

HISTORY IN SASKATCHEWAN
SCHOOLS, 1885 - 1970

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THE STUDY OF HISTORY
IN THE PUBLIC SCHOOLS OF SASKATCHEWAN
1885 to 1970
A HISTORICAL SURVEY OF THE
DEVELOPMENT AND GROWTH OF THE CURRICULUM

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ABSTRACT

The problem of this research was to discover what was demanded of the pupils by the Provincial Department of Education through courses of study in the subject known as history, and to trace the development of the teaching of history in the Public Schools of Saskatchewan from 1885 to 1970.

An analysis was made of official reports, courses of study, circulars, prescribed textbooks, and official examination papers. The data obtained were examined to determine course objectives, course content, concepts, principles and skills taught through the courses, student activities, and the evaluation of student progress. The following trends were noted.

During the 1940's history was replaced by a new subject called social studies. However, as the social studies course was developed it was noted that there was a trend back towards an emphasis upon the historical perspective, particularly at the high school level.

Teaching students about morality and citizenship were noted to be two primary objectives throughout the period under review. There has been a trend away from teaching pupils how to make moral judgments about people to teaching them how to make judgments about issues and policies. During the whole period under review students have been expected to learn a body of factual content.

In the curriculum of 1886 English and Canadian history were dominant. With the advent of the First and Second World Wars, and the growing importance of Canada as a world power, English history declined in

importance and much more emphasis was placed upon world history, and particularly upon the history of the major European powers. After 1920 there was a tendency to place much greater emphasis upon recent events.

Textbooks have been used extensively throughout the period and have tended to dictate course content. There was an attempt to move away from the use of textbooks in the period of the 1940's which appears to have met with limited success. Recent practice has been for the Department of Education to suggest several possible textbooks for each course.

There was increasing emphasis upon the concept of man in conflict with man as a result of the World Wars; the concept of man in conflict with his environment was included throughout. The economic principles of laissez-faire were gradually replaced by an increased emphasis upon the principles of co-operation. Basic skills taught throughout were collecting data and making judgments.

During the first half of the period student activities were largely limited to reading the textbook and making extensive notes. In the years from 1941 to the early 1950's there was an attempt to encourage students to carry out projects and to solve social problems. The early course outlines contained no suggestions for student activities, but in the past thirty years the elementary course outlines have tended to be a valuable source of suggestions.

An analysis of examination questions revealed that as the sophistication of examination technique increased there was a slight decline in the demands made upon the students' cognitive processes. It would appear that examination questions have placed great stress upon cognitive rather than affective learning. In very recent times the Department of Education has begun to make use of machine scored tests.

The trends expressed were based upon the evidence found in the analysis of the data which then suggested implications for further study in the form of problems which remain to be solved.

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Chapter 1

INTRODUCTION

The present is a time of great questioning. Among the many aspects of life being questioned are the educational system and the courses of study followed in the schools. In the past the curriculum was largely subject centred. This means that the student was expected to master the skills, and learn a body of content which had been selected by an educational authority. Mastery of the content and skills was usually checked by means of formal examination. In recent days the trend seems to be to place the student in the centre of a curriculum that will meet his individual needs.

In recent years a number of comprehensive high schools have been opened in Saskatchewan. The opening of such schools has made a very much wider curriculum possible. This means that the student is now in the position of being able to choose from a wide selection of courses. The Provincial Department of Education has limited the compulsory Grade XII courses to a double credit class in English. This means that history (social studies) is no longer included in the list of Grade XII subjects which must be studied. This in turn may mean that students will cease to enrol in such subjects unless the students can see their personal and vocational value.

THE PROBLEM AND DELIMITATIONS

History has been taught to the pupils in Saskatchewan's schools since 1885. The courses of study have been prescribed by the government through its education department. The problem of this research was to

discover what was demanded of the pupils by the provincial education department through courses of study in the subject known as history, and to trace the development of the teaching of history in the Public Schools of Saskatchewan from 1885 to the present.

Ordinance 5 of the North-West Territories of Canada outlined the duties of a Board of Education which was assigned responsibility for the development of an educational system for the Canadian North-West.¹ The following year a report was issued by the Board, in which they outlined the official curriculum and listed the prescribed textbooks.² The date of publication of the report was selected as the commencement date for this research and 1970 was selected as a convenient date to represent the present.

Geographically the area of study was limited to the Province of Saskatchewan. Prior to 1905 the courses of study were issued for use in a much greater area including what is now the Province of Alberta, the Yukon, and the North-West Territories in addition to the area now known as Saskatchewan.

In 1941 at the elementary level, and 1946 at the high school level, history disappeared from the curriculum and it was replaced by a new subject called social studies. Part of the social studies courses consisted of studies of the past, and only those units of work which were historical in nature were included in this research.

¹ Legislative Assembly of the North-West Territories, Ordinance Number 5 of the Legislative Assembly of the North-West Territories, August 6, 1885.

² Legislative Assembly of the North-West Territories, Report of the Board of Education from December 18, 1885 to October 1, 1886 (Regina: Queen's Printer).

PURPOSE

The historian, by his very existence, claims that mankind can learn of the past. In education, as in many other human activities, change is taking place and this change needs direction. The purpose of this study was to provide a framework of reference so that teachers of history will know what the government of Saskatchewan wanted taught in the past. Whether a trend may be noted, or whether no appreciable trend or movement can be observed, is important for future developments. If the future curriculum planner wishes to develop a course in history which is compatible with an observed trend he will require quite a different type of planning than if he wishes to turn from such a trend, or to plan along a radically different track.

An attempt will be made to describe developments in the past and a partial solution may be provided to some of the problems faced by today's curriculum planner. Such problems include the question of how much factual content should be included in future courses; should the emphasis remain on content or some other aspect such as development of concepts? Should the official course outline consist of a statement of objectives, and should the teacher and student jointly determine what content would help the student attain those objectives? Should the official course outline consist of large numbers of suggested strategies and materials from which the teacher would select what he wants? What is the likely future of the prescribed textbook? Are there pitfalls which the writers of future textbooks may be able to avoid as a result of knowing what has occurred in the past? Are there possibilities for student activities which may be an improvement on the past? How will student

achievement be measured in the future? Will there, in fact, be history courses of any type?

These problems will be examined briefly in the final chapter in an attempt to place them into historical perspective.

The story of Saskatchewan's past is like a fabric made from a multitude of threads. For the full story to be told it will be necessary to find the threads and weave them together. This research is an attempt at providing just one thread - what was supposed to be happening in Saskatchewan's schools during the history lessons. It is one aspect of the educational development of the province, of which those who live in the present and future must be aware.

ASSUMPTIONS

The study is based upon a number of primary sources, all of which originated from the Board of Education, the Council of Public Instruction, or the Department of Education. It was assumed that any report or publication of these bodies was, in actual fact, a direct reflection of official policy and, in effect, was a directive to the teachers. Thus it is assumed that the directive was carried out.

It was also assumed that though some of the early reports were an expression of a point of view of senior civil servants, these officials did represent official policy and would, by their very position, be a prime influence on the development of educational policy making.

Some of the early courses of study consisted of little more than a single sentence. This means that there was usually no statement of objectives. It was assumed that the framers of the curriculum did, however, have objectives in mind and that the objectives can be discovered

by the historian by means of inference drawn from official reports and the textbooks that were authorized.

A further assumption was that although a formal taxonomy of educational objectives had not been fully described or defined for much of the period under review, the taxonomy used in Chapter Seven had validity for this study. It was argued that a heirarchical order of conceptual objectives could exist even though it had not been described.

It was also assumed that, where a formal external examination structure existed, the examination would influence the teaching styles of the teachers. They could be influenced to ensure the greatest possible success of their students by teaching for the examination.

METHODS AND PROCEDURES

Data for the study were obtained from the three groups of primary sources which are described in the next chapter. The purpose of the study was to discover and describe official government requirements, and it was felt that only official government sources should be used. It was decided to use only those sources which would have been used by classroom teachers. Teachers would learn what to teach from the official course of studies; they would use the prescribed textbooks, and they would have access to examination papers written by their students. From such sources they would determine objectives and content, along with the concepts, principles, and skills to be taught to the pupils. While it may be assumed that all, or at least the greater majority of teachers, would attend conventions and institutes where they would obtain ideas and suggestions for improving their teaching, there was no assurance that ideas obtained in such conventions or institutes would have official sanction; whereas it was

assumed that the three groups of sources used in this study did have official sanction.

It was fully understood that course outlines and textbooks would probably be interpreted in as many ways as there were teachers; and that the way of using the text and examination papers would vary from classroom to classroom. It was believed that by restricting data to that found only in government sources some degree of generalization could be made possible. Such research may be regarded as personal opinion, but an attempt was made to examine the data in the way in which a teacher, about to teach the course, would examine it. By not using secondary sources the researcher was able to be assured that only one degree of personal opinion was used, and that a personal opinion of a third party would not be incorporated in the study. Every attempt was made in the report to indicate where material was obtained by inference and where it was a statement of clearly provable fact.

An examination of the course outlines of the early years of the period under consideration revealed no clear statement of objectives. It was therefore necessary to rely heavily upon the prescribed textbooks and the occasional comment found in government reports. By means of a careful analysis of these two sources it was possible to outline the basic objectives by means of inference. The textbooks were analysed for their content, and the objectives were deduced by deciding what was behind the inclusion of such content.

A further stage in the analysis of the data was an attempt to decide what principles, concepts and skills were included in the program. Later, course outlines provided much more specific information and so it was not necessary to reach conclusions by inference.

Finally, questions on examination papers were analysed to determine what kind of questions were asked of the students and to determine whether there was any major change, or trend, in the type of questions being asked. The questions were categorized into six levels of cognition to determine the type of process the student would most likely have employed to answer them. An attempt was also made to determine, in a crude way, whether the emphasis was upon factual knowledge, problem solving, or the development of a value framework.

OVERVIEW

The general background of the study is described in Chapter Two. There is a section in which the primary sources are described and a section on some of the related research. A brief outline of the history of the Department of Education is given and some of the terms used in the report are defined.

The objectives of the history curriculum from 1885 to 1970 are given in Chapter Three. The basic objectives of the programs are described and their development followed through the period under review.

Chapter Four is a parallel chapter to Chapter Three in that it is a description of the content of the history courses through the period under review.

In Chapter Five the concepts, principles, and skills are discussed. In this chapter an attempt is made to outline some of the fundamental understandings and skills that seem to have been common to the courses throughout the period under review.

In Chapter Six some of the common student activities are described. Specific attention is given to the course outline of 1957 which contained

many suggestions for student activities.

In Chapter Seven the trends in evaluation style and technique are discussed. Examples from past history papers are analysed and there is a discussion of possible trends.

Chapter Eight is a summary of the findings, a discussion of trends, and a discussion of the implications of the findings for future study.

In summary, this study is an examination of a body of data from five different reference points. The data were obtained from an examination of official sources which prescribed the history courses for Saskatchewan's schools. The five reference points are the objectives of the courses, the content of the courses, the principles, concepts and skills that were incorporated into the courses, the student activities, and the evaluation of student progress. This technique required a certain amount of overlapping but it was felt that repetition was justified in the interests of completeness.

Chapter 2

BACKGROUND

SOURCES

Three main primary sources were used in this study. All the sources may be regarded as originating from the government. The first group of sources used was the course of study outlines. In the early years these outlines were included with the annual reports. Often there were comments made by senior government officials included in the reports and the comments were often on the subject of the course of studies. Later, course outlines were issued in the form of regulations. The regulations would outline the procedure for operating certain types of school and the programme that should be taught. Later still, the Department of Education prepared quite detailed course outlines and guides.

The earlier course outlines included a list of the prescribed textbooks. In 1914 a Circular of Information for Students and Teachers¹ was issued by the Department of Education. This circular listed all the prescribed textbooks and a similar circular has been issued practically every year since.

The course outlines and the circulars are both available in the offices of the Provincial Archives. The Provincial Archives are situated in the library buildings of the University of Saskatchewan in Saskatoon and Regina, and both centres have very similar collections.

¹Government of Saskatchewan, Circular of Information for Students and Teachers, 1914 - 1915 (Department of Education, 1914).

The second main group of sources used was textbooks. It was assumed that a prescribed textbook reflected the course intent and that it contained the course content. To have consulted all the textbooks ever prescribed would have been a very extensive task. Many books were analysed, however, and their contents are discussed in the report.

Many of the textbooks used in the study were borrowed from Prof. J. K. Sutherland of the College of Education, Saskatoon campus. Others were in the researcher's own private collection. In a few instances the volumes used in the study were quite old and battered and title pages were missing, thus full details of publication were not always available.

The third group of primary sources was examination papers prepared by the Department of Education. The early reports included the examination papers set during the year. In later years the papers were maintained in their original condition. All the papers used in the study were found in the offices of the Provincial Archives.

RELATED RESEARCH

To this date there has not been much fundamental historical research into the development of the history curriculum in the Province of Saskatchewan. A number of studies have been conducted, however, which provided some ideas for this research. Langley did a survey of programs and textbooks covering the years from 1885 to 1931. He did not claim to report detailed research and analysis. He did write a descriptive survey of the course requirements but did not include an analysis or evaluation of the curricula. His study included all the subjects of the curriculum

and was not restricted to history alone.²

School readers were the subject of research carried out by Thomas. Her study was not basically historical, though she did select twelve readers that represented periods of course development. Her primary purpose was to establish criteria by which future readers could be evaluated. It is interesting to note that one reader which fell far short of her criteria was in use at the time of her writing and is still in use at the time of the writing of this report.³

Aylesworth conducted research into the high school courses of Alberta⁴ and Embree researched that province's social studies programme.⁵

Davis and Hunkins used Bloom's Taxonomy as a basis for their research into textbook questions. They selected a number of chapters from selected textbooks and placed them into categories according to the taxonomy. They concluded that the majority of questions found in the textbooks included in their study were mainly based upon factual recall

²G. L. Langley, "The Programmes of Study Authorized for use in the North-West Territories to 1905 and the Province of Saskatchewan to 1931 and the Textbooks Prescribed in Connection Therewith" (unpublished Master's thesis, University of Saskatchewan, 1944).

³B. G. E. Thomas, "Analytical Review of Saskatchewan Readers 1867-1948 with Suggestions for the Compilation of Readers in the Years to Come" (unpublished Master's thesis, University of Saskatchewan, 1958).

⁴N. M. Aylesworth, "A History of the High School Courses of Study for Alberta" (unpublished Master's thesis, University of Alberta, 1936).

⁵D. G. Embree, "The Beginning of Growth of the Instruction in The Social Studies Provided by the Schools of Alberta" (unpublished Master's thesis, University of Alberta, 1952).

and other levels of the taxonomy were used very little.⁶ This method of evaluating questions was used in the analysis of examination questions described in chapter seven of this report.

HISTORY OF THE DEPARTMENT OF EDUCATION

The major facts used in this section of the report have been taken from an unpublished manuscript located in the Provincial Archives.⁷

The first Board of Education for the North-West Territories was established in 1885 and this Board issued its first report in 1886.⁸ In 1888 Union Schools were established and the high school and teacher training curricula were combined.⁹ At that time the first five grades of the elementary schools were called Standards I to V. The high school grades were called Third Class, Second Class, and First Class. These classes would correspond to Grades X, XI and XII of a modern high school.¹⁰

During the school year 1889 to 1890 Standard V was made the first of the high school grades with Standards VI to VII corresponding to the modern Grades X and XI.¹¹ In 1907 high school diplomas were issued with the designation of Standard VI, VII, or VIII and in 1908

⁶O. L. Davis and F. P. Hunkins, "Textbook Questions: What Thinking Processes do they Foster?" Peabody Journal of Education, 43:285-292, March, 1966.

⁷D. G. Scott Calder, "Seventy Years of Progress in Education, An Abbreviated Historical Outline of the Department of Education" (unpublished mimeo, Provincial Archives of Saskatchewan, 1954), p. 23.

⁸Ibid., p. 1

⁹Ibid., p. 3.

¹⁰Ibid., p. 3.

¹¹Ibid., p. 4.

the use of the word standard was dropped in favour of the word grade at the elementary school level. The elementary grades were from I to VIII. The high school grades were known as Third Class or Junior Form, Second Class or Middle Form, and First Class or Senior Form.¹² The word "form" can be equated with the word "grade". By 1914 there were four years of high school which were the same as the present Grades IX to XII.

The Board of Education which had been established in 1885 was replaced by a Council of Public Instruction in 1892¹³ and this, in its turn was replaced by a Department of Education in 1901.¹⁴

As many students were too far from a school building to obtain an adequate education, the Outpost Correspondence School was established under the principalship of Miss C. E. Sheldon Williams in February 1925.¹⁵ This was later replaced by the Saskatchewan Government Correspondence School.¹⁶ In 1931 the staff of the correspondence school were broadcasting to supplement the correspondence courses.¹⁷ In 1941 an Audio-Visual Library was started¹⁸ and in the school year 1944 to 1945 free textbooks were supplied up to, and including, Grade VIII.¹⁹ A major

¹²Ibid., p. 10.

¹⁴Ibid., p. 7.

¹⁶Ibid., p. 20.

¹⁸Ibid., p. 30

¹³Ibid., p. 5

¹⁵Ibid., p. 18.

¹⁷Ibid., p. 21.

¹⁹Ibid., p. 33.

change in school administration occurred in 1944 with the passing of the Larger School Units Act which allows small districts to join together into larger units of administration.²⁰

DEFINITION OF TERMS

The main source of confusion possible in this research is the labels given to levels of achievement. At various times "grades" were called "standard", "class", and "form". To avoid anachronism in the report the original terminology was retained with occasional indications of what it meant. The previous section, on the history of the Department of Education, outlines the development of the terms to the present usage of the word "grade".

Where the subject name social studies has been used it makes reference to the historical content of the course and not to the total course. The study was an analysis of history courses and there was a historical content in the social studies courses.

Where the word government has been used it refers to government in the broad sense and not in the party sense. Where it has political implications this is made clear in the text. In this report government may be taken to mean the will of the people as expressed through the Department of Education.

A concept is defined as a basic idea or understanding, and a principle is defined as a rule or guideline by which a concept may be applied to an actual situation or set of circumstances.

²⁰Ibid., p. 34.

Skills were defined as the working tools which a student would need to enable him to obtain the necessary data for the solution of a problem.

Public Schools are defined as non-sectarian schools which operated under the various statutes and regulations of the provincial government, and which obtained their revenue from direct taxation and government grant. Separate Schools which were established by statutes and regulations to serve religious minorities were not necessarily included within the definition of Public School.

Other terms are defined in the respective chapters where they arise.

Chapter 3

THE OBJECTIVES

One of the first problems faced by an educator in setting up a curriculum is that of establishing objectives. What is he trying to achieve with the proposed course or programme? He must decide upon his fundamental or basic objectives and arising from these he must select specific objectives which will, hopefully, lead to the attainment of his basic intentions.

An examination of the sources available to the curriculum historian provides only limited information. The early reports issued by the governments of the North-West Territories, and later of Saskatchewan, often contained only a very brief outline of course intentions. Thus, for the purpose of this report, it was necessary to use what information was available, and to draw conclusions by inference as to what the objectives most likely would have been.

In this chapter the broad basic objectives, rather than specific ones, will be discussed. It is assumed that teaching the factual information to the student would be a specific objective. Students would, presumably, be expected to learn the various facts included in the textbooks. Much of the factual information will be included in the chapter on content. It should also be borne in mind that an examination of content, for example the content of a textbook, will probably provide an indication of what the basic objectives might have been.

The years under review have been grouped into periods. The first period which runs from 1885 to 1914 was the period during which the main framework of the course was created. During this period the main emphasis

in history curricula was upon English and Canadian history. The second period which runs from 1914 to 1944 was the period in which the two World Wars and the Depression took place. History courses remained a basic part of the total school curriculum with an emphasis upon providing students with a knowledge of the history of their own country and of those parts of the world which were having an influence upon Canadian development. The period from 1944 to 1970 was a period in which history teaching became a part of social studies teaching. An attempt was made to use history as a vehicle for social education.

1885-1914

Some comments made by the superintendent of education in 1896 help the historian in his search for the objectives of the history course taught in the schools of the North-West Territories at that time:

History, in recording men's deeds, sets forth their relations to each other and to the state. The relations of men to each other gives rise to morals. The relation of men to the state involve citizenship. Accordingly the use of history is to form moral notions in children and another is to teach patriotism and civic duty. Also, if properly taught, it affords a first rate discipline in reasoning of the practical kind needed in every day life, arouses a love of reading and gives a sound method of study.¹

An analysis of the above passage indicated the following general objectives:

1. The teaching of morals.
2. The teaching of citizenship.

¹Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1896), p. 22.

3. The teaching of patriotism and civic duty.
4. Teaching the ability to reason in a disciplined way.
5. Teaching a love of reading.
6. Teaching a sound method of study.

The following paragraph of the report indicated that a further important objective was teaching children how to reach a judgment free from personal bias. The paragraph is quoted here as it seems to reflect the educational thinking of the time:

In Standards II and III the lives of a small number of leading Canadians and Englishmen are described by the teacher and the children are led to consider their public acts and are guided in forming such judgments on the morality of these acts as they are capable of. The reasoning for and against the doing of an act are sought for carefully. The relations of motives to actions is considered. Judgments are deferred until all available information has been secured. The judgment in personal feeling and looking at both sides of a question before giving judgment is one of inestimable value in every department of life. This condemning of wrong deeds and approving of right deeds will tend to establish just ideas of right and wrong in children's minds and these ideas must have their influence on conduct, must contribute to nobler living.²

The superintendent of education would be the government official charged with the responsibility of ensuring that government intention was carried out. This means that a good deal of emphasis must be placed upon what he had to say. It is also very likely that he would have a good deal of influence upon educational policy, and hence upon the objectives of the educational programme.

²Ibid., p. 23.

The writer of the report of 1896 also indicated that a number of children did not remain in school for very long. This meant that the school had to make an effort to teach the children the history and the current condition of their country before they left school. The teaching was to be done in such a way that these pupils would be provided with centres of interest around which their future reading could be arranged.

Along with a knowledge of the history of Canada it was hoped that a study of great Canadians would influence the lives of the pupils:³

A study of the lives of those men who have made our country what it is will tend to teach our pupils to have higher aims and to be true to those aims. A knowledge of the struggles through which this country has passed in attaining its present condition will make for intelligent patriotism.⁴

The report concluded with an indication that Standards (Grades) IV and V both studied the history of England and the history of Canada and that the work covered in high school would add to, and widen, the pupils' knowledge.⁵

The report of 1896 was written nine years before Saskatchewan became a Province. One can well imagine that the educators of the period from 1885 to 1914 would be faced with a number of major problems. No doubt the most important of their problems would be the fact that they were charged with the task of setting up an educational system in virgin country. People were moving into the area from many different parts of the world. There were the English, the French, and the Metis; there were also

³Ibid., p. 23

⁴Ibid., p. 23.

⁵Ibid., p. 23.

the Germans and the people from Norway and Sweden as well as the people from the central plains of the European continent. One can well imagine that educators would feel that the school system would have to face the challenge of creating a single nation from these varied elements. As they came to Canada with no common heritage it is likely that they would feel the need for such a heritage to bind them together. One may assume that the emphasis upon the history of England and Canada referred to in the report of 1896 was, in part, an attempt to meet this challenge.

In summary, it appears that in the first decade or two of this period, educators had as their prime objectives the teaching of morality and citizenship with a thorough understanding of the British and Canadian forms of government and their history.

In a report published in 1900 it was pointed out that success in examinations was not the criterion of good work in the high school. The writer supported this point of view by indicating that:

Unless the pupil leaves the high school with refined and gentle manners, with self-control sufficient to free him from the need of external restraint and guidance, with clear knowledge of his duties and sound views of the worth of life and its prizes, with a power of growth and a thirst after knowledge the school has not done its best work for him, however broad and accurate his scholarship.⁶

From this comment it may be concluded that the broad objectives of education included teaching the student about those things that made life good. It seems that school was not to be an end in itself but it was to be the start of a life in which the constant thirst for knowledge was to be quenched.

⁶Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1900), p. 27.

The point has already been made that two important basic objectives were the development of moral persons and the development of citizens. A few references from a textbook that was in use at the time may help to illustrate, to some extent, how this may have been done. Such a book, which was authorized in most of the annual reports of the 1890's, was a history of England and Canada by Buckley and Robertson.⁷

The authors adopted a firm moral tone as illustrated by a passage which appeared very early in the book's pages:

A history of England is a history of the rise of this great people, with its struggles and its mistakes, its sufferings through ignorance and crime, and its rewards for courage, perseverance and endurance.⁸

Like many school histories of the time Buckley and Robertson used the reigns of kings and queens as a chronological framework. Often the moral qualities of a particular monarch were discussed. For example, the pupil was informed that ". . . the history of Alfred shows what a good and wise man can do under difficulties."⁹ They also read that John was the ". . . one king about whom nothing good can be said."¹⁰ No doubt the pupil would be expected to share the view that Richard III ". . . did not in the beginning plan the crimes he afterwards committed."¹¹

It has already been demonstrated that one purpose of history teaching was to teach the pupil how to make value judgments, to condemn evil deeds, and to approve right deeds.¹² The textbook could be used to

⁷A. B. Buckley and W. J. Robertson, High School History of England and History of Canada (Toronto: The Copp Clark Co. Ltd., 1891).

⁸Ibid., p. 2.

⁹Ibid., p. 16

¹⁰Ibid., p. 55.

¹¹Ibid., p. 55.

¹²Supra., p. 18.

show pupils how judgments could be made. An example of this would be:

And now in the year 1093 William, being seriously ill, repented of his evil ways and his robbery of the poor, and appointed a very good and learned man, Anselm of Bec, to the Archbishopric of Canterbury.¹³

Possibly the moral person was the one who held the views of a typical middle class Englishman of the period with his belief in free-trade and the Empire.

Of the Nile Campaign of 1898 the pupil read:

Kitchiner led the Anglo-Egyptian army up the Nile to crush the fanatical Dervishes who were ever threatening the peace of Europe. The desire to avenge the death of brave General Gordon and to stop the cruel slave-trade carried on by the Dervishes aroused intense interest in the expedition.¹⁴

It would be interesting to know what answers were given by teachers if pupils asked exactly how the Dervishes threatened the peace of Europe. Presumably the young people of the 1890's were not expected to become confused by hearing the gospel of morality placed side by side with the gospel of revenge.

There is an attempt in this text to provide the pupil with information about the lives of some of the men who had played important roles in the development of Britain. Two examples from the same period of English history are given here to illustrate the point. Of Cromwell the authors wrote:

His was a strange and complex character, and we shall never know how far ambition and patriotism guided him. Yet we must honour him in that he never spared himself in the service of his country. When England was at her lowest he raised her to honour both at home and abroad, and he died without ever having enriched himself at her expense.¹⁵

¹³Buckley and Robertson, op. cit., p. 40.

¹⁴Ibid., p. 320.

¹⁵Ibid., p. 184.

Of the man who was returned to his father's throne some months after Cromwell's death, the pupil could read that Charles II:

. . . aimed at two things. First, to have his own way and get plenty of money for his dissolute pleasures without accounting to Parliament for it; secondly to further the Roman Catholic religion; not because he was deeply religious but because he wanted to be an absolute king like his friend Louis XIV of France and he thought the Protestant religion made people too independent.¹⁶

From those two passages alone it would seem that the teacher could develop a number of lessons in morality. For example, he could compare the ways in which Cromwell and Charles II used the public purse. He could use Cromwell as an example of self-sacrifice for the public good and Charles II as an example of the motivation of personal gratification. There would also be a possible danger, one may suppose, from bigoted teaching in which the Catholic-Protestant references could be developed in an unhealthy way.

The impact upon society by a poor ruling class was also examined by Buckley and Robertson. Still dealing with the reign of Charles II they wrote:

With the pleasure loving life came many evils. Gambling and drinking, duelling and debauchery were seen everywhere in court. All sorts of follies were allowed and it was not safe to go unguarded after dark because of the mad freaks indulged in even by men of quality.¹⁷

Such a passage in a book could give teacher and pupils an opportunity to examine the responsibilities of those who are in the positions of power.

¹⁶ Ibid., p. 186

¹⁷ Ibid., p. 188.

How much factual detail was to be mastered by the pupil may be discovered by an examination of another text which was used a great deal at the turn of the century. This was a book of English history written by J. R. Green.¹⁸

In each section of his book Green indicated the major sources from which he had drawn his material. At the side of each page was a chronology column which would probably make it easier for the average pupil to follow the time sequence. The inclusion of this column would seem to illustrate the importance placed upon chronology, and presumably upon dates.

A general history has to reduce a great volume of information into a very limited space. This is particularly true of the single volume work which is intended for use in a classroom. This means that the author should use great judgment in his selection of data. Green seems to have included a great deal of factual data in his book. This implies that the educators who wanted children to learn how to form judgments felt that a textbook was needed that would provide factual information upon which these could be based.

The Canada of eighty years ago was a country very much drawn to British traditions, and therefore it is not surprising that British history would play such an important part in the Canadian school curriculum. It has already been pointed out that the educator of the prairies was probably concerned with the mixed ethnic origins of the people, and with the creation of a common bond. It is very likely that he

¹⁸J. R. Green, A Short History of the English People (London: MacMillan and Co., first published 1874).

would look upon the use of a textbook such as Green's as one way of attempting to provide a common heritage.

A report published in the year 1901 drew the attention of the people of that day to some of the problems faced by educators in compiling a course of studies.¹⁹ The writer of the report pointed out that story telling was a valuable educational tool:

The child is interested in story telling before he enters school. By it his constructive imagination has been stimulated and developed. The parent selects the material for his stories from the literature of the Old Testament, from the simpler tales of early Greece and Rome, and England, and the child enjoys these if they are well told. In the school we take advantage of this interest and begin with biography. Whether it is that we have not selected suitable subjects or that our teachers are not skilled in the art of story telling it is evident that. . . the results are not as satisfactory as they should be.²⁰

The writer of the report further intimated that the arrangement of the subject matter was still a problem that had not been solved.²¹ He went through a lengthy list of possible historical periods to start the story telling so that the pupil would then be able to continue his study by using what he found in the text.²²

He questioned whether interest in the material should be the dominant criterion or whether more attention should be paid to the logical order in which the material was presented to the pupils. He closed this particular question by stating:

If at the beginning we thought less of the logical order of our material and more of how it stimulated the child's interest in the past, develops his power to picture incidents, and helps him to form simple ethical judgments, our teaching would be more educative in its effects than in many instances it now seems to be.²³

¹⁹Legislative Assembly of the North-West Territories, Annual Report of the Department of Education, (Regina: King's Printer, 1901)

²⁰Ibid., p. 38.

²¹Ibid., p. 38

²²Ibid., p. 38.

²³Ibid., p. 38.

From this section of the report of 1901 it is possible to infer that a major objective of the teaching of history was to capture the interest of the children. It was hoped that the telling of stories would encourage them to investigate the past for themselves.

The report of 1901 was used to introduce the idea that history courses should be expanded. An argument in favour of the introduction of economic history was made:

. . . we have texts dealing with the political and constitutional history of Canada and England, but none with economic history. It will be readily admitted that economic forces have been important factors in determining the course of human affairs. Economic history deals with the physical side of the life of communities and of individuals; it deals with the practical use and misuse of national resources and the success and failure due to financial experiments; and it brings into prominence the fundamental influence on social affairs of the needs of food and shelter and the requirements which man feels in common with lower animals. In their ideals and aspirations men differ fundamentally but the touch of practical necessity makes the whole world kin: the limitations imposed by physical needs are similar for all peoples; the opportunities offered by natural resources in one age resemble those offered in another, though there is a growth in the power of appreciating and using them. The organs and methods which human society has developed at different times for dealing with industrial problems are closely analogous.²⁴

The writer of the report then went on to suggest that a course in economic history should be included so that the student would:

. . . through his knowledge of the growth of the manors and towns, the industrial life, commercial development and economic policy of England, have new light thrown on his previous reading and gain a knowledge of the relation of labour and capital, of the individual and the state that there is increasing need for his having.²⁵

Within a year of the above suggestion being made it was put into effect.²⁶ The Grade selected for a study of economic history was the

²⁴Ibid., p. 39.

²⁵Ibid., p. 39

²⁶Legislative Assembly of the North-West Territories, Annual Report of the Department of Education, (Regina: King's Printer, 1902), p. 89.

students' eight year of school or Standard (Grade) VIII.

The text selected for the course was by Cunningham and McArthur.²⁷

The authors seem to have commenced with the concept that material prosperity is a good thing:

Material prosperity need not be aimed at as an end in itself, and it has been and may be misused by individuals and by nations. Still it is well worth having because it opens up the opportunity, both to an individual and a nation, of leading a noble and influential life. It does not in itself constitute greatness, but it is a condition without which national greatness is impossible.²⁸

Although it would be difficult to claim that the objective is spelled out, the above quotation leads one to believe that one of the objectives of the school program, in 1902, was to lead students to an acceptance of the laissez-faire philosophy that was then commonly accepted in the British Isles. It may also be inferred that the school was trying to influence the student to live a noble and influential life.

The authors argued that the world of the twentieth century was a world where the relationship between labour and capital was becoming more complex and that a study of economic history might help save the students, who would face these complex issues, from ". . . the disappointment of trying a road which has already proved impracticable."²⁹

It has just been suggested that the laissez-faire philosophy was basic in the early 1900's. This contention is supported when one examines

²⁷W. Cunningham and E. A. McArthur, Outlines of English Industrial History (New York: The MacMillan Co., 1902).

²⁸Ibid., p. 2.

²⁹Ibid., p. 6.

the following quotation taken from the text:

The existence of industrial capital, as a fund devoted to the production of more wealth, has rendered it possible to carry out the division of labour and to render it more efficient by supplying implements and machines, while it undertakes the necessary purchase of materials and the sale of the product. The possessors of capital would not apply their wealth to these purposes, or would not continue to do so, unless they saw their way to gain, and this gain is termed profit.³⁰

It may be inferred from the above quotation that the public ownership of the means of production was not regarded, at that time, and by those authors, as a possible alternative to private ownership. The authors did not ignore the question of public ownership:

Neither the management of the dock yards nor a comparison of the conditions of the railways in different countries gives any solid ground for supposing that state management would be less costly or would in any way be better than that which is afforded by private enterprise.³¹

Cunningham and McArthur suggested to their readers that the way to bring labour and capital together was by means of increased efficiency:

Increased efficiency is the one means by which further progress can be attained. It is the one security against successful competition. . . . it is the only expedient by which the permanent interests of capital and labour can be brought to be as one.³²

In summary, it has been shown that economic history was introduced in 1902 with the economic history of the British Isles being used as subject matter. One does wonder, however, at the appropriateness of an economic study of a geographically small, highly industrialized country to students who lived on the prairie, when the prairie was still very much a settlement frontier with little or no industry other than agriculture.

³⁰ Ibid., p. 235.

³¹ Ibid., p. 238.

³² Ibid., p. 238-9.

Cunningham and McArthur was not the only new text to be introduced in 1902. It was felt that, in addition to a knowledge of economic history, the students should have some background in the constitution of their own country.³³ To cover this part of the course a book by Bourinot was selected.³⁴

Bourinot, quite early in his book, expressed his admiration for the Canadian form of government. He pointed out that it was the most remarkable government of its type found in the world and that there was no other country its parallel. He supported this point of view by describing the government of Canada as a government of a country still partly dependent on a parent state, and yet still exercising extensive powers of self government.³⁵

At the end of Bourinot's book one can find a list of the duties of citizenship. It seems that the men who selected the book for use in the North-West Territories felt that the students should have a list of such duties to guide them in adult life.³⁶

Bourinot dealt with the various levels of government and outlined the various responsibilities of each level of government.

It has already been shown that educators were concerned that the children of the North-West Territories should have a sound knowledge of the history and development of Canada. It is probable that teachers would attempt to help the students articulate their knowledge of Canadian

³³ Report of 1902, Op. Cit., p. 89.

³⁴ Bourinot, How Canada is Governed. A Short Account of its Legislative, Judicial, and Municipal Institutions (Toronto: The Copp Clark Company Ltd., 1902).

³⁵ Ibid., p. 3.

³⁶ Ibid., pp. 280-288.

history with what they learned about government and governmental institutions from their study of Bourinot.

During the closing years of the 1880's there must have been a felt need for a textbook in Canadian history that would be used across the entire country. The following quotation will demonstrate this point:

The Board having had correspondence with the committee, recently appointed for the purpose of adopting a textbook in Canadian history, for use in schools throughout the Dominion, and having been asked to nominate a representative from the Territories to be a member of such a committee, has asked Mr. Charles Mair, of Prince Albert to accept this position. It is one to which no remuneration is attached.³⁷

The introduction of a book by W. H. P. Clements³⁸ contained additional information. The introduction told how the committee had received ninety volunteers to attempt to write the book. Of the ninety, forty-six were selected to write, and when competition closed on July 1, 1895 fifteen manuscripts were complete. Clement's book was accepted by the committee.

A subjective judgment of the book may incline one to the point of view that it is rather tedious. It contained a great many facts and dates but very little attention was given to broad concepts. The author's interest lay more in the direction of constitutional specifics than in the broad sweep of human events.

Clement's book was first authorized for use in the North-West Territories in the year 1898.³⁹ An examination of the various publications

³⁷Legislative Assembly of the North-West Territories, Report of the Board of Education, (Regina: The Queen's Printer, 1891), p. 23.

³⁸W. H. P. Clements, The History of the Dominion of Canada (Toronto: William Briggs, The Copp Clark Co. Ltd., 1898).

³⁹Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction, (Regina: Queen's Printer, 1898) p. 45.

of the Government education agency shows that the book remained in use until 1914. The objective of providing the students with a broad background of the history of Canada has already been stated. As the book was introduced for use in Standards (Grades) V and VII it would appear to have been quite demanding of the pupils. This also gives further support to the argument that a knowledge of detail was required of the pupils of that time.

An examination of some of the points of view shown by Clements in his book is of value in that it reveals those points of view to which many of the students would be exposed through their reading of the book. When he wrote of French Canadian forms of government he described them as ". . . fatherly despotism, well meaning indeed but most destructive of self-reliance among the colonists."⁴⁰

He referred to the American War of Independence as the American Revolution⁴¹ in the British tradition, and he pointed out that as Canadians ". . . we have long enjoyed a full measure of self-government without loosening of the strong ties of affectionate attachment which binds us to the mother country."⁴²

As would be expected a number of references to the Indian people appeared in the book. Clements condemned Bradstreet's Campaign because it had failed to punish the Indians for the outrages of the year before.⁴³

⁴⁰Clements, op. cit. p. 89

⁴¹Ibid., p. 107.

⁴²Ibid., p. 192

⁴³Ibid., p. 93.

Earlier he intimated that both the Jesuits and the fur traders had been faced with the common problem of holding their own against the aggressive Iroquois.⁴⁴ One may conclude from such references that Clements did not feel a great deal of sympathy for the Indian. The quotations from Clements just given would seem to indicate that the book was certainly not free of biased value judgment.

An examination of the various reports shows that there were very few changes of note in the history curriculum from 1902 until 1914. In that year there was a rearrangement of courses and course content. The change was heralded in 1913 when the Saskatchewan Department of Education published a new course for high schools.⁴⁵ The high school course was established as a four year program with a Junior Form part one⁴⁶ and a Junior Form part two,⁴⁷ followed by Middle⁴⁸ and Senior Forms.⁴⁹ The two years of Junior Form and the Middle and Senior Forms were equivalent to the present day Grades IX to XII.

In 1907 there had been an indication that there would be changes at the elementary school level. In that year the Department of Education issued a proposal for a new curriculum.⁵⁰ The introduction to the history

⁴⁴Ibid., p. 23.

⁴⁵Government of the Province of Saskatchewan, Course of Studies for High Schools and Collegiate Institutes, 1913, (Regina: King's Printer, 1913).

⁴⁶Ibid., p. 1

⁴⁷Ibid., p. 3.

⁴⁸Ibid., p. 5.

⁴⁹Ibid., p. 7.

⁵⁰Government of Saskatchewan, A Draft of the Proposed Changes in the Course of Study for Public Schools, (Regina: The Department of Education, April, 1907).

course contained the statement that ". . . cause and effect are inseparable in history and there should be a constant appeal to the pupil to exercise his judgment in connection with the study of character and events."⁵¹ An examination of the proposal also indicated that there was a hint of a move to bring history and geography closer together. History was to include a section where the emphasis was upon the understanding and drawing of maps.

There was no action on the 1907 proposal for seven years. In 1914 a new course outline for the elementary schools was issued. The new outline was in many ways very similar, in the history course at least, to the 1907 proposal.⁵²

The 1914 course included a section in which history and civics were treated together as a single subject. The teacher was instructed that:

. . . while the memory factor in history must not be absent, the proper study of the subject demands more than a mere exercise in memory. He should carefully guard against the child's knowledge of history becoming a mass of useless and unrelated facts.⁵³

It was further indicated that morality and good citizenship were primary objectives. Objectives which, it may be noted, were dominant from the beginning of the period under review. An examination of the programme outline leads one to suppose that the teacher would be expected to draw lessons in morality from the historical persons and periods under review

⁵¹Ibid., p. 9.

⁵²Government of Saskatchewan, Department of Education, A Course of Studies for Public Schools, (Regina: King's Printer, 1914).

⁵³Ibid., p. 8.

and then to adapt the lessons in morality so that they could be applied by the child in his future life as a citizen.

It is rather unfortunate that educators have not yet found a satisfactory way of measuring the effectiveness of the type of teaching just described. It is generally easy to test factual information and to discover how much factual information a child has learned. It is a very different matter to test a change in a child's attitudes that would make him a better and more moral person. This point is one which raises questions in the mind of an investigator. Would teachers tend to teach factual lessons and evaluate results on the basis of factual recall because this was the simplest thing to do, and would they tend to let teaching morality look after itself? Would teachers make a genuine attempt to do as requested by the course outline? An answer to this question is beyond the scope of this study and would require quite different research methods. It is, however, a question deserving of further research.

1914-1944

The programmes of study introduced at the public (elementary) and high school levels in 1913 and 1914 were introduced at the beginning of the second period in this report. The period 1914 - 1944 included two world wars and an economic depression. It is necessary to keep world and local historical events in mind in order to evaluate the changes that took place in the courses of study issued by the Saskatchewan Department of Education.

The programme for public schools issued in 1914 assigned the same

textbook to Grades IV and V.⁵⁴ The textbook in question was a collection of stories drawn from the history of Britain and the history of Canada.⁵⁵ Part II of the text was assigned to Grade IV.⁵⁶ This part consisted of twenty-four stories about the major events in Canadian history. The first story dealt with the original inhabitants and the final story dealt with current prairie development.⁵⁷

Part I and portions of Part II of the text which were not studied in Grade IV were assigned to Grade V.⁵⁸ Part I of the text consisted of forty-one stories starting with the story of Boadicia who led the resistance against the Roman invasion of the British Isles.⁵⁹ The final story was about another woman ruler, Queen Victoria.⁶⁰

The point has already been made that story-telling should be used to arouse children's interest.⁶¹ This idea seems to have been as prevalent in 1914 as it was in 1901. The Britannia History Reader contained several stories which are generally regarded by historians as most likely to be mythical in origin. Some of these stories were probably

⁵⁴1914 Public School Course of Studies, op. cit., pp. 24 and 27.

⁵⁵No author specified, Britannia History Reader, (Toronto: Copp Clark Ltd., 1914).

⁵⁶1914 Public School Course of Studies, op. cit., p. 24.

⁵⁷Britannia Reader, op. cit., pp. 161-269

⁵⁸1914 Public Course of Studies, op. cit., p. 27.

⁵⁹Britannia Reader, op. cit., pp. 1-158.

⁶⁰Ibid., 154-157.

⁶¹Supra., p. 25.

included because they were good stories which seemed to have survived by catching the imagination of successive generations. For example, the story of King Alfred and the burned cakes was included,⁶² as was the story of how Richard I's minstrel discovered the location of his imprisoned monarch by singing the king's song outside the walls of European castles.⁶³

The Grade IV program of 1914 consisted of stories about the early history of Canada with some reference to the events which led up to the children's own time. In addition to this the teacher was expected to give talks on citizenship.⁶⁴

The story of Canada was completed in Grade V and the history of England was introduced.⁶⁵ In Grade VI the story format of the lessons based upon the Brittania History Reader was replaced by a formal chronological study. The materials of study for Grades VI, VII and VIII were details from the history of England and the history of Canada. The course outline for each grade also required the teacher to give talks on citizenship.⁶⁶

The two year study of England and Canada by means of stories followed by a three year study based upon the chronological development of the two countries demonstrates that the educators who set up the course outline placed great importance upon the children having a sound

⁶²Britannia Reader, op. cit., p. 15.

⁶³Ibid., p. 39.

⁶⁴1914 Public School Course of Studies, op. cit., p. 24.

⁶⁵Ibid., p. 27.

⁶⁶Ibid., pp. 31, 35, 40.

knowledge of the history of their own country and the mother country. It is probable that many children still remained in school only for the elementary grades and so this concern for the histories of England and Canada is not too surprising. It may also be noted that English and Canadian history was included as a major part of the high school programme in 1914.⁶⁷

A further development in 1914 was the publication by the Department of Education, of a pamphlet entitled Circular of Information for Students and Teachers.⁶⁸ This pamphlet listed the authorized textbooks for each subject and each grade of the curriculum. The Department of Education has continued to issue similar pamphlets almost annually and they provide the educational historian with an invaluable quick reference to what texts were authorized in any given year. The pamphlets are available to the researcher and student in the offices of the Provincial Archives attached to the university libraries in Saskatoon and Regina.

From 1914 it may be noted that in the courses of study authorized by the Department of Education frequent reference was made to the prescribed text and to the sections of the text required at various grade levels. This point will become more apparent as successive programmes are examined in the following pages.

⁶⁷Government of the Province of Saskatchewan, Course of Studies for High Schools and Collegiate Institutes, 1914 (Regina: The King's Printer), pp. 5, 6, and 8.

⁶⁸Government of Saskatchewan, Circular of Information for Students and Teachers, 1914-1915 (Regina: Department of Education, 1914).

There was some expansion of the programme in the final two years of high school with the introduction of a course in general history.⁶⁹ The book assigned in the course of studies was by Myers.⁷⁰ Reference to the table of contents of this book indicated that the main theme was the history of Europe. Myers commenced with a study of the ancient world of Greece and Rome. It is very likely that the teacher would be able to show the students how many of man's modern institutions had their origins in ancient time.

The pupils in the senior year were also to make a study of the complexities of the English constitution.⁷¹ The book selected for the students' use was a standard work on the subject at the time; Bagehot's The English Constitution.⁷²

The First World War broke out in 1914. This raises the question of what influence the war had on the official programme of studies issued by the Department of Education. An examination of successive course outlines revealed no reference to the war until 1920. The 1920 course outline required the teachers of Grades VI to VIII to include stories from the Great War.⁷³

⁶⁹Ibid., pp. 6 and 8.

⁷⁰P. V. N. Myers, General History (Rev. Ed.; Toronto: Ginn and Co., 1906).

⁷¹1914 High School Programme, op. cit., p. 8.

⁷²W. Bagehot, The English Constitution (Toronto: Humphrey Milford, Oxford University Press, 1867).

⁷³Government of Saskatchewan, Course of Study for Public Schools, 1920, (Regina: King's Printer 1920), p. 31.

In 1922 the Department of Education issued course outlines in pamphlet form for both the elementary⁷⁴ and the high school grades.⁷⁵ There were no changes of any note in the programmes.

It has been noted that teachers of senior elementary grades were being asked to tell stories about the Great War. One may ask the question as to whether the influence of the war was being felt in what was taught to high school grades. A book of European history by Hodges⁷⁶ was listed as a student text by the Circular of Information for Students and Teachers for 1922, 1923 and 1924. It was listed as a teacher reference in the circular from 1925 to 1929. Though this text was a history of Europe, it did include some reference to the war. It is also interesting to note the approach taken in the book to the various European nations. A number of sections will be given from the book to illustrate the objectives behind this section of the course.

The author of the book made several attempts to explain the causes of the world war and, to some extent, to assign responsibility and blame. For example, the author wrote of the Dual Monarchy of

⁷⁴Government of Saskatchewan, Programme of Studies for Public Schools, (Regina: King's Printer, 1922).

⁷⁵Government of Saskatchewan, Regulations and Recommendations Governing Programme and Courses of Study for Secondary Schools, (Regina: King's Printer, 1922).

⁷⁶H. W. Hodges, A Survey of Modern History (London: Blackie and Son Ltd., 1919).

Austria-Hungary:

Even from this short study of the policy of the Dual Monarchy a general negative principle emerges: it is the denial of democratic self control and equal rights to the Slav and Latin nationalities. In so far as she persisted in this denial the Dual Monarchy became a menace to the peace of Europe and a brake upon the wheels of free development. For that reason she found a congenial place in the camp of Turkey, Bulgaria, and the German Empire.

The Dual Monarchy was a twentieth century anachronism. Until its dissolution there could be no lasting peace for Europe.⁷⁷

Later in the book the author made a study of the German nation.

Once again he examined possible causes of the war:

Were the defensive measures (of 1911-1912) against Russian encroachment or French "revanch"? Or were they preparations against the day when Germany should snatch from the Balkan sea of troubles the excuse for a fight to the finish against all who disputed her claims to give law to Europe? The survey of her previous record can alone entitle us to answer these questions.⁷⁸

The author provided, in this book, some of the details of Germany's previous record. He wrote of the Kaiser that he doubtless ". . . saw in the fulfillment of some or all of the Pan German schemes the consummation of his restless personal ambition."⁷⁹ The author also claimed that in Germany "A new religion was preached - that might was right, that war was a blessing."⁸⁰

Hodges gave an outline of the story of the growth of the new nations of Italy and Germany. Of the unity of Germany he said:

The unity of Germany was achieved by force and acquisition of foreign territory. The peoples of Slesvig and Alsace-Lorraine were Germans against their will. Within the frontiers of Italy there were none but Italians. She annexed no foreign territory. The several states

⁷⁷Ibid., p. 92.

⁷⁸Ibid., p. 188.

⁷⁹Ibid., p. 190.

⁸⁰Ibid., p. 197.

voted themselves into the union with the Kingdom of Piedmont. The fate of the smaller German states was decided, not by the vote of the people, but by the will of their sovereigns. Lastly, while Italy is ruled by a constitutional king, Germany was ruled by an irresponsible despot. So in Italy we find the assertion of our twin principles, Nationality and Democracy: in Germany we find an autocracy pledged to ignore their existence.⁸¹

The above quotation described German unity and the German government in a very negative way while at the same time Italy was described in a positive way.

The point has been made in previous pages of this report that stories of national leaders could be used so that the children could learn some of the virtues of morality and citizenship.⁸² An examination of the way in which Hodges wrote about some of the leaders of Germany is of value at this point.

When Hodges wrote of the Great Elector he said that his

. . . natural talents for diplomacy were informed by no gracious courtesy nor recognition of moral obligation. To call his subtle statecraft Machiavellian is to cheapen the reputation of the great Italian writer. In the company of Machiavelli you may have become a criminal but you usually remained a gentleman; modelled on the methods of the Great Elector you became a criminal and you often ceased to be a gentleman.⁸³

Hodges wrote of Frederick William I saying that during his reign the people". . . learned the lesson of docility so well that it has never been forgotten."⁸⁴ He further went on to explain that Bismark's policies had been based upon warfares and the ". . . devil worship of force."⁸⁵

⁸¹Ibid., pp. 50-52

⁸²Supra., p. 18

⁸³Hodges, op. cit., p. 9.

⁸⁴Ibid., p. 10.

⁸⁵Ibid., p. 24.

The three German leaders were responsible for creating the might of Prussia which had brought together the elements of the old Holy Roman Empire, or at least parts of it, to create the Germany of 1914. One could make a case that in the eyes of the German people these men might be treated as heroes.

In assigning blame for the World War, Hodges was not prepared to stop with the leaders. He assigned blame to the German people as a whole as the following passage shows:

. . . If we may not bring an indictment against a whole nation we may justly arraign its governing and educational trend. The Great War was not solely the creation of a warlord and a military caste; it was equally the war of a nation which had been schooled to place duty to the state before duty to God and its neighbors.⁸⁶

On occasion Hodges was inclined to give back-handed compliments to the German people. A good example of this is drawn from the passage describing the Prussian defence of Berlin against the French in 1806. The student was told how bravely the Prussians had defended their city and how it was probably the only time that an Englishman might have been proud to be a Prussian.⁸⁷

It is not intended to labour the point but a most important question arises from the passages quoted from Hodge's book. The question is, what should an educator's objective be with reference to the enemy during and after a war? Should he be a patriot who insists that the school system emphasize the home country's virtues and the enemy's

⁸⁶Ibid., p. 195.

⁸⁷Ibid., p. 15.

shortcomings and failures? Should the homeland be always right and the opponent always wrong? Should the course of studies be set up in such a way that every effort is made to be impartial and to show no bias?

The above passages are evidence to support a proposition that the students of Saskatchewan were given an anti-German point of view during the early twenties. The men who selected the text would probably feel offended were they to be accused of prejudice or bias against the German people. Yet it does seem that the textbook was biased in this way and one may presume that if a text is selected by a group of educators for a particular course they must agree, at least in general terms, with the major points of view reflected in that text. If this position is accepted then it leads to the proposition that an objective of the history programme in the first half of the 1920's was to lead students to accept as fact that Germany and her allies were responsible for the war.

The Saskatchewan Department of Education issued course outlines annually in pamphlet form throughout the remainder of the decade. All of these course outlines were available to the researcher in the archives office. An investigation of these course outlines revealed very few changes.

The textbook circulars for the seven year period from 1929 to 1935 list a book by McArthur. The book was for use in teaching Canadian history.⁸⁸ A passage found in the introduction of this book helped throw

⁸⁸ D. McArthur, History of Canada for High Schools (Toronto: W.J. Gage and Co. Ltd., 1936 Ed.).

some light upon one objective of the Canadian history section. It stated that it was desirable that". . . emphasis should be placed on those factors in the life of our people which bind them together, rather than those which tend to keep them apart."⁸⁹

The first thirteen chapters of McArthur's book were used as the basis of the Grade IX course during the school year 1930 to 1931.⁹⁰ The course also included a section in which the students studied the ancient world.⁹¹

The work for Grade X in that year was a study of the British Isles. Teachers were expected to give talks on broad historical topics, examples of which were Mohammedanism, Feudalism and the Reformation.⁹²

The text assigned for the section on world history was by Eastman.⁹³ The book was assigned to be used in several of the high school grades. In it the story of the western world was told from ancient times to the events that were within the memory span of the students who used the book. The latter section of the book seemed to deal largely with British and French history although there were brief references to other parts of the world, most of them regarding other European countries.

Students were expected to study the first twenty-three chapters of Eastman's book in Grade XI.⁹⁴ These chapters were about the ancient world from earliest times to the story of the fall of Rome.

⁸⁹Ibid., p. 8.

⁹⁰Government of Saskatchewan, Regulations and Courses of Study for High Schools (Regina: King's Printer, 1930), p. 19.

⁹¹Ibid.

⁹²Ibid.

⁹³S. M. Eastman, West's Story of World Progress (Toronto: Allyn and Bacon, 1924),

⁹⁴1930-1931 High School Course, op. cit., p. 19.

Grade XII students were assigned Chapters Twenty-Eight to Thirty-Seven which were an outline of the story of Europe from the fall of Rome to the Reformation. In addition, Chapters Forty-Seven to Sixty-Five which covered the period from the Napoleonic Wars to the First World War were studied.⁹⁵

The selection of a text such as World Progress leads one to ask what the educational objectives of 1930 were with respect to European history. One may suggest that Canadian involvement in the war and in the League of Nations had aroused some interest in events beyond the country's boundaries. It is probable that educators would feel some pressure to ensure that the students knew something of the events taking place in the world around them. It therefore follows that those who set up the course must have felt that students would need background knowledge of the development of the world of Western Europe. It is interesting to note that study beyond Canada's shores was still emphasizing Europe with little reference to the Orient.

During the decade of the 1930's the Government of Saskatchewan, through the Department of Education, continued to issue course outlines on a yearly basis. The course outlines are stored and available in the archives office. An examination of these course outlines revealed that there were very few changes during the 1930's. In many instances each succeeding pamphlet appeared to be a virtual reprint of the one that had gone before.

⁹⁵Ibid.

A course outline issued for 1938 to 1939 was very similar to previous outlines with one important difference.⁹⁶ A section was included in which an attempt was made to illustrate some of the main ideas and objectives of the course. It was pointed out that the work of Grade IX was designated to complete and orient the work that had been covered in the previous two grades.⁹⁷

In the introduction to the Grade IX course it was stated that the main emphasis should be upon social and economic history, as the political history had been covered in Grades VII and VIII.⁹⁸

The introduction to the Grade IX Canadian history section is worthy of some note. In part it read:

As a consequence of the many diverse interests and activities of man, his history may be likened to a tangled skein of many threads which cross, inter-twine, and recross to form a web of seeming chaotic complexity. Fortunately, however, this complexity is more apparent than real and upon closer application in our study of race we find its interests and activities follow along certain clear and well defined lines such as religion, economics, and politics, etc.⁹⁹

Having made this point the author stated that the course had been arranged in topical order so that simplicity and ease of understanding could be achieved. It was also intended that the definiteness of the objectives would become much clearer. In view of this the teacher was

⁹⁶Government of Saskatchewan, High School Curriculum and Regulations 1938-1939 (Regina: King's Printer, 1938).

⁹⁷Ibid., p. 31.

⁹⁸Ibid.

⁹⁹Ibid., p. 31.

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asked to demonstrate how one phase influenced and depended upon another.¹⁰⁰

An analysis of the foregoing indicated that the objective of the Canadian history section at that time was a study of the social and economic development of Canada, presented in topical form so that the very complex nature of the study would be understandable by the student.

In addition to Canadian history the Grade IX student had to study the history of the ancient world and current events. He was also expected to know about national holidays and the reasons for them.¹⁰¹

The course outline for Grade X students indicated that the main aim was to make a study of human progress. Much more will be said about the concept of progress in Chapter Five. It is sufficient to say at this point that the idea of human development being a progression to a better way of life was accepted in 1938.¹⁰²

Another objective noted in the 1938 course was an emphasis upon facts. Students were told that they must be very accurate in their facts and to be quite definite about them.¹⁰³

The Grade XI programme was a course in European history with particular reference to the part played by the British people.¹⁰⁴ Grade XII was a study of world history from 1815 to the students' own time.¹⁰⁵

¹⁰⁰Ibid., p. 31.

¹⁰¹Ibid., p. 33.

¹⁰²Ibid., p. 51.

¹⁰³Ibid., p. 49.

¹⁰⁴Ibid., pp. 61-64.

¹⁰⁵Ibid., pp. 79-81.

In 1941 a new elementary school course of studies was introduced.¹⁰⁶

At that time the subject known as history was dropped from the school curriculum at the elementary level and replaced by a new subject called social studies. According to the introduction to this new subject material was to be drawn from three areas: history, geography, and citizenship.¹⁰⁷

The 1941 course outline commenced with an eight page introduction. In this introduction a great deal of emphasis was placed upon the need to develop the individual student. It was pointed out that there was a need to find a balance between those activities which prepare a child for adult life and those activities which will catch the interests of the minute. The curriculum was so arranged that the student was encouraged to find a compromise between his own personal desires and the limitations placed upon him by the environment.¹⁰⁸

The idea of the school as a place to teach morals was still in evidence:

The curriculum, while it does not prescribe a course in morals or include religion as a "subject", should be pervaded by a spirit of religion. How this spirit may best be developed must be left to the judgment of the teacher, whose unconscious influence is perhaps his strongest ally. The teacher will inculcate in the minds of the pupils a deep sense of responsibility towards God and their fellow man, so that they will accept as a life principle the ideals expressed in the words "I am my brother's keeper."¹⁰⁹

¹⁰⁶Government of Saskatchewan, Elementary School Curriculum, Grades I - VIII (Regina: King's Printer, 1941).

¹⁰⁷Ibid., p. 163.

¹⁰⁸Ibid., p. 7.

¹⁰⁹Ibid., p. 9.

Another basic objective of the total school programme was the development of seven habits in the pupils. The habits were:

1. The habit of study.
2. The habit of staying with a problem, of seeing it through.
3. The habit of weighing and sifting arguments.
4. The habit of selecting one's mental food with care.
5. The habit of tracing mainstreams of thought, of growth, of culture.
6. The habit of careful discrimination.
7. The habit of practicing daily the simple as well as the cardinal virtues.¹¹⁰

The list of habits and the list of basic objectives which follow both refer to the general programme and not just to the social studies in particular. It is very likely, however, that the impact of these two lists would be felt in the teaching of social studies and so they are included in this report.

The list of basic objectives was as follows:

1. Enjoy and appreciate health and healthful living and promote the interests of health in any community where he may chance to dwell.
2. Live helpfully with his associates, thereby aiding and encouraging others to do the same.
3. Find joy in putting his best into any work that hand and mind may find to do.
4. Practice daily the simple virtues.
5. Move with ease and grace and charm among his fellows.

¹¹⁰Ibid., p. 9.

6. Acquire those skills necessary to advance his individual interests and satisfy his individual needs, and to use these skills to promote the general well-being.
7. Appreciate actively the blessing and privileges of all phases of institutional life, including home life, school life, community life and church life, and to study their functioning with a view to making a real and personal contribution thereto.
8. Grow in the power of self-entertainment, a growing appreciation of the fine things in music, literature, art and song as a recreative necessity.
9. Appreciate and conserve the beautiful and useful in our natural environment.
10. Discover that life has meaning and purpose.
11. Develop an integrated personality.
12. Cultivate a deep regard for democracy and develop an intellectual appreciation of democratic institutions.¹¹¹

The writers of the pamphlet further indicated that the teacher was not to regard the list as exhaustive.¹¹²

The decade of the 1930's in Saskatchewan had been one of acute economic distress. For example, in the year 1933 unpaid teachers' salaries amounted to \$603,395.05 and a year later the figure had risen to \$775,380.14.¹¹³ It is very likely that not only teachers' salaries would be affected but the whole area of curriculum development would be curtailed. There was a small adjustment to the high school curriculum in 1936 but this was limited because of economic conditions.¹¹⁴

¹¹¹Ibid., pp. 10-11.

¹¹²Ibid., p. 11.

¹¹³D. G. Scott Calder, "Seventy Years of Progress in Education, An Abbreviated Historical Outline of the Department of Education" (unpublished mimeo, Provincial Archives of Saskatchewan, 1954), p. 23.

¹¹⁴Ibid., p. 25.

1944 TO THE 1960'S

In 1944, just as the war was coming to an end, Saskatchewan elected the first socialist government ever to take office in North America. A change of government and a change of economic circumstances encourages the historian to seek for changes in many things. The question may be asked, did changes take place in the programme of studies?

Reference has been made to the fact that a new programme of studies was introduced at the elementary level in 1941. This course outline was reprinted in 1947 in the same format so one cannot look for changes at the elementary level. In 1946 the first bulletin outlining the new high school programmes was issued. The cover of the bulletin indicated that it included all the subjects for Grade IX plus the social studies for Grade X.¹¹⁵ Two points were noted in this publication. One was that the new subject, social studies, was being introduced at the high school level. The second was that the Department of Education appeared to have made more progress with the development of the social studies than with other parts of the curriculum.

A slight digression is needed at this point in the interests of clarity. It has been noted that history as a subject had been removed from the curriculum to be replaced by the new subject social studies. Because social studies included some study of the past it merits a place in this report. To avoid confusion, the official name of the subject, social studies, has been used with the emphasis being placed upon those sections which dealt with those aspects commonly thought of as historical.

¹¹⁵Government of Saskatchewan, Programme of Studies for the High School, Bulletin 1 (Regina: King's Printer, effective July 1, 1946).

The introduction to the new Grade IX social studies course indicated that the course was to be a study of human relationships.¹¹⁶ The title of the course for that grade was "Canadians - People of the World" which seems to imply that the objective was to teach the students to observe themselves as citizens of a wider world.¹¹⁷

Free enquiry received a great deal more than lip service at that time. This is demonstrated by the inclusion of a section dealing with common problems faced by Canadians to be studied by Grade IX and X students. The students were to study problems by means of the project method.¹¹⁸ It was felt that the teachers would need some help with the project method of teaching so the Department of Education issued a bulletin that was intended to provide some assistance for the teacher.¹¹⁹ In the project bulletin it was pointed out that the social studies and language instruction were very important in that many of the other parts of the curriculum centred around them. They provided centres of interest for a number of topics.¹²⁰

¹¹⁶Ibid., p. 67.

¹¹⁷Ibid., p. 67

¹¹⁸Ibid., pp. 74-75 and 81-83.

¹¹⁹Government of Saskatchewan, Social Studies Projects - Bulletin for Teachers for Grades IX and X (Regina: King's Printer, effective July 1, 1946).

¹²⁰Ibid., p. 2.

Working together in a co-operative manner was the subject of another publication issued by the government for use in schools.¹²¹

From this it may be gathered that one objective at this time was to use the school programme as a medium of teaching students the basics of co-operative living.

Some of the changes which began in 1946 developed along controversial lines as demonstrated by newspaper articles which appeared in the early weeks of 1947. Mr. Edwin Kreutzweiser, a newspaper writer, raised the question of whether the government had allowed political bias to show in the selection of a textbook by McDougal and Paterson.¹²² In the first of two articles he stated that:

The issue that is raised involves not simply the question as to whether the book contains any errors but the larger question as to whether it is objective and impartial in its treatment of history, economics, and current social and political problems.¹²³

Kreutzweiser explained the way in which the revision of the curriculum had been conducted. The article concluded with the comment that the main opposition to the text had come from Mr. Walter Tucker, the leader of the Saskatchewan Liberal Party.¹²⁴

¹²¹Government of Saskatchewan, Notes on How to Form a School Co-operative (Regina: King's Printer, 1946).

¹²²W. D. McDougall and G. Paterson, The World of Today (Toronto: The Ryerson Press, 1937, Reprint 1946).

¹²³The Star-Phoenix (Saskatoon) January 23, 1947, Morning Ed.

¹²⁴Ibid.

In the second article Kreutzweiser quoted a number of cases where the impartiality of the book may have been called to question. He also listed a few examples of errors in fact which were to be found in the book, and concluded that students should make a thorough investigation of the world of the day, but that materials should be selected very carefully and that the authors of the text in question could be accused of a lack of impartiality.¹²⁵

Another newspaper reported that the Battleford teachers in their secondary education institute had found nothing wrong with the text and that they believed it to be neutral.¹²⁶

The matter of this text's impartiality cannot be left without further investigation. The question is one of basic importance. Did the government of the day appear to have as one of its objectives the teaching of the ruling party's basic philosophy? Were students deliberately exposed to a biased point of view? Before an attempt can be made to answer such a question one must examine the textbook in question and see if examples of bias can be found.

The matter of teaching co-operation and the co-operative principle has just been mentioned. There were several quotations in the text which made reference to the matter of co-operation.

In writing about locally organized health schemes McDougal and Paterson indicated that such schemes illustrated how groups of people

¹²⁵The Star-Phoenix (Saskatoon) January 24, 1947, Morning Ed.

¹²⁶The Leader-Post (Regina), February 24, 1947,

could provide services which they could not afford as individuals.¹²⁷ A vivid word picture was drawn in which a comparison was made between a neat and tidy city home and a dirty and untidy farm home. The conclusion was reached that the difference could exist because:

The difference between this home and others we have seen is not altogether one of money. Many small city homes owned by poor people are neat and tastefully decorated; many country homes where there is money to spend remain unattractive. Partly it is lack of knowledge, partly of co-operation. . . .The efforts of one person or family have very limited results.¹²⁸

For co-operation on a large scale one would have to study large state controlled utility companies. The example of the production of hydro-electricity was quoted as an example. The authors said that electric power in Ontario was among the cheapest in the world because the company which produced it was publicly owned.¹²⁹ The Ontario example was applied to the prairie situation:

Where the population is sparse as in the prairie rural areas, transmission lines have to be built long distances in order to serve any large number of people. The cost therefore is greater than it would be in Ontario and the returns are less. A power company would have to wait many years before receiving enough money for building rural power lines. For that reason the power companies are unwilling to extend their services beyond the towns and villages. . . .probably the only way in which electric power may be more widely distributed is for the Provincial Government itself to generate and distribute power. . .¹³⁰

The idea of state control of industry was also discussed by the authors. They went beyond a study of public utilities. Some of the economic

¹²⁷ McDougall and Paterson, Op. Cit., p. 66.

¹²⁸ Ibid., p. 51.

¹²⁹ Ibid., p. 47.

¹³⁰ Ibid., p. 51.

theory behind their ideas was presented:

What actually has happened in many instances is that the producer of the raw material receives far less than the cost of production, while the consumer is barely able to pay the high price of the manufactured article. . . . In other words the benefits of industry in a community must be very unequally distributed. Consequently government control of industry is steadily increasing.¹³¹

The above quotation was followed by a number of examples of state controlled industries.¹³²

A further point made in the textbook was that one of the greatest hardships faced by the modern industrial worker was the question of the uncertainty of his daily employment. It was suggested that this uncertainty could be avoided by having a planned economy.¹³³ The example of how the Soviet Union had achieved wonders of reconstruction after the war was used to support the proposition that a planned economy was a good thing.¹³⁴

It is not intended to prolong this section of the report other than to indicate that there were many other examples in the textbook which could have been used. This accumulation of examples does lead one to the opinion that the textbook was inclined to a particular point of view. It may further be argued that the point of view found in the book was along the lines of the political philosophy of the political party in power at that time. No evidence was found in this research to indicate that the book in question was selected in anything but the best

¹³¹Ibid., pp. 116-117.

¹³²Ibid., p. 117.

¹³³Ibid., p. 341.

¹³⁴Ibid., p. 342.

of good faith. The matter should not be regarded as closed, however, as much more research needs to be conducted concerning it.

At this point one can emphasize that this example illustrates the great care that must be exercised during textbook selection. This is particularly true of subjects which are as politically sensitive as history or social studies. The whole question of textbook selection will be dealt with in the final chapter of this report.

The 1946 course of study for Grade IX was in five sections.¹³⁵ In the first section pupils studied the world of that day. It was in this part of the course that the textbook just discussed was used. In the other sections pupils made a historical survey of the development of Canada.¹³⁶ The final sections were studies of current Canadian problems which also included some project work.¹³⁷

The Grade X course was a combined history and geography of the ancient world¹³⁸ in which the emphasis was not to be on chronology but upon the development of themes on such topics as man's quest for knowledge, his economic needs, etc.¹³⁹ The objective seems to have been that students should learn how to apply their study of the ancient world to problems that they would face in their own time. There was also a

¹³⁵High School Programme, 1946, op. cit., pp. 67-75.

¹³⁶Ibid., pp. 68-74.

¹³⁷Ibid., pp. 74-75.

¹³⁸Ibid., pp. 77-81.

¹³⁹Ibid., p. 76.

section in which they studied current problems and community projects.¹⁴⁰ It would appear that the Grade X course was a serious attempt to retain the ancient history section of the older high school programme and to integrate it with an updated social studies programme dealing with contemporary issues.

In the following year a revised programme of studies was issued for Grade XI.¹⁴¹ The course was entitled "The Story of Modern Civilization in Europe 1700 to 1914."¹⁴² The bulletin indicated that the new course was to be, in large part, a study of the authorized text.¹⁴³ The various sections of the course were eighteenth century Europe,¹⁴⁴ the growth of liberalism side by side with absolutism,¹⁴⁵ the industrial revolution,¹⁴⁶ and the growth of democracy and democratic institutions.¹⁴⁷ Throughout the programme outline, the point was emphasized that the objective of the course was not the memorization of factual data but the development of social maturity in the pupils. Each section of the course outline contained direct reference to the pages of the authorized text which were applicable to that particular area of concern.

¹⁴⁰Ibid., pp. 81-84.

¹⁴¹Government of Saskatchewan, Programme of Studies for the High School, Bulletin 2 (Regina: King's Printer, effective July 1, 1947). pp. 36-43.

¹⁴²Ibid., p. 36

¹⁴³H. C. Thomas and W. A. Hamm, Modern Europe, (Toronto: Clarke, Irwin and Co. Ltd., 1947).

¹⁴⁴Bulletin 2, op. cit. pp. 37-39.

¹⁴⁵Ibid., pp. 39-40.

¹⁴⁶Ibid., pp. 40-42.

¹⁴⁷Ibid., pp. 42-43.

The new course of studies for Grade XII was issued in 1948.¹⁴⁸
 It came in two main sections. The first part of the first section was a
 study of the way in which power politics had led to the First World War.¹⁴⁹
 The second part was a study of the inter-war period¹⁵⁰ and the Second
 World War.¹⁵¹ It was concluded with a study of the United Nations.¹⁵²

The second section of the course was a study of modern Canada and
 included the role played by Canada in the two wars and the period since.¹⁵³

In conclusion, it would appear that authors of the 1948 programme
 set out to provide the student with a working knowledge of current world
 and national problems that would assist him to become a better citizen,
 and a better informed member of the voting public.

The three bulletins issued between 1946 and 1948 were replaced by
 a single consolidated programme of studies in 1950.¹⁵⁴ The writer of the
 introduction to the social studies section indicated that the depression
 years had driven home to educators the actuality of social change and
 that as a result of this they were beginning to recognize the long term

¹⁴⁸Government of Saskatchewan, Programme of Studies for the High School, Bulletin 3 (Regina: King's Printer, effective July 1, 1948), pp. 31-35.

¹⁴⁹Ibid., p. 31.

¹⁵⁰Ibid., pp. 31-32.

¹⁵¹Ibid., p. 32.

¹⁵²Ibid., p. 32.

¹⁵³Ibid., pp. 33-35.

¹⁵⁴Government of Saskatchewan, Programme of Studies for the High School, Bulletin A (Regina: King's Printer, effective July 1, 1950), pp. 90-116.

effects of the industrial revolution. This realization was reflected in the programme.¹⁵⁵ The introduction contained two main reasons why the full application of the programme was difficult; one was that the optimum class size should be twenty, and the second was a shortage of acceptable textbooks and other materials.¹⁵⁶

An important change had taken place in 1944 when The Larger School Units Act had been passed. This allowed smaller school jurisdictions to come together and set up a single unit of administration,¹⁵⁷ and had created a structure that made possible the bringing together of high school students from a number of districts into centralized high schools. In a radio broadcast the Minister of Education of the day, Woodrow Lloyd, hinted at improvements in high school education as a result of centralization. He also indicated that the new programme had been constructed in such a way that expansion was possible.¹⁵⁸ It may be inferred from the above that the Department of Education was looking forward to further changes within the schools of the province.

One point of importance is that the section of the Grade IX and X programmes which required the students to carry out projects was not included in the new programmes issued in 1950.

¹⁵⁵Ibid., p. 90.

¹⁵⁶Ibid., p. 91.

¹⁵⁷Scott Calder, op. cit., p. 34.

¹⁵⁸There is an undated pamphlet in the Provincial Archives giving the full text of the address with the title "Education for Living;" as Mr. Lloyd referred to 1946 in the final paragraph it is assumed that the speech was prepared in that year.

It was stated in the introduction to the bulletin's social studies section that, in the past, educators had believed that social stability and social control came as a result of passing on the heritage.¹⁵⁹ It was also possible that teachers had been very concerned with introducing new Canadians to Canadianism.¹⁶⁰ Both of those points have been supported by the findings of this research.

It was further stated that the main aim was the creation of intelligent and socially responsible citizens,¹⁶¹ and the development, in the pupils, of a number of abilities. The abilities were:

1. To gather material, organize data, and relate facts.
2. To observe, recognize and interpret the environmental factors affecting the life of the community, of the nation and of the world.
3. Through reading newspapers, books, and periodicals, through listening to radio programmes, and through discussing current events, to sense and understand community, national and world problems, and to think critically and objectively about such problems.
4. To appreciate the contribution of science to the solution of social problems.
5. To appreciate the qualities of thought and character of men and women who have made a substantial contribution to human welfare.¹⁶²

A number of specific abilities would be developed from the general ones just listed and these were also included among the objectives. The

¹⁵⁹High School Programme, Bulletin A, op. cit., p. 90.

¹⁶⁰Ibid., p. 90.

¹⁶¹Ibid., p. 92.

¹⁶²Ibid., p. 92.

specific abilities were:

1. To read intensively material for study, and to read rapidly material for skimming.
2. To use a library, and study source material.
3. To use and interpret maps, charts, graphs, globes and other such means of study.
4. To organize material for a given purpose; and to make records and reports in good form, and with due regard for accuracy and effective expression.¹⁶³

The Grade IX programme consisted of a study of the development of the Canadian nation.¹⁶⁴ The main aim of the Grade X programme was stated to be:

. . . to provide means for the pupils to discover the origins of society in the early age of primitive man, and to study the general development of our culture to the end of the period of building colonial empires. It is the intention throughout that pupils apprehend the broad concepts of history with a minimum of emphasis on detail.¹⁶⁵

There was stress on the importance of geography and chronology, and the need for the use of map study and time-charts.¹⁶⁶

The main aim of the Grade XI programme was to teach the students to understand the development of modern society from the seventeenth century to the outbreak of the First World War with emphasis placed upon the political, economic and social aspects.¹⁶⁷ A number of subsidiary objectives were outlined. It was desired that students be taught to see the relationship between democracy and education. Scientific thinking needed to be applied to the problems of democracy, and instruction in this was necessary.¹⁶⁸

¹⁶³Ibid., p. 92.

¹⁶⁵Ibid., p. 101.

¹⁶⁷Ibid., p. 104

¹⁶⁴Ibid., pp. 96-100.

¹⁶⁶Ibid., p. 101.

¹⁶⁸Ibid., pp. 104-105.

The Grade XII programme was in two parts; the first part, which accounted for sixty percent of the course, was a continuation of the work of Grade XI, that is, it was a study of the two World Wars and the period following 1945. The second part of the course was an examination of current Canadian problems.¹⁶⁹ Five problems were listed in the course outline and students were expected to examine two of them in depth.¹⁷⁰

At the elementary level the social studies was taught by means of alternating courses known as the A and B courses. This method of handling the material was outlined in the Elementary School Curriculum of 1941.¹⁷¹ The idea was that in alternating years Grades V and VI would be taught the same course and Grades VII and VIII another course. The alternating courses were called A and B. The reason for such a procedure would appear to have been one method of easing the load of the teacher who had to cope with several grades at the same time.

The 1941 programme was replaced by an updated outline in May 1957. This revision was the work of a teacher committee over a two year period.¹⁷² The committee had been faced with the problem of textbook selection. They had wanted no specific text, but many teachers had asked for one. In the end a compromise had been reached with a list of several books being suggested and one particular title being indicated as preferred if the teacher wanted every child to have a single text.¹⁷³

¹⁶⁹Ibid., p. 112.

¹⁷⁰Ibid., p. 116.

¹⁷¹Curriculum of 1941, Op. Cit., pp. 163-206.

¹⁷²Government of Saskatchewan, Elementary School Curriculum Guide I (Regina: Department of Education, 1957).

¹⁷³Ibid., p. 56.

Four main aims were listed for the courses:

1. To develop a knowledge and an understanding of the past; to study the relationship between physical surroundings and the lives of people, the interdependence of peoples, the differences between peoples; to understand the relationship between privileges and responsibilities in a democracy, the sacrifices made for our democratic way of life, and the necessity for conserving our national resources.
2. To develop skills in the use of books, magazines, charts and maps, in collecting, organizing and using data from various sources; in the ability to think critically, in drawing conclusions, in expressing opinions, and in making practical applications; in taking an effective part in group discussions and activities.
3. To develop attitudes such as: a respect for peoples and individuals of every race, colour, class, or creed; a respect for the decisions of the majority and the views of minorities; a recognition that all work that needs to be done is honourable; a respect for personal and public property, and for our natural resources.
4. To develop acceptable social behaviour such as: the exercise of initiative and the acceptance of responsibility; participation in community affairs; co-operation with individuals and groups without regard to nationality, religion, or social position; reading good books for information.¹⁷⁴

The B course for Grades V and VI was intended to provide the students with a basic knowledge of Canadian culture.¹⁷⁵ The A course had mainly geographical content with a brief section in which the history of the Americas was introduced.¹⁷⁶

For Grades VII and VIII the A course was mainly geographical in content. The B course contained a large section of historical material. The objective of this section was to provide the student with information about the various main cultural influences upon modern Canada.¹⁷⁷

¹⁷⁴Ibid., pp. 57-58.

¹⁷⁵Ibid., pp. 88-95.

¹⁷⁶Ibid., pp. 95-100.

¹⁷⁷Ibid., pp. 101-112.

Emphasis was placed upon the influence of the British on the early development of Canada. There was little emphasis upon the French, but there was a longer unit on the influence of the U.S.A. The history of Canada during the last century and a half was also taught.¹⁷⁸

RECENT REVISIONS

In the period of the 1960's a reorganization of the grade structure took place. The first three grades were brought together to form Division I¹⁷⁹ and Grades IV to VI formed Division II.¹⁸⁰ Later, Grades VII to IX were brought together to become Division III¹⁸¹ in a move which was to draw Grade IX from its traditional place in the high school. The social studies programme of the first two divisions was not changed in any way from the programme which had previously been used by Grades I to VI.

The programme for Grades IX to XII began to undergo some adjustment in 1960 when Grade IX and X both included the same material.¹⁸² The course was the ancient history previously taught to Grade X.¹⁸³ The reason given by the Department of Education for the change was that the

¹⁷⁸Ibid., pp. 106-112.

¹⁷⁹Government of Saskatchewan, Elementary School Curriculum Guide for Division I (Regina: Department of Education, July, 1964).

¹⁸⁰Government of Saskatchewan, Elementary School Curriculum Guide for Division II (Regina: Department of Education, July, 1965).

¹⁸¹Government of Saskatchewan, Curriculum Guide for Division III (Regina: Department of Education, July, 1967).

¹⁸²Government of Saskatchewan, Programme of Studies for the High School, Social Studies, Grade IX (Regina: Queen's Printer, July 1960), p.3.

¹⁸³Ibid.

Canadian history section was being moved to Grade XII, the final year of school, so that it could be approached with a greater degree of sophistication than was possible with Grade IX.¹⁸⁴

The central purpose of the course of studies was declared to be to:

. . . provide a body of sound factual knowledge and awaken a consciousness of the chronological sequence of events in human history. Together these should promote an understanding of how the present has grown out of the past. To ensure the attainment of this general objective the teacher should foster in the student the development of the following abilities, skills, and attitudes. . . .¹⁸⁵

There followed lists of skills, abilities, and attitudes which will be dealt with later.

The following year a new programme was introduced for Grade X similar to the one previously used in XI. For that year both grades studied the same course.¹⁸⁶ In 1962 a similar arrangement was made with Grades XI and XII¹⁸⁷ and in the final step in 1963 a new Canadian history course was introduced for Grade XII.¹⁸⁸

¹⁸⁴Ibid., p. 3

¹⁸⁵Ibid., p. 6.

¹⁸⁶Government of Saskatchewan, Programme of Studies for the High School, Social Studies, Grade X (Regina: Queen's Printer, July 1961).

¹⁸⁷Government of Saskatchewan, Programme of Studies for the High School, Social Studies, Grade XI (Regina: Queen's Printer, July, 1962).

¹⁸⁸Government of Saskatchewan, Programme of Studies for the High School, Social Studies, Grade XII (Regina: Queen's Printer, July, 1963).

SUMMARY

In this chapter an attempt has been made to outline some of the more general objectives of history teaching in Saskatchewan schools from 1885 through to the time of the most recent revisions of the 1960's. The difficulty of this task was chiefly due the fact that the early programmes of study were very brief and often did not contain a statement of objectives. Extracts from official reports and quotations from assigned texts were used to reach conclusions as to what the objectives were.

The report has demonstrated two outstanding objectives throughout the entire period. These were morality and citizenship. Different names may have been used from time to time, but teaching to create better people and developing better citizens were the prime objectives arising from the teaching of the subject.

In the earliest days English and Canadian history dominated the programme. It was presumed that the reason for this was a desire to create a common heritage which would strengthen the fabric of a settlement area with a population coming from many parts of the world.

There were also lessons on constitutional structure, often taken from a historical point of view. The scope of the programme was gradually widened to include other social sciences. The first of these was a course in economic history.

The influence of outside events on the courses was examined. Special reference to the influence of the first world war and the depression was made. Arising from these matters it was demonstrated that the prevailing economic and political philosophies tended to be reflected

in the courses. For example, in the early days, *laissez-faire* was dominant; and during the early years of the C.C.F. government at least one text appears to have had socialist overtones.

The period of the 1940's was a period in which history as such was dropped from the curriculum but was retained as a major part of the new subject called social studies. A trend to a wider concept of citizenship was noted as students began to make a more detailed study of current world organizations such as the United Nations.

In general it would appear that during the years under review the main change has been a de-emphasis upon English history with a wider emphasis upon the world. Canadian studies have continued to be of prime importance throughout. A change has been noted toward skill training in the area of information retrieval. In the past the emphasis was upon making clear judgments.

Generally speaking it has been found that the textbook was an important tool, with an attempt at a reduction in its importance coming in the revisions of the 1940's.

Chapter 4

CONTENT

When an educator has decided upon the objectives of a course of studies he must select the course content which he hopes will attain those objectives. The purpose of this chapter is to describe the main content included in the history courses of the Province of Saskatchewan.

1885 - 1914

The first official outline of a course of studies was issued for the North-West Territories in October 1886.¹ It was very brief in scope, simply indicating that a knowledge of the history of England and Canada was required. The textbooks were named for the year levels of the course.

It has been indicated in Chapter Three that the early programmes were drawn up for a five year elementary or public school and a three year high school. The five public grades were called Standards I to V and the high school grades were called Classes Three, Two, and One. The Third Class was sometimes known as Standard VI. The three classes were also used as academic examinations for teaching certificates.²

In those years Canada was within the British Empire and this fact was reflected in the dominant place that English history seems to have occupied in the early programmes. To illustrate the type of course content,

¹Legislative Assembly of the North-West Territories, Report of The Board of Education from December 18, 1885 to October 1, 1886, (Regina: Queen's Printer, 1886), pp. 15 and 16.

²D. G. Scott Calder, "Seventy Years of Progress in Education, An Abbreviated Historical Outline of the Department of Education" (unpublished mimeo, Provincial Archives of Saskatchewan, 1954), p. 3.

an analysis of a book used at that time is of value. The book selected is one by Green.³ This book was first listed in the report of 1886 and was frequently recommended after that date.⁴

Green's book contained a section called the "Chronological Annals of English History" a two column section which listed main events and their dates.⁵ This was followed by a series of geneological tables of the British royal family.⁶ The historical outline began with the seventh century and concluded with the nineteenth century.⁷ An examination of the pages of the book revealed that on the outside margin of every page there was a topic heading and the main dates. The book appears to be greatly detailed and reading it would probably be quite demanding of the students.

Another text used in the early part of the period under review included both the history of England and the history of Canada. The authors of the book were Buckley and Robertson.⁸ This book also seems to have been written with chronology in mind. There was a strong biographical influence with pen sketches of many of the monarchs including Edward I,⁹ Richard III,¹⁰ James I,¹¹ and Charles II.¹² Portraits of persons such as

³J. R. Green, A Short History of the English People (London: MacMillan and Co., first published 1874).

⁴Report of 1886, op. cit., p. 16.

⁵Green, op. cit., pp. xxvii-xl.

⁶Ibid., pp. xlii-lv.

⁷Ibid., table of contents.

⁸A. B. Buckley and W. J. Robertson, High School History of England and History of Canada (Toronto: The Copp Clark Co. Ltd., 1891).

⁹Ibid., p. 66.

¹⁰Ibid., p. 107.

¹¹Ibid., p. 151.

¹²Ibid., p. 186.

Sir Thomas More,¹³ Simon de Montfort,¹⁴ and Kitchener¹⁵ were also included. There were references to the social impact of the industrial revolution,¹⁶ and comments on the subject of the Corn Laws.¹⁷

In 1896 another course outline was published.¹⁸ In that year a course was prescribed for Standards II to V.¹⁹

The work of Standard II was to consist of Canadian history. It was to be based upon a biographical approach. The lives of persons who had influenced the development of the country were studied. These included: Columbus, the Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon MacKenzie, and Sir John A. MacDonald. In the course outline it was indicated that the children were to study the chief components of the characters of historical figures so that they would learn 'moral discrimination' and 'right conduct'. The history lesson was also to include the reading and reciting of patriotic poems.²⁰

¹³Ibid., p. 121.

¹⁴Ibid., p. 63.

¹⁵Ibid., p. 320.

¹⁶Ibid., p. 297.

¹⁷Ibid., pp. 288 and 301

¹⁸Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1896).

¹⁹Ibid., pp. 4-5.

²⁰Ibid., p. 4.

Standard III also contained some Canadian history. Leading features of the development of the nation were to be studied including the discovery and exploration of the country, the struggle between the English and the French, the Treaty of Paris, The Quebec Act, the Constitutional Act, War of 1812, the Rebellion of 1837, the Union Act, Clergy Reserves, types of land tenure, reciprocity, and the British North America Act. Standard III was also to include some English history with the biographical approach being used in the same way as for the previous standard. Persons included in the list to be studied were: Caractacus, Julius Caesar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell and Queen Victoria. The two basic intentions were to train students in moral judgment, and in patriotism and civic duty.²¹

For the work of Standards II and III no text was prescribed. The teacher was expected to tell stories about the people and events listed above and lead the class in discussion. Supplementary reading was to be encouraged.²²

Standard IV consisted of studies in Canadian and English history. There was to be an expansion of the topics which the children had examined during the previous two years of study. English history was to contain an outline of how various peoples had come together to form the British nation. The origins of their tongue, and their conversion to the Christian faith were also included. The origins of the institutions of monarchy,

²¹Ibid., p. 4.

²²Ibid., p. 4.

parliament, and the British system of courts of justice completed the course.²³

The work of Standard V was also an extension of the work done in previous standards. There was much greater emphasis upon the constitutional developments of the two countries as indicated by the fact that texts dealing with constitutional developments in England and Canada were selected for use.²⁴

The course outline for the three high school years, which was issued in 1898, seems to demonstrate that there was a great deal of repetition, in the high school years, of work already covered. The main emphasis was upon the history of England and Canada.²⁵ The textbook by Clements was first introduced in 1898. This book, as has been explained in the previous chapter was specially written for the Dominion's schools and thus one may presume that its content would reflect what Canadian educators at the turn of the century thought was important.²⁶ This text was selected for use at the Third Class level.²⁷

The early part of the text was about the exploration of the country, and Chapter II was about the Indian people. The tribes of the East and of the West were described, but there seems to have been a

²³Ibid., pp. 4-5.

²⁴Ibid., p. 5.

²⁵Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1898), pp. 45, 48 and 50.

²⁶W. H. P. Clements, The History of the Dominion of Canada (Toronto: William Briggs, The Copp Clark Co. Ltd., 1898).

²⁷1898 Report, op. cit., p. 45.

tendency to treat them together with little attention being paid to the tribal differences which existed. This was possibly due to the brevity of the treatment. The third and fourth chapters were outlines of the settlement of French Canada with some attention being given to the work of Champlain.

Chapter Five of the text was about the government of New France and particular attention was paid to the roles of the intendant and the governor. Several chapters were devoted to details of the wars between the English and the French in the New World. The story of the capture of Quebec by Wolfe and how peace was eventually restored to the continent was told.

Chapter Eighteen was about the American Revolution and this was followed in the next few chapters by a detailed account of the events which led up to the outbreak of the War of 1812.

It is possible that the latter section of the book which was an analysis of government in Canada may have seemed quite technical to the student. For example, in Chapter Thirty-One the author dealt in some detail with the way the money obtained from the clergy reserves might be spent, and Chapter Forty-Three was a detailed description of the civil lists.

In conclusion, it would appear that Clements was concerned largely with political issues and paid very limited attention to social or economic matters. Many topics were discussed quite briefly and it is possible that the idea behind this was to create sufficient interest in the student to encourage him to read and study further those things which aroused his interest.

In 1902 the First, Second, and Third Class labels were dropped in favour of the use of the word "Standard" throughout.²⁸ In that year no change was made in the work of Standards II to IV. Standard VI was selected for detailed studies in the history of Canada²⁹ and Standard VII was selected for study of the history of the ancient world.³⁰ The work of Standard VIII consisted of a section on the English and Canadian constitutions and on economic history. The texts assigned for the section in the constitution were by Bourinot³¹ and Bagehot.³² As was pointed out in the previous chapter, economic history was introduced as a result of a suggestion made in the report of 1901.³³ The text selected for the teaching of that section was by Cunningham and McArthur.³⁴

An analysis of the book by Cunningham and McArthur should help to indicate the content included in the lessons on economic history.

²⁸Legislative Assembly of the North-West Territories, Annual Report of the Department of Education, (Regina: King's Printer, 1902), pp. 70-71, 84, and 89.

²⁹Ibid., pp. 70, 71 and 84.

³⁰Ibid., p. 86.

³¹Bourinot, How Canada is Governed, A Short Account of its Legislative, Judicial and Municipal Institutions (Toronto: The Copp Clarke Company Ltd., 1902).

³²W. Bagehot, The English Constitution (Toronto: Oxford University Press, 1867).

³³Supra., p. 26.

³⁴W. Cunningham and E. A. McArthur, Outlines of English Industrial History (New York: The MacMillan Co., 1902).

The first main section of this book was an account of the arrival of various immigrant peoples to the British Isles. These groups included the Romans, Normans, Flemings, and Italians. Their contribution to the economic development of England was discussed.³⁵ This section was followed by a description of the way the physical structure of the British Isles had contributed to economic development.³⁶

The growth of the manorial system was described.³⁷ This was followed by an outline of the development of towns.³⁸ It is possible that the section on towns may have been rather technical and remote from the experience of the prairie student. For example, a number of towns were mentioned which would probably not have been well known in Canada.

British national economic policy was discussed with special reference to food supply,³⁹ industrial life,⁴⁰ commercial development,⁴¹ and economic problems.⁴² These topics were all discussed in their historical perspective.

Later chapters included more economic theory, though still in historic perspective, when money, credit, and finance were discussed.⁴³ These topics were followed by a description of the historical developments in the areas of agriculture,⁴⁴ and labour and capital.⁴⁵ The final item

³⁵Ibid., pp. 8-17.

³⁶Ibid., pp. 17-27.

³⁷Ibid., pp. 28-45.

³⁸Ibid., pp. 46-68.

³⁹Ibid., pp. 82-88.

⁴⁰Ibid., pp. 89-108.

⁴¹Ibid., pp. 109-119.

⁴²Ibid., pp. 120-139.

⁴³Ibid., pp. 140-165.

⁴⁴Ibid., pp. 166-197.

⁴⁵Ibid., pp. 199-240.

was a study of the results of increased commercial intercourse.⁴⁶

A chronological table with five columns was to be found at the end of the volume. Each column was arranged to illustrate the developments in the five main themes of the book. The five main themes were immigration and the development of natural lines of communication, the growth of manors and the development of agriculture, towns, and the relationship between capital and labour, the development of a British national economic policy, and money and finance.⁴⁷ It may be presumed from the inclusion of the table that the student was expected to have a sound grasp of chronology.

It has been noted that constitutional studies were the second major part of the Standard VIII course along with the economic history just described.⁴⁸ Bourinot's book, which was selected for studies of the Canadian constitution, was analysed to discover what content was included in this part of the course.

The book was in seven parts, each part being an analysis of a particular aspect or level of government. This would probably help to provide the student with an analysis of the fundamental structure of government. The first part of the book was an account of the development of the constitution with reference to the major historical developments

⁴⁶Ibid., pp. 241-254.

⁴⁷Ibid., pp. 255.

⁴⁸Report of 1902, op. cit., p. 89.

that had led to the passing of the various measures that added up to the creation of a governmental structure.⁴⁹

The second part of the book was an analysis of the position of the Imperial government in Canadian affairs. Its legislative and judicial powers were described in some detail.⁵⁰ The next topic was a discussion of the powers of the Dominion government. Its executive, legislative, and judicial powers were outlined and there was a description of how revenue was raised by this level of government so that it could meet its various obligations. Those obligations were also described. Finally, this section was concluded with an outline of the dominion government's role in the control of defence and the militia.⁵¹

The next section was a description of the provincial level of government; and listed the powers (legislative, executive and judicial) assigned to the Provinces. There was also a description of the sources of revenue which were open to Provincial governments.⁵²

The next two sections were a description of the powers and responsibilities of municipal⁵³ and school⁵⁴ government. The final section was about the government of the North-West Territories. It should be noted that the students of 1902 were living in the Territories at that time, and

⁴⁹Bourinot, op. cit., pp. 1-42.

⁵⁰Ibid., pp. 43-70.

⁵¹Ibid., pp. 71-142.

⁵²Ibid., pp. 143-216.

⁵³Ibid., pp. 217-240.

⁵⁴Ibid., pp. 241-266.

thus the last section was the one that had direct application to their own lives.⁵⁵ There was a concluding section in the book in which was outlined the duties and responsibilities of citizenship for the students.⁵⁶

In addition to a study of the constitution of Canada, students were expected to study the constitutional forms of the mother country. Bagehot's book was selected for this section of the course.⁵⁷ The British constitution (if such a word can be used for a country which has no formal constitution) was examined in a number of aspects; the crown, cabinet, judiciary, and parliament all being subjected to scrutiny. Where Bourinot's book seems to have been a practical manual of government, Bagehot seems to have delved further into some of the philosophical problems associated with government.

Myer's General History was introduced for use in Standard VII for the first time in 1903.⁵⁸ Myer⁵⁹ divided world history into two divisions. The first division was the ancient world and the second was the medieval and modern world.

The first part commenced with a study of the way of life and the culture of ancient Egypt.⁶⁰ This was followed by a study of the nations and cultures which had been established along the river valley systems of

⁵⁵Ibid., pp. 267-279.

⁵⁶Ibid., pp. 280-288.

⁵⁷Report of 1902, op. cit., p. 89.

⁵⁸Government of the North-West Territories, Annual Report of the Department of Education (Regina: King's Printer, 1903), p. 104.

⁵⁹P. V. N. Myers, General History (Rev. Ed.). (Toronto: Ginn and Co. Ltd., 1906).

⁶⁰Ibid., pp. 20-28.

the Fertile Crescent.⁶¹ Many pages were devoted to telling the story of the civilization of Greece,⁶² followed by the story of the Roman Empire.⁶³ Not only were political developments included but developments in the arts as well. For example, there was a description of Roman architecture showing its relationship with Grecian forms.⁶⁴

The second major section was an account of Medieval and Modern times. The first portion was about the Middle Ages and described the setting up of the basic structures of Europe in the period following the fall of the Roman Empire.⁶⁵ Next came a section called "The Age of Revival" which was an analysis, in some detail, of the growth of feudalism and the position occupied by the Papacy at that time.⁶⁶ This was followed by a section called "The Modern Age" - the story of European history from the time of the Reformation to the end of the Thirty Years War.⁶⁷ A final section, in which the author dealt with European history, including the nineteenth century⁶⁸ completed the book. This chapter of the book was of interest in that Myer departed from the realm of history and moved into the arena of modern politics. The question of world government was raised

⁶¹Ibid., pp. 29-62.

⁶²Ibid., pp. 71-194.

⁶³Ibid., pp. 195-331.

⁶⁴Ibid., pp. 317-331.

⁶⁵Ibid., pp. 332-382.

⁶⁶Ibid., pp. 383-485.

⁶⁷Ibid., pp. 495-563.

⁶⁸Ibid., pp. 568-746.

and arguments were presented in favour of the establishment of such a form of government as a means of dealing with some of the world's problems as they existed at the close of the nineteenth century.

The early years of the twentieth century were years of little change in the school curriculum. A set of proposed changes was issued by the Department of Education in 1907 to serve as a basis of discussion for the formation of a revised course of studies.⁶⁹ This proposal indicated the possibility of some changes though there does not seem to have been anything of a major nature. One point worthy of note is that the label "grade" was used throughout to indicate the level of achievement and the level where students were working.

For lower grades it was intended to retain the story-telling methodology, and, as before, the stories told were based upon the lives of great people who had influenced developments in England and Canada. There were to be stories of imaginary people, which were used, for example, to illustrate the kind of lives lived by the pioneers.⁷⁰

It was suggested that the course for Grade VI would evolve around Canadian history, largely of the period of French rule. It was also suggested that at this grade level there should be a selection of stories about some of the main personalities of British history. The list of names

⁶⁹Government of Saskatchewan, A Draft of the Proposed Changes in the Course of Study for Public Schools, (Regina: The Department of Education, April, 1907).

⁷⁰Ibid., pp. 22 and 25.

proposed was the same as one already in use.⁷¹

The work for Grade VII was to consist of a study of Canadian history during the period of British rule from 1759 to 1841. There was to be oral story telling and discussion of the history of Britain up to the period of the Stuarts.⁷² Grade VIII was a continuation of history of Canada from 1841 to the early twentieth century, and the history of Britain from the accession of the Stuarts to the end of the reign of Queen Victoria.⁷³

Although the proposal was not an actual course of studies it seems reasonable to assume that it reflected the thinking of the Department of Education of that day. It may be noted that though there was little major change, an attempt was made to assign specific historical periods to specific grade levels, thus doing away with much of the repetition which may be noted up to that date.

In 1909 there was a re-arrangement of school organization. There was to be an eight year elementary school programme and a four year high school programme. The four years of the high school course were respectively called Junior Form parts one and two, Middle Form, and Senior Form.⁷⁴

⁷¹Ibid., p. 28.

⁷²Ibid., p. 31.

⁷³Ibid., p. 34.

⁷⁴Government of Saskatchewan, Course of Study for the Junior, Middle and Senior Forms of High Schools and Collegiate Institutes, (Regina: King's Printer, 1909).

The work required of the first part of the Junior Form was a study of the main facts of Canadian history,⁷⁵ and the work required in the second part consisted of a study of the main facts of English history.⁷⁶

The Middle Form studied Part I sections one to three of Myers' General History. They also studied the Canadian constitution using Bourinot as the text.⁷⁷

The Senior Form studied the British form of constitution with Bagehot retained as the text. The students also learned about the history of England from the time of the accession of the Stuarts to the reign of Queen Victoria. Green's Short History of the English People was re-introduced as the text for this section of the course.⁷⁸

There was a slight modification of the High School programme in 1913 when a revision was introduced. There was some modification in the second part of the Junior Form programme, which was reduced in content to consist of a general study of the history of England prior to the reign of George III.⁷⁹

1914-1944

It has been noted that, by the end of the first decade of the

⁷⁵Ibid., p. 1.

⁷⁶Ibid., p. 2.

⁷⁷Ibid., p. 4.

⁷⁸Ibid., p. 6.

⁷⁹Government of Saskatchewan, Course of Study for High Schools and Collegiate Institutes, (Regina: King's Printer, 1913), p. 3.

twentieth century, a school programme of eight elementary and four high school years of study had been organized. This organization remained in effect throughout the period 1914 to 1944.

In 1914 a programme of studies was issued for the elementary grades.⁸⁰ A pamphlet listing the assigned textbooks was also published.⁸¹

Stories from Canadian history constituted the Grade IV course. It was expected that the teacher would use an oral approach⁸² but a textbook was assigned.⁸³ The second part of the text consisted of twenty-four stories from Canadian History. One story entitled "Home of the Braves" was on the subject of the Canadian Indian.⁸⁵ The text also included stories of explorers such as Columbus,⁸⁶ the Cabots,⁸⁷ Cartier,⁸⁸ and Champlain.⁸⁹ These were followed by a story about the religious groups, the priests and nurses who worked in the days of early French Canada to

⁸⁰Government of Saskatchewan, Course of Study for the Public Schools of Saskatchewan, (Regina: The King's Printer, July, 1914).

⁸¹Government of Saskatchewan, Circular of Information for Students and Teachers, 1914-1915, (Regina: Department of Education).

⁸²Public School Course, 1914, op. cit., p. 24.

⁸³Circular of Info., 1914, op. cit., p. 4.

⁸⁴No Author Specified, Britannia History Reader, (Toronto: Copp Clark Ltd., 1914).

⁸⁵Ibid., pp. 161-164.

⁸⁶Ibid., pp. 165-168.

⁸⁷Ibid., pp. 169-171.

⁸⁸Ibid., pp. 172-174.

⁸⁹Ibid., pp. 175-179.

care for the souls and bodies of the early settlers.⁹⁰ Stories of ordinary Canadians who became heroes, such as the girl who defended her home against Indian attack,⁹¹ and stories of men who went to battle such as Wolfe⁹² and Montcalm⁹³ were read. Also included were stories of men whose contribution was more recent and more political than military such as Durham,⁹⁴ Brown,⁹⁵ and John A. MacDonald.⁹⁶ In summary, the authors attempted to bring together narratives about those people and events that had been influential in bringing about the Canada in which the students lived.

The Britannia Reader was in two parts and the second part was devoted to Canadian content. The first part, which consisted of stories from British history, was assigned to Grade V.⁹⁷ It contained forty-one stories, beginning with the story of a queen, Boadicia,⁹⁸ and ending with the story of a queen, Victoria.⁹⁹ Although a number of stories were about kings and queens other types of stories were to be found. For example, the Grade V students were told of the Norman Conquest¹⁰⁰ and of the resistance to it by Hereward the Wake.¹⁰¹ The sea was prominent in a number of the

⁹⁰Ibid., pp. 180-181.

⁹¹Ibid., pp. 197-201.

⁹²Ibid., pp. 210-214.

⁹³Ibid., pp. 215-219.

⁹⁴Ibid., pp. 249-251.

⁹⁵Ibid., pp. 252-253.

⁹⁶Ibid., pp. 258-261.

⁹⁷Public School Course, 1914, op. cit., p. 27.

⁹⁸Ibid., pp. 7-10.

⁹⁹Ibid., pp. 154-157.

¹⁰⁰Ibid., pp. 24-28.

¹⁰¹Ibid., pp. 29-32.

stories (such as the one about the Armada,¹⁰² and the one about Sir Walter Raleigh¹⁰³). The story of the fight of the Revenge against terrific odds was also included.¹⁰⁴ Some of the stories were of people and incidents away from the shores of England, but were included, no doubt, because of their impact upon English development. Examples of this would be the story of Joan the Maid,¹⁰⁵ and the Men of Calais.¹⁰⁶ Stories of great inventors (such as George Stephenson,¹⁰⁷ and James Watt¹⁰⁸) and stories of great battles (such as Waterloo,¹⁰⁹ and the noble six-hundred¹¹⁰) were also a part of the text.

It will be noted that the work of Grades VI to VIII was a single, continuous course of study. It may further be noted that the main emphasis was upon English and Canadian history.

The English history section of the Grade VI course was a study of the period from the earliest times to the accession of the Tudors. Grade VII pupils continued the study to the accession of George I; and Grade VIII from 1714 through to 1914. The Canadian history section for Grade VI was a study of the period from the discovery and exploration of the country to 1760. Grade VII studied the period from 1760 to 1841 and Grade VIII from

¹⁰²Ibid., pp. 77-79.

¹⁰³Ibid., pp. 80-83.

¹⁰⁴Ibid., pp. 89-92.

¹⁰⁵Ibid., pp. 64-67.

¹⁰⁶Ibid., pp. 57-60.

¹⁰⁷Ibid., pp. 121-125.

¹⁰⁸Ibid., pp. 131-134.

¹⁰⁹Ibid., pp. 135-138.

¹¹⁰Ibid., pp. 143-146.

1841 to the students' own time.¹¹¹

The texts assigned for the courses were the Ontario Public School History of England¹¹² and Duncan's The Story of the Canadian People.¹¹³

The two texts were used for all three grades.¹¹⁴

The content of the prescribed text in English history is presented here as an indication of the content taught to the children in 1914. The authors of the text commenced with a study of Roman Britain¹¹⁵ and then continued with a study of the Saxon and Danish invasions.¹¹⁶ In the third chapter they outlined the events of the Norman invasion and then outlined the events during the reigns of the first four kings of the Norman period.¹¹⁷ Each of the main chapters was based upon the king of the time showing how the monarchy had greatly influenced developments in English history. A discussion of the ballads and literature of Edward I¹¹⁸ and an outline of the social and economic conditions at the time of Richard III¹¹⁹ were included, indicating that topics other than political history were considered noteworthy.

¹¹¹Public School Course, 1914, op. cit., pp. 31, 35 and 40.

¹¹²No Author Specified, Ontario Public School History of England, (Toronto: The MacMillan Co. of Canada Ltd., 1925).

¹¹³D. M. Duncan, The Story of the Canadian People, (Toronto: Morang Educational Co. Ltd., 1911).

¹¹⁴Circular of Info., 1914, op. cit., pp. 4-5.

¹¹⁵Ontario History of England, op. cit., pp. 7-17.

¹¹⁶Ibid., pp. 18-31.

¹¹⁷Ibid., pp. 32-52.

¹¹⁸Ibid., pp. 78-79.

¹¹⁹Ibid., pp. 94-95.

In their second year (Grade VII) the students commenced with an examination of the way in which Henry VII was able to add to his power by the encouragement of trade and commerce.¹²⁰ The section on the Tudors was a detailed analysis of the religious problems of the period.¹²¹ There was also some mention of the early attempts at British colonization in the New World.¹²² In the section on the Stuarts stress was placed upon the Stuart philosophy of the divine right of kings, and on the English Civil War.¹²³

The section assigned for the third year of the study (Grade VIII) commenced with the constitutional issues which led to the fall of the Stuarts and the accession of the House of Hanover.¹²⁴ The story of Walpole, the first Prime Minister, was also included.¹²⁵ There were sections on the American War of Independence and the Wars against Napoleon.¹²⁶ The chapter devoted to the reign of Victoria included material on the four great Prime Ministers of the Nineteenth century; Peel, Palmerston, Gladstone, and Disraeli.¹²⁷

Duncan commenced with an outline of the geography of Canada.¹²⁸ This was followed by a discussion of the original native races of the country. In Part 1 of the book he dealt with Canada under French rule and

¹²⁰ Ibid., pp. 112-117.

¹²¹ Ibid., pp. 117-153.

¹²² Ibid., pp. 134-153.

¹²³ Ibid., pp. 154-173.

¹²⁴ Ibid., pp. 213-216

¹²⁵ Ibid., pp. 213-216ff.

¹²⁶ Ibid., pp. 228-259.

¹²⁷ Ibid., pp. 267-297.

¹²⁸ Duncan, op. cit., pp. 1-5.

included passages on Cartier, Champlain, and the Jesuits.¹²⁹ This was followed by a lengthy treatment of the period of conflict between England and France which led to the eventual fall of the French in Canada and the advent of British control.¹³⁰

Part II of the text was entitled "Canada Under British Rule" and it contained information about the way in which British forms of government were introduced following the fall of Quebec in 1759.¹³¹ A chapter dealing with such matters as dress and methods of amusement was included.¹³² The second year of the course was concluded with an analysis of the problems which led up to the preparation of the Durham Report.¹³³

The Grade VIII section of the book was a study of the events which led up to the introduction of the concept of confederation.¹³⁴ The stories of the Provinces which joined later were also included.¹³⁵ There was a description of the Rebellion of 1885 with an analysis of the positive as well as the negative aspects of the uprising.¹³⁶ In a unit dealing with Canadian - United States relations the point was made that Canada was often ignored.¹³⁷

¹²⁹Ibid., pp. 21-139.

¹³⁰Ibid., pp. 140-202.

¹³¹Ibid., pp. 205-212.

¹³²Ibid., pp. 231-243.

¹³³Ibid., pp. 297-303.

¹³⁴Ibid., pp. 335-343.

¹³⁵Ibid., pp. 346-353.

¹³⁶Ibid., pp. 367-378.

¹³⁷Ibid., pp. 395-404.

In addition to an elementary school programme, the Department of Education issued a new programme of studies for the high school in the year 1914.¹³⁸ The first important point of note about the high school programme was that a study of English history was included as a three year course in exactly the same manner as the three final elementary grades.¹³⁹

In addition to English history the Middle Form (3rd. year of high school) was to study the Ancient World, Greece, Rome, and the Middle Ages.¹⁴⁰ No direct reference was given in the official course outline to the required content; only a reference to the relevant sections of the text, Myers' General History.¹⁴¹ Thus one must go to the text to discover the material to be studied.¹⁴²

Myers' book was also used in the last year of high school, known as the Senior Form. The period studied was from the Reformation to the beginning of the modern period.¹⁴³

Several course outlines for the elementary schools were issued

¹³⁸Government of the Province of Saskatchewan, Course of Studies for High Schools and Collegiate Institutes, 1914. (Regina: The King's Printer, 1914).

¹³⁹Ibid., pp. 5, 6.

¹⁴⁰Ibid., p. 6.

¹⁴¹P. V. N. Myers, General History (Rev. Ed.). (Toronto: Ginn and Co. Ltd., 1906).

¹⁴²High School Course, 1914, op. cit., p. 6.

¹⁴³Ibid., p. 8.

between 1914 and 1919. An examination of these outlines indicated that there was no change in the programme. It has already been noted in the previous chapter that an addition to the elementary programme of 1920 was the inclusion of stories about the Great War.¹⁴⁴

The impact of the Great War was also reflected in the course outline for the high schools issued in 1920. In that year students were expected to know something of the role played by Britain and the Empire in the War.¹⁴⁵

In 1920 the work of the first year of the high school course was to consist of a study of the history of England prior to the accession of the Tudor monarchy, and the history of Canada after the passing of the British North America Act. Students were also expected to know something about the workings of school government.¹⁴⁶

The second year of the course consisted of a study of the nation's history subsequent to the War of 1812. The period prior to Confederation

¹⁴⁴Government of Saskatchewan, Course of Study for Public Schools, (Regina: The King's Printer, 1920), p. 31.

¹⁴⁵Government of Saskatchewan, Regulations and Course of Study for High Schools and Collegiate Institutes, (Regina: King's Printer, 1920), pp. 14 and 20.

¹⁴⁶Ibid., p. 14.

was to include special reference to:

. . . the struggle for responsible government and the causes leading to it. The part played by Lower Canada and by Upper Canada, Nova Scotia, New Brunswick, and Prince Edward Island in the struggle; the names of the outstanding personages and the part played by each. The rebellion in Upper and Lower Canada and the reasons for failure; Durham, the Union Act and responsible government; general progress from Union to Confederation.¹⁴⁷

The Canadian component of the third year of the high school course was a study of public institutions in Canada and was to include:

. . . the nature of the Imperial control over Canada; the executive, legislative, and judicial power of the Dominion and Provincial governments; the Dominion and Provincial sources of revenues; matters subject to Provincial legislation; the government of the North-West Territories and the Yukon.¹⁴⁸

In addition to the above section there was a study of the history of Greece to 323 B.C. and a history of Rome to A.D. 14. Special attention was to be given to the literature and social conditions of both countries.¹⁴⁹

The work for the fourth year of high school remained largely unchanged. The students studied the history of England from 1714 to 1920 and Europe from the Dark Ages to the present.¹⁵⁰

The public school course which was issued in 1922 seems to have had few changes from the previous few years.¹⁵¹ The work for Grade IV was to consist of stories of the early discoveries and explorers in North America, including Columbus, the Cabots, Jacques Cartier, Henry Hudson, Marquette and Jolliet, and LaSalle. There were also to be stories about

¹⁴⁷ Ibid., p. 20.

¹⁴⁸ Ibid., p. 25.

¹⁴⁹ Ibid., p. 25.

¹⁵⁰ Ibid., p. 29.

¹⁵¹ Government of Saskatchewan, Programme of Studies for Public Schools, 1922, (Regina: King's Printer, 1922).

persons who were famous in the early history of Canada including Laval, Frontenac, Madeleine de la Vercheres, Pontiac, Wolfe, Montcalme, Brock, and Laura Secord. Stories about the pioneers in the Territories, the fur trade, and the Jesuits were included. Finally, there was a unit on Indian life.¹⁵²

The work of Grade V included stories about the explorers Verendrye, Herne, MacKenzie, Fraser, and Thompson. Pupils learned of the Selkirk Settlement, the Red River Rebellion, the R.N.W.M.P. story and the Saskatchewan Rebellion. They were given an account of the conflict between the English and the French up to the time that peace was established by the Peace of Paris. Stories were drawn from the early history of England including Boadicea, Agricola, St. Augustine, Alfred, Canute, William I, Henry II, De Montfort, Edward I, the Black Prince, and Joan of Arc.¹⁵³

The work of Grade VI was a study of the main events of the history of Canada from the time of the early exploration and discovery to the end of the French period. The history of England prior to the accession of the Tudors was also included.¹⁵⁴

It may be noted that the work required of Grade VI in 1922 was unchanged from what was required in 1921 and for several years prior to that. The same is found to apply to Grades VII and VIII.¹⁵⁵

¹⁵²Ibid., p. 24.

¹⁵³Ibid., p. 26.

¹⁵⁴Ibid., p. 30.

¹⁵⁵Ibid., pp. 35 and 40.

In 1923 the government issued a course outline for high schools.¹⁵⁶

In this course outline the government listed history and civics together as a single subject. This was in keeping with what had been practiced for several years.

The Canadian component of the first year of high school was a study of the events subsequent to the War of 1812. There was to be special reference to progress and developments since the passing of Confederation. The British history component was unchanged from the previous programmes. There was a slight expansion of the section dealing with the story of the Great War. The causes, the nations involved, the main land and sea battles, and the terms of the peace were all specifically listed.¹⁵⁷

British history continued to be the main component of the second year of high school. The Tudor and Stuart monarchies were still the major topics, but the main events of the reign of the current sovereign, and the social results of the Great War were added. In addition to the study of British history, students were asked to make an examination of biographies of persons of world importance. Suggested names were Alexander the Great, Hannibal, Julius Caesar, Charles the Great, Kossuth, Attila, Savonarola, and Garibaldi. In addition, the teacher was asked to give talks on world historical movements such as Mohammedanism, Feudalism, the Crusades, the Revival of Learning, the Reformation, and the French Revolution.¹⁵⁸

¹⁵⁶ Government of Saskatchewan, Regulations and Recommendations Governing Programmes and Courses of Study for Secondary Schools, (Regina: King's Printer, 1923).

¹⁵⁷ Ibid.

¹⁵⁸ Ibid.

The work for the third year consisted of a study of a number of topics including an outline of the history of the Eastern Nations followed by the story of the growth of the Greek city states. There was special reference to the period from the Persian War of 500 B.C. to the death of Alexander the Great. The history of Rome from its origins to the death of Augustus was followed by a study of the art, literature, and social life of the Greeks and Romans.¹⁵⁹

An examination of British history from the time of the French Revolution was included in the programme for the fourth year. The major topics were: the influence of the French Revolution on British affairs, Parliamentary reform and the extension of the franchise. Free-trade and the question of the Corn Laws provided an introduction to the economic and social history of the nineteenth century. An examination of conditions in the British Empire with special reference to Africa, Australia, and New Zealand, in addition to Canada, was included. A major part of the fourth year's work was a study of modern Europe from the time of the Congress of Vienna.¹⁶⁰ The text assigned for this part of the course was the book by Hodges¹⁶¹ which was discussed in the previous chapter.

The impartiality of Hodge's book was called into question in the previous chapter, but an examination of the content of the book should provide a valuable clue to the course content.

¹⁵⁹Ibid.

¹⁶⁰Ibid.

¹⁶¹H. W. Hodges, A Survey of Modern History (London: Blackie and Son Ltd., 1919).

In an outline of the details of the Congress of Vienna, the point was made that in the Congress, despotism and democracy could be observed side by side.¹⁶² This was followed by a detailed description of the unification of Germany and the part played by Prussia in those events.¹⁶³ In a similar section about the unification of Italy the men who had played a prominent part in the movement were discussed.¹⁶⁴

The following sections were a brief outline of the history of Russia.¹⁶⁵ and the relationships which existed between Russia and the Far East.¹⁶⁶ This was followed by a description of the developments of the other main areas of Central Europe, Austria-Hungary, and the Balkans,¹⁶⁷ Having been introduced to the main nations involved, the students were then given a description of the Congress of Berlin.¹⁶⁸

A section on the history of France in the nineteenth century which was followed by two chapters on the subject of the British Empire and India.¹⁶⁹ These were followed by chapters on the causes and events of the first World War and on the history of the United States with special emphasis upon the Civil War.¹⁷⁰ The final chapter was devoted to very short sketches of about one page each, of the smaller nations of Europe.¹⁷¹

¹⁶²Ibid., pp. 1-8.

¹⁶³Ibid., pp. 8-31.

¹⁶⁴Ibid., pp. 32-55.

¹⁶⁵Ibid., pp. 56-66.

¹⁶⁶Ibid., pp. 66-82.

¹⁶⁷Ibid., pp. 82-113.

¹⁶⁸Ibid., pp. 113-116.

¹⁶⁹Ibid., pp. 135-168.

¹⁷⁰Ibid., pp. 214-220 and 220-250

¹⁷¹Ibid., pp. 251-263.

In 1923 two alternative texts for the teaching of Canadian history in the elementary school were authorized.¹⁷² One of these was by Wrong¹⁷³ and the other was by Duncan.¹⁷⁴ The content of both books was similar to other texts studied, with the major emphasis seemingly on political issues, but with some social content included. It would appear that the social content usually revolved around the problems of pioneers. A rather poor approach to the Indian story may be noted in both of these texts. For example, Wrong referred to them frequently as "savages"¹⁷⁵ and Duncan referred to them as "wretched" people.¹⁷⁶

The elementary school course of study underwent some slight modification in 1924 when a new programme of studies was issued.¹⁷⁷ The new Grade III programme was to consist of the stories of Romulus, Alexander, Cuthbert, Bede, Alfred the Great, Brian Boru, William the Conqueror, Joan of Arc, Edward VI, Milton, Newton, Pitt and Nightingale.¹⁷⁸

The Grade IV programme omitted the stories of Wolfe, Pontiac, Montcalm, Brock and Secord which had previously been included. Sketches

¹⁷²Government of Saskatchewan, Circular of Information for Students and Teachers, 1923-1924, (Regina: Department of Education), p. 2.

¹⁷³G. M. Wrong, History of Canada for Public Schools (Toronto: Ryerson Press, 1921).

¹⁷⁴D. M. Duncan, Story of the Canadian People (Toronto: The MacMillan Co. 1911).

¹⁷⁵Wrong, op. cit., p. 18.

¹⁷⁶Duncan, op. cit., p. 78.

¹⁷⁷Government of Saskatchewan, Programme of Studies for Public Schools, 1924, (Regina: King's Printer, 1924).

¹⁷⁸Ibid., p. 20.

of persons famous in British history were substituted. The new list consisted of Boadicia, Agricola, St. Augustine, Alfred, Canute, William the Conqueror, Henry II, Simon de Montfort, Edward I, the Black Prince, Joan of Arc, Caxton, Thomas More, Drake, and Sydney.¹⁷⁹

Cook and Vancouver were added to the list for Grade V and an entirely new list of names drawn from British history was used for this grade. The names were: Cromwell, Milton, Clive and Nelson. A unit on the American Revolution and the United Empire Loyalists was included.¹⁸⁰

The work of Grades VI to VIII remained virtually unchanged and it may be noted that the changes just listed were in minor specifics and probably should not be regarded as being fundamental changes.

The elementary course of 1925 contained the same basic content as the 1924 course with a few additions.¹⁸¹ The Grade V programme included some elementary lessons on the work of local and municipal government, and the duties of citizenship.¹⁸² The Grade VI course included talks by the teacher on the system of Provincial government with special reference to the roles of the Lt. Governor, Premier, Executive Council, Legislative Assembly and the Departments of Administration.¹⁸³ Grade VII students studied a unit on the Federal and Provincial systems of government.¹⁸⁴

¹⁷⁹Ibid., pp. 24-25.

¹⁸⁰Ibid., pp. 24-25.

¹⁸¹Government of Saskatchewan, Programme of Studies for Public Schools, 1925, (Regina: King's Printer, 1925).

¹⁸²Ibid., p. 27.

¹⁸³Ibid., p. 30.

¹⁸⁴Ibid., p. 34.

Grade VIII studied a unit on the government of Canada.¹⁸⁵

At the high school level, the only change of any note until 1930 was the introduction of the use of the word "grade" in 1925 when the high school programme was organized under four Grades called IX, X, XI, and XII.¹⁸⁶

In the high school programme of 1930 there was some evidence of rewriting.¹⁸⁷ The Grade IX work was in two sections. The first section was Canadian history and the second was ancient history.¹⁸⁸ The Canadian history content started with the exploration and early settlement of the country, with special attention paid to the fur-trade, the Anglo-French conflict, the War of 1812, and the problems faced by the pioneers.¹⁸⁹ McArthur's History of Canada for High Schools¹⁹⁰ was the assigned text.¹⁹¹

The Grade IX programme also consisted of talks given by the teacher on Xerxes, Alexander the Great, Hannibal, Julius Caesar, Augustus, Charles the Great, Savonarola, John Wycliff, Luther, Loyola, Galileo,

¹⁸⁵ Ibid., pp. 38-39.

¹⁸⁶ Government of Saskatchewan, Regulation and Recommendations Governing Programme and Courses of Study for Secondary Schools, (Regina: King's Printer, 1925).

¹⁸⁷ Government of Saskatchewan, Regulations and Courses of Study for Secondary Schools, 1930-31, (Regina: King's Printer).

¹⁸⁸ Ibid., p. 19.

¹⁸⁹ Ibid., p. 19.

¹⁹⁰ D. McArthur, History of Canada for High Schools (Toronto: W. J. Gage and Co. Ltd., 1936).

¹⁹¹ Government of Saskatchewan, Circular of Information for Students and Teachers, 1930-1931, (Regina: Department of Education, 1930).

Frederick the Great, Garribaldi, Kossuth, Athens, Rome, Venice, Constantinople, Bruges, Paris and Geneva, as well as talks on current events.¹⁹²

Most of the content of the Grade X course was British history. There was a study of major developments in Britain from the earliest times to the students' own time. Also, a series of approximately nine lessons on the following topics was included: the early days of Christianity, the fall of the Roman Empire, the rise of Mohammedanism, Feudalism, Chivalry, the Crusades, the Revival of Learning, the Reformation, the Thirty-Years War, and the French Revolution.¹⁹³

The work required of Grade XI consisted of Chapters XIV to XXVII of McArthur. The period covered by the required chapters was from the War of 1812 to Canada's involvement in the Great War and the League of Nations.¹⁹⁴

The students of Grade XI were also required to study ancient man. The text prescribed for this part of the course was Eastman's West's World Progress¹⁹⁵ with the first twenty-three chapters of the book being assigned.¹⁹⁶

¹⁹²High School Course, 1930, op. cit., p. 19.

¹⁹³Ibid., p. 27.

¹⁹⁴Ibid., pp. 33-34.

¹⁹⁵S. M. Eastman, West's Story of World Progress (New York: Allyn and Bacon, 1924).

¹⁹⁶High School Course, 1930, op. cit., p. 34.

These chapters contained information on very early man¹⁹⁷ and the formation of civilization along the Tigris-Euphrates and Nile river valleys,¹⁹⁸ an extensive section on Greece,¹⁹⁹ and another on the Graeco-Oriental world.²⁰⁰ The final chapter contained a section on the founding of the Roman Empire (49-31 B.C.) which appeared after a section which dealt with the period prior to the establishment of the Empire.²⁰¹

Apart from some current events, the work of Grade XII was drawn entirely from World Progress with Chapters XXVIII to XXXVII and XLVII to LXV being assigned.²⁰² The first block of assigned chapters was a description of the formation of the basic structure of Europe and the Renaissance and Reformation.²⁰³ The second block of chapters contained a discussion of the events of European history from the period of reaction which followed the hostilities of 1815 to the end of the Great War of 1914.²⁰⁴

Comments made by Eastman in his introduction to the book helped reveal the philosophy behind the selection of content. He said:

To understand the significance of our own national history, we must study it, in its setting, as part of the history of mankind in

¹⁹⁷Eastman, op. cit., pp. 1-9.

¹⁹⁸Ibid., pp. 10-60.

¹⁹⁹Ibid., pp. 61-148.

²⁰⁰Ibid., pp. 149-162.

²⁰¹Ibid., pp. 163-231.

²⁰²High School Course, 1930, op. cit., p. 41.

²⁰³Eastman, op. cit., pp. 273-402.

²⁰⁴Ibid., pp. 501-764.

general and of the British nation in particular. Especially do the young people in our schools need to know the essentials of world history with the emphasis upon Europe. For decades to come that Continent seems likely to remain the centre of the culture of the world. As for the western and southern hemispheres, they represent the expansion of Europe, while the "awakening of Asia" results from the Europeanization of Asia.²⁰⁵

A new course of studies for the high school was issued in 1936.²⁰⁶ There was very little change in the Grade IX programme other than the addition of a short study of the main festival days.²⁰⁷

The course outline for Grade X indicated that twelve main topics were studied. The topics were:

1. A brief survey of English history from the earliest times to the reign of Elizabeth. The main emphasis was to be upon those things that had the greatest influence after the reign of Elizabeth.
2. The period of the Renaissance and Reformation with special reference to Britain. This was to include reference to the establishment of a national church.
3. The constitutional and religious struggles of the seventeenth century.
4. British overseas expansion from the reign of Elizabeth to the American Revolution.
5. Parliamentary government. The party and cabinet system.
6. The French Revolution and Napoleonic War.
7. Industrial and Agrarian Revolution.
8. Social Conditions.
9. Ireland - to the present (1936).

²⁰⁵Ibid., p. iii.

²⁰⁶Government of Saskatchewan. Regulations and Course of Study for High Schools, 1936-1937, (Regina: King's Printer, 1936).

²⁰⁷Ibid., pp. 22-23.

10. India - to the present (1936).
11. The British Empire.
12. The Great War.²⁰⁸

The work of Grade XI was mainly Canadian history and McArthur was retained as the text. Chapters XIV to XXVII omitting Chapters XVI, XXIII, and XXIV were specifically assigned.²⁰⁹ An examination of the selected chapters revealed that the period studied was from 1812 to the pupils' own time. Grade XI were also expected to study the first twenty-three chapters of World Progress,²¹⁰ though the first five chapters were not included in the examinations prepared by the Department of Education.²¹¹

The work of Grade XII remained unchanged and the course outline merely indicated the chapters from World Progress that were to be studied during the year.²¹²

During the 1935 to 1936 school year the Department of Education had made reference to the fact that teachers were beginning to use the school library rather than a textbook and that such a practice had many desirable features. Warnings were issued, however, that the teacher should ensure that the content taught should be the same as that contained in the authorized textbook.²¹³ The teacher was also reminded that:

²⁰⁸Ibid., pp. 33-34.

²⁰⁹Ibid., p. 43

²¹⁰Supra., p. 100.

²¹¹High School Course, op. cit., p. 43.

²¹²Ibid., p. 52.

²¹³Government of Saskatchewan, Circular of Information for Students and Teachers, 1935-1936, (Regina: The Department of Education, 1935), p. 1.

. . . the law provides a penalty for a teacher who uses or causes to be used an unauthorized text or reference book without the special permission of the Minister of Education.²¹⁴

The following year the department issued a textbook list which named texts given permissive authorization, which meant that they could be used, but the teacher was not to expect the student to purchase them.²¹⁵

The high school course of studies issued in 1938 was rather more bulky than the ones issued previously and an examination of the course outline revealed that it went into more detail.²¹⁶ The introduction to the history course contained the rationale of the programme. The Grade IX course was intended to complement the work of the last two grades of the elementary programme in which the main emphasis was upon political history. The emphasis at the high school level was upon social and economic matters.²¹⁷

The course outline for Grade IX was set up in topical order as follows:

1. The first inhabitants.
2. Adventuring with explorers.
3. Why, when, and how our country was settled.

²¹⁴Ibid., p. 1.

²¹⁵Government of Saskatchewan, Circular of Information for Students and Teachers Relative to Textbooks, (Regina: The Department of Education, 1936), p. 1.

²¹⁶Government of Saskatchewan, High School Curriculum and Regulations for 1938-1939 (Regina: King's Printer, 1938).

²¹⁷Ibid., p. 31.

4. The social and economic life of the Canadian people.
5. The religious aspect of Canadian history.
6. The military aspects of Canadian history.
7. How our forefathers were governed.²¹⁸

The main topics were divided into sub-topics. There was still a unit on world history for Grade IX with World Progress retained as the text.

The students were, however, not to be asked to buy a copy of the book.²¹⁹

The material for this unit also appeared in the curriculum in topical order. The topics consisted of studies of the countries which developed in the Middle East in ancient times. Students were asked to do a great deal of map-work to illustrate the historical developments under study.²²⁰

The work of Grades X to XII remained very similar to what had been required in previous years.²²¹ The topics assigned to Grade XII were divided into those of major importance and those of minor importance. There were twenty-nine topics of major importance which were worth eighty percent of the final examination mark and there were ten topics of minor importance comprising the remaining twenty percent.²²²

²¹⁸ Ibid., pp. 31-33.

²¹⁹ Ibid., p. 33.

²²⁰ Ibid., p. 33.

²²¹ Ibid., pp. 49-51, 61-64, 79-81.

²²² Ibid., pp. 80-81.

Included among the topics of major importance were: the Treaty of Vienna, the Holy Alliance, National Unity, British political democracy, Africa and Asia, development of China, development of Japan and Spain, a constitutional monarchy passed into republicanism and the Great War treaties.²²³ The topics of minor importance included a comparison of the French and British constitutions and studies of the smaller European nations and the nations of Latin America.²²⁴

The next change of importance took place in 1941 with the introduction of a new course of studies for the elementary school.²²⁵ The first obvious change made by the new course of studies was that history had been deleted. It was replaced by a new subject in which history and geography were combined with civics to form what was called social studies.²²⁶ A second point worthy of note was that there was no specific textbook demanded of the students. There was permissive authorization of certain books, but, as indicated above the students were not to be asked to buy books which appeared in this category.²²⁷

²²³Ibid., p. 80.

²²⁴Ibid., p. 81.

²²⁵Government of Saskatchewan, Elementary School Curriculum, Grades I to VIII, (Regina: King's Printer, 1941).

²²⁶Ibid., pp. 163-206.

²²⁷Government of Saskatchewan, Circular for Teachers and Students Relative to Textbooks, (Regina: Department of Education, July 1st., 1941), p. 2.

A certain amount of historical content remained in the social studies curriculum. In the previous chapter an explanation was given of the A and B course procedure so it is not necessary to repeat it here.²²⁸ The Grade V and VI A course included a unit on the exploration and settlement of New France in the seventeenth century,²²⁹ a unit on how the French colonies became British,²³⁰ and a unit on the newer settlements in Canada.²³¹ The B course contained units on the explorers,²³² Rupert's Land and the fur-traders,²³³ settlement in the west,²³⁴ settlement in the Pacific,²³⁵ and current issues.

The A course for Grades VII and VIII included units on the settlement of New England,²³⁷ and the impact of the British and French on the U.S.A.²³⁸ The B course included units on the British Empire,²³⁹ the growth of manufacturing in the British Isles,²⁴⁰ and the growth of British democracy.²⁴¹

²²⁸ Supra., p. 63.

²²⁹ Elementary School Programme, 1941, op. cit., pp. 181-182.

²³⁰ Ibid., pp. 182-183.

²³¹ Ibid., p. 183.

²³² Ibid., pp. 186-187.

²³³ Ibid., p. 187.

²³⁴ Ibid., p. 188

²³⁵ Ibid., p. 188.

²³⁶ Ibid., pp. 188-189.

²³⁷ Ibid., p. 193.

²³⁸ Ibid., p. 194.

²³⁹ Ibid., pp. 198-199.

²⁴⁰ Ibid., pp. 200-202.

²⁴¹ Ibid., pp. 205-206.

The Saskatchewan Provincial election of 1944 resulted in the C.C.F. party being returned as the majority party. At the time of the election curriculum committees were working on curriculum revision and, as a result of their work, the first curriculum bulletin, outlining parts of the new programme was issued in 1946.²⁴²

1944 TO THE 1960'S

The bulletin which was issued in 1946 contained a course outline for the Grade IX and X social studies. It may be noted that the change from history and geography which had already taken place at the elementary level now took place in the first two grades of the high school.²⁴³

In addition to a new programme of studies the Department of Education issued a pamphlet on the project method in 1946.²⁴⁴ In theory the project method is a method of teaching by which the student is faced with a particular problem and is expected to find data to help him reach a solution to the problem. It may be supposed that the teacher would encourage the student to find information from many possible sources, some of which may not be familiar to the teacher. This raises the question

²⁴²Government of Saskatchewan, Programme of Studies for the High School, Bulletin 1, (Regina: King's Printer, July 1, 1946).

²⁴³Ibid., pp. 67-84.

²⁴⁴Government of Saskatchewan, Social Studies Projects - Bulletin for Teachers for Grades IX and X, (Regina: King's Printer, July 1, 1946).

as to whether programme content was less under the control of the teacher and the Department of Education while the project method was in use than when specific content was outlined for the teacher and student.

The 1946 Grade IX course was entitled "Canadians - People of the World" and was a five unit study in human relationships with an emphasis upon free-enquiry.²⁴⁵

The first unit was a study of the world of 1946, and the prescribed text was McDougal and Paterson's The World of Today.²⁴⁶ Although the main emphasis of this part of the programme was the contemporary world of the students, there was some historical background involved and so it should be included in this study. The five main sections were:

1. The search for good living,
2. Industrialism and living,
3. Expansion of trade and commerce,
4. How science affects living,
5. World co-operation and fellowship.²⁴⁷

It was expected that the first part of the school year from September to Christmas would be used to teach this unit.²⁴⁸

²⁴⁵High School Course, 1946, op. cit., p. 67.

²⁴⁶W. D. McDougal and G. Paterson, The World of Today (Toronto: The Ryerson Press, 1937, Reprint 1946).

²⁴⁷High School Course, 1946, op. cit., pp. 67-68.

²⁴⁸Ibid., p. 68.

January to March were devoted to the teaching of the second unit, entitled "Canada of Yesterday and Today." In this unit Canadian history was to be used as a means of establishing a point of reference for a discussion of problems of the day. It was suggested that the teacher should remain in the background as a guide and helper. The pupils were to have a knowledge of the following five phases of Canadian history:

1. The coming of the French to Acadia and Quebec.
2. The coming of the British and the loyalist migration.
3. Confederation.
4. The fur-trade and opening the west.
5. The growth of Canada into a nation.²⁴⁹

There was also a geographical study of Canada with the country divided into five zones.²⁵⁰

The remainder of the Grade IX course consisted of a study of current problems and issues and to carrying out some of the projects listed in the project bulletin.²⁵¹

The Grade X programme commenced with a study of the origins of early man and early civilizations.²⁵² Ancient Greece,²⁵³ and Rome,²⁵⁴ were studied, followed by an examination of the origins of Western

²⁴⁹Ibid., pp. 68-74.

²⁵⁰Ibid., pp. 68-74.

²⁵¹Ibid., pp. 74-75.

²⁵²Ibid., pp. 77-78.

²⁵³Ibid., p. 79.

²⁵⁴Ibid., pp. 79-80.

European civilization.²⁵⁵ The introduction to the Grade X course provided a clue as to how the course was to be taught:

Part I is not to be treated merely as a linear chronological continuum like a movie film or an unrolling scroll. It provides the basic facts and data for topical and problem studies, but the process of instruction is not complete until the pupils work out summaries on topics or problems of present day concern.²⁵⁶

A number of suggested topics then followed: the quest for knowledge, man's economic needs, the story of writing and printing, how we got our legal system, the struggle for social justice and the story of democracy.²⁵⁷

From the above topics one might conclude that the educators who compiled the curriculum were most concerned that the study of ancient times be handled in such a way that students would be able to note its impact upon the most recent times.

A second part of the Grade X course was an examination of current economic and social problems faced by Canadians. Topics such as agriculture in the Prairie Provinces, employment, social security, and public health were included.²⁵⁸

One might anticipate that the next part of the Grade X programme would provide the students with an opportunity for some kind of social action. It consisted of community projects and it was suggested that this part of the year's work would give the students a chance to see democracy in action.

²⁵⁵ Ibid., pp. 80-81.

²⁵⁶ Ibid., p. 76.

²⁵⁷ Ibid., p. 77.

²⁵⁸ Ibid., pp. 81-83.

Suggested projects included:

1. Public safety,
2. Beautifying the community,
3. Community health,
4. Patriotic programmes,
5. Agricultural improvements,
6. Cultural activities,
7. Local surveys.²⁵⁹

The Grade XI course outline was issued in 1947.²⁶⁰ The course was entitled "The Story of Modern Civilization in Europe, 1700 to 1914"²⁶¹ and the assigned text was Modern Europe by Thomas and Hamm.²⁶²

An examination of the course outline revealed that the topics and sub-topics were listed in detail and each sub-topic included a reference to the appropriate pages in the authorized text. This is an important point when placed in juxtaposition with the warning to teachers, found in the introduction to the course of studies, that the text was to be used with certain limitations and not merely memorized.²⁶³

²⁵⁹Ibid., pp. 83-84.

²⁶⁰Government of Saskatchewan, Programme of Studies for the High School, Bulletin 2, (Regina: King's Printer, July 1, 1947), pp. 36-43.

²⁶¹Ibid., p. 36.

²⁶²H. C. Thomas and W. A. Hamm, Modern Europe (Toronto: Clarke, Irwin and Co. Ltd., 1947).

²⁶³High School Course, 1947, op. cit., p. 36.

The course included major units on Europe in the eighteenth century,²⁶⁴ the reaction of liberalism against absolutism,²⁶⁵ the Industrial Revolution,²⁶⁶ and democracy.²⁶⁷

The new Grade XII programme was issued the following year, 1948.²⁶⁸ There were two main parts to the course. The first part was an examination of the two World Wars and the period after, and it came in four sections. The first section was an examination of power politics and the First War;²⁶⁹ the second, the inter-war period with emphasis upon social, political, and economic changes;²⁷⁰ the third section was an examination of the Second War²⁷¹ and the last section was an examination of the United Nations.²⁷²

The second part of the Grade XII programme was a study of Canada in the post-war world. A brief historical outline of Canadian developments from 1835²⁷³ was followed by an analysis of Canada in the late 1940's.²⁷⁴

²⁶⁴ Ibid., pp. 37-39.

²⁶⁵ Ibid., pp. 39-40.

²⁶⁶ Ibid., pp. 40-42.

²⁶⁷ Ibid., pp. 42-43.

²⁶⁸ Government of Saskatchewan, Programme of Studies for the High School, Bulletin 3, (Regina: King's Printer, July 1, 1948), pp. 31-35.

²⁶⁹ Ibid., p. 31.

²⁷⁰ Ibid., pp. 31-32.

²⁷¹ Ibid., p. 32.

²⁷² Ibid., p. 32.

²⁷³ Ibid., p. 33.

²⁷⁴ Ibid., p. 33.

Next was a unit in which the pupils were given an opportunity to examine the part played by Canada during the two wars.²⁷⁵ A final section consisted of seven problems:

1. Labour relations,
2. Economic and social security,
3. Immigration,
4. Transportation,
5. Problems of the primary producer with respect to the national welfare,
6. Canada as a Dominion of the North in the Atomic Age,
7. Putting our house in order.²⁷⁶

The three bulletins were consolidated into a single course outline in 1950.²⁷⁷ The introduction of the new course outline contained some comment about the problems of developing a good educational programme in keeping with modern objectives. It was pointed out that the optimum enrollment should be about twenty and that a lack of textbooks and other materials was an even greater handicap.²⁷⁸

²⁷⁵Ibid., p. 33.

²⁷⁶Ibid., pp. 34-35.

²⁷⁷Government of Saskatchewan, Programme of Studies for the High School, Bulletin A, (Regina: King's Printer, July 1, 1950), pp. 90-116.

²⁷⁸Ibid., p. 91.

A revision of the elementary school programme was issued in 1957.²⁷⁹ An examination of the course outline revealed that the A and B course format was still in use. The textbook circular of 1957 listed the social studies texts as being permissively authorized,²⁸⁰ but in the following year the social studies textbooks were listed as free texts to be supplied by the Department of Education. The texts supplied that year were for the A course.²⁸¹

The first study of the past found in the 1957 curriculum was in the Grade III and IV B course, unit two. This unit required the children to make a study of the lives and problems of the pioneers.²⁸²

The Grade V and VI A course contained a large amount of historical content. The first unit was a study of the geography of Canada.²⁸³ and the second unit, of life in Canada in the pupils' own time.²⁸⁴ These two units were followed by four additional units on various historical developments.

²⁷⁹Government of Saskatchewan, Elementary School Curriculum Guide I for Language, Social Studies, Music, Art, (Regina: Department of Education, May, 1957), pp. 56-116.

²⁸⁰Government of Saskatchewan, Circular Relative to Textbooks for Elementary and High Schools, (Regina: Department of Education, July, 1957), p. 4.

²⁸¹Government of Saskatchewan, Circular Relative to Textbooks for Elementary and High Schools, (Regina: Department of Education, July, 1958), p. 1.

²⁸²1957, Elementary Curriculum, op. cit., pp. 84-85.

²⁸³Ibid., pp. 88-89.

²⁸⁴Ibid., pp. 89-90.

The first was the settlement and exploration of the country by European nations,²⁸⁵ followed by the story of the rivalry between the British and French fur empires.²⁸⁶ Next came a unit on the opening of the west,²⁸⁷ and finally, one on pioneer life and the influence of some of the early inventions such as steam power and the railroad.²⁸⁸

The course outline contained an opinion that children of the age to be found in Grades V and VI were not able to benefit from the chronological approach to history. Thus the main emphasis should be upon the lives of explorers and fur traders using the child's powers of imagination and hero worship.²⁸⁹

The B course of Grades V and VI contained one unit which was historical in content. This, the first unit, was an examination of life in the early American colonies. The work of this unit was intended to give the pupils an appreciation of the problems faced by the settlers of the neighbouring nation.²⁹⁰ The remainder of the B course was a geographical study of the American continent.²⁹¹

As the Grade VII and VIII A course was mainly geography in content, it will not be discussed here.²⁹² The B course contained a large body of historical content. The first unit was an analysis of the British background and its influence on Canadian institutions. Such matters as

²⁸⁵Ibid., pp. 90-92.

²⁸⁷Ibid., pp. 93-94.

²⁸⁹Ibid., pp. 90-91.

²⁹¹Ibid., pp. 97-100.

²⁸⁶Ibid., pp. 92-93.

²⁸⁸Ibid., pp. 94-95.

²⁹⁰Ibid., pp. 95-97.

²⁹²Ibid., pp. 101-106.

Parliament, the judicial system, religion, religious freedom, the Empire and Commonwealth, and the industrial and agricultural revolutions were discussed.²⁹³

The second unit was an outline of the history of the United States of America. An attempt was made to show how life in the U.S.A. influenced the life style of Canada. A brief outline of the early discovery and settlement of the U.S.A. was included. This was followed by the story of the country's expansion and the Civil War. The second half of the unit was an outline of the industrial and agricultural growth of the country. Stories of the persons who had played a part in this growth were told.²⁹⁴

The third unit was an outline of the historical development of a Canadian nation extending from the Atlantic to the Pacific,²⁹⁵ and the last unit was an analysis of the responsibilities of the citizens of that country.²⁹⁶

The social studies curriculum outline also included a list of available films that could be used by the teachers to add to the content of their lessons. The list was set up in such a way that the teacher could easily find these appropriate for use with a specific unit of work.²⁹⁷

²⁹³Ibid., pp. 106-108.

²⁹⁴Ibid., pp. 108-109.

²⁹⁵Ibid., pp. 109-111.

²⁹⁶Ibid., pp. 111-112.

²⁹⁷Ibid., pp. 112-116.

RECENT REVISIONS

At the elementary level the major revision was the introduction of the Division system. Division I consisted of the former Grades I to III,²⁹⁸ and Division II of the former Grades IV to VI.²⁹⁹ A comparison of the 1957 curriculum, just discussed, and the Division I and II Guides revealed that there was no change of consequence in the social content required in the school programme. However a change was made in the method of setting up the programme. The old A and B course sequence was replaced; and Grades III, V, and VII were assigned the old A courses, and Grades IV, VI, and VIII the B courses.

A rearrangement of the work of the high school social studies was started in 1960 at the Grade IX level.³⁰⁰ For the school year 1960 to 1961 both Grade IX and X studied the same material.³⁰¹ The main theme, ancient and medieval history,³⁰² was divided into six main topics, and each topic was assigned a suggested time allotment.³⁰³ The first topic was

²⁹⁸ Government of Saskatchewan, Elementary School Curriculum Guide for Division I, (Regina: Department of Education, July, 1964).

²⁹⁹ Government of Saskatchewan, Elementary School Curriculum Guide for Division II, (Regina: Department of Education, July, 1965).

³⁰⁰ Government of Saskatchewan, Programme of Studies for the High School, Social Studies, Grade IX, (Regina: Queen's Printer, July, 1960).

³⁰¹ Ibid., p. 3.

³⁰² Ibid., p. 8.

³⁰³ Ibid., p. 9.

an examination of early beginnings which included a study of early man and his tools, his economic and social organization, and his art. Some mention of early man in the Americas was also made.³⁰⁴

The second unit was an examination of the formation of early forms of civilization. The students studied how geography influenced early civilization. Egypt, the Nile basin, and the Fertile Crescent were studied as examples of early civilization.³⁰⁵

Two extensive units dealt with the Grecian³⁰⁶ and Roman civilizations.³⁰⁷ The fifth unit was a study of the main religions of the world and included Judaism, Christianity, and Mohammedanism as well as the religions of the Far East such as Hinduism, Buddhism, Confucianism, Taoism, and Shintoism.³⁰⁸

The final unit was a study of the medieval civilization of Europe which included an examination of the influence of geography upon the historical development of the continent. Studies of the feudal system, the medieval church and the trade, industry, and learning of the period were included.³⁰⁹

In the school year 1961 to 1962 Grades X and XI studied the same material.³¹⁰ The main theme of this study was the early modern world.³¹¹

³⁰⁴ Ibid., p. 10.

³⁰⁵ Ibid., p. 11.

³⁰⁶ Ibid., p. 12.

³⁰⁷ Ibid., p. 12.

³⁰⁸ Ibid., p. 13.

³⁰⁹ Ibid., p. 13.

³¹⁰ Government of Saskatchewan, Programme of Studies for the High School Social Studies, Grade X, (Regina: Queen's Printer, July, 1961), p. 3.

³¹¹ Ibid., p. 8.

The writers of the course outline identified eight main topics and suggested a time schedule for each topic.³¹² The first unit was a geographical study of the main features of the European continent with emphasis upon the preparation of a map to be used throughout the remainder of the year.³¹³

The second unit was a study of the renaissance and its effect upon the modern world. Great attention was given to the men who had influenced the art and science of the period. These included: Giotto, Botticelli, Leonardo da Vinci, Michelangelo, Titian, Raphael, Roger Bacon, Copernicus, Galileo, and Francis Bacon.³¹⁴

The third unit was a study of the revolution which occurred in the Christian church in Europe and the religio-political developments which occurred during the Tudor dynasty in England.³¹⁵ Unit four was an analysis of the royal families of the Bourbon and the Stuarts and developments in England and France during the seventeenth century, including a section where students studied European overseas expansion.³¹⁶

The fifth unit entitled "The Building of Empires" was a description of the formation of the dynasties of various royal families in Europe during the eighteenth century and the influence that this had upon European affairs.³¹⁷ Also studied were units on the social and intellectual

³¹²Ibid., p. 9.

³¹³Ibid., p. 10.

³¹⁴Ibid., p. 10.

³¹⁵Ibid., p. 11.

³¹⁶Ibid., p. 11.

³¹⁷Ibid., p. 11.

developments of the eighteenth century.³¹⁸ This was followed by a study of the age of revolution with special reference to the American, French, and industrial revolutions.³¹⁹ The final unit was an analysis of the revolutionary movements that occurred between 1815 and 1848.³²⁰

The school year 1962 to 1963 was the year in which Grades XI and XII were expected to follow the same course outline.³²¹ The programme was a continuation of the one for Grades X and XI outlined above. The title given to the work for this part of the programme was "The Later Modern World."³²² Six units were identified.³²³ The first of these was a study of nationalism in the nineteenth century which included the unification movement in Italy and Germany with reference to the nationalist movement in other countries such as France, England, and the U.S.A.³²⁴ The second unit was a study, in some depth, of nineteenth century European imperialism.³²⁵ This was followed by an examination of the social and intellectual developments of the century with special reference to the arts and to the influence of science on society.³²⁶ The remaining three

³¹⁸Ibid., p. 12.

³¹⁹Ibid., p. 12.

³²⁰Ibid., p. 12.

³²¹Government of Saskatchewan, Programme of Studies for the High School Social Studies, Grade XI, (Regina: Queen's Printer, July, 1962), p. 3.

³²²Ibid., p. 9.

³²³Ibid., p. 10.

³²⁴Ibid., p. 12.

³²⁵Ibid., p. 13.

³²⁶Ibid., p. 13.

units were an examination of the two World Wars and the period between them. A study was made of the attempts of the nations to establish world peace in the period since 1945. This latter section included some material on the decline of colonial empires.³²⁷

The new Grade XII programme, introduced in 1963,³²⁸ was a study of Canadian history from the time of the discovery of the country to recent times. The last unit, an investigation of Canadian problems, was an analysis of business systems, political organizations, welfare, Canada's role in international affairs, transportation, agriculture, labour relations, and education.³²⁹

It may be noted that the high school revisions of the 1960's moved the Canadian history content from Grade IX to Grade XII and the work of the other grades down by one grade. In other words Grade IX Social Studies contained material that was previously studied in Grade X. Grade X was studying material that had previously been studied by Grade XI. Grade XI contained the work that had previously been placed in Grade XII, and Grade XII was devoted to a study of a new programme in Canadian history and problems.

³²⁷Ibid., pp. 14-16.

³²⁸Government of Saskatchewan, Programme of Studies for the High School Social Studies, Grade XII, (Regina: Queen's Printer, July, 1963).

³²⁹Ibid., pp. 12-15.

SUMMARY

This chapter has been an analysis of the course content assigned by the government to be taught the history and social studies programme. Data were drawn from official course outlines and prescribed textbooks.

It was noted that during the period 1885 to 1914 considerable emphasis was placed upon Canadian and British history. Students were expected to have a detailed knowledge of the settlement of Canada, the fur-trade, French Canada, Anglo-French rivalry, and the political developments following the fall of Quebec to the British in 1759. The British history section of the programme was based largely upon the reigns of the successive monarchs. Emphasis was placed upon the influence of the Norman Conquest and the development of Parliament and Parliamentary institutions. The Tudor, Stuart, and Hanoverian dynasties received considerable attention with special emphasis upon the religious conflicts of the sixteenth century and the civil and political conflicts of the seventeenth century. During this period there were courses in the history of the ancient world and in the constitutions of Canada and Britain. Starting in 1902 there was a brief period in which the curriculum contained a course in the economic history of the British Isles.

At the beginning of the period from 1914 to 1944 Canadian and British history still dominated the programme. Gradually, however, English history declined in importance and studies in the history of Europe were expanded. This trend seems to have been connected with the World War of 1914 to 1918. In 1920, and for many years thereafter, the events of the war were included in the content of the history courses. Studies of the

constitutions of Canada and Britain were modified somewhat to become programmes in civics. In 1941 history was dropped from the elementary school programme entirely and its place was taken by a subject called social studies. Course development during this second period was very much influenced by the two wars which took place at the beginning and end of the period and the economic depression which occurred in the 1930's.

The start of the period from 1944 to the 1960's coincided with the election of a new government in Saskatchewan. Social studies replaced history on the high school programmes in 1946 to 1948. In the early years of the third period there was a great deal of emphasis upon the project method and students were encouraged to gather material from the world around them. Grade IX students studied the history of Canada, and Grades X to XII studied the history of the western world from ancient times to modern days.

During the 1960's the elementary grades were placed on what was known as the Division System and the work of the high schools was rearranged so that Canadian history could receive more sophisticated treatment at the Grade XII level.

An analysis of the whole period from 1885 to 1970 indicates that the course content was drawn from a number of broad themes. The main historical themes were the historical development of Canada, Britain, and the western world with emphasis upon Western Europe. Themes which were partially historical were the constitutions of Canada and Britain, the responsibilities of citizenship, and economic and social problems.

Chapter 5

CONCEPTS, PRINCIPLES, SKILLS

Introduction

The third aspect of the history curriculum to be investigated was what basic concepts, principles, and skills were included in Saskatchewan's official history course outlines.

For purposes of this study a concept was defined as a basic idea or understanding; a broad rule or understanding. Principles were defined as a rule or guideline by which the generality of a concept may be applied to the actual situation or set of circumstances. Skills were defined as the working tools which a student would need in order to obtain the necessary data required for the solution of problems.

Overview

A number of these broad concepts, principles, and skills were noted in the programmes described in the previous two chapters, and these will now be described in some detail. Perhaps the most obvious concepts noted were the concept of time or chronology, the concept of progress in human affairs, and the concept of conflict. There were three main types of conflict: the conflicts of man with man, man with his environment, and man against wrong doing. A large part of the history programmes was concerned with the concept of government. This was investigated along with the related concept of democracy and the principles of citizenship. Early in the period under review the study of economic history was introduced. A search of the data was made to determine the economic principles which were included in the history programmes.

Two fundamental skills appear to have been required of the history pupil in Saskatchewan schools. They were the skill of collecting information and the skill of making judgments. A description of the ways in which these skills were developed in the programme will be given.

CONCEPTS

The Concept of Time

Human activity takes place within the dimensions of time and space. The discipline of history is a search for knowledge about human activity in the past, and hence encompasses the dimension of time. The argument may be made, therefore, that the student of history will have to understand the concept of time in order to understand the subject.

A perusal of the course outlines and textbooks used in the classrooms of Saskatchewan indicated that chronology was regarded as important. Generally speaking, the books which were used for the study of English or Canadian history were written in a chronological manner. The earlier chapters began at the earlier periods and later chapters were about more recent times. Some of the books were prepared in such a way that the student was assisted with his understanding of the time sequence of events. An illustration of this point would be the text by Green¹ which was printed with a chronological column on each page. There was also a section in the introduction entitled "Chronological Annals of English History".²

¹J. R. Green, A Short History of the English People (London: MacMillan and Co., 1874).

²Ibid., pp. xxvii-xl.

Teachers probably asked their pupils to illustrate historical developments by means of time lines, for example this suggestion was made by the Department in 1957.³

For older students the chronological approach appears to have been used throughout the period under review. However, there is evidence to show that younger children were not expected to completely understand the concept of time. As early as 1901 the point was made that younger children should be told stories, largely of a biographical nature, rather than be taught history in a chronological sequence.⁴ In 1957 teachers were informed that the preadolescent child could not profit from the chronological approach.⁵

The Concept of Progress

The history courses of Saskatchewan during the eighty-five years covered by the study were descriptive and comparative. They were descriptive in the sense that they were a description of the past. As indicated above, the story was usually in a time sequence. The chronological approach was used to tell the story of nations as a connected narrative. The courses were comparative in that an attempt seems to have been made to compare one period with another. It may be argued that the comparisons tend

³Government of Saskatchewan, Elementary School Curriculum Guide I for Language, Social Studies, Music, Art, (Regina: Department of Education, May, 1957), p. 109.

⁴Legislative Assembly of the North-West Territories, Annual Report of the Department of Education, (Regina: King's Printer, 1901), p. 38.

⁵1957, Elementary Curriculum Guide, op. cit., p. 90.

to suggest that the situation of recent times was an improvement over remote times. In other words, the story of man in history is a story of improvement or progress.

Proof that such a concept was more than incidental can be found in the report of 1900 where it was stated:

In history pupils study, in outline, the lives of men who have shaped the progress of Canada: also the great struggles through which our country has attained its present measure of political freedom and industrial success.⁶

The implications are clear: what we have today is a result of the past and thus current conditions should be studied in the light of the past. If what we have now is better than what has gone before then progress must have occurred.

The textbook writers also appear to have accepted the idea that history was the story of human progress. An illustration of this was found in Hodges' text A Survey of World History which was used in the early 1920's.⁷ Hodges wrote:

In nature there is a slow or continuous growth or evolution: we argue confidently from cause to cause, from precedent to precedent; then comes a sudden surge of speed and temper, when nature seems to move by fits and starts. . . . So it is with history: the rate of progress varies from a normal jog-trot to a furious gallop, and this fact makes it justifiable to the historian to select his periods and time his points of departure from definite events or dates.⁸

⁶Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1900), p. 27.

⁷H. W. Hodges, A Survey of Modern History (London: Blackie and Son Ltd., 1919).

⁸Ibid., p. 1.

A decade later a textbook dealing with citizenship contained the proposition that people of that time were very much better off than people who had lived before.⁹

A book used in the 1940's, by its very title--West's Story of World Progress--implied that historical development was a study of progress.¹⁰

Much of the teaching about progress was largely centred around two main areas. One area was progress toward improved institutions of government and the other was improvement in technology resulting in the improved physical well-being of man. The writers of one text used in the period after the Second World War drew attention to the economic problems of man, and indicated a problem which was still to be solved. In part the authors of the text stated:

As long as we permit workingmen to suffer the anxieties of unemployment and the bitter search for work our own civilization is in part barbaric in spite of its wonderful improvements in other directions, but with all the shameful faults of modern society we do not allow men to starve to death. . . .To what extent we have advanced further in the relations between employers and employees today? You should think about that because it is a better test of progress than motor cars and radios and airplanes. Perhaps there can never be actual equality, but there should be equality of opportunity.¹¹

⁹J. McCaig, Studies in Citizenship (Toronto: Educational Book Co. Ltd., 1932), pp. 1-5.

¹⁰S. M. Eastman, West's Story of World Progress (Toronto: Allyn and Bacon, 1924).

¹¹C. W. New and C. E. Phillips, Ancient and Medieval History (Toronto: Clarke, Irwin and Co. Ltd., and J. M. Dent and Sons (Canada) Ltd., 1941), pp. 349 and 354.

One might assume from the above quotation that there was some concern about progress in the area of human relationships and simultaneously that there was still room for improvement.

More recent developments in the programme have required the student to examine the contemporary world, in the light of past events, and to propose solutions to contemporary problems. One textbook used in the latter half of the 1940's was a study of the problems of that day,¹² and the most recently published high school course contained an entire section dealing with Canadian problems.¹³ From the above points it may be inferred that the concept of progress is not to be thought of as a thing of the past, but that progress was something which was ongoing and something in which the student could play a part.

The Concept of Conflict

Students would learn that progress was movement. Movement needs fuel and, in world situations, this fuel is provided by conflict. If any single feature was dominant in the history courses under review it was that the story of man was a story of conflict. For purposes of this research, conflict was examined in three broad classifications: Those situations where man was in conflict with man, those where man was in conflict with his environment, and those where man was in conflict with wrong doing. The latter classification may be regarded as a study in morality, which was probably one of the major objectives of the social studies or history programmes.

¹²W. D. McDougal and G. Paterson, The World of Today (Toronto: The Ryerson Press, 1937, Reprint 1946).

¹³Government of Saskatchewan, Programme of Studies for the High School Social Studies, Grade XII, (Regina: Queen's Printer, July, 1963), p. 15.

Man against man. The most obvious example of man in conflict with man is that of warfare. An examination of the content of the history course revealed a number of illustrations of stories of warfare. For example, in Canadian history students were taught about conflict between white man and white man, between white man and Indian, and between Indian and Indian. One section, often dealt with in some detail, was the story of the War of 1812. Students learned that political conflicts could become violent as in the Rebellions of Upper and Lower Canada. They learned of the racial and economic conflicts which caused the Saskatchewan Rebellion of 1885.

Many examples of conflict of man against man were also noted from the English history included in the programmes. The stories of the Hundred Years War, the Wars of the Roses, the Seven Years War, the Napoleonic War, and others were included. After 1920, stories of the First, and later the Second, World Wars were an important part of both English and Canadian history studies.

Stories of political conflicts fought with words, and stories of where words failed and civil conflict ensued were included. When the conflicts resulted in the growth of freedoms the stories were told from the point of view prevalent in the students' own time. For example, it would be difficult to locate an authorized text which supported the position of Charles I and attacked the position of Oliver Cromwell.

In the latter years of the period under review, stories of the World Wars were included. It is probable that some of the students' own relatives were involved in these wars, and thus these lessons may have had a more personal interest to the students.

Myer, in his General History¹⁴ had some comments about war which reflects a view of war commonly found in the history texts reviewed:

Not all the wars of this age were frivolous, artificial, or personal. . . . There were, as we shall see, wars involving great issues and principles - questions of systems of government and forms of civilization. The war in England between Parliament and the King was the first act in the drama of the Political Revolution; and the Seven Years War (1756 - 1763) was a struggle involving as momentous issues as were ever arbitrated by the sword. Commercial and colonial interests too were coming to be more generally the concern of governments, and some of the greatest wars of the eighteenth century had their origins in national jealousies touching trade and colonies.¹⁵

As war and stories of conflict played such a dominant part in the history content it is very likely that students could be expected to accept war as a natural state of man.

One major source of conflict may have been differences in race. The way in which the question of race has been handled in school history programmes is of importance in a country such as Canada where many immigrant national groups have met and mingled. It is also a country where white settlers have settled side by side with the original native population.

In the text by Thomas and Hamm, which was in use during the 1950's, there was a section dealing with nationalism.¹⁶ The Grade IX course

¹⁴P. V. N. Myers, General History (Toronto: Ginn and Co. Ltd., 1906).

¹⁵Ibid., pp. 566-567, footnote.

¹⁶H. C. Thomas and W. A. Hamm, Modern Europe (Toronto: Clarke Irwin and Co. Ltd., 1947), pp. 363-414.

authorized in 1960 contained a section in which the races and languages of mankind were described,¹⁷ and which may have been used as part of the teaching about conflict.

On occasion there was an indication that racial comments in certain texts were almost racist in tone. One such example was Myers' description of the significance of the battle of Marathon:

The battle decided that no longer the despotism of the East with its repression of all individual action, but the freedom of the West, with all its incentives to personal effort, should mark the future centuries of history. The tradition of the fight forms the prelude of the story of human freedom and progress. . . . We cannot conceive of what European civilization would be like without the rich and vitalizing elements contributed to it by Greek, and especially the Athenian genius. But the germs of these might have been smothered and destroyed had the barbarian won the day at Marathon.¹⁸

It was not only of the distant past that Myers demonstrated his feelings against the non-European. In a section dealing with the nineteenth century Turks he stated:

. . . they have ever remained quite insensible to the influences of European civilization. They have always been looked upon as intruders into Europe and their presence there has led to several of the most sanguinary wars of modern times.¹⁹

It may be noted that there were several value judgements in the above passage. It is not the point of this research to comment upon the position occupied by the Turk in Europe, but merely to reveal the way in which the topic might have been studied in the history programme. In fact, one

¹⁷Government of Saskatchewan, Programme of Studies for the High School, Social Studies, Grade IX, (Regina: Queen's Printer, July, 1960), p. 10.

¹⁸Myers, op. cit., pp. 116-117.

¹⁹Ibid., p. 430.

might detect a foreshadowing of the teachings of Hitler to be noted in Myers' statement that ". . . it is the Aryan-speaking peoples that have born the leading part in the great drama of history."²⁰

As anti-Semitism has played such an important role in world affairs in the twentieth century the question may be raised whether or not this was reflected in school history programmes. There seems to have been little attention given to the role of the Jewish people in the western world. The Ontario Public School History of England contained a passing reference to the expulsion of the Jews from England but no value judgment was given other than to refer to it as ". . . a cruel deed."²¹ Some anti-Semitic sentiment was reflected by Hodges' explanation of the reasons for the collapse of the Polish state in the late eighteenth century. One of the reasons given was that Polish finances were ". . . largely at the mercy of Jewish financiers."²²

One area of race relations which is of particular importance to Canadians is how Indian culture has been described. One text contained a number of references to Indians.²³ They were described as thieves, and examples of stealing were given.²⁴ The unfriendly nature of the West

²⁰Ibid., p. 12.

²¹No author specified, Ontario Public School History of England (Toronto: The MacMillan Co. of Canada Ltd., 1925), p. 78.

²²Hodges, op. cit., p. 62.

²³G. Paterson, The Story of Our People (Toronto: Ryerson Press).

²⁴Ibid., p. 87.

Coast Indians was commented upon,²⁵ and the Iroquois were described as ". . . poor and ignorant, and wandered about too much to learn anything."²⁶ The author commented that Brebeuf felt that it was useless to try to civilize the Iroquois.²⁷ A detailed description of their life in the longhouse was given and the conclusion was reached that they were uncivilized.²⁸

Another text²⁹ indicated that in 1625 the Jesuits began ". . . the task of converting the American Indian from the vulgarities of savagery to the refinements of Christian civilization."³⁰ Duncan made the point that missionaries almost lost their lives on several occasions while trying to serve the 'wretched' people.³¹

Often omissions are as interesting to the historian as points which are included. An omission noted in those programmes dealing with Indian culture was that no mention was made of the political organization of the Six Nations and the way in which that organization may have been influential upon the men who drafted the constitution of the United States of America. There is very little material to be found on relationships

²⁵Ibid., p. 93.

²⁶Ibid., p. 155.

²⁷Ibid., p. 155.

²⁸Ibid., p. 158.

²⁹D. McAuthur, History of Canada for High Schools (Toronto: W.J. Gage and Co. Ltd., 1936).

³⁰Ibid., p. 155.

³¹D. M. Duncan, The Story of Canadian People (Toronto: Morang Educational Co. Ltd., 1911), p. 78.

between the many other racial or ethnic groups who make up the Canadian nation of today.

Man against the environment. A second type of conflict to be noted in the history programmes was that which occurs between man and his environment. The main illustration of this type of conflict was the inclusion of stories about the life and hardships of the pioneers. There seems to have been a unit on the pioneers at some point in the programme throughout the period under review.

Stories of inventors such as Watt and Stephenson were included, as were units on the Industrial and Agrarian revolutions. In a sense these units were also about man against his environment in that they told the story of technological advances which altered the way of life of humankind.

Man against wrong-doing. The conflict between man and wrong doing may be called man and morality. Very early, in the period under review, the government history course was organized in such a way that studies in citizenship and morality were regarded as being of primary importance.³² The introduction to the Standard (Grade) II programme for 1896 indicated that one major aspect was the teaching of moral discrimination. This was to be done by telling stories of great men and women from the past in such a way as to allow the children to observe their strengths and weaknesses.³³ From this it would appear that children were to learn the principles of

³²Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1896),

³³Ibid., p. 4.

moral conduct by example rather than by being given lists of what was right and wrong.

It would seem that the approach taken during much of the period under review was influenced by the ethic of the virtue of labour. One good example of this would be the idea expressed in one text which claimed that life was a struggle for existence and that hard work was a virtue.³⁴ In a sense the conflict of man with the environment and the conflict between right and wrong within man himself could influence the students' thinking about the ethic of work.

In the latter part of the period under review there seems to have been a decline in the actual teaching of moral principles. By the end of the 1960's there was no part of the programme containing biographical studies leading to an understanding of moral principles. The apparent lack of moral teaching may not be a correct observation. In the mid-1940's there was an emphasis on state morality through co-operation. In more recent times students have examined such issues as social welfare and public health.³⁵ It may be the case that the recent interest of students in pollution and peace is an indication that schools are involved in a more sophisticated type of moral training than was previously the case. The question may be asked whether or not the teaching of former years created a more moral citizenry, with better ideas of right and wrong, than the teaching of today. It is beyond the scope of this study to answer such a question, but it is a question which all thinking educators must consider,

³⁴ McCaig, op. cit., p. 80.

³⁵ Grade XII Programme, 1963, op. cit., p. 15.

and it is apparent that the conclusions reached could have far-reaching results on future educational planning.

The Concept of Government

A large portion of the school history courses was about government. Political history accounted for much more of the content than social or economic history. For example, a study of the growth of the Canadian nation at any time during the period covered by the study, would include topics such as the strife leading to the Durham Report, The British North America Act, and the way in which Canada obtained responsible government. A study of the English history always included an outline of the growth of parliament, and usually an outline of the growth of the various institutions of British government such as the cabinet and the office of the prime minister.

There seem to have been two aspects to the study of government. One was the concept of people living together in groups needing some kind of formal organization so that they could live in peace. Arising from this was the idea that all the people should have a share in government, with the result that time was spent teaching the pupils about the concept of democracy. The second aspect was the way in which the concepts of government and democracy were applied in practice. Arising from this the programmes seem to have included a study of the formal structures of government, and activities which would lead to a feeling of patriotism in the pupils. The latter aspect was closely related to the teaching of the principles of good citizenship.

The Concept of Democracy

Canada, along with Britain and a few other nations of the world, has a rather unique type of democratic government. Canada has a parliamentary form of government in which those who govern are elected by the people. In addition to the elected body there is a much more ancient institution - that of the monarchy. The early part of the period of the study revealed that monarchy was studied quite extensively.

Bagehot compared monarchy, or royalty, with republican forms of government:

Royalty is a government in which the attention of the nation is concentrated in one person doing interesting actions. A Republic is a government in which the attention is divided between many, who are all doing uninteresting actions. Accordingly, so long as the human heart is strong and the human reason weak, Royalty will be strong because it appeals to diffused feeling, and Republics weak because they appeal to the understanding.³⁶

Bagehot further claimed that constitutional monarchy,

. . . acts as a disguise. It enables our real rulers to change without heedless people knowing it. The masses of Englishmen are not fit for an elective government; if they knew how near they were to it, they would be surprised, and almost tremble.³⁷

It should be borne in mind that Bagehot published in 1867 before the passing of the legislation which was to lead to compulsory education in Britain and more than sixty years before universal suffrage of persons twenty-one years of age and over became fact. The quotation seems to demonstrate that, in Saskatchewan schools, whole-hearted support was not

³⁶W. Bagehot, The English Constitution (Toronto: Oxford University Press, 1867), p. 35.

³⁷Ibid., p. 48.

given to the concept of democratic government at the end of the last century.

A little after the turn of the century Myers hinted at possible changes in the monarchical form of government. Myers said:

Only the forms of aristocratic monarchy remain. It does not seem possible that these, in spite of English love of ancient form, can long withstand the encroachments of democracy. Hereditary right and privileges, as represented by the House of Lords and crown must, in time, be abolished.³⁸

Another text used in Saskatchewan at the same time had a slightly different point of view:

In this battle a monarch, commanding all the resources of his state proved superior to a loose alliance of republics. The outcome impressed upon men the idea that the monarchy was the strongest and best form of government. Hence it helped to determine that to the present day the civilized world should be ruled chiefly by kings and emperors.³⁹

Several textbooks used during the eighty-five years under study described the organization of government. These texts were probably used more to teach the principles of citizenship than the concept of democracy. It does seem reasonable to suppose that a study of governmental form coupled with a study of rulers and political leaders would lead to the students making some kind of study of the application of political power which is fundamental to an understanding of the concept of democracy.

The concept of democracy may possibly have been taught by way of actual classroom practice. From 1885 to the period starting about 1940 the programmes consisted of an outline of work to be covered and the text-

³⁸Myers, op. cit., pp. 694-695.

³⁹G. W. Botsford, Ontario High School Ancient History (Toronto: MacMillan Co. of Canada Ltd., 1917), pp. 233-234.

book that was to be used to obtain the course content. The employment of practical democracy in a classroom under such a prescribed system of education may have been rather restricted. Learning seems to have been an acceptance of authority: the authority of the text and the teacher. Starting in 1941 there was a shift in emphasis which may be seen in the publication of an elementary curriculum which contained a lengthy section on the enterprise method.⁴⁰ A few years later there was a move towards a greater use of the project method with the publication of a pamphlet intended to assist the teachers in the use of the method.⁴¹ It would appear reasonable that this method of instruction would encourage a more democratic process in the classroom. For example, a group of students working together on a project would probably have to use some degree of democratic group control if they were to be successful in the solution of problems.

The question of the extent to which school programmes can be democratic must remain open. However, the evidence does seem to lead one to the conclusion that the history programmes of recent times tended to be more democratic than those of the past.

PRINCIPLES

The Principles of Citizenship

The report of 1896 emphasized that the relationship between man and the state may be called patriotism and civic duty.⁴² Another way of

⁴⁰Government of Saskatchewan, Elementary School Curriculum, Grades I to VIII, (Regina: King's Printer, 1941), pp. 11-25.

⁴¹Government of Saskatchewan, Social Studies Projects - Bulletin for Teachers for Grades IX and X, (Regina: King's Printer, July 1, 1946).

⁴²1896 Report, op. cit., p. 4.

describing civic duty would be to say that a student should be taught the principles of citizenship. The importance of citizenship training was emphasized by McArthur in his text History of Canada for High Schools. He pointed out the particular need of this training in an area such as Saskatchewan where large numbers of people had come from foreign countries.⁴³

The early history programmes, in particular, contained a large amount of content drawn from the histories of England and Canada. It seems reasonable to suppose that one of the reasons for this was the lack of common heritage to be found among the people of the prairies. Possibly educators felt that emphasis placed upon the history and political traditions of Canada and England would provide pupils with the common heritage not found among their parents.

A perusal of some of the textbooks used at various times demonstrated that students were expected to have a sound knowledge of the workings of various levels of government. Examples of such texts would be Bagehot's⁴⁴ book about the British form of constitution and Bourinot's⁴⁵ on the Canadian form of government. There was also McCaig's Studies in Citizenship which was used during the decade of the 1930's.⁴⁶

⁴³McArthur, op. cit., p. 453.

⁴⁴Bagehot, op. cit.

⁴⁵Bourinot, How Canada is Governed, A Short Account of its Legislative, Judicial, and Municipal Institutions (Toronto: The Copp, Clark Co. Ltd., 1902).

⁴⁶McCaig, op. cit.

The authors of all the texts just listed examined the mechanics of government and the principles underlying them.

One question of basic importance, until the period between the two World Wars, concerned the government of Canada in relation to the government of the mother country. Bourinot pointed out that:

Canada affords the most remarkable example that the history of the world has offered - in fact it has no parallel - of the various forms of government that can and do exist in a community which is still in a state of dependency - that is to say, still dependent in certain matters on the parent or imperial state - and nevertheless exercises most extensive powers of self-government.⁴⁷

The tone of the above quotation leads to certain conclusions. Bourinot gives one the impression of being very proud of what Canada has achieved and of wanting his readers to share in that pride. Pride in one's country is usually called patriotism and there is evidence to indicate that the teaching of patriotism was an important part of the history programme.

Initially, children were exposed to patriotic feelings for both the mother country and Canada because both countries appear to have received basically the same kind of treatment. Gradually, however, the amount of time devoted to a study of British history had declined so that by 1960 it only appeared in parts of the course at various grade levels, for example Grade VIII.

For many years one unit of the total history programme was learning patriotic poems and songs. Students were also expected to know something about the various national holidays and why they were celebrated.

⁴⁷Bourinot, op. cit., p. 3.

The elementary school programme of 1918 contained some instructions or comments regarding citizenship training in the

Introduction:

Training the moral judgment and preparation for intelligent citizenship are aims to be kept in view in teaching history. In the teaching of civics the child should be led to understand what the community has a right to expect from him and how he can best fulfill his obligations to the community. Every effort should be made to cultivate in him the essential qualities of good citizenship.⁴⁸

This introduction indicated that moral teaching, which has been discussed earlier in this chapter, was fundamental to citizenship. There was an implication that the one is dependent upon the other and that if the student does not understand the concept of morality -- ie. mans' conflict against wrong doing--then other forms of citizenship training would be of little value.

The emphasis in citizenship training seems to have shifted since the end of the Second World War from a formal study of government structure to a study of current problems faced by Canadians.

The Principles of Economics

There has been some economic history content in school history courses since the idea was first suggested in the report of 1901.⁴⁹ The basic aim was probably to teach the students that mankind operates within an economic framework. The first textbook used to teach economic history

⁴⁸Government of Saskatchewan, Course of Study for Public Schools, (Regina: King's Printer, 1918).

⁴⁹Legislative Assembly of the North-West Territories, Annual Report of the Department of Education, (Regina: King's Printer, 1901), P. 39.

was Cunningham and McArthur's Outlines of English Industrial History.⁵⁰ Reference to this text and others such as McDougal and Patterson's The World of Today⁵¹ indicated that certain fundamental principles of economics were taught.

There does not appear to have been much of an attempt to show students how economic and political events were connected. The courses in Canadian history, for example, contained units in which pupils studied the fur-trade and the wars between England and France. In addition, there was no adequate discussion of the basic laws of economics; nor of the relationship between particular problems and the general economic theories discussed.

Though a study of economic development became a part of the history programme there was no evidence to indicate that teaching the basic laws of economics was included. This situation may have resulted in a decrease in the value of the programme, particularly when it was handled by a teacher untrained in economic theory.

Some basic economic philosophies were to be found in the courses. For example in 1885 the commonly accepted point of view was that of laissez-faire. This same philosophy may be noted in the history course of the day. For example in the textbook High School History of England, Buckley and Robertson spoke very highly of the writings of Adam Smith and

⁵⁰W. Cunningham and E. A. McArthur, Outlines of English Industrial History (New York: The MacMillan Co., 1902).

⁵¹McDougal and Paterson, op. cit.

supported the view that ". . . every man ought to be allowed to gain as much as he can by his labour."⁵² These authors also took a firm stand against the laws which checked international trade.⁵³

Buckley and Robertson also discussed the problems created by the Industrial Revolution. They pointed out that the rich had tended to get richer and the poor to get poorer, but they were quite philosophical, and indicated that great change is inevitably followed by great suffering and that such suffering usually falls upon those least able to adapt to the changed conditions.⁵⁴

By 1944 the philosophy was rather different and this was reflected in the writing of McDougal and Paterson. They took a position in favour of the state-ownership of industry and they condemned the laissez-faire point of view.⁵⁵ They expressed the opinion that under laissez-faire principles the producer received too little and the consumer paid too much and the financier took all the profit.⁵⁶

SKILLS

The Skill of Gathering Information

One basic skill required of students in any discipline is collecting data. It may be assumed that students could already read and that the task of the history teacher would be to teach them how to gather information from reading matter devoted to a historical topic. It is

⁵²A. B. Buckley and W. J. Robertson, High School History of England and History of Canada (Toronto: The Copp Clark Co. Ltd., 1891), p. 266.

⁵³Ibid., p. 266.

⁵⁴Ibid., p. 297.

⁵⁵McDougall and Paterson, op. cit., p. 116.

⁵⁶Ibid., p. 129.

assumed that the student would have to learn to read a book or article and find the basic points contained therein. This type of reading would probably range all the way from collecting data for a well thought-out project to reading the textbook from cover to cover and picking out points for examination purposes.

The next chapter, on the subject of activities, will indicate the emphasis that was placed upon map-studies. This would indicate that one of the skills that pupils were taught was that of map reading. Occasionally they would be taught how to generalize historical development from a map. An example of this type of activity would be looking at a map showing natural features and deciding the locations where civilizations would be most likely to develop and grow.

In 1955 another skill was taught. In that year many schools encouraged their students to prepare histories of their home districts. As part of their work of preparing these histories students had to interview many of the district pioneers. One may hope that this experience taught them how to get first hand information by means of interview techniques. It must be admitted that this was done on a very limited basis, but it is worthy of note.⁵⁷

The Skill of Making Judgments

In the report of 1896 it was stated that one of the main responsibilities of the history course was the training of students in

⁵⁷Many of these local histories are available at the offices of the Provincial Archives.

the making of judgments free from personal bias.⁵⁸ At the end of the nineteenth century the basis of reaching a judgment appears to have been the students' understanding of what was right and wrong. For the younger child this would tend to be a question of personal morality and for the older student a question about public matters.⁵⁹

The main method employed in teaching the skill of making judgments was to encourage the pupil to see several sides of a situation. This method probably reached a peak in the 1940's with the use of the project method, which was discussed earlier.⁶⁰

SUMMARY

In this chapter an analysis was made of the main concepts, principles, and skills noted in the history courses taught in the schools of Saskatchewan from 1885 to 1970. The first major concept noted was that of time or chronology. Most of the programmes were arranged chronologically, as were the majority of textbooks used. The point was made, however, that the concept was reserved for older students as younger students were not felt capable of understanding it.

It was also noted that the concept of progress appears to have been emphasized. Students were given the impression that the human condition in the two broad areas of government and technology had improved through the centuries. In more recent courses students were required to compare and

⁵⁸1896 Report, op. cit., p. 23.

⁵⁹Ibid.

⁶⁰Supra., p. 108.

evaluate the present condition with the past.

The concept of conflict was noted in three main aspects. First, the concept of man against man, with examples of the many wars studied by students during their history lessons, was given. It was pointed out that students studied examples of political strife which had led to armed conflict. The way in which race may have been a possible cause of conflict, and the way in which the question was discussed in history courses was described. Second was the concept of man in conflict with his environment, and third was the concept of man in conflict with wrongdoing. The latter may be called the concept of morality which appears to have been of prime concern to the educators who established the history programmes for Saskatchewan schools.

The related concepts of government and democracy, and the way they were treated in the courses was examined. It was shown that, through the period under review, students had learned about the institutions of government. It was noted that as the concept of democracy was accepted by the people at large it was incorporated into the school programme. It was shown how the relationship between the monarchy and an elected parliament may have been studied. There was also a discussion of how the concept of democracy may have influenced classroom government.

Students were taught the principles of citizenship, and a very brief outline of some of the basic principles of economics noted in history courses was given.

Two basic skills were noted in the history programmes. The first was the gathering and processing of information and the second was the

skill of making historical and moral judgments. Those skills which would be taught independently of history, but which would be used in history lessons, were not described.

Chapter 6

ACTIVITIES

For purposes of this study activities are defined as work assignments given, by the teacher, to the students to assist them in their mastery of the topic under study. In this chapter an examination of the sources will be made to determine what suggestions were officially made regarding activities. It was observed that it was only in the last twenty years that detailed suggestions were included in the course outlines.

The report of 1900 contained the following comment:

Pupils appear to have been left much to their own devices in historical study with the result that their knowledge is somewhat unorganized. Penmanship is faulty due perhaps to the teachers permitting pupils to scribble answers in their daily work. The exact phraseology of the text appears so frequently as to indicate an inordinate use of the book in preparation.¹

Two major points arise out of the above quotation. The first of these is that students appear to have done a lot of scribbling. This implies that a major activity of the students was making notes based, presumably, on the teachers' lessons and on the contents of the textbook. The second point is that students appear to have devoted so much time to the textbook that they were able to reproduce large sections of it. The writer of the report further added that there appeared " . . . to have been more reading than teaching."²

¹Legislative Assembly of the North-West Territories, Report of the Council of Public Instruction of the North-West Territories of Canada, (Regina: Queen's Printer, 1900), p. 29.

²Ibid., p. 29.

Although the writer said nothing about what the activities should be, he gave a clue to what was actually happening. Students were memorizing sections of the text and making such copious notes that they scribbled instead of writing with a legible hand.

The programs of study for the next forty years did not include suggestions for activities. In 1941 the elementary curriculum contained a detailed section on the enterprise method,³ and in 1946 high school teachers were provided with a pamphlet dealing with the project method.⁴ So much has already been written in this report about the project method that it does not need repeating here. It is sufficient to say that work on projects was a major student activity during the decade of 1940 to 1950 and probably beyond.

A few comments about government suggestions for activities would be in order at this point. When such a list of activities is provided in a course of studies or a teachers' manual, one may assume that many of the suggestions had been in use for several years prior to the date of issue. It may further be assumed that the activities would continue in use for several years after the date of issue. In other words the date on the course outline or guide becomes a central point in the lifetime of the activities. Thus they are by no means unique to the year of issue alone.

³Government of Saskatchewan, Elementary School Curriculum, Grades I to VIII, (Regina: King's Printer, 1941), pp. 11-25.

⁴Government of Saskatchewan, Social Studies Projects - Bulletin for Teachers for Grades IX and X, (Regina: King's Printer, July, 1946).

In 1957 an elementary school curriculum was issued which contained a large number of suggestions.⁵ It is important to note that on the curriculum cover it was indicated that the booklet was the property of the school district and hence was really an instruction to the teacher via the school board. The activities listed in the guide, however, were addressed to the pupils.

In Unit two of the 1957 Grade III and IV B course it was suggested that the students locate, on a globe, the countries of origin of the pioneers who had settled Canada and the U.S.A. Other suggestions included the building of a model prairie schooner, inviting a pioneer to speak to the class, listing the articles available to the pupils which would not be available to the pioneers, and visiting a museum to see those articles which the pioneers had used.⁶ It may be noted that these activities aimed at arousing the imagination of the pupils and bringing them into as direct contact with pioneer culture as possible.

Part of the A course for Grades V and VI was a study of the history of Canada. The suggested activities of unit three included map work. The students were asked to draw a map showing the location of the main Indian tribes; to draw a map showing the land masses on both sides of the Atlantic Ocean; and to show, by means of a map, where the French first settled along the St. Lawrence River.⁷ Other types of activities included making a shoe-box movie of either Cartier's first trip up the

⁵Government of Saskatchewan, Elementary School Curriculum Guide I for Language, Social Studies, Music, Art, (Regina: Department of Education, May, 1957).

⁶Ibid., p. 85.

⁷Ibid., p. 91.

St. Lawrence or Champlain's trip to Huronia; preparing list of things needed by a farmer, fur-trader, or carpenter who was going to be among the first settlers of Acadia; to make a model of an Indian encampment and to collect Indian artifacts; and to compare the help given by the King of England to the Cabots with the help given by the King and Queen of Spain to Columbus.⁸

The fourth unit of the Grade V and VI A course was entitled "Rivalry Between the British and French Fur Empire." This unit also included a list of suggested map activities. These included indicating on an outline map the routes taken by the fur-traders and the area settled by the Loyalists. It was suggested that the students design a map which would illustrate the boundary changes which took place as a result of the Seven Years War.⁹ Other activities were to make picture strips to contrast the way of living of the English and French settlers, discussing why the Indian had learned to dislike the white man, to make a time chart, to illustrate the exploration of the country, to prepare a speech in which the student urged other Loyalists to migrate to Canada, and to draw illustrations of the tools used by the Loyalists in Canada.¹⁰

The map work for unit five, which was entitled "Opening of the West", included drawing a map which showed the location of Rupert's Land and indicating on an outline map the routes taken by Hearne, MacKenzie, and Fraser.¹¹

⁸Ibid., p. 91.

⁹Ibid., p. 92.

¹⁰Ibid., p. 92.

¹¹Ibid., p. 93.

The other activities for the unit were acting plays, reading stories and poems, and singing appropriate songs. The books, in which these plays, songs and poems could be located, were named. The students were asked to make a model of a red river cart or a fur trading post and to draw pictures of mounties to illustrate the changes in their uniform. Students would prepare a lay-out of a scene of a prairie farm in pioneer days and write Cree syllabics on pieces of wood or bark.¹²

The sixth unit was an examination of the ways early inventions had changed life in Eastern Canada. There was one suggestion for map work, this being that students should draw a map to illustrate the locations of the Rideau and Welland Canals.¹³

One activity was intended to provide the students with an understanding of the operation of a canal lock:

Make a model of two canal locks from small wooden boxes such as chalk boxes. Bore a small hole in the bottom of the boxes and lead water from one lock to the other through rubber tubing fitted into the holes. Your biggest job will be to prevent the water leaking through the two parts of the gates.¹⁴

Another suggested activity aimed to teach the students to do certain things in the way they had been done by the pioneers:

Make some starch in the way in which the pioneer's wife obtained it. Peel a potatoe and rub it through a metal grater. Put the grated potatoe in a piece of cheese cloth, add two tablespoons of water, and squeeze the juice and water into a glass. Allow to stand for half an hour. The white substance at the bottom of the glass is starch.¹⁵

¹²Ibid., p. 94.

¹³Ibid., p. 94.

¹⁴Ibid., pp. 94-95

¹⁵Ibid., p. 95.

The students were also encouraged to make a model of a settler's cabin, and to draw a mural of pioneer life in Ontario, and to compare pioneer life in Eastern Canada with pioneer life in Western Canada.¹⁶

The B course of Grades V and VI consisted largely of geography. The first unit, however, was historical in content and was an examination of life in the early American colonies. Map work again seems to have been important with the following suggestions being made: prepare a map to show how the United States reached its present boundaries; locate on a map the early water routes and overland routes such as the Oregon Trail and the Santa Fe Trail; draw a map showing the geographical connection with the crops grown by early settlers.¹⁷

Among the other activities suggested was one that the students pretend to be advertizing for settlers to move out west. They were to prepare a book, for this purpose, that would include pictures, maps, tables, and graphs. They were asked to draw diagrams of gold seeking operations and write imaginary diaries of trips on a steam-boat. It was suggested that students compare life in the West as depicted in wild west films with the actual situation. It was also suggested that America had a number of pioneer heroes such as Zebulun Pike, Daniel Boone, Andrew Jackson, Brigham Young, Sam Houston and many others and that the pupils could read about them and prepare reports for presentation to the rest of the class. Students could also learn some of the old songs such as "Old Zip Coon" and "Oh Suzanna."¹⁸

¹⁶Ibid., p. 95.

¹⁷Ibid., p. 96.

¹⁸Ibid., pp. 96-97.

The A course for Grades VII and VIII was world geography, but the content of the B course was drawn from the histories of England, Canada, and the United States. The children were a year or two older and the activities indicated a higher level of maturity. The first unit of the course was an examination of the British background of Canada and the guide contained many suggested activities. The drawing of charts was prominent in the suggestions and the topics for which charts could be drawn included a time chart to illustrate the struggle between King and Parliament from 1215 to 1911; a chart to illustrate the various people who had conquered and settled in the British Isles; a chart to illustrate the important inventors and inventions of the eighteenth century and the changes created by the inventions; a chart to illustrate the growth of the British Empire from 1497 to 1900; a chart to illustrate the rise of the three main political parties in the British Isles; and a chart to illustrate the increase in the electorate brought about by the various electoral reform acts passed between 1832 and 1928.¹⁹

Making a salt and flour map of the British Isles and drawing a map of the world to illustrate the voyages of great Britain seamen were suggested as was constructing a plan of an English manor. An activity was described in the guide which allowed the student to use his imagination and put himself in the position of a Roman or Anglo-Saxon soldier and give an account of what happened. Students were asked to compare the life of people in Britain throughout the centuries with special attention to dress,

¹⁹Ibid., pp. 107-108.

customs, trade and industry, homes, and communication.²⁰

The next unit was about the United States and, as previously, the suggestions for activities began with possible map-work assignments. The students could draw maps of the United States in 1760, 1783, and in the students' own time. They could draw maps that would show the gradual expansion to the west or they could make a salt and flour map to show the main geographical features of the country. These activities were aimed at helping the students note the relationship between historical development and geographical features.²¹

The following topics are representative of charts and diagrams which were suggested: a time chart showing the outstanding events of American history from 1620 to the most recent times, diagrams of the American flag in 1776 and the most recent times, a chart demonstrating the American form of government as planned by the Philadelphia Convention and as written down in the Constitution, and drawings and charts of the various types of transportation used in the period of establishing settlements in the United States.²²

Many of the activities might have been aimed at encouraging students to think about the influence of the American media upon Canada. This type of activity included developing arguments to show which influences had been of benefit or of harm to Canada, making a list of all the printed materials from the United States that were to be found in the school, surveying the American radio programmes to which members of the

²⁰Ibid., p. 107.

²¹Ibid., p. 109

²²Ibid., p. 109.

class listened, and collecting information about the American movie industry.²³

Other activities included comparing church going practices in Massachusetts in 1635 with those of recent times, and giving reasons why the boundary disputes between Canada and the United States had been settled peacefully. There were also suggestions that students find the reasons for the growth in American military power and collect pictures which would illustrate the changes in the military since the end of the First World War.²⁴

The third unit was an outline of the history of Canada with special attention being given to the period since Confederation. The map activities included drawing a map of Canada which would clearly indicate the boundaries of the colonies at the time they joined Confederation and the date of their joining. A map indicating the route of the railways across Canada could be drawn which would illustrate all the natural barriers that would have to be crossed.²⁵

Making lists was a prime activity for this particular unit and suggestions included making a list of the Fathers of Confederation, the various activities of the Royal Canadian Mounted Police, the attractions which encouraged settlers to move out west, and a list of the important changes which took place during the periods that John A. MacDonald and Wilfred Laurier held the office of prime minister. It was further suggested that an older member of the community be invited to talk to the

²³Ibid., p. 109.

²⁴Ibid., p. 109

²⁵Ibid., p. 110.

class about the First World War and then the class could investigate the part played by Canada in the war and the influence that it had upon the development of the country.²⁶

Thus, it may be noted that in the 1957 elementary course of studies activities were suggested that included a great deal of map work, making models, drawing charts and pictures, preparing lists, and working on topics in order to write accounts and prepare reports.

A curriculum was issued for Division I in 1964 and this outline contained a number of suggestions for the fourth topic of the Year 3 course on early life in Western Canada.²⁷ The activities involved investigating Indian artifacts. For example, it was suggested that students construct a totem pole from floor to ceiling, make Indian costumes from sacking, design an Indian headdress or bead-work pattern, make models of items such as a travois or teepee, and act out a buffalo hunt. The students were encouraged to locate the countries of origin of pioneers on a globe, to make a model of a prairie schooner and dramatize a wagon train. They could invite a pioneer to talk to them in school, and they could visit a nearby museum.²⁸

A Division II guide was issued in 1965.²⁹ An analysis of the suggested activities listed in this guide revealed that they were very

²⁶Ibid., p. 110

²⁷Government of Saskatchewan, Elementary School Curriculum Guide for Division I, (Regina: Department of Education, July 1964), p. 125.

²⁸Ibid., p. 126.

²⁹Government of Saskatchewan, Elementary School Curriculum Guide for Division II, (Regina: Department of Education, July, 1965) pp. 169-192.

similar to the one listed in the 1957 curriculum which has just been described in detail. In many cases not only were the ideas the same but the wording was identical. Examples of this were the suggestion to make a model lock system from wooden boxes and to make starch from potatoes in the manner of a pioneer housewife, both of which were quoted fully above.³⁰ This fact of duplication of suggestions adds to the idea already proposed that the inclusion of a list of suggestions in a course outline or teachers' guide is an indication that the activities would be used over a number of years.

The extent of the activities possible in a school depends upon a number of factors. Included among these factors would be the size of the school and the amount of material available to the students and teachers. It is quite obvious that school districts which could barely afford to keep their buildings heated in winter and pay teachers' salaries would not be able to buy much in the way of resource materials. During the depression, for example, many school districts ran into serious financial problems and had difficulty keeping the schools operating.³¹

It is very probable that the questions and suggestions found in several of the texts would be used. An examination of several of these indicated that they closely paralleled the suggestions given in this chapter. Words such as describe, discuss, and outline, were frequently included with suggestions for map work, drawing, and modelling. It would

³⁰Supra., p. 155.

³¹This type of problem is well authenticated in R. Tyre, Tales Out of School: A History of the Saskatchewan Teachers' Federation, (Saskatoon: The Saskatchewan Teachers' Federation, produced by W. J. Gage Ltd., 1968), Chapter VI.

become highly repetitious, however, to repeat all of the suggestions found in textbooks in this report.

SUMMARY

This chapter has been a discussion of the suggestions for activities made by the government of Saskatchewan to assist the students and teachers. It was observed that official course outlines did not contain detailed lists until more recent times. Evidence from reports would indicate, however, that the main activities at the turn of the century consisted of scribbling notes and memorizing the textbook.

In 1957 an elementary curriculum was issued which contained detailed suggestions. These were analysed and it was noted that activities consisted largely of map-work, drawing charts and pictures, making models, and creating imaginative situations to assist the student, in putting himself in the place of people in the past. There were written exercises which could take the form of notes or reports to be presented to the rest of the class.

Class activities would vary depending upon the school's ability to provide material and the teacher's professional competence and interest. To generalize upon what activities were actually used would go beyond the scope of this study and would draw more from the sources than is actually there.

Chapter 7

EVALUATION

Introduction

There are a number of elements within the educative process which should be considered. One of these, the evaluation of student progress in history, will be discussed in this chapter. This chapter will be limited further to a study of Provincial examinations distributed from the Department of Education. It has been assumed that, when students are expected to write an external examination, the classroom programme will be influenced by the examination. This would mean that the government would have three types of control over school programme; they would issue the curriculum, they would assign the textbooks, and they would measure how much of the prescribed course had been mastered by the students. This last could lead to the possibility of sanctions against the teacher whose students did badly, and rewards for the teacher whose students did well.

This chapter will be an examination of selected questions taken from examination papers. The purpose of the questions and the type of thinking processes required to answer them will be discussed. There will also be a brief outline of trends in examination question style based upon a taxonomy of educational objectives. The earlier examination papers were reprinted in the annual reports which were issued under the authority of the Legislative Assembly of the North-West Territories. The bulk of examination papers, however, are retained in their original format in the offices of the Provincial Archives.

Procedure

Davis and Hunkins selected textbook questions for analysis. The

questions were placed in categories depending upon the degree of sophistication required to answer them. The six classifications were:

1. Knowledge: this category required factual knowledge. Ability to answer questions in this category was dependent upon the ability to recall factual information.

2. Comprehension: this category would require the student to have a grasp of concepts and principles basic to the problem at hand. He would have to interpret his facts.

3. Application: this required the student to apply his knowledge and understanding to the solution of a problem.

4. Analysis: this would require the student to pick out the elements of a situation and describe the inter-relationships of the elements.

5. Synthesis: here the student would be required to rearrange his data to produce a new level of understanding or to work out a new set of abstract relations.

6. Evaluation: this type of question would require the student to make a judgment based upon internal evidence or external criteria.¹

The analysis made by Davis and Hunkins was of school textbook questions but their model could also be used with examination questions. There are similar models in use. For example Begle and Wilson have described one which is based upon four levels of behaviour in school mathematics. The four levels were: computation, comprehension, application

¹O. L. Davis Jr., and F. P. Hunkins, "Textbook Questions: What Thinking Processes do they Foster?" Peabody Journal of Education, 43: 285-292, March 1966.

and analysis.² It may be noted that their dimensions of behaviour are very similar to the ones used by Davis and Hunkins and both models deal with the cognitive domain and are in hierarchical order.

Begle and Wilson suggest that a rule of thumb is needed when one is categorizing according to the model and they suggest that questions should always be placed at the highest cognitive level even though lower levels may also be involved.³ The application of such a rule of thumb to history examinations presents a problem due to differences in mathematics and history teaching. In mathematics the student learns a number of mathematical facts which are then applied to the solution of a problem. Often, it would seem, school history courses consist of the memorization of facts drawn from secondary sources and only rarely does the student have an opportunity to solve a historical problem by reference to primary sources. On the other hand, however, the history student is studying human behaviour which may give him an opportunity to make value judgments based upon facts.

Question papers were drawn at intervals of four years for analysis according to the model used by Davis and Hunkins. Intervals of four years were used as a convenient period for the sampling as major changes usually take about four years to become established. The main set

²E. G. Begle and J. W. Wilson, "Evaluation of Mathematics Programmes," The Seventy-Ninth Yearbook of the National Society for the Study of Education, ed. E. G. Begle (Chicago: National Society for the Study of Education, 1970), p. 374.

³Ibid., p. 374.

of examination papers for each year were categorized. Supplemental examinations were not included. Every grade level and every question on each paper was categorized for the selected examination series. The analysis was used as a crude indicator of trend. Two dimensions can be obtained from such an analysis. The first dimension is horizontal in that questions are placed in one of the six hierarchically ordered classifications. The second dimension is vertical in that variations of examination technique may be noted if the proportion of questions in the respective categories alters significantly. This second dimension is an indicator of trend.

For purposes of classification in this report questions were placed in the highest level of cognition at which the average student would probably have to operate in order to produce an answer satisfactory to an examiner. Generally it was felt that questions which required the student to describe, outline, or to write notes on, would probably be based upon factual recall and would thus be knowledge category questions. Questions which required a student to compare or contrast were placed in a higher category. Short factual questions were generally placed in the knowledge category. Where a question was made up of several parts the question was placed in a category which was compatible with the majority of the parts.

In placing questions in one of the six categories one has to be aware of the grave danger of subjective judgment creeping in. Personal bias and attitude may play a major part. If the primary concern were to be the first dimension, a number of checks and balances would be needed with more than one person doing the analysis. If only one person does the analysis the resulting data may be open to question. This weakness of a

single person's analysis turns into a strength, however, if the second dimension is of prime importance. In this case the same set of criteria would be applied throughout and one may expect a consistency of treatment that would not be found if several persons carried out the classifying. The purpose of this research was historical and not programme evaluation. Trends were being sought through the years with emphasis upon the second not the first dimension.

Analysis of Sample Questions

The examination questions in the period prior to 1900 were very short but would probably have required quite lengthy answers. The question papers of 1888 were printed in the annual report and one finds questions such as "What was the Reform Bill of 1832? Describe the passing of it." "Write brief historical notes on Papineau and Louis Riel." and "Write a note on the repeal of the Corn Laws."⁴ Such questions could generate answers which would range all the way from the mere repetition of information drawn from the textbook to carefully thought out evaluations. There is evidence, however, to indicate that students were very dependent on the text and their answers probably fall more within the knowledge category than synthesis or evaluation.⁵

One question asked in 1901 would probably demand evaluation skills of the student. The question required the student to compare feudalism in

⁴Legislative Assembly of the North-West Territories, Report of the Board of Education (Regina: Queen's Printer, 1888), pp. 50, 57-58, 67-68.

⁵Supra., p. 151.

Norman England and New France and then to explain why the people were satisfied in one case, and not in the other.⁶ The second year of high school examinations for that year included a question which required the student to decide which was the higher type of manhood, Spartan or Athenian.⁷ This question would require knowledge of Spartan and Athenian manhood and an external set of value criteria by which the two could be evaluated and compared.

Question nine of the Third Class paper (first year of high school) asked the student to show how the rebellion of 1837 might be justified in the light of conditions in Canada at that time. The student would have to have factual knowledge of the condition of 1837 and be able to arrange his knowledge in such a way that positive reasons for the rebellion may be noted. In other words he would be operating at the synthesis level of the model. Question five of the same paper asked the student to equate a list of dates and events; an operation based almost entirely on factual recall.

In 1913 one question required the students to sketch the life of Oliver Cromwell,⁸ and another asked the students to write notes on two of Durham, Gladstone, Nightingale, or Livingstone.⁹ A question found in

⁶Legislative Assembly of the North-West Territories, Annual Report of the Department of Education (Regina: King's Printer, 1901), p. 104.

⁷Ibid., p. 28.

⁸Government of Saskatchewan, "Grade VIII History Examination," (Regina: Department of Education, 1913), question 5.

⁹Ibid., question 8.

the paper one grade higher wanted the student to outline the system of militia and defence as outlined in the text.¹⁰ Such questions would require factual knowledge.

The departmental examinations of 1917 appear to have been mainly testing factual recall. Some questions were based directly upon quotations from the authorized text.¹¹

Apparently 1921 was a year in which students were asked for the causes of historical events. In one paper five of the ten questions asked for the causes of events including: the American War of Independence, the Indian Mutiny, England's involvement in the Napoleonic War, the Seven Years War, and the changing relationship between the mother country and the colonies.¹² Such questions were placed in the knowledge category.

In 1925 the dominant words appear to have been trace, indicate, and compare, and the answers given to the questions were probably based mainly upon factual recall.¹³ One question from the Grade XII paper of that year probably would fall into the comprehension category. It asked for an explanation of why Italy had joined the Triple Alliance in 1882, turned neutral, and finally declared war against Germany.¹⁴

¹⁰Government of Saskatchewan, "Third Class History Examination," (Regina: Department of Education, 1913), question 3.

¹¹Government of Saskatchewan, "Second Class and Junior Matriculation English and Canadian Constitutional History Examination" (Regina: Department of Education, 1917), questions 4 and 5.

¹²Government of Saskatchewan, "Fourth Year of High School British History Examination" (Regina: Department of Education, 1921), questions 2,3,4,5,9.

¹³Government of Saskatchewan, "Grade XI History Examination" (Regina: Department of Education, 1925).

¹⁴Government of Saskatchewan, "Grade XII History Examination" (Regina: Department of Education, 1925) question 3.

The Grade XII paper of 1929 contained a very demanding question which could be placed in the synthesis category. The question was:

Many of the leading events of English history between the Battle of Waterloo and the Great War may be summed up under two headings: a) Progress toward democracy and b) extension of the principle of religious equality. Carefully outline the leading events under these two headings.¹⁵

Other questions on papers that year were questions which required factual answers. For example, one asked the students to list the Bills and Acts by which the British franchise had been extended.¹⁶

One question from the 1933 examinations appears to have been aimed more at what the student had been doing in school than at what the student had learned formally in class time. The question was:

- a) Name six standards of conduct for your school Civic League.
- b) Discuss briefly any three varieties of activities undertaken by your school Civic League during the past year.
- c) What contribution have you made personally to the success of the school Civic League?¹⁷

Though the activities carried on during the year may have been very demanding of the students the question on an examination paper would only require the student to report events which had recently occurred. The question was therefore placed in the knowledge category.

The Grade IX examination of 1937 contained a question which required the candidate to write an essay or draw a map on the subject of

¹⁵Government of Saskatchewan, "Grade XII History Examination" (Regina: Department of Education, 1929), question 6.

¹⁶Government of Saskatchewan, "Grade XI History Examination" (Regina: Department of Education, 1929), question 3.

¹⁷Government of Saskatchewan, "Grade VIII Citizenship and History Examination" (Regina: Department of Education, 1933), question 1.

the war of 1812.¹⁸ There was also a question asking for biographical notes on Caesar, Loyola, Alexander the Great, Wycliff, and Galileo.¹⁹ Questions of this type could be answered at various levels of sophistication but it seems probable that the average student would go little further than writing an answer based upon the knowledge he had acquired during the year.

The questions on the papers issued by the Department of Education in 1941 included one on school activities, which was very similar to the one just described above, with the difference being that students described the work of, and their involvement in, the Junior Red Cross.²⁰ This question was also classified under the knowledge category.

Most of the examination questions in the papers thus far investigated were questions which required the students to write notes or essays. In the 1945 examinations a different type of question may be noted. In that year the Grade VIII paper included a question consisting of fourteen multiple-choice items and a problem in which the candidates were required to list five specified items in chronological order.²¹ Such questions would require little more than factual knowledge. The Grade X paper of that year included a multiple-choice question and two other factual short-answer type questions.²² The Grade XI paper included a

¹⁸Government of Saskatchewan, "Grade IX History Examination" (Regina: Department of Education, 1937), question 2.

¹⁹Ibid., question 4.

²⁰Government of Saskatchewan, "Grade VIII History Citizenship and Character Examination" (Regina: Department of Education, 1941), question 10.

²¹Government of Saskatchewan, "Grade VIII Social Studies Examination" (Regina: Department of Education, 1945), questions 1 and 2.

²²Government of Saskatchewan, "Grade X History Examination" (Regina: Department of Education, 1945), questions 1, 2, and 3.

matching question and fill-in the blanks type of question.²³ This was apparently the beginning of a trend toward objective-type short answer questions which were used in the majority of the papers of the past twenty-five years.

A question on the 1945 Grade IX paper illustrated the interest in co-operation which appeared in the courses of study of the mid-1940 era.

The question was:

- a) Explain the term co-operative principles.
- b) Give examples of the co-operative enterprise among the Loyalists.
- c) Give an illustration of co-operative enterprise in Saskatchewan.
- d) Give four advantages of co-operative principles.²⁴

The examinations of 1949 all included questions of the short answer, factual type. There were multiple choice, fill in the blank, matching, chronological listing, map and graph questions.

The Grade XII examination of 1953 included short answer questions of the type just described with six questions which consisted of multiple parts or essay type questions where the sub-headings were provided in the question.²⁵ There was probably very little in the paper that would have required the student to demonstrate anything but factual recall.

²³Government of Saskatchewan, "Grade XI History Examination" (Regina: Department of Education, 1945), questions 2 and 8.

²⁴Government of Saskatchewan, "Grade IX History Examination" (Regina: Department of Education, 1945), question 5.

²⁵Government of Saskatchewan, "Grade XII Social Studies Examination" (Regina: Department of Education, 1953), Questions 6-11.

Many of the examination papers set by the Department of Education in the period of the 1950's and 1960's appear to have been made up of factual questions with a number of small parts, and required the students to attempt to answer an average of from eight to ten questions.²⁶

Conclusions

Two main conclusions may be reached from the data contained in Tables 1 and 2. The first conclusion, in the horizontal dimension, was that the bulk of questions required students to do little more than commit facts to memory and to perform simple manipulations of those facts. There was little demand made upon them in the higher cognitive levels. A subsidiary conclusion was that the content component of the history curriculum would receive the main emphasis in classroom instruction.

The second conclusion, in the vertical dimension, was that there appeared to be a slight trend away from the higher levels to the lower levels of the taxonomy in the years after 1914. For example in period one, from 1885 to 1914 forty-nine percent of the analysed questions were placed in the knowledge category, whereas in the period from 1914 to 1944 sixty-four percent of the questions were placed in this category, and from 1944 to 1970 sixty-two percent of the questions. In the first period twenty-nine percent were designated comprehension questions, in the second period twenty five percent, and the third period twenty-eight percent. In the first period eighteen percent were placed in the application and analysis categories, with there being nine percent each during the second and third periods. The upper two categories were always

²⁶ See, for example: Government of Saskatchewan, "Grade XI Social Studies Examination" (Regina: Department of Education, 1957).

Table 1

Total Number of Questions From History
Examination Papers at Four Year Intervals
Classified into Number of Questions
Placed in Each of Six Levels of Cognition

Year	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	TOTAL
1901	16	9	6	4	0	2	37
1905	12	5	4	2	0	0	23
1909	22	20	7	1	2	1	53
1913	28	12	5	0	1	0	46
1917	27	12	3	1	0	0	43
1921	15	9	2	1	1	0	28
1925	14	9	5	1	0	0	29
1929	18	10	1	0	2	0	31
1933	29	15	1	2	0	0	47
1937	24	13	1	1	0	0	39
1941	29	12	3	0	1	0	45
1945	29	12	1	0	0	0	42
1949	34	19	2	2	1	0	58
1953	30	8	2	2	1	0	43
1957	28	13	3	0	0	0	44
1961	25	13	6	3	0	0	47

Table 2

Total Number of Questions from History
Examination Papers At Four Year Intervals
Classified Into Percentage of Questions
Placed in Each of Six Levels of Cognition.

Year	EVALUATION	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	TOTAL
1901	43	24	16	11	0	6	100
1905	52	22	17	9	0	0	100
1909	41	38	13	2	4	2	100
1913	61	26	11	0	2	0	100
1917	63	28	7	2	0	0	100
1921	53	32	7	4	4	0	100
1925	48	31	17	4	0	0	100
1929	58	32	3	0	7	0	100
1933	62	32	2	4	0	0	100
1937	61	33	3	3	0	0	100
1941	64	27	7	0	2	0	100
1945	69	29	2	0	0	0	100
1949	59	33	3	3	2	0	100
1953	70	18	5	5	2	0	100
1957	64	29	7	0	0	0	100
1961	53	28	13	6	0	0	100

low with totals of four percent, two percent, and one percent respectively in the three periods. It would thus seem that the main trend was from the two middle categories to the two lower categories after 1914 and that there was a slight drop in the higher categories with no questions being placed at the level of evaluation at the same time. It is very probable that the essay type examination, popular before 1914, lends itself better to the evaluation of the higher cognitive processes than the short answer type questions which were popular in more recent times.

A word of warning would not be out of place at this point. The main purpose of the analysis of examination questions was done to discover trend. The data described in this report should not be interpreted in any other light. It was felt that further research into examination questions, using the taxonomy used in this research, would be a most fruitful exercise.

A final point should be made. The six cognitive categories used for purposes of analysis are a fairly recent development in educational thinking. Obviously educators could not be influenced by a non-existent taxonomy. Thus, it has been assumed that these levels of cognition existed prior to the development of the taxonomy in order for it to be a valid tool of analysis. It is further believed that those responsible for evaluating student progress in the future should make themselves fully familiar with the levels of cognition described in the taxonomy so that student evaluation in years to come will take into account the higher levels of cognitive process.

SUMMARY

A basic assumption was made that government set examinations would tend to influence school programmes. A taxonomy of educational objectives

was described and questions from papers at four year intervals were categorized according to the cognition levels of the taxonomy. The problems of categorization were discussed and examples given from the examination papers included in the study.

It was noted that there was a slight lowering of the level of cognition demanded of the student in more recent times. The bulk of questions were placed in the lower categories throughout the entire period under review, however.

There seems to have been a greater awareness of question construction in later years with a greater emphasis upon short answers and multiple choice questions. Based upon the initial assumption it would seem that the textbook, and teaching for factual knowledge would tend to dominate the history teaching in Saskatchewan throughout the period under review.

Chapter 8

SUMMARY, TRENDS, IMPLICATIONS AND RECOMMENDATIONS

The final chapter consists of a chronological summary of the findings and a discussion of the trends that have been noted. A final section is an outline of the implications of these trends for further study.

SUMMARY

The preceding chapters have been an analysis of the data based upon the main divisions of objectives; course content; principles, concepts, and skills; activities; and student evaluation. The summary deals with the findings chronologically.

1885-1914

The teaching of morals and the teaching of the principles of good citizenship were the prime objectives noted in the history curriculum during the first period of the study. It would further appear that the educators of the period wished the history course to be a means of providing the future citizens of Saskatchewan with a common heritage or common bond. Teaching the pupils a sound method of study with an emphasis upon a thorough knowledge of factual information was also regarded as important.

The first main body of content noted in the courses of study was from the history of Canada. The main topics were the discovery and exploration of the country, the French settlement, the Anglo-French conflict,

the Indians, the fur-trade, the problems faced by the Loyalist settlers, the War of 1812, and the risings of 1837. There was some reference to the passing of the British North America Act. The second main body of content in the courses was from the history of England. The main topics included pre-Norman history, the Norman conquest, the Wars of the Roses, the Hundred Years War, the Tudor monarchy with special reference to religious problems, the Stuart monarchy with special reference to parliamentary development, the British judicial system, Britain as a colonial nation with special reference to the American colonies and the War of Independence, the Hanoverian period, and the Wars against the French following the Revolution of 1789. A third main body of content was a study of the constitutions of England and Canada with emphasis upon the theoretical basis of the English constitution and the practical organization of the Canadian. The fourth body of content was the economic history of England which was introduced for a brief period after 1902. The main topics were the agricultural and industrial development of the country, the growth of towns, and various trade practices. A fifth body of content which was more fully developed in a later period, was a history of the Fertile Crescent, and Ancient Greece and Rome.

A great deal of emphasis was placed upon the concept of government. As universal suffrage was in the early stages of development the concept of democracy was not fully developed in the school programme. The concept of man in conflict with wrong doing was another important concept noted. During their studies in English and Canadian history, students were exposed to the concept of human progress. Events were described as though man had gradually progressed from a primitive to a greatly improved physical and

social condition. The course in economic history was an opportunity for students to learn a few of the basic principles of economics.

The main activity of the younger children appears to have been listening to, and discussing, stories told by the teacher. The stories were based, in large part, upon the lives of persons who had made major contributions to the development of England or Canada. The strengths and weaknesses of the characters of these people were used to illustrate the concept of morality, and the principles of citizenship. Older students appear to have been occupied mainly in reading the prescribed textbook and in taking extensive notes.

Evaluation of students was carried out by the government department in charge of education. In the early years examinations served the double purpose of providing the students with a general academic standing and/or with the academic portion of a teaching certificate. The questions which were asked generally required answers of the essay or paragraph type which usually required the student to outline, tell the story, or describe events and persons from the past. Using the figures given on Table I as a base it would seem that forty-nine percent of the examination questions asked during this period were in the knowledge category. There were twenty-nine percent of the questions in the comprehension category, fourteen percent in application, four percent in analysis, two percent in synthesis, and two percent in evaluation. Over three quarters of the questions were of the type that demanded the use of the lower cognitive processes by the students.

1914-1944

The main objective of the period from 1914 to 1944 was to create an increasing student awareness of Canada and things Canadian. The war of 1914 to 1918 and Canada's role in the war received attention. A second objective was to create in the students an awareness of the history of the western world, and how that history influenced Canada. Students were introduced to world problems and they had to study the historical development of those problems.

The main course content continued to be facts from Canadian history. The topics noted in the first period were also noted during the second. In addition the British North America Act and the persons connected with it received rather more attention, as did the problems associated with the settlement of the west and the Riel risings. From 1920 onward the part played by Canada during the World War and the events which followed received attention in the courses.

English history gradually declined in importance during the period 1914 to 1944. It was not dropped entirely, however, and topics studied from English history during the period 1885 to 1914 continued to be used from 1914 to 1944.

The third body of content, the English and Canadian constitutions, continued into the second period. The main emphasis, however, was upon the Canadian form of government with special attention to mechanics, duties and responsibilities. The fourth body of content noted during the first period was economic history. There was no programme in economic history as such though economic topics were touched upon. The fifth body of content, ancient and modern Europe, was expanded during the second period. The main topics

were a study of the ancient world and the origins of human civilization, Ancient Egypt, Ancient Greece, Ancient Rome, the collapse of the Roman Empire, the origins of modern Europe, the Middle Ages, the Church, the Renaissance, the Reformation, and the French Revolution. Certain courses consisted of detailed studies of nineteenth century Europe with reference to all the major countries of Europe and their involvement in international affairs, particularly the Great War of 1914 to 1919.

War played an important part during the first few years of the second period and this was reflected in the history courses. The concept of human conflict was quite dominant in a number of the programme outlines. Democracy, and adult suffrage were greatly expanded by the end of the 1920's and so the concept of democracy was emphasized much more in the history courses. The concept of human progress was still important. Man's improved forms of government, such as democracy, and his improved technology were studied. There was a tendency to reduce some of the world's problems to basic moral issues of black and white. For example the war of 1914 to 1918 was presented as a war in which an evil nation, Germany, was fought by a group of good nations. The allies were presented as a group of nations defending all that was best in human institutions.

There was very little evidence in the sources used concerning the type of student activities. There were student clubs, however, and examination questions were asked which required the students to outline their club's activities and their own personal part in them.

Using the figures given in Table I as a base it would seem that sixty-four percent of the examination questions were in the knowledge and twenty-five percent in the comprehension categories. Seven percent were application, two percent were analysis, and two percent were synthesis.

There were no questions which demanded a value judgment by the student. If the figures given for the first period of this study are compared with the figures given for the second it would appear that there was a trend away from the application and analysis categories toward the knowledge and comprehension categories.

The decade of the 1930's was one of acute economic difficulty in Saskatchewan and this had some impact upon school curricula. Changes which might have taken place had to be delayed because there was such a shortage of funds. History courses disappeared from the elementary school course of studies in 1941 to be replaced by courses in social studies.

1944 to the 1950's

In 1946 the high school course of studies was changed from history to social studies. This meant that the third period was one in which teaching about the past became a part of a subject instead of a complete subject. Social studies was intended to be a combination of history, geography and citizenship.

An examination of the course outlines revealed that, at the elementary level, courses tended to be geography-citizenship courses alternating with history-citizenship courses. At the high school level history tended to dominate the courses during the third period. It may thus seem that the separate disciplines tended to retain their identity and history tended to be dominant. It is as though educators felt that, by adopting the name social studies, a major change would take place in the programme. This research can be used to demonstrate that changes which had occurred by 1970 had not been as extensive as some may have

hoped they would be.

After 1944 a prime objective of the social studies course continued to be the training of a moral citizenry. There was a change, however, in that it was intended to teach the student about his responsibilities to a much wider community. The emphasis was removed from Canadian citizenship to Canadian-World citizenship. It was intended that the course would allow students to develop their skills in social problem solving. Educators still placed much importance on the history of Canada, however, as may be demonstrated by the fact that Canadian history was removed from the Grade IX programme and placed in the Grade XII programme where it could receive more sophisticated treatment.

Some of the content noted in the first two periods was also noted in the third. The decline in the importance of English history noted during the second period continued into the third, with the result that by 1970 it accounted for only a part of the Grade VII and VIII B course and the English involvement in world or European history which was studied by the Grade XI and XII students.

For the study of local, national, and international problems the Department of Education advocated the use of the project method. They provided help in the method to the teachers in the form of a special pamphlet. While it lasted this method of instruction tended to move the emphasis away from course content.

The introduction of courses dealing with problems led to a growth in the study of economic history and economic matters in general. There was an attempt, in the course, to interpret the past in the light of the present situation and the present situation in the light of the past.

Students continued to study the concept of government, but with some changes. The emphasis tended to be moved from a study of national and local government to include the problems of world government. For example, the United Nations Organization, and other international organizations were studied. Massive conflict had taken place in the world and students were faced with a problem of how human government could do something to remove fear of conflict in the future. A similar kind of change occurred in the way in which the concept of progress was treated. Educators could no longer prepare courses which presented facts in such a way that progress seemed inevitable. Students were encouraged to note improvements in the human condition, however, and to try to study the past and present with a view to suggesting possible future progress. The study of social problems meant that some emphasis had to be placed upon the study of certain basic principles of economics. In the years at the turn of the century the economic philosophy appeared to be laissez-faire, but after 1944 the economic philosophy was co-operation and, to some extent, state control. Evidence was presented which indicated that the framers of the 1946 programme may have shown bias in their selection of material to be studied.

The enterprise method was used in elementary grades and the project method was used in high school grades during most of the decade of the 1940's. This meant that most student activities changed from learning facts to solving problems. Activities suggested for elementary grades were largely practical in nature and were intended to encourage the children to collect data and to use their imagination. The decline in the use of the project method in the 1950's meant that students probably engaged in activities which would prepare them for the Department of Education high school examinations.

The evaluation of student progress became more sophisticated during the third period though this increase in sophistication seems to have been more in the realm of examination question technique than in the area of the students' cognitive or affecting learning. The figures listed in Table I indicate that sixty-two percent of the examination questions analysed from the period 1944 to 1961 were in the knowledge and twenty-eight percent in the comprehension categories. Six and three percent respectively were in the application and analysis categories while one percent were in the synthesis category. There appear to have been no questions in the evaluation category. The cognition level of questions asked during the period 1914 to 1944 and 1944 to 1961 remained constant.

TRENDS

The following section outlines some of the trends in the teaching about the past that have occurred in Saskatchewan's official course of studies.

History As a Curriculum Subject

The first observable trend in history teaching in Saskatchewan's schools appears to have been a move away from teaching history as a discipline to teaching social studies. In 1941 the elementary school curriculum and in 1946 the high school curriculum contained course outlines for social studies and no outlines for history as such. There was an attempt in the courses authorized in the 1940's to expose the student to the problems about the individual, his community, and the wider world.

The attempt to create a social studies programme in the second half of the 1940's cannot be said to have met with a great deal of success.

It is quite possible, however, that the trend away from history to a true social studies is about to re-start and the future of history as a discipline within the school curriculum is by no means certain. The fact that history has dominated social education for so many years cannot, however, be ignored.

Course Objectives

The main objective of the history/social studies programme has been to prepare students for citizenship. Initially the intent was to provide them with a background knowledge of the British-Canadian form of government. Gradually this changed to include teaching the students about their responsibilities as world citizens. Students were to be taught about morality. Initially this was taught by means of reference to individual historical figures. Students studied the lives of these people and reached conclusions about the strength and weakness in their characters. Gradually, however, the emphasis has moved away from individuals to issues. Pollution, race, war, and other questions were studied from a point of view of what might be right or wrong. In other words the trend has been to move from judging people to judging policies. Through the whole period under review students have been expected to acquire a body of factual knowledge, and the course outlines consisted of lists of topics that students were expected to learn.

Course Content

When a history curriculum was first prescribed in 1886 English and Canadian history were dominant. English history content in the courses was gradually reduced and courses in world history, with the emphasis upon Europe, took its place. Canadian history remained of prime importance. An

attempt was made to include problem solving during the decade of the 1940's with a resulting decrease in the emphasis upon course content. By the end of the decade the project method of instruction was used less frequently, and content and factual knowledge regained its position of importance. After 1920 there was a tendency to place some emphasis upon recent events. This meant that by 1970 events were included which had not yet taken place in 1885. As great emphasis was placed upon textbooks this problem is discussed in a separate section below.

The Textbook

The textbook has been used extensively through the entire period under study. From 1885 to 1914 it was a common practice to prescribe a textbook which would, in effect, become the course outline. Very often one text would be used by several grades. There was a move away from the use of a prescribed text during the period of the 1940's and 1950's at the elementary level. There were assigned texts at the high school level during that period. Recent practice has been for the Department of Education to suggest several alternate books, however a survey would probably reveal that many schools relied heavily upon one or two of them only.

Concepts, Principles, Skills

The events of two wars placed a growing demand on the school system to be sure that students understood what the wars were all about. This meant that there was a greater emphasis upon human conflict in the latter part of the period under review. In the early years man, the pioneer was often pictured in conflict with his environment. There was a tendency, in recent times, to teach that man should live in co-operation with his

environment. In the early years, studied in this research, students studied man's economic activities from the point of view of laissez-faire free enterprise. Since 1944 there has been a slight switch towards teaching about co-operation and man working with man. This was noted particularly during the 1940's. The skills of collecting data and making historical judgments have been fundamental from 1885 to 1970.

Activities

During the first half of the period student activities were largely limited to reading the textbook and making extensive notes. In the years from 1941 to the early 1950's there was an attempt to encourage students to carry out projects and to solve social problems. The early course outlines contained no suggestions for student activities, but in the past thirty years the elementary course outlines have tended to be a valuable source of suggestions.

Evaluation of Student Progress

The trend in evaluation was noted above. There was a trend away from short questions requiring the students to write essays or paragraphs to a rather more involved type of questions which used recent developments in objective type questioning. Recently the Department of Education has started to develop a test item bank from which questions can be selected for computer marking. Throughout the period under review the main emphasis in evaluation appears to have been an attempt to evaluate a student's knowledge of facts and simple manipulations of facts rather than his more complex cognitive processes. It was noted that this was slightly more apparent after 1914 than before.

IMPLICATIONS FOR FUTURE STUDY

The implications for future study, which follow, arise out of the trends which have been noted in this study.

History As A Subject

The most fundamental question to be faced in the future is whether or not history is going to be retained, in some form, in the school curriculum. Should there be a continuation of the present system with history as a core to social studies? Should there be a course in social studies and a separate course in history? Should courses in history be introduced in the elementary or high school grades, and should they be optional or compulsory?

Course Objectives

If history is retained in some form in the school programme what should the objectives of the course be? Morality and citizenship education have been noted as dominant objectives of history courses in the past and it must be decided whether the school will continue to be the place for this type of education, and if it is, what would be the role of the history courses? Public education is reaching a state of crisis in North America and a reappraisal of the objectives of public education should be undertaken. Such a reappraisal would include the objectives of courses in history.

Course Content

A major question to be faced by the Department of Education and the Legislature of Saskatchewan is how much control the government wishes

to exercise over the selection of school programme content. If some degree of control is deemed necessary the problem of what content to include will have to be solved. A number of subsidiary problems arise from this; how much should a Grade XII graduate be expected to know about the history of his own country, and what details are important to him? What knowledge of world history will be important to the graduate of the future? It was pointed out in the study that story telling has played an important part in the past. Will it continue to play a part in the future, and if it will, what stories should be included?

The Textbook

There is a need for a thorough investigation of the merits of prescribing a single textbook, multiple textbooks, or no textbook at all. What freedom of selection of materials is going to be allowed to the teacher and the pupils? Is there a need for controls to prevent the use of certain types of materials? Can bias be avoided in textbooks, and can students be taught how to deal with the bias that exists?

Concepts, Principles, Skills

If, as seems likely, courses of the future will allow for more emphasis upon teaching concepts than facts, there will be the problem of which concepts and principles, from the many thousands possible, to select. Will the student and teacher be allowed freedom to select concepts and principles to study, and if they are what kind of guidance can, or should, be made available to help them in their selection? Will the skills which were needed in the past be needed in the future? What additional skills will be necessary? Can those skills best be taught by historical studies, or other types of study?

Activities

It seems possible that the main problem to be solved in the area of student activities will be how best to keep teachers informed about the mass of materials that will be made available.

Evaluation of Student Progress

In this study it has been demonstrated that the evaluation of student progress has been largely limited to the amount of factual content that the student could reproduce in an examination. There is a problem of whether this will be a satisfactory state of affairs in the future. If the objectives call for increased learning in the affective domain it will be necessary to develop methods of evaluating the degree of success that is being achieved. In addition to developing new evaluative techniques a major concern of educators will have to be training present and future teachers in the use of those techniques.

CONCLUSION

The purpose of this study has been to discover what the government of the North-West Territories from 1885 to 1905 and the government of the Province of Saskatchewan from 1905 to 1970 wanted the students in the schools of Saskatchewan to learn about the past in their history/social studies courses. A number of trends have been noted and, based upon these trends, a number of questions have been posed for future study.

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