

# Says story was biased, condescending

Dear editor:  
When I read Mr. Irving's article (The Liberal, Oct. 13 Page A3) based upon his interview with me, I began to wonder if I was actually present for the interview. The article is slanted, biased and condescending.

My statements have been misquoted, misinterpreted, transposed and put out of context.

When Mr. Irving telephoned me Oct. 5, he said, "The public has a right to know..." I agree entirely. Because the article is not fair, factual and unbiased, I feel bound to correct the errors and fill in the omissions.

First, Mr. Irving's article implies the program committee did not allow me the time to make a proper presentation.

Not true. My full statement was, "I did not have the time to prepare a formal report. I did not expect to be presenting anything at that time. My presentation was spontaneous."

I very much resent the strong implication made by the article that my meeting with Mr. Birnham took place for the purpose of "modifying" my statement.

I explained to Mr. Irving that Mr. Birnham was the research coordinator for the board and as such all the test results would go to him for the program committee's inquiry.

I simply arranged the time and the place.

During the interview, Mr. Irving asked me, "Is there any pressure being put on you to change your statement?" and "Is Mr. Birnham changing your mind for you?"

To both questions I answered, "No."

One paragraph in the article states, "If I were a



Janette Nebel  
.....not Mrs. Neville

parent, I would not want my kids going to that school.

This statement is out of context and changes the meaning of my original statement.

I asked Mr. Irving to be sure to state in the article that the students tested were general level students, not a cross-section of students in level one, otherwise the public would be misinformed.

In such a case, if I were a parent, I would not want my kids going to that school.

Mr. Irving saw fit to exclude this. In the article, Mr. Irving attributes the following statement to me:

"They could be bright in other areas of English, but still be low in reading."

I did not say this. In fact I took great pains to explain to Mr. Irving that

## Letters

reading could be broken down into at least seven areas which fall under the basic headings of Comprehension, Achievement and Skills.

A student can be strong in comprehension but have a problem in the skills area.

Mr. Irving dismissed my explanation with the comment, "Reading is reading."

Not so Mr. Irving, it is much more complex. The article implies I have not resigned myself to teaching to the "overall class".

Not true. I stated that I had not resigned myself to teaching just to the majority of students who constitute the average ability students in the class.

The section of the article titled, "Methods

followed" is inane and the distorted comments attributed to me are even out of sequence.

The statement, "If he still won't respond, I tell him I will help but to smarten up."

This statement is a severe contraction which puts my comments out of perspective.

What I did say was that if a student does not respond, will not work and continues to disturb the class, I am still available for help in aiding that student in improving his English.

But first he must change his behavior. If he doesn't smarten up his behavior, it is difficult if not impossible to help that student.

... working out their own comic book format" is not "the procedure". It

was only one of many examples I gave.

Mr. Irving has mixed up his antecedents in the statement, "If you're going to be slack, nothing works. But if you catch their interest..."

It should read, "If a student is slack, nothing works. However, if the teacher can catch his interest..."

The statement that the general students "still wound up writing exams," is Mr. Irving's not mine.

I explained to Mr. Irving these students

wrote tests but did not write formal exams.

The statement, "If we let the kids get away with things, we're not helping ourselves" is condensed and hence inaccurate.

I stated that if we let the kids get away with things such as irresponsible behavior, we are not helping the students or ourselves.

The section of the article entitled "What's remedial" is patronizing, condescending and a totally inaccurate account of the conversation which took place Oct. 6.

I did not call to make the alteration Mr. Irving suggests. I called to make double sure Mr. Irving understood the definition of remedial.

The call apparently did not help; that still is not the way I defined remedial.

"I'm learning!" was not in reference to the comment Mr. Irving suggests. Mr. Irving did not say "If you don't mean what you say, you shouldn't say it" over the phone that day, but said it

during the interview the night before.

At that time I replied, "I did mean what I said."

Not only is the whole article misrepresentative of the facts and of my comments and opinions, but there is no such person as Mrs. Neville.

Perhaps you would do well to pay more attention to fact.

(MRS.) JANETTE NEBEL,  
Dr. G.W. Williams  
Secondary School,  
Aurora, Ont.

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**Public missing very fine music chance**

Dear editor:  
We would like to draw the attention of your readers to the fact most of them missed an opportunity Sept. 25 to hear and enjoy an evening of very fine music.

This was the second in a series advertised as An Evening of Chamber Music in aid of the organ fund at St. Gabriel's Church.

It's a pity that in a community of this size there are so few times when one is able to hear a group of this caliber.

Each instrument - flute, viola and piano - was played exceedingly well. Together the most demanding works were performed in a thoroughly professional way.

On Saturday evening Nov. 20 there will be another opportunity to hear the same group of young women in a third performance.

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The Veterans' Charter, one of the best in the world, represents tangible recognition of Canada's debt to those who gave their services and, in some cases, their lives for their homeland. Yet, astonishingly, large numbers of ex-service persons and probably an even higher percentage of widows, have failed to seek the benefits to which they are entitled.

ALL EX-SERVICE PERSONS AND THEIR DEPENDENTS ARE INVITED TO EXPLORE FULLY THE POSSIBILITY THAT THEY MAY BE ENTITLED TO BENEFITS BY VIRTUE OF MILITARY SERVICE PERFORMED. THIS MAY INCLUDE CERTAIN CIVILIAN CATEGORIES WHICH WERE ENGAGED IN SPECIAL WAR WORK, SUCH AS, MERCHANT SEAMEN, AND IT ALSO INCLUDES ALLIED VETERANS IN CERTAIN CIRCUMSTANCES.

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Special Duty Area (e.g. Korea, Egypt) \_\_\_\_\_  
or Allied Forces \_\_\_\_\_

(b) Are you the widow or widower of a veteran/ Ex-Service Person? Yes \_\_\_\_\_ No \_\_\_\_\_

NOTE: If response to 1(a) or (b) is "Yes" please complete the rest of the Questionnaire.

2. What is your full Name and Address? \_\_\_\_\_

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3. Are you interested in receiving information regarding veterans and/or dependents benefits? \_\_\_\_\_

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