# 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 con-

descending. 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 . . .

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 my kids going to that presentation was spon- school . . . taneous."

I very much resent the context and changes the strong implication made meaning of my original by the article that my statement. meeting with Mr. Birnham took place for the sure to state in the article purpose of "modifying" that the students tested my statement.

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 committe'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 in other areas of English, mind for you?"

To both questions I answered, "No."



down into at least seven areas which fall under the basic headings of Comand Skills.

in comprehension but have a problem in the skills area.

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

much more complex.

all class".

had not resigned myself change his behavior. If he to teaching just to the doesn't smarten up his majority of students who behavior, it is difficult if constitute the average not impossible to help ability students in the that student.

Janette Nebel

.....not Mrs. Neville

parent, I would not want

This statement is out of

I asked Mr. Irving to be

were general level

students, not a cross-

section of students in

level one, otherwise the

public would be misin-

In such a case, if I

were a parent, I would not

want my kids going to

Mr. Irving saw fit to

In the article, Mr.

"They could be bright

but still be low in

Irving attributes the

following statement to

that school.

exclude this.

reading.

ticle titled, "Methods is not "the procedure". It

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

prehension, Achievement The statement, "If he still won't respond, I tell A student can be strong 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 Not so Mr. Irving, it is respond, will not work and continues to disturb The article implies I the class, I am still have not resigned myself available for help in to teaching to the "over- aiding that student in improving his English.

Not true. I stated that I But first he must

. . . working out their The section of the ar- own comic book format"

DRESS UP

RAILWAY TIES...

· LANDSCAPING

STEPS

was only one of many wrote tests but did not I did not call to make during the interview the examples I gave.

works. But if you catch and hence inaccurate. their interest . . .

student is slack, nothing such as irresponsible remedial. works. However, if the behavior, we are not "I'm learning" was Perhaps you would do teacher can catch his helping the students or not in reference to the well to pay more attention interest . . ."

not mine.

write formal exams. Mr. Irving has mixed The statement, "If we suggests. I called to make up his antecedents in the let the kids get away with double sure Mr. Irving "I did mean what I said." statement, "If you're things, we're not helping understood the definition Not only is the whole going to be slack, nothing ourselves" is condensed of remedial.

It should read, "If a kids get away with things the way I defined but there is no such ourselves.

general students "still ticle entitled "What's not say "If you don't wound up writing remedial" is patronizing, mean what you say, you exams." is Mr. Irving's condescending and a shouldn't say it" over the totally inaccurate ac- phone that day, but said it

I explained to Mr. count of the conversation Irving these students which took place Oct. 6. COMPLETE OPTICAL SERVICE

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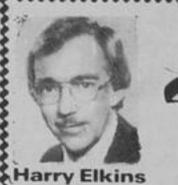
the alteration Mr. Irving night before.

I stated that if we let the not help; that still is not comments and opinions,

comment Mr. Irving to fact. The statement that the The section of the ar- suggests. Mr. Irving did

At that time I replied, article misrepresentative The call apparently did of the facts and of my person as Mrs. Neville.

> (MRS.) JANETTE NEBEL. Dr. G.W. Williams Secondary School.



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### I did not say this. In fact One paragraph in the I took great pains to article states, "If I were a explain to Mr. Irving that 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 thoroughly professional

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

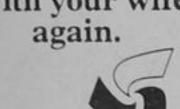
It is to be hoped that with the encouragement of better attendance, this group will be persuaded to give us another series of concerts in the new year.

EDITH AND LEWIS

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In 1976, its Golden Anniversary Year, The Royal Canadian Legion has decided to organize a very special campaign, known as OPERATION SERVICE. It is aimed at making contact with every war veteran and ex-service person and their survivors, to make sure that they are fully aware of their rights and privileges.

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 IN-CLUDES ALLIED VETERANS IN CERTAIN CIRCUMSTANCES.

FILL IN THIS FORM AND RETURN TO ROYAL CANADIAN LEGION, RICHMOND HILL.

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		W.W.I W.W.II	Regular Force					
		Special Duty Area (e.g. Korea, Egypt) or Allied Forces						
			Yes	No_				
	(b)	Are you the widow or widower of a veteran/ Ex-Service Person?						
NO	TE:	If response to 1(a) or (b) is "Yes" please complete the rest of the Questionnaire.						
2.	What is your full Name and Address?							
		Tel. No						
		(Postal Code)						
3.		Are you interested in receiving information regarding veterans and/or dependents benefits?						
4.	Are y	Are you 60 years of age or over?						
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