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THE UNIVERSITY OF ALBERTA

**PERCEPTIONS OF PRINCIPALS OF FRENCH IMMERSION
SCHOOLS IN ALBERTA**

by

Henri P. Lemire



**A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

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THE UNIVERSITY OF ALBERTA
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Perceptions of Principals of French Immersion Schools in Alberta submitted by Henri P. Lemire in partial fulfilment of the requirements for the degree of Master of Education in Educational Administration.



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Date April 13, 1989

ABSTRACT

The purpose of this study was to elicit, examine and explicate perceptions held by principals with respect to their role and responsibilities in 10 selected areas specifically related to French immersion program schools in Alberta. These areas were: a) enrolment; b) educational leadership; c) curriculum and instruction; d) program development and design; e) staffing; f) inservicing and program development; g) support services; h) parents and community; i) costs and funding; j) transportation.

Furthermore, principals shared their views relative to administering immersion programs in small rural versus large urban settings, and responded to three speculative questions dealing with the need for policy direction, the future of French immersion programs and the final outcome of French immersion students.

A semi-structured 57-question interview guide was designed based on 10 broad areas of concern identified through a comprehensive literature review of related research studies conducted primarily in western Canada and Ontario. In-depth interviews were conducted with 12 principals of French immersion program schools: three in Edmonton; three in Calgary; three in suburban districts; three in rural districts. While this was not a representative sample, this group did reflect the variety of the 162 elementary and junior high French immersion program schools operating in 42 school jurisdictions offering such programs in Alberta in 1987-88.

Whether judged by the increase in enrolments and popularity, parental satisfaction, community acceptance or research results, French immersion programs have been a very successful form of bilingual education. The parents' will and determination to have their children learn French through this approach, backed by the Canadian and provincial governments' financial support for French immersion programs have combined to firmly entrench this now widely recognized and accepted alternative form of bilingual education. However, regardless of the success of French immersion in general, it is certainly not without problems, which, in most cases, fall upon the school principal to resolve.

To ensure the continued growth and success of French immersion, it is vitally important to understand its every facet, and as a result of this study, it becomes imperative to acknowledge the significant role played by the school administrators responsible for these programs. By better understanding the role and responsibilities, and the perceptions and concerns of French immersion program school principals, various stakeholders and future administrators should be in a better position to meet the challenge brought on by this Canadian educational innovation.

From this research study come 17 recommendations to various stakeholder groups: principals; school districts; Alberta Education; universities; the Alberta Teachers' Association; the Alberta School Trustees' Association.

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CHAPTER I INTRODUCTION

Focus of the Study

French immersion education has been referred to as "Canada's most significant educational innovation of the 20th century". It was at the St. Lambert Elementary School in a largely English-speaking suburb of Montreal that French immersion began in 1965 as an experiment in French language instruction. Since that time, French immersion programs have spread across the country with student enrolment growing at an unprecedented rate. In the 1987-88 school year, it was estimated that approximately 200 000 students were enrolled in one of Canada's immersion programs.

French immersion schools have become a fact of life in every major city in every province and in both territories of Canada. In 1987-88, Alberta had 22 000 students enrolled in French immersion in 135 schools operating in 43 public and separate school districts. The annual growth rate in immersion ranges from 5 to 10% at a time when regular English schools are suffering from decreasing enrolments. This rapid growth and popularity of French immersion has many implications for schools, jurisdictions and their stakeholders.

The growth of French immersion is in good measure due to the growing disenchantment of parents and educators with the French as a second language program, the unprecedented parental pressure to initiate immersion programs supported by basic and applied research, the rapid growth and acceptance

of immersion, and the national scope and implication of bilingualism. The evolution of immersion has been one of notable and consistent success. Pedagogically, immersion is considered the most effective approach developed for English-speaking students to learn French.

The French immersion phenomenon has been the subject of much well-controlled research from its very beginning to the present day. According to Lapkin and Swain (1984: 48), French immersion is probably one of the most thoroughly researched educational innovations in the history of Canada. The research results have been consistently positive in reporting the language and academic attainments of students in immersion. French immersion students do as well in the attainment of English language skills and academic achievement in subject matters such as science and mathematics as students educated in English programs. More importantly, immersion students acquire near native-like competence in French. Moreover, these students seemingly develop certain pro-social and cross-cultural perspectives with respect to Canadian English/French relations.

Every year, new immersion programs are introduced or expanded requiring an ever-increasing number of administrators called upon to assume leadership and management roles and responsibilities for these schools. Faced with decreasing enrolments in their regular English program schools and rapidly increasing enrolments in French immersion programs, school jurisdictions are having to assign a growing number of administrators to French immersion schools whether or not these individuals are experienced, trained or motivated to assume these new positions. With no university, departmental or district

preservice or inservice programs available for preparing French immersion administrators, it becomes a clear-cut case of each principal having to learn on the job - the sink or swim approach.

In too many cases, the principals who assume these new positions are hampered by a lack of understanding and knowledge of the principles, objectives, strategies and outcomes of the immersion program. This is particularly true in the case of non-French-speaking principals who are not familiar with the language, and to some degree, the French culture. According to Olson and Burns (1983: 12), "there is compelling evidence of the central role of the school principal in the effective functioning of a school and of its individual classrooms. In French immersion, this leadership role is jeopardized if the principal is unilingual and has a minimal knowledge of the program's special problems".

There is virtually no systematic information available, or directive or prescriptive documents such as handbooks, policy manuals or departmental guidelines and procedures for principals of immersion schools. In Alberta, the Department of Education developed a service document entitled "Teaching in a Language Other Than English: The Immersion Approach" which draws a very brief and idealistic picture of the expectations of the individuals required to assume the administrative leadership of French immersion program schools. The document's author states that the successful implementation of an immersion program depends largely on the commitment of the school board personnel, and to a greater extent, on the initiative of the principal. Fortin (1983: 48) adds that, "it is necessary for the school administrator to have

a sound knowledge of the principles involved, of the objectives to be pursued, of the appropriate strategies to be used for instruction and of the realistic outcomes to be expected. Furthermore, this information should be clearly transmitted to the teaching staff."

The demands and expectations placed upon these men and women appear unrealistically high considering their lack of training and initial lack of knowledge in the area of French immersion. Fortin (1983: 51) characterizes the role and responsibilities of French immersion principals stating, "Besides assuming his regular task as administrator, leader, facilitator, motivator, implementer, planner, decision-maker and supervisor of curriculum, the school principal must, above all, provide and maintain a supportive and encouraging environment for the immersion program in his school."

The general public as well as school boards have a tendency to assume that the role and responsibilities of administrators are the same for all employees in all schools, yet discussions with principals of French immersion program schools seem to confirm the high expectations described by Fortin. Furthermore, these principals reveal significant shifts in emphasis and describe specific problems unique to their program which necessitate extra time, effort or consideration. To date, the bulk of the research in immersion has focused on student achievement and teacher influence on student progress. The one component which has been virtually ignored is the role of the principal, and yet, the latest research in the field of educational leadership consistently indicates that principals play a significant and determining role in their schools.

French immersion appears to be here to stay and grow even though it is still a comparatively new and innovative educational experiment. It has become an important step in the attainment of Canada's goals of bilingualism, multiculturalism and national unity. An in-depth study of the principals involved in this educational innovation should help clarify their perception of their role and responsibilities relative to the French immersion program in their schools.

Research Purpose

The purpose of this study was to elicit, examine and explicate perceptions held by principals with respect to their role and responsibilities in 10 selected areas specifically related to French immersion program schools. These areas were: a) enrolment; b) educational leadership; c) curriculum and instruction; d) program development and design; e) staffing; f) inservicing and program development; g) support services; h) parents and community; i) costs and funding; j) transportation.

A major objective of this study was to have principals identify areas of strength and weaknesses of the French immersion program including suggestions for improvement in the 10 selected areas. Another objective was the identification of personal and professional demographic information, including sex, age, language of communication, training, experience and school description. Furthermore, interviewees were asked to share their views relative to administering immersion programs in small rural versus large urban settings. By way of conclusion, principals responded to three speculative questions

dealing with the need for policy direction, the future of French immersion programs and the final outcome of French immersion students.

Assumptions

Three basic assumptions underlie this study:

1. That the interview guide and interviewing process were sufficiently valid and reliable to produce the necessary data for this research study.
2. That the interviewees would share information openly, accurately and objectively.
3. That the 12 principals interviewed were sufficiently representative of the total population.

Delimitations

This study is delimited in the following ways:

1. The subjects are all principals with a minimum of two years administrative experience in elementary and/or junior high French immersion programs schools in Alberta.
2. The subjects are principals of schools offering early total French

immersion programs in immersion centres or dual-track schools.

3. French immersion program schools selected are those identified as such by Alberta Education.
4. The study is limited to the principals' perceptions of their roles and responsibilities specifically related to French immersion program schools.
5. The responses are limited to those characteristics of roles and responsibilities in the 10 selected areas included in the study. These characteristics should not be considered to be inclusive of all possible types of roles and responsibilities.

Limitations

Limitations which may have a bearing on this study are:

1. There is no guarantee that the subjects responded to the items as they really perceive them to be. They may have falsified answers or misinterpreted terms due to a lack of experience, training or knowledge of the program.
2. A certain amount of investigator bias stemming from past, personal and professional experiences may occur in the study. This limitation may be difficult to detect and even more difficult to control.

3. The interview guide was designed for this study and is of unknown validity.

Definitions

For the purpose of this study, the following definitions apply:

anglophone - an individual whose first or dominant language is English

francophone - an individual whose first or dominant language is French

French immersion program - a dual language program designed primarily for students whose first language is other than French: French is used intensively for instructional purposes for at least half of every school day

total immersion - a program which initially has 80-100% of class time with French as the language of instruction

early immersion - a program in which students begin French immersion in kindergarten or grade 1

continuing immersion - the continuation at the secondary level of elementary immersion programs

late immersion - a program in which students begin French immersion in grade 7

dual-track school - a school offering the French immersion and the regular English programs with one administration responsible for both programs

immersion centre - a school offering the French immersion program only

lead class - a school's first French immersion class which advances one grade level yearly

**tracking out - the practice of withdrawing from the French immersion program
into the regular English program**

CHAPTER II

RESEARCH PROCEDURE

This chapter summarizes the research procedure used in this study. Included is a description of the interview process, the sampling technique, the interview guide, the description of the population, the demographic data and the method of data analysis.

Interview Process

Following a review of various methods of data collection, the writer concluded that the interview process had the greatest potential for obtaining one hundred percent response levels, for establishing personal and human interaction, and for ensuring reasonable objectivity and depth. Furthermore, interviewing made it possible to gain useful, qualitative insights and quantitative data about the experiences of 12 principals of French immersion program schools in Alberta. Borg and Gall (1983) in "The Methods and Tools of Survey Research", provided the primary reference for preparing and conducting the interviews.

Sampling Technique

In the 1987-88 school term, there were 135 schools offering French immersion instruction in Alberta. Between January and June, 1988, the writer arranged interviews with 12 principals of French immersion program schools:

three in Edmonton; three in Calgary; three in suburban districts; three in rural districts. While this approach was not meant to be statistically representative, it did reflect a fairly accurate cross-section of the 42 school jurisdictions offering French immersion programs. The districts range from very large urban districts with in excess of 20 immersion schools and offering immersion programs for more than 12 years, to a medium-size rural district with a two-year-old program in a dual-track school.

The writer personally contacted each principal, half of whom were professional friends or acquaintances, and half of whom were unknown to him. All 12 principals agreed to be interviewed and most interviews were conducted with principals in their own schools. The respondents received a copy of the interview guide, a demographic information questionnaire and a release of information form prior to the interview. The 12 interviews were audiotaped and lasted an average of one and one-half hours each. Interviewees proved to be most cooperative in every case.

Interview Guide

A single instrument was designed to obtain the data necessary for this study. This consisted of developing an interview guide based on 10 broad areas of concern identified through a comprehensive literature review of related research studies which have been conducted primarily in western Canada and Ontario.

An initial interview guide was designed, reviewed by the faculty advisor.

and field tested with two administrators. One was a former deputy superintendent of schools of a rural district where a French immersion program was well established. The other was a principal of an urban elementary immersion centre. Following the pilot testing of the questionnaire, it was revised and further refined to reflect the feedback from the two interviewees and to correct inherent weaknesses. The pilot test revealed a need to allow principals to not only describe the strengths and weaknesses of their French immersion programs, but also to offer practical suggestions and even recommend policy directions for both district and provincial decision makers.

Subsequently, a semi-structured interview guide was prepared in its final form and divided into 10 sections including from three to nine open-ended questions to guide inquiry (Appendix B):

- a) Enrolment
- b) Educational Leadership
- c) Curriculum and Instruction
- d) Program Development and Design
- e) Staffing
- f) Inservicing and Professional Development
- g) Support Services
- h) Parents and Community
- i) Costs and Funding
- j) Transportation
- k) Small Rural Versus Large Urban Districts
- l) Future Directions

An introductory section provided in writing by the interviewees included demographic information about the principal's age, sex, languages of communication, educational training, background and experience, and school description. In a concluding section, respondents were asked to share their perceptions on four issues: small rural versus large urban schools; policy direction needed; future of French immersion programs; the outcome of French immersion students.

Description of the Respondents

This study was conducted by interviewing 12 principals of Alberta elementary and/or junior high schools offering a French immersion program under Section 159 (1) (a) of the old School Act. Alberta Education's Language Services Branch listed 162 such schools operating in 1987-88 (Table 1). Of these, 113 were public schools, 40 separate, seven private and two Department of National Defence. French immersion programs operated at the elementary level in 121 schools, at the junior high level in 52 schools, and at the senior high level in 18 schools. Twelve principals were arbitrarily selected by the researcher based on his knowledge and experience in the area of French language education and on a number of criteria: years of program experience; personal or school's reputation; grade levels; type of program; years of program operation; setting. Of these principals, three are from Calgary, three from Edmonton, three from suburbs and three from rural communities. A 57-question interview guide was forwarded to the principals prior to the individual interviews. During the interviews, the researcher used the same interview guide for all 12 principals.

Table 1
Number of Alberta Schools Offering French Immersion Programs *

	Public	Separate	Private	DND	TOTAL
ECS	3	2	4	-	9
Elementary	67	20	1	1	89
Elementary/Junior	12	6	1	1	20
Junior	20	6	-	-	26
Junior/Senior	-	2	1	-	3
Senior	10	2	-	-	12
Elementary/Secondary	<u>1</u>	<u>2</u>	<u>-</u>	<u>-</u>	<u>3</u>
TOTAL	113	40	7	2	162

* Not including six schools offering instructional programs for students who qualify under Section 23 of "The Charter of Rights and Freedoms".

Demographic Data

The demographic data collected from the interviewees was divided into four broad sections: personal; training; experience; school. Eleven of the 12 principals were male and one was female. As shown in Table 2, the range of ages varied between 35 and 56 with the average being 45 years old.

Table 2
Principals' Ages (Average 45)

35 - 39	40 - 44	45 - 49	50 - 54	55+
3	2	4	2	1

The principals were asked to respond to questions related to their mother tongue, ability to communicate in French and whether they had children in the French immersion program. Five of the principals' mother tongue was English, five French and two Ukrainian (Table 3). Table 4 illustrates that all 12 principals speak English with five speaking English only, five speaking English and French, and two speaking English and Ukrainian. As for their ability to communicate in French, the seven non-French-speaking principals reported their ability to understand, speak, read and write the French language between one (little) to three (moderate) (Table 5). The five French-speaking principals rated their French language proficiency as being five on five for speaking and reading, and four on five for understanding and writing. Five principals reported presently having or having had children enrolled in the French immersion program (Table 6).

Table 3
Principals' Mother Tongue

English	French	Ukrainian
5	5	2

Table 4
Principals' Spoken and Written Languages

English	English/French	English/Ukrainian
5	5	2

Table 5
Principals' Ability to Communicate in French

	Little		Moderate		Excellent
	1	2	3	4	5
Understand	3	2	2	-	5
Speak	6	1	-	5	-
Read	2	3	2	-	5
Write	4	3	-	5	-

Table 6
Principals Having or Having Had Children in French Immersion

Yes	No
5	7

The interviewees were asked to describe their formal educational training. Table 7 shows that ten interviewees had English as the language of instruction when receiving their education and two had a combination of English and French. Table 8 illustrates that all 12 principals have a B.Ed with half holding another undergraduate degree. Three-quarters of the group have pursued post-graduate studies with five having completed an M.Ed. At the undergraduate level, four had specialized in physical education, four in science, and four in other areas. At the graduate level, two-thirds specialized in administration (Table 9).

Table 7
Principals' Language of Instruction During Their Education

English	English/French	French
10	2	-

Table 8
Principals' Specialization

Undergraduate		Graduate	
Physical Education	4	Administration	8
Science	4		
English	1		
Mathematics	1		
Psychology	1		
Social Studies	1		

Table 9
Principals' Diplomas and Degrees

Undergraduate	B.Ed.	Graduate Diploma	M.A.	M.Ed.
6	12	3	1	5

A third category of demographic questions asked principals to describe their teaching experience, administrative experience, years as principal in their present school, the type of school and the number of years the program had been established there. On an average, the respondents had been teaching 21.4 years (Table 10), of which 5.4 as assistant principals, 10.7 as principals, with an average total combined experience of 14.7 years (Table 11). The majority had assumed the principalship of their present school between less than one to five years, with an average stay of 5.3 years for all 12 respondents (Table 12).

Table 10
Principals' Years of Teaching Experience (Average 21.4)

11 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36+
3	2	4	2	-	1

Table 11
Principals' Years of Administrative Experience Per Type of School

	English	Immersion	English/Immersion	AP/VP	Principal	TOTAL
0 - 5	3	1	8	7	3	2
5 - 10	3	2	3	1	4	2
11 - 15	1			2	2	2
16 - 20					1	2
21 - 25	1				2	3
26+ -						1
Average	5.7	5.7	4.1	5.4	10.7	14.7

Table 12
Years of Principalship in Present School (Average 5.3)

0 - 5	6 - 10	11+
7	4	1

A fourth category questioned the respondents relative to their school. Eight of the schools are dual-track schools and four are immersion centres (Table 13). As is illustrated in Table 14, the programs had been in existence for an average of 6.6 years with only one school reporting the program being in place for more than 11 years. Table 15 shows the range of immersion programs offered per division in the 12 study schools. The student enrolment in the study schools varied between the 200-299 range and the 500-599 range with two-thirds reporting over 400 students (Table 16). These figures include English students in the eight dual-track schools. Table 17 shows that when examining the total French enrolment in the same study schools, the numbers drop quite dramatically with half the schools reporting French enrolments below 200, while all four immersion centres have enrolments of over 300 students. The enrolment was as low as 43 in one K-2 program and as high as 509 in a K-8 immersion centre. In all, the 12 principals represented 7.5% of the 162 French immersion program schools. The 2 975 French immersion students enrolled in their schools represented approximately 12.5% of Alberta's French immersion population in 1987-88.

Table 13
Type of School

Dual-Track	Immersion Centre
8	4

Table 14
Years Immersion Program Established in School (Average 6.6)

0 - 5	6 - 10	11 - 15
6	5	1

Table 15
Immersion Program Offered Per Division in Study Schools

	K - 3	4 - 6	7 - 9
Dual-Track	(4)	(3)	(4)
Immersion Centre	(4)	(4)	(2)

Table 16
Total Student Enrolment in Study Schools

	200 - 299	300 - 399	400 - 499	500 - 599
Dual-Track	1	2	2	3
Immersion Centre		1	2	1

Table 17
Total French Immersion Enrolment in Study Schools

	1-99	100-199	200-299	300-399	400-499	500-599
Dual-Track	4	2	1	-	1	-
Immersion Centre				1	2	1

Data Analysis

Audiotaped interviews were transcribed by a secretary trained in this process. To ensure greater transcription accuracy, the writer reviewed all tapes and transcripts. While quite extensive and very time consuming, the interviewing and transcribing process proceeded smoothly and produced significant results.

Each transcribed interview was numbered and thoroughly investigated by the writer 15 times, once for demographic information and once for each of the 10 major areas, including the four concluding questions. The typewritten transcriptions are available for review. The process used for the analysis of the responses for all major areas was to record the answers according to the established categories, to determine quantitative results and to support the evidence through the use of qualitative responses. Consequently, the analysis and interpretation of the categorized qualitative and quantitative responses constituted the data for the study.

Each of the major areas of concern identified by the principals was further

elaborated upon. These were selected on a basis of the length of time taken during the interview, the amount of space given to the topic in the transcriptions, and the researcher's impression of the significance of the response or the issue.

The final step in the data analysis process was to compare findings of this research to comparative studies. In some cases in the discussion of findings, the writer has drawn upon personal experience and training to interpret results and to offer recommendations.

CHAPTER III

THE RESULTS

ENROLMENT

The first section deals with student enrolment patterns and trends, and reasons for increases and decreases in enrolment. Principals were also asked to describe their school and district policies relative to withdrawals, entry points, late enrolments, French minority students and pupil/teacher ratios.

Patterns and Trends

Seven of the principals reported that their French immersion enrolments were still increasing, four felt that the program was stable, having reached a plateau, and two reported a decrease. The main reasons given for increased enrolments stemmed from the school's ability to draw students from neighboring areas or jurisdictions not presently offering an immersion program, the fact that the school was in a new area of the city, and the continuing popularity of the immersion program itself.

Decreases in enrolment were attributed by seven principals as primarily related to transfers to other jurisdictions. Four of these principals reported attrition rates of about 10% a year, with higher attrition rates in upper elementary, at the end of grade 6 and at the end of grade 7. A significant reason for decreased enrolments was related to academic difficulties, with half the principals mentioning learning disabilities or academic difficulties as important

contributing factors. In some cases, parents felt that their child could do better in an English program. Sometimes the student did not like the language or the program. The lack of parental support and commitment to the program was also a factor. Three principals indicated that in certain circumstances the school recommends withdrawal from the program. "when it is in the best interest of the child." The number of times these factors were noted by the interviewees is indicated in Table 18.

Table 18
Student Enrolment Trends and Explanations

	Number	Factors
Increasing	7	<ul style="list-style-type: none"> . enrolling students from outside district/ boundaries . school in new area of city . continuing popularity of the program
Decreasing	1	<ul style="list-style-type: none"> . transfers to other districts . academic difficulties . parents not supportive, committed . student does not like the program . school recommends withdrawal . aging neighborhood
Stable	4	<ul style="list-style-type: none"> . little change in local population

In the three rural schools, principals reported that the program suffers from low enrolment. This is particularly true when two or even three neighboring jurisdictions chose to offer the program for fear of losing their students. While the interest for French immersion in a community may be sufficient to introduce and maintain the program, problems arise when both

the public and separate attempt to draw from a limited pool of interested or available students. One principal explained, "The problem is that we don't have enough space and we don't have a tuition agreement with the Catholic district. They don't have the numbers to support their own program."

Student Withdrawals

The matter of withdrawing from the program appears to be a controversial issue with most schools. For one, it frustrates teachers in the English program who are having to accept students who feel they failed in French. One principal stated that, "Some kids say they flunked out so they go into the English program. It really frustrates the receiving teachers." One principal said that he encourages students to finish the year in the program, however, "in grades 1 or 2 if we discover a problem and feel quite confident that the child is unsuitable for the program, we encourage a move as quickly as possible into the English program so that they don't lose a year." Another reported, "Most attrition is related to achievement... students having learning difficulties or average students whose parents feel they could do better in the English program." Another said, "Some parents don't have a great commitment to the program and when 'little Johnny' has to ride the bus for an hour or so, they withdraw."

Entry Points

None of the principals reported having a school or district policy relative to entry points, withdrawals or French minority students, and only two principals

indicated that their school jurisdiction had a written policy for French immersion. Unwritten policies and practice, and the principal's discretion and common sense appear to be the order of the day. The entry point for the immersion program was kindergarten and grade 1 in all 12 cases. One of the schools studied offered a late immersion program starting in grade 7. The principal said the program was very successful, enrolling 80-90 new students a year. "Attrition is very low, less than 5% over the three years of junior high." Another principal indicated that their late immersion program had been, "withdrawn because of a lack of interest."

Late Enrolments

While by no means a common practice, all 12 principals admit to having accepted or would consider accepting late enrolments into the program, that is, students who did not begin in either kindergarten or grade 1. Principals automatically accept children coming from another French immersion program, French speakers from the province of Quebec and students from French-speaking homes. The decision to accept a student into the program after grade 1 is based on the principal's discretion and usually applies for enrolments into grades 2 and 3 only. Two principals mentioned that they would seriously consider late enrolments at higher grades if the student was "very highly motivated".

French Minority Students

According to urban and suburban parents of French minority students who qualify under Section 23 of the Charter of Rights are made aware of and

are encouraged to enrol their children in French language program schools where these are available. On the other hand, principals indicated that if the student is French-speaking and the parents do not wish to enrol their child in a French minority program, they will accept the student in the appropriate French immersion classroom.

Pupil/Teacher Ratios

The pupil/teacher ratio varied considerably ranging from 12:1 in a rural school to 28:1 in two city schools. One principal was pleased that he received an extra teacher for the French immersion program in lieu of federal and provincial funding. Another felt he received a staffing break because his dual-track school was staffed as two separate schools, thereby lowering the pupil/teacher ratio.

Related Studies and Discussion

There are clear trends across the country (Statistics Canada, 1986-87), and confirmed by the Alberta principals, that immersion is still experiencing gradual to sharp increases in enrolments. In his study of Saskatchewan's immersion principals, Tétrault (1984:39) reported that 30 of the 31 believed that the program was still experiencing gains in enrolment or had plateaued. Most of the research conducted in the area of French immersion clearly demonstrates the success of this educational innovation. However, there appears to be a dearth of information pertaining to attrition rates. According to the Alberta principals, attrition hovers around 10% per year. A broader examination

of dropout rates indicates that they vary significantly. In her cross-country analysis, Gibson (1987:30-31) reported rates to be as low as 1.4-3.5% in the Ottawa and Carlton districts, moderate rates of 4-7% in Surrey, Coquitlam and Guelph, and much higher rates as students move from one division to another, that is, from elementary to junior high and junior high to senior high. For example, in 1986 the Toronto Board reported 24% attrition from grades 6 to 7 while only 12% from grades 8 to 9.

The Alberta principals identified the following reasons to explain the decreases in enrolments: relocation; academic difficulties; lack of parental support and commitment; student unhappiness with the program; teachers recommending withdrawal. Gibson (1987:30-32) identified similar reasons in her study. Moquin (1986:12) pointed to a decline in community population and to a lack of adequate specialized staff for immersion students having learning difficulties, while Guttman (1983:20) claimed others left to attend French language schools, the regular English language program, English language enrichment programs or English alternative schools.

In light of these attrition rates and some of the understandable but sometimes unacceptable reasons or explanations, a number of salient questions need to be addressed. How are schools and districts addressing this issue? What impact will decreasing enrolments have on the program through the years, for example, the creation of combined and split groupings or the insufficiency of numbers to warrant a complete secondary program? What longitudinal research is being conducted to study the impact on the withdrawing child, for example, amount of French retention, self-esteem, academic success in

the English program, child's feelings with respect to the French language and culture? How are schools addressing the matter of the resentment of English teachers having to accommodate French immersion students dropping out during the course of the year? How are schools and districts planning to respond to the potential backlash from parents whose children were withdrawn from the program?

On the matter of tracking out students with learning disabilities, Cummins (1985:4) reported that Trites and Bruck take opposing views. According to Trites, children experiencing learning difficulties should be transferred into an English program. However, Bruck's extensive longitudinal study of children with language disabilities in early French immersion revealed that these children do as well in immersion as comparable children in regular programs.

According to Olson and Burns' (1981:10) study in northern Ontario, teachers tended to track out children who didn't do as well. The authors suggested that they had reason to believe that those excluded were generally working class, lower I.Q. or learning problem children. Teachers questioned in this study denied tracking out students for behavior or learning problems. Instead, they claimed a 'language learning' problem was the main reason. The authors are very critical of this practice and believe that because of it, immersion programs are elitist and defeat the intended outcomes of bilingualism in education. Olson and Burns go on to say,

The key consideration, we believe, is that all Canadian children who elect immersion education ought to be provided with whatever

opportunities are required of a publicly funded system to become functionally bilingual... a bilingual education curriculum that is not geared to the learning needs of those enrolled in it is not a defensible curriculum.

Cummins (1985:4) suggests some potentially important factors to be considered by parents, teachers and principals before deciding whether or not to transfer a child to an English program.

1. It should not be assumed that the program is to blame for the child's learning problems. Children with problems in immersion are likely to experience similar difficulties in the English program.
2. Parents and teachers should consider if the child has been unhappy for a prolonged period of time in the immersion program and examine the reasons for his unhappiness.
3. Transfer to an English program may damage a child's self-image and a stigma of failure may compound the learning problems.
4. Students transferring to an English program are generally further behind, especially at the primary level because of not having had any formal English instruction.
5. Teachers in the English program may resent the extra work which transferred children represent.

6. The child's sense of self-worth may be augmented by staying in a program where he or she is developing fluency in French.

Another issue raised by the Alberta principals was the question of entry points and late enrolments. None reported having a board policy on this matter, however, most felt students should be allowed to register in the program after kindergarten or grade 1 based on their discretion and established criteria. In their study of Canadian school districts, Lapkin and Cummins (1984:80) found that 70% did not accept late entries unless they met the following criteria: have a francophone background; are transferring from immersion program in another location; are in specified grade levels (normally grades 1 or 2). In B.C.'s Early French Immersion: Administrator's Resource Book (1981:4), the matter of available space and pupil/teacher ratios were also mentioned as a consideration.

There is much evidence (Gibson, 1987:26) pointing to the success of students enrolled in late immersion programs starting in grade 7. Research indicates that these students, if highly motivated and possessing good working habits, do as well as their early immersion cohorts by the end of grade 9 in the academic areas and in language proficiency. Lapkin and Swain (1984:52) found that late immersion students rarely perform below comparison groups in English achievement results, and where this lag exists, it never persists beyond the first year of immersion. In terms of French development, the researchers reported that, in Ontario, late immersion students continue to lag behind early immersion students even after five or six years in the program. As for late immersion students' academic achievement in other subjects, they

experience some lags in the first two years of the program, however, their achievement does not suffer if they had received some core French instruction from kindergarten on.

Considering the measured success of late immersion, the following question should be addressed by school jurisdictions: If a student meets the criteria for late entry established by a school district, why could students possessing these characteristics not be considered for entry in grades 2 to 6? Surely these additions would go a long way in addressing the 5 to 10% yearly attrition rates.

According to the Carleton Board of Education in Ottawa (Gibson, 1987:28), in considering the child for admittance to early immersion after grade 1, it would be desirable that the following conditions be met:

- a) That the child display a high level of achievement in English.
- b) That the child display an interest in learning French.
- c) That the child's background in French permits him integration into the immersion program without undue strain on the school's resources.

Edmonton Public's position (Gibson, 1987:27) is that students without previous experience in the program who wish to enter after grade 1 or grade 7 are judged on an individual basis at the school level. Criteria include grade level, academic achievement, aptitude, motivation, parental support, class size, available school resources and teacher experience.

Transition programs such as established by Regina (Swain, 1984:80) allow students to integrate into the regular French immersion program after having met certain standards. Swain goes on to say that school administrators should be cognizant that a significant factor can preclude this decision, that is, French immersion teachers tend to resent the extra work involved in helping late entry students catch up.

In reviewing the issue of attrition, Guttman (1983:20), although not providing any support evidence, suggests that 75% of students dropped out for reasons of dissatisfaction with the curriculum, insufficient resources, low morale and high turnover of staff, poor learning environment, and failure to meet individual needs of both remedial and enriched students. She correctly states that there is a paucity of published data on this subject. Gibson (1987:30) also suggests factors that are not easily documented but are probably no less important: school atmosphere; parent and community attitudes; students' and parents' understanding of the language acquisition process; co-curricular activities; counselling; etc. The whole issue of the causes of attrition will need to be examined much more closely by school districts and provinces offering French immersion programs, as such revelations, if proven true, could deal a serious blow to the entire program.

EDUCATIONAL LEADERSHIP

On a more personal note, respondents were asked to describe the characteristics of principals of French immersion schools, and to share their opinions relative to their task and some key leadership issues in the following

areas: assignment: workload: French culture and proficiency: bilingual administrators: importance of the program: fair, just and equitable treatment: meeting stakeholder needs.

Assignment

There was a near even breakdown of assignments with seven principals having taken over an established immersion program and five having had the responsibility to implement the program in their school.

Workload

Ten of the principals reported that their workload had increased because of the immersion program requiring extra time, work and responsibilities in all aspects of their job. One principal who had had experience in both an immersion centre and a dual-track school felt that there was less work in the former setting. Another expected that the immersion program, "would not take any more of my time as years go along." Some of the reasons contributing to the increased workload were administrative: extra budgeting: coordinating curriculum development: ordering resources and materials: maintaining contact with feeder schools: filling in forms: ordering library resources: timetabling is more complex, particularly at the junior high school level: finding ways to integrate students from both language programs in dual-track schools: planning: working actively to ensure that the school carries out certain characteristics of a neighborhood school. The principal of a large dual-track school commented, "Operating a school like this is a great deal

more difficult than a single-track school because you have to organize, in effect, two separate schools and combine them in your timetable... it's a complex process."

Staffing also created problems according to one principal of a dual-track school. He claimed that one of his primary tasks was mediating between francophone and anglophone teachers, saying, "The English teachers see it as a threat to their security and future." Another added, "There are added duties by the fact we're teaching two languages... the teachers have a bigger workload... the students more homework... Expectations of teachers and students are higher."

The majority of principals reported that one of the primary reasons for the extra workload could be directly attributed to the need for educating, counselling, "hand-holding" and meeting with parents who continually require reassurance. French immersion parents are thought to be much more demanding, concerned, committed, involved, visible, and "they want a lot of answers." In reference to pupil/teacher interviews, one principal said, "We almost triple the time allocation for interviews compared to junior highs with a single-track." Another added, "...parents who are involved in French immersion are more conscientious, demanding, powerful and have more money."

A different point of view was expressed by two principals who elaborated on the positive nature of the program. They pointed to the quality of the client, that is, brighter students causing fewer discipline problems. One junior high principal stated that as the students progress, the weaker ones and those

experiencing problems at school are tracked out of the immersion program and placed into the English program. consequently, by the time they reach grade 7, his school is serving the "crème de la crème". They believe these parents have a commitment to education that most parents don't have because they've made a conscious choice to put their children in the immersion program. "It's worth it because you get parental support into the school, in classrooms and with kids." added one principal. One principal commented, "I like the program so I'm enthusiastic... I don't consider it an additional responsibility... It does take extra time but I haven't found it difficult." Table 19 summarizes the various advantages and disadvantages of the principals' perceptions of the extra workload.

Table 19
Perceptions of Workload

Advantages	Disadvantages
<p>Administration</p>	<p>Administration</p> <ul style="list-style-type: none"> . extra budgeting . more coordination of curriculum development . ordering of more resources and materials . contacts with feeder schools . more forms to fill . library resources . complex timetabling . politics
<p>Students</p> <ul style="list-style-type: none"> . brighter . fewer discipline problems . "crème de la crème" 	<p>Students</p> <ul style="list-style-type: none"> . integrating students across programs . more homework
<p>Teachers</p> <ul style="list-style-type: none"> . higher expectations of students 	<p>Teachers</p> <ul style="list-style-type: none"> . reassuring . mediating . bigger workload . encouraging
<p>Parents</p> <ul style="list-style-type: none"> . committed . concerned . involved . visible . supportive . professionals 	<p>Parents</p> <ul style="list-style-type: none"> . reassuring . educating . counselling . "hand-holding" . demanding

French Culture and Proficiency

Principals were asked to express their personal feelings concerning their

knowledge and understanding of the French culture and French language proficiency.

Eleven of the principals reported that knowledge and understanding of the French culture would be an asset or that it was important. As for language proficiency, all five bilingual principals stated that it was very important for the principal of an immersion program school to understand and speak French. One stated that the principal is a key figure supporting, facilitating and promoting the language and the program, and that if he were not bilingual, shortfalls would appear, particularly in the areas of student and teacher evaluation. Another felt that the principal "should be a model for children and be seen as exemplifying the program." One principal said, "You need to have some appreciation of the culture to promote the program." Finally, another expressed this view, "Immersion program schools need someone who can communicate with the staff and not be isolated from the group."

The comments from the seven unilingual English principals varied with four of them stating that it would be an asset and even highly desirable to be bilingual. Others reported that not knowing French had not hampered them in any way and that they operate effectively without having a good working knowledge of the French language. "We are dealing with professionals, not tradesmen... I've been able to operate very effectively without having a good working knowledge of French... the importance of French is essentially for performance evaluation." reported a unilingual English administrator. Another stated that it doesn't matter whether he spoke French or not. Table 20 illustrates the wide ranging points of view held by bilingual and unilingual

school principals on the issue of French language proficiency.

Table 20
Importance of French Proficiency

Principals	Essential	An Asset	Not Necessary
Bilingual	5	-	-
Unilingual	-	7	2

Bilingual Administrators

Responding to the question relative to the need for a bilingual administrator on the school's administrative team, nine principals responded positively, one responded negatively and two were unsure. The main reasons given were that a bilingual administrator would be more capable of selecting and evaluating resource materials, of reading and responding to communication in French and of conducting staff performance evaluations. However, one bilingual principal commented, "If you have a principal who's sympathetic to the needs of the program and willing to promote it to the best he can without being bilingual... it would work, if there is a strong staff."

Importance of the Program

All principals reported on the importance of the immersion program for their school although a number of different reasons were cited. Two reported that without French immersion their school would be closed. One urban principal

explained, "...the school population was declining dramatically... if there were no bilingual program here, this school would be at about 150 students and it would probably be closed." Other positive comments were: "it is a privilege to have both programs operating in the school because it enriches everyone's experiences"; "it has given the school some new life, a new clientele"; "it's added to the school, we're very proud of the program"; "French immersion is the best thing that has happened to the school because it has made students, teachers and the principal more tolerant and understanding of the two languages"; "French immersion students are hard-working, conscientious and strive to achieve well... this attitude brings out the best in other students".

Fair, Just and Equitable Treatment

This question asked principals how they felt about the importance of providing fair, just and equitable treatment to students, staff and parents. Half the principals felt that it was very important to provide fair, just and equitable treatment citing such reasons as: the elitist label often attached to the immersion program; the feeling that French immersion is being catered to in a special way; the fact that neighborhood parents of non-immersion students in dual-track schools are concerned that the program is getting preferential treatment.

One principal stated that the problem of equity usually surfaces when the program is introduced. In some cases, there are insufficient numbers, classroom enrolments are low, the attrition rate increases, and the principal does not want the program to die. Unfortunately, people view these

circumstances as inequitable treatment. Two principals reported that they are very conscious that inequity can become a problem. They ensure that no one is losing out by integrating the students as much as possible. For example, in one dual-track school, the principal has organized home groupings different than instructional groupings. In this way, students from both language programs meet twice a day and during intramurals. He explained, "In that kind of environment we don't see the need to intervene in terms of fair, just and equitable treatment. It evolves naturally." Another principal of a dual-track school commented, "French immersion students are just another group of kids receiving their instruction in a different language... they don't get any better or worse treatment."

The five principals of immersion centre schools simply stated that the treatment issue did not apply in their schools because of the very nature of the immersion centre, and their common philosophy and terms of reference. One of these principals felt that in dual-track schools, "there is always a political element that exists."

Meeting Stakeholder Needs

In this question, the principals were asked to describe how they perceive their role in understanding and meeting the special needs of students, staff and parents in the areas of: resolving conflicts; creating a harmonious atmosphere; developing cooperation; allaying fears and anxieties. Table 21 summarizes the responses.

Table 21
Leadership Characteristics

Resolving Conflicts

- . using people skills
- . being perceptive
- . being proactive
- . anticipating difficulties
- . listening
- . understanding both sides

Creating Harmony and Cooperation

- . developing team approach
- . organizing sharing sessions
- . promoting joint school activities
- . equitable treatment of staff
- . integrating students
- . respecting languages

Allaying Fears and Anxieties

- . communicating openly with parents
 - . reassuring English-speaking teachers
 - . having positive and honest rapport with staff
-

In terms of conflict resolution, half the principals felt that this was an integral part of their responsibilities since most conflicts could be resolved by: using people skills; being perceptive; being proactive rather than reactive; anticipating difficulties; listening to and understanding both sides of an issue. One principal thus summarized "...as an administrator you always contend with touchy situations. You try to foresee the possible situation that can arise and plan accordingly." In reference to dual-track schools, another responded, "If you are going to work in a dual-track school, you have to be able to resolve conflict."

In response to the question on cooperation and harmony, five principals felt that it was part of their responsibility to ensure cooperation and harmony in their schools either by developing a team approach, by organizing sharing sessions among staff or by promoting joint school activities for both immersion and non-immersion students and staff. One administrator felt that the best way to ensure a harmonious atmosphere was to ensure that, "...everyone is treated the same in terms of resources, time, staffing, extra-curricular activities, preparation periods." Another principal of a dual-track school said, "I make sure that my kids have a free choice of options... bilingual week... public speaking competitions in French and English..." One principal added that French immersion teachers can add to the spirit of harmony by "being sensitive enough to speak English whenever an English staff member is in the room and to make them feel a part of the conversation, out of respect." A principal of a fairly new program with low enrolments related this, "The only comment we get here is 'it must be nice teaching in a class of 12'... it's not a problem now, but..."

On the matter of allaying fears and anxieties, three principals felt that it was very important to communicate honestly and openly with parents and to help them understand the reality of the immersion program. "It's not a Cinderella program", explained one principal. Five principals indicated that English program teachers had initial apprehensions that as the immersion program grew the English program would experience decreasing enrolments, and consequently, they would lose their jobs. However, all five reported that cutbacks and layoffs had not occurred as a result of French immersion. Two principals reported that it was very important to be honest with staff about

issues and concerns, and "having a good positive rapport with them." "Give them as many facts as possible to show that French immersion isn't being catered to," advised the administrator of a dual-track school.

Related Studies and Discussion

Whether or not the principal or vice-principal of a French immersion program school should be proficient in French tends to remain a divisive issue. However, the results of this study seem to support the increasing trend to hiring bilingual administrators for immersion programs. While the logic of this developing pattern appears self-evident, it should be remembered that when immersion programs were first implemented, no school jurisdictions had trained administrators in this new educational area and few districts had bilingual administrators on staff. Other school districts simply did not realize or acknowledge the importance of having a bilingual principal to administer French immersion programs. Yet, massive research on principalship and school effectiveness in the last decade consistently points to the primordial role of the principal in providing educational leadership. Therefore, it would appear to be consistent and logical that districts should appoint bilingual principals to administer bilingual programs in order to ensure their success. However, according to Tanguay (1983:26), only 27% of the Canadian boards reporting said their programs were usually administered by a bilingual principal or vice-principal. From the boards' answers, Tanguay reports that it appears that a principal who is not bilingual is generally not adversely affected because in most cases, the French immersion teachers know English so communication does not pose a problem.

A different point of view is raised in more recent research and discussions on the subject indicating a growing preference for bilingual principals in French immersion schools. Three-quarters of the Saskatchewan principals in Tétrault's (1984:54) study felt that their ability to speak French was a crucial factor affecting the administration of their immersion program. A number of reasons were given by these principals and various authors (MacGillivray, 1979:106; Olson and Burns, 1983:12; Jones, 1981:231 and 1984:64; Guttman, 1983:20) support the need for French language proficiency of principals: to foster school atmosphere; to model the language for the students; to provide for the instructional leadership of teachers; to create an effective general administration of communication; to facilitate supervision and evaluation of personnel; to develop, implement and evaluate programs; to enhance the ability to relate to native French speakers on staff or in classrooms; to add credibility with staff and public.

Guttman (1983:21) summarizes this issue in very strong terms, taking a strong position in favor of bilingual principals.

I suggest that the role of the school principal is central to the successful implementation of the French immersion curriculum. It is he or she who must make final decisions on teaching personnel, curriculum, resource materials, remedial and enrichment resources, student monitoring, and curriculum and classroom evaluation. It is difficult to see how a school principal can have a thorough understanding of the factors that nurture French as a second language, including the socio-linguistic factors needed to support

this language environment without being bilingual. It is difficult to understand how a principal can make critical evaluations of student progress or placement in the French immersion program without being able to directly assess the student's ability to communicate in French. Again, it is difficult to know how a principal can see that children's individual needs are met if he or she has limited capacity to identify these needs and provide appropriate remedies. This contention also holds true for assistance to teachers. Principals cannot help French immersion teachers develop new training strategies and curriculum materials, or evaluate present curriculum or materials, unless they comprehend and communicate in French. To suggest that these problems can be resolved by a unilingual English-speaking principal who is compelled to divide priorities and resources between English and French immersion programs in dual-track schools is to be overly optimistic about the abilities of one person and extremely naive about the reality of linguistic politics.

To address a key concern, that is, supervision of instruction, the Ottawa Roman Catholic School Board has developed an extensive guide to provide unilingual principals with observational techniques and suggestions for the supervision of instruction, and for helping teachers experiencing programming difficulties.

In a service document developed for Edmonton Public school

administrators, it is stated that one characteristic of an excellent immersion program should be that, "administrators are proficient in or are developing proficiency in the second language." The supervisor of second language programs, Jim Jones, adds, "The next significant improvement in our programs will be the appointment of a significant number of bilingual assistant principals who can eventually become principals."

One province has taken the ultimate step in this debate. Manitoba has a regulation (Gibson, 1987:24) requiring that in any elementary school in which French is the language of instruction for 75% or more of the time, and any secondary school with at least 60% of the instruction in French, the administration and operation of the school shall be carried out in the French language.

Most Alberta principals, supported by opinions and research (Manitoba, 1983:69; MacGillivray, 1979:108; Tanguay, 1983:25; Tétrault, 1984:42) acknowledge the extra workload associated with administering immersion programs. However, it is interesting to note that there is generally very little if any, official recognition of this fact. Principals point to extra work in some of the following areas: answering parents' concerns; public relations; French correspondence; familiarity with French programs; supervision of personnel; extra meetings; transportation; obtaining support services in French; promoting the program; attending to staff issues; hiring staff; obtaining resource materials; finding substitutes; establishing basic programs; helping beginning teachers; understanding and adapting programs; devising teaching strategies; evaluating student progress; reassuring concerned parents; working harmoniously with

English program teachers: addressing the various levels of educational politics.

In order to address and acknowledge the matter of extra workload, it is noteworthy that one small school jurisdiction in northeastern Alberta, Lakeland RCSSD #150, has recently amended its administrative allowance clause in the collective agreement to remunerate administrators of French immersion dual and triple-track schools at a higher rate than principals of regular English program schools. This same board also provides a bilingual administrator for each language program in its dual and triple-track schools. While this contribution may not appear to be overly significant, it is important in terms of the board of trustees' recognition of the extra work, time and effort necessitated by school administrators in ensuring successful French immersion programs while continuing to ensure the delivery of effective English and francophone programs.

CURRICULUM AND INSTRUCTION

In this section, the principals were asked to share their views relative to curriculum and instruction matters such as program coordination, departmental publications, locally-developed and commercial resources, and testing and evaluation of student progress.

Program Coordination

Nine principals responded that a school district coordinator (in one case, an area superintendent for immersion schools) was available for their school.

Two schools had in-school coordinators and one had both district and school coordinators. In two other schools, coordinators were volunteers responsible for a division. These were teachers with greater interest and expertise in the area of French. The principal of a three-year-old immersion program had no coordinator available. "I, myself, don't have enough time for that role," he explained. Two principals of city schools felt that there could be more coordination among immersion schools and that there should be more attempts to work in specific curriculum areas. The principal of an urban school believed that it was inadequate to have only one coordinator for eight schools, stating, "We have a weak system due to inadequate staffing."

Alberta Education Resources

The principals were asked to share their thoughts with regard to Alberta Education resources, such as the Program of Studies, curriculum guides and teaching units. Five principals indicated that their teachers found these to be very useful, however, five others mentioned the inadequacy and unavailability of curriculum guides in all subject areas. Four indicated that these materials were slow in arriving, "unnecessary delays in terms of publishing the materials on time," but that improvements had been noted over the last few years. Two others added that although these resources were very good, there were inadequacies in terms of inservicing and coordinating. One principal strongly suggested that there was a need for a provincial handbook on how, when and where to introduce English language arts in the French immersion program. Another principal, who probably doesn't understand the Department's mandate, felt that there should be a distinct immersion program for all core subject

areas saying, "We still do not have a grade 3 French immersion science, math, social studies... it really annoys me."

On a more positive note, one principal found that, "In social studies, French immersion teachers have more appropriate and adequate provincial resources available to them than for the English social studies program." Another added, "The Department has put a lot of effort and energy over the last couple of years modifying and revamping the Program of Studies. They have involved teachers in extensive pilot projects and there has been a lot of follow-up. They have provided good leadership as well as support to the teachers."

Locally-Developed Materials and Resources

Principals were then asked about locally-developed materials and resources. Only one principal reported that these still play an important part for his program, with four others saying that they are developing some or very little. Three interviewees explained that materials presently being developed were for religion, ECS (kindergarten), science and junior high courses. Two principals in schools where the immersion program had been established for more than six years said that in the beginning a tremendous amount of materials were produced locally but that very few of these were still being used. "This being the first bilingual school... during the first two years, teachers taught half time with the agreement that they would develop curriculum half time," explained one of these principals. One principal said that they now depend mainly on Alberta Education to produce such resources.

Evaluation of Students

In the interviews, principals were asked to report on the evaluation of student progress and the awarding of diplomas or certificates. Most of the respondents talked about the inadequacy and unavailability of standardized tests for French immersion students. In three schools, they had used the French Immersion Achievement Test (F.I.A.T.) for individual diagnosis. One principal said that they found it to be of little benefit to them. As he put it, "...they don't have tests for Alberta students... often the vocabulary is out of context or is strange to the students so it defeats the reliability of the test." One school reported using the Test du Manitoba and another using a translated version of the Grade 6 Math Criterion-Reference Test in order to provide a system-wide comparison of students regardless of language program. None of the principals reported discerning diplomas or certificates for the immersion graduates leaving their schools.

Four of the principals felt that the Achievement Tests in grades 6 and 9 were inappropriate for immersion students as these are literal translations containing vocabulary which poses difficulties for students. One added, "...we've written the English version for both grades 6 and 9... the scores have been very good. The other problem is the results... no breakdown, no comparison... questionable value." While not specifically asked, three principals reported that their French immersion students' marks were equal to or higher than students' marks in the English program. "I'm very pleased... the kids wrote the grade 9 Language Arts Achievement Test... just about topped the district."

Commercial Materials and Resources

The school administrators were asked to comment on the costs, adequacy, availability, quality and quantity of learning resources. Nine of the principals reported that French learning resources were more costly and a primary concern for their budget. Two principals emphasized that the extra allocations received through federal funding for purchasing learning resources had saved the program. In terms of adequacy, three principals mentioned that the present selection is adequate but, "very basic when compared to the materials available to my colleagues in the English program." Some administrators were more optimistic, with one stating, "I think more companies are taking note that French is here to stay and that there certainly is a market." Two indicated that there were a lot of catalogues to choose from and that selections had improved tremendously in the last few years. The principal of a new program qualified by stating, "We're quite surprised at what is available to us. There is a lot coming across our desk... more than I expected... we're happy with it."

One-third of the principals indicated that there were more and better learning resources available to the schools for the French immersion program. Five administrators reported favorably that the Centre de documentation pédagogique at the Faculté Saint-Jean, the French book store, Le Carrefour, and the Learning Resources Distributing Centre's Buyers' Guide had greatly enhanced the selection and acquisition process. One interviewee summarized the feeling, "...the Centre de documentation pédagogique, the different publications from the Department have helped... we're getting more authorizations... we know exactly what are the good materials... we don't even

look at the material that is not recommended." In terms of supplementary learning resources, one interviewee complained that it was very time consuming to order these and that it took more time to receive them because many came from Quebec.

On the matter of quality, four administrators believed that the quality was good and that it had improved considerably over the last few years. However, three principals reported that the quality of French learning resources was lacking and that their durability was questionable, partly due to poor binding. One complaint registered by one-quarter of the administrators was the poor quality of the French computer courseware.

Related Studies and Discussion

Probably one of the most significant indicators that immersion programs have come into their own is that the issue of resource development and acquisition has significantly decreased in importance as a major concern. Tanguay (1983:34) reported that the second biggest challenge facing boards implementing French immersion was program development and obtaining suitable instructional materials. In this study, the Alberta principals generally found Alberta Education resources to be very useful, although somewhat lacking in a few subject areas. As for locally-developed materials, only one of the 12 Alberta principals reported that these still played an important part of the program and there were a few isolated cases where specific local materials for certain junior high courses were still being used. Principals also mentioned favorably that commercial resources were now available in abundance and

were of much higher quality. Alberta Education ensures that learning resources are available at much more affordable prices through its Learning Resources Distributing Centre.

The one curriculum area that still draws the ire of principals is the virtual unavailability and general inadequacy of standardized tests for assessing French language skills and proficiency, and assessing academic subjects in French. Similarly, Tanguay (1983:34) indicated an expressed need from teachers for more standardized teaching materials. Some authors do not agree that this issue is of any consequence. MacGillivray (1979:108) states that principals will find it easier to report student progress in English because of the availability of standardized tests in that language. Swain (1984:37) reported that testing students in English seemed to be the best way to gauge their ability. Furthermore, parents wanted to be assured that their children would be able to deal with mathematical and scientific concepts in English, therefore, standardized tests were typically administered in English even though students were taught subjects in French. This did not seem to have handicapped the students as had been suspected since the results suggest that immersion students are able to maintain comparable standards of achievement with their peers in English programs.

As for the results being different if the language of the testing had been French, Swain's evidence suggests that they would not have been different. She concludes.

These results indicate quite clearly that testing students in a second

language in which they are not highly proficient may not accurately reflect their level of knowledge related to the content of the test. In other words, testing in a second language is a risky business if one wishes to measure accurately subject content knowledge... The students' knowledge may be underrated if their proficiency in the language of the test has not reached a 'threshold' level. Even though students may have been taught the subject content in one language, this does not necessarily imply that the testing should occur in that language.

Despite these assertions, the Alberta principals clearly stated the need for French standardized tests. In some schools, they attempted to use the Test du Manitoba and B.C.'s French Immersion Achievement Test but these proved inadequate. Another group of Alberta district administrators attending the National Canadian Association of Immersion Teachers (C.A.I.T.) Conference in Edmonton, (Dahlstedt, 1985:6) recommended that a system and schedule for regular standardized testing of student performance in each language be instituted and that C.A.I.T. should influence the Council of Ministers of Canada to develop test materials on an intra-provincial basis.

A national standardized test for immersion students should assess proficiency levels in the areas of reading, writing and oral proficiency. At the present time, standardized tests such as the Canadian Achievement Test and the Canadian Test of Basic Skills allow for comparisons with English program cohorts, or in some cases, allow for comparison with francophones in Quebec. However, a national standardized test instrument for students of immersion

programs outside the province of Quebec has yet to be developed.

Other contentious issues raised by the Alberta principals were more minor and provincial in nature, but deserving of some attention. Alberta Education's Student Evaluation Branch has ruled that it will not prepare French versions of the grade 3 Achievement Tests until such time as immersion programs offered across the province have been standardized. At the present time, the Branch feels that, with English language arts being introduced in either grades 1, 2 or 3, and with the percentage of French language instruction varying by as much as 50% to 100% at the primary level, it would be unfair and inaccurate to test all grade 3 French immersion students. This matter points to the necessity and urgency for Alberta Education to develop more uniform and universal guidelines for the French immersion program. Under the actual circumstance, boards offering a comprehensive immersion program at the primary level are somehow penalized by not being able to access the provincial Achievement Test program. Consequently, district and school administrators cannot assess the extent to which the French immersion program has been successfully taught and learned, and are unable to compare results of student achievement on a provincial basis.

French versions of the Achievement Tests are available for grades 6 and 9 students, however, the Student Evaluation Branch feels that there are insufficient enrolments to accurately compare results on a provincial basis. While this may be a statistically valid explanation, it nevertheless reduces the relevance of the results when comparisons with other jurisdictions or to the provincial standard are unavailable.

A third issue needing resolution would have the Student Evaluation Branch introduce a regulation directing all grades 6 and 9 students receiving French language instruction in the subject matter being tested to write the June tests in the language of instruction, that is, French.

PROGRAM DEVELOPMENT and DESIGN

This section examines issues and concerns with regard to program development and design. Principals were asked to comment on timetabling, types and number of courses offered, time and percentage allocations for courses, the introduction of English language arts, provisions for special education, split or combined groupings, program guidelines, provisions to enhance program activities, and dual-track schools versus immersion centres.

Timetabling and Scheduling

The respondents were asked to comment on timetabling and scheduling of the French immersion program in their schools. Half the principals, including all junior high principals, reported that it was more difficult and more time-consuming to timetable and schedule a French immersion program. They attribute this to a number of factors, such as: whenever there is a specific or an additional program to accommodate on a master timetable, it is bound to create some difficulties: students need to be integrated with English program students for part of the day; time requirements, particularly in French and English language arts, make timetabling alignment difficult. "I have to provide as much time in the immersion program for French language arts as I do for

English language arts... What do my English kids do while these other kids are taking French language arts?"; lack of flexibility because some teachers can't teach in English or others in French; departmentalization and subject area specialization hamper flexibility; junior high immersion students cannot have the same number or choice of complementary courses. "Immersion students don't get the same number of choices, such as art, drama... if you're in French immersion and Catholic, options are very limited."

Five principals of elementary schools reported that it was easier and more straightforward to timetable at that level because most teachers are responsible for their homeroom. Two principals, who have been administrators in both immersion centres and dual-track schools, said that it was "a piece of cake" to timetable in an immersion centre compared to a dual-track school.

Time Requirements

Table 22 illustrates that time and percentage allocations for teaching in French and English in the French immersion program vary from school to school and from year to year. The eight principals of division one elementary programs reported the following: three with 100% French instruction; three with 90%; one with 80%; one 70% at the grade 1 level. At the grade 2 level, two schools have 100% French instruction; two at 90%; two at 80%; two at 70%. In grade 3, six schools reported 70% instruction in French and two reported 80%. In division two, percentage allocations varied between 60%-70%, while in grades 7-8-9 the principals reported percentages of 60% French instruction with one school reporting less than 50% in grade 9.

Table 22
Percentage French Instruction Per Grade

Grade	Percentage						
	40	50	60	70	80	90	100
1				1	1	3	3
2				2	2	2	2
3				6	2		
4-6			1	4			
7-8			5				
9	1		4				

Introducing English Language Arts

As for the introduction of English language arts, Table 23 illustrates that one of the eight elementary schools reported introducing half an hour of English in grade 1, another begins in September of grade 2, another yet in January of grade 2 and the five other schools in grade 3. The type of courses offered in French varied considerably at the junior high school level, while in division one, the course most often taught in English was religion in Catholic schools.

Table 23
Introduction of English Language Arts

	Grade		
	1	2	3
Number of Schools	1	2 *	5

* One in January

Special Education

Principals were asked to describe their special education programs, that is, resource rooms, gifted and talented or enrichment programs, and programs for special needs children (see Table 24). Half the principals reported having resource rooms or learning assistance centres for their French immersion students varying between .5 to 1.0 full-time teaching position. One noted a preference for other alternatives. "...we try to have the resource teacher work with the teachers and the students in the classroom as much as possible... it depends on the needs of the student." One principal had a full-time teacher aide to assist French immersion students in difficulty. Another commented, "it's an important component... we have to be prepared to do it... it's not fair to say that these kids should be in English because they're having some difficulties." Another had a .3 special education aide to assist a visually impaired child.

Table 24
Schools Offering Special Needs Programs

	Number
Resource Room/Learning Assistance Centre	6
Enrichment - Pull-Out	4
Enrichment - In-Class	4
Sensory Impaired	1
EMH/TMH/Learning Disabled	0

Principals were also asked to describe the gifted and talented, or enrichment programs in their schools. One-third explained that theirs was an enrichment program offered by the classroom teacher, another one-third described a pull-out program in which they had assigned a teacher coordinator at .2 to .5% of the time, and finally two others offered a pull-out system but in English only, with one adding, "I don't find it satisfactory." Not one of the 12 schools reported having special needs programs, such as, TMH, EMH, learning disabled, etc.

Groupings

The question of split, combined or consolidated classroom groupings was not a matter of concern as only one of the 12 principals reported having a split classroom, a 5/6 grouping. Some indicated having had splits in the past but none mentioned that it had been a problem or a matter of any consequence. One principal explained that the grade 2/3 combined class was the least favorable because of the introduction of English language arts. According to him, it created timetabling and teaching difficulties.

District and Provincial Guidelines

The principals were asked to elaborate on the district and provincial guidelines regulating the French immersion program. Half the principals reported that their district had some form of guidelines or direction for the administration of their program, however, there was little agreement on the necessity of such guidelines. Three principals said they were satisfied with

the present provincial guidelines, while four felt there should be more direction or guidelines from Alberta Education in areas like: the proportion of time subjects should be taught in French; the introduction of English language arts in division one; the need for a clear definition of French immersion; clearer indications relative to the junior high program. "...it's been a little wishy-washy." In reference to the effects of mobility, one said, "...it is difficult for children who move around the province... in some cases, they are coming from a situation where they have no English into a situation where they have four months, six months, one year of language arts..." One principal summarized thus, "I think if you're going to call something French immersion it should mean something. There are so many deviations in what is called French immersion across the province that they can't have exams... there really is a need for that [guidelines]."

Another four principals reported that there were few guidelines but that this did not pose a problem. One explained, "If you have too many guidelines, it makes it difficult to operate... autonomy has helped us." Another concurred, stating that owing to the nature of the different schools and communities, "...better to leave it open because every community's needs are different... individual jurisdictions are in the best position to determine what is best for their population." One saw this lack of formal direction as "positive in the sense that parents have a greater say in their children's education."

Enhancing Program Activities

The principals were asked about the provisions made to enhance program

activities. Table 25 shows that all schools reported on the organization and sponsoring of a number of cultural activities. For example, schools invite myriad cultural groups: singers; theatre; choirs; dancers; puppeteers; artists. At the school level, some invite guest speakers and local French-speaking people to talk or read to children, organize French Christmas concerts, participate in school and provincial oratory and literary contests, host "Soirée française", display student work and bilingual signs, host skating parties and bilingual weeks. Some schools organize French evenings, weeks or camps with one school bringing the students on three and four-day outdoor excursions and ski expeditions. All schools reported organizing field trips and tours of the community and area. One principal proudly reminisced about student exchange programs with students from Quebec and France.

Table 25
Enhancing Cultural Activities

	Number
Performances	
Singers	7
Theatre	6
Puppeteers	2
Dancers	1
In-School	
Guest Speakers	5
Concours Oratoire	3
French Week	2
Displays and Signs	2
Out-of-School	
Field Trips	5
Sports	3
Camps	2
Exchanges	1
School Visits	1

Dual-Track Versus Immersion Centre

Principals were asked to express their opinion relative to which system they prefer, the dual-track school versus the immersion centre. Seven principals including the four principals of immersion centres indicated that they prefer the immersion centre approach while five expressed a preference for the dual-track school. One said, "I think the product of immersion schools would be enhanced if attending an immersion centre... I think the reasons are quite obvious..." The primary argument given for favoring the immersion centre was that students had greater opportunities to develop French language skills and to speak French. One principal mentioned that the students were not isolated in a small immersion program in a large dual-track school. Another suggested that it was easier to administer an immersion centre and, "it is more efficient in terms of staffing and budgeting."

One principal who had administered in both settings said, "...dual-track school was detrimental to the educational process... I didn't like the political aspect." He found himself spending a lot of time just trying to maintain harmony. He feels that the immersion centre is more cohesive, more positive and places greater emphasis on education. He went on to say, "The whole atmosphere is much more positive. Everyone works in one direction and I find it more conducive to sound educational practices." On a divergent note relative to students, the principal of an immersion centre commented, "One drawback of an immersion centre is that children don't know other children in their neighborhood... that's the emotional side of it... it's unfortunate for that child."

The foremost reason mentioned in favor of the dual-track school was that it allows for greater integration of students. A strong proponent of the dual-track school gave this perspective. "Integration is a superior way to go... we show that we can live together side by side. I can see that there would be greater opportunities for immersion in an all-French school and that maybe the level of French would be higher... but what's the trade-off? ...I don't think getting a 15% gain of the language is worth it at the expense of the other (integration)." The principal of a dual-track program in a small school made this point. "...immersion centre would be an ideal situation... but it was a question of (not) dividing the community... because their friends and neighbors might not appreciate being separated." Similarly, another added, "...for Alberta (dual-track) fits where we're at."

Another principal in a small town was even more categorical.

I don't see that it would be right in Alberta because when these children live and grow up, 95% will probably end up working in western Canada. I think it's important that if they grow up in this community that they have an opportunity to grow side by side with English-speaking kids. Non-immersion students must get the chance to appreciate immersion students... French immersion students have to develop some tolerances too. These kids start school in grade 1 and stay together and become a clique and they have difficulty learning how to play with other children... They've never had to learn to play with other kids... I don't think anyone would be narrow-minded enough to believe that French immersion kids

don't start to develop a little bit of an attitude of their own, either that they're a little superior or better because they can speak two languages... I feel very strongly about a dual-track school. Our whole attempt in society right now is to prevent segregation and what I see happening (with the opening of French immersion centres), that's segregation. Let's not build barriers.

Related Studies and Discussion

The issue of the appropriateness of dual-track schools versus immersion centres remains quite contentious. According to Olson and Burns (1981:13), there are no provincial guidelines and little empirical data on the social and pedagogical effects of the different modes of French immersion education. It is left up to boards to sensibly choose which pattern is best for their district.

Alberta principals were nearly split on this question with seven preferring the immersion centre and five preferring the dual-track school. According to the CPF Immersion Registry 1986-87, Alberta had 64 dual-track schools, 64 unknown, and nine immersion centres. Across the country, there were 673 dual-track schools and 87 immersion centres with only Manitoba and Ontario reporting more than 10.

In the Manitoba study (1983:63), teachers perceived that students in dual-track schools use French less often in communicating with peers and teachers than do students in immersion centres. Over 91% of teachers and 55% of principals believed that the immersion centre was the most effective

setting in achieving French immersion program goals. Tétrault (1984:73) reported that 21 of 30 Saskatchewan principals felt no pressure to move to a total French immersion atmosphere in their school with administrators stating that most parents wanted dual-track schools for their children.

Immersion researchers and authors (MacGillivray, 1979:106; Olson and Burns, 1981:14; Lapkin and Cummins, 1984:75; Guttman, 1983:21; Tanguay, 1983:26) have reported on the advantages of immersion centres: higher levels of second language achievement; high degree of program stability; greater focus on language acquisition; more resources; enhanced program scope; strong feelings of school, community and student loyalty; substantial opportunity for individual help; supervision by a bilingual principal; less administrative strain; lower dropout rates; more cost-effective; staff is more favorable towards the program; possible greater team spirit among staff; coordinating of inservice activities; better budget monitoring; more French materials on display; greater number of school assemblies and events; parents are united in what they want for their children; school is united in its objective to promote French; functional use of two languages in daily operation; use of French by students outside classroom; continuity of the curriculum; opportunities for co and extra-curricular activities in French; teachers and principals work in an atmosphere of cooperation rather than conflict or isolation; less tension between boards and parents as well as among staff, thereby, allowing both languages to flourish.

Despite this overwhelming enumeration in favor of French immersion centres, the majority of Alberta and Saskatchewan principals, and school districts in Edmonton and Vancouver (Gibson, 1987:18) indicate just as strong

a preference for a dual-track setting. In particular, three boards, Edmonton Public, North Vancouver and Coquitlam, have established district policies which clearly define their commitment to the dual-track approach. Their reasons are no less convincing than those used for the immersion centres: consolidation of the program into fewer all-immersion schools would mean longer distances to drive as transportation is not provided; parents do not want their children segregated; non-immersion students have a much greater exposure to the French language and culture; there is a better opportunity to foster tolerance and understanding among students and staff; immersion teachers can interact with regular program students in co and extra-curricular activities; students are intermingled for subjects not taught in French; segregation leads to elitism and isolation; the separation of immersion from English system runs counter to the promotion of the ideals of the school system.

Gibson (1987:20) reported that a British Columbia study conducted in 1982 found that two-thirds of parents supported the dual-track school over the immersion centre, giving as their primary reason that such schools would promote cooperation and tolerance and help counteract prejudice.

In the final analysis, however, the arguments in favor of the immersion centre seem to favor the student's acquisition of the language while the arguments in favor of the dual-track school seem to favor local politics and community harmony. Both these positions are well illustrated and reflected in this study.

Examining the time allocations and grade levels where English language

arts is introduced as reported by Alberta principals is realizing what a hodgepodge of alternatives exists in Alberta. Unfortunately, decisions to offer French instruction for 80, 90 or 100% of the school day or to introduce English language arts in grades 1, 2 and 3 are rarely based on current research or even sound educational reasoning, rather, such decisions usually reflect the whim of trustees or administrators, or are knee-jerk reactions to parental pressure. There are still today, unfortunately, too many ill-informed parents who select French immersion for the wrong reasons and who, ironically, are afraid that their child will receive too much French! Until such time as this issue is resolved provincially, the transfer of students from one immersion program to another will be a precarious affair, indeed, particularly at the primary level. Obviously, the problem is accentuated when students transfer to another province. The government owes immersion programs better answers and clearer guidelines than those presently offered.

In Alberta, the government leaves the proportion of instruction offered in French to the discretion of the local school jurisdiction with the exception that English language arts must be taught for a minimum of 300 minutes per week in grades 3 through 6, at least 150 hours per year in grades 7 through 9, and at least 125 hours per year in grades 10 through 12. British Columbia, however, has a regulation that clearly addresses this matter: in early immersion programs, kindergarten, grades 1 and 2 shall be taught totally in French; from grades 3 or 4 to grade 7, all programs shall offer English language arts up to 20% of instructional time.

Faced with this issue, Alberta Education officials are always quick to

respond that local autonomy must be respected at all costs, especially in programs of choice like immersion. The counter-argument, although somewhat cynical, is that local autonomy serves the Department well, particularly in difficult cases where they would just as soon not make a decision that could have political ramifications. However, by resolving this matter through regulations, Alberta Education would clarify this issue once and for all. It would need not be reargued whenever a program is established, and it would prevent boards from altering their policy in response to pressure from local parents wanting to dilute the program.

Provincially, eight schools introduce language arts in grade 1, 31 in grade 2, 13 in grade 3, while of 301 elementary schools reporting across Canada, only 7% introduce English language arts in grade 1, 27% in grade 2, 45% in grade 3 and 21% in grade 4. With grade 3 being the overwhelming choice of the provinces and grade 1 being the choice of only Alberta and Manitoba, it would not appear inappropriate for Alberta Education to regulate that English language arts not be introduced in grade 1.

STAFFING

In the following section, the principals were asked to describe the particularities of their staffing situation. More specifically, the respondents were asked to elaborate on recruitment, hiring and availability of immersion teachers, certification and qualifications of staff, characteristics of immersion teachers, substitute teachers, principal's role in supervision of instruction, staffing entitlements and the issue of dismissal or displacement of English

teachers due to the French immersion program.

Recruitment, Hiring and Availability of Teachers

Ten of the 12 principals stated that the availability of French immersion teachers was a problem in that the supply was limited or lacking. Most commented that the problem was even more severe during the course of the year. One urban junior high principal presented this scenario. "...if I had a science teacher who got pregnant during the year, that program could be ruined because of the unavailability of someone to take over." Four principals reported that the demand for immersion teachers was increasing and two reported that the cities were hiring bilingual Alberta candidates first. "...Faculté Saint-Jean isn't producing a lot and what is produced is zapped up by the cities", lamented one administrator. Four principals noted that their jurisdiction had been recruiting in eastern Canada through the Alberta School Boards' Association for Bilingual Education, and that this process had been very helpful. One administrator affirmed that in some cases they had to hire without seeing the candidate. Two principals noted that student teachers from Faculté Saint-Jean had been placed in their school and if they saw them as likely candidates, they attempted to hire them for the following year. Urban principals reported that recruitment was not a problem for them because it was the responsibility of central administration. A principal of a suburban school credited the proximity to the city as a favorable factor in attracting Alberta graduates. "...being close to the city is in our favor."

Another problem raised by the principal of a large program is that the

turnover rate is higher because some immersion teachers are simply travelling through, using the school as a stepping stone, or they get lonesome and go back home, or again, the culture shock is such that they can't survive. Another added,

It's important that we get Alberta teachers because they understand the philosophy that we're trying to promote... if they have that background, they need a lot less adaptation. Another problem is timing... we had someone transfer out in August... I was on the phone all across Canada... spent a lot of time looking at very marginal teachers.

Certification and Qualifications

When asked if factors such as French fluency, subject specialization, university training and years of experience were important considerations when hiring staff, all principals agreed that outstanding French language fluency and competency were the most important criteria. (See Table 26) One commented, "I see the teacher as a model... if the teacher has difficulty with French then it will have a bearing on the child." Another added, "If they can't speak good French there's no point in having a French immersion program but I don't want senior high teachers teaching grade 1 because they are fluent in French." On the matter of subject, grade and area specialization, all five principals with junior high programs agreed that specializations were very important for their junior high programs while, in general, the principals of elementary programs felt that subject specialization was not as important.

"Knowing the methodologies of teaching and how children learn is much more important than specialization", emphasized the principal of an elementary school.

Table 26
Importance of Teaching Qualifications

	Number
French Fluency	12
Subject Specialization	5
Training in French	4
Years of Experience	3
Teaching Methodology	2
English Fluency	1
Relating to Children	1
References	1

As for university training, one-third of the principals mentioned that training in French or in language methodology was important. "Good, basic pedagogical training is very important", said one administrator.

The principals were divided in their assessment of the importance of teaching experience with five saying that it did not matter or that it was immaterial, two said that it was an advantage or an asset, and only one said that it was very important to have teaching experience. "Now I want experienced teachers. In a couple of years I might be willing to take a crack at some new ones again... it's so much work." explained a long-time administrator of immersion schools. Another principal of a large secondary

school expressed the following. "I want both experienced and new... it brings a good mix... seem to work well together... new teachers have certain ideas and ideals... experienced teachers can bring out certain aspects and provide help in certain areas."

The principals commented on other significant factors in terms of qualifications for hiring. These included: obtaining references; having good communication competency in English; having sound teaching methodology; knowing how students learn. One concluded, "The most important thing when hiring a teacher is 'can they teach' and 'how do they get along with children'."

Teacher Characteristics

Each principal was asked to describe the characteristics, differences and qualities they sought in French immersion teachers. One-third of the respondents mentioned the ability to work cooperatively with others, to be team players. "If they don't fit into the puzzle, then I don't want them", explained one administrator. One-quarter of the principals said they looked for the same characteristics as they do for other programs, except for the ability to speak French. Two mentioned that the teacher should be fluently bilingual. Another three respondents focused on the importance of being able to relate to students. "to have a feel for kids."

A host of other descriptors of positive immersion teacher characteristics were suggested by principals, including: knowledge of curriculum; adaptability and flexibility; readiness to share in the workload; enthusiasm; commitment;

desire to get involved; willingness to understand the duality of the school; organized; consistent in discipline. One administrator remarked, "Second language teachers have to be extremely creative, perceptive and subtle because they have so much work to cover and somehow get the kids to speak French." Another put it this way.

Attitude is important... they have to have a positive frame of mind... willing to get their hands a little dirty... not scared of work... need to be convinced that this is the place for them, that French is important, not just a job but that you have to live it.

Substitute Teachers

The administrators were asked to comment on the situation of substitute teachers for the French immersion program. Five of the respondents indicated that they were able to get French-speaking substitutes the majority of the time, while another five indicated that the shortage of French-speaking substitute teachers was a problem. One administrator of an urban school explained that good substitutes were hired full-time as soon as there was a leave of absence in a school. He felt that his district should be hiring permanent full-time substitutes, but to date the board had been reluctant to do this.

Teacher Evaluation

Principals were to express their views with respect to their role in the supervision of instruction, and formative and summative evaluations. All of

them acknowledged that supervision of instruction and some aspects of evaluation were their responsibility. For the five French-speaking principals, the question of supervision and evaluation did not pose any specific difficulties. Of the seven English-speaking principals, three indicated that they assigned or shared the responsibility for performance evaluation of immersion teachers with their French-speaking assistant principals. Two indicated that summative evaluations were conducted by central office personnel. Interestingly enough, only one principal acknowledged that his supervisory role was very limited, explaining that this was especially true relative to instructional techniques. One English-speaking principal at a large dual track school elaborated,

I can tell in most cases if there's a good lesson being taught. Where I may come up short is when I don't know the kind of question being asked by the teacher, whether it's a very shallow question or a thought-provoking question. To help that, sometimes I'll ask the teacher to spend some time with me before or as we're debriefing the lesson afterwards. I may have to ask the teacher what kind of question he/she was asking. For the most part, I feel fairly comfortable.

Staffing Entitlement

This question asked principals to comment on their district's staffing formula or staff entitlements. Two-thirds of the principals reported that they operated with a district-applied staffing formula and the other one-third stated that no formula existed for their school. Three principals added that

some special considerations were approved because of the nature of the immersion program. One interviewee working for an urban board was pleased that there was a district contingency fund allowing him to hire an extra teacher rather than create two splits in a situation where classroom enrolments were "really odd". Similarly, a principal of a large junior high was appreciative of his district's staffing entitlement which considered his school as three separate schools: English; continuing French immersion; late immersion. Consequently, this formula significantly lowered his pupil/teacher ratio.

Dismissal or Displacement of English Teachers

Principals were asked if the French immersion program had caused the dismissal or displacement of English teachers. The principals of the four immersion centre schools replied that it hadn't and that this question did not apply to their setting. None of the eight principals of dual-track schools had to displace or declare English teachers surplus as a result of the French immersion program. Two indicated that the fear was there or that displacement would become a problem in the future, but to date, all changes had occurred through attrition: transfers, resignations, sabbaticals, etc. One suggested that although it was not a concern at his school, "There is a concern throughout the district, sort of like - 'Gee, all they're hiring are French teachers.'"

Related Studies and Discussion

According to the Canadian Education Association's report (Tanguay, 1983:24), the greatest difficulty boards faced was in finding qualified staff

for their French immersion program. This concern was listed as the number one problem in starting an immersion program and the third biggest challenge. Of the 96 responding boards, half reported that the supply of qualified teachers was inadequate. In Saskatchewan (Tétrault, 1984:65), 24 of 30 principals indicated that there was a definite staff shortage, and similarly in this study, 10 of 12 Alberta principals said that the availability of immersion teachers was a problem in establishing and maintaining French immersion programs. This problem seems to increase proportionally as one travels west from Quebec, Ontario and New Brunswick, the major sources of French immersion teachers.

Most provinces and both territories are recruiting the majority of their teachers from central Canada. The concern, however, is that these teachers are universally trained to teach francophones and are unprepared for teaching anglophone students a second language. In the study of 51 Ontario immersion teachers, Olson and Burns (1981:13) found that 68% did not have training specifically designed for teaching French immersion and 88% were not involved in an ongoing inservice program. The researchers recommended that the Ministry of Education create clear certificate requirements and mandate special training to help smooth out some of the marked unevenness in the quality of immersion teachers. At present, the Ontario Ministry of Education requires that all teachers of immersion have an Ontario teaching certificate and the first part of a three-part program offered by faculties of education relative to immersion teaching.

A long-time supervisor of second language programs for Edmonton Public, Jim Jones (1984:261), feels that there is still a need for more teachers so that

school boards have some choice as they do for the all-English program. At present in Alberta, the Alberta School Boards' Association for Bilingual Education operates a joint recruitment drive to a number of eastern Canadian universities once or twice yearly. The result is that between 175 and 225 eastern teachers are hired every year to teach in Alberta's ever-expanding French immersion programs. ASBABE's officials who have been closely involved in this recruitment effort foresee two major problems. One, as the popularity of French immersion continues to grow, particularly in Ontario and the Atlantic provinces, the number of French-speaking teachers willing to relocate to various regions of western Canada and the Territories will decrease proportionately. Two, the University of Alberta's Faculté Saint-Jean is still not producing enough graduates to meet the province's French immersion staffing needs, even though their numbers have increased and are expected to double in the foreseeable future.

Staffing problems are accentuated when teachers need to be replaced during the school year. At the C.A.I.T. Conference (Dahlstedt and Hogg, 1985:5), Alberta administrators recommended that districts initiate early recruitment of prospective immersion teachers and that a central agency be established to publicize the names of these candidates. Recruitment is a vigorous, ongoing process owing to the extreme competition for qualified French immersion teachers. A large number of jurisdictions are involved in direct recruitment drives by visiting teachers in training at faculties of education in Edmonton's Faculté Saint-Jean, Collège Saint-Boniface in Winnipeg, Ontario, New Brunswick, and virtually every university in Quebec.

Consideration should be given by Alberta Education, Employment Canada and Alberta Manpower to provide greater financial assistance and resources to promote effective recruitment drives. A commendable example can be found in Saskatchewan (Gibson, 1987:62) where school jurisdictions are assisted in their recruitment by the Department of Education's Official Minority Languages Office which sends teams of educators to Ontario, Quebec and New Brunswick every spring to interview applicants. The information thus gained is provided to interested school boards.

INSERVICING and PROFESSIONAL DEVELOPMENT

In the following section the principals were asked to comment on specific matters related to inservicing and professional development for immersion teachers, anglophone teachers and school administrators.

Immersion Teachers

When discussing inservicing for French immersion teachers, eight principals indicated that there definitely was a need. Some of the reasons given were: the second language arts course being offered; the new French language arts program; the lack of opportunities to receive training in French methodology as offered at Faculte Saint-Jean; the need to respond to specific concerns related to the immersion program, for example, methodology, resources, terminology. Only one administrator said that the present inservicing process was adequate, with three being critical of the fact that there was less provincial funding available for inservice activities. One felt that Alberta Education,

"should be more actively involved in inservicing teachers, particularly in the area of French language arts."

Anglophone Teachers

On the matter of recycling or retraining of English-speaking teachers in order to have them teach in a French immersion program, only one principal said that he had hired such an individual. He added, however, that they were not keeping that teacher because his French proficiency was inadequate.

Administrators

The principals were asked to comment upon the need for inservicing and professional development for themselves. Five administrators indicated that the principals of French immersion program schools met at the district level to deal with mutual concerns, and to receive and share information on how they could improve the program in their school. The other seven principals all agreed that they would benefit from professional development activities, particularly in areas like supervision of instruction and working with parents. Four mentioned that they had attended activities, such as annual immersion camps for principals, the Canadian Association of Immersion Teachers (CAIT) conferences or the Conseil Français Specialist Council of the ATA.

Related Studies and Discussion

None of the principals in this study indicated that they had received special inservicing for administrators in the area of French immersion.

Similarly, in Saskatchewan (Tetrault, 1984:66), inservice activities for French immersion principals were for the most part non-existent and over two-thirds of the principals perceived this lack to be a problem. Interestingly, one-quarter of the Saskatchewan principals felt that special inservice activities for them were not required. Olson and Burns (1981:13) reported similar results showing that no northern Ontario principals had received specialized training in immersion or were involved in an ongoing inservice program. They recommended that there be both training and retraining programs for immersion administrators. Jones (1981:228, 231) summarized this matter saying,

If administrators are educational leaders and if they are required to supervise and evaluate teachers, it follows that they must have some knowledge of desirable techniques for teaching various subjects... Second language techniques have changed considerably and administrators cannot assume that the techniques which they experienced as learners in school when they were students are still being recommended and utilized today... We have no illusions about such (short-term French immersion) courses turning out fluently proficient graduates but we do expect that they will have a basic knowledge of French which will permit them to follow, generally what is happening in the classroom.

According to Gibson (1987:44), there is a pressing need for professional development for all educators associated with French immersion. She reports on an extensive principal inservice program offered by the Surrey School District in British Columbia. This district's program has been in place for five years

and involves unilingual principals, each accompanied by a French immersion teacher, attending a five-day workshop for the development of communication and supervision in the classroom. Educators from around the province are invited to attend. Most of the workshop is spent in role-playing, small group activities, observation sessions and hands-on experiences. Cultural and language factors are a large component of the workshop. Efforts are made to address the specific needs associated with supervision by unilingual principals: uncomfortable with the French language; tendency to shy away from French language classrooms; untrained in French immersion programs and curriculum requirements; inability to read French curriculum guides, daily, unit and yearly plans. The course deals head-on with the difficulties associated with supervising immersion in an anglophone milieu, but from the perspective that the added dimension of language and cultural differences makes the ritual a more complex, more stimulating and educationally exciting process.

No other Canadian boards indicated in Gibson's or Tanguay's studies that inservice activities were available for French immersion administrators. In view of this, a number of school districts encourage their administrators to: participate in summer programs in Quebec, France or Belgium to improve their linguistic or methodological competence; enrol in evening French courses; attend French language conferences, e.g., CPF, C.A.I.T., Canadian Modern Language Teachers' Association. In conclusion, Guttman (1983:20) points to the fact that few school boards have established a highly trained bilingual administrative staff to plan, support and evaluate these programs. Instead most boards have indicated that it is business as usual. Boards of education have placed a traditional school principal, without any French language skills

or specialized training, in charge of these programs.

It appears self-evident that Alberta Education and the provincial school districts need to address this issue if principals are to significantly contribute to every aspect of a successful French immersion program.

SUPPORT SERVICES

In the next series of questions, the principals were asked to comment on support services available to their schools from district office personnel, from their school's support staff and the need for translation services.

District Services

This question failed to produce clear results, however, six principals indicated that there were program supervisors for French immersion. The principals of the four large city boards reported that all services, such as school psychologists, speech therapists, coordinators, administrators and consultants, were available to the schools but not necessarily in French. Two others reported that they could contract some of these specialized services from private firms.

Support Staff

Of the twelve schools reporting, the four immersion centres had a full complement of bilingual support staff, including French-speaking custodians in two schools. In total, there were French-speaking classroom or ECS aides

in nine of the twelve schools, six schools had French-speaking secretaries and five had French-speaking library clerks. One principal even suggested that there should be "special recognition" for such personnel. "They need special skills and have gained proficiency in French so... they should be getting paid for it", he suggested.

Translation Services

The respondents were divided on the importance of translation services for their school. Half the administrators indicated that there was very little or no need for such a service at the present time, however, two added that there had been in the past. Conversely, three indicated that there was a need, especially for science and for complementary courses. One indicated that he could really have benefitted from a centralized district translation service while one French-speaking principal stated more strongly,

It is crucial both at the school and district levels. It is one area that has been neglected for a long time. We're asking teachers to be involved with this, however, in a lot of instances it's not being done like it should be.

Related Studies and Discussion

Half the Alberta principals reported having available to them school or district coordinators for their French immersion program. Tanguay (1983:31) found that the majority of boards hired such French coordinators, consultants

or resource teachers. Their duties consisted of: assisting in hiring; screening language abilities of teachers; providing expertise in content and process; helping to find locations for schools and to arrange student transportation; facilitating the implementation and adaptation of the program; assisting classroom teachers with methodology; working on curriculum development; developing district policies and procedures; planning and presenting information and inservice workshops to stakeholder groups. Despite this, Alberta principals feel that there is still a real necessity at the district level to hire bilingual specialists, e.g., speech therapists, psychologists, counsellors, reading specialists, curriculum support positions for the academic subjects (social studies, science, language arts, mathematics), district bilingual teacher-librarians.

The majority of Alberta principals reported having some bilingual support staff in their schools, such as secretaries, teacher aides, librarians, custodians. The four principals of immersion centres reported that all of their support staff was fluent in French. MacGillivray (1979:107) explained that it is difficult for schools to provide services like remediation, music and library materials in French until the numbers warrant. Jones (1984:265) points to the importance of hiring librarians fluent in French so they can purchase appropriate books in both languages.

Lapkin and Cummins (1984:79) found that boards have generally accepted the necessity of providing support services in French equivalent to those provided to regular program students. Special education constitutes the most significant of these services. In the initial years of immersion programs students who experienced learning difficulties would often be transferred to the English

program because no remediation was available in French. Some of the larger systems have implemented diagnostic and remediation services in French specifically designed to meet the needs of immersion students. Some boards, (Tanguay, 1983:31) have not hired specialists in this area because there is a lack of qualified bilingual staff trained in special education while other boards felt that students were more comfortable receiving remediation in English because it was better handled through their first language. MacGillivray (1979:108) disagrees with this argument saying that learning difficulties can be treated in French as well as in English.

Future support services in schools will also be needed in the area of music, enrichment and remediation. Moreover, the importance of bilingual secretaries and librarians should not be overlooked.

PARENTS and COMMUNITY

This section reports on administrators' perceptions and descriptions of the parents and school community. More specifically, it investigates parental involvement, parent organizations, school communication with the home, the principal's public relations role and perceptions relative to the parents' motivation for selecting the French immersion program for their children.

Parental Involvement

It is interesting to note that two-thirds of the respondents indicated that the level of parental involvement and volunteering was very high in their

schools. All eight of these schools have an early childhood and lower elementary program. The parents were involved in a large number of school-related activities, such as assisting in the library or in the classroom, supervising field trips, doing clerical work, fund-raising, working on social activities, preparing newsletters, helping coordinate contests. One junior high administrator offered a different perspective. "I have concerns about special groups... they feel they have to be here every month... have to find something to go on the agenda... it becomes a hassle. I don't really involve my French immersion parents more than regular parents." On the other hand, the other four schools indicated that there was little parental involvement or that there was a need for more. One long-time principal of an immersion school noted a decrease in the number of parent volunteers which he attributed to the fact that, "firstly, the program is well established and has a good reputation and, secondly, more parents are working." Two-thirds of the principals indicated that they had parent advisory committees in their schools with only one dual-track school reporting a separate advisory committee for the immersion program.

Parent Organizations

Three principals said that their parents were very involved in Canadian Parents for French (CPF) while two more added that there were representatives from the organization on their school's parent advisory committee (PAC). On a more detailed note, the comments concerning CPF ranged from: "a very powerful organization"; "a group that could be stronger"; "a group of parents that refuses to get involved politically".

Eight principals indicated that their school had a parent advisory committee. Of these, only one has a distinct parent group for French immersion. "They organize bingos and field trips... not a great deal of animosity with this... anything they buy can be used by other teachers... They worked with me... didn't go over my head... they had a lot of power last year." All others operate as a part of the general school parent committee.

Communication

Principals were asked to describe the frequency and methods used to communicate with families. In all cases, the schools published weekly, monthly or quarterly newsletters to inform parents of school-related activities, including CPF and PAC affairs. Half the administrators said they also used notes, memos or letters, while single responses included parent/teacher interviews and telephone calls. In all instances, communication with parents takes place in English. One principal related this story. "One of our beginning teachers thought that he could communicate with parents in French. He had good intentions and he felt it was a good experience for the youngsters to go home and explain to the parents what was being said but the parents didn't take too kindly to this approach."

Public Relations

Principals were asked to describe their role in the area of public relations. Four of the principals talked of the importance of recruiting students, being competitive and marketing the school. However, one felt that he should probably

recruit more but that it caused problems and that he did not want to appear to be obnoxious. Two administrators made similar comments, "...if you do a good job, the word will get out..." Others felt that students and parents played a role in doing public relations for their school. One principal described himself as a communicator and facilitator who needed to ensure harmony and respect for the students' needs and interests, adding,

People like to see a positive image. Logos and school colors are very important. People like to associate themselves with winners, not losers. What you produce and how you come across are also very important... We cater to the upper-middle class... they are on their way up, success-conscious, hard-working so you have to be conscious of that. If you're trying to promote your school as being a successful endeavor, then you're going to get a lot of support.

Most comments on the matter of public relations were related to parents. Principals felt that parents want a positive and successful image for the school. Parents need to be catered to and reassured about the quality of the program; they are very keen about their child's education and want to visit the school frequently. It appears that much time is needed to interact with parents at the school during special events or at meetings. The principal of a large dual-track school had this opinion.

The immersion program adds to the P.R. role because you have to convince people that their kids are getting the same kind of

education... not being short-changed... that takes a lot of time... I have a major job counselling these parents, encouraging them to keep their kid in the program and at the same time saying we have to have a happy youngster here..."

Another long-time principal put it this way.

Marketing of schools has become a very big issue... meeting with parents who are looking for a placement for their child... searching for the best school... A very big aspect of P.R. here is with report cards... parents don't take them very lightly. There are always a lot of questions. Even after seeing the teacher, they like to come in and see me. I like to promote the fact that I'm available... I don't mind."

Parents' Reasons for Selecting French Immersion

Table 27 illustrates the principals' perceptions of the parents' motivation for choosing the French Immersion program for their children. "There are as many reasons as there are students", claimed one principal in answer to the question: "Why do parents select French immersion?" A more accurate breakdown reveals that three-quarters of the principals feel that parents are selecting French immersion for their children because they foresee better opportunities and a greater variety of jobs in the future. Half the interviewees responded that the parents could see the benefits of knowing a second language and feel that being bilingual will help their kids function in a bilingual country.

Three mentioned that it was an appealing program for parents who are professionals and who have a high regard for the benefits of a better education. "They've researched this very well." Another three pointed to the program as being enriching and an intellectual challenge for students. Three also mentioned opportunities for travel. "My opinion is that I can't understand why people wouldn't take this opportunity..." concluded one interviewee.

Table 27
Principals' Perception of Parents' Choice of French Immersion

	Number
Better job opportunities	8
Benefit from a second language	6
Trendy, elitist, prestigious	6
Better education	3
Enriching intellectually	3
Travel opportunities	3
Smaller classes, better results	2
Better group of peers	1

Interestingly enough, half the principals also referred to the program as being stylish, trendy, prestigious, elitist, the "in thing", "keeping up with the Joneses". "As a result, there isn't a tremendous amount of commitment or support from these parents and their kids aren't doing that well," said one administrator. As one principal explained, "These students who were placed into the program because it is the stylish thing to do usually end up dropping out."

Another pointed to the fact that some parents see immersion as a more ideal situation with small class sizes and better results. One interviewee offered a less subtle explanation. "One reason that is never stated is that a number of parents like the kind of students who are in these programs or schools. You don't have a real bottom group. After comparing with colleagues of bilingual schools, our population is definitely easier to handle." Similarly another added, "...parents want to place their kids in a more ideal situation so they put them in immersion."

Related Studies and Discussion

In this study, only one principal reported having a distinct parent advisory committee responsible for the French immersion program. It seems paradoxical that principals report that a major portion of their extra workload is having to deal with parents who need to be reassured, counselled and educated, and yet, principals claim that immersion parents are very supportive, committed and involved. The natural outcome would appear to be the establishment of parent advisory committees whose specific mandates could include some of the following dimensions: share information, ideas and suggestions; discuss issues and topics; help shape district policy and procedure; advise the district in the planning of new schools and in the establishment of locations for other schools; advise the board; make recommendations to the superintendent; represent parents; monitor the development of French programs; ensure follow-up on board policy; develop new and revised program proposals; participate in the development of long range plans; present parents' needs and concerns; advise the superintendent on matters relating to the development and

implementation of the program.

Gibson (1987:5) reports that benefits of such school parent advisory committees are obvious: gain public support and understanding of the program; provide knowledgeable input in the decision-making process; develop a better understanding of their role and the effect their attitudes have on their children; help schools maintain positive communication with the home and encourage continued parental support and awareness of the program; encourage parents to make informed decisions; allow parents to be involved in the promotion of the program and assume responsibilities with the principal for public relations pertaining to French immersion.

While the idea of a parent advisory committee for French immersion parents is not a new one, it nevertheless should be pursued as it obviously has not gained wide acceptance or establishment. Generally, there is a lack of commitment on the part of the principals in recognizing that parents can play an important supportive role for the French immersion program. It should not be understated that open lines of communication with parents and the community are essential in fostering a cooperative spirit. Principals would do well to consider allying themselves much more closely with parent committees, and meeting more regularly with and involving parents more directly in their child's French immersion program.

It is interesting to note that Alberta's new School Act calls upon school boards to encourage parents to establish school councils. School boards should strongly encourage parents to form such parent councils, and in cases where

this does not occur, their school principals should be directed to call an initial meeting.

COSTS and FUNDING

This section illustrates the principals' perceptions and descriptions of costs and funding with respect to program implementation and maintenance, physical changes to the facility, adequacy and equity of funding, the importance of provincial and federal grants, and additional costs.

Start-Up Costs

Eight respondents indicated that they had received start-up grants from their district to develop and implement the French immersion program. According to one administrator, this amount was based on district policy. Another principal said that more money was needed initially to allow teachers to work on curriculum development. Two mentioned that district administrators and trustees do not always recognize that there are additional costs generated by an immersion program because two language arts programs are offered and both French and English library books are needed. "We were lacking English library books so we had to have a user fee... parents agreed to \$2.00 a year", explained the administrator of an immersion centre. Another cost attributable to the lack of learning resources are higher photocopying costs. An extreme example, however, illustrates that some jurisdictions are aware of the cost factors. One principal, who recently implemented a French immersion program, received \$12 000 as a start-up grant plus \$422 per student.

Lead Class Costs

Only half the principals responded to the question on lead class grants with five indicating that they had received lead class funding and one who had not.

Physical Changes

All twelve principals responded "no" to the question: "Were there any physical changes made to the facility as a result of the French immersion program?"

Funding Adequacy and Equity

The respondents were asked to comment on the adequacy and equity of funding to French immersion program schools. Table 28 shows that half the administrators responded that, by and large, funding was adequate and fair, one-quarter said it was inadequate and inequitable, two stated they could use more money, and one said he did not know. Some of the arguments given to illustrate funding inadequacies were that dual-track schools incur higher costs because they are administered and staffed as two schools in one. Others pointed to the fact that students require double the number of textbooks, workbooks and dictionaries for the two language arts programs. Another felt that their needs for certain services were not being met, for example, resource rooms.

Table 28
Funding Adequacy and Equity

	Number
Fair and Adequate	6
Inadequate and Inequitable	3
Somewhat Inadequate	2
Don't Know	1

Provincial and Federal Grants

The principals overwhelmingly used their strongest language to emphasize the importance of provincial and federal funding to assist the French immersion program. They used terms such as, "very important, indispensable, absolutely essential, imperative that we receive all the monies available to promote the program". Five principals addressed the possibility of cutbacks or elimination of special grants stating that it would have a definite impact on the program, that it would change substantially and, in two cases, that the board would probably have to terminate French immersion. One drew this conclusion, "It's [provincial and federal funding] been critical to the survival of the program. If cut back now, it would severely change the teaching strategy to a method that would rely more on memorization and overhead projectors." Another stated, "If we didn't have this funding, we'd have a hard time operating..."

Additional Costs

Are there additional costs ascribable to the very nature of the program?

The principals unanimously responded "yes" to this question with half pointing to the higher costs of establishing a bilingual library collection and requiring more books in French and in English. Half also mentioned the higher costs attributed to resource materials as a result of having to offer two comprehensive language arts programs. One-third mentioned higher costs of cultural performances and activities. Other cost factors given were: higher duplicating costs; recruitment of personnel; translation; greater cost of French books, "around 25% more expensive"; enrichment opportunities in both languages. One principal gladly noted that the local CPF chapter picked up all additional costs in his school, including a resource room teacher shared with the immersion program in another elementary school.

Related Studies and Discussion

In this study, eight Alberta principals acknowledged having received start-up funding to implement the French immersion program in their school, and five indicated they had received lead class funding to continue implementing the program as it advanced year-by-year. Non-responses could indicate either the principal was new to the school, or was not there when the program was implemented, or that the lead class had reached its highest level. Half the respondents felt that funding was adequate and three of the 12 felt it was inadequate.

Similarly, in Saskatchewan (Tétrault, 1984:75), the majority of immersion principals felt that funding for program implementation had been adequate. However, half the Saskatchewan principals and one-quarter of the Alberta

principals pointed to six areas where they felt funding was inadequate: resource rooms; libraries; cultural performances; higher duplicating costs; recruitment of personnel; higher cost of materials. In the CEA's cross-Canada study (Tanguay, 1983:30), 96 boards acknowledged that the initial costs were as significant as for the introduction of any large scale innovative program. They also acknowledged that lead class costs must be budgeted as new grades are introduced. The responding boards' greatest expenses in implementing the program were for: French books and materials; teaching personnel; board consultants and administrators; transportation; conversion of facilities. Not one principal mentioned this last factor in the Alberta study. According to a study conducted by Manitoba's Department of Education (1983:107), the costs of French supplies were about 30% higher than the same type of English books, games, puppets, textbooks, library books, slides, films, software, etc.

Another significant area requiring additional funding is for extra library books because most of the English books normally found in a school library are still required in a French immersion program school. The Toronto Board of Education (Gibson, 1987:17), has introduced a formula to address the two principal areas of additional costs, libraries and the duplicate language arts programs. This formula guarantees that each school has a basic reference collection with a preselected number of titles. In each subsequent year, the library receives additional items, and once a lead class has graduated from the school, there is an annual allotment for maintaining the collection. The formula for lead class or continuing immersion is based on the same principle.

It would appear that principals would benefit from being fully informed

of the available second language funds and grants, and that these monies should be directed to their school. It seems important that boards publicize the budgetary arrangements surrounding the immersion grant. By the same token, principals should actively involve their staff in the establishment of school budget priorities. Boards should consider a supplement to the regular resource budget allocation for immersion schools to make up for the price differential of French language materials and supplies, particularly for the English and French language arts programs, and for library books needed to support both language programs.

TRANSPORTATION

This section reports on special features pertaining to transportation, such as availability, eligibility guidelines, and impact on the school.

Availability

A variety of practices seem to regulate transportation. Four principals reported that transportation was provided by the district at no charge to the parents while in two districts, transportation was not provided, and in two other cases, the district pays a percentage of the transportation costs. "Parents pay \$10 a month." In yet another jurisdiction, an urban principal explained, "We have a home-school boundary... if someone outside the boundary wants their child to attend our school, they are responsible for transportation costs." For the three rural schools involved in the study, transportation was not a concern as it is automatically available to all students at no cost.

The matter of eligibility guidelines for transportation was not deemed to be an issue with any of the 12 respondents.

Impact

When asked how transportation affects the school, the administrators responded by illustrating a number of examples. Four mentioned that it strained or inhibited both the intramural program and extra-curricular activities. Three principals in urban settings indicated that the board provides the school with noon-hour aides to assist or to assume responsibility for supervision duties. In one case, "...the parents' group hires the noon-hour supervisors for those students who live within the school boundary, if they bring their lunch... Teachers don't have to supervise." This practice appears to be prevalent in city schools. Two also mentioned that teachers were not happy about having to supervise extra students staying at school for lunch. Two principals in rural settings said that French immersion definitely had an impact on the busing schedule to the point of affecting all schools in the system. One principal said that with so many students taking the bus, "You can't retain children after school to work with them, or as a detention."

Related Studies and Discussion

Transportation problems relative to the immersion program are, for the most part, the responsibility of school trustees and the virtual majority of decisions lie there. As indicated in the Alberta study, the impact of transportation on the school, and by extension on its leader, seems limited

to lunch hour supervision and the effect on intra and extramural programs. Conversely, Tétrault (1984:76), found that 24 of 31 Saskatchewan principals signified that transportation was a major problem and it was identified as their second highest area of concern primarily because much time was needed for coordinating bus routes and for responding to concerns related to extra noon hour supervision.

SMALL RURAL and LARGE URBAN SCHOOLS

Principals were asked to speculate relative to the advantages and disadvantages of administering a French immersion program in small rural versus large urban school districts.

Urban School

The majority of respondents saw significantly more advantages in operating an immersion program in an urban centre. Seven principals said that the proximity of schools in a city made it easier for teachers to participate in professional development and inservice activities, curriculum development, classroom visitations and pooling resources. Half the principals said that larger systems could offer a wider variety of resources and support services. One-third added that there were more opportunities for leadership training, for principals to visit other immersion schools and for sharing ideas and concerns with colleagues. Three mentioned greater cost effectiveness because of larger enrolments. Another factor was the availability of subject area specialists.

particularly at the junior high level. Three referred to staffing as being easier in a city owing to a larger pool of bilingual candidates.

Some of the advantages stated for operating an immersion program in a rural setting were that parents found principals to be more readily accessible, thereby creating better communication. Also mentioned were lower classroom enrolments, the positive benefits of a small community and not having the negative influence of the big city. One suburban principal colorfully giped,

I've never felt that big areas had anything on us really, mainly because of the way their systems are operated. ...here we are still able to relate beautifully... we don't have to protect our butts all the time whereas they do in the city.

Finally, another concluded,

..(rural) parents want a sound education... don't demand anything flashy. They are more interested in being able to call the school and get an answer... want to be able to walk through the door and come in and say hello and feel welcome... don't want the influence of the city.

Related Studies and Discussion

According to Gibson (1987:55), the main problems identified by small jurisdictions were: the lack of large blocks of students in any one area; funding;

the reduced flexibility in program offerings; the community's attitude that French immersion is competing for educational dollars with English programs. These factors were not reported by the Alberta school administrators who focused their answers on the positive attributes of operating immersion programs in either the small rural or large urban setting. The urban principals pointed to a number of advantages for themselves and for their staff attributable to proximity and greater student numbers. The rural principals, while acknowledging the problems relative to dispersement, isolation and lower student enrolments, mentioned the positive attributes of smaller classrooms, smaller schools and smaller communities.

FUTURE DIRECTIONS

Principals were given the opportunity to share their personal opinions on three questions concerning the future direction of the immersion program: policy direction; future of the program; outcome for students.

Policy Direction

In the first question, administrators were asked what policy directions were needed at the district and provincial levels to ensure the success of the French immersion program. Generally, the respondents did not distinguish between district or provincial guidelines pointing to the need for both levels of government to be involved in clarifying certain issues. Two felt that greater district input was needed and that, "district policies should address the different educational support services required by students and to stop thinking that

immersion students don't need challenge or learning assistance programs... kids have a right to be slow in two languages..." Moreover, they felt that immersion teachers need more input from the district: coordinators; counsellors; resources; guidance; leadership. "The district has to deal with looking at a 7-12 school. They avoid it because it's a hot potato", commented one junior high principal of an urban school.

One-third of the principals were appalled by the lack of a clear definition of French immersion, with one stating, "If you want to ensure any measure of success, there has to be a minimum number of policy guidelines to ensure consistency of program offerings from one school to another." These four administrators felt that there was a lack of direction from the province in areas such as standardized testing, the matter of immersion centres versus dual-track schools, the issue of secondary program offerings and the matter of the introduction of English language arts. Two principals felt that Alberta Education should be providing more district support for inservicing.

Three principals felt that the primary parental concern was the lack of assurance that the program would continue to be supported in the future by school jurisdictions and the provincial government. "At the board level, we have trustees split as to whether it should or shouldn't exist", commented one respondent. "The immersion parents feel that there should be recognition of French immersion rights in the School Act. At the moment there are no guarantees. Policy directions should be aimed at ensuring the future of immersion." stated one principal. Another remarked.

The provincial government has got to come to grips with what we are offering in the province in terms of French immersion. What is French immersion? Right now we're comparing apples and oranges. We have to have a consistent product here. People are moving. They want their kids to move from a French immersion program here... it might be something totally different someplace else. I believe that there isn't a great deal of direction from the province. Maybe nobody feels that it's that important... there hasn't been an issue to force the government to have to deal with it.

Future of French Immersion

For the most part, principals foresee a bright future for French immersion with ten predicting that the program is here to stay, that it won't disappear, that there is room for growth and that it will continue to grow. They feel that it is well enough established to survive even though they expect numbers to level off eventually. One added optimistically, "It'll be here forever - it'll be part of our culture." Another said, "It's very successful and parents by and large support it. They like it, they want it and I don't see our trustees changing that." Again on a positive note, one interviewee offered this opinion.

People are finally saying we've got something important and it's working. People are listening to each other more, are planning much further ahead, are looking at universities offering some courses in French so that what we've been doing becomes more meaningful

down the line. There is a future there. We're providing more and more services, more materials are being translated, the program is more viable.

On the other hand, there were a few pessimistic notes sounded with two administrators concerned that, after nine years in the program, many students felt saturated, tired and were opting-out because they wanted to improve their marks in the English program in order to meet university entrance requirements. One felt that the lack of resources and well developed courses at the grades 10-11-12 would hamper the program. Another was concerned about the ability to recruit good teachers. "The program will only last as long as we have strong teachers." A further dire assessment, "I have some concerns that if parents are putting their kids in French immersion because of better job opportunities, they'll soon realize that that's not the case and maybe some people will drop out because of that." Another expressed concern that the students, "aren't functionally fluent in the French language... they are not totally bilingual."

Outcome of French Immersion Students

The principals were asked to share their perceptions of the final outcome of French immersion for the students themselves. In this instance, the answers varied significantly among respondents, therefore, a series of direct quotations will serve to illustrate their projections.

- . The youngsters are going to benefit greatly. They will be our future educators, politicians, etc.

- . I see the kids being advantaged... they'll have better chances at post-secondary education of any kind... they can move more freely in Canada and the world than the ones who are unilingual.

- . A lot of the kids will go into jobs and be in environments where they may never have the opportunity to use the language and it may diminish and virtually disappear. Sometime down the road they may run into a situation where they may require it. It's like to think that for a lot of other kids, that they're going to have employment opportunities, travel opportunities that will benefit them for the rest of their lives.

- . They'll have the advantage of having a second language, of having the better jobs. I know that if I had French I'd be better off. For kids entering university, especially in the teaching profession, the doors are wide open.

- . I don't see it as a big deal. I see it as people learning a second language and French immersion is a way of doing that. It's a skill, for example, like taking piano - they don't all have to become pianists.

- . Some of these kids may not have any chances to use their French. Some will have maximum use of bilingualism and maybe use the French language almost exclusively... Some will make use, others won't... but they will all have the potential.

- . As far as the future, I really don't think French immersion will help them get into engineering, etc. There is a problem in determining how much French you need before you can say you have benefited. Benefits are related to what you do with them. If you're in a French environment then you would continue to benefit, but if you stop, you're going to lose it.

- . Most of them are probably going to lose their French unless they've been given an opportunity to work in an area where they're able to use it. It's a shame, but I think that's what's going to happen. Those who maintain the language will probably be given more opportunities than most Albertans. I think that civil servant jobs at the provincial level, big public service jobs in Ottawa, etc. that have always been given to bilingual people, a lot of them who came from Quebec or Ontario, these doors will now start to open up to Albertans. We will start getting more federal leadership from Alberta. I think it's terrific... It's become very positive in bringing this country together. In European countries, students are learning two languages - why can't our kids... To the parents, the first criterion is not learning French, it's getting a good education.

- . There'll be a mixed bag of them. Some of them will pursue the bilingual direction because they have a sincere interest and may become future teachers, but they will be a minority. Most will probably grow up to be more open and sensitive to other groups of people.

- . One fundamental question I have is, 'Why do we have French immersion?' Is it to make better people, to make people more understanding, to give them a broader education, better job opportunities? I really wonder. I question whether a number of these students will go to Ottawa or in the civil service or wherever bilingualism is an important part of getting a job. I'm fairly convinced that I wish I was bilingual now. That would make me a better person. Since I've been working with French immersion I've become more tolerant and understanding. It broadens your outlook. If that's what it does for those kids, then I guess that's good enough.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

Conclusion

It is obvious that whether judged by the increase in enrolments and popularity, parental satisfaction, community acceptance or research results, French immersion programs have been a very successful form of bilingual education for the majority of the students enrolled in these programs. The parents' will and determination to have their children learn French through this approach, supported by the federal government's strong commitment to bilingualism and backed by the Canadian and provincial governments' financial support for French immersion programs have combined to firmly entrench this now widely recognized and accepted alternative form of bilingual education. The immersion approach is destined to be rooted in Canada's educational mosaic for years to come.

However, regardless of the ease with which French immersion students are learning the language or the acknowledged success of the program in general, it is certainly not without its share of problems, and educational and political ramifications which, in most cases, fall upon the school's educational leader to resolve. For the most part, these problems are similar to those faced by principals of French immersion programs throughout Alberta, and more than likely, throughout Canada.

To ensure the continued growth and success of French immersion, it is vitally important to understand its every facet, consequently, the significant

role of the school administrator responsible for these programs becomes a significant factor in this consideration. While the vast majority of the research and literature on French immersion has consistently reported on the positive achievement of students and the pre-eminent role of teachers, the vital role of principals has gone virtually unnoticed, even ignored, in the overall context. These women and men who assume the administrative and instructional leadership of schools, and by extension, of their programs, have played and continue to play a vital role in the success story of French immersion education in Canada. To ignore their role and to neglect to consider their interests, and personal and professional concerns relative to French immersion, is to fail to acknowledge their significant contribution to the very success of these programs. French immersion will continue to be much in demand. By understanding the circumstances experienced and perceptions held by the principals of these programs, administrators will be in a better position to meet the challenge.

Recommendations

The purpose of this section is to offer a number of recommendations which arise from this study and which address specific concerns drawn from the data provided by the respondents and corroborated in related studies and the author's conclusions.

It is recommended that

1. Principals gain a better knowledge and understanding of the French immersion approach and its implication for students, parents and staff.

2. Principals establish a school-based volunteer program with clearly stated roles and responsibilities for parents while assisting in French immersion classrooms or activities.
3. Principals provide the necessary leadership to initiate school councils, and in the case of dual-track schools, consider the feasibility and desirability of organizing separate school councils for both language programs.
4. School districts provide French immersion coordinators to assist teachers and to second principals with the planning, development, implementation and evaluation requirements brought on by the program.
5. School districts accept the responsibility of providing student support services in French equivalent to those provided in English to regular program students, particularly in the areas of learning assistance, remediation, enrichment, fine arts and counselling.
6. School districts establish criteria and introduce means to provide supplementary funding for French immersion program schools to allow for the price differential of French language materials and supplies, and to meet the additional costs generated by the program in specific areas: French language resources; library resources; duplicate language arts programs; resource rooms; cultural enhancement activities; duplicating costs; personnel recruitment.

7. School districts consider implementing late French immersion programs, preferably in grade 7, for students who have not had the opportunity of enrolling in an early immersion program.
8. School districts hire administrators proficient in or developing proficiency in the French language for administering French immersion program schools. In circumstances where this is not feasible, school districts should hire or appoint a bilingual vice-principal to serve on the school's administrative team.
9. School districts recognize and acknowledge the extra work associated with administering French immersion program schools. School districts should consider amending their administrative allowance structure to allow for differential remuneration for administrators of dual-track schools.
10. Alberta Education and Alberta school districts review their commitment to promoting, maintaining and enhancing opportunities for all school-aged Albertans to learn French by implementing the new Education Language Policy. Provincial and district regulations should also be established to address issues specifically related to French immersion: the introduction of English language arts; admission criteria for entry at ECS and grade 1 levels, and for late entry; the percentage of French language instruction; minimum time requirements; elementary and secondary course specifications; second language requirements for post-secondary entry; transportation and program access; funding requirements.

11. Alberta Education develop a comprehensive ECS through grade 12 French immersion program of studies, and translate and adapt French curriculum guides and support materials in a similar time frame and made available at the same price as English materials. for example, reading diagnostic program; standardized tests; basic skills assessment instruments; distance education courses; special education support materials; language proficiency instruments; split and combined groupings handbook.
12. Alberta Education, in collaboration with the Council of Ministers of Education of Canada, develop nationally normed and criterion referenced standardized testing instruments to measure student performance in French and English language skills, mathematics, science and social studies.
13. Alberta Education develop French versions of the grade 3 Achievement Tests and consider their mandatory administration. The results should be reported to reflect the grade when English language arts was introduced.
14. Alberta Education make it mandatory for all grades 3, 6 and 9 French immersion students to write the Achievement Tests in the language of instruction.
15. Universities ensure closer linkages with school districts operating French immersion schools in order to prepare a more relevant teacher preparation program delivered both on and off-campus.

16. A committee of stakeholder groups be established to study the desirability and the feasibility of providing professional development initiatives for French immersion administrators and potential administrators based on the expressed needs and interests of participants. These could include:
 - university graduate-level courses;
 - university graduate programs;
 - a leadership academy offered on an intermittent basis in a French language community in Alberta or Quebec.

17. Stakeholders address the issue of immersion teacher shortages and high turnover rates by:
 - a) Conducting a study on the matter and involving Alberta Education and Alberta Manpower for their commitment to provide greater financial assistance and human resources to promote the effective retention and recruitment of competent French-speaking teachers from Alberta and from elsewhere.
 - b) Conducting a more aggressive and extensive recruitment drive of western Canadian high schools and of Quebec's CEGEPs, and providing greater incentives through provincial and federal government grants to attract both anglophone and francophone students into Faculté Saint-Jean's Bachelor of Education program.

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APPENDIX A
INTERVIEW GUIDE
DEMOGRAPHIC INFORMATION

PERSONAL

1. School:
2. Principal:
3. Age:
4. Sex:
5. Mother tongue:
6. Languages spoken and written:
7. Rate your ability to communicate in French:

	Little		Moderate		Excellent
understanding	1	2	3	4	5
speaking	1	2	3	4	5
reading	1	2	3	4	5
writing	1	2	3	4	5

8. Do you, or did you, have children in French immersion programs?

TRAINING

9. Degree(s) and diploma(s):
10. Undergraduate and graduate specializations:
11. What language was the usual medium of instruction during your education?

EXPERIENCE

12. Years of teaching experience:
13. Years of administrative experience:
 - a) principal
 - b) assistant principal or vice-principal
 - c) English program only
 - d) immersion program only
 - e) English and immersion programs

14. How many years have you been principal of this school?
15. Including the present school year, what is the total number of years you have had as a teacher and principal?

SCHOOL

16. How many students, teachers and grades are there in this school in all programs?
17. Which category best describes your school:
- . dual track
 - . immersion centre
18. How many years has the French immersion program been established in your school?
19. Which category best describes the location of your school:
- . rural or town (less than 10 000)
 - . town or city (10 000 - 30 000)
 - . large city (more than 30 000)
20. Which category best describes your school district?
- . public
 - . separate

ENROLMENT

Please describe the enrolment situation in your school and the particularities you perceive. Comment on strengths and concerns, and offer recommendations.

1. One or two language programs or tracks.
2. Enrolment trends, patterns and rates relative to
 - . increases and/or decreases
 - . attrition due to withdrawals, tracking out or transfers (out-of-school, out-of-district)
 - . late enrolments (transfers-in, transition, catch-up, drop-ins)
3. School and district policy relative to
 - . entry points
 - . withdrawals, tracking out
 - . French minority students
4. Pupil/teacher ratios.

EDUCATIONAL LEADERSHIP

In your view, what are some of the characteristics of a school principal of a French immersion school? Comment on the positive aspects, personal concerns and offer elements of solutions.

5. Administrative assignment: established the program; applied for this school; assigned to; inherited the program; reluctant to accept; other.
6. Perceptions relative to role, duties, responsibilities and general workload of immersion program.
7. Personal feelings concerning
 - . knowledge and understanding of the French culture
 - . French language proficiency
8. Importance of the immersion program for your school.
9. Need for a bilingual administrator on the school's administrative team.
10. Importance of providing fair, just and equitable treatment to students, staff and parents.
11. Role in understanding and meeting the special needs of students, staff and parents relative to
 - . resolving conflicts
 - . creating a harmonious atmosphere

- . developing cooperation
- . allaying fears and anxieties

CURRICULUM and INSTRUCTION

How do you view curriculum and instruction matters? Please comment on the strengths, concerns and suggest ways in which the following could be improved.

12. School and district coordination of the French immersion program.
13. Alberta Education resources:
 - . Programs of Study
 - . Curriculum guides
 - . Teaching/Thematic Units
14. Locally-developed materials and resources.
15. Evaluation of student progress:
 - . special French tests and exams for immersion students
 - . grades 6 & 9 Achievement Tests
16. French standardized testing, e.g., Test du Manitoba, FIAT, CTBS, etc.
17. Materials and resources, for example, handbooks, catalogues, resource manuals, AV, software, library, etc. Please discuss your feelings relative to
 - . cost
 - . adequacy
 - . availability
 - . quality
 - . quantity

PROGRAM DEVELOPMENT and DESIGN

Please describe the particularities of your school's program(s). Comment on the perceived areas of strength, concerns, and offer suggestions.

18. Timetabling and scheduling.
19. Time and percentage allocations for French and English.
20. Types and number of courses offered in French per grade level.
21. Year of introduction of English language arts.
22. Provisions for special education:
 - . Resource room, remediation or learning assistance
 - . Gifted and talented, or enrichment
 - . Special needs (TMH, EMH, behavior, learning disabled)

23. Split, combined or consolidated groupings.
24. Adequacy of district and provincial guidelines for programming.
25. Provisions made to enhance program activities.
26. Dual-track school versus immersion centre.

STAFFING

Describe the situation and discuss the particularities of your staff and staffing. Please elaborate on the positive features, concerns and ways to ameliorate.

27. Recruitment process, hiring practices and availability of immersion teachers.
28. Certification and qualifications. How important are the following:
 - . French fluency and competency
 - . subject/grade area specialization
 - . university training in French or FSL
 - . years of experience
29. Characteristics of French immersion teachers.
30. Substitute or supply teachers.
31. Role in the supervision of instruction, and formative and summative evaluations.
32. Staffing formula or staff entitlement.
33. Dismissal and/or displacement of English teachers.

INSERVICING and PROFESSIONAL DEVELOPMENT

Do you feel there are specific inservicing and professional development matters which are particular to the following? Add strengths, concerns and suggestions. Comment on the areas of needs, and the sufficiency and adequacy for the following:

34. For French immersion teachers.
35. For anglophone teachers, e.g., recycling, retraining, etc.
36. For principals, e.g. French communication skills, supervision of instruction, etc.

SUPPORT SERVICES

Describe the nature of your support services and comment on the positive elements, specific concerns and possible improvements.

- 37. District office, e.g. consultants, coordinators, administrators, speech pathologists, school psychologists, etc.
- 38. School support staff, e.g., secretaries, library clerks, teacher librarians, teacher aides, custodians, etc.
- 39. Translation services.

PARENTS and COMMUNITY

Please describe your situation and some particularities vis-à-vis the parents and school community. Comment on the perceived strengths and concerns, and offer suggestions for improvement.

- 40. Parents' role and level of involvement.
- 41. Parent Advisory Committee, Canadian Parents for French: their mandate and activities.
- 42. Frequency and methods of communicating.
- 43. Public relations role.
- 44. Perception of parents' reasons for selecting French immersion.

COSTS and FUNDING

Please describe your school's situation and the special circumstances relating to costs and funding. Add positive aspects, related concerns and recommendations.

- 45. Program implementation
 - . start-up costs and funding
 - . lead class costs and funding
- 46. Physical changes made to facility.
- 47. Adequacy and equity in funding to French immersion program schools.
- 48. Importance of provincial and federal funding.
- 49. Additional costs due to the nature of the program, e.g., personnel, materials and resources, library, cultural activities, etc.

TRANSPORTATION

In your opinion, what are the special features relative to transportation? Please comment on strengths, concerns and proposals for enhancement.

- 50. Availability, provisions, arrangements.

51. Eligibility guidelines.
52. Costs and funding.
53. Effects of transportation on
 - . school climate
 - . timetabling
 - . extra-curricular activities
 - . lunchbreak supervision and noon-hour activities

SMALL RURAL and LARGE URBAN SCHOOLS

54. In your view, what are the principal features of either small rural or large urban school boards relative to French immersion programs? Please review some or all of the ten areas of discussion and comment on the strengths, weaknesses, and offer suggestions.
 - . enrolment
 - . educational leadership
 - . curriculum and instruction
 - . program development and design
 - . staff
 - . inservicing and professional development
 - . support services
 - . parents and community
 - . costs and funding
 - . transportation

FUTURE DIRECTIONS

55. What policy directions do you feel are needed from the district and provincial levels to ensure the success of the French immersion program?
56. How do you view the future of French immersion in your school, district, Alberta?
57. What will be the final outcome of French immersion for the students themselves?

OTHER

Are there other positive elements, related concerns and/or possible solutions relative to French immersion that have not been raised in this interview?

APPENDIX B

ALBERTA FRENCH IMMERSION ENROLMENTS, 1983 - 1988

	1983/84		1984/85		1985/86		1986/87		1987/88
K	2825		3110		3588		3816		3892
1	2728		2894		3181		3497		3711
2	2364		2381		2609		2806		3014
3	1953		2071		2167		2360		2566
4	1427		1720		1910		2005		2164
5	1215		1308		1546		1783		1863
6	919		1068		1201		1495		1733
7	734		960		1194		1415		1696
8	678		692		877		1086		1303
9	475		600		615		816		965
10	204		308		331		514		578
11	159		223		241		360		359
12	112		147		123		277		251
Totals	15,731	(11%)	17,482	(12%)	19,583	(13.5%)	22,230	(7.8%)	23,972

APPENDIX C

URBAN/RURAL FRENCH IMMERSION ENROLMENTS, 1987-88

	CALGARY			EDMONTON			RURAL ALBERTA			GRAND TOTAL
	Public	Separate	Total	Public	Separate	Total	Under 10,000	Over 10,000	Total	
K	718	309	1,027	527	365	892	1,091	842	1,933	3,852
1	604	340	944	491	400	891	1,034	813	1,847	3,682
2	507	251	758	407	292	699	864	592	1,456	2,913
3	445	224	669	349	229	578	791	478	1,269	2,516
4	379	183	562	331	185	516	646	381	1,027	2,105
5	361	167	528	311	155	466	548	302	850	1,844
6	346	147	493	284	150	434	603	252	855	1,782
7	635	106	741	195	105	300	373	231	604	1,645
8	609	77	686	180	82	262	248	165	413	1,361
9	394	62	456	195	41	236	139	128	267	959
10	308	40	348	94	32	126	40	62	102	576
11	176	13	189	89	25	114	33	5	38	341
12	137		137	49	13	62	28	4	32	231
	5,619	2,114	7,538	3,502	2,074	5,576	6,438	4,255	10,693	23,807