UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: MARVYN G. MACHURA

TITLE OF THESIS: THE "ENGLISH" CURRICULAR RESPONSE TO MASS MEDIA 1901-1982 IN THE PROVINCE OF ALBERTA

DEGREE: MASTERS OF EDUCATION

YEAR THIS DEGREE GRANTED: 1990

PERMISSION IS HEREBY GRANTED TO THE UNIVERSITY OF ALBERTA TO REPRODUCE SINGLE COPIES OF THIS THESIS AND TO LEND OR SELL SUCH COPIES FOR PRIVATE, SCHOLARLY OR SCIENTIFIC RESEARCH PURPOSES ONLY.

THE AUTHOR RESERVES OTHER PUBLICATION RIGHTS, AND NEITHER THE THESIS NOR EXTENSIVE EXTRACTS FROM IT MAY BE PRINTED OR OTHERWISE REPRODUCED WITHOUT THE AUTHOR'S WRITTEN PERMISSION.

Marvyn G. Machura

GENERAL DELIVERY

ROLLY VIEW, ALBERTA

TOC 2K0

3 October 1990

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

THE UNDERSIGNED CERTIFY THAT THEY HAVE READ, AND RECOMMEND TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH FOR ACCEPTANCE, A THESIS ENTITLED THE "ENGLISH" CURRICULAR RESPONSE TO MASS MEDIA 1901-1982 IN THE PROVINCE OF ALBERTA SUBMITTED BY MARVYN G. MACHURA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION.

DR. D.J. ENGEL

DR. J.E. OSTER

DR. J. EDWARDS

Date: 3 October 1990

UNIVERSITY OF ALBERTA

THE "ENGLISH" CURRICULAR RESPONSE TO MASS MEDIA 1901-1982 IN THE PROVINCE OF ALBERTA

BY

MARVYN G. MACHURA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION.

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL 1990

Dedication

For Walter and Shirley Machura, and Heather Machura

Abstract

This study chronicles the successive versions of the "English" curriculum for the final year of secondary education, 1901-1982, noting how the curriculum has responded to the introduction, growth, and development of mass media (newspapers, magazines, radio, movies, and television). The 1901-1924 "English" curriculum based all language learning on the study and emulation of classic literature. The growth of newspapers, magazines, radio, and motion-pictures (1920-1930) gave the material and means for learning language from other more-current (or instantaneous) sources. The curriculum has used these sources of language as one of the means by which to teach oral and written expression; this has influenced the curricular concept of "correctness" in English usage. The curriculum has also been written so that it was possible and highly recommended for English teachers to teach about mass media as forces which need to be understood and appraised. A third role of mass media in the curriculum has been its use as an aid to the teaching of literature. Two other changes in the curriculum which relate to the growth of mass media are the changing role of "leisure reading" and the decrease in the importance of oral reading.

TABLE OF CONTENTS

CHAPTER VIII

CHAPTER IX

Chapter I

Introduction

Encyclopedia Britannica (1985) outlines factors which have influenced the history of Education in the twentieth century:

> Rapidly spreading prosperity and affluence, immense increases in population, an explosion of knowledge, establishment of many new professions, the growth of large scale science-based industry, the enormous influence of the mass media such as television, the increasing power of organized labour, a trend toward socialism, widespread skeptism about all accepted values, including religion, are factors which have had far reaching effects (p.66).

This thesis is about "the enormous influence of the mass media such as television."

An examination of English curricula for the final year of secondary education in the Province of Alberta from 1901-1982 reveals part of the "influence of the mass media" by noting changes (in the curricula) which have occurred when forms of mass media were introduced to, and became a part of, Alberta's society.

CHAPTER VIII

CHAPTER IX

Chapter I

Introduction

Encyclopedia Britannica (1985) outlines factors which have influenced the history of Education in the twentieth century:

> Rapidly spreading prosperity and affluence, immense increases in population, an explosion of knowledge, establishment of many new professions, the growth of large scale science-based industry, the enormous influence of the mass media such as television, the increasing power of organized labour, a trend toward socialism, widespread skeptism about all accepted values, including religion, are factors which have had far reaching effects (p.66).

This thesis is about "the enormous influence of the mass media such as television."

An examination of English curricula for the final year of secondary education in the Province of Alberta from 1901-1982 reveals part of the "influence of the mass media" by noting changes (in the curricula) which have occurred when forms of mass media were introduced to, and became a part of, Alberta's society.

Definitions

"Mass Media" are "those instruments of communication which can convey identical messages to large numbers of persons who are often physically separated" (Dale, 1954, p.6). The mass media may be described, as is done in the 1962 Alberta Senior High English Curriculum Guide, as "newspapers, radio, magazines, films, and television" (p.31).

English and Language Arts are interchangeable terms with which to describe a formal subject of study (and curriculum) which has been specified by the Alberta and North-West Territories governments from 1901-1982. Individual subjects or skills which have been included under the broad headings of English or Language Arts have varied and changed with curricular revisions; however, these various subjects and skills have consistently been classified within either an English or Language Arts curriculum; i.e., English and Language Arts have been consistently applied labels for a specific course of studies in Alberta Schools from 1901-1982.

The Influence of Mass Media on Schooling and Society: Overpowering Force or Empowering Force?

McLuhan (1964) and Postman (1981) claim that the mass media induce pervasive change in society and education which overpowers all conservative forces provided by our institutions (such as the institution of English curriculum.) Schramm (1973) says that McLuhan's theory is mostly conjecture and that no evidence exists to either prove or disprove his (and by relation, Postman's) argument.

Schramm (1973) concludes that mass media can only be said to do three things: produce changes in social relations due to the nature of the medium; provide models of behaviour due to the content of the medium; and act as gate-keepers to the information flow in the act of mass communication. In describing what mass media cannot do, Schramm (1973) says, "they are not irresistible forces that can overpower an audience" (p.226).

Schramm (1973) suggests that the question to ask in considering research involving mass media is "what do we do to ourselves with mass communication and the potent tools of mass media?" (p.332). In other words, he does not agree with McLuhan and Postman who emphasize what mass

media does to us; rather, he wants to ask what do we do to ourselves, given mass media.

This is a question which can be answered by historical research if we change the verb do to have done. This reformed question is, essentially, the controlling question of this study: what have we done in the secondary English curriculum in the Province of Alberta from 1901-1982, given the presence of mass media.

The Study of the Mass Media's Influence on Curriculum

Ramsey (1963) asks, "what research evidence exists concerning the effect of the media on curriculum?" (p.301). He also asks what effect curriculum might have on communication media. In his review he says that he could not find anything to answer these reciprocal questions. He concludes that most theories about the real or perceived relationship are not just conjecture: he labels these theories as "witch craft" (p.304).

Almost twenty years later, Hornik (1981) comes to a similar conclusion while reviewing the research on television and schooling. He rhetorically asks, "how can it (tv) not be related to schooling?". Yet, he concludes that "no real relationship has ever been found." He goes on to say that "nonetheless researchers have not even approached the frontier of what is investigatable about its impact on schooling" (p.193).

The Use of Media in Teaching: Research

There is much research concerning the use of media (such as radio, movies, television) in teaching. Clark and Salomon (1986) conclude that most studies have tried to find the effectiveness-factor of media use. When they say that such studies "have yielded little that warrants optimism," they mean that the over-all effectiveness of learning cannot be said to increase if media is used. Clark and Salomon (1986) conclude that in most studies of media in teaching "it was not the medium, per se, that caused the change but rather the curricular reform that its introduction enabled" (p.466).

This study looks at "curricular reform" as a thing-in-itself; e.g., what curricular reform was enabled by the introduction of radio?

The Teaching of English: History

Applebee's (1974) history of the teaching of English notes that English as a subject is "less than one hundred years old" and that "its teachers have from the beginning been leaders in the reform of school programs" (p.ix). Applebee explains that at the turn of the century, English educators led the fight to "modernize" college admission requirements. Applebee further explains that after having won that "battle," English

teachers "remained true to the spirit of reform" so that the "1920s and 1930s can be seen as a grand experiment in implementing progressive education in the English classroom" (p.ix). Applebee contends that this "experiment overreached itself during the 1940s and early 1950s" bringing about a "short, but intense ... academic resurgence" which "in the end led to the reestablishment of the authentic parts of the progressive vision" in the 1970s (p. ix).

Although Applebee admits that "factors which have led to these changes in the teaching of English are complex," he lists the following factors as having a "more or less direct influence on instructional patterns": "shifts in school populations, (shifts in) educational philosophy (and) psychology, and (shifts in the) scholarly disciplines from which English, as a secondary school subject, has been derived" (p.ix).

It is not the purpose of this thesis to detail these shifts in demographics, philosophy, or scholarly disciplines. This thesis seeks a much smaller "factor" within these global changes. This thesis asks what has been done with mass media--newspapers, magazines, television, radio, and movies--given these other changes. A further question, more difficult to explore and very difficult to establish is, however, inevitably spawned from this first question: given what has been done with mass media, what has been the implications and influence of these practices?

The Alberta High School System

Chalmers (1967) states that one of the main characteristics of the Alberta high school system is that its evolution and development have followed "patterns of change" in other parts of English-speaking North America (p.202). Chalmers also notes that high schools in Alberta have always been considered as "an organic part of a single enterprise stretching from the beginning of elementary to the end of secondary education," (p.202) rather than as separate, or distinct institutions; therefore, the curriculum (for example) used in Alberta high schools has always been related to curriculum used in the lower grades. Two other characteristics (noted by Chalmers) of high schools in Alberta have that "free, common, unitary type of high schools for all students" have been established and that "metropolitan rather than frontier influences have been dominant in shaping the actual curriculum of Alberta high schools" (p.202).

Secondary English Curricular Change in Alberta (1901-1958)

Sawicki (1958) says that "the story of the teaching of English in Alberta ... is one of increasing liberalization of the curriculum" (p.86). By this he means that English curriculum has been changing from its traditional (and conservative) beginnings to become more modern or

adaptable to societal change. He says that the most important influencing factor has been "the adoption of the concept of 'education for all'" and the "hordes of students" entering high school that the curriculum had to consider (p.86). A secondary influence that Sawicki notes is the "growing body of knowledge which is accumulated through research" (p.87).

Changes in the secondary English curriculum documented by Sawicki (1958) may be summarized as follows:

1. The detailed or "intensive" study of a few literary selections has been replaced by "extensive study of a larger number of selections" (p.89).
2. The curriculum has replaced many of the older literary selections with current books and materials which appeal to the interests and experiences of the students (p.89).
3. The emphasis in language learning has changed to "engaging the pupils in writing and speaking activities based on their interest and experience" (p.90) rather than on the study of classic literature.
4. The curriculum has changed to accept a "more realistic view of the matter of 'correctness'" in language, and to accept various "levels of usage" (p.91).
5. The curriculum has changed to stress reading skills: "skimming, locating information, noting details, getting the central meaning of a paragraph, and following directions" (p.91).

This study does not contradict Sawicki's conclusions; rather, it enriches them by re-examining the curricular changes to see how the mass media operated within these changes.

Historical Methodology

Borg (1963) and Best (1970) outline the basis of the historical-research methodology used in this study. The primary sources of data are the curriculum guides for secondary English published by the governments of Alberta and the Northwest Territories. Secondary sources of data include teachers' reference books, student textbooks, and resources prescribed or recommended. In this way, external criticism (i.e., criticism directed at the source materials) is limited. These data sources are quite reliable, authentic, and complete; they are also available to general public inspection.

Internal criticism may be directed at the writer and his or her writing. This historical study takes the form of a chronicle. Personal insights which Beach (1969) describes and to which other historians such as Burgress (1968), Muller (1952), and even Wells (1921) advocate, must serve only to illuminate rather than overpower the chronicle. This allows for the chronicle of historical data to live on its own while the writer may be justly criticized for the quality or quantity of his or her commentary.

This Historical Thesis: Structure and Design

This historical thesis is structured upon the identifiable curricular revisions which have occurred from 1901 to 1982. These curricular revisions are organized into specific time periods. The curricular-revision time periods are discerned from and documented by changes in the Program of Studies and changes in the prescribed resources (e.g. textbooks). The time periods, e.g. 1925-1938, are formed into chapters which describe the curriculum, noting change and constancy. These descriptive chapters are predicated by, and to a large extent controlled by the question upon which this research is based: how has English curriculum responded to (and been influenced by) the appearance and rise of mass media?

This historical perspective examines curricula before and after the mass media entered the lives of Albertans and as mass media's influence grew with the advent of mass-produced newspapers and magazines, movies, radio, and television. The final chapter provides a summary of change and constancy in the curriculum along with conclusions about the influence of the mass media which may be drawn from the chronicle.

Delimitations

This study focuses on the curricular change and constancy which has accompanied the introduction and influx of mass media during the twentieth century (1901-1982). Also, the data have been gathered from material which comprises the curriculum for Secondary English education in the Province of Alberta from 1901-1982. Another delimitation is to focus on only one grade: grade twelve or equivalent. A further delimitation is to not examine the alternative, grade twelve English course (English 33) which was introduced in 1962. This study focuses only on the continuing course "English 30."

Limitations

Focusing on curricular change and constancy as influenced by the appearance and rise of mass media during the twentieth century does not rule-out the myriad of other influences which have accompanied and acted as powerful agents of curricular change and constancy. Also, writers necessarily bring personal perspectives to historical chronicles. Writers must make decisions and conclusions based on their limited knowledge. The conclusions and commentary dealing with the historical data, therefore, must weather the criticism of other viewpoints.

When writing a chronicle such as this, it is inevitable that cause-
ect relationships be either directly or indirectly stated. These
ationships are, however, extremely difficult to establish, often
troversial, yet almost always exciting for the curious and open-minded
ture of study and enquiry.

Chapter II

1901-1911 English, Standard VIII

The Historical Context for "English, Standard VIII

This history of English curricula begins with the year 1901--four years before Alberta became a Canadian Province. In 1901, the schools located in the area which was to be later known as the Province of Alberta were administered from Regina, which was, at that time, the capital of the Northwest Territories. When Alberta became a Province (1905), Alberta's new Department of Education inherited the Northwest Territories' administrative duties, and Alberta's Department of Education continued to use the curriculum which had been in place. This curriculum continued to be used, with little change, until Alberta's first indigenous curriculum was introduced in 1911-12.

During the years 1901-1911, the schools were organized upon a system of standards, rather than upon the now-familiar grade system. Standards I-V represented the elementary school and Standards VI-VIII represented the secondary or high school. An average student would take seven or eight years to complete standard I-V. Standards VI-VIII would take an average student an additional three or four years to complete.

Government-administered exams were given at the end of Standard V and at the end of each secondary standard. Many of the secondary students would be preparing for careers as teachers: completing standard VI would give a student a third class teaching certificate, completing Standard VII and VIII would give a student a second and first class teaching certificate, respectively.

In 1901 there were only two secondary schools in Alberta: one in Edmonton and one in Calgary. Growth, however, was rapid and, perhaps, inevitable. The pages of the Department of Education's annual reports from 1902 onward are replete with photographic plates proudly displaying newly-constructed, stately school buildings housing a growing number of secondary classrooms. By 1905 there were 585 secondary school graduates and by 1911 this number had climbed to 2506 (Chalmers, 1967, p.188-189). However, secondary students totalled less than 5% of the school population; Chalmers (1967) explains that the problem of providing rural students with high schools, the large number of young families in Alberta, the economic irrelevancy of a high school education, and the overly-difficult examinations all contributed to keeping the percentage of secondary students low (p.188-189).

The decade of 1901-1911 was a province-making epoch. The population increased by over 300,000; this was the largest population increase in Alberta's history. The far-sighted superintendent of the

Territories schools, Dr. D.J. Goggin, noted in 1902 that "we are rapidly emerging from frontier conditions" and he predicted that schools would have to adapt to the meet the growing demand for a skilled and professional labour force (Northwest Territories, 1902, p.24).

Mass Media in Alberta 1901-1911

An average Edmontionian in 1905 would have a choice of two local newspapers--each of which contained only seven or eight pages; at least three of these pages would be filled by real estate buying and selling. This average person might also subscribe to a national magazine, such as The Canadian which would provide some reading entertainment.

When looking for other precursors of mass media during the first decade of the twentieth century we note that by 1909, several silent picture theatres were in operation in which the average Edmontonian might see "the latest" epic portrayal of faraway places or see royalty visiting world leaders. Edison and Victor records were available by 1910, and Edmonton even had a record store. However, the profusion of mass-market magazines, the growth of the daily paper, the introduction of radio, the pervasive popularity of film (especially after the introduction of sound, the growth of screen size and related improvements in technology), was still ten or fifteen years away.

An Overview of "English, Standard VIII"

"Standard VIII" represented the highest level of secondary education; as such, it can be equated with Alberta's current "Grade 12." In like manner, the "English" course in this standard can be equated with Alberta's current "English 30."

From 1901 to 1911 the curriculum for "English" in "Standard VIII" experienced little change.

The curriculum for "English, Standard VIII" consisted of four or five inter-related subjects:

1. Reading
2. English Composition and Rhetoric
3. English Literature
4. English Language
5. The History of English Literature

(In some years "English Language" was included with "The History of English Literature.") The guidelines provided for each of these subjects emphasized the inter-dependency of each subject; e.g., "Composition" was to be taught in conjunction with "Literature" and "Reading"; "English Language" was to be taught in conjunction with "English Composition and Rhetoric."

"Reading" Was Designed to Improve Silent and Oral Reading Skills

The "Reading" curriculum was dependent upon a list of three or four prescribed books which typically represented an eclectic sampling of poetry, fiction, essay, and biography. The following is the list of books prescribed for 1908.

Browning: Shorter Poems

Macauley: Essay on Warren Hastings

Scott: The Talisman (Alberta, 1907, p.100)

The aim of "Reading" was to develop reading skills which were not emphasized in the other subjects: specifically, the skills involved when the object is to gain the main idea while reading rapidly. In the jargon of the day, this ability was called extensive reading power. The following statement from 1901 is a description of extensive reading power; within this description, a method of instruction and evaluation is also given.

> A different kind of power is called for in reading lighter fiction, the popular magazine article, the sketch of events in a newspaper. These are to be read rapidly and in a broad way. The power to grasp quickly and hold the more important ideas till the conclusion is reached is

what is required. There is no attempt to "study" the selection... . When a pupil reads several paragraphs or a chapter and gives the substance in his own words, when one pupil reads aloud and others give the substance, or when all the pupils are given so many minutes to read some new matter and then, with books closed, to give independently the substance of what they have read, the exercise is one of extensive reading. (Northwest Territories, 1901, p.34)

The prescribed "Reading" books were also to be used as material from which students could practice oral reading. Oral reading, although included here under the heading "Reading," was required and practised in all of the English subjects. The following statement gives an example of the expectations for oral reading; note: all types of written material were read orally.

It is important that a pupil shall be able to read with correct pronunciation, clear articulation, suitable phrasing and ease to himself a story, a poem, or an article from a newspaper or magazine in such tones as will reveal emotion as well as thought and give pleasure to his hearers...[oral reading] opens the world of books, begets the desire to read, fosters a love of good literature, furnishes

ideals in style of reading and adds much to the social life of the school. (Northwest Territories, 1901, p.34)

"English Literature" Required Intensive Study, Memorization, and Analysis of Classic Literature

"English Literature" was dependent upon a required-reading list of three or four books. The individual selections on the list changed yearly, but the yearly selections were always restricted to the classics of English literature. (Two Shakespearean plays were always chosen for this list.) The following is the required-reading list for the 1904-05 school year.

Wordsworth's Excursions Book I

Coleridge's Christabel

Shakespeare's MacBeth and The Merchant of Venice

Macauley's Essay on Warren Hastings

[Northwest Territories, 1903, p.106]

[Note: The 1904-05 list was published in 1903 so that teachers could prepare for the forth-coming school year.]

"Literature" required detailed, line-by-line analysis, lengthy feats of memorization, and near-professional oral interpretation of the required

literature given in the list. The following statements from 1901 are illustrative of the curriculum.

> The world's greatest masterpieces of poetry and prose deserve and demand the closest study. ... It is not an easy, though necessary task to lead pupils to read deliberately, minutely, lingeringly and reflectively a great play or poem, but one can hardly speak too highly of the effect of this intensive reading upon the sum of a pupil's ideas, the logical character of his thought and the enrichment of his vocabulary. ... Literature should be read together and talked over till each becomes to them a thing of beauty and joy forever. (Northwest Territories, 1901, p.34-35)

"English Composition and Rhetoric" Was To Be Taught In Conjunction With "Literature" and "Reading"

There was no textbook prescribed or recommended for this component of the English course. "English Composition and Rhetoric" was taught in conjunction with "Reading" and "Literature." The literary works studied in "Literature" (and to a lesser extent, "Reading") formed the corpus from which techniques of composition and rhetoric were studied and learned.

Also, with the exception of letter writing, compositions were based on themes taken from the "Literature" and "Reading" required-reading material.

Evaluative criteria were based upon how well students could emulate the style, tone, and correctness of the classic literature which they studied. "Work noticeably defective" in neatness, spelling, and grammar was simply "not accepted" (Northwest Territories, 1903, p.106).

"English Language" and "The History of English Literature" Provided a Historical Background for Both "Literature" and "Composition and Rhetoric"

"English Language" and "The History of English Literature" are grouped together because they exhibit many similarities. In fact, in some years (for example, 1906) the two components were also listed together in the curriculum for the English course.

Both components were dependent upon textbooks which employed a historical approach. Perhaps obviously, the textbook for "The History of English Literature" presented an outline of literary movements and brief notes on the major authors associated with these movements. However, the textbooks for "English Language" presented information about poetics, vocabulary, and grammar by giving a chronicle of the development of English literature and by using often lengthy examples from classic

literature for illustrative purposes. Thus, there were many places where these two component courses overlapped, thereby reinforcing each other. Also, because of the emphasis placed on thorough and intensive study of literature and literary history, these component courses supported (and reinforced) the aims of "English Literature."

The following statements from one of the prescribed textbooks are indicative of emphasis placed on thorough and intensive study of literature and literary history.

> As a general rule, he who studies faithfully the great masters of English Literature need rarely feel any hesitation about adopting the words or phrases or expressions which have received the sanction of their use. (Lounsbury, 1907, p.187)

> Vulgarity and tawdriness and affection ... are the result of imperfect training ... they are results that will last but for a time ... while the great masters continue to be admired and read and studied. (Lounsbury, 1907, p.184)

"English, Standard VIII": Comprehensive Study of Classic English Literature

From 1901-1911 "English" curriculum in "Standard VIII" provided a comprehensive study of English literature. Its aim was to nurture and develop spoken and written English which emulated the classic literature by requiring detailed study, oral interpretation, and memorization of a few classic selections.

The "English" course claimed one-quarter of the school day. Relatively few books were required to be read, but these few books were studied slowly and in depth. Most books were either literary classics, or prose based on the study of English literature.

Teachers of this "English" curriculum did not have to either contend with or work with mass media. Their students were not exposed to a myriad of communicative stimuli. The influences on their language were basically limited to their schooling and the speech community in which they lived. Because of this, teachers were secure in their role of instilling a conception of "correctness" in the oral and written language of their students. This conception of "correctness" was based on the example of classic literature. Schooling, therefore, emphasized the training of "correct" English expression ensuring that the words, phrases, style, and structures of classic literature

would be internalized and become the standard upon which a graduates' expression would be evaluated.

Chapter III

1912-1924 English, Grade 12

The Historical Context for "English, Grade 12"

Alberta's first curricular revision process had begun in 1908 (Chalmers, 1967, p.191). Fully implemented in 1912, the revised curriculum re-organized the program of studies into the now-familiar twelve grades. Grades nine to twelve represented the high school program while grades one to eight represented the elementary school program. Each grade was designed so that an average student could complete it in a single year. Generally, this new curriculum did not change the amount of time that an average student might spend in school: standards I-VIII would have likewise taken an average student twelve years. Also, the actual content of the curriculum was not significantly altered: grades one through twelve represented a new organization of standards I through VIII.

Chalmers (1967) indicates that the motivation for the curricular revision was the desire to create a uniquely Albertan program of studies and to "somewhat lighten" the yearly work-load via the new, grade divisions (p.192). Two years after the new curriculum was instituted, World War I

began and little time or effort was spent on curricular revision until 1920-22.

Mass Media in Alberta 1912-1924

As the war years passed and time approached the 1920's, great changes were taking place in Alberta. Foremost among these was the development of industry and commerce. Along with this development came some of the familiar features of twentieth-century life. Many of these "familiar features" can be observed in the changes made to the newspapers. The Edmonton Journal began publishing daily, and it more than tripled in size. By 1919, the advertisements for silent pictures, alone, took two to three pages of newsprint. Also, comic-strips appeared in a new section called "Amusements"; this section also boasted columns such as one called "Movieland" which discussed the latest news from Hollywood.

E.W. Coffin, the principal of the Calgary Normal School, noted that schools would have to learn to compete and co-operate with the rapid changes taking place. Coffin said "no teacher, inspector, or superintendent can do his best service if he fails to realize that he is worthy to co-operate with the captains of industry and the men of affairs" (Alberta, 1916, p.28). Coffin repeatedly warned that if teachers did not maintain a sense of self-

Chapter III

1912-1924 English, Grade 12

The Historical Context for "English, Grade 12"

Alberta's first curricular revision process had begun in 1908 (Chalmers, 1967, p.191). Fully implemented in 1912, the revised curriculum re-organized the program of studies into the now-familiar twelve grades. Grades nine to twelve represented the high school program while grades one to eight represented the elementary school program. Each grade was designed so that an average student could complete it in a single year. Generally, this new curriculum did not change the amount of time that an average student might spend in school: standards I-VIII would have likewise taken an average student twelve years. Also, the actual content of the curriculum was not significantly altered: grades one through twelve represented a new organization of standards I through VIII.

Chalmers (1967) indicates that the motivation for the curricular revision was the desire to create a uniquely Albertan program of studies and to "somewhat lighten" the yearly work-load via the new, grade divisions (p.192). Two years after the new curriculum was instituted, World War I

began and little time or effort was spent on curricular revision until 1920-22.

Mass Media in Alberta 1912-1924

As the war years passed and time approached the 1920's, great changes were taking place in Alberta. Foremost among these was the development of industry and commerce. Along with this development came some of the familiar features of twentieth-century life. Many of these "familiar features" can be observed in the changes made to the newspapers. The Edmonton Journal began publishing daily, and it more than tripled in size. By 1919, the advertisements for silent pictures, alone, took two to three pages of newsprint. Also, comic-strips appeared in a new section called "Amusements"; this section also boasted columns such as one called "Movieland" which discussed the latest news from Hollywood.

E.W. Coffin, the principal of the Calgary Normal School, noted that schools would have to learn to compete and co-operate with the rapid changes taking place. Coffin said "no teacher, inspector, or superintendent can do his best service if he fails to realize that he is worthy to co-operate with the captains of industry and the men of affairs" (Alberta, 1916, p.28). Coffin repeatedly warned that if teachers did not maintain a sense of self-

worth equal to the "men of affairs," teachers would lose their ideals and either falter in or leave the classrooms of the province.

Coffin (1917) also discussed the impact and importance of films, and although he surmised that they were "too sensual in their appeal," he was quick to point to the possibility of using films as an aid to teaching (Alberta, 1917, p.21).

During this time period the familiar twentieth-century characteristic of rapid change, being both spurred by and created by industry and commerce, technological advancement, increasing consumerism began in earnest--a progression that has yet to be abated or altered fundamentally in character. Mistress, catalyst, or at least, parallel development of this was the rise of communications on such a large scale that they became later known as mass media (film, cable, and print). It is interesting to note that Coffin, in discussing how teachers may deal with the rise of industry and commerce, advocated the creation of "some medium of communication" specifically for school teachers (Alberta, 1916, p. 27): it was his way saying that teachers must fight fire with fire.

An Overview of "English, Grade 12"

In 1912 the schools in Alberta adopted the grade 1-12 system which replaced the standard I-VIII system. Thus, from 1912 to the present, "Grade 12" has represented the highest level of secondary education.

The "English" course in "Grade 12" was called "English, Grade 12". The curriculum for "English, Grade 12" was a revised version of the curriculum of its predecessor ("English, Standard VIII"). Although many changes were slight, they are nevertheless notable. The first notable difference is that "English, Grade 12" was composed of three inter-related subjects:

1. "English Literature"
2. "Composition and Rhetoric"
3. "English Language and History of English Literature."

Other differences and similarities are discussed in this chapter. However, as part of this overview it should be mentioned that the curriculum for "English, Grade 12" remained unchanged from its introduction (1912) until 1924.

"English Literature" was Structured Upon Three Required-Reading Lists

"English Literature" was structured upon three required-reading lists: "Poetry", "Prose", and "Collateral Reading." The "Poetry" list typically contained three or four poetic classics; the "Prose" list typically contained two or three prose classics; the "Collateral Reading" list typically contained four or five prose and poetry classics. The following are the required-reading lists for the 1912-1913 school year.

Poetry:

Shakespeare--Macbeth.

Milton--Minor Poems.

Gray--The Bard; Ode on the Pleasure Arising from Vicissitude.

Collins--How Sleep the Brave; The Passions.

Wordsworth--Upon Westminister Bridge; The Trossachs; To Sleep.

Prose:

Emerson--Representative Man.

Burke--Speech on Reconciliation.

Collateral Reading:

Beowulf (translation).

Spenser--Faerie Queen.

Carlyle--Burns and Scott.

Shakespeare--Henry V.

[Alberta, 1912, p.154]

The "Poetry" and "Prose" reading lists represented the material which would be studied in class. The books and selections given in the "Collateral Reading" list were read and studied independently, outside of class. Nevertheless, the "Collateral Reading" selections were collateral to the reading selection studied in class during "Literature." In other words, the literature labelled "Collateral Reading" was equal to the literature labelled "Prose" and "Poetry". In fact, during the intervening years (1912-1924) books and selections in the three lists were freely rotated and interchanged; i.e., a book listed as "Collateral" one year could be listed as "Poetry" the next.

This new element of the "Literature" course, called "Collateral Reading," sought to de-emphasize detailed study, memorization, and analysis of literature and to emphasize enjoyment of literature; this was to encourage (or foster) reading of literary classics outside of and beyond the school. The other elements of the "Literature" course, "Poetry" and "Prose," continued the tradition of detailed classroom study, memorization, oral interpretation, and critical analysis of a small number of literary classics;

this was to ensure that students would learn understanding, appreciation, and interpretation of classic literature. The following statement from 1912 describes the over-all intent of "Literature" as a four-fold aim: understanding, appreciation, interpretation, and enjoyment of classic literature.

> The course in literature should be progressive in character...the chief aim, however, must be to teach the students to understand, interpret, and appreciate our best literature. ... In the higher grades more emphasis should be placed on comparative study and more critical interpretation. ... Literature... should be covered in such a manner as to foster a taste for good reading and develop the power of intelligent and correct literary interpretation. (Alberta, 1912, p.153-154)

Aside from using only classic literature and separating the required literature into two basic components (classroom study and independent study), the curriculum approached this four-fold aim (understanding, appreciation, interpretation, enjoyment of our best literature) by strongly recommending that more work in oral interpretation be done. "Voice training in scale and interval work" was even recommended so that oral reading may be "interpretive to the highest degree" (Alberta, 1918, p.3). The following statements not only show this recommended emphasis in oral

reading and interpretation but also provide the justification for this emphasis.

> It should be made clear that by oral reading is meant the expression of an author's thought in spoken language. (Alberta, 1918, p.3)

> Reading aloud is a neglected kind of expression. ... Reading aloud is one of the most difficult, complicated, and important functions an educated person can exercise. ... The commonplace dead-level flatness of much that goes for reading, but which does not fully express the author is unjust to him, unworthy of the reader, and unfair to the listener. (Rhodes, 1921, p.209-210)

"Composition and Rhetoric" was Taught Through the Study of Literary Examples

"Composition and Rhetoric" received neither an outline nor a textbook. (This continued the tradition established in the preceding curriculum [1901-1911]). The principles of composition and rhetoric were taught by studying literary examples and by writing short compositions based on the literature that was studied. The objective was to emulate the authors of the classic literature, as shown in the following quotation.

> Composition and Rhetoric: Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study. (Alberta, 1912, p.154)

(Note: from 1912-1924 "general reading" meant the books on the "Collateral Reading" list.)

Although no text was ever prescribed for this part of the curriculum, a recommended teacher reference appeared in 1923. This book (Rhodes, 1921) gives further insight into some of the curricular details of "Composition and Rhetoric"; some select statements from this text follow.

> Rhetoric is inseparable from the art of composition. (p.7)

> The ordinary newspaper is not a safe guide for those who would improve their English (p.58).

> Newly coined words may someday become properly current; until they do they are only barbarisms (p.58).

> Without study of literature there can be no mastery over language. ... Let the masters master us (p.497-8).

"English Language and History of English Literature" Remained as Part of the "English" Curriculum

During the 1901-1911 (English, Standard VIII) period, this component of the curriculum was often separated into two distinct entities: "English Language" and "The History of English Language." However, from 1912 to 1924 they were continuously grouped together. Nevertheless, the curriculum (and the prescribed textbooks) were not changed: the grouping together as one course simply illustrates the recognition that these two courses were intimately related--two halves of the same whole.

Summary: The "English, Grade 12" Curriculum Became More Heavily Based on Classic Literature than "English, Standard VIII"

In many ways the curriculum for "English, Grade 12" was similar (or even identical) to the curriculum for "English, Standard VIII." One identifiable change was the introduction of "Collateral Reading" as part of the "Literature" component and the deletion of the older "Reading" component. The aims of "Collateral Reading" (1912-1924) and "Reading"

(1901-1911) were similar: to balance the intensive study of literature with a more enjoyable process, but the eclectic, lighter and often contemporary literature which formed the basis of "Reading" was replaced by older, classic literature with the introduction and adoption of "Collateral Reading." Thus, in 1912, the English curriculum became even more heavily based and dependent upon the study of time-honoured literary classics.

A small shift in the tone of most curricular documents is also noticeable. Whereas, during the 1901-1911 period, confidence pervaded most curricular statements, in 1912 many curricular statements appear to be defensive; for example the explicitly felt need "to foster a taste in good reading" by requiring independent study of Beowulf and Shakespeare. Also by the explicitly felt need to do more oral interpretation of classic literature in class. The training recommended in "scale and interval work" is more akin to oral interpretation as an esoteric art than a means to develop everyday powers of speech; in this is the realization that oral reading was no longer a natural, everyday occurrence which was practised with all types of printed material (as had been done in the 1900-1911 period); it became more restricted to the classic literary textbooks and to classroom study.

These curricular changes may be related to two factors. One factor may be a reaction against the older curriculum which may have been too intent on training oral and written expression which emulated classic authors, whereby the understanding of themes and images (enjoyment and

appreciation) was subordinated or neglected. The second factor may be a reaction to the new media forms which were occupying more and more time of an average Albertan's day. It may be that as these forms of entertainment, enlightenment, and business entered daily life, past-time activities such as oral reading of classic poetry and prose gradually diminished. English curricula was adapted to this situation by reinforcing and re-defending the value of both the oral and independent reading the classic texts.

Chapter IV

1925-1938 English 4

The Historical Context for "English 4"

The entire program of studies in both the high schools and elementary schools was slated for revision shortly after World War I. For this revision the Department of Education actively sought advice from professional and non-professional committees. Chalmers (1967) notes that this was the first time that the government had begun curricular revision in this way, and he lists fourteen groups which were represented in the revision sub-committees, including the Alberta Teacher's Alliance and the United Farm Women of Alberta (p. 192-193). The first changes instituted by the Department through this process came in 1922; however, the grade twelve "English" course was one of the last courses in the program of studies to be revised: the new course "English 4" was instituted in 1925.

Some over-all changes took place in the program of studies for the high school. Promotion and graduation became based on the now-familiar per-subject method whereby each course represented a well-defined unit of study. Students accumulated "units" by passing individual courses toward a high school degree. The high school program also changed by offering

different degree routes: normal entrance, university matriculation, commercial, etc.

The curriculum handbook, available in 1925, provided an introduction which outlined reasons for the curricular revisions. In this introduction many previous educational practises were questioned: it was stated that old educational ideas and ideals cannot be accepted on "blind faith" (p.7) and that the "only solution [to educational questions] is [through] experimental study of the facts" (p.8). The introduction further stated that "it is not contended that these statements possess any degree of finality, inasmuch, as they are conditioned by the present state of our knowledge of psychology, sociology, physiology, and economics, all of which are in a state of transition" (p.5). Also, the role of the teacher was said to change into that of a "master craftsman" applying scientific principles to effect learning or training.

Mass Media in Alberta 1925-1938

In the twenties the most identifiable mass-media development was radio. Chalmers (1967) notes that "by the end of the twenties...family schedules were arranged with reference to such favourite programs as Amos and Andy" (p.67). The pages of the Edmonton Journal (1927-28) also show

the mass appeal of radio by publishing radio programming schedules and full-page advertising spreads of new radios.

Equally important to the development of radio was the addition of sound to film (1927). Also important to film was the increasing size of the screen and the length and sophistication of the motion pictures or "movies" as they now came to be called. Less noticeable was the growing popularity of records and record players; however these forms of mass media experienced a steady growth in popularity and technological improvements.

One other development was the expansion of both the quantity and variety of popular magazine publishing (Walker, 1970). The familiar newsstand-scale of consumer magazines can be traced to the beginning of the twenties. Walker (1970) notes that a never-to-be-equalled peak in magazine publishing in Canada happened in 1929--just after the introduction of radio and talking movies.

Thus, with exception of television, mass media were established in Alberta's society by 1930.

An Overview of the Course, "English 4"

In 1925, "English, Grade 12" was revised and renamed "English 4." The revised curriculum consisted of two inter-related subjects: "Literature"

and "Composition." Each subject was allotted five hours of class-time per week.

"English 4" was described as the "most important subject of the High School course" (Alberta, 1925, p.32) and as such, dedicating one-fourth of the school day to its instruction was justified. However, "English 4" was considerably reduced from its predecessor, "English, Grade 12," and, accompanying this reduction, was an admission that "English 4" could not teach the "use of good English" by itself (Alberta, 1925, p.46). All other high school subjects had to include English curricula to insure the attainment of this goal.

The reduction of the size of the English course was effected for two reasons: one, in order to make time available for the increase in science and option courses (such as agriculture). The second reason was that (according to the introductory statement in the 1925 Handbook) all high school courses had to be justified according to their "direct or indirect value" to the students' personal and mental development (Alberta, 1925, p.32). The historical components of previous English curricula could no longer be justified as having a great indirect or direct value to the students' personal and mental needs; therefore, they were discontinued from the English course. Nevertheless, the new English course, "English 4" was still called "the most important High School course" because of its "many values, both direct and indirect" (Alberta, 1925, p.32).

"Literature" was Structured Upon Two Required-Reading Lists

"Literature" was structured upon two reading lists which were called "Literature for Class Study" and "Supplementary Literature." The "Literature for Class Study" list contained a selection of four literary classics (usually one Shakespearean Play, one selection from Milton, and two prose selections.) As the name of this reading list indicates, these books were specifically intended for classroom study. In 1925 "classroom study" meant continuing the tradition of detailed analysis, memorization, and critical interpretation of a few, selected literary classics.

The "Supplementary Literature" list contained 9-12 selections which were further classified as either "Required" or "Recommended, but not Obligatory." The "Required" component of the list usually contained one Shakespearean play and three lighter, more-current novels and essays. The material on this list was explicitly not to be taught in class: it was to be read and studied independently. The "Recommended, but not Obligatory" list contained five or six lighter, more-current novels and essays. For example in 1927 this list contained the following books: Thackeray, Henry Esmond; Barrie, The Little Minister; Bronte, Jayne Eyre; Trollope, Barchester Towers; Hemon, Maria Chapdelaine. These books and selections were to be read and studied according to the teacher's and the student's discretion.

The aim of the "Literature" course was to train students how to read properly and to encourage reading of literary material beyond the school and/or during leisure time. The following statements express this aim; notice that the emphasis is not placed on encouraging reading per se; rather, emphasis is placed on encouraging literary reading during leisure time to become a "consumer of literature."

> People will read. They must, therefore, be trained to utilize their leisure time in reading in the right way what is most worthwhile. ... The important thing for most students is the ability to use and appreciate literature intelligently--to be a consumer of literature. (Alberta, 1925, p.33)

As part of "Literature", memorization and oral reading (and interpretation) were maintained; however, they were not stressed, as they had been in earlier curricula. Memorization was maintained because it aided expression and developed the mind. Oral reading was maintained because it was still required in certain settings and situations. (The following illustrative statements are taken from the 1925 Handbook.)

> Oral reading no longer has the place of importance that it once held ... (nevertheless) the time comes when almost every high school student will be called upon to read the printed page. (p.35)

> The exceptional language of a fine passage, or of a "memory gem", unconsciously becomes a part of the student and enables him to give more effective expression to his own thoughts and feelings. (p.33)

> The pupil's mind on leaving school should be a store-house of stimulating thoughts, beautiful pictures, and fine phrases. (p.34)

"Composition" was Given its own Curriculum, Distinguishing and Separating it from "Literature"

The "Composition" component of "English 4" was given a course outline. This outline listed various types of written expression and aspects of writing which were to be covered in the course; e.g., argument, description, diction. This outline represented a serious departure from the tradition established in previous curricula. For the first time, the grade 12 English course included "Composition" as a thing-in-itself and not as an extension of "Literature."

The aim of "Composition" was to develop accurate, effective expression in everyday (or ordinary) communication; i.e., the curriculum de-emphasised literary expression or modelling expression upon literary examples. The curriculum stated that "Composition is English for work; Literature is English for leisure" (Alberta, 1925, p.47).

Assignments (or compositions) were to be based on everyday student experience rather than on topics taken from the reading lists. Students were expected to develop effective oral and written expression by guided practice and by following the good-English example set by both their English teacher and by their school in general. The following statements express these curricular changes which occurred in both the theory and practice of teaching composition; they also give an indication of what "good English" meant in 1925-1938.

> Language is caught rather than taught. ... The language of the class should be a model which the pupil can follow with absolute faith. ... Correctness of pronunciation, good choice of words, flawless construction of sentences, freedom from slang and coarseness, are qualities that should characterize the speech of the teacher who wishes to set his pupils an example in good English. (Alberta, 1925, p.45)

The recommended textbooks in this course were, of course, aligned with these aims. In these books, we find exercises in writing letters, precis, advertisements, radio scripts, and other such assignments and studies which sought to draw-on the students' life-experiences with language while guiding them toward mastery of the composition skills necessary for the working-world.

As part of "Composition", the development of oral expression received emphasis. In fact, as is shown in the following statements, oral composition was a parallel component of all written work; i.e., all topics and objectives in the outline applied equally to either oral composition or written composition: the spoken word was to be nearly the same as the written word, except for the obvious emphasis on pronunciation in speech. (Note: there was no clear distinction made between "expression" and "composition"; the terms were used interchangeably.)

> Oral and written composition are simply different phases of the same fundamental process... . Oral work is ... the foundation upon which proficiency in the writing of English must be based. (Alberta, 1925, p.49)

"The History of English Literature" Was Removed from the English Course and "English Language" Was Removed from the Program of Studies

"The History of English Literature" was removed from the "English 4" course; however, it was maintained as an optional subject "to supplement and unify the regular course in English" (Alberta, 1925, p.71). Nevertheless, this option had considerable prestige or perceived importance because it was tested by the Department of Education and was part of most University of Alberta entrance requirements. The other component of previous (1900-1924) English curricula, "English Language," was dropped, permanently, from this and future English curricula.

Summary: "English 4" Divided English into "Composition" (English for Work) and "Literature" (English for Leisure)

"English 4" was divided into two related subjects: "Composition" and "Literature." The division and distinction between composition and literature was much more pronounced than it had been in previous curricula. Also, "English 4" substantially decreased the subject matter of previous curricula by removing much of the historical components of literature and language study. Some of this decrease in subject matter was replaced by skills-oriented practice in composition.

To elaborate on the division between literature and composition, the aim of the "Literature" course changed; its aim was to encourage reading literary works as a leisure activity rather than as a direct means of learning oral and written expression. "Composition" no longer relied mainly upon literary texts as the example from which to teach correct expression. For this curriculum, the teacher and school itself were to become a model of correct English that the student could follow with "absolute faith."

Perhaps this idea of the teacher being a language-model for the students had been a feature of earlier curricula; however, it had never been stated as such. In previous English curricula the language of classic literature was the model of correctness (e.g., "Let the masters master us" [Rhodes, 1921, p.498]). In this curriculum the model of correctness had become more variable and more based upon the idiom of the day, rather than upon the unchanging example of Shakespeare and Milton.

Goals in training the 1925-1938 concept of "correct English" were different and somewhat incompatible with the English found in the literary texts; the goals became aligned with the requirements of the current job-market: brief, clear, concise, attention-getting, etc. "Composition" curricula became more reliant upon newspapers, magazines, radio, (elements of mass media) and fabricated real-life situations where language was to be practised and improved more through use rather than through memorizing and emulating classic literary examples.

Chapter V

1939-1954 English 3

The Historical Context for "English 3"

In 1929 a special high school curriculum committee was formed to "consider the advisability of lightening the course content and making the requirements for normal school entrance and university matriculation uniform" (Chalmers, 1967, p.194). Chalmers explains that the rapid increase in enrolment, difficulty of the program (failure rates were high), and a too-heavy emphasis on academics at the expense of "physical and asthetic" elements, all contributed to the formation of this committee (p. 194). However, this revision committee produced "no change...which could in any way be considered fundamental" (p. 195). It was not until 1935 that a new committee was formed and fundamental changes took place.

This 1935 committee worked for three years and during that time instituted a program of studies which "seemed on the surface almost revolutionary" (Chalmers, 1967, p.195). Patterson (1986) quotes Smith, the Dean of the Teachers College at Columbia University, as describing this new curriculum as a "province-wide experiment testing the theory of progressive education" (p. 83).

One major revision was that the program of studies was organized into three divisions rather than two: junior high (grades seven, eight, and nine) was introduced; senior high now consisted of grades ten, eleven, and twelve. As a result of this change the English course previously called "English 4" indicating the fourth year of high school became "English 3."

With the start of World War II Alberta quickly emerged from the stifling effects of the Great Depression. Shortly after World War II, the discovery of oil at the now-famous Imperial Oil Leduc #1 (1947) spurred an economic boom which "provided a tremedous impetous to almost every facet of Alberta" (Chalmers, 1967, p.127). Chalmers calls the post-war, oil-boom years as "ones of great educational advance" (p.132) and he notes that from 1947 to 1957 there was a 50% increase in enrolment and that over 3000 new classrooms were built (p.130).

After the introduction of this curriculum (1939), a standing curriculum committee (the fore-runner of the Curriculum Branch) was instituted which has, in various forms, been maintained to the present. By 1952 there were "some 200 people working more or less regularly on courses of study and examinations" (Chalmers, 1967, p.136). Chalmers also notes that "(by 1952) the Curriculum Branch was well into the policy of continuous revision of curricular programs, producing bright, new courses of study" (p.136).

Mass Media in Alberta 1939-1954

Mass media continued to grow as part of Alberta's society. Movies, now in colour, were popular and pervasive. Also, radio continued to grow in popularity as the price of a receiver steadily dropped and more broadcasters filled the air waves. Television was on the horizon, and newspapers and magazines continued to be published and distributed, holding a steady share of the public's attention.

In the ATA News from the late 1930's into the 1940's, there were advertisements for 16mm film projectors, special prices on "school radios," "noiseless" Remington typewriters and even the occasional wire sound-recorder. There were also notices and schedules listed for special, educational, or education-related radio broadcasts.

The ATA, itself, formed a committee to "look into" the topic of visual education. Concern during this time period seemed to be centered on both the power of radio to shape national and personal opinion and on the increasing amount of movie-watching that was occurring in society. Another quieter development in the history of mass media, pointed out by Schramm (1960), was that with the 1936 introduction of Life, a new, highly visual format for magazine publishing was born to instant and wide-spread popularity.

An Overview of the Course: "English 3"

In 1939 the grade 12 English course ("English 4") was revised and renamed. The new name was "English 3." The new name corresponded to the change in the program of studies which had reduced the number of high school grades to three: hence "English 3" represented the third and final year of high school English just as "English 4" had represented the fourth and final year of high school.

"English 3" was divided into two general subjects: "Language" and "Literature"; however, the curriculum emphasized that the two subjects were inter-related and that "English 3" was a unified course. In the five periods of class-time allotted to its instruction, it was recommended that two periods be dedicated to "Language" and three periods to "Literature."

"Language" and "Literature" were further divided into several components of their own. The following outline shows how these components were related to comprise the English course.

Literature

1. Free Reading
2. Literature
3. Remedial English (optional)
4. Developmental Reading (Introduced in 1946)

Language

1. Oral Language
2. Written Language
3. Grammar
4. Remedial Language (optional)

The Amount of Class-time Given for Instruction was Decreased

One of the main changes introduced by "English 3" was a substantial decrease in the amount of allotted class-time. ("English 3" allotted three-and-a-half hours per week, whereas "English 4" had allotted ten hours per week.)

This decrease in the amount of class-time was justified, in part, by making "all teachers, teachers of English" (Alberta, 1939, p.13). Although this goal had also been stated as part of "English 4," "English 3" took the following additional steps toward ensuring the success of this goal.

1. One-quarter of a grade twelve English mark was based upon an evaluative mark assigned on another school-subject exam paper (e.g., Social Studies).
2. Curriculum in all other subjects included a checklist to help both define and evaluate standards of written and oral expression.

3. Students entering Normal School (teacher training) could be refused admission if their written expression was deemed unacceptable. (Note: the evaluative criteria for English "correctness" consisted of penmanship, spelling, capitalization, punctuation, grammar, syntax, pronunciation, audibility, and enunciation [Alberta, 1939, p. 13-14]).

The other part of the justification for such a large decrease in the amount of class-time was that English was no longer thought of as the most important school subject. In fact English was no longer thought of as a proper "subject."

> Although English is still listed in the programme of studies as a subject, it is more properly a tool for use in other subjects. (Alberta, 1946, p.48)

With the exception of the 1946 introduction of "Developmental Reading" as well as a few minor changes also introduced in 1946 to the established course, the curriculum remained in place and unchanged until 1955.

The "Literature" Component of "English 3" Emphasized Reading Skills

The "Literature" component of "English 3" emphasized reading skills. Its aims de-emphasized "intensive study of literature" (i.e., detailed analysis, memorization, and interpretation of a small number of literary classics) and emphasized specialized reading skills such as rapid scanning, information gathering, and reference reading (Alberta, 1939, p.7). The emphasis on reading curricula which taught these specialized reading skills was justified by claiming that "this is a reading age. The average student today must read fifteen times as much as his predecessors did in the year 1900" (Alberta, 1946, p.30). The curriculum also noted that success in all other school subjects depended upon gaining these reading skills, hence the conclusion that English was not really a subject in its own right--it was a "tool subject" where necessary reading (and writing and speaking) skills were acquired.

The Reading Components of the "Literature": "Free Reading," "Developmental Reading," and "Remedial Reading"

"Free Reading: required that students chose ten books from the "Free Reading List" to be read during their free time. In 1939, this list contained over sixty selection of relatively modern fiction, drama, and biography. By

1946, this list grew to contain over 200 selections. In the years following 1946, this list was published as a separate booklet called Invitation To Read and it contained over 2000 thematically arranged selections from which students could select their "Free Reading" books.

The curriculum suggested several methods of monitoring and evaluating "Free Reading." All of these suggestion involved short personal responses designed to keep student motivation high. (The book report was adamantly discouraged.) "The primary purpose of Free Reading is enjoyment rather than edification" (Alberta, 1946, p.5).

"Developmental Reading" (introduced in 1946) did not have a specific reference book or curriculum; it was to be taught in conjunction with all types of reading. Its aim was to emphasize rapid, silent reading and to improve comprehension skills. "Remedial Reading" also did not have a specific curriculum; it was to be taught only when specific students required individual, remedial help.

> Reading ability and study habits can be very considerably improved by appropriate remedial treatment. (Alberta, 1946, p.8)

> The dominant purpose in Developmental Reading ... is comprehension with economy of time. (Alberta, 1946, p.28)

Oral reading was discouraged because it conflicted with the goals of "Developmental Reading." Oral reading was only to be practised "in special cases, as in appreciation of poetry" because "if persisted in" it would slow-down silent-reading speed (Alberta, 1946, p.30).

The "Literature" Component of "Literature" Emphasized Self-sustained Appreciation of Literature

"Literature" was structured upon a prescribed reading list. The list prescribed one book of modern essays, one book of modern poetry, and eight plays (four Shakespearean and four modern). Although all of the essays and poetry were required reading, the students and/or teachers were required to chose only one play from the Shakespearean selections and one play from the modern selections.

The curriculum emphasised individual response to and appreciation of the literature on the list. Teachers were discouraged from "teaching" the selections and encouraged to spawn small group-discussions and to ensure that students progress at their individual rate. These suggestions were given so that students might learn to appreciate literature on their own; the curriculum stated that "appreciation of literature cannot be taught" through instruction (Alberta, 1939, p.7). (Note: It also recommended that about 150 lines of poetry or prose be individually selected for

memorization.)

The "Language" Component of "English 3" Dealt with Individual Problems in Oral and Written English

The "Language" component of "English 3" did not receive a specific curriculum. "Language" classes were to be spent dealing with individual problems in writing or speaking. The only guideline given was the same checklist given to all teachers.

There was to be no composition course. All composition curricula (Oral Language, Written Language, Grammar, Remedial Language) were to be incidental to "immediate and personal needs" which would naturally occur in other subject areas (Alberta, 1939, p.1).

"The History of English Literature" was Removed as a Viable Supplement for the English Course

"The History of English Literature" was removed from the high school program in 1940. It was no longer tested by the Department of Education and was available only through correspondence. Thus, its role of "supplementing" the regular course in English, as it had done in 1925-1939, was ended.

Summary: Specialized Reading Skills and Basic Communication Skills

In 1939-1954 the "English" curriculum for grade 12 emphasized specialized reading skills. The justification for this emphasis was the need to improve rapid, silent reading skills and reading-to-gain-information skills. Indeed, the "English 3" curriculum, itself, nearly tripled the amount of required reading in comparison with its predecessor, "English 4." And the amount of class-time given was almost one-third less than that which had been given for the previous curriculum. Therefore, just on the basis of this course alone, the evidence shows what an emphasis was placed on the speed of silent reading. In order to meet the demands of completing the course, a rapid reading speed was a valuable, if not essential, skill.

"Literature" was no longer considered as "leisure reading"; it had become an "appreciation subject" (Alberta, 1939, p.7). The curricular aim (1925-1938) stating that students were to read literature during their leisure hours (because they spent most of their time reading anyway, and should learn to read something more "worth while") changed; the aim (1939-1954) stated that students must read current fiction during their free time "to acquire the habit of reading" (Alberta, 1939, p.3-4). Simply getting students to read had not been mentioned in any curriculum to this time.

Another change related to the emphasis on getting students to read was that "English 3" was no longer thought of as the most important school subject. In fact, it was not even considered as a proper subject at all; rather, it became a "tool subject" for success in other school courses (hence the need to teach reading skills). As part of this change, it was no longer important to study composition as a thing-in-itself; rather it was taught as a means of relating information required in other "real" subjects.

"English 3" still maintained the concept of standard English and emphasised that the whole school had to work together if students were to learn "correct" oral and written expression. However, with this curriculum, the concept of standard English lost most of its reference to the poetics, style, and rhetoric of classic literature. "The English teacher" it was stated, "will find it his main business to concentrate on clearness, variety, and effectiveness of expression" (Alberta, 1946, p.39).

Oral reading was not considered as particularly helpful or essential to English curricular goals. In fact, oral reading was considered detrimental to the rapid, silent-reading speed which students were to develop.

Another change was that flawless, poetic oral expression (the classroom-language of the teacher and student in previous English curricula) was not mentioned as

it had been in 1925; the standard of oral expression became based more on functional, flexible, and situational criteria. Also, the tone and correctness of written English were not directly applied to all oral English in the classroom; i.e., whereas previous curricula had emphasized the similarity between all oral and written expression by applying similar standards to each, this curriculum applied slightly different standards to each.

Chapter VI

1955-1966 English 30

The Historical Context for "English 30" 1955-1966

A new curriculum for the high school English program was first published in 1952. This publication is notable because it represented the first time that the high school English curricula was published separately as a unique course or program of study. It was called The Senior High Curriculum Guide For English. This "curriculum guide" represented a prototype form which has been continuously used in Alberta to introduce and update curriculum.

This first curriculum guide introduced two new grade 10 courses: "English Language 10" and "English Literature 10." The now-familiar curriculum guide format included statements of objectives, course content, teacher references, instructional advice and suggestions, philosophy, evaluation suggestions, sample units, overall scope of the high school English program, etc.

Major changes to the existing high school English courses and program occurred gradually (by 1990 standards) over a four-year period--the older, grade 12 course "English 3" was not altered until 1955. At this time it was introduced as a new course called "English 30."

After 1955 most major revisions to the English program had been instituted, but a new curriculum guide which introduced new components of the English program and which revised existing components was published almost every year until 1970. Nevertheless, the "English 30" course remained basically unchanged until 1967.

The years from 1955-66 were ones of continuous prosperity for Alberta. During this time over 5000 new classrooms were built (Chalmers, 1967, p.144). According to Chalmers (1967) this was also a time of educational optimism for and experimentation with new methods and new media. He outlines ETV (educational television), programmed instruction, and team teaching as the most sanguine buzz-words of the period.

It was also a time period when mass media began to be discussed at length and the term "mass media" became commonly used to refer to radio, television, movies, magazines, and newspapers. In the 1952-55 curriculum guides the term "mass modes of communication" was used frequently and interchangeably with the term "mass media"; however, as time moved forward, the term "mass modes of communication" quickly fell out of usage perhaps because of its awkwardness in light of its frequency of use. People opted for the more concise "mass media" (media meaning "modes of communication").

The curriculum guides from 1952-1966 are filled with reference to and concern with mass media. Concern was generally expressed by statements to the effect that students need to understand the messages that they receive via the mass media (being an essential to our "democratic way of life"), or become aware of the powerful effect mass media has on our culture. Many instructional suggestions involve discussions of propaganda, advertising, and general effects of certain media; e.g., "plan a skit in the days before radio was born"; "have groups discuss and report on which had the greatest effect on our lives--telephone, telegraph, radio" (Alberta, 1953, p.9).

What had begun in the 1920's as a flooded river of mass-produced communicative products had swelled and grown into a flooded plain during the 1930's. The 1940's saw mass communications flood entire countries and the alarm was raised concerning their effect, especially after the propaganda spectacles during World War II. By the 1950's mass communications flooded the entire globe and Alberta educators responded by altering their schools' curricula in various ways to meet the new challenge. Knowledge seemed to be everywhere; change seemed to be constant and rapid; the information age had begun in earnest.

E.W. Buxton (1965), providing a capsule of the time and, relating it to English curricula in Alberta, had this to say:

> This emphasis upon the process of inquiry is essential in a world where knowledge is increasing so rapidly that no one can master more than a fraction. It is a world where facts today are made obsolete by new facts tomorrow; a world where human beings must be prepared to accept change--sometimes as a fact of life; a world where a mass of knowledge may be less important than an interest in learning and the skills needed to gain new knowledge. In the development of these interests and these skills, the English program in our schools must make a vital contribution. [p.40-41]

An Overview of the "English 30" Course (1955-1966)

In 1955, "English 3" was revised; it also was renamed, "English 30." In 1955, "English 30" was the only English course in grade 12; however, in 1964, "English 33" (an alternative grade 12 English course) was added to the program of studies. "English 33" was designed to provide an alternative grade 12 English course for students not wishing to obtain university-entrance requirements with their high-school diploma. Although "English 33" has remained as an alternative grade 12 English course, its curriculum does not enter this history: this history deals only with the "English 30" course.

In many ways "English 30" (1955-1966) was similar to

its predecessor, "English 3". It still divided the course into two general subject areas called "Language" and "Literature"; ten books were still required to be read during students' free time (although this component was now called "Leisure Reading" rather than "Free Reading"); and the amount of class-time allotted for instruction remained about the same (five, thirty-five-minute periods per week). However, the time-division between "Language" and "Literature" changed to favour "Language" with three periods per week. In addition to this change, the volume of required reading was literally cut in-half; and the curriculum introduced a new concept called "Integration" which meant that "Literature" was to be integrated with "Language", or, in other words, the reading and studying of literature was to assist the learning of language skills. Of course this was not really a new concept: earlier curricula from 1900-1925 were also structured this way; however, whereas earlier curricula emphasized the acquisition of practical language skills for effective communication, and as such, the literary examples were not the only language learning material provided by the curriculum.

> The purposes for which the great majority of high school students must learn to communicate are practical rather than literary. (Alberta, 1955, p.7)

This new curriculum ("English 30") introduced in 1955 remained essentially the same until 1967. Nevertheless during this time the curriculum was up-dated almost every year and small modifications, such as the 1962 addition of viewing and demonstrating (mentioned below) occurred.

Integration, the Unit Method, and the Text: Thought and Expression

When describing the teaching and learning of language skills, the curriculum suggested a "two-fold approach" in which the use of language was combined (or integrated) with the study of language in "meaningful language situations" (Alberta, 1955, p.65). In these "language situations" it was stressed that "students should spend more time than heretofore in the actual practice of language skills" (Alberta, 1955, p.8). In 1955 the language skills were identified as reading, writing, speaking, and listening; but this list of skills was up-dated in 1962 to include viewing and demonstrating.

To facilitate the curriculum, the use of the textbook Thought and Expression was required. This text combined literary selections with exercises in language; i.e., each chapter in this text contained a number of literary selections and a number of language-situation exercises which were grouped and related together.

Each chapter in the text corresponded to one unit of the "English 30" course. The following are the unit titles as given in the curriculum guides:

1. Reading
2. Studying Magazines
3. Study and Writing the Essay
4. Reading, Studying and Writing the Short Story
5 Appreciating Drama
6. Appreciating Poetry

Supplementary material for the course consisted of one Shakespearean play and a language-based reference text. The Shakespearean play supplemented the "Appreciating Drama" unit and the language-based reference text was to be used to teach "grammatical principles" as applied to "English composition" (Alberta, 1962, p.75).

Language Situations: The Use of Mass Media

All of the units in Thought and Expression (and subsequently in the "English 30" course) used the mass media to create many of the language-situation exercises (Alberta, 1955, p.22). For example, exercises involving language situations such as reading newspapers, reading magazines, viewing movies, listening to radio, writing movie and radio scripts, and performing radio shows were included in every unit. (Note: The mass media of communication were defined in

1955 as newspaper, radio, magazines, and films; television was added to the list in 1962.)

In addition to the emphasis placed on mass media in Thought and Expression, the curriculum guides recommended that teachers make extensive use of mass media as supplementary curricular material.

> The teacher is free to draw from any source that will stimulate the use of language. One such source is the mass modes of communication which have, for pupils, a stimulating immediacy, directness, and interest. Other areas will suggest themselves to the resourceful teacher.
> (Alberta, 1955, p.22)

Teachers were told that they "should not be enslaved to a textbook" (Alberta, 1955, p.8) and that any situation involving the use of language could be legitimately used for teaching and learning language skills. However, the aims of "English 30" emphasized the importance of "habitual and intelligent use of the mass modes of communication" (Alberta, 1957, p.6); and as a result of these aims, the mass media became more than just another source form which language skills could be learned.

Any unit chosen should, of course, bear a close

relation to our fundamental aim of stressing speaking, writing, listening, and reading. The importance of the mass media of communication ... should be constantly emphasized. (Alberta, 1955, p.19)

The "Leisure Reading" Component of "English 30" was Similar to the "Free Reading" Component of "English 3"

"Leisure Reading" was a new name for an old curriculum: "Free Reading" (1939-1954). Ten books were required to be read during students' free (or leisure) time, with the emphasis on the enjoyment of reading and the development of reading habits. The separate publication Invitation to Read was continued.

The differences between the "Leisure Reading" curriculum and the older "Free Reading " curriculum exist in the objectives. Whereas "Free Reading" sought only to improve reading through enjoyment, "Leisure Reading" also included goals such as the interpretation and critical evaluation of literature. As a result the "Leisure Reading" component became more important to the English course because it now held many objectives which were previously studied in-class during the "Literature" component of the course.

...leisure reading will constitute a significant

> extension and enrichment of the literary content of English 30 (Guide, 1962, p.72)

> More detailed reading and criticism ... must be done outside of class. (Guide, 1962, p.18)

"Developmental Reading" was Maintained as a Part of "Language"

The component of the course which was titled "Developmental Reading" (rapid, silent-reading techniques) was maintained and considered important for the same reasons as in the previous grade 12 English course ("English 3"): more reading was required of a high-school student than ever before. However, "Developmental Reading" was not described as a separate course component as it had been in "English 3": it was to be integrated with other language skills, and it was extensively covered in the first unit (and first chapter of (Thought and Expression) of the course.

The "Literature" component of "English 30" was De-Emphasized

"Literature", as part of the integrated curriculum, received decreased emphasis both in comparison to "English 3" and in relation to the other component of "English 30." The goals of "Literature" were to "acquaint high school

pupils with a part of their literary heritage as twentieth-century Canadians" and " help develop standards that will enable them to choose discriminately for the vast number of periodicals and books available to them" (Alberta, 1955, p.36). (Note: Memorization of some literature was still encouraged but it was no longer required.)

There was an attempt made to return the reading of literature to a position of importance which "maintains and enhances" the student (Alberta, 1955, p.36) but these goals fell into the "Leisure Reading" component. The "broad goals" of "English contributing to individual growth, ... spiritual values, ... general enjoyment, ... democratic citizenship" (Alberta, 1962, p.8) were not dependent upon detailed classroom study of a few literary classics; rather, they were dependent on wide, personal reading. While the curriculum acknowledged, that the "English program can and should serve these broad purposes, just as clearly, their fulfilment implies the achievement of more limited purposes relative to the communication skills: the clear acceptable expression of ideas in speech and writing and the efficient recognition, interpretation, and exploration of ideas in reading and listening" (Alberta, 1962, p.8).

An English Handbook Vs. Guide To Modern English: The Single Standard of Correctness in English Grammar and Usage

An English Handbook and Guide to Modern English were both used as the supplementary grammar and language text for "English 30": An English Handbook was used from 1953-59, and Guide to Modern English was used from 1959-70. A comparison of these two books show how the concept of a single standard of English "correctness" changed.

An English Handbook taught that there were two kinds of English: formal and informal. Students were to concentrate on learning formal English. Although this book recognized a growing break between spoken and written English caused by the dominance of "radio English", the book does not endorse rapid change and concludes that it is "the duty of Educated people to see that no changes enter which will turn it (English) into an illogical and confused means of communicating" (Scargill, 1953, p.67). The book was designed to "bring to hand examples ... regarded as acceptable in the written and spoken language of educated people" (Scargill, 1953, p.XV).

Guide To Modern English, the book which replaced An English Handbook, taught that there were many kinds of English (sixteen different types were described in detail), that all types are acceptable, and that most types should be practised and learned. However, the type of English called

"educated and formal" was not to be practised because it was "seldom required except for a select class who often find pleasure in reading this kind of English" (Corbin, Perrin, Buxton, 1959, p.9).

Another difference between the two texts is illustrated by use of the dash in writing. Scargill (1953), in An English Handbook, states: "the dash is used all too often to hide ignorance of pronunciation and to string together ideas which offend the principle of unity in the construction of a sentence" (p.121). On page one of the chapter titled "Good English," Corbin, Perrin, & Buxton (1959), in Guide to Modern English, use a total of eleven dashes.

Guide To Modern English states that "Language is not a bugaboo--something to be afraid of" (p.1). The punctuation, usage and syntax of this sentence (also its curricular implications) were in opposition to the rules and guidelines of An English Handbook.

Summary: "English 30" (1955-66) Changed the Concept of Standard English and Recommended the Use of Non-Literary Language Situations Provided by Mass Media

One of the main changes introduced with this curriculum was that it was no longer a goal for the school or the English course to enforce a single conception of correctness in English expression. Any form of good informal English was

acceptable as long as it was clear, concise, and effective.

The curriculum was designed so that students could work with language and study about language in various "language situations" provided in the course and/or supplied by the teacher. In this way, language skills (reading, writing, listening, speaking, and viewing) were learned, practised, and improved.

Reading, writing about, and talking about literature became one of the "language situations" in which language could be experienced. "Literature" was to be integrated with "Language"; however, other "language situations" not using literature were seen as more practical and valuable to the students, such as those situations provided by mass media. Also, the literary goals of appreciation and analysis were supplanted in the classroom; they were now to be pursued within the "Leisure Reading" component.

The word "composition" was almost never used and oral reading skill was not mentioned. Reading skills that were emphasized were the same ones which were begun with "Developmental Reading." It was important for teachers to emphasize the adapting of reading speed to the material at hand and the gathering of needed information from the large amount of information available (Alberta, 1962, p.33).

Chapter VII

1967-1981 English 30

The Historical Context for "English 30" 1967-1981

In 1961 Alberta's English teachers had formed their own professional organization and began publishing their own journal, The English Teacher (fore-runners of today's English Language Arts Council and Alberta English). In the issues of The English Teacher the impetus for curricular change is observed clearly in the winter of 1966 when an entire issue of the journal was dedicated to the discussion of new curricula.

The voices of this professional organization were calling for more freedom and flexibility. The new curriculum was to become less textbook-dependent and less exam-dependent, or as Clarke (1966) put it, "the shackles of teacher-proof devices must be broken" (p.47).

In 1967 a new interim curriculum guide was published which reflected much of the professional opinion expressed in The English Teacher. Several of the "teacher-proof devices" were altered by not specifying "required" textbooks designed and/or recommended for each course--rather a large list of book and non-book resources were listed from which teachers were to design their own units of study as well as

their own instruments (and to an extent, standards) of evaluation.

Mass Media in Alberta 1967-1981

Mass media during the 1960's and 1970's continued to grow according to the growth-process described by Schramm (1973). Schramm describes the history of mass media and communications as the senders being able to reach farther, gathering and giving more information until the receivers have too much information. The receivers then become more selective in what they receive. When this happens the communication senders attune themselves to more specific rather than general audiences thus giving the individual receivers more of what they specifically want or need.

Albertans saw the development of a diverse array of mass-produced communicative products to listen to, to read, to view, and to experience. Over the years mass media evolved and grew to allow an increasing variety of content and forms suited to specific segments of the mass market; e.g., specialist magazines, a variety of (colour/cable) television channels and programming, video movies, radio station formatting, etc. Both the growth of specialization and the inevitable de-centralization of mass-produced educative and entertainment products have yet to be abated. Today, developments such as personal, desktop publishing and

desktop video production place many of the tools of the once-central mass-media production services into the hands of the common people. Thus, the flow of mass-produced information seems to be springing from almost everywhere, all at once, in complex, local and global networks.

An Overview of the "English 30" (1967-1981) Course

The "English 30" curriculum (1955-1966) was revised in 1967. The revision did not alter the amount of class-time allotted, also the aims were very similar: However, the way in which the aims were to be achieved represented a significant departure from the older curriculum.

"English 30" (1967-1981) was structured upon a core of required literature. The majority of "English 30" curricula was now (once again) based upon the careful reading and study of literature. Although the literature for study has always been the most important facet of the English course, in this 1967-1981 curriculum, literature was emphasized in the actual structure of the course. The English curriculum had not been so structured since 1912.

However, in opposition to past curricula, the course outline provided a wide choice of classic, current, Canadian and international literature for class study within five literary-genre-arranged units. Teachers were "free" to create their own integrated literature/language units

selecting specific literature (and related resources) from the given choices. In addition, teachers were "free" to select other material to supplement their class instruction. The recommended teaching methodology was that of discovery and discussion of both the thought and expression found in the variety of literature which was studied.

These were the literary genre which were used to organize the curriculum into the units; also given is the amount of literature which was either required or recommended for each unit.

1. Short Stories (10 required)
2. Essays (10 required)
3. Poetry (a number of poems selected for class discussion and independent reading; one or more poets to be studied in depth.)
4. Novels (one or more)
5. Drama (one or more: Shakespearean and Modern)

The Curriculum was Structured Upon Literature Study

The "English 30" curriculum was structured upon a core of required literature which was studied in-class. The in-class study consisted of discussion, reading, analysis, critical comparison, and literary appreciation.

The curriculum guides recommended that classroom

discussion of the literature be encouraged to ensure that language skills (reading, writing, listening, speaking,) were practised. In this encouragement of class discussion of literature, one of the key differences between the 1967 curriculum and its predecessor is found: whereas the 1955-1966 curriculum recommended that integrated learning of language skills was not necessarily based on literature study, the 1967-1981 curriculum recommended that integrated learning of language skills was to be mainly based on literature study.

Another important difference was that the language example provided by the literature being studied formed the standard of correctness for which students were to strive (this had not been a curricular aim since 1912-1924). In both oral (classroom discussion) and written work, the guide (1967) made it clear that precise, literary language was the ideal for which students should be "reaching" (p.104). This "language" was described as being appropriate for students engaged in the study of literature.

The study of the literature also provided the example from which to teach composition skills (style, tone, rhetoric, and sentence structure).

> ... any good piece of prose or poetry can serve as a corpus for an investigation of the forms and structures of the English language. (Alberta, 1967, p.106)

The curriculum tried not to create artificial differences with any genre of literature so that students would study all types of literature as language, expertly used to create meaning.

> Form is subservient to meaning and is an aid to precision of communication. (Alberta, 1967, p.90)

Related to this unified approach to all literary genres, poetry received a renewed emphasis. The reasoning responsible for this emphasis was that if poetry could be understood as a composition, communicating meaning, all other literary forms could be similarly studied without as much difficulty.

> If we know what we are doing when we teach poetry then we shall be secure: the rest of our work in English will follow by implication. (Alberta, 1968, p.112)

The curricular emphasis on language learning which is tied to the study of literature is also illustrated by this statement which continues the theme of the importance of poetry.

> If ... we care at all for our language ... this is essential, we like poetry.

(Alberta, 1967, p.112) (Quotation from Holbrook (1962), English for Maturity, p.63, Cambridge University Press)

Mass Media Were Not Emphasized, But They Were Studied as Unique Forms of Communication

Mass media were not emphasized except when they were related to the literary content of the course. When reference was made to mass media in the curriculum, objectives correlate with studying mass media as unique forms of communication of which students should become critically aware. The following suggested activities are illustrative:

> To what extent would each play be dramatically effective for a mass T.V. audience? (Alberta, 1968, p.117)

> How does reliance on the spoken word, or visual impression change the form of traditional dramatic techniques and values? (Alberta, 1962, p.31)

Note: Mass media were emphasized in the English program. Most of this emphasis was placed in English 20. A section of that course was dedicated to learning viewing and thinking skills in relation to mass media.

As part of the 1967-1981 curriculum, a list of non-book media resources was given to correspond with each unit of the course. These educational resources were considered as directly supporting literature-based study rather than as a kind of mass media for study.

"Leisure Reading" and "Developmental Reading"

"Developmental Reading" was not mentioned in this curriculum. The goal of reading rapidly to gather facts and information ("Developmental Reading") was replaced by the curricular goal of reading for ideas (or themes) and learning how these ideas (or themes) are expressed in the language of literature.

"Leisure Reading" was maintained as a suggested activity, which would support the curriculum; however, it no longer specified a specific number of books which must be read as part of the course, and it no longer relegated the objectives of critical and comparative literary appreciation to the "Leisure Reading" expectations. The only objective which was given was to encourage the reading of books outside of the classroom (Alberta, 1968, p.4).

The 1972 Secondary Language Arts Handbook

Although the 1972 Secondary Language Arts Handbook did

not specifically alter the curriculum of the "English 30" course, it articulated a philosophy of language learning which was in opposition to the 1967-1970 guides: the philosophy was similar to the 1955-1966 curriculum of developing language skills through guided-practise in a variety of language situations. The new title "Language Arts" is indicative of the move toward a skill-based rather than a content-based curriculum. This Handbook stated that "language growth" is achieved "spirally" by progressing from concrete to abstract language situations which may or may not be based upon literature: or, "regardless of the media used" (Handbook, 1972, p.3).

As will be seen in the next chapter, the philosophy articulated in the 1972 Handbook was put into practise with the 1982 curriculum. Another factor which is noticeable in assessing the impact of the 1972 Handbook is that the guides from 1967-1970 were not up-dated after the publication of the Handbook.

Summary: "English 30" 1967-1981

The three curriculum guides published in 1967, 1968, and 1970 emphasized learning and studying a required amount of literature. All integrated language-learning was based upon the classroom study of this literature.

The course provided a large list of literature from

which to choose the required number of books and selections which had to be studied in class. The actual required number of books and selections was purposely vague, although the equivalent of seven full-length books (poetry, essays, short stories, novels, drama [Shakespeare and modern]) was set as a minimum.

Although The Language Arts Handbook published in 1972 provided a philosophy of language learning which did not base curriculum upon study of literature, its influence on the curriculum of English 30 as articulated in the earlier guides is questionable. However, the 1982 revision of English 30 (the topic of the next chapter) moved the curriculum for the course in line with the Handbook's philosophy.

Chapter VIII

The 1982 "English 30" Curriculum

The premise upon which much of this thesis is based is that an important factor in the history of the twentieth century has been the development and growth of mass media (radio, movies, television, magazines, and newspapers). Beginning as early as 1910, there is reference to and concern expressed about these forms of communication. The 1980's are no exception to this pattern. However, by 1980 these mass-media forms had evolved into much more complex structures so that it has become increasingly difficult to define what (and where) mass media are. In fact, the term mass media itself has fallen out of common usage; people more often opt for the general term media to refer to television, radio, etc. The following quotation from Alberta English (1983) seems to express much of the sentiment concerning mass media (or media) common in the 1980's.

> Modern society is undergoing profound technological and social changes brought about by what has been called the information revolution. This revolution is characterized by explosive developments in electronic information technologies and by their integration into complex information systems that span the globe. The

impacts of this revolution affect individuals, institutions, and governments--altering what they do, how they do it, and how they relate to one another. [Blair, 1983, p.40]

Overview: The 1982 "English 30" Curriculum

In 1982 a revised "English 30" curriculum was instituted. This 1982 version of "English 30" differing from the "English 30" course which it replaced (1967-1981), emphasized the development of language-arts skills rather than the study of English literature.

The new program differs from the previous one in terms of balance and organization. Whereas the previous program was almost entirely literature-oriented, with the expressive skills subordinated to the literary genres under study, the 1981 program is organized around the development of important concepts in the five language arts: speaking, writing, reading, viewing, and listening. (Alberta, 1982, p.6)

The 1982 "English 30" curriculum was restructured so that the literature component was reduced both in size and in importance. The literary works for study became one of

the many language experiences recommended in order to develop effective, personal-communication skills (literature was grouped with reading skills). The amount of required literature was reduced by approximately 50%.

The "Statement of Content" for "English 30" was arranged according to the five language-arts skills. Each of the five language-arts skills (such as "writing") received a list of objectives (all prefaced by "the student should be able to"). Correlated with the objectives, or "skills" as they were titled, was a list of concepts. For example, under the skill "Writing" the first concept listed was "appropriate prewritng strategies can assist a writer in discovering and expressing meaning." Beside, and correlated with this concept is the objective "the student should be able to use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing" (Alberta, 1982, p.21). An important point to note is that this particular writing skill was listed for all English 10-20-30, as opposed to being a specifically "English 30" skill. (Note: English 10 and 20 generally were equated with grade 10 and 11, respectively.) This type of grouping was common in the "Statement of Content"; i.e., many skills that "a student should be able to do" spanned two or more of the high school English courses as outlined in the "Statement of Content."

The reasons for this type of grouping of skills was explained in the "Rationale" and "Philosophy" sections of the curriculum guide. Students were not to practise a single language arts skill in isolation or in a particular grade. This is why it is difficult to define a specifically "English 30" language skill and why it is a risk in misinterpreting the intention of the curriculum by discussing the language-arts skills separately. The expectation was for a steady development, a maturing and growing facility with the receptive and expressive language-arts skills rather than meeting a certain objective in a certain grade. The curriculum guide explained that the concepts and skills were listed separately for the sake of clarity and to maximize teachers' flexibility in designing their own units of instruction (p.6).

Writing: A Process Dependent on the Situation, Purpose, and Audience

The "Writing" concepts and skills emphasized that effective writing is a process involving several stages (prewriting, organizing, rewriting, and revising). Also emphasized was the fact that a "writer's ideas and experiences can be expressed through various modes of discourse" and that "a writer should use an appropriate prose form for his intention" (Alberta, 1982, p.22).

It was required that students learn how to write effectively, being sensitive to the situation in which they are writing, the purpose for which they are writing and the audience for whom they are writing. The curriculum was designed so that all kinds of writing practise (which engaged the students actively in the writing process) would occur; e.g., journal writing, note-taking, report writing, resume, letter writing, etc.

The curriculum guide encouraged teachers to adopt a more functional role in developing the individual capabilities of each student rather than aiming for specific standards of achievement in writing competence. The teacher was encouraged to talk about writing as a process involving self-discovery (and development individual capabilities).

At all stages of the writing process, the social aspect of language was to be emphasized as providing meaningful material to first conceive of an idea for expression and shape it into a "product" through revision and peer editing (Alberta, 1982, p.41).

Reading/Literature: The Reading Process, Reading Literature, Reading Skills, and Response to Literature

The "Reading/Literature" skills section in the "Statement of Content" received, by far, the most concepts and objectives, re-emphasizing the importance of

"Reading/Literature" to the course. Out of the ten concepts listed, eight concepts dealt specifically with literature; two concepts dealt specifically with reading skills. (Note: this emphasis together with the "required literature" component of the course show that reading and responding to literature was the largest and most important part of the course; for example, there was no required viewing or listening.)

Literary concepts included the following: style, form, unity, variety, theme, structure, characterization, imaginary experience, and social, historical, and personal value and meaning of literature. These concepts and their related skills lead to two major objectives for "English 30": one, the ability to provide an informed, critical, and personal response to literature; two, the ability to read with an increasingly critical intensity. It must, however, be kept in mind that the over-all intent of the English program was to de-emphasize the "critical response" and emphasize the "personal response" to literature; "English 30" was the main area in which a "critical response"received emphasis. Note: none of the skills or concepts deal with oral reading; also, all of the concepts and skills are independent of any specific literary genre.

Specific reading skills focused on both the development of a flexible reading rate and the process approach to reading: "reading is a process" (Alberta, 1982, p.23). In

the reading process certain strategies (pre-reading, talking, note taking, group discussion, thoughtful reflection, etc.) together with and somewhat inspired by the "active involvement of the reader" work so that a student should be able to "respond with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material which he reads" (Alberta, 1982, p.23). At the "English 30" level the emphasis in regards to the "flexible reading rate" seems to be "increased ability in using intensive reading skills effectively" (p.27).

Viewing: Visual Literacy

One of the five language-arts strands upon which this curriculum was structured was "viewing." This component of the curriculum was designed to teach visual literacy. Visual literacy meant that students should become literate in the language of visual images as presented in all visual and audio-visual forms of communication (Alberta, 1982, p.51). The aim was to make students more critically aware of meaning in these forms of communication and to assist the development of critical selectivity in the visual-media consumption beyond the school. (Concern was expressed over the quantity and quality of television viewing done by the average student.) Also, "viewing" curricula stressed that many concepts in literature were complementary to the

"viewing" requirements and as such, they should be taught together.

Speaking: Talk in the Student's Own Language

One concept listed under the skill "speaking" reinforced that the "ability to speak easily, clearly, and effectively is an essential communication skill" (Alberta, 1982, p.30). Beside and related to this concept, objectives involving such things as vocabulary, oral reading, responding to literature, "extending his own thinking," and inventing, developing, revising, editing oral and written "material" were listed (p.30). Of the other two concepts, one dealt with group discussion ("demonstrate increased facility in functioning as both a group member and a group leader") and the other with "communication situations" which "call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose" (p.31). "English 30" objectives dealt specifically with the interview, persuasive speaking, and formal presentations.

The curriculum was designed to develop expressive, natural, situation-dependent speech. Much like "writing," "speaking" emphasised that different situations require different types of speech and that speech ability is developed by progressing from concrete "talk" situations to more formal and refined forms of oral communication

(Alberta, 1982, p.54). The curriculum guide states that teachers should respect the role of conversational and idiomatic language as the "students own language" in the development of effective communication skills (p.55). Teachers were discouraged from trying to impose a different or higher standard of English upon their students. Nevertheless, it was also suggested that the English teachers should provide a role model for adaptability, correctness, and appropriateness of speech; however, in this suggestion was the caution not to impose the teachers' own language on the students.

Listening: Becoming Critical Listeners

The "listening" component of the curriculum, following a similar pattern of expectations and methodology as "viewing" and "reading", emphasized that students should become "critical listeners" by participating in a progression of language situations (informal to formal) requiring different listening skills (Alberta, 1982, p.57). Becoming a "critical listener" also involved understanding how to listen and how to identify and overcome "factors which interfere with effective listening" (Alberta, 1982, p.29). "Students should be able to infer mood and tone in oral communication"; seek clarification of information; evaluate both the content and delivery of oral

presentations; "listen actively" for theme, details, and main ideas (Alberta, 1982, p.29).

These required listening skills involved understanding the purpose, situation, and message of speech (or talk) by paying close attention to how something is said and the context in which it is said.

Integration: Natural Language Growth of the Learner in the Five Language Arts Skills

The curriculum specified that the five language arts (reading, writing, speaking, listening, and viewing) must be integrated, experienced together, as mutually supporting requisites to language growth. The guide (1982) criticised past practises of separating language skills into different subject areas (p.60). Teachers (once again) were encouraged to use the unit method: creating language situations around themes which are close to their students' experience and which use all the language-arts skills together appropriately, according to the designed context.

The goal was to develop communication skills through practice and involvement in increasingly sophisticated language situations, correlating with the natural language growth of the learner. Organization of the course was therefore determined by the discretion of the teacher and the uniqueness of each school, classroom and student. No

specific course content was given; rather, a list of requisite language-arts skills provided in the "Statement of Content" outlined the course. The recommended methodology was that of "discovery" and "development" of these skills through the integrated language experiences in the classroom.

Summary: "English 30" 1982

"English 30" 1982, was similar to the "English 30" course introduced in 1955. The curriculum emphasized the development of communication skills through integrated language situations which were not necessarily dependent upon the reading and study of literature. In these language situations, different forms of communication were not emphasized above another; they were all integrally related as either expressive or receptive language arts (i.e., communication skills and principles apply regardless of the medium of communication used). In this framework, literature became one of the many language experiences of the curriculum, and although its importance was manifest, it was still subordinated to the development and mastery of all five language arts skills.

Emphasis was placed upon using the students' own language in the classroom in order to better develop and acquire communication skills. No specific standard of

English was imposed. The curriculum stressed a developmental approach where students learn better language by involving themselves in various language situations which require them to use language in increasingly abstract and formal situations (such as writing a critical response to a Shakespearean play.)

The curriculum was structured upon the communication process. For example, the expressive skills, writing and speaking, were taught as related processes which, when the process is applied, can both teach communication skills and produce high-quality, finished, communicative products. The curriculum discouraged the expectation that more-formal or poetic communicative products be achieved in first drafts or in everyday classroom usage. Reading, viewing, and listening (the receptive language arts) were similarly to be taught as related, active processes where personal meaning is created by applying selective attention, directed by an awareness of the following: the communication process; principles governing the structure, style, form, etc. of a given language presentation; and the unique nature of each communication situation.

This was the first time in the history of the "English" course for the final year of secondary education that the curriculum had articulated such a complete and integrated program emphasizing reading, writing, speaking, listening, and viewing skills. It was a curriculum which may be in

response to a time where learning and mastering receptive and expressive communication skills is a prerequisite not only to the careers and vocations of late-twentieth-century life but also to the enjoyment and appreciation of this life. A time when a student must become a kind of finely-tuned, versatile instrument that can absorb and respond to a multitude of communicative stimuli in a multitude of media and in ever-changing forms and varieties of content.

Chapter IX

Conclusions

Mass Media in the English Curriculum

The earliest mass media were newspapers and magazines. It is difficult to establish a date or year when publishing of these media of communication became massive enough to be called "mass media" in Alberta. However, a process of slow growth is evident from 1901-1910 and a period of rapid growth and development is found during the 1915-1920 period. Part of this process can be observed by looking at the growth of the Edmonton Journal. By 1919 the Edmonton Journal was publishing a daily paper that was more than three times the size of its 1910 predecessor. The appeal to a mass audience is seen in its "new" sections such as "Cable News," comic strips, "Amusements," "Women's Pages," and more photographs; this appeal can also be seen in the increase in the quantity and variety of advertising (including the advertising for "new" monthly and weekly magazines). Walker (1970) notes that a rapid increase in both the number and circulation of both newspapers and magazines occurred (in Canada) during the 1920's (p,210).

Nevertheless, prior to 1925, newspapers and magazines had no place in the high school Enlish curriculum. In fact

they were often spurned with disdain. A recommended composition text from 1921 stated that "the ordinary newspaper is not a safe guide for those who would improve their English" (Rhodes, p.58). However, by 1925, it was stated in the curriculum that "pupils should be taught the proper methods of reading the daily paper, and given instruction as to the values of current magazines and periodicals" (Alberta, 1925, p.34). Also in 1925, the curriculum was designed so that students would be given real-life writing experiences to learn composition skills. This meant that writing assignments and exercises used current ("real-life") newspapers, magazines, advertisements, etc. as models for composition practice and also as examples of "correctness" for evaluative purposes. This change in the composition curricula represented a significant departure from the 1901-1924 curricular tradition which used examples from literature as the model for "correctness" and composition practice. The following quotation illustrates this older tradition.

> As a general rule, he who studies faithfully the great masters of English literature need rarely feel any hesitation about adopting the words or phrases which have received the sanction of their use. (Lounsbury, 1907, p.187)

Two other mass media, movies and radio, became pervasive in the late 1920's and 1930's. Radio experienced rapid mass-acceptance after the development of the first commercial networks (1927-1928). Movies, however, had a more complex history and slow development beginning with short, attention-getting motion pictures in the 1890's through to story-line pictures of 1910's, up to the first "talking pictures" in 1927. Nevertheless movies were not included in the English curriculum until shortly after the introduction of radio, when both movies and radio (together) were entrenched as part of the English curriculum. For example, a recommended textbook Expressing Yourself 4 (1936-1954) featured exercises which involved staging simulated radio broadcasts and writing radio and movie scripts; this book also featured the study of advertising and magazines. This text also provided a sample research paper on the topic of television (15-20 years before television would become prominent in Alberta households.)

By 1955 mass media had become a much-used term and a much-talked-of force in society, and although the English curriculum continued to use mass-media frameworks for composition practise, the concepts of learning about the mass media and appreciating mass-media products became newly emphasized objectives. It was stated in the 1955 curriculum that "the importance of the mass modes of communication--

newspapers, radio, magazines, and films--should be constantly emphasized (Alberta, 1955, p.22).
(Note: "television" was added to this definitive list of mass media when this curricular concept was restated in 1962.)

The 1955-1966 English curriculum also emphasized the importance of learning listening, viewing, and reading skills in relation to the mass media: "the success of a democracy" being dependent on "their understanding of the media by which ideas reach them, and on the intelligent interpretation of those ideas" (Alberta, 1955, p.7). Also, mass-media productions (e.g., the CBC Shakespeare Plays) were recommended as an aid to teaching the appreciation of literature.

In successive years following 1955 (and in each succeeding curricular revision) the place of mass media within the English curriculum has not been significantly altered. Mass media have still been used in the following ways: as an integral part of learning and practising speaking, reading, writing, listening, and viewing skills; as an important interpretation/appreciation subject in its own right; and as an adjunct (and aid) to the teaching of English literature.

Oral Reading and the Growth of Mass Media

Oral reading, as an integral part of the English curriculum, has faded with the growth of mass media. In 1901, oral reading and oral interpretation were practised and trained with all types of reading material.

> It is important that a pupil shall be able to read with correct pronunciation, clear articulation, suitable phrasing, and ease to himself, a story, a poem, or an article from a newspaper or magazine in such tones as will reveal emotion as well as thought and give pleasure to his hearers.
> (Northwest Territories, 1901, p.31)

In addition to being important to the appreciation of literature (especially poetry), oral reading and oral interpretation were considered to be among the best means by which "correct" oral and written expression were trained. Even in 1921, the amount of time and attention given to oral reading can be observed in this quotation from the recommended composition text.

> Reading aloud is one of the most difficult, complicated, and important functions an educated person can exercise. ... The commonplace, dead-

level flatness of much that goes for reading, but which does not fully express the author is unjust to him, unworthy of the reader, and unfair to the listener. (Rhodes, 1921, p.209)

A further indication of how important oral reading was to the English course is that scale and interval work in voice training were recommended. The following curricular statement from 1918 expands upon this point.

> It should be made clear that by oral reading is meant the expression of an authors's thought in spoken language.... In order that this expression may be interpretive to the highest degree, attention must be given to voice-training and the general laws that underlie vocal expression. ... The student should be taught the simple laws of stress and inflection. These can be best applied at first by special drill on select passages. (Alberta, 1918, p.3)

In the two quotations given above it can be seen how oral reading meant practice in reading, in general. This is to say that all reading was to be "interpretive" reading with close attention paid to the sound of words, phrases and sentences in order to "fully express the author," to "reveal

thought as well as emotion," and to provide an accurate "expression of an author's thought." (Note: I have found that much of the prose written in this early period reflects this emphasis on oral expression; i.e., writer's wrote considering how their prose should "sound," and it is difficult to skim or rapidly read these documents--they seem to require me to slow down and listen to the page "speak.")

In 1925 oral reading was altered so that it was used primarily for appreciation and interpretation of literature, and although oral reading has always been maintained as an important part of English curriculum, this statement from 1925 seems to summarize the fundamental change which has occurred. "Oral reading no longer has the place of importance it once held" (Alberta, 1925, p.35).

A single reason for this change is probably impossible to identify; however, the role of the mass media cannot be over-looked. With the profusion of mass-market print products, the amount of information available to be consumed multiplied many times and with the advent of radio, and the growing popularity of movies the amount of time spent reading slowly and/or orally decreased for most Alberta high school students, as it must have done for most people everywhere. The slow, voice-dependent method of reading became impractical in many situations--including the situation of high school. In the 1939-1954 period the amount of reading required in school had increased dramatically;

the following, illustrative quotation is from 1946.

> This is a reading age. The average student today must read fifteen times as much as his predecessors did in the year 1900. (Alberta, 1946, p.30)

The idea that "reading aloud is one of the most difficult, complicated, and important functions an educated person can exercise" faded as other reading skills such as rapid reading and gathering select information from the large amount of newly-available material became more important. Although this is a simplistic conclusion, it must be noted that after the mid-twentieth-century increase in all kinds of reading, listening and viewing material, learning to read rapidly, and learning to gather select information has become "one of the most important functions" for an "educated person." The English curriculum was revised and adapted to suit this societal/educative change. The following quotation is from 1962.

> More reading is now required of senior high students than ever before...it must not be assumed that they have mastered the techniques of gathering information from textbooks and reference books. (Alberta, 1962, p.32)

Mass Media and the Changing Role of "Leisure Reading"

Leisure reading refers to a component of the English curriculum which required a certain number of books to be read by the students during their free or "leisure" time. From 1901-1924 the leisure reading materials were classic literature texts such as Shakespeare and Beowulf. Typically a student was required to read four such books independently. Students were then tested on their "general knowledge" of these texts. The idea behind this early leisure reading curricula was to ensure that graduates would be able to interpret literature on their own, for enjoyment and enlightenment, away from the intensive memory work and exhaustive analysis which occurred during the classroom study of this same literature.

It must be kept in mind that this curricula flourished before the leisure time of Alberta students became filled with options such as radio programs, movies, television shows, and the popular magazines' "latest" feature stories and articles. As time progressed toward 1925, movies, magazines, and newspapers became readily available and began to resemble the movies, newspapers, and magazines that we know today. It is interesting that in the 1925 revision of the English curriculum, the importance of reading "good" literature during leisure time was re-emphasized. It was stated that "People will read. They must, therefore, be

trained to utilize their leisure time in reading the right way what is most worthwhile" (Alberta, 1925, p.32).

Also as part of the changes introduced in the 1925 conception of leisure reading was that the required leisure reading material was made more motivational and enjoyable by replacing many of the heavier, literary selections (such as Milton and Beowulf) with lighter, more-current selections (such as Bronte and Stevenson). The curriculum was also changed so that students could choose their own leisure reading books. This was done, in part, to make the required leisure-reading material even more enjoyable and motivational, to further encourage literary reading during leisure time.

When the English course was revised in 1939 ("English 3"; 1939-1954) radio, and talking movies were firmly established as part of the leisure options available to Albertans. The curriculum again changed to make the leisure-reading material more enjoyable and motivational than it had been in "English 4" (1925-1938) by including more current, lighter selections and by allowing students the freedom to choose all of their required leisure-reading books from a large list of approved titles. It was stated that teachers were not to insist upon detailed reports or examinations for these books.

The connection between these changes in the leisure reading curricula and the advent and growth of mass media is

difficult to establish but it is curious that before the introduction of talking movies and radio, the curriculum was written to encourage leisure reading of literary, rather than non-literary material; whereas after the introduction and adoption of radio and talking movies, the curriculum was altered to encourage leisure-time reading of a wide variety of reading material to develop "the habit of reading" (Alberta, 1939, p.4). This was a significant change from the 1925 curriculum where it was stated that "People will read"; i.e., in 1925 it was not a question of developing the "habit of reading" but rather a question of developing the habit of reading literature.

This leisure-reading curriculum, to develop a "reading habit" (Alberta, 1955, p.51), was continued (ten books per year) until the 1967-1981 version of "English 30." (Note: this large number of required leisure-reading books (ten per year) contrasts with earlier curricula which required only three to five books to be read, and this correlates well with the general reading curricula which had changed to emphasize rapid reading in place of slow intensive reading.)

The 1967-1981 curriculum no longer required any amount or type of leisure reading from the students (literary or non-literary). The 1982 version of "English 30" also did not require any amount or type of leisure reading. Nevertheless, the 1982 curriculum expressed concern with the quality and

quantity of movie and television viewing (Alberta, 1982, p.51) much like the 1925-1938 curriculum for "English 4" had expressed concern over the quality and quantity of reading engaging students' leisure hours.

Summary

From 1901-1924, the English curriculum required that classic literature be the model upon which all "correct" English expression was based.

> Without study of literature there can be no mastery over language...Let the masters master us.(Rhodes, 1921, p.497-498). As a general rule, he who studies faithfully the great masters of English Literature need rarely feel any hesitation about adopting the words or phrases which have received the sanction of their use. (Lounsbury, 1907, p.181)

A major change introduced in the 1925-1938 curriculum was that the primary source or example of "correctness" was to be the English teacher. The language of the class, rather than the language of the classics had to be a "model which the pupil can follow with absolute faith" (Alberta, 1925, p.45). This was introduced because the curriculum had separated literary study from composition study:

"Composition is English for work; Literature is English for leisure" (Alberta, 1925, p.47). Whereas in previous curricula there was no distinction drawn between literary English and composition English, and whereas Rhodes (1921) had cautioned that "the ordinary newspaper is not a safe guide for those who would improve their English" (p.58), the 1925-1938 composition curriculum was redesigned so that newspapers, magazines, movies, and radio shows became models upon which to practise oral and written expression.

Classic literature became "English for leisure" rather than English which must "master us" and which we must use in all facets of life. English composition as "English for work" meant that the standard of correctness in oral and written expression became connected with English usage practised by the mass media rather than with only classic literature.

With the introduction of "English 4" (1925-1938) a new concept in which English teachers were not expected to teach the use of good English by themselves was also introduced; the whole school had to work together to insure that good English was practised and assimilated (Alberta, 1925, p.46). Of-course the standard of "good English" upheld in 1925 maintained much of its heritage of literature-based expression which had been required when "the masters master(ed) us." The following quotation from 1925 describing how a teacher can set an example in good English is

illustrative of the older tradition of "literate" language.

> Correctness of pronunciation, good choice of words, flawless construction of sentences, freedom from slang and coarseness, are qualities that should characterize the speech of the teacher who wishes to set his pupils an example in good English. (Alberta, 1925, p.45)

Although the 1939-1954 introduction of "English 3" also upheld a standard of "good English" which all teachers had to follow and instill, the 1939-1954 version of "good English" became more functional. Whereas the standard of "good English" in 1925-1938 had described things such as "elegance and beauty" (Alberta, 1925, p.69), the standard of "good English" in 1939-1954 focused on "clear" and "effective" expression (Alberta, 1946, p.39).

The 1955-1966 "English 30" curriculum did not try to maintain a specific standard of "good English"; rather, students were required to become flexible in using a level of English appropriate to the situation; e.g., speeches, discussions, radio role-playing, notes, essays, etc. There was no set standard that had to be followed in class.

The appearance and rise of mass media (newspapers, magazines, movies, radio, and television) during the twentieth century provided the population with exposure to a wide range of English usage. Experience with English

language prior to mass media was more restricted to literature textbooks and the speech community in which one lived.

Before the mass media became prevalent there was no insistent competition for an acceptable standard of English expression--the school and its classic literature formed the corpus from which a standard of expression was trained.

As forms of mass media entered into everyday life they provided competing modes of English usage which separated (in style and usage) from the prose and poetry of classic literature. The English curriculum was rewritten so that the competing modes of English usage such as movies, magazines, newspapers, and radio were accepted as the material from which to learn "correctness"; these took the place of the classic literature in the learning of how to speak and write "correct" English. Once this was established, the concept of "correctness" was much more variable than it had been before and it was also more functional, rather than poetic.

The 1939-1954 ("English 3") curriculum, although it still maintained a standard of English which the whole school must follow, changed the concept of "correctness" to be more adaptable and variable. After 1955, the curriculum evolved so that the concept of "correctness" required that students learn how their language may become adaptable and variable according to the function, purpose, and audience

for which specific communication is intended.

With the literary textbook, students assimilated, through memory work and oral interpretation, fine phrases, beautiful expression, and the richness of meaning that comes with complete familiarity with allusion, image, and figures of speech. With the mass media influence and current-usage practice, students assimilated, through exposure to and working with current forms and modes of communication, functional English whose purpose is to get a message across to a specific audience. For illustrative purposes, compare the following curricular statements which deal with a similar topic, yet express themselves in very different forms of English.

> The world's greatest masterpieces of poetry and prose deserve and demand the closest study...Literature should be read together and talked over till each becomes to them a thing of beauty and joy forever. (Alberta, 1901, p.34)

> Literature is an integral part of language learning. Students should have many opportunities to experience and respond to literature at all stages of their development. (Alberta, 1982, p.5)

The steady rhythm and alliteration of quotation from

1901 were aspects of both oral and written language which were to be taught (and evaluated) in the English course by careful study and assimilation (and emulation) of classic poetry and prose. When the standard of "correctness" changed to include mass-media forms of usage, the English standard gradually changed to become increasingly functional, direct, and adaptable to specific audiences and purposes, such as the functional English in the quotation from 1982.

The mass media gave materials and means for learning language in many places and the curriculum used these materials to replace the literary textbooks as the only source of language learning. With this change, a single standard of correctness in oral and written language usage was replaced by adaptable and functional language usage, transforming the curriculum into a study of many language-arts skills, rather than a study of a single language example set by literary textbooks.

Lounsbury writing prior to 1907 neatly summarizes the aims and aspirations of the English curriculum before the twentieth-century advent of mass media.

> The cultivated speech is with us no longer confined to a small class... It is the language of vast communities... The whole tremendous machinery of education is constantly at work to strengthen it, to broaden it, to bring into conformity with it the speech

> of the humblest as well as of the highest. Day by day dialectical differences disappear; day by day the standard tongue in which is embodied classical English Literature, is widening and deepening its hold upon every class... If the social and political agencies now in being continue to exist, we may confidently expect the language of the future will never materially vary from what it is to-day ... but its destruction, if it ever takes place, will be under conditions such as have never before existed, and will be owing to agencies which differ wholly from those that have brought about the ruin of any of the great cultivated languages of the past. (italics mine) (p.479-480)

It is difficult to say whether Lounsbury would call the changes which have occurred as the "ruin" of a "great cultivated language." However, when we consider mass media, it is clear that they have been "agencies" which "differ wholly" from anything which has ever occurred to a language, and it is doubtful whether Lounsbury would have foreseen the kinds of mass media which were to arise, develop, and grow as the twentieth century wore on, and to which the writers of successive English curricula were to respond.

Bibliography

Abbot, A. (1901). English in secondary schools: A review. School Review, 9(6), 388-402.

Adams, A. (1984). Language, schooling, and society: 1964-2004. In S. Tchudi (Ed.) Language, Schooling, and Society. Upper Monclair, New Jersey: Boynton Cook.

Alberta (1906). Annual Report. Department of Education, Government of Alberta, Edmonton: King's Printer.

Alberta (1907). Annual Report. Department of Education, Government of Alberta, Edmonton: King's Printer.

Alberta (1908). Annual Report. Department of Education, Government of Alberta, Edmonton: King's Printer.

Alberta (1909). Annual Report. Department of Education, Government of Alberta, Edmonton: King's Printer.

Alberta (1910), Annual Report . Department of Education, Government of Alberta, Edmonton: King's Printer.

Alberta (1912). Annual Report. Department of Education, Government of Alberta, Edmonton: King's Printer.

Alberta (1918). Annual Report. Department of Education: Government of Alberta, Edmonton.

Alberta (1925). Handbook for Secondary Schools. Department of Education, Province of Alberta, Edmonton: King's Printer.

Alberta (1939). Programme of Studies for the High School (Bulletin II). Department of Education, Province of Alberta, Edmonton: King's Printer.

Alberta (1946). Programme of Studies for the High School Bulletin 1. Department of Education, Province of Alberta, Edmonton: King's Printer.

Alberta (1953). Senior High School Curriculum Guide for English Language 10; English Literature 10; English Literature 20; Survey of English Literature 21 and Creative Writing 20 (Interim Program). Department of Education, Government of Alberta: Province of Alberta.

Alberta (1955). Senior High School Curriculum Guide for English Language 10,20,; English Literature 10, 20; English 30; English Literature 21; English Language 21. Department of Education, Government of Alberta: Province of Alberta.

Alberta (1962). Senior High School Curriculum Guide for English Language 10, 20; English Literature 10, 20; English 30; English Literature 21; English Language 21. Department of Education, Government of Alberta: Province of Alberta.

Alberta (1967). Interim Senior High School Curriculum Guide (English). Department of Education, Province of Alberta, Edmonton: Queen's Printer.

Alberta (1968). Senior High School Curriculum Guide for English 10; Reading 10; English Literature 11; English Language 21; English 20; English Literature 21; English Language 22; English 23; English 33; English 30. Province of Alberta, Department of Education, Edmonton: Queen's Printer.

Alberta (1969). Interim Senior High School Curriculum Guide (English). Department of Education, Province of Alberta, Edmonton: Queen's Printer.

Alberta (1970). Senior High Curriculum Guide (English). Department of Education, Province of Alberta, Edmonton: Queen's Printer.

Alberta (1975). Secondary Language Arts Handbook.Department of Education, Province of Alberta, Edmonton: Queen's Printer.

Alberta (1982). Senior High Language Arts Curriculum Guide 1982. M. Iveson (ed.). Department of Education, Province of Alberta.

Applebee, Arthur, N. (1974). Tradition and Reform in the Teaching of English: A History. Urbana, Illinois: National Council of Teachers of English.

Bloom, A. (1987). Closing of the American Mind. New York: Simon and Schuster.

Beach, M. (1969). History of education. Review of Educational Research, 39(5), 561-576.

Best, J. W. (1970). Research in Education.Englewood Cliffs, New Jersey: Prentice-Hall Inc.

Blair, I. (1983). Media: The first curriculum. Alberta English, 22(2), 40-42.

Borg, W. R. (1963). Educational Research: An Introduction. New York: David McKay, Inc.

Britannica (1985). History of education. In P.W. Goetz (Ed.) The New Encyclopeadia Britannica, Volume 18, p.12-100. Chicago: The University of Chicago

Burgress, C. (1968). History of education. Review of Educational Research, 37(1), 21-31.

Buxton, E.W. (1965). English: Approaches and problems in Alberta secondary schools. The English Teacher, 5(1), 40-60.

Chalmers, J. W. (1967). Schools of the Foothills Province. Edmonton, Alberta: Alberta Teachers Association Publications.

Clark, R.E. & Salomon, G. (1986). Media in teaching. In Wittrock (ed.), Handbook of Research in Teaching (pp. 464-478).

Clarke, S.C.T. (1966). Effecting change in Alberta English curriculum. The English Teacher. 6(2), 34-47.

Corbin, R.K., Perrin, P.G., Buxton, E.W. (1959). Guide to Modern English. Toronto, Gage.

Dale, E. (1954). Mass Media and Education. Chicago, Ill., University of Chicago Press.

Esdale, B. K. (1981). Viewing in Secondary Language Arts. Department of Education: Government of Alberta.

Graham, R. M. (1979). Yesterday, today, and tomorrow! A reexamination of some nineteenth century assumptions. In S. Judy (Ed.) Teaching English: Reflections on the State of the Art. Rochelle Park, New Jersey: Hayden.

Gumere, F.B. (1913). A Handbook of Poetics. Boston: Ginn and Company.

Guth, H. P. (1964). English Today and Tomorrow, a guide for teachers of English. Englewood Cliffs, New Jersey: Prentice Hall.

Hirsch, E.D. Jr. (1987). Cultural Literacy: What Every American Needs to Know. New York: Random House.

Hodysh, H.W. (1978). The historical context of curriculum change: An analsis of "Alberta Education and Diploma Requirements". In M. Van Manen & L. Steward (Eds.) Curriculum Policy Making in Alberta Education. Edmonton, Alberta: Unviversity of Alberta, Faculty of Education Publications.

Hornik, R. (1981). Out-of school television and schooling: Hypotheses and methods. Review of Educational Research. 51(2), 193-214.

Kach, N., Mazurek, K., Patterson, R.S., DeFavaveri, I. (1986). Essays on Canadian Education. Calgary, Alberta: Detselig Enterprises Ltd.

Lacy, J. V. (1919). The relative value of motion pictures as an educational agency. The Teacher's College Record, 20(5), 452-465.

Lewis, W.D. (1912). The aim of the English course. The English Journal,1(1), 9-14.

Lyseng, M. J. (1978). History of Educational Radio in Alberta. Unpublished Masters Thesis: University of Alberta.

Martin, R.G. & Oster, J.E. (1982). Glimpses of the Future in Secondary English. Papers from the Western Canadian Secondary English Educators' Conference, Edmonton, Alberta, June 1-3, 1982. University of Alberta, Department of Secondary Education Publications.

McLuhan, M. (1964). Understanding Media. New York: McGraw-Hill.

Northwest Territories (1901) Annual Report. Department of Education: Government of the Northwest Territories. Regina.

Northwest Territories (1902) Annual Report. Department of Education: Government of the Northwest Territories. Regina.

Northwest Territories (1903) Annual Report. Department of Education: Government of the Northwest Territories. Regina.

Northwest Territories (1904) Annual Report. Department of Education: Government of the Northwest Territories. Regina.

Perrin, P.G. (1950). Writer's Guide and Index to English (revised). Chicago: Scott, Foresman and Company (First published in 1942).

Postman, N. (1979). Teaching as a Conserving Activity. New York: Delacourt.

Prest, P. (1981). Integration. Monograph, Department of Education, Province of Alberta: Government of Alberta.

Ramsey, C.P. (1963). Curriculum and communication media. Review of Educational Research,33(3), 301-303.

Rhodes, C.E. (1921). Effective Expression. New York: Greg.

Rosenblatt, L. (1976). Literature as Exploration. New York: Modern Language.

Salomon, G. (1981). Communication and Education. Beverly Hills, CA.: Sage.

Scargill, M.H. (1954). An English Handbook. Toronto: Longman's and Green and Company.

Sawicki, W. S. (1958). The Development of the English Program in the Secondary Schools of Alberta. Unpublished Masters Thesis: University of Alberta.

Schramm, W. (1960). Mass Communications: A book of readings selected and edited by the director of the institute for communication research at Standford University, Wilbur Schramm. Urbana, Illinois: University of Illinios Press.

Schramm, W. (1973). Mass communication. In G.A. Miller (Ed.) Communication, Language, and Meaning. New York: Basic Books.

Tchudi, S. N. (1984). Language, Schooling and Society. Upper Montclair, New Jersey: Boynton Cook.

Vincent, J. M. (1974). Historical Research: An outline of theory and practice. New York: Lenox-Hill. (first published in 1911).

Wade, H.H., Blossom, J.E., Eaton, M.P. (1936). Expressing Yourself 4. Boston: Houghton Miffin.

Walker, Dean (1970). History of Magazines in Canada. in J.Hanlin and A. Beauliew (eds.) Mass Media: Good, Bad, or Simply Inevitable, Vol.III. (p.209-211). Research studies for the Special Senate Committee on Mass Media.