Voices are heard from Fort Kent to Biddeford: some rather new voices, some using poems; others tales, still others use their exam questions... all clearing their throats, and bearing witness to the big fires of their own truth.

Poems may be surprising on a page devoted to "Human Services", but we are convinced that we will serve humans well only when we speak from the core of our own truth... our other truth, the "truth will make you free", and that seems to make sense for human service workers - especially.

So, welcome to a concert for new voices: the voices of the students of the Franco-American Gerontology Project.

YONDER STAR

I sit and stare at yonder star
And think of you tonight.
Are you up there, in that star,
Helping make it bright?

We used to sit and, hand in hand,
In that dim yesterday,
We'd dream a bit, and laugh and plan,
And then you slipped away.

Now, as with all things that come and go,
I wait here for the dawn
Until the robin says "hello"
And yonder star has gone.

"Hoi"  
Student at the Bangor site of FAGP

How do elderly Franco-Americans differ in their attitude toward aging from the Yankee New England type? To me, it seems that many Franco-Americans want to live as long as possible. They seem satisfied with life. They enjoy the Senior Citizens' Centers because they are attended to, and it doesn't cost much. Another factor is that they meet so many persons they have known for many years. Unlike the non-Franco, they can go to a Center and know that they will enjoy talking with others about things they can relate to. They can tell each other funny French stories and enjoy each other's company. Most Franco-Americans have always lived in Lewiston or in Canada when they were very young. They need to be in contact with familiar places, people and things.

In the past, Franco-Americans probably took care of their elderly parent. Now things have changed, the families are smaller, there is no extra room for their parents. The wife very often works outside the home to help make ends meet. So the older Franco-American who cannot care of his/her self has to go into a boarding home or a nursing home. To any older person, this can be frightening.

Very few Franco-Americans own their own homes. Many 'rented' so they can accept moving into Meadowview or Blake Towers better than the homeowners. In a way they are easier to uproot but many are still anxious about change and the unknown. An older Franco-American who lives alone may not prepare good meals for his/her self. If she/he has no teeth, he/she may live on liquids. Older Franco-American view eating out as an extravagance while others might take it to be a necessity, and not care so much about the cost of eating out. (I'm only thinking here of some older people who could eat out sometimes.)

Many times I've heard older Franco-Americans reminiscing. Life was difficult, but still good. They have been through the Depression and are proud of the hard work which kept them on their feet. Many of these Franco-Americans have managed to send their children to high school and to them this is a big thing and they are proud.

Many older Franco-American started working when they were teenagers, and have very limited education. Some

LA NOUVELLE ANNEE

Les cloches ont cessé de sonner.
La neige de dehors
Pâtit dans le silence.
L'année est terminée.

On sait
Que l'espoirance d'hier a disparu;
Les beaux comme les mauvais rêves
Ne sont plus.

Debout, l'homme est souvent humilié
De ce qui s'est passé.
Il prie pour le bonheur enfin.

Prions, cette année,
Pour que les guerres soient finies -
Que Dieu nous trouve
Sur la terre -
La paix.

Pat Fralicneider
Etudiante à Fort Kent
QUE PENSEZ-VOUS DE NOTRE TRAVAIL?

At the halfway mark for this academic year, we would very much like your evaluation of the FORUM and its content. We are trying to find out who reads the FORUM, why and how it can be improved within our resources.

1) It is important now to know if you are satisfied with the new FORUM. Do you have any comments or suggestions? It's never too late to improve.

Please take the time to respond. It will help us to better serve you.

NAME: ________________________________
ADDRESS: ________________________________

French-American: yes ___ no ___
Read French: yes ___ no ___

Please circle the item(s) which apply to you:

Occupation: At a University or College: Faculty, Administrator, Classified Employee, Student, Other ________
In the community: House manager, business person, mill worker, woods worker, retail employee, state employee, others ________

Who do you think the FORUM should speak to?

If you were the editor, how would you improve the FORUM?

What articles have you most enjoyed?
- Why?

What articles have you disagreed with, or disliked? Why?

Would you be willing to contribute an article? If yes, what?

Is there too much or not enough French in the FORUM?

Do you like the layout and the visual aspect of the FORUM? How would you make it more attractive?

Does the FORUM look and read too slick, too stuffy? Has it lost its spontaneity, its earthiness?

Is there anything in the "old" FORUM which you miss? Like the "Quotient culturelle"?

If you stopped receiving it, would you miss the FORUM?

Why haven't you subscribed? (If you haven't already.)

Mark the following features which you have liked and would like to see continued in the FORUM:

- Archambault cartoons
- Aimé Gauvin series
- Place aux Femmes
- Campus Observations
- Normand Dubé's series
- En bref
- Human Services page
- The October Media special
- The Quebec election special
- The Ledoux articles
- Other ___

By placing a check mark over one of the numbers, please rate the FORUM from 1 (negative) to 5 (positive) on the following items (1:0, 2: little, 3: medium, 4: a lot, 5: very much)

1. informational ___
2. entertaining ___
3. valuable ___
4. interesting ___
5. useful ___
6. bilingual ___
7. bicultural ___
8. intelligent ___
9. aggressive ___
10. radical ___
11. serious ___
12. friendly ___
13. humorous ___
14. harmful ___
15. appealing ___
16. responsible ___
17. solid ___

Notre équipe
FAMOUS
PEOPLE

Match the face with the name by placing the numbers in the appropriate places.

Josaphat Benoît, mayor of Manchester, N.H., for many years, author of L'Ame Franco-Américaine.


Alphonse Desjardins, founder of the cooperative movement in Canada, he came to Manchester, N.H. at the turn of the century to help start the First Credit Union in the United States.

Louise Forestier, Québec chansonnère, concert and recording artist.

Bernard Langlais, Maine sculptor, known throughout the world for his large wooden sculptures depicting animals.

Céline Lavallée, author of "O Canada", the national anthem of Canada, he lived for many years in Boston and Fall River, Mass.

Viola Lagier, Massachusetts native, currently a hit on French-Canadian television in the title role in "La Baguine" by Acadia playwright Antoine Maillet.

Réné Lévesque, leader of the Parti Québecois, he is the newly-elected prime minister of Québec and has pledged to seek independence for Québec.

Lisa Fayette, former host of a television talk show in Montréal, she was elected on the Parti Québécois ticket last November and is now a cabinet officer in the Lévesque administration.


Fernand St. Germain, U.S. Congressman from Rhode Island.

Pierre Elliott Trudeau, prime minister of Canada and advocate of a strong federal government.

Madeleine de Verdier, young maiden who became famous for her defense of a colonial outpost in La Nouvelle France of 1692.

Answers on page 10
On se d’mande souvent

Et pis y sont ben moins engourdis qu’y en a qui nous disent. A Biddeford, a Saco, a Old Orchard, a Sanford, a Westbrook, a Sanford, a Berwick, y a encore gros du monde qui parle français, qui pensent en français, qui s’débrouillent en français et qui y a pas trop longtemps ont osé écrire ç’qu’ils pensent. Pour quelques uns, c’est un français qui est encore un peu roseâtre, mais ça s’comprend, ça fait si longtemps qu’on leur dit ç’qu’y peuvent pas écrire en français. Quand on l’ai dit ça assez longtemps, on commence à l’croire.
Voici trois exemples de ce que les Franco du sud du Maine peuvent faire quand on leur dite:
"Envoye, t’es capable, écris. Ce sont des étudiants adultes qui suivent les cours au York Community College offerts par le Programme de Gerontologie de l’Université du Maine. Lisez-les, vous allez voir que c’est pas pire, pas pire pantoute."

**Vivre**

La belle vie que j’ai plus voire. Le firmament et bleu et des arbres d’or, des petites enfant avec des figure bien heureux. Des fleur brillant dans un vase aimable. Qui me fait entendre des doux chanson. Joli monde rire dans la rue Qui me fait touché des petite main caressant dans les mien et les comprendre et frémir de joie et douleur de peine: La chaleur du soleil est luminosity de la pluie. Qui me donne l’amour est qui ma lesse donner. Qui a dit merci bon Dieu de ma belle vie

Pauline Desjardin

**Un Histoire de Comédie**

C’était une journée au printemps, il pleuva, les enfants dans la maison parce c’était annéé, avec six enfants tous ensemble, la tête me tourna. J’ai décidé d’aller magasiner et j’ai amené une de ma petite fille avec moi. On a fait le tour du grand magasin tranquilllement, on a vu une grosse piscine en plastiques en vente de bon marché. J’en pensais a rien pour cester l’apporter chez nous on l’achete, on arrive dehors il pleuva encore, la piscine en plastiques ne faisait pas dans la char.

Comment veux t’il apporter chez nous? Ah ma fille a dit, baisse le top du convertible. Alors dans la pluie on baisse le top du convertible on baisse la piscine sans dessus de ma tête, elle la tenu ferme et moi j’ai conduit la char a la maison. L’embarass, tous les personne nous regarde en éclate de rire de nous. J’ai jamais voulu arrivé chez nous d’autant plus que cette journée de printemps avec tous mes enfants dans la maison.

Pauline Desjardin

**Noil:**

**Dix-Neux Cent Soixante Sieze**

Noil Dix-Neux Cent Soixante Sieze.

By shoes have holes, but are the right size

"Nothing seems to fucken jell."

Quand tu est le garçon d’un Canuck

Dommest comme hier.

Le ciel n’est pas sur la terre.

Le "Boss" vie sur la cote.

C’est pas sa faute,

Si peut pas achetar sa femme un new coat.

Dum dictionnaire anglais a dix-huit ans,

C’est moque qu’il l’achetar, pas mon pa.

Non pépère, que j’ai jamais connu

Était un jack of all trades.

Quelque enfants a Lewiston

Ça c’t’ais gros du fun.

"Il y an encore les mègres

Qui travaillent plus fort!"

C’est l’Hom qui conte, pas le corps.

Ont est né pour Sterre mort.

Ont fait de bonne argent

Avec elle piecework,

Dans les shoe shop et les moulines;

C’est pas comme faire le foin.

Un ‘tird jarden en arriére de la maison;

Les tomates rouge — sont si bonne.

Si les maudi chien les resteras tranquille!

Everything serait O.K.

Don Provencher

**Claire Goudreau**

**LES FOUILLES**

**D’ETIENNE**

**with our own ferret**

Steve Robbins

In fanning the few remaining embers of the French heritage which were smothered since grandfather Masé married into an English-speaking family, I’ve been ferreting all kinds of gems in the libraries of Maine. This column is designed to present the results of that ferreting. Here, to start, is how to get at the French materials at the Maine State Library, regardless of where you live in the state:

**BY MAIL** — Write directly to the State Library, Augusta, Me. 04333, if your library is open less than five days a week, or if you have no public library, or if you live on any RFD. The only cost to you is the return postage (which is inexpensive because of the special Book Rate postage).

**IN PERSON** — Come to the State Library in Augusta.

**BY PHONE** — Call the State Library (289-3561) with your request.

**BY INTER-LIBRARY LOAN** — You may leave a request at your local public library or bookstore, and ask them to forward it to the State Library.
C'EST JUSTE BEAU D'ÉLÉGANT BEN DES FOIS.

WHAT'S THAT RACKET? I EVER HEAR OF NOISE POLLUTION?

YOU THINK THAT'S JUST JUNK YOU'RE KICKING AROUND?

YOU'RE CLUSTERING THE PLACE UP... WANT TO PLAY KICK THE CAN AROUND?

THAT CAN'S WORTH MONEY, BOY... MONEY AT?

WHY... IT'S LIKE KICKING AMERICA ITSELF!!

IT'S LONELY UP THERE.

Le Rêve

Did you hear the one about the janitor?

Que Rrrrr N.B.

Me.

Self Charles & Fred Fighting each other that day they won't be thinking about fair wages, vacations, equipment, perking things like that... what's the point?... repeat...
LA DECISION
Nancy L. Fisher
La femme de M. Fourbe n'est pas contente de sa vie. Souvent, elle est seule avec ses pensées, comme en ce moment. Elle attend son mari avec l'impatience d'une chatte qui attend une souris.

Elle marcha au pas sur le parquet. Elle s'arrêta pour jeter un regard dans le miroir. Pas de cheveux déplacés; mais personne n'est ici pour la voir. Seront-ils en retard pour la partie? Ils sont habituellement en retard pour les événements auxquels elle veut participer. L'impatience de la femme grandit à mesure que l'horloge avance.

Attention... Le voilà, finalement!

Ils sont rentrés de la partie. Son mari, ivre comme d'habitude, s'est évanoui sur le sofa. C'est la meilleure place pour lui ce soir, pense-t-elle. Elle aura une nuit tranquille; pas de remembrement, pas d'odeur de liqueur enveloppée, pas d'avances faibles. Un bon sommeil.

C'est le matin. Elle se lève à contrecœur. Pas de petit déjeuner pour son mari. Il a une gueule, alors, pas d'appétit. Il va à son ouvrage. Elle peut se relaxer dans une tasse de café et ses rêveries.

Mais son esprit est troublé. Elle pense aux premiers jours de leur mariage. Ils semblaient être le couple parfait. Maintenant, ils sont comme deux étrangers.

suite à la page 10
WISE heads will prevail

How realistic is the dream of an Independent Québec? To achieve secession, the new rulers of Québec, the PÉquistes, must gain the trust and respect of the majority of the voters in order to have them endorse the question on independence coming up in a few years. An electoral victory recently was not a mandate for separation but rather a thrust toward good government at the provincial level. If the Parti Québecois is to succeed in its ultimate goal of total separation from the Confederation, it must attempt to risk to the material well-being of its people. The new government is keenly aware that it will be watched closely and judged severely by a constituency tired of bureaucratic irresponsibility. As René Lévesque said, "Nous n'avons pas le droit de nous tromper." This indicates humility and one in the face of the enormity of the task ahead.

Some critics have claimed that in order to achieve total independence and become a sovereign state, some freedoms may have to be sacrificed à la Chile or Cuba. Some again claim that total separation would bring a government modeled on Scandinavian socialism. In an open society, the free society, the pros and cons must be analyzed with great care, for proven security will have to be risked. On the plus side, Québec owns 23 per cent of all natural resources of Canada; it has the largest city and busiest seaports in terms of tonnage shipped; it is in closest proximity to European markets and yet, there is reticence among the Québécois in demanding total independence. The elitist minority, the educators and students, the theatrical talents may demand this freedom while the bank clerk, the merchant, the farmer insists on the status quo.

The new rulers of Québec, with about 70 seats out of 110, have promised a referendum on the question of secession. It would appear that the majority of the supporters of the Parti Québecois do not want total separation. Their support should not be misinterpreted as much for if a referendum were held today, some ten per cent only would opt for separation; it would be a serious setback for the Lévesque government and prod the opposition to demand new elections.

If separation should however one day come to Québec, it could only function by demanding total involvement by the populace. It could not sustain itself merely by its real assets as these would not be exploited to the fullest because of the various social interests of society. Nationalization of Industry would be insufficient to offset losses in other areas. It would still need the support of private capital and if there were not forthcoming without guarantees of repayment, it then could only turn toward the anti-capitalistic powers for support.

The people of Québec are not ready to make the material sacrifices which a separated country would demand. They are not willing to forego their comfortable living in exchange for "la liberté totale" whatever that may mean, for what good is total freedom if it is followed by economic chaos. As history tells us, less than total approval of this goal of independence by the people can only lead to civil strife. The ensuing construction can never be recovered.

WISE heads will prevail, the referendum will be defeated, and the Lévesque Parti Québecois can still continue to be a viable and effective governing body.

The writer is a Franco-American who has been closely tied to the business community and lived for a few years in Québec.

"CE PREMIER RESULTAT NOUS A FAIT FRANCHIR UN SEUIL. CE PEUT ETRE LE SEUIL DE L'AVENIR.
"MAI IL NE FAUT PAS GASPIER NOTRE VICTOIRE."
—RENE LÉVESQUE

This French primary classroom program geared at promoting a deeper self-esteem for Franco-American children has been well received by young viewers throughout Central Maine. Using puppets as the backbone for its weekly presentation, the program has exposed children to varied and seasonal French-Canadian customs, picture-window sight-seeing of cultural spots, folklores and stories.

Has the program succeeded in fulfilling its objectives? As a primary teacher, I admit children are looking forward to this new and different weekly program. They are fascinated by its main characters Dorique and Donadine, and the rest of the puppets' family. Folk songs also play a favorite part in the program. Stories (some quite scary - Bonhomme Sept-Huêres) capture their attention from beginning to end. The presentation is quick-paced, non-repetitious, (except for a few songs) intermixed with French and English conversation.

As the students speak in little French, understand a little more than they speak and are awakening to the fact that it is great to be able to speak two languages, they are also influenced at their reaction to, and acception of the program.

Can the program's goals be improved by a different approach?

To a primary teacher, repetition is always a key word. If one of the program's goals is to increase a language, to me it should have more reinforcement built into each weekly presentation.

To a young child, structure is also very important. The program would probably benefit the children more if it did not leave them with a sense of hopping along, here and there, through something serious, something mysterious, something gay, something looking for more...

The puppet approach as program presentation is very delightful and tremendously enjoyed by the children. As success is often built on criticism, here's my share of suggestions:

Clearer enunciation.
More generalized dialog.
Structured reinforcement.
Less bird's-eye-viewing of personalities children cannot and probably will not meet.

More detailed insight on different jobs, careers or professions Franco-Americans are involved in.

"La Bonne Aventure" can become an important tool in the teaching of a second language at the level which I believe such a language can be positively and successfully taught. Most of all, it can instill in youngsters of Franco-American background a pride and desire to regain the language and customs that are undeniably their heritage.

Marie Badeau is a first grade teacher at the Multi-Purpose Center School in a heavily Franco-American neighborhood of Lewiston.
LA DECISION

suite de la page 8

Pourtant leur mariage était-il devenu chose indifférente? Elle avait désiré un mariage heureux et durable. "Une telle chose a besoin de la coopération de tous les seuls, se disait-elle. Elle a pensé à plusieurs occasions quand elle avait essayé de parler avec lui des choses maritales dans leur mariage. Ça n'avait jamais l'effet désiré. Ça l'irritait même. Les résultats, d'abord, avaient attirés la femme. Puis, elle s'habitua à renoncer à son mariage.

Elle est plongée longuement dans ces pensées. Subitement elle sursaute hors de ses rêveries. Elle regarde le visage d'elle et ne sent aucun mérite dans leur mariage. Comme un café froid, et des cendres de cigarettes, leur union était finie. Elle n'est pas une personne à gâcheter sa vie. Elle n'est pas inutile "... comme je me sens dans ce mariage. Je continuerai. Seul, peut-être. Mais je me ressaisirai."

NEW HAMPSHIRE FRANCOS AND NEW HAMPSHIRE SCHOOLS

continued from page one

light-hearted humor would be an error. Can one deprecate a people's language without deprecating the people as well? Dr. Fort, in his contribution to the Greenville Report, wrote, "The problems of language, stereotype, and discrimination discussed here are not just in the Greenville area, but, at least to some extent, in every community in New England with a sizeable percentage of Franco-American citizens."

A study of attitudes toward minorities commissioned by the New Hampshire Department of Education in 1970-71, showed that 26% of the eleventh graders in the State's public schools said they were unwilling to accept Franco-Americans at the second or "friendship" level of the Bogardus Social Distance Scale; about 75% of their teachers registered a similar level of prejudice.

In the past, Franco-Americans contributed a great deal of money and energy to the development of schools in a strong, New England-wide parochial system organized and controlled by the church. Today, because of economic and political conditions, many of these are closing their doors, and must face drastically curtailed their bicultural offerings. A real visitation children with French linguistic and cultural backgrounds attend public schools, which provide no special services to meet the specific needs of this group

"Work for getting his picture taken while the others are laughing."

R.W. Denise, A. 1977
Cher FORUM,

J'ai lu le Forum de Joyeux Noël - bonne année que vous m'avez envoyé et je l'ai trouvé très intéressant.

Donc, vous trouverez ci-contre un chèque au montant de $10.00 pour deux abonnements à ce journal, le mien et le blanc de commande pour Madame Augustine Label. Merci pour le cadeau envoyé.


J'aimerais recevoir vos commentaires sur mes dernières paragraphes en anglais, que je les ai écrit dans ma lettre "Ashamed of Heritage", de croire que nous avons plus français que les canadiens du nord et les militaires du sud. Seulement les églises qui étaient ici avant nous meritent ce titre. Est-ce le que vous croyez que je suis mal de penser ainsi?

Voici ces paragraphes:

"It was told at my St. Ann Sojourn meeting years ago (we had just attended a Mass in English for our deceased members and we were all between 60 and 80 years old who knew French better than English) that we have to speak English because we are Americans."

"Really we do not deserve that title. The only true Americans are the Indians who were living in this country long before the English, French, Spaniards, Irish, etc., came to these shores, stole their lands and pushed them to some out-of-the-way places."

"The New England south of the border and the Canadians up north are as much Americans as we are for they live on this North American continent."

"We should be called United States citizens or Citizens of the United States and the different nationalities which comprises this country should not be made to lose their heritage."

"I admire the Irish people. They are proud of their heritage. The Franco-Americans of Brunswick are ashamed of their nationality, ashamed of their parents and ancestors."

"No comments from Church World readers."

Bénédicte,

Jean de Paul
Brunswick, Maine

P.S. Vos commentaires sur "Nos Cousins les Québécois" nous intéressent beaucoup. Il est plus de "gouts" que nous à Brunswick.

Bonne année

Please rush me a sample copy of FORUM, as I may be interested in making several Christmas gift subscriptions.

Merci beaucoup!

M. Robert J. Fournier
Air Force
New York City

Cher FORUM,

Voici un exemplaire d'une de nos brochures pour vos archives.

Bravo! pour votre travail dans le F.A.R.O.O. FORUM. Continuez. J'aimerais que nous de Düb und Gauvin entres autres.

Richard Santerre
Lovell, MA

Bonjour,

Il's been great reading the F.A.R.O.O. FORUM. It looks like its been successful in reaching a lot of people -- and now the TV program for the kids! Chouette! Let me pay this subscription and when it comes time to renew, tell me.

Pierre et Barbara Hagerty,
Newtonville, MA.

Abonnement au / Forum/Subscription

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Librarian wanted for the Maine State Library Récemobile headquartered in Caribou, Fluency in French and English desirable.

Apply at the Maine Employment Security Office at Presque Isle.

Photo par Michel Côté
The importance of a firm and healthy self-image to a child's success in school and in later life is a commonly accepted educational principle, yet one often looks in vain for its application to the schooling of children of non-English speaking cultural backgrounds. There has been a variety of studies which, focusing on the Puerto Rican and Mexican American, indicate the direct relationship between respect for cultural diversity, opportunity for content learning in the home language, positive self-image, and decreased dropout rates.

Can the same be said concerning Franco-American children in the schools of New Hampshire? Unfortunately, there is not a great deal of research available. Nonetheless, the following observations, gleaned from a variety of sources, indicate that it would be reasonable to answer in the affirmative.

A 1973 Title VII (SSA) proposal submitted jointly by the Superintendents of Schools in Colebrook, New Hampshire and Canada, Vermont, includes this data:

"In the Canaan-Norton district, the dropout rate for Franco-Americans is in excess of 30%. The dropout rate for Anglos is less than two thirds of this amount. The Franco-American students' failure in dealing with the traditional educational system would appear obvious."

The same source, in discussing achievement levels, states: "In both the public and non-public schools, it has been documented that Anglo children retained for one or more years in the same grade levels are from homes where the dominant language (often the only language) is French. These are also the majority of those children participating in the Title I Reading Program (below-grade reading levels)."

On December 6, 1973, the Superintendent of Schools in Colebrook, New Hampshire, addressed a letter to Dr. Maxwell J. Faure, Commissioner of Education, requesting technical assistance from the State Department of Education. This communication reads in part:

"The percentage of French speaking families in the Town of Stewartstown alone has increased the last four years from 48% to 62%. Standardized testing has indicated that under-achievement has been linked to cultural background. The percentage of dropouts in the local area is higher from non-English speaking families than from English speaking families."

A priest who spent many years in a parish in Berlin, New Hampshire, has spoken of his concern over the high numbers of Franco-American girls and boys who, devaluing the role of formal education, have chosen to drop out of school to seek employment, generally with Brown Paper Company, or to marry. He relates this pattern to the relatively high wages paid at the mill, which dominates Berlin life, and to the failure of the schools to offer realistic alternatives for earning a livelihood and achieving upward mobility. This is not to suggest that such opportunities are to be found at Brown Paper Company, for he also observes that Franco-Americans have been strikingly absent from top management positions. Commenting on community attitudes in general, he notes that a French-speaking background is often equated with ignorance by the dominant Anglo group.

The Greenville, New Hampshire, "Final Evaluation Report for the Five Years of Operation (1969-1974)" includes considerable insight into Franco-American culture and educational needs, and points out the loss incurred by the entire State as a result of the isolation of...