



The Linguistic Situation in the Education Sector, 1997-98

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Introduction

The linguistic situation in the education sector was last assessed in 1996 by the Comité interministériel sur la situation de la langue française.¹ The committee concluded that progress had been made with respect to French at all levels of instruction, up until 1994-95. Three school years have since gone by and this bulletin looks at the situation up until 1997-98 in terms of certain statistics and indicators that were used for the 1996 assessment. This bulletin also presents new indicators, such as the linguistic mobility rate of allophone students toward French and toward English. The bulletin is divided into three parts, according to the levels of instruction. The first part looks at preschool, elementary and secondary education, where students are directly impacted by Chapter VIII of the *Charter of the French language* and its regulations. The second and third parts cover college and university education, respectively. Although college and university students are not affected by the Charter, it is interesting to analyze the language choices made by students and, more specifically, by allophone students.

Preschool, Elementary and Secondary Education

In 1976-77, one year before the *Charter of the French language* came into force, the proportion of students in preschool, elementary and secondary (youth sector) education who studied in French was 83.4% and the proportion who studied in English was 16.6%. In 1997-98, the proportion of students studying in French rose to 90.0% and in English dropped to 10%; this breakdown has been the same since 1989-90.

As indicated in [Table 1](#), 114 267 students studied in English in 1997-98, representing 45% of the 1971-72 enrolments, which totalled 256 251. The decline was particularly significant from 1976-77 to 1986-87, then enrolments levelled off, to begin a slight but steady climb in 1991-92. The number of students studying in French has also dropped, but in a less pronounced manner. In 1997-98, the number of students studying in French was 1 033 879, that is, 75% of the 1971-72 enrolments (1 378 788).

The decline in the number of students studying in English can primarily be explained by the eligibility criteria for instruction in English defined by the *Charter of the French language*, as well as by demographic factors (drop in birth rate and negative migratory flows) and educational factors (elimination of the seventh grade of elementary school)². The decline in French enrolments during the 1970s is essentially a result of the drop in the birth rate and the elimination of the seventh grade of elementary school. The stability observed since the beginning of the 1980s is due to the allophone students who, as we will see further on, enrolled primarily in English instruction before the *Charter of the French language* came into force.

Table 1 also contains data on the Montréal region. In 1997-98, 61 175 students studied in English, representing 40% of the 1971-72 enrolments. However, enrolments in English schools have remained steady since 1991-92. Enrolments in French schools for 1997-98 stood at 177 641, that is, 65% of the 1971-72 enrolments. The number of students in French schools has remained stable since 1981-82.

1. Québec. Ministère de la Culture et des Communications. *Le français, langue commune. Enjeu de la société québécoise*, Québec, 1996.
2. The Comité interministériel sur la situation de la langue française makes the following estimates: 54% of the decline in the enrolments in English schools from 1976-77 to 1994-95 is a result of the provisions related to access to English instruction set out in the Charter of the French language, 41% is due to demographic and educational factors, and 5% is attributable to an increase in the voluntary choice of French as the language of instruction by students eligible for instruction in English. These data come from *Le français, langue commune. Enjeu de la société québécoise*, 1996, pp. 134-136.

Table 1
Trends in the number of students in preschool, elementary and secondary education (youth sector), by language of instruction: all of Québec and Montréal region, 1971-72 to 1997-98

School Year	Students Studying in English		Students Studying in French	
	Number	Index (1971-72 = 100)	Number	Index (1971-72 = 100)
All of Québec				
1971-72	256 251	100	1 378 788	100
1976-77	236 588	92	1 186 102	88
1981-82	155 585	61	1 026 951	76
1986-87	120 818	47	1 021 105	76
1991-92	111 391	43	1 035 358	77
1994-95	111 466	43	1 036 202	75
1995-96	112 947	44	1 038 192	75
1996-97	113 267	44	1 037 112	75
1997-98	114 267	45	1 033 879	75
Montréal region				
1971-72	154 338	100	271 753	100
1976-77	138 144	90	214 876	79
1981-82	90 898	59	177 704	65
1986-87	69 667	45	175 776	65
1991-92	61 955	40	172 762	64
1994-95	60 832	39	176 074	65
1995-96	60 934	39	176 391	65
1996-97	60 549	39	177 257	65
1997-98	61 175	40	177 641	65

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, "Élèves-standard" and "Sommaire de l'école" files.

Table 2 presents trends with respect to the number of students studying in French according to linguistic group. The proportion of Francophone students studying in French has changed very little since the *Charter of the French language* came into force: in 1997-98, 98% for Québec as a whole and 97% for the Montréal region. Moreover, the number of Anglophones studying in French increased: from 1976-77, just before the *Charter of the French language* came into force, to 1997-98, this proportion climbed from 8% to 18% for Québec as a whole and from 7% to 17% for the Montréal region. However, the most spectacular change occurred with allophones. Whereas only 20% of allophones studied in French in 1976-77, this proportion climbed to 80% in 1997-98, after 20 years of the *Charter of the French language* being in force. In the Montréal region, this proportion rose from 15% to 79%. Whereas the number of Francophones studying in French dropped from 1971-72 to 1997-98 and the number of Anglophones remained relatively stable, the number of allophones increased quite significantly. This trend explains why enrolments have been relatively steady in French schools since the beginning of the 1980s.

These trends have obviously changed the linguistic composition of French schools, especially in the Montréal region, where the vast majority of allophones and Anglophones who live in Québec reside. In 1976-77, the population of French schools in Montréal could be broken down as follows: 94% Francophone, 3% Anglophone and 3% allophone, compared with 63% Francophone, 5% Anglophone and 32% allophone in 1997-98.

Table 2
Number and percentage of Francophone, Anglophone and allophone¹ students studying in French in preschool, elementary and secondary education (youth sector): all of Québec and Montréal region, 1971-72 to 1997-98

School Year	Francophone Students		Anglophone Students		Allophone Students	
	Number	%	Number	%	Number	%
All of Québec						
1971-72	1 351 212	98	17 924	10	9 652	15
1976-77	1 158 822	98	14 233	8	13 047	20
1981-82	975 897	99	18 708	16	28 595	43
1986-87	953 050	99	17 781	18	45 197	64
1991-92	951 220	99	16 414	17	62 995	76
1994-95	943 481	99	16 414	17	71 329	79
1995-96	942 884	99	16 970	18	72 963	80
1996-97	939 769	99	17 439	18	75 165	80
1997-98	935 490	98	17 475	18	75 567	80
Montréal region						
1971-72	256 535	95	9 783	10	5 435	10
1976-77	201 558	96	6 659	7	6 659	15
1981-82	146 632	97	10 051	16	20 929	40
1986-87	130 175	98	9 992	18	35 467	63
1991-92	117 233	98	8 153	16	47 323	75
1994-95	113 443	97	8 304	16	54 283	79
1995-96	112 315	97	8 421	16	55 608	79
1996-97	111 149	97	8 734	17	57 308	79
1997-98	111 078	97	8 802	17	57 710	79

1. The linguistic groups are defined according to the students' mother tongue. Allophone students are those students who have declared a mother tongue other than French, English or a Native language.

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, "Élèves-standard" and "Sommaire de l'école" files.

A not insignificant proportion of students eligible for instruction in English under the *Charter of the French language* study in French (Table 3).¹ In 1997-98, 12 665 students, of a total of 121 100 eligible for instruction in English, studied in French, that is, 10.5%. Among students eligible for instruction in English, 29.4% of Francophones studied in French, compared with 6.5% of Anglophones and 7.2% of allophones. During the 1980s, these percentages rose for all three linguistic groups, and thus contributed to the decline in enrolments in English schools. In the early 1990s, these percentages dropped somewhat for Francophones and Anglophones and levelled off in 1994-95. The most significant increase occurred among allophones, rising from 3.0% in 1983-84 to 7.3% in 1994-95 and remaining stable since then. The Montréal region has experienced much the same trends.

The linguistic mobility rate is a way of measuring the impact of increasing enrolments in French schools on the linguistic assimilation of allophones into the French majority. This rate indicates the percentage of people with a given mother tongue who declare using another language at home. As Table 4 indicates, in 1983-84, the mobility rate of allophone students was 5.7% toward French and 21.5% toward English. In 1994-95, the gap narrowed such that the linguistic mobility rate toward French was 12.8% and toward English, 12.7%. Since 1995-96, the rate toward French has exceeded the rate toward English, and in 1997-98, the rate toward French was 15.2% and toward English, 13.3%. The gap between the two rates grew steadily, in favour of French, between 1995-96 and 1997-98: the proportion of the total mobility toward French rose from 50.2% in 1994-95 to 53.3% in 1997-98.

1. The figures in this section exclude students whose mother tongue is a Native language and students who are eligible for instruction in English under a temporary stay provision.

Table 3
Number and percentage of Francophone, Anglophone and allophone¹ students eligible for instruction in English² in preschool, elementary and secondary education studying in French: all of Québec and Montréal region, 1983-84 to 1997-98

School Year	Francophone Students		Anglophone Students		Allophone Students		Total		
	Number	%	Number	%	Number	%	Number	%	
All of Québec									
1983-84	4 013	28.4	7 325	7.8	960	3.0	12 298	8.8	
1986-87	3 842	30.4	7 510	8.5	1 371	5.3	12 723	10.0	
1991-92	4 315	30.5	5 466	6.6	1 289	6.7	11 070	9.5	
1994-95	4 944	29.9	5 311	6.4	1 326	7.3	11 581	9.9	
1995-96	5 138	29.5	5 267	6.3	1 322	7.3	11 727	9.9	
1996-97	5 534	29.4	5 349	6.5	1 312	7.2	12 195	10.2	
1997-98	5 936	29.4	5 366	6.5	1 363	7.2	12 665	10.5	
Montréal region									
1983-84	1 302	29.0	5 035	9.7	747	2.8	7 084	8.6	
1986-87	1 303	33.2	5 080	10.2	1 131	5.3	7 514	10.0	
1991-92	1 227	31.5	2 656	5.9	1 017	6.5	4 900	7.6	
1994-95	1 261	30.2	2 560	5.7	1 026	7.1	4 847	7.7	
1995-96	1 337	30.7	2 542	5.7	1 020	7.0	4 899	7.7	
1996-97	1 349	30.2	2 556	5.8	1 007	6.9	4 912	7.8	
1997-98	1 463	31.3	2 515	5.7	1 052	7.0	5 030	7.9	

1. The linguistic groups are defined according to the students' mother tongue. Allophone students are those students who have declared a mother tongue other than French, English or a Native language.
2. Only those students enrolled in the youth sector as of September 30 of a given year are included. Students admitted for instruction in English under the temporary stay provision are excluded.

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, "Élèves-standard" files.

Table 4
Linguistic mobility rate of allophone¹ students in preschool, elementary and secondary education (youth sector): all of Québec and Montréal region, 1983-84 to 1997-98 (%)

School Year	Mobility Toward French (%)	Mobility Toward English (%)	Total Mobility (%)	Proportion of Total Mobility Toward French (%)	Number of Allophone Students
All of Québec					
1983-84	5.7	21.5	27.2	21.0	65 875
1986-87	8.9	16.8	25.7	34.6	70 429
1991-92	11.2	13.2	24.4	45.9	82 503
1994-95	12.8	12.7	25.5	50.2	89 816
1995-96	13.1	12.8	25.9	50.2	91 578
1996-97	14.3	12.8	27.1	52.8	94 031
1997-98	15.2	13.3	28.5	53.3	94 920
Montréal region					
1983-84	4.6	24.9	29.5	15.6	52 322
1986-87 ²	9.1	19.0	28.1	32.4	56 525
1991-92	10.7	14.7	25.4	42.1	63 231
1994-95	12.0	13.6	25.6	46.9	69 140
1995-96	12.6	13.5	26.1	48.3	70 475
1996-97	14.1	13.5	27.6	51.1	72 289
1997-98	15.0	13.9	28.9	51.9	73 175

1. Allophone students are those students who have declared a mother tongue other than French, English or a Native language.
2. The increase in the linguistic mobility rate toward French from 1983 to 1986 is a result of the efforts of the Commission des écoles catholiques de Montréal (CECM) to better identify students' mother tongue and language of use beginning in 1985.

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, "Élèves-standard" files.

The same trends can be observed for the Montréal region, although the phenomenon has been progressing at a slower pace. In effect, the mobility rate toward French started to exceed that toward English only in 1996-97. In 1997-98, the mobility rate toward French stood at 15.0%, compared with 13.9% toward English.

College Education

Have increased enrolments in French schools since the *Charter of the French language* came into force had an impact on the language of study that these individuals choose for college, given that the Charter's provisions regarding instruction in English do not apply at this level?

In the fall of 1980, 81.5% of students enrolled in regular education in a program leading to a diploma of college studies (Diplôme d'études collégiales—DEC) studied in French, 16.8% studied in English and 1.6% were enrolled in institutions where courses are given in both French and English. In the fall of 1997, 173 943 students were enrolled in regular education in a program leading to a DEC. The proportion of students studying in French increased slightly to 83.9%, whereas 15.1% of students studied in English and 1.0% took courses in both languages. This breakdown has not changed since 1993.

Table 5 presents trends with respect to new enrolments in college education according to students' mother tongue and language of instruction chosen for their college studies. In all, 95% of Francophones and Anglophones studied in their mother tongue. The situation of allophones changed significantly during the period studied. The proportion of allophones who chose to study in French tripled from 1981 to 1994, going from 15.6% to 45.5%. However, this proportion then declined somewhat until 1997, to 42.8%. Preliminary figures for the fall of 1998 indicate a slight increase over 1997: the proportion of allophones enrolled in French colleges rose to 43.1%.

And what about allophones who did their secondary studies in French? **Table 6** shows the distribution of new allophone enrolments in college according to the last language of instruction declared at secondary school. Since 1987, there has been a steady decline in the proportion of allophones who studied in French at secondary school and who choose to study in French at college. The enrolment rate even dropped from 57.2% to 57.0% from 1997 to 1998, which seems to contradict the increase observed for allophones as a whole (Table 5). In fact, the rise from 42.8% to 43.1% in the number of allophones opting to do their college studies in French is only the result of a decrease in the relative weighting of newly enrolled allophone students whose secondary studies were in English. Almost all these students chose to continue their college studies in English. When the secondary school language of instruction is taken into account, the tendency of allophones to choose English increases, regardless of whether their secondary studies were in French or English.

A good portion of allophones enrolled in college in 1987 or in subsequent years were free to choose the language of instruction for their elementary education because these students began their studies before Bill 101 or Bill 22 came into force, or because an older brother or sister had already attended elementary school in English. In this case, allophones who had done their secondary studies in French were more likely to continue college in French because they had initially chosen the language of their education. Allophones who enrolled in college in 1998 were almost all subject to the *Charter of the French language* in elementary and secondary school. In their case, they had to do their elementary and secondary studies in French. Therefore, it is not surprising that fewer of these students chose to continue their college studies in French in 1998 than in 1987.

Table 5
Distribution of new enrolments¹ in college education, by language of instruction and mother tongue²: all of Québec, fall of 1981 to fall of 1998 (%)

Mother Tongue	Year	Language of Instruction in College				Total (N)
		French (%)	English (%)	French and English (%)		
French	1981	96.5	2.9	0.5	41 261	
	1986	95.6	3.7	0.8	42 797	
	1991	96.3	3.1	0.6	40 369	
	1994	95.9	3.5	0.6	46 516	
	1995	95.6	4.0	0.5	46 464	
	1996	95.4	4.0	0.6	47 610	
	1997	94.7	4.8	0.5	43 661	
	1998 ³	94.7	4.8	0.5	43 409	
English	1981	4.6	93.2	2.2	5 995	
	1986	5.9	92.2	1.9	5 834	
	1991	7.4	92.1	0.4	5 103	
	1994	5.8	94.1	0.1	4 864	
	1995	4.9	94.8	0.3	4 675	
	1996	4.8	95.0	0.1	4 681	
	1997	4.5	95.3	0.2	4 404	
	1998 ³	5.2	94.7	0.1	4 364	
Other	1981	15.6	80.5	3.9	2 706	
	1986	28.3	69.6	2.1	4 084	
	1991	41.3	56.8	1.8	4 023	
	1994	45.5	53.1	1.4	4 184	
	1995	44.6	54.2	1.2	4 336	
	1996	43.3	55.6	1.1	4 564	
	1997	42.8	56.4	0.8	4 225	
	1998 ³	43.1	56.0	1.0	4 146	

1. New enrolments are students who enrol for the first time in a program leading to a DEC in regular college education (excludes continuing education).
2. The mother tongue is the last mother tongue declared at the secondary level (youth sector). Students whose mother tongue is not known are excluded. The "Other" category includes students whose mother tongue is not French, English or a Native language.
3. Preliminary figures

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, "Banques historiques" and SIGDEC files.

Table 6
Distribution of new allophone¹ enrolments² in college education, by language of instruction at the secondary and college levels: all of Québec, fall of 1987 to fall of 1998 (%)

Language of Instruction in Secondary School	Year	Language of Instruction in College			Total (N)
		French (%)	English (%)	French and English (%)	
French	1987	81.5	17.7	0.8	1 548
	1990	71.1	27.1	1.9	2 292
	1993	65.1	33.3	1.6	2 962
	1994	64.3	34.1	1.6	2 952
	1995	61.4	37.2	1.4	3 145
	1996	57.6	41.3	1.1	3 421
	1997	57.2	41.8	1.0	3 146
	1998 ³	57.0	41.9	1.1	3 132
English	1987	1.1	94.2	4.7	2 272
	1990	0.6	97.3	2.0	1 725
	1993	0.5	98.3	1.2	1 379
	1994	0.2	98.7	1.1	1 232
	1995	0.3	99.0	0.7	1 190
	1996	0.5	98.2	1.2	1 135
	1997	0.8	99.0	0.2	1 079
	1998 ³	0.1	99.3	0.6	1 014

1. The mother tongue is the last mother tongue declared at the secondary level (youth sector). Students whose mother tongue is not known are excluded. The "Other" category includes students whose mother tongue is not French, English or a Native language.
2. New enrolments are students who enrol for the first time in a program leading to a DEC in regular college education (excludes continuing education).
3. Preliminary figures

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, "Banques historiques" and SIGDEC files.

Table 7 presents recent trends with respect to the linguistic mobility of allophone students enrolled in regular college education. Contrary to trends at the elementary and secondary levels, where more than 70% of students had the same mother tongue and language of use, at the college level, more than 80% of students switched to either French or English. In 1991, 36.1% switched to French, whereas 37.7% switched to English. The predominance of English continued until 1994. Switches to French and English reached the same level in 1995. Since then, the mobility rate toward French has exceeded that toward English; in 1997, the rate toward French was 46.8%, compared with 40.0% toward English. Furthermore, the proportion of the total mobility toward French increased steadily, going from 50.0% in 1995 to 53.9% in 1997.

Table 7
Linguistic mobility rate of
allophone¹ students
enrolled in regular college
education: all of Québec,
fall of 1991 to fall of 1997
(%)

Year	Mobility Toward French (%)	Mobility Toward English (%)	Total Mobility (%)	Proportion of Total Mobility Toward French (%)	Number of Allophone Students
1991	36.1	37.7	73.8	48.9	13 112
1992	37.4	40.4	77.8	48.1	12 958
1993	38.7	41.6	80.3	48.2	13 793
1994	40.3	41.8	82.1	49.1	13 782
1995	41.6	41.4	83.2	50.0	13 574
1996	45.0	40.2	85.2	52.8	13 738
1997	46.8	40.0	86.8	53.9	12 965

1. The mother tongue is the language declared at the college level. Allophone students are students whose mother tongue is neither French nor English.

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, college "Banque historique" files.

University Education

In the fall of 1997, 171 144 Québec students were enrolled in Québec universities: 82.4% studied in French and 17.6%, in English (**Table 8**)¹. The proportion of students studying in French has increased slightly since 1988, at which time it stood at 81.2%.

Moreover, in the fall of 1997, 94.3% of Francophones and 93.3% of Anglophones studied in their mother tongue. These percentages have not changed since 1988. The majority of allophone students (52.0% in 1997) chose to attend university in English. The situation has changed considerably, however, in favour of French in the last ten years. In 1988, 38.2% of allophone students chose a French university, compared with 48.0% in 1997, for an increase of almost ten percentage points.

With respect to the linguistic practices of allophone students, the data in **Table 9** indicate that the situation has reversed itself in the past ten years. In 1988, the linguistic mobility rate toward French was 36.6%, compared with 48.3% toward English. The situation turned around in 1992. In 1997, the mobility rates were 45.8% toward French and 30.4% toward English. In the last two years, mobility toward both French and English has declined. The gap in favour of French, however, continues to increase: the portion of the total mobility toward French has been steadily rising since 1988 and stood at 62.6% in 1997.

1. These are regular students who are Canadian citizens residing in Québec.

Table 8
Distribution of regular university students who are Canadian citizens residing in Québec, by mother tongue¹ and language of instruction: all of Québec, fall of 1988 to fall of 1997 (%)

Mother Tongue	Language of Instruction	1988	1991	1994	1997
French	French (%)	94.5	95	94.9	94.3
	English (%) (N)	5.5 159 589	5.0 163 917	5.1 159 130	5.7 143 132
English	French (%)	6.6	6.6	6.9	6.7
	English (%) (N)	93.4 23 737	93.4 23 636	93.1 22 371	93.3 18 305
Other	French (%)	38.2	42.2	47.8	48.0
	English (%) (N)	61.8 8 105	57.8 8 305	52.2 9 344	52.0 9 527
Total ²	French (%)	81.2	81.2	82.2	82.4
	English (%) (N)	18.8 191 965	17.9 196 017	17.8 190 975	17.6 171 144

1. The "Other" category includes students who have declared a mother tongue other than French or English.

2. Students whose mother tongue is not known are included in the total; they represent less than 1% of enrolments.

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, RECU system files.

Table 9
Linguistic mobility rate of regular, allophone¹ university students who are Canadian citizens residing in Québec: all of Québec, fall of 1988 to fall of 1997 (%)

Year	Mobility Toward French (%)	Mobility Toward English (%)	Total Mobility (%)	Proportion of Total Mobility Toward French (%)	Number of Allophone Students
1988	36.6	48.3	84.9	43.1	8 105
1989	38.2	48.1	86.3	44.3	8 294
1990	39.6	46.9	86.5	45.8	8 103
1991	41.6	43.9	85.5	48.9	8 305
1992	45.3	40.0	85.3	53.1	8 629
1993	47.5	36.6	84.1	56.5	9 181
1994	47.5	34.8	82.3	57.7	9 344
1995	47.8	32.2	80.0	59.8	9 849
1996	47.5	31.2	78.7	60.4	10 285
1997	45.8	30.4	76.2	62.6	9 527

1. Allophone students are students who have declared a mother tongue other than French or English.

Source: Ministère de l'Éducation, Direction des statistiques et des études quantitatives, RECU system files.

Conclusion

Generally, the update of data for the period of 1995-96 to 1997-98 confirms trends observed by the Comité interministériel sur la situation de la langue française in 1996 for the education sector. Trends with respect to enrolments in preschool, elementary and secondary education show a slight increase in the number of students studying in English and a stabilization at around 80% in the proportion of allophones attending French schools. This trend confirms that the full impact of the application of the *Charter of the French language* has been felt and that changes in enrolments will now depend on the birth rate, both for the English and French sectors. With respect to the linguistic practices of allophone students, the linguistic mobility rate toward French has exceeded that toward English since 1995-96 and the gap between the two rates continued to grow until 1997-98.

At the college level, however, trends in the language of instruction chosen by allophone students newly enrolled in college have changed since 1995. After a marked increase from 1981 to 1994, the proportion of allophone students opting to study in French at the college level decreased from 1995 to 1997; however, the preliminary figures for the fall of 1998 indicate a slight increase over 1997. The proportion of allophone students who did their secondary studies in French and who chose to go to college in French continued to drop until 1998, but this drop has slowed considerably since 1996. In the coming years, this phenomenon may stabilize now that students will have completed their elementary and secondary studies under the *Charter of the French language*. Moreover, the linguistic mobility rate toward French for allophone students as a whole for at the college level has exceeded the rate toward English since 1996.

The increase in the proportion of allophones choosing to study in French at university that had been observed since 1988 continued until 1997. The linguistic mobility rate of Québec allophone students toward French has exceeded the rate toward English since 1992.

In summary, the overall linguistic situation in the education sector is changing in favour of French. With respect to allophone students newly enrolled in college, we will be in a better position to evaluate the situation in a year or two.

For further information:

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Other [Education Statistics Bulletins](#) available:

- Lespérance, André. *Level of Graduation Upon Leaving the Education System*, **No. 1, November 1997**.
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