

Deutsche Sprachschule Ottawa

30th Anniversary



German Language School
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☞ Presented for the 30th Anniversary ☞

A Brief History
of the
German Language School Ottawa



**compiled, updated
and amended**

by

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**(with a postscript
by
Dieter Kiesevalter)**

**Ottawa, Ontario
2001**

**To the Parents
without whom
the German Language School
would not be possible.
Thank you!**

**To the Organizing Committee,
which also functioned as an
Editorial Committee:
Sylvia Grambart
Jean Grant-Kearney
Karin Hälssig
Renate Hayes
Dieter Kiesevalter
Wayne MacDougall.
Thank you!**

Cover photograph courtesy of Wolfgang Grambart

Setting the Scene

The Second World War had seriously interrupted such relations as might still have existed between Germany and Canada in the Thirties. The First World War had gone before, and there had been discrimination and other difficulties on both sides, and many dead, and it had left a great deal of animosity, more so than the Second World War. Earlier German immigrants had gone to ground during the Second World War, after having been actively discriminated against during the First. They emphasized their Canadian citizenship and their Canadianness, toned down their German customs and their language, in many cases speaking it only brokenly after many years of little use, and sent their children to English or French language schools, the only ones that were available to them at that time. German cultural institutions, German associations, and the outward signs of German community life had been severely pruned back and had frequently disappeared.



The New Immigrants

Into this scene of acceptance, assimilation and camouflage burst a new wave of immigrants, starting in 1951, when relationships between the two countries once again approached normalization, at least on a diplomatic, if not on an everyday level. This wave consisted of uprooted citizens from a war-torn and prostrate country, largely, but by no means exclusively, from its Eastern provinces. They had, for the most part, lost everything except their lives and the clothes on their back, and now, not seeing any very great chance for themselves and their families in the Western trunk of Germany, no very good possibility of being accepted by their fellow citizens and being allowed to share in what remained of possessions and opportunity, they decided to risk a fresh start in a young and undamaged country. As opposed to the members of the older

German Canadian communities, these new arrivals did not speak the language or know the customs of their adopted country, and they made a conscious effort to establish themselves in the life of the community as Germans, with their own institutions and organizations. Often such efforts were spearheaded by those who came from areas where German culture and language had been threatened in the past by foreign influences and been in danger of being submerged, such as East and West Prussia, Silesia, the Sudeten country, or parts of Austria. Assimilation eventually took its course, made easier perhaps because Germans are intelligent, adaptable, and willing to work, and the differences turned out not to be that profound; but a successful compromise was reached by the immigrants between their desire to maintain their Germanness in a foreign country, and the need to succeed and to make a go of things. Only in the future, generational changes would threaten these carefully established German institutions.



Regional Organization in Ottawa

Along with other Canadian urban centres, Ottawa saw its German population increase greatly and beginning to make its presence felt in the economic and cultural life of the city. Clubs sprang up and activities increased in importance and numbers, and many things - organizations, activities, performances - clamored for attention of what was, after all, a limited public. In order to ensure that everyone had a chance and every event its place in the sun of public patronage, some kind of regional coordination suggested itself. The impulse to organize came from the burgeoning cultural life, where conflicts of scheduling seemed most prevalent. It was the cultural attachée at the German Embassy, Countess von Finckenstein, who, in 1966, proposed a centralized scheduling of events, so that an orderly progression could be achieved, and this effort

eventually led to plans for an umbrella organization for German clubs and associations. In 1970, these culminated in the foundation of what was first called *Stadtausschuss*, and, as of 1973, *Arbeitsgemeinschaft*, known by its initials ARGE, as a regular meeting place for presidents and heads of organizations for the purpose of discussing problems of concern to all. For our purposes, it is important to note, that, among its other activities, the ARGE undertook to promote the teaching of the German language to interested students. It lobbied for the teaching of German in the schools of the region, and, arising naturally from this, it very soon became the vehicle for the founding of the German Language School. Helmut Schmitz, at that time President of the Business Association, Karl Rusch, President of the *Stadtausschuss*, and Dieter Kiesevalter, currently President of the German Language School Board, played a decisive role in these events.



Immigration and the Origin of the Language Schools

The first wave of immigration, in the 1950's, brought with it some 300,000 German-speaking immigrants, a group larger than almost any other that had come to these shores. Canadian schools, as was probably to be expected under the circumstances, were not ready to offer instruction in their language to the children of these immigrants, and they were not really prepared to make the necessary adjustments. Languages were, in any case, only taught in high school. As a consequence, so-called Saturday-schools - the name explains the circumstances - came into existence in the larger cities, in an effort to fill the educational gap, where no instruction in German was available.

Over the life of these schools, the requirements which they had to meet, changed. The first wave of students, who passed through them, had almost uniformly spoken German at home and received instruction in German. When this wave ebbed in the 1960's and 1970's, a second generation made its appearance, which posed a different and more complicated problem for the German language schools, as they prefer to be known. In this second generation of children often born and largely raised in Canada, the first child most likely spoke a passable German and understood all, the second child understood much but spoke haltingly, while the third child might already have difficulty understanding the language, having learnt to speak in a predominantly English-language environment, on the street and in school. The quality of the language spoken at home depended, of course, on the parents' own ability, on their inclination, their attitude towards the new country, and on the time they put into teaching it to their children. More recently, the student population began to recruit itself from originally non-German groups, who had passed through Germany on their way to the New World, or had other reasons to be interested in German.

From language instruction provided by volunteers without, or largely without, professional qualifications, the language schools had now to develop into second-language schools offering instruction by qualified teachers, according to rules put forth by school boards and ministries of education. The emphasis, in other words, had gone from maintaining an existing language facility, to teaching and developing a new one.

The German Language School Ottawa was founded in this transitional period and experienced a little of both scenarios in its early years, but developed decidedly

along the second path in later years, as the number of students from non-German backgrounds increased.



The German Language Club of Carleton College

It must be noted, in this context, that instruction in the German language did not begin with the German Language School, although that is perhaps its highest flowering. Already in 1947, a German Language Club had been founded at Carleton College, as it then was, through the efforts of Dr. R. Hoff, who was active in many ways among the earlier immigrants, and who died only a few years ago. While one of the aims of the Club was to help students of German with their studies, it also became a centre for all those in Ottawa, who had an interest in the German language. After doing much important pioneer work, the Club ceased its activities in 1971, when other institutions, such as the Goethe Institut, had sprung up to continue the work.



The Founding of the School

It is impossible now to trace the early movements within the German community in Ottawa which eventually culminated in the actual founding of the School, but by 1971 enough of an impetus had been built up to lead to action. In order to determine just what the base of interested parents - and, by extension, students - would be, Ingrid Ruthenberg conducted, in March 1971, a survey of the German community in order to determine the desirability of, and support for, a German language school. This survey proved beyond doubt that the school would be able to count on the backing of the community. As a consequence, the German Language School opened its doors and began its first year of instruction a few months later, on October 2, 1971, in the basement of the Martin-Luther-Church on Preston Street. Voices of warning, which

had been raised earlier (“why would children want to attend school on Saturdays as well as during the week?”) were clearly proven wrong when 37 students filled the classes of the School that first year. Among the teachers, in this and the following years, were many men and women well-known and active in the German community (in alphabetical order): Elke and Volker Barthel, Elisabeth von Blöda, Brigitta Fernandez, Sylvia Grambart, Margarete Kath, Linda and Dieter Kiesevalter, Annegrete Koch, Bärbel and Werner Layer, Margarete Maurach, Ruth Mandoli, Hannelore Moeller, Reinhold and Elisabeth Pauk, Christiane and Rolf Ratzel, Christa Renken, Ilse Scheid, Johanna und Christiane Schmitz, Gert Taudien, to name only a few. The work of all of these individuals is remembered with gratitude.

It should not go without mention, that at this time, German classes were also being held at the German St. Albertus-Church, on Parkdale. At a later date, these classes joined the German Language School.

The quarters in the Martin-Luther-Church were cramped, because the Church was still years away from the radical rebuilding which would completely change its appearance and provide much more space in later years. The students were divided into three classes, and the most senior of these, one teacher recalls, “sat in the kitchen between stove and refrigerator.” But, with some improvisation and much enthusiasm and good will, a start had definitely been made, and the future looked promising.

The ARGE entrusted the operation of the School to one of its constituent bodies, the German-Canadian Business and Professional Association, as it was then known (now the German-Canadian Business Association), and Rolf Ratzel became the

School's administrator, Hans Wyslouzil the treasurer. Both were to serve the School for many years with skill and engagement. While the Business Association was responsible for the School's business, the principal - the first one was Johanna Schmitz - was, according to her employment contract, responsible for the course schedule, the course content, and the hiring and the performance of the teachers. It is interesting to read today that the total budget of the School in its first year was \$1570.00, and that the teachers received \$10.00 per day of teaching. (Salaries for government employees began at about \$8500.00 then.)



Further Development

The spaces in the Church soon proved too small as well as generally unsuited for classrooms and for the needs of a school. The School then made its first move; it began its second year of operation with 96 students in 1972/73, in the High School of Commerce on Rochester Street, at Gladstone. In this, the School benefited from instructions by the Ministry of Education to local school boards to open their schools for community purposes. These were the early stirrings of what later became the Heritage Language Program. The German School now paid a small amount per student to the Ottawa Board of Education (as it was then). In 1974, the School moved again, this time to Glebe Collegiate, at Glebe and Bronson Avenues, where it stayed until 1990, and which it shared, over the years, with other heritage language schools. After this, budget cuts and changes in the Ottawa Board of Education forced the School to move around more than it had been used to. From 1991-1995, it found a home in Hopewell School, in the Glebe, in 1996 in the Continuing Education Centre on Cambridge Street, and in 1997, it moved to St.-Thomas-More School on Blohm Drive (after a change to the Roman Catholic School Board). The credit classes had

been separated earlier, and they were located first at St. Patrick's High School, and later at St. Pius X High School. This was an arrangement which put definite difficulties in the way of parents who had children in both elementary and secondary classes, but the board preferred it for reasons of efficiency.

It was important for the School to have a relatively central location, to allow equal access from all parts of the region. While it can be argued that someone will always have the more distant trip, it is important that the School be seen to have as central a location as is feasible. This consideration has always governed decisions having to do with relocation. In 1975, adults were for the first time admitted to the School as students, largely in conversation classes.

In the year 1977, the long-awaited Heritage Language Program became law, and School Boards were now able to offer non-official languages as part of their continuing education programs. At the same time, the federal government made funds available to permit ethnic communities to maintain the program. This funding ceased in 1990, in the course of increasing, and increasingly hurtful, budget cuts by all levels of government.

The number of students in the School climbed steadily, until, in 1986, it reached a high of 253, after which it fell again to 199 in 1989. The effect of the reunification of the two Germanys, beginning in the fall of 1989 and continuing throughout 1990, put the spotlight on Germany and things German, and as a consequence, there was a sudden noticeable increase in the enrolment, which climbed steadily over the years to 326 in 1994. Since then, it has decreased again, 244 in 1996, 182 in 1997 and 1998,

157 in 1999, and 185 in 2000/2001. In 1995, the German language program was the fourth largest language group within the then Ottawa Board of Education, after Cantonese, Arabic, Mandarin. (Currently, Arabic is the largest language group.)



The School's Principals

The Principals of the School, the persons who were chiefly responsible for its operation and the direction it took, and who at all times worked very hard, responsibly, with dedication, and often well beyond the call of duty, were, over the years (in chronological order): Johanna Schmitz (1972), Christa Renken, Gert Taudien, Christine Fraser, Annegrete Koch (these four 1973-1982), Hannelore Moeller (1982-1984), Elke Barthel (1984-1991), Sylvia Grambart, at first conjointly with Christa Selka, then alone (1991-1998), Karin Haelssig (1999-). The School owes them all an enormous debt of gratitude.

Over the years, the duties of the principal changed in the direction of greater professionalism, and with it went greater educational requirements, as the School came more and more under the supervision of the School Board and was expected to fulfill programs which paralleled those of the day schools. Principals began to have professional experience. They are now required to attend many meetings at the Board of Education, and there is much paperwork to be done. As their expertise and the requirements of the School Board changed, the School itself grew more professional in appearance and in the way it worked. Principals also took part in curriculum and teacher development at the local as well as at provincial and national levels, among

other things through membership in the Canadian Association of German Language Schools, in which some of them held administrative positions.



The Teachers

No Principal can work, no school can function, without teachers. The German Language School has been very fortunate in the quality of the men and women who have taught in its classes over the years, from the beginnings to the present. There have been many changes, most notably in the direction of professionalism and qualifications. Today most of the teachers have some kind of certification, and they are employed by the School Board. In earlier years, and certainly at the very beginning, they were recruited from among the parents and other individuals connected with the German community, and their training was minimal, in most cases not formal at all, and they relied chiefly on their knowledge of the German language. Today, much more formal training is a requirement, but it has been the good luck of the School to continue to find highly qualified personnel. Qualified or without formal training, now or in earlier years, the teachers have always distinguished themselves by their enthusiasm and their dedication. Good teaching was always their aim, and they attempted at the same time to impart German culture and a general knowledge of Germany and things German to their students. In addition, they embraced all the many other tasks, such as preparation for the *Sommerfest* or the open house, to name but two examples, which make up the daily life of the School. We thank them here for their work.



Incorporation of the School

As the School grew in size and importance, the system under which it was administered, underwent changes. In the early years, the School was run largely by

individuals on a temporary basis, although it possessed, as mentioned, an administrator, a principal, and a treasurer. There was, however, no formally constituted administrative body, and all decisions were generally made on an *ad hoc* basis, sometimes after consultation with the Business Association. The time had now come for the School to be independent and to move up to the level of other organizations in the German community. If this were not done, it was felt, its growth would be stunted. The ARGE, therefore, under its chairman Dieter Kiesevalter and vice-chairman Gunther Bauer, launched a process by which it would cease to be the sponsoring body for the School. This was, in the opinion of many, an important formative step in the development of the School, and it would give it greater standing in the community and among its peers. The reasons were, of course, also of an administrative and financial nature. The ever-increasing difficulties and the uncertainties connected with the operation of the School, registration, for example, could not be handled by a group of private individuals, however dedicated they might be. A corporate structure, particularly in the areas of funding and finances, with representation from all sections of the clientele, became very necessary. The School had, up to that point, received little or no financial support from the Federal Republic of Germany or the Secretary of State, for example, and - successful - efforts would now be made to obtain more of this kind of assistance. The Canadian Association of German Language Schools had always been ready with active support in teacher training and other areas of importance to the School, and it continued this help after the incorporation.

The incorporation was brought to a successful conclusion in February, 1983, and a reception was held at that time, to celebrate it and announce it to the world. Annegrete Koch, a former principal of the School, became chairperson of the founding

Board of Directors. A constitution was written by Reinhold Pauk, and such other corporate instruments as statements of duties for the principal and the teachers' representative were formulated. The School's business would henceforward be conducted in a more regulated and formal manner. The Board of Directors from now on met for regular monthly meetings, and a body of documentation began to be built up.

The immediate consequence of these changes was that Rolf Ratzel and Hans Wyslouzil, who had served the School honourably and with dedication from its beginnings, now retired, feeling, as they did, that the demands of the new structure would exceed the time they had to spare. Helmut Ernst Schreiber became Secretary-Treasurer, after having already been involved in the affairs of the School for some time. He was to serve faithfully and in varying capacities for many years to come. When he left, he was followed by Roy Engfield, who took over as Secretary, while the office of Treasurer was separated and went through many hands. The School's administration, in addition to its educational direction, now became part of the duties of the principal, at that time Hannelore Moeller, soon to be followed by Elke Barthel. Annegrete Koch remained as chairperson of the Board of Directors until 1984, when she was succeeded by Kurt Anders, a well-known local attorney, who, with Heidemarie Kelly, had taken care of the legal work of the incorporation, and who remained in that position until the spring of 1994. A considerate and sensitive administrator, Kurt Anders made it possible for the School to grow and develop in the very satisfactory way we have witnessed. There have been many members of the Board and holders of office in the School, too numerous to mention here, but all of them hardworking and concerned for the welfare of the School. They are here remembered with deep gratitude.



The Parents

It is long past due to say a word of the parents. They are, without a doubt, the fountainhead of all that has been recorded in these pages; without parents, none of this would have happened or would continue to happen. A separate chapter can then be no more than a brief summation, to ensure that somewhere credit is given to this large and many-membered, multiform, indefatigable, patient group, which is always willing to help, to raise funds, to sew costumes, to act as chauffeurs, to assist with innumerable tasks. Their efforts are usually unsung and too often carry their rewards within themselves.

As the students grow up and are replaced by younger ones, so do parents move on and new generations come in. Many of the younger parents now were themselves students of the School, and they are engaged in helping to provide for their children an experience which, in the past, they found important and formative. These parents sit on the Board of the School. They also make up the Parent Council, which now, following changes in the legislation, is the most important governing body of the School, very effectively managing the School's affairs, and mediating between the School and the School Board. Its President is now Renate Hayes, ably assisted by Wayne MacDougall as Treasurer, and by other parents. Mention must also be made of Karen Nault, who was the first President of the Parent Council after the School moved to the Roman Catholic School Board, as well as President of the Board of Directors in 1997/98.

Parents work in the School's library, which is now a good-sized, but still growing and certainly very popular, institution, run by Tomas Allen; and every Saturday morning, and on special occasions, parents sell baked goods, soft drinks and coffee, to

raise money for School functions. They do hall and yard patrol during breaks, assist during School celebrations, and are just ever-present. To imagine the School without its corps of parents is just unthinkable. The debt of gratitude the School owes them is immeasurable.



Cultural Activities

Cultural and artistic programs have always been important to the School, and they have received as much attention as was possible within the constraints naturally imposed by the operation and the curriculum. They included performances in word and song, activities such as school choirs, and festivals: Christmas, Carnival, and the well-known *Sommerfest*. The purposes served were at least threefold: to put the students in touch with German customs; to bring variety to the school day; and to promote cohesion and esprit de corps. In looking at the School's activities over the years, it is here only possible to touch on a few high points.

In 1974, the School presented the play *Oliver Twist*, in the auditorium of the High School of Commerce. By all accounts, this was an ambitious undertaking, but it was executed with great skill and ingenuity, and to great applause. The play had been translated and adapted by Sylvia Grambart, and it was performed by a large part of the student body of the day. Students took over the whole *mise-en-scène*, and Kim Grambart, one of the students, became responsible for the production. Some of the participants are still active in the affairs of the School today, and they think back fondly to that performance. One can easily imagine the work and dedication invested in this production, and the excitement everywhere that accompanied it.

The School has always tried to develop a modestly high profile, to uphold the banner in the community, as it were, and this has sometimes led to publicity even in Germany. In 1992, the then President of the Federal Republic of Germany, Richard von Weizsäcker, visited Canada, and during his reception at the Governor-General's residence, he was also welcomed by students from the German School. Interviews with the Principal and the students were later broadcast in the German state of Rheinland-Pfalz. In 1993, in the course of a public relations campaign by the German Embassy, the school opened its doors to the public. In the community, the School for several years (1993-1998) conducted a workshop in the making of *Schultüten* for the Museum of Civilization, in the wake of the exhibition "Just for nice," which celebrated German immigration and early crafts in the Ottawa Valley. More recently, it conducted craft sessions for children in what was then the Regional Headquarters on Lisgar, now the city hall of the new City of Ottawa, as part of the famous Winterlude festivities.



The Choirs

In 1980, Dieter Kiesevalter was persuaded to start a School choir. He was at that time conductor of the (chiefly German) Johannes Brahms Choir and, with his musical and musically active family, well-known in music circles in Ottawa. The choir, which practiced in the last hour of each school day, attracted a number of interested students, all carefully screened for both their dedication and their ability. The advantages of participation were not only acquaintance with German folk songs and other choral music, but with music and its performance in general. The choir performed publicly for the first time in December, 1980, only months after its creation, in the German Club, during the Christmas celebrations of the School. It did so again in December, 1981, in Knox Presbyterian Church, and again in May, 1983, in the

Unitarian Church, both times together with the Johannes Brahms Choir. There were other public performances, although not all with an equally high profile. One of these was at a dinner for the then Minister of Multiculturalism, Otto Jelinek, in 1985. It does not need to be stressed that all these performances met with much applause and appreciation.

The children sometimes wore costumes patterned after *Trachtenkleidung*, made possible by a donation from Reinhold Herr, of Bronson Bakery, who took a particular interest in the German School and was always very generous. He may stand here for the many loyal and generous sponsors from the German business community who have supported the German School over the years in its various activities. The School is forever grateful for their help.

One of the highest points in the all too brief story of the choir was the presentation of the choral work *Weihnachtsgeschichte*, by the German composer Carl Orff, in the Martin-Luther-Church on December 22 and 23, 1984. The performance required a great deal of work, as well as the assistance of numerous musicians, and was performed to great acclaim. Carl Orff was an innovator in music education, particularly for children. His system, based on group performance with percussion, was widely used, often with special instruments, some of which are still being used in the School.

For participants and public alike, these were momentous and highly enjoyable events, fondly recalled by both the students and their parents. The School choir eventually ceased its activities, when Dieter Kiesevalter retired from it, and it was never

really revived. A junior choir of smaller children, under the direction of the capable and very dedicated Karen Laframboise, continued the tradition for many years. It was this choir which, with students from Grade 5, participated in the Christmas party given by the German Ambassador in 1991, and then televised over the German community channel. At present, the very talented Ruth Peron is active in the School as a music instructor and choir master. No School activity is unaccompanied by music.



Great Festivals

The great festivals of the year are usually marked by the School with appropriate activities, although not all of them every year, because a great deal of work is required if they are to be done well. The teachers, who are usually principally involved, have found during the last few years, that the curriculum and their professional activities no longer leave the time that is necessary, and that used to be available, to prepare for these festivals, and the celebrations have therefore been curtailed. Christmas is invariably celebrated, even if not always in a large way; Carnival sometimes, in the past occasionally under the participation of Prince and Princess Carnival and other members of the *Erste Karnevalsgesellschaft Ottawa*, and with the children being encouraged to dress up. Perhaps the most memorable of the Carnival celebrations took place in February 1983, at the German Club. As the composition of the student body changes to incorporate more students with non-German backgrounds, the nature of these celebrations also changes to make them conform to the altered circumstances.

The *Sommerfest* is the biggest event of the German School calendar. Everyone looks forward to it since it also marks the end of the school year. The event usually takes place on the last-but-one day of school - the date has varied slightly in recent years

from late May to late June - and planning for it begins months earlier; since the establishment of the Parent Council a few years back, in which many parents are actively involved, planning and execution have become easier. Sometimes, a theme is chosen: German fairy tales, old children's games, Johann Sebastian Bach, the environment, or, for instance, in 1991, *Drei-Länder-Fest*; in that year, Austria commemorated the 200th anniversary of the death of Mozart, Switzerland the 700th year of its existence as a federation, and for Germany, it was "Old Berlin-New Berlin", in the wake of reunification.

Much of the work is left to the teachers, as each class chooses something it wishes to present. Sometimes this is an aspect of the theme, sometimes it could be a game, which the class prepares for its fellow students and guests to play; it may be a short play or a musical offering. Visiting German bands sometimes take time out from their tour schedule to play for us. A tombola with valuable prizes is also part of the proceedings. The Embassies of the three countries in which German is spoken are usually very helpful in supporting these activities. For the locale, the school itself and the school yard are preferred. In case of rain, everything can then just be moved inside. The course of events has been fixed by tradition: after a brief official program, which includes the handing out of diplomas and awards and an address by the German ambassador, everyone takes part in the presentations and games and enjoys the food and drink.

The work is parcelled out among individuals and groups. Board members assist with many miscellaneous tasks. An undertaking such as this depends on the good will

and know-how of many, and the School has always been fortunate and successful in finding the willing and able to help with the tasks that need doing.

On the day itself, everything is a hive of activity. Despite careful planning, all of this does not proceed smoothly, and there is always some running, urgent calls, and last minute improvisation. About 1:00 p.m., the crowds start to thin, everyone is packing up and preparing to leave. Clean-up crews fan out; trucks and cars move off; one last look around: is everything neat and clean? “Und wieder geht ein schöner Tag zu Ende.”



Postscript

Thirty years after the humble start of the School in a small German church on Preston Street, the German Language School has become a vital and important part of Ottawa's educational offerings. With the advent of bilingualism as official government policy in the 70's, and French language immersion courses in secondary schools, resources and support for all other language courses in the high schools faded perceptibly. German language teaching disappeared almost entirely from Ottawa schools.

This opened the way for the German Language School to offer courses to high school students who were no longer able to take German courses in their day schools. In due time the German Language School received accreditation to teach OAC credit courses. This, of course, meant linking up with the primary educational bureaucracy. It unfortunately also meant being subjected to the inexperience, often indifference, and sometimes even hostile treatment by school authorities. As a result, the School had to change its location much too often, and it had to witness the separation of its secondary and its primary classes. It also made the move to another school board necessary. Lately, however, the mandatory establishment of heritage language courses by the provincial government in Ontario has turned out to be advantageous for the school boards, and as a consequence, relations have normalized.

The solid core of active parents, wonderful support from the community at large, as well as the German Embassy, have allowed the School not only to survive, but to prosper, and, with its reputation of a quality learning institution, we look forward to a promising future.