ABSTRACT

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AN EXAMINATION OF SELECTED ASPECTS OF THE LANGUAGE ARTS CURRICULA IN FOUR CANADIAN PROVINCES: NEW BRUNSWICK, ONTARIO, ALBERTA AND BRITISH COLUMBIA

This study examines the reading and literature segments of the language arts curricula in the public elementary and secondary schools in the provinces of New Brunswick, Ontario, Alberta and British Columbia in the school year 1967-68. A review is made of the objectives of these programs as expressed in the curriculum guides of each province. The lists of approved texts and supplementary reading selections give further indication of the philosophic bias of each system. In an endeavor to develop an enhanced understanding of the principles and practices of the language arts curricula in these provinces, an examination of certain pervasive themes is undertaken. Contrasts are evidenced in respect to historic, geographic, economic and ethnic backgrounds. Variations are also exhibited concerning the educational qualifications and average salaries of teaching personnel. Royal Commissions and other major studies relating to educational reform are reviewed along with brief assessments of their impact on language arts curricula.

ABBREVIATED TITLE

Sandra J. Beaudin

THE LANGUAGE ARTS CURRICULA IN FOUR CANADIAN PROVINCES

AN EXAMINATION OF SELECTED ASPECTS OF THE LANGUAGE ARTS CURRICULA IN FOUR CANADIAN PROVINCES: NEW BRUNSWICK, ONTARIO, ALBERTA AND BRITISH COLUMBIA

by

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CHAPTER I

INTRODUCTION

This study proposes to examine some of the cultural influences that have helped to shape certain segments of the language arts curricula in the public elementary and secondary schools in four Canadian provinces: New Brunswick, Ontario, Alberta and British Columbia.

Language arts in this context concerns the study of the communication of ideas involving both reception and expression. Reception incorporates the skills of listening and reading while expression includes the study of speaking and writing. Of primary concern in this study are the reading programs in elementary grades and the literature programs in high school grades. The studies of spelling, penmanship, creative composition, drama and grammar are mentioned only as reference points in the discussion. The language arts systems are framed differently across Canada and this study proposes to inquire into the background of the variations in four of these systems.

The four above-mentioned provinces were selected for investigation because of the contrasts they afforded

in respect to historic, geographic, economic and cultural backgrounds. New Brunswick, Ontario, Alberta and British Columbia represent the Maritime, Central, Prairie and West Coast regions of Canada. New Brunswick is one of the foremost Maritime provinces in educational affairs while Alberta is the Prairie leader. These four provinces may be compared to relatives sharing an underlying family resemblance who, by reason of varying impinging influences, have developed unique personalities during one century of growth.

Major Sources of Information

To achieve the objectives of this thesis, the following procedures have been adopted:

a) An examination of books, newspapers, journals, research digests, maps, and theses relating to the educational systems of New Brunswick, Ontario, Alberta and British Columbia, and in particular to their historical development.

b) Correspondence with officials of the departments of education of the four provinces.

c) A survey of the courses of study and lists of approved text books for the language arts curricula of these provinces in 1968.

d) An examination of publications commissioned by institutes such as the Vanier Institute of the Family and the Canadian Conference on the Family.

e) A review of the publications of the Dominion Bureau of Statistics relating to education in these areas.

f) An examination of the Royal Commission reports on education in these four provinces.

Language Arts Curricula

New Brunswick

The very concept of the language arts program varies across Canada. In New Brunswick oral and written composition, grammar, spelling, reading or literature, and even handwriting are separate but related aspects of the English curriculum. It is felt that the ability to understand the English language and to use it clearly and correctly is necessary for one to become a good citizen of New Brunswick. A knowledge of reading is a prerequisite to the exploration of the masterpieces of literature and a study of the cultural heritage of the Maritimes. Recitation of memory work begins in the first grade and continues throughout all of the elementary and high school years. Poems for memorization are to be chosen by the teacher for their

beauty of thought and expression.

The handbook makes special mention that, as the reading program is to be carried out under the teacher's direct supervision, the children must never be permitted to take their reading books home. When a student is permitted to begin reading library books, the teacher is to keep a precise record of the books chosen by the student in order to judge "whether it is all of the best type." Teachers are instructed to direct students to books about men and women who by their fineness of character and love for humanity, have made the world a better place in which to live. Library periods are provided in school time. In the high school years the rate of reading is increased by limiting the time for reading assignments. By Grade Six a student should have developed good taste in reading, and by Grade Nine he should have the ability to judge between the good and the worthless in literature.

Some of the authors represented on the literature course of study--presumably all classified as worthwhile and in good taste--are Maritimers Thomas Raddal, Desmond Pacey, T. C. Haliburton, Robertson Davies, Lord Beaverbrook, Mazo de la Roche and Sir Charles G. D. Roberts. These Maritimers are not found on the reading lists in the other

provincial systems.

Ontario

In Ontario English occupies first place among the intellectual exercises of the elementary school according to the Programme of Studies for Grades One to Six of the Public and Separate Schools. The most important phase of the English course is supplementary reading. The emphasis on this aspect of the course is based upon the belief that the person who has learned to enjoy reading is not only likely to continue his education all through life, but is also prepared to enjoy his leisure profitably. Since it is expected that many industries in Ontario will be operating on a four day work week by the end of the 1970's, the profitable use of this leisure time is considered a serious responsibility of the English curriculum formulators.

Language instruction is designed to train the children in easy, natural, idiomatic speech. Written exercises are not permitted to usurp the place of oral work. Most language activities are of a creative nature. This creative work is never to be judged by adult standards but is rather to be undertaken for the pleasurable aspects of the creative process.

Written communication is to enable students to convey to other people the results of their thinking as clearly and completely as possible. This is achieved through letter writing to pen-pals, recording the minutes of meetings, producing class newspapers and other activities of a practical nature.

According to the Department of Education the measure of success in the teaching of English is the interest of the pupils in good books, their powers of straight thinking, and their ability to speak and write clearly, naturally, and sincerely, to read intelligently, and to appreciate the good things of life which are revealed to us through language.

Alberta

Alberta integrates the social studies and language arts programs. The philosophy is that we learn to speak, read and write in order to engage in purposeful communication. Social studies was the vehicle chosen for communication. Education officials in Alberta feel that the study of language on its own fails to provide experiences of sufficient range and immediacy, but they do concede that a case can still be made for literature if it is emancipated

from artiness and tradition. The term literature now applies to the study of radio, television, films, newspapers, journals and books. Hence they believe that a realistic study of effective expression must be substantially concerned with speech patterns and techniques. The handbook cautions that the characteristic needs of students are not belletristic or arty, but practical. The expressional patterns with which students need to become familiar are not formal and classic, but primarily informal and modern.

Students are to develop an understanding of the use of words as symbols for experience and as indicators of feeling. In line with their philosophy of sociological determinism, acceptability in the social milieu is considered to be a practical test of good grammar usage. Language as social behavior is probed in frequent group discussions.

In the communication arts program, students learn the techniques of film-making since this is deemed more practical than a study of essay-writing techniques.

The literature programs may be considered as embracing three types of material: the textbooks; additional material such as newspaper editorials, features, news

stories, magazine articles and advertisements; and the leisure reading program. The textbooks include units on topics such as the individual, humanity, love and affection, and creative living. These units are planned to stimulate growth through literary experience concerned with personal, social, historical, geographical, natural, and spiritual problems and situations.

British Columbia

In British Columbia the disciplines of oral and written language are to assist in the development of social attitudes that are conducive to desirable character development. These studies should also lend to the development of the student's powers of self-criticism and logical thinking.

The synthesis of all the skills of English are taught in large blocks of time. Language, reading, spelling and handwriting are considered to be so closely interrelated they are not to be thought of as individual subjects. The structure of the language arts program is a continuum of learning which includes the sequential development of the various skills and concepts introduced, taught and practised as the pupil grows intellectually. Every pupil is able in a school year to complete a segment of the

continuum commensurate with his ability. Teachers of all subjects in the school are to insist upon well-organized expression in order to reinforce the teaching in the language periods.

Students must also learn to be discriminating and courteous listeners. Listening is considered to be the most frequently used language arts activity and is not regarded as a natural ability but rather as one which must be taught. "Listening centers" equipped with headphones connected to sound projectors or tape recorders help pupils focus their attention and prevent interference from other pupils.

Communication is considered to involve more than verbal skills. Students learn to react not only to what people say but also to how they say it and to the body gestures and movements which accompany the interaction. This observation fits into a broader concept of awareness, which forms the basis for all of the language arts but which goes beyond verbal communication. Because of their sensitivity to other people in the classroom situation, students should be able from an early age to volunteer their oral contributions without raising their hands and without interrupting others. This approach to the language arts program places an emphasis on a greater use of more of the senses as a means of gaining greater awareness resulting in more effective communication.

Underlying Themes

There are certain characteristics which are common to most educational systems across Canada. Each province does, however, have certain unique or unusual features which are of particular interest since they provide the means to examine the special interests or prejudices of the inhabitants of the province. These features have undergone a process of evolution during the course of decades, or, in some instances, centuries. One case in point is New Brunswick. During the American Revolution, over thirty-five thousand United Empire Loyalists left the Thirteen Colonies for Nova Scotia which still included what is now New Brunswick. In 1784 Nova Scotia was divided, and New Brunswick was established as a separate colony with its own governor and assembly. Every important leader and the overwhelming majority of the people were Loyalists, and New Brunswick from the beginning considered itself to be "the" Loyalist province. These settlers, primarily of English, Scottish and Irish origin, had a strong loyalty to the British flag.[1]

This feeling can still be observed in the spelling lists used in New Brunswick elementary schools where the

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[1]G. W. Brown, Building the Canadian Nation (Toronto, J. M. Dent & Sons, rev. 1958), p. 200.

British rather than American spellings are used. New Brunswick, for example, has a Language Arts "Programme" while Alberta has a "Program". In the high school modern poetry course, one also detects a trace of this sentiment. Predominant leaders in the field such as Ezra Pound, E. E. Cummings, and Wallace Stevens are ignored in favour of Canadians of the calibre of Bliss Carman, Archibald Lampman, and Sir Charles G. D. Roberts.

In the more recent historical background, the Royal Commissions and other major studies relating to educational reform in these four provinces are examined along with a general assessment of their impact on the language arts curricula.

Concerning the selection of texts for inclusion in reading programs, the provincial departments of education have the power to determine the contents of these lists by accepting or rejecting proposed texts. All provinces have elaborate structures for reviewing and selecting texts. Provincial departments of education issue lists of recommended books to which school boards are more or less restricted when ordering in bulk. Ontario schools are allowed more freedom than most in this respect.

There is an obstacle course that books submitted by publishers must survive in order to receive official

authorization. First is a technical study under the auspices of the curriculum committee to determine whether the book conforms to the school program, whether its content is up to date, and whether it corresponds to the needs of Canadian students. Some of the points examined are the number of exercises, the suitability for different ability levels, the inclusion of enrichment material, the quality of the typography, and the pedagogical value of the illustrations. In most provinces, books are also scrutinized by a committee which determines their moral and religious acceptability. In spite of this censorship hurdle, some books do appear on the authorized lists that may be described as being at least amoral.

Some provinces stipulate other conditions in addition to these. Ontario, for example, insists that all texts be written, edited, and printed in Canada. British Columbia's education department has an official preferential policy for British Columbia texts.[2] These latter policies apply to the elementary reading programs but cannot be transposed to senior literature courses. One might assume, however, that in keeping with the philosophy, there would be a concentrated study of Canadian literature

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[2]Montreal Star, February 17, 1971, p. 35.

in the senior grades in these provinces. This expectation is largely unrealized.

In further explanation of the selection of the geographical areas included in this examination, the habitable land of Canada is divided from east to west into four main sections which are separated from each other by formidable geographic barriers. These areas are further confined by a vast northern region whose climate and geology are not conducive to agricultural expansion.[3] Thus the structure of the land itself has divided the country into pockets of civilization and this study proposes to examine one system from each of these four main sections.

Economic and geographic aspects are combined in a brief examination of the major industries of the provinces in respect to their relationship to the type of education presented. The fact that Ontario is the leading manufacturing province in Canada is reflected in the growth of vocational and technical schools in Ontario. In Alberta, mining, controlled by American interests, is the major source of income for the province. While there is no incontrovertible proof that there is a relationship between American economic dominance in the province and the school

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[3]Edgar McInnis, Canada, A Political and Social History (New York, Holt, Rinehart and Winston, rev. 1959) p. 2.

curriculum, it is interesting to note the strong pragmatic American influence in the language arts course with its emphasis on modern communication arts.

Economic interrelationship with education is investigated in terms of education costs in relation to the gross national product, school board revenues and sources of funds, and the proportions of municipal and provincial revenues expended on education in the four provinces. On the national average, provincial governments devote one third of their budget to education. In 1965 the proportion of provincial revenue expended on education varied from 37.5% in Alberta to 20.8% in New Brunswick.[4] This may explain, at least in part, the ability of Alberta to supply language arts students with expensive audio-visual equipment.

Local attitudes to education in general, which sometimes have an influence on curriculum formation, may be tentatively determined by examining the data on the degree of education attained by the fifteen to nineteen age population of these provinces, and the education levels of the Canadian labour force fifteen years of age and over in each of the four provinces. According to the 1961 census, 50.51% of the labour force in New Brunswick dropped

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[4]Dominion Bureau of Statistics, Preliminary Statistics of Education, Catalogue Number 81-201 (1966), p. 44

out of school during the elementary grades. While there are undoubtedly many contributing factors to this apparent inability of this school system to retain students, one is led to speculate about the effectiveness of a program that emphasizes recitation of memory work and refuses to allow students to take reading books home. There is insufficient evidence to support a direct relationship between the content of the language arts curricula and the education levels of the populace but further investigation into the effectiveness of the curricula in meeting the needs of the local population would undoubtedly prove interesting.

Since teachers frequently partake in the decision making processes regarding courses of study through participation on curriculum committies and since many of the teachers' ideas are derived from the training they receive in college, the composition of the teaching personnel exerts an influence. Factors such as the educational level of teachers, the average salaries of personnel, the ratio of teachers to the total population, the numbers of teachers with extra-provincial experience, and the province or countries where extra-provincial training was obtained all have some effect on the administration of the language arts curricula.

For purposes of illustration, a brief comparison of British Columbia and New Brunswick in the year 1968 reveals wide disparities in these areas. According to the Dominion Bureau of Statistics, in British Columbia 48.5% of teachers in elementary and secondary schools held university degrees while in New Brunswick the figure was 23.6%. The average teacher's salary in British Columbia was $6352 while in New Brunswick it was $4278. In 1968 32.9% of teachers in British Columbia had extra-provincial teaching experience while only 13.8% of teachers in New Brunswick did. Approximately 70% of teachers in British Columbia obtained their teacher training in British Columbia while 95.3% of teachers in New Brunswick received their training in their home province. The fact that 98.2% of New Brunswick teachers have obtained their education in the Maritimes would appear to be one possible factor in perpetuating the status quo in the language arts curriculum. There have been only minor revisions in curriculum content in the past seven years whereas British Columbia has introduced new concepts such as sensitivity training and courses in auditory discrimination.

The rate of growth of the provincial populations reveals New Brunswick's inability to attract immigrants.

In 1961, New Brunswick's population was only 146% of what it had been in 1931 while British Columbia's 1961 population was 235% of the 1931 figure. The resistance to change of the New Brunswick language arts curriculum might also be linked to the slow rate of change in the population.

While a direct causal relationship between various ethnic forces and language arts curricula can not be precisely documented, there are wide variations in cultural patterns in these four provinces which are worthy of note.

The cultural origins of the inhabitants of the four provinces are explored. Approximately one quarter of the households in Canada are immigrant households, that is, the head of the family is foreign born. In general, the proportion of immigrants increases from east to west in Canada. The families of British origin predominate in all provinces except Quebec. In New Brunswick the only other sizeable group is the French while in British Columbia the Scandinavian and German elements are considerable. In Alberta immigrants of German and Ukrainian origin rank second and third in numbers.[5] These and other ethnic groups vary in the degree to which children attend school.[6]

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[5]Dominion Bureau of Statistics, Bulletin 92-553, (Ottawa, 1961).

[6]Frederick Elkin, The Family in Canada (Ottawa, Vanier Institute of the Family, 1964), p. 47.

The American influence, while not measured by the 1961 census which confined itself to tracing ethnic groups prior to arrival on this continent, is felt in Ontario, Alberta and British Columbia. It is particularly evident in the language arts curriculum in Alberta which concerns itself with the study of newspapers, magazines, television, and movies rather than the study of British literary masterpieces.

Other social and cultural factors are examined including the contrast in rural and urban population figures in these provinces. The figures range from the highly urbanized province of Ontario where approximately eighty per cent of the population are city-dwellers to New Brunswick where the population is evenly divided between urban and rural dwellers. The industrialization of Ontario is reflected in school curriculum while New Brunswick's curriculum does not appear to reflect the lifestyles of its inhabitants.

Where appropriate, attention has been drawn to the tentativeness of certain of these relationships which could serve as hypotheses for further testing in future investigations. It is hoped, however, that an examination of some of the historical, geographic, economic, social and cultural themes underlying these systems might lead to an

enhanced understanding of the current principles and practices of the language arts curricula in New Brunswick, Ontario, Alberta and British Columbia.

CHAPTER II

THE LANGUAGE ARTS CURRICULUM OF NEW BRUNSWICK

Course of Study

In the Maritime province of New Brunswick the Elementary Programme of Studies applies to grades one to six inclusive. The teaching of language in these grades includes reading, oral and written composition, grammar, writing, and spelling. These are regarded as separate but related courses.

Their pamphlet begins with an acknowledgement of the value of the study of language. They state that there can be no question that the ability to understand language, in both its spoken and written forms, and to use it clearly and correctly is necessary for every good citizen. Without the ability to read one can not explore the masterpieces of literature or study one's own heritage; without the ability to speak correctly and clearly one is hampered in achieving satisfactory intercourse with one's fellow men. "Until the child has a knowledge of language, both spoken and written, within the limits of his needs, no satisfactory progress in education can be made."[1]

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[1]Department of Education, Elementary Programme of Studies, Grades I to VI, Booklet No. 2, Language (New Brunswick, 1966), pp. 3, 4.

The three main aims are to enable the child: (1) to speak his thoughts clearly, concisely, and correctly, (2) to read with ease and enjoyment, so that he may be able to assimilate and appreciate the thoughts of others from the printed page, and to express them intelligently by means of oral reading, and (3) to write his own thoughts clearly, concisely, and with correct spelling and punctuation.

To carry out this triple aim the curriculum is organized into the three main areas of spoken language, reading, and written language. Spoken language involves conversation, story telling, recitation of memory work, original speaking, dramatization, oral composition, voice training, and use of the dictionary.

Reading includes silent (for information, appreciation, and enjoyment), oral (to convey the writer's thoughts to others), and use of the dictionary.

Written language instruction entails handwriting, mechanics of composition, creative composition, grammar, and use of the dictionary.

There is a separate English course for schools in which the children's native language is French.

Grade One

Spoken Language: Conversation between teacher and pupils is to be encouraged with no correction of grammatical

errors by the teacher. Politeness is to be stressed at all times. Story-telling is carried on by the teacher (fairy, nature, and Bible stories), and by the pupils (things they have seen and done). This is to develop careful observation. Children are to memorize poems they like for choral and individual recitation giving attention to enunciation and expression. Originality is to be encouraged by dramatization of stories. Vocabulary is to be enlarged by games involving synonyms and antonyms. Voice training consists in practicing clear enunciation of consonant sounds.

Reading: Before We Read is to be used to increase reading readiness. Silent reading is practiced with the reading book, word charts, blackboard stories, Think and Do books, and supplementary books. The teacher should read both poetry and stories aloud simply for enjoyment. In oral reading, sight words and phrases are introduced with pictures suggesting them. Phonetics are developed, first through auditory approach followed by visual phonetic work. Initial and final consonants and rhyming elements in words are taught. Sounds of letters are taught as parts of words and never in isolation. In reading aloud, content as well as recognition are stressed.

The handbook here makes special mention that as the reading program is to be carried out under the teacher's direct supervision, the children must not be permitted to take their reading books home.

Written Language: Printing is to be copied from the blackboard with insistence on neatness and correct posture. Children are introduced to the uses of capital letters, periods, and question marks. The names and forms of the letters of the alphabet are mastered. "Stories" of three or four sentences are to be written late in the year. Letters to parents, Santa Claus etc. are written under the careful guidance of the teacher.

Grade Two

In Grade Two the work of Grade One is continued with a few additions. This year is described as the period of rapid progress in fundamental habits and skills. In spoken language the only additions appear to be word building, with the introduction of easy homonyms, and practice in voice inflection.

In silent reading speed is developed with the elimination of such habits as lip movements and pointing to words. Children are to make oral reports of the library books which they read. New words are to be acquired from context and through phonics. Vowel sounds are first introduced. Once again it is stressed that reading books are not to be taken home. In written language cursive writing is begun as early in the year as the children are ready for it. Spelling is

introduced. Verses are to be made co-operatively by the class, the teacher writing them on the blackboard. In grammar, the difference between nouns and verbs is taught.

Grade Three

Children who have the ability are encouraged to read widely, reporting their activities to the teacher who keeps a record of the books which each student reads in order to judge "whether it is all of the best type." Men and women who by their fineness of character and love for humanity, have made the world a better place in which to live, should be held up to the children as worthy of emulation.

In spoken language the additions are: special training in the proper way to recite verses, oral expression of thoughts aroused by pictures, completing lines of poetry, more dramatization, word-building and syllabication.

In written language a speed of 40 to 50 letters per minute of cursive writing is developed. The use of margins and indentation, the division of undivided paragraphs into sentences, and the arranging of a number of sentences in proper order are begun. Poems and paragraphs are to be copied correctly from books, emphasizing capitals, punctuation, and arrangement of lines. In composition, stories of four or five sentences are to be written on ideas suggested by a picture, or which have been read or imagined.

Grade Four

The child is now entering a period of "wide reading for the purpose of extending his experience and cultivating a reading taste."[2] Reading for the purpose of obtaining information now has a definite place in the reading program. Practice in phrasing and in quick recognition of phrases is also helpful in overcoming stumbling in reading.

More time is now devoted to written work but not to the extent that careless handwriting results. All written work is checked so that the child must always do his best writing. Poems for memorization are to be chosen by the teacher for their beauty of thought and expression. The use of the dictionary is begun giving practice in finding words at first, so that the child may learn to handle the dictionary quickly and effectively. Some practice is then given in finding the pronunciation and meaning of words. Daily practice in handwriting should develop a speed of 50 to 55 letters per minute.

Instruction is given in making simple notes on lessons in Social Studies and Science. In grammar the text, Language Journeys, is used. Children practice writing descriptive paragraphs and imitating verse forms. Recognition of adjectives is taught, added to the previously taught recognition of nouns, pronouns, and verbs.

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[2] Ibid., p. 13.

Grade Five

Ever increasing reading ability and wider interests give an opportunity to enrich the child's experiences through wide reading in all the different fields in which he has now become interested. He must learn to make the best of both the time and the material at his disposal for obtaining the information he seeks. Reasonably quick work with the dictionary should be established by the end of the year.

Greater socialization of the lessons and more reports to the class upon research work done independently help the child to do better work in oral expression. Debating is introduced to assist in the formal arrangement of arguments. Stories of famous men and women are to be dramatized. Oral reading is continued, especially in "audience situations."

A library period is to be provided for reading. In grammar, adverbs are introduced. Exercises are done on statement, question, command, and exclamation sentences. Simple sentences are divided into subject and predicate emphasizing the function of each.

Grade Six

"Improved reading ability, better reading taste, and wider reading interests mark this grade."[3] Increased attention

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[3] Ibid., p. 17.

is given to reading for an appreciation of "beauty" in content and style. It should endeavour to bring the experiences of the child himself into touch with the thought and language of the author.

As a knowledge of formal grammar is desirable by the end of the elementary school years, the "parts of speech" and the division of simple sentences into subject, predicate, and modifiers is dealt with in Grade Six. Adjectival and adverbial phrases are studied.

In handwriting, a speed of 65 letters per minute should be achieved. Students should now be able to make reasonably good notes on lessons.

The child, if the training has been carried out consistently from year to year, when he leaves the elementary school, should be able to read easily, quickly, and understanding within the limits of his vocabulary and interests; he should have a liking for reading and a taste for good literature; he should be able to express his ideas in good English, properly spelled and punctuated, and in neat legible handwriting.

The Intermediate Programme of Studies applies to grades seven to nine inclusive. The subjects included are composition, reading, literature, and grammar.

The use of English here is primarily oral. "Modern methods of communication increasingly demand speaking ability; and, in a democracy, where the intelligent citizen takes part in free discussion, the value of this ability can hardly be overestimated."[4] The development of a genuine love of good reading is regarded as being of almost equal importance. Development of correct, effective and pleasingly written expression is to be continually fostered and practised. The study of English in good literature, and the study of correct and creative expression, has its cultural value. "English, in its broadest sense, is our means toward understanding life and culture."[5]

The general objectives are four-fold. (1) Composition: To teach the pupil to express his thoughts correctly and effectively by the spoken word, in writing, and by providing grammatical standards by which his composition may be judged and the structure of English understood. (2) Reading: To develop skill in silent and oral reading. (3) Literature: To create or foster a love of good literature as a highly cultural influence and as a source of enjoyment. (4) Word Study: To increase mastery of vocabulary and spelling prowess.

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[4]Department of Education, Intermediate Programme of Studies, Grades VII to IX, Booklet No. 2, English, French, Penmanship (New Brunswick, 1966), p. 3.

[5]Ibid., p. 3.

Grade Seven

Composition consists of improving speech habits, writing business and friendly letters, making explanations and giving directions, writing about observations, ideas, and actions, dramatization, and the use of the library. In literature, the child should gain a knowledge of the distinctions between different types of prose and poetry. The course also involves the memorization of poetry. In grammar the students are expected to do the following: review the sentence concept, classify sentences, learn the concept of clauses, practice detailed analysis, and study the different types of nouns and verbs. They should also be able to recognize the different types of adjectives and adverbs, pronouns, prepositions, conjunctions, and phrases. They are also to learn the correct use of punctuation.

Grade Eight

In composition, continuation of the previous year's work is the keynote with the addition of the narration of stories and the study of the concept of "figures of speech." Literature is solely a continuation. Work is continued in grammar with the new concepts being: types of pronouns, use of co-ordinate and subordinate conjunctions.

Grade Nine

The general aims of Grades Seven and Eight continue, directed toward greater finish. I will state here only the new additions to the course of study. In composition, new stresses are on development of poise and quick thinking in speech, organization of clubs, debates on subjects of social value, and encouragement of individual thinking on problems of citizenship. Précis writing is studied and regular, frequent written compositions are assigned. The grammar course calls for a general review of everything taught to date with emphasis on parts of speech and phrases. Parsing is to be used as a review technique. In literature the objectives pursued in previous grades receive added emphasis. Among these are the ability to judge between the good and the worthless in reading, and the promotion of beautiful and effective language to stimulate a desire to emulate it. "Intelligent reading of newspapers and periodicals should be a matter for instruction and guidance."[6] Time allotments for silent reading should increase throughout the grades but must always be thoroughly checked. The rate of reading is to be increased by limiting the time for reading assignments.

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[6] Ibid., p. 12.

Three English courses are given in the senior high school grades: English I (language), English II (literature), and English III (for French speaking students). The aims listed are: (1) To teach the pupils to speak and write correct, vigorous, effective English. (2) To develop knowledge of rhetoric, grammar, and syntax. (3) To enlarge the pupils' vocabulary and to foster a delight in the resources of the English language.

A minimum of three essays is to be assigned throughout the year as time permits. In literature The Golden Caravan is used as a basic text. As You Like It, Oliver Twist, and five other books are to be read in Grade Ten. The choice involves fiction, biography, history, drama, science, travel and poetry books for all of the senior high school grades.

The prescribed reading texts for the primary grades in New Brunswick are the same as those used in Alberta; the Dick and Jane series developed by the Scott Foresman Company of Chicago. Children in New Brunswick, however, are more closely regulated in that they are not permitted to take reading books home. A record of each student's supplementary reading must also be kept by the teachers. In grades seven, eight and nine the prescribed texts are published by Ryerson-Macmillan, an association

of the formerly Canadian-owned Ryerson Company and the British-owned but Canadian-based Macmillan Company of Canada.

Supplementary reading lists are provided for all grade levels. Contrasted with the Ontario, Alberta and British Columbia lists which include only a few Canadians, the New Brunswick lists include approximately thirty Canadian authors, many of whom have multiple listings for different books.

Among the Canadians represented on the New Brunswick supplementary reading lists are: L. M. Montgomery, Farley Mowat, Sir Charles G. D. Roberts, Stephen Leacock, Hugh MacLennan, Willa Cather, Mazo de la Roche, Emily Carr, Desmond Pacey, Lord Beaverbrook, Donald Creighton, Robertson Davies, Jack London, Bruce Hutchison, Ralph Gustafson, E. J. Pratt, Morley Callaghan, W. O. Mitchell, Thomas Raddall, A. Y. Jackson, William Kilbourn, Frank O'Connor, Pierre Berton, A. J. M. Smith, T. C. Haliburton, D. M. LeBourdais, and Percival and Brash's anthology of poetry.

There is also a British influence as evidenced by the inclusion of such authors as: Conrad, Dickens, Scott, Chesterton, Wilde, Yeats, Masefield, Goldsmith, Hardy, Kipling, Shakespeare, Austen, Bronte, Hilton,

Sheridan, Keats, Tennyson, and Wordsworth.

Authors and poets such as O'Neill, Saroyan, Herzog, Fitzgerald, Miller, Auden, Cummings and Pound, who are included in some of the reading lists of other provinces, are omitted here. While the inclusion of so many British, Canadian and, in particular, Maritime writers in part fulfills the objective of awakening students to an awareness of their own heritage and traditions, it indicates a tendency to diminish the importance of the students' roles as part of a North American and even a world community.

One of the aims of the reading program is to provide for the students exemplary models of people who are worthy of emulation. According to the curriculum committee, these are to be men and women, who by their fineness of character and love for humanity, have made the world a better place in which to live. Many of the stories therefore revolve around characters approaching heroic proportions. Among the numerous books in this category are: The Story of Albert Schweitzer, The Life of Winston Churchill, The story of King Arthur and His Knights, Boswell's Life of Johnson, Everest Climbed, Goodbye, Mr. Chips, Anne Frank's Diary of a Young Girl, The Kon-Tiki, Shakespeare of London, Saint Joan, The Fire Brand - William

Lyon MacKenzie, John A. MacDonald, The Young Politician, A Gentlewoman in Upper Canada, Alexander MacKenzie, Cyrano de Bergerac, The Death of Socrates, Victoria, R.I., Elizabeth the Great, King George V, King George VI, Gandhi, Fighter Without a Sword, and Champion of World Peace, Dag Hammarskjold.

This is a very incomplete partial listing of the "inspirational" books on the reading lists. Some of these titles also further illustrate the emphasis on Canadian and British heritage. In accordance with their rather conservative, traditionalist philosophy, the department of education, through these reading lists, attempts to fulfill the stated aims of enabling the students to discover their cultural traditions, to explore their own heritage, and to develop their characters in keeping with historical ideals.

PRESCRIBED READING TEXTS

Grade I	The New We Come and Go The New Fun With Dick and Jane The New Our New Friends
Grade II	The New Friends and Neighbours The New More Friends and Neighbours
Grade III	The New Streets and Roads The New More Streets and Roads
Grade IV	Adventure Awaits
Grade V	Beyond the Horizon
Grade VI	All Sails Set New Worlds
Grade VII	Beckoning Trails, Ryerson-Macmillan
Grade VIII	Life and Adventure, Ryerson-Macmillan
Grade IX	Our Heritage, Ryerson-Macmillan

Supplementary Reading Lists

Grade 1[7]

We Three, Guess Who, Bill and Susan, Through the Gate, Down the Road.	W. J. Gage
At Home and Away, Our School, Our Home.	Macmillan Company of Canada
Round About, I Know a Story, Day In and Day Out, Open the Door, Skip Along.	Copp Clark
My Little Red Story Book, My Little Green Story Book, My Little Blue Story Book.	Ginn and Company
Surprises, Mr. Whiskers, The Toy-Box, The Little White House, On Cherry Street, Under the Apple Tree.	Thomas Nelson & Sons
Happy Times, Three of Us, Good Times Together.	Ryerson Press
Adventures in Reading, More Adventures in Reading.	Oxford University Press
On the Way to Storyland, (Laidlaw Basic Reader), Making Storybook Friends.	Clarke, Irwin & Co.
Stories About Sandy.	Holt, Rinehart and Winston.
On Four Feet.	Collier-Macmillan

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[7]Elementary Programme of Studies, Grades I to VI, Booklet No. 2, Language, (New Brunswick, 1966), pp. 21-23.

Grade 2

What Next?, In New Places, With New Friends.	W. J. Gage
Field and Fences, Town and Country	Macmillan Company of Canada
Friendly Village, It Happened One Day, Down the River Road.	Copp Clark
We Are Neighbours, Around the Corner, Open the Gate.	Ginn and Company
The March Family.	Holt, Rinehart and Winston
Today We Go, New Friends and New Places.	Collier-Macmillan
Magic and Make Believe.	Thomas Nelson & Sons
Down Our Way, Just for Fun, Friends About Us.	Ryerson Press
Stories We Like, (Laidlaw Basic Readers).	Clarke, Irwin & Co.

Grade 3

Tall Tales, From Sea to Sea, Open Roads.	W. J. Gage
Magic Windows, Story Caravan.	Macmillan Company of Canada
If I Were Going, After the Sun Sets, Through the Green Gates.	Copp Clark

Finding New Neighbours, Friends Far and Near, Ranches and Rainbows.	Ginn and Company
Stories from Everywhere, Once Upon a Storytime, Neighbours and Helpers.	Ryerson Press
All in a Day.	Holt, Rinehart and Winston
Good Times Today, Good Times Tomorrow.	Collier-Macmillan
Treats and Treasures.	Thomas Nelson & Sons
Stories of Fun and Adventure.	Copp Clark.

Grade 4

Just Imagine!, The New Times and Places, Paths to Follow.	W. J. Gage
Over the Bridge, Believe and Make Believe.	Macmillan Company of Canada
Singing Wheels, It Must be Magic.	Copp Clark
Down Story Roads, Roads to Everywhere, A Dog Named Penny.	Ginn and Company
Meeting New Friends, Then and Now.	Ryerson Press
Sharing Our Adventures.	Collier-Macmillan

Grade 5

The New Days and Deeds, Finding the Way.	W. J. Gage

Engine Whistles.	W. J. Gage
The World and I.	Collier-Macmillan
Days of Adventure, Frontiers to Explore.	Ryerson Press
Under the North Star, They were Brave and Bold.	Macmillan Company of Canada
Trails to Treasure, Widening Trails.	Ginn and Company

Grade 6

The New People and Progress, Arrivals and Departures.	W. J. Gage
Runaway Home.	Copp Clark
Wings to Adventure, Roads to Progress, Widening Horizons.	Ginn and Company
My World and I, These are the Tales they Tell.	Macmillan Company
Stories to Remember.	Ryerson Press
All Around Me.	Collier-Macmillan

Grades 7, 8 and 9[8]

Alcott, Louisa M.: Little Women

Amerman, Lockhart: Guns in the Heather

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[8]Intermediate Programme of Studies, Grades VII to IX, Booklet No. 2, English, French, Penmanship, (New Brunswick, 1966) p. 13-16.

Atkinson, Eleanor: Greyfriars Bobby

Baumann, Hans: I Marched with Hannibal

Benary-Isbert: Margot, The Ark

Brill, Ethel C.: Madeleine Takes Command

Burnford, Sheila: The Incredible Journey

Clarke, Arthur C.: Dolphin Island: A Story of the People of the Sea

Curwood, J. O.: The Plains of Abraham

DeJong, Meindert: The Wheel on the School

Falkner, J. M.: Moonfleet

Guillot, Rene: A Boy and Five Huskies

Haig-Brown, Roderick: Salt-Water Summer

Haig-Brown, Roderick: Starbuck Valley Winter

Harnett, Cynthia: Caxton's Challenge

Hawes, Charles Boardman: The Dark Frigate

Hayes, John F.: Treason at York

Helein, Robert: Rocket Ship Galileo

Henry, Marguerite: King of the Wind

Hosford, Dorothy: By His Own Might: The Battles of Beowulf

Hughes, Thomas: Tom Brown's Schooldays

James, Will: Smoky the Cowhorse

Kelly, Eric: The Trumpeter of Cracow

L'Engle, Madeleine: A Wrinkle in Time

Lewis, C. S.: The Lion, The Witch and The Wardrobe

Montgomery, L. M.: Anne of Green Gables

Mowat, Farley: Lost in the Barrens

Mukerji, Dhan Gopal: Gay-Neck: The Story of a Pigeon

Murphy, Robert: The Pond

Nesbit, E.: The Story of the Treasure Seekers

Neville, Emily: It's Like This, Cat

North, Sterling: Rascal

Norton, Andre: Star Rangers

O'Dell, Scott: Island of the Blue Dolphins

Ormondroyd, Edward: Time at the Top

Pease, Howard: The Jinx Ship

Picard, Barbara Leonie: Ransom for a Knight

Roberts, Sir Charles G. D.: Red Fox

Roberts, Kenneth: Oliver Wiswell

Sohull, Joseph: Battle for the Rock

Seton, Ernest Thompson: Two Little Savages

Sperry, Armstrong: Danger to Windward

Stevenson, Robert L.: Kidnapped

Stevenson, Robert L.: Treasure Island

Sutcliff, Rosemary: Eagle of the Ninth

Sutcliff, Rosemary: Warrior's Scarlet

Trease, Geoffrey: Cue for Treason

Twain, Mark: Tom Sawyer

Verne, Jules: Twenty Thousand Leagues Under the Sea

Wyss, J. D.: The Swiss Family Robinson

Biography

Barne, Kitty: Elizabeth Fry

Becker, May Lamberton: Introducing Charles Dickens

Brickhill, Paul: Reach for the Sky

Calahan, H. A.: Back to Treasure Island

Curie, Eve: Madame Curie

Daugherty, J.: Abraham Lincoln

Dewey, Anne Perkins: Robert Goddard, Space Pioneer

Garst, Doris Shannon: Ernest Thompson Seton

Hayes, John F.: A Land Divided

Hayes, John F.: Buckskin Colonist

Hodges, C.: Columbus Sails

James, Will: Lone Cowboy

Lambert, R. S.: Franklin of the Arctic

Levine, Israel E.: Discoverer of Insulin

Manton, J.: The Story of Albert Schweitzer

Marryat, Captain Frederick: Mr. Midshipman Easy

Meigs, Cornelia: Invincible Louisa

McCourt, E.: Buckskin Brigadier

Noble, Iris: The Doctor Who Dared

Grey Owl: Book of Grey Owl

Pratt, Viola: Canadian Portraits (Famous Doctors)

Proudfit, Mrs. Isabel: River Boy

Pumphrey, George H.: Grenfell of Labrador

Roos, Ann: Man of Molokai

Stern, G. B.: He Wrote Treasure Island

Sutcliff, Rosemary: The Latern Bearers

Syme, Ronald: Boy of the North

Wibberley, Leonard: The Life of Winston Churchill

Wilkinson, Doug: Sons of the Arctic

Williams, Jay: Joan of Arc

Woodham-Smith, Cecil; Lonely Crusader

Essays

Leacock, Stephen: The Leacock Roundabout

Lester, John A., (ed.): Essays of Yesterday and Today

Parker, Elinor, (ed.): I Was Just Thinking

Warner, Alan, (ed.): Days of Youth

Folklore -- Myths

Barbeau, Marius: The Golden Phoenix and Other French-Canadian Fairy Tales

Benson, Sally: Stories of the Gods and Heroes

Bulfinch, Thomas: Bulfinch's Mythology

Church, Alfred J.: The Aeneid for Boys and Girls

Church, Alfred J.: The Odyssey of Homer

Colum, Padraic: The Children of Odin

Picard, Barbara Leonie: Tales of Norse Gods and Heroes

Folklore -- Legends

Baldwin, James: The Story of Roland

Colum, Padriac, (ed.): The Arabian Nights

Hooke, Hilda Mary: Thunder in the Mountains

Macmillan, Cyrus: Glooscap's Country

Pyle, Howard: Some Merry Adventures of Robin Hood

Pyle, Howard: Story of King Arthur and His Knights

Plays -- Collections

Malcolmson, Anne (comp.): Miracle Plays

Moses, Montrose J.: A Treasury of Plays for Children

Sheridan, T. J.: Four Short Plays

Plays -- Single

Gibson, William: The Miracle Worker

Maeterlinck, Maurice: The Bluebird

Van Druten, John: I Remember Mama

Poetry-- Collections

Adshead, G. L. and Annis Duff (ed.): An Inheritance of Poetry

Auslander, Joseph and Frank Ernes Hill (ed.): The Winged Horse Anthology

Cole, William (ed.): The Birds and the Beasts Were There: Animal Poems

David, Mary Gould (ed.): Girls Book of Verse

De La Mare, Walter (ed.): Come Hither

Fish, Helen Dean (ed.): The Boys' Book of Verse

Hadfield, E. C. R. (ed.): A Book of Sea Verse

Manning-Sanders, Ruth (comp.): A Bundle of Ballads

McDonald, Gerald D. (comp.): A Way of Knowing

Nash, Ogden (comp.): The Moon is Shining Bright as Day

Read, Herbert (ed.): This Way, Delight

Smith, Janet Adam (comp.): The Faber Book of Children's Verse

Whitlock, Pamela (comp.): All Day Long

Williams, Michael (ed.): Modern Verse for Young People, A Book of Heroic Verse

Poetry -- Individual Authors

Dickinson, Emily: Poems for Youth

Eliot, Thomas Stearns: Old Possum's Book of Practical Cats

Frost, Robert: You Come Too

Lear, Edward: The Nonsense Omnibus

Serraillier, Ian: Everest Climbed

Nature and Science

Clarke, Arthur C.: The First Five Fathoms -- A Guide to Underwater Adventure

Gipson, Fred: Old Yeller

Goodwin, Harold L.: All About Rockets and Space Flight

Hyde, Margaret O.: Animal Clocks and Compasses: From Animal Migration to Space

Kavaler, Lucy: The Wonders of Fungi

Newell, Homer E., Jr.: Space Book for Young People

Sanderson, Ivan T.: The Continent We Live On

Simon, Hilda: Exploring the World of Social Insects

Others

Lamb, Charles and Mary: Tales from Shakespeare

Malcolmson, Anne: A Taste of Chaucer: Selections from the Canterbury Tales

Grade 10

Fiction

Buchan, John: The Thirty-Nine Steps

Cather, Willa: Shadows on the Rock

Crane, Stephen: The Red Badge of Courage

Dana, Richard Henry: Two Years Before the Mast

Dickens, Charles: Nicholas Nickleby

Forester, C. S.: Hunting the Bismarck

Fyfe, J. G. (ed.): Short Stories of the Sea

Hilton, James: Goodbye, Mr. Chips

Jerome, Jerome K.: Three Men in a Boat

Kipling, Rudyard: Stalky & Company, Kim, Plain Tales From the Hill

London, Jack: The Call of the Wild

MacLennan, Hugh: Barometer Rising

Masefield, John: Bird of Dawning

Melville, Herman: Moby Dick

Nordhoff, Charles and Hall, James: Mutiny on the Bounty

Rawlings, M. D.: The Yearling

Scott, Sir Walter: Quentin Durward

Trease, Geoffrey: The Baron's Hostage

Walker, David: Geordie

Wells, H. G.: The War of the Worlds, Invisible Man

Biography

Baker, Nina Brown: Sir Walter Raleigh

Borland, Hal: The Dog Who Came to Stay

Boswell, James: Life of Johnson

Costain, Thomas B.: Chord of Steel

Davies, W. H.: Autobiography of a Super Tramp

Frank, Anne: The Diary of a Young Girl

Hutchins, W. T.: Real Achievement

Keller, Helen: The Story of My Life

Levine, I. E.: Champion of World Peace: Dag Hammarskjold

Peare, Catherine Owens: A Scientist of Two Worlds, John Keats

Sandburg, Carl: Abe Lincoln Grows Up

Drama

Barrie, James M.: The Admirable Crichton

Besier, Rudolph: Barretts of Wimpole Street

Boas, Guy (ed.): Short Modern Plays

Cross, Eric W.: The Patriots

Gough, Lionel (ed.): Tragical, Comical, Historical, Pastoral

Milne, W. S. (ed.): Curtain Rising

Shakespeare, William: Comedy of Errors

Travel and History

Anderson, W. R.: Nautilus 90 North

Bauman, Hans: The Caves of the Great Hunters

Borland, Hal: Beyond Your Doorstep

Campbell, Marjorie W.: The Nor'Westers

Durrell, Gerald: The Whispering Land, My Family and Other Animals

Heyerdahl, Thor: The Kon-Tiki

Hillary, Sir Edmund (ed.): Boy's Book of Exploration

Lambert, Richard S.: North for Adventure

Langton, Anne: A Gentlewoman in Upper Canada

Lord, Walter: A Night to Remember

Roberts, Kenneth: Northwest Passage

Schull, Joseph: The Salt-Water Men

Nature and Science

Adamson, Joy: Born Free

Durrell, Gerald: The New Noah

Heming, Arthur: Drama of the Forests

James, Will: Smoky

Maxwell, Gavin: A Ring of Bright Water

Mowat, Farley: Owls in the Family

Roberts, Charles, G. D.: Kings in Exile

Seton, Ernest Thompson: Wild Animals I Have Known

Wright, Bruce S.: Wildlife Sketches Near and Far, Monarch of Mularchy Mountain

Poetry

Evans, A. A., (ed.): The Poet's Tale

Fyfe, G. T., (ed.): A Book of Good Poems

Grigson, Geoffrey (ed.): The Cherry Tree

Kingston, E. F., (ed.): Poets for Pleasant Study

Langford, W. F.: Ballads and Narrative Poems, Realms of Gold

Sandburg, Carl: Wind Song

Wollman and Parker (ed.): The Harrap Book of Modern Verses

Grade 11

Fiction

Austen, Jane: Sense and Sensibility

Baumann, Hans: The Barque of the Brothers

Beach, Edward L.: Run Silent, Run Deep

Bronte, Charlotte: Jane Eyre

Chesterton, E. K.: Father Brown Onmibus

Conrad, Joseph: Lord Jim, Typhoon

De la Roche, Mazo: Jalna

Dickens, Charles: Pickwick Papers, A Tale of Two Cities

Douglas, Lloyd C.: The Robe

Eliot, George: The Mill on the Floss

Godden, Rumer: An Episode of Sparrows

Haggard, H. Rider: King Solomon's Mines

Hawthorne, Nathaniel: The House of the Seven Gables

Hughes, Richard: High Wind in Jamaica

Leacock, Stephen: Sunshine Sketches of a Little Town

Lewis, C. S.: Out of the Silent Planet

Llewellyn, Richard: How Green was My Valley

Pacey, W. C. Desmond: Picnic and Other Stories

Ross, Leonard Q. (Leo Rosten): The Education of Hyman Kaplan

Scott, Sir Walter: Rob Roy

Steinbeck, John: The Pearl

Stevenson, Robert L.: Dr. Jekyll and Mr. Hyde

Wharton, Edith: Ethan Frome

White, T. H.: The Sword in the Stone

Wyndham, John: The Day of the Triffide

Biography

Beaverbrook, Lord: Friends

Becker, May Lamberton: Presenting Miss Jane Austen

Benet, Laura: Young Edgar Allan Poe

Buliard, Roger: Inuk, Missionary to the Eskimos

Church, Richard: Over the Bridge

Chute, Marchette: Shakespeare of London

Creighton, Donald G.: John A. MacDonald, The Young Politician

Dooley, Tom: The Night They Burned the Mountain

Eaton, Jeannette: Gandhi, Fighter Without a Sword

Hagedorn, Hermann: Prophet in the Wilderness

Jenkins, Elizabeth: Elizabeth the Great

Neale, J. E.: Queen Elizabeth I

Schweitzer, Albert: Out of My Life and Thought

Drama

Davies, Robertson; Fortune My Foe

Shakespeare, William: Merchant of Venice

Shaw, George Bernard: Saint Joan, Pygmalion, Arms and the Man

Sherwood, R. E.: Abe Lincoln in Illinois

Synge, John M.: The Playboy of the Western World

Taylor, Samuel A.: The Happy Time

Voaden, Herman: On Stage

Wilde, Oscar: The Importance of Being Earnest

Wilder, Thornton: Our Town

Yeats, W. B.: The Land of Heart's Desire

Travel and History

Bird, Will R.: Atlantic Anthology, The Maritimes

Carson, Rachel: The Sea Around Us

Fuchs, Sir Vivian and Hillary, Sir Edmund: The Crossing of Antarctica

Hutchison, Bruce: Canada -- Tomorrow's Giant, The Unknown Country

Morton, H.V.: The Heart of London

Mowat, Farley: People of the Deer

Steinbeck, John: Travels with Charley

Wilkinson, Douglas: The Land of the Long Day

Poetry

Betjeman, John: Summoned by Bells

Bruce, Charles: The Mulgrave Road

Gustafson, Ralph: Book of Canadian Verse

Hampden, John (ed.): Great Poems

Heddle, E. M. (ed.): The Boomerrang Book of Australian Poetry

Masefield, John: Salt Water Poems & Ballads

Pierce, Lorna: Selected Poems of Bliss Carman

Pratt, E. J.: Selected Poems

Sandburg, Carl: Early Moon

Nature and Science

Yglesias, Dorothy: The Cry of a Bird

Grade 12

Fiction

Callaghan, Morley: Morley Callaghan's Stories

Conrad, Joseph: The Secret Agent, The Secret Sharer, Nigger of the Narcissus, Heart of Darkness

Costain, Thomas B.: The Black Rose

Dickens, Charles: Great Expectations

Goldsmith, Oliver: The Vicar of Wakefield

Guareschi, Giovanni: The Little World of Don Camillo

Haliburton, T. C.: Sam Slick, The Clockmaker

Hardy, Thomas: Mayor of Casterbridge

Hemingway, Ernest: The Old Man and the Sea

Hilton, James: Lost Horizon

James, Henry: The Turn of the Screw

Knowles, John: A Separate Peace

Lee, Harper: To Kill a Mocking Bird

Lewis, Sinclair: Babbitt, Main Street

Mansfield, Katherine: The Collected Stories

Mitchell, W. O.: Who Has Seen the Wind

Monsarrat, Nicholas: The Cruel Sea (Cadet Edition)

Nordhoff, Charles and Hall, James: The Hurricane

O'Henry: Best Short Stories of O'Henry

Orczy, Emmuska: The Scarlet Pimpernel

Orwell, George: Animal Farm, Nineteen Eighty-Four

Pacey, Desmond: Book of Canadian Stories

Parker, Gilbert: Seats of the Mighty

Paton, Alan: Cry, the Beloved Country

Raddal, Thomas H.: His Majesty's Yankees

Trollope, Anthony: Barchester Towers

Wells, H. G.: Tono Bungay, The History of Mr. Polly

Wilson, Ethel: The Innocent Traveller

Woolf, Virginia: Mrs. Dalloway

Biography

Blunden, Edmund: Thomas Hardy

Carr, Emily: Growing Pains

Chute, Marchette: Ben Jonson of Westminister, Geoffrey Chaucer of England

Gunther, John: Death Be Not Proud, A Memoir

Hutchison, Bruce: The Incredible Canadian, Mr. Prime Minister

Irwin, Margaret E. F.: The Stranger Prince

Jackson, A. Y.: A Painter's Country

Kilbourn, William: The Fire Brand -- William Lyon MacKenzie, The Rebellion

Longford, Elizabeth: Victoria R. I.

Ludwig, Emil: Napoleon

Muntz, Hope: The Golden Warrior

Nicholson, Sir Harold G.: King George V

O'Connor, Frank: An Only Child

Pacey, W. C. Desmond: Ten Canadian Poets

Sanders, B. H.: Emily Murphy, Crusader

Thomson, Dela G.: Alexander MacKenzie

Ward, Aileen: John Keats

Wheeler-Bennett, John: King George VI

Drama

Bennett, C. M. and Jackson, C. V.: Masters and Masterpieces

Bolt, Robert: A Man for All Seasons

Daniot, Gordon: Richard of Bordeaux

Eliot, T. S.: Murder in the Cathedral

Miller, Arthur: Death of a Salesman

Priestley, J. B.: An Inspector Calls

Rostand, Edmond: Cyrano de Bergerac

Schary, Dore: Sunrise at Campobello

Shaw, George Bernard: Candida

Sheridan, R. B.: The Rivals

Sherriff, Robert Cedric: Journey's End

Sinclair, Lester: The Death of Socrates

Voaden, Herman: Four Plays of Our Time

Williams, Tennessee: The Glass Menagerie

Travel and History

Berton, Pierre: Klondike Fever

Campbell, Marjorie W.: The Saskatchewan

Costain, Thomas B.: The White and the Gold

Creighton, D. G.: Dominion of the North

Hersey, John: Hiroshima

Heyerdahl, Thor: Aku-Aku

Hunt, John: Ascent of Everest

LeBourdais, D. M.: Canada's Century

MacLennan, Hugh: Seven Rivers of Canada

Macnutt, W. S.: The Atlantic Provinces, A History of New Brunswick, 1784-1867

Mattingly, Garrett: The Defeat of the Spanish Armada

Raddall, Thomas H.: The Path of Destiny

Russell, Franklin: The Secret Islands: An Exploration

Ryan, Cornelius: The Last Battle, The Longest Day

Saint-Exupery, Antoine de: Wind, Sand and Stars

Sellar, W. S.: 1066 and All That

Van der Post, Laurens: The Lost World of the Kalahari

Essays

Davies, Robertson: A Voice from the Attic

Grimble, Sir Arthur: A Pattern of Islands

White, E. B.: Points of My Compass, One Man's Meat

Poetry

Arnold, Matthew: Poems

Charlesworth, Roberta A. and Lee, Dennis (ed.): An Anthology of Verse

Eastwood, W. (ed.): A Book of Science Verse

Eliot, T. S.: A Choice of Kipling's Verse, Collected Poems and Plays

Hammarskjold, Dag: Markings

Keats, John: Political Works

MacDonald, Adrian (ed.): A Pedlar's Pack

MacDonald, W. L. and Walker, F. C.: Poems Chiefly Narrative

Owen, Wilfred: Collected Poems

Percival & Brash: Poems to Enjoy

Quiller-Couch, Sir Arthur: The Oxford Book of English Verse

Rintoul, David (ed.): Narrative Verse

Roberts, C. G. D.: The Selected Poems of Charles G. D. Roberts

Shakespeare, William: Sonnets and Poems

Smith, A. J. M.: A Book of Canadian Poetry, The Oxford Book of Canadian Verse

Tennyson, Alfred: Poems

Wordsworth, William: Selected Poems

Nature and Science

Bodsworth, Fred: The Last of the Curlews

Calder, Ritchie: Science in Our Lives

Carson, Rachel: Silent Spring, Edge of the Sea

Clarke, Arthur C.: Profiles of the Future

Cousteau, Jacques: The Silent World

Teale, Edwin Way: North with the Spring, Autumn across America

Underlying Themes

In the introductory chapter of this paper, it was noted that each province has certain unusual features which provide one means of examining the special interests or prejudices of the inhabitants of the province. Because of the extended passage of time since the inauguration of some of these features, the underlying reason for them tends to be forgotten and they frequently become objects of criticism. In certain instances, however, it may prove wise to consider the retention of some feature of an educational system which has characterised it for any lengthy period. The traditional feature may be enmeshed in the whole scheme of the system in such a way that its removal, although justified on a purely practical basis, may disrupt related arrangements which are performing well. The criticism may be justified, however, in that the unusual characteristic may be an anachronism, rendered obsolete by changing eras and by the discovery of more efficient means to deal with the educational problem it was designed to resolve.

The language arts curriculum of New Brunswick tends to lean more heavily upon historical precedents than do the curricula of the other three provinces under consideration. During the American Revolution the Atlantic colonies were inundated with thousands of United Empire Loyalists.

Because of this influx, Nova Scotia was divided, and New Brunswick was established as a separate colony with its own governor and assembly in 1784. The settlers in this "Loyalist province" were primarily of English, Scottish and Irish origin, and retained a strong loyalty to the British flag.[9] As mentioned previously, this feeling can still be observed in certain aspects of the language arts curriculum, especially in the spelling and reading lists.

In 1790 Latin grammar schools, involved with the education of potential leaders rather than with mass education were established in New Brunswick. A current criticism of the literature curriculum is that this attitude has undergone little change. A Common School Act in 1816 provided for the appointment by magistrates of school trustees and authorized them to tax the inhabitants to establish local schools. According to C. B. Ferguson, this illustrated official distrust of the democratic process resulting from the American Revolution.[10] Two years later the authority to impose taxes was rescinded because of public opposition.[11] The general opposition to the assessment principle delayed the introduction of free schooling until after Confederation.

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[9]G. W. Brown, Building the Canadian Nation (Toronto, J. M. Dent & Sons, rev. 1958), p. 200.

[10]Charles B. Ferguson, The Inauguration of the Free School System in Nova Scotia (Halifax, Nova Scotia Archives, 1964), Bulletin No. 21, p.4.

[11]K. F. C. MacNaughton, The Development of the Theory and Practice of Education in New Brunswick, 1784-1900 (Fredericton, University of New Brunswick, 1947), pp.63-64

At this time certain philanthropic societies offered an alternative to state, tax-supported schools by establishing "Madras" schools. This was a form of mass education of Indian origin which had been developed in England to provide inexpensive schooling for the throngs of children in the factory towns during the Industrial Revolution. Children were taught by monitors, who were other pupils who had previously been taught the lesson by the school master. These schools, which possessed a humble status in Britain, were elevated to middle class respectability in the Maritimes. In spite of the fact that monitorial schools seemed less suitable for the comparatively sparse Canadian population than for the densely populated British environment, they enjoyed a lengthy and popular tenure in New Brunswick. Textbooks employed were those used by the "National" Board of Education in Ireland.

In the 1830's, powerful new economic elements broke into the older oligarchy. These "invaders" made use of utilitarian, radical, and democratic allies only to turn against them once they had reached the seats of power. To a certain extent, therefore, aristocracy and middle class achieved partnership, but with no intention of admitting the general populace as well. According to historian, J. Bartlet Brebner, New Brunswick's persistent conservatism

after 1830 is understandable since the broadened oligarchy was almost as anxious as the old one to encourage submssiveness and to discourage the critical spirit. "In fact the loyalist tradition proved to be convertible into a loyalist myth as a bulwark against radicalism."[12]

The Common School Act of 1871 set the pattern for the present school system by reaffirming the non-sectarian principle, decreeing that schools should be free to all, and ordering local taxation for their support. This act aroused strong opposition from Roman Catholic authorities who felt they had acquired rights in the realm of religious education. After years of dispute, a compromise was attained in 1875 whereby children could choose to attend any school in the immediate district.[13] This permitted gathering Roman Catholic children in schools where they had Roman Catholic teachers who conducted religious exercises.

In 1921 two American educators, under the sponsorship of the Carnegie Foundation for the Advancement of Teaching, conducted an investigation into education in the Maritimes. They noted little progress in the preceding forty years. They found that some high school work was done in nearly all rural schools, generally under the tutelage of teachers

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[12]J. Bartlet Brebner, Canada, A Modern History (University of Michigan Press, 1960), p. 199

[13]M. H. Hody, "The Development of the Bilinqual Schools of New Brunswick" (unpublished doctoral dissertation, University of Toronto, 1964), p. 212.

unqualified to teach high school. "On this lean tuition boys and girls work their way through textbooks and the provincial examinations into college without ever attending a high school." Since approximately half of the students failed the provincial examinations, the conclusion reached was that "a system that will allow over half of its secondary pupils to waste their time in work that is fruitless, or that must be repeated again and again, is a poor system."[14] This report provoked some controversy but little apparent practical reaction.

Although not explicitly an education commission, the Royal Commission on Finance and Municipal Taxation in 1962 made certain recommendations pertaining to education. Under the chairmanship of E. G. Byrne, a New Brunswick lawyer, the commission proposed the amalgamation of over four hundred school districts into approximately sixty large units. One standard schedule of teachers' salaries was to be put in force throughout the province.[15] The attempt to equalize educational opportunities throughout New Brunswick became the basis of Premier Robichaud's "Programme for Equal Opportunity." In the Schools Act of 1966-67 the government

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[14]William G. Learned and K. C. M. Sills, Education in the Maritime Provinces of Canada (New York, Carnegie Foundation for the Advancement of Teaching, 1922), pp. 9, 10.

[15]Report of the Royal Commission on Finance and Municipal Taxation in New Brunswick (Fredericton, 1963).

made further attempts to achieve its objective by imposing a school tax of one and one-half per cent on the market value of property and by re-grouping the school districts into thirty-four large units. In the light of the consolidations which are currently taking place, it appears that New Brunswick is gradually approaching the concept of the composite school. In 1966 new industrial education programs were finally introduced into the Junior and Senior High Schools. It appears, therefore, that the educational system of New Brunswick may be beginning to shed the cloak of traditional education for the upper classes which it has worn since its inception.

With respect to geographic and economic factors, large areas of the province of New Brunswick are still unsettled. While the coastal area has excellent farming land, the interior is rocky and unsuitable for cultivation.[16] While the forests do contribute to the economic wealth of the province they also act as a barrier between the eastern coast and the St. Lawrence Valley. A further obstacle contributing to the regional division that separates the Maritime provinces from central Canada is the Appalachian mountain range.

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[16]Edgar McInnis, Canada, A Political and Social History (New York; Holt, Rinehart and Winston, rev. 1959), p. 2.

Of the four provinces under consideration, New Brunswick is the least secure economically. Forestry provides the largest source of income in the province with most of the income being derived from pulp and paper mills. With respect to agriculture, more than half of the total crop land is normally hay, with large additional acreage in pastures. One third of the farm income, however, is derived from potatoes, a cash crop concentrated in the upper St. John valley. Fishing for lobster, sardine, cod and herring is also engaged in on a seasonal basis, as are the other industries.[17]

An examination of the language arts curriculum with its traditional view of the English literary heritage and British masterpieces would not prepare one for such a comparatively deprived area in respect to economics. One might at first glance expect to find the curriculum involved with a more utilitarian approach to language. There are, however, certain long-standing factors which discourage change.

Earned income per person in the Atlantic Region, as a whole, is only two-thirds of the Canadian average and more than 40 per cent below the levels of Ontario and British Columbia. Using 1961-1964 averages, the earned income per person in the Atlantic Region was $863 while in Ontario it was

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[17]K. Lehman, "An Economic Survey of New Brunswick" (unpublished master's dissertation, University of New Brunswick, 1967), pp. 12-15.

$1,543. In this same time period, less than 29 per cent of the population of the Atlantic Region was employed, compared with 37 per cent in Ontario.[18]

The over-all disparity of income levels among the regions, and especially the gap between the Atlantic Region and the rest of Canada, have proved to be remarkably stable over several decades in spite of marked changes in the fortunes of the national economy. (See Appendix C)

John Porter in The Vertical Mosaic states that inequality of income and wealth is the most obvious social barrier to education. A second barrier is family size. The larger the family the more difficult it becomes for parents to keep their children in school, partly because of the cost of education and partly because the child's income is required to help meet family expenses. "Here there is a doubly depressing process at work because invariably in industrial societies lower income groups have larger families. The child, therefore, born into a lower income family has almost automatically a greatly reduced horizon of opportunity."[19] New Brunswick has both the largest family size and the lowest salaried earnings of the four provinces under examination. (See Appendixes C and D)

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[18]Frank T. Denton, An Analysis of Interregional Differences in Manpower Utilization and Earnings (Ottawa, Economic Council of Canada, Queen's Printer, 1966), pp. 2, 3

[19]John Porter, The Vertical Mosaic (University of Toronto Press, 1965) p. 168.

The third social barrier to equality of education, according to Porter, lies in the regional differences in educational facilities in Canada. "Some persons are fortunate enough to be reared in areas where educational facilities and the quality of teaching are good; others are brought up where educational standards are low."[20]

As measured by the percentage of students retained in school from Grade Two to Grade Ten (See Appendix F) and by the percentage of the fifteen to nineteen age group in school (See Appendix B), not only are there major differences of output among the provinces, but these differences are of serious proportions. The fact that each province, because of Canada's constitution, has been almost entirely dependent on its own resources for the support of education, and that these resources are unevenly distributed among the provinces, "certainly suggests that there must be differences in ability to support education and consequently in educational inputs and outputs due to these factors."[21]

In New Brunswick, only half of the population was living in urban centres in 1966, compared with 73 per cent for the nation as a whole and 80.4 per cent in Ontario. In New Brunswick 41 per cent of the population lived in rural non-farm areas. (See Appendixes D and E)

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[20] Ibid.

[21] John E. Cheal, Investment in Canadian Youth (Toronto, Macmillan Company of Canada, 1963), p. 139.

In recent years, there has been a considerable increase in the amount of government funds invested in education in New Brunswick. In 1965, 20.8 per cent of taxes collected by the provincial government were applied to education, well below the national average of 33.3 per cent. By 1967 New Brunswick had surpassed the national average of 35.5 per cent to devote 36.5 per cent of provincial revenue to education. This was, however, still well below the 42.7 per cent expended on education in Ontario.[22]

In spite of this increased expenditure, teachers' salaries remain considerably lower in New Brunswick than in any of the other three provinces. In 1968 the national median salary for elementary and secondary school teachers was $6,524. For the four provinces under review, the average salaries in the 1967-68 school year were as follows: British Columbia--$6,352, Alberta--$6,172, Ontario--$6,123, and finally New Brunswick--$4,278. That New Brunswick teaching salaries are not likely to attract outstanding teachers from any considerable distance is indicated by the fact that 95.3 per cent of the teaching personnel received their training in New Brunswick. When the other Maritime provinces are added to these figures, it appears that 98.2 per cent of New Brunswick teachers received their teacher

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[22]Dominion Bureau of Statistics, Preliminary Statistics of Education, Catalogue 81-201, p.44.

training in the Maritimes. (See Appendix I) This factor together with the relatively slow rate of growth for the population of New Brunswick may have some influence on the apparent resistance to change of the traditional language arts curriculum. In the school year 1967-68, the teachers of New Brunswick had lower qualifications than those of the other three provinces. The percentage of teachers with degrees in the four provinces was as follows: British Columbia--48.5 per cent, Alberta--44.2 per cent, Ontario--35.1 per cent, and New Brunswick--23.6 per cent.[23] (See Appendix H) Possibly the lower educational level of New Brunswick teachers is one contributing factor in their apparent immobility. While 31.5 per cent of teachers in Alberta and 32.9 per cent of teachers in British Columbia had extra-provincial teaching experience, the comparable figure in New Brunswick was 13.8 per cent.[24]

It appears, therefore, that because of the slow rate of growth of the general population, the paucity of extra-provincial training or experience of teachers, the relatively low education levels of both the general populace and teaching personnel, the scarcity of introductions of any revolutionary foreign elements into the provincial scene, and the lack of sufficient funds to introduce any sweeping curricular changes should they be desired, there is still strong resistance to educational change in New Brunswick.

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[23] Ibid., p. 46

[24] Ibid., p. 18

CHAPTER III

THE LANGUAGE ARTS CURRICULUM OF ONTARIO

Course of Study

In 1841 Egerton Ryerson who is generally considered to be the effective creator of the Ontario educational system,[1] asserted that education must be "useful," and to be so it must be "related both to the characteristics of the individual and the particular needs of society."[2] While the needs of society may have changed and the interpretation of the word "useful" in this context may have altered, Ryerson's basic philosophy has survived to the present day in Ontario. With the advent of the shorter work week, "useful," in terms of the language arts, is no longer limited to a reading proficiency suitable for employment purposes. It is, rather, a development of a way of life encompassing use of the language arts for continuing education and for the pleasurable and profitable enjoyment of leisure hours.

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[1]Robin S. Harris, Quiet Evolution, A Study of the Educational System of Ontario (University of Toronto Press, 1967), p. 41

[2]C. B. Sissons, Egerton Ryerson, His Life and Letters, volume II (Toronto, Clarke Irwin, 1947), p. 17

The Programme of Studies for Grades 1 to 6 of the Public and Separate Schools states that "The schools of Ontario exist for the purpose of preparing children to live in a democratic society which bases its way of life upon the Christian ideal."[3] Language arts in the elementary school plays a primary role in this preparation. The course in English includes reading, oral and silent, and language exercises, oral and written. The most important phase of the English course is supplementary reading, the importance of which can not be over-estimated. The child who has learned to love reading is not only likely to continue his education all through life, but is prepared profitably to enjoy his leisure--a consideration of no small importance, according to the Ontario Department of Education.

Written work at this stage should be the short and refreshing exercises of an untired mind. Written exercises should not be permitted to usurp the place of oral work. Of all the language exercises of the elementary school none is considered more important than those designed to train the children in easy, natural, idiomatic speech.

Most of the language activities of this period should be definitely creative. Such creative work should not be judged by adult standards, and should not be undertaken for

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[3]Department of Education, Programme of Studies for Grades 1 to 6 of the Public and Separate Schools (Toronto, Ontario, 1966), p. 3.

the sake of the work produced, but for the experience gained and the pleasure enjoyed by the children in the process.

Grade One

Happy natural conversations are the most important form of language training in the first year of school. In reading, sight words and phrases are first taught. Each child is to read at least one pre-primer, and then a primer for training in oral and silent reading. Each child is also encouraged to read several simple supplementary books. Phonics are incidental in the first two or three months. Initial and final consonants, rhyming words, and training in recognition of new words are stressed. Poems are memorized by class and by individuals for occasional concerts. There is frequent story telling on the part of the teacher and the children, along with dramatization. Synonyms and antonyms are taught. Children learn the use of capital letters, periods, question marks, margins, and complete sentences through use, but no rules of mechanics are introduced. Printing is begun with large pencils, with emphasis on correct posture and neatness.

Grade Two

To aid conversation, dramatizations are made of typical conversations, such as answering the door or telephone. Regular use of a reader is accompanied by phonic drills on word-building. Short daily periods for supplementary reading are provided. Five or ten minutes a day is spent by the teacher in reading poetry to the class. Children learn to recognize simple rhythms and supply rhymes in simple stanzas. Letters are written when the occasion demands, with matters of form being learned incidentally. Training is given in separating spoken sentences through building co-operative blackboard paragraphs. Scrap-books are made on topics of interest to the children. Mechanics are again taught by use, not rule. Regular use of a speller is begun. In printing, the size of printed letters is gradually reduced. Neatness and care in all work is demanded.

Grade Three

Anthologies are made by the children of their favourite passages of poetry. Occasionally written stories are presented to the class, followed by oral reading. Homonyms are introduced. Children now supply missing words

in sentences and choose the best word of a group offered. They learn to complete half sentences and combine broken sentences. They learn to invert the order of words in a sentence.

The use of capitals and of the apostrophe in abbreviations are learned. Joined print writing is introduced in grade three. This is not cursive writing with a slant, but rather the simple joining of print letters.

Grade Four

Attention is paid to the quality of conversation in planning and discussing activities. This is not to be mere "talk." Reading is mainly silent, with training in oral reading being largely individual. Audience reading, however, is used whenever possible including the reading of the morning Scripture passage. Reading is to be mainly for appreciation with avoidance of drills on "meanings" and minute analysis. There is a regular period every day for supplementary reading. Standardized and informal reading tests are given. Planning, writing, and staging of plays are begun. A "Letter Exchange" is arranged with a distant school. Paragraphing is taught along with the arrangement of four or five sentences in paragraph form. The use of the dictionary is begun in this grade. Headings, margins, spacing, punctuation, and capitals are learned inductively.

Grade Five

Reading is still amost solely for appreciation although attention is drawn to word pictures, comparisons, humour, and effective phrases. Drills on topics like figures of speech and analysis are to be strictly avoided. Students are to keep a record entitled "Books I Have Read." Reading tests are given followed by remedial treatment where required. Many schools have teachers specializing in remedial reading. No written tests are to be given in poetry. "Story Hours" are used to teach story order. Dramatization is continued in regular use. Real and not imaginary letters are to be written. Names of the parts of speech are now taught. Statement, question, command, and exclamation sentences are used. Practice is given in paragraphing direct narration.

Paragraphs are constructed by individuals after being given either the first sentence or the last. The dictionary is to be in constant use even in tests (except spelling tests). The pen is introduced for writing in print script.

Grade Six

The different intensities of reading are introduced as training is given in skimming, reading to secure details, and the making of summaries. Children read aloud to the class

their original compositions in both prose and verse. Children give oral reports on the library books which they have read. Letters are sent to children in other provinces and countries. The use of quotation marks in broken speeches is taught. Attention is given to mechanics in all written work. Emphasis in writing is upon legibility and neatness in all written work.

The Intermediate division of schools in Ontario includes grades seven, eight, nine, and ten, with certain exceptions in the separate school system. This division was based on the recommendation of the Hope Commission.[4] The subject matter to be covered in these grades is not presented in grade by grade form in their curriculum guide since they believe that the conception that grade levels are rigid and correspond to equally rigid levels of progress in all branches of the work in English is unrealistic and should be discouraged among teachers.

The objectives in the study of literature are stated as the cultivation of a taste for good reading, the enlargement of experience, the stimulation of the imagination, the enrichment of knowledge, and the development of character. The pupil develops a richer and fuller personality

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[4] Report of the Royal Commission on Education in Ontario (Toronto, King's Printer, 1950)

by association with great minds and through wholesome vicarious experiences. The teacher should recognize that it is of primary importance that the pupils enjoy the material which they read. The reading of a selection should be followed by group discussion stimulated and directed by challenging questions.

In language, the pupils should be led to recognize that language varies in different circumstances and for different purposes. Thus, the language of the ball game is one form of appropriate English, whereas the language of the class discussion is another.

The subject matter to be taught is listed under general headings rather than grades. It is the responsibility of the teacher in each grade to discover the individual attainments of his pupils through the use of standardized reading tests. Necessary practice should then be provided.

Comprehension: Since the pupil's success in any subject depends largely on his reading skill, children should be trained to get the main thought, recall details, find answers, locate information, and appraise content. They should have extensive practice in the various types of reading--recreational, informative, reflective, and practical. Library skills such as using indexes and the dictionary should

be taught. Pupils should make outlines, summaries, charts, maps, and diagrams. Good study habits are to be developed. Word study is centred on studying origins of words and enlarging vocabulary. Pupils are to be trained in the art of listening attentively, critically, and with enjoyment.

Appreciation: Teachers are to present more and more of the elements of form, content, and expression which combine to produce a work of literary art. Extensive reading is carried on for enjoyment, information, appreciation, and to develop free reading. There is also intensive study of appropriate selections recognizing merits of form such as rhythm, sound, imagery, expression, and diction. Personal experiences through reading are the ultimate objectives of all study of English literature. Students are to memorize apt expressions and well-turned phrases and sentences, as well as poetry. It is the view that this is an effective way of 'storing the mind' with worthwhile literature.

Oral Communication: Children should have something to say, be able to give simple explanations and directions, and be able to carry on an informal conversation. They learn to give narrations, read entertainingly for others, speak to an audience in an assembly situation, enter into dramatization, and play a part in discussions.

Written Communication: The teacher has three main objectives in this field. (1) Encourage pupils to make their own observations and to record their own thoughts within a widening range of experience. (2) Stimulate them to explore and elaborate these ideas and develop their powers of thinking. (3) Enable them to convey to other people the results of their thinking as clearly and completely as possible. These are achieved through extending general skills, organizing, writing narratives, descriptions, and expositions, letter writing, recording the minutes of a meeting, and contributing to a class newspaper.

Thought, Structure, and Grammar: The study of grammar is a means of improving the expression of thought and provides standards for determining its correctness. A thorough and complete study of all aspects of grammar is made in these years. It is taught as an ordered description of current accepted practice in the use of our language. Terminology is not emphasized for its own sake but is used only as an aid to clarity and accuracy in speech and writing. Pupils should be led to discover the fundamental rules of grammar from carefully selected examples. Attention is given to good spelling and handwriting in all courses.

The Ontario secondary school offers English courses

in each of three branches: (a) arts and science, (b) business and commerce, and (c) science, technology and trades. Successful completion of Grade Thirteen admits students to Ontario universities. Students in the three branches study many of the same English books but the number of books read per year and the intensity with which they are mastered varies from one level to another. The books of the arts and science course have been listed here. The other courses contain basically the same content with many deletions.

The measure of success in the teaching of English at any level in Ontario schools in measured by the interest of the pupils in good books, their powers of straight thinking, and their ability to speak and write clearly, naturally, and sincerely, to read intelligently, and to appreciate the good things of life which are revealed to us through language.

In the past decade there has been a change in attitude, or at least a shift in emphasis, concerning the position of sets or series of reading texts in Ontario. Even within individual schools, the trend is away from a single set text for use by all students and towards multiple texts. The texts are becoming a supplementary aid

rather than a core tool. In the past, many publishers were "made" when Ontario put a book on "Circular 14", the education department's list of recommended texts. A book would be adopted for a certain grade for every school in the province, and an Ontario adoption was usually followed by acceptance in other provinces.

Another relatively recent change has been the decision by the department of education to insist that all of its approved texts be written, edited, and printed in Canada. W. H. Clarke, vice-president of the Canadian publishing firm, Clarke Irwin & Company, has charged in November 1970 that "Circular 14" was not being policed concerning this requirement for Canadian content.[5] The provincial education department has indicated that it is not concerned about whether a publishing firm is Canadian or foreign-owned. It has been admitted by F. J. MacAllister, who administers Ontario's "Circular 14", that American-owned publishing companies had "done a job" for the Ontario Department of Education when and where asked.[6]

On one occasion the department approached Dr. M. Edwards of W. J. Gage Limited and requested a new Dick and Jane series in a Canadian setting. Gage Limited, which had represented the Scott Foresman Company of Chicago, the

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[5]Montreal Star, February 19, 1971, p. 25.

[6]Montreal Star, February 17, 1971, p. 35.

originators of Dick and Jane, for over twenty years suggested an alternative. Between 1958 and 1964, Gage assembled Canadian consultants and created new readers which it tested for five years. The result, the Language Experience Reading program, a series of thirty-six items for grades one, two and three, has been on "Circular 14" since 1966.

It is interesting to observe that the language course in grades nine and ten includes the study of "Canadian English". In spite of the declared interest in Canadian subject matter, however, there are very few Canadian authors represented on the literature reading lists. Hugh MacLennan's Barometer Rising and Two Solitudes and Bruce Hutchison's Essays and Prose Works are included. Some anthologies of poetry compiled by Canadians, such as Diltz or Winter and Brash are listed by the poetry included in these collections is not necessarily of Canadian origin. This is in marked contrast to the New Brunswick curriculum which includes many Canadian works. Since it is the view that students' minds should be stored with worthwhile literature through memorization, there is considerable emphasis on the study of poetry in Ontario schools. In keeping with the aim of preparing children to live in a society which bases its way of life upon the

Christian ideal, the study of Scripture is incorporated into the reading program. Oral reading in an audience situation is begun in the fourth grade with the morning Scripture passage. Bible selections are also used for memory work.

Many of the same books appear on the reading lists for different levels of high school English. Students in the pre-university arts stream are required to read a larger number of books than the other students. They should be able to demonstrate a more thorough knowledge and, on occasion, a deeper insight into the books' meanings.

ELEMENTARY READING TEXTS

Ginn Basic Readers

Local school boards are free to choose any suitable series of readers. One set that is suggested for consideration follows.

Readiness Books	Fun With Tom and Betty Games to Play
Pre Primers	My Little Red Story Book My Little Green Story Book My Little Blue Story Book Come With Us
Primers	The Little White House Under the Apple Tree
First Readers	On Cherry Street Open the Gate
Second Readers	We Are Neighbors Around the Corner Ranches and Rainbows
Third Readers	Finding New Neighbors
Fourth Reader	Adventure Awaits
Fifth Reader	Beyond the Horizon
Sixth Reader	New Worlds

Grade	Language	Literature	Media
9	Exploring Canadian English Speech Arts Written expression Arts and language Vocabulary improvement Dictionaries	Reading for Enjoyment and skill Developmental reading; remedial reading where necessary Dramatic reading and presentation Identifying and defining these forms	The Newspaper Film Television and radio
10	Further exploration in Canadian English Speech Arts Written expression Art and language Vocabulary improvement	Reading for thought, skill, and enjoyment, beginning prose works other than fiction Dramatic reading and presentation Beginnings of appreciation of fiction, drama, prose, verse	Magazines Film Television and radio Advertising
11	Language structure Logic and argument Synopsis, précis, letters, reports Speech arts; written expression Vocabulary development	Appreciation of literature Possible stress on Canadian writing Themes in literature, if desired Novel, drama, prose, poetry An elective	Film Television The press and periodicals in greater depth An elective

Grade	Language	Literature	Media
12	Speech Arts Development of the language The modern idiom In Business and Commercial Classes The Business Letter	Modern Novel Development of the novel Modern Drama Growth of Drama Theatre Arts Contemporary Ideas Poetry today Science Fiction The Mystery Novel	Mass Media Free individual writing and programming Creative thinking, using ideas gained through media and reading

English Literature, Grade 9[7]

Study of:

A book of classical myths, such as:

Swayze: Magic of Myth and Legend. Ryerson.

Cruse: A Book of Myths. Clarke Irwin

Kingsley: Greek Heroes. Various publishers.

Classical Mythology in Song and Story. Copp Clark.

One of Shakespeare's plays (or a collection of scenes from Shakespeare's plays) or a collection of modern one-act plays, such as:

McMaster, A Book of Good Plays. Copp Clark

Junior One-Act Plays of Today. Clarke Irwin

Eight Modern Plays (and other collections). Nelson.

Davies: Shakespeare for Young Players. Ryerson.

Langford: Shakespearian Festival. Longmans.

One of Shakespeare's comedies, such as Twelfth Night, A Midsummer Night's Dream.

Two novels, or one novel and another prose selection, such as:

Bennett: Master Skylark.

Trease: Cue for Treason.

Sutcliffe: Eagle of the Ninth.

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[7]Department of Education, English Curriculum RP-1-4, (Toronto, Ontario, Revised 1967), pp. 8, 9.

Dickens: Oliver Twist.

Faulkner: Moonfleet.

Kipling: Captains Courageous.

Monsarrat: The Cruel Sea. School edition.

Twain: Life on the Mississippi.

Stevenson: Kidnapped.

Doyle: Sir Nigel.

Buchan: Thirty-Nine Steps.

Doyle: The Hound of the Baskervilles.

Buchan: Prester John.

Haggard: King Solomon's Mines.

A collection of short stories, if desired, in place of a novel.

A collection of poetry (with emphasis on narrative although the study of lyrics should also be included), such as:

Diltz: Word Magic, McClelland and Stewart.

Langford: Realms of Gold. Longmans.

Humble: Lyric and Longer Poems (Book 1 and 2). Macmillan.

Swayze: Magic Casements. Ryerson.

Kingston: Poems for Pleasant Study. Dent.

English Literature, Grade 10[8]

1. A study of

   (a) A collection of short stories, or prose selections, such as:

   McMaster: Stories to Remember. Copp Clark.

   O'Donohue and MacIntosh: A Harvest of Short Stories. Longmans.

   McNally: A Book of Good Stories. Macmillan.

   McGillivray and Willis: Invitation to Short Stories. Macmillan.

   Colbert: Short Stories for Young People. Dent.

   Swayze: Short Story Magic. Ryerson.

   Huffman: Fifteen Stories. McClelland and Stewart.

   (b) A collection of shorter poems, such as:

   Diltz: Word Magic. McClelland and Stewart.

   Langford: Realms of Gold. Copp Clark.

   Humble: Lyrics and Longer Poems (Book 2 or 3). Macmilla

   Swayze: Magic Casements. Ryerson.

   Kingston: Poems for Pleasant Study. Dent.

   Parker: Fresh Fields. Longmans.

   (c) One of Shakespeare's plays, such as Julius Caesar, The Merchant of Venice. (Plays from the Grades 11 and 12 lists should be chosen for Grade 10 classes only after a careful consideration of their suitability for a particular class.)

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[8] Ibid., pp. 43-45

(d) Two novels, or one novel and selections from a collection of one-act plays, or one novel and one other volume of prose (e.g., biography, travel), such as:

Dickens: Great Expectations.

Doyle: The White Company.

Faulkner: Moonfleet.

Collins: The Moonstone.

Buchan: Greenmantle.

Monsarrat: The Cruel Sea (school edition).

Quiller-Couch: The Splendid Spur.

Curwood: The Plains of Abraham.

Graham and Lipscomb: George Washington Carver.

Twain: Huckleberry Finn.

Eliot: Silas Marner.

Hayes: Treason at York.

Rawlings: The Yearling.

Hayes: The Land Divided.

Kipling: Captains Courageous.

Household: Rogue Male.

Sullivan: The Caribou Road.

Morton: In Search of England.

Shute: Pied Piper.

English Literature, Grade 11[9]

A Study of

(a) A play by Shakespeare. The following plays will be found especially suitable for study in this grade: Henry IV (Part I), Julius Caesar, Romeo and Juliet.

(b) A modern play (preferably one which will lend itself to comparison and contrast with the Shakespearean play which has been chosen). Modern plays which might be selected include the following:

Anderson: Elizabeth the Queen

Ardrey: Thunder Rock

Balderston: Berkeley Square

Barrie: The Admirable Crichton

Barrie: What Every Woman Knows

Besier: Barretts of Wimpole Street

Davies: At My Heart's Core

Daviot: Valerius

Daviot: Richard of Bordeaux

Goetz: The Heiress

Parker: Disraeli

Rattigan: The Adventure Story

Rattigan: The Winslow Boy

Shaw: Arms and The Man

Shaw: The Doctor's Dilemma

Shaw: Pygmalion

Shaw: St. Joan

Sherriff: The Long Sunset

Sherwood: There Shall Be No Night

Voaden: Four Modern Plays

Wilder: Our Town

Bolt: A Man For All Seasons

(c) An anthology of poetry (preferably a combination of classical and modern poetry), such as:

Lewis: Poems Worth Knowing (revised) Copp Clark

Langford: Golden Vintage, Longmans Canada

Langford: Grass of Parnassus, Longmans Canada

Gill and Newell: Poetry for Senior Students, Macmillan of Canada

Parker: Fresh Fields, Longmans Canada

MacDonald and Walker: A Selection of English Poetry, Dent

Winter and Brash: Poems to Appreciate, Nelson

Humble: Lyrics and Longer Poems (Books 3 and 4), Macmillan of Canada

Diltz: New Horizons, McClelland and Stewart

Kingston: Poems to Remember, Dent

(d) A volume of prose, such as:

Bassett and Rutledge: Prose Mostly Modern, McClelland and Stewart

Gill and Newell: Prose for Senior Students, Macmillan of Canada

Gordon and Roebuck: Twentieth Century Prose, Clarke, Irwin

Gray and Upjohn: Prose of Our Day, Macmillan of Canada

Hale: The Open Road, Macmillan of Canada

Kingston: Galaxy of Short Stories and Essays, Book Society of Canada

Langford and Daniel: The Open Window, Longmans Canada

Porter: Prose Pageant, Ryerson

Sealey: A Book of Good Essays, Copp Clark

Langford: Prose Treasury, Longmans Canada

(e) A novel, or novels, such as:

Barrie: The Little Minister

Bronte: Jane Eyre

Conrad: Youth

Conrad: Typhoon

Crane: The Red Badge of Courage

Dickens: A Tale of Two Cities

Eliot: Silas Marner

Forester: Hornblower Series

Hémon: Maria Chapdelaine

Hilton: Lost Horizon

Kipling: Kim

Monsarrat: The Cruel Sea (school edition)

Nordhoff and Hall: The Hurricane

Nordhoff and Hall: Men Against the Sea

Paton: Cry, The Beloved Country

Steinbeck: The Pearl

Stevenson: Dr. Jekyll and Mr. Hyde

Stevenson: The Master of Ballantrae

English Literature, Grade 12[10]

(a) A play by Shakespeare.

The following plays will be found suitable for study in this grade: Henry IV (Part I); Henry V; Hamlet; Macbeth; King Lear.

(b) An anthology of poetry, such as:

Langford: Grass of Parnassus, Longmans Canada

Langford: Golden Vintage, Longmans Canada

MacDonald and Walker: A Selection of English Poetry, Dent

Diltz: New Horizons, McClelland and Stewart

Gill and Newell: Poetry for Senior Students, Macmillan of Canada

Kingston: Poems to Remember, Dent

Winter and Brash: Poems to Appreciate, Nelson

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[10] Ibid., pp. 13-15.

(c) Novels, (two or more), such as:

Austen: Pride and Prejudice

Bennett: The Old Wives' Tale

Bennett: Clayhanger

Blackmore: Lorna Doone

Bronte: Wuthering Heights

Dickens: David Copperfield

Dickens: A Tale of Two Cities

Forester: A Passage to India

Galsworthy: A Man of Property

Hardy: The Mayor of Casterbridge

Hardy: The Return of the Native

Hemingway: The Old Man and the Sea

Holme: The Lonely Plough

MacLennan: Two Solitudes

Scott: Kenilworth

Thackeray: Vanity Fair

Trollope: Barchester Towers

(d) A book of prose, such as

Langford and Daniel: The Open Window, Longmans Canada

Gill and Newell: Prose for Senior Students, Macmillan of Canada

Ross and Stevens: Man and His World, Dent

Gordon and Roebuck: Twentieth Century Prose, Clarke, Irwin

Kingston, E. F.: Galaxy of Short Stories and Essays (second and third books) Book Society of Canada

Diltz and McMaster: Many Minds, McClelland & Stewart

English Literature, Grade 13[11]

Students may select books from the following list or they may elect to read other books of their own choice. A minimum of ten books must be studied.

Fiction

Austen, Jane: Pride and Prejudice, Northanger Abbey, Mansfield Park

Balzac, Honoré de: Eugenie Grandet

Bronte, Emily: Wuthering Heights

Cather, Willa: Death Comes for the Archbishop

Conrad, Joseph: Lord Jim, Youth, Heart of Darkness

Crane, Stephen: The Red Badge of Courage

Defoe, Daniel: Robinson Crusoe

Dickens, Charles: Great Expectations, David Copperfield, Martin Chuzzlewit, A Tale of Two Cities, Hard Times

Eliot, George: Silas Marner, The Mill on the Floss

Forster, E. M.: A Passage to India

Golding, William: Lord of the Flies

Hardy, Thomas: The Return of the Native, The Mayor of Casterbridge, Far from the Maddening Crowd

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[11]Ontario Department of Education, English Curriculum S.4(13), (Toronto, Ontario, 1968), pp. 11, 12.

Hemingway, Ernest: The Old Man and the Sea

Hawthorne, Nathaniel: The Scarlet Letter, House of the Seven Gables

Hugo, Victor: Les Miserables

James, Henry: The Turn of the Screw, Washington Square

MacLennan, Hugh: Barometer Rising

Melville, Herman: Moby Dick

Snow, C. P.: The Masters

Steinbeck, John: The Pearl

Stevenson, R. L.: Dr. Jekyll and Mr. Hyde

Thackeray, W. M.: Vanity Fair

Tolkien, J. R. R.: Fellowship of the Ring, The Hobbit

Trollope, Anthony: Barchester Towers, The Warden

Twain, Mark: Huckleberry Finn

Drama

Anderson, Maxwell: Elizabeth the Queen

Anonymous: Everyman

Barrie, Sir J. M.: The Admirable Crichton

Bolt, Robert: A Man for All Seasons

Chekhov, Anton: The Cherry Orchard

Coward, Noel: Cavalcade

Eliot, T. S.: Murder in the Cathedral

Goldsmith, Oliver: She Stoops to Conquer

Ibsen, Henrik: The Doll's House, An Enemy of the People

Miller, Arthur: The Crucible

O'Casey: The Plough and the Stars

O'Neill, Eugene: The Emperor Jones

Rattigan, Terence: The Winslow Boy

Shaffer, Peter: The Royal Hunt of the Sun

Shakespeare, William: as desired (coordination with the Stradford Festival is beneficial)

Shaw, Bernard: Arms and the Man, Caesar and Cleopatra, St. Joan, Pygmalion

Sheridan, Richard B.: The School for Scandal

Sophocles: Oedipus the King

Strindberg, August: The Father

Synge, J. M.: The Playboy of the Western World, Riders to the Sea

Wilde, Oscar: The Importance of Being Earnest

Wilder, Thornton: Our Town, The Skin of our Teeth

Prose Other than Fiction

Addison, Joseph: De Coverly Papers, (from The Spectator)

Bacon, Francis: Essays

Boswell, James: Life of Johnson

Bunyan, John: Pilgrim's Progress

Butler, Samuel: Erehwon

Carson, Rachel: The Sea Around Us

Chesterfield, Lord: Letters to His Son

Chesterton, G. K.: Essays

Churchill, Sir Winston: Histories

Defoe, Daniel: Journal of the Plague Year

Emerson, Ralph Waldo: Essays

Frye, Northrop: The Educated Imagination

Haldane, J. B. S.: Essays

Hutchison, Bruce: Essays and Prose Works

Johnson, Samuel: Lives of the Poets

Leacock, Stephen: Works

Lewis, C. S.: The Screwtape Letters

MacLennan, Hugh: Essays

More, Sir Thomas: Utopia

Newman, J. H.: The Idea of a University

Pepys, Samuel: Diary

Plato: Dialogues, The Republic

Russell, Bertrand: Essays

Shaw, Bernard: Prefaces to the Plays

Thurber, James: Essays

Underlying Themes

Ontario's educational system is enmeshed in an evolutionary phase which is less a break with tradition than a logical expansion of it. Many of the features of education in Ontario are the consequence of gradual evolution over a long period of time and are related to the development of the system as a whole. An examination of the origins of some of these features may lead to a better understanding of the system as it exists today.

The first schools in Upper Canada were begun by anyone who felt inclined to teach. The earliest records of such schools were at Kingston (1785), Frederickburgh (1786), Ernestown (1784), Adolphustown (1789) and York (1789).[12] A United Empire Loyalist from Virginia, John Stuart, received the first government assistance for schools in 1792.

From the time of the War of 1812-1814 until the 1830's, the man whose policies shaped education in Ontario was John Strachan. As the first Bishop of Toronto, for the Church of England, his main aim was for his church to achieve in Upper Canada the same position of privilege that it held in England. He claimed the exclusive right to the

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[12]Charles E. Phillips, The Development of Education in Canada (Toronto, W. J. Gage, 1957), p. 106.

clergy reserve lands for his church. His public statements casting aspersions on the loyalty of Methodists aroused the ire of Egerton Ryerson, a Methodist preacher who eventually succeeded Strachan as the authority over education. To Bishop Strachan each local area was responsible for providing the type and quality of education it desired and could afford; to Egerton Ryerson the province had a responsibility to all its citizens for providing a universal free system of education on a uniform basis, guaranteed and underwritten by the central government.[13]

From 1844, the time of Ryerson's appointment as Chief Superintendent, until 1876, when he retired, he organized, related, and defined the basic elements and provided the philosophic ideas which gave the developing system cohesion, inner consistency, and purposefulness. He was a political realist who knew that if the people of Ontario were to provide the funds needed to support a proper educational system, they must be convinced of its value and attainability. He therefore made constant efforts to explain to the people of the province, and not merely to the legislators, what his plans were and why they adopted the form they did. He concentrated his efforts at the outset on the common (i.e., elementary) schools and on the

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[13]C. P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada" (unpublished doctoral dissertation, University of Alberta, 1958), p. 116.

related matter of training for common school teachers. This accomplishment would imply the acceptance of certain principles, which, once adopted for one type of schooling, would be acceptable in others without too much question.

It required twenty years but by 1867 the job was essentially completed. Ryerson devoted the remaining ten years of his superintendency to the organization of secondary schools.

In line with the origins of the Ontario school system under the leadership of an Anglican bishop and a Methodist preacher, one major aim of the system today is to educate children to live in a Christian society. In the reading curriculum, Scripture plays an important role. Despite grammar school acts of 1807, 1819, 1839, 1853, 1855 and 1865, the relation of the individual school to either the central department on the one hand, or the local municipality on the other, was loose and its financial position insecure. The right of girls to attend grammar school as regular students was not conclusively established until 1869.[14]

In 1871 the act to improve the common and grammar schools of Ontario changed the situation completely. A clear-cut division was made between elementary schools and secondary education. The higher education was now to be carried on in both collegiate institutes and high schools. To be admitted to either a collegiate school or a high school,

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[14]Harris, Quiet Evolution, p. 48.

the pupil had to pass the entrance examination, based on the work of the final grade of the public school. The municipality was required to provide the local share of the cost of both types of secondary schools from property taxes. According to the Education Act of 1871, the school was to offer a general course which would concentrate upon "the higher branches of an English and Commercial education, including the natural sciences, and with special reference to Agriculture." The collegiate institutes were to concentrate on the subjects required for university matriculation, notably the ancient and modern languages. The intended differentiation between the two types of secondary schools did not materialize and by 1890 both the English and the Classical courses were being offered in both high schools and collegiate institutes.

In 1876 the term "lower school," was applied to the work of the first two forms of secondary school, and "upper school," to the final two forms. The work of Form 3, the first of the upper school years, was that of Junior Matriculation which admitted to the second year of certain university courses. At this stage, Ontario could be said to have had either a three-year high school which was preparatory to a four-year university course or a four-year high school preparatory to a three-year university course.

In the mid-1890's, the Junior Matriculation

examinations were divided into two parts which were to be written at different times. This led, in 1904, to the introduction of a "middle school," to which Part One of Junior Matriculation was assigned. Part Two of Junior Matriculation and Senior Matriculation constituted the work of the upper school. By 1913, lower, middle, and upper schools were each two years in length and Ontario thus had a six-year high school. In 1921, upper school was reduced to a single year, resulting in the five-year high school which Ontario continues to maintain. Throughout the 1920's Ontario universities continued to accept Junior Matriculants into the first year and Senior Matriculants into the second but in 1931 the University of Toronto decided to require Senior Matriculation of all applicants.

Throughout the 1930's and 1940's the other Ontario universities continued to admit some students with Junior Matriculation, but increasingly the Toronto model was imitated and by the mid-1950's the practice of requiring Senior Matriculation was general. In 1965 less than one thousand of the over seventeen thousand freshmen who entered Ontario universities were admitted with Junior Matriculation to what has become a preliminary or qualifying year.

The record of the Department of Education in providing alternatives to the university preparatory course has been reasonably good. Commercial departments were

were authorized in 1891, manual training and household science were introduced at the turn of the century, and in 1897, high school boards were empowered to establish technical schools. In 1907 agriculture was introduced at several collegiate institutes and in 1911 a Director of Elementary Agricultural Education was appointed. In 1910 John Seath, Chief Director of Education, submitted a report entitled "Education for Industrial Purposes" including many recommendations which were implemented in the Industrial Education Act of 1911. Over forty branches of instruction--among them plumbing, printing, book-binding, industrial design, horology, millinery, and power plant operation--became available at one or more schools. The expansion of vocational training continued throughout the 1920's and 30's. The movement was encouraged both by the raising of the upper age of compulsory schooling in 1919 from fourteen to sixteen, and by the passing of the Apprenticeship Act of 1928, which placed responsibility for the academic portion of the apprentice's program upon the technical schools.

With respect to the language arts, the Department of Education in 1901 initiated a scheme by which travelling libraries were sent to mining and forestry camps in northern Ontario and to "groups of tax-payers living in hamlets."[15]

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[15]John M. McCutcheon, Public Education in Ontario (Toronto, T. H. Best, 1941), pp. 203-204.

Beginning in 1928 reading and writing were taught to inhabitants of remote regions by means of travelling schools housed in railway cars.

In the course of Canadian history, there have been two hundred and ten major inquiries into education, ninety-nine of which were royal commissions. Ontario has been by far the most frequent patron of these with fifty-two commissions.[16]

In 1950 a commission of twenty members under the chairmanship of Mr. Justice John A. Hope issued a report of 933 pages. The effectiveness of this report was limited because of the submission of two minority reports and several memoranda by dissenting individual members. The commission recommended that the system be based on moderately progressive lines in its child-centered approach, in its program of studies, in advocating the elimination of grades, in the use of grouping, in the desire to adapt teaching to the needs of individuals, and in the de-emphasis on examinations. Secondary schools would have alternative programs to suit students' abilities and interests.[17]

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[16] C. F. Goulson, "A Historical Survey of Royal Commissions and Other Major Governmental Inquiries in Canadian Education" (unpublished D. Ed. dissertation, University of Toronto, 1966), pp. 497-498.

[17] Report of the Royal Commission on Education in Ontario, 1950 (Toronto, King's Printer, 1950), pp. 77-83, 93-94.

In keeping with the expressed desire to adapt teaching to the needs of the individual, several different English courses were set up in the high schools. These courses differed in the number of books to be read and in the thoroughness with which the books were to be studied. In some courses, books are read solely for appreciation and enjoyment while in others they are analyzed in respect to both form and content.

During the past few years the Minister of Education has appointed three major committees to study and report on basic areas of the Ontario educational system. One of these, the Committee on the Training of Elementary School Teachers, chaired by C. R. MacLeod, calls for an almost complete change in the arrangements for training teachers for the elementary schools.

In 1964 the Minister appointed the Grade Thirteen Study Committee under the chairmanship of F. A. Hamilton. This committee made thirty-seven recommendations, most of which have resulted in substantial changes in the Grade Thirteen curriculum and in the manner in which instruction is provided and progress evaluated. One proposal was that the elementary and secondary programs be provided in twelve years of schooling with the Grade Thirteen year being offered in Grade Twelve. The intention was not to abolish Grade

Thirteen in the sense that its course of study would be removed from the secondary school, but to rearrange the course of study from Grade One through to Grade Eleven so that the students entering the matriculation year would have attained at the end of Grade Eleven the standard now attained at the end of Grade Twelve. The committee had noted that a substantial number of students entering the universities were doing so at the age of seventeen, a situation which indicated that they had completed thirteen grades in twelve years by accelerating. It concluded that the same result could be achieved by a revision of the curriculum in all grades, the accelerating students henceforth doing thirteen grades in twelve years rather than three years in two.

The third committee initiated by the Minister is the Committee on the Aims and Objectives of Education in the Schools of Ontario, under the chairmanship of Mr. Justice Emmett Hall. Appointed in April, 1965, its terms of reference suggest that its first concern is with kindergarten and the first six grades, but the committee was also asked to set forth the aims of education for the educational system of the province.

The truth of the matter is that almost every aspect of the Ontario educational system is undergoing very close

scrutiny. This large-scale self-study has not adopted the form of a single Royal Commission and thus it is less obvious than a comparable self-study elsewhere might be.

Since Ontario is both a populous and relatively rich jurisdiction, it has enough people and enough resources to develop all the institutions and all the service that an industrialized society requires. Somewhere in the province one can find every conceivable type of institution, and somewhere one can find every conceivable type of educational service. Provision is made for the physically or mentally handicapped, for the geographically remote, for those whose native language is not English and for those who cannot afford the costs of the education they seek. One can, without leaving Ontario, become a plumber or a nuclear physicist, an artist or an investment counsellor, an expert on diesel engines or on the giraffe.[18]

Because a democracy requires an educated citizenry for its effective operation, its educational system is of special importance. The purpose of the system, according to the Minister of Education for Ontario is "to provide educational opportunity so that every person can realize his full potential as a human being."[19] The duty of the Department of Education, then, is to develop an organizational

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[18]Harris, Quiet Evolution, p. 125.

[19]W. Davis, Minister of Education (Toronto, press conference, January 14, 1965).

structure which encourages every individual in Ontario to his fullest potential.

"Little formal education is necessary for the vast majority of people in a simple or rural society. In a society, however, that is becoming complex and industrialized a highly elaborate system of schools to teach the necessary skills and background information is crucial."[20] In general, the educational system in Canada, as in other western countries, has made the necessary adaptations with more specialized programs of study and with an increasing number of children being given the opportunity to attend school and realize their intellectual potential. This is especially true of the province of Ontario which is the leading manufacturing province in Canada.

Industrialization affects both the content and the distribution of education which in turn establish boundaries for industrial growth. The content of education is affected by the emphasis in industrial societies on the marketability of skills.[21]

The bulk of Canada's manufacturing industry is concentrated in the Ontario peninsula which lies southwest of a line drawn from Kingston to the lower end of Georgian

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[20]Elkin, The Family in Canada, pp. 112-113

[21]Porter, The Vertical Mosaic, p. 165.

Bay. The land in this region also supports mixed farming, dairying, and fruit-growing. Much of Canada's commercial life is centered in Toronto. Although this area of some 35,000 square miles is only a tiny corner of the Dominion, it holds 60 per cent of Canada's population. "This fact is profoundly illustrative of the rigid bounds that geography has imposed on the Canadian structure. The confines of central Canada are determined on the south by the international boundary, on the east by the Appalachian highlands, and on the north by the immense and forbidding mass of the Canadian Shield."[22]

Covering over half of Canada and most of Ontario is the Canadian Shield, a physiographic feature which in areas supports mining and forestry. Because of the very small proportion of arable soil this area has remained relatively unsettled. It has, in fact, presented a colossal barrier to the spread of settlement westward from Ontario to the prairies. "Between these two regions lies a wilderness that stretches for nearly one thousand miles along the northern shores of Lake Huron and Lake Superior and beyond the Lake of the Woods. It offered neither land that was attractive for settlement nor routes that gave easy access to the fertile plains beyond."[23] It was only in

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[22]McInnis, Canada, A Political and Social History, p. 3.

[23]Ibid., p. 5.

1943 that a barely passable highway was constructed north of Lake Superior and only in 1949 that construction was begun on the Trans-Canada Highway.

In keeping with its industrial character, Ontario has had a long tradition of vocational education dating back to the Industrial Education Act of 1911. By 1938 there were sixty-two vocational schools in Ontario with an enrolment of over thirty-six thousand students.[24] The development of vocational training in Ontario took place within the framework of the secondary school with no parallel development at the post-secondary level until after World War II.[25] Vocational high schools were generally confined to the cities until 1945 when the size of high school districts was increased. The newly-enlarged secondary schools then began providing vocational-commercial courses similar to those offered in the composite schools of the cities.

As mentioned previously, there are, at the present time, three main courses of study in Ontario secondary schools. A student may enter arts and science; business and commerce; or science, technology and trades. There are of course, multiple options within the framework

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[24]Harris, Quiet Evolution, p. 55

[25]Dominion Bureau of Statistics, Organization and Administration of Public Schools in Canada (1966) p. 95.

of these programs. Both four and five-year programs are available in each of the branches. Language arts curricula are adapted around a basic core to suit the specific needs of students registered in each of these streams.

It would appear logical that considerable sums of money are necessary to finance such diversification in education. In 1966 school board revenues for the province of Ontario were $863,235,000. Of this total, $376,571,000. was derived from provincial coffers; $462,401,000. came from local taxation; $3,382,000. was collected in fees; and $20,881,000. was accumulated from other sources.[26] In comparing this data with population figures, certain relationships are revealed. Ontario spends: slightly less per capita on education than Alberta does, approximately the same proportionately as British Columbia does, and considerably more than New Brunswick does. Since British Columbia tends to have a smaller percentage of school age children than Ontario does, Ontario therefore assumes third position in education expenditures per school age population.[27]

The proportion of provincial government revenue expended on education in Ontario in 1967 was 42.7 per cent. This compared favourably with the national average of

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[26]Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 53

[27]Cheal, Investment in Canadian Youth, pp. 135-137

35.5 per cent. The proportion of municipal revenues expended on education in Ontario was 47.8 per cent compared with the national average of 50.4 per cent.[28]

Ontario also ranks third in the group of four provinces under review with respect to the percentage of the population aged fifteen to nineteen attending school.. (See Appendix B). This position is reaffirmed by an examination of the retention rates throughout the school grades. (See Appendix F).

Ontario occupied third position in the four provinces with regard to both the percentage of teachers holding university degrees and the average teacher salary in 1967-68.[29] (See Appendix H). Over 44 per cent of all the teachers in Canada list Ontario as their place of origin.[30] (See Appendix J). Of the 79,3000 teachers in Ontario in 1967-68, 87.46 per cent obtained their teacher training and earned their original certification in the province of Ontario. This figure places Ontario next to New Brunswick in the proportion of teachers having received their teachertraining in their home province. (See Appendix I).

There is a much larger element of foreign influence in the Ontario populace, however, than there is in

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[28]Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 44.

[29]Ibid., pp. 36, 46.

[30]Ibid., p. 60.

New Brunswick. Immigrants of ethnic origins such as German, Dutch and Ukrainian tended to settle either in Ontario or west of Ontario. Italians have settled primarily in Ontario as have immigrants from Greece, Czechoslovakia, Belgium, Spain, Hungary, and Yugoslavia.[31] Other minority groups which tend to be highly urbanized such as the Jews (99 per cent urban) have also been attracted to Ontario which is the most highly urbanized province in Canada. Asiatics, who are also highly urbanized have tended to divide, with the Japanese settling in Ontario and the Chinese in British Columbia. The Jews in the last census had the highest proportion attending school in both the fourteen to seventeen and eighteen to twenty-four age groups, with percentages of 82.5 and 30.8 respectively. The families with Asiatic heads followed closely with 82.1 and 25 percent respectively.[32]

Many school boards in Ontario have selected pilot schools in which educational experiments are undertaken in order to decide whether exposure to all students under the jurisdiction of the board would be justified. These programs are carried on under the watchful consideration of the Ontario Department of Education. Mr. J. D. Macdonald,

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[31]Department of Citizenship and Immigration, Family Structure and Integration of Immigrants (Report GI 5, Ottawa,

[32]Elkin, The family in Canada, pp. 47-59

Program Consultant in English for the department, stated that experiments involving the use of the Initial Teaching Alphabet at the primary level have appeared to show considerable merit to date.[33] Another relatively recent project of the department with regard to the Language arts has been the publishing of a booklet entitled Experimental English Guidelines for use at the high school level in a limited number of pilot schools throughout Ontario.[34]

In the highly urbanized and industrialized province of Ontario, education is adapted to suit the milieu as well as the abilities of the students. In addition to preparation for life in an industrialized society, preparation is also offered for leisure time.

A curriculum guide states that "the school has no excuse for infringing upon the right of the children to sufficient time for sleep and play and the right of the home to direct their activities outside of school hours."[35] For pupils in elementary school there is considered to be ample time during the school day to engage in the necessary activities without burdening children with additional school work to be done at home. Pursuits taken up by children in their own time as extensions of interests generated

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[33]Interview with J. D. Macdonald, Program Consultant in English, Ontario Department of Education, June 28, 1968.

[34]Dept. of Education, Experimental English Guidelines (Toronto, 1968)

[35]Department of Education, Curriculum P1, J1, Interim Revision (Toronto, 1962), p. 11.

in school are to be on a purely voluntary basis and motivated by genuine interest. Above all, teachers and principals are exhorted to remember that "children should not be deprived of their childhood."[36]

In the same manner, the schools attempt to prepare adults who will enjoy their free time. With the expected advent in this decade of a four-day work week, the role of the language arts becomes increasingly important in enabling an individual to embark on a life-time career of self-education and a pleasurable avocation. Just as the wise and diversified use of leisure time facilitates the physical growth and development of the child; so it is hoped that the enjoyable and fruitful use of leisure time may aid in the mental growth and development of the adult.

As in New Brunswick and British Columbia, one of the objectives formulated by the Ontario curriculum committee is that the study of literature should aid in character development. The pupil is to develop a richer and fuller personality by association with great minds and through wholesome vicarious experiences. In Ontario this character development aspect is definitely linked with Christianity. The elementary program of studies states that "The schools of Ontario exist for the purpose

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[36] Ibid.

of preparing children to live in a democratic society which bases its way of life upon the Christian ideal."[37] Since there are large numbers of Jews, Greeks, Ukrainians, Asiatics and others of differing origins in the system, one might expect some concept other than Christianity to be invoked.

Since local school boards have been awarded virtual autonomy in the selection of series of readers, and since teachers are allowed wide latitude in the choice of literature to be studied, it is difficult to assess their relative degrees of success in achieving the provincial objectives. The provincial Program Consultant in English does, however, attempt to correlate the principles and practices of English instruction.

Until September 1965, when a second college was opened at London, the Ontario College of Education in Toronto was responsible for the preparation of all secondary school teachers in the province. It has also trained many elementary school teachers. The department of educational research at the college, which was absorbed by the Ontario Institute for Studies in Education, has, through its research studies, contributed valuable information to the department of education concerning curriculum

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[37]Department of Education, Programme of Studies for Grades 1 to 6 of the Public and Separate Schools, p. 3.

formation.[38]

The college has also had a direct effect upon English teachers through the training offered in English methods. It is interesting to note some of the views expressed by Bert Case Diltz, former professor of methods in English at the Ontario College of Education and author of several books about English education. "Every conscientious teacher of English incidentally teaches a vision of life . . . This education begins with God's grace to man."[39] Professor Diltz is a strong advocate of testing literary appreciation and judgment, although these would appear to be highly subjective areas. He feels, however, that the abandonment of testing goals makes the race meaningless. "Observe what it has done to the Sunday schools!" One might reasonably wonder whether the abandonment of testing is to blame for the declining interest in Sunday schools. Professor Diltz's statement that "Memory work is a valuable part of the literary method as it supplies healthful food for thought and nourishment for the mind"[40] is almost echoed by the department of education's declaration that students should memorize apt expressions and well-turned phrases as well as poetry in order to store the mind with worthwhile

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[38]University of Toronto, A General Handbook (Toronto, Ontario, 1966), p. 41.

[39]Bert Case Diltz, Sense of Wonder (Toronto, McClelland and Stewart Limited, 1953), p. 21.

[40]Ibid., p. 94.

literature.

This moralistic approach to English education would appear to be at variance with certain other stated objectives. The concept of usefulness and the philosophy of pragmatism would perhaps be better served by the viewpoint expressed by the American National Council of Teachers of English. "All grammar teaching in school, of whatever sort, should be directed toward eventual use, toward application -- toward improved comprehension and improved articulation: listening, reading, speaking, writing . . . We are not teaching morals, however admirable those morals might be."[41]

Although the founding fathers of the Ontario school system were an Anglican bishop and a Methodist preacher, one might expect that in this industrialized era of efficiency experts, the separation of the teaching of English and Christian morality would have been judged expedient. There are many excellent aspects, however, in Ontario's pragmatic, vocationally-oriented school system and, in general, there is evidenced an attitude that is attuned to the individual learning abilities of children in a culturally varied and highly industrialized society.

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[41]Edward J. Gordon and Edward S. Noyes (eds.), Essays on the Teaching of English (New York, National Council of Teachers of English, Appleton-Century-Crofts, 1960), p. 36.

CHAPTER IV

THE LANGUAGE ARTS CURRICULUM OF ALBERTA

Course of Study

Social Studies and Language are combined and thoroughly integrated in the province of Alberta. Their philosophy is that we learn to speak, listen, read and write effectively by engaging in purposeful language communication. The curriculum guide states that a study of the psychological and grammatical principles of language, certainly, plays a part in these experiences but the basic problem is still the vehicle. The vehicle chosen for use in Alberta schools was Social Studies.

The Department of Education does admit, however, that a case can still be made for literature, especially if, emancipated from artiness and tradition, it is selected within the area of children's interests and mental powers. As a major vehicle for language teaching, however, they feel that it fails to provide experiences of sufficient range and immediacy.

In the fields of language and literature the following cautions are given in the handbook. The characteristic

needs of students are not belletristic or "arty", but practical. The expressional patterns with which students need to become familiar are not formal and classic, but primarily informal and modern. The term literature now also applies to radio, film, discs, and periodicals. Hence a realistic study of effective expression must be substantially concerned with speech patterns and techniques.[1]

The program of each book in Grades Seven to Eleven is divided into four main study areas. These areas, together with the objectives referable to each, follow.

1. The nature of words and ideas. (a) Increasingly mature insights into the nature and uses of language. (b) Understanding and use of words as symbols for experience, and as indicators of feeling. (c) Precision in the use of various parts of speech.

2. Arranging words and ideas. (a) Skill in grouping and organizing related ideas. (b) Understanding and use of sentences as thought units. (c) Understanding and use of clauses and phrases as sub-sentence units. (d) Understanding and use of punctuation as an aid to meaning.

3. Usage and grammar. (a) Understanding of acceptability as a practical test of good usage. (b) Recognition and use of acceptable language patterns. (c) Application of elementary grammatical principles to

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[1]Department of Education, Program of Studies for Senior High Schools of Alberta (Edmonton, Alberta, 1965), p. 1.

usage with various parts of speech.

4. Special communication skills. (a) Understanding and improvement of speaking and writing skills. (b) Understanding and improvement of listening and reading skills. (c) Study and practice of specific communication skills; conversation and discussion, letters, summaries, investigation and reports.

A more detailed description of what is taught under each of these headings in each grade follows.

Grade Seven

The basic text is Words and Ideas, Book 1. The first section of this book covers what language was and is, including language as a social process. Part Two includes words as symbols, words and experience, words and feeling, and the kinds and uses of words. Part Three, "Arranging Words and Ideas," includes: organizing our thinking, thinking in sentences, using clauses to show relationships, using phrases to show relationships, and punctuating sentences.

Part Four, "Language Patterns," includes habits in speaking and writing, verbs, pronouns, adjectives and adverbs, and spelling. Part Five, "Special Language Skills," covers the following topics: speaking and writing, listening and reading, group discussion, summaries, and reports.

Grade Eight

Words and Ideas, Book 2 is the text for this grade. The first segment teaches the following topics: the stock of English words, increasing our stock of words, the kinds and uses of words, and improving our use of words through language and the real world and language and feeling. Part Two deals with the paragraph, the sentence, subject and predicate, clauses and phrases, and punctuation involving period, comma, colon, semicolon, parentheses, dashes, and quotation marks. Part Three, "Grammar and Word Usage," again includes further study on pronouns, nouns, adjectives, adverbs, verbs, prepositions, conjunctions, pronunciation, spelling, and the use of the dictionary. Part Four, "Special Language Skills," includes the topics: speaking and writing, listening and reading. language as social behaviour, conversation by mail, and investigation and report.

Grade Nine

The text this grade uses is Words and Ideas, Book 3. Part One has chapters on words and human relations, words, things, and ideas, fact language, and fiction language. Part Two, "Organizing Words and Ideas," deals with sentence efficiency, sentence parts and patterns, developing ideas in the paragraph and in longer thought units. Part Three,

"Special Communication Skills," includes kinds of speaking and writing, business meetings, business by mail, and reference materials and techniques. Part Four, "Word Usage and Grammar," consists of an alphabetized handbook including such things as parts of speech and punctuation rules.

Grade Ten

The Grade Ten curriculum is arranged differently with the use of a new text, English for Today. The topics dealt with include: understanding parliamentary procedure, knowing how to think, building paragraphs, improving your reading, improving your listening and speaking, using the dictionary, writing descriptions, writing social letters, and knowing more about radio and television.

Grade Eleven

The same format is used as was used in Grade Ten. The subject matter given special attention includes: preparing reports, learning to write expository articles, increasing your vocabulary, writing for the school newspaper, learning to speak and listen, learning business English, and reading newspapers intelligently.

In Grades Ten and Eleven, students are acquainted with the composition and organization of the grammar and

usage handbook, An English Handbook. Pupils are to form the habit of having their handbooks with them for every class period and of taking them home whenever they are planning to do a writtn assignment there.

The literature program in Grades Seven, Eight, and Nine is based upon the three anthologies in the series Poetry and Prose for Canadians. This is a series of anthologies aimed to meet the reading interests and needs of young adolescents in twentieth century Canada. The range of selections is such as to provide for individual differences in reading competence, reading interests, and personal needs. In each of the three books in this series the selections are grouped about themes which, besides providing a framework to unify them, are arranged to give a logical development of reading, thought, and discussion.

These units are planned to stimulate growth through literary experience concerned with personal, social, historical, geographical, natural, and spiritual problems and situations. Within each unit are included a variety of literary types, a related painting, and one or more related musical selections. The Grade Seven text is Prose and Poetry Journeys; the Grade Eight text is Prose and Poetry Adventures; and the Grade Nine text is Prose and Poetry for Enjoyment.

In both Grades Ten and Eleven, the literature programs may be considered as embracing three types of material. These are: the textbooks, additional material brought in by the teacher such as newspaper editorials, features, news stories, advertisements, and magazine articles, and thirdly, the leisure reading program.

In Grade Ten, the text, Creative Living, includes units on the individual, humanity, love and affection, appreciation, and creative living. In Grade Eleven the units are on individuals, our community, our surroundings, action, thrills, and laughter, and toward creative living. Grade Eleven students also study one play by Shakespeare. In leisure reading, it is suggested that ten books per year be considered a reasonable goal for the average student. The objectives of the leisure reading program are to establish and develop the reading habit, to develop literary taste, and to provide enjoyment through reading.

The basic goal of the reading program is the maximum development of the reading potential of the individual. This goal is reached only in so far as the following objectives for reading are attained. This program aspires to stimulate a keen interest in learning to read and to increase and enrich vocabulary. It also attempts to develop systematic

habits of word perception; to develop comprehension and interpretation in abilities and skills; and to develop habits of reacting critically to ideas secured through reading. The ability to organize the ideas secured through reading and to apply them to new situations, and the ability to adjust the rate of reading to specific purposes and materials are taught. The student should also develop the ability to read aloud effectively and develop habits of reading voluntarily. A final objective is to cultivate preferences for and permanent interests in a wide variety of good literature.[2]

A strong American influence is observable in the lists of authorized text books. The series of readers used in elementary grades is the Dick and Jane series developed by the Scott Foresman Company of Chicago. The alternate series recommended by the department of education are the Ginn Basic Readers, published through a Canadian subsidiary by Ginn & Company of Boston, now owned by the Xerox Corporation.

Included in the elementary school supplementary reading lists are the stories of fictional or real American heroes such as Pecos Bill, Paul Bunyan, Cochise, Rip Van Winkle, Davy Crockett, Huckleberry Finn, Abraham Lincoln,

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[2]Department of Education, Programme of Studies for Elementary Schools of Alberta (Edmonton, Alberta, 1965), pp. 5, 6.

Will Rogers, Lou Gehrig, Willie Mays, and Frank Gifford. The only Canadian authors of relatively major reknown that are represented are L. M. Montgomery (Anne of Green Gables) and Farley Mowat (Lost in the Barrens).

The literature text books for grades seven, eight and nine are the Prose and Poetry anthologies by Chalmers and Coutts. The origin of selections, classified either by author or topic, in these anthologies is as follows. In Prose and Poetry Journeys, there are forty-four American, thirty-two Canadian, eleven British and eight other selections. In Prose and Poetry Adventures, there are forty-five American, thirty-four Canadian, fifteen British and nine other selections. In Prose and Poetry for Enjoyment, there are forty-seven American, forty-one Canadian, twenty-three British and eleven other selections. Over the course of three years, then, students read selections that are forty-two per cent American, thirty-three per cent Canadian, fifteen per cent British and ten per cent other origins.

At the senior high school level, there are elective English literature courses that are intended as enrichment in the study of the humanities. Teachers are free to choose any books but are provided with a list of one hundred suggested titles. Four Canadian authors, Grove, Leacock, Moodie, and Roy are included in the listing. Many

American authors are also represented. What is less expected is the inclusion of writers such as Aristophanes, Conrad, Dickens, Galsworthy, Goldsmith, Hardy, Kipling, Moliere, Scott, Sophocles, and Thackeray. These authors, together with Shakespeare, are apparently considered to be emancipated from artiness and tradition. Students in the senior grades are requiredto study one Shakespearian play in each of the compulsory English courses. The inclusion of the above-mentioned authors would appear to be at variance with the stated intentions of the department of education to avoid tradition. Possibly this deviance is condoned because their inclusion is restricted to a list of suggestions for elective courses intended as enrichment in the study of the humanities. It may also be justified in respect to its application to another stated objective; the cultivation of preferences for and permanent interests in a wide variety of good literature.

STANDARD SERIES OF READERS[3]

New Curriculum Foundation Series

Pre Reading	We Read More Pictures New Before We Read
Pre Primers	Now We Look and See Now We Work and Play Now We Come and Go Guess Who
Primer	New Fun With Dick and Jane
First Readers	New Our New Friends We Three
Second Readers	New Friends and Neighbors New More Friends and Neighbors What Next
Third Readers	New Streets and Roads New More Streets and Roads Tall Tales Just Imagine
Fourth Reader	New Times and Places
Fifth Reader	New Days and Deeds
Sixth Reader	New People and Progress

Alternatively the Ginn Basic Readers, the Reading for Meaning Series (Nelson) or the Canadian Reading Development Series (Copp Clark) may be used.

Special Titles for Advanced Reading

Primary Section:[4]

Title	Author	Grade
Adventures of Fingerling	Dick Lean	1-4
Bambino the Clown	Georges Schreiber	1-4
Bells For a Chinese Donkey	Eleanor Lattimore	2-4
Blaze and the Gypsies	C. W. Anderson	1-4
Cabin for Ducks	Edythe Warner	3
Cindy	D. Aldis	1-3
The Doll House Mystery	Flora Gill Jacobs	3-4
Downy Duck Grows Up	A. M. Sharpe-E. Young	1
Fly High: Fly Low	Don Freeman	3
Great Day in Israel	Moshe Shamir	3-4
Hortense: The Cow for a Queen	Natalie Savage Carlson	3
Hubert's Hair-Raising Adventure	Bill Peet	1-3
I Know a Story	Huber et al	1
Jason's Lucky Day	Susan Dorritt	3
Jock's Castle	Katherine Gibson	3
Just Mrs. Goose	Miriam Potter	2-4
Last Horse	Stan Steiner	3-4
Little Lost Bobo	A. M. Sharp-E. Young	2

[4]Department of Education, Reading for Pleasure for Elementary Schools, (Edmonton, Alberta, 1964-67), pp. 22-28.

Title	Author	Grade
Mr. Putterbee's Jungle	Ruth Helm	1-3
Muley-Ears, Nobody's Dog	Marguerite Henry	3-5
Painted Cave	Harry Behn	1-4
Peanut	Ruth and Latrobe Carroll	3-4
Silver From the Sea	Ruth Tooze	2-3
Sod House	Elizabeth Coatsworth	3
Tag-Along Tooloo	Frances Clarke Sayers	3-6
Time of Wonder	Robert McCloskey	3-5
Very Special Badgers	Claus Stamm	3-4
Walter the Lazy Mouse	Marjorie Flack	
Watch Me	A. M. Sharp-E. Young	1
Who are You?	A. M. Sharp-E. Young	
Wild Birthday Cake	Lavina R. Davis	3
Wonders of the Seashore	Jacqueline Berrill	2-5
Secondary Section:		
Amat and the Water Buffalo	Guillaume and Bachman	3-4
Birthday of Obash	Audrey Chalmers	3
Bitsy	Sally Scott	2-3
Boston Bells	Elizabeth Coatsworth	2-3
Bumblebee's Secret	Miriam Schlein	1-3
Captain Pugwash	John Ryan	3
Dancing Cloud	Mary and Conrad Buff	

Title	Author	Grade
Do You Hear What I Hear?	Helen Borten	1-4
Dog in the Tapestry Garden	Dorothy P. Lathrop	3-4
Farm for Rent	Nils Hogner	1-4
Gordon, The Goat	Munro Leaf	1-4
Hector Goes Fishing	Priscilla Hallowell	2-5
Lazy Tinka	Kate Seredy	3-4
Linda and the Indians	Anderson	3-4
Little Big Feather	Joseph Longstreth	3-5
Make-Believe Twins	Phyllis McGinley	2-3
Manda	Kathleen Hale	1-3
Marshmallow	Clare Newberry	3-4
McWhinney's Jaunt	Robert Lawson	2-5
Night the Lights Went Out	Don Freeman	2
Peanuts for Billy Ben	Lois Lenski	3-4
Pony for Linda	C. W. Anderson	3
Secret Hiding Place	Rainey Bennett	2-4
Six Foolish Fishermen	Benjamin Elkin	2-3
Sugarbush Family	Miriam E. Mason	3
Sunshine Book	L. W. Singer	3-5
Sword in the Tree	Clyde Robert Bulla	3-4
Tigers in the Cellar	Carol Fenner	3-4
Tinker Takes a Walk	Sally Scott	2-5
Tizz Plays Santa Claus	Elisa Bialk	2-4

Title	Author	Grade
Tommy and Dee-Dee	Yen Liang	1-3
Tough Enough's Trip	Ruth and Latrobe Carroll	3-4
When Jenny Lost Her Scarf	Esther Averill	1-3
Zig-Zag Zeppo	Natalie Hall	3-4

Grades 4, 5, and 6

The following fiction and non-fiction books may be used interchangeably in Grades 4, 5, and 6 but a guideline is provided for the teacher by the inclusion of suggested grade levels for each book. These books are not specifically for bright students as were those in the previous listing, but bright students are encouraged to proceed to more advanced levels of this reading list as their ability and interests permit.

Adventure and Mystery[5]

Title	Author	Grade
Adventure North	Pinkerton	6
Adventures of Tom Sawyer	Mark Twain	6-9
All the Mowgli Stories	Rudyard Kipling	5-7
Angry Planet	John Keir Cross	6

[5] Ibid., pp. 44-48

Title	Author	Grade
Arkansas Bear	Paine	4-6
Ascent of Everest	John Hunt, Jr.	5-6
Back to Treasure Island	Harold Calahan	6
Beaver Water	Rutherford Montgomery	6
Becky and the Bandit	Doris Gates	4
Black Stallion	Farley	6
Call it Courage	Armstrong Sperry	5-8
Chestry Oak	Seredy	5-6
Cobbler's Knob	Eleanore Jewett	6
Door in the Wall	De Angeli	4-5
Emil and the Detectives	Kastner	4-6
Five Children and It	Nesbit	5-6
Flicker's Feather	Merritt Parmelee Allen	6
Floating Island	Parrish	4-6
Fox Island	Pinkerton	5-6
Green Ginger Jar	Clara Judson	5-6
Gulliver's Travels (simplified)	Jonathan Swift	3-6
Hans Brinker	Dodge	5-6
Horse Chestnut Hideaway	Stella Rapaport	4-5
House of Sixty Fathers	Meindert de Jong	5-6
Huckleberry Finn	Mark Twain	6-9
Indian Captive	Lois Lenski	6
Jerusha's Ghost	Madye Lee Chastain	4-5

Title	Author	Grade
Jungle Book	Kipling	5-6
Kidnapped	Robert Louis Stevenson	6
Kildee House	Rutherford Montgomery	5-6
Lassie Come Home	Knight	6
Moffats	Estes	4-6
My Father's Dragon	Ruth Gannett	4
My Friend Flicka	O'Hara	4-6
Mystery Horse	Riley	5-6
Otto of the Silver Hand	Pyle	5-6
Pink Motel	Carol Ryrie Brink	6-8
Prairie School	Lois Lenski	4-6
Rashid to the Rescue	Constance White	6
Rasmus and the Vagabond	Astrid Lindgren	4-6
Robinson Crusoe	Daniel Defoe	5-6
Rufus, the Seafaring Rat	Dorothy Lovell	4-6
Saturdays	Enright	4-6
Secret Fiord	Geoffrey Trease	5-6
Snow Treasure	M. McSwigan	5-6
Summer at Hasty Cove	Lee Madye Chastain	5-6
Swallows and Amazons	Ransome	6
Tall Hunter	Howard Melvin Fast	6-9
Toy Shop Mystery	Flora Gill Jacobs	3-4
Treasure Island	R. L. Stevenson	6
Winnie the Pooh	A. A. Milne	4-5

Animals[6]

Title	Author	Grade
Adventures Hunting	Hurlburt and Egan	4-6
Adventures of Sajo and Her Beaver People	Grey Owl	4-8
Animals of Dr. Schweitzer	Jean Fritz	4-6
Bambi	Felix Salten	7-8
Biggest Bear on Earth	McCracken	4-6
Black Beauty	Anna Sewell	all
Blaze Finds the Trail	Clarence Anderson	4
Blind Colt	Glen Rounds	5-6
Chipmunk Terrace	John Oldrin	4
Cyclone	Bruce Grant	5-6
Desert Dan	Elizabeth Coatsworth	4-5
Dirk's Dog, Bello	Meindert de Jong	5-6
Dog Named Penny	Clyde Robert Bulla	4
Elephant Outlaw	L. A. Stinetorf	6
Golden Footprints	Yashima and Muku	5-7
Honk, the Moose	Phil Stong	4-5
Indian Paint	Glen Balch	4-6
Kari, the Elephant	Ghan Gopal Mukerji	5-6
Lions in the Barn	Virginia F. Voight	4-5
Little Dog Little	Miriam Schlein	4

[6]Ibid., pp.53-55.

Title	Author	Grade
Rabbit Hill	R. Lawson	4-6
Scannon	Stoutenberg and Baker	6-8
Sharp Ears, the Baby Whale	John Y. Beaty	4-6
Silver Chief, Dog of the North	J. O'Brien	6-8
Smoky	James	6
Stolen Pony	Glen Rounds	5-6
Wild Animals I have Known	Ernest Seton	5-6
Wind in the Willows	K. Grahame	5-7

Around the World[7]

Title	Author	Grade
Cave	Elizabeth Coatsworth	5-6
Cheerful Heart	Elizabeth Gray	6-8
King of the Wind	Marguerite Henry	4-6
Lands and People Series	Busoni	5-6
Magic Carpet	Eleanor Johnson	4-6
Panuck	Machetanz	4-5
Pippi in the South Seas	Astrid Lindgren	4-6
Sia Lives on Kilimanjaro	Riwkin and Lindgren	4
Takao and Grandfather's Sword	Yoskiso Ushida	4
Through the Frozen Frontier	George Dufek	6-8
Zulu Boy	Lolo Bower	4-6

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[7]Ibid., pp. 58-59.

Especially for Girls[8]

Title	Author	Grade
Anne of Green Gables	L. M. Montgomery	6-8
Baby Island	Carol R. Brink	4-6
Caddie Woodlawn	Carol R. Brink	5-6
Fairy Doll	Rumer Godden	5-6
Filly for Joan	C. W. Anderson	5-6
Friend Among Strangers	Eleanore Jewett	6
Good Master	Kate Seredy	5-7
Heart of Camp Whippoorwill	Alice Miller	4-5
Heidi	J. Spyri	4-6
Hill of the Little Miracles	Valenti Angelo	5-6
Katie John	Mary Calhoun	5-6
Little House in the Big Woods	L. Wilder	4-6
Little Women	L. M. Alcott	5-8
Melindy's Medal	G. Faulkner and John Becker	4-5
Mrs. Piggle-Wiggle's Farm	Betty MacDonald	4-5
On the Banks of Plum Creek	Laura Wilder	4-6
Plain Princess	Phyllis McGinley	4-6
Strange Adventures of Emma	Dorothy Lovell	4-6
Treasure in the Little Trunk	Helen Orton	4-6
Valentine for Candy	Marian Cumming	5-6

[8]Ibid., pp. 62-63.

Sports[9]

Title	Author	Grade
Boy on Defense	Scott Young	6
Lou Gehrig	Frank Graham	6
Missing Mitt	Edna Ghandler	5
Scrubs on Skates	Scott Young	6
Willie Mays	Gene Schoor	5-6
Frank Gifford Story	Don Smith	6

Fairy and Folk Tales, Myths and Legends[10]

Title	Author	Grade
Anansi the Spider Man	Philip Sherlock	3-6
Arabian Nights	Padraic Colum (ed.)	5-7
Baba Yaga and the Enchanted Ring	Nancy Ford	4
Baba Yaga's Secret	Nancy Ford	4-5
Boy Who Knew What the Birds Said	Padraic Colum	4-6
Boy's King Arthur	Sidney Lanier	5-6
Crimson Fairy Book	Lang	4-6
Deep Sea Horse	Primrose Cumming	6-7
Dragon and the Jadestone	Elfreida Reid	4-5
English Fables and Fairy Stories	James Reeves	3-6
Fables of Aesop	Jacobs	4-6

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[9] Ibid., p. 65

[10] Ibid., pp. 66-68

Titles	Author	Grade
Famous Myths of the Golden Age	Beatrice Alexander	5
Glooskap's Country	Cyrus Macmillan	6
Golden Day	Stella Mead	4
Golden Phoenix	Marius Barbeau	4
Iliad and the Odyssey	Jane Watson (adapted)	6
In Mexico They Say	Patricia Fent	4-6
King of the Golden River	Ruskin	4-6
Long Grass Whispers	Geraldine Elliott	5-6
Magic of Light	Elfreida Read	4-5
Magic Ring	Neta Frazier	5-6
Merry Adventures of Robin Hood	Pyle	5-7
Ride with the Sun	Harold Courlander	4-6
Seven Tales	H. C. Andersen	all
Sketco the Raven	Robert Ayre	4-6
Talking Cat	Natalie Carlson	4-6
Tanglewood Tales	Nathaniel Hawthorne	5
With a Wig With a Wag	Jean Cothran	3-5

Famous People[11]

Title	Author	Grade
African Traveller	Ronald Syme	4-6
Clara Barton, Girl Nurse	Stevenson	5-6

[11]Ibid., pp. 71, 72.

Title	Author	Grade
Columbus, Finder of the New World	Ronald Syme	5-6
Davy Crockett	Parks	5-6
Orimha of the Mohawks	Charles Norman	6-7
Vikings	Elizabeth Janeway	6
Young Dickens	Patrick Pringle	6-8
Abraham Lincoln	Manuel Komroff	all
Will Rogers, the Boy Roper	D. and B. Day	5-6
Humorous Stories[12]		
Centerburg Tales	Robert McCloskey	4-6
Freddy the Pig	Brooks	4-5
Gogo, the French Sea Gull	Louis Slobodkin	4-5
Homer Price	Robert McCloskey	4-6
Just So Stories	Rudyard Kipling	4-7
Mary Poppins	Pamela Travers	4-6
Mary Poppins Comes Back	Pamela Travers	4-6
Miss Pickerell Goes to Marsellen	McGregor	4-6
Paul Bunyan Swings His Axe	D. J. McCormick	6-9
Pecos Bill	James C. Bowman	6-9
Doctor Dolittle	Hugh Lofting	4-6
Uninvited Donkey	Anne H. White	4

[12]Ibid., p. 73.

Other Times and Places[13]

Title	Author	Grade
Adam of the Road	Elizabeth Gray	4-6
Arrow in the Sun	Carl Kidwell	6-9
At the Palace Gates	Helen Parish	4-6
Black Fox of Lorne	Marguerite de Angeli	5-6
Boy of Ephesus	Marina Magoon	5-6
I, Priscilla	Evelyn Hammett	6-8
Indian Encounters	Elizabeth Coatsworth	4-6
Lad with a Whistle	Carol Brink	6-8
Lone Hunter's Gray Pony	Donald Worcester	6
Men on Iron Horses	Edith McCall	4-5
Pioneer Buckaroo	Irene Estep	4-5
Pioneer of Alaska Skies	Chandler and Willoughby	6
Prehistoric World	Carroll Fenton	5-6
Red Drums Warning	Lindquist	5-6
Secret on the Congo	Charlie Simon	6
Settlers on a Strange Shore	Edith McCall	4-6
Wild Life in the Jungle	C. G. Rutley	5-6
Yellow Hat	Nancy Faulkner	6
Cochise	Edgar Wyatt	5-6
Geronimo	Edgar Wyatt	4-5

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[13] Ibid., pp. 74-76.

Tales of Imagination[14]

Title	Author	Grade
Adventures of Ambrose	Rosemary Sisson	4-6
Adventures of Pinnochio	C. Collodi	4-6
Alice in Wonderland	Lewis Carroll	4-6
Boy who Made Magic	E. and M. Schwalje	4-6
Boy who Vanished	John Carson	6-8
Charlotte's Web	E. B. White	5-6
Diving Horse	Patsy Gray	4-6
Fabulous Flying Bicycle	Glen Dines	6-8
Freddy the Cowboy	Walter Brooks	5-6
Lady Green Satin and Her Maid Rosette	Des Chesnez	5-6
Lion, the Witch and the Wardrobe	C. S. Lewis	3-5
Loretta Mason Potts	Mary Chase	5-6
Peter Pan---Story of Peter and Wendy	James M. Barrie	4-6
Pirates in the Deep Green Sea	Eric Linklater	4-6
Princess and the Goblin	MacDonald	4-6
Spooky Thing	William O. Steele	6
Story of the Treasure Seekers	E. Nesbit	5-6
Tommy with the Hole in His Shoe	Aaron Judah	4
Rip Van Winkle and Other Stories	Washington Irving	6-8

[14]Ibid., pp. 78-81.

Getting Along with Others[15]

Title	Author	Grade
Candita's Choice	Mina Lewitton	4-6
Class President	Margaret Strachan	6-9
Lucky Four	Anne Clover	5-6
Matter of Pride	Dorothy Simpson	5-7
Promised Year	Hochido Uchida	5-6
Valiant Vanguard	Trella Dick	5-6
White Harvest	Lela and Rufus Waltrip	5-6
Hawaiian Way	Wilma P. Hays	6

Especially for Boys

Title	Author	Grade
Little Appaloosa	Berta and Elmer Hader	4-5
Little Brother of the Wilderness: The Story of Johnny Appleseed	Le Sueur	4-6
Lost Canyon of the Navajos	Harry Lieser	4-6
Matchlock Gun	Edmonds	4-6
Up From the Sea	Nora Stirling	5-7

Canada[16]

Title	Author	Grade
Adventure at the Mill	B. and H. Bramwell	4-5

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[15] Ibid., pp. 82, 83.

[16] Ibid., pp. 84-86.

Title	Author	Grade
Bay of the North	Ronald Syme	6
Bells on Finland Street	Cook	4-6
Champlain, Northwest Voyageur	L. Tharp	6-9
Danger in the Coves	Frances Thompson	4-5
Father Gabriel's Cloak	Beulah Swayze	4-6
Great Canoe	Adelaide Leitch	4-5
Heroine of Long Point	L. and L. Benham	4-5
Horseman in Scarlet	John Chalmers	5-6
Lost in the Barrens	Farley Mowat	6-9
Paddle-to-the-Sea	Holling	4-6
Rubaboo I) Rubaboo II)	Collection by Gage	4-6
Thunder in the Mountains	Hilda Hooke	4-6
Traplines North	Stephen Meader	6-9
West to the Cariboo	Lorrie McLaughlin	4-5
Whistle for a Pilot	Laura Bannon	4-6
Wilderness Champion	J. W. Lippincott	6-9

English Literature VII[17]

Prose and Poetry Journeys. Chalmers and Coutts.

English Literature VIII

Prose and Poetry Adventures. Chalmers and Coutts.

English Literature IX

Prose and Poetry for Enjoyment. Chalmers and Coutts.

English Literature 11[18]

This is a three-credit course elective in English intended as enrichment in the study of the humanities for the more capable students. The core requirements are two novels, two plays, and either a biography or an autobiography. The titles given are offered only as suggestions but teachers are free to choose other books.

Classical Novels:

Austen, Jane: Pride and Prejudice

Bronte, Charlotte: Jane Eyre

Clemens, Samuel: Huckleberry Finn

Collins, Wilkie: The Moonstone

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[17]Program of Studies for Junior High Schools of Alberta, (Edmonton, Alberta, 1965), pp. 9, 10, 12.

[18]Interim Senior High School Curriculum Guide, (Edmonton, Alberta, 1965),pp. 30, 31.

Conrad, Joseph: Heart of Darkness, Victory

Dickens, Charles: Great Expectations

Dickens, Charles: A Tale of Two Cities

Galsworthy, John: The Man of Property

Goldsmith, O.: The Vicar of Wakefield

Hardy, Thomas: The Return of the Native

Kipling, Rudyard: Kim

Melville, Herman: Moby Dick

Scott, Sir W.: Kenilworth

Thackeray, W. M.: Henry Esmond

Turgenev, Ivan: Fathers and Sons

Van Dyck, H.: The Other Wise Man

Wells, H. G.: Tono-Bungay

Modern Novels:

Buchan, John: Thirty-Nine Steps

Buhet, Gil: The Honey Siege

Clarke, Arthur: Childhood's End

Crane, Stephen: The Red Badge of Courage

Doyle, A. C.: The Hound of the Baskervilles

Du Maurier, Daphne: Rebecca

Du Maurier, Daphne: The Scapegoat

Ferber, Edna: Cimarron

Godden, Rumer: An Episode of Sparrows

Golding, W.: Lord of the Flies

Graves, R.: I, Glaudius

Hilton, James: Good-bye, Mr. Chips

Lee, Harper: To Kill a Mockingbird

Lewis, S.: Arrowsmith

Markandaya: Nectar in a Sieve

Monsarrat, N.: The Cruel Sea

Orwell, George: Animal Farm

Rawlings, M. K.: The Yearling

Shute, Nevil: Landfall

Steinbeck, John: The Pearl

Steinbeck, John: Pippin IV

Tey, Josephine: Daughter of Time

Wilder, Thornton: The Bridge of San Luis Rey

Wyndham, John: The Midwick Cuckoos

Autobiography and Biography:

Buck, Pearl: My Several Worlds

Churchill, W. S.: My Early Life

Chute, M.: Shakespeare of London

Cowles, V.: Churchill: The Man and The Era

Cronin, A. J.: Adventures of Two Worlds

Curie, A. J.: Madame Curie

Durrell, G.: My Family and Other Animals

Fleming, Peter: One's Company

Franklin, B.: Autobiography

Gilbreth, F.: Cheaper by the Dozen

Golden, Harry: Carl Sandburg

Gunther, John: Death be Not Proud

Herzog: Annapurna

Jenkins, E.: Elizabeth the Great

Payne, R.: Lawrence of Arabia

Payne, R.: Three Worlds of Albert Schweitzer

Pearson, H.: George Bernard Shaw

Plutarch: Lives

Steinbeck, J.: Travels with Charley

Stone, I.: Jack London

Stone, I.: Sailor on Horseback

Twain, Mark: Life on the Mississippi

Van der Post, L.: Venture to the Interior

Washington, Booker T.: Up from Slavery

Woodham-Smith, Cecil: Lonely Crusader

Young, Desmond: Rommel, The Desert Fox

Older Plays:[19]

Aristophanes: Comedies

Goldsmith: She Stoops to Conquer

Marlowe: Tamburlane

Moliere: The Misanthrope

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[19] Ibid., p. 32

Rostand: Cyrano de Bergerac

Schiller: Maria Stuart

Shakespeare: The Merchant of Venice, Much Ado About Nothing, The Taming of the Shrew

Sheridan: The Rivals

Sophocles: Antigone

More Modern Plays:

Anderson, Maxwell: Elizabeth, The Queen

Anouilh, Jean: The Lark

Galsworthy: Loyalties

Gibson, W.: The Miracle Worker

Ibsen: The Wild Duck

Ibsen: Peer Gynt

La Biche: The Italian Straw Hat

Lawrence, J. and L.: Inherit the Wind

Miller, A.: The Crucible

Miller, A.: Death of a Salesman

O'Casey, S.: Juno and the Paycock

O'Casey, S.: Plough in the Stars

O'Neill, E.: Ah, Wilderness

Ostrovsky: The Diary of a Scoundrel

Rattigan, T.: The Winslow Boy

Shaw, G. B.: Androcles and the Lion, Pygmalion, St. Joan

Wilde, O.: The Importance of Being Earnest

Wilder, T.: The Matchmaker, Our Town, The Skin of Our Teeth

Canadian Authors:

Grove: Over Prairie Trails

Leacock: Sunshine Sketches of a Little Town

Moodie, S.: Roughing it in the Bush

Roy, G.: Where Nests the Water Hen

English Literature 20[20]

Creative Living, Book Five. Gage.

One of Julius Caesar, The Tempest, or Richard II.

Additional material such as periodicals, newspapers, pamphlets, recordings, tapes, radio and television plays.

Leisure reading. Ten books a year is considered a reasonable goal for the average student.

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[20] Ibid., p. 33.

English Literature 21[21]

English Literature 21 is an elective designed for students in Grades XI and XII who show special interest and reasonable competence in English literature.

Adventures in English Literature by Inglis, Stauffer and Larson. Gage.

English 30[22]

Leisure reading is encouraged in this Grade XII course although it is not tested on the final examination.

Thought and Expression by Coutts, Chalmers, Meade, Salter, and Waddell. Longmans

Hamlet or Macbeth.

Guide to Modern English by Perrin, Corbin, and Buxton, Gage.

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[21] Ibid., p. 35.

[22] Ibid., p. 41.

Underlying Themes

Many Alberta teachers have been influenced by American educational thought by having studied education in American universities. One example is Dr. G. F. McNally who, in his roles as teacher, inspector, Superintendent of Education and Chancellor of the University of Alberta, implemented some of the ideas of Paul Monroe, E. C. Thorndike, John Dewey, Elwood Cubberley, William Bagley and W. H. Kilpatrick.[23]

Western universities also rely heavily on importing professors, especially from the United States. "Calgary, in its first four years, assembled a faculty only half of which were Canadians, one-quarter Americans and the rest from elsewhere."[24]

While the American influence appears to be the strongest "foreign" element in education in Alberta at the present time, there have been other interesting influences on the historical development of this educational system.

From 1896 to 1912 over 2,500,000 immigrants arrived in Canada.[25] The majority of these had been recruited from

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[23]H. T. Coutts and B. E. Walker, G. Fred (Toronto, J. M. Dent & Sons, 1964), pp. 40-41.

[24]Stephen Franklin, "Ahead for the Universities," Weekend Magazine, no. 48 (November 23, 1963), p. 29.

[25]J. J. Talman, Basic Documents in Canadian History (Toronto, Van Nostrand, 1959), pp. 122, 126.

central Europe where their hard life and rigorous climate prepared them for settlement on the prairies. Lord Sifton, Minister of the Interior, directed immigration propaganda printed in German and Ukrainian to the residents of the Austrian Empire. Railway and steamship companies also played an active role in recruiting settlers. In Alberta today, German and Ukrainian rank second and third, respectively, in ethnic origins of the population. British ranks first.

From the time of the first large immigrations of central Europeans until the present time, problems have always been created by the sale of large blocks of land to colonies of ethnic groups. It has always been difficult to get qualified teachers to live and work in these areas where the children do not speak English. Frequently these settlements were not anxious to establish schools and to have their children assimilated into the Canadian culture. One present day example concerns the Hutterites.

During World War I, the Hutterian Brethren followers of the anabaptist martyr Jacob Hutter who was executed in 1535, entered Alberta and Manitoba from North Dakota. These Hutterites live in colonies withdrawn from the social, cultural, economic, and educational life of the area. Over 5000 Hutterites live in Alberta with families averaging over ten children each. As law-abiding people, they meet the

minimum requirements of the School Act, but insist that the schools must be situated in their colonies. If Hutterite children are successful in completing elementary school before they become fifteen, they repeat grades rather than travel to a centralized school. After half a century, the education of the constantly growing numbers of Hutterite children stands where it did at the end of World War I.[26]

In 1905 both Alberta and Saskatchewan became provinces of Canada. At that time Alberta had 551 school districts and about 25,000 school pupils.[27]

In 1928, the Minister of Education, Perren Baker, attempted to introduce a reorganization of Alberta's one hundred and fifty school districts into twenty "divisions," but the legislature rejected his plan. In this year, however, oil was discovered in the Turner Valley and the area was suddenly inundated with children of oil men. In this unexpected emergency situation, Alberta's first large division was created from five small districts.[28]

Oil again entered the picture at the end of World War II when, in place of the expected depression, more oil was discovered in Alberta. When Leduc Discovery Number 1

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[26]John W. Chalmers, Schools of the Foothills Province (University of Toronto Press, 1967), pp. 329-330.

[27]Dominion Bureau of Statistics, Organization and Administration of Public Schools in Canada (1966), pp. 36, 54.

[28]Chalmers, Schools of the Foothills Province, p. 284.

followed by thousands of other oil wells contributed to the province's prosperity, the government decided to subsidize school boards for the construction of new schools. The assistance which the Department of Education provided was at a cost of increased provincial control over local fiscal matters.[29]

One example of this control was the effect on school design. Since non-instructional space did not qualify for grants, a rather radical new design appeared, with five-sided classrooms grouped in clusters around small traffic areas which served in lieu of long corridors.

In 1935 the Social Credit Party assumed power in Alberta with a premier, some cabinet minister and many members who shared teaching backgrounds.

During the 1930's the number of school districts in operation climbed from approximately 3,700 to 4,000. The number of classrooms increased from 5,580 to 6,180 while the enrolment dropped from approximately 168,000 to 163,000. As a result, the average number of pupils per classroom also declined from 30 to 27. The school year was lengthened by three days to a total of 193.2.[30]

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[29]A. W. Bruns, "An Examination of the Alberta Tax Reduction Subsidy for Education" (unpublished master's thesis, University of Alberta, 1961), p. 72.

[30]Chalmers, Schools of the Foothills Province, p. 101.

In 1933 a joint professional committee representing the four western provinces reported on their efforts toward uniformity in authorization of textbooks, at least in some subjects. Following this report, the deputy ministers of education for the four western provinces met in Regina. A result of this conference was the common adoption of the new Highroads to Reading series.

In 1934 a complete revision of the elementary school program was begun. Those working on the new curriculum were influenced by the pragmatism of John Dewey and by the progressive education movement. The "child-centred" school followed the new enterprise, or activity, program with social studies as its focal point. The language arts were to be regarded as fields for correlation with social studies.[31]

Mastery of a single textbook was no longer an acceptable objective in any subject area. Under the enterprise methods, students utilized encyclopedias, reference books, movies, film-strips, recordings, radio programs, magazines, newspapers, and other publications. This new active, multisensory learning was to replace the "verbalism and repetitive book-learning procedures of the old course."[32]

Critics have attacked the basic philosophy of

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[31]Alberta Department of Education, Bulletin 2: Program of Studies for the Elementary School (1949), pp. 16-17.

[32]Department of Education, Annual Report, 1935 p. 18.

progressivism with its rejection of the sanctions of authority per se and its concept of truth as that which works, changing rather than immutable and relative rather than absolute.

Since then, with minor changes, it has been the basis of the elementary program of studies for over thirty years. Thus it has been the most significant curricular development which Alberta has ever experienced.

Many school systems in Alberta have adopted the concept of continuous progress. In the Edmonton public school system, the work of the first five grades in reading, spelling and arithmetic is divided into fifteen units. Children progress at a pace that is best suited to their needs and abilities. The majority of students cover three units per year.

On the last day of the year 1957 an order-in-council established a five-man Royal Commission to inquire into almost every aspect of Alberta's educational system. Senator Donald Cameron, Director of the Banff School of Fine Arts, was appointed chairman.

In the era before the commission, the compulsory core of the high school program included English, social studies, health and physical education only. The commission suggested that health be omitted from the compulsory core

and that science and mathematics be inserted in its place.[33] While no drastic changes were proposed for elementary school, a three-stream high school program was recommended. This was to consist of academic, general (with a wide choice of electives), and vocational.

Chalmers states that in many instances where innovations have occurred since the report was published, "it would be difficult to determine whether the report influenced or merely anticipated them. They might have come about even if the commission had never been established."[34]

One example of a change that may have been foreshadowed rather than effected by the report was a development of the early 1960's. This was the federal-provincial agreement for vocational and technical education. Within five years it had resulted in the investment of fifty million dollars for the construction of a new technical institute and a score of vocational schools involving the enrolment of thousands of students in technical and business education programs, many of whom would otherwise have been drop-outs.[35]

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[33] Report of the Royal Commission on Education (Edmonton, Queen's Printer, 1959), pp. 116-119.

[34] Chalmers, Schools of the Foothills Province, p. 166.

[35] Ibid., p. 161.

Even prior to this time, Alberta had comparatively high retention rates throughout the school grades. (See Appendix F) It is anticipated that figures due to be released in 1971 will show still higher retention rates in the upper grades. Alberta occupied second place of the four provinces being reviewed with respect to the percentage of the fifteen to nineteen age group attending school. (See Appendix B) In Alberta 66 per cent of this age group was attending school. The percentages for British Columbia, Ontario, and New Brunswick were 68, 63, and 57 respectively.[36]

As mentioned previously in the chapter on Ontario, Alberta's education expenditures are the highest per student of the provinces under consideration. In 1966, school board revenues totalled $183,767,000. This money was accumulated as follows: provincial grants--$87,534,000, local taxation--$94,265,000, fees--$368,000, and other sources--$1,600,000.[37] In 1967, 41.7 per cent of Alberta's provincial government revenues were applied to education compared with the national average of 35.5 per cent. In the same year, 56.2 per cent of municipal taxes were expended on education compared with the national municipal average of 50.4 per cent.[38]

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[36]Dominion Bureau of Statistics, Preliminary Statistics of Education, 1965-66, Catalogue 81-201, p. 54.

[37]Ibid., 1967-68, p. 53.

[38]Ibid., p. 44.

A cursory examination might give the impression that the individual citizen of Alberta pays a high price for education. This opinion might be reinforced by a study of the family size and salaried earnings of the four provinces. (See Appendix C) The figures of only one province, New Brunswick, for the salaried income of a family head and the family income when the head is a wage earner, are lower than those of Alberta. The same province, New Brunswick, is also the only province listed with a higher average number of persons and average number of children per family. The burden on the individual taxpayer, however, is not overly onerous because of the immense tax contributions of the largely American-owned oil and gas corporations. These additional resources enable Alberta to attract teachers with the second highest academic standing of the four provinces, by offering the second highest average salaries of this sample. The teachers of Alberta, 44.2 per cent of whom hold university degrees, averaged a salary of $6172 in 1968. (See Appendix H)

The additional tax revenue from the oil industry also facilitates the progressive approach to the language arts curriculum. Most new schools are equipped with wall-to-wall carpeting and removable interior walls to create free-flow areas. Money is available for television sets,

film-making equipment, language laboratories, school theatres for the performing arts, mass subscriptions to journals and newspapers as well as all the other appurtenances of this type of program.

Currently a royal commission on the future of education in Alberta has been issuing interim reports. This commission is to be followed by another probing American influence in post-secondary education. The fact that there is concern regarding this issue was illustrated by the comments of Senator Harper Prowse of Alberta. In response to government action which stopped the sale of a uranium company to American interests, he stated, "If we turn the minds of our children over to foreign interests, it won't matter a damn who owns the uranium."[39]

Progressivism has been criticized by some scholars who feel that the curriculum framework occurring in this scheme imposes a philosophical unity which is at variance with the structure of certain subject areas. The integration of subject matter, such as social studies and the language arts, is felt by some to have damaged the study of these areas of knowledge. Certain educational systems, such as that of British Columbia, have tended to abandon whole-hearted support of the progressivist philosophy in

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[39] Montreal Star, February 16, 1971, p.45.

the post-Sputnik era. In Alberta, however, it is still felt that progressivism provides the best means to meet the objectives of education in a modern society.

In reply to a letter questioning the philosophical foundations of the Alberta language arts curriculum, C. E. Brown of the department of education quoted the American philosopher-psychologist John Dewey in Democracy and Education, published in 1916. "Both practically and philosophically, the key to the present educational situation lies in a gradual reconstruction of school materials and methods so as to utilize various forms of occupation typifying social callings." The occupations that are to be engaged in are those "which are indicated by the needs and interests of the pupil at the time."[40]

In relation to the language arts program, this is interpreted as the acquisition of facility in the use of modern means of language communication. Hence literature involves the use of radio, television, tapes, records, films, newspapers and journals as well as books. Language usage is judged by acceptability in the local social milieu.

This educational philosophy might be described as a type of sociological determinism. In the same sense that economic determinism asserts that all activity is

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[40]Letter from C. E. Brown, Alberta Department of Education, February 17, 1971.

is regulated by the conditions of production, sociological determinism claims that intellectual activity is always relative to a particular society. If the society is changed in any major way, past intellectual activities are deemed irrelevant. By definition, past or foreign ideas have little relevance to any time or place other than that in which they originated.

This philosophy ignores the wide-spread mobility of modern society and repudiates the value of a traditional literary heritage. Alberta does modify this position slightly, however, by conceding that a case can still be made for some literature if it is emancipated from artiness and tradition. As noted previously, the inclusion of "classical" authors on some of the high school book lists would appear to indicate something less than implicit faith in the stated philosophy. Indications are, then, that progressivism and sociological determinism in certain areas of Alberta school curricula are tempered by a limited acceptance of traditional values.

CHAPTER V

THE LANGUAGE ARTS CURRICULUM OF BRITISH COLUMBIA

Course of Study

"The people of this province have established schools for the primary purposes of developing the character of our young people, training them to be good citizens and teaching them the fundamental skills of learning necessary for further education and adult life."[1] The child here progresses according to his ability in each subject rather than to a change of calendar. It is expected that a child should complete each of the three year divisions (Primary: grades 1, 2, 3; Intermediate: grades 4, 5, 6) in from two to four years.

The general objectives of teaching language in the primary grades are divided into four categories. Oral language is to develop the child's desire and ability to express himself fluently, to establish correct pronunciation, to extend his vocabulary, to teach some functional grammar, to develop habits of speaking courteously, and to encourage him to accept sincere criticism and to cultivate the virtue of self-correction.

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[1]Department of Education, Public Schools of the Province of British Columbia (Victoria, British Columbia, 1962), p. 2.

Written language is to develop the child's desire and ability to express himself well in writing, to provide practice in the elements of structure, to awaken his sense of the value of words and phrases, and to lead to the development of his own power of self-criticism.

Together, oral and written language are to assist in the development of such social attitudes as shall be conducive to desirable character development, to further the development of logical thinking through insistence upon well-organized expression, and to ensure that all the child's oral and written expression in the school shall reinforce the teaching in the language periods. Children are also to learn thoughtful, courteous, and discriminating listening.

In their "Statement of Philosophy, Aims and Objectives," the Department of Education states that the language arts program is concerned with the communication of ideas. Communication refers to both reception and expression of ideas. Reception in the language arts involves listening and reading. Expression involves speaking and writing.

In order to develop skills of effective communication, the students are to achieve a clear understanding of the basic structure of English.

Language, reading, spelling and handwriting are considered to be so closely interrelated that they are not to be thought of as individual subjects. The synthesis of all the skills of English are taught in large blocks of time. Teachers are advised to consider integration over and above "the slavish adherence to a timetable!"[2]

The structure of the language arts program is a continuum of learning which includes the sequential development of the various skills and concepts introduced, taught and practised as the pupil grows intellectually. The continuum may also be thought of as a line which can arbitrarily be divided into interlocking segments, which are referred to as levels.

The primary levels (one through ten inclusive) present many of the skills and concepts needed in a developmental language arts program. The intermediate levels (eleven through fourteen inclusive) extend in complexity the abilities, skills, and concepts previously introduced and present the few new ones. The development of the young child suggests that the continuous aspect of learning requires a spiral curriculum.

This organization encourages enrichment, permits acceleration, and allows for continuous progress. Every pupil is able to complete, in a school year, a certain part

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[2]Department of Education, British Columbia Language Arts Guide, Primary Levels (Victoria, British Columbia, 1968), p. 5.

of the continuum. The intellectually gifted may require a shorter time than the average pupil to gain mastery of the core skills and a knowledge of the concepts and will be challenged to use them in greater depth. This writer feels that this system is far superior to the frequently observed method of assigning extra exercises and problems which amounts to a punishment for being bright. The less able child is expected to acquire the core skills and concepts in a manner commensurate with his ability.[3]

Listening, one of the first communication skills, is the most frequently used of the language arts activities. Listening is not regarded as a natural ability but rather as a specific ability which needs to be taught. "Listening centers" equipped with headphones connected to sound projectors or tape recorders help pupils focus their attention and prevent interference from other pupils.[4]

A development of sensory awareness is also part of the language arts curriculum. Students learn to react to the body gestures and movements which accompany speech. Students are encouraged to volunteer oral contributions without raising their hands. This must be done without interrupting others. Classroom activities develop each

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[3] Ibid., p. 3.

[4] Ibid., p. 9.

pupil's sensitivity in touching, tasting, seeing, hearing, and smelling things in their environment. This approach places an emphasis on a more extended use of more of the senses as a means of gaining greater awareness. It opens other modes of learning and leads to more effective communication.

The Department of Education feels that there is a lack of convincing evidence that the formal and descriptive study of grammar of any kind at an early age will measurably increase the ability of young people to write better, although it is conceded that a knowledge of grammar may help more mature writers to perfect their styles. They feel that language is primarily speech in the form of conversation or dialogue, while the written word is only a kind of substitute. For this reason they advise an ever increasing emphasis on oral expression.[5]

The Department of Education concludes their "Statement of Philosophy, Aims and Objectives" with the quotation that "the young child is all perception; tasting, touching, seeing, smelling, hearing, and asking. The most formidable task of education is to keep this perception open and to help it develop both sensitivity and selectivity."[6]

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[5]Department of Education, Division of Curriculum, Junior Secondary School English, Grades 8, 9, and 10 (Victoria, British Columbia, 1965), p. 7

[6]Earl W. Linderman and Donald W. Heberholz, Developing Artistic and Perceptual Awareness (Iowa, William C. Brown & Company, 1964), p. VII.

Grade One

The objectives of the oral program for the first year are tenfold: to arouse the feeling that the child has something worth saying and the desire to say it well, to cultivate a pride in the use of good English, to assist the child to acquire distinct and pleasing utterance, to develop the concept of the sentence, to develop the ability to tell a story in three or four sentences, to encourage memorization and recitation of rhymes and poems, to further accurate observation and clear thinking, and to foster a desirable attitude toward criticism. In the written aspect the child should learn to print name and grade, to note the use of margin, to use capital letters for I and to start sentences, to use periods, to copy a story of two or three sentences, to write a story of two or three sentences following class discussion, to criticize his own work, and to work neatly.

Grade Two

In grade two the attitudes, habits, and abilities listed above are developed still further. Children are led to tell a story in three to five sentences in good sequence The child's ability to self-criticize and to criticize the language of others courteously is developed. Teachers also

strive to foster the child's desire to memorize and recite. In written work the child should be able to: write two or three sentences from dictation, copy sentences and poems correctly, write an original story of three or four sentences, make suitable use of margin and indentation, use capital letters properly, use periods and question marks when required, write his own name and address correctly punctuated, and criticize his own work.

Grade Three

Emphasized here is the use of clear-cut, logically arranged, consecutive statements in all oral work. Students must recite accurately eight poems chosen for their rhythm, action, and beauty of sound. They also develop the appreciation of the value of a good opening and closing sentence. In written work, the child must be able to: write from dictation a series of sentences containing punctuation, write a story of four or five sentences, write a friendly letter, copy a poem correctly, write simple abbreviations, use capital letters, use periods after abbreviations, and further criticize his own work.

Grade Four

There are two programs offered here, the minimum program and the expanded program, according to level of ability.

The expanded program appears to be the same as the minimum except for a very few additional exercises. Children study the concept of a sentence and a question. They study capitalization and good word usage. In oral language they give explanations, tell stories, make announcements, and enter into conversations. In written composition they write paragraphs of description, action, and explanation as well as writing an informal letter of thanks. They also practice the use of the dictionary.

Grade Five

This is mainly a deeper and more advanced study of grade four work with some additions. In sentence study, they learn the idea of subject and predicate, the kinds of sentences, writing definitions, and writing good opening sentences. They learn the use of commas, contractions, apostrophes, and hyphens. They study the concepts of noun, verb, adjective, and adverb. They write friendly and business letters, requests, and invitations. They read and write poems as well as paragraphs. They continue word-building through the use of synonyms, antonyms, and homonyms. The writing and producing of plays are also carried on.

Grade Six

In this grade the brighter students who are operating under the expanded program put on plays and begin a class newspaper. Regular students learn how to hold a meeting, how to make reports and outlines, how to proof-read, and how to use a table of contents and index. They study prefixes and suffixes, the use of quotation marks, and the writing of limericks. They learn the concept of interjections and the colon. There is a general review of the mechanics of grammar.

The Junior High School English guide emphasizes that each year requires not only a review of the work of earlier grades but also a progressively more mature treatment of each item in the program. Progress from grade to grade thus implies an ever-widening and deepening spiral of knowledge and understanding and an increasing mastery of the basic skills.

Grade Seven

In oral communication, the children study the techniques of oral expression, speaking before audiences, telling a story, and interviewing. In written communication, they study sentences, paragraphs, friendly letters, business letters, telegrams, and creative writing. In mechanics of

writing they study capitalization and punctuation. Grammar covers the types of sentence and the elements of the sentence such as the parts of sentence (subject and predicate) and parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection).

Since this covers most of what can be studied in language, the program for the ensuing grades is, in outline form, a mere repetion of what has already been stated. There must be kept in mind, however, their idea of "an ever-widening and deepening spiral of knowledge and understanding" along with an increasing mastery of the basic skills.

Grade Ten

A list of minimum essentials is provided for the grade ten teacher. These state that in grammar, the child must be able to: understand parts of the sentence and parts of speech, differentiate between phrases and clauses, distinquish between principal and subordinate clauses, recognize sentence types as simple, compound, or complex, observe the rules of syntax, know case construction of nouns and pronouns, and appreciate the uses of simple verbals.

In punctuation, he must be able to: know the difference between period and comma, use quotation marks correctly, and use the question and exclamation marks.

In written composition, he should be able to: write correct sentences, use capitals correctly, write a business letter, write good paragraphs, understand sentence types as assertive, interrogative, imperative, or exclamatory, and revise written work after criticism.

Handwriting should be neat, legible, and at a reasonable speed.

In oral composition, he should be able to: read orally with proficiency, avoid illiterate expressions, use sentence responses when the situation requires, participate in at least one dramatization, understand how to listen intelligently, and develop reasonable grace and poise in expression.

Reading and Literature.

Since the department of education feels that the justification of any subject in the curriculum is that it enables pupils to engage effectively in desirable life activities, the study of literature is undertaken with this aim in mind.

The curriculum makers assert that psychologists recognize five stages or levels in the development of reading abilities during the elementary and secondary school years. A sixth stage is the college level of reading.

Teachers are urged not to think of a pupil as being in Grade One in reading, but as being in the first, or second, or third stage in the development of his reading abilities. The stages of reading are described as follows:

1. The stage at which readiness for reading is attained. The chief purpose is to provide the experiences and training that promote reading readiness.

2. The initial stage in learning to read. This is usually during the first grade. Among other attainments, pupils acquire keen interest in learning to read and develop a thoughtful reading attitude. They learn to engage in meaningful reading, read simple material with keen interest and absorption in the content, and begin to read independently.

3. The stage of rapid progress in fundamental reading attitudes and habits. This usually occurs during the second and third grades. It is characterized by rapid growth in reading interests and by notable progress in accuracy of comprehension, depth of interpretation, independence in word recognition, fluency in oral reading, and increased speed of silent reading.

4. The stage at which experience is extended rapidly and increased power, efficiency, and excellence in reading are acquired. This is usually during grades four, five, and six. The chief purposes are to promote greater power in comprehension and interpretation, greater efficiency in rate

of reading, reading for different purposes, improvement in the quality of oral reading, the extension of pupil's interests, the elevation of reading tastes, and greater skill in the use of books and other printed sources of information.

5. The stage at which reading interests, habits, and tastes are refined. This usually occurs in junior and senior high school. The chief purposes are to promote the further development and refinement of the attitudes involved in various types of reading, to broaden interests and elevate tastes, to develop increased efficiency in the use of books, libraries, and sources of information, and to secure a high level of efficiency in all study activities that involve reading.

By Grade Ten, the student in literature is expected to have a certain degree of knowledge. Study in later grades simply reinforces earlier learning and deepens understanding. In poetry, the student should be able to: grasp the plain sense of the poem, scan simple verse and appreciate the rhythm, appreciate the imagery, understand the poet's purpose in lyric poetry, and recollect the incidents in narrative poetry. In prose, he must be able to: appreciate essential elements in the story, identify characters in stories and see their motives, recognize story

types, understand the main idea or point of the short essay, appreciate differences in vocabulary and idiom, and distinguish between whimsy and serious comment.

In drama, he should have the ability to: portray in oral reading the various characters, understand the conflict involved, recognize the related background and setting, and interpret the characters from dialogue.

In reading, the student should show improvement in: reading comprehension and rate of reading, ability to read for specific purposes, and specific skills required for reading in specialized subject fields.

The end result of the British Columbia course of studies should be the achievement of desirable attitudes in addition to economical and effective habits and skills, rich and varied experience through reading, and finally strong motives for, and permanent interests in, reading.

There is evidenced in the lists of prescribed texts for the elementary grades an emphasis on Canadian books. Among the series of readers used are the Canadian Reading Development Series, the Canadian Ginn Basic Readers, the Young Canada Readers and the Canadian Basic Readers. The series of poetry texts used in the elementary grades was compiled by Charles Rittenhouse of Montreal.

Materials from both the American and British editions of Reader's Digest are used in developing reading skills. The Science Research Associates reading laboratory kits are also used for this purpose.

In keeping with the objective of developing the specific skills required for reading in specialized subject fields, the students study books from a series entitled How to Read in the Subject-Matter Areas throughout the junior grades. The concept of different types of reading for different purposes is first introduced in the fourth grade. Since listening is regarded as a specific ability which needs to be taught, children in the elementary grades listen to tapes, such as those in the series produced by the Educational Development Laboratories.

While there is an emphasis on Canadian texts in the elementary reading program, this is not duplicated in the high school literature courses. The books on these course lists tend to be primarily British or American in origin. Among the exceptions are W. O. Mitchell's Who Has Seen the Wind, Gabrielle Roy's Where Nests the Water Hen, and an anthology of poetry compiled by Louis Dudek of Montreal.

The department of education publishes its own abridged school editions of Great Expectations, Macbeth, Richard II, Henry V and Richard III. Other editions printed for school usage were considered unsuitable because they contravened the regulation prohibiting questions, notes and commentary to appear in editions of literary works used in British Columbia schools.

The novels studied in Grade Ten are all classified under three headings: "Growing Up", "Survival" and "Quest". In Grade Twelve the types of novels studied are conventional, philosophical-social, biographical, psychological, science fictional/prophetic and comic/satiric.

In viewing some of the novels on the Grade Seven reading list for British Columbia, it is interesting to note at which grade levels they are taught in other provinces. Eagle of the Ninth, a seventh grade book in British Columbia is on the reading lists for grades seven, eight and nine in New Brunswick, nine in Ontario and four, five and six in Alberta. A repetition of this pattern is evidenced with Treasure Island which is on the lists for grades seven,

eight and nine in New Brunswick and four, five and six in Alberta. Born Free, another seventh grade book in British Columbia, is taught at the tenth grade level in New Brunswick and the fourth, fifth and sixth in Alberta. An exception to this general pattern is The Pearl, an eighth grade book in British Columbia, which is introduced at the eleventh grade level in both New Brunswick and Alberta, and is on the reading lists for both the eleventh and thirteenth grades in Ontario. Since grading systems vary and since some of these novels may be studied at levels of suitability ranging from elementary school to university, the grade level at which the book is introduced, while it may be an interesting indicator when a pattern emerges, is not a matter of utmost primacy.

In addition to the books previously mentioned, some of the other novels which are included on the reading lists of at least one province besides British Columbia are Incredible Journey, Lost in the Barrens, Lord of the Flies, The Old Man and the Sea, Kon-Tiki and The Diary of a Young Girl.

PRESCRIBED TEXTS[7]

Canadian Reading Development (Copp Clark)

Reading

Level I	Readiness
Level II	Off to School
Level III	Come Along With Me
Level IV	It's Story Time
Level V	Stories Old and New Book 1 - Units I & II
Level VI	Stories Old and New Book I - Units III & IV
Level VII	Stories Old and New Book II - Units I, II & III
Extension Material (for consolidation and enrichment)	Stories Old and New Book II - Unit IV
Level VIII	Stories of Fun & Adventure Book I - Unit I
Level IX	Stories of Fun & Adventure Book I - Units II and III
Level X	Stories of Fun & Adventure Book II - Ending with the story "Noot-Chee and the Paddle"

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[7]Department of Education, Division of Curriculum, British Columbia Language Arts Guide, Primary Levels, (Victoria, British Columbia, 1968), page 7

RECOMMENDED TEXTS FOR USE IN THE INTERMEDIATE YEARS[8]

Author or Series	Level 11 (Grade IV)	Level 12 (Grade V)	Level 13 (Grade VI)
Reading and Literature Texts	Titles		
New Basic Readers	Just Imagine!		
Sheldon Basic Reading	Open Gates		
Canadian Ginn Basic Readers	Adventure Awaits	Beyond the Horizon	New Worlds
Ginn Enrichment Series	Down Story Roads	Along Story Trails	On Story Wings
Young Canada Readers	Young Canada Readers Book 4	Young Canada Readers Book 5	Young Canada Readers Book 6
New Basic Readers	The New Times and Places	The New Days and Deeds	The New People and Progress
Canadian Basic Readers	Golden Spurs	Story Caravan	Argosy

[8]Department of Education, Division of Curriculum, A Guide to Teaching the English Language Arts in the Intermediate Years, (Victoria, British Columbia, 1968), pp. 104-105.

Author or Series	Level 11 (Grade IV)	Level 12 (Grade V)	Level 13 (Grade VI)
Gateways to Reading Treasures	Magic and Laughter	Words with Wings	Courage and Adventure
How to Read in the Subject-Matter Areas	From Codes to Captains	From Actors to Astronauts	From Coins to Kings
Rittenhouse	Your Poetry Book 4	Your Poetry Book 5	Your Poetry Book 6
Reader's Digest	Reading Skill Builder; Grade 4, Parts 1, 2, & 3	Reading Skill Builder; Grade 5, Parts 1, 2, & 3	Reading Skill Builder; Grade 6 Parts 1, 2, & 3
Reader's Digest (British)	New Reading Red Book 1 & Blue Book 1	New Reading Red Book 2 & Blue Book 2	New Reading Red Book 3 & Blue Book 3
Sounds of Language	Sounds of Mystery	Sounds of a Young Hunter	Sounds of a Distant Drum
Reading Laboratories	Reading Laboratory IIa	Reading Laboratory IIb	Reading Laboratory IIc
Durrell & Crossley	Thirty Plays for Classroom Reading		
Gainsburg and Gordon		Introduction to Better Reading	

Author or Series	Level 11 (Grade IV)	Level 12 (Grade V)	Level 13 (Grade VI)
Recommended Listening Materials			
Educational Development Laboratories	Listen & Think Tapes "D"	Listen & Think Tapes "E"	Listen & Think Tapes "F"
	Listen (Tapes or Discs) "DA"	Listen & Read (Tapes or discs) "EA"	Listen & Write (Tapes or discs) "FA"

NOVELS

The following novels are highly recommended for independent reading, for close reading, and for reading to pupils.

Level 11 - Grade IV

Atwater: Mr. Popper's Penguins, McClelland Stewart

Bulla: Sword in the Tree, Collier-MacMillan

Burnett: The Secret Garden, Lippincott

Carlson: The Family Under the Bridge, Copp Clark

Clark: Little Navaho Bluebird, Macmillan

du Bois: The Giant, Macmillan

Eagar: Half Magic, Longmans

Feagles: Casey, the Utterly Impossible Horse, Saunders

Gannett: My Father's Dragon, Random

Lindgren: Pippi Longstocking, Macmillan

Lofting: The Story of Doctor Doolittle, Dell

MacGregor: Miss Pickerell books, McGraw

Treffinger: Li Lun, Lad of Courage, Welch

Level 12 - Grade V

Armer: Screwball, McLeod

Baker: Sunrise Island, Musson Book Co.

Binns: Sea Pup, General

Carlson: Empty Schoolhouse, Copp Clark

De Jong: House of Sixty Fathers, Copp Clark

Enright: Gone-Away Lake, Longmans

Fleming: Chitty-Chitty-Bang-Bang, Random

Grahame: The Reluctant Dragon, Saunders

Harris: Raven's Cry, McClelland Stewart

Henry: Misty of Chincoteague, Thomas Allen

Lindgren: Rasmus and the Vagabond, Macmillan

Obrien: Silver Chief, Dog of the North, Winston

Selden: Cricket in Times Square, Ambassador

Steele: Perilous Road, Longmans

Winterfeld: Castaways in Lilliput, Longmans

Level 13 - Grade VI

Ball: Bristle Face, Saunders

Beim: Triumph Clear, Longmans

Boston: Stranger at Green Knowe, Longmans

Burnford: Incredible Journey, Little

Clark: Secret of the Andes, Macmillan

Day: Landslide, Longmans

De Angeli: The Door in the Wall, Doubleday

Dillon: The Singing Cave, Longmans

George: My Side of the Mountain, Clarke Irwin

Gipson: Old Yeller, Copp Clark

Holm: North to Freedom, Longmans

Maxwell: Otter's Tale, Clarke Irwin

Snyder: The Velvet Room, McLelland Stewart

Van Stockum: The Winged Watchman, Ambassador

Williams: Danny Dunn, Time Traveler, McGraw

Winterfeld: Detectives in Togas, Longmans

Winterfeld: Wahoo Bobcat, Lippincott

Level 14 - Grade VII

Adamson: Born Free, Bantam

Annixter: Swiftwater, Fitzhenry & Whiteside

Dickens: A Christmas Carol, Clarke Irwin

Durrell: The New Noah, Macmillan

Eckert: The Silent Sky, Little

Gray: Adam of the Road, Macmillan

Green: Hawk of the Nile, Macmillan

Haig-Brown: Starbuck Valley Winter, Collins

Harris: You Have to Draw the Line Somewhere, McLelland Stewart

Hugo: Jean Val Jean, Holt

Hunt: Across Five Aprils, McLeod

Jewett: The Hidden Treasure of Glaston, Macmillan

Latham: Carry On, Mr. Bowditch, Thomas Nelson

Lawrence: The Gift of the Golden Cup, Thomas Allen

L'Engle: The Arm of the Starfish, Ambassador

Mowat: Lost in the Barrens, Little Brown

Mowat: The Dog Who Wouldn't Be, Little

Price: Elephant Adventure, Longmans

Sperry: Danger to Windward, Holt

Sperry: Storm Canvas, Holt

Stevenson: Treasure Island, Clarke Irwin

Sutcliff: The Eagle of the Ninth, Oxford

Sutcliff: Warrior Scarlet, Oxford

Tolkien: The Hobbit, Thomas Nelson

Trease: Web of Traitors, Copp Clark

Twain: The Prince and the Pauper, McLeod

Waldeck: Lions on the Hunt, Macmillan

Waldeck: White Panther, Macmillan

Prescribed Texts for Grade 8[9]

Newell and MacDonald: Short Stories of Distinction, Book Society

Warner: Men and Gods, British Book

Gill and Newell: Invitation to Poetry, Macmillan

Steinbeck: The Pearl and The Red Pony, Macmillan

Falkner: Moonfleet, Macmillan

Heyerdahl: The Kon-Tiki Expedition, Nelson

Kaasa and Peacock: Adventures in Acting, Institute of Applied Arts

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[9]Department of Education, Division of Curriculum, Junior Secondary School English, Grades 8, 9, and 10, (Victoria, British Columbia, 1968), pp. 32, 44, 45, 70.

Prescribed Texts for Grade 9

Short Stories

Harrap Book of Modern Short Stories, Clarke, Irwin.

Plays

Davies: Shakespeare for Young Players, Clarke, Irwin.

Shaw: Androcles, Pygmalion, You Never Can Tell, Longmans.

Novels

Gallico: The Snow Goose, McClelland and Stewart

Conrad: Typhoon, British Book

Hemingway: The Old Man and the Sea, Saunders

Saroyan: Human Comedy, Longmans

Prose

Prose Readings, Longmans

Poetry

Poems of Spirit and Action, revised edition, Macmillan

Reading

Gibbons and Dawe, The Accomplished Reader, Book I
Bellhaven House

Prescribed Texts for Grade 10

Poetry: Dover, P. ed., Poetry, Holt, Rinehart and Winston

Short Stories: Eighteen Stories, J. M. Dent & Sons (Canada) Ltd.

Plays: Drama IV, The Macmillan Company of Canada Ltd.

Novels

	Topic	Work
Group I	Growing Up	Lee, To Kill a Mocking bird, McClelland and Stewart
		Twain, Huckleberry Finn, Dent
		Mitchell, Who Has Seen the Wind, Macmillan.
Group II	Survival	Roy, Where Nests the Water Hen, McClelland and Stewart
		Orwell, Animal Farm, Longmans
		Wyndham, The Chrysalids, House of Grant
Group III	Quest	Haggard, King Solomon's Mines, Dent
		Dickens, Great Expectations, Department of Education
		Rieu, The Odyssey, Longmans
	Non-Fiction	
Group IV	Growing Up	Diary of Anne Frank, Doubleday
	Survival	Hersey, Hiroshima, Random House
	Quest	Eaton, Gandhi, Morrow
		Herzog, Annapurna, Clarke Irwin

Prescribed Textbooks for Grade 11[10]

(1) Martin (ed): Man's Search for Values (Gage)

(2) Shakespeare's Plays ("Macbeth", "Richard II", "Henry V", "Richard III") (Department of Education)

(3) Rieu: The Iliad (Longmans)

(4) Golding: Lord of the Flies (Queenswood House)

(a) Four Novels ("Youth", "The Bridge of San Luis Rae", "Dr. Jekyll and Mr. Hyde", "The Grass Harp") (Dent)

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[10]Department of Education, Division of Curriculum, Senior Secondary School English, (Victoria, British Columbia), 1967, p. 27.

(b) Voaden (ed.): Human Values in Drama ("The Matchmaker", "Mr. Arcularis"),("Offshore Island", "Rebel Without a Cause") (Macmillan)

(c) Knowles: A Separate Peace (Book Society)

(d) Bradbury: Martian Chronicles (Doubleday)

(e) Crane: Red Badge of Courage (Longmans)

(f) Buck: The Good Earth (Random House)

Prescribed Textbooks for Grade 12

Penner & Macaree: Discourse: Purposes and Problems, Longmans

Harrison, R. G.: The Critical Approach, McClelland & Stewart

Dudek, L.: Poetry of Our Time, Macmillan

Perrine, L.: Story and Structure, Harcourt, Brace & World

Webber, B. (ed): Essays of Our Time, McGraw-Hill

Thompson, D. (ed): Theatre Today, Longmans

Harrison, R. G. (ed): Two Plays for Study, McClelland & Stewart

Novels

Conventional	Hardy, T.	The Mayor of Casterbridge, Macmillan
Philosophical-social	Paton, A.	Cry, the Beloved Country, Saunders
Biographical	Stegner, W.	Wolf Willow, Macmillan
Psychological	Green, H.	I Never Promised You a Rose Garden, Signet

Science Fiction/Prophetic And Comic/Satiric) Novels for these categories are being considered.

Underlying Themes

The earliest indication of any official concern for education in British Columbia involved the language arts and religion. In the Standing Rules and Regulations of the Hudson's Bay Company adopted in 1836, "Regulation Third" declared that the father "be encouraged to devote part of his leisure hours to teach the children their A B C and Catechism, together with such further elementary instruction as time and circumstances may permit."[11]

Later the Church of England became active in education and enjoyed a favoured position with the Hudson's Bay oligarchy.[12] In 1858 the sisters of St. Ann left their mother house in Montreal to establish Roman Catholic schools in British Columbia and to care for the sick.[13]

Religious bodies dominated education until July 20, 1871, when British Columbia relinquished colonial status to become the sixth province of the Dominion of Canada. Probably one fifth of school-age children were attending school at that

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[11]E. H. Oliver, ed., The Canadian North West; Its Early Development and Legislative Records, Vol. II (Ottawa, King's Printer, 1915), p. 756

[12]Frank Peake, The Anglican Church in British Columbia (Vancouver, Mitchell Press, 1959), pp. 60-63.

[13]Sister Mary Margaret Down, "The Sisters of St. Ann: Their Contribution to Education in the Pacific Northwest, 1858-1958" (unpublished Master's dissertation, University of British Columbia, 1962), p. 12

time. In 1872 the new Provincial Legislature passed An Act Respecting Public Schools which established the basic structure of the provincial system of education and which remains in principle to this day.

The first superintendent, John Jessop, had graduated from Egerton Ryerson's Toronto Normal School where he had assimilated Ryerson's ideas on public education and had been exposed to the latest currents of educational thought from Europe and the eastern United States. After teaching for several years in Ontario, Jessop journeyed to British Columbia to search for gold. This was at the time when Americans were flocking to British Columbia from the depleted California gold rush. Being unsuccessful, Jessop returned to his original profession. In 1872 he was appointed the first Superintendent of Education for British Columbia.[14]

The teaching staff at this time were almost all untrained teachers, and like most of the population, new to the country. The highest salary earned was one hundred dollars per month and the lowest was forty dollars.[15] These salaries compared quite favourably at the time with those paid to teachers in Ontario.

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[14]F. Henry Johnson, A History of Public Education in British Columbia (Vancouver, University of British Columbia, 1964), pp. 45-46.

[15]Department of Education, Public Schools Report-1875 (British Columbia, 1875), p. 13

As early as 1874, Jessop had been advising the larger centres in particular to adopt a system of grading. Throughout North America at that time the early pioneer teachers followed the practice of individual instruction by the recitation method. Each child was required to study and later "recite" his individual assignment.

The Toronto Model School had, by the 1850's, been divided into junior, intermediate, and senior sections and in 1878 New Brunswick introduced the eight-grade system. In advocating "grading" Jessop meant placing the lower book students under the jurisdiction of one teacher and the higher book students under another. For the next twenty years in British Columbia the term graded school was applied to any school of two or more divisions and the terms "common" or "rural" were applied to all others.

In 1878 the Walkem administration assumed office determined to alter the Public Schools Act. Jessop and the Board of Education opposed these changes with the result that Jessop's salary was reduced from two thousand dollars to seven hundred fifty dollars. Feeling that they had no honourable alternative, Jessop and the entire Board of Education resigned. In six years Jessop had accomplished a major survey of education in his province and had set a course for the system to follow.[16] With some justification

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[16]John Jessop, Diary of School Inspections 1872-77, (British Columbia Archives, 1877).

he could be called the Ryerson of British Columbia.

From Jessop's retirement in 1878 the school system advanced rapidly in terms of enrolment. Jessop and others who followed him constantly attempted to impress upon parents and school boards the necessity of having all school-age children attend school regularly. The Public Schools Act of 1872 had decreed free public education but not compulsory education. In 1873 there was an amendment to the Act stating that trustees should make by-laws requiring parents to send their children between the ages of seven and fourteen to school. A further attempt was made to improve attendance in the Rules and Regulations of 1874 by linking the teacher's salary to the level of attendance. A basic salary of fifty dollars a month for ten to twenty students was paid. Beyond this teachers were offered a commission of ten additional dollars per month for each additional ten students or part thereof.

In 1901 there was a further amendment to the Act extending the ages of compulsory schooling to encompass the ages of seven to fourteen inclusive in cities. In 1921 this was extended to the present age limits of "from over seven to under fifteen years" and enforced throughout the entire province.

In 1877 Jessop reported the curriculum of Victoria High School as follows:

English: Geography, ancient and modern, Grammar, Rhetoric and Composition, Mythology.

Scientific: Botany, Physiology, Natural Philosophy, Astronomy, and Chemistry.

Mathematical: Arithmetic, Algebra, Mensuration, Euclid, and Book-keeping

Classical: Latin and Greek

Modern Languages: French; together with Map drawing, vocal music and other subjects. [17]

Each teacher was required to teach all of these subjects.

In 1909 the high school grades were described as: preliminary junior, advanced junior, intermediate, senior, and senior academic. In effect, the program consisted of three years of high school plus the first two years of college. Elementary school had seven grades, hence the system operated on a seven-three-two plan. In 1923 the eight grade system was adopted for elementary school, and Grades Nine, Ten, and Eleven replaced preliminary junior, advanced junior, and intermediate.

The postwar period ushered in a period of restlessness in the realm of education throughout North America. Many felt that a new education was needed for the "new world" which had ended all wars and was now safe for democracy.

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[17] Department of Education, Public Schools Report-1877 (British Columbia, 1877), p. 13.

The British Columbia Teachers' Federation proposed a thorough survey of the province's school system. Dr. George M. Weir, a McGill graduate from Manitoba, and Dr. J. Harold Putnam, an Ontario school inspector, headed the commission. This was not a formally constituted Royal Commission, but rather an inquiry established under the Department of Education. In assimilating material for the 556 page report, the commissioners travelled 9500 miles, held 215 conferences, and inspected 160 public schools and two normal schools.[18] Their survey has been described as "the most thorough examination of any school system in Canada to that time, and one of the most influential of any of the Canadian commissions on education."[19]

A brief consideration of a few of its more significant recommendations for the subsequent development of education in British Columbia follows.

The commission found that in British Columbia at that time, "the doctrine of formal discipline has influenced either consciously or unconsciously, the academic and professional side of the educational system. This doctrine has largely determined the basis for curriculum construction, and specified its limitations."[20]

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[18]J. H. Putnam and G. M. Weir, Survey of the School System (Victoria, King's Printer, 1925), pp. 6, 7.

[19]Charles E. Phillips, The Development of Education in Canada (Toronto, W. J. Gage, 1957), p. 263.

[20]Putnam and Weir, Survey of the School System, p. 42.

The commissioners proposed that four streams be offered: (1) university matriculation, (2) a commercial course, (3) a pre-normal school course for those seeking a second class certificate, and (4) a general high school graduation course.

It was recommended that considerably more attention be paid to the general field of health and physical education as well as to the areas of music, manual training and home economics. "Scientific temperance instruction" from Grades Five to Nine and sex education for adolescents presented by doctors and nurses were advocated. Children who were mentally retarded or slow learners were to be offered more differentiation of instruction. Opportunity classes were to be established in all large elementary schools.

In place of the existing eight grades in elementary school and three in high school, they recommended a six-three-three plan with a six-year elementary school, a three-year middle school, and a three-year high school. The provincial Grade Eight examinations for entrance into high school were abolished. In high school a system of promotion by subjects was envisioned, with each course having a credit value towards the required total. The report advised that "the Department of Education and the University authorities consult on the possibility and advisability of partially and gradually substituting a system of 'accredited' high

schools in place of the present matriculation examination."[21]

In June 1926 for the first time, candidates for junior matriculation were given credit for any examinations on which they scored at least fifty per cent. Prior to this, failure in any one subject had necessitated the repetition of the complete set of examinations the following year. This subject promotion principle was also extended to the other high school grades. Nine years later, in his position as Minister of Education, Dr. Weir announced that his Department was planning to eliminate provincial examinations at the junior matriculation level.[22] Candidates from accredited high schools who were recommended by their principals were to be granted university entrance standing. At this time some boards introduced a Grade Thirteen which was accepted as equivalent standing to first year at the University of British Columbia.

In 1935 Dr. Weir established a central revision committee of teachers to plan a new curriculum which would be the most up-to-date in Canada. Its objectives were "to make the school system meet the needs of a rapidly changing world" and "to make future British Columbians more socially minded, more cooperative in their attitude to

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[21] Ibid., p. 173

[22] Vancouver Daily Province, April 6, 1937, p. 1.

society as a whole" and "better equipped for using their leisure."[23] It was now to be the function of the school "through carefully selected experiences, to stimulate, modify and direct the growth of each pupil, physically and mentally, morally and socially, so that the continual enrichment of the individual's life and an improved society may result."[24]

In spite of these ambitious plans, in the 1930's British Columbia was suffering the same depression that was being felt elsewhere. In 1933 the Vancouver School Board reduced all salaries of $1200 or more by 20% and others by 10%. Boards everywhere applied retrenchment.[25] The Kidd Report advocated cutting the twenty-five million dollar provincial budget to six million. It was felt that if small school districts were abolished in favour of large divisions, savings could be effected. Most one-room schools had fewer than twenty pupils whereas the new classes would accommodate forty.

In November 1944 the Government appointed Dr. Maxwell A. Cameron, a graduate of the University of British Columbia who had completed a doctorate in education at the University of Toronto, to be a one-man "Commission of Inquiry."

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[23] Vancouver Daily Province, October 4, 1935, p. 27.

[24] Ibid., August 1, 1936, p. 23.

[25] Margaret A. Ormsby, British Columbia: A History (Toronto, Macmillan, 1958), p. 445.

The Cameron Report considered the reorganization of school districts "most urgent and important."[26] Almost overnight British Columbia had obtained a system of large administrative units which other provinces and states achieved only after many years of negotiating with small boards. Mr. D. J. S. Smith, a prominent educator, stated that the implementation of the Cameron Report was "the most important single event in the history of education in British Columbia."[27]

In the 1950's, Royal Commissions or Commissions of Inquiry had been appointed to investigate education in Ontario, Nova Scotia, Manitoba and Alberta. Since there had been no over-all critical examination of education in British Columbia since the Putnam-Weir Report of 1925, a Royal Commission was appointed in 1958. The Commissioners were Sperrin Chant, Dean of Arts and Science at the University of British Columbia, John Liersch, vice-president of the Powell River (paper) Company, and Riley Walrod, general manager of the British Columbia Tree Fruits Limited.

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[26]Maxwell A. Cameron, Report of the Commission of Inquiry into Educational Finance (Victoria, King's Printer, 1945), p. 85.

[27]D. J. S. Smith, "What Do You Know About Education Finance?" B.C. Teacher, vol. 40, no. 3 (December 1960), p. 150.

The commission proposed a re-definition of the relative importance of the school subjects. It classified subjects into three categories: (1) those of "central" importance, (2) those almost as important, called "inner subjects," and (3) those of lesser importance, called "outer subjects."[28]

SIGNIFICANCE OF SCHOOL SUBJECTS

OUTER SUBJECTS

INNER SUBJECTS

CENTRAL SUBJECTS

Reading Including Phonics and Library

Language Oral and Written
Spelling and Writing

English Grammar, Composition and Literature

Arithmetic

Mathematics Algebra, Geometry and Trigonometry

Science: Biology, Chemistry, Physics

Social Studies: Geography, History

Languages: French, Foreign

Art Music Drama Commerce Physical Education
Agriculture Home Economics Industrial Arts
Health and Personal Development

[28] Report of the Royal Commission on Education, (Province of British Columbia, 1960), p. 295.

With respect to the language arts curriculum, the commission suggested that "a higher standard of English be demanded in all subjects and that more emphasis be placed on systematic practice."[29] It endorsed an increased emphasis on the phonetic method of reading and remedial techniques to ensure higher reading proficiency on entry to secondary school. English teachers in high schools were to be allotted more time to mark essays.

Changes in the length of the school day and the school year were suggested. The number of teaching days in the year was to be increased to two hundred days, while the length of the high school day was increased to six hours from five.[30]

In keeping with their stated aim of intellectual development, a general reorganization was proposed. Some of the main features of the new system were as follows:

Grade Seven was to be transferred from the Junior High School to the Elementary School. A seven-three-two system or possibly an eight-three-three was to replace the existing six-three-three system. A student who earned his Junior Matriculation could advance to university or to an "Institute of Advanced Technology." There was to be an increase in the use of external examinations, reversing the recommendation of the Putnam-Weir Report.

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[29] Ibid.

[30] Ibid., pp. 264-66.

The Commissioners felt that there could be some use for such techniques as the project method of teaching, but they did not feel that it should become a substitute for didactic instruction. They recommended the assignment of lengthier essays in high schools and they cautioned against "any tendency of teachers to waste time."[31] The report withheld judgment on the value of television as an instructional aid, feeling that further study by the Department was required on this matter.

Public reaction to the report was generally favourable. The press interpreted the report as a return to "hard education" in an age when "the preparation for adult existence in an increasingly tough and complex world," required the individual to be "highly specialized and skilled."[32] Comparisons were made with the strict Russian style of education which had recently produced outstanding results. One who took exception to the report was Dean N. V. Scarfe of the University of British Columbia College of Education who termed the report "depressing, disappointing and reactionary" and charged that "it was aimed at destroying progressive teaching methods in British Columbia."[33]

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[31] Ibid., pp. 355, 356.

[32] Vancouver Province, December 30, 1960, p. 1.

[33] Vancouver Sun, December 30, 1960, p. 1.

In February 1961 the Minister of Education, the Honourable Leslie Peterson, officially announced that it was the intention of the government to adopt the report; and by March 1963, Dean Sperrin Chant of the Arts and Science faculty of the University of British Columbia expressed his views that "British Columbia is beginning to lead the country in elementary and secondary education.[34]

It is sometimes claimed that British Columbians tend to draw their comparisons with the neighbouring American states to the south more frequently than with other Canadian provinces. Certain geographical factors make this frame of reference seem almost inevitable. Separating British Columbia from the rest of Canada to the east is a mountain range four hundred miles wide. At the eastern edge of this Cordillera system are the Rockies, raising a barrier between the interior plains and the coastal region of British Columbia. Further west are a series of ranges--Selkirk, Coast, and Cascade--extending to the sea. Even beyond this there are mountainous islands fringing the coastline. In British Columbia, then, the "natural outlook is not eastward toward the rest of Canada, but westward toward the Pacific and southward toward the Pacific coast of the United States."[35]

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[34] Vancouver Sun, March 17, 1963.

[35] McInnis, Canada, A Political and Social History, p. 6.

The main income of British Columbia is derived from forestry. Mining of such materials as zinc, lead, copper, gold, iron ore, and coal is also economically important. Agriculture--primarily hay--and fishing--primarily salmon--are also of significance.

According to the 1961 census, the average salaried income of the family head in British Columbia was $4443, the highest of the four provinces. The family income when the head is a wage earner--$5184--is also the highest of the sample group. (See Appendix C) The discrepancy between the two figures is large but not as great as the difference between the figures for Ontario. Since the average number of persons per family is approximately the same in these two provinces, the variation may be explained by the fact that Ontario has the highest percentage of married women in the labour force while British Columbia has the second highest proportion in Canada.[36]

It is interesting to note that approximately a quarter of the households in Canada are immigrant households, that is, the head of the family is foreign born. In general, this proportion increases from east to west in Canada. Of the cities in Canada, the proportions are highest in Vancouver and Winnipeg, each with almost one-half of their population

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[36]Elkin, The Family in Canada, p. 122.

falling into this category.[37] In British Columbia, families of British origin are the most numerous. (See Appendix K) There is also a high proportion of Scandinavians including Swedes, Danes, Norwegians, and Icelanders. Germans and French are also present in sizeable numbers. As might be expected, in view of British Columbia's westward vista, there are over 25,000 Chinese immigrants in the province. There would undoubtedly have been more had there not been a limitation imposed upon their immigration by the Canadian government.

In spite of the fact that difficulties might be expected in the assimilation of a population having such a large foreign element into the education system, the retention rates for students throughout the school grades are the highest in Canada. (See Appendix F) An examination of the data concerning the education levels of the Canadian labour force, fifteen years of age and over, reveals that the British Columbia labour force is more highly educated than that of any of the other provinces under review. (See Appendix A) The data on the schooling of the fifteen to nineteen age group in Canada also reveals that British Columbia has the highest proportion of young people in this age bracket attending school. (See Appendix B) In comparison with the other three provinces, British Columbia recorded the highest percentage of youths

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[37] Ibid., p. 49.

enrolled in university, attending high school, or out of school having completed Grade Twelve or Grade Thirteen. British Columbia's figures were the lowest for students who dropped out of school before graduating.

British Columbia's teachers also appear to be more highly educated than those of the other three provinces. In the school year 1967-68, almost half of the teachers in British Columbia held degrees.[38] (See Appendix H) These teachers were receiving an average salary of $6352, the highest of the four provinces.[39]

School board revenues for 1966 in British Columbia were $210,373,000. Of this total, $87,296,000 was derived from provincial grants; $118,192,000 was collected by local taxation; and $4,885,000 was accumulated from other sources.[40] No money was collected directly from the students in the form of fees.

With respect to the language arts curriculum, considerable sums of money have been expended over the last few years on the creation of "listening centers" in both elementary and high schools. Since provincial curriculum planners decided that listening is the most frequently used of the language arts activities and is a specific ability which

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[38] Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 46.

[39] Ibid., p. 36.

[40] Ibid., p. 53.

needs to be taught, money has been made available to enable educators to undertake this aspect of education in the most efficient manner possible. A second relatively new concept in the language arts program--sensitivity training--is an example of the influence of the Pacific states on education in British Columbia. Sensitivity training first attained popularity in California.

Considering the data examined concerning the schooling of the fifteen to nineteen age group, the education levels of the Canadian labour force, and the retention rates throughout the school grades; the level of achievement of the British Columbia educational system is at present, unsurpassed in Canada. Whether or not one credits the Chant Commission with effecting the situation, it does appear that dean Chant's opinion that "British Columbia is beginning to lead the country in elementary and secondary education"[41] has been, at least with respect to the data noted, substantiated.

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[41]Vancouver Sun, March 17, 1963.

CHAPTER VI

CONCLUSION

This study set out to examine the reading and literature segments of the language arts curricula in four Canadian provinces: New Brunswick, Ontario, Alberta and British Columbia.

A review was made of the objectives of these programs as expressed in the curriculum guides for the elementary and secondary schools of each province. The lists of approved texts and supplementary reading selections gave further indication of the philosophic bias of each system. Differences were also apparent in the classification of course content into grade levels. Even the organization of grading varied from the lock-step system of New Brunswick to the method of continuous progress through units of work in Alberta and British Columbia.

In an endeavor to develop an enhanced understanding of the principles and practices of the language arts curricula in the four provinces, an examination of certain pervasive themes was undertaken. Contrasts were evidenced in respect to historic, geographic, economic and ethnic backgrounds. Variations were also exhibited concerning the educational backgrounds and average salaries of teaching personnel in the

four public school systems. Royal Commissions and other major studies relating to educational reform were reviewed along with brief assessments of their impact on language arts curricula.

No attempt has been made to establish incontrovertible proof of causal interrelationships between any of these factors. Possibly this might be the object of future research. A comparison of the stated objectives of a language arts curriculum, as examined in this study, and the actual, observable practices at the classroom level in any system might also prove interesting.

While it has not been the purpose of this dissertation to make value judgments concerning the effectiveness of the language arts curricula under review, it does become apparent that extreme polarities of educational thought do coexist within the boundaries of one country.

As measured by the education levels of the Canadian labour force, the percentage of the fifteen to nineteen age group attending school, and the percentage of students retained in school throughout the school grades, not only are there major differences among the provinces, but these differences are of serious proportions. In a democratic country subscribing to an egalitarian ideology of education, geographic location should not be an overriding consideration in determining the level of educational attainment.

In spite of a broad panorama of events in the last four decades including depression, war, rapid technological advances and the doubling of the population, the relative positions of the Canadian regions have undergone surprisingly little change.[1] The differences among the regions are thus both marked and stubbornly persistent.

These differences have serious implications, not only for the employment and productivity levels of individual provinces, but for the nation as a whole. Although education is constitutionally a provincial responsibility, the investment decisions of each of the provinces have consequences which are impossible to confine within provincial boundaries. "The real responsibility of provincial governments in respect of education is to endeavor to meet national as well as provincial needs."[2]

American studies have compared the "rates of return" from an increased amount of investment on education with rates of return from investment on other types of assets and have indicated that expenditures on education, viewed as investment in human capital, represent a profitable allocation of a country's resources.[3]

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[1]Denton, An Analysis of Interregional Differences in Manpower Utilization and Earnings, p. 2.

[2]Cheal, Investment in Canadian Youth, p. 137.

[3]Gary S. Becker, Human Capital (New York, National Bureau of Economic Research, 1964), p. 121.

Calculations for Canada have shown that private returns on the human investment in high school and university education are in the range of 15 to 20 per cent per year. Social rates of return are slightly lower.[4]

The implications of research done in the economics of education appear to be not only that education is a significant factor in raising productivity and living standards, but also that a relative increase in expenditures on education would contribute to an efficient allocation of resources.[5] Among the four provinces examined in this paper, New Brunswick in particular might benefit from increased expenditures on education. The percentage that education costs form of the Gross National Product rises annually. The percentages for the years 1963 to 1967 were as follows: 1963--5.7 per cent, 1964--5.9 per cent, 1965--6.3 per cent, 1966--7.2 per cent, and 1967--7.9 per cent.[6] Only through extensive federal aid for education is there hope for real equalization of educational opportunity for all Canadians.

With respect to the language arts curricula in particular it is apparent that money is a factor in deciding whether to retain an outmoded series of textbooks or whether to invest in the introduction of innovations. The employment

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[4]J. R. Podoluk, Earnings and Education (Ottawa, Queen's Printer, 1965), p. 61.

[5]Gordon W. Bertram, The Contribution of Education to Economic Growth (Ottawa, Queen's Printer, 1966), p. 64.

[6]Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 9.

of highly qualified teaching personnel, the establishment and encouragement of pilot projects and the purchase of sophisticated audio-visual equipment all entail considerable expense.

While money is one of the salient considerations in the constitution of a course of study, this paper has attempted to show how certain other underlying themes exert a pervasive, if sometimes unobservable, modifying influence.

Although there are many similarities between the educational philosophies with respect to the language arts curricula in the provinces of New Brunswick, Ontario, Alberta and British Columbia, there are also important differences. In many cases, the purpose of this diversification is to adapt the basic core of the subject matter to conform with local historic, geographic, economic and cultural considerations. It is to be expected that an educational system should be constructed in such a way as to meet the needs of its immediate society. As member-provinces of one nation, however, the one overriding educational aspiration which supersedes all local considerations is the development of human potential, Canada's most important resource.

APPENDIX A

EDUCATION LEVELS OF THE CANADIAN LABOUR FORCE, FIFTEEN YEARS OF AGE AND OVER, EXPRESSED AS A PER CENT OF EACH LEVEL WITHIN EACH PROVINCE. (1961 CENSUS DATA)

Level	N.B.	Ont.	Alta.	B.C.
University				
University-degree	2.95	4.67	4.25	4.67
University-no degree	4.19	3.85	5.45	7.05
Secondary				
4 or 5 years	11.37	20.72	19.02	25.58
3rd year	10.60	9.87	11.79	11.32
First 2 years	20.38	22.70	24.81	24.18
Elementary				
5 years and over	40.79	34.15	30.06	24.01
Less than 5 years	9.72	4.04	4.62	3.19

Source: Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, Catalogue 81-201, p. 62.

APPENDIX B

SCHOOLING OF THE FIFTEEN TO NINETEEN AGE GROUP IN THE CANADIAN PROVINCES (1961 CENSUS)

Fifteen to Nineteen Years	N.B.	Ont.	Alta.	B.C.
(a) Population in the group	53,514	436,883	99,004	112,653
(b) Attending school	30,347	275,005	65,102	76,598
Per cent (b) of (a)	57.0	63.0	66.0	68.0
A. Attending university	2.0	1.7	3.0	4.1
B. Out of school--Last grade was 12 or 13	4.8	5.9	6.2	8.2
C. Attending high school	42.1	53.8	55.0	58.1
D. Out of school--Last grade was 9, 10, or 11	14.4	19.3	17.2	15.8
E. Attending elementary school (Grades 1-8)	12.9	7.6	8.2	6.4
F. Out of school--Not finishing elementary	23.2	11.3	10.0	7.1
G. No formal schooling	0.6	0.4	0.4	0.4

Source: Dominion Bureau of Statistics, Preliminary Statistics of Education, 1965-66, Catalogue 81-201, p. 54.

APPENDIX C

FAMILY SIZE AND SALARIED EARNINGS BY PROVINCE

Province	Average no. of persons	Average no. of children	Salaried income of family head	Family income when head is a wage earner
New Brunswick	4.3	2.3	$3189	$3718
Ontario	3.6	1.6	4400	5274
Alberta	3.8	1.8	4242	4985
British Columbia	3.6	1.6	4443	5184

Source: Dominion Bureau of Statistics, Bulletin 93-519 (1961)

APPENDIX D

SIZE OF FAMILY BY PROVINCE AND BY RURAL-URBAN DIFFERENTIATION, 1966

	Rural	Urban	Total
New Brunswick	4.5	4.0	4.3
Ontario	4.0	3.6	3.7
Alberta	4.2	3.8	3.9
British Columbia	4.0	3.5	3.6

APPENDIX E

PERCENTAGE OF RURAL AND URBAN POPULATION BY PROVINCE, 1966

Provinces	Rural		Total	Urban
	Farm	Non-Farm		
New Brunswick	8.4	41.0	49.4	50.6
Ontario	6.9	12.7	19.6	80.4
Alberta	19.0	12.2	31.2	68.8
British Columbia	4.5	20.2	24.7	75.3

Source: Dominion Bureau of Statistics, Intercensal estimates as quoted in Frederick Elkin's The Family in Canada (Ottawa, Vanier Institute of the Family, rev. 1968), pp. 193, 194.

APPENDIX F

ESTIMATED RETENTION RATES FROM GRADE TWO TO GRADE TEN, BY PROVINCE (REPRESENTATIVE OF THE PERIOD 1946-58)

Grade	N.B.	Ont.	Alta.	B.C.
2	100%	100%	100%	100%
3	99	98	99	99
4	96	95	99	99
5	93	93	98	98
6	88	92	98	98
7	85	91	97	97
8	75	87	90	96
9	57	78	80	90
10	50	63	70	83

Source: Dominion Bureau of Statistics, Student Progress Through the Schools, Catalogue 81-513. (1960) p. 28

APPENDIX G

NUMBER OF MALES ENROLLED IN SCHOOL, AND MALE POPULATION, AGED 5-24

	Males Enrolled	Male Population
	Aged 5-9	
New Brunswick	26,567	38,666
Ontario	283,280	345,308
Alberta	58,285	81,633
British Columbia	65,441	87,860
Total	773,637	1,028,803
	Aged 10-14	
New Brunswick	35,893	37,003
Ontario	296,044	303,966
Alberta	65,247	66,680
British Columbia	75,026	76,904
Total	889,577	916,084
	Aged 15-19	
New Brunswick	15,495	27,437
Ontario	146,831	223,059
Alberta	34,085	50,296
British Columbia	40,561	57,726
Total	433,877	705,807
	Aged 20-24	
New Brunswick	1,695	18,777
Ontario	23,954	190,368
Alberta	4,894	44,403
British Columbia	6,337	47,758
Total	65,699	569,904

Source: Dominion Bureau of Statistics, Bulletin 1.3-61 Table 99 and Bulletin 1.2-2 Table 20, 1961 Census of Canada.

APPENDIX H

UNIVERSITY DEGREES OF TEACHERS IN THE SCHOOL YEAR 1967-68

	Bachelor's	Master's	Doctorate	Per cent with degree
New Brunswick	1,579	131	3	23.6%
Ontario	25,114	2,644	69	35.1%
Alberta	7,016	713	11	44.2%
British Columbia	7,981	875	13	48.5%

Source: Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 46.

APPENDIX I

SOURCES OF TEACHER TRAINING

New Brunswick		Ontario		Alberta		British Columbia	
N.B. (95.3%)	6,783	Ont. (87.46%)	69,363	Alta. (69.4%)	12,134	B.C. (71.1%)	12,992
N.S.	179	U.K.	1,756	Sask.	2,308	Sask.	1,264
P.Q.	92	P.Q.	769	U.K.	605	U.K.	1,120
Ont.	54	Man.	554	U.S.A.	509	Alta.	794
U.K.	47	Sask.	508	Man.	394	Man.	506
P.E.I.	23	N.S.	477	Ont.	272	Ont.	299
U.S.A.	23	N.B.	379	N.S.	256	U.S.A.	284
Man.	8	U.S.A.	298	Asia	222	N.S.	99
Nfld.	8	Cont. Europe	214	B.C.	196	P.Q.	90
Asia	6	B.C.	210	P.Q.	145	Asia	85
Cont. Europe	5	Alta.	186	N.B.	95	Cont. Europe	71
Alta.	5	Nfld.	172	Cont. Europe	65	N.B.	50
B.C.	3	Asia	139	P.E.I.	26	Nfld.	19
Sask.	2	P.E.I.	101	Nfld.	14	P.E.I.	18
Other	14	Other	4,174	Other	251	Other	581
TOTAL	7,252	TOTAL	79,300	TOTAL	17,492	TOTAL	18,272

Source: Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 59.

APPENDIX J

ORIGINS OF CANADIAN TEACHERS

Place of Origin	Number of Teachers
Ontario	70,342
Saskatchewan	14,487
British Columbia	13,492
Alberta	13,289
Manitoba	10,548
Nova Scotia	8,892
New Brunswick	7,560
Newfoundland	5,886
United Kingdom	4,211
Prince Edward Island	1,501
United States	1,343
Quebec	1,306
Asia	697
Continental Europe	407
Other	5,129
Total	159,090

Source: Dominion Bureau of Statistics, Preliminary Statistics of Education, 1967-68, p. 60.

APPENDIX K

ETHNIC ORIGINS OF POPULATION

New Brunswick		Ontario		Alberta		British Columbia	
British	294,000	British	3,081,919	British	451,709	British	766,189
French	197,000	French	477,677	German	107,985	Scand.	65,612
Dutch	5,920	German	222,028	Ukrainian	86,957	German	55,307
Scand.	3,367	Dutch	98,373	Scand.	70,929	French	41,919
German	2,623	Ukrainian	93,595	French	56,185	Dutch	33,388
Jewish	1,095	Polish	89,825	Polish	29,661	Asiatic	25,644
Asiatic	903	Italian	87,622	Dutch	29,385	Ukrainian	22,613
Italian	635	Jewish	74,920	Russian	15,353	Russian	22,113
Polish	340	Scand.	37,430	Asiatic	7,441	Italian	17,207
Russian	220	Asiatic	22,138	Italian	5,995	Polish	16,301
Ukrainian	129	Russian	16,885	Jewish	3,935	Jewish	4,858

Source: Based on Dominion Bureau of Statistics, 1961 Census of Canada.

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