

CULTURE-BASED MATERIALS IN THE ENGLISH
PROGRAMS OF THE SENIOR HIGH SCHOOLS
IN THE ATLANTIC PROVINCES

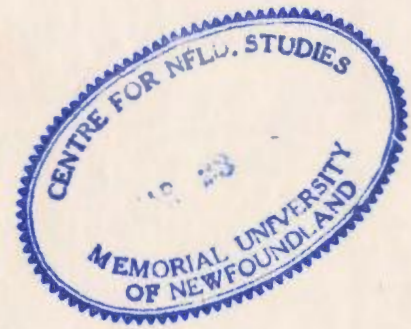
CENTRE FOR NEWFOUNDLAND STUDIES

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CULTURE-BASED MATERIALS IN THE ENGLISH PROGRAMS
OF THE SENIOR HIGH SCHOOLS
IN THE ATLANTIC PROVINCES

by



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ABSTRACT

In Canada there has been a long history of concern within political and educational arenas for the status of culture-based programs in elementary, secondary, and post-secondary school curriculums. It is within this historical context that this study found its purpose and significance. This study, proceeding from an extensive base of information provided by the Crawford (1971) and Robinson (1979) reports, had as its major purpose an analysis of the contents of the senior high school English programs authorized for use in the Atlantic provinces during 1981-82. The problem set for the study was the determining of the extent to which these programs contained materials that reflect a local, regional, or national Canadian culture.

The investigator examined, analyzed, and rated 389 of the 406 different textbooks authorized by the Atlantic provinces' departments of education for use in their respective senior high school English programs. From the investigation emerged the following nine findings:

1. Of the 406 authorized textbooks only six were common to all four Atlantic provinces. These were: Julius Caesar and Twelfth Night; The Old Man and the Sea, The Pearl, Lord of the Flies, and Who Has Seen the Wind. Only one of these six books was culture-based -- Who Has Seen the Wind.

2. Common to any combination of three Atlantic provinces were but 23 senior high school English textbooks.

Within that number were four Canadian works: the novels The Mountain and the Valley, More Joy in Heaven, and Who Has Seen the Wind, and the play "The Black Bonspiel of Willie MacCrimmon" by W.O. Mitchell.

3. In the Atlantic region, in 1981-82, Canadian owned publishers supplied 34% of the provincially authorized textbooks for the senior high school English programs. The province with the highest percentage of Canadian published texts was Nova Scotia with 39%; the province with the lowest, 24%, was Prince Edward Island.

4. Approximately 128 out of the 389 books examined, or 33%, revealed a recognizable Canadian content. Again Nova Scotia and Prince Edward Island ranked highest and lowest. Of the textbooks examined from Nova Scotia's senior high English program, 50.70% of them reflected a recognizable Canadian orientation, while, concurrently, only 17.82% of Prince Edward Island's could be so identified.

5. Of the 389 textbooks examined, 92 contained 60% or greater Canadian content, while 199 of them, or approximately 51%, had less than 20% Canadian content.

6. a) Within the Atlantic region as a unit, Short Stories and Language Study areas of the curriculum were those most heavily weighted with Canadian materials.

b) Most conspicuous in the absence of culture-based materials was the area of Teacher and Classroom References in Prince Edward Island where of the 35 authorized

texts not one had any Canadian orientation or content. Another statistical highlight was that of only 10% of the drama in New Brunswick's senior high English program being Canadian drama.

7. Some local materials were present in all the Atlantic provinces' senior high English programs. Newfoundland had the highest number of local materials with 7, while Prince Edward Island had the lowest number with 1.

8. In 1981-82 two Atlantic provinces offered courses in Canadian literature, those being Nova Scotia and New Brunswick. Newfoundland plans to introduce a course into its re-organized high school curriculum sometime after 1982-83.

9. Three of the Atlantic departments of education had no written textbook selection policy that stated a preference for materials published in Canada.

From these findings the author concluded that the departments of education in the Atlantic region, if they intend to increase significantly and expeditiously the number of culture-based materials in their senior high school English programs, must undertake some affirmative action. Upon that premise the author tendered to those departments a number of recommendations.

The Atlantic provinces' departments of education should:

1. develop written textbook selection policies that state a preference for learning materials that are Canadian authored and published with clear Canadian orientation and

as much Canadian content as appropriate and desirable;

2. establish an Atlantic provinces' organization that would plan, co-ordinate, and support the production of local materials;

3. subsidize the Canadian Learning Materials Centre in Nova Scotia so it can expand its operations to build a resource reference collection of culture-based learning materials, provide display services, provide a research and evaluation service, and offer inservice programs to teachers on the availability and utilization of culture-based learning materials;

4. introduce greater commonality into the senior high English curriculums in Atlantic Canada;

5. pressure the Canadian Council of Ministers of Education, Canada, to provide financial assistance to Canadian authors, editors, and educational organizations for the production of culture-based learning materials.

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CHAPTER I

INTRODUCTION TO THE STUDY

The Problem in its Historical Context

Hamilton (1979) stated that the most basic of educational questions has always been: "What will the schools teach?" (p. 39). The answers to that question, most educators will argue, must originate from the purposes for which a society sets up a formal education system. Thomas Berger, in Northern Frontier Northern Homeland: The Report of the Mackenzie Valley Pipeline Inquiry, argued that

one of society's purposes in requiring formal education for its children is to preserve its history, language, religion, and philosophy--to ensure a continuity of the beliefs and knowledge that a people holds in common (p. 91).

The two questions--what will the schools teach and to what extent are Canadian schools transmitting Canadian culture to Canadian youth--are very coarse and conspicuous themes threading through the history of curriculum development in Canada. Since the formation of the Canadian nation in 1867, there has been sporadically intense concern expressed on both the federal and provincial level regarding the sufficiency of Canadian orientation and content in the elementary and secondary school curriculums.

This section briefly describes, in the history of curriculum development in Canada, this thread of periodic,

intense concern for culture-based curriculums for elementary and secondary students, first from a national perspective, and then from an Atlantic regional perspective.

Chapter I continues with the rationale for the present study and then highlights the usefulness and limitations of the study. A section of definitions of terms concludes Chapter I. Chapter II reviews literature related to culture and education and the subsidiary themes of culture and curriculum as well as explains the present controversy concerning the desirability of a common Canadian core curriculum. Chapter III outlines the procedure for investigating the problem. Chapter IV reveals and discusses the findings of the study, after which the final chapter summarizes, and renders conclusions on, the study. The final section of Chapter V forwards a number of recommendations for appropriate educational agencies.

From a National Perspective

The concern in political and educational circles for a dominating presence in Canadian schools of culture-based curriculums has a long history. In Pre-Confederation days in Upper Canada, political, social, economic and domestic issues surfaced, mingled, and stimulated debate on the need for local schools to teach Canadian content for nationalistic goals. Egerton Ryerson expressed this nationalistic concern in 1866:

Canada should not only have her own school laws and her own teachers, but that we should have every article required for our schools manufactured in our own country (Chaiton, 1979, p. 61).

Despite this display of Canadian nationalism, the curriculum of secondary schools in nineteenth century Canada was patterned after the curriculums of Canadian universities. In turn, Canadian universities were patterned on European universities, so their curriculums were essentially European. As a direct result Canadian secondary schools offered Greek and Latin, algebra and geometry, English literature and composition, modern languages, and natural sciences (Campbell, 1952, p. 22). Thus, anyone who was completing, or had completed, secondary school was expected to attend university. All of that is not to say that elementary and secondary school curriculums were not influenced by the debate on Canadian content. For example, the Durham Report in 1839 had recommended that American textbooks not be used in Canadian schools. The result of this recommendation was the adoption, ironically, of the Irish National Readers as the replacement for American reading texts. Their use, however, was of short duration, lasting but 20 years. In 1868, a National Series of Readers (known as the Ryerson Readers) was introduced (Chaiton, 1969, p. 64). In 1897, following many years of lobbying by the Dominion Education Association (now the Canadian Education Association) for the use of a history of Canada, the History of the Dominion of Canada was published. Though it was adopted in schools

in Nova Scotia and three other provinces, its use lasted but a few years. It was soon dropped by the four provinces, with each province opting for a different textbook of Canadian history.

Following the publication of John Dewey's Democracy and Education in 1916, Canadian educational theory and curriculum development came under the primary influence of American, rather than British educational thought. Concrete explications of that influence were the publications of The Atlantic Readers, Dominion High School English, and Prose and Poetry for Canadians. Canadian content had once again become a criterion in the development of curriculum materials for Canadian schools.

The 1930's and 1940's were times of economic and political crises that prompted international interests and concerns. By the 1950's, however, there appeared a resurgence in national identity and nation building. A national commission helped to swell this resurgence. In 1951 The Report of the Royal Commission on National Development in the Arts, Letters, and Sciences (Massey Commission) exposed the problems being encountered by private and public agencies in their fostering of Canadian cultural identity. Stevenson (1979) described the effects of the Massey Commission in this way:

The forces of national concern, commitment and condemnation initiated by this Commission have yet to run their course (p. 100).

In 1961, mainly in response to the debate on Canadian identity and national unity engendered by the Massey Commission, a "Royal Commission on Bilingualism and Biculturalism" was appointed. After a six year study, the Commission's chairmen, Dunton and Laurendeau, presented their two-volume report to the Federal government. The chairmen, offering a lucidly articulated rationale, made cogent recommendations for the modification of education systems and practices. Initially defining culture as "a way of being, thinking, and feeling....a driving force animating a significant group of individuals united by a common tongue, and sharing the same customs, habits, and experiences" (Vol. 1, p. xxxi), the report stressed the bicultural, bilingual influences by asserting that because in Canada there are two dominant languages, English and French, then "there are two principal cultures, and their influence extends, in greatly varying degrees, to the whole country...." (Vol. 1, p. xxxi). The chairmen then expanded their definition of culture:

Understood in this way, culture is the sum of the characteristics particular to a group and common to its individual members. Depending on the degree of education, the social class, or the region, there will be different ways of speaking the same language. Culture is something that draws together individuals who otherwise are clearly different (Vol. 1, p. xxxii).

The Royal Commission on Bilingualism and Biculturalism had much to say about Canadian schools and their role in preserving and fostering the cultural realities of Canada.

The Commission maintained that the school is the basic agency for maintaining language and culture, for "preserving and refining our cultural and moral heritage" (p. 14); that the education system should give every student equal opportunity to develop special talents or skills without any sacrifice of the student's cultural identity; that "education can make a major contribution to fostering co-operation between the two cultures" (p. 273); that "understanding must ... begin with the understanding of one's own society and its institutions. Only then is a child able to appreciate the different institutions and values of another society" (p. 284). Accordingly, the Commission made a series of recommendations to provincial departments of education regarding the orientation and content of their social studies and second-language programs. To this investigator's knowledge, to what extent these recommendations were adhered to by the provinces has never been researched, a fact that prompted George Tomkins in 1979 to remark that it would be "profitable to know how the Royal Commission on Bilingualism and Biculturalism have influenced provincial curricula" (p. 12).

The next stage in the debate on the need for, and the extent of, culture-based curriculums utilized by the formal education system was set by Expo 67. Expo 67 and the concomitant centennial celebrations heightened a national debate on the ownership and control of the Canadian economy and the extent to which Canadian culture was being influenced by, and assimilated into, the American culture. As well,

improvements making for fast, efficient communications allowed for the on-going constitutional debates with all their implications for the future of the Canadian confederation.

Into this milieu of high public interest A.B. Hodgetts' What culture? What heritage? (1968) was projected. What culture? What heritage? is a report on a study conducted by the National History Project on the teaching of Canadian history in selected schools across Canada. In the belief that Canadian Studies are an effective means of inculcating understanding amongst the people of the ten provinces and the two territories, the National History Project was designed and carried out to test an unsupported but widely held belief that Canadian Studies in secondary schools, because of their limited scope and irrelevant content, were accomplishing very little. Using the research garnered by the National History Project, A.B. Hodgetts (1968) condemned the curriculums, texts, instructional methodology, and teacher attitudes applied in the teaching of Canadian history. Hodgetts hypothesized that the same variables were at work in the same way in Canadian Studies in other areas of the curriculum. He concluded that--as a result of the kind of education Canadian students were receiving--there was a lack of understanding and sense of national purpose among Canadians. Young Canadians were simply not being given a constructive sense of belonging to a unique, identifiable culture.

A.B. Hodgetts' report on the National History Project was widely disseminated and received critical examination and discussion. Follow-up surveys were undertaken. In January, 1975, a national Canadian-awareness survey conducted by Hurtig Publishers and Canadabooks reported that 68% of the high school students sampled could not name the Governor-General; 61% did not know the British North American Act was Canada's constitution; 92% could not identify Norman Bethune; and 78% did not know E.J. Pratt was a Canadian (Crean, 1976, p. 234).

In 1971, George Crawford, a teacher in Sackville, New Brunswick, investigated the teaching of Canadian literature in English-language public schools. After questioning 625 high school teachers in the four Atlantic provinces, Quebec, Ontario, and Alberta, Crawford reported that 75% of the teachers he questioned estimated they used Canadian material less than 15% of the time, whilst 40% used none or next to none (Crean, 1976, p. 236). These findings corroborated findings of the National History Project (1968), such as the fact that United States magazines and newspapers outnumbered Canadian ones by 3 to 1 in Canadian school libraries.

What culture? What heritage? (1968) called for a major reform in Canadian Studies curriculum. To effect this reform Hodgetts recommended, et alia, the establishment of an independent, interprovincial consortium with regional

centres and a national executive. The exclusive task of this consortium would be to develop and distribute Canadian Studies materials for elementary and secondary schools. The adoption and utilization of these materials, however, would be left to the authority of provincial and/or local curriculum agencies. This major recommendation re an independent, interprovincial consortium was enacted. The Canada Studies Foundation was incorporated in 1970 with a multimillion dollar grant from the Federal government. It immediately elected its Board of Trustees and proceeded to formulate its aims and objectives based on the directions set for it by What culture? What heritage?.

By 1971 the Canada Studies Foundation was funding and directing nine major curriculum development projects, all of which were initiated, and were to be planned and developed by teachers. In 1978, George S. Tomkins, who served as the Co-Director of the Canada Studies Foundation from 1971 to 1975, reflected on the operations, handicaps, and failures of the Foundation up to 1978. Describing the Foundation as a "maverick institution in Canadian education...trying to act as a change agent external to the system" (p. 2), Tomkins claimed that the Foundation's most distressing failure had been its inability (up to then) to

achieve its major goal of assisting the incorporation into educational structures and practices of broader perspectives for the study of Canada in our classrooms (p. 2).

Tomkins proceeded to inspect the status of Canada Studies in 1978 and to project what was needed in the future.

Agreeing with the Organization for Economic Co-operation and Development Report (1976), which judged Canada's education system as lacking a conception of the country's interest, he stated:

This lack persists in the evident failure to date of the Canadian Council of Ministers of Education to take any meaningful initiatives in Canadian Studies arising out of negotiations between that body and the Foundation over the past two years... Further upward advance in the development and implementation of Canadian Studies curriculums requires a co-operative, systematic effort that the Council of Ministers could, if its members wishes, put forth (p. 2).

Despite an absence of a significant positive effect on the provincially authorized curriculums, the Canada Studies Foundation continues to operate (to date of this writing), albeit under a drastically reduced budget. In fact, in May, 1979, the Canada Studies Foundation approved a core program of activities based on Hodgetts' and Gallagher's (1978) proposals for the structure and content of Canada Studies.

It is significant in the historical context of the development of concern for the content and orientation of the Canadian curriculum that the curriculum taught in the schools of Canada is under the sole authority of each provincial department of education. It is to this fact that Tomkins was alluding when he concluded that any major advance in Canada Studies would be the result of the national Council of Ministers of Education. Because Section 93 of the British North America Act allocates to provincial autonomy exclusive

control of education, this body of ministers can have no legislative or legislating authority. It has been designed as a forum for the interaction of provincial ministers of education for information exchange and processing as well as a central body for the pursuit of common goals. If it is true that the Council of Ministers were not willing to pursue what Tomkins (1978) termed "meaningful initiatives in Canadian Studies", it was not because the Council had not expressed an interest in the subject, for in 1970 it had commissioned Norman Massey, the Curriculum Advisor to the Council of Ministers of Education, Canada, to develop a report on the functioning of Canadian Studies in the elementary and secondary schools of Canada. In 1971 Massey submitted Canadian Studies in Canadian Schools, A Report for the Curriculum Committee of the Council of Ministers of Education on the Study of Canada, Canadians and Life in Canada.

Massey (1971) proposed three approaches to curriculum development, any of which he felt would improve the curriculums of each province to allow its young people to come to know better their own country and the people who live in it:

First, in most present school courses there might be more references to Canadians and Canadian events. Second, specific aspects of Canadian life might be examined through short term units, some of which have been already developed. Third, interdisciplinary studies, some based on Canadian themes, might find a more prominent place in school programs (p. 3).

Massey judged that there was (in 1971) an overall scarcity of Canadian materials. As well, he noted that while references to things Canadians are frequent in the humanities, beyond the humanities the emphasis was less obvious. Massey's overall theme was that "children need to have their hands on additional materials on which to base their study of Canada, Canadians, and Canadian life" (p. 29).

As stated earlier, Massey's Canadian Studies in Canadian Schools had been solicited by the Council of Ministers in 1970. The Council received and accepted the report in September, 1971. What actions which might have transpired in response to the report is not a matter of public account. So, to discover if the Council had carried out any action in response to the Massey Report, the author of this study wrote to the Council of Ministers in June of 1981 a letter, a copy of which forms Appendix A. On July 30, 1981 a response was received. In the response (a copy of which is attached as Appendix B), E.A. Barisa, Curriculum Co-ordinator with the Council of Ministers, wrote:

I have reviewed the past recordings and have compiled the following list of activities and actions taken by the Council in the time which has elapsed since the publication of the Massey Report:

- Financial support for the Canada Studies Foundation
- Preparation of a priority list for the development of Canadian Studies materials for transmittal to the publishing industry.

- Production of an annotated bibliography of Canadian Studies materials produced by provincial departments/ministries of education.
- Sponsoring of meetings of provincial departments/ministries of education officials responsible for Canadian Studies programs.
- Production of a comparative survey of provincial social studies/social sciences programs with an identification of the Canadian Studies component (p. 1).

Five years after the Massey (1971) Report, the Association of Universities and Colleges of Canada recruited R.H.B. Symons to convene a commission to investigate the status of Canadian Studies in Canadian universities and colleges. Although the enquiry and subsequent summation were directed to academic, post-secondary education, the rationale formulated by Symons (1976) to justify Canadian Studies has been generally accepted at all levels of education to be the best justification for the study of Canada at any educational level in any curriculum area:

Patriotic appeals to preserve and develop Canadian identity do not constitute, in practice or in principle, an adequate rationale for Canadian Studies at any level of education.... Although the inculcation of one particular perception of Canadian identity is not, therefore, the purpose or the justification of Canadian Studies, the concept of identity remains, nevertheless, an important rationale for the scholarly study of Canada.... However, the most valid rationale for Canadian Studies is not any relationship that such studies may have to the preservation or promotion of national identity, or national unity, or

national sovereignty, or anything of the kind. The most valid and compelling argument for Canadian Studies is the importance of self-knowledge, the need to know and to understand ourselves: who we are, where we are in time and space, where we have been, where we are going; what we possess; what our responsibilities are to ourselves and to others (p. 12).

Eight years had elapsed between A.B. Hodgetts' What culture? What heritage? and Symons' To Know Ourselves. But what effect had these national enquiring, studies, and commissions had upon Canadian content in the curriculum? A study done (in 1976) by the Toronto Board of Education provides a partial answer to that question. The Toronto Board selected a work group to study the Canadian content in textbook and library materials in all schools under the jurisdiction of the Toronto Board of Education. The work group stated:

Students' textbooks are often lacking in Canadian content, and their school libraries have very few Canadian books. In spite of the best efforts of teachers and of the students themselves, until they have far more adequate material to work with--textbooks which offer a Canadian perspective in every subject, and written from a Canadian background; ...we cannot expect things to change. The problem is not with the students; nor is it with teachers. It's with the material they've been provided to work with (p. 6).

The report to the Toronto Board proffered other interesting observations on the teaching of Canadian Studies: (1) many teachers have not done Canadian Studies so they do not feel fit or prepared to teach Canadian Studies such as

Canadian literature; (2) some teachers feel that Canadian materials do not have equivalent merit to American or universal studies.

The work group's conclusions touched many aspects of educational practice and policy of the time in Ontario, such presumed (by the group) to be common to most, if not all, Canadian provinces and territories:

The absence of an adequate supply of these materials in large measure reflects the failure of educational policy to demand textbooks with adequate Canadian content. When no specific weight is placed on this aspect of a new textbook in its evaluation..., it is hardly surprising that publishers have not themselves placed strong emphasis on ensuring that their Canadian-authored books are unmistakably Canadian in the content (p. 41).

The examination and questioning of educational policy was prevalent in Canada during the mid 1970's. Reviews of educational policies were occurring on the local, provincial, and federal level. To effect a nation review of Canada's educational system, the Organisation for Economic Co-operation and Development was invited to study and evaluate the Canadian education system. In its report in 1976, the OECD, while recognizing Canada as an educational leader in quantitative development, concurrently characterized educational development as predominantly unplanned (pp. 19-20). Canada, they said, needed politically motivated educational reform rooted in a conception of the country's future (p. 20). If not, stated the OECD, educational administration would continue to be not sufficiently conscious

of the social significance of its role.

The OECD's Review of National Policies for Education, Canada provided a challenging inspection of Canadian educational goals and objectives by a non-Canadian observation group. Their observations, though from a foreign perspective, are not at all at odds with those of national Canadian exploratory groups such as The Task Force on Canadian Unity whose report A Future Together was submitted to the Federal government in January, 1979. The report claimed that Canadians were in the midst of a crisis that required immediate, nationwide attention, led by the Federal and provincial governments. The crisis was being fomented by Canadians not accepting the fact of cultural diversity and, therefore, were unable to feel a part of a national unit or identity. This crisis, the Task Force contended, was in part caused by the inadequacy of the education system to prepare children for the responsibilities of Canadian citizenship. Operating from this rationale the chairmen of the Task Force, Pepin and Robarts (1979) filed the following recommendations:

- (1) the provinces should emphasize that education has a Canada-wide dimension by giving greater prominence to Canadian Studies, and they should, through a strengthened Council of Ministers of Education, develop ways and means by which this dimension may be represented in our school systems (p. 62)....
- (2) steps should be taken to ensure that the products of our varied cultural activities (such as books, recordings, magazines, films, and paintings) are

more imaginatively and effectively distributed and diffused, and in a way that would give them prominence in relation to those from non-Canadian sources (p. 123).

The national concern for national identity and for the diffusion of the products of Canadian culture, with all its implications for educational goals and objectives and curriculum development, continues to be subjected to committee scrutiny. At this time, a committee of the Federal Parliament, the Cultural Policy Review Committee, is writing a report to guide the Federal government in its future role in the cultural life of Canada.

A Perspective of the Atlantic Region

Hamilton (1979) wrote: "The forces which have shaped curriculum in Maritime Canada have been many and complex.... Throughout this evolutionary process cultural conflict was, and is, fated to play a dominant role" (p. 46). The first immigrants to the Atlantic region--the French, Scots, English, and Irish--brought with them different cultural traditions and an old world view. These separate traditions were a major force in shaping the early curriculum because formal education was developed and controlled by small, independent communities that exerted maximum influence on the content of their schools' curriculums.

New Brunswick

New Brunswick, originally a part of Nova Scotia, became a separate entity in 1784. A year earlier a large

group of New England planters had moved into New Brunswick to become the second major ethnic group along with the already established Acadians. The immigration of the New England Loyalists marks the commencement of formal education in New Brunswick. In 1793 the New Brunswick legislation approved the appropriation of grants to selected agencies for educational purposes. The agencies were selected on religious grounds, with Anglican sponsored education receiving the larger share of the funding. Legislation, in 1802, established elementary schools, and, in 1805, secondary education was likewise instituted. The Common Schools Act of 1871 provided for free, non-sectarian schooling with English as the language of instruction beyond the primary grades. Subsequently, the period from 1871 to 1969 was a one of continual dissension between the English and the Acadians. The dissension never became violent, but was continued by a policy of consensus and accommodation. Nevertheless, there existed a cultural tension involving linguistic and religious rights. In the twentieth century, however, there began a gradual emergence of an education system attempting to serve the needs of the Acadian population. 1909 marked the beginning of the first French-language classes in public schools in Moncton, where one third of the population was Acadian; 1923 was the year the first public French-language elementary school was opened; and January, 1967 was the opening date for the first public bilingual school. The 1950's decade inaugurated the

translation of textbooks into French, prior to which Francophones used the same textbooks and wrote the same examinations as English-speaking students. Progress continued to the extent that Dunton and Laurendeau (1968) were able to report that a bilingual secondary school curriculum was being developed. In 1969 the passage of the New Brunswick Official Languages Act guaranteed the right of the Acadians to an education in their first language (Hamilton, 1979, p. 46).

Love (1969) claimed that curriculum was strongly centralized in New Brunswick, with the 33 school boards, partly elected and partly appointed, having very little authority because their budgets were determined by the province and because they had no local tax authority. Love (1969) also contended that the distribution of free textbooks by the provincial department of education tended "to strait-jacket curriculum (and) ... keep tight control over all matters from administration to curriculum" (p. 69).

In 1971 the New Brunswick Department of Education struck a committee to: examine and project the purposes of public education in New Brunswick; review the content and structure of instruction; and, study the administrative structures of public education, all with the aim of making recommendations for future policy development. In 1973, McLeod and Pinnet, the committee's co-chairmen forwarded nearly one hundred recommendations on the realignment of administrative structures and program design. Nowhere,

however, did the report deal with, or mention, the cultural basis of schooling and curriculum.

Newfoundland

The education system in Newfoundland is denominationally controlled and operated. Education began in Newfoundland as a missionary service. By the time representative government was introduced in 1832 various denominations had vested interests in, and very pervasive control of, education in the colony. Therefore, shortly after the introduction of representative government, when legislation provided for grants for educational purposes, the various denominations offering education services received proportionate shares of these grants; then by 1874 the education grants were shared on a per capita basis among the Roman Catholic, Anglican, and Methodist churches. Although amalgamation was encouraged by successive provincial governments, it was not until 1903 that several communities chose to amalgamate their education facilities. In 1949 Newfoundland became a province of Canada. The terms governing the union contained an article (17) (in lieu of Section 93 of the British North America Act) guaranteeing provincial control of legislation but, pari passu, stipulating that denominational rights existing at the time of Confederation, such as the right to a proportional share of monies granted education, were ultra vires provincial and federal legislation.

With Confederation, financial allocations to education improved dramatically. The direct result was the building of more, bigger, and better schools, increased attendance, and revamped and expanded programs (Ministers of Education, 1975, p. 2).

In 1964, because of previously-noted and sundry other effects of Confederation on educational development, the Province appointed a royal commission with an expansive term of reference--to make a careful study of all aspects of education in Newfoundland and make such recommendations as it saw fit. The chairman of that Commission, Dr. P.J. Warren, postulated in his report (1967) that a conglomeration in the 1940's, 50's, and 60's of a variety of forces--a revolution in science and technology, changes in the Canadian economic system, and conflicts between different value systems--pressured for re-assessment of the curriculum being offered at the time. The Commission recommended a diversification of curriculum offerings to meet individual needs and interests. It recommended that courses be offered on two levels, academic and general, and it recommended sweeping changes in the organization for curriculum development. But no mention was made by the Commission of Newfoundland's unique culture and heritage and the implications of such for curriculum content.

The Warren Commission affected significant changes in administrative set-up and program offerings: for example, the number of school boards was reduced from over 200 to 35, with each board having its own administrative officer and

supervisors; the provincial Department of Education was re-organized along functional instead of the previous denominational lines; and high school programs were diversified and categorized as "general" and "academic".

The period from 1967 to 1975 was a time of tremendous modification, expansion, and innovation. By 1975, however, declining enrolments coupled with an inflationary economy commingled with a multitude of various factors to cause a decreased allocation of real dollars to elementary and secondary education. To study the effects of these factors on the quality of education, the provincial government appointed a task force. In 1979, the report of this task force was published. Its authors, Drs. Crocker and Riggs, reported extensive and intensive analyses of the curriculum offerings in juxtaposition with the legislated aims and objectives for education in Newfoundland. Based on these analyses Crocker and Riggs (1979) stated that to provide opportunities for intellectual development, the school must provide concrete knowledge of the natural environment and basic societal structures and organizations; it must provide knowledge of family, community, and the world at large, including knowledge of the ways of life of other people (p. 109). For social development, they stated that the curriculum must instil: (a) a knowledge of the rights and privileges of the individual in society; (b) an understanding of the rights of others and the interdependence of individuals in society; (c) knowledge of the cultural background

from which the child comes and the contribution of the culture to the total society; and (d) a knowledge of the bilingual and bicultural nature of Canada. In an introduction to their curriculum proposals Crocker and Riggs (1979) stated:

It is difficult to see how ... intellectual independence is being accomplished by the existing curriculum.... It is possible to study history or physics in the existing curriculum without even confronting such basic questions as the lessons of history, the fundamentals of modern physics, or the impact of science on society.... All of this points to the need for substantial curriculum change (p. 116).

The Task Force recommended two new directions for curriculum orientation in the secondary school: "one centered around the individual in modern society and the second more specifically oriented to the world of work" (p. 116). Under the area of the individual in society the authors suggested for inclusion in the curriculum, et alia, the study of economics, political structure and process, the institutions of society, the impact of technology on society, industrial processes, the communications media, and current problems. In the area of the world of work, the recommended prevocational education and a very substantial career guidance curriculum.

Coincidental to the Task Force's preparation of their report, the Newfoundland Department of Education was planning a re-organization of the secondary school to enable the introduction of a twelfth year of study in a senior high

school system that was then offering a junior matriculation culminated by Grade Eleven. That planning has now been completed and the senior high school program resulting in a Grade Twelve was begun in September, 1981, thus making possible graduation from the re-organized program by 1984. However, there was no deliberate attempt initiated to design the senior high school program in accordance with the recommendations of the Task Force.

Nova Scotia

The churches, mainly the Church of England, introduced and operated the first education systems in Nova Scotia. So it was that until 1864 and 1865, when education acts stipulated the right of the legislature to levy taxes for educational purposes, education remained under local jurisdiction and direction. With the Province having assessment rights, education quickly came under more and more direct control of the central government, so much so that by 1955 an education foundation program was introduced combining uniform levy and allocation of funds on the basis of the ability of local districts to underwrite a foundation program (Ministers of Education, 1975, p. 3).

In 1968 the federal Royal Commission on Bilingualism and Biculturalism studied the Nova Scotia school system to assess its success in offering equal educational opportunities to its Acadian population. Dunton and Laurendeau (1968) stated that although bilingual schools did exist in Nova

scotia they were "isolated, neglected, and almost forgotten appendages of the provincial English-language school system" (p. 111).

Another commission reported shortcomings in the curriculum authorized by the Province's Department of Education. In 1974, J.I. Graham, Chairman of Nova Scotia's Royal Commission on Education, Public Services, and Provincial Municipal Relations, reported that his Commission had received widespread and vigorous representations concerning the lack of relevance in the curriculum, conveying a "sense that much of what is taught is a waste of time. There was lively concern that the Canadian and Nova Scotia content in the curriculum be increased, and associated demands that American texts be reduced in number or removed entirely" (p. 38). The Commission concurred; thus, they recommended that the aims of education for Nova Scotia include the following:

To provide in school, programs and activities for students

- (c) to have their curiosity encouraged and to develop knowledge and understanding of themselves, their fellowman, their environment, and the relationship amongst the three (p. 42).

The Commission also stated that as a principle of operation

Schools should be encouraged to treat as subjects for discussion and study issues of consequence and interest to contemporary society and to students ... with honesty and seriousness (p. 42).

In response to the Graham Commission Report, the legislature of Nova Scotia amended the aims of public education to include references to Canadian content and culture-based curriculums. (The aims of education for Nova Scotia are attached as Appendix C.)

Prince Edward Island

W.B. Hamilton (1970) reported:

In spite of its small size, the history of Prince Edward Island has been characterized by protracted turmoil. A partial explanation for this can be found in the recurring conflict over religious and educational issues.... Controversy can still be provoked in Prince Edward Island when educational issues (often inextricably allied with religious issues) come to the fore (p. 118).

The history of immigration to Prince Edward Island records that the early settlers were mainly of Scottish or Irish or English birth. During the second half of the eighteenth century schools were located in private homes in both the Roman Catholic and Protestant Scottish settlements. In 1825, legislation was enacted to stimulate the operation of elementary schools. Another Act, in 1852, created a Board of Education for the Island, with local schools operated by locally-elected Boards of Trustees. However, the spirit of the Act, central control of a public education system, was prevented by sectarian controversy (Hamilton, 1970, pp. 120-121).

The opposition to non-sectarian schools was officially terminated in 1877 with the Public School Act (Hamilton, 1970, p. 125). Fifty years later, in 1931, a separate education department was created, and, in 1972, five large education districts with local school boards were aligned, while the Department of Education was being divided into four divisions, each under a separate director. Under the direction of the Division of Elementary and Secondary Education, Prince Edward Island's pre-tertiary school programs are developed (Love, 1969, p. 72).

In the program of studies for the public school students of the province of Prince Edward Island, entitled A Style for Every Child (1981), is written the goals of education for the Island. These goals state in part:

Schools ... guide students towards
... understanding the nature of our
society, ... appreciating our
Canadian heritage, developing skills
in human relations and participating
in the preservation and development
of the environment (p. i).

Conclusion

Although the different Atlantic provinces became a part of the Canadian Confederacy at different times (Nova Scotia and New Brunswick in 1867; Prince Edward Island, 1873; Newfoundland, 1949) and despite their own independent objectives in education, because of their geographic proximity and roughly similar histories these provinces are very similar in philosophy, stage, and style of

development. Contributing to this similarity was the realization that once the young had completed their schooling they must depart to some other area of Canada or the world if employment complementary to their education was to be secured.

Beginning in the early 1970's, however, there began an improvement in the economy of the Atlantic region. One very direct result of improved employment possibilities was a questioning of the main function of education in the Atlantic region. In recognition of this economic trend, the Ministers of Education for the Atlantic Provinces (1975), in a brief to the OECD in its review of the Canadian education system, stated that because of the improved economic situation the numbers of young people choosing to remain and contribute to maintaining and improving a highly desirable lifestyle were increasing significantly enough to cause a re-examination of the curriculum content for the provinces' elementary, secondary, and post-secondary schools. The Ministers (1975) concluded that if Atlantic area schools were to meet the economic and social challenges, schools had to offer programs broad enough to cover a wide range of individual and community interests and needs, all of which could be done if adequate materials, facilities, and personnel were available to make the programs possible and effective.

The Rationale for the Study

As already delineated, the concern for what schools in Canada teach and should be teaching has been a major focus

for many national, regional, and provincial commissions in the last decade and a half. Amongst them there has been almost unanimous agreement that Canadian Studies should play a very important part in the schools' curriculums. These commissions have advocated the teaching of Canadian Studies to achieve at least three basic objectives: (1) to provide learning materials relevant to the students' environment; (2) to provide a knowledge of a student's heritage, traditions, and customs; and (3) to develop an awareness of modern day issues that affect people's daily lives.

To attempt in part to determine to what extent the Atlantic provinces' schools were offering a curriculum that could meet the three basic objectives of a culture-based curriculum, Paul Robinson, in collaboration with the Dalhousie School of Library Service and the Atlantic Institute of Education, studied the elementary and secondary school programs in the Atlantic provinces. In that study Robinson (1) identified the influential publishers supplying the authorized textbooks; (2) analyzed the financial implications of textbook policies; and (3) assessed the content of the materials. Robinson reported his findings in 1979 in Where Our Survival Lies. In a general statement of one of his findings on the content in the senior high curriculum, he wrote:

In high school, as in the preceding years, there is no guarantee that other than a minority of the students will study their heritage.... Emphasis

in the curriculum and textbooks on understanding Canada's heritage is similarly limited (p. 62).

Robinson (1979) also observed that the number of Canadian authored and published novels on the authorized lists of materials was deceptively impressive because, he claimed, in actual practice "few students will ever see them in their classrooms. The explanation lies in the restrictions of the English curriculum" (p. 62). The Canadian literature courses are designed for "better students" and only a small minority of schools in the various provinces offer Canadian literature courses per se.

Robinson's and Crawford's studies, to this writer's knowledge, are the only published studies within the last 20 years to examine the school curriculums in the Atlantic provinces to determine precisely the extent of Canadian content in the curriculums and textbooks. One of Robinson's major conclusions was that the provincial departments of education could claim accurately that they were making major efforts to infuse their curriculums with relevancy to Canada as a whole and to the Atlantic region (p. 29).

Robinson's report, although detailed and informative re (1) the influential publishers, and (2) the financial implications of textbook policies, was limited in details on the specific contents of the senior high English curriculums in the Atlantic region. This report is directed to that gap.

The Purpose of the Study

The purpose of this study was to examine the contents of the English (language and literature) curriculums of the senior high schools in the Atlantic provinces, to determine which of the materials authorized by the provincial departments of education can be identified as reflecting a local, regional, or national Canadian culture.

The Usefulness of the Study

This study provides an array of different types of information.

All those materials presently authorized (1982-82) for use in the senior high school English programs in the Atlantic provinces will have been identified. Such tabled contents enables a comparison to be made of the similarities and differences in the senior high English programs of four provinces of Canada.

As well, the report identifies what materials are culture-based according to criteria as specified. Such a description not only allows for comparisons to be made among the four Atlantic provinces, but, more importantly, permits a comparison of the quantity of material that is culture-based with the quantity that is non-culture-based. Such information is particularly significant at this point. During the latter part of the 1970's there developed an increased and increasing availability of books, periodicals, and audio-visual resources suitable for inclusion in the

curriculum of the Atlantic provinces. To what extent have the Atlantic region departments of education infused these materials into the senior high English curriculum?

Furthermore, the report reveals what process is utilized by each department of education in the Atlantic provinces in the selection and adoption of materials for inclusion in the provincially authorized senior high school English programs. More particularly, within the information on selection process is included information on the weight the selection criteria place on Canadian orientation and content in materials under consideration for adoption.

The study may also serve the significant purpose of providing sufficient information about the presence of culture-based curriculum materials in the senior high English programs in Atlantic Canada to permit valid commentary on the extent to which these English programs can be expected to achieve the basic objectives of a culture-based curriculum.

Finally, the information as a whole enables the researcher to construct recommendations for the consideration of various agencies in education in the Atlantic provinces responsible for the development of culture-based English curriculum and other necessary supportive structures.

Limitations of the Study

The results of this study can probably have no generalizability. The investigation was limited to one area of the curriculum, senior high school English, in one region

of Canada, the Atlantic provinces. In consequence, all findings and conclusions are applicable only to the area described at the time of the investigation.

The investigation also recognizes that a department of education's authorized list of materials does not, by itself, accurately or comprehensively describe the content of any particular English course or program. What is taught or exposed in any course is determined in some measure by the teacher of the course. In an English course this is probably more so than in any other course. The content of an English course is further restricted or expanded by the students' abilities. What is covered in one English course, for example, English 2001, in one classroom or school, may not be exactly what is taught in English 2001 in another classroom or school. Any attempt to describe the contents of an English course is further affected by the relative affluence of a particular school. What often happens is that provincially prescribed or authorized materials are not utilized because the school or students cannot afford to purchase them. In those cases some other previously purchased or formed authorized material is used. In contrast, there are schools with affluent students or with generous budgets that permit the use of supplementary or substitute materials. A further variable affecting the content of a course is the ability or practice of a school or staff to use visiting resource people to add dimensionality to a course, or to arrange field trips to complement and/or supplement the contents of a course. With all these variables

influencing the content of an English course or an English program, it would be presumptuous to assume that a complete description of a provincially authorized list of instructional materials is a comprehensive and accurate description of the English programs throughout the province.

What the authorized list may be able to do, though, is reveal the degree and extent to which a department of education is enabling a program to accomplish a set of goals and objectives. It is within that limitation that this study's findings can probably be validly interpreted.

Definition of Terms

For the purposes of this study the following definitions apply.

Authorized List

The term refers strictly to the textbooks and other instructional materials officially approved by a provincial department of education.

Canadianized

The term is used as a describer of books, films, and artifacts that have been revised or edited to include, where appropriate, references to Canadian persons, places, and things.

Canadian Orientation

The phrase is employed to refer to books, films, and such that reflect either a Canadian point of view or communicate their message(s) in a Canadian context.

Canadian Studies

This term refers to units, or courses of study, that afford opportunities for students to learn about the diversity of Canada, which facilitate inquiry into the advantages shared by Canadians, and which expose those issues which are of particular concern to Canadians.

Core Curriculum

The term denotes a set of learning experiences which all students must undergo at a prescribed level.

Culture-Based

This descriptor is used in connection with communications media that have explicit or implicit content and/or context reflecting a particular culture or cultures.

Culture

The term is used in its generally accepted sense to include a wide range of human phenomena particular to a community: material achievements; norms, beliefs, and feelings; standards, manners, and morals; and methods and manners of expression.

English Program

The phrase covers all the various courses and instructional materials that a school offers under the generic term "English".

Ethnic Studies

These are units or courses that deal with the formation, organization, and development of cultural groups of people and their impact on the society of which they are a part.

Local Materials

These are books that reflect the culture of a particular geographic area and that can be identified as such by their contents or orientation.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature presented below deals with the following topics: (1) culture and education; (2) culture and curriculum; and, (3) Canadian culture and the necessity and desirability of a common Canadian core curriculum.

Culture and Education

Campbell (1952) theorized that formal education originated when the sum total of human knowledge and culture became so great that parents and tribal or community leaders were no longer capable of transmitting it all to the young (Campbell, 1952, p. 22). Campbell's theory was based upon a definition of culture that E.B. Tylor framed in 1871:

Culture ... is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other habits acquired by man as a member of society (White, 1972, p. 3).

Tylor's definition, which reserves culture as a unique attribute of mankind, has found consensual acceptance amongst anthropologists and educators. It was also upon Tylor's concept of culture as a complex that Taba (1962) build an explication of culture that permitted her to explore and explain the relationship between culture and education and the role of education as a transmitter and interpreter of culture. Taba (1962) stated that culture as a concept

denoted a complex in which all the components formed a pattern. The complex was to be understood as comprised of many phenomena peculiar to man, some of which included architecture and technology, beliefs and superstitions, modes, morals, manners and standards, behavior and expectations. Having defined the content of the concept Taba then explained how man acquires culture:

It is something man acquires by living in a society: He learns culture in his relationships to other persons, by interaction and imitation (p. 49).

Taba (1962) pointed out, however, that people do not automatically absorb all those aspects of their society's culture they need to function in that society; therefore, schools, as the "arm instituted by society for the education of the young" (p. 25), must frame their aims and objectives within the context of the society they are established to serve. Brameld (1957) posited the same position when he wrote:

It is from the stuff of culture that education is directly created and that gives to education not only its own tools and materials but its reason for existing at all (p. 3).

In the transmission of culture, school is but one of the many agents involved. To account for the uniqueness of the school's role in the transmitting of culture, Taba (1962) distinguished between what she called "cultural learning" and "the learning of culture". Cultural learning, she explained, is the process whereby a member of a society learns beliefs, morals, and standards, in many cases being

unaware that he is incorporating these aspects of the culture. Learning about culture, however, is primarily a conscious act in a formal, educational setting. In this process an individual learns why: why he is what he is, and how he is different from individuals in other cultures or subcultures (p. 56).

Brameld (1957) said that it was impossible to speak of education and culture without "reflecting on the place of the school within that conjunction" (p. 48). He cogently argued that the goals and aspirations of a culture should be reflected in a school's programs and practices. "Cultural transmission may not be the only function of education, but it certainly is its primary, major function" (p. 150). Another American, Kimball (1974), articulated the same view of education when he wrote:

The communities of mankind have, throughout time, possessed in common the need to transmit their cultural heritage to each oncoming generation.... There are significant differences among cultures in the methods used to instruct the young.... The Western tradition ... links significant learning with formal instruction (p. 7).

Although theorists such as Campbell (1952), Taba (1962), and Braham (1970) state that the transmission and preservation of a society's culture is the primary function of education, they do not limit its function solely to a transmission of culture. Taba (1962), for instance, saw education as acting as an interpreter of culture to the young. Taba concluded from her concept of culture that the

process of education must involve the training of the young in the culture's essential values and loyalties. Battle (1969) agreed with Taba on this interpretive function of education. He posited that one of the major aims of education is to help the individual in society to understand himself and other members of society. He explained:

He develops attitudes and forms values in response to his culture and seldom realizes where these attitudes and values originate.... It is only when man studies his culture that he can realize that his attitudes and values are not always original with him (p. 12).

Battle believed that not only does education within cultural context have interpretive power, but it also makes education relevant to the student:

Human beings usually get their genuine desires and purposes from the concrete situations in their environment.... It is not the stated goals that make the difference with the pupils but the actual way in which intellectual, artistic, and moral accomplishments are honored within the school and within the total culture (p. 25).

Taba (1962), who had much to say about education and culture, felt that critical intelligence and a scientific attitude can be cultivated by an education program when the 'subject matter' (the inverted commas are Taba's) of that program is significant to "the ongoing experience and concern of the culture, and that experience is used as the key for giving meaning to knowledge" (p. 25).

In functioning as a transmitter and/or interpreter of the culture, education is performing a social function, a concept that the American educators Horace Mann and John

dewey articulated so well and spread so far. Within this concept of social function, education is perceived to be operating in a cultural setting of a given society, moulding the young to fit into and contribute to the continuance and improvement of that society. With the pervasive and rapid change induced by twentieth century technology into modern society and western culture, several theorists (Kimball, 1974; Roberts, 1976; Taba, 1962) have commented that education must play a constructive role in that change. Kimball (1974) stated that education could best serve a society "in a state of continuous emergence" (p. 9) only if it selected segments of a cultural heritage because it no longer can deal with all the technical and intellectual knowledge. In assigning an education system the responsibility to screen and select, Kimball relegated to schools a screening function within a cultural context, which an education system can do only if it is able to adapt itself to "the rapid change in the community and its culture" (Roberts, 1976, p. 3).

Education and culture, then, according to the theorizing of Brameld (1957), Braham (1970), and Kimball (1974), is a conjunction of creator and created, where education is the "handmaiden of culture" (Braham, 1970, p. 148), acting as a preserver, transmitter, and interpreter of culture, while adapting its aims and objectives to reflect the changing culture of a rapidly changing society. Walter Goldschmidt expressed the relationship in this way:

Education, in sum, is the process by which both the obvious aspects of culture and its hidden minutiae are transmitted from one generation to another and passed on through time. It is partly a conscious and deliberate process, partly automatic or unconscious, both on the part of the teacher and the pupil. Education does not cause or create culture, for it is itself a part of culture: Cultural patterns set the attitudes of education and training. Yet, insofar as each of us is a piece of our own culture, the educational process to which we have been subjected has created that part in us (Shinn, 1972, p. 364).

Culture and Curriculum

In literate societies instruction in group ways become partly a specialized function. An institution--the school--is created. A sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways and acting. This set of experiences is referred to as the curriculum (Reynolds and Skilbeck, 1976, p. 5).

Dmetrichuck (1979), an Albertan educator, defined curriculum very similarly but more particularly than the Britishers Reynolds and Skilbeck when he wrote:

The curriculum is an agent whereby children learn to live in and cope with the culture and environment of the society in which they live (p. 4).

Stenhouse (1967), another British educator and curriculum theorist, also conceptualized curriculum as a set of experiences selected from culture, experiences which enables pupils to learn, to discover, and to "come to terms with culture, and ... learn to think independently within culture" (p. 57).

Zais, an American educator, stated what he felt is a truism: schools exist in the context of culture and it is the culture that influences mightily the nature and organization of curriculum objectives, content, and learning activities (p. 156). Zais (1976) also contended that the educator who best understands how culture shapes ideas makes the best curriculum designer.

Reynolds and Skilbeck (1976) too maintained that the design of curriculum must result from questioning how the selecting and structuring of experiences in school can best reflect and shape the culture of the community and the country (p. 5). For Reynolds and Skilbeck (1976), Stenhouse (1967), Zais (1976), in their view of curriculum design and development, the school has to be affected by the 'curriculum' offered the pupils outside of the school walls, by parents, peer groups, community groups, the environment, and the mass media et alia. For them, curriculum has to be seen as a selection of culture.

Arguing for curriculum experiences selected from culture, Reynolds and Skilbeck (1976) gave examples of the kinds of experiences that need to be included in a school's curriculum.

Schools ought surely to think about the case for drawing upon forms and funds of experience which are well developed in society but excluded from school curricula. Skills in interpersonal relations and moral sensitivity, understanding of work culture and economic forces, political wisdom, are only three untapped reservoirs of experience of great significance in our wider culture (p. 18).

Reynolds and Skilbeck were among a group of late twentieth-century British curriculum theorists and designers that included Professor G. Bantock and Denis Lawton, who have written cogently on the extent to which culture and subculture should be reflected in the process of curriculum planning. Bantock (1969) was especially critical of the nineteenth and twentieth century education systems in Britain for not linking their curriculums to most children's backgrounds, resulting, he claimed, in students perceiving the subject matter taught in schools to be irrelevant to their daily lives and future. J. Katz, a British Columbia educator, was claiming likewise when he wrote in 1970:

Much of what is taught in our schools lacks meaning and significance for many of our students precisely because what is taught is torn out of its human context, its culture, that which gives it value (p. 47).

Bantock stated that this distinction causes at least two major educational problems. The first is the need to identify those aspects of culture that are common to nearly all children and which, therefore, should be reflected in a core curriculum. The second need is to determine the extent to which a society's subcultures should be reflected in the school curriculum. In Bantock's view culture is sharply divided into two kinds: what he called "elite culture" and "mass culture". From his analysis of these two distinctively different cultures, Bantock (1968) recommended two kinds of curriculum: a highly cultured curriculum for a small,

academically-inclined minority and a totally different "non-literary" curriculum for the large majority. For the vast majority the curriculum would be related to practical common life, to the concrete and specific rather than the abstract, to aspects of television, film, and the popular press, to the education of the emotions, and to the preparation for leisure.

Bantock's thesis was sharply attacked by Lawton (1975) who described it as "weak and controversial" (p. 14). Lawton's theory on curriculum development rests on two premises: (1) that education is concerned with the transmission of culture to the next generation; and (2) that curriculum planning is concerned with the selection of knowledge for transmission. Adopting a cultural view of knowledge that sees knowledge as the accumulation of many generations' interactions with the physical environment, Lawton (1975) maintained that education is largely concerned with those aspects of culture referred to as "knowledge". As Bruner (1966) did, Lawton (1975) theorized that knowledge could be subdivided into disciplines. Curriculum planning, therefore, could best be done on the basis of the structure of the disciplines. Lawton clearly pointed out, though, that he was arguing for curriculum planning in terms of disciplines, but he was not advocating a discipline-centered curriculum.

A curriculum planned on a discipline basis, insuring adequate coverage of, and balance among, six disciplines,

and one inter-disciplinary unit--mathematics, the physical and biological sciences, humanities and social sciences, the expressive and creative arts, moral education, and inter-disciplinary work--would be, what Lawton (1975) termed, "a common culture curriculum" (p. 89). The essential advantage of such a curriculum, he argued, is that "every pupil (could) reach a minimum level of understanding and experience in each of the five areas" (p. 89) and beyond the basic level, choice would be appropriate.

More than a decade previous to Lawton (1975), Raymond Williams, a British historian and sociologist, analyzed the cultural change that took place in England from 1780 to 1960, from which analysis he showed that educational change in England had not kept pace with cultural change. In consequence, the curriculums in British schools were outmoded, and, in many instances, irrelevant (Lawton, 1975), p. 25). From his historical analysis Williams also stated that any education system has three major aims: (a) to transmit commonly accepted values and beliefs; (b) to teach the general knowledge and attitudes needed by an educated person; and (c) to develop particular skills by which an individual could make a living (Lawton, 1975, p. 23). Williams (1961) speculated that an education system could achieve these aims if its curriculum offered every child: (a) extensive practice in English and mathematics; (b) general knowledge of himself and his environment; (c) history and criticism of literature and the visual and performing arts; (d) extensive practice in democratic

procedures such as meetings, negotiations and in the use of libraries, and all other sources of information, opinion, and influence; and (e) an introduction to at least one other culture.

Williams (1961), Bantock (1969), and Lawton (1975) all agreed that the transmission of culture is the basis of education. But whereas Bantock, in theorizing that there are two distinct and separate cultures in England, elitist and mass, argued for a different curriculum for each cultural group, Williams and Lawton presented a curriculum plan that would provide a common core curriculum for all, with options available for all beyond the completion of the core. In spite of this basic difference, all three theories were attempts to solve the crucial issue of what must be the orientation and content of the curriculum in an education system that is expected to serve the needs of a multi-cultural society. Their curriculum theories have many implications for the content and orientation of a core curriculum for a culturally diverse nation such as Canada.

Canadian Culture and a Common Canadian Core Curriculum

In the past decade there has been a revival of interest in many countries, including Canada, in the concept of a core curriculum. Many provinces, including British Columbia, Alberta, Ontario, and Newfoundland, have adopted such a system for their senior high schools (Crocker and

Riggs, 1979, p. 108). Crocker and Riggs attributed this renewed interest to the general dissatisfaction of the general public with the quality of school programs which has sparked departments of education to attempt to define what level of development is expected of an individual when he has completed secondary school (p. 108).

Canada, however, unlike many developed nations, does not have a national policy of education, a national office of education, or a national curriculum. The reasons for those realities are many. Stamp (1971) listed five: (a) the aims of schooling as established in the latter half of the nineteenth century; (b) Section 93 of the British North America Act (or substitution in lieu of) that placed education in the exclusive domain of provincial legislation; (c) the lateness of Canada's nation status--the Statute of Westminster, 1931; (d) the influence of the United States on Canadian culture and identity; and (e) the existence of both the French and English "nations" in Canada. The results of these historical realities Stamp related in 1971:

It seems perfectly clear that in the past 150 years Canadian schools have not been able to foster a sense of national awareness and national identity.... Political and cultural pressures at work in Canadian society at large have simply not allowed schools in Canada to play the same role they have in other countries (pp. 140-141).

Although all five factors identified by Stamp (1971) are major obstacles to the development of a national Canadian curriculum, it has been the principle of Section 93 of the

British North America Act that has been the master compass controlling the directions of education and curriculum since 1867. Periodically, though, the issue of a core curriculum across Canada becomes a topic of national debate engaged in by departments of education, teacher organizations, school trustees, and the federal Council of Ministers of Education. Whenever the federal Council of Ministers have discussed Canadian core curriculum, they have argued that core courses are needed in English and French, science and mathematics, and history and geography, because such a core would facilitate province-to-province transfer of students and provide an expanded market for textbooks published in Canada, with Canadian orientation and content. Although recording advantages of a Canadian core curriculum, the Council of Ministers have never come out in support of instituting such a system (Alberta Teachers' Association, 1979, p. 6). On the other hand, other groups (the Alberta Teachers' Association, 1979; the Saskatchewan Teachers' Federation, 1979) have published policy statements expressing their opposition to a common Canadian core curriculum. The Alberta Teachers' Association's policy is typical.

The Association accepts the principle that public education is a provincial responsibility and believes that this responsibility in curriculum is best served by a higher level of delegation to the local level. It also believes that this responsibility ought not to be passed on to some national authority (Alberta Teachers' Association, 1979, p. 6).

The Alberta Teachers' Association were very skeptical of the ability of a curriculum to satisfy all the needs at the personal, community, provincial, national, and international levels, and wary of the possibility that a national curriculum might diminish the ability of the teacher to influence curriculum development.

Using some of the arguments of the Alberta Teachers' Association but for the contrary purpose of supporting the development of a national core curriculum, Peter McCreath told the Alberta Teachers' Association's convention in 1979 that the solution to the many problems faced by Canadians had to be found by bureaucrats and by teachers. The bureaucrats had to develop a national curriculum; teachers had to examine critically all materials to see if they met the needs of Canadian students (Dmetrichuk, 1979, p. 4). Gagnon (1970) sought acceptance of the same role for teachers. Based upon his belief that Canadian students were leaving school (a situation he describes as "a fact to be deplored"), Gagnon stated:

As the community is incapable of assuming this task and the family clearly unable to play the role which should fall to it, it is through school and the mass media that young Canadians must get to know their country (p. 2).

That the school through its curriculum had a pre-dominant function in helping all students all across Canada to develop a sense of Canadian identity was the conclusion reached by the 19th Annual Conference of the Ontario Association for Curriculum Development, whose theme for

that 1970 conference was "Curriculum for a Canadian Identity" (Dubois, 1970, p. 26). The conference was a major, in-depth examination of problems besetting Canadian schools in the development in students of a consciousness of a national identity, and of the practical, day-to-day problems of achieving such a goal. The conference felt that there was a lack of textbooks and lesson materials about Canada and Canadians prepared by Canadians. The lack of a guaranteed nationwide market for educational materials was making Canadian publishers reluctant to develop and publish such textbooks and lesson materials. To help overcome these deficiencies, such federal agencies as the Canadian Broadcasting Corporation and the National Film Board had to become more aggressive in the production of suitable materials for a Canadian curriculum. Dubois (1970) also recorded that the conference expressed the need for a special emphasis to be utilized in the preparation of anthologies of Canadian literature and Canadian art (pp. 69-70).

J. Katz, the Chairman of the Department of Curriculum, Faculty of Education, the University of British Columbia, in 1974 echoed Gagnon's (1970) estimation that Canadian schools have not been imparting to the student the knowledge, the skills, the interests, and the attitudes "that go to make him a good citizen of his community, his country, and the world" (p. 43). He stated that the curriculum had failed to provide the kinds of studies that would have enabled students to appreciate the values that have shaped Canadian

societies (p. 44). To remove these inadequacies Katz proposed the development of a curriculum that would bring a rich cultural climate to the school, a climate that would stimulate and motivate the learning of languages, foster appreciation of many different cultures, and inject meaning and relevance into the study of history and literature (p. 45).

The claim that the lack of a clear definition of Canadian Studies had created problems for Canadian education was made by Love (1974). He felt that the lack of a common Canadian core curriculum has caused a lack of continuity within and between education systems, both provincially and nationally. He called for the articulation of an overall concept of Canadian Studies which would "provide guidance for programming and which would be based on the best available perception of the needs and interests of all those involved in the education system" (p. 7).

A most trenchant expression of the role of common core curriculum was Reynolds' and Skilbeck's (1976) Culture and the Classroom, which presented the view that such a curriculum when properly structured in terms of broad social problems around themes of social living would develop intellectual and social skills needed to resolve broad cultural problems. Reynolds and Skilbeck stated that the most important reason for developing a common core curriculum derives from the need and desirability for all members of a society to share certain values and experiences. Contrary

to the arguments of the Alberta Teachers' Association against a national core curriculum, Reynolds and Skilbeck wrote:

This emphasis on shared or common culture does not in any way limit individuality in the pursuit of specialist interests and minority concerns.... For example, ... a common core curriculum may refer to local, regional, national, and world levels of culture. All have their place at some stage in the child's development, but if a systematic approach is not adopted, one or another ... tends to predominate. Thus a cultural approach to the curriculum encourages a more comprehensive and thorough-going analysis of the level and type of cultural experience which is to be given prominence at any particular stage of schooling. This is not the kind of decision that ought to be taken at the local level, but should be worked out at the level of the whole system providing a policy framework within which schools can make their own arrangements for their own individual pupils (p. 118).

Lawton (1975) also considered the desirability of a common core curriculum, and concluded that the purpose of such a structure is not that pupils would receive the same from the curriculum but that all would proceed from a common base. He cautioned, however, that there had to be a wide variety of methods and materials for the basic topics, and that the core had to be carefully planned and prepared.

What a national core curriculum should consist of has not been a neglected area for consideration by Canadian educators. The Annual Conference of the Ontario Association for Curriculum Development, 1970 (referred to earlier), recommended that there should be basic texts throughout

Canada in areas such as music, art, literature, history, and geography, and that provincial authorities throughout Canada should be encouraged to develop core programs in these areas.

Robinson (1976), in a wider perspective, wrote that the Canadian curriculum would contain meaning for Canadian students, parents, and society when it recognized, and were responsive to, the social imperatives of ethnic diversity, bilingualism, regional variation and disparity. These, he reasoned, must be the determinants of a Canadian core curriculum. Robinson stated that the curriculum should have three interrelated parts from kindergarten to high school graduation, with each part centered around its own theme. The primary-elementary curriculum should be developed within the context of "communications". The junior high curriculum should be "environment" centered. The senior high school curriculum should be "economics" centered and include the following topics: (1) eradication of the myth of a Canadian economy; (2) analyses of Canadian development; (3) a study of the gradual evolution of the Canadian economic-political theories; (4) current events; (5) exploration of regional diversity and disparity; (6) examination of the intermingling in Canadian society of religious fervour, economics, and politics; and (7) study of the economics of international relations (p. 4).

Robinson's curriculum propositions are unique. Although other educators (Katz, 1974; Love, 1974; Dubois, 1970; Gagnon, 1970) agreed on the major themes that should

comprise a Canadian core curriculum, none proposed such a structure. Korchuk (1974), for instance, wrote of the desirability of a Canadian curriculum reflecting the multicultural nature of Canadian society. Such a curriculum would have three major objectives:

- 1) To identify those common threads in the various cultures such as music, art, language, and history.
- 2) To teach a balanced view between loyalty to the country and identity with an ethnic group.
- 3) To teach the common elements that make up a Canadian identity.

This can only occur, said Korchuk, in a school that is a microcosm of the community, "a model of the society in which people live" (p. 45).

Matthews (1974), although concerned as well about a Canadian curriculum, was deeply concerned about the lack of emphasis being given to Canadian literature in such senior high schools as had been surveyed by Crawford (referred to earlier). Matthews eloquently stated a case for Canadian literature to be studied, first and foremost, in Canadian schools.

If we want to face squarely who we are and what the human condition is, we must do it through particularities with which we are familiar, particulars, in fact, which define us uniquely. Every community asks the questions differently, from a different point of view, in different accents, with different variables of time and place that cannot be matched in any other community.... All the

terms of a particular community form its imagination and, therefore, its literature (p. 136).

Matthew's theme, the distinctiveness of Canada and Canadian, is a basis upon which all of the curriculum and educational theorists have found common ground. And it is the argument that whilst this distinctiveness is obvious, there is nothing in the curriculum in Canadian schools that is distinctive (Anderson et al., 1981, p. 86). For that reason, Anderson stated that he believed things could be better and that the development of a curriculum suitable to Canadians is needed if educational and social change is to occur. What is needed are curriculums that would help to create a sense of national, regional, and local identity, a point articulated by Reynolds and Skilbeck in their rationale for common core curriculums, local, regional, national, and international.

Summary

The literature relative to culture-based curriculums permits valuable analysis when categorized under the specific topics of culture and education, culture and curriculum, and under national core curriculum, its desirability and advantages.

Many writers (Campbell, 1952; Brameld, 1957; Taba, 1967; Kimball, 1974) stated that the primary role of education has always been, and continues to be, the transmission to the young of an awareness and understanding of their culture.

However, none limited the function of education solely to the transmission of culture. Taba (1962), for instance, said that education should interpret culture to the young, and through a culture-based curriculum develop in the young a critical intelligence and a scientific attitude. Battle (1969) wrote that only a culture-based curriculum has any relevance to a child, and only through such a curriculum could an individual develop an understanding of himself. Another major role selected for education by the theorists Taba (1972), Kimball, (1974), and Roberts (1976) is that of helping individuals to adapt to change in a rapidly developing technological and industrial society.

Referring to the specific relationship between culture and curriculum, there seems to be general agreement amongst curriculum theorists, educators, and anthropologists that a school's curriculum can be relevant and meaningful only if the set of activities and experiences selected to make up the curriculum is carefully planned and chosen from the culture of the students. Williams (1961), Stenhouse (1967), Bantock (1969), Katz (1970), Lawton (1975), Reynolds and Skilbeck (1976), and Zais (1976) have written extensively on culture-based curriculums, supporting each other's proposition that a society's culture is the basis and the source of an education system's curriculum. However, what particular set of experiences should be chosen did not find consensual or majority agreement amongst these theorists.

Reynolds and Skilbeck (1976) argued for skills in interpersonal relations, moral sensitivity, and understanding of work cultures to be a basic part of a school's curriculum. Bantock (1969) argued for two types of curriculum based on two distinct types of cultures: the elite culture and the mass culture. Lawton (1975) theorized that a culture-based curriculum ought to be planned on a discipline basis, with a core curriculum and options allowing students, when able, to develop greater depth and scope in these disciplines. Williams (1961) proposed a culture-based core curriculum consisting of English and mathematics, environmental studies, history and literature, the visual and performing arts, democratic procedures and processes, and the modern mass media.

A component prominent in propositions for culture-based curriculums is a common core curriculum. A review of the literature of the 1970's reveals a nationwide revival in interest in common core curriculums at all levels, local, provincial, national, and international; furthermore, several Canadian provinces have adopted provincial core curriculums. Nevertheless, Canada, not having the federal legislative control over education as exists in so many other developed nations, has no national core curriculum.

The concept of a Canadian core curriculum has been opposed by the Alberta Teachers' Association (1979) and the Saskatchewan Teachers' Federation (1979). They argue that

it would place educational control under federal jurisdiction and reduce teacher and school board influence on curriculum content, but the concept has found advocacy in the writings of Katz (1974), Korchuk (1974), Matthews (1974), Robinson (1976), and McCreath (1979), all of whom made particular and/or general suggestions for the content and structure of such a national core curriculum.

On a more general level, Reynolds and Skilbeck (1976) and Lawton (1975) have argued the aims, objectives, and merits of core curriculums, positing that a national core curriculum is necessary and desirable and in no negative way delimits a significant provincial and local input into curriculum development and content.

CHAPTER III

DESIGN OF THE STUDY

A Synopsis of the Problem

The problem for this study was to assess culture-based materials in the senior high school English programs in the Atlantic provinces. The objective was to examine the materials authorized for use in the senior high school English programs by each Atlantic province's department of education, to assess the Canadian orientation and content of the materials, and to arrive at conclusions relative to the extent to which these programs could provide students with an awareness of their historical and cultural heritage.

Selection of the Sample

The sample of the study consisted of three hundred and eighty-nine textbooks, authorized by the Atlantic Provinces' Department of Education for use in their respective senior high school English programs.

The Atlantic area was selected because: (a) the four provinces are very similar in their philosophies of education and in their stage and style of development; (b) these provinces have highly visible and distinct cultures which one would expect to be reflected in their school curriculums; (c) they have education systems that have relatively small budgets and student populations;

(d) each province offers a basic foundations program in its secondary schools; and (e) each province's Department of Education prescribes the curriculum for the province and then purchases and distributes the textbooks for all the prescribed programs.

With the Atlantic region as the geographical base of the study, the researcher then selected the senior high English program as his sample because: (a) every Department of Education in Atlantic Canada makes English compulsory in the senior high school program; (b) each province places very similar weight on the English component as a compulsory credit; (c) the English language and literature component is a major one in the amount of instructional time allocated to it; and (d) occupying so much of the students' time, English curriculum materials can have a considerable influence on their attitudes, perceptions, values, and knowledge.

With these positive characteristics, the area of senior high school English promised to be an excellent sample; the Atlantic region, based on considerations of size, measurability, and commonality, strongly suggested itself as an excellent location for the study.

The Source and Collection of the Data

To guide the collection of data to insure that the information garnered might all contribute to achieving the purpose of the study, nine specific questions were framed. The nine questions were:

1. For the 1981-82 academic year, what instructional materials for senior high school English programs were available from the Atlantic provinces' book supplies depots?

2. Of all the English curriculum materials available from the four Atlantic book bureaus, how many were common to all four Atlantic provinces? How many were common to any three Atlantic provinces?

3. Of all the materials examined, how many were published by Canadian publishers?

4. How many of the materials examined had a recognizable Canadian orientation?

5. For all those materials measured, what proportion of their content was Canadian?

6. Were there certain areas within the English programs that were quantifiably weighted with culture-based materials?

7. How many of the materials examined were local materials?

8. How many Canadian literature courses were offered in each Atlantic province and at what levels?

9. a) Did each department of education in the Atlantic region have a stipulated textbook selection policy?

b) If so, did the policy state a preference for textbooks authored by Canadians and contributing, where possible, to developing a knowledge of Canadian, regional, and local culture?

The data required to answer question one were contained in the 1981-82 programs of studies or in authorized lists of instructional materials, as published by the provinces' departments of education. Having secured these, the investigator lifted the sections containing the prescribed materials for the senior high school English programs. (The sections are attached as Appendices D, E, F, and G.) From each section the author listed, along with its author (or editor) and publisher, each book or kit on data sheet(s) that were categorized according to either genre of literature or instructional use. The materials fell into either one of six categories according to genre or one of four categories according to instructional use.

<u>Genre</u>	<u>Instructional Use</u>
Anthologies	Language Study Materials
Drama	Reading and Film Study
Mythology/Folktales	Teacher and Classroom References
Novels and Non-Fiction	Theatre Arts
Short Stories	
Poetry	

The purpose of categorizing the materials as such was to make possible, when all the data had been collected, the determination of what areas, if any, of the English programs were most heavily weighted with respect to Canadian orientation and content. For example, would the Novels and Non-Fiction section be heavily occupied with the works of Canadian writers, whilst the Drama section would not be?

The next step was identifying the publishers as Canadian or non-Canadian. The identifications were based on the Fulford (1972) list and the Robinson (1979) List of Canadian Publishers (attached as Appendix H). The Fulford-Robinson list is an unambiguous one: it provides a strict yardstick by which to label the nationality of a publishing house as Canadian or non-Canadian. Although this investigator recognized that many foreign-owned publishing firms in Canada, such as Doubleday (Canada) limited and Ginn and Company, carry on an active program in soliciting and publishing Canadian writings, he wished to employ a strict, clear standard by which to identify a publisher as Canadian or non-Canadian. The Fulford (1972) statement that a Canadian firm is one that is Canadian owned provided that standard.

Having labeled the materials according to their origin of publication, the investigator then assessed them for their Canadian orientation, defined as the reflection by a book of a Canadian point of view, or communication within a Canadian context. In most cases, whether the point of view was Canadian or non-Canadian was determined readily. Novels, short stories, and plays with Canadian settings common to some or all Canadians were easily labeled as having a Canadian orientation. It was more difficult, and, therefore, more time consuming to assess the orientation of certain Language Study texts. However, when most of a book's references were to Canadian persons, or places, or things,

or when the majority of its quotations were taken from Canadian magazines or other publications, or especially when its photographs, drawings, or cartoons were depicting Canadian scenes, the researcher identified the material as having a Canadian orientation. In a few samples, less than 30, texts under examination had no identifiable national or ethnic orientation. These are described as having a non-Canadian orientation, and labeled as culture-free materials. Scene Design and Stage Lighting by Parker and Smith, Golden Ages of the Theatre by Macgowan, Elements of Style and Roget's Pocket Thesaurus are examples of such culture-free materials.

The third variable of assessment was Canadian content. This measurement lent itself naturally to anthologies, whether of separate genre, such as poetry and short stories, or of the same genre, such as the story or poetry. For such materials the investigator simply noted the percentage of pages containing Canadian-authored selections and recorded the proportion of content under four categories: 0%; less than 20%; between 20% and 40%; between 40% and 60%; and greater than 60%. These intervals offered as precise an estimate of content proportions in such anthologies as was necessary and appropriate for the present study.

The assessment of Canadian content was easily completed for the genre category of Novels and Non-Fiction. The researcher assessed all novels and non-fiction authored by Canadian writers as greater than 60% Canadian content. Using such criterion, novels, such as Who Has Seen the Wind by W.

O. Mitchell, White Eskimo by Harold Horwood, A Jest of God by Margaret Laurence, and Swamp Angel by Ethel Wilson, were graded as having greater than 60% Canadian content, and in these particular cases, and, as one would expect, in practically every instance of Canadian-authored novels, the content was assessable at 100% Canadian. And, contrarily, novels such as The Old Man and the Sea by Ernest Hemmingway and The Pearl by John Steinbeck were categorized, using the criterion of Canadian authorship, at 0% Canadian content. For novels and non-fiction, and for anthologies, Canadian content was easily assessable. The investigator, however, had expected problems in the assessment of Canadian content in the novels, short stories, plays, essays, and non-fiction authored by Canadians but with no recognizable Canadian orientation, point of reference, or context. However, no such difficulty was encountered. All such Canadian-authored materials were completely reflective of a Canadian setting or context.

As was anticipated, though, certain materials in use were not, by their nature, susceptible to an assessment for Canadian content. Such materials fell under either the Language Study Materials category or the Teacher and Classroom References category. That did not mean that all the materials in those categories were not measurable in their Canadian content. Incentive, Voice, and Writer's Workshop in the Language Study category, for example, were assessable as to a percentage of Canadian content. Other texts, such

as Spelling Across the Curriculum, The Elements of Style, and Business English and Communication in Language Study Materials, and Roget's Thesaurus, World Almanac and Book of Facts, and Handbook to Literature in Teacher and Classroom References were culture-free. In such instances, the author, being consistent with the action taken in the Canadian Orientation category, reported such materials as containing 0% Canadian.

Using the above approaches, the author collected the data necessary to answer the first seven of the nine specific questions set to guide the investigation. The answers to question eight on the availability of Canadian literature courses were also contained in the provincial programs of studies, where the courses and their contents were described.

Seeking information to answer question nine (i.e., the selection policies of the various departments of education), the author wrote the respective departments of education asking each to forward a copy of its textbook selection policy and inviting each to comment freely on any aspect of the policy. A copy of those letters and their respective responses is contained herein as Appendix I.

In the collection of data, the investigator encountered a difficulty with completing the Newfoundland component of the study. As stated in Chapter I, in September, 1981, the Newfoundland Department of Education commenced the introduction of a re-organized high school program that would produce the

first graduates with a Grade Twelve in June, 1984. At the date of writing, some of the English courses for the re-organized high school curriculum had not been designed, though listed by name in the Course Descriptions, attached as Appendix J. This study includes, then, just those materials in use in Grades Ten and Eleven in Newfoundland for the year 1981-82.

As well, the author was unable to locate for examination all of the materials listed by each department of education. Those materials not examined are listed as Appendix K. Unable to examine and assess those items, the author removed them from the sample. The number of materials removed, because they were so few, could not have invalidated the results. For the entire Atlantic region the author examined 94.41% of the materials. The smallest percentage examined was in New Brunswick and Prince Edward Island--94%. The highest number was in Newfoundland--98.5%. For Nova Scotia 96% of the materials were examined.

The Treatment of the Data

The collected data were tabled to permit an efficient extraction of answers to the first seven questions (see page 74) formulated to guide the collection and analysis of information. The tables were constructed by the author to make possible a listing of each provincially authorized and distributed text or other material according to: (1) genre or instructional use; (2) province(s) in which the text is

in use; (3) the author or editor(s); (4) the publisher; (5) whether the publishing firm is Canadian owned; (6) whether the material has a Canadian orientation; and (7) what proportion of the content is Canadian. Table 1 demonstrates how the information was compiled. In this example short story anthologies are analyzed.

When all the materials had been examined, assessed, and categorized, analysis of the data was possible.

Table 1

A Data Tabulation Sheet
Type: Short Story Anthologies

Provinces				Publisher	Orientation					Canadian Content				
N.B.	N.F.L.D.	N.S.	P.E.I.		Can.	Non-Can	Can	Non-Can		0%	20%	40%	60%	60%
X		X		Tigers of the Snow	Nelson	X	X							X
		X		Best Canadian Short Stories	Del	X	X							X
		X		Canadian Stories....	Macmillan	X		X						X
		X		Untravelled Worlds	Macmillan	X		X	X					
		X		Sixteen by Twelve	MHR	X	X							X
X		X		A Book of Canadian....	MHR	X	X							X
		X		Morley Callaghan's	Macmillan	X		X						X
		X		A Book of Canadian Short Stories Bk. 2	OUP	X	X							X

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter provides a breakdown and an analysis of the collected data, tabulated to allow a determination of the extent to which culture-based materials are utilized in the Atlantic provinces' senior high school English programs. The study restricted itself to an examination of provincially distributed materials. The analysis was aimed at determining which of these provincially authorized materials were Canadian oriented, and which incorporated Canadian content. The traditional arguments posited in favour of such culture-based materials have been elucidated, and the philosophical and pedagogical rationales for culture-based curriculums have been examined. In Chapter III the author formulated nine specific questions to guide his collection of data. The findings revealed in this chapter will be in answer to, and an expansion of, each of those questions in the order in which they were presented.

Analysis of Data

Question One

For the 1981-82 school year, what instructional materials for senior high school English programs were available from the Atlantic provinces' book supplies depots?

As stated earlier, this information was contained in the programs of studies published annually by each province's department of education. The sections of the programs of studies containing this information are attached as Appendices D, E, F, and G. All the materials listed in Appendices D through to G are numerically recorded in Table 2. Table 2 breaks down those materials according to province and genre or instructional use. An examination of Table 2 shows that Prince Edward Island and Nova Scotia offered a wider variety of materials than New Brunswick and Newfoundland, with Prince Edward Island and Nova Scotia making available 215 and 147 respectively. New Brunswick's offerings totalled 95 and Newfoundland's, 69. Newfoundland's total was only 69 because at the time of writing six Language Study courses and three literature courses had not been developed for the re-organized high school curriculum. Given the pattern for the other language and literature courses introduced into the re-organized senior high school English program, the author estimates that a further 35 to 40 textbooks will accompany those six language and three literature courses. This, then, will bring Newfoundland's total to approximately 110.

Further examination of Table 2 shows the relatively high number of Teacher and Classroom Reference materials (35) and Language Study materials (38) authorized by Prince Edward Island. Nova Scotia follows with 13 and 23 in each category. The other two provinces are relatively low in both categories.

Table 2

The Number of Instructional Materials in
Each of the Atlantic Provinces' Senior
High School English Programs Per
Genre or Instructional Use

Genre or Instructional Use	Province			
	N.B.	NFLD	N.S.	P.E.I.
General Anthologies	5	7	10	13
Drama	33	6	23	25
Mythology/Folktales	0	2	1	0
Novels and Non-Fiction	34	27	48	83
Short Stories	5	0	11	2
Poetry	4	4	13	16
Language Study	7	5	23	38
Reading and Film Study	4	2	1	3
Teacher and Classroom Reference	2	13	13	35
Theatre Arts	1	3	5	0
Total	95	69	148	215

Another observation on the texts is that there were no separate short story anthologies on the Newfoundland list, while Prince Edward Island offered no courses in Theatre Arts.

As well, in all Atlantic provinces there were available textbooks to teach reading at the senior high school level. Newfoundland, along with Nova Scotia, listed Read and Think, and, with New Brunswick, authorized Tactics in Reading. Meanwhile, Prince Edward Island adopted Advanced Skills in Reading 2 and the SRA Reading Laboratory.

Question Two

Of all the English curriculum materials available from the four Atlantic book bureaus, how many were common to all four Atlantic provinces? How many were common to any three Atlantic provinces?

There were but six senior high school English textbooks common to the four Atlantic provinces. Of these, two were plays and four were novels. The two plays were: Julius Caesar and Twelfth Night. The novels were The Old Man and the Sea, The Pearl, Lord of the Flies, and Who Has Seen the Wind.

Newfoundland has not developed, however, at the time of writing, all of the senior high school English courses planned for its re-organized senior high school curriculum, a potential of 40 or more textbooks. To offset that discriminating factor, the author tabulated those materials common to any three Atlantic provinces. Table 3 indicates that the number was 23. Broken down by category, 8 of these

were Drama texts, 11, Novels and Non-Fiction, 2, Poetry, and 2, Language Study. Further examination revealed that of the 8 Drama texts, 5 were Shakespearean plays, 1, a British play -- A Man for all Seasons -- and 1, the American play The Crucible. One text, Three Worlds of Drama, is an anthology of 3 plays, 1 of which is a Canadian play, "The Black Bonspiel of Willie MacCrimmon".

With respect to the common two texts within the Poetry category -- The Second Century Anthology of Verse, Book 1 and Tribal Drums -- both were published by non-Canadian companies, both have a non-Canadian orientation, and both have less than 20% Canadian content.

In the Novels and Non-Fiction category consisting of 11 separate texts, there were 3 Canadian novels: The Mountain and the Valley, More Joy in Heaven, and the seemingly ubiquitous Who Has Seen the Wind. The remainder consisted of 4 American and 4 British novels.

Question Three

Of all the materials examined, how many were published by Canadian publishers?

Table 4 supplies the answer. The author examined 389 of the 412 different textbooks authorized by the departments of education. Of the 389 examined, 119 were produced by Canadian-owned publishers. In percentage terms the figures reflect that 30.59% of the textbooks used by senior high school English students in the Atlantic provinces are

Table 3

The Number of Authorized Instructional Materials
Common to Any Three Atlantic Provinces'
Senior High School English Programs

Genre or Instructional Use	Common to Any Three Atlantic Provinces
General Anthologies	0
Drama	8
Mythology/Folktales	0
Novels and Non-Fiction	11
Short Story Anthologies	0
Poetry	2
Language Study	2
Reading and Film Study	0
Teacher and Classroom References	0
Theatre Arts	0
Total	23

Table 4

The Atlantic Region

Materials Categorized According to
Instructional Use and Quantified
According to Canadian Publication

Category	Number		
	Authorized	Examined	Published by Canadian Firms
General Anthologies	34	33	13
Drama	58	54	18
Mythology/Folktales	2	2	0
Novels/Non-Fiction	145	144	47
Short Stories	15	14	4
Poetry	29	28	7
Language Study	54	51	16
Reading and Film Study	9	7	0
Teacher and Class- room References	59	49	11
Theatre Arts	7	7	3
Total	412	389	119
Percentage		94.41	30.59

Note: 94.41 is the number of textbooks examined, expressed as a percentage of the number of textbooks authorized. The 30.59 is the Canadian published materials as a percentage of the number examined.

produced in Canada by Canadian publishers; conversely, 69.41% of their English textbooks are produced by non-Canadian publishing houses.

The data, examined on a province-by-province basis, revealed that Nova Scotia had the greatest proportion of Canadian published material in its senior high school English programs, registering 39%, or 8.86% above the percentage for the Atlantic area as a whole. New Brunswick followed with 35.56%, Newfoundland, 29.41%, and Prince Edward Island with 23.76%.

Question Four

How many of the materials examined had a recognizable Canadian orientation?

In answering this question the author proceeded from a definition of Canadian orientation as the reflection by a book of a Canadian point of view, or communication within a Canadian context. Governed by the qualifications generated in Chapter III under The Source and Collection of the Data, the author was able to label all the 389 texts examined as having or not having a Canadian orientation. For the Atlantic region, 33.16% of the English books have a Canadian orientation. Those texts not reflecting a Canadian point of view reflected predominantly an American perspective. As well, many of the approximately 261 books with a non-Canadian orientation were culture-free, having no national or ethnic orientation.

Table 5 reflects Canadian orientation on a province-by-province basis. The most conspicuous statistic in Table 5

Table 5

Canadian Orientation in Senior High School English
Materials in Each Atlantic Province

Province	Number Authorized	Number Examined	Canadian Orientation	Percentage Can. Oriented
N.B.	95	90	30	33.33
NFLD	69	68	24	35.29
N.S.	148	142	72	50.70
P.E.I.	215	202	36	17.82

Note: The percentages are those given by the ratio of the number of Canadian oriented materials to the number of materials examined.

is that of 17.82, the percentage of Canadian oriented materials in Prince Edward Island's senior high school English programs. The other Atlantic provinces ranged from 33.33% (New Brunswick) to 50.70% (Nova Scotia). Despite having the lowest percentage, Prince Edward Island still offered the largest number of texts with a Canadian orientation.

Question Five

For all those materials measured, what percentage of their content was Canadian?

In the Atlantic region the senior high school English programs were not heavily weighted with Canadian content. An examination of 389 provincially authorized English materials revealed that just 92 of them had 60% or more Canadian content. Two more textbooks had between 40% and 60% Canadian content. The remaining 295 had less than 40% content, with 200 having very little or no Canadian content.

An assessment of the textbooks in each Atlantic province is reflected in Table 6.

As was the case with Canadian orientation in the senior high school English programs in the Atlantic provinces, so it was with respect to Canadian content: Prince Edward Island and Nova Scotia being the lowest and highest respectively, and Newfoundland and New Brunswick being nearly equal. As Table 6 shows, in Prince Edward Island for the 1981-82 school year only 10.90% of the senior high school

Table 6

Canadian Content in the Senior High School English
Programs in Each Atlantic Province

Province	Number Authorized	Number Examined	Percentage of Canadian Content			
			$\geq 60\%$	$40\% \leq x < 60\%$	$20\% \leq x < 40\%$	$0\% \leq x < 20\%$
N.B.	95	90	20	2.2	4.44	73.34
NFLD	69	68	22.06	0	11.76	66.18
N.S.	148	142	40.85	.07	4.93	54.15
P.E.I.	215	202	10.90	.04	1.98	87.08

English texts had 60% or greater Canadian content, while concurrently, 87.08% of the textbooks had less than 20% Canadian content. Nova Scotia, with the highest percentage of Canadian content, was measured as having 40.85% of the English books with 60% or greater Canadian content.

Question Six

Were there certain areas within the English programs that were quantifiably weighted with culture-based materials?

For the purpose of this study, the author defined an area, such as Language Study, as weighted if the percentage of Canadian oriented material in that area was greater or lesser by five percent than the percentage of all the materials with Canadian orientation within the senior high school English programs in a province. In addition, only those areas that had more than five books were weighed. Measuring by a percentage scale, quantities of five or less would have been a mathematical exercise, and as stated in Chapter III, such an exercise was neither necessary nor appropriate for the present study.

Applying that definition to each of the six Genre categories and the four Instructional categories (listed on page 73, and in Tables 2, 3, and 4) for the province of New Brunswick, it was found that two areas were positively weighted, those of Language Study and Novels and Non-Fiction. Whereas the percentage of Canadian oriented materials as a total was 33.33 (see Table 7), within the Language Study

category 42.86% of the materials were Canadian oriented. In the Novels and Non-Fiction category 38.24% of the books had a Canadian orientation. With regard to negative weight, the area of Drama revealed a percentage content of 9.68%, or 23.65% less than the percentage for the materials considered in the aggregate.

The percentage of Canadian oriented materials in Newfoundland's senior high school English program was 35.29. Only one category, with more than five texts, exceeded that; that is, three out of six of the general anthologies examined were Canadian oriented. Conversely, the Novels and Non-Fiction category was negatively weighted showing but 18.52% of the authorized novels to have been authorized by Canadians.

Nova Scotia's senior high school English programs contained 148 books. Of the 142 of these examined, 50.70% reflected a Canadian orientation. The most heavily weighted category was the Teacher and Classroom References where 91.70% of the materials were written from a Canadian perspective. Next in positive weight was the Short Stories section: 90% Canadian orientation. The other positively weighted division was Language Study with 60% Canadian orientation. On the scale for negatively weighted areas was the Drama section, having merely 21.74% of the materials written from a Canadian perspective.

With but 17.8% of its English materials with Canadian orientation, Prince Edward Island was the province with the least number of Canadian oriented materials. Contributing

to this was the absence of any Canadian oriented materials in the Teacher and Classroom References category, a category containing 35 of the 215 books authorized for the senior high school English program. Another category significantly below the aggregate percentage was that of Novels and Non-Fiction, with only 10 out of 83 novels (12.05%) written by Canadian authors. On the positive scale were the Poetry and Language Study divisions. Thirty-three percent of the poetry and 36% of the language study materials were written with a Canadian perspective. Table 7 collects these statistics. Table 7 also compares the positively and negatively weighted areas in each of the provinces with the weights carried by these areas within the context of the entire Atlantic region. For example, in Newfoundland 50% of the general anthologies had a Canadian orientation.

In the Atlantic region, however, where 34 different general anthologies were in use, 12 of them, or 36.36%, were written from a Canadian perspective. Another significant example from Table 7 is that 54.90% of Language Study texts authorized for use by the four Atlantic provinces have a Canadian perspective, but this varies from a low of 36.00% in Prince Edward Island to a high of 60.80% in Nova Scotia. One other conspicuous element in Table 7 is the divergence in the number of Canadian oriented materials in the Teacher and Classroom References category per Prince Edward Island with 0% and Nova Scotia with 91.70%.

Table 7

Curriculum Areas Quantifiably Weighted
with Culture-Based Materials
on a Provincial and Regional Basis

Provinces	% General Anthologies	% Drama	% Novels and Non- Fiction	% Short Stories	% Poetry	% Language Study	% Teacher and Class- room References	% Provincial Aggregate
N.B.	-	9.68	38.24	-	-	42.86	-	33.33
NFLD	50.00	-	18.52	-	-	-	-	35.29
N.S.	-	21.74	-	90.00	38.23	60.80	91.70	50.70
P.E.I.	-	-	12.05	-	33.00	36.00	0.00	17.80
Atlantic Region	36.36	24.07	25.00	64.28	32.14	54.90	28.57	33.16

Question Seven

How many of the materials were local materials?

In the Definition of Terms (on page 36), local materials were defined as books that reflect the culture of a particular geographical area and that can be identified as such by their contents or orientation. In essence, for the purpose of this study, the author was concerned with isolating those books in the Atlantic provinces' senior high school English curriculums that were reflective of the culture of a particular province. There were local materials authorized by all provinces for the school year 1981-82. In New Brunswick a general anthology and entitled The Maritime Experience was part of the Grade 12 curriculum. The only other piece of local literature was The Heart of the Ancient Wood.

Newfoundland had more local material in its senior high school English programs than other Atlantic provinces. In Grades Ten and Eleven, there were authorized for use two general anthologies -- Baffles of Wind and Tide and By Great Waters, one play -- The Holdin' Ground, two novels -- Death on the Ice and Riverrun, and two Teacher and Classroom Reference books -- This Rock Observed and The Dynamics of Classroom Communication in Secondary Schools.

Nova Scotia was second to Newfoundland with respect to the quantity of local materials it distributed through its provincial book bureaus. Like Newfoundland, Nova Scotia

adopted for school use a general anthology of local literature -- Nearly an Island. As well, in the curriculum were the novels Each Man's Son, The Watch That Ends the Night, and The Mountain and the Valley. In the Teacher and Classroom References category Nova Scotia high schools have available The Maritime Experience.

Local material in the senior high school English program of Prince Edward Island was limited to one poetry anthology; its title, Atlantic Folk Poetry, explains its contents.

Question Eight

How many Canadian literature courses were offered in each Atlantic province and at what levels?

According to the New Brunswick Department's of Education Handbook for Senior High Schools (1980-81), schools in New Brunswick that "possess a good quantity of basic, reference books ... and an adequate collection of general Canadian literature and resource materials such as periodicals ... absolutely necessary for research and supplemental reading purposes" should offer Canadian Literature 122 (p. 32). The Handbook adds that Canadian Literature 122 is an elective course designed for exceptional students who wish to go beyond the regular English in year twelve (p. 32).

No further information on the course is given in the Handbook, but the reader is referred to a booklet entitled

English 121--122-123, where, presumably, the materials for the course are listed.

The information on the Canadian literature course for Newfoundland's senior high school program is contained in the Department of Education's Senior High School Course Descriptions (1981). The course, under development at the time of writing, is scheduled to be studied in the second year of senior high school.

Nova Scotia, though, has had a Canadian literature course for several years. Designated as English 442 according to the Public School Programs (1981-82) booklet, it is to be offered as a second senior English course in schools where enrolment justifies it being offered, and where there are staff members qualified to present the materials (p. 49).

Prince Edward Island did not offer, in 1981-82, a course in Canadian literature.

Question Nine

a) Did each department of education in the Atlantic region have a written textbook selection policy?

b) If so, did the policy state a preference for textbooks authored by Canadians and contributing, where possible, to developing a knowledge of Canadian, regional, and local culture?

To elicit the information needed to answer both (a) and (b), the author wrote the Directors of Curriculum

Development in New Brunswick, Nova Scotia, and Prince Edward Island, asking them if their respective departments of education had a written or understood policy on the criteria to be used in assessing the suitability of a learning material for school use, and given such policy, would they forward me a copy of it.

The Nova Scotia Department of Education, in a letter of reply, enclosed a copy of the Learning Materials Evaluation Process for the Province of Nova Scotia and a copy of the Criteria for Evaluation of Learning Materials, which is contained in Appendix I. A cross-check of this information with that contained in the Public School Programs, the official statement of the aims and policies of the Department of Education, confirmed that there was, in 1981-82, no statement of preference in Nova Scotia for textbooks authored by Canadians and/or reflecting a Canadian, regional, or local culture.

The Prince Edward Island Department of Education outlined its textbook selection policy in a letter to the author dated November 25, 1981. That letter, contained in Appendix I, stated that in the selecting of learning materials "no internal, common policies" were applied, but "each work group devises its own criteria dependent upon goals and objectives. There are no common forms, etc.".

From New Brunswick, no reply to the author's several contacts was received. Consequently, the author is unable to state the textbook selection policies of the New Brunswick

Department of Education.

A spokesman for the Newfoundland Department of Education on textbook selection, stated (in a letter attached as Appendix I) that there existed in his Department "no written policy on textbook selection which would give preference to Canadian textbooks". He proceeded to explain that his Department's policy was to obtain the best textbooks available and in many areas of the curriculum, good Canadian texts were not available. However, the Department's present position was that it "expects textbooks to be Canadian, although they do not make a strong distinction between texts produced in Canada and Canadian editions of texts which are produced elsewhere".

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

Statement of the Problem

This study had as its major purpose the examination of the textbooks in use in the English programs in the senior high schools in Atlantic Canada to determine how many of them were culture-based. The study restricted itself to an examination of those textbooks authorized by the Atlantic departments of education. To give the study specific variables to measure and thereby place the purpose within a context, the author detailed nine questions, all to guide the collection and analysis of the data necessary to the achievement of the major purpose. Those nine questions were:

1. For the 1981-82 academic year, what instructional materials for senior high school English programs were available from the Atlantic provinces' book supplies depots?
2. Of all the English materials available from the four Atlantic book bureaus, how many were common to all four Atlantic provinces? How many were common to any three Atlantic provinces?
3. Of all the materials examined, how many were published by Canadian publishers?

4. How many of the materials examined had a recognizable Canadian orientation?

5. For all those materials measured, what proportion of their content was Canadian?

6. Were there certain areas within the English programs that were quantifiably weighted with culture-based materials?

7. How many of the materials examined were local materials?

8. How many Canadian literature courses were offered in each Atlantic province and at what levels?

9. a) Did each department of education in the Atlantic region have a written textbook selection policy?

b) If so, did the policy state a preference for textbooks authored by Canadians and contributing, where possible, to developing a knowledge of Canadian, regional, and local culture?

Procedures

The answer to question 1 was contained in programs of studies or lists of authorized instructional materials published annually by the Atlantic departments of education. From these programs the author listed all the authorized materials for grades 10 through to 12, and from the list determined what textbooks were common to what provinces.

The next step in the investigation required an examination of these texts for their origin of publication,

their national orientation, and the national, regional, or local origin of their contents. Most of the materials were located in Newfoundland libraries; however, it was necessary for the author to have forwarded to him a total of approximately 100 texts from the book bureaus of the three maritime provinces. As a result 389 different textbooks were examined. In the Atlantic region, in 1981-82, 406 different textbooks were authorized for the senior high school English programs.

Unfortunately, though, the comprehensiveness of the study was restricted because in Newfoundland at the time of the study the Department of Education was in the process of phasing in a re-organized high school curriculum, the contents of which were only about half completed. None of the twelfth year courses were compiled, and some of the eleventh year ones were only in early planning stages. Specifically, at the time of writing, there were six English language courses and three literature courses not developed. These courses, the author estimated, would add a further 35 to 40 books to the provincially authorized list of materials for Newfoundland's senior high school English program.

Following an examination of the 389 books for their origin of publication and orientation, and a measurement of their Canadian, regional, and local content, the author returned to the programs of studies to find out which provinces were offering specific courses in Canadian literature and at what levels. This done, the author then wrote the four Atlantic departments of education asking for copies of their

textbook selection policies. The author received replies from all but the New Brunswick Department of Education.

All this data, once compiled, were treated, analyzed, and presented in Chapter IV. From the analyses a number of findings were developed.

Findings

1. There was a wide diversity in the textbooks in use in the senior high school programs in the Atlantic provinces. Of the 389 examined only six were common to all four provinces, and only 23 were common to any three provinces. The six common textbooks were: the Shakespearean plays Julius Caesar and Twelfth Night and four novels, The Old Man and the Sea, The Pearl, Lord of the Flies, and Who Has Seen the Wind. Within the 23 texts common to any three Atlantic provinces the Canadian content consisted of a play "The Black Bonspiel of Willie MacCrimmon" and three novels: The Mountain and the Valley, More Joy in Heaven, and Who Has Seen the Wind.

2. Canadian owned publishers supplied but approximately 34% of the provincially authorized textbooks used by senior high school English students in the Atlantic region. Nova Scotia had, for 1981-82, the highest percentage of Canadian published texts with 39%, while Prince Edward Island was using approximately 24%.

3. A recognizable Canadian orientation was present in about 33% of the books examined from the Atlantic region.

Prince Edward Island offered the lowest percentage at 17.82; Nova Scotia ranked highest with 50.70% of its textbooks having a recognizable Canadian orientation.

4. When measured for Canadian content, 92 out of the 389 textbooks, or 23.65%, contained 60% or more Canadian content. Approximately 51% had less than 20% Canadian content.

5. a) Within the context of the Atlantic region two areas of the senior high school English curriculums were quantifiably weighted with culture-based materials. These were the Short Stories and Language Study areas. Whereas the regional average for all areas was 33.16%, these two areas respectively comprised 64.28% and 54.90%. However, not all provinces were quantifiably weighted in those two areas of the curriculums. In the Short Stories category only Nova Scotia was represented; in the Language Study area all Atlantic provinces but Newfoundland were.

b) Within the provincial context two areas of Nova Scotia's senior high school English curriculum showed a heavy concentration of culture-based materials. The Short Stories category registered 90.00% which was in contrast to the provincial average for all areas of 50.70% and which was significantly higher than the Atlantic regional average of 64.28% for that area. The Teacher and Classroom References reflected a similar concentration. Whereas Nova Scotia's average for all areas was, as stated above, 50.70% culture-based material, and whereas the Atlantic average for

culture-based material in the Teacher and Classroom References category was 28.57%, that area, in Nova Scotia, reflected 91.70% Canadian orientation.

c) Two other categories were conspicuous in their absence of culture-based materials, both within the provincial and regional context. The Teacher and Classroom References section in Prince Edward Island, comprised of 35 authorized materials, reflected a 0% Canadian orientation. In New Brunswick, the percentage in the Drama category was 9.68, which contrasted sharply with the regional average of 24.07% for that category, and with the provincial average 33.33% for all categories.

6. Local materials -- materials that reflect the culture of a particular area -- were not prevalent in the senior high school English programs. New Brunswick, for 1981-82, authorized 2 local texts, Newfoundland, 7, Nova Scotia, 5, and Prince Edward Island, 1.

7. New Brunswick and Nova Scotia, in 1981-82, offered Canadian literature courses, both at a twelfth year level for exceptional students in English. Newfoundland is planning a Canadian literature course for introduction sometime after 1982-83. Prince Edward Island offered no Canadian literature course in 1981-82.

8. Three Departments of Education had no written textbook selection policy that stated a preference for learning materials published in Canada and/or having a

Canadian orientation and where possible, Canadian content. Only Nova Scotia's Department of Education had a written textbook selection policy. The other two Atlantic Departments left it to the respective curriculum consultants to devise and employ guidelines in their examination and recommendation of learning materials for provincial authorization. New Brunswick is an unknown.

From these findings and other subsidiary observations the author generated a number of conclusions relevant to the senior high school English programs in Atlantic Canada. A major conclusion is that there exists an undesirable multiplicity and diversity of English textbooks within the Atlantic region. Included in that multiplicity is a paucity of culture-based learning materials. One major cause for this paucity is the absence within any of the Atlantic Departments of Education of a textbook selection policy that contained criteria expressing a preference for culture-based learning materials. If one accepts Symons' (1976) rationale that studies should contribute to a knowledge of one's self, who one is, and where one is, then textbooks, to accomplish this aim, must reflect cultural and environmental experiences recognizable to the student. Certainly culture-free textbooks contribute nothing to the growth of cultural awareness. Adding to the seriousness is the dominance of the textbook in the learning experiences offered by schools. Textbooks can have a significant influence on a student's perceptions (Kidd, 1980, p. 3).

There was a clear contrast between the aims of education for the Atlantic provinces and the content of their senior high school English curriculums in 1981-82. Three of the four Atlantic provinces' aims of education (Prince Edward Island's Department of Education has no policy statement on the aims of education for that province) express the necessity to develop in students a knowledge and understanding of Canada and its regions. Yet there existed in no province a textbook selection policy to ensure that there would be textbooks in the curriculum to contribute toward the development of this knowledge and understanding. It was this contradiction between the aims of education and the orientation and contents of textbooks which may have provoked Robinson to say:

Provincial departments of education can claim accurately that the heritages of students have not been neglected, despite the heavy reliance placed on purchasing textbooks from non-Canadian publishers. There is, however, an important unanswered question. Is an understanding of Canada and the region a basic consideration for all students (p. 50)?

The author's finding (number 7) that the Canadian Literature 442 in Nova Scotia and Canadian Literature 122 in New Brunswick were designed for, and offered to, exceptional students in schools where enrolments justify and where qualified staff exists, supported what Robinson (1979) stated:

Canadian authored and published books are listed, sometimes in impressive quantities. Their use can be deceptively small. A casual reading of the titles listed under the Nova Scotia English curriculum leaves the impression that a substantial selection of Canadian novels are in use. Remarkably few students will ever see them in their classrooms. The explanation lies in the restrictions of the English curriculum (p. 62).

The findings of this study led to a further conclusion that the contexts of about 70% of the textbooks examined fell under what Robinson (1979) described as three categories:

- (1) Canadianized books; or (2) culture-free books; or
- (3) British or United States books (p. 89).

Accepting the findings and conclusions, and recognizing the limitations of this study, the author is prepared to make eight recommendations to the Departments of Education in the four Atlantic provinces.

Recommendations

1. That each Department establish as a priority the securing of senior high English materials that are Canadian authorized and Canadian oriented, with maximum Canadian content.
2. That there be developed by each Department a textbook selection policy that includes a statement of a preference for learning materials authored in Canada, with a Canadian orientation and, where possible and to as great an extent as possible, Canadian content.
3. That each Department adopt a policy that culture-free and culturally-foreign textbooks will be adopted for

school use only when all other means of securing culture-based materials have been exhausted.

4. That the Atlantic Departments of Education accept and implement Robinson's (1979) recommendation that a non-profit organization be established and funded jointly by the Atlantic provinces for the purpose of planning, co-ordinating, and supporting the publication of local materials (p. 92).

5. That the Canadian Learning Materials Centre in Nova Scotia be financially subsidized by the Atlantic provinces to enable the Centre to expand its operations in:

- a) Building a resource reference collection of culture-based learning materials;
- b) Providing display services throughout Atlantic Canada;
- c) Becoming a research and evaluation service centre for the Atlantic departments of education;
- d) Offering inservice programs to teachers on the availability and utilization of culture-based learning materials.

6. That the Atlantic Departments of Education in concert pressure the Canadian Council of Ministers of Education, Canada, to provide financial assistance programs to encourage authors, editors, and educational organizations to develop needed Canadian curriculum materials for senior high English programs.

7. That the Visiting Artist Program presently operating in Newfoundland be assumed and expanded by each Atlantic Department of Education to enable students to be brought into contact with Canadian authors, artists, editors, and other creative people.

8. That there be established an Atlantic Co-ordinating Committee to introduce more commonality into the curriculums of the Atlantic provinces' schools and to stimulate and co-ordinate the development of local materials for school use.

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APPENDIX A

LETTER TO THE COUNCIL OF MINISTERS
OF EDUCATION, CANADA

Box 155, Site 62, SS #2
Major's Path, St. John's
Newfoundland A1C 5H3
June 6, 1981

Secretary, Curriculum Committee
Council of Ministers of Education, Canada
252 Bloor Street West, Suite N1201
Toronto, Ontario

Dear Sir or Madam:

I am presently preparing a thesis tentatively titled Canadian Orientation and Content in the Curriculums Authorized by the Atlantic Provinces' Departments of Education. This thesis, when completed, will fulfill the requirements for a master's degree in curriculum and instruction from Memorial University of Newfoundland.

A review of literature related to Canadian content in the curriculums in Canadian schools has included a close study of N.B. Massey's 1971 report for the curriculum committee of the Council of Ministers of Education on the study of Canada, Canadians and life in Canada entitled Canadian Studies in Canadian Schools. To assess the influence and effect of that particular report I would be most interested in receiving an opinion from the curriculum committee or a member thereof re the Council's of Ministers reactions to the Massey Report and an analysis of any actions taken by the Council of Ministers and/or its curriculum committee to give substance to the opinions and ideas articulated in Massey's report.

It would be most appreciated if you could answer my request as soon as possible and, in exchange for the information I ask, I will be pleased to forward you a copy of the abstract of the thesis when it is completed.

Yours truly,

Ray Goulding

APPENDIX B

CORRESPONDENCE FROM E. A. BARISA,
CURRICULUM CO-ORDINATOR
COUNCIL OF MINISTERS OF EDUCATION, CANADA

Conseil des ministres de l'Education (Canada)
Council of Ministers of Education, Canada
252 Bloor West, Suite S 500, Toronto M5S 1V5
Telephone 416-964-2551 Cable Address: Educan

(COPY) 114

July 22, 1981

Mr. Ray Goulding
Box 155, Site 62, SS #2
Major's Path
St. John's, Newfoundland
A1C 5H3

Dear Mr. Goulding:

This is in response to your letter concerning the Norman B. Massey report entitled Canadian Studies in Canadian Schools.

May I suggest that you contact Dr. C.K. Brown, Newfoundland's representative on the Curriculum Committee for his opinion re "The Council of Ministers' reactions to the Massey Report and an analysis of any actions taken by the Council of Ministers and/or its Curriculum Committee to give substance to the opinions and ideas articulated in Massey's report". Dr. Brown was a member of the Curriculum Committee at the time of the preparation and presentation of the Massey Report.

Dr. C.K. Brown
Director of Instruction
Department of Education
Confederation Building
St. John's, Newfoundland
A1C 5R9

I have reviewed past records and have compiled the following list of activities and actions taken by the Council in the time which has elapsed since the publication of the Massey report:

- Financial support for the Canada Studies Foundation.
- Preparation of a priority list for the development of Canadian studies materials for transmittal to the publishing industry.
- Production of an annotated bibliography of Canadian studies materials produced by provincial departments/ministries of education.

- Sponsoring of meetings of provincial department/
ministry of education officials responsible for Canadian
studies programs.
- Production of a comparative survey of provincial social
studies/social sciences programs with an identification
of the Canadian studies component.

I hope the information outlined above will be of some use
to you.

Yours sincerely,

E.A. Barisa
Curriculum Coordinator

c.c. Dr. C.K. Brown

APPENDIX C

THE AIMS OF EDUCATION FOR NOVA SCOTIA

THE AIMS OF PUBLIC EDUCATION

Public schools in Nova Scotia should provide all students with a series of learning experiences that will help them to contribute to society and to live lives that are personally rewarding and fulfilling.

Students should master knowledge and skills, develop a set of values, mature attitudes toward society, self-discipline and positive work habits, and be encouraged in initiative, spontaneity and creative effort through intelligent teaching.

More specifically, the aims of public education are:

1. To develop competence in effective written and oral communication, with emphasis on clarity and precision in use of language.
2. To develop competence in arithmetic and understanding of basic principles of mathematics.
3. To develop knowledge and understanding of history, particularly of the history of Canada, so that the students may be aware of the cultural diversity of their country and its relation to other countries and peoples, and have a basis upon which to assess current values.
4. To develop the habits and methods of critical thinking and to foster the natural desire to learn and understand.
5. To provide opportunity for all students to learn the second official Canadian language and to enable those with the ability and interest to achieve bilingualism.
6. To provide opportunities in school programs and activities for students:
 - (a) to be creative and to exercise originality and imagination;
 - (b) to develop civic, social, and moral responsibility and judgment;

- (c) to have their curiosity encouraged and to develop knowledge, understanding and appreciation of themselves, their fellow human beings, their environment, and the relationship among the three;
- (d) to acquire habits, attitudes, and intellectual skills that will be helpful in employment and in training for employment;
- (e) to develop knowledge, habits and skills related to achieving and maintaining good health and physical fitness.

In order for the public school program to be developed in terms of these aims and to accommodate individual differences among pupils, provision should be made for:

- (1) Programs and courses adapted to the needs, interests and abilities of all the students in the school system;
- (2) Policies and procedures that encourage continuous learning and continuous progress of all the students;
- (3) Learning materials suited to the needs, interests and special abilities of each pupil insofar as it is possible to provide such materials.

The major conditions for sound program development in any school system are the imagination, industry, initiative and expertise of the professional staff, supported by the local school authority and the community.

While the ultimate responsibility in the design and development of objectives and guidelines for programs and courses for the public schools of Nova Scotia rests with the Department of Education through the Curriculum Development Program, discretion may be exercised by local professional personnel in adapting the content, materials, and methods prescribed for approved programs and courses, to meet the requirements of individual students in their schools.

APPENDIX D

AUTHORIZED INSTRUCTIONAL MATERIALS FOR
SENIOR HIGH SCHOOL ENGLISH PROGRAMS
IN NEW BRUNSWICK (1981-82)

TITLES

ENGLISH

Communications 122

TITLES	SUPPLIER	CATEGORY	SUGGESTED RATIO
The Magic Mask, Dow, 1966	MAC	A	1:4
Exploring The Film, Kuhn/Stanley, 1970	CBH	A	1:4
Behind The Camera, Kuhn/Stanley, 1970	CBH	A	1:2

English 102

Learning English, Penner/McConnell, 1963 (NOTE: Use Existing Levels 9 & 10 Inventory)			
The Words We Use, Roberts, Latest Edition	MAC	A	1:1
The Second Century Anthology Of Verse	OUP	A	1:1
Teacher Guide - The Second Century Anthology Of Verse, 1969, Charlesworth	OUP	B	1:T
Any Combination, Maximum Of (1) Per Student/ The Pied Piper, Shute, 1964	MAC	A	
The Guns Of Navaronne, 1972, MacLean	SJN	A	
Oliver Twist	OUP	A	
Who Has Seen The Wind	MAC	A	
Any Combination, Maximum Of (1) Per Student			1:1
A Midsummer Night's Dream, 1965	OUP	A	
The Merchant Of Venice, 1964 Cloth Edition	OUP	A	
Twelfth Night, 1962, Cloth Edition	OUP	A	
To Kill A Mockingbird, Lee	SJN	A	
Today's Drama, Huffman, 1964	HOLL	A	

English 103

Prose Of Relevance, Weber, 1971	MET	A	1:2
Vanguard, Pooley, 1970	GA	A	1:1
Being Born & Growing Older, Vance	VNR	A	1:3
The Dog Who Wouldn't Be, Mowatt or	M&S	A	1:1
Journey Home, McCarthy	MAC	A	
Tactics I, Niles, 1966	GA	B	1:S
Guidebook to Accompany Vanguard, Niles, 1970	GA	B	1:T
Yes They Can, Weber, 1974	MET	B	1:T

English 112

Writer's Workshop	BSC	A	1:1
Teacher Handbook - Writer's Workshop	BSC	B	1:T
The Maritime Experience, Nowlan	MAC	A	1:3

TITLES	SUPPLIER	CATEGORY	SUGGESTED RATIO
Tigers Of The Snow, MacNeill & Sorestad	NEL	A	1:2
Imagine Seeing You Here, Charlesworth	OUP	A	1:1
Any Combination Maximum Of (1) Per Student			1:1
Henry IV Part 1, Shakespeare, 1967	OUP	A	
As You Like It, 1965, Cloth Edition	OUP	A	
Two Plays For Study, Rose, 1969	HOLL	A	
Julius Caesar, Shakespeare, Paper Ed.	OUP	A	
Romeo & Juliet, Cloth Edition	OUP	A	
Any Combination, Maximum Of (1) Per Student			1:1
The Chrysalids	DEN	A	
Lord Of The Flies, Golding, 1971	OUP	A	
The Old Man & The Sea, Hemingway, 1968	WIL	A	
Huckleberry Finn, Twain	SJN	A	
Each Man's Son, MacLennan, 1971	MAC	A	
Shapings, Meeson, 1967	BSC	A	1:4

English 113

Perspectives, Pooley, 1963	GA	A	1:1
Guidebook For Perspectives, Pooley, 1963	GA	B	1:T
Tactics II, Niles, 1964	GA	B	1:S
Prose Of Revelance 2, Weber, 1971	MET	A	1:2
In & Out of Love, Vance, 1971	VNR	A	1:2
Any Combination, Maximum Of (1) Per Student:			
The Moon Is Down, Steinbeck, 1969	MAC	A	
A Bell For Adano, Hershey, 1965	SJN	A	
To Kill A Mockingbird, Lee	SJN	A	
Lord Of The Flies, Golding, 1971	OUP	A	
The Miracle Worker	SJN	A	

English 122

Any Combination, Maximum Of (2) Per Student:			2:1
Macbeth, Shakespeare, 1965	OUP	A	
King Lear	OUP	A	
Hamlet	OUP	A	
Three Worlds Of Drama, Livesley, 1966	MAC	A	
Plays On A Human Theme, Grooves, 1967	MHR	A	
Any Combination, Maximum Of (1) Per Student:			1:1
Moby Dick, Melville (Abridged)	SJN	A	1:1
Moby Dick, Melville (Unabridged)	ATL	A	
David Copperfield, Dickens (Abridged)	NEL	A	
David Copperfield, Dickens (Unabridged)	HM	A	
The Mountain & The Valley, Buckler, 1969	HOLL	A	

TITLES	SUPPLIES	CATEGORY	SUGGESTED RATIO
Execution, Collin McDougall, 1970	MAC	A	
Pride And Prejudice	MHR	A	
Great Expectations	OUP	A	
The Return Of The Native	MAC	A	
Lord Jim	SJN	A	
Wuthering Heights	SJN	A	
Any Combination, Maximum Of (1) Per Student:			1:1
The One Act Play, Greene, 1970	HRW	A	
Discovery, Burnett, 1968	SCH	A	
Warpings, Meeson, 1972	BSC	A	
A Book Of Canadian Stories, Pacey (Paperback)	MHR	A	
Encounter, Benson, 1973	MET	A	1:4
<u>English 123</u>			
Kaleidoscope, Metcalf, 1972	VNR	A	1:3
Any Human To Another, Niles et al, 1972	GA	A	1:2
Tribal Drums, Hughes, 1970	MHR	A	1:3
Microcosm, Vance, 1970	NEL	A	1:2
Teacher Handbook, Microcosm	NEL	B	1:T
Scholastic Unit: Tomorrow	SCH	B	1:S
Any Combination, Maximum Of (1) Per Student:			1:1
Fahrenheit 451, Bradbury, 1968	SJN	A	
The Loneliness Of The Long Distance Runner, Sillitoe, 1967	BSC	A	
The Member Of The Wedding, McCullers, 1969	SJN	A	
The Bridge On The River Kwai, Boulle, 1968	SRA	A	
On The Beach, Shute, 1969	F&W	A	
<u>English 101</u>			
Learning English, Penner/McConnell, 1963 (NOTE: Use Existing Grades 9 & 10 Inventory)	MAC	A	1:1
The Words We Use	MAC	A	1:1
The Second Century Anthology Of Verse, Charlesworth, 1968, Book 1	OUP	A	1:1
Teacher Guide - Second Century Anthology Of Verse, 1969, Charlesworth	OUP	B	1:T
Any Combination, Maximum Of (1) Per Student:			1:1
The Pied Piper, Shute, 1964	MAC	A	
The Guns Of Navarone, MacLean, 1972	SJN	A	
Oliver Twist	OUP	A	

TITLES	SUPPLIER	CATEGORY	SUGGESTED RATIO
Who Has Seen The Wind	MAC	A	
Any Combination, Maximum Of (1) Per Student:			1:1
Henry IV, Part 1, Shakespeare, 1967	OUP	A	
A Midsummer Night's Dream, 1965	OUP	A	
The Merchant Of Venice, 1964	OUP	A	
Twelfth Night, Shakespeare, 1962	OUP	A	
As You Like It, Shakespeare, 1965	OUP	A	
To Kill A Mockingbird, Lee	SJN	A	
<u>English 111</u>			
Writer's Workshop	BSC	A	1:1
Teacher Handbook - Writer's Workshop	BSC	B	1:T
The Maritime Experience, Nowlan	MAC	A	1:3
Tigers Of The Snow, MacNeil & Soresstad	NEL	A	1:2
Imagine Seeing You Here, Charlesworth	OUP	A	1:1
Any Combination, Maximum Of (1) Per Student:			1:1
Two Plays For Study, Rose, 1969	HOLL	A	
Julius Caesar, Shakespeare	OUP	A	
Romeo & Juliet, Shakespeare, 1965	OUP	A	
West Side Story, Laurents/Bernstein	ATL	A	
Four Stages, MacDonald & Saxton, 1966	MAC	A	
Henry IV, Part 1, 1967	OUP	A	
As You Like It, 1965 (Paper Ed.)	OUP	A	
Shapings, Meeson, 1967	BSC	A	1:4
Any Combination, Maximum Of (1) Per Student:			1:1
Lord Of The Flies, Golding, 1971	OUP		
The Old Man & The Sea, Hemingway, 1968	WIL	A	
Huckleberry Finn, Twain	SJN	A	
Each Man's Son, MacLennan, 1971	MAC	A	
The Chrysalids	DEN	A	
<u>English 121</u>			
Any Combination, Maximum Of (2) Per Student:			2:1
Macbeth, Shakespeare, 1965	OUP	A	
King Lear	OUP	A	
Hamlet	OUP	A	
Murder In The Cathedral, Eliot	SJN	A	
Three Worlds Of Drama, Livesley, 1966	MAC	A	
Plays On A Human Theme, Grooves, 1967	MHR	A	
Antigone, Anouilh, 1964	SJN	A	
The Lark, Anouilh	MET	A	
Saint Joan, Shaw	SJN	A	

TITLES	SUPPLIER	CATEGORY	SUGGESTED RATIO
The Caucasian Chalk Circle, Brecht, 1966	SJN	A	
Mother Courage, Brecht, 1966	SJN	A	
Death Of A Salesman, Miller, 1972	SJN	A	
The Crucible, Miller, 1971	SJN	A	
A Man For All Seasons, Bolt	BSC	A	
Yesterday The Children Were Dancing, Gelinas, 1967	CI	A	
Tit-Coq, Gelinas, 1968	CI	A	
A Doll's House, Ibsen, 1968	DEN	A	1:1
Any Combination, Maximum Of (1) Per Student:			1:1
Moby Dick, Melville, (Abridged)	SJN	A	
Moby Dick, Melville, (Unabridged)	ATL	A	
David Copperfield, Dickens, (Abridged)	NEL	A	
David Copperfield, Dickens, (Unabridged)	HM	A	
The Mountain & The Valley, Buckler, 1969	HOLL	A	
Execution, Collin McDougall, 1970	MAC	A	
Pride and Prejudice	MHR	A	
Great Expectations	SJN	A	
Return Of The Native	NAL	A	
Lord Jim	SJN	A	
Wuthering Heights	SJN	A	
Any Combination, Maximum Of (1) Per Student:			1:1
The One Act Play, Greene, 1970	HRW	A	
Discovery, Burnett, 1968	SCH	A	
Warpings, Meeson, 1972	BSC	A	
A Book Of Canadian Stories, Pacey, (Paperback)	MHR	A	
Encounter, Benson, 1973	MET	A	1:4

CANADIAN LITERATURE 122

Major Canadian Writers, Pacey, 1973	MHR	A	1:1
A Book Of Canadian Short Stories, Pacey, 1967	MHR	A	1:1
Encounter, Benson, 1974	MEP	A	1:1
Novels (Some optionality of the 8 titles - approx. 4 per student):		A	4:1
Heart Of The Ancient Wood, C.G.D., Roberts	M&S	A	
La Sagouine, Maillet	MAC	A	
Barometer Rising, MacLennan	M&S	A	
Execution, McDougall	MAC	A	
Tin Flute, Roy	M&S	A	

TITLES

SUPPLIER

CATEGORY

SUGGESTED
RATIO

More Joy In Heaven, Callaghan
Who Has Seen The Wind, Mitchell
The Mountain And The Valley, Bucklet
Swamp Angel, Wilson
The Stone Angel, Laurence

M&S A
MAC A
M&S A
M&S A
M&S A

APPENDIX E

AUTHORIZED INSTRUCTIONAL MATERIALS FOR
THE GRADE TEN AND ELEVEN ENGLISH
PROGRAMS IN NEWFOUNDLAND (1981-82)

ENGLISH

LANGUAGE 1101

Mastering Effective English (fourth edition) 1980

BASIC ENGLISH 1102

Writing Sense
Read and Think, Book 2

Teacher Reference Material

Yes They Can
Improving Reading in English Class
The Dynamics of Classroom Communication in Secondary Schools

THEMATIC LITERATURE 1200

Poetry

Quest
Poems in Baffles of Wind and Tide
(class set basis)

Prose

Strawberries and Other Secrets
Baffles of Wind and Tide (class set basis)
Comparative Mythology (class set basis)

Drama

The Holdin' Ground
or
The Winslow Boy
Short Plays: Searchlight Package

Novels

Two of the following:

Death on the Ice
Pigman
Snow Goose
In the Heat of the Night

Bridge on the River Kwai
The Moon is Down
Who Has Seen the Wind
Guns of Navarone
To Kill a Mockingbird

LITERARY HERITAGE 2201

Poetry

An Anthology of Verse by Roberta A. Charlesworth
 Oxford University Press

Prose

The Open Window: Essays and Stories by Langford and
 Daniel Longman Canada Ltd.

Drama

Twelfth Night Academic Press
 or
Julius Caesar Academic Press

Novels

One from Section A and one from Section B

Section A: Robinson Crusoe by Defoe
Oliver Twist by Dickens
The Woodlanders by Hardy

Section B: The Old Man and the Sea by Hemingway
Animal Farm by Orwell
The Red Feathers by Roberts
The Cruel Sea by Monsarat

Mythology

Optional and available on class set basis:
Myth and Meaning by Head and MacLean

GRADE XI

A. Poetry

Tribal Drums McGraw Hill, 1970

or

I Am A Sensation McClelland, 1971

Guide: Notes to Sensors: Addenda to I Am A Sensation
or

Theme and Image Copp Clark, 1967

Guide to accompany Theme and Image, Book 1

B. Drama

Dramatic Literature Dent, 1967

or

Searchlights Book Society (A collection of 10 plays)
A Teacher Edition with commentary

In addition to eight short plays, Dramatic Literature contains "MacBeth" by Shakespeare and "An Enemy of the People" by Ibsen. Should you select to study one or both of these five-act plays, then Dramatic Literature could be used. A number of shorter plays could be studied from Dramatic Literature. If you choose to study a number of plays only, then you can select either Searchlights or Dramatic Literature. In both cases, the classroom reading and production by the students of these plays should produce a program of self-discovery, exciting involvement, and dramatic intensity.

C. Prose

The Fullness of Noon Nelson, 1969

or

Moonrise Nelson, 1969

or

Man's Search for Values Gage

The program allows schools to vary the amount of emphasis given to study of prose. For some students, you might want to choose between Moonrise and The Fullness of Noon. For a more extended treatment of prose, you could use Man's Search for Values. However, with MSV you have several choices, for example: (1) a study of a wide range of selections, (2) the study of one of three large units of themes in depth, (3) a study of several of the twelve sub themes, (4) a study of chosen selections on particular themes to correlate with other aspects of grade eleven English.

D. Novels

An minimum of two of the following are to be chosen for intensive study:

Aldis	<u>Hot House</u>	School Supplies
Austin	<u>Pride and Prejudice</u>	School Supplies
Boulle	<u>Bridge on the River Kwai</u>	School Supplies
Clarke	<u>Childhoods End</u>	School Supplies
Clarke	<u>The Ox-Bow Incident</u>	School Supplies
Golding	<u>Lord of the Flies</u>	School Supplies
Horwood	<u>The White Eskimo</u>	School Supplies
Hemingway	<u>The Old Man and the Sea</u>	School Supplies
Huxley	<u>Brave New World</u>	School Supplies
Knowles	<u>A Separate Peace</u>	School Supplies
McCullers	<u>The Heart is a Lonely Hunter</u> .	School Supplies
Such	<u>Riverrun</u>	School Supplies
Twain	<u>Huckleberry Finn</u>	School Supplies
West	<u>Cress Delahunty</u>	School Supplies
Wyndham	<u>Chrysalids</u>	School Supplies

E. Newfoundlandia (This unit is suited for better students)

By Great Waters University of Toronto Press, 1974
Riverrun (This novel, selected from the list above,
 can be purchased from School Supplies).

F. Language

Mastering Effective English Copp Clark, 1961
 or
Language Moves Nelson, 1973
Writer's Workshop Book Society, 1974 (class set basis)
 Teacher's Guide

G. Reading Skills (Optional)

Tactics in Reading III Gage (A Guidebook is available)

Work with this text, Tactics III, in grade eleven is optional, and should be regarded as an extra unit of remedial work for some groups who need extra attention on reading skills.

H. Multi Media (Optional)

This Book is About Communication McGraw-Hill, 1971

Along with the English Curriculum Guide, this book forms the core for an extra or optional unit on "Multi Media for the Study of English". It presents a general overview of several media (or communication) methods. The approach of the book is based on the basic questions: Who is communicating? What medium is being used? What is being communicated? To whom is he communicating?

and What is the purpose of the communication? The unit will also lead to a detailed study of newspapers and magazines.

- I. Language Moves is also a good reference for media study.
- J. Dictionary (See statement for Grade X)
- K. Teacher Reference Material:

Items marked with * are no longer available from School Supplies.

*Language in Use
*Teaching Language and Literature
*The Teaching of English Usage
*Why Can't They Read It?
*Yes, They Can
The Rock Observed
Improving Reading in Every Class
Course Description: English XI

APPENDIX F

AUTHORIZED INSTRUCTIONAL MATERIALS
FOR SENIOR HIGH SCHOOL ENGLISH
PROGRAMS IN NOVA SCOTIA (1981-82)

CATEGORY

Symbol	Type of Material
PEd	Pupil edition of a book of which there is a teacher edition
PB	Pupil book of which there is no teacher edition, but for which there may be a teacher guide
TEd	Teacher edition of a book for which there is a pupil edition which may or may not be listed
TG	Teacher guide or manual for use of a specific pupil book, program or level of program
PBx	Pupil books and sheets designed by publishers for expendable use
TR	Teacher reference or resource book or other resource not related to a listed specific pupil or published program
TKi	Kit designed basically for teacher use
PKi	Kit designed for pupil and/or teacher use
SB	Set of books or booklets
SCT	Set of cassettes or reel tapes
SOF	Set of overhead projecturals, filmstrips, or slides
SPC	Set of pictures, charts, cards, cutouts, etc.
SR	Set of records or record album(s)
STe	Package of tests
RAS	Refer to annotation sheets, issued with lists on order forms or separately
P/TR	Pupil/Teacher Resource
PR	Pupil Resource

SENIOR HIGH ENGLISH

Materials for the English Program are listed under the following headings:

(a) Literature Resources

- (1) Short Stories or Anthologies
- (2) Poetry
- (3) Novels and Non-Fiction
- (4) Mythology
- (5) Other Literature Resources

The English program for senior high students should include the use of materials from subsections (1), (2), and (3) above each year. Students enrolled in English 421 should also have access to materials from subsections (4) and (5).

(b) Language Study

(c) Teacher and Classroom Resources (Grades 10-12)

Resources for senior high language study include a student text called Language Growth for use in a suggested three-year language program as follows:

English 421 - Words at Work in Language (Syntax)
 Paragraphs
 Essays
 Dictionary

English 431 - Verbals
 Sentences
 Paragraphs
 Essays
 Vocabulary Development

English 441 - Words at Work in Language (Review)
 Definition
 Report Writing
 Word Study
 Precis

Two handbooks are listed for student reference as needed, one for grade 10-level and one for grades 11- and 12-level. Although most materials ordered will be from section (a), teachers should ensure that their English program is a balanced one with adequate time and attention given to all aspects of language.

(d) Canadian Literature

(e) Developmental Drama/Theatre Arts

Although courses in these last two categories have the particular focus indicated by their titles, students enrolled in these classes should have an opportunity to study and participate in all aspects of the English program including oral language, reading, writing, researching and presenting.

A	B	C	D	E
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School personnel are once again reminded to exercise selectivity in ordering novels and other books for use in English classes. The range of titles is intended to permit the flexibility and choice necessitated by the widely differing instructional needs of students. If any of the novels assigned to a class are considered unsuitable by a student and/or his parents/guardians, and if an acceptable replacement cannot be obtained from the recommended list, a replacement may be identified by the local authorities and obtained through the 5% credit allocation.

(A) LITERATURE RESOURCES

SHORT STORIES

Sharp Focus (M&S P1975)	PB	421	1:2P	1.30
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50 Great Short Stories (HHM P1975)	PB	421	1:4P	1.55
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Telling Tales II (M&S 1976)	PB	421	1:2P	3.20
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Canadian Stories of Action and Adventure (MAC 1979)	PB	421	1:2P	4.40
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Action/Adventure: A resource guide for the teaching of Canadian Literature (WDT 1980) ... TR	421	1:T	8.60
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POETRY

Fire and Ice (LON P1975)	PB	421	1:2P	4.20
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Some Haystacks Don't Have any Needles (GA P1975)	PB	421	1:2P	5.90
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Impact (DEN P1975)	PB	421	1:2P	3.05
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The Second Century Anthologies
of Verse, Book 1 (OUP P1975) PB 421 1:2P 4.20

A	B	C	D	E
Signatures, Poems of Canada One (NEL 1979)	PB	421	1:2P	2.40
Teacher's Edition, Signatures, Poems of Canada One (NEL 1979)	TG	421	1:T	3.80
NOVELS AND NON-FICTION				
To Kill a Mockingbird (HHM P1975)	PB	421	1:4P	1.30
The Guns of Navarone (HHM P1975) ..	PB	421	1:4P	2.00
The Pearl (HHM P1975)	PB	421	1:4P	1.30
The Old Man and the Sea (HHM P1975)	PB	421	1:4P	2.00
Who Has Seen the Wind? (HHM P1975)	PB	421	1:4P	2.00
Siddhartha (GP P1975)	PB	421	1:4P	1.70
The Learning Tree (HHM P1975)	PB	421	1:4P	1.30
A Tree Grows in Brooklyn (HHM P1975)	PB	421	1:4P	1.90
Lost Horizon (HHM 1981)	PB	421	5:LC	1.75
MYTHOLOGY				
+Comparative Mythology (HTH 1981)	PB	421	15:LC	6.30
+Teacher's Guide, Comparative Mythology (HTH 1981)	TG	421	1:T	6.63
OTHER				
Read & Think 1 (MEP 1979)	PB	421	1:P	4.80
How to Get the Best Use Out of Read & Think (MEP 1979)	TR	421 431	1:T	N/C
(B) LANGUAGE STUDY				
Language Lives (NEL P1975)	PB	421	1:2P	6.40

A	B	C	D	E
Grammar Is (NEL 1975).....	PB	421	1:2P	6.40
+Spelling Across the Curriculum (MAC 1981)	PB	421	5:LC	3.95
+Teacher's Guide, Spelling Across The Curriculum (MAC 1981)	TG	421	1:T	1.95
DRAMA				
Short Plays for Reading and Acting (CI P1975)	PB	421	1:2P	3.20
The Players I (M&S P1975)	PB	421	1:2P	2.90
Four Plays of Our Time (MAC P1975)	PB	421	1:2P	4.20
Julius Caesar (GLC P1975)	PB	421	1:4P	.90
A Midsummer Night's Dream (GLC P1975)	PB	421	1:4P	.90
Twelfth Night (GLC P1975)	PB	421	1:4P	.90
OTHER TEACHER AND CLASSROOM RESOURCES				
Mass Media and You (LON P1975) ...	TR	421	1:T	3.40
Language, Logic and Mass Media (HRW P1975)	TR	421	1:T	3.30
ANTHOLOGIES				
Vanguard (GA P1975)	PB	221	1:P	13.80
Teacher's Guide for Vanguard (GA P1975)	TG	221	1:T	2.70
And Who Are You? (P1975)	PB	221	1:2P	3.00
Voices in Literature, Language and Composition 2 (Canadian Edition) (GI 1976)	PB	221	1:P	10.20
Teacher's Guide, Voices in Literature, Language and Composition 2 (GI 1976)	TG	221	1:T	4.30

A	B	C	D	E
POETRY				
Sights and Sounds (MAC P1975)	PB	221	1:2P	4.00
NOVELS AND NON-FICTION				
The Outsiders (Hinton) (HHM P1975)	PB	221	1:4P	1.10
Black Boy (HHM P1975)	PB	221	1:4P	1.80
The Pigman (HHM P1975)	PB	221	1:4P	1.30
West Side Story (HHM P1975)	PB	221	1:4P	1.20
*Make Room, Make Room (GLC P1975)	PB	221	1:4P	1.40
LANGUAGE STUDY				
Incentives (LON P1975)	PB	221	1:P	2.80
Message and Meaning (P-H 1976) ...	PB	221	1:P	9.40
SHORT STORIES				
Tigers of the Snow (NEL P1975) ...	PB	431	1:2P	4.10
POETRY				
I Am a Sensation (M&S P1975)	PB	431	1:4P	3.75
Poetry of Our Time (MAC P1975) ...	PB	431	1:2P	5.20
Signatures, Poems of Canada Two (NEL 1979)	PB	431	1:2P	2.40
Teacher's Edition, Signatures, Poems of Canada Two (NEL 1979) ...	TG	431	1:T	3.80
NOVELS AND NON-FICTION				
The Chrysalids (HHM P1975)	PB	431	1:4P	1.30
Execution (HHM P1975)	PB	431	1:4P	1.30
Each Man's Son (HHM P1975)	PB	431	1:4P	2.50
The Outsider (Camus) (HHM P1975) ..	PB	431	1:4P	1.30
Animal Farm (HHM P1975)	PB	431	1:4P	1.30

A	B	C	D	E
OTHER				
Read & Think 2 (See 421 listing for teacher's guide] (MEP 1979) ..	PB	431	1:P	4.80
LANGUAGE STUDY				
Language Moves (NEL P1975)	PB	431	1:2P	6.40
What Do You Think? (CCP P1975) ..	PB	431	1:4P	4.80
Teacher's Guide, What Do You Think? (CCP P1975)	TG	431	1:T	1.10
DRAMA				
Romeo and Juliet (GLC P1975)	PB	431	1:4P	.90
The Merchant of Venice (GLC P1975)	PB	431	1:4P	.90
A Raisin in the Sun (HHM 1976) ...	PB	431	1:4P	.90
Pygmalion (GLC 1976)	PB	431	1:4P	1.70
Look Both Ways (MAC 1976)	PB	431	1:2P	6.85
The Play's the Thing (MAC 1978) ..	PB	431 231	15:LC	4.65
(C) OTHER TEACHER AND CLASSROOM RESOURCES				
The Advertisement Book (DOU 1978)	PB	431 231	10:LC	4.65
The Advertisement Book, Teacher's Edition (DOU 1978)	TEd	431 231	1:T	N/C
+Family Portraits (M&S 1981)	PB	431	6:LC	4.15
ANTHOLOGIES				
Voices in Literature, Language and Composition 3 (GI P1975)	PB	231	1:P	11.80
Teacher's Guide, Voices in Literature, Language and Composition 3 (GI P1975)	TG	231	1:T	7.00

A	B	C	D	E
POETRY				
Tribal Drums (MHR P1975)	PB	231	1:4P	4.90
NOVELS AND NON-FICTION				
Anthem (HHM P1975)	PB	231	1:4P	1.00
Never Cry Wolf (HHM P1975)	PB	231	1:4P	1.55
Hiroshima (HHM P1975)	PB	231	1:4P	1.30
What Was Then, This Is Now (HHM 1976)	PB	231	1:4P	1.10
SHORT STORIES				
Great Canadian Short Stories (HHM P1975)	PB	231	1:2P	1.30
Morley Callaghan's Stories (MAC P1975)	PB	231 241	1:4P	4.30
LANGUAGE STUDY, WRITING				
Writing With a Purpose 2 (M&S P1975)	PB	231	1:P	2.70
Teacher's Guide, Writing With a Purpose 2 (M&S P1975)	TG	231	1:T	N/C
ANTHOLOGIES				
Man's Search for Values (GA P1975)	PB	441	1:2P	10.10
Polarized Man (M&S P1975)	PB	441	1:2P	3.75
Nearly An Island (BWB 1979)	PB	441	1:5P	4.20
+Rites of Passage (M&S 1981)	PB	441	1:5P	4.15
+Mountain and Plain (M&S 1981) ...	PB	441	1:5P	4.15
POETRY				
Sound and Sense (revised) (LON P1975)	PB	441	1:2P	4.70

A	B	C	D	E
*Five Modern Canadian Poets (HRW P1975)	PB	441	1:4P	2.30
20th Century Poetry and Poetics (OUP P1975)	PB	441	1:5P	5.60
Signatures, Poems of Canada Three (NEL 1979)	PB	441	1:2P	2.40
Teacher's Edition, Signatures, Poems of Canada Three (NEL 1979) ..	TG	441	1:T	3.80
NOVELS AND NON-FICTION				
Great Expectations (ELC P1975) ...	PB	441	1:4P	1.70
Lord of the Flies (HHM P1975)	PB	441	1:4P	1.70
Cry the Beloved Country (HHM P1975)	PB	441	1:4P	2.35
The Great Gatsby (HHM P1975)	PB	441	1:4P	3.20
The Stone Angel (HHM P1975)	PB	441	1:4P	2.00
Heart of Darkness (HHM 1976)	PB	441	1:4P	2.40
+Trouble With Lichen (HHM 1981) ..	PB	441	5:LC	1.95
The Scarlet Letter (HHM 1976)	PB	441	1:4P	1.10
Roger Sudden (HHM P1975)	PB	441	1:4P	3.00
LANGUAGE STUDY				
Language Matters (NEL 1975)	PB	441	1:2P	6.40
DRAMA				
Saint Joan (HHM P1975)	PB	441	1:4P	1.30
Hamlet (GLC P1975)	PB	441	1:4P	.90
King Lear (GLC P1975)	PB	441	1:4P	.90
Macbeth (GLC P1975)	PB	441	1:4P	.90
Othello (GLC P1975)	PB	441	1:4P	.90

A	B	C	D	E
The Crucible (HHM 1976)	PB	441	1:4P	1.20
Inherit the Wind (HHM P1975)	PB	441	1:4P	1.20
The Government Inspector (HHM P1975)	PB	441	1:4P	3.85
+A Man for All Seasons (BSC 1981)	PB	441	10:LC	2.95
ANTHOLOGIES				
Voices in Literature, Language and Composition 4 (GI P1975)	PB	241	1:P	11.80
Teacher's Guide, Voices in Literature, Language and Composition 4 (GI P1975)	TG	241	1:T	7.00
Getting Out of the Box (LON P1975)	PB	241	1:2P	3.00
POETRY				
Rhyme and Reason (MHR P1975)	PB	241	1:2P	5.20
NOVELS AND NON-FICTION				
The Butterfly Revolution (HHM P1975)	PB	241	1:4P	1.30
Flowers for Algernon (HHM P1975) ..	PB	241	1:4P	1.10
My Shadow Ran Fast (HHM P1975) ...	PB	241	1:4P	1.10
To Sir With Love (BSC P1975)	PB	241	1:4P	3.10
LANGUAGE STUDY				
Writers in Conflict (MAC P1975) ..	PB	241	1:4P	3.20
DRAMA				
Plays on a Human Theme (MHR P1975)	PB	241	1:4P	5.20
+Plays on a Comic Theme (MHR 1981)	PB	241	10:LC	5.25

A	B	C	D	E
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TEACHER AND CLASSROOM RESOURCES

10-12

+English Teacher's Handbook (P-H 1981)	TR	10-12	1:T	10.95
+The Elements of Style (CMC 1981)	PB	431 441	8:LC	2.50
The Little English Handbook for Canadians (WIL 1980)	PB	10-12	10:LC	4.80
Language Growth (GA 1980)	PB	10-12	15:LC	10.50
Roget's Pocket Thesaurus, English (HHM 1978)	PR	10-12	5:LC	1.55
Gage Senior Dictionary (GA Pl975)	PR	10-12	5:LC	13.40

THEMES IN CANADIAN LITERATURE

Native Peoples in Canadian Literature (MAC 1978)	PR	10-12	5:LC	3.10
Childhood and Youth in Canadian Literature (MAC 1980)	PB	10-12	5:LC	3.10
The Artist in Canadian Literature (MAC 1978)	PR	10-12	5:LC	3.10
The Role of Women in Canadian Literature (MAC 1978)	PR	10-12	5:LC	3.10
Canadian Humor and Satire (MAC 1978)	PR	10-12	5:LC	3.10
The Maritime Experience (MAC 1979)	PR	10-12	5:LC	3.10
The Depression in Canadian Literature (MAC 1979)	PR	10-12	5:LC	3.10

(D) CANADIAN LITERATURE COURSES

CRITICISM

Survey (MEP 1975)	PB	442	1:5P	5.70
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A	B	C	D	E
Survival (BBD P1975)	PB	442	1:5P	3.90
POETRY				
Oxford Anthology of Canadian Literature (OUP P1975)	PB	442	1:5P	6.40
Fifteen Canadian Poets Plus Five (OUP 1975)	PB	442	1:P	4.70
SHORT STORIES				
A Book of Canadian Short Stories, Volume 2 (OUP 1976)	PB	442	1:2P	4.40
Sixteen by Twelve (MHR 1975)	PB	442	1:P	5.80
A Book of Canadian Stories (MHR 1975)	PB	442	1:P	3.80
NOVELS				
Sunshine Sketches of a Little Town (M&S 1975)	PB	442	1:5P	1.70
Cabbagetown (ELC 1975)	PB	442	1:5P	4.20
More Joy in Heaven (M&S 1975)	PB	442	1:5P	1.70
They Shall Inherit the Earth (M&S 1975)	PB	442	1:5P	2.25
Earth and High Heaven (M&S 1975) ..	PB	442	1:5P	2.25
*Ashini (HAR 1975)	PB	442	1:5P	2.20
A Jest of God (M&S P1975)	PB	442	1:4P	1.90
The Watch That Ends the Night (MAC 1975)	PB	442	1:P	3.50
The Mountain and the Valley (HHM 1975)	PB	442	1:P	2.25
The Tin Flute (HHM P1975)	PB	442	1:P	1.90
The Loved and the Lost (HHM 1975) ..	PB	442	1:5P	2.70
The Edible Woman (M&S 1976)	PB	442	1:4P	2.10

A	B	C	D	E
Leaven of Malice (HHM 1975)	PB	442	1:5P	2.00
Fifth Business (HHM P1975)	PB	442	1:4P	1.55
+Swamp Angel (M&S 1981)	PB	442	1:5P	1.95
+Strange Manuscript Found in a Copper Cylinger (M&S 1981)	PB	442	1:5P	2.95
DRAMA				
Encounter (MEP 1975)	PB	442	1:P	5.70
Stage One (VNR 1975)	PB	442	1:P	3.50
(E) DEVELOPMENTAL DRAMA/ THEATRE ARTS COURSES				
Development Through Drama (LON 1976)	TR	321	1:T	5.60
Creative Communication (CLPC 1976)	TR	321	1:T	7.60
A Practical Guide to Drama in Secondary Schools (SAU 1976)	TR	321	1:T	5.35
Transitions 1 Teaching Drama (COM 1980)	TR	331	1:T	5.35
Basic Drama Projects (CLPC 1976)	PB	321	1:3P	6.40
Cues and Entrances (GA 1978)	PB	331	15:LC	4.30
Cues and Entrances, Commentary and Discussion (GA 1978)	TG	331	1:T	1.45

APPENDIX G

AUTHORIZED INSTRUCTIONAL MATERIALS
FOR SENIOR HIGH SCHOOL ENGLISH PROGRAMS
IN PRINCE EDWARD ISLAND (1981-82)

ENGLISH 10 - 12

ENGLISH 421 - Composite

DESCRIPTION

This is an academic English program at Year X level, designed to develop basic writing skills in narrating, describing, and explaining. The literature section deals with the study of novels, short stories, drama, and poetry.

POETRY

- (a) DESIGNS IN POETRY (Collier-Macmillan)
- (b) Teacher's Guidebook
- (c) Class set of 15 - VOICES - The Second Book (Penguin) by Summerfield

DRAMA

Teachers will select either Program 1 or Program 2

PROGRAM 1

- (a) PLAYS AS EXPERIENCE (Fitzhenry and Whiteside) by Zachar
- (b) Choose one of the following:
 - 1. TWELFTH NIGHT
 - 2. MERCHANT OF VENICE
 - 3. JULIUS CAESAR

PROGRAM 2

- (a) DESIGNS IN DRAMA (revised) (Collier-Macmillan) by Redman
- (b) Choose one of the following:
 - 1. TWELFTH NIGHT (Nelson, Riverside Lit. Series)
 - 2. MERCHANT OF VENICE (Nelson, Riverside Lit. Series)
 - 3. JULIUS CAESAR (included in Designs in Drama)

PROSE

- A. 1. DESIGNS IN FICTION (revised) (Collier-Macmillan)
by Sheld
- or
- 2. An additional novel.
- B. 1. DESIGNS IN NON-FICTION (revised) (Collier-Macmillan) by Sheld
- or
- 2. INTRODUCTION TO NON-FICTION - McCormick-Mathers
(Van Nostrand) by Arscott

NOVELS

Teacher is to make a selection (3 or 4) from the following:

- (a) THE PEARL (Macmillan) by John Steinbeck
- (b) THE OLD MAN AND THE SEA (Canadian School Edition - Saunders) by Ernest Hemingway
- (c) THE KON-TIKI EXPEDITION (Nelson Pub. Co.) by Heyerdahl
- (d) GOLDFINGER by Ian Fleming (out of print)
- (e) THE ADVENTURES OF SHERLOCK HOLMES by Arthur Conan Doyle
- (f) LORD OF THE FLIES (Queenswood House) by William Golding
- (g) WHO HAS SEEN THE WIND (Macmillan) by W.O. Mitchell
- (h) TO KILL A MOCKINGBIRD (Macmillan) by Harper Lee
- (i) MRS. MIKE (Longman) by Benedict Freedman
- (j) THE LOON FEATHER (Longman) by Iona Fuller
- (k) ACT ONE (Random House) by Moss Hart
- (l) WHERE NESTS THE WATER HEN (Random House) by Gabriel Roy
- (m) BLACK LIKE ME (Houghton-Mifflin) by H. Griffin

READING

ADVANCED SKILLS IN READING 2 (Collier-Macmillan) by Gainsburg

(a) Pupil's Edition (classroom set of 15)

(b) Teacher's Edition

LANGUAGE

Teachers are to choose one of the three programs indicated below:

PROGRAM 1

GUIDE TO MODERN ENGLISH SERIES - IDEA AND
EXPRESSION by Vander Beek et al (Gage)

and
DEVELOPING IDEAS (S.R.A.)

or
VOICE (Scholastic)

PROGRAM 2

Basic Language Series - MESSAGES AND MEANINGS,
BOOK IV, by John et al (Fitzhenry and Whiteside)

and
DEVELOPING IDEAS (S.R.A.)

or
VOICE (Scholastic)

PROGRAM 3

LEARNING ENGLISH by Penner (Macmillan)

or
LANGUAGE COMES ALIVE BOOK 10 (Dent)

and
VOICE (Scholastic)

NOTES

1. Programs 1 and 2 offer new options in core texts designed to provide for the development and reinforcement of the basic language skills.
2. Program 3 is available to schools which do not wish to choose either of the new programs for the school year 1979-80.
3. DEVELOPING IDEAS and VOICE are being continued as options to supplement any of the three programs.
4. Teacher's editions of the texts and teacher's manuals are provided as part of the program.

ENGLISH 341 - Composite

DESCRIPTION

This is a standard/basic course at Year X level designed to emphasize the practical rather than the academic applications of language. As in English 421, the student is exposed to various genres of literature.

COMPOSITION

DEVELOPING IDEAS (S.R.A.)

VOICE (Scholastic)

or

WORDS WE USE (Macmillan) by Roberts

VOICE (Scholastic)

SUPPLEMENTARY

ENGLISH ON THE JOB - Book 2 (Book Society) by Carlin & Holder (class set)

ADVANCED SKILLS IN READING - Book 2 (class set when requested by teacher) by Gainsburg

BASIC SPELLING (class set when requested by teacher) (Macmillan) by Bowden

DRAMA

FOUR PLAYS OF OUR TIME (Macmillan) by Voaden

or

THE PLAYERS - Book 1 (McClelland & Stewart) by Cavanagh & Trip

POETRY

POETRY OF ROCK (class set) by Goldstein
(Available in schools - already part of academic program)

VOICES - Book 2 (class set) (Penguin) by Summerfield

THE SECOND CENTURY ANTHOLOGIES OF VERSE - Book 1
(Oxford) by Charlesworth

REFERENCE

A TEACHER'S MANUAL FOR THE SECOND CENTURY ANTHOLOGIES
OF VERSE - Book 1 (Oxford) by Charlesworth

PROSE

Teachers are to choose one of the two programs indicated below:

PROGRAM 1

VENTURES 2 (Nelson) by Winter
or
STRAWBERRIES AND OTHER SECRETS (Nelson) by
MacNeill

PROGRAM 2

WHAT'S HAPPENING (class set) (Scott, Foresman)
by Greene
or
TUNED IN (class set) (Macmillan) by Mersereau

NOVELS

Teacher is to make a selection (3 or 4) from the following: (See Note "A")

- (a) THE PEARL (Macmillan) by Steinbeck
- (b) THE OLD MAN AND THE SEA (Saunders) by Hemingway
- (c) THE KON-TIKI EXPEDITION (Nelson) by Heyerdahl
- (d) GOLDFINGER (Signet p 2729) (New America Library)
by Fleming (out of print)
- (e) THE ADVENTURES OF SHERLOCK HOLMES (Peter Martin
Associates) by Doyle
- (f) LORD OF THE FLIES (Queenswood) by Golding
- (g) WHO HAS SEEN THE WIND (Macmillan) by Mitchell
- (h) TO KILL A MOCKINGBIRD (Macmillan) by Lee
- (i) MRS. MIKE (Longman) by Freedman
- (j) THE LOON FEATHER (Longman) by Fuller
- (k) ACT ONE (bibliography) (Random House) by Hart
- (l) WHERE NESTS THE WATER HEN (Random House) by Roy

(m) BLACK LIKE ME (bibliography) (Signet P 2709)
(New American Library) by Griffin

(n) A TREE GROWS IN BROOKLYN (Harper) by Smith

NOTE "A"

The following will probably be found most suitable:

1. THE PEARL
2. GOLDFINGER [out of print]
3. TO KILL A MOCKINGBIRD
4. A TREE GROWS IN BROOKLYN
5. BLACK LIKE ME
6. ACT ONE

REFERENCES

GENERAL REFERENCE FOR TEACHERS as an example of an integrated program

VOICES IN LITERATURE, LANGUAGE, & COMPOSITION -
Book 2 (Ginn) by Cline, Williams, et al

MEDIA GUIDE TO ABOVE

MEDIA WORKSHEETS

TEACHER'S NOTEBOOK

ENGLISH 441 - Communications

DESCRIPTION

This is a communications course designed for vocational students at year 10 level. The program provides instruction in the forms of English required for job training and for every day usage. Reading in the content areas and the development of language skills are emphasized.

TEXTBOOKS

1. ENGLISH ON THE JOB - Book 2 (Globe Book Co.)
by Carlin et al.
2. WORDS, 5th edition (McGraw-Hill Ryerson) by
Crank et al.
3. S.R.A. READING LABORATORY (S.R.A.)
4. S.R.A. STUDENT RECORD BOOKS FOR READING
LABORATORY (S.R.A.)
5. WORDS ARE IMPORTANT (Book Society of Canada)
by Hardwick
6. ENGLISH 2200 (Harcourt, Brace & World) by
Blumenthal
7. ENGLISH WORKSHOP, 4th edition (Harcourt, Brace
& World) by Blumenthal

REFERENCES

1. WORKING WITH ENGLISH (McGraw-Hill Ryerson)
by Rennie and Anderson
2. DEVELOPING LANGUAGE SKILLS 8 (McGraw-Hill
Ryerson) by Potts and Nichols

CURRICULUM GUIDE

A Curriculum Guide is obtainable upon request to the Curriculum Branch, Department of Education, P.O. Box 2000, Charlottetown.

NOTE

This program is being revised.

ENGLISH 450.5 - Practical I

ENGLISH 450.5 - Practical II

DESCRIPTION

This is a program consisting of two half-credit courses at Grade 10 level. The program emphasizes real life reading skills and the development of the language skills required for work in the content areas, e.g., math, science, and industrial arts.

A Curriculum Guide, listing objectives and the specific learning materials for the program, is available from The Curriculum Branch.

MATERIALS - ENGLISH 450.5, SECTION I (1/2 credit course)

SPELL IT OUT (Globe) - Lessons 1-10, inclusive
Pages 1-81, inclusive

THE READING ROAD TO WRITING (Globe) - Teacher may choose any 2 books from Books 1, 2, 3, 4.

FORMS IN YOUR LIFE (Globe) - Forms 1-13, inclusive

PATHWAYS TO THE WORLD OF ENGLISH SERIES (Globe) -
SEARCHING FOR IDENTITY

POETRY - THE HEART OF THE MATTER (Prentice-Hall) -
4 units to be considered

INDEPENDENT READING

EVERYREADER SERIES (McGraw-Hill Ryerson) by Kottmeyer -
Twenty one of the world's most popular literary works
adapted for ease of reading and high interest.
(Paperback)

CASES OF SHERLOCK HOLMES

THE TROJAN WAR

ROBIN HOOD STORIES

MATERIALS - ENGLISH 450.0, SECTION II (1/2 credit course)

SPELL IT OUT (Globe) - Lessons 11-21, inclusive
Pages 82-160, inclusive

THE READING ROAD TO WRITING (Globe) - The 2 books remaining from Section I

FORMS IN YOUR LIFE (Globe) - Forms 14-22, inclusive

PATHWAYS TO THE WORLD OF ENGLISH (Globe) - SEARCHING FOR VALUES

INDEPENDENT READING

POETRY - THE HEART OF THE MATTER (Prentice-Hall) 4 units remaining from Section II)

EVERYREADER SERIES

and

THE CONTEMPORARY SCENE SERIES - as listed in Section I

TEACHER REFERENCES - SECTIONS I AND II

WORDS TO USE (Gage)

THE READING ROAD TO WRITING (Globe) - Teacher's Guide

SEARCHING FOR IDENTITY (Globe) - Teacher's Guide

SEARCHING FOR VALUES (Globe) - Teacher's Guide

REAL LIFE READING SKILLS - Kit (Scholastic Book Services)

ENGLISH 521 - Composite

DESCRIPTION

This course is sequential to English 421. The composition part of the course is designed to lead the student to mastery of English in speech and in writing. The literature section involves a detailed study of the novel, poetry, short story, and drama.

POETRY

- (a) THEME AND IMAGE - Book I (Copp Clark) by Gillanders
- (b) Guidebook for the above for each teacher

- (c) 15 - POETRY OF OUR TIME (Macmillan) by Dudek
- (d) 15 - VOICES - THE THIRD BOOK (Penguin) by Summerfield

DRAMA

- (a) PLAYS ON A HUMAN THEME (McGraw-Hill Ryerson) by Groves
- (b) One chosen from the following:
 - 1. HENRY IV - Part I (Oxford) paperbound
 - 2. ROMEO AND JULIET (Oxford)
 - 3. IVANHOE
 - 4. FLAMINGO FEATHER
 - 5. MEN OF IRON
 - 6. JAUREZ, HERO OF MEXICO
 - 7. TO HAVE AND TO HOLD
 - 8. WILD ANIMALS I HAVE KNOWN
 - 9. CALL OF THE WIND
 - 10. INDIAN PAINT
 - 11. BOB, SON OF BATTLE
 - 12. ON JUNGLE TRAILS
 - 13. THE GOLD BUG AND OTHER STORIES
 - 14. KING ARTHUR AND HIS KNIGHTS
 - 15. BEN HUR
 - 16. GREEK AND ROMAN MYTHS
 - 17. SILVER SKATES
 - 18. TREASURE ISLAND
 - 19. KIDNAPPED

THE CONTEMPORARY SCENE - A continuing series of modern fiction that will enhance any English program.

THE GRIZZLY, by Annabel and Edgar Johnson - Suspense. Father and son fishing trip turns into terror when they encounter a grizzly.

IN THE HEAT OF THE NIGHT, by John Ball - Racial confrontation. Edgar Mystery Writers of America Award; made into Oscar-winning film.

ON THE BEACH, by Nevil Shute - Science fiction. The aftermath of an atomic attack.

OTTER THREE-TWO CALLING, by Leif Hamre - Arctic, air-sea adventure.

RESCUE MISSION, by John Ball - Two amateur pilots are suddenly forced to operate a large, mechanically unsound Constellation.

CATCH A KILLER, by George A. Woods - A teenage boy becomes involved in a serious murder charge.

AND NOW MIGUEL, by Joseph Krumboltz - Miguel yearns to accompany his shepherd father and brothers to summer pasture.

SUNBURST, by Phyllis Gotlieb - Science fiction: A strange group of children with extrasensory powers are the result of a runaway reactor explosion.

PROSE AND COMPOSITION

- (a) WRITER'S WORKSHOP (Book Society) by Ford and Meeson. (This is the composition book as well as the prose book).
- (b) SERVANT AND MASTER (Book Society) by Braithwaite (classroom set of 35)
- (c) MASTERING EFFECTIVE ENGLISH - 3rd edition (Copp Clark) by Tressler & Lewis)
- (d) THE AMERICAN EXPERIENCE: FICTION (Collier-Macmillan)

REFERENCE

LANGUAGE, LOGIC, AND THE MASS MEDIA (Holt, Rinehart & Winston) by Donald R. Gordon (Recommended reference for teachers)

NOVELS

Teacher is to make a selection (3 or 4) from the following:

- (a) MORE JOY IN HEAVEN (McClelland & Stewart) by Morley Callaghan
- (b) HUCKLEBERRY FINN (Macmillan) by Mark Twain
- (c) THE CATCHER IN THE RYE (Bantam) by J.D. Salinger
- (d) THE MOUNTAIN AND THE VALLEY (New Canadian Library edition) (McClelland & Stewart) by Ernest Buckler
- (e) AN EPISODE OF SPARROWS (Macmillan) by Rumer Godden
- (f) THE PATH OF THE KING (Nelson) by John Buchan
- (g) THE MAYOR OF CASTERBRIDGE (Macmillan SMC) by Thomas Hardy
- (h) SILAS MARNER (Nelson School Classics) by George Eliot
- (i) WINESBURG OHIO (The Viking Press) C39 Compass Edition by Sherwood Anderson
- (j) IN THE HEAT OF THE NIGHT (Fitzhenry & Whiteside) by John Ball
- (k) BILLY BUDD (The Viking Press) by Herman Melville

ENGLISH 531 - Composite

DESCRIPTION

This is a standard/basic course at Year XI level and designed for students who do not intend to enter university.

The course emphasizes the communication skills through the study of the various forms of literature.

COMPOSITION

CREATIVE COMPOSITION (Longman) by McMaster & McMaster

DRAMA

Students study Pygmalion and one of the three other possible selections.

PYGMALION (Longman) by Shaw
(references for teachers: MY FAIR LADY - Signet P2536
New America Library) by Lerner

And one of:

1. PLAYS ON A HUMAN THEME (McGraw-Hill Ryerson)
by Graves
- or
2. PARTICIPATION TEXTS (Dramatic Pub. Co.) by
Frerericck
- or
3. Two of:
 - (a) HAMP by Wilson
 - (b) TIT-COQ - by Gelinas - Trans. by Moore
(Clarke-Irwin)
 - (c) THE CRUCIBLE - NT 4498 (Bantam) Can. Ed.
Edu. (Macmillan) by Miller

POETRY

FIFTEEN WINDS (McGraw-Hill Ryerson) by Purdy

BLACK, BRIGHT & GREY (Longman) (class set) by
McMaster

PROSE

AND WHO ARE YOU? (class set) (Longman) by Repath

(Main text for pupil):
CANADIAN REFLECTIONS (Macmillan) by Penner &
McGechaen

REFERENCE

General references for teachers - one for each school
as an example of an integrated program.

- (a) VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION
Book 3 (Ginn)
- (b) MEDIA GUIDE TO ABOVE
- (c) MEDIA WORKSHEETS
- (d) TEACHER'S NOTEBOOK

ENGLISH 541 - Communications

DESCRIPTION

This is a sequential course to English 441, and is offered at Year XI level. It is provided for vocational students and offers further instruction in the basic skills areas.

TEXTBOOKS

- 1. BUSINESS ENGLISH AND COMMUNICATION
(McGraw-Hill Ryerson) by Stewart et al.
- 2. WORDS, 5th edition (Gregg Publishing Division)
by Crank et al.
- 3. THE REALM OF FICTION (McGraw-Hill Ryerson)
by Hall
- 4. S.R.A. WRITING SKILLS LABORATORY (S.R.A.)
by Hoth et al.

REFERENCES

- 1. FAMILIAR QUOTATIONS (Little, Brown & Co.)
by Bartlett
- 2. WRITER'S GUIDE AND INDEX TO ENGLISH (Scott,
Foresman & Co.) by Perrin
- 3. ROGET'S INTERNATIONAL THESAURUS (Thomas Y.
Crowell Co.)
- 4. EFFECTIVE COMMUNICATIONS IN BUSINESS
(McGraw-Hill Ryerson) by Shurter

5. COMPLETE HANDBOOK OF ETIQUETTE (Doubleday)
by Vanderbilt
6. WEBSTER'S NEW COLLEGIATE DICTIONARY (Merrian Co.)
7. THE WORLD ALMANAC AND BOOK OF FACTS (World
Telegram & Sun Annual)

CURRICULUM GUIDE

A Curriculum Guide is obtainable upon request to the Curriculum Branch, Department of Education, P.O. Box 2000, Charlottetown.

NOTE

This program is being revised.

NOVELS

Teacher is to make a selection (4 or 5) from the following:

- (a) BLACK BOY (Harper Row) by Wright
- (b) THE MOON IS DOWN (Macmillan) by Steinbeck
- (c) WHITE EAGLES OVER SERBIA (Educational Edition)
(Faber) by Durell
- (d) GREEN MANSIONS (Airmount/McGraw-Hill Ryerson)
by Hudson
- (e) LOST HORIZON (Macmillan) by Hilton
- (f) NECTAR IN A SIEVE (Signet P2359 New American
Library) by Markandaya
- (g) THE OXBOW INCIDENT (Signet CT361 New American
Library) by Clark
- (h) OVER PRAIRIE TRAILS (biography) (McClelland
& Stewart) by Grove
- (i) HUCKLEBERRY FINN (Macmillan) by Mark Twain

NOTE

The above novels will probably be found most suitable; however, teachers may also choose from the Grade XI academic novels indicated below:

- [1] MORE JOY IN HEAVEN (McClelland & Stewart)
by Callaghan
- [2] HUCKLEBERRY FINN (Macmillan) by Twain
- [3] THE CATCHER IN THE RYE (Bantman) by Salinger
- [4] THE MOUNTAIN AND THE VALLEY (McClelland & Stewart) by Buckler
- [5] AN EPISODE OF SPARROWS (Macmillan) by Godden
- [6] THE PATH OF A KING (Nelson) by Buchan
- [7] THE MAYOR OF CASTERBRIDGE (Macmillan SMC)
by Hardy
- [8] SILAS MARNER (Nelson) by Eliot
- [9] WINESBURG OHIO C39 (Viking Press) by Anderson
- [10] IN THE HEAT OF THE NIGHT (Fitzhenry & Whiteside)
by Ball
- [11] BILLY BUDD (Viking Press) by Melville
- [12] BLACK LIKE ME (Houghton-Mifflin) by Griffin

ENGLISH 550.5 - Practical I

ENGLISH 550.5 - Practical II

DESCRIPTION

This is a program consisting of two half-credit courses at Grade 11 level. The program emphasizes real life reading skills and the development of the language skills required for work in the content areas, e.g., math, science, and industrial arts.

A Curriculum Guide, listing objectives and the specific learning materials for the program, is available from The Curriculum Branch.

MATERIALS - ENGLISH 550.5, SECTION I (1/2 credit course)

SPELL IT OUT, Book 2 (Globe/Modern Press), Lessons 1-10, incl.

READING ROAD TO WRITING, Book 5 (Globe/Modern Press)

PATHWAYS TO THE WORLD OF ENGLISH - LEARNING FROM OUR YESTERDAYS (Globe/Modern Press)

SIGNATURES, Book 1 (Nelson) - selected poems

FOCUS ON YOUR LANGUAGE (Fitzhenry & Whiteside), parts 1-5 incl.

NOVELS

To be chosen from the listing for English 431 or English 531. See "A Style for Every Child". Novels may be used for individual reading or for group instruction.

MATERIALS - ENGLISH 550.5, SECTION II (1/2 credit course)

SPELL IT OUT, Book 2 (Globe/Modern Press), Lessons 11-20 incl.

READING ROAD TO WRITING, Book 6 (Globe/Modern Press)

PATHWAYS TO THE WORLD OF ENGLISH - REACHING FOR TOMORROW (Globe/Modern Press)

SIGNATURES, Book 1 (Nelson) - selected poems

FOCUS ON YOUR LANGUAGE (Fitzhenry & Whiteside), parts 6-9, incl.

NOVELS

Continuation from Part I

ENGLISH 621 - Composite

DESCRIPTION

This course is the last in a series of three academic programs in English at senior high school level and is designed for students who have developed considerable proficiency in English. The course components are sequential to those for English 521 but are offered at a more sophisticated level.

COMPOSITION

- (1) PROSE FOR DISCUSSION (Gage) ed. G.W. Buxton
- (2) THE CRITICAL APPROACH (revised) (McClelland & Stewart) by Harrison
COMPOSITION OF THE ESSAY (Addison-Wesley)
by Hyde & Brown
- (3) MASTERING EFFECTIVE ENGLISH - 3rd ed. (Copp Clark) by Tressler & Lewis

(for Optional Enrichment)
- (4) LOOKING AT LANGUAGE (Gage) Scargil & Penner
eds. May be used on request by the teacher
(class set)

REFERENCE (Composition)

USING GOOD ENGLISH 12 (Teacher's Edition (Laidlaw)
by Brewton, et al.

STORY AND STRUCTURE - 2nd edition (Harcourt Brace
& World) by Perrine, ed.

POETRY

- (1) POETRY OF RELEVANCE 1 (Methuen) by Hogan,
Homer

or
THE GOLDEN TREASURY (Macmillan) Revised by
Oscar Williams
- (2) SHAPINGS (Book Society) by Brian Meeson
(To be used if Composition of Essay, rather
than the Critical Approach, is chosen for
composition.)

REFERENCE (Poetry)

- (a) UNDERSTANDING POETRY (Holt, Rinehart & Winston)
by Brooks, Cleanth, and Robert Penn Warren
- (b) SOUND AND SENSE (Longman) by Perrine
- (c) THE FORCE OF NEW WORDS (Holt, Rinehart &
Winston) by Korg
- (d) POETRY: THEORY AND PRACTICE (Harcourt, Brace)
by Perrine

- (e) CONSIDERING POETRY (English Universities Press)
by Phythian
- (f) GUIDEBOOKS TO THEME AND IMAGE - Books I & II
(Copp Clark) by Carol Gillanders
- (g) A HANDBOOK TO LITERATURE (Odyssey Press) by
Thrall, Hibbard, Holman
- (h) A GLOSSARY OF LITERARY TERMS (Holt, Rinehart
& Winston) by M.H. Abrams
- (i) POETRY: A MODERN GUIDE TO ITS UNDERSTANDING
AND ENJOYMENT (Dell - paperback) by Elizabeth
Drew
- (j) THE MODERN POETS (McGraw-Hill Ryerson) by
Brinnin & Read
- (k) THE CRITICISM OF POETRY (Longman) by S.H. Burton
- (l) THE HERITAGE OF SYMBOLISM (Schoken Books, SB10)
by C.M. Bowrer
- (m) MODERN POETICS (McGraw-Hill Ryerson - paperback
55872) by James Scully, ed.
- (n) THE POETIC IMAGE (Oxford University Press)
by Lewis, C. Day
- (o) THE VERBAL ICON (Noonday - paperback N123) by
W.K. Winsatt
- (p) A HANDBOOK FOR THE STUDY OF POETRY (Collier-
Macmillan) by Altenbernd & Lewis

DRAMA

- (1) HAMLET (Falcon, ed.) (Longman) Shakespeare
or
MACBETH (New Clarendon ed. for Canadian students)
or
OTHELLO (New Clarendon ed. (Oxford - paperback)
- (2) THE BIRTHDAY PARTY (Methuen) by Pinter
or
UNDER MILK WOOD (Canadian School Edition) (Dent)
by Thomas
or

MURDER IN THE CATHEDRAL (Canadian Educational Edition) (Bellhaven House) by Herman Voaden (Faber) Eliot

or

DEATH OF A SALESMAN - Text and Criticism (Gerald Weales, ed.) (Viking Press) by A. Miller

- (3) FOUR STAGES (student's edition (Macmillan) by MacDonald and Saxton

FICTION

(3 or 4) to be selected from the following:

- (a) A BRAVE NEW WORLD (Penguin) by A. Huxley
- (b) 1984 (Penguin) by Orwell
- (c) THE OUTSIDER (Penguin) by Camus
- (d) ANIMAL FARM edited by Laurence Brander (Longman) by Orwell
- (e) DR. ZHIVAGO (Fontana Book - Collins) by Pasternak
- (f) A PASSAGE OF INDIA (Penguin) by Forster
- (g) HEART OF DARKNESS (Signet Classics CD4) by Conrad
- (h) THINGS FALL APART (Heinemann Education Books) (Bellhaven House) by Achebe
- (i) CRY, THE BELOVED COUNTRY (Education Edition) (Scribners) by Paton
- (j) GREAT EXPECTATIONS (edited by H.M. Burton) (Longman) by Dickens
- (k) THE VICAR OF WAKEFIELD (Macmillan) by Goldsmith
- (l) UNDER THE GREENWOOD TREE - School Edition (Macmillan) by Hardy
- (m) THE RETURN OF THE NATIVE - School Edition (Macmillan) by Hardy
- (n) TESS OF D'URBERVILLES - School Edition (Macmillan) by Hardy

- (o) WUTHERING HEIGHTS (edited by A.C. Ward)
(Longman) by Bronte
- (p) A SEPARATE PEACE - School Edition (Book
Society) by Knowles
- (q) A FAREWELL TO ARMS - School Edition (Scribners)
by Hemingway
- (r) ALL QUIET ON THE WESTERN FRONT (Fawcett -
Crest Book No. 232-01240-075) by Remarque

REFERENCE (Fiction)

- (a) UNDERSTANDING FICTION (Appleton Century Crofts)
by Brooks and Warren
- (b) THE THETORIC OF FICTION (Book Service of Canada)
by Wayne C. Booth
- (c) APPROACHES TO THE NOVEL (Chandler Publishing
Co., 124 Spear St., San Francisco, California
94105) - Intext Publishing Division, 228 Yorkland
Blvd., Willowdale, Ontario, Canadian Represen-
tative, by Robert Scjoles
- (d) A HANDBOOK FOR THE STUDY OF FICTION (Collier-
Macmillan) by Altenbernd & Lewis
- (e) ASPECTS OF THE NOVEL (Penguin) by E.M. Forster
- (f) THE ENGLISH NOVEL (Penguin) by Walter Allen

ENGLISH 631 - Composite

DESCRIPTION

This course completes a three year sequence for students who have elected the basic/standard program (English 431/531) in years X and XI.

COMPOSITION

ENGLISH 12 (Addison-Wesley) by Tanner

DRAMA

(2 or 3) to be selected from the following:

- (a) THE LABYRINTH (Macmillan) by Israel
- (b) JULIUS CAESAR or MACBETH by Shakespeare
- (c) THUNDER ROCK - (Ed. by Procunier) by Ardrey
- (d) THE SKIN OF OUR TEETH (Canadian Scholastic Edition) (Longman) by Wilder
- (e) A MAN FOR ALL SEASONS (Book Society) by Bolt
- (f) ALL MY SONS (Canadian Education Edition) (Macmillan) by Miller

POETRY

SOME HAYSTACKS DON'T EVEN HAVE ANY NEEDLE (Scott, Foresman] by Dunning

or

POETRY AND SONG, Book 4 (Macmillan) by Gibson

PROSE

PROSE FOR DISCUSSION (Gage) by Buxton

NOVELS

(4 or 5) of the following:

- (a) OUT OF THE SILENT PLANET - ed. by Heery and King (Oxford) by Lewis
- (b) UNTRAVELLED WORLDS (Macmillan) by Barter
- (c) BAROMETER RISING (Macmillan) by MacLellan
- (d) MANY DIMENSIONS (Penguin) by Williams
- (e) THE BRIDGE OF THE SAN LUIS REY (Longman) by Wilder
- (f) THE ILLUSTRATED MAN (Bantam) by Bradbury
- (g) FAHRENHEIT 451 (Macmillan) by Bradbury
- (h) TYPHOON (Rhinemann) by Conrad

NOTE

The above novels will probably be found most suitable, however, teachers may also choose from the Grade XII academic novels listed below:

- (a) BRAVE NEW WORLD (Penguin) by Huxley
- (b) ANIMAL FARM (Ed. Brander) (Longman) by Orwell
- (c) 1984 (Penguin) by Orwell
- (d) THE OUTSIDER (Penguin) by Camus
- (e) DR. ZHIVAGO (Collins) by Pasternak
- (f) A PASSAGE TO INDIA (Penguin) by Forster
- (g) HEART OF DARKNESS (Signet Classics CD4)
by Conrad
- (h) THINGS FALL APART (Bellhaven House) by Achebe
- (i) CRY, THE BELOVED COUNTRY (Scribner's) by Paton
- (j) GREAT EXPECTATIONS (Ed. by Burton) (Longman)
by Dickens
- (k) THE VICAR OF WAKEFIELD (Macmillan) by Goldsmith
- (l) UNDER THE GREENWOOD TREE (Macmillan) by Hardy
- (m) THE RETURN OF THE NATIVE (Macmillan) by Hardy
- (n) TESS OF THE D'URBERVILLES (Macmillan) by Hardy
- (o) WUTHERING HEIGHTS (Ed. by Ward) (Longman) by
Bronte
- (p) A SEPARATE PEACE (Book Society) by Knowles
- (q) A FAREWELL TO ARMS (Scribner's) by Hemingway
- (r) ALL QUIET ON THE WESTERN FRONT (Fawcett Crest
Book) by Remarque

ENGLISH 641 - Communications

DESCRIPTION

This course completes a three year sequence for vocational students. The program is offered at Year XII level and deals with practical business English, communications, and the study of basic literature genres such as the novel and the short story.

TEXTBOOKS

- (1) BUSINESS ENGLISH AND COMMUNICATIONS (McGraw-Hill Ryerson) by Stewart et al.
- (2) WORDS, 5th edition (McGraw-Hill Ryerson) by Crank et al.
- (3) THE REALM OF FICTION (McGraw-Hill Ryerson) by Hall
- (4) STUDENT PROJECTS AND ACTIVITIES FOR BUSINESS ENGLISH AND COMMUNICATIONS (McGraw-Hill Ryerson)

REFERENCES

- (a) PRACTICAL BUSINESS ENGLISH FOR COLLEGES (South Western Publishing Co.) by Aurner
- (b) THE ENGLISH OF BUSINESS (Gregg Publishing Co.) by Stewart et al.
- (c) BUSINESS ENGLISH ESSENTIALS (McGraw-Hill Ryerson) by Larson
- (d) HANDBOOK OF ENGLISH (McGraw-Hill Ryerson) by Shaffer et al.
- (e) ENGLISH WORKSHOP (Harcourt, Brace & World) by Warriner and Blumentham

CURRICULUM GUIDE

A Curriculum Guide is obtainable upon request to the Curriculum Branch, Department of Education, P.O. Box 2000, Charlottetown.

NOTE

This program is under revision.

ENGLISH 650.5 - Practical I

ENGLISH 650.5 - Practical II

DESCRIPTION

This is a program consisting of two half-credit courses at Grade 12 level. The program emphasizes real life reading skills and the development of the language skills required for work in the content areas, e.g., math, science, and industrial arts.

A Curriculum Guide, listing objectives and the specific learning materials for the program, is available from The Curriculum Branch.

MATERIALS - ENGLISH 650.5, SECTION I (1/2 credit course)

DIALOGUE by Covell/Greig (Macmillan) 1st three units, omitting "Poems for the Young Psychologist" by Janis Ian, or deferring this poem until the three units have been studied.

NOVELS to be chosen from the listing for English 631. See "A Style for Every Child". Novels may be used for individual reading or for group instruction.

LANGUAGE

- (a) PATHWAYS TO SPEECH by Elin (Globe/Modern Press) - Units A, B, and C
- (b) BRUSH UP YOUR ENGLISH by Collins (McGraw-Hill Ryerson) - exercises as required
- (c) MASTERING ESSENTIAL ENGLISH SKILLS by McClelland et al. (Doubleday) - exercises as required

POETRY: Atlantic Folk Poetry, prepared by Everts, Baird and Gabriel

MATERIALS - ENGLISH 650.5, SECTION II (1/2 credit course)

DIALOGUE by Covell/Greig (Macmillan) Units 4, 5, and 6

NOVELS: continuation from part I

LANGUAGE

- (a) PATHWAYS TO SPEECH by Elin (Globe/Modern Press) - Units D, E, and F.

- (b) BRUSH UP YOUR ENGLISH by Collins (McGraw-Hill Ryerson) - exercises as required
- (c) MASTERING ESSENTIAL ENGLISH SKILLS by McClelland et al. (Doubleday) - exercises as required

POETRY: Atlantic Folk Poetry, prepared by Everts, Baird and Gabriel (includes cassette - available from School Supply)

APPENDIX H

THE FULFORD-ROBINSON LIST OF CANADIAN OWNED PUBLISHERS

I. Canadian-owned Publishers

A. Fulford (1972)

Alive Press, Guelph, Ontario
 Ballantrae Foundation, Calgary, Alberta
 Black Rose Books, 3934 rue St-Urbain, Montreal
 131, Quebec
 Book Society of Canada, 4386 Sheppard Avenue,
 Agincourt, Ontario
 Chateau Books, 615 Dorchester Blvd., Montreal
 2, Quebec
 Clarke, Irwin, 791 St. Clair Ave., W.,
 Toronto 10, Ontario
 Coles Publishing, 90 Ronson Dr., Rexdale,
 Ontario
 Dawson College Press, Montreal, Quebec
 Delta Canada, 351 Gerald St., Montreal 690,
 Quebec
 Fiddlehead Books, Department of English,
 University of New Brunswick, Fredericton,
 N.B.
 Frontier Publishing, 3518-3 Avenue. S.W.,
 Calgary, Alberta
 Harvest House, 1364 Greene Ave., Montreal 215,
 Quebec
 House of Anansi, 471 Jarvis St., Toronto 284,
 Ontario
 Hurtig Publishers, 225 Birks Bldg., Edmonton,
 Alberta
 Information Canada, 171 Slater St., Ottawa,
 Ontario
 James Lewis & Samuel, 35 Britain St., Toronto,
 Ontario
 Ladysmith Press, Ladysmith, Quebec
 Learning Concepts, 101 Duncan Mills Road,
 Don Mills 405, Ontario
 McGill-Queen's University Press, 3458 Redpath
 St., Montreal 109, Quebec
 McClelland and Stewart, 25 Hollinger Road,
 Toronto 16, Ontario
 Mitchell Press, Vancouver, B.C.

B. Robinson (1979)

Macmillan Company of Canada Ltd.
 Gage Publishing Limited

II. Agency Publishers (Canadian-owned)

Burns & MacEachern, 62 Railside Road, Don Mills, Ontario

Fitzhenry & Whiteside, 150 Lesmill Road, Don Mills, Ontario

General Publishing and Musson Book Co., 30 Lesmill Road, Don Mills, Ontario

Griffin House, 455 King St. W., Toronto 135, Ontario

APPENDIX I

CORRESPONDENCE

Box 155, Site 62, SS #2
Major's Path, St. John's
Newfoundland A1C 5H3
June 1, 1981

Dear Sir or Madam:

As a candidate for a master's degree in curriculum and instruction at Memorial University of Newfoundland, I am preparing a thesis tentatively titled The Utilization of Culturally-Based Curriculum in the Atlantic Provinces of Canada. To proceed with this project I need to examine your department's authorized program(s) of study and/or authorized instructional materials for all primary, elementary, and secondary schools in the province.

I am most eager to receive these materials as soon as possible in that further progress on my thesis is not possible without the information the program(s) contain.

In exchange for receipt of the requested material I am prepared to forward to you a copy of the final abstract of my work when it has been completed.

Yours truly,

Ray Goulding

Box 155, Site 62, SS #2
Major's Path, St. John's
Newfoundland A1C 5H3
September 4, 1981

Dear Sir:

As a candidate for a master's thesis in curriculum and instruction at Memorial University of Newfoundland, I am preparing a thesis entitled Culture-Based Materials in the English Programs of the Senior High Schools in the Atlantic Provinces. In June of this year you provided me valuable assistance by providing me with a copy of your Department's authorized program of studies. I again earnestly seek your assistance.

Before I can complete my thesis I need to know your province's textbook selection policy and guidelines; that is, does your Department of Education have a written or understood policy on the criteria to be used in assessing the suitability of a textbook for school use? If so, would you please forward me a copy? If not, a clear answer to that effect would be appreciated.

I look forward to your reply.

Yours truly,

Ray Goulding

DEPARTMENT OF EDUCATION

Nova Scotia

October 27, 1981

Mr. Ray Goulding
Box 155, Site 62, SS #2
Major's Path, St. John's
Newfoundland A1B 5H3

Dear Mr. Goulding:

Enclosed are the forms and guidelines used in
the textbook evaluation process as requested.

Yours truly,

T.C. Manzer
Assistant Director
Curriculum Development

CRITERIA FOR EVALUATION OF LEARNING MATERIALS

In evaluating learning materials, reviewers should proceed as follows:

Provide a detailed evaluation of the material considering each of the headings noted below. Because of the varied nature of the materials submitted for evaluation the questions posed will not be appropriate in every case. The individual judgment of evaluators will suggest additional criteria which should be freely employed.

Content:

1. What proportion of the information represents the author's viewpoint?
2. What proportion is factual? (Answer in general terms).
3. Is the information accurate?
4. Is the information up to date?

Treatment:

1. How was the material organized?
2. Is the treatment thematic, topical, or problem-centered?
3. Is the account general or detailed?
4. Does the treatment encourage further inquiry by being open-ended?
5. Is more emphasis given to some topics than others? Is this appropriate?

Bias:

1. What indications are there of bias (racial, ethnic, religious, sex, other)?
2. Is there any offensive language?

Style:

1. At what level of reader is the book aimed?
2. What level of mathematical ability is required? (applicable to mathematics and science texts)
3. Is the language appropriate?
4. Does the style help stimulate and sustain interest?

Format:

1. Are the paper and the binding durable?

2. Are typography and layout legible and attractive?
3. Is there an effective balance between illustrations and print material?

Summary:

1. To which areas of the curriculum does the book relate? [Specify appropriate guideline(s).]
2. What specific areas of the subject are treated?
3. Would you use this book as a classroom textbook or as a resource book?
4. Do you have any other general comments?

DEPARTMENT OF EDUCATION

MEMORANDUM

TO: Ray Goulding

FILE:

FROM: Sterling Stratton, P.E.I. DATE: Nov. 25/81

The methods used to revise programs in this province are outlined on page 7 of the Program of Studies, #13. "Selecting Core Learning Materials from Commercial Sources" is but one step in the process.

There are no internal, common policies within #13; at that stage each work group devises its own criteria dependent upon goals and objectives. There are no common forms, etc.

A sample of one committee's approach is attached . . . it is not, however, a common vehicle . . . also attached for your interest are questions we ask regarding Sex Role Stereotyping.

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

Department of Education

P.O. Box 4750
St. John's, Nfld.
A1C 5T7

November 30, 1981

Mr. Ray Goulding
Box 155, Site 62, SS #2
Major's Path
St. John's, Newfoundland
A1C 5H3

Dear Mr. Goulding:

In response to your letter of November 11, I have reviewed our policy statements and it appears that we have no written policy on textbook selection which would give preference to Canadian textbooks.

Our policy, over the years, has been to obtain the best textbooks for the courses of study. Textbooks published outside of Canada were never preferred over Canadian, but in many areas of curriculum good quality Canadian texts were not readily available. Where sufficient influence could be exerted, this often led to the production of Canadian editions of established American texts or the addition of Canadian supplements, as was done in the case of the Gordon Literature series. Our present position is that we expect textbooks to be Canadian, although we do not make a strong distinction between texts produced in Canada and Canadian editions of texts which are produced elsewhere. The question of Canadian content should, in our view, be settled in the course description rather than in the process of text selection.

Where we are having textbooks custom made for the province, the situation is somewhat different. In this case, we expect the text to be authored and produced in Canada and have stated a preference for project proposals which include Newfoundland writers.

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The statistics you quoted seemed to me to be, at first, surprising, but when I noted that they are limited to consideration of senior high English programs, it is not so difficult to understand. For example, even in our junior high Literature series we have between 40 and 50 percent Canadian content. If we were producing a general Literature series for senior high school, we would be drawing from English literature from all over the world, and the amount of Canadian content in it could be expected to be 40 percent or less. It seems to me that a policy encouraging the development of a knowledge of Canadian and regional culture would result more in the development of courses designed for the purpose than it would in a general textbook selection policy to influence all textbooks to this end.

I hope I have set down our position clearly enough for your purpose and that you will not have to endure the agony of thesis production much longer.

Yours truly,

C.K. Brown
Director of Instruction

APPENDIX J

ENGLISH COURSES SCHEDULED FOR, BUT NOT
INTRODUCED TO NEWFOUNDLAND'S SENIOR
HIGH SCHOOL ENGLISH PROGRAM (1981-82)

ENGLISH

(LANGUAGE - 03)

Language 2101 (To be developed by January, 1982)

Recommended Prerequisites--Language 1101 or
Basic English 1102

Language 3101 (To be developed by June, 1982)

Recommended Prerequisites--Language 2101 or
Vocational English 2102

Vocational English 2102 (To be developed by January, 1982)

Recommended Prerequisites--Basic English 1102
or Language 1101. This course may be used to
satisfy a core requirement. Under development.

Business English 3102 (To be developed by June, 1982)

Recommended Prerequisites--Vocational English
2102 or Language 2101

Advanced Writing 3103 (To be developed by January, 1982)

Recommended Prerequisite--Language 2102

Language Study 3104 (To be developed by June, 1982)

Recommended Prerequisite--Language 2101

ENGLISH

(LITERATURE - 04)

Thematic Literature 3201 (To be developed by January, 1982)

This course may be used to satisfy a core requirement.

Literary Heritage 3202 (To be developed by January, 1982)

This course may be used to satisfy a core requirement.

Canadian Literature 2204 (To be developed by June, 1982)

To be developed.

Mythology Legends, Folklore 2202 (To be developed by June, 1982)

To be developed.

APPENDIX K

PROVINCIALY APPROVED MATERIALS NOT EXAMINED

PROVINCIALY-APPROVED MATERIALS NOT EXAMINED

New Brunswick

<u>Category</u>	<u>Title</u>
Teacher and Classroom Reference	Tomorrow
Drama	Four Stages
Drama	Any Human to Another
Reading and Film Study	Exploring the Film
Reading and Film Study	Behind the Camera

Nova Scotia

<u>Category</u>	<u>Title</u>
Teacher and Classroom Reference	Mass Media and You
Novel	Make Room, Make Room
Short Story Anthologies	50 Great Short Stories
Language Study	Idea and Expression
Language Study	Developing Ideas
Language Study	Creative Communication

Newfoundland

<u>Category</u>	<u>Title</u>
General Anthologies	Literary Essays and Short Stories

Prince Edward Island

<u>Category</u>	<u>Title</u>
Teacher and Classroom Reference	A Handbook for the Study of Fiction
Teacher and Classroom Reference	Practical Business English for College

<u>Category</u>	<u>Title</u>
Teacher and Classroom Reference	The English of Business
Teacher and Classroom Reference	Business English Essentials
Teacher and Classroom Reference	Handbook of English
Teacher and Classroom Reference	English Workshop
Poetry Anthology	Poetry
Drama	Participation Texts
Drama	Hamp
Drama	Four Stages
Teacher and Classroom Reference	Effective Communications in Business
Teacher and Classroom Reference	Working with English
Teacher and Classroom Reference	Using Good English

