, in Maillardville or elsewhere in Canada.

Table 4.

Number of children in the families of the
children interviewed in Maillardville, B.C.

Number of children in a family	Number of families with number of children shown on the left
1	1
2	2
3	7
4	9
5	6
6	2
7	5
8	1
9	2
10	-
11	-
12	1
13	1
14	-
15	1

3. The school.

The school Notre-Dame de Fatima is a parochial school for the parish of the same name. It is a Roman Catholic school and the equivalent of an elementary public school, which means that it teaches the first seven grades of the elementary level. However, it differs from other public schools in that the children are taught French for an hour every day in all grades with the exception of a special Grade 2 where the children are taught in French for most of their subjects except science and arithmetic. The school has eight classes, one for each grade and one for the special French Grade 2.

About 160 students attend the school, 78 boys and 82

girls. Of this number about two-thirds are the children of French-speaking parents.

The school Notre-Dame de Fatima also rents two classrooms to the local schoolboard for two classes. The children in these classes are, of course, taught exclusively in English.

The teachers, three of them nuns of the order of the Sisters of the Holy Cross, are all French-speaking but one. All of them speak English very well. The sister who teaches the second French grade is from the Province of Quebec, and learned most of her English in B.C.

In spite of the fact that the teachers are French-speaking and that two-thirds of the students are from French-speaking families, the language used in school by the children themselves is English in all school activities. The reasons for this attitude will be considered in the conclusion of this study in relation to the results of the vocabulary study.

Chapter III

Vocabulary test.

1. Presentation.

For the first part of the inquiry described in this chapter, the children were interviewed each in turn during school hours through a two-week period in October and November 1969. A few pre-schoolers were seen at home during the summer of 1969, just before the September in which they entered school. I have limited my research to the pupils of the first three grades of the elementary school Notre-Dame de Fatima.

From the three grades, 47 children were interviewed. One of them, in the second grade, was later found to be slightly deaf and the result of her interview was discarded. The children I met were sent to me by the grade teacher in consultation with the Principal of the school. They chose only pupils who, to their knowledge, had enough ability in French to participate in the study. The following table will show the distribution of the children tested.

Table 5.

Maillardville Vocabulary Test: Distribution of Children Tested

GRADE	Total No. in Grade	No. Tested Sept. 1969	No. Tested Summer 1969	Total Tested	COMMENTS
I	17	3	5	8	
II	18	17	-	17	This was the French-speaking class. One child was not interviewed due to deafness.
III	30	21	-	21	
TOTAL	65	41	5	46	

2. Content.

The questionnaire used in the interviews I had with the children was the same for all pupils of the three grades and the questions were asked in the same way. The questions were repeated if necessary, which was many times the case of first grade pupils. The words used for the test were from the list of Gisèle and Robert Préfontaine and were, according to their findings, the ones known by a five year old child in the Province of Quebec.¹ The questions were phrased in such a way as to use only words included in the list and so constituted a sort of comprehension test as well.

The test contained 70 questions, divided into 14 groups of five, which I call categories. I used for a format the one used by Watts² for his Vocabulary Test for Young Children.

¹ Préfontaine. op. cit. p. 15-23.

² Watts. op. cit. p. 280.

This format has the advantage of dividing the questions by centres d'intérêt as Gougenheim calls them.¹

This method of questioning around centres d'intérêt or thèmes was used by Gougenheim and the researchers of C.R.E.D.I.F. in different schools in France. They wanted to find out if the frequency of the words gathered in their research, (which we mentioned earlier) was also an indication of their disponibilité.²

Table 6 shows the relation between my choice of interest groups and the ones from Watts' and Gougenheim's studies.

Table 6.

Interest centers or themes used in three
different vocabulary studies:
Gougenheim's, Watts' and Maillardville.

Maillardville	Watts ¹	Gougenheim ²
1. face and features	face and features	les parties du corps
2. actions with fingers	actions with fingers	-
3. household articles	household articles	objets placés sur la table
4. action with hands and fingers	action with hands and fingers	-
5. sounds	sounds	-
6. adjectives shapes	adjectives shapes	-
7. food	breakfast - eating and drinking	aliments and boissons
8. animals	-	les animaux

¹ Gougenheim. op. cit. p. 152.

² see Chapter 1. p. 8.

³ Watts. op. cit. p. 280.

⁴ Gougenheim. op. cit. p. 189.

Maillardville	Watts	Gougenheim
9. quantities	quantities, shop-keepers	-
10. occupations	occupations	les métiers
11. transport	-	les moyens de transport
12. the street	the street	le village - la ville
13. kitchen	cooking the dinner	la cuisine
14. family and clothing	-	vêtements
-	fabrics	-
-	meat	-
-	games	jeux et distractions
-	the kitchen fire	chauffage et éclairage
-	-	les meubles
-	-	l'école
-	-	la maison
-	-	les travaux des champs et jardinage

As we can see the categories I chose closely resemble Watts'. If all of them were not included it is because

1. the words for them could not be found in Vocabulaire oral¹,
2. it is also quite evident that the "kitchen fire" would not mean anything in this country while "transport" is an important part of our lives. In his study The Language of Elementary School Children², Walter D. Loban also uses Watts' test to measure the vocabulary. Loban says:

¹ Prefontaine. op. cit.

² Loban. op. cit.

"This vocabulary test, weighed equally with the average of four or more years of teacher's rating, became the basis for selection of the two groups of subjects at the extreme of language ability"¹

Watts' vocabulary test contains nouns, verbs, adjectives and adverbs in that order. The test devised for the Maillardville study (which did not aim to make an extensive study of the vocabulary of Maillardville children) emerged as being a combination of word lists used by Gougenheim and Watts. The choice of thèmes and the grouping of words into nouns, verbs and adjectives (adverbs were not included in the Maillardville study) and the exclusion of mots grammaticaux suited the purpose of the present study.

It would have been extremely difficult to try to include mots grammaticaux in a question-answer type of test. Besides, they are also quite limited in their information.² I recognise their importance and went back to the school to conduct a few subsidiary interviews which give some idea about the knowledge and use of these words that the children have. The mots grammaticaux are essentials and of the most frequent occurrence in normal speech. They bond together the parts of the sentence and it is important to find how the young pupils of Maillardville use these bonding agents.

3. The vocabulary test.

The following is the test as it was presented to the

¹ Loban. op. cit. p.

² Guiraud.

children. English was never spoken. I never told them either that I didn't want them to answer in English. I just asked the questions in French, taking it for granted, as they obviously did themselves, that the answers would be in what they thought was French

Table 7.

Vocabulary test as presented to the children
of Grade I, Grade II and Grade III at the
school Notre Dame de Fatima, Maillardville, B.C.

- | | |
|--|--|
| 1. Peux-tu me dire comment s'appelle
ce que je touche | 1-nez
2-oeil
3-cheveux
4-oreille
5-dents |
| 2. Regarde ce que je vais faire.
Peux-tu me dire ce que c'est. | 6-écrire
7-gratter(tete)
8-ramasser
9-dessiner
10-attacher |
| 3. Peux-tu me dire comment s'appellent
les choses que je vais te montrer. | 11-ciseaux
12-peigne
13-bouton
14-miroir
15-marteau |
| 4. Regarde-moi. Qu'est-ce que je
fais. | 16-frapper(mains)
17-fermer. "
18-ouvrir. "
19-laver
20-haucer |
| 5. Ecoute et dis-moi ce que je fais. | 21-chanter
22-pleurer
23-manger
24-rire
25-souffler |

6. Moi, je suis brune et Peter est .. 26-blond
 Ce morceau de papier est plat.
 maintenant il est... 27-plié
 Quelle est la couleur de ma jupe.. 28-bleue, verté
 Tu es petit et ton papa est..... 29-grand
 Je dessine un carré et maintenant un 30-rond
7. Quand tu manges (prends) ton déjeuner
 le matin...
 Qu'est-ce que tu mets sur ton pain.. 31-beurre
 " " " ta maman met dans
 son café... 32-crème
 33-sucre
 Qu'est-ce que tu bois avec ton
 déjeuner... 34-lait
 Dans un oeuf il y a un blanc et un... 35-jaune (d'oeuf)
8. Connais-tu les animaux que je vais te
 montrer. 36-cheval
 37-coq.
 38-vache
 39-cochen
 40-chat.
9. Quand tu vas au magasin
 pour ta maman sais-tu ce qu'il faut
 demander... patates 41-sac de
 Si tu veux des.....
 des cereales 42-boite
 du coke 43-bouteille
 du beurre 44-livre
 du lait.. 45-pinte
10. Comment s'appelle la personne 46-docteur
 qui te soigne..... 47-dentiste
 qui enlève tes dents. 48-cordonnier
 qui répare tes souliers.. 49-peintre
 qui peint les maisons.. 50-police
 qui arrête les gens..
11. Comment s'appellent..... 51-auto
 52-bateau
 53-camion
 54-autobus
 Dans quoi promènes-tu un bébé. 55-carrosse
12. Devant l'école 56-rue
 Les autos vont sur 57-trottoir
 Toi, tu marches sur le... 58-pont
 Pour aller à Surrey tu passes sur un 59-maison
 Quand tu te promènes sur la rue 60-arbres....
 qu'est-ce que tu vois....

- | | | |
|-----|--------------------------------------|-----------------|
| 13. | Ou manges-tu? | 61-cuisine |
| | Comment s'appelle le repas du soir.. | 62-souper |
| | Apres le souper ta maman lave... | 63-vaisselle |
| | Dans quoi manges-tu ta soupe? | 64-bol |
| | " " bois-tu ton lait? | 65-tasse |
| 14. | Est-ce que ton papa fume? | 66-cigarettes |
| | Qu'est-ce qu'il fume...? | 67-travail |
| | Ou va-t-il tous les jours? | 68-portefeuille |
| | Dans quoi met-il son argent.... | 69-montre |
| | Comment s'appelle..... | |
| | Quand il fait froid, ta maman | 70-manteau |
| | met..... | |

Chapter IV

Results of the Vocabulary test.

In this chapter I will give the results of the Maillardville vocabulary test. This test was given to 46 children in three different grades in the school Notre-Dame de Fatima.¹

The test consisted of 70 questions organised in 14 categories.² I have classified the answers given to this test into five different types:

- | | | |
|-----|--------------------------|--|
| (+) | The right answer | using the word judged to be correct from the <u>Vocabulaire Oral</u> . |
| (-) | Unknown answer | no answer given. |
| (E) | Answers given in English | given sometimes with a slight hesitation. Most of the time as if the word was French. |
| (F) | Answers given in French | using a word other than the correct one. Even if the word was mispronounced it was included in this class if it had any kind of meaning in French. |
| (?) | Mispronounced answers | answers given with no meaning, either in French or in English. |

I will give the results of the test in the following order:

1. Results according to grade of the vocabulary test for each category, tables 8,9,10,11.
2. Results according to category of the vocabulary test for each grade, tables 12,13,14,15.

¹ See Table 5, p. 22.

² See Table 6, p. 23.

3. Comments of the comparison of the results of the vocabulary test with the findings of the work of Robert and Gisele Prefontaine in the Province of Quebec.
4. Comments on the results of the vocabulary test for each of the following type of answers:
 - /E/ answers given in English
 - /F/ answers given using substitute French words
 - /?/ incorrect answers

1. Results of the vocabulary test for each grade and for each category:

Table 8.

Maillardville Vocabulary Test									
Results for each grade by Category									
GRADE I = Total number of words in each Category = 40									
GRADE I	Answers								
Category	+	-	E	F	?	Total +	Total -	% +	% -
1. face and features	24	11	0	4	1	24	16	60	40
2. action with fingers	6	27	5	2	0	6	34	15	85
3. household articles	12	22	3	0	3	12	28	30	70
4. action with hands and fingers	6	30	2	2	0	6	34	15	85
5. sounds	14	23	2	1	0	14	26	35	65
6. adjectives and shapes	25	11	0	4	0	25	15	62.5	37.5
7. food	15	21	0	4	0	15	25	37.5	62.5
8. animals	10	23	0	6	1	10	30	25	75
9. quantities (shopping)	4	34	1	1	0	4	36	10	90
10. occupation	5	31	2	2	0	5	35	12.5	87.5
11. transport	6	28	5	1	0	6	34	15	85
12. the street	8	27	1	4	0	8	32	20	80
13. the kitchen	10	29	1	0	0	10	30	25	75
14. family and clothing	2	31	6	1	0	2	38	5	95

Table 9.

Maillardville Vocabulary Test
Results for each grade by Category
GRADE II = Total number of words in each Category = 85

GRADE II	Answers					Total	Total	%	%
Category	+	-	E	F	?	+	-	+	-
1. face and features	78	6	0	0	1	78	7	91.7	8.3
2. action with fingers	46	21	1	9	8	46	39	54.1	45.9
3. household articles	47	28	4	4	2	47	38	55.2	44.8
4. action with hands and fingers	49	15	7	12	2	49	36	57.6	42.4
5. sounds	65	11	1	6	2	65	20	76.4	23.6
6. adjectives and shapes	68	7	0	8	2	68	17	80	20
7. food	48	24	13	0	0	48	37	56.4	43.6
8. animals	76	0	8	1	0	76	9	89.4	10.6
9. quantities (shopping)	32	35	10	8	0	32	53	37.6	62.4
10. occupations	39	33	4	6	3	39	46	45.9	54.1
11. transport	27	21	27	9	1	27	58	31.7	68.3
12. the street	46	14	10	14	1	46	39	54.1	45.9
13. the kitchen	44	26	12	3	0	44	41	51.7	48.3
14. family clothing	48	23	8	5	1	48	37	56.4	43.6

Table 10.

Maillardville Vocabulary Test									
Results for each grade by Category									
GRADE III = Total number of words in each Category = 105									
GRADE III	Answers					Total	Total	%	%
Category	+	-	E	F	?	+	-	+	-
1. face and features	103	2	0	0	0	103	2	98.5	1.5
2. action with fingers	68	21	1	9	8	68	39	64.7	35.3
3. household articles	74	21	2	7	1	74	31	70.4	23.6
4. action with hands and fingers	58	12	5	30	0	58	47	55.2	44.8
5. sounds	90	11	0	2	2	90	15	85.7	14.3
6. adjectives and shapes	88	13	0	3	1	88	17	83.8	16.2
7. food	79	23	2	1	0	79	26	75.2	24.8
8. animals	96	6	2	1	0	96	9	91.4	8.6
9. quantities (shopping)	47	47	3	8	0	47	58	44.8	55.2
10. occupation	65	29	3	4	4	65	40	61.9	38.1
11. transport	30	30	32	13	0	30	75	28.5	71.5
12. the street	59	18	5	23	0	59	46	56.1	43.9
13. the kitchen	70	24	8	2	1	70	35	66.6	33.4
14. family and clothing	63	30	6	5	1	63	42	60	40

Table 11.

Maillardville Vocabulary Test
General results by each Category for each Grade

Category	+ Answers		- Answers			Total		Total %	%
	+	-	E	F	?	-	Ans.	+	-
1. faces and features									
GRADE I	24	11	0	4	1	16	40	60	40
GRADE II	78	6	0	0	1	7	85	91.7	8.3
GRADE III	103	2	0	0	0	2	105	98.5	1.5
2. action with fingers									
GRADE I	6	27	5	2	0	34	40	15	85
GRADE II	46	21	1	9	8	39	85	54.1	45.9
GRADE III	68	21	1	9	8	39	105	64.7	35.3
3. household articles									
GRADE I	12	22	3	0	3	28	40	30	70
GRADE II	47	28	4	4	2	38	85	55.2	44.8
GRADE III	74	21	2	7	1	31	105	70.4	29.6
4. action with hands and fingers									
GRADE I	6	30	2	2	0	34	40	15	85
GRADE II	49	15	7	12	2	36	85	57.6	42.4
GRADE III	58	12	5	30	0	47	105	55.2	44.8
5. sounds									
GRADE I	14	23	2	1	0	26	40	35	65
GRADE II	65	11	1	6	2	20	85	76.4	23.6
GRADE III	90	11	0	2	2	15	105	85.7	14.3
6. adjectives shapes									
GRADE I	25	11	0	4	0	15	40	62.5	37.5
GRADE II	68	7	0	8	2	17	85	80	20
GRADE III	88	13	0	3	1	17	105	83.8	16.2
7. food									
GRADE I	15	21	0	4	0	25	40	37.5	62.5
GRADE II	48	24	13	0	0	37	85	56.4	43.6
GRADE III	79	23	2	1	0	26	105	75.2	24.8

Category	+ Answers		- Answers			Total Total		% %	
	+	-	E	F	?	-	Ans.	+	-
8. animals									
GRADE I	10	23	0	6	1	30	40	25	75
GRADE II	76	0	8	1	0	9	85	89.4	10.6
GRADE III	96	6	2	1	0	9	105	91.4	8.6
9. quantities (shopping)									
GRADE I	4	34	1	1	0	36	40	10	90
GRADE II	32	35	10	8	0	53	85	37.6	62.4
GRADE III	47	47	3	8	0	58	105	44.8	55.2
10. occupations									
GRADE I	75	31	2	2	0	35	40	12.5	87.5
GRADE II	39	33	4	6	3	46	85	45.9	54.1
GRADE III	65	29	3	4	4	40	105	61.9	38.1
11. transport									
GRADE I	6	28	5	1	0	34	40	15	8.5
GRADE II	27	21	27	9	1	58	85	31.7	68.3
GRADE III	30	30	32	13	0	75	105	28.5	71.5
12. the street									
GRADE I	8	27	1	4	0	32	40	20	80
GRADE II	46	14	10	14	1	39	85	54.1	45.9
GRADE III	59	28	5	23	0	56	105	51.6	43.9
13. the kitchen									
GRADE I	10	29	1	0	0	30	40	25	7.5
GRADE II	44	26	12	3	0	41	85	51.7	48.3
GRADE III	70	24	8	2	1	35	105	66.6	33.4
14. the family and clothing									
GRADE I	2	31	6	1	0	38	40	5	95
GRADE II	48	23	8	5	1	37	85	56.4	43.6
GRADE III	63	30	6	5	1	42	105	60	40

Comments on Tables 8-9-10-11.

The results of Table 8 tells us that the children in the first grade seldom give a correct /+/ answer. Only in the case of the categories face and feature (#1) and adjective and shapes (#6) does their knowledge exceed their ignorance. However, for the first category there is little pride to be derived from their performance if we consider that half of the children cannot name their eyes, hair and ears in their native tongue.¹

This pattern, 12/-/ vs 2+/+ answers are reversed for the second grade where the proportion of correct /+/ answers vs. incorrect ones /-/ is 11 to 3. In Table 9 the categories in which the second grade pupils have a low percentage of /-/ are the following:

#9 quantities 37.6% /-/

#10 occupations 45.9% /-/

#11 transport 31.7% /-/

Children living in Maillardville have very little opportunity to use quantities in French for shopping which explains the low percentage of correct answers in this category. In #10 transport, I was amazed to find that most of the children, and this is the same in each grade, thought that the English words bus and truck were French words. When I showed the children the toy bus and the toy truck I had brought they said that it was un bus and un truck. From the

¹ See Appendix 2 for details of answers for each category by grade.

total of 46 answers I received from the three grades for each of these words, they appear 25 times for bus and 32 times for truck, for a total of 57 times.

The children of the third grade have a record of correct answers /+/ over 50% in 12 categories. They have a percentage of correct answers under 50% in the following categories:

#9 quantities	44.8%
#11 transport	28.5%

What I have said about answers to these two categories in the preceding paragraph on the results of Grade II applies here again. In Grade III there is improvement over Grade II in that; #10 category percentage of /+/ answers is over 50% and #9 quantities is up from 37.6% in Grade II to 44.8% . #11 transport is down however from 31.7% in Grade II to 28.5% in Grade III, again because of the frequent occurrence of bus and truck.

2. Results of the vocabulary test for each and all grades
by type of answer.

Table 12.

Maillardville Vocabulary Test
Results by child - GRADE I

Child	Types of Answers					Total	Comments
	+	-	E	F	?		
1	26	35	4	3	2	70	This child attended kindergarten and was interviewed in the summer before school began.
2	11	57	1	1	0	70	(As for child no.1)
3	35	14	15	6	0	70	(As for child no.1)
4	10	55	2	3	0	70	This child was seen in the summer before school began.
5	13	53	2	2	0	70	This child went to kindergarten and was interviewed in school
6	16	50	1	3	0	70	(As for child no.1)
7	14	49	2	3	2	70	This child was interviewed in school
8	22	35	2	10	1	70	(As for child no.7)
Total	147	348	29	31	5	560	

Table 13.

Maillardville Vocabulary Test
Results by child - GRADE II

Grade II	Types of Answers					Total	Comments
Child	+	-	E	F	?		
1	39	14	6	6	5	70	*Child seen in subsidiary interview later
2	52	11	1	6	0	70	
3	55	6	3	6	0	70	
4	59	4	6	1	0	70	* id.
5	53	9	3	5	0	70	
6	38	24	2	5	1	70	
7	41	11	11	6	1	70	
8	30	35	3	1	1	70	
9	52	5	5	6	2	70	*id.
10	32	28	3	6	1	70	
11	45	18	0	4	3	70	
12	24	29	11	5	1	70	
13	26	27	11	4	2	70	
14	39	6	15	8	2	70	
15	48	8	5	8	1	70	
16	55	3	4	7	1	70	*id.
17	24	26	17	2	1	70	
Total	712	264	106	86	22	1190	

Table 14.

Maillardville Vocabulary Test
Results by Child - GRADE III

GRADE III		Types of Answers					Total	Comments
Child	+	-	E	F	?			
1	36	24	4	6	0	70	*Child seen later in subsidiary interview	
2	50	7	2	11	0	70		
3	61	1	3	5	0	70		
4	58	2	2	8	0	70		
5	59	5	1	4	1	70		
6	28	22	13	7	0	70	*id.	
7	50	12	1	7	0	70		
8	35	31	0	3	1	70		
9	39	19	2	10	0	70		
10	52	8	3	7	0	70		
11	49	10	3	6	2	70		
12	43	18	4	4	1	70		
13	51	12	1	1	2	70		
14	60	5	2	3	0	70		
15	57	1	3	8	1	70		
16	47	16	3	2	2	70		
17	44	18	3	4	1	70		
18	37	39	1	2	1	70		
19	35	28	3	1	3	70		
20	59	2	4	4	1	70	*id.	
21	40	14	12	4	0	70		
Total	990	284	70	110	16	1470		

Table 15.

Maillardville Vocabulary Test
Comparison of answers by GRADES I, II, III

Grade	Total Tested	Types of Answers										Total Answers
		+	%	-	%	E	%	F	%	?	%	
I	8	147	26.33	48	62.1	29	5.1	31	5.6	5	.9	560
II	17	712	60.22	64	22.1	106	8.8	86	7.1	22	1.8	1190
III	21	989	67.2	284	19.4	70	4.8	110	7.5	16	1.1	1470
Total	46	1848	57.3	896	28.2	205	6.3	227	7.	43	1.3	3220

Comments on Tables 12-13-14-15.

In the results of the first grade, Table 12, we find that the children who attended kindergarten have an average of 20.2 correct /+/-/ answers, about 34% of the total (70). For the three children who didn't attend, we have an average of 15.3 correct answers /+/-/, about 21% of the total (70). If we do the same thing, but this time for the children who were interviewed before school began, we have the following results. The children seen during the summer 1969 have an average of 20.2 correct answers /+/-/, about 34% of the total (70). The remaining three children seen at the school have an average of 16.3 correct answers /+/-/ for 23% of the total (70). I think that these last percentages show that the school has not been able yet to remedy a poor French-speaking environment.

I will now look at the general results per type of answers.

Type of answer /+/.

It is interesting to note here the big difference in the percentage of /+/ answers between the three grades tested. We have: Grade I - 26.3%

Grade II - 60.2%

Grade III - 67.2%

We must remember, of course, that the children of Grade II are in a special class where most of the teaching is done in French.¹ However, the complete reversal of the percentage in the first two types of answers gives the feeling that a tide has turned. The environment being similar for all children, I think that we can conclude that the main factor in effecting this complete change was the school.

Type of answer /-/.

The children show by their performance in all grades in this type of answers /-/ that the reason why they do not use a French word to answer our questions, and they would do the same thing in everyday conversation, is simply because they do not know it. In Grade I this applies to most words, 62.1%. In the other two Grades, II and III, the percentage of the /-/ answers diminishes but it still constitutes 1/5 of their total knowledge of the words included in the test.

¹ See Chapter 2, p. 19.

Type of answer /E/.

I thought, before doing this research, that the greatest difficulty of these children, living as they do, surrounded by an English speaking environment, would be to distinguish between the words of the two languages, French and English. It is truly amazing to find that it is not so. The children use English words instead of French ones but not to the extent that I had anticipated. If, from a total of 230 answers for all children in all grades for the category /E/, we subtract the two words bus and truck which have a distribution of 32 and 25 for a total of 57¹ we are left with 168 English words, which represent 5% of the total of answers. With the two words included the percentage of English words given as answers is of 6.3% (Table 15).

Type of answer /F/.

For this type of answer /F/ (Table 15) we see that the results for each grade shows a growing use as well as a growing knowledge of substitute French words in the vocabulary of the children interviewed.

Type of answer /?/.

The last type of answer shows the words which were not acceptable either in French or in English or words which were not clearly enunciated. In one instance only did a child try to make a French word by twisting the pronunciation of

¹ See Chapter 4, p.

an English one, in this instance carriège for carriage. Each of the other ones of this type of answers (43) /?/ is a mispronounced French word.¹

3. Comparison of the results of the Maillardville vocabulary test with the findings of the Sablier in the Province of Quebec.

Before I compare the results of this inquiry with those of the research of the Sablier I must correct an error which has slipped into my questionnaire. The word bus was introduced although this word was not in the Préfontaine list. Its distribution for each grade and each type of answer is the following:

Table 16.

Maillardville Vocabulary Test
Distribution of the word bus
by grade and type of answers

Grade	Type of answer				
	+	-	E	F	?
I	0	6	2	0	0
II	1	6	11	0	0
III	3	5	12	0	0

I have explained in the first chapter how the vocabulary for the Vocabulaire Oral² was gathered. Robert and Gisèle Préfontaine recorded all the words pronounced by the children in the different lists for each of the four age groups and grades they had studied. From these lists they kept words with a certain frequency. In the case of the pre-schooler

¹ See Chapter 4, p. 49.

² See Chapter 1, p. 9.

list which I used in this study this is the resumé of what they did.¹

Maternelle

Nombre de groupes	6	Nombre de mots conservés	620
Nombre de mots relevés	9274	% des mots conservés	40%
Nombre de mots différents	1558	% des fréquences	85%

The list which follows represents 40% of the oral vocabulary of a pre-schooler in the Province of Quebec, according to the study of Robert and Gisèle Préfontaine. This 40% = 620 words. Out of this number I have used 69, or 11.1% in the present study.

If the children I interviewed had answered correctly to all the questions I presented to them, we could say that this 11.1%, with a margin of error of about 10%,² showed that they had about the same vocabulary as a child of the pre-school level in the Province of Quebec. However, since the children interviewed in Maillardville did not know all of the words in our test but only a certain percentage, the comparison becomes more complicated. In the following Table (17) I have tried to show the percentage of the vocabulary of a child in the Province of Quebec to children I tested. The low percentage of /+/- answers for the Grade I specially is very revealing. The children of Maillardville know but half of the number of words known by a five year old child in Québec.

¹ Préfontaine. op. cit. p.15.

² Watts. op. cit. p.49.

Table 17.

Maillardville Vocabulary Test
 Percentage of correct /+/ answers given in the Test
 and the percentage it represents if we compare with the
 Findings of the Sablier Study

Grades	Answers			
	Total No.	Total /+/ Total	%	% of the Sablier
I	552	147	26.6	23.9
II	1173	711	60.6	54.4
III	1449	986	68.	61.1
Total	3174	1844	58.	52.1

4. Comments of the results of the vocabulary test for each of the following type of answers.

1. /E/

2. /F/

3. /?/

1. Type of answer /E/.

The English words the children used are self-explanatory. They appear here and there for a wide variety of words in all categories. The exceptions are of course bus and truck as we have seen in Chapter 4, p. . A few words like scratch and clap are used as if they were French verbs with the ending of the first conjugation. The best we can say of these answers is that they show that the children understood my questions, without any doubt. This is the list of the English words the children used in the vocabulary test.

Table 18.

Maillardville Vocabulary Test
List of English words given as type of answer /E/

<u>FRENCH</u>	<u>ENGLISH</u>
gratter	itching, scratch, scratcher
ramasser	drop/per
dessiner	clown, sun (referring to the object being drawn).
attacher	knot, tie
ciseaux	scissors
bouton	button
miroir	glass, mural, mirror
marteau	hammer
frapper	clap/per
fermer	pick-up
tirer	trash
rire	laugh
souffler	blow
beurre	butter
creme	cream
sucré	sugar
lait	milk, coq, roaster
vache	bull, cow
cat	chat
cochon	pig
sac	bag
bouteille	bottle, case, jar, can
livre (poids)	pound
pinte	quart, jug
docteur	doctor
dentiste	dentist
cordonnier	shoemaker, shoestore
police	policeman
bateau	ship
camion	truck
autobus	bus
carrosse	buggy, stroller, cradle
rue	road
trottoir	sidewalk
pont	bridge
arbre	grass, tree
cuisine	kitchen
souper	diner
vaisselle	dishes
bol	bowl
tasce	glass, cup
cigarette	cigar
travail	work
portefeuille	wallet, pocket
montre	watch
manteau	coat, sweater

2. Type of answer /F/.

When the children I questioned did not know the correct answer /+/, they sometimes gave other French words. These French words are very interesting. The vocabulary test tells us if the children I interviewed have a basic knowledge of French vocabulary. The answers to this /F/ tells us more about the French they know in general. I have given in the following table the list of these words. The words underlined in the list are explained in Appendix 3 at the end of this work.

Table 19.

Maillardville Vocabulary Test List of French words given as type of answer /F/	
/+/ Nez cheveux ecrire ramasser dessiner attacher peigne bouton miroir marteau frapper ouvrir lancer chanter pleurer rire souffler blanc plie lait	/F/ noeud chien, feu (definitely from <u>cheveux</u>) ecriture prendre, tomber, amasser, lever ecrire, portait, <u>faire des portraits</u> (1) <u>barbouiller</u> (2), <u>couleur</u> , <u>colore</u> <u>detacher</u> , bouton, boucle, noeud, <u>entaille</u> (3) <u>brosse</u> baton fenetre cogner, couteau taper, <u>content</u> (4) rou vre jeter, <u>garrocher</u> (5), taper, <u>fronde</u> (6) echapper chanson peur, <u>brailler</u> (7) <u>sourire</u> , <u>crie</u> penser, <u>fait du l'air</u> (8) <u>jaune</u> , <u>brun</u> , <u>rouge</u> fermee, papier, ferme (for ferme) papier eau, jus

/+/	/F/
jaune d'oeuf	rouge, orange
cheval	cheveu
coq	poule
vache	boeur, veau
chat	<u>minou</u> (9)
bouteille	<u>paquet</u> , boire
livre	(poids) papier, balle, <u>carre</u> (10)
	carreau, paquet
pinte	carton de bouteille
dentiste	dentier, <u>docteur</u>
cordonnier	<u>maman</u> (11), <u>magasin</u> (11), <u>écolier</u> (?)
peintre	<u>monsieur</u> , <u>pāpā</u> , <u>peintureur</u> (12)
auto	<u>char</u> (13), <u>machine</u> (14)
autobus	<u>automobile</u>
carrosse	Lit, <u>panier</u> (15)
rue	<u>chemin</u> (16), <u>route</u> (16)
trottoir	<u>ciment</u> , <u>bord</u> , <u>perron</u> , <u>cote</u> , <u>sur les</u> <u>roches</u> , <u>cou de la route</u>
arbre	<u>poteau</u>
cuisine	table
bol	soucoupe, plat, boule
portefeuille	<u>bourse</u> (17)
montre	<u>horloge</u> , choche
manteau	<u>capot</u> , <u>gilet</u> (19)
	(18)

4. Type of answer /?/.

In this type of answer I have included all the words which were badly or partly enunciated as well as words which are neither French nor English. The main interest of the words used in this type of answer is that, most of them, as we shall see, are really French words that the children knew, had heard probably a few times but not often enough to be able to use them well. In many instances, where the word was not said (these instances are not recorded in the following list). I could see the mouths of the children forming the initial phonemes of the correct word.

Table 20.

Maillardville Vocabulary Test
Mispronounced words given as type of answer /?/

Questioner's speech		Child's speech	
WORDS	Phon. Transc.	WORDS	Phon. Transc.
1. cheveux	səvø	1. chefeu veu	səfø
2. écrire	ekrir	2. crire	...krir
3. attacher	ətəsə	3. etacher tacher	etəsə
4. ciseaux	sizø	4. cisier	sizje
5. bouton	Dutø	5. biton	bitš
6. miroir	mirwər	6. mire	mir....
7. rire	rir	7. crire rise	krir
8. blond	blš	8. bl..	bl.....
9. plier	pLije	9. eplier	eplije
10. cheval	səvəl	10. vechal	vesəl
11. dentiste	dətist	11. dent	dât
12. peintre	pětrə	12. peintureur	pětyrər
		This word is accepted by Belisle (1) but not by Le petit Robert(2). I have not included it among the French words.	
13. carrosse	kərs	13. carriege	kəriɛz
14. trottoir	trõtwer	14. torteur	tørtər
15. vaisselle	vesəl	15. vais	vɛ.....
16. portefeuille	portə fəj	16. porte jésan	zəsə

1 Belisle, op. cit.

2 Robert, op. cit.

Chapter V

Subsidiary Interviews.

When the interviews for the vocabulary test were completed I went back to the school to do an additional experiment with the children. I had an idea of the extent of their vocabulary. Now I wanted to find out 1. If the children I had met for the vocabulary test used French at all in their everyday conversation. 2. If they knew and could use the grammatical words which were not included in the vocabulary test.¹

I brought two toy telephones to the school. I placed them on the desk in the Principal's office where the test took place. I then asked the teachers to send in the children two at a time. I chose eight children for this test, four from Grade II and four from Grade III. These children had the highest score of right answers in the vocabulary test.

The idea of the test was to leave the children alone in a room with the toy telephones where a tape-recorder could record their conversation without their knowledge.

The experiment was a success but it had limitations. The school is not too well built acoustically. On the tapes one can hear the trains, the boats on the Fraser, the cars on the street, as well as the lesson in the class next door. However, even if the tapes could not be used for a study in phonetics, it is relatively easy to determine in which

¹ See footnote, chapter I, p. 12.

language, English or French, the children expressed themselves.

First group. Grade II.

I told the first two children (two girls) who came to the office that I had to leave them to make a phone call. In the meantime they could use the two toy phones to practice since, as they could see, I had brought a tape-recorder to record their voices later on. This suggestion of a practice session was a mistake however. Although it certainly influenced the children they did a most interesting thing. They practiced in French as seemed to be required from them but they spoke English when they had to decide about the content of their phone conversations in French. They also realised right away that the tape-recorder had been left on. One of the girls did most of the talking. The other one answered in monosyllables.

Second group. Grade II.

This time I told the children (two boys) that I had an errand to do. They could play with the toy phones in the meantime if they felt like it - which they did. Like the previous children they spoke French when using the phones. All the whispering in between phone calls was done in English. They speak French in such a fragmented way that I doubt very much if they could speak to each other than in English, unless they found themselves involved in an artificial situation such as the one we created. Because I never spoke English to any of the children, they associated me with French without question.

Third and fourth group. Grade III.

The children of these two groups (two girls first and then a boy and a girl) made no pretence and spoke English. They knew me, they also knew that this was part of some sort of French speaking test. They were not compelled to use French and they did not see why they should do it. It is quite evident that this idea never even crossed the minds of the children of the fourth group. The few French words we hear from the first two girls (G3) were done in jest. They definitely tried to imitate me. They giggled all the time which made the transcription of their conversation harder. As for the other two children they spoke of their own affairs (birthday party) and set themselves to investigate the contents of the Principal's office. I have included a transcript of their conversation. Since there is almost no French being spoken I have not commented on them as I will do for group 1 and 2.

This is the transcription of the children's conversations. I have corrected their sentences on the right hand side. I will comment on their mistakes at the end of the Chapter.

Table 21.

Transcript of Conversations Subsidiary Interviews	
Group 1, Grade II	
Allo.	
What's the idea?	
It's working.	
I know.	

Allo. Est-ce que Mme Griffith
est là?

No.

Si la vois..a peut téléphoner.

Si tu la vois..
elle peut...

O.K. Bonjour.

Bonjour..

Allo.

C'est Mme Griffith

...une tes petites filles t'a dit
la...dernière fois?

une de tes...t'a dit
que.. or te l'a dit

Non.

Bonjour.

(some whispering in English)

.....five minutes ago...take...
away..

Allo. Est-ce que tu veux aller
au parc?

Non j'peux pas.

Pourquoi?

Parce que je va travailler aujourd'hui.

je vais

O.K. Bonjour.

(whispering in English)

What?

...catch.

Yeah. O.K.

Ca, c'est Mme Alex..qui vous
appelle. Ma petite fille est
malade. Est-ce que tu peux
venir docteur?

Oui. Dans la minute.

Dans une minute. dans
un instant.

What?

Dans la minute.

id.

Oh. J'va...to..

vais

She is sick?

Je suis ..entrer(?) veney tout
suite

tout de suite

Merci docteur. merci.

Je vous remercie docteur, merci.

She is coming.

Est-ce que tu peux venir tout
suite docteur?

id.

Oui, tout de suite.

Je vous en prie, Qu'est-ce j'va
...suis..va être inquiete de ma
petite

vais - suis inquiete

Suzette.

Inquiète??

Inquiète. Brrrrrrrr

Bonjour.

I am not talking loud enough.

Let's do one about...What shall
we do?

I don't know. .

Wait

Pretend you...the Principal...O.K.?

Qu'est-ce c'est que c'est ca la
principal?

Est-ce que c'est le...

No. J'va aller la chercher.

vais

Oui.

Allo.

Connie peut pas venu a l'école aujourd'hui...elle est malade.

C'est O.K. parce ..je suis malade aussi.

Est-ce tu vas avoir des classes a l'école aujourd'hui?

Oui.

Oui va prendre ta classe?

Mme Bouvier.

Est-ce tu peux dire pour a dire a Lanie (?) pour apport son devoir?

Here goes our bell.

Group 2, Grade II.

Allo.

Allo.

Quoi tu veux?

J'veux toi..de venir a ma maison pour jouer avec ma bicycle.

Peux pas conduire un bicycle.

Veux-tu j'va te montrer.

Mande ta maman quelle heure va venir.

a dit oui.

Quelle heure tu veux que moi vienne?

N'importe quelle heure.

not... pas n'importe quelle heure.

mande ta maman.

a dit oui. Quelle heure va venir.

a peu près quatre heures.

ne.. venir (aller)

que

que demander a d'apporter.....

Qu'est-ce que

J'veux que tu viennes.. bicyclette.

je ne..
bicyclette.
que jè te la montre.
vais..le
demande a...
a quelle..tu
vas
elle

a quelle..
veux-tu que
je...

a n'importe..

id.

demande a

elle ..
quelle. vastu..

vers.

on mange a souper à six heures.

O.K.

Quelle heure tu vas venir?

Quatre heures.

Ah! oui c'est bien.

Bye.

J'va te parler une autre fois
demain.

O.K.

Bonjour.

(whispering in English)

Allo.

Qu'est-ce que c'est...

C'est

qui

Oui.

Quoi tu veux ?

Peux-tu dire à ma grand-mère...est-
ce au.. pres de l'école.

Quoi tu veux que moi vienne.

Parce j'a personne pour jouer..juste
mon frère pi ? mon cousin

Ou est ta soeur?

Pardon?

Ou ta soeur ? a l'église avec ta maman?

non..est à est à... est à .. la ville
veux-tu venir?

mande ta maman.

can't come.

j'ai fini.

on soupe.

a quelle

vais

Qui est-ce

Qu'est-ce que

après l'école?

Pourquoi..je vienne

je n'ai et.

est..

demande a

Group 3, Grade III

(giggles, giggles.....)

..she tells me

..she didn't tell me

How are you.

allo.

Talk in it.

one..two..three..

That scares me.

Comment ca va... (making fun of)

bonjour

eh! look it.

allo.

Allo Mouchelle (making fun of)

Let's do it real nice.

What's your phone number...

let's pretend we play...when she comes

Allo Mouchelle..we are talking to..and we have to do that
she cannot come by the phone.

bye..bye..

allo

some of these things on the...

...talk..she is drunk..

Allo Michelle.

.....

I said allo Michelle.

Who is that..

some people...

I wonder she should use that one..

I had seen that one..

I am scared..

Group 4, Grade III

It's like last time..

Hello.

bye.

she broke it

it isn't broken. She just doesn't want it to
be all over the place.

Why not?

I don't know.

Hello.

His birthday is on a Friday this year.

....going to be on a Saturday.

Last year? the year before last year I had it on a
Sunday.

I rather have it on a Saturday or a Sunday. You get
the whole day off instead of having...

rather Sunday that Saturday. Everybody goes out.

...just go out..

...that works..

..over here..

no.

wait a minute

it's just like that

squeaky..squeaky..

we should put this..

....

first call..to see what make so much noise.

Hello

shake that one...we'll see.

.....how to do it..

Comments on the results of the Subsidiary Interviews.

In setting up this test I wanted to find out if
a) the children I had met for the vocabulary test used French at all in their everyday conversation, b) they knew and could use mots grammaticaux which were not included in the vocabulary test. The answer to these two questions is, as Table 21 demonstrates, no.

If these children, chosen for their performance in the vocabulary test, could not do it there is no doubt that their schoolmates could not do it either.

The children interviewed do not use personal pronouns, or use the wrong one ("si la vois", "que moi vienne"). The same applies for prepositions ("quelle heure", "pour a dire"). The conjunction et is transformed into ("et puis"). They have trouble with prefixes... ("mande") and there is confusion in tenses when they use verbs ("peut pas venu").

The children also use English structures with French words... ("quelle heure tu veux que moi vienne") but their

main problem is a "sin of omission". In ordinary speech in French, many of the one syllable words, such as prepositions, conjunctions, pronouns and prefixes with the e muet are elided. In the speech of the children we met in Maillardville these one syllable words or prefixes are not elided they have disappeared altogether.

Conclusion

How much does a vocabulary study such as the present one tell us about the language of the children interviewed? Are these children French speaking? Could they communicate with French speaking children from the Province of Quebec? If they are French speaking, why do they not use their native tongue to communicate with their teachers and other school children who are also French speaking? What, if anything, can be done to help these children to become French speaking and, if they are French speaking, to help them preserve their language?

These are the questions which I asked before I began this inquiry. I think that we can find answers if we look at the results of this research.

1. What does the present study tell us about the language of the children interviewed at the school Notre Dame de Fatima in Maillardville?

This vocabulary study does not pretend to be an extensive one. However, it does help us form an opinion about the quality and amount of French known by the children I met. We know that the environment contributes a base and very little else to the knowledge of the French language that these children have. In the first grade the children know but a quarter of the number of words presumably known by a five-year old French-speaking child in the Province of Quebec.¹ The percentage of correct answers /+/-/ was so low in the first grade that I didn't include any of these pupils in the subsidiary interviews. In the second grade the situation is different. The children there not only have acquired a number of French words, but they can also use

¹ See page 46.

them in a "let's pretend" type of conversation. They are taught in French most of the time and, although they find it faster and more expedient to speak English, they can and will use French without too much effort.

In the third grade the children's knowledge of French words has increased slightly since the second grade but, as we see from the behavior of the children from this grade in the subsidiary interviews, they do not make any effort to use French in their conversation. French is for home...maybe, and for school when needed.

2. Can we say that the children interviewed in this study are French speaking? Could they communicate with French speaking children from the Province of Quebec?

The children come to school knowing some basic family French and although this knowledge is greatly increased in their first, second, and third grades, I think that French for these children is a second language and no longer their mother tongue. They learn French at school, as the results of the vocabulary test shows, and it is only then that they can claim to be French speaking.

John B. Carroll in his book Language and Thought¹ recognises two kinds of bilingualism or ways to learn second languages: a coordinate type and a compound type. He defines these as follows:

¹ John B. Carroll. Language and Thought, Prentice-Hall, Inc., 1964, New Jersey.

"Coordinate learning: the two language systems tend to be parallel and independent of each other, with independent sets of meaning responses.

Compound learning: second language responses are grafted on to the first-language responses, and both are made to a common set of responses."¹

In Maillardville, judging by the result of the subsidiary interviews, we have a compound type of bilingualism, with French in the second language position.

Even if the children of Maillardville cannot claim to be fluent French speakers they all have enough knowledge of French to be able to communicate with other French speaking children from Québec, as evidenced by their being able to communicate with one another.

3. If the children interviewed in this study can use French, why do they not do it in their contact with French speaking persons, such as their teachers, or children from other French speaking families?

There are two main reasons for this behavior:

a) It is first of all a matter of environment. The children in Maillardville live in an English speaking world. Their parents and their teachers speak French but their friends and community use English. As Frank May says in the study Research in Oral Language:²

"In general.. the older a child is the more influential his peers become and the less influential his teachers and parents become."³

¹ Carroll. op. cit. p.42.

² Frank B. May "The Effects of Environment on Oral Language Development:" II, Research in Oral Language. Walter T. Pelly, ed. Illinois, 1967.

³ May, op. cit. p. 31.

French for the children I met at the school Notre Dame de Fatima is a one-way language. It always comes from someone to whom they can answer in English and be perfectly understood. I have had the personal experience of having children who understand me perfectly when I speak to them in French, who answer in English and set themselves to understand and speak Dutch in a short period of time when they had to live with a grandmother who understood neither French or English.

b) The children I met in the course of this study do not speak French well. They lack the words and a good knowledge of the structure of French. They are aware of the fact since, as we saw in the subsidiary interviews, they will switch to English, while speaking French, to say something clearly and quickly. They used French only in a kind of make-believe situation.

4. What, if anything, can be done to help the children preserve and improve their knowledge of French?

Since most of the learning of written as well as of spoken French is done at the school, the use of French as a medium of teaching should be increased.

English is the language of the children I interviewed in Maillardville. They do not have any problem in expressing themselves in that language. If it can be shown that the structure of English is well known by these children for their age and level, then a few hours a week to teach them English should be sufficient.

Special attention should also be given to the method used in teaching French to these children. That method should include a good practical vocabulary and the teaching of oral as well as of written skills. I have not studied, in this paper, the method of teaching now in use in the school where I conducted this survey. However, I have compared the vocabularies found in the reading books now in use at the school with the vocabularies compiled by Gisèle and Robert Préfontaine in the Vocabulaire Oral.¹ I have given the details of this comparison in Appendix 4, p.81 . I think, and this is shown in the results of the Maillardville vocabulary test, that the vocabularies of the reading books now in use cannot by themselves provide the children with a good oral vocabulary. They need, as Victor Barbeau² says very well:

"A la lettre, un bain de français quotidien et prolonge. Imbiber les petits par tous leurs pores de mots simples et précis, de désignations usuelles. Bref, par la conversation, le dialogue, les contes, les chansons, les images, leur apprendre à PENSER EN FRANÇAIS, À RÉAGIR EN FRANÇAIS."³

Should it be the function of the school to look after this aspect of the language of the children? I think so.

¹ Préfontaine. op. cit.

² Victor Barbeau. "Penser et réagir en français". Mieux dire. 2^{ième} Année - Numéro 7, 1964, Quebec.

³ Barbeau, op. cit. p. 4.

According to studies done by Loban,¹ Carroll² and Petty,³ there exists a very strong corollary between the ability to speak and express oneself well in a given language and the ability to read and write it equally well. If this is so for children who have only to learn their native tongue, à plus forte raison does it become essential for the children in a situation such as one finds in Maillardville. This need to learn to speak, read and write in that order is also recognised by educators in France and in Canada, as the following extracts from these revues will show:

"Les langues modernes"⁴

1. Le linguiste estime que la réalité première de la langue est la langue parlée. Beaucoup de gens et beaucoup de professeurs sont choqués par ce genre de propos. La raison n'est pas difficile à trouver. Notre tradition de culture attribue un plus grand prestige à la lecture et à l'écriture qu'à la parole et à la compréhension de celle-ci.
2. Si la langue parlée vient en premier et l'écriture en second lieu, il y a donc tout lieu de penser que nous devrions enseigner la langue écrite à partir de la langue parlée."

"Revue internationale de pédagogie"⁵
Le langage est d'abord oral.

La lecture et l'écriture doivent attendre que l'aptitude à comprendre et à utiliser la langue parlée soit bien établie.

L'apprentissage d'une langue ne consiste pas à résoudre des problèmes mais à contracter des habitudes."

¹ Loban, op. cit.

² Carroll, op. cit.

³ Petty, op. cit.

⁴ Mieux dire - op. cit. 1^{ère} année, numéro 4, 1963, p. 4.

⁵ Mieux dire - op. cit. 1^{ère} année, numéro 4, 1963, p. 4.

Contracter des habitudes is the problem of the children I met in Maillardville. Not only must they acquire habits but the habits must be good ones.

I would like to mention another way by which the community could also help the children, even before they enter school. It would be to try to recreate the grandparent-child situation which in my case worked so well in teaching Dutch to my children. In Maillardville there are many older people who came from Quebec. Their help could be enlisted to give the pre-schoolers the opportunity of hearing and speaking French only. It could be done at the kindergarten level or on a baby-sitting basis. This way the children of Maillardville would preserve their language and their culture.

If the situation stays as it is at the moment and unless some unforeseen event comes to their help, the children I met in Maillardville in the course of this study will certainly be the last to preserve the French language and culture in that community.

BIBLIOGRAPHY

- Ashlon-Warner, Sylvia. "Teacher," Bantam Books, New York, 1964.
- Brill, Moshé. "The Basic Word List of the Arabic Daily Newspapers," The Hebrew University Press Association, Jerusalem, 1940.
- Carroll, John B. "Language and Thought," Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1964.
- Carroll, John B. "The Study of Language," Harvard University Press, Cambridge, 1963.
- Clark, B. K. "Vocabulary Teaching and the College French Programme at the Intermediate Level," 1968.
- Dagenais, Gerard. "Dictionnaire des difficultes de la langue française au Canada," Editions Pedagogia Inc., Montreal, 1967.
- Dewey, Godfrey. "Relative Frequency of English Speech Sounds," Harvard University Press, Cambridge, Mass., 1950.
- Dubois, Jean. "Le Vocabulaire Politique et Social en France de 1869 à 1872," Librairie Larousse, Paris, 1962.
- Fries, Charles C., Traver, A. Aileen. "English Word Lists," George Wahr Publishing Company, Ann Arbor, 1965.
- Gougenheim, G., Michéa, R., Revenc, P., Sauvageot, A. "L'élaboration du Français Fondamental (1er degré), Didier, Paris, 1964.
- Guiraud, Pierre. "Problèmes et méthodes de la statistique linguistique," Reidel Publishing Company, Dordrecht, 1959.
- Hall, Edward T. "The Silent Language," Fawcett Publications, Inc., Greenwich, Conn., 1959.
- Lenneberg, Eric H., ed. "New Directions in the Study of Language," M.I.T. Press, Cambridge, Mass. 1964.
- Leopold, W. F. "Speech Development of a Bilingual Child; a Linguist's Record," Northwestern University, Evanston, 1949.

- Loban, Walter D. "The Language of Elementary School Children," N.C. of T.E., Champaign, Illinois, 1963.
- Mackey, W. F. "Bilingualism As A World Problem," Harvest House, Montréal, 1967.
- Mackey, W. F. "Language Teaching Analysis," Longmans, London, 1965.
- Macnamara, John T. "Bilingualism and Primary Education; A Study of Irish Experience," Edinburgh U.P., Edinburgh, 1966.
- Malmberg, Bertil. "Les Nouvelles Tendances de la Linguistique," Jacques Gengoux trans., Presses Universitaires de France, Paris, 1966.
- Matoré, Georges. "La Méthode en Lexicologie; Domaine Français," Marcel Didier, Paris, 1953.
- Piaget, Jean. "The Language and Thought of the Child," Routledge E. Kegan Paul Limited, London, 1959.
- Préfontaine, Robert R., Gisèle. "Je doute, Je cherche, Je trouve," Beauchemin, Montréal, 1968.
- Préfontaine, Robert R., Gisèle. "Vocabulaires Oral des Enfants de 5 à 8 ans au Canada Français," Beauchemin, Montréal, 1968.
- Petty, Walter T. "Research in Oral Language," N.C. of T.E., Illinois, 1967.
- Thorndike, E. G., Irving, Gorge. "The Teacher's Word Book of 30,000 Words," Bureau of Publications, Teacher's College, Columbia University, New York, 1944.
- Ullmann, Stephen. "Précis de Semantique Française," A. Francke, Berne, 1959.
- Valette, Rebecca M. "Modern Language Testing," Harcourt, Brace and World, Inc., New York, 1967.
- Watts, A. F. "The Language and Mental Development of Children," George G. Harrap and Co. Ltd., London, 1966.
- Sr. Yolande-de-l'Immaculée, F.C.S.C.J. "Une Application Pédagogique de la Linguistique Structurale: La Méthode Dynamique," Publications de la Section de Linguistique, Philologie e Phonétique expérimentale, Montréal, 1960.

List of Appendices

1. Map of the geographical limits of Maillardville, B.C.
2. Detailed results of the vocabulary test for each category by grade.
3. Words of the type of answer /F/ which require explanation.
4. Comparison between two vocabularies:
 - a) from the reading books now in use in the school
Notre Dame de Fatima.
 - b) from the Vocabulaire Oral des enfants de 5 à 8 ans au Canada français, which was used for the vocabulary test.

Appendix 2.

Detailed results of the vocabulary test for each category by grade.

Grades	I - Grade					2 - Grade					3 - Grade				
Types of words No. Words	+	-	E	F	?	+	-	E	F	?	+	-	E	F	?
1. nez	6	0	0	2	0	15	2	0	0	0	21	0	0	0	0
2. oeil yeux	4	4	0	0	0	16	1	0	0	0	21	0	0	0	0
3. cheveux	4	1	0	2	1	16	0	0	0	1	21	0	0	0	0
4. oreille	4	4	0	0	0	16	1	0	0	0	20	1	0	0	0
5. dent	6	2	0	0	0	15	2	0	0	0	20	1	0	0	0
	24	11	0	4	0	78	6	0	0	1	103	2	0	0	0
6. écrire	3	5	0	0	0	13	0	0	0	4	20	0	0	0	1
7. gratter	1	6	1	0	0	7	3	1	0	0	13	7	1	0	0
8. ramasser	2	5	0	1	0	8	5	0	4	0	14	3	1	3	0
9. dessiner	0	6	2	0	0	12	2	0	3	0	12	4	0	5	0
10. attacher	0	5	2	1	0	6	5	0	2	4	9	4	0	2	6
	6	27	5	2	0	46	21	1	9	8	68	18	2	10	7
11. ciseaux	4	2	1	0	1	17	0	0	0	0	19	1	0	0	1
12. peigne	2	6	0	0	0	9	6	0	2	0	15	1	0	5	0
13. bouton	4	2	1	0	1	10	6	1	0	0	15	4	1	1	0
14. miroir	1	5	1	0	1	7	6	2	0	2	13	6	1	1	0
15. marteau	1	7	0	0	0	4	10	1	2	0	12	9	0	0	0
	12	22	3	0	3	47	28	4	4	2	74	21	2	7	1
16. frapper	1	6	1	0	0	0	4	6	7	0	0	7	5	9	0
17. fermer	1	6	1	0	0	16	1	0	0	0	19	2	0	0	0
18. ouvrir	0	7	0	1	0	16	1	0	0	0	19	0	0	2	0
19. laver	4	4	0	0	0	15	1	0	0	1	20	1	0	0	0
20. lancer	0	7	0	1	0	2	8	1	5	1	0	2	0	19	0
	6	30	2	2	0	49	15	7	12	2	58	12	5	30	0

Appendix 2. (Continued)

Grades	I - Grade					2 - Grade					3 - Grade				
Types of words No. Words	+	-	E	F	?	+	-	E	F	?	+	-	E	F	?
21. chanter	1	7	0	0	0	14	2	0	1	0	21	0	0	0	0
22. pleurer	6	1	0	1	0	14	1	0	2	0	20	1	0	0	0
23. manger	6	2	0	0	0	17	0	0	0	0	21	0	0	0	0
24. rire	1	6	1	0	0	10	3	1	1	2	16	1	0	2	2
25. souffler	0	7	1	0	0	10	5	0	2	0	12	9	0	0	0
	14	23	2	1	0	65	11	1	6	2	90	11	0	2	2
26. blond	6	1	0	1	0	12	2	0	2	1	14	5	0	2	0
blanc															
27. plié	0	6	0	2	0	5	5	0	6	1	12	7	0	1	1
28. bleu	7	1	0	0	0	17	0	0	0	0	21	0	0	0	0
29. grand	7	1	0	0	0	17	0	0	0	0	21	0	0	0	0
gros															
30. rond	5	2	0	1	0	17	0	0	0	0	20	1	0	0	0
	25	11	0	4	0	68	7	0	8	2	88	13	0	3	1
31. beurre	5	3	0	0	0	11	3	3	0	0	17	4	0	0	0
32. crène	3	5	0	0	0	4	10	3	0	0	13	8	0	0	0
33. sucre	3	5	0	0	0	8	3	6	0	0	16	3	2	0	0
34. lait	4	1	0	3	0	15	1	1	0	0	19	2	0	0	0
35. fauche	0	7	0	1	0	10	7	0	0	0	14	6	0	1	0
d'oeuf															
	15	21	0	4	0	48	24	13	0	0	79	23	2	1	0
36. cheval	3	3	0	1	1	17	0	0	0	0	21	0	0	0	0
37. coq	1	7	0	0	0	15	0	1	1	0	19	2	0	0	0
38. vache	2	5	0	1	0	14	0	3	0	0	17	2	1	1	0
39. cochon	3	5	0	0	0	14	1	3	0	0	18	2	1	0	0
40. chat	1	3	0	4	0	16	0	1	0	0	21	0	0	0	0
	10	23	0	6	1	76	0	8	1	0	36	6	2	1	0

Appendix 2. (Continued)

Grades Types of words No. Words	I - Grade					2 - Grade					3 - Grade				
	+	-	E	F	?	+	-	E	F	?	+	-	E	F	?
41. sac	2	6	0	0	0	11	5	1	0	0	14	6	1	0	0
42. boîte	2	6	0	0	0	12	4	0	1	0	20	1	0	0	0
43. bouteille	0	7	1	0	0	9	3	4	1	0	10	8	1	2	0
44. livre(poids)	0	7	0	1	0	0	12	1	4	0	1	15	1	4	0
45. pinte	0	8	0	0	0	0	11	4	2	0	2	17	0	2	0
	4	34	1	1	0	32	35	10	8	0	47	47	3	8	0
46. docteur (médecin)	1	7	0	0	0	16	1	0	0	0	20	0	1	0	0
47. dentiste	1	7	0	0	0	8	3	1	3	2	17	2	2	0	0
48. cordonnier	2	5	0	1	0	0	14	2	1	0	9	11	0	1	0
49. peintre	1	5	1	1	0	0	13	1	2	1	0	14	0	3	4
50. police	0	7	1	0	0	15	2	0	0	0	19	2	0	0	0
	5	31	2	2	0	39	33	4	6	3	65	29	3	4	4
51. auto automobile	1	6	0	1	0	8	1	0	8	0	10	0	0	11	0
52. bateau	3	5	0	0	0	15	1	1	0	0	16	5	0	0	0
53. camion	2	4	2	0	0	0	4	13	0	0	0	4	17	0	0
54. autobus bus	0	6	2	0	0	1	5	11	0	0	3	5	12	1	0
55. carrosse	0	7	1	0	0	3	10	2	1	1	1	16	3	1	0
	6	28	5	1	0	27	21	27	9	1	30	30	32	13	0
56. rue	0	6	0	2	0	4	1	0	12	0	3	1	1	16	0
57. trottoir	0	7	0	1	0	3	6	5	2	1	4	9	1	7	0
58. pont	1	7	0	0	0	6	6	5	0	0	11	8	2	0	0
59. maison	6	2	0	0	0	17	0	0	0	0	21	0	0	0	0
60. arbre	1	5	1	1	0	16	1	0	0	0	20	0	1	0	0
	8	27	1	4	0	46	14	10	14	1	59	18	5	23	0

Appendix 2. (Continued)

Grades	I - Grade					2 - Grade					3 - Grade				
Types of words No. Words	+	-	E	F	?	+	-	E	F	?	+	-	E	F	?
61. cuisine	2	6	0	0	0	8	4	3	2	0	16	3	2	0	0
62. souper	3	5	0	0	0	9	6	2	0	0	16	4	1	0	0
63. vaisselle	0	7	1	0	0	10	7	0	0	0	16	4	0	0	1
64. bol	4	4	0	0	0	9	5	2	1	0	12	7	0	2	0
65. tasse verre	1	7	0	0	0	8	4	5	0	0	10	6	5	0	0
	10	29	1	0	0	44	26	12	3	0	70	24	8	2	1
66. cigarette	1	7	0	0	0	11	4	2	0	0	19	0	2	0	0
67. travail	0	7	1	0	0	16	1	0	0	0	20	1	0	0	0
68. portefeuille	0	7	1	0	0	3	9	4	0	1	1	13	2	4	1
69. montre	1	5	1	1	0	8	5	1	3	0	9	11	1	0	0
70. manteau	0	5	3	0	0	10	4	1	2	0	14	5	1	1	0
	2	31	6	1	0	48	23	8	5	1	63	30	6	5	1

Appendix 3.

Words of the type of answer /F/ which require explanation, with dictionary definitions from Belisle¹, Robert², Dagenais (see ¹ page 77.)

1. faire des portraits.

B.¹ image d'une personne faite à l'aide de quelqu'un des arts du dessin.

R.² représentation d'une personne réelle.
Ici employé dans le sens de dessin.

2. Barbouiller.

B. Bar - particule péjorative, et l'ancien français bouille. (bourbier) -
Etendre grossièrement une couleur avec une brosse, faire beaucoup d'écriture inutile.

R. Etendre grossièrement une couleur avec une brosse.
Employed here for drawing.

3. Entaille.

B. Coupure avec enlèvement des parties.

R. Verbe. Couper en faisant une entaille.
The children used this word in the sense of tie, (fasten). I cannot see the relevance of this word.

4. Content.

This is an adjective which means happy. It is used in Quebec by parents who say "content..content" to a young infant while clapping their hands. It is in this context that the child interpreted our gesture of clapping our hands for the word frapper.

¹ B - This letter refers to definitions found in Belisle.*

² R - This letter refers to definitions found in "Petit Robert" Dictionnaire de la langue Française. Paris 1967, Société du nouveau Lettré.

* Dictionnaire Belisle de la Langue Française au Canada - Montréal 1954 - Société des Editions Leland, Limitée.

5. Garrocher.

B. Jeter, lancer des pierres, des mottes de terre ou de neige. (Canadianisme)

R. This word is not found in Robert.

D.¹ This is, according to Dagenais, a "archaisme dialectal." It would come from Garroter and was used to the XVI century to mean "le bois d'une flèche et un trait d'arbalète". From this it came to mean to throw with force.

6. Fronde.

B. Arme à jet consistant en un fond de cuir suspendu par deux cordes.

R. Par analogie. Jouet d'enfant composé d'une petite fourche et d'un caoutchouc.
The child confused the verb with the thing. You throw the fronde.

7. Brailler.

B. Un canadianism meaning "se plaindre, se lamenter."

R. Pleurer bruyamment. (enfants)

D. It comes from our normand background. The word they used to mean cry loud was "brale".

8. Fait du l'air.

The child used two French words with the wrong preposition. Faire de l'air in French means it is windy. However, it is used with an impersonal verb. Il fait de l'air means it is windy. I think that the child was thinking of the english blow which she translated by "make air".

9. Minou.

R. Petit chat. (language enfantin)
The child used the name of the cat for the name of the specie itself.

¹ D - This letter refers to definitions found in -
Gerard Dagenais, Dictionnaire des difficultés de la langue française au Canada. Editions Pedagogia Inc., Montreal, 1967.

10. Carré. Carreau.

Of course if you buy butter in the store it comes in squares.

11. Maman. Magasin.

- for cordonnier is understandable if everyone knows that mothers are jacks of all trades. On the other hand the parents often bring their shoes to a department store.

12. Peintureur.

B. Ouvrier qui met en couleur les bois les fers les murs.

R. Robert does not list this word and I have not accepted it.

13. Char.

B. Automobile. Canadianisme:

R. Archaïsme, for Canada. Voiture, wagon.

D. Archaism and Englicism, from car.

It is a very popular way to design a car in Maillardville. In this study it was used 19 times by the children. It is also used a lot in Quebec to designate cars and trains and streetcars.

14. Machine.

R. Vehicule comportant un mécanisme.

B. In Canada the word machine, although used in its other senses, means specifically a car. In France it is used for all kinds of vehicles with motors.

15. Panier.

B. Voiture légère en osier.

R. Receptacle fait, a l'origine de vannerie et servant à contenir, à transporter des marchandises, des provisions, des animaux.

16. Trottoir.

The case for this word is a different one. There are trottoirs in Maillardville although not as many as in a big town. I asked the children if they walked each side of the road. I mentioned the street "Blue Mountain" which is certainly endowed with sidewalks. There again

the children use words which explained the reality of their surroundings once upon a time and which they tend to regard as the proper way to name the present reality.

bord and coté - do not need an explanation.

ciment..sur les roches - indicated the physical state of the sidewalk.

Perron - design the platform in front of most houses.

cou de la route - the only sense we could give to cou which comes any distance near the meaning given in this instance is the one which applies to the cou d'une bouteille, le goulot, or col, where it is narrower.

R. (1635) Depression formant passage entre deux sommets montagneux.

B. coie (col) forme archaïque qui ne s'emploie qu'on poésie où quand il s'agit du goulot d'un vase, d'un passage dans une montagne.

17. Chemin. Route. Rue.

R. The difference between these three words closely related are the following:

Chemin - voie qui permet d'aller d'un lieu à un autre.

Route - voie de communication terrestre de première importance appartenant à la grande voirie.
La grande route..la grand-route, nom donné, à la campagne, à la route principale à grande circulation.

Rue - voie bordée, au moins en partie, de maisons dans une agglomération.

In Maillardville there is no route around the school. There are some chemins or sentiers around the school. A few years ago it was certainly the case but at the moment they are streets clearly called in French - rues.

18. Bourse.

B. Petit sac dans lequel on met son argent de poche.
(Canadianisme)

- R. Porte-monnaie. Pour l'argent de poche.

Portefeuille is "objet qu'on porte sur soi, qui se plie et qui est muni de poches ou l'on range billets de banque, papiers..."

Bourse is also used to name the purse women carry with them. The close phonetic relation of the two words make this a possible anglicisme. If we have "p" instead of the "b" we have very similar words.

- D. Bourse is the ancestor of porte-monnaie.
- not used any more but in special expressions "Sans bourse délier...."

19. Capot.

- B. Can. Grand pardessus en fourrure ou en étoffe.

- R. Does not mention this word in this sense. Only in the sense of "dispositif destiné à protéger," which is a far fetched way to talk about a coat. It is definitely a canadianisme which came from the Quebec of severe winter. The children used it for a winter coat; quite light.

- D. Does not mention this meaning to this very canadian word.

20. Gilet.

- R. Tricot de femme à manches longues ouvert devant.

- B. Veste, vêtement à manches - canadianism.

- D. Recognise only the vêtement court sans manches as a gilet.

Appendix 4.

Comparison Between Two Vocabularies

The purpose of the following section is to consider to what extent the French reading books at present in use at the school Notre-Dame de Fatima represents the oral vocabulary of children from the province of Quebec as revealed in the study published by Robert and Gisèle Préfontaine.¹

The reading vocabularies used were from:

Bonjour. Education nouvelle. Montréal.

A l'école de la joie. Serie Famille et patrie.
Les Filles de la Charité du Sacré-Coeur de Jesus.
 Sherbrooke. P.Q.

In the Vocabulaire oral des enfants de 5 à 8 ans au Canada français² Robert and Gisèle Préfontaine compiled four different lists of words as known by:

1. the pre-schooler
2. the first grade pupils
3. the second grade pupils
4. the third grade pupils

They also published a list called sommaire which is the sum of all the words known by all the children included in the survey.

In this section I have compared:

1. the vocabulary of Bonjour, the reading book used in the first grade at the school Notre-Dame de Fatima, with the list no. 1 from the Vocabulaire oral.³ This is the list which I used for the Maillardville vocabulary test.

¹ Préfontaine. op. cit.

² Préfontaine. op. cit.

³ Préfontaine. op. cit.

2. the vocabulary of A l'école de la joie, the reading book used in the second grade, with the Sommaire from the Vocabulaire oral.¹

1. Comparison between vocabulaires from:
 a) the reading book Bonjour.
 b) list no. 1 from the Vocabulaire oral.

In order to make a valid comparison all the words included in the following list were excluded; prepositions, articles, pronouns, negations and conjunctions as well as words such as tut-tut, miou-miou, ou-ou, bé-be, cot-cot-cot. These words are not included in the list of the Vocabulaire oral but constitute about 37.5% of the vocabulary of the reading book Bonjour. Of the 146 words left from the reading book I found 60 (41%) which were known by a pre-schooler in the Province of Quebec according to the authors of the Vocabulaire oral, and 34 words with a low frequency of less than 20.

On the other hand the following words are found with a high frequency in the list no. 1 of the Vocabulaire oral but are not included in the vocabulary of the reading book Bonjour:

manger	(136)
mettre	(80)
voir	(52)
prendre	(64)
ecole	(44)
soeur	(42)
flleur	(40)
scrire	(39)
eau	(38)
porte	(38)
gateau	(37)

2. Comparison between vocabularies from:
 a) the reading book A l'école de la joie.
 b) the list Sommaire from the Vocabulaire oral.

¹ Préfontaine. op. cit.

In the reading book we have a total vocabulary of 385 words, excluding the noms propres. From this number I found 72 words which are not included in the list Sommaire from the Vocabulaire oral. (This list indicates the words known by a child entering the fourth grade in the Province of Quebec, according to Robert and Gisèle Préfontaine.)¹ These 72 words represent 18.7% of the total number of words included in the vocabulary of the reading book. Only 27 words out of 385 have a frequency of 200 and over as indicated in the list Sommaire.

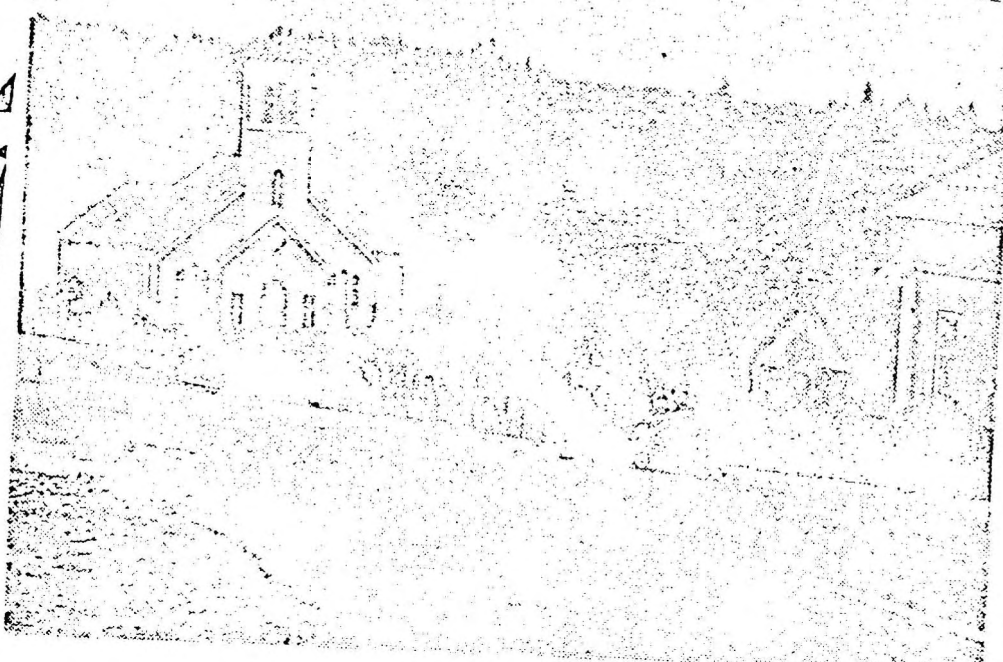
The words from the reading book not included in the list Sommaire from the Vocabulaire oral are the following:

antenne,
barrière, bizarre, boudeur, bredouille,
canari, cascade, cèdre, coeur, cime, cocon, comble,
dépouillement, écrivain, effaré, embaume, embaumé,
enervé, engagé, enrangé, entonnoir, étourneau,
faufile, fièvre, flairant, fraîchement, frétille,
froisse,
guet,
heureusement, hésite, hurra,
illumine, inspecteur,
jase,
lamente, longuement,
magnifiquement, maillot, marchette, messager, mésange,
murmurent,
noisetier,
peuplier, pie, pluvier, pourlèche, pourpre, presse,
propose,
raccroche, ralentissent, ravissant, récepteur, reflet,
réfléchit, réflexion, réplique, réponse, rieur, riposte,
sentionnelle, serpente, s'il vous plaît, soucieux,
tintement, trousse, tue-tête,
villa.

If this vocabulary is meant to impress by its diversity and the knowledge it shows of long, very informative words then

¹ Préfontaine. op. cit.

it serves its purpose. Of course the method of teaching these words might make their learning easy for the children. However, since some of these words are definitely not used in ordinary speech by French speaking persons in Quebec, I do not see why children living in an English community such as in Maillardville should learn them.



Maillardville . . . a hint of old Quebec.

Maillardville treasures memories of Old Quebec

By DONALD STAINSBY
Maillardville is the largest French-Canadian town west of the Rockies. To the casual observer passing through there seems little if anything to distinguish it from any other town in B.C.

At a glance it boasts the same sleek shopping centres, the names over most stores are no different than elsewhere. It appears just an-

This is one of a series on towns in B.C. which reflects upon the past, takes a look at the present and may venture at the future.

TOWNS OF



other, slightly shabby, district of Greater Vancouver.

Perhaps that is why the sign over a tiny building on the main street comes as such a shock. It says, "Populaire de Maillardville." The sign reads, and the sign is one of the few in the district of French-Canadian river products the determination with which the French fact has been kept alive in B.C. for more than half a century.

For the *Caisse Populaire* is something more than just a Quebec version of a credit union. Its purpose is to facilitate the building of homes, the building of French-Canadian homes, a purpose it pursues in Maillardville.

Unity maintained

It strives, with considerable success, to keep as many young French-Canadian families as possible firmly anchored in this town where, in unity, they can survive, instead of spreading through the province and being swallowed up.

Once a visitor is aware of the French fact in Maillardville, it becomes easier to distinguish it. A few shop names, many street names (though invariably given an English pronunciation) can be detected.

There is something about the architecture of the older homes, at least, which carries a hint, though no more, of old Quebec. Some air of the ancient province has survived the translation into frame dwellings—the shape of the houses, the porches, the front steps.

There isn't very much on Brunette Street, the main street. But a few blocks above it one suddenly bursts upon a square, probably the only one in British Columbia.

Laval Square, it's called, not Carre Laval, but it's a real square and in it is the church of Notre-Dame de Lourdes, the heart of the first French-language parish in B.C. Next to the church, across the street from the "Corner Grocery," is the rectory where the pastor, Rev. Alberic Frechette, OFM, has for eight years overseen the affairs of the 600 French families in the parish.

Suited for post

Father Frechette is particularly well suited to his present posting. He is a Franco-American, one of those thousands of French-Canadian descent living in the United States. He was born in Massachusetts, grew up in Rhode Island, in French-language islands in an English world.

"The situation here is very similar to that in the States," he says, "but here at least the two languages are official. We can feel at home here."

He feels that the survival of French-Canadians in B.C. is centred on the church—

and the church won't fail them."

It was, certainly, the church which got Maillardville started in 1909. Fraser Mills lumber company sent Theodore Theroux to Quebec in search of millworkers. He took with him Father William Patrick O'Boyle, the Oblate superior in New Westminster.

They sought out families in Ottawa and Hull and on Sept. 22, 1909, 110 boarded a special train of 13 cars in Montreal for new homes in the bush three miles outside New Westminster.

They lived in baggage cars for two weeks while homes were built on half-acre plots sold them for \$150 (at \$5 a month) by their new employers. The company also gave them material for a church, school and rectory.

With them came Father Maillard, an Oblate, who said mass the very first Sunday after they arrived, in a loft above the company store. The industrious settlers held their first church bazaar before Christmas that same year, and in the beginning they carried their own chairs to church.

They formed a band, though at first only one man knew how to play his instrument and the rest just picked. They staged a Corpus Christi procession, played baseball and, when things got dull, organized a dance.

Forty-two more families arrived in June, 1910. Father Maillard left the next year and in 1912 the community was named for him.

The school was staffed at first by Sisters of the Child Jesus who travelled out from New Westminster each day. One of them was Sister St. Augustine who taught for 43 years and became known as the "Angel of the Parish."

For years Maillardville remained quiet and little known, living for the most part in harmony with its neighbors, growing to the point that a second parish, Our Lady of Fatima, was organized.

Drastic change

Then, in 1951, in a dramatic bid to gain recognition for their schools and taxation adjustments, the parishes closed their schools and dumped their 840 pupils into the public school system, which, though strained, managed to cope with them.

A year and a half later the church schools were reopened with little having been won. Then, in 1954, another explosion occurred.

It was discovered that the exemption on taxes granted the schools since their inception was illegal. The municipality of Coquitlam was forced to seize the schools, on paper, and for three years the tussle continued. Finally, the schools were returned and back taxes paid—but the provincial legislation for the whole of B.C. was altered granting tax exemptions to parochial schools.

The school fight, though tense at the time, has left few if any scars. "The school

situation has settled down," is the way Reeve James Christmas puts it.

The reeve notes that, although Maillardville itself remains the centre of the French-speaking community, with the "great majority" of its five thousand residents French-speaking or bilingual, "the younger people are spreading out all over the district."

No problem

"This is all right," he says. "We mix with one another. There's no problem. It's the other way, in fact. It's a good thing."

Maillardville today is no longer a semi-isolated district out on the bush of Coquitlam municipality. New subdivisions are springing up all around it. Part of Notre Dame de Lourdes parish was cut off to form a new English-speaking Catholic parish because of the influx.

But the situation does not worry Father Frechette.

"Maillardville is a real fort of French culture and language," he says. "We are compact down here, very well grouped."

The parish continues to receive financial support from Quebec province, is linked with other French-Canadian parishes in B.C. He thinks that a general improvement in relations between French and English-speaking citizens all over Canada is reflected in his parish.

REVEALS NEW
DEAL 500000
ON THE MARKET

9^C

DAY

TODAY
SATURDAY

PENTY NEW
ON GROW

"IT'S A
FACT"
NEW ON
NW



OPEN
HOUSE

Inspect a few of the many homes open for inspection this weekend. Take the opportunity to compare and judge before choosing your new home. See Classification 300's.

Province *Week-End*

MU 2-9242

"Work Faster - Cost Less"

CHAPTER IX

FRENCH CANADIAN SETTLEMENT

THE YEAR 1909, was important for a most interesting experiment in labor, creating a link with the early Canadian voyageurs and explorers for it was on September 28th, 1909, that the first contingent of 110 French Canadians from the lumbering industry of Quebec arrived by special Canadian Pacific Railway train to work at Fraser Mills. The mill company had set aside land in one-acre lots and had built houses on some of them for the new settlers. A new hotel was being built to accommodate over 300 people. The month of June brought a second migration of French Canadians from Quebec under the direction of the Reverend Father O'Boyle of St. Louis College of New Westminster and a Monsieur Thereaux of Fraser Mills. These new arrivals proved to be capable workmen.

North of, and in close proximity to the little town of Fraser Mills, the French Canadians were soon busy building homes and a church, thus establishing a settlement known as Maillardville. The first school for the children of the immigrants was held in a small frame building and was under the guidance and direction of the Sisters of the Child Jesus, who had to walk through dense forest from the end of the street-car line at Sapperton to the village, a task that required more than ordinary courage. Church service was administered at first by the Reverend Father O'Boyle and then by Father Maillard who came weekly to hold Mass for the Residents. Father Maillard, a young oblate from France, was becoming a respected leader in community work. He was often on the scene when the men were building the Church and he organized a bazaar to raise funds to help pay for it. The Church was opened on December 11th, 1910, by Archbishop McNeil who came to add his blessing to the efforts.



The first Roman Catholic Church, Maillardville, under construction during the winter of 1909. This building was destroyed by fire in 1912.

