

Contents

Chapter 1: Difference and dominance: Language, ethnicity and education

1.0. Introduction: Language, ethnicity and power in Canada	1
1.1. Franco-Ontarian education and problems of difference and dominance	8
1.2. Minority language education	13
1.3. Outline of the book	19
1.4. Sources of data	30

Chapter 2: The French in Canada: A historical overview

2.0. French ethnicity: Stratification, assimilation and mobilization . . .	32
2.1. Colonization and <i>la Nouvelle France</i> (1534–1763)	37
2.2. Conquest to Confederation (1763–1867)	42
2.3. Internal migration (1867–1960)	46
2.4. Ethnic stratification and patterns of bilingualism	53
2.5. The ethnic mobilization of the 1960s	57
2.5.1. <i>La Révolution tranquille</i> and its aftermath in Quebec	59
2.5.2. The impact of Quebec nationalism on francophones outside Quebec	65
2.6. The French-language minority in Ontario	68
2.7. Franco-Ontarians in the 1990s	76

Chapter 3: Language in the ideology and politics of ethnic mobilization

3.0. The contested terrain of language	79
3.1. French and English as linguistic capital	94
3.2. French and English as ethnic emblems	98
3.3. Consequences of mobilization: Blurred boundaries and new hierarchies	103

Chapter 4: The school system as border patrol

4.0. The school as ethnic institution	106
4.1. <i>La gestion</i> : Who sets the rules of the game?	112
4.2. <i>Les non parlants</i> and <i>le multiculturalisme</i> : Who is allowed to play?	122
4.3. Power and subordination: The limits of current strategies	133

X Contents

Chapter 5: Brokers and boundaries: French-language minority schools in Toronto

5.0. The Franco-Ontarian population and the French-language schools of Toronto	136
5.1. The schools: Ideology and practice of French-language education	142
5.2. The parents: Competing interests in the struggle for bilingualism	150
5.3. The students: Language choice and social boundaries	163
5.4. Brokers and boundaries	175

Chapter 6: Projet “Coopération et découverte”

6.0. From ethnography to action-research	182
6.1. The development of a teaching approach	184
6.2. <i>Projet “Coopération et découverte”</i> in the classroom	194
6.3. The limits of pedagogical interventions	206

Chapter 7: Franco-Ontarian education and the possibilities for pluralism

7.0. Power, boundaries and the distribution of resources	210
7.1. Language practices and the contradictions of Franco-Ontarian education	217
7.2. Conclusion	221

Notes	224
-----------------	-----

References	231
----------------------	-----

List of Abbreviations	242
---------------------------------	-----

Subject Index	245
-------------------------	-----

Author Index	250
------------------------	-----