

THE UNIVERSITY OF MANITOBA

CANADIAN READERS SINCE 1846:
A STUDY OF THEIR MERITS AND WEAKNESSES
AS INSTRUMENTS OF EDUCATION

BEING A DISSERTATION SUBMITTED TO
THE COMMITTEE ON POST-GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

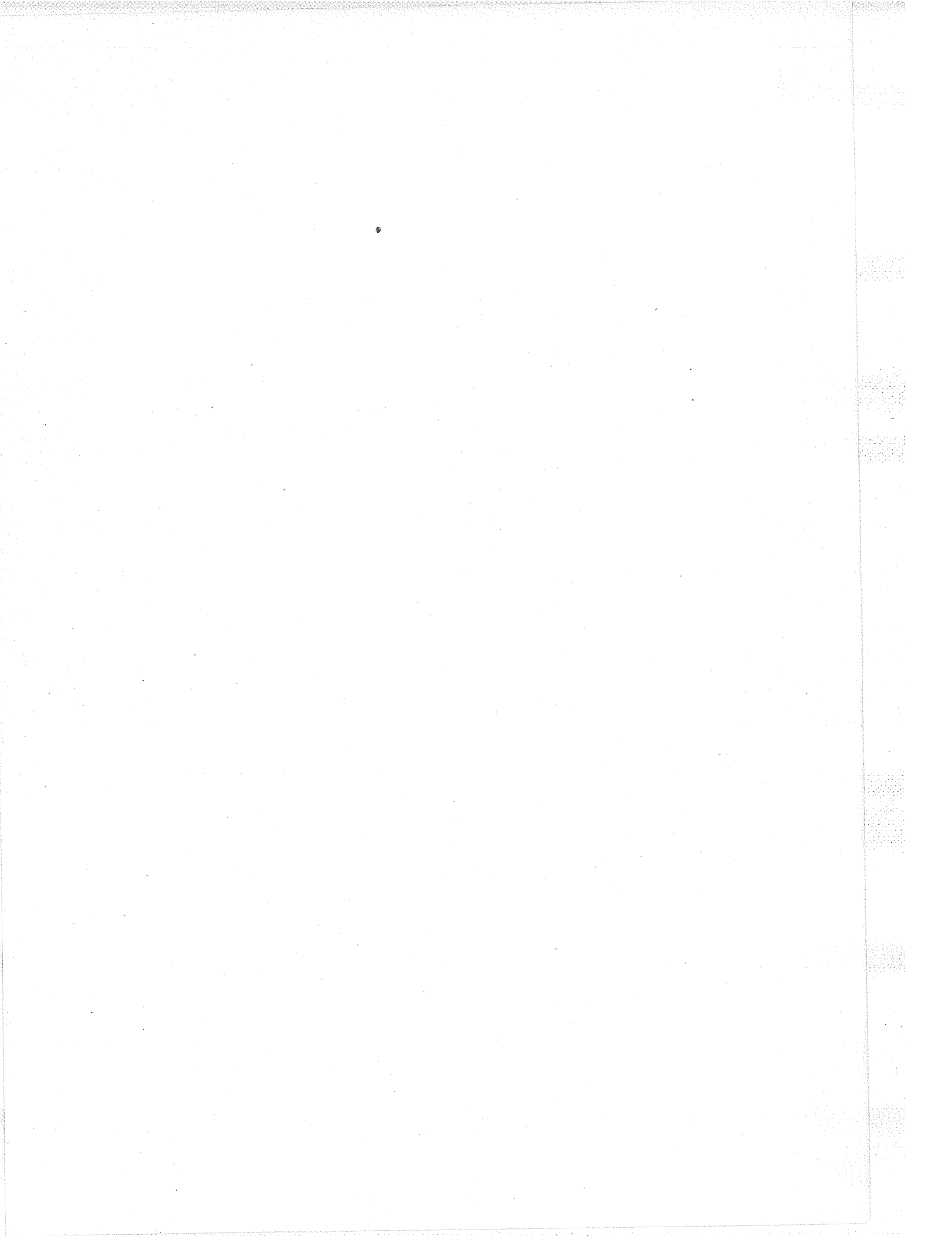
BY

ELEANOR BOYCE

WINNIPEG, MANITOBA

OCTOBER, 1949





ACKNOWLEDGMENTS

The writer wishes to thank sincerely all those to whom she is indebted for generous aid and inspiration given her throughout the preparation of these pages.

The first acknowledgment is made to Dr. D. S. Woods, Dean of the Faculty of Education, University of Manitoba, for his stimulating encouragement, helpful advice and constant aid during the entire period of study.

Acknowledgment is due the following who assisted in making the collection of readers:

His Excellency, The Right Reverend A. A. Sinnott,
Archbishop of Winnipeg;

Dr. Lorne Pierce (Ryerson Press);

Dr. Robert Fletcher, formerly Deputy Minister of Education,
Province of Manitoba;

Messrs. J. Gray (The Macmillan Co.), N. G. S. Ingram (Ginn & Co.), E. Lindsay (The Copp, Clarke Co.),
W. R. McCulley (Thos. Nelson & Sons),
F. Strowbridge (W. J. Gage & Co.), J. Anderson
(School Aids), Dr. Quance, (University of
Saskatchewan); Professor W. L. Morton (University
of Manitoba), F. J. Gathercole, Miss Aileen Garland,
The Sisters of the Congregation de Notre Dame
(Antigonish), and The Sisters of Charity (St. John).

Members of Departments of Education who generously supplied information include:

Messrs. H. Janzen (Regina), *
F. Peacock (Fredericton),
E. C. Woodley and W. Percival (Quebec), G.F. McNally
(Edmonton), R. A. Simpson (Halifax), F. Fairey
(Victoria), and L. W. Shaw (Charlottetown).

The author is sincerely grateful to these and to many others for advice and assistance rendered.

*Deceased

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CHAPTER I

INTRODUCTION

Purpose of the Study

This study undertakes to reveal those influences which have operated, or now operate, to determine the changing content of Canadian school readers, in order that they may be better adapted to the varied interests and abilities of school children and to the demands that society will make upon the future adult. It seeks to show how the general structure and mechanics of the text have been, and continue to be, improved with a view to stimulating interest and facilitating growth in learning to comprehend the ideas of the printed page. Finally, it undertakes to evaluate the best thought and accepted standards as guides to builders of Canadian Readers.

The importance of improving the school readers has been fundamental since the inauguration of state systems of education and the wide acceptance of the principle of elementary education as the right of every child. Although the issue of the better reading textbook is universal in character, it does present content problems peculiar to each nation, and the fact that the reading textbook remains the basic provision in Canadian schools justifies a study of its adequacy from time to time and a re-assessment of the steps necessary to its improvement. Further, the relationship of the reading textbook to success in all study areas in which reading is basic has caused it to be recognized as a fundamental tool and one that should

be of the best quality. W. H. Uhl, speaking for the United States where the school library movement has assumed a position of importance writes as follows of the continuing value of the reader even under expanding provisions for learning to read:

The basal textbook, both in reading per se and in other recognized school subjects, remains with us in a large majority of schools as a common core, but around it is massed in some schools a body of extensive reading materials that vary with the requirements of individual readers. In many schools today, the whole range of library serves in the capacity of a rich, expanded text.

This study is limited to reading textbooks used in the Provinces of Canada during the period 1846 to the present time. The year 1846 marks the introduction into this country of the first set of elementary school readers, the Irish National Series. Although education is under the supervision of each provincial government, nevertheless, there have been much thinking in common, interchange of ideas and inter-provincial borrowing of school practices. All this is much in the evidence pertaining to the modification and authorization of reading textbooks in this country.

The period has been one of changing objectives and a striving for improvement to meet the changing concepts of education and of the state public school. The extent to which this is true may be estimated from the report of the National Society

¹W. L. Uhl, "The Materials of Reading", The Teaching of Reading, The Thirty-Sixth Yearbook, Part I, National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1937, pp. 207-208.

for the Study of Education published in the Thirty-Sixth Yearbook, Part I, 1937:

Until comparatively recent times, school programs of reading were devoted almost exclusively to three purposes: first, the mastery of technical reading skills to ensure literacy; second, proficiency in the oral rendition of meanings and the oral conveyance of rhetorical values; and, third, familiarity with a limited and arbitrarily chosen body of literature conventionally recognized as "standard" or "classic". Today, school reading is a far broader function; it is an aspect of rich and abundant living and a preparation for future growth. Thus greatly enlarged in significance, the reading program presupposes and requires² materials of greatly increased variety and scope.

W. H. Gray extends and defines this change in viewpoint and further reveals the influence of recent scientific studies of reading:

The problem of helping pupils attain an adequate grasp of the meaning of given passages is complicated by a series of factors or conditions, such as: (1) the inherent nature and difficulty of the concepts with which the passage deals; (2) the adequacy with which the concepts are presented through the language of the text; and (3) the reader's ability, including his intelligence,³ experience, interest, and command of reading habits.

It is in the light of these changing conceptions of the reading problem and the importance of the school reader to its solution that the present study is undertaken. The needs, nature, scope and method of the study are treated at length in the remaining pages of this chapter and, where thought necessary, in the succeeding chapters.

²Ibid., p. 207.

³Ibid., p. 38.

Reading in the Learning Process

In a primitive form of society the child learns very largely through imitating the activities of his elders. In all civilizations this means to learning is limited by the range of family and community undertakings. The child receives oral instruction in the religious dogma, moral code, status as an individual, tribal justice and manner of government. Oral instruction in the virtues is provided by symbolic teachings of some sort. There exists but a limited possibility for enlightenment beyond that of the crude symbolic provisions used to interpret the tribal philosophy of life without question, and according to formal, mystic routines.⁴

Enlightenment has advanced in proportion as civilization has evolved systems of abstract symbols enabling the mind of man to observe, to relate, to understand and to apply symbolic tools to higher levels of thought. Civilization could not progress rapidly, if at all, until man had evolved a system of number as a means to quantitative thinking, a language structure adequate to the organization and expression of a wide range of ideas, and the written scroll to record ideas and achievements. All of this has enabled man to apply the creative in him to art, music, literature, religion, law, government, industry and commerce. The printing press and cheap paper provided the

⁴Chas. H. Judd, The Psychology of Social Institutions, Chapter IV, New York: The Macmillan Company, 1927.

instruments for the distribution of ideas universally. Reading has been added to direct experience as a universal tool for the training of the young. It has become a fundamental not only in academic study, but, as well, in listening, in conversation, and in acquiring the cultures of civilizations. The expanding vocabularies of diversified areas of learning have increased enormously the importance of acquiring ability in silent reading at an early age and of continuing to improve the power to comprehend the printed page further up the grades. Otherwise, the child can neither keep pace nor catch up with his fellows. In learning to read he must now utilize the subject matter of religion, the social studies, literature, science, mathematics, in fact, of many fields of study.

Whatever the provisions for learning, success depends upon appeal to interest, conditions favourable to word recognition and sentence comprehension, as well as to native and acquired ability in interpreting the printed page.

The First Readers

Acceptance of the principle of universal elementary education was a product of the Reformation, the Counter-Reformation, the Industrial and French Revolutions. The western hemisphere was ill-equipped either to staff elementary schools for all children, or to provide adequate materials for learning. Few children's books had been written and facilities for printing were limited. In keeping with the spirit of the times, the Bible became the main source of reading matter, but even that

was not published in quantity sufficient to the needs of the many children entering the philanthropic schools of the late eighteenth and early nineteenth centuries. Three well-known attempts were made to provide reading texts for elementary school children, the hornbook, the primer and the ABC book. Nothing of scientific thinking guided either the format or selection of content to render these texts suitable for the learning of elementary school boys and girls. The subject matter was indicative of the pious motives underlying the philanthropic movement in education in Western Europe, and the Puritan concept of life as exemplified in the New England States of America.

It is true of any age that ideas common to the times are contributory to the thought and interest of the children of that day. It is equally true that reading adapted to cultured adults is not adequate as a learning diet for the children of parents many of whom could not possibly have sensed the worth of the school or of reading.

The first reading textbooks were tablets or tiles on which characters were scratched. Some were made of stone, others of wood. Melted wax, poured over these tablets and then allowed to harden, provided a surface upon which the letters could be incised. The hornbook was the next step in textbook development. A sheet of paper containing the alphabet, some syllables and the Lord's Prayer or other religious selections, was fastened to a small paddle-shaped board. In order to keep the paper clean, a thin transparent sheet of horn was fastened

over it, and the board then bound by a narrow strip of metal. The hornbook was usually suspended by a string from the pupil's neck.

After the hornbook the primer made its appearance. The name primer in its original sense meant that which was of prime importance for one's salvation. When first used in the middle ages, the primer contained religious selections, The Apostles' Creed, the Ten Commandments, the Lord's Prayer and some Psalms. Gradually the alphabet and some syllables were added.

The ABC book came in response to demands for a moderately priced text. The first primers were handsome affairs and very expensive. The ABC books were similar in that they contained the Pater Noster, the Ave Maria, the Credo and some prayers along with the alphabet, but they were inexpensive.

Influence of Nationalism and the Organization of State School Systems

One could dwell at length on the influence of nationalism and the formation under national statutes of systems of public elementary education upon the evolution of the school textbook and the school reader. That is unnecessary to the purposes of the present study. State systems of elementary education for all children did exist in a small way prior to the time of the Industrial and French Revolutions, but it is to these two movements that Western Europe, the United States and Canada owe wide-spread acceptance of the principle and proceeded to give it effect in state law. Immediately the state was

confronted with the problem of inadequate reading matter, and undertook to solve it. Early in the eighteenth century, educational authorities discovered that it was necessary in the interests of economy and efficiency to make provision for adequate reading matter under direction of some agency of a central government. Egerton Ryerson, in his Report of 1846 to the Legislature of the Canadas reviewed what had been accomplished to date in this regard. The following quotations from his report are indicative of the felt need and trend:

In France the Council of the University recommend books of merit for the use of schools, and on educational subjects generally, and often bestow handsome prizes, or honorary distinctions upon the authors of them.⁵

In Prussia the textbooks used in schools, are authorized by the School Board in each province....and sanctioned by the Minister of Education.⁶

In England the Privy Council Committee are recommending a series of school-books for elementary schools.⁷

In Ireland the National Board of Education have published at very reduced prices, a series of school-books.⁸

The variety of textbooks in the schools (U.S.) and the objectionable character of many of them, is a subject of serious and general complaint....Dr.

⁵Egerton Ryerson, "Report on Systems of Public Elementary Instruction for Upper Canada", Journal of the Legislative Assembly of the Province of Canada, 1846, Vol. 5, Appendix No. 2(P), 6th April.

⁶Loc. cit.

⁷Loc. cit.

⁸Loc. cit.

Potter of New York, says: "No evil connected with the present condition of our schools, calls more loudly for immediate correction than this."

As a result of his studies, Dr. Ryerson stated a principle governing the selection of textbooks, which became, and remains the practice in all Canadian Provinces. It is:

The responsible, and delicate and difficult task of selecting and recommending books for schools can, I think, be more judiciously and satisfactorily performed by a Provincial Board¹⁰ or Council, than by any individual superintendent.

School history textbooks and school readers have frequently been made a means to cultivating a spirit of patriotism and in some instances have been the conveyors of extreme national ideologies. Prussianism⁹ is an example of the latter. The Volksschule, organized as an eight-grade school in 1808 following the defeat by Napoleon at Jena and the arrogant provisions of capitulation imposed by him upon the Prussian people in the Treaty of Tilsit, was made an instrument of economic and military reconstruction, and later one of national aggrandizement. Centrally-imposed textbooks in the hands of nationally-minded teachers proved ready instruments to the aims of the ruling military caste. In lesser degree, history textbooks and readers have been used in many countries to inculcate national pride and patriotism.

Throughout the eighteenth century parents could not afford to purchase a number of textbooks for large families,

⁹Loc. cit.

¹⁰Loc. cit.

and so it came about that the school reader was used not only to develop ability to read, to inculcate patriotism, but, as well, to provide elementary school children with a modicum of informational matter pertaining to a variety of subjects.

Equality of Educational Opportunity
and Scientific Thinking
Applied to Education

Increasing acceptance of the Principle of Equality of Educational Opportunity for all children, throughout secondary as well as elementary education has been common for almost a century and a half, to countries assuming responsibility for state supervision of education. Possibly, first framed in theory as a by-product of the French Revolution, it impelled Condorcet and other leaders of the First Republic to initiate legislation providing for a national system of education.¹¹ It was accepted by Washington, Adams, Jefferson and all outstanding leaders of the newly formed American Republic as being basic to the American idea of a democratic form of government.¹² Prussia gave effect to the principle through organization of the Volk-schule in 1808 as being basic to the economic and political welfare of an autocratic nation.¹³ It did not form the driving force underlying the Philanthropic movement in England during the later eighteenth and early nineteenth centuries, but evolved

¹¹Edward H. Reisner, Nationalism in Education Since 1789, New York: The Macmillan Company, 1939, p. 18.

¹²Ibid., pp. 337-338.

¹³Ibid., pp. 121-122.

as such from the middle of the nineteenth century and after. In point of time its introduction to Canada was clearly marked by the Common School Act of Nova Scotia in 1811 and the Common School Act of Upper Canada in 1816. The Free School Acts of 1850 in Ontario and 1865 in Nova Scotia opened wide the doors of the Common School to all children regardless of family income.

This would not have significance for the present study were it not that during the era of preliminary organization of state school systems, countries adopting the plan were lacking the means to give it effect. Means, in this instance, applies to almost everything now involved in a modern system of state education: enlightenment as to form or organization, economic resources adequate to its success, physical equipment, instructional equipment and trained personnel. Certainly, in Canada, first efforts were concerned with isolated pioneer communities where very little of such means was available; consequently, the state governments undertook to supplement that which they found had been attempted largely through local community efforts. This state intervention led to uniformity in management and to state supervision in the organization of the curriculum and in the choice of reading textbooks. Uniformity of means and method was accepted as a principle and has been projected into modern times, in some instances, to the detriment of educational achievement.

Recent educational movements have sought to remedy weaknesses evident in the broad application of the idea of "uniformity". Psychological and scientific investigations have led modern authorities to accept the point of view that

instructional management and equipment should be adapted to the interests, tastes and capacities innate or acquired. One writer describes the extent of the problem as follows:

Confused thinking about equality of opportunity has been one of the causes of the emphasis on uniformity particularly with local school systems. It is a mistake to take equality of opportunity as meaning the right to submit oneself to a common course of procedure, whether that course of procedure meets one's needs or not. On the contrary, equality of opportunity means the discovery of those who must have special considerations in order that they may not be denied a fair chance in the race of life. This means consideration of home backgrounds which may handicap children and youth; it means consideration of native abilities. Such considerations will demand that two schools in the same community, and even two classrooms in the same school, have different materials to work with. It means that for some special community one must have a small teacher-pupil ratio or services of a more costly type, so that what equality of opportunity does not mean is uniformity of offering or uniformity of administrative treatment.¹⁴

The statement quoted emphasizes the principle of "Adaptation", the adjustment of content and method to the experiences, interests and capacities of groups of children, and of individuals within the group where necessary. The principle of "Uniformity" is valid only where the principle of "Adaptation" is satisfied. This change in attitude toward the management of the learning of children is the distinguishing characteristic between the earlier meagre provisions for the venture into state education and the modern outlook undertaking to apply scientific

¹⁴Paul R. Mort, Principles of School Administration, New York: McGraw-Hill Book Company, 1946, pp. 153-154.

thinking to educational problems. This introduction of scientific thinking has made more nearly realizable the application of the principle of "Adaptation".

Science Applied to Education
and to School Reading

Scientific thinking would have been applied to educational problems eventually as a phase of the scientific movement, regardless of the evolution of state systems of education; but the state school movement made its application inevitable, and accelerated the idea that any uniform pattern of learning would become inadequate. The introduction of science teaching in schools corresponds roughly with attempts to improve school instruction and school textbooks. It remained for the child study movement and research in education of the late nineteenth and present centuries to make real application of scientific thinking to the learning problems of children. Dr. C. H. Judd summed up the argument for the application of this method of thinking to education in 1933 when the schools of this continent were suffering from a world-wide economic depression and, fortunately, at a time when educational research had become firmly established in principle if not in general practice. He stated:

It has been asserted that the expansion of schools has been without justification, that society cannot support an elaborate educational program, and that wholesale retrenchment must be effected. The demand for return to the meagre program of earlier years fails utterly to take into account the fundamental change which has taken place in the social order....

Education may have to be reorganized in order to meet the demands of changing industrial and economic conditions, but the reorganization will not be in the direction of a return to the educational program of earlier times.¹⁵

Dr. Judd writes further of the application of scientific method to educational problems more especially that of the improvement of children's reading, and points to the success which has been obtained as a result of numerous scientific studies of the reading process:

In spite of the fact that the science of education is relatively new, its results have been so influential in modifying educational practice that it is safe to predict that the future will see increasing dependence on scientific studies in determining school organization and method of instruction.¹⁶

The reason the school must spend much more time in teaching reading is that a great variety of reading situations must become familiar to the pupil before he can be regarded as well trained. Studies made by photographic methods also reveal the reason why many adults do not enjoy reading and do not make greater use of books; they are only incompletely trained in reading.¹⁷

The success of reading material is dependent in part upon the grade in which the material is read. This is shown by the fact that certain selections gain in favor from grade to grade, while others decline in favor.... There is a very close agreement between pupils' interest in and comprehension of reading matter.¹⁸

¹⁵Charles H. Judd, Problems of Education in the United States, New York: McGraw-Hill Book Company, 1933, pp. 34-35.

¹⁶Ibid., p. 208.

¹⁷Ibid., p. 196.

¹⁸Ibid., p. 197, quoted from W. H. Uhl, The Materials of Reading, Their Selection and Organization, 1924, p. 78.

The problem of the reading textbook, therefore, is not only that of accommodating the underlying philosophies which influenced the selection of reading matter, not only that of providing a variety of information in keeping with and extending pupils' interests but, equally, that of grading reading materials to pupil interests and abilities and presenting matter in a manner to make appeal to the child. Matter must be adapted to the bright and to the slow learner, as well as to the more extensive and not so well defined range, the average group.

This is the problem of science applied to education and to the school readers. Science, thus applied, does not displace philosophical thinking. It provides the leaders of educational thought with more refined measures with which to estimate the worth of teaching materials and teaching procedures.

The history of school readers in the provinces of Canada, and the means taken to improve them, constitute the two-fold problem for investigation in this thesis.

CHAPTER II
THE CANADIAN BACKGROUND
AND SETTING OF THIS STUDY

Three forces, religion, including morality and a sense of social justice, a widespread spirit of thrift brought to this land by the immigrant and also a by-product of the struggle for economic existence, a growing spirit of Canadian nationhood, all operated persistently throughout the nineteenth century to determine the nature of the content of the readers. The cultures of Old France, England, Scotland, North Ireland and of the New England States were represented in substantial population groups or in thin proportions in the more cosmopolitan settlements. The hard conditions of pioneer life provided a setting in which stern ideals of religion, morality, and a respect for law and order fused readily with the gospel of hard work, thrift and cooperative community helpfulness. These ideals formed the bases upon which was built the economy of Canada. These constituted the influences contributing to the law-abiding, self-reliant personality of the pioneer Canadian people. Doubtless they would provide for many of the interests of the children of that day and would be reflected in the way of life in school and in the content of textbooks, more especially ⁱⁿ the main and frequently the only textbook, the school reader.

Throughout the nineteenth and twentieth centuries the tide toward Canadian unity and nationhood rose steadily without

severing the sense of kinship with the Motherland. As it came into being Canadian prose and poetry continued to receive increasing recognition in the public school readers of the country. Canadian seasons and the weather of the frontier, frontier life itself, with stories and poems of toil, sacrifice and service, find a place. Writers have set in motion a school of landscape painting, dreamland scenes of lake, river, plain and mountain, under summer suns and winter snows. This is not selfish nationalism, rather love of the very land itself, and a wholesome expression of victory over a rugged terrain, climate, and the limitations of the isolated frontier home. The experiences of their forefathers as expressed in the writings of Wordsworth, Tennyson and others, were not omitted, but to all this ^{were} ~~was~~ added those of their new-found homeland.

Naturally, the evolution of the Canadian school reader was contemporary with the growth of provincial systems of education which in turn corresponded closely in point of time to the movement for Responsible Government, and later, that toward national unity culminating in the British North America Act of 1867. It is in the Common School Acts of the Eastern provinces that one finds the urge to implement the principle of equality of educational opportunity, as in more recent times it is in the elementary and junior high school levels of learning that scientific study has made its greatest contribution.

The first Common School Acts having real significance were those of Nova Scotia in 1811, and of Upper Canada in 1816.

In the latter year the government of Upper Canada attempted to control by regulation the nature of textbooks to be used in the elementary school. However, the fact that local school boards were empowered to prescribe, buy and distribute books contributed to widespread inefficiency, and limited progress.

It was not until after the achievement of Responsible Government that the provinces undertook through legislative enactment to establish effective provincial supervisory authority over the common schools. The period, 1841 to 1877, was one of provincial consolidation of statutes governing the common school and, in fact, well organized provincial systems of education existing at the time of the consummation of Confederation of the Canadas and the Eastern Maritime governments. In Upper and Lower Canada the Common School Acts of the period 1841 to 1850 had established two provincial systems, one for Upper and one for Lower Canada. School organization was effected in the Province of Nova Scotia by the Free School Acts of 1864 and 1865; in Prince Edward Island, by the Free School Acts of 1852 and 1877; and in New Brunswick by the Act of 1871. In all five areas the central authority was given supervision of the curriculum and textbooks, among the latter the school reader.

The contribution of Egerton Ryerson to the improvement of school provisions and to the formulation of school law, and the division of authority between the provincial government and the local school district in Upper Canada, affected educational organization in all existing provinces, and, at

a later time, in the Western provinces of the country. Ryerson was an able exponent of the right of all children to a common school education, of provincial supervision over education, of provincial control over school textbooks and readers, and of inculcating in the rising generation a love of Canada and the spirit of Canadian nationhood. He caused to be authorized on October 27, 1846, the Irish National Readers, ("the best readers found anywhere"¹) for use in the schools of Upper Canada. This was the only well organized series of readers in use in any of the provinces prior to 1867 and was to be found in use in Ontario, Prince Edward Island, Nova Scotia and New Brunswick at that date.

Prior to 1846 choice of books was made by each teacher or by the local board. Complaints about the textbooks were general and serious, chiefly because of their anti-British and pro-American tone. Ryerson expressed the opinion that the pupils' time was wasted and the teachers' efforts paralyzed by the books used. To appreciate this, it is necessary to recall the fact that teachers and pupils were dependent entirely upon textbooks. Pupils went to school "to mind" their books. The books laid down the rules. "Rote learning and studying questions and answers were largely what was meant by 'schooling'."²

¹Egerton Ryerson, Report on a System of Public Elementary Instruction for Upper Canada, published 1846, p. 25.

²J. H. Putman, Egerton Ryerson and Education in Upper Canada, Toronto: William Briggs, 1912, p. 119.

Setting of the Study

Since it would be impossible within the confines of one study to deal with all the readers that have been used at any time in this country this study is limited to an examination of the major series of readers authorized for the intermediate grades, IV, V and VI, in Canada since 1846. During the very early period of Canadian history a primer, or a primer and speller combined, constituted the basic material for the teaching of reading. The system of grades, as known in our day, was introduced on this continent about 1840 when Americans became interested in the German Pestalozzian schools.³ Prior to that time, graded series of readers were not known. The first schools in Canada, established by different orders of religious, used primers written by the religious themselves and printed in their own houses. Each order used its own publication in its Mission schools. Most teachers taught the letters of the alphabet first, then chose or wrote a primer that would serve as an introduction to the theological material used as soon as children learned the spelling method of word study. There were no series of planned readers employed in Canada before 1840. As already recorded, provincial systems of education had matured by 1867 and the principles governing the organization and the distribution of responsibility for education had been established. The only set of readers in general use was the Irish National

³Nila B. Smith, American Reading Instruction, New York: Silver, Burdett and Company, 1934, p. 83.

Readers. In the matter of school readers, the provinces started to take independent action following Confederation.

It has already been noted that the selection of readers, for the purposes of this study, is limited to those of the intermediate grades. Modern sets of readers usually provide material for the first six grades. Teachers make a distinction between primary reading materials used in grades one, two, and three, and intermediate reading materials used in grades four, five and six. The division is somewhat artificial as reading is a developmental process, each learning growing out of one that has preceded it. Certain word-recognition techniques, however, are considered the concern of primary teachers. The task of intermediate teachers is to shift emphasis from oral to silent reading and to develop further the comprehension skills and study techniques so that the pupil can use his reading ability extensively and independently.

The widening of interests and the refinement of reading tastes receive increased emphasis in reading instruction at the intermediate level. Here the teacher must help pupils meet the specific problems that the content fields provoke. Accordingly readers at the intermediate level differ widely from primary readers and must be judged by different standards.

The Method of Analysis

Analysis of the readers has been made from copies of the books themselves. With one exception, the Irish National Readers, the sets examined were complete. Wherever possible,

reports of commissions, courses of studies, Public School Acts, histories, teachers' manuals, yearbooks and departmental files were examined. Where official records were not available, statements by older citizens and by senior members of Departments of Education have been weighed with other evidence to establish authenticity of dates of publication and periods of authorization or of use.

It should be noted that the readers used in French Quebec are not included in this study. An analysis of the French reading texts would have to be made on a different basis from that of English readers, and comparisons would lack validity. Analysis of French readers deserves treatment by qualified French investigators.

The facts presented in succeeding chapters were obtained through detailed examination of all texts under discussion. Each set was carefully examined. Then followed a quantitative and qualitative analysis of a sampling from the readers authorized for the intermediate grades. Further details as to the methods employed are presented in seven chapters under titles that indicate the most important factors examined.

The writer found it necessary in analyzing readers, in order to avoid continuous repetition, to present some of the data of this thesis in tabular form. Such treatment simplifies and reduces the matter of the report significantly.

CHAPTER III

MAJOR SERIES OF READERS AUTHORIZED IN CANADA SINCE 1846

Introduction

Historically speaking it is of equal importance to educators, textbook writers, publishers and other interested persons to have at hand an accurate account of the efforts of those concerned with the provision of improved reading texts, as would be true of any other phase of human endeavour. Recording the trail of human experience and achievement is fundamental to the progress of civilization. That is as true of elementary schooling as of any other level of learning.

It is essential to the purposes of this study at this point that the process of growth in relation to the basic provision for reading should be established beyond doubt or question. So extensive was the reading matter under discussion that the writer believed it essential to assist those who would be interested, by arranging such information as far as possible in tabular form accompanied by brief but adequate explanation. This would present the broad outlines of the programmes attempted.

Several problems arose in connection with making the collection of readers for the purposes of this study. It was almost impossible to obtain original copies of the books from Departments of Education or from publishing houses. The former

could supply only isolated copies from their libraries, and the latter seemed to have established a policy of ridding their shelves of out-dated texts. Members of Departments and representatives of publishers generously assisted by supplying lists of possible sources. With their help a library of authorized readers was collected.

Lack of accurate recording with respect to original editions and revised sets made it difficult to secure anything but haphazard information about the early readers. Sometimes the first Canadian printing was treated as if it were actually a first edition, although the reader may have been in existence in Britain before being introduced to Canada. When Old Country publishers set up branch houses in Canada and began to reprint British publications, or when Canadian firms secured permission to publish the books, the texts were carelessly called first editions. This was true of the Irish National Readers.

Further difficulty appeared when examination of sets under different titles revealed that the contents of some readers were the same. One of The British Columbia Readers and more than one of the New Brunswick Readers are in reality Gage and Company's Educational Series with changed covers. The Nova Scotia Readers and The Atlantic Readers are almost identical.¹ The Highroads to Reading and The Treasury Readers

¹Of 58 items in the contents of the Fourth Book of the Atlantic Readers, 49 are the same as those appearing in the contents of the Fourth Book, Nova Scotia Readers.

are exactly alike at the primary level. This duplication increased unnecessarily the numbers of readers collected because their similarity was not known in advance.

Where publishing houses collaborated in producing a set of readers, it made the task of securing historical data very confusing, since one house inevitably referred the investigator to the associate firm.

The names of one set of publishing houses offered further confusion until it was learned that The Educational Book Company, The Canada Book Company and W. J. Gage and Company are now recognized as the same firm. Until this was known it seemed perplexing to find the same reader published by different houses at different times. It explained why correspondence addressed to one firm was answered by what seemed to be a different firm, when in reality they are the one establishment.

The title Canadian Readers for several different sets of books published between 1871 and 1922 presented another difficulty. Ontario Readers was another popular title, with one set published in the 1880's and an entirely different series under the same title appearing in the twentieth century.

Supplementing the difficulties of collecting material was the problem of establishing, within a reasonable period, the dates of introduction. No abrupt change from one set of readers to another series was demanded in the earlier years. For example, in Nova Scotia, The Nova Scotia Readers were authorized in 1905 to supersede The Royal Readers. Yet in 1906 the latter

series was still very widely used. Older members of Departments of Education² supplied what information about dates they could recall, but in no case were they specific. In one instance an appeal to a provincial archivist³ brought the same results-- accurate dates could not be established. Therefore, wherever dates of introduction and discontinuance of readers appear they should be considered approximate.

The texts themselves contained most of the data presented and analyzed in this study. Authorizations were usually mentioned on the title page and dates attached to the statement of registry. These dates were accepted as sufficiently accurate to determine the chronological order of publication.

Fewer than twenty sets of readers were officially prescribed in the various provinces of Canada (Quebec excluded) and in the Northwest Territories between 1846 and 1945. At least eleven series were used in more than one area. The change from one series to another was so slow a process that many of the series enjoyed an amazing period of authorization. Outstanding examples of this practice include, The Royal Readers, in use from about 1870 until 1907, the Ontario Readers authorized from 1884 until 1909, and The Nova Scotia Readers, prescribed first in 1906, then later, under the new title The Atlantic Readers, authorized again until 1933. The average life of a

²Appendix "A".

³Appendix "B".

series of readers in Ontario was sixteen and three-fifths years. In Manitoba, readers changed on an average every thirteen years. The complete record of readers authorized from time to time in each province is presented in the remaining pages of this chapter.

Provincial Authorization of Readers

ONTARIO--In 1846 The Irish National Series was officially authorized in Upper Canada. Despite the worth of these first authorized readers, there was considerable agitation for a Canadian series. This again may be traced to the influence of Dr. Ryerson who was eager to have books manufactured in Canada, written by Canadian authors and more truly Canadian in sentiment. The fact that 1867 witnessed the birth of the Dominion aroused in patriotic citizens the desire to make Canada a real nation beyond the shadow of a doubt. Concern centred in textbooks as one means of realizing Canadian unity.

On January 4, 1867, a series of Canadian readers was formally authorized. These readers were edited by Dr. J. H. Sangster, Dr. McCaul, Dr. Barclay, and Dr. Ormiston, under the direction of the Council of Public Instruction of the newly formed province of Ontario. For three years, James Campbell and Son published this series, then A. Miller and Company (now W. J. Gage and Company) shared in the publication until 1883 when these readers were discontinued.

In the year 1883, the administration of Mr. Crooks took the phenomenal step of authorizing two sets of supplementary

readers. The authorization was rescinded the following year, but that two sets were prescribed at one time seems to indicate a progressive attitude. Although both sets were not officially sanctioned beyond the one year, copies are kept on departmental shelves along with all the other sets of readers used in Ontario.

One of these sets, The Royal Readers, published by T. Nelson and Sons of Edinburgh, had been adopted for Canadian schools as early as 1863 and recommended by the Central Committee for use in Ontario. This set was very popular throughout the Maritime Provinces.

The Royal Readers and the second set, The Canadian Readers, published by W. J. Gage and Company, both consisted of a First Reader, Parts One and Two, a Second, Third, Fourth and Fifth Readers.

In 1884, the Department of Education, for the first time authorized and supervised the publishing of a set of readers, The Ontario Readers. The editors were: J. E. Bryant, B. A., Headmaster, Galt Collegiate Institute, Wm. Little, Public School Inspector for Halton County, and L. E. Embree, B. A., Headmaster, Whitby Collegiate Institute. This venture evidently found favor with the public as in 1907 the Textbook Commission⁴ reported:

The most important of the textbooks are the public school readers, and respecting those at present in use, we think the Education Department took a wise course in the circumstances

⁴Report of the Textbook Commission, Ontario, 1907, pp. 8-10.

of the time in having them prepared by a board of educationists.

The readers were published by Copp Clark Company, The Canada Publishing Company and W. J. Gage and Company. Their original contract expired in 1896. At that date the three companies succeeded in obtaining a renewal of their contract and then sold the books at lower prices. Their contract was in force until 1909, after which date the name alone survived.

The government then undertook to subsidize the cost of the readers, and The T. Eaton Company, Ltd., of Toronto, was able to publish The Ontario Readers, in 1909 at surprisingly low prices, ranging from four cents for the primer, to sixteen cents for the Fourth Book. To this day these prices have not been changed.

Manuals to accompany readers appeared for the first time in the history of Canadian education in Ontario, in 1912. In that year manuals were listed among the prescribed books. The Manuals on Primary Reading retailed at ten cents; Manuals for Books Three, Four and Five sold at twenty-five cents each. In 1920, the Primer was revised, and in 1923 the First and Second Readers. Books Three and Four were revised in 1925. Finally in 1933 a new Primer, Mary, John and Peter, was published.

After 1924, manuals did not receive mention on the departmental list of prescribed books. By that time it was evidently taken for granted that teachers of reading had become confirmed in the use of teaching aids and recognized

manuals as a necessary tool.

In 1937, 1938, and 1939, the Department of Education changed to a policy of authorizing any book of any series for any grade. During this period The Treasury Readers were used consistently in Form Three, Junior Grade, and in Form Three, Senior Grade. The Primer, First and Second Books of the Ontario Readers were prescribed in 1938. Since this study, however, is limited to analyzing the major sets of readers used, no attempt will be made to report on or examine the individual books prescribed in all grades since 1937. Table I records the titles of readers used in Ontario, the names of publishers and the periods of authorization.

TABLE I
 READERS AUTHORIZED IN ONTARIO ELEMENTARY SCHOOLS
 1846 - 1946

DATES	READERS	PUBLISHERS
1846-1867	Irish National Series	Published under direction of the Commissioners of National Education in Ireland, Dublin.
1868-1884	The Canadian Readers	James Campbell and Sons, A. Miller and Co. (Now W. J. Gage and Co.) Toronto
1883-1884	The Royal Readers	T. Nelson and Sons, Toronto
1884-1909	Ontario Readers	Canada Publishing Co., Toronto
1909-1936	Ontario Readers New Series	The T. Eaton Co., Toronto
1937-1946	The Treasury Readers V, VI	The Macmillan Co., and the Ryerson Press Toronto

PRINCE EDWARD ISLAND--Although the other provinces of Canada did not become involved in the situation previously described as existing in Ontario, it is interesting to note that the example of Ontario with respect to readers was followed very closely by the remainder of the Dominion.

Records of introductory dates of readers were not accurately kept in most of the provinces. The date 1877 marks

the end of official recognition in Prince Edward Island of The Irish National Series, but the Nelson Royal Readers were actually in use before that as shown by information from a School Inspector's Report dated April 25, 1867:⁵

The Irish National Series have hitherto been in general use, but the Irish Series will soon be superseded by Nelson's Readers, which are, according to a new arrangement of the Board, the authorized classbooks.

The Nelson Readers were in truth The Royal Readers reauthorized in 1877 at the time of the passing of the Public Schools Act. These readers continued in use until 1894. At that date, the Canadian Readers, published by W. J. Gage and Company of Toronto, were authorized. The 20th Century Edition of the New Canadian Readers followed at the turn of the century and were used until 1910. For the next thirty years, the Ontario Readers of the T. Eaton Company, Toronto, were prescribed. The government of Prince Edward Island arranged with the Ontario government to have a special cover designed for the Ontario Readers in use in Prince Edward Island. In no other detail did the publications differ.

About 1940 Pathways to Reading in the primary grades, The Treasury Readers for the intermediate level were duly recommended. The word "about" is used advisedly with respect to dates, as recent communications indicate that changes in choice of readers were very gradual. A new reader was not

⁵Appendix "A".

widely used in its year of introduction and often as a matter of economy the old readers were kept in use as long as they held together. A summary of texts used in Prince Edward Island, of names of publishers and of approximate dates of authorization is recorded in Table II.

TABLE II
READERS AUTHORIZED IN PRINCE EDWARD ISLAND ELEMENTARY SCHOOLS
1877 - 1947

DATES	READERS	PUBLISHERS
-1877-	The Irish National Series	Under Direction of Commission of National Education in Ireland, Dublin.
1877-1894	The Royal Readers	T. Nelson and Sons, Ltd. Edinburgh, Toronto
1894-1910	Canadian Readers Educational Series	W. J. Gage and Co., Toronto
1910-1910	New Canadian Readers 20th Centruy Edition	W. J. Gage and Co., Toronto
1910-1940	Ontario Readers	The T. Eaton Co., Toronto
1940	Pathways to Reading Grades I, II, III The Treasury Readers Grades IV, V, VI	The Educational Book Co. Ltd., Toronto Macmillan Ryerson Press, Toronto

NOVA SCOTIA--As in all other original provinces of Canada, The Irish National Series was the reader in common use in Nova Scotia at the time of Confederation. The Nova Scotia Series of Reading Books was authorized in the elementary grades for ten years after Confederation. The Art of Teaching Reading and Bailey's Brief Treatise on Elocution were in like manner prescribed for this period. The inclusion of these two books in the authorized list would seem to show first, that there was some concern over better methods in teaching, and second, that oral reading should be emphasized.

The decades, 1877-1897, must have proved a confusing period for teachers as no fewer than three sets of readers struggled for supremacy in the schools of Nova Scotia. The Academic Readers, published by Wm. Collins and Sons, Company, Glasgow, and London and described as a "superior class" of books, seemed to find favor from 1877 to 1882. During this period The Illustrated English Readers were adapted and renamed The Illustrated Maritime Readers. The original editors were Canon Ridgeway and Thomas Morrison. These books were used in some schools of Nova Scotia until 1897. The Royal Readers, T. Nelson and Sons, Edinburgh and London were the most widely used of all readers during the period 1877-1906. In 1884 the Superintendent of Education commented that The Royal Readers were being used in the proportion of eight or nine to one. Finally all these readers were superseded by The Nova Scotia Readers authorized during the period 1906 to 1921. Morang and Company published Books I, II and III, while Thomas Nelson and Sons published Books IV, V and VI.

In 1921 The Atlantic Readers also a Thomas Nelson and Sons' publication, were authorized and used until 1933. They were The Nova Scotia Readers in new covers.

About 1920 publishers began to ask for authorization for periods of ten years thereby enabling the provinces to make better financial arrangements. Usually authorization was extended for a year or two while new texts were being selected. This fact explains the length of the next period of authorization 1933 to 1947 during which time Canadian Children's Own Readers were selected for Grades I and II, and The Treasury Readers for Grades III to VI. At the time of writing, Nova Scotia, like the remainder of the Canadian provinces is examining readers, a preliminary exercise to selecting a new set. Table III contains a summary of readers used in Nova Scotia, with names of publishers, and dates of authorization.

TABLE III

READERS AUTHORIZED IN NOVA SCOTIA ELEMENTARY SCHOOLS

1867-1947

DATES	READERS	PUBLISHERS
1867	The Irish National Series	Under direction of Commissioner of National Education in Ireland, Dublin.
1867-1877	The Nova Scotia Series of Reading Books	A. & W. MacKinley Halifax
1877-1906	The Royal Readers	T. Nelson and Sons, Toronto
1906-1921	The Nova Scotia Readers I, II, III IV, V, VI	The Morang Educational Co., Toronto T. Nelson and Sons, Toronto
1921-1933	The Atlantic Readers	T. Nelson and Sons, Toronto
1921-1933	Canadian Children's Own Readers I, II	Ginn and Co., Toronto
	The Treasury Readers III, IV, V, VI	Macmillan and Ryerson Press, Toronto

NEW BRUNSWICK--There was little excitement in New Brunswick over the change of readers at any time. When teachers in other provinces became weary of using one series and committees began to investigate the merits of different sets of readers, New Brunswick followed their example. The Irish National Series gave way to The Royal Readers at practically the same time as in the other Maritime Provinces. W. J. Gage and Company published, at the turn of the century, The New Brunswick Readers. These were really

Gage's New Canadian Readers, 20th Century Edition with a cover complimentary to New Brunswick. These readers were authorized for about twenty years. In 1920, The Canadian Readers, published by W. J. Gage and Company and T. Nelson and Sons of Toronto were authorized. Pathways to Reading, Gage and Company, were prescribed in 1939. The Educational Book Company, Limited, which is included in the firm of W. J. Gage and Company, edited this series. The popular Treasury Readers were introduced in the senior grades and are still in use. The titles of readers used in New Brunswick, the names of publishers, and dates of authorization appear in Table IV.

TABLE IV
READERS AUTHORIZED IN NEW BRUNSWICK ELEMENTARY SCHOOLS
1877 - 1946

DATES	READERS	PUBLISHERS
1877	The Irish National Series	Under direction of Commissioner of National Education in Ireland, Dublin.
1877-1905	The Royal Readers	T. Nelson and Sons, Toronto
1900-1920	The New Brunswick Readers	W. J. Gage and Co., Toronto
1920-1939	The Canadian Readers	W. J. Gage and Co., T. Nelson and Sons, Toronto
1939-	Pathways to Reading I, II, III The Treasury Readers IV, V, VI	The Educational Book Co. Ltd., Toronto Macmillan and Ryerson Press, Toronto

THE WESTERN PROVINCES--Little is known about the first textbooks used in the schools of the West. Prior to emigration from Ontario and Europe late in the nineteenth century few areas could boast of schools. Enthusiastic missionaries had established private institutions connected with local missions early in the century, but communities were so small and independent that provincial school systems were not formed until late in the century. Public Schools Acts when passed, were patterned after the acts of the Eastern Provinces and series of readers were formally prescribed. The following tables show the texts authorized in the Western Provinces and in the Northwest Territories:

TABLE V
 READERS AUTHORIZED IN MANITOBA ELEMENTARY SCHOOLS
 1880 - 1947

DATES	READERS	PUBLISHERS
1880-1897	The Canadian Readers	W. J. Gage and Co. Ltd., Toronto
1898-1910	The Victorian Readers	The Copp, Clark Co. Ltd., W. J. Gage and Co. Ltd., Toronto
1910-1922	The Manitoba Readers	T. Nelson and Sons, Toronto
1922-1934	The Canadian Readers	W. J. Gage and Co. Ltd., T. Nelson and Sons Ltd., Toronto
1934	The Highroads to Reading I, II, III IV, V, VI	Macmillan and Ryerson Press, Toronto W. J. Gage and Co. Ltd., T. Nelson and Sons Ltd., Toronto

TABLE VI

READERS AUTHORIZED IN THE NORTHWEST TERRITORIES
AND IN SASKATCHEWAN ELEMENTARY SCHOOLS
1900 - 1946

DATES	READERS	PUBLISHERS
1900	The Canadian Readers	W. J. Gage and Co., Toronto
1900-1913	The Ontario Readers	Canada Publishing Co.,
1913-1922	The Alexandra Readers	The Macmillan Co., Toronto
1922-1935	The Canadian Readers	W. J. Gage and Co., Ltd., T. Nelson and Sons Ltd., Toronto
1935	The Highroads to Reading I, II, III IV, V, VI	Macmillan and Ryerson Press, Toronto W. J. Gage and Co. Ltd., T. Nelson and Sons Ltd., Toronto

TABLE VII

READERS AUTHORIZED IN THE NORTHWEST TERRITORIES

AND IN ALBERTA ELEMENTARY SCHOOLS

1880 - 1946

DATES	READERS	PUBLISHERS
1880-1903	The Canadian Readers	W. J. Gage and Co., Toronto
1903-1908	The Ontario Readers	Canada Publishing Co., Toronto
1908-1923	The Alexandra Readers	The Macmillan Co., Toronto
1923-1935	The Canadian Readers I II to VI	The Macmillan Co. W. J. Gage and Co., T. Nelson and Sons Ltd. Toronto
1935	The Highroads to Reading I, II, III IV, V, VI	Macmillan and Ryerson Press T. Nelson and Sons Ltd. Toronto



TABLE VIII

READERS AUTHORIZED IN BRITISH COLUMBIA ELEMENTARY SCHOOLS
1880--1946

DATES	READERS	PUBLISHERS
1880-1900	The Canadian Readers	W. J. Gage and Co., Toronto
1900-1915	New Canadian Readers 20th Century Edition	W. J. Gage and Co., Toronto
1915-1923	The British Columbia Readers	W. J. Gage and Co., Toronto
1923-1935	The Canadian Readers I	Macmillan Co., W. J. Gage and Co., T. Nelson and Sons, Toronto
1935	The Highroads to Reading I, II, III IV, V, VI	Macmillan and Ryerson Press W. J. Gage and Co., Ltd. T. Nelson and Sons Ltd.

An examination of the readers used in the four western provinces reveals some similarity in choice of prescribed books. Since a large part of the earlier settlers of Western Canada were from "Old" Ontario it seems reasonable to expect that Ontario texts would be authorized in Western schools. That accounts for the use of Gage and Company's Canadian Readers and the revised New Canadian Readers in the West up to 1900. Later similarities are not the result of accident. Partly for reasons of economy and partly for reasons of convenience the four western provinces selected the same readers. Early in the

1920's the Deputy Ministers of Education from the four western provinces met to discuss the wisdom and feasibility of authorizing the same reading textbooks. These men were confident that a combined order from the four provinces would reduce the cost of the text chosen, since a larger order would spread the original costs of editing and producing a text over a greater volume of trade. In addition, children of parents migrating from one province to another would be less handicapped in school if the textbooks were common to all provinces. Finally, selected committees met to examine and choose textbooks. This practice is still followed.

The Canadian Readers by W. J. Gage and Company and T. Nelson and Sons were the choice of the committee in 1922. As was customary at this time in order to protect the publishers and to ensure the lowest price for the public, authorization was for a period of ten years. With a year or two allowed for making a new selection, authorizations really averaged about twelve years.

In 1934 The Highroads to Reading were prescribed and were still used in 1947. The committee set up by the four western provinces is again examining competing sets of readers with a view to introducing a new set throughout the West.

Some individuality of choice marked the period from about 1900 to 1922. Saskatchewan and Alberta, first, as part of the Northwest Territories, used The Ontario Readers, later as provinces, they both authorized the Alexandra Readers, and then the Manitoba Readers. The Western provinces since then,

have had joint committees choose and recommend the new sets to be authorized.

Frequencies of Authorization of Readers Across Canada

It is of some interest to note how frequently sets of readers were used in several provinces. The Irish National Series (1846), e.g., were used in four provinces and The Treasury Readers (1934) in seven. Table IX shows to what degree authorizations of some readers were common to several provinces. The ten sets of readers listed in the Table served the intermediate grades in almost the entire Dominion for one hundred Years.

TABLE IX
READERS AUTHORIZED IN MORE THAN ONE PROVINCE

SERIES	WHERE USED	DATES
<u>The Irish National Series</u> 1846	Ontario Prince Edward Island Nova Scotia New Brunswick	1846 - 1867 - 1877 - 1877 - 1877
<u>Canadian Readers</u> 1868	Ontario Manitoba British Columbia Prince Edward Island The Northwest Territories	1868 - 1884 1880 - 1897 1880 - 1900 1894 - 1901 - 1900
<u>The Royal Readers</u> 1870	Prince Edward Island New Brunswick Nova Scotia Ontario	1877 - 1894 1877 - 1905 1877 - 1906 - 1884

This table is continued on next page.

TABLE IX (Continued)

SERIES	WHERE USED	DATES
<u>The Ontario Readers</u> 1884	Ontario Saskatchewan Alberta	1884 - 1909 1900 - 1913 1903 - 1909
<u>New Canadian Readers</u> 1900	British Columbia New Brunswick Prince Edward Island	1900 - 1915 1900 - 1920 1901 - 1910
<u>The Alexandra Readers</u> 1908	Alberta Saskatchewan	1908 - 1923 1913 - 1922
<u>The Ontario Readers</u> 1909	Ontario Prince Edward Island	1909 - 1936 1910 - 1940
<u>The Canadian Readers</u> 1922	New Brunswick Manitoba Saskatchewan Alberta British Columbia	1922 - 1939 1922 - 1934 1922 - 1935 1923 - 1935 1923 - 1935
<u>The Treasury Readers</u> 1934	Nova Scotia Manitoba Saskatchewan Alberta Ontario New Brunswick Prince Edward Island	1933 - 1934 - 1935 - 1935 - 1937 - 1939 - 1940 -
<u>The Highroads</u> 1934	Manitoba Saskatchewan Alberta British Columbia	1934 - 1935 - 1935 -

Several of the single authorizations not appearing in Table IX, had practically the same content as other readers. Appendix "E" reveals the extent to which the reading material was duplicated in different texts. For example, the Victorian Readers were authorized in Manitoba only, yet The Alexandra Readers contained a large percentage of the Victorian Reader content. The same is true of The Atlantic Readers (a duplicate series of the Nova Scotia Readers); they repeat many selections in the Victorian set. The British Columbia Readers and The New Brunswick series were single authorizations, in part at least Gage and Company's Canadian Readers.

Repetitions were not confined to sets of readers authorized in one province only. The ten series appearing in Table IX reveal a surprising amount of duplication. Change of text did not mean a major change of reading programme. The editors of most series must have been motivated by a respect for the contents of preceding readers, as all texts, even recent ones, contained a large percentage of identical reading matter.

CHAPTER IV

MECHANICAL FEATURES OF THE MAJOR SETS OF READERS

AUTHORIZED IN CANADA SINCE 1867

Standards Governing Mechanical Features

The physical make-up of a book tends to attract or to repel a pupil and does affect the reading experience acquired. The mechanical features most frequently proposed in various rating scales include illustrations, printing (embracing typography), paper, binding, cover and size. These are frequently grouped in a variety of combinations on different score cards. Otis¹ for example, under the heading "attractiveness" treats color and design of the cover and the size of the book. Out of a possible one thousand points for the book as a whole, he assigns a rating of one hundred and fifty for the mechanical features, or three-twentieths of the total educational value of the book. A copy of Otis' Score Card is included in the appendices to this study.²

This chapter is devoted to an analysis of the mechanical features of the major sets of readers used in Canada since 1846 with a view to assessing them on the basis of present technical criteria. In order that these criteria may be understood as applied in the present study, a brief description of

¹E. M. Otis, "A Textbook Score Card," Journal of Educational Research VII, February, 1923, pp. 132-136.

²Appendix "G".

desirable standards³ for mechanical make-up follows.

Illustrations should attract the pupil. It is known that children like bright lively colours,⁴ and not drab effects. All drawings should be well done and should agree with the facts of the story which they illustrate. The dominant unit should be clear-cut and simple, with the sub-ordinate unit giving balance. Too much detail confuses children and causes an illustration to lose teaching value, because it does not "tell" its story clearly. Another feature of importance in textbook illustrations is the position of the drawing on the printed page. An illustration should not create reading interference; on the other hand a drawing should be near the part of the story to which it refers. In addition to being understood and appreciated by children and appropriately conveying the thought expressed in the text,⁵ illustrations should possess rhythm, balance and harmony, or possess general art value influencing the growth of aesthetic appreciation.

³Otis, op. cit. pp. 132-136.

⁴Florence E. Bamberger, The Effect of Physical Make-up of a Book upon Children's Selections, Baltimore: Johns Hopkins University, 1922.

⁵Arthur I. Gates, Reading for Public School Administrators, New York: Bureau of Publications, Teachers College, Columbia University, 1931, pp. 24-31.

In considering paper for textbook use, one should seek an unglazed product of good weight and quality. It should be non-glossy, creamy white and opaque, as these properties improve reading efficiency.⁶ The quality and weight determine whether ink will penetrate and whether the pages can be turned easily. Poor quality paper causes eye-strain, and the life of any school-book is shortened if the pages cannot be turned without damage.

What is known professionally as No. 1 or No. 2 bond paper has rag content which makes for toughness. It supplies a very satisfactory surface for print. The paper that is ordinarily used for books is known technically as S.S.C. book (Sized Super Calendered Book), and another paper that is often employed for textbooks is E. F. book (English Finish book). Neither of these is as tough as bond, but they are more opaque than bond and are acceptable for textbooks.

The printing used in texts is very important. Printing includes the type, the line, and the spaces between the lines (known as leading). Educators formerly regarded the size of type as being the main factor in legibility. It is now recognized that clear type is more important than big type.⁷ The practice of using large type for primary books, medium-sized type for intermediate textbooks and small type

⁶Samuel W. Patterson, Teaching the Child to Read, Garden City, New York: Doubleday, Doran and Company, Inc., 1930, pp. 87-89.

⁷Uhl, op. cit., pp. 230-231.

for upper grades and grown-ups has prevailed for many years. A child in the third grade can see as well as an adult,⁸ yet there seems to be disagreement with respect to eye-strain associated with reading various sizes of type. Some investigators⁹ suggest 18-point as the smallest type for use in primary books, with 24-point as most desirable in the very first reading books (A point is 1/72 of an inch). Other investigators¹⁰ suggest that 12-point is generally the most satisfactory size throughout all the grades. Although from the point of view of attractiveness the larger print with wide margins appeals, a page of large print cannot contain so much reading matter as a page of smaller print. Most teachers of the intermediate grades are, therefore, willing to forego the very large print in deference to the richer reading experience provided by a page of smaller type. Since the majority of modern textbooks are printed in 12-point type, that size is here accepted as hygienic and practical. Even that size type is still easier to read if extended style is used. When letters are condensed or narrowed so as to accommodate more words on an ordinary line, although the type may remain the

⁸ Ibid., p. 231.

⁹ James H. Blackhurst, Investigations in the Hygiene of Reading, Baltimore: Warwick and York, Inc., 1927, p. 63, pp. 93-95.

¹⁰ Thirtieth Yearbook, Part II, National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1931.

same size, it appears smaller and is consequently more difficult to read.

Inevitably connected with size of type are length of line and depth of space between the lines. Short lines are desirable. A line of literature should not exceed four inches,¹¹ but a five, or a six inch line is valid if there is generous space between the lines. Gates¹² concludes, in his study on the length of lines, that it really is a matter of habit; one prefers the length of line to which he is accustomed. Beginners in reading, however, find it easier to locate the left hand end of the next line, if the return sweep is short, hence the general preference for a four inch line,¹³ or one of even shorter length for beginners.

The leading, or interlinear space, is very important. Generous leading gives the impression of larger type. As a matter of fact "effects upon the eye of the untechnical reader may be the same whether a point is added to the size of type or to the interlinear space".¹⁴ Ten-point type on a 12-point base is much easier to read than 10-point type on the same size or smaller size base. Whatever point type is used, the interlinear

¹¹Uhl, Op. cit., p. 234.

¹²A. I. Gates, "What Do We Know About Optimum Lengths of Lines in Reading?" Journal of Educational Research 23, 1931, pp. 1-7.

¹³Uhl, Op. cit., p. 235.

¹⁴Ibid., p. 234

space should be the equivalent of a larger point type.

The binding of a textbook should be durable and flexible. A book should be so bound that it will lie flat when opened. A back that is easily broken should not be a feature of school-books.

The book cover is another of the mechanical features to be considered. It is desirable that the cover should attract the pupil by its color and harmonious design. The appearance of the book should foster and not interfere with the development of good taste.¹⁵ As a text is constantly in use it is essential that the cover should endure handling without appearing dilapidated in a short time. A color that will not soil easily is better than a very bright color that shows marks, yet an inartistic cover should not be tolerated.

Finally, with respect to size of books, texts should not be so bulky or heavy as to make handling difficult.¹⁶ On the other hand, young children often have trouble manipulating texts that are smaller than average. The standard size for school books today seems to be five by seven and a half inches.

¹⁵C. R. Maxwell, "The Selection of Textbooks", School and Society IX, January 2, 1919, pp. 44-52.

¹⁶Patterson, op. cit., p. 87.

Illustrations

The Irish National Readers belong to a period when most adults were little concerned with children's interests. There are no illustrations whatever in the books of that series. Reading must have been a serious business in the 1840's, when pictures were not available to help attract the beginner to the important task of learning to read.

The Royal Readers show a change of educational policy in many respects, one of which is the inclusion of illustrations. In the primer, one picture appears on every second page. Some of the drawings are very small, about one-half inch square. Since they are made for children under an agricultural and rural economy the topics of the illustrations concern objects directly connected with children's experiences - dogs and birds, sheep and cows. The drawings though well done reveal little action. Occasionally, however, a drawing does illustrate an exciting incident in a story and portrays movement. Like all illustrations up to this time, they are steel engravings. From an artistic viewpoint they are not well-placed on the pages. In some cases they are almost surrounded by printing and create an interference in the reading text. On the whole, however, these readers reveal the first attempt in a Canadian reader to supply adequate illustrations of a type designed to appeal to children.

Illustrations are more numerous in the primers of the Canadian Readers and are generally larger than in the earlier

readers. With a few exceptions they are well placed on the page, but often a meaningless drawing is put at the end of a selection and used only as a filler. The illustrations being done in a "low key" are not attractive. A great deal of detail is attempted and appears as confused background.

The Ontario Readers make use of many small drawings on a page. Often as many as three illustrations are used in one frame, although each is important enough to appear by itself. The result is confusing and beyond what a child can absorb readily. Some of the drawings are not well done nor well placed on the page. The designs around initial letters are very poor. Stiff leaves and badly drawn animals serve a double purpose, as fillers and as models for art classes. All the drawings resemble steel engravings and so much detail is attempted that characters do not stand out clearly.

The Victoria Readers use small pictures, irregularly placed on the pages. The pictures, however, are not "murky" but are quite clear and sharp, with good balance between light and dark. Perhaps the outstanding feature is the introduction of colored illustrations. Of fifty-three drawings in the first sixty pages of the primer, twenty-three are done in clean colors stressing subject matter that appeals to children such as action, home scenes and animals. Even the black and white drawings indicate much better workmanship both from the standpoint of original execution and of reproduction.

Full page copies of masterpieces by Raphael, Landseer,

Bonheur, etc., are used as illustrations in the New Canadian Readers. Although some small black and white line drawings are included, most of the illustrations occupy at least one-third of a page. Some of the reproduced photographs are very well done, others are not. A touch of color is introduced, but it is not a major feature.

The primer of The New Brunswick Readers is abundantly illustrated with very small steel engravings placed across the top of each page. The subjects are such that few children would be interested in them. Their purpose is not to attract but to drill on the alphabet and on words. In the upper grades the pictures are lifeless and unattractive. Copies of authors' photographs seem very popular with the editors.

The Nova Scotia Readers introduce a touch of color when full-page, two-tone copies of paintings are used. Most of the pictures are without color, but they are clear and large. The pen and pencil drawings are fair although they are not well placed on the pages. Variety has been introduced by the decorative manner in which some of the pen sketches have been treated. This is an unusual feature in these readers.

The color work in the primer of The Alexandra Readers is limited to the essential colors red, blue and yellow. The result is unlikelike pink squirrels, pink sheep, pink trees and pink barns. Tiny drawings are set into the type on almost every page. Reproductions of masterpieces attract in the senior readers. These illustrations, however, are not used in connection with reading selections. The pen drawings scattered throughout the readers are very realistic.

The next set of Ontario Readers, authorized in 1909, contain no color work, yet the detail of the drawings is quite good. The subjects are still lacking in child appeal and the number of drawings is limited. They are too small and indefinite. There are, however, good pen sketches by the well-known artist, C. W. Jeffreys.

The practice of having illustrations cut into the text appears again in The Manitoba Readers. In fact, this set has some examples of the old steel engravings, along with reproductions of authors' photographs and full page copies of the masterpieces. Some of the illustrations are appealing and help tell the story; others are uninteresting and used as fillers. Some of the large ones express movement; the small ones are lifeless. Light yellow ochre is introduced for color effect in the Grade One book.

The British Columbia Readers use pen drawings with various values of orange superimposed for color effect. Character is well illustrated and most of the drawings are well done. There are fewer pictures in the upper grade readers, but wherever they occur they are large size pen and ink drawings. All have definite child-appeal and are quite superior to those used in the other texts.

Cool green and warm tones of orange make the primer of The Canadian Readers appealing. All the subjects are attractive to children. The figures are large and unnecessary detail is omitted. Greater use is made of drawings in the reading lessons than is common before this period. In the

senior readers, unfortunately, there is little improvement in the choice and use of illustrations.

The Atlantic Readers of 1924 are practically the same text as The Nova Scotia Readers of 1905. The illustrations are identical. It seems difficult to understand in the light of research with respect to children's interests¹⁷ and of the improvement generally in vivid artistic illustrations for children's literature, how textbooks used for over a quarter of a century could fail to have been improved in this regard.

The pictures in The Treasury Readers are done in tones of complementary blue and orange. They are placed right across the top or bottom of the page. Since they deal with subjects of known interest to children such as, animals, fairies, Indians and homes, they would interest little people. In addition to several full page color illustrations in each of the upper readers, there appear reproductions of paintings by some of Canada's leading artists.

The Highroads make use of a great many excellent pen and ink sketches. Here, too, are full color copies of the work of famous artists, including paintings by eminent Canadian painters. The reproductions are not well done.

In no other mechanical feature then, as in the art of illustrating has there been such marked improvement. From

¹⁷Fannie Dunn, Interest Factors in Primary Reading Material, Teachers College Contributions to Education. No. 113, New York: Teachers College, Columbia University, 1921.

total lack of illustrations in the readers used a century ago to the very fine color work in the readers of the 1930's, an examiner can clearly perceive progress in the matter of illustrations. When first used Canadian art was formal. The steel engravings were not always well done, and frequently were of little interest to children. The artists, trained abroad in the schools of London and Paris, selected Canadian themes but the formal, tight, prim treatment of them did not appeal to Canadian readers.

About 1900 the selection of drawings began to improve. Better methods of reproducing color work and improved knowledge of children's interests, resulting from scientific studies, combined with a Canadian art-consciousness to produce a Canadian Art expression that matched a corresponding development in prose and verse. The Canadian Treasury Series, the last in this analysis, used four color plates of Canadian classic paintings, - the whole series stemming from Canadian studios.

While the modern publisher may not aspire to the high standard of the physical features of books bound by hand, nevertheless he can produce a book that is really attractive and adds to the cultural and aesthetic development of the individual student.

Printing

Of paramount importance is the legibility of type. In the Irish National Series, although the type is smaller than that ordinarily used in textbooks today, and although it is

more condensed than is desirable, yet because of the clean, clear-cut quality of the type, it presents an acceptable page. Twelve-point type in the Second Book with a 14-point base gives the impression of larger type. The use of italics at the end of each reading selection where a moral is to be drawn, would not be considered good printing practice today. The books of the upper grades in this series are in 10-point type with 12-point leading. Largely due to the absence of illustrations and to solid masses of printing, even though the printing is not of poor quality, the effect is unsatisfactory. Far from revealing a poor quality of printing these books indicate the efforts of master craftsmen working in a period when type was set by hand.

The Royal Readers, used generally in the 1870's present a fairly satisfactory reading page. There must have been some uncertainty as to the optimum size of type to be used in the primer as the type fluctuates from heavy 20-point to light 18-point, with lists of words in 12-point. The notes or hints to teachers are printed in very fine 6-point type.

After the second reader, the size of type employed becomes gradually smaller, 10-point being used in the third and fourth, and 8-point in the fifth and sixth readers. In every case use is made of generous leading, but pages of 8-point type, even with wide interlinear space, present a forbidding appearance. The uniform quality of the type throughout these books indicates again the work of master craftsmen in an age when setting type by mechanical means was unknown.

The Canadian Readers, used in Ontario and elsewhere after 1868, are set up generally with larger, more extended type than that used in the Royal Readers. Fourteen-point type on a 16-point base makes an attractive page in the second primer. As the readers advance, the type used becomes smaller. The senior reader, Book Four, is set up in 10-point type. Notes here, too, use 8 and 6-point types, and consequently would cause eye-strain. The advanced books use less extended type than the lower ones.

In 1884, the Government of Ontario entered into an agreement with three publishing companies to publish The Ontario Readers authorized in 1884. According to the Commission of Textbooks,¹⁹ the specifications for the books seem to have been loosely drawn and to have permitted the production of an inferior article. The First Reader, Part I, the Second Reader and the Third Reader, published by one of the three companies, do not equal in quality of printing that of the textbooks that preceded them. The size of the type, in the lowest reader, is satisfactory but the narrow leading must have made reading difficult for a beginner. Ten-point type, somewhat condensed is used for the Third Reader. The set-up of the primary book is particularly bad. Long lists of new words are printed down the side of the page. They are cut off from the reading text

¹⁸See Chapter III.

¹⁹Report of Textbook Commission, Op. cit.

by a very faint line. The effect would be disturbing to a beginner. The other book of this series, published by a different firm used condensed 12-point type for the prose selections and 10-point for the poetry. The teaching aids, like those discussed previously, are in finer type. The leading is wider than the type, except in the teaching aids; the type is uniformly clear and the reading page presented is satisfactory.

The readers introduced into Manitoba just before the turn of the century, The Victorian Readers, use 14-point type throughout in the first three books, and 12-point for prose in the two senior books with 10-point for poetry. The leading is generous. On the whole the pages here are more attractive than others examined.

The New Canadian Readers and The New Brunswick Readers are twentieth century editions. These two sets seem to be identical in the upper grades, but the primary books differ in content. Since they were produced at the same time by the same firm one would logically expect similarities in the printing. Twelve-point type is the finest used for prose in these sets. The primers use 18 or 16-point. The readers begin with 14-point and the last two books use 12-point extended type throughout. By and large, these sets do not present such attractive pages as do the Victorian Readers that pre-dated them.

The Nova Scotia Readers and The Alexandra Readers use larger type in the first books and 12-point in the upper books. The Alexandra Readers also use 12-point for poetry.

In both series, the interlinear space is satisfactory and the type is clear and pleasing.

The books authorized in Ontario, shortly after the recommendations of the 1907 Textbook Commission were presented, represent an excellent printing job. The type is more extended generally than in readers previously used and nothing smaller than 12-point appears in the text. These readers seem to have set a standard for fine workmanship not surpassed for many years.

From this time on the pattern of size of type is set. The Manitoba Readers, The British Columbia Readers, The Canadian Readers and The Atlantic Readers (covering roughly the period between 1910 and 1935) all used nothing smaller in type than 14-point in the primary books and 12-point in the upper grade books. The British Columbia series continued to use smaller type for poetry, but all others used the same sized type in both prose and poetry, although frequently the type was less extended in the poetry.

When The Treasury Readers and The Highroads appeared over ten years ago, the appearance of the type challenged the standard set by The Ontario Readers of 1909. The type is blacker and somewhat clearer. Even at the upper levels 14-point type is used on a slightly wider base. The effect is delightful.

With respect to the quality of printing in all the readers, improvement in appearance of the reading page has been fairly consistent since 1870. The type is now larger and generally more extended. Very fine print has gradually disappeared.

Uniformly clear black type has resulted from the transition from hand to machine setting of type. Custom seems to favor bolder, larger type in primary books with shorter lines and more generous leading. In all the readers the quality of the printing has improved.

Paper, Binding, Cover, Size

The Irish National Series used a very strong, unglazed, thin quality paper with a hard finish resembling a No. 2 bond. So good was the paper, that the 1849 edition is still beautifully white in spite of its age. It is interesting to note, however, that later editions of this series, published in Canada, used paper that turned quite yellow within eighty years. The books were hand-sewn and backed with bookbinder's cloth for additional strength. The covers were not attractive, although they do not show the wear that one would expect for their age. The six styles of type adorning the cover, reveal the only instance of bad typography in the series. In size these books ranged from $3\frac{1}{2}$ inches by $5\frac{3}{4}$ inches in the second book to 4 inches by 7 inches in the fourth book.

The Royal Readers likewise issued a small-sized primer and first reader, and slightly larger sized ($4\frac{1}{2}$ inches by $6\frac{3}{4}$ inches) senior-grade readers. The older editions used a better quality paper than did the later Canadian publications. An English finish paper closely resembling bond was succeeded by S.S.C. paper in later editions. These books had side-stitched covers of a drab reddish brick color. The pages were stapled

and would not lie flat when the book was open. The quality of the bookbinding did not equal that of the preceding series.

The paper in the Canadian Readers (Educational Series) was poor S.S.C. quality. These books were hand-sewn with sturdy, though unattractive covers. Both small and larger size readers were published in this series, the larger size corresponding to the accepted 5-inch-by-7 $\frac{1}{2}$ -inch, size of today.

The Ontario Readers (1884) were criticized as "inferior books"²⁰ with respect to their binding. They were not thread-stitched and consequently did not endure ordinary classroom wear and tear. The paper was cream-colored S.S.C. book quality with a slightly glazed finish. Although the covers were durable they were too drab to appeal to children.

The high standard set by the Victorian Readers in the matter of illustrations was maintained in other mechanical features. These books were well sewn and well bound. The paper was a heavy grade of S.S.C. book, white, glazed, and coated wherever colored illustrations were used. In size, the primer and first two readers were wider than readers used today. The Victorian Readers were also progressive in the kind of cover used. The dull gray covers were made attractive by illustrations depicting familiar activities in child life. The titles in scarlet letters added further appeal.

Gage's New Canadian Readers were first published in

²⁰Report on Textbook Commission, op. cit.

the 6-inch-by-7 $\frac{1}{2}$ -inch size, but later in the usual size, 5-inch-by-7 $\frac{1}{2}$ -inch. The paper was S.S.C. book with a glazed finish. The coat of arms of New Brunswick was part of the design on sage green covers. The books were so bound that they would lie flat when opened at any page.

Although they were separated in dates of publication the Nova Scotia Readers and The Atlantic Readers were almost identical in physical features. Both subscribed to the oversized books (4 $\frac{1}{2}$ -inch-by-7-inch) in the senior readers. Both used a heavy weight, dull finished paper of good quality. They were well bound and thread stitched, but they would not remain open without pressure.

The Alexandra Readers were quite satisfactory. Well printed on white paper of good quality, and well-bound, they presented a sturdy, if somewhat dull appearance.

In contrast to the books so far mentioned, The Ontario Readers 1909 attract attention immediately with their vivid red covers. The cover design, a small coat-of-arms of Ontario done in black outline on the red background, was simple and dignified. A maple leaf motif was repeated in the same color as the cover. The paper in these readers was a heavy quality of S.S.C. book and very white in color.

The Manitoba Readers were printed on dull-coated enamel paper of a slightly creamy shade. The covers here, as in the Victorian Readers also authorized in Manitoba, attempted to interest children by depicting Manitoba, or Canadian scenes in brown on a tan background. Beavers at work, a girl in a

wheat field, Lower Fort Garry, are examples of the scenes on the covers. These books were well sewn and required no pressure to stay open.

The covers of the British Columbia Readers used stylized line drawings in dark green on a gray-green base. The covers were artistic although children usually do not appreciate detailed, formal drawings. The paper was not pure white, but rather a light cream color. It was unglazed and of weight that did not allow printing to penetrate.

The Canadian Readers used off-white paper of dull finish and good weight. Like most modern textbooks, they were well sewn and bound. The covers were drab green-gray, with a very simple black line centre drawing illustrating in the elementary books familiar activities of children, and the Canadian coat of arms in the senior-grade reader.

The effects of research²¹ were apparent on the blue covers of The Treasury Readers and Highroads to Reading both done in attractive orange-colored designs. Dull-coated, creamy paper to avoid eye-strain, sturdy covers and thread-stitching to stand use and abuse by children, and a convenient handling size show that the publishers had set a high standard of excellence.

In the past hundred years the quality of paper used

²¹Bamberger, op. cit.

in readers has changed from Bond quality (1840), to E.F. book (1870), then from a poor grade S.S.C. finish (1880), to a good weight since 1900. After 1915 dull finished paper of a creamy hue seems to have gained favor over white glazed paper.

The pattern of workmanship is similar to that of other phases of Canadian book-making. When Canadian compositors first undertook the task of printing books in Canada the results were not satisfactory, but as time went on, their product equalled the best in modern book production.

Considerable experimenting with various sizes of readers, seems to have been popular. From 1840 to 1870, the smaller sized books were common. About 1880 the regular size, 5-inches-by-7 $\frac{1}{2}$ -inches, was in use. In 1898, again in 1906, and in 1921, larger books for the lower grades were introduced. Between these dates and since then, the 1880 size seems to have been accepted.

One of the outstanding improvements has been in the attractiveness of the covers. The first attempt to introduce an appealing cover was in 1898. By 1910 publishers were evidently confirmed in the practice of trying to make children want to read their books, by having the covers serve aesthetic as well as utilitarian purposes. Cover designs "spoke" of children's interests and gave a hint of pleasant experiences within the books.

The mechanical features of all readers authorized in Canada since 1846 have improved steadily. Attractive illustrations, good quality paper, durable binding, and excellent

type are now standard in all texts and indicate that children are being considered as children.

CHAPTER V

AN ANALYSIS OF THE CONTENT OF THE READERS WITH RESPECT TO THE NATURE OF READING OBJECTIVES AND CHANGING PHILOSOPHIES OF LIFE

Introduction

The writer considers it of value to education, and of historical significance, to note how truly the objectives underlying the selection of the content of school readers have reflected the varying conditions of Canadian life, and interpreted the ideals of the times. School readers would be unacceptable were this not the case, and more or less frequent changes in reading-texts reveal the urge to have the textbook in harmony with changing conditions and philosophies.

As indicated heretofore, the British North America Act may be considered one cumulative peak in the movement toward Canadian unity and nationhood. The events of recent years mark the achievement of the latter in full. During this era isolated pioneer settlements from the Atlantic to the Pacific were joined into an almost continuous flow of prosperous communities, organized educationally and municipally. The fur-trade, once a method of life and major source of means, was replaced by an agricultural economy, to which in time was added the industry and commerce of growing towns and cities with ever expanding lines of communication and transportation, and the mechanization of all practical pursuits. The period was one of steady

transition in the political and economic life of the country.

Ideas and the means to information expanded rapidly, and the provisions for the enlightenment of the young sought to keep pace therewith. To a limited provision of adult literature in earlier years, centred largely about the religious and moral philosophies of a puritan-minded people (as exemplified by Biblical passages and moral precepts) were added gradually, a more varied type of school reading content, selections from Canadian authors, and stories representative of Canadian scenes and activities. Moreover, expanding provisions for printing within Canada, cheap paper and cheap books made possible larger texts with a broader content. Frequently, the original selections remained not only because of possible value, but as a concession to an earlier philosophy and to the tendency of a rural-minded people to change but slowly. Hence the process of change was that of a gradual "building in" rather than one of abrupt deletion and replacement.

Analysis of the Content of Readers

How true this has been of the content of Canadian readers is shown in the results of an examination made in some detail of readers selected to represent the characteristics peculiar to periods within the era 1846-1947.

All readers were read and those listed herewith were examined in detail. The selections are reasonably representative both as to time of publication, period in use, and extent of use in the provinces of Canada:

Irish National Series, 1846 - 1866, 1877
(Ontario, Prince Edward Island, Nova
Scotia, New Brunswick)

The Canadian Readers, 1868 - 1881 - 1900
(Ontario, Manitoba, British Columbia, The
Northwest Territories, Prince Edward Island)

The Royal Readers, 1870 - 1906 (Prince
Edward Island, New Brunswick, Nova Scotia,
Ontario)

The Victorian Readers, 1898 - 1910 (Manitoba)

The Ontario Readers, 1909 - 1940 (Ontario)

The Highroads to Reading, 1934 - 1947
(Manitoba, Saskatchewan, Alberta, British
Columbia)

THE IRISH NATIONAL SERIES, 1846

The Irish National Series received the first departmental authorization for readers in Canadian schools when, in 1846, these books were prescribed for Upper Canada by the Council of Public Instruction. Although by 1877 the Irish National Series was officially out of use in all parts of this country, the influence of these readers was felt much beyond that date. Canadians did not quickly abandon the educational philosophy upon which the earlier readers were built, as later series contain many items that were first introduced to Canadians through the pages of the Irish readers.

An examination of the contents of these texts, used exclusively for an extended period, reveals distinctly the atmosphere in which the pioneers of this country wished their children brought up. There is no mistaking the importance of

religion in the daily lives of these people, nor their anxiety for the spiritual welfare of their children. The selections in the readers reflect a determination to have children know the Word of God, to respect its authority, and to fear its power. An illustration of this attitude may be found in a study of the distribution of types of matter in the Table of Contents of the Third Book of Lessons (1849 edition) given in detail in Appendix "C" and summarized herewith:

Kinds of Material	Number of Selections
Natural History.22
Poems.18
Religious and Moral Lessons.14
Stories and Fables14
Miscellaneous Lessons in Prose14
Manufactures	6
Geographic and Descriptive Outlines.	5
Lessons on Money Matters	4
Outlines of Grammar.	2
Lessons on Farming	1

Although this distribution may appear to be broad and generous, a careful examination of the selections grouped under these headings modifies this impression. Seventy-two selections have direct reference to religion or morals, yet only fourteen appear under the heading, Religious and Moral Lessons. It seems to matter little under what heading a selection is tabled, its purpose is apparently the same, ^{viz.} know the Bible and fear the Lord. For example, one story, "Try Again", listed under Religious and Moral Lessons, contains less direct moral teaching than does "The Liar Reclaimed" which is tabled under Stories and Fables. Further examples

include the selections listed under Natural History, wherein every bird, animal and insect described, is used to imprint religious idealism. It would appear that the animals selected for description were chosen chiefly because of allusions to them in Scripture. A selection "The Wolf" is used to remind the reader of Biblical reference to people of "crafty, violent and ferocious tempers".¹ The Wolf in the prophecy of Isaiah predicting the peaceful times of the gospel, is explained as "men of fierce and sanguinary dispositions so transformed and changed by the religion of Christ as to become gentle and tractable."²

Neither could the distribution of selections have been made on the basis of purely moral training. In many lessons not listed under Moral Lessons the entire story emphasizes a moral teaching, as in "The Grapes, or Temptation Resisted" and in "The Helpful One". In other lessons there may be a paragraph or so of descriptive matter before the moral stress appears.

Nor do the titles always give indication of the moral emphasis. In one selection, "Money",³ the first paragraph deals with the advantage of money over barter, then two paragraphs direct attention toward religious and moral teaching.

¹Irish National Readers, Third Book of Lessons,
Dublin: Commissioners of National Education in Ireland, 1849,
p. 32.

²Ibid., p. 33.

³Ibid., p. 129.

One of these reads as follows:

We are cautioned in Scripture against the love of money. It is a foolish and a wicked thing for men to set their hearts on money, or on eating and drinking, or on fine clothes, or on anything in this present world; for all these are apt to draw off their thoughts from God. Our Lord Jesus Christ, therefore, tells us to 'lay up for ourselves treasures in Heaven where neither moth nor rust doth corrupt and thieves do not break through nor steal'.

Even in the geography lessons, paragraphs similar to the following abound:

Arabia contains vast deserts, and some mountains, and fertile valleys between. Here is Mount Sinai, where God gave his laws to Moses, and here also the wilderness in which the Israelites wandered for forty years, after they came out of Egypt.

So you see, that Western Asia contains places in the world most interesting to us on account of the great events which happened there, and of the people who lived there; for the two greatest events in the world were the creation of man, and the redemption of man by our Lord Jesus Christ.⁴

Poetic selections teem with warnings against wasting time in idleness, against disobedience and against lack of submission and reconciliation to one's lot in life. Lest the teachings be overlooked, frequently a paragraph in prose explaining the moral is appended to the poem. Lesson LXXIX is a poem entitled "On Prayer".⁵ It is followed by this

⁴Ibid., p. 147

⁵Ibid., p. 228

advice in prose:

Yet remember, you who read this, you are not to neglect your prayers - because you do not feel inclined to pray: but this little hymn is to show you the wickedness of pretending to pray to the great God, while you are thinking all the time about something else. Before, then, you begin your prayers, you must ask God to give you his Holy Spirit, that you may not draw nigh to him 'with your lips, while your hearts are far from him'.

Throughout the book no opportunity is lost to bring home the necessity of returning thanks to Divine Providence, of cheerfully assisting in one's home, of faithfully performing one's duties and of steadfastly obeying the commandments of God.

A later edition of the Third Book of Lessons appeared in 1866. The selections in it differ in fundamental respects from the 1849 edition, indicating a significant shift in emphasis, hence a changing philosophy in relation to the training of children.

The selections of the earlier edition were rearranged in the 1866 edition as reported in Appendix "D" and summarized herewith:

Kinds of Material	Number of Selections
Miscellaneous Lessons.35
Religious and Moral Lessons.24
Natural History.23
Fables12
Geography.	9

The twelve fables in the later edition constitute actually an increase in that type of material. The amount of matter under Natural History is practically the same in both

editions. Although twenty-four items are classified as Religious and Moral, the difference does not mean an increase of ten lessons in that category, it merely shows a more accurate grouping of the lessons contained in the previous editions. Lessons on money, on farming, and on grammar are assembled under Miscellaneous Lessons, and poems appear under each heading.

The greatest change in the amount of material appears in the geography section, the number of selections being almost doubled. Whether this increase represents an attempt to widen the interests and improve the background of Canadian children cannot be determined. It does seem, however, to point to a broadening of the horizon of the people. The inculcation of high ideals of virtue and moral behaviour was still a controlling factor, but it was no longer the only objective in education.

The next difference between the 1849 and the 1866 editions of the Irish National Third Book of Lessons has to do with the nature of the material itself. Many of the selections were revised and improved for learning purposes. Others, especially those on geography, were completely re-written. More facts were included and the moral emphasis was reduced. For example, the selections "Asia" in the 1849 book devoted two pages out of three to Biblical information. The 1866 edition simply mentions the forests of Lebanon, the hills of Judea and the valleys of the Tigris and Euphrates, and makes no direct reference to the Bible in connection with these places. Actually,

in the later book, sixty-seven selections out of one hundred and three are concerned with religious and moral teachings - sixty-five per cent as opposed to seventy-two in the earlier book - and wherever references do occur, they are briefer and less dogmatic, so that the reduction in moral teaching is greater than the percentages indicate.

The amount of poetry is doubled, - thirty-eight poems in contrast to eighteen in the earlier book. Some of the poems such as "Against Quarrelling and Fighting" were written especially for the reader but most of the earlier verse dealing with behaviour was discarded in favor of poems by well-known writers.

Perhaps the most interesting change in the later edition is the inclusion of two new types of material, patriotic and humorous. "The Homes of England" by Hemans, "Love of Country" by Scott, and Southey's "Battle of Blenheim" strike the patriotic note. One poem, "The Spectacles", adds a much-needed touch of humour to a very solid reading prescription. These features are distinctly new to the Third Reader as revised.

The Irish National Series did not delay moral teachings until the introduction of the Third Book. Younger children were confronted with the same moral emphasis. The Second Book, used in grades three and four, is saturated with pronouncements on ethical matters. In the last half of this reader only six selections of thirty-eight are free from this stress.

One of the six selections is an introduction to grammar, and five deal with scientific topics. The thirty-two remaining selections consistently emphasize moral and religious teachings. Even the titles suggest the purpose of the material - "The Kite", or "Pride Must Have a Fall", "The Dutiful Son", "The Works of God", "Benevolence", "Heavenly Wisdom", and "God's Family".

Nor was the preaching confined to prose. Seventeen out of eighteen poems in the last two sections of the reader have very obvious religious or moral aims. "Against Lying",⁶ one of the poems, ends with this admonition:

Then let me always watch my lips,
Lest I be struck to death and hell,
Since God a book of reckoning keeps
For every lie that children tell.

Less terrifying, but of equal moral intent are the closing lines of "Early Will I Seek Thee":⁷

Attend me through my youthful way,
Whatever be my lot;
And when I'm feeble, old, and gray,
O Lord, forsake me not.

Then still, as seasons hasten by,
I will for heaven prepare,
That God may take me when I die,
To dwell forever there.

Similar teachings remind children to obey their parents:

Let children who would fear the Lord,
Hear what their teachers say;
With reverence meet their parents' word,
And with delight obey.

⁶Irish National Readers, Second Book of Lessons,
Montreal: John Lovell, 1865, p. 149.

⁷Ibid., p. 106.

Have you not heard what dreadful plagues
Are threatened by the Lord,
To him that breaks his father's law,
Or mocks his mother's work?

But those who worship God, and give
Their parents honour due,
Here, on this earth, they long shall live,
And live hereafter too.⁸

Throughout the entire Irish National Series the joys awaiting good behaviour and the punishments promised evil conduct constitute the reading diet recommended for children. The material used in reading instruction in the early editions was considered of first importance, not because of the possibilities for teaching reading skills, nor of making children like to read, but because of the opportunity afforded to make children aware at an early age that they had a heaven to win and a hell to avoid. It should be noted that there was no sectarian bias, nothing that could irritate Methodist, Anglican or Roman Catholic in the morals presented. It was a general course that reflected the philosophy of a people and not of a group.

Gradually as more informative articles appeared in later editions, the moral teaching was slightly modified. Stress on nationalism and on scientific information can be recognized, but there can be no mistaking the fact that until 1867 the purpose of the reading material was to make children familiar with the Bible, to confirm them in the belief that good behaviour is always rewarded, and generally to equip them to wage a winning battle against his Satanic Majesty.

⁸Ibid., p. 74.

Canadian Readers, 1868

Canadian, in the title of these readers, was introduced in response to the agitation in Ontario for a reader reflecting Canadian character. Canadians at Confederation had become conscious of Canada as a country and turned, accordingly to the reading programme as one means of achieving nationhood. Two aims are now apparent, the moral and the patriotic. The process of building in a distinctive Canadian content was on the increase.

Books II and III in the later editions of this series offer a programme of which forty per cent provides moral guidance. Since it was still considered of great importance to exalt virtue, many of the stories about children stress the rewards won by pious behavior, and the punishments suffered as a result of evil actions. Intemperance, for example receives a great deal of attention. "Look Not Upon the Wine"⁹ in Book II is an illustration of moral instruction that is reminiscent of earlier readers:

Then dash the brimming cup aside,
And spill its purple wine;
Take not its madness to thy lip--
Let not its curse be thine.
'Tis red and rich--but grief and woe
Are in those rosy depths below.

Book III plays on the sympathies of its young readers in order to bring home further warnings against the evils of

⁹Book II, Canadian Readers, Toronto: W. J. Gage and Co., 1882, p. 105.

alcoholic intemperance. The following paragraphs from "The Little Testament"¹⁰ are an example:

I was a terrible drunkard. I had nearly broken my poor wife's heart. We had one little girl. The poor little thing had to go about the street in rags. Some kind ladies gave her clothes so that she might go to school, but I sold them for drink. They gave her a little Testament. She was very fond of it and liked to read it.

One day she fell ill. Her good friends sent a doctor, and he said she must die. They also sent her what comforts they could, and watched to see that I did not steal them to obtain liquor. One day I went to her bedside. I was mad for drink. I had taken everything I could lay my hands on. I looked round the room. There was nothing left, nothing I could dispose of. Yet I must have drink. I would have sold my child; I would have sold myself for whiskey. The little creature lay on the bed, with the Testament clasped in her hands partly dozing. As I sat there, she fell asleep, and the book slipped from her fingers. Stealthily looking around the room, I stretched out my shaking hand, seized the book and hastily thrust it into my bosom. I soon sneaked out, and went to the grog-shop.

There are a few similar selections in Book III, but generally, moral teachings are mildly and more attractively presented in fables, in children's stories and in an occasional memory gem.

Another feature of the Canadian Readers that marks them as different, is the inclusion of poems about children

¹⁰Book III, Canadian Readers, Toronto: W. J. Gage and Co., 1881, p. 139.

and about nature. "The Children's Hour", "Lucy Gray", "Signs of Rain", "The Gladness of Nature", "To a Fringed Gentian", "Morning After Rain", "Birds in Summer" etc. all indicate that a new educational objective, enjoyment of literature must have been in the minds of the editors of the readers. There is an increase, too, in the amount of poetry in the books. Twenty-seven selections out of seventy in a later edition of Book III, are poems. Moreover, none of the poems in the books have been chosen solely for the purpose of exalting the virtues.

There is a noticeable increase in the amount of informative material. Selections dealing with facts about animals, everyday articles, health, geography and history, are indications of an intent to enrich the background of Canadian children. One quarter of Book III deals with historical, geographic, scientific and generally interesting facts about people and things. In the days when school libraries were not common, and school texts in history, geography and science were little known, the readers had to provide all the informative reading matter for every group in school. The addition of this type was a laudable provision for the intermediate grades.

Some selections in these readers were taken from the Irish National Series. "Mungo Park and the Negro Woman" is a slightly modified version of "African Hospitality" in the Irish reader. "Traveller's Wonders" appears under a new title, "A Far Distant Country". Other selections are so changed and simplified in the later books as hardly to be recognized. The two excerpts that follow will exemplify the degree to which this

was attempted. Both articles are entitled "Dogs":

The feet of this animal (Newfoundland dog) are so made as to enable it to swim very fast, to dive easily and to bring up anything from the bottom of the water. It is indeed, almost as fond of water as if it were an amphibious animal. So sagacious is it, and so prompt in lending assistance, that it has saved the lives of numberless persons, who were on the point of drowning; and this circumstance, together with its uniform good temper, has rendered it a universal favorite.¹¹

The Canadian Reader contains this version:

The Newfoundland is a large, handsome, shaggy dog, very fond of the water, and very kind to little children. It has often been seen to jump in after a child that has fallen into the water, to seize him, and to bring him safe to shore.¹²

There is an indication here that some attention was being paid to the level of verbal difficulty as early as 1881.

Interesting as many of the features of these readers are, perhaps the most striking is the shift in emphasis to the patriotic. Attempts to make Canada's story known to, and respected by her children appear in selections that deal with tales of heroes such as Wolfe, who died "planting the 'Union Jack' as the banner of our country", and of Brock, who fell "while driving back invaders who came to tear it down". Canadian scenes are described and explanations given as to how Canada is governed. In a word, Canada is used as the basis for the expanding experience of the children. Such passages as the following from

¹¹Irish National Series, op. cit., p. 58.

¹²The Canadian Reader, op. cit., p. 57.

Book III are indicative of this spirit in the 80's:

Everyone in Canada, whether it be his native or his adopted country, may well be proud of the land in which he lives. The emblems of his nation, the maple leaf and the beaver, should always be dear to him and remind him of the many duties he owes to the country which he calls his own. Canadian boys and girls, be their position high or humble, should aim to make their country better and more prosperous. With loyal sons and daughters with a high standard for public and private morals, and with superior educational advantages free to all,¹³ the Dominion must have a brilliant future.

Then for our land unclinchingly we claim
That on a broad, firm basis rests its fame.
Be ours the willing task to help to build
A long enduring, glorious record filled
With all brave acts, or pure, unselfish love,
Of gentle knightly deeds, inspired above,
That our fair country justly may be famed
That never may its children be ashamed.
Let each his part build, strong and true and sure;
Then shall we have a history to endure,
And Canada--our Canada--shall be
A noble, Christian nation, great and free.¹⁴

Eleven pages deal with a summary of the history of British Columbia, a description of the physical features and a survey of the products of "the only British territory on the west coats of this continent." Although there is much matter that would fail to appeal to children, yet the purpose is clear, - to acquaint Canadians with the crown colony which became a province of the Dominion in 1871.

Although the dominant note throughout the readers is Canadian, yet pupils were not permitted to lose sight of

¹³Ibid., p. 165.

¹⁴Ibid., p. 240.

their British heritage. "The Loss of the Birkenhead", "Florence Nightingale", "The British Soldier in China" exalt noble characteristics of the stock from which Canadians have sprung and set an example of heroic action for Canadian youth.

In these readers, as in all the readers published in Ontario prior to the turn of the century, tragedy is emphasized. It is especially true of The Canadian Readers and The Ontario Readers. This is adequately portrayed by Francis Tyner Knowles.¹⁵ In writing about Book III of The Ontario Series, 1885, he asked:

Who was the unhappy being who dominated the choice of selections for that mournful volume? From what form of melancholia did he suffer? With what ideals of martyrdom was he imbued? What dark purpose did he hold before himself, in electing to fill with tales of tragedy and death a volume dedicated to the use of children? May it not be that, to the forceful melancholy of his temperament, we owe much of whatever pessimism darkens our own?

There was little Lucy Gray, "the sweetest child that ever played beside a human door", who, lost in the storm that "came on before its time", was drowned in the river "a furlong from their door". There was the "Poor Little Match-Girl" who died in the snow with all her burnt matches beside her and "soared far, far away where there was no longer any cold or hunger or pain - she was in Paradise". "The Sands O' Dee", we scarcely understood, but it also seemed to end in fatality, for:

"They rowed her in across the rolling foam,
To her grave beside the sea".

In "We Are Seven", only two out of the seven succumbed, and we were almost bored by the uneventfulness of the narrative.

¹⁵Francis Tyner Knowles, The Old Third Reader, T. H. Best Printing Company Limited, Toronto, 1936. (Originally appearing in November, 1909, issue of The Canadian Magazine.)

"The first to go was little Jane".

The "Wreck of the Hesperus" put us again in touch with disaster by water. It was our sixth illustration of the dangers of the deep....and we were ready enough to ejaculate with the narrator:

"O! Save us from all death like this
On the reef of Norman's woe!"

"The Heroic Serf" seemed to be of an original turn of mind, and escaped the usual watery ending by throwing himself to the wolves. This act of forethought in no way detracts from his heroism, which was on a really high order.

These examples indicate the nature of stories that children wept through in the old readers.

The Canadian Readers, on the whole are a far cry from the readers that preceded them. The moral tone is partially replaced by a patriotic note. Narrative and lyric poetry begin to appear. Many more informative selections are included and the material generally ^{is} brought nearer to interests and tastes of Canadian children.

The feeling, however, persists that the added purpose of the readers was not connected with reading per se, but rather with the development of Canadian patriotism.

The Royal Readers, 1870

The Royal Readers, commonly used in the Maritime Provinces during the last quarter of the nineteenth century, were still being published and used in the West Indies in 1945 with very few changes.

These readers show some of the educational influences

of the past. At the same time they exhibit in a marked manner characteristics of a later period. Moral material is not neglected; considerable informative material is included in each reader; stirring historical incidents are still used to develop character and to promote loyalty; but for the first time in readers authorized in Canadian schools, literary materials are emphasized with a view to promoting literary appreciation.

The Irish National Series aimed at developing good character, The Canadian Readers were concerned with promoting good, loyal Canadians. Now, The Royal Readers added to these aims that of interesting children in good literature. All readers had as their goal the developing of power to get meaning from the printed page, and educators were becoming aware of the truth that they must use reading to refine children's interests, if good literature were to become a permanent source of pleasure. The Royal Readers are the first in which this aim is prominent.

The Fourth Reading Book, used in Grades V and VI, in New Brunswick, contains seventeen moral selections, fourteen on general information, twenty-one historical, sixteen dealing with birds, animals and natural science, twenty-one about such subjects as people, brave deeds, success. There is a real attempt here to balance the reading ration. Moreover, along with variety in types of reading material, the editors must have kept in mind the literary aim, since many of the selections are English masterpieces.

The influence of the old and of the new may be seen

in the lessons stressing moral teachings. Fables occasionally are included without an explanation of the moral in a final paragraph. The older method prevails in some. For example, "Mercury and the Woodman" concludes with "Honesty is the best Policy." "The Monkey and the Cats" ends with: "This fable teaches us that it is better to put up with a trifling loss than to run the risk of losing all we have by going to law." Other narratives show the same influences. "The Swallow"¹⁶ has this paragraph at the end:

Others lead you now, and you have only to follow. But when, in after years, you find that you have to walk alone, and you know not the path which you ought to tread, remember that the God who over land and sea, guides the swallow, will most assuredly guide you.

The "Sheltering Rock" tells of the conversion of a battered old soldier when he hears from the pulpit the story of his mother's sacrifice for him as a baby. It is a religious tale, yet the religious element does not detract from the story. This is true of "The Golden Eagle's Nest." Religion permeates the story, but the dramatic interest predominates. Generally, however, the new reader provides the example without the precept.

Little of the poetry is concerned with instilling pious behaviour in pupils, but one poem "Be Kind",¹⁷ is reminiscent of earlier readers as it gives reasons for treating one's

¹⁶The Royal Readers No. 4, Edinburgh: Thomas Nelson and Sons, Limited, 1929, pp. 143-149.

¹⁷Ibid., p. 61.

relatives courteously:

Be kind to thy father; for when thou wast young,
Who loved thee as fondly as he?
He caught the first accents that fell from thy tongue,
And joined in thine innocent glee.
Be kind to thy father: for now he is old,
His locks intermingled with gray;
His footsteps are feeble, once fearless and bold--
Thy father is passing away.

Numerous informative prose selections provide an amazing amount of data. Descriptions of jungle foliage, birds and animals, must have been welcomed in schools where there were neither encyclopedias nor books of reference. The information is appealing and rarely is the style didactic. An excerpt from "The Bison, or American Buffalo"¹⁸ will serve to illustrate:

The prairie Indians made use of the hide for many purposes. They scraped off the hair and tanned it, when it served them for coverings for their tents, and for the bales into which the buffalo meat was packed.

When carefully dressed, it was soft and waterproof, and was used for clothing by day and for bedding by night. Of the coarser parts they made saddles and halters, as well as shields which would resist an arrow, and even turn aside a bullet.

Indirectly, the hide was still more valuable to the Indians as the chief article of their trade with the whites. It was therefore the means by which they supplied themselves with knives, guns, blankets, and other useful articles.

Of the horns they made drinking-cups, powder flasks, and other utensils. They made the sinews into bow-strings and thread; the finer bones into needles, the broader into chisels; and of the ribs they made an ingenious and powerful kind of bow.

¹⁸Ibid., p. 122.

Another type of informative material is given in pages of "Useful Knowledge". These state in summary form the composition of many common things along with a little of their history. The pages of useful knowledge are typed in very fine print and are inserted not for practice in reading, but to provide reference material. A note advises that the "Useful Knowledge lessons are intended to be prepared at home by the pupils." Adults who used the readers recall that they memorized such items and were examined on them as part of the year's work. Ten pages of information appear scattered throughout Book III. An example is quoted from page thirty-four:

Ink: - What is Ink made of? Of gall-nuts and a preparation of iron, mixed with water and gumarabic.

What are Gall-nuts? Little balls formed on those parts of the tender shoots of the oak where an insect has laid its eggs.

Where do the best Gall-nuts come from?
From Aleppo and Smyrna, in Asia.

A most unusual feature is the manner in which humour is introduced. The story "Monkeys on Board Ship" and "The Diverting History of John Gilpin" are illustrative of the kind of humour ordinarily found in readers. In addition, Book III has several jokes set up as elliptical games. For example, on page forty-nine one finds this:

THE LATIN FOR COLD

mo'-ment
schol'-ars

an'-swered
school'-mas-ter

A.....asked one of his.....in the winter time what was the Latin word for cold.

"Oh, sir,".....the boy. "I forget it at this....., but I have it at my fingers' ends."

Children like games and humour. The combination of games and jokes must have found favour with pupils who could understand the fun, although some would miss the humour.

The patriotic motive is seen in "Outlines of British History" which appear at the end of each division of the senior grade readers. Book IV devotes three sections to this kind of information. In twelve pages of very fine type, the leading events of British history from the days of the Celts to the end of the Norman period are recorded. The dates of each period are assembled separately as an aid to memorization, and a brief note entitled "Leading Features" is intended as an aid to study.

The Preface to Book IV draws attention to "Outlines of British History" as one of the special features of the series. It states:¹⁹

The OUTLINE OF BRITISH HISTORY, which in this volume extend to the beginning of the Tudor Period, are intended to be prepared at home, and used from day to day along with the miscellaneous lessons in the same part of the book, but for examination only. These lessons are merely brief outlines, and are designed as an introduction to the more extended narrative of Collier's British History, in the same Series.

A further urge to patriotism may be found in the historical anecdotes which introduce outstanding people and events in history. Most of the stirring tales are connected with Britain's story. Here are to be found "King Robert the Bruce", "Napoleon", "The Battle of Bannockburn", "The Relief

¹⁹The Royal Readers, Book IV, Edinburgh: Thomas Nelson and Sons, Limited, 1945, Preface IV.

of Londonderry", "Boadicea", "Jessie of Lucknow" and "Brave Women". If these fail to arouse patriotic sentiments in young hearts, there is Scott's "Love of Country."

The literary aim of The Royal Readers appears first in the kind of selections introduced, and second in the treatment of literary selections.²⁰ In Book V of this series, pupils are introduced to Wordsworth, Tennyson, Goldsmith, Byron, Addison, and Scott as part of a programme designed to present the works of good writers. Herein one may read "Marmion and Douglas", "The Destruction of Sennacherib's Army", "The Deserted Village", etc. Several pages of choice quotations are added from Milton, Tennyson and Shakespeare. These are marked "to be written from memory" in the hope that pupils who memorized them would have a storehouse of lovely thoughts.

Besides the works of the masters, all the selections have been carefully written and edited. The style throughout is superior. It is occasionally stilted but much more natural than the style of previous readers, and if at times it lacks a certain grace, this is due to the inclusion of informational matter.

In an effort to widen the pupils' horizons, nine pages of this reader are devoted to brief accounts of the lives of great men. They read of Gutenberg, Peter the Great, Columbus,

²⁰ Since the suggested treatment of selections will be discussed in a later chapter, it will suffice to state here that added information was given with literary selections in these readers to supply a background for enjoyment and understanding.

Nelson, Washington, Milton, Shakespeare, Napoleon, Captain Cook. At a time when newspapers were scarce, when telephones and radios were unheard of, when the meeting-house was used mainly for religious revivals, the introduction of pupils to greatness in the lives of world figures was very important. Since teachers were not always equipped academically or culturally to pass on the heritage of civilization, The Royal Readers attempted to bridge the gap and provide selected readings to facilitate the growth of children's interests in history, good literature and a broader view of life.

Victorian Readers, 1898

The Victorian Readers, published in 1898 and used in Manitoba, emphasize for the lower grades the importance of oral reading and consequently their selections are such as would lend themselves to practice in elocution. There is not much stress on biblical, moral, informative or patriotic material. The pupils are introduced, instead, to a wide variety of themes and types, much of which had not been included in Canadian Readers before this time. Canadian prose and verse comes into its own.

A few favorites reappear in the Third and Fourth Books - "Lucy Gray", "The Wreck of the Hesperus", "The White Ship", "Lord Ullin's Daughter", "The Inchcape Rock", "The Burial of Sir John Moore", "The Village Blacksmith", "King Bruce and the Spider", "Jack in the Pulpit", "The Taking of Quebec",

and some others.²¹ Most of the overlapping in content has to do with elocutionary material, and points to the purpose and method of teaching reading at this time. The aims and methods were, in 1898, more concerned with oral than with silent reading skills.

In these readers there is surprisingly little informative material. At the four, five and six levels, where the "content" reader is most popular, the Victorian Readers have very few selections that belong to the informative group. Hans Christian Anderson's article "The Flax" is one of these. Another is "The Conquest of Peru." These readers have more imaginative than instructive material. In Book III are thirteen selections dealing with fairy stories, fantasy, legend, myths and folklore. "The Discontented Pendulum", "The Olive Tree", "The Fairies of Caldon Low", "The Generous Cloud", "How the Mountain Was Clad", "Little Daffydowndilly", "How Theseus Slew the Minotaur", and "The Golden Touch" are the titles of some of the selections that attempt to explain in an imaginative way, natural phenomena, or tell how benevolent spirits dominate certain situations.

Patriotic aims are apparent in the choice of Canadian authors and of Canadian scenes. Book III opens with a poem "Canada! Maple Land!" It is really a hymn appealing to God for the virtues that will make Canadians value and protect their birthright.

²¹See Appendix "E" for repetitions.

Book IV begins with Pauline Johnson's "The Song My Paddle Sings." Charles G. D. Roberts's "The Laughing Sally", and "The Forest Fire", and Thomas D'Arcy McGee's "Jacques Cartier" are further examples of other Canadian authors' contributions to these readers. Other types can be placed in the patriotic group too, for example, the story "The British National Banner", Scott's "Love of Country", Sangster's "The Plains of Abraham" and the national anthem "God Save the Queen" are obviously patriotic in character. The amount of this kind of material, however, is slight in comparison with the amount of similar material in The Canadian Readers.

The moral aim is fairly clear, although again, the aim could scarcely be called the dominant one, for only ten items in Book III and eight in Book IV have pointed moral content. Examples of the moral type of material illustrate the attempts of authors to improve the behaviour of children through advice and examples in story and not through fear. The following verse, which closes the poem "A Sermon" is typical of the tone of most of this material:²²

Whatever thing you find to do,
Do it, then, with all your might;
Let your prayers be strong and true--
Prayer, my lads, will keep you right.
So in all things,
Great and small things,
Be a Christian and a man;
And for ever,
Changing never,
Be as thorough as you can.

²²Victorian Readers, Third Book, Toronto, W. J. Gage Company, Limited, The Copp Clark Company, Limited, 1898, p. 61.

"Speak Gently" gives this advice in its final stanza:²³

Speak gently: 'tis a little thing
Dropped in the heart's deep well.
The good, the joy, which it may bring,
Eternity shall tell.

"Samuel Johnson's Repentance" is an illustration of the kind of story used to make children think. It tells about the famous Dr. Johnson's standing bare-headed in a busy market place in the spot where his father had once kept a book-stall. He did this as an act of repentance for having refused to help his father years before.

All the moral selections in these readers are gentle and kind, and free from the warnings contained in earlier readers.

Emphasis, as indicated by the number of selections, is placed on the nature poems with eight in Book IV and ten in Book III. "Indian Summer", "Daybreak", "Birds", "Songs of the Night" and "Daffodils" are a few of the nature poems listed. Although there are few selections dealing with the activities of boys and girls, there is an attempt, in the Victorian Readers, to introduce pupils to a group of stories telling about heroic deeds of men and women and exciting adventures of historic characters. "The Horatii", "Marmion and Douglas", "Locksley", "Young Lochinvar", "Obeying Orders" belong to this group.

As with the readers that preceded them in time, the Victorian Readers give a great deal more space to tragedy than

²³Ibid., p. 19.

to comedy. Mark Twain's "The Blue-Jay", along with "A Hindu Fable", "Bruin and the Cook", and "John Gilpin" lighten the heavy reading programme of grades four, five and six. "Rab and his Friends", "The White Ship", "The Wreck of the Hesperus", "Lord Ullin's Daughter", "Lucy Gray", "The Graves of a Household", and other similar poems unduly emphasize the melancholy in life.

Diversity of reading material characterizes these readers. The themes show that the editors were concerned with providing a variety in the selections offered for oral practice. Nature, adventure, animals, boys, girls, men and women, fairies, supply themes for the content of the Victorian Readers. The dearth of articles giving scientific information is noticeable, especially after examination of the preceding readers. The distinguishing characteristic, however, seems to be the broadening of the basis of choice from the standpoint of theme. Whether the students would enjoy the selections or not, there is obviously greater variety in these readers than in preceding texts.

The Ontario Readers, 1909

The Ontario Readers of 1909 contain a variety of themes including at least one new type of story, tales of the hardships of pioneer life. "A Pioneer Wife" is an excerpt from Maria Chapdelaine.²⁴ "A Forest Fire" tells also of an experience

²⁴An instance of discrepancy of date. Later editions of readers often included selections not in original edition.

of a pioneer family. By 1909 Ontario was far enough removed from pioneer farming conditions to recognize the contribution made by pioneer men and women and to see in it an important Canadian heritage.

Along with the stories of pioneer life, The Ontario Readers have more material of a social character. "Old English Life" describes daily life in England in the days of King Alfred, - what his subjects wore and ate, and what the homes were like. Allied to this kind of material is "The Story of the McIntosh Red", which tells how that famous apple was introduced into Ontario. Other informative articles lean towards science, - "The Story of a Stone", "Ants and Their Slaves."

An ever-present touch reminds us that to please was not the sole purpose of these readers. The following quotations from the fillers show much milder direction in the training of children than the moral admonitions of earlier readers:

Take not the name of God in vain,
Nor utter any word profane.

There is nothing so kingly as kindness;
There is nothing so royal as truth.

A wise son maketh a glad father;
But a foolish son is the heaviness of his mother.

If a task is once begun,
Never leave it till it's done.

Do as you would be done by.

All who have meant good work with their whole hearts have done good work, although they may die before they have time to sign it. Every heart that has beat strong and cheerfully has left a hopeful impulse behind it in the world, and has bettered the tradition of mankind.

Stories and poems of modified moral tone exalt desirable characteristics in people, or give sound advice.

These readers contain a very large percentage of material on nature, much of it descriptive. "The Athabaska Trail", "The Maple", "The Sandpiper", "The Brook" are among the eighteen selections on nature in Book III.

"How Mr. Pickwick Undertook to Drive" is the chief contribution to humour in the Third Book, but not the only one. "A Mad Tea-Party", "Tom and the Lobster" and "The Lobster Quadrille" add a charming note.

The old favorites, "The Wreck of the Hesperus", "Lord Ullin's Daughter", "The Inchcape Rock", and "The Burial of Sir John Moore" still contribute a touch of tragedy, but this is not unduly emphasized. "Captain Scott's Last Journey" is an example of a story that stresses the courage and spirit of an intrepid group of explorers rather than their death. In other words, these readers present tragic stories merely as part of a variety and not as a feature.

The selections dealing with adventures of boys and girls are taken for the most part, from books of recognized literary merit, - "Maggie Tulliver" from The Mill on the Floss, "A Rough Ride" from Henry Esmond, and "Friday's Escape" from Robinson Crusoe.

Ten items in the Third Book represent the older kind of patriotic selection. "England's Dead" and "The Canadian" show the imperial touch, while stories like "The Battle of Queenston Heights" and "A Song of Canada" point to Canadian

loyalty. In addition, "A Hymn for Empire Day" with its petition for direction and guidance, for courage and strength, indicates the broader basis of patriotism that is emphasized in modern times.

In general, many of the narrative selections are new, that is, they were not gleaned from Canadian Readers that preceded The Ontario Series. The influences of earlier educational philosophies appear in modified form, for example, the moral emphasis is reasonable; the patriotic stress points to a better individual for his country's sake and suggests common ideals of brotherhood and thrift; the literary direction is still present; and added to these, there seems to be emphasis on the social. It may have been the result of dissatisfaction over the elocutionary aims of preceding readers. In the 1900's, mechanical ability to read aloud well, began to give way to a modern aim of reading, viz., power to secure meaning from the printed page, in addition to an appreciation of, and a liking for, good literature. The inclusion of interesting social material in these readers is in recognition of the desirability of encouraging right social attitudes.

Highroads to Reading, 1934

The Highroads to Reading and The Treasury Readers have the same content at grades one, two and three levels. They are the Treasury contents with Highroads covers. At the intermediate level the content of the readers differ, but there is marked similarity in the organization of material.

Although the term "unit" does not appear, both the Highroads to Reading and the Treasury Readers use the "unit" organization, that is, stories and poems are arranged in groups according to centres of interest.

Book IV, Highroads to Reading, contains eight units following "O Canada", the introductory poem. The unit titles are "Folk-Tales and Fancy", "Home and Country", "People of Other Lands", "People of Other Days", "The World About Us", "Old Favorites", "Well-Loved Books", and "Round the Year."

Under each title several selections are listed. Sixteen stories deal with fairies, fables and legends in Unit I of Book IV. In Unit II under "Home and Country", appear not only patriotic poems and stories, but tales in which characters reveal qualities that would make any nation great. Some of the stories do not group well under the Unit titles. For example, "How Cedric Became a Knight" might better be included under "People of Other Days" rather than under "Home and Country." Likewise, the unit "Round the Year" contains "Thistledown" and "The Dancing Waves" which might well appear with other nature poems in the unit "The World About Us." The grouping of stories and poems is more accurate in Books V and VI.

The pattern is the same for all three readers, although the titles of units vary. There are legends and myths, patriotic poems, stories about people of other lands, moralizing stories, stories of adventure and achievement, of nature, of Canadian scenes, and always a section "in lighter vein."

The number of humorous reading lessons is noticeably increased. Book V and Book VI each contains eight nonsense selections. Throughout the series examined so far, the humour is limited to "John Gilpin", "Mr. Pickwick" and "Tom Sawyer." In the Highroads to Reading, however, the nonsense items are all new, and from many sources, and are of the kindly variety that never hurts. Occasionally the humour might be missed by the pupils as in "Puzzling, Very" where the interest is based on different meanings of the same word. An illustration follows:²⁵

Does coffee go with the "roll" of a drum?
And why is a "speaking likeness" dumb?
What was it that made the window "blind"?
Whose picture is put in a "frame" of mind?

On the other hand, Baron Munchausen's tall tales, limericks, Lewis Carroll's nonsense verses, the selections by Stephen Leacock and Jerome K. Jerome, for instance, are within the understanding and appreciation of intermediate pupils. Humour is not limited to this section. Delightful touches appear in stories in all sections and an occasional humorous poem introduces a unit, as in "People of Other Lands" a poem of Wales precedes the stories:

The gallant Welsh of all degrees
Have one delightful habit:
They cover toast with melted cheese
And call the thing a rabbit.
And though no fur upon it grows,
And though it has no twitching nose,
Nor twinkling tail behind it,
As reputable rabbits should,--
Yet taste a piece, and very good
I'm bound to say you'll find it.

--E. V. Lucas

²⁵The Highroads to Reading, Book Four, Toronto: W. J. Gage and Company, Limited, Thomas Nelson and Sons, Limited, 1936, p. 120.

A considerable amount of social studies material is featured in these readers. Book V contains selections on Henry Kelsey, Father Lacombe, the coureurs-de-bois, Ulrica, an early settler of Nova Scotia, and La Verendrye. These are all true stories about Canadians. Book IV makes pupils acquainted with the people of Holland, Japan and China, and with Gipsies.

Each reader introduces the students to really good authors for children. Immediately following some of the stories are suggestions about titles and authors for children or teachers who might like to know of similar tales. Dickens, Barrie, Eleanor Farjeon, Swift and Drummond are a few of the writers so named.

The moralizing influence appears in all sections. "The Common Good", (in Book VI) however, presents sixteen poems and stories exalting the virtues and qualities that make people beloved and respected. Fillers containing ethical lessons are scattered generously throughout the readers, for example:

If you're told to do a thing
And mean to do it really,
Never let it be by halves;
Do it fully freely!
Do not make a poor excuse,
Waiting, weak, unsteady:
All obedience worth the name
Must be prompt and ready.

The tone of the mottoes and fillers is different from the fear-some stress of moral lessons in early readers. Fear is no longer preached. Acceptable behaviour is made to appear attractive in stories like "Courage" and "Pass that Puck!" as well as in biographies, such as that of Dr. Grenfell and Hans Christian Anderson.

The Highroads to Reading make use of dramatization in each reader. It is not a major feature of these books, but at least two plays appear in each of Books IV, V, and VI.

These readers are not characterized by an exaggerated emphasis on any one type of material nor on any one form. Poetry and prose receive equal attention in number of selections. There are biographies, descriptions, narrations and dramatizations. There are thrilling tales of adventure, heart-warming stories of achievement and considerable humour. For the first time in a Canadian reader, selections are assembled under unit heads, indicating a plan for a sound and interesting reading programme. The amount of literary material points to a broadened objective with respect to providing worthy use of leisure time. The fact that many suggestions for further reading follow every selection gives added emphasis to this objective. The editors are not satisfied to supply material the only qualifications of which are suitability for teaching the mechanics of reading and promoting good loyal citizens. The material is intended to extend the experiences of the children, give them interests in reading and in the world.

Prose and Poetry

A summary of the changing distribution of content as to prose and poetry is reported in Table X. Modern teachers concentrate more than formerly upon developing silent reading skills in the intermediate grades, and they expect texts to supply material that will lend itself to necessary practice. As

a rule informative selections are suitable for silent reading. Poetry, humorous and dramatic selections furnish the best material for oral reading. Table X shows at what periods a balance existed between selections suitable for each kind of reading practice, and how often the balance swayed especially toward oral reading matter.

TABLE X

★Percentage Distribution of Selections
According to Forms - Grades V, VI

Reader	SELECTIONS		
	Prose	Poetry	Drama
The Irish National Readers (1849 edition)	82	18	-
The Royal Readers, 1870	63	37	-
Canadian Readers, 1881	69	31	-
The Ontario Readers, 1884	42	58	-
The Victorian Readers, 1898	52	48	-
The New Brunswick Readers, 1900	33	67	-
Nova Scotia Readers, 1906	55	45	-
The Alexandra Readers, 1908	39	61	-
The Ontario Readers, 1909	42	58	-
The Manitoba Readers, 1910	44	56	-
The British Columbia Readers, 1915	48	52	-
The Atlantic Readers, 1921	48	52	-
The Canadian Readers, 1922	50	48	2
Highroads to Reading, 1934	49	48	3
The Treasury, 1934	60	39	1

★Brought to the nearest round figure.

The relatively high percentages assigned to poetry in The Ontario Readers, 1884, The New Brunswick, 1900, The Alexandra

1908, and The Ontario Readers, 1909, bear witness to the importance of oral reading and the elocutionary aim in Canadian texts of the late nineteenth and early twentieth centuries.

Educational research, by 1920, had established the dependence of modern society upon reading, especially silent reading, and the need for intensive training in silent reading skills. The changing balance in literary forms was doubtless made to correspond roughly to the results of scientific investigations of this period.

The Treasury Readers (1934) alone in the 20th century vary from the general tendency to provide approximately half poetry and half prose. In other Canadian readers the pattern is one of moderate emphasis on a variety of types and sufficient practice material for recreative and work-type reading, both oral and silent.

Canadian Poetry and Prose.

It has already been noted that a growing spirit of Canadian nationhood was one of the influences that operated to determine the content of school readers. This may be traced, in the beginning, to Dr. Ryerson who was eager to have Canadian youth more consciously Canadian by supplying them with readers containing selections about Canada by Canadians. The first Canadian Series, 1881 edition, included among patriotic selections, two poems, one each by Charles Sangster and Thomas D'Arcy McGee. The Victorian Readers, 1898, contained twelve

selections by Canadian authors. The more recent sets, the Highroads to Reading, and the Treasury Readers contained fifty-three and forty-five selections respectively, so that, it was not until 1934 that the variety and beauty of Canada's literary contribution was fully realized and considered worthy of presentation to Canadian children. Table XI shows the emphasis in terms of number of selections included for grades four, five and six since Confederation. Appendix "F" contains a list of Canadian authors whose contributions appear in these grade readers.

TABLE XI

Numbers of Selections by
Canadian Authors

Series of Readers	Canadian	
	Prose	Poems
The Irish National Readers, 1849	-	-
The Royal Readers, 1870	-	-
Canadian Readers, 1881	-	2
The Ontario Readers, 1884	-	1
The Victorian Readers, 1898	4	8
The New Brunswick Readers, 1900	☆ ₁	☆ ₄
The Nova Scotia Readers, 1906	6	1
The Alexandra Readers, 1906	17	16
The Ontario Readers, 1909	7	15
The Manitoba Readers, 1910	4	6
The British Columbia Readers, 1915	☆ ₁	☆ ₂
The Canadian Readers, 1922	8	25
Highroads to Reading, 1934	25	28
The Treasury Readers, 1934	23	22

☆Authors not listed in Grade IV readers of this series

CHAPTER VI

ANALYSIS OF READERS

WITH RESPECT TO DEVELOPING PUPIL INTEREST

Introduction

Educational authorities,¹ in discussing present day aims of teaching reading, assemble the objectives into two main groups. The aims in one group are concerned with the development of sound reading habits, skills and attitudes. The aims in the second group are directed toward achieving broader outcomes of instruction.

Appropriate initial teaching should aim to develop correct reading habits and attitudes and should lay the foundation for the orderly growth of skills essential to efficient silent and oral reading. The achievement of such skills as accuracy in word recognition, good eye movements, interpretation of punctuation marks, deriving meanings of words from context, getting the general significance of a passage, forming judgments, predicting outcomes, skilful use of reference materials, is included in the mechanics of reading.

Broader aims are directed toward cultivating permanent interest in reading, refining tastes in reading, extending and enriching experience through reading, and acquainting

¹W. S. Gray, "The Nature and Organization of Basic Instruction in Reading", The Teaching of Reading: A Second Report, Thirty-sixth Yearbook, Part 1, National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1937, p. 66.

pupils with sources and values of different kinds of reading material. These objectives recognize children's interests and needs as of primary importance in learning to read efficiently.

Achieving the broader objectives of reading, in the first instance, depends upon recognition of the interests of children. Attractive material makes children want to read. That which attracts is usually in harmony with former experiences and interests. Once the child has learned to read, his present interests are strengthened and new interests created; his experience is broadened and deepened and his recreational needs satisfied. Through careful guidance of reading, literary tastes are cultivated and quality of selection ^{is} refined.

Children's Interests

Prior to the twentieth century, children were expected to accept gracefully the activities which adults had chosen for them. Whatever proved distasteful was supposed to have extra disciplinary value; accordingly it was not part of school policy to consider children's wishes.

During the twentieth century, excellent studies were made of the interests of children in the elementary grades.

These studies² have consistently revealed that children like stories of adventure and action. They enjoy suspense and unexpected happenings, and tend to avoid reading the introspective, meditative material. They show little interest in the abstract or didactic. Simple topics appeal to them, stories about happy home and school life, about children in different surroundings, about explorers and pioneers, about the characteristics and experiences of animals. At the primary level pupils like stories of the "make-believe" variety, about fairies, goblins, and the supernatural. All children enjoy humour, not subtle adult humour, but obvious, close-to-childhood experiences. They do not, as adults, dislike a story with a moral. They like it, as long as the dramatic element is strong enough to make the moral palatable. Sad, unpleasant themes are less attractive than bright, cheerful topics.

With respect to poetry,³ children seem to like vigorous rhythms and definite rhymes. Figurative language spoils verse for them and references to literary materials beyond their

²Fannie W. Dunn, Interest Factors in Primary Reading Material, New York: Teachers College, Columbia University, 1921.

A. I. Gates, Celeste Peardon and Ina Sartorius, "Studies of Children's Interests in Reading", Elementary School Journal, (May 1931) pp. 656-670.

A. I. Gates, Interest and Ability in Reading, New York: The Macmillan Company, 1930, Chapter II.

Sister M. Celestine, A Survey of Literature on the Reading Interests of Children in the Elementary Grades, Educational Research Bulletin Vol. V, Washington, D. C., Catholic University of America.

³Marion Edman, Teaching of Poetry, Detroit: Detroit School Board Publications, 1940.

range of experience confuse them. So long as a topic is within their experience and presented in a rhythmic form that they can feel, children will enjoy reading or listening.

Analysis of Readers

Several sets of readers are analyzed herewith in some detail for pupil appeal. The degree to which all authorized Canadian readers provided satisfactorily for the interests of intermediate pupils is presented in Table XII of this chapter.⁴

The Irish National Readers, 1840. - The Irish National Readers practically ignored children's interest and needs. The exterior of the books is forbidding, likewise the interior. Continuous blocks of solid reading, void of illustrations of any kind make little appeal and certainly do not attract even adults. The titles of the stories are uninviting. "Commerce", "Parts of Speech", "The Mask of Nature", "Time", "Glass", "Salt", "The Salmon", "Solon and Croesus", would not stimulate the imagination of little people. Titles such as "The Tiger", "Bears", "The Wolf", "The Burning Forest", "The Harper and His Dog", do suggest children's interests, but an examination of most of the

⁴A committee of experienced teachers from the Winnipeg Schools assisted the writer in assessing the interest appeal of readers used since 1898. The opinions of classes of children were accepted as evidence with respect to the interest value of readers now in use. Memories of teachers who had used some of the texts as well as memories of older citizens who recalled earlier readers helped the writer to judge the appeal of some selections in old texts. In all instances the judgments stated confirmed the interest factors discovered by Dunn, Bruner, Uhl and Gates in their studies on children's interests.

lessons is disillusioning in so far as the interests of children are concerned. An excerpt from the lessons will illustrate the type of material that ten and eleven year old Canadian children were given to read eighty years ago:

Lesson⁵

AMERICA

America, or the New World, is separated into two sub-divisions, by the Gulf of Mexico and the Caribbean sea. Soon after it was discovered, this vast continent was seized upon by several of the nations of Europe; and each nation appears to have obtained that portion of it which was most adapted to its previous habits. The United States, the greater part of which was peopled by English settlers, while they possess the finest inland communication in the world are admirably placed for intercourse with the West India Islands, and with Europe. The Brazils are well situated, on the other hand, for extending the influences acquired by the Portuguese, for becoming the emporium between Europe and the East; and for receiving into their own soil, and rearing to perfection, the rich productions of the Asiatic Islands, which the Portuguese have lost for ever.

The purpose of such material was evidently to impart information, but the style is artificial and vocabulary so difficult that little learning could have resulted. In the Third Book forty selections out of ninety-eight are concerned with dispensing information, and the same conclusion must be drawn from all, viz., that little learning would result from such formal, didactic presentation.

Many of the themes would have been interesting to

⁵Irish National Series, op. cit., pp. 174-175

children if the language used had been kept within the language experience of young people and if moral teachings had been implied rather than drilled. The lesson on "The Dog", for example, devotes a paragraph to references to dogs in the Bible and would have little appeal to grade five and six pupils:⁶

Thus the dog seems to be used as a name for Satan, Psalm xxii.20; - dogs are put for persecutors, Psalm xxii. 16; - for false teachers, Isaiah lvi. 11; - for unholy men, Matt. vii. 6; - and for the Gentiles, Philip iii. 2. The reason of this seems to have been, that, by the law of Moses, the dog was pronounced to be an unclean animal, and therefore, like the sow, was much despised among the Jews. They would be prevented by that legal enactment from discovering its great value, and from paying that attention to it, which was necessary for rendering it what it now is, the favourite of young and old, on account of its various useful and estimable properties.

The selections are all uninviting. No humour lightens the book. Even the set-up is forbidding. Conversation is treated as indirect prose and placed in long paragraphs. There is little that could be characterized as childlike.

Canadian Readers, 1868. - Gage and Company's Canadian Readers claim, in the preface of The Second Reader, that all the extracts were chosen "with the view of interesting the pupils and of giving them a large fund of useful information concerning the world about them." Although the statement proves that the editors had some idea of stressing children's interests,

⁶Ibid., p. 39.

the selections bear witness to the fact that little real attempt was manifested to achieve the stated objective.

The primer opens with the printed alphabet and then introduces several pages of words associated with pictures. The word method is recommended, but the teacher is free to employ whatever method she thinks best. Regard~~y~~ for phonics displaced any thought of children's interests and the words seem to have been chosen because of their family connections rather than their appeal. The lines from the primer:

an ox, and a fox, and a box.
a fox, and an ox, and a box.

would scarcely make a child eager to read. The primer has many such lines.

The Second Primer attempts to select interesting topics, but the treatment of the topics is dull and pedantic. Very little dialogue appears. Dogs, cats, sheep, geese, chickens, and birds are for the most part subjects of pointless, boring descriptions. Even such an exciting activity as building a snow-man can be made to appear very prosaic. To illustrate:⁷

THE SNOW-MAN

1. These boys have made a snow-man. They made him by roll-ing snow-balls on the ground and putting one on top of the oth-er. See, they have put a hat on his head.
2. Roll-ing snow-balls is fine fun. The long-er you roll one the big-ger it gets, till at last you can not roll it at all.

⁷Primer II, Canadian Readers, Toronto: W. J. Gage and Company, Limited, 1881, p. 18.

3. Boys can make with snow-balls a house large e-nough to go in-to, but it would not be a warm house.

The tendency to moralize is not so common as in earlier readers, yet the editors include in grades five and six some abstract material solely for this purpose, without regard to appeal. The following, for example, would not attract:⁸

Every kindness done to others in our daily walk, every attempt to make others happy, every prejudice overcome, every truth more clearly perceived, every difficulty subdued, every sin left behind, every temptation trampled under foot, every step forward in the cause of good, is a step nearer to the life of Christ through which only death can be really a gain to us.

In the senior grade readers, the avowed purpose "to instruct and elevate" might have been achieved had the style been simpler, less mature and more natural. An extract from Book III,⁹ "Apparently Drowned But Not Dead" will illustrate the point:

Without interfering with artificial respiration, remove all cold, wet clothing, and restore warmth to the body. Importance must be attached to this rule, and the greatest possible haste exercised in carrying it out, especially if the body has been long in the water. If practicable, while the body is being rescued from the water, make preparations for the application of heat, either by hot blankets, hot water, hot air, hot bottles, hot sand, hot salt, or any other method which the exigencies and

⁸ Canadian Readers, Book III, Toronto: W. J. Gage and Company Limited, 1881, p. 132.

⁹ Canadian Readers, Book III, Toronto: W. J. Gage and Company Limited, p. 123.

circumstances of the case may suggest. Should it be necessary to convey the patient some distance, in order to secure the best facilities for the restoration of breathing and warmth, the body should first be well wrapped in dry, warm clothing - the bystanders, if necessary, sharing their garments for the purpose.

In all fairness to the editors, it must be recognized that they attempted to deal with topics about which children would like to read. Nature, animals, ordinary objects, boys and girls, home life, fables, all interest children, but dissertations on metals, on breeds of horses and of dogs, on the qualities of goats, on the progress of navigation and on the scenery in British Columbia would not fall into this category for grades five and six. The amazing fact remains that before any formal studies were made on children's interests, educators in Ontario selected many topics of interest but failed to adapt the reading matter to the experiences possible to the boys and girls of grades five and six.

The Royal Readers, 1870. - The editors of The Royal Readers were really concerned with the interests of children. The following appears in the Preface of each reader from grade three up:

The lessons in it are designed so to interest young people as to induce them to read, not as task-work merely but for the pleasure of the thing. The pieces are of a character well calculated to give life, and point, and fresh interest to the daily work of the class - to allure the children to read, and to make them delight in exercising their power of reading.

These readers generally avoid the "dull solidity" of the books that precede them and give pupils subjects in which

they naturally are interested. The selections live up to the promise of the preface. They are about elephants, tigers, monkeys and chamois as well as about less exciting animals, - dogs, cats, cows, and goats. The descriptions are formal, but unusual and interesting items of information compensate for the stiffness of style. The devotion of a dog, as told in "A Faithful Dog", or the devotion and wisdom of the horse in "The Arab and His Horse", is the type of story that intermediate boys and girls like very much. "The Heroic Daughter" which tells of hardships endured in order to secure justice for a parent, and "The Canvas Boat" which deals with the escape from pirates (of five English sailors), are stories of adventure, of action and of dangers surmounted - all of which attract children.

Perhaps the most appealing selections are the poems, "The Wreck of the Hesperus", "Lord Ullin's Daughter", "The Ship on Fire", "The Inchcape Rock", and "Casabianca". Their stirring rhythms permeating the lively images are a joy to the pupils.

All literary selections in Book V seem to have been chosen with special regard for children's interests. Scott's "Young Lochinvar", "The Saxon and the Gael", and "The Parting of Marmion and Douglas", Lord Byron's "The Shipwreck", Mrs. Hemans' "The Spanish Champion", Tennyson's "Lady Clare", Bell's "Mary Queen of Scots", are typical of the dramatic narratives presented in the Fifth Book. They are full of action, suspense and unexpected happenings. The rhythms are vigorous and the rhymes, certain, - characteristics that delight children.

Modern studies claim that children prefer stories of happy incidents. These books include many sad experiences for children. "Little Jim", in which "a patient mother knelt beside the death-bed of her child", "The Beggar Man" in which the title-character uttered in a feeble voice:

So faint I am, these tottering feet
No more my palsied frame can bear.
My freezing heart forgets to beat,
And drifting snows my tomb prepare.

These and similar expressions associated with poverty and sadness may have been intended to make children kinder toward their fellow men, but they become a little monotonous as a steady reading programme. On the other hand, since the fate of the poor, especially of poor children, was not a happy one before social services had become part of government policy, the editors may have been purposefully cultivating an attitude of concern for suffering.

Children enjoy direct, simple uninvolved style. That of the Royal Readers is usually simple but occasionally stiff, especially for junior grades. The opening selection in the First Reading Book is called "The See-Saw". These lines have the touch of artificiality, a style that detracts from the interest value:¹⁰

Look at me! I am up in the air. See
I let go both hands, and yet I do not fall.
Now, John do you try. You go up, and
I go down.

¹⁰The Royal Readers, No. 1, Edinburgh: London:
Thomas Nelson and Sons, p. 7.

Again, "The Boy That Liked Play"¹¹ exemplifies the same quality:

Well, I shall go to school and learn my lessons. When I get home, mother will allow me a long time to play with the other boys, before I go to bed.

The lack of complete naturalness of style persists in the prose selections of Book III. "The Busy Little Lapp" contains this paragraph on reindeer:¹²

The reindeer likes to move about. In the summer some very fierce flies, called mosquitoes, bite him. To escape from them, he runs up the cold mountains, where the Lapp follows him, and sets up his tent. In the winter the flies go away, and then the Lapp drives his reindeer down to the plain. So you see he has to shift his tent again.

The style is quite formal in the prose of the senior grade readers. Today it would be characterized as "platform" style. This paragraph from "Pearl Fishing" illustrates the scholarly quality:¹³

But the hands of the gold-seekers, red with the blood of their fellow-men, whose lovely lands, rich in the palm-tree, the plantain, and the maize, they cruelly laid waste, were equally unsparing beneath the waters, and equally ruthless to the miserable race of pearl-fishers. The poor Indians, insufficiently fed, and forced into the sea by their cruel masters, oftentimes never reappeared, having fallen a helpless prey to the hungry sharks. The pearl-banks themselves, unceasingly stripped of their shells, soon became exhausted. Land and water, cursed by the Spaniards' greed of gain, alike lay desolate.

¹¹The Royal Readers, No. 1, London, Edinburgh: Thomas Nelson and Sons, p. 41

¹²The Royal Readers, No. 3, Edinburgh; Thomas Nelson and Sons, p. 111.

¹³The Royal Readers, No. 4, Edinburgh: Thomas Nelson and Sons, p. 57.

Pages on "Useful Knowledge" contain a very large amount of information, much of it exceedingly interesting. Its manner of presentation, however, is not such as would excite average pupils. A direct question is asked, for example, "What is glass made of?" An equally direct answer is given, in this case, "Chiefly of sand or flint, and potash or soda, melted together in clay vessels".¹⁴ Too much of the informative matter is far removed from the experience of the pupils. This kind of material belongs to a time when learning was not thought of as "modification of behaviour" but rather as "Book-learning."

In spite of derogatory remarks, especially with respect to style, sad topics, and the encyclopedic characteristics of certain selections, The Royal Readers are an improvement over earlier texts. Their aim was "to cultivate love of reading by presenting interesting subjects treated in an attractive style." They succeeded in presenting interesting subjects, and when compared with a style of earlier readers, the objective was approached. These readers are still published in Edinburgh, sold and used in the West Indies, and they still have considerable appeal to children.

The Victorian Readers, 1898. - The Victorian Readers, used in Manitoba in 1898, introduce many new features. The alphabet still appears on the first page, but the method employed

¹⁴The Royal Readers, No. 3, Edinburgh: Thomas Nelson and Sons, p. 64.

to teach reading indicates very simple sentences using a few nouns introduced by pictures. The style of this primer is much more natural and childlike than that of other primers. The sentences tell a little story and some of the topics would interest children. A great many lists of words for drill purposes reveal the emphasis on phonics.

The Second Primer and The First Reader contain many fairy tales, fables and children's classics. Much less expository material and a corresponding increase in narratives is a marked improvement. The moral and informative types of selections seem to have lost their prestige. The style, too, has improved; it is quite natural. It is significant at this point to note that appeal to children's interests appears first in primary grade readers.

The senior readers of this series contain a great deal of material suitable for teaching elocution. The preface to the Third Reader gives instructions, in six pages of very fine type, on how to teach reading. The chief aim of the book is quoted herewith:¹⁵

First: To develop what may be termed the logical side of reading; in other words, the intellectual side. The greatest stress should be laid on getting the sense, which is, of course, the basis of all reading. The emotional side need not be altogether neglected, but should be always subsidiary to the intellectual. If the teacher succeed in getting the expression vital, nothing more should be expected.

¹⁵Third Reader, Victorian Readers, Toronto: The W. J. Gage and Company and The Copp Clark Company Limited, 1898, Preface.

The only other "aim" is by way of advice to the teacher not to follow mechanically the order of lessons in the book.

In addition to this preliminary direction on the teaching of reading, there are nine reading lessons scattered at intervals throughout the Third Book, all with advice on how to secure satisfactory oral expression. Superior as the method no doubt was in its day - for it did emphasize the correction of expression defects and show how to give practice toward eliminating them - it nevertheless was not directed toward the achieving of interest in reading. Likewise the materials selected were chosen with the elocutionary aim in mind and not with a view to extending and enriching experience, or to creating a permanent interest in reading good literature.

In spite of this aim, some of the selections are very appealing. Legends, fables, ballads, stories of heroic deeds and sacrifice usually attract pupils, and the Third and Fourth Readers of this series contain some favorites. "The Brave Three Hundred", "Roland and ^{the} Shield Bearer", "Marmion and Douglas", "Horatius", and "Lochinvar" would appeal to children and encourage them to look for similar stories, but the space devoted to this type is not large. "Scots Wha Hae Wi Wallace Bled", "The Marseillaise", and "The Watch on the Rhine" along with similar declamatory selections are as much in evidence as are stories of tournaments and knights.

A meagre amount of space is also given to stories

involving boys and girls, home life or animals. A few stories such as "A Swim for Life", "William Tell and His Son", "Androcles and the Lion" do appeal to these interests. The number of such stories, however, is limited.

For the most part the selections indicate that they were chosen from adult standards because of elocutionary value, and are accordingly too mature for pupils of this level. "The Pine Tree Shilling" is a pointless story for Grade Four pupils who would not be interested in the wedding-portion of a buxom Massachusetts bride, nor in her chosen husband although he was "of good character, industrious in his business, and a member of the Church." As an example of the prose selected for Grade Six, the following is quoted from Nathaniel Hawthorne's "The Great Stone Face" in the Fourth Reader:¹⁶

Earnest began to speak, giving to the people of what was in his heart and mind. His words had power, because they accorded with his thoughts; and his thoughts had reality and depth, because they harmonized with the life he had always lived. It was not mere breath that this preacher uttered; they were the words of life because a life of good deeds and holy love was melted into them. Pearls, pure and rich, had been dissolved into this precious draught.

The long vowels and well-rounded sentences could no doubt, be pronounced pleasantly, but an ordinary grade six pupil would not appreciate the thoughts expressed therein. This is equally true of Bunyan's "Valley of Humiliation."

¹⁶The Victorian Readers, Fourth Reader, Toronto: The W. J. Gage Company, Limited, and The Copp Clark Company Limited, 1898, p. 357.

Poems like "The Maple" and "To a Daisy" have little attraction for lower grade pupils. "The Pied Piper of Hamelin" or "How They Brought the Good News" or "The Ballad of the Clampherdown" have more interest for children than purely descriptive poetry, yet a large percentage of the verse is lyric.

Humourous selections "Bruin and the Cook", "How I Killed a Bear", "The Blue-Jay" and "John Gilpin" would be appreciated, but only a limited provision is included.

The poem "Twenty Years Ago" in Book III is typical of these readers. A man reminisces in this poem on the associations of his childhood, when most of the companions of his youth are dead. The editors may have tried to recall some of the interests of their own youth but certainly without success. The appeal was to future needs rather than to present interests. Although many of the selections could be used to achieve the aim of the readers, "better oral reading", and although many have admittedly an interest value, too many would not attract at all.

The Ontario Readers, 1909. - Numerous lighthearted selections such as "The Blue-Jay" by Mark Twain, "A Mad Tea-Party" from The Adventures of Alice in Wonderland, also Lewis Carroll's "The Lobster Quadrille", the lilt of Tennyson's "Brook" and Thomas Moore's "The Meeting of the Waters" render the selections in Book III more interesting. The style, for the most part, in the 1909 Ontario series is so bright, direct and natural that children would find it very appealing.

The editors carefully selected stories from standard books in order to establish the taste for good literature. In many instances their choices would be sympathetically received. Tom Brown's fishing escapade as told in "Fishing" would attract most normal boys to "Tom Brown's School Days". Every girl's desire for curly hair and a little understanding attention from grown-ups is expressed in "Maggie Tulliver", just as every boy's desire to excel in feats of skill and endurance appears in "A Rough Ride". These and similar stories provide exciting reading and should create the urge for more. They would be important factors in helping children acquire a permanent taste for good books.

Children usually like stories about explorers and pioneers. "A Forest Fire", "A Pioneer's Wife", "Jacques Cartier" and "Captain Scott's Last Journey" provide attraction in a way that would bring experiences within the grasp of children. In other words, these selections are so written that they are neither abstract nor difficult for pupils of the intermediate grades.

Many uplifting admonitions are presented in stories. "A Little Sermon" by Louisa M. Alcott, in spite of its title, is a heart-warming type of story that makes its point without preaching. "Professor Frog's Lecture" should make children who tease animals a little uncomfortable. The ponderous frog with his roll of manuscript uses the modern activity method in his demonstration of how boys would react to their own kind of treatment of frogs.

There are only a few animal stories in these readers but they are exciting. The titles are not attractive, but the stories are. "They Seek Their Meat from God" tells of a child's rescue from hungry panthers. The element of suspense is heightened by the fact that the man who almost disregarded the far-off cries of the child, discovers that he has saved his own son. "The Chase" describes a doe's successful attempts to protect her fawn. The courage and resourcefulness of the timid fugitive make exciting reading. In this group, too, might be listed "The Ride for Life" and "Adventure with a Bear."

The imperial touch in "The Canadian" and in "Puck's Song" would appeal to different groups. The first poem would thrill the soul of those who love to think of the glory of England on the high seas, the second would appeal to those of more meditative mind:

She is not any common Earth,
Water or wood or air,
But Merlin's Isle of Gramarye,
Where you and I will fare.¹⁷

Heroic deeds as related in "The Heart of Bruce", "A Roman's Honour", "Hector and Ajax" would find sympathetic listeners in grades four, five and six.

The "repeaters", or old favorites, provide further excitement tinged with tragedy. "The Inchcape Rock", "The Wreck of the Hesperus" and "Lord Ullin's Daughter" are among the survivors in The Ontario Readers of 1909.

¹⁷The Ontario Readers, Third Book, Toronto: The T. Eaton Company, Limited, 1925, p. 338.

From the standpoint of recognition of children's interests these readers are superior. Animals, humour, adventure, myths and legends, realistic stories of boys and girls, the appeal of nature, farm life, love of native land, in fact, all known interests of boys and girls in the intermediate grades, have a place in the selections. Different types of material, historical, scientific and literary, indicate that the editors had in mind also, the reading needs of children. In other words, much of the material is inspirational and recreational, yet some of it makes available to children sufficient facts to widen their interests and to serve as introductions to the subject fields of the senior grades.

The Highroads to Reading, 1934. - The Highroads to Reading grouped the contents under unit titles denoting centres of children's interests, - humour, myths, nature, adventure, success, boys and girls, plays, pioneers, their own country. Many of the stories are from the works of good writers and were selected because of their interest value and because of their power to enrich experience.

In spite of titles and topics of absorbing interest these readers were considered too difficult for the grades for which they were prescribed in Manitoba; consequently enthusiasm for many of the selections ended with the titles. Teachers found that a large percentage of the material demanded constant teaching in order to eliminate vocabulary and concept difficulties. The contents of Books IV, V, and VI took for granted a higher standard of reading power than is achieved by average nine-to-eleven year old pupils.

It is true that the matter of these readers is less mature than that of texts of preceding generations. But it is likewise true that less time can now be spent on the teaching of reading mechanics, because formerly teachers taught the three, or at most the four, R's - reading, writing, 'rithmetic, and religion. Teachers now must time-table for lessons in science, social studies, health, art, music, mathematics, and the language arts.

The background of experience required for appreciation of much of the reading material is supplied in introductory notes.¹⁸ This information is usually supplemented by suggestions for study. Children at this level are only beginning to acquire the skills needed for study and consequently are unable to follow the proposals made. In other words the potential interest of these readers is not realized on account of lack of proper grading of the selections contained therein. Teachers and pupils expect material to be challenging, but when many paragraphs contain difficult words and thought, it makes the teaching of reading a difficult undertaking.

The closing paragraph of "The Boy Musician" in Book IV illustrated difficulties presented to grade four:¹⁹

It seems almost impossible that the boy, who in his early years received such honors, should in his manhood meet poverty and neglect. Such was Mozart's sad fortune, but in spite of his discouragements he struggled on, and became one

¹⁸See Chapter VIII - "Teaching Aids".

¹⁹Highroads to Reading, Book Four, Toronto: W. J. Gage and Company, Limited, T. Nelson and Sons, Limited, 1934, p. 177.

of the greatest and best loved of musical composers. He has given to the world a wealth of beauty that has made his name immortal.

The paragraph quoted offers to nine-year-olds abstract ideas of honor, poverty, neglect, discouragement, wealth of beauty and immortality of name, quite beyond the grasp of children of this age.

The following poem, emblematic of the spirit of the pioneers, is taken from Book V:²⁰

Give me the strength of a pioneer,
That irks at the thought of a bond;
Give me a vision, a path to clear,
That beckons me upward and on!

Spare me the shield of a sheltered task,
Test me by struggles and strife.
The brawn and the courage are all I ask
To conquer the glory of life.

Let mine be a hardy soul that wins,
By mettle and fairness and pluck;
A heart with the freedom of soaring winds,
That never depends on luck!

There is little in the poem that a grade five pupil can appreciate. His experience has not prepared him "to conquer the glory of life" nor to understand what it means.

Unfortunately it is a sight that is becoming more rare. Real totem-poles are no longer being made - only imitations for sale to tourists. Dealings with the white man have robbed the Indian of all faith in his own ideas, and thus he has also lost the impulse that made him carve these memorials of his tribal history.

²⁰Highroads to Reading, Book Five, Toronto: W. J. Gage and Company Limited, T. Nelson and Sons, Limited, 1934, p. 211.

Many of the Indian villages have been moved to other sites, leaving the totem-poles forsaken and neglected. Trees grow up around them and hasten their inevitable decay and fall.²¹

Again the mature concepts of faith in one's own ideas, loss of an impulse, and inevitable decay make for loss of interest.

Grade six pupils are told in an introductory note that "Canada and World Peace" is "a subject which is of the greatest interest and importance to every boy and girl in Canada." The subject is important, but the selection developing the idea does not appeal to most children at this level although it was written especially for the Highroads to Reading:

In olden days captives taken in war were slaughtered; but at a later period prisoners were given their lives and made to work for their masters. This later practice was slavery, but it was a step in advance of the earlier one. Nowadays, however, we hold slavery and all the evils connected with it in abhorrence. Similarly with war. We have advanced since the days when the glory and splendor of war were all in all. We have learned our lesson well.

To understand this we must realize that both the world and war have greatly changed in character. The wars of the seventeenth and eighteenth centuries were fought by small professional armies. In the Great War every available man was sent to the front, and tens of thousands of women were engaged in making munitions, or in taking the places of men who had joined the fighting forces. Earlier wars were exciting affairs, fought hand to hand. Now war is fought with bombs dropped from airplanes, with submarines, with poison gas, and with a thousand frightful inventions of modern science. It is no longer

²¹Ibid., pp. 120-121.

a dangerous picnic, in which a man's sturdy right arm can protect him and perhaps bring him wealth and fame. It is mass murder, in which neither men nor women nor children are spared. Its results are mass misery and confusion, fear and hatred.²²

All the selections, however, are not heavy and uninteresting. In most instances the humorous items are delightful. There is very little tragedy in any of the books.

Table XII summarizes on the basis of the writer's estimate the recognized reading interests of children in the fifth and sixth-grade texts. Known interests²³ were used as the basis of examination and presented according to headings listed. For example, the topic "Adventure" includes stories dealing with exploration, travel, pioneers, heroic action, suspense, excitement, drama, historical incidents, and danger. Under "Boys and Girls" are assembled stories of home life and of children around the world. Myths, legends, fables, phantasy and Bible stories are listed under "Legends". "Ethics" includes selections the purpose of which was manifestly moralizing.

²²Highroads to Reading, Book Six, Toronto: W. J. Gage and Company Limited, T. Nelson and Sons, Limited, 1934, p. 214.

²³Sr. N. Celestine, op. cit., Witty, Paul and Kopel, David, Reading and the Educative Process, Boston: Ginn and Company, 1939, p. 38.

TABLE XII

QUANTITATIVE ANALYSIS OF READER SELECTIONS WITH RESPECT TO
CHILDREN'S INTERESTS
GRADES V, VI

Readers	Appeal to Children's Story Interests										Total Selections in Readers.	
	Prose							Poetry				
	Adventure	Animals	Boys, Girls	Biology	Ethics	Humour	Information	Legends	Balled Narrative	Lyric		Humorous
The Irish National Readers, 1849	-	5	-	-	1	-	-	-	13	1	-	100
Canadian Readers, 1868	4	2	3	-	4	1	1	-	9	4	-	72
The Royal Readers, 1870	6	4	1	1	1	2	3	3	21	1	1	93
The Ontario Readers, 1884	3	1	2	1	3	-	2	1	26	6	-	93
Victorian Readers, 1898	4	1	1	-	1	1	-	2	25	2	-	90
The New Brunswick Readers, 1900	2	4	3	2	4	1	2	1	16	9	-	78
Nova Scotia Readers, 1906	10	2	8	3	4	2	2	6	19	-	-	102
The Alexandra Readers, 1908	6	4	7	3	7	-	3	10	15	7	3	126
The Ontario Readers, 1909	13	4	6	-	4	3	4	5	20	10	1	114
The Manitoba Readers, 1910	3	2	3	-	-	1	2	2	9	2	1	99
The British Columbia Readers, 1915	1	-	8	1	4	1	1	3	7	3	3	66
The Atlantic Readers, 1921	11	2	8	3	4	2	2	6	20	-	-	106
The Canadian Readers, 1922	6	1	5	2	-	5	2	3	17	2	1	101
The Highroads to Reading, 1934	15	2	4	3	2	12	4	9	13	4	7	173
The Treasury Readers, 1934	10	6	6	3	2	7	1	6	15	5	4	156

CHAPTER VII

ANALYSIS OF READERS WITH RESPECT TO READING DIFFICULTIES

Introduction

How much a child understands of what he reads depends upon his general reading ability and the nature of the material. His reading ability depends upon such factors as native intelligence, the amount and kind of reading training he has received, vicarious experience, interests, and his reasons for reading. Factors inherent in the reading matter involve the nature and the number of ideas expressed, the vocabulary, the style employed, as well as the typography and format of the text.

Dependable methods for determining a child's reading ability and the difficulty of reading material are now available. By using reading tests one can estimate ability satisfactorily. If a book is presented to pupils whose reading ability is known, the material can be evaluated and an estimate of its suitability determined. That is, the reading ability required to understand selected passages is taken as a measure of the readability of the material.

To determine the difficulty of reading material an investigator may apply one of several formulae. Washburne¹

¹C. W. Washburne and Mabel M. Vogel, "Grade Placement of Children's Books" Elementary School Journal, Vol. 38, pp. 355-364.

has published a formula which enables research workers to predict the reading ability necessary to comprehend a particular book. The elements considered in this formula are (1) the number of difficult words in a sampling of a thousand words, (2) the number of uncommon words in the same thousand, and (3) the number of simple sentences in a sampling of seventy-five sentences.

Irving Lorge's² formula is another means of judging the relative difficulty of reading passages. It, too, uses vocabulary and sentence structure as major factors in prediction. The basic data in determining the readability index according to Lorge include, (1) the number of words, (2) the number of sentences, (3) the number of prepositional phrases, and (4) the number of hard words in each sample.

Gray and Leary³ in a very comprehensive study of numerous factors that influence the reading difficulty of books for adults list the following items as significant in all books: (1) number of different hard words in a passage of 100 words, (2) number of easy words, (3) percentage of monosyllables, (4) number of personal pronouns, (5) average sentence length in words, (6) percentage of different words, (7) number of prepositional phrases, and (8) number of simple sentences.

²Irving Lorge, "Predicting Readability" Teachers College Record, Vol. 45, No. 6, March, 1944, pp. 404-419.

³W. S. Gray and Bernice Leary, What Makes a Book Readable, Chicago: University of Chicago Press, 1935.

Gray and Leary combined these factors into equations and then changed the resulting score into a letter representing difficulty of readability from A, very easy, to E, very difficult.

All investigators today use vocabulary load and sentence structure as the chief predictors of reading difficulty. It is realized also, that difficult concepts can be expressed in very simple sentences composed of common words, and yet the concepts may lie beyond the comprehension of children in the grade to which such material is assigned. Consequently along with readability index the concept should receive significant consideration in determining reading difficulty.

Besides vocabulary burden and difficulties of style that make reading hard or easy at a certain level, some material in texts demands skills associated with mature reading. That is, the material itself requires such depth of comprehension that it would be unsatisfactory to use it at a given level to develop the very skills needed. Practice with a variety of simple reading matter makes for greater comprehension eventually than does the reading at the intermediate level of very difficult selections. Hence, in this study, vocabulary, style, concepts and comprehension skills demanded, are used to estimate the readability of the selections.

In a recent study, Yoakum⁴ found that publishers have consistently underestimated the difficulty of their texts.

⁴G. A. Yoakum, "The Reading Difficulty of School Text-books" The Elementary English Review, XXII, December, 1945, pp. 304-309.

The more recently published books, he discovered, differ less in grade-placement than do older texts. The present analysis should reveal whether Canadian texts support his findings.

Reading Difficulties in Canadian Readers

Table XIII of this chapter contains a summary of the readability scores of samplings from all major readers authorized in Canada. A detailed analysis of several sets provides data for the argument of this chapter and serves to establish whether or not reading difficulty was made a serious basis of choice with respect to grade-placement of the contents.

To undertake an extensive sampling of all readers would entail time and labour out of proportion to this study as a whole and would not serve any worthwhile purpose. In general the total pages of the portions examined comprise from five to ten per cent of the specific book. Selections were made at approximately equal page distances throughout the book. In every case a sample started with the beginning of a sentence and stopped at the end of a sentence. Scores were not repeated for duplicates in the various readers.

The writer is aware that readability scores are not infallible. They are indicators, however, and serve for purposes of comparison. In determining the scores discussed in this chapter the writer used Lorge's formula. Scores obtained by using different formulae are approximate. Lorge had wide experience in this field especially in his work with Dr. Thorndike in

the preparation of The Teacher's Word Book of 30,000 Words.
Lorge's method is illustrated in Appendix "H".

The Irish National Readers

The oldest books in this study are those of the Irish National Series. An examination of these texts supports Yoakum's findings in that they show serious discrepancy between the publishers' rating and the readability index arrived at herein through application of Lorge's formula.⁵

The first sampling contained 177 running words taken from pages sixty-two and sixty-three of the Second Book of Lessons. This reader would be used in approximately grades three and four. The initial difficulty met here is indicated by the fact that the one hundred and seventy-seven words are contained in eight sentences. Each sentence in this sampling averages over twenty-two words. Children find a style difficult that constantly employs long sentences. Thirty prepositional phrases add further difficulty. The most serious reading difficulty, however, presented is found in the number of hard words used, forty-five difficult words out of one hundred and seventy-seven at a grade four level. In addition to strange words is the problem of understanding known words used in an unfamiliar sense. Some of the strange words that would be outside the experience of many nine-year-old children are quoted herewith:

Mosses	exists	fenny	heath
consumed	fluid	peat	extends

⁵Lorge, op. cit.

A few of the words with different meanings that would confuse children unless they were trained to expect words to appear in different situations, are:

turf is found in large beds;
studded with tufts and rushes;

The pupil would have to possess such reading skills as using dictionaries to get meanings, selecting the meaning that fits the sentence, reading for detail and getting thought from long sentences. This selection is not accompanied by training in the use of these skills. In fact when graded this selection yielded a readability index of 8.1! Even a casual observer would recognize the discrepancy in grade four of a selection that requires eighth-grade reading power.

Further proof that grading was ignored, is furnished on page ninety-one of this reader, where another sampling yields a grade estimate of 6.9. That is, the reading ability required to understand material on page ninety-one is approximately a grade below the power needed to comprehend a lesson that precedes it on page sixty-two.

Herewith are listed a few of the concepts introduced to grade four pupils in the second sampling:

humbler fare,

subject to disease,

the article of water,

it soon loses that property (sprightliness),

the finest animal of the species.

All these new ideas would have to be explained, the hard words (twenty-nine in this sample) made intelligible, and the long sentences broken into thought units, before a grade four pupil could understand the paragraph.

The Third Book of Lessons of The Irish National Series was used in grades five and six. Extracts from this reader consistently yielded approximately a sixth to tenth grade level. Two lessons examined on page twenty-seven and on page two hundred and sixteen each showed readability index of eighth grade level.

Some of the hard words introduced on page two hundred and sixteen in the lesson "The Pious Sons" are as follows:

eruptions	confusion	recollected
adjacent	solicitude	filial
lava	preservation	triumphed
consideration	generous	affectionate
admiration	posterity	deemed

eight of these words, viz., adjacent, solicitude, preservation, filial, consideration, affectionate, posterity and deemed, do not appear in A Canadian Word List⁶ and consequently are considered beyond the vocabulary ordinarily used by grade six pupils.

Besides the difficult vocabulary load, even longer sentences, suggest further reading difficulty. The sentences in "The Pious Sons" average 28.16 words each, while the sentences in "The Park" on page twenty-six are slightly longer, 29.7 words each. These long sentences, many of them inverted,

⁶C. E. Stothers, R. W. B. Jackson, F. W. Minkler, A Canadian Word List, Toronto: The Ryerson Press, The Macmillans in Canada, 1947.

containing abstract concepts and figurative expressions, present serious reading hazards at the grade five and six levels. Interest could not be sustained while the difficulties were being overcome in such passages as,

Amidst the hurrying and confusion of such a scene, (everyone flying and carrying away whatever he deemed most precious,) two brothers, in the height of their solicitude for the preservation of their life and goods, suddenly recollected that their father and mother, both very old, were unable to save themselves by flight. Filial tenderness triumphed over every other consideration.⁷

Almost every phrase in the quotation is unrelated to pupil experience, direct or vicarious, and would require extensive preliminary word study to ensure comprehension.

One unusual reading difficulty is met with in these books and not elsewhere in Canadian readers, viz., conversation is not arranged between quotation marks, nor in paragraphs. It runs as ordinary prose and would challenge even a skilful reader. The following excerpt is copied from page twenty-seven:

Third Book of Lessons:

At the same time, observing the extreme slenderness of his legs, What a pity it is, said he, that so fine a creature should be furnished with so despicable a set of spindle-shanks! In the midst of this soliloquy, he was alarmed with the cry of a pack of hounds.

If the concepts, vocabulary and style were such that average grade five pupils could make sense out of the paragraph, the

⁷Irish National Readers, Third Book of Lessons,
Montreal: John Lovell, 1866, p. 216.

added handicap of having conversation set up as indirect prose, might not be too serious. But in a text that demands a reading ability two years beyond its grade, additional hazards present an intolerable task.

The mature vocabulary used in the Irish National Readers require recognition and dictionary skills developed to a degree not found in intermediate grades where many skills are just being introduced. The understanding of abstractions is not associated with eight year old children, nor can pupils of that age make sense out of involved style. The wonder still persists, how any child ever learned to read from these books.

The Royal Readers

Not a single extract of those taken from The Royal Readers is graded within two years of the level to which it was assigned. Book 3, which was used in grade four in New Brunswick, and in grade three in Nova Scotia, requires approximately a grade six reading ability according to the formula⁸ applied. The reader does not provide for a gradual increase in difficulty. Table XIII clearly reveals this fact.

A sampling of one hundred and sixty running words taken from "Stories About Elephants", page 30, Book 3 rates grade 6.1 in reading difficulty. This lesson would in all probability be taken early in the school year. That means,

⁸Lorge, op. cit.

that pupils only recently promoted from grade three (or from grade two in Nova Scotia) were presented with grade six reading material. Long sentences are a major difficulty. Three paragraphs contain only five sentences - thirty-two words to a sentence:

The topics are interesting and the sentences are always broken up by adequate punctuation; nevertheless grade-four pupils would have little skill in getting ideas from many words; grade three pupils would have less. Modifying prepositional phrases found in long sentences present a reading difficulty to young children who have dealt with only the simplest relationships in the primary grade. Seventeen prepositional phrases appear in five sentences in the first example considered.

The vocabulary of The Royal Readers in general is simpler than that used in the Irish National Series, but the number of hard words per hundred is still greater than modern practice prescribes. Fourteen difficult words in five sentences would block a pupil in his reading.

Another sampling of one hundred and ten words taken toward the end of this reader, page 186, in the story, "No Pay, No Work", requires a sixth-grade reading ability. The words do not appear hard, but the ideas contained in "approval of conscience", "pleasure of doing good", "gratitude of many" commonly represent more than third or fourth-grade power of comprehension. Yet this book was assigned to grade three in one Canadian province and to grade four in another. The complete

paragraph reads:

To be kind and useful is my rule, John might have said with truth; but he did not say so. Nor did John really work for nothing when he performed acts of kindness. In the first place, he had the approval of his conscience; which was worth something. In the second place, he had the pleasure of doing good; which was also worth something. In the third place, he had the gratitude and love of many; also worth something. And lastly, and best of all, he had the approval of God, who has promised that even a cup of cold water given to a disciple shall not lose its reward.

Level of difficulty as determined by the ability to understand the concepts makes this paragraph, of a relatively simple vocabulary, for an eight or nine-year old child, very hard to understand.

Book 4 of The Royal Readers likewise shows that the publishers underestimated the reading difficulties involved in the material of the text. This reader was assigned to grades five and six in New Brunswick and to grade four in Nova Scotia. The selections consistently require sixth to tenth grade reading ability. Reading lessons in the first part of the book are often more difficult than those appearing later, more difficult because of greater skills demanded in word recognition, in understanding meanings of words, in seeing relationships between the words, in understanding the concepts and in seeing their complex relationships. The child with a high level of comprehension could understand the material, but the purpose of the lessons is to help a child develop reading comprehension and not various types of skills developed to a high degree.

Three paragraphs taken from "Monkeys on Board Ship", pages 34-35, Book 4, require a reading power of 8.4 grade. Each paragraph consists of one long sentence, averaging forty words each. The prepositional phrases and modifying clauses require highly organized reading abilities. In the case of the paragraphs mentioned, the story is one for recreational reading. One of the paragraphs reads:

The captain of the vessel was prosecuted for breaking the law; and he could only clear himself by proving that the cannon had been fired by the monkey.

"Prosecuted" is the only really hard word, but "breaking" in the phrase, "breaking the law", and "clear" in "clear himself" demand comprehension before the paragraph can be understood. In the little dictionary accompanying the lesson the meaning of "prosecuted" is given as "charged with the offence". The meaning seems to require as high a level of comprehension as does the original word. The fact that the dictionary is provided indicates a recognition of the need to understand word meanings and to promote dictionary skills, but the language used in many of the dictionary meanings is indicative of a lack of understanding on the part of the editors of anything approaching satisfactory grading.

The following paragraphs occur about half-way through the book in an informative article on white-headed eagles:⁹

⁹Book 4, The Royal Readers, "The White-Headed Eagle"
T. Nelson and Sons, Edinburgh, p. 183.

At this moment the look of the eagle is all ardour; and, levelling his neck for flight, he sees the fish-hawk once more emerging, struggling with his prey, and mounting in the air with screams of triumph.

This is the signal for the eagle to give chase. He gains on the fish-hawk. Each exerts his utmost power to out-soar the other. At last the fish-hawk, heavily laden with his prey, is overtaken by the savage freebooter, and with a cry of despair, he drops his fish.

Besides the meaning of fish-hawk, emerging, exerts, out-soar, prey, freebooter, despair, etc. the pupil is faced with the necessity of understanding these words in relation to others. For example "the look of the eagle is all ardour", "struggling with its prey", "overtaken by the savage freebooter", "exerts his utmost strength", all require greater understanding than a knowledge of word meanings, and a quality that cannot be taken for granted in grade five.

The story entitled "The Falls of Niagara" on page 237, near the end of Book 4 requires a grade eight reading ability, because of long sentences, hard words, difficult concepts and masses of detail, for example:

About the centre of the Horse-shoe, or Canadian Fall, there is a clear, unbroken spout of water, twenty feet in depth before its leap. For seventy feet below, it continues deep, and of a pure blue; presently it becomes shrouded in a soft spray, which waves like a plume in the wind, at times tinted with all the colours of the rainbow. When the weather is very calm, this beautiful mist rises to a great height into the air, becoming finer by degrees, till at last it is no longer perceptible.

Canadian Readers

Gage and Company's Educational Series. - Gage and Company's Canadian Readers (Educational Series), belong to an era when texts were not adequately graded. The discrepancy between the power demanded by the material and the reading comprehension of the children is not so great as in earlier readers, but a discrepancy exists.

The first extracts analyzed reveal that the expected comprehension gradually decreases since the reading ability required drops from 7.7 on page thirty-four of Book III to 7.2 on page fifty-five, and to 5.9 on page one hundred and forty-seven. Then the material becomes more difficult. The readability index of page two hundred and six is 6.9.

The first extract was taken from "The Dog" on page thirty-four of the Third Reader. The introductory statement leading to the characteristics of different breeds of dogs, states:

The wolf is a savage and untameable beast of prey, feared and hated by those who live in the countries which it inhabits. On the other hand, the dog has been the friend and companion of man from the very earliest times. There is no corner of the earth from the burning plains of Africa and India to the frozen wastes of Labrador and Greenland, to which man has not been accompanied by this faithful and affectionate associate. Contented with the poorest fare, and hardly changed by even the roughest usage, the dog gives to his master all his love, his strength, his swiftness, his constant watchfulness, his courage, and his intelligence.¹⁰

¹⁰ Third Book, Gage and Company's Education Series,
Toronto: W. J. Gage and Company, 1881, pp. 34-35.

Every sentence presents reading difficulties. Were the material of a nature that would seem personal to the pupil and interesting to him because of his love of dogs, the demands made on his powers of comprehension might be minimized. But the selection is not about a particular dog. Grade five pupils can be helped to make generalizations about very familiar situations, but generalized concepts without the background of knowledge or experience make reading difficult for intermediate pupils. The teacher cannot use this kind of material in grade five to give practice in the skills, because she is teaching the child how to begin using various comprehension abilities. The demands made by this material are too onerous. The ability necessary to understand such concepts as "corner of the earth", "burning plains", "frozen wastes", "accompanied by this affectionate associate", "contented with poorest fare", "hardly changed by roughest usage", "gives to his master his swiftness" cannot be taken for granted with ten year old children. The phrases just quoted are from two sentences only.

On page fifty-five an extract from "Mungo Park and the Negro Woman" shows an average of thirty-five words in each sentence. Fewer prepositional phrases and hard words slightly reduce the reading difficulties. Even so, the material still requires grade 7.2 reading power.

"The Little Match Girl" with a readability index of 5.9 is approximately the proper reading level for the end of grade five or the beginning of grade six. The extract consisting of two hundred and twenty-two running words of nine consecutive

sentences, contains twenty-one prepositional phrases and thirty-one words not found in Thorndike's¹¹ first thousand most frequent English words. This reading selection because of its setting, surrounded by higher grade reading material appears by contrast, simpler than it is. The list of pages examined and scores yielded places "The Little Match Girl" fourth;

Page	Readability Index
34.	7.7
55.	7.2
106.	6.6
147.	5.9
206.	6.9

"British Bravery" on page two hundred and six achieves in its entirety a readability index of 6.9. This is a satisfactory reading level - almost grade seven at the end of a grade six reading text - satisfactory as far as demands on vocabulary skills and relationship of words are concerned.

Although the Canadian Readers, (Gage and Company's Educational Series) in a few selections do show a readability index that would mean successful reading for a goodly number of pupils - nevertheless the fact remains that much of the material is very difficult. The first selection grades almost three years above the average for ten year old children. That later selections in the text reveal fewer comprehension difficulties

¹¹E. L. Thorndike and I. Lorge, The Teacher's Word Book of 30,000 Words. Bureau of Publications, Teacher's College, Columbia University, New York, 1943.

points to accidental rather than scientific grading. Ordinarily, easier selections precede the harder ones in a reader, because the abilities needed for the more difficult lessons should be acquired through practice in the easier ones. The material on the whole shows some simplification over earlier readers, but this could scarcely be considered scientific grading, as it occurs too irregularly throughout the set.

Victorian Readers

Book III of the Victorian Readers reveals no plan of gradual grading of lessons. On the contrary, this analysis exposes an erratic choice and arrangement of selections with respect to reading levels. To illustrate, the opening paragraph of "Little Tom, the Chimney Sweep"¹² would condemn its use in an intermediate grade;

Tom and his master did not go into Harthover House by the great iron gates, as if they had been dukes or bishops, but round the back way, and a very long way round it was; and into a little back door, and then in a passage the housekeeper met them, in such a flowered chintz dressing-gown, that Tom mistook her for my lady herself; and she gave Grimes solemn orders about "You will take care of this, and take care of that," as if he were going up the chimneys, and not Tom.

The difficulty of arranging the sentence into thought units would tax the powers of junior high school students. The second paragraph in the story has two sentences, and the third, one.

¹²Third Book, Victorian Readers, The W. J. Gage and Company Limited, The Copp, Clark Company Limited, 1898, p. 79.

Seeing relationship in long sentences is not a primary skill. Children in grade four have had no experience in attacking exceedingly long sentences and consequently could not carry the thought throughout such a maze of words. The vocabulary is relatively simple and context clues would help children understand the few strange words. Gleaning the relationship between concepts would be necessary for understanding. Getting the general significance, seeing the details, arranging them in order, and making judgments, are some of the skills required to read "Little Tom, the Chimney-Sweep". An extract from this selection graded 9.0.

A favorite story "Bruin and the Cook" on page two hundred and thirty-nine, near the end of Book III, may have been popular because of its amusing narrative. It rates relatively high, 6.7 in reading difficulty, running about twenty hard words in a hundred. The following words are from one paragraph of five sentences:

repulse	fury	assault	delay
proceeded	eagerness	protruded	victim
disconcerting	promptitude		

In the same paragraph a grade four pupil would meet such concepts as:

time to grasp an idea;
large enough to give his body passage;
gained the empty bunk;
he sprang back to the assault;
for a moment disconcerting Bruin's plans.

"Bruin and the Cook" may be interesting but it requires reading power above that of average intermediate pupils.

The Fourth Book, used in grades five and six, is characterized by the same lack of satisfactory grading. Excerpts taken from four selections at intervals of nearly one hundred pages showed respective readability indexes of 7.4, 7.9, 5.7, and 8.6. The lesson demanding reading power of grade 5.7 is "The Pygmies" on page two hundred and forty-seven, about three-quarters of the way through the book. A readability of grade 5.7 slightly underestimates the power of average pupils who have been in grade six over half a year. "The Pygmies" is one of the few examples of material that might be over-estimated.

"Charles and Oliver" on page thirty-seven is complicated by the introduction of new words and prepositional phrases. The sentences in this selection, however, are not so long as those in Sir Walter Scott's "The Tournament" on page one hundred and thirty-three, toward the end of the book. Measurement of the last one yielded an average of 38.6 words per sentence!

Besides the intolerable demands made on word recognition and on dictionary skills, many long lessons require comprehension abilities involved in reading for detail, and in selecting and organizing details for purposes of study. By grade six the initial teaching of these skills should show some results. But selections requiring a reading power of the level required of pupils in grade eight will not produce satisfactory results in grade six. "The Great Stone Face" requires a reading ability of 8.7 for comprehension, almost a grade nine level.

Reading difficulties of concept, vocabulary and style

can be recognized in this short paragraph:¹³

At that moment, in sympathy with a thought which he was about to utter, the face of Ernest assumed a grandeur of expression so imbued with benevolence, that the poet, by an irresistible impulse, threw his arms aloft and shouted,-

The details of the story are expressed in that type of heroics and would, as a result, be meaningless to average pupils in grade six.

Underestimating reading difficulty by approximately two and one half grades, the Victorian Readers belong with the others so far examined.

The Ontario Readers, 1909

The comprehension level achieved in the grade four material of the twentieth century Ontario Readers, is slightly high, but the level of difficulty is fairly consistent. For the first time in Canadian readers the sentences seem consistently shorter, and strange words are introduced over more extended reading areas. The sentence lengths of the three stories "Ulysses",¹⁴ "James Watt and the Tea Kettle",¹⁵ and "How the Greeks Lost Troy",¹⁶ average 13.8, 18.8, and 19.1, words respectively. Hard words are introduced in these stories at the rates of 9, 16, and 23 in a running count of one hundred in each.

¹³Fourth Reader, Victorian Readers, Toronto; W. J. Gage and Company, Limited, The Copp, Clark Company, Limited, 1898, p. 358.

¹⁴The Second Book, The Ontario Readers, Toronto: The T. Eaton Company, Limited, 1933, p. 135.

¹⁵Ibid., p. 189.

¹⁶Ibid., p. 211.

The readability of the extracts taken from pages one hundred and thirty-five, one hundred and ninety-two, and two hundred and twelve, shows scores of 5.6, 6.1, and 6.7. These rates demand greater ability than ought to be expected in a grade four class, but they also reveal unexpected consideration for a reasonable year's growth in reading skills. The difference between the lowest and the highest score is approximately one year.

Examination of the material for grades five and six indicates that the editors did not have clearly established in their minds the intermediate reading ability. The required comprehension comes closer to a grade seven level than to a five and six standard. Toward the end of the grade six material "The Ants and Their Slaves",¹⁷ reveals a modifying influence, as it requires reading ability between fifth and sixth grade. "The Heroine of Vercheres",¹⁸ however, a popular grade five selection since it appears in no fewer than six different readers,¹⁹ demands seventh-grade reading ability. "A Rough Ride",²⁰ another "repeater", shows a readability index of 7.7.

On the whole the extracts for grades four to six graded in difficulty five-plus to seven-plus, a discrepancy

¹⁷Third Book, The Ontario Readers, Toronto: The T. Eaton Company Limited, 1923, p. 306.

¹⁸Ibid.

¹⁹See Appendix "E".

²⁰Ontario Readers, op. cit., p. 161.

of almost two years above the grade-levels designated. The editors in their eagerness to introduce fine literature selected interesting incidents from good adult texts and arranged them carefully. Children's books by authors especially gifted and guided in the writing of children's literature, are a feature of the twentieth century that has resulted from the findings of educational research. Consequently, it is not to be wondered at that The Ontario Readers do not grade satisfactorily when considered from the standpoint of reading difficulty.

The Highroads to Reading²¹

The Highroads seem to come closer to satisfactory grading than do most of the other Canadian readers. Although one selection in grade four is more difficult than two of the grade six lessons analyzed, on the whole the scores indicate a spread that might be desirable and achievable in a class of varied abilities.

The lessons in Book V use for the most part short sentences, consequently there are fewer complications in relationships of words. The main difficulty is in the vocabulary. Even with considerable simplification over that of earlier texts, the effect is bad. "Ali Cogia" on page forty-four of Book V rates 5.6, "The Story of Troy" on page one hundred and three scores 6.4 and "Louis Pasteur" requires sixth-grade ability.

21

The Highroads to Reading, Toronto: W. J. Gage and Company Limited, Thomas Nelson and Sons, Limited, 1934.

The grade six material clusters generally around sixth grade ability with an occasional difficult lesson. Some of the selections, such as "Pass That Puck" on page one hundred and ninety-four, and "The Visit of the Intendent" on page thirty-three, are close to seventh grade in required skills, but the lessons are not entirely beyond the understanding of average grade six pupils.

The editors of this series seem to have had least success in establishing an acceptable grade four standard in which children might develop the reading powers demanded by later grades. The lessons for grade five are nearest to satisfactory grade-standard of the books so far examined.

Summary of Measurements
as to Reading Difficulty

The readability scores of samplings from all texts analyzed are assembled in Table XIII. Where the fifth and sixth-grade material appears in one text the scores are listed in the one column; wherever a sixth-grade reader is a separate text, the scores appear separately. All scores for each series are entered in the order in which the samplings appear in the readers.

TABLE XIII
 READABILITY SCORES OF SAMPLINGS
 FROM AUTHORIZED READERS

Series of Readers	Page	Grade IV	Page	Grade V Grade VI	Page	Grade VI
The Irish National Series	62	8.1	☆27	7.9		
	☆75	7.4	☆51	9.8		
	89	6.9	73	6.6		
	☆107	5.4	101	9.3		
	☆124	8.5	152	6.8		
				216	7.9	
The Royal Readers 1870	29	6.1	32	8.4		
	66	6.0	51	6.7		
	☆93	6.3	88	7.2		
	123	6.7	138	7.3		
	169	5.7	225	9.9		
	184	6.6	236	8.0		
The Canadian Readers 1881	☆20	4.0	34	7.7		
	39	6.0	55	7.2		
	71	6.6	106	6.6		
	☆113	5.6	146	5.9		
			☆206	6.9		
The Ontario Readers 1884	43	6.6	40	7.0		
	89	4.9	90	8.1		
	117	7.3	143	7.7		
	144	4.3	158	7.1		
	175	5.8	194	7.4		
			243	6.5		
Victorian Readers 1898	79	9.0	37	7.4		
	125	7.0	97	6.5		
	166	5.3	133	7.9		
	190	7.7	247	5.7		
	239	6.7	323	8.7		

☆Readability score of complete selection.

This table is continued on the next page.

TABLE XIII (Continued)

Series of Readers	Page	Grade IV	Page	Grade V Grade VI	Page	Grade VI
The New Brunswick Readers, 1900	★73	4.5	32	6.5		
	★110	5.3	95	7.3		
	131	5.7	141	5.3		
	152	5.4	185	6.7		
	172	4.6	229	6.0		
Nova Scotia Readers 1906	19	4.8	17	8.6	18	6.4
	40	5.7	49	7.0	106	8.6
	59	7.1	80	7.7	157	8.7
	★99	7.4	116	6.0	180	7.7
	141	6.3	192	6.1	204	7.0
The Alexandra Readers, 1908	98	6.1	62	7.0		
	159	7.3	106	7.7		
	213	3.2	211	7.5		
	252	5.4	257	5.7		
	318	7.5	385	6.4		
The Ontario Readers, 1909	115	6.4	44	7.2		
	135	5.6	★100	5.1		
	157	5.6	152	6.5		
	176	6.0	161	7.7		
	189	5.1	229	5.5		
	211	6.7	306	5.7		
The Manitoba Readers, 1910	17	8.1	99	9.0		
	144	6.2	168	7.1		
	212	6.3	211	5.6		
	273	5.9	287	7.4		
	357	6.4	348 368	6.4 7.1		

This table is continued on
the next page.

TABLE XIII (Continued)

Series of Readers	Page	Grade IV	Page	Grade V Grade VI	Page	Grade VI
The British Columbia Readers, 1910	157	5.9	16	6.2		
	192	5.5	115	9.5		
	197	6.3	141	6.1		
	218	7.7	174 200	7.8 6.7		
The Canadian Readers, 1922	83	6.0	73	7.0		
	124	7.8	154	6.9		
	161	6.8	213	6.6		
	201	6.7	285	7.4		
	251	6.4	372	8.2		
The Highroads to Reading, 1934	60	5.9	44	5.6	33	6.9
	145	5.7	103	6.4	110	9.7
	191	6.9	175	7.0	194	6.8
	273	4.8	270	6.9	272	7.4
	306	4.7	333	6.0	368	6.1
The Treasury Readers, 1934	31	6.9	17	4.7		
	82	6.6	77	7.3	75	5.3
	131	8.3	148	7.7	145	8.6
	224	5.9	200	5.8	248	8.3
	335	8.1	255	5.1	302 365	8.4 5.3

CHAPTER VIII

ANALYSIS OF READERS WITH RESPECT TO TEACHING AIDS

Introduction

Not more than thirty years ago a reading lesson in most elementary grades implied oral reading. The teacher announced the page, stated the title, occasionally made some remarks concerning the author, then called in turn upon the pupils to read. Each pupil stood up beside his desk, or at the front of the classroom and read until the teacher, or some reading difficulty, stopped him. The teacher and pupils watched for errors in enunciation, pronunciation, phrasing or expression, and stated their criticisms when the pupil had finished. The major purpose of the exercise was concentrated upon discovering errors. The pupil had no specific reason for reading aloud. He was not sharing something he liked with his classmates, nor finding the solution to a problem, nor proving a point. Usually he was not interested at all in reading that particular selection aloud.

By 1920, educational research had established the fact that adults need training in silent much more than in oral reading, and that the schools were not preparing pupils in this ability. An enthusiastic campaign for silent reading practice succeeded so well that oral reading was, in many schools, completely eliminated at the intermediate grade levels.

More recently school authorities have been trying to strike a balance between practice in oral and silent reading. It is recognized that while adults do more silent than oral reading, nevertheless they do read orally at times. Many selections in literature can be better appreciated when read aloud. Oral reading is also a means to better speech habits. Although oral reading has a place in the modern school it is not the same place as that of thirty years ago.

Since instructional activities bear a relation to the kind of reading taught, it is possible to determine by the teaching aids offered in texts whether oral or silent reading was emphasized. In order to set the background for an examination of such teaching aids as were offered in readers, it is necessary at this point to review briefly, descriptions, purposes, and aims of both oral and silent reading.

Situations in life that demand reading may be grouped into four types:¹ "One, in which a person reads silently to obtain information; another, in which one reads silently for recreation; a third, in which one reads aloud to provide others with information; and a fourth, in which one reads aloud for recreational purposes."

Silent reading is sometimes called "eye-reading";²

¹Paul McKee, Reading and Literature in the Elementary School, Boston: Houghton Mifflin Company, 1934, pp. 56-57.

²E. W. Dolch, The Psychology and Teaching of Reading, Boston: Ginn and Company, 1931, p. 157.

the mind gets the meaning directly from the visual images aroused by the printed symbols. Oral reading is accompanied by vocalization; auditory images are formed as the person reads aloud.

A good silent reader is not necessarily a good oral reader. Likewise, practice in oral reading will not necessarily help one to read silently. Different skills are required in reading silently and orally as well as in reading for different purposes.

The general aims or objectives of all reading instruction have been stated as follows in the Twenty-Fourth Yearbook³ of the National Society for the Study of Education: (1) reading should extend one's experience; (2) reading instruction should develop strong motives for and permanent interests in reading; (3) reading instruction should develop desirable attitudes and effective habits and skills. The last statement means mastery in ability to read. These objectives appear vague until restated in specific terms; for instance, what habits and skills are needed by pupils in reading well, either silently or orally?

Briefly, the objectives of instruction in silent reading are concerned with (1) quick and accurate comprehension of material read, (2) locating of information, (3) organizing

³"Report of the National Committee on Reading" Twenty-Fourth Yearbook, Part I, National Society for the Study of Education. Public School Publishing Company, Bloomington, Illinois, 1925, Chapter II.

material read, (4) selecting and evaluating material read, (5) making decisions with respect to what should be remembered. Along with these skills in silent reading should be listed a knowledge of sources of good stories and an interest in various types of material. The aims of instruction in oral reading include the development of comprehension skills and such abilities as enunciating clearly, pronouncing important words accurately, reading with a pleasing voice, selecting appropriate material and knowing sources of good things to be read aloud.⁴

Comprehension is the basic ability of all reading skills. The understanding or interpretation of the meaning is essential to good oral and to good silent reading. There can be no good reading without meaning. Consequently the fundamental abilities upon which comprehension rests are such skills as ability to attack unfamiliar words successfully, knowledge of meanings of common words, ability to anticipate meaning, power to arrange ideas in order, ability to recognize sentences as units of thought and, ability to work one's way through problematic situations.⁵ Consequently teaching aids to comprehension should be considered first.

Aids too, must be seen in the light of the method which the text supports. For example, the alphabet method and the sentence method would employ learning aids differing

⁴Paul McKee, op. cit.

⁵Ibid.

somewhat in character, as would the phonetic method and the spelling method. Mention will be made of the method as the teaching aid is presented.

Teaching Aids in Readers Examined

The Irish National Readers

Supplementary aids such as manuals, charts, guide-books, workbooks, and teachers' magazines are modern devices designed to help teachers with initial instruction. Whatever assistance was planned by the editors to help Canadian teachers and pupils in the middle 1800's appeared in the readers themselves.

To begin with some direction was usually offered in the preface. The Third Book of Lessons (1866) of The Irish National Series recommends in the Preface:

that the pupils be made to commit the best pieces of poetry to memory; and that they be taught to read and repeat them with due attention to pronunciation, accent and emphasis.

From this advice it would appear that there was some oral reading instruction, and committing to memory was considered an aid to learning. In these readers columns of words divided into syllables, precede every prose selection "to assist children in learning to pronounce the words and as exercises in spelling."⁶

The Second Book is so organized as to have the first

⁶Third Book of Lessons, Montreal, John Lovell, 1866, Preface.

twelve lessons made up of words of one syllable, then the next twenty lessons made up of words of two syllables, and the final selections containing words of three and four syllables. Prose selections containing words of two or more syllables are headed by columns of syllabicated words. These words were first to be learned as spelling:

Pupils should be made to spell, without the book, all the difficult words in every lesson.⁷

Evidently the aim was to use the "alphabetical - oral"⁸ method, in which children, after learning the A-B-C's spell each new word as an aid to learning. The spelling and reading were done orally. The lessons, as has been indicated,⁹ were stern statements from the scriptures. These were paraphrased first in words of one syllable, then often the same lesson in words of two syllables, until in Book IV the original itself was quoted.

As a further aid in the study of unfamiliar words, The Third Book contains a lesson "The Parts of Speech" followed by three pages dealing with "Prefixes and Affixes" which teachers were recommended to use "according to the subjoined example".¹⁰

Following lists of Saxon prefixes and affixes an

⁷Fourth Book of Lessons, Montreal: Charles Dagg, 1863, Preface.

⁸Louella Cole, The Improvement of Reading, New York: Farrar & Rinehart, Inc., 1940, p. 4.

⁹Chapter IV.

¹⁰Third Book, op. cit.

example shows the teacher how to proceed in general as illustrated herewith:¹¹

Linnaeus, the great Swedish naturalist, characterizes and divides the three kingdoms of nature, the animal, the vegetable, and the mineral, in the following manner: 'stones grow; vegetables grow and live; animals grow, live, and feel.'

The teacher having seen that his pupils can spell every word in this sentence, and read it with proper pronunciation, accent, and emphasis, may examine them upon it as follows:- Who was Linnaeus? A Swedish naturalist. From what Latin root is naturalist formed? Natura, nature. What is the first affix added to nature? - Al, of or belonging to. What part of speech is natural? - An adjective. What affix is then added to natural? - ist, A doer. What part of speech is naturalist? - A noun. Why is it called a noun? - Because it is applied to a person. Applied to persons what should it be? - Naturalists, in the plural number. Is it applied to males or females? To both, and is therefore of the Common gender. What is the meaning of the word naturalist? A person who studies nature. What kind of a naturalist was Linnaeus? - Great. What part of speech is great? - An adjective, because it expresses quality. Where was Linnaeus born? - In Sweden. Where is Sweden? - In the north of Europe. Point it out on the map. What is Linnaeus said to have done? - He characterized and divided, etc. What parts of speech are these words? Active verbs, because they express what Linnaeus did. Any affix in characterize? - Ize, to make. The meaning of the word? - To make or give a character or name to. Give me some of the derivatives of divide. - Division, Divisible, indivisible, dividend, etc. What did Linnaeus characterize and divide? - Animals, vegetables, and minerals. - What are these called? - The three kingdoms of nature. How did he characterize minerals? - They grow, etc. etc. State to me, in your own words, what you have learned from this sentence. - Linnaeus was a great naturalist - He was born in Sweden - He formed all natural objects into three great classes or kingdoms - And he thus distinguished each of these kingdoms from the other: "stones grow; etc. etc.

Lists of Greek and Latin roots appear in the appendix

¹¹Fourth Book, op. cit., p. 198.

to Book Four, and the Preface again indicates that:

Those in the first section have been arranged according to the Lessons in which they first occur and have been selected at the rate of six roots to each page of reading. It will be to advantage, therefore, to teach the First Section by prescribing for each Lesson, a page to be spelled, read and explained, and six roots to be committed to memory.¹²

"Explained" as used in this quotation clearly means, as the sample lesson points out, an explanation of the word according to its derivation. It was the scholarly method used at that time in the study of strange words.

Reading evidently was not considered a thought-getting process when The Irish National Series was authorized and used in the provinces. Teaching aids did not indicate that children were expected to understand or interpret what they read. Spelling by syllables and analysis of words into roots, prefixes and suffixes, seem to have been the only vocabulary skills emphasized. The memorization of selections implies that opportunities for meeting new words in many and varied situations were not supplied by additional exercises.

Canadian Readers

Gage and Company's Educational Series

The readers in Gage and Company's Educational Series offer an interesting number and variety of teaching aids. To begin with, illustrations appear in connection with every lesson,

¹²Fourth Book, op. cit.

and while attention is drawn to them in the Preface of each reader, no use, other than to attract, is suggested.

Preceding each lesson are columns of words and phrases that might present difficulty. The pronunciation of the words is indicated by the stress (/) and the meaning provided for the difficult words or phrases in the selection.

The poetry is carefully marked off for thought pauses essential to acceptable oral reading. For example stanza ten of "Lucy Gray" in Book III is written in this manner:

They wept; and, turning homeward, cried,
 "In heaven we all shall meet" -
When in the snow the mother spied
 The print of Lucy's feet!

After supplying the help to prevent vocabulary difficulties, and indicating how the selection should be read, the editors added questions to make sure that the pupils would know the details of the lesson. These questions follow the poem, "Lucy Gray":

QUESTIONS. -

1. Where did Lucy Gray live?
2. What did her father tell her to do one winter afternoon?
3. What was she to take with her?
4. What o'clock was it?
5. What was the father doing at the time?
6. How did the snow look as Lucy stepped along?
7. When did Lucy get to the town?
8. Who sought for her?
9. What guided them in their search?
10. Where were they standing at daybreak?
11. What did they see from there?
12. What did they say when they turned homeward?
13. What did the mother espy in the snow?
14. Where did they track the foot-marks?

15. Up to what point?
16. Where did they miss them?
17. What must have happened?
18. What do some maintain in spite of all this?

Reading for detail is the type of comprehension sought throughout. No exercises were given to test the pupil's ability to grasp the general significance. Further exercises supply words to be studied for spelling and pronunciation as well as to give practice in grammar. The following set of exercises is typical of these aids. This set appears on page ninety-six of Book III and follows a lesson "The Horse":

EXERCISES. - 1. Learn to spell the following words:

Certainty	Extraordinary	Capital	Attached
Originally	Celebrated	Insensible	Usually
Promptitude	Exhibit	Prostrate	Gradually
Regiment	Gallant	Succeeded	Ingenious

2. Point out all the nouns, adjectives, and verbs in sections 11 and 12.
3. Add verbs to the following nouns:
Horse, Spaniard, Tartars, falcon, race-horse, the Arab, pony, master, lamb, cat, orchard.
4. Turn the following nouns into adjectives:
Pride, spirit, courage, intelligence, fame, wonder, power, force, friend, faith, ferocity.
5. Make nouns out of the following adjectives and verbs:
Move, know, certain, strange, lead, ride, carry, endure, try, deep, high, dark, succeed, free, rob, thief.

Occasionally a selection in poetry is treated as a recreational experience and not detracted from by questions about details. Tennyson's "New Year's Eve" and Longfellow's "Excelsior" are two such examples.

Opportunities to read for an enriched background and to follow directions are suggested by some of the exercises following the historical material. After "Canada Under the

British", page one hundred and eighty-six, Book III, these exercises appear:

- EXERCISES. - 1. Sketch a map of the Dominion, marking the capital of each province.
2. Write a brief account of the war in 1812, 1813, and 1814.
 3. Name the Governor General of Canada, The Governor of your own province, and the head of the Dominion Government.

The editors may have had in mind general information, or they may have been concerned with "keeping the pupils employed while in their seats".¹³ At any rate, reading from these books was more than verbalism, more than recognition and reproduction of words. Although the formation of "good habits of expressive reading"¹⁴ was the main recognized goal, the exercises, in part, at least, indicate that comprehension of details and learnings not pertaining to reading were considered as having importance. Stress on the functions of nouns, verbs and adjectives indicates the grammar school approach to reading and education, common to an era lacking the modern conception of general education.

The final aid to oral reading in these texts is a glossary of common words frequently mispronounced. Vowel values are given in a key, and then correct as well as incorrect pronunciations are indicated.

From this consideration of Gage and Company's Educational Series, Canadian Readers, it will appear that many aids

¹³Book II, Canadian Readers, Toronto: Gage and Company, 1882, Preface.

¹⁴Book III, op. cit., Preface.

were provided for teachers and pupils. Opportunities for enriched and enlarged vocabularies were given in dictionary practice and in pronunciation exercises. Comprehension skills, especially the skill involving reading for detail, were provided in the suggested exercises. Additional activities hint at enriched backgrounds necessary to social understanding and to add further skills, such as reading for information and reading to organize material. In connection with enriched experiences, it should be repeated that the editors did not look upon all literary selections as sources of information. Appreciation is implied in the explanations of literary phrases provided in notes following some of the poems. Although modern teaching minimizes attention to spelling, grammar and composition as instructional aids in the achieving of reading objectives, it must be pointed out that modern teachers have many texts from which to teach, whereas in the 1800's the teacher was limited almost entirely to the reader.

The Royal Readers

The Royal Readers offer many instructional aids as special features. The meanings of difficult words in each selection are given at the beginning of the lesson. The object here is not so much to give the dictionary meaning but to translate the difficult word into a word or phrase that the children would understand, and that could be substituted in the lesson for the word explained. Thus comprehension is assisted

through vocabulary extension. More than one meaning is frequently supplied and in this way vocabulary enrichment is achieved through a knowledge of synonyms. The difficult words are arranged in alphabetical order, divided into syllables and marked for pronunciation, thus introducing the student to dictionary skills.

Further practice in pronunciation is supplied through lists of all the difficult words in each lesson divided into syllables with the stress indicated. These lists follow each lesson and teachers are urged to make systematic use of them as an aid to correct spelling.

As reading was still taught by the alphabet method, in reality the spelling method, accurate spelling receives special attention. Recognition of spelling as a writing skill and not an oral accomplishment is a new feature. Sections for dictation follow every lesson. It is proposed that the pupils familiarize themselves with the printed form or appearance of words. This method is known to be an excellent aid in spelling, as well as a splendid help in word recognition.

Questions on the subject matter in the lesson and on the illustrations follow most of the prose and some of the poetry selections. These questions are intended to enable the pupil to discover whether or not he has mastered all the details. On page seventy-three of The Royal Reader No. 4, appears a model composition based on questions following Wordsworth's poem, "Fidelity". Three stanzas of the poem and the paraphrase in the model composition are herewith quoted:

Fidelity

A barking sound the shepherd hears,
A cry as of a dog or fox;
He halts and searches with his eye
Among the scattered rocks:
And now at distance can discern
A stirring in a brake of fern;
And instantly a dog is seen,
Glancing through the covert green.

Not free from boding thoughts a while
The shepherd stood; then made his way
O'er rocks and stones, following the dog
As quickly as he may;
Nor far had gone before he found
A human skeleton on the ground!
The appalled discover with a sigh
Looks round to learn the history.

Yes, proof was plain that since that day
When this ill-fated traveller died,
The dog had watched about the spot,
Or by his master's side:
How nourished here through such long time
He knows who gave that love sublime:
And gave that sense of feeling great
Above all human estimate.

Wordsworth

MODEL COMPOSITION EXERCISE

The story in the following letter is written entirely from the questions to the preceding lesson on "Fidelity", and shows how the questions appended to the lessons, the narrative ones especially, may be used as composition exercises. This example also shows the form in which a letter should be arranged:

Ulleswater, 24th August, 1871.

My Dear Harry,

We are having a splendid time of it here. We have had delightful weather; and as we have a new excursion nearly every day, the time passes very quickly. The holidays are already nearly half done, and it does not seem as if we had been more than a week here!

We had a delightful excursion to Helvellyn last week, and saw the place where the traveller's dead body was watched for three months by his dog. Perhaps you don't know the story. Here it is. It will help to fill my letter.

A shepherd was one day watching his sheep on Helvellyn, when he heard loud barking, as of a dog or fox somewhere near. He went to search for the cause of it, and found a strange-looking dog (not a mountain sheepdog) glancing at him through the ferns. He was puzzled to know what the creature could be doing there; for it is a huge recess in the very bosom of Helvellyn, in which the winter's snow often lies till June. There is a huge precipice in front, and at the foot of it a little lake. The dog led on, and the shepherd followed it over the rocks and stones. When he reached the foot of the precipice, the dog paused beside a human skeleton lying on the ground.

The shepherd at once remembered that, about three months before, a traveller, who used to roam over the mountains with his dog, went amissing. Evidently he had lost his way in a mist, had fallen over the precipice, and been killed.

But the most extraordinary thing was, that his dog had watched all that time beside the dead body of his master!

Wordsworth the poet, who spent most of life in this neighbourhood, has a beautiful poem called "Fidelity", in praise of the dog. I advise you to read it.

We go to Windermere to-morrow. Write soon, to your affectionate friend.

FRED BROWN.

To Harry Bush.

The questions on every lesson stress reading for detail and the sample letter is a check on detail as well as on letter form. It suggests that the pupil check his own work, and this perhaps is one of the most valuable aids proposed so far. Any exercise that places the responsibility for learning on the learner provides the best assistance possible for pupil and teacher.

Not only are aids suggested in these readers for reading, spelling and composition but even writing receives attention. The Preface to Book 3 offers this advice:

Writing as taught in schools is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The hand-writing which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

This advice was supposed to be followed in the written spelling.

In the senior grade readers long selections are broken into parts each with its difficult words and meanings, its exercises in pronunciation and spelling dictation. "Try Again" and "The Battle of Bannockburn" are examples of longer stories broken into shorter reading units.

Memorization of isolated historical facts was encouraged by lists of memorable dates and names of famous authors in each period of British history. These lists were offered as a study aid following reading selections in "Outlines of British History."

Book IV contains several pages, at the end, of lists of Old English and Latin prefixes with examples of their use. No hints on the teaching of these occur anywhere in the reader. Following the prefixes are two pages of information on words derived from place names and names of persons. Mature pupils would find this information exceedingly interesting but it is to be hoped that pupils generally were not required to memorize such matter.

The difference between reading for information and reading for enjoyment was recognized in the selections included in these readers, but reading for detail seems to be the only type provided for training in comprehension. The exercises do not provide practice in selecting and organizing material, in predicting outcomes, in reading for general significance or in following directions.

Vocabularies are improved without giving the power to use dictionaries quickly and accurately or helping children to gather meaning from the context. In other words the exercises provide for few skills and are directed toward understanding the details in the selection of the Royal Reader, not for developing reading power generally.

The Ontario Readers, 1884

By the time pupils had read both parts of the Ontario First Reader, it was assumed that they knew most of the phonic constants and could spell many words of abnormal phonetic construction. The Second Reader expected the children to acquire orthoepy (correct pronunciation) and orthography (accurate spelling) by the study of individual words of the lessons. The Preface to Book II advises the teacher to help the child with the former and suggests that the pupil can acquire the latter for himself by careful study.

As an aid to correct pronunciation the Third Reader contains two pages, in fine type, directed toward the correction

of common faults in articulation, the advantages of syllabication and the need for care in accentuation. Common examples of carelessness in speech are quoted and special warnings given against substituting vowel sounds, neglecting final consonants and placing stress on wrong syllables. After most of the lessons in these readers, columns of words are divided into syllables, spelled phonetically, and accented as a guide to accurate pronunciation. Sometimes the troublesome syllable only is put in phonetics, but more frequently the phonetic spelling of the whole word is appended. The following list of words is quoted from page one hundred and twenty-one, Book Two, following the lesson on "Presence of Mind":

tough (tuf)	bea' ver	col' leg (lej)	passion (pash'un)
rough (ruf)	wreath (rēth)	freckled (frēk' kld)	
en' gine (jin)			belch' ing
shag' gy	whistled (hwiss' led)	ac' ci dent	stretched
strōll' ing		pas' sen ger	screech' ing

The next word exercise follows a lesson on "Heat: - Conduction and Radiation" page one hundred and ninety-nine,

Book Three:

Word Exercise

Ster' ile	precious, (prēsh us)	ig' no-rant	rā-di-ā' tion
pō' rous		il-lūs' trāte	āt' mos-phēre
text' ure (tekst yure)	par' ti-cle	sen-sā' tion	(at mōs-fēr)
e-cōn' o-my	se-lēct' ed	dep-o-si' tion	trans-mis' sion
ab-sorb' ing	lū' mi-nous	(-zish un)	(trans-mish un)
	in' flu-ence	cōn-duc' tion	ar-rān' ge ment

In the Preface to Book Three pupils are advised to write on the blackboard both the phonetic and the common spelling

of the irregularly spelled words in each lesson. This exercise would serve in many instances as an aid to correct pronunciation, but phonics could not be considered an aid to spelling a non-phonetic word, nor serve as a method of attack on the greater number of English words that violate the phonetic system.

The phonic method of teaching is justifiable so long as the vocabulary used can be rigidly controlled, as in grade I, to eliminate non-phonetic elements, or when a working number of non-phonetic words are taught as "sight words". Beyond the primary level, however, other methods of word study should be introduced. This basic principle The Ontario Readers ignore. They seem to be ardent advocates for phonics beyond the beginners' level, and consequently, provide phonetic aids for spelling and vocabulary growth.

The second kind of exercise following most lessons is called "Phrase Exercise". Phrases selected from the lessons were intended to serve as exercises "in oral spelling, in writing to dictation, and in defining".¹⁵ Exact dictionary definitions were not demanded, but only explanations which would indicate that the children understood the phrases to be practised in oral sentences. The following example of phrases to be defined, spelled and used in simple sentences, is taken from page one hundred and twenty-six, "Curious Birds' Nests".

Phrase Exercise

1. Apt scholars. - 2. Endure the tempest. -
3. Obligated to admit. - 4. A curious custom exists. - 5 Downy material. - 6 Attract the

¹⁵Second Reader, The Ontario Readers, Toronto: The Copp, Clark Company, 1884, Preface.

attention. - 7. Strangely adorned. -
8. Infest the neighborhood. - 9 Clever
workman. - 10. Source of delight. - 11.
Thoughtful enquirer. - 12. Mark it well.
- 13. Neatly finished. - 14. With
apprenticeship to boot.

Careful study of a dictionary was urged as an aid to correct speech. No dictionary exercises were provided, but the teacher was admonished to see that the sound-marking of the dictionary in use in the school was understood by the pupils so that they might "consult it intelligently".¹⁶

Two teaching suggestions worthy of note are made with respect to comprehension and the teaching of the literary selections. A modern note is struck in this advice:¹⁷

Every lesson should form the subject of conversation - before reading, during the progress of the reading, and after reading: - the teacher eliciting from his pupils clear statements of their knowledge of it, correcting any wrong notions they may have of it, throwing them back upon their own experience or reading, and leading them to observe, compare, and judge, and to state in words the results of their observations, comparisons, and judgements. Some of these statements should be written on the blackboard, and then be made the subject of critical conversation; others might be written by the pupils at their desks, and afterwards be reviewed in class. In this incidental teaching, it should be the teacher's aim to develop the previous imperfect knowledge of the pupils concerning a lesson into a full and complete knowledge. This can best be effected by judicious questioning and conversation.

The development of comprehension abilities during the

¹⁶Third Reader, op. cit., Preface.

¹⁷Loc. cit.

preparatory period is part of every modern programme in the teaching of reading at the intermediate level. This period emphasizes the development of real, varied and rich experiences useful to an understanding of the lesson to be read. It trains in the use of ideas, in the development of a wide speaking vocabulary, and in accurate pronunciation and enunciation. Well directed conversation and discussion should help pupils to get ideas, and to arrange them in sequence. It should also inspire the pupils with the desire to read.

The second unusual teaching suggestion concerns the literary selections, especially poetry. Teachers are advised to spend much more time in teaching poetry than in teaching prose, because children cannot easily understand poetical meanings, inverted constructions and terse expressions that abound in verse. It is proposed that the pupils should substitute phrases of equivalent meaning to those found in the text. In contrast the modern approach to literature in these grades is that the method should be neither critical nor analytical. Teachers try to help children share in the experiences of the poet as expressed in the poem. A poem is not treated as a source of information to be remembered, nor as a set of words to be dissected.

While the Ontario Readers offer fewer teaching suggestions by way of appended exercises, they direct the teaching of reading very carefully through the introductory paragraphs of advice to teachers. Great stress is placed on accuracy of

of pronunciation and enunciation, on correct spelling and on dictionary practice. Comprehension is looked upon as more than a collection of word meanings as may be seen by the emphasis accorded to discussion and conversation. Reading, in fact, is made to bear some relation to actual life situations and is looked upon from the angle of needs of the learner. In spite of exaggerated emphasis on phonetics, on oral reading practice, and on literature as work-type reading, the Ontario Readers contain many ideas which reflect the influence of modern scientific studies in the learning of children.

Victorian Readers.

The Victorian Readers offer no aids to pupils or teachers by way of advice in a preface, little dictionary, glossary, notes or exercises. A Handbook was prepared by John G. Saul, then English Master at the Central Collegiate, Winnipeg, and by Dr. W. A. McIntyre, Principal of the Normal School, Winnipeg. The Handbook was intended as a guide to pupils or teachers and as a source of information helpful to the comprehension of some of the selections in Books III, IV, and V. It devotes eight pages to suggestions as to methods of study, along with a pronouncing vocabulary of proper names and biographical sketches at the back of the book. The plan seeks to present the background or setting of the selection, then through notes to offer explanations of any allusions or unusual lines.

For example the following paragraphs supply the

background for teaching "The Burial of Sir John Moore":¹⁸

This poem was written while the author was a student at Trinity College, Dublin, and was first published in the Newry Telegraph in 1817. Various attempts have been made to steal the authorship of this poem, but the claims of Wolfe have been fully established. The poem created a tremendous sensation when it was first published.

Sir John Moore, with about 20,000 soldiers, was in command of the British forces in Spain, when Napoleon invaded that country with the object of crushing it, capturing Lisbon, and driving the British from the Peninsula. The French army numbered 330,000 men, with 60,000 horses and 400 guns. Napoleon had already defeated the Spanish forces in three battles, and was beginning to march on Lisbon, when Moore, in order to divert his attention, made a daring attack on his line of communication with France. It was an act of splendid strategy. The Emperor immediately diverted his troops, and marched against Moore, with the object of cutting off his retreat to Corunna. The march back to the sea-coast, over 500 miles, was one of the most masterly operations in the history of war. Napoleon was forced to return to France, but left Marshall Soult in his place. The armies joined battle at Corunna on January 16, 1809. The British were victorious, but Moore was killed at the moment of victory. That same night his body was placed in a hastily-dug grave on the citadel of Corunna. The next day the army embarked for England.

A graphic description of the battle of Corunna, with a map and a portrait of Moore is given in Fights for the Flag, by W. H. Fitchett, (Geo Bell & Sons).

Sir John Moore was a Scotchman, born at Glasgow, 1761. His whole life was spent in connection with the army. In every expedition in which he took part he was successful, and was justly regarded as one of the most brilliant of the British generals. Fitchett quotes Borrow's Bible in Spain: "In the Spanish imagination strange legends gather around that lonely tomb. The peasants speak of it with awe. A great soldier of foreign speech and blood lies there. Great treasures, they whisper, were buried in it. Strange demons keep watch over it."

¹⁸J. Saul and W. A. McIntyre. Handbook to the Victorian Readers, Toronto: The Copp, Clark Company and W. J. Gage and Company, pp. 55-56.

With the setting of the selection, sources of further supplementary material are listed and frequently the literary as well as the historical background is provided. These sources and background are illustrated in the "aid" quoted.

Mention is made of points the editors believe should be emphasized. For instance, suggestions for teaching "Horatius" include this advice:¹⁹

Attention might be called to the following points, among others, in the teaching of this poem; The simplicity and clearness of the narrative, the fine vigor of the verse, the vivid descriptive power, the use of simile and descriptive epithets, the manner in which the multitude of proper names is used, the use of specific terms and particular instances, the use of repetition, alliteration, and sound echoing sense, but above all the splendid patriotism displayed and its reception by the populace.

The treatment of "Lucy Gray" as proposed by this Handbook illustrates very different ideas of teaching literature to grade five pupils from that previously recorded; to quote:

This poem was published in the second volume of the Lyrical Ballads. Palgrave says: "Simple as Lucy Gray seems a mere narrative of what 'has been and may be again,' yet every detail in it is marked by the deepest and purest 'ideal' character. Hence it is not strictly a pathetic poem, pathetic as the situation is. So far as this element has a place, Wordsworth asks that we should feel for the parents, rather than for the child. She is painted as a creature 'made one with nature' in her death, not less than in her life."

Great care should be taken in treating this poem as its simplicity may easily be degraded into childishness.²⁰

¹⁹Ibid., p. 107.

²⁰Ibid., p. 83.

The mature scholarly approach suggested by the last two paragraphs quoted, could scarcely be considered suitable for ten and eleven year old children. Many such explanatory backgrounds provide abstract general descriptions or vague explanations, whereas children need concrete, vivid explanations, if they are to experience the meaning of a poem or story.

The authors of the Handbook realizing that many selections contained allusions not within the experience of ordinary children no doubt meant to supply the teacher with an enriched background by means of which the teacher could help her pupils experience the selections. It was, and is, however the unfortunate practice of teachers to give as notes to be memorized the supplementary information contained in handbooks. Consequently the mature, detailed and analytical treatment intended for teachers would not be conducive to developing a taste for literature in children of the intermediate grades.

The "Suggestions as to Methods of Study" provided in pages 297 to 304 show that the editors had very clear objectives in mind and equally clear ideas about activities that would achieve their aims.²¹

- (1) Pupils should acquire power and desire to get thought from the printed page.
- (2) They should appreciate the thought and the literary beauty of the selections.
- (3) They should be able to express in pleasing manner the thoughts they have acquired.

²¹Ibid., p. 297.

In the explanation that follows in the Handbook the third objective points to oral reading. The second aim should set some limits that would make it possible for children in grades four, five and six to achieve an appreciation of thought and literary beauty. The first aim is a valid one in all reading.

The editors supply a guide applicable to the teaching of any selection. They suggest that some of the steps may be omitted or combined with others to suit particular cases.²²

Assignment.	{ Giving pupil necessary knowledge. { (a) of form. { (b) of thought. { Creating a desire to study.
Preparation.	{ Getting acquainted with the thought. { (a) word-study. { (b) topical analysis. { (c) picture making.
Recitation.	{ Testing the possession of thought. { (a) questioning. { (b) reproduction of thought. { Expression of thought in the words of the { book (oral reading).
Afterwork.	{ Exercises on the Central Thought. { Exercises on the Partial Pictures. { Exercises on the Words.

These aids, excellent as they are for a scholarly study of literature, would not help children to experience the selections nor induce them to read more. The Handbook stresses the use of a dictionary as one way to vocabulary enrichment. It emphasizes word-study as a means to full appreciation of literary beauty as well as to a clearer knowledge of a selection.

²²Ibid., p. 300.

The minute study of details suggested in order to reveal the skill of the poet and to make one's "soul rich in all those qualities which are necessary to refined manliness",²³ is remote from that which can be achieved by children in the elementary grades.

The New Brunswick Readers

The New Brunswick Readers in the Preface to the Second Book, accentuate the importance of comprehension as an essential to good oral reading. The editors insist that the children should be questioned thoroughly on each lesson before they are permitted to read it orally. They suggest moreover, that pupils should first read silently to gather the general significance; then re-read more carefully, still silently, in order to answer searching questions on the text, and finally read silently again as a preliminary to oral reading. Here, at least, two kinds of comprehension are aimed at, reading to get the main idea and reading to get supporting details. There is recognition too of the fact that faulty oral reading often results from lack of understanding the reading material.

In the Second Reader difficult words arranged in the order in which they appear in the selection, are placed in lists at the head of each lesson, broken into syllables, accented, and a meaning attached to suit the context. Besides this aid, exercises appended to the lessons give lists of words to be learned as spelling practice, drill in picking out parts of

²³Ibid., p. 300.

speech, work with synonyms and homonyms, and questions on the details of the material read.

The following exercises illustrate the aids provided in connection with the selection "The Starving Foxes":²⁴

QUESTIONS

1. Why were Reynard's children shivering and wretched?
2. What kind of birds and beasts were about?
3. What was the only sound that broke the stillness of the wood?
4. What was the only sign of a dinner that the foxes heard?
5. When the children cried, what did Father Reynard do?
6. Where is the cock that is crowing?
7. What did the fox say when he bade them good-by?
8. What did Mrs. Reynard say?
9. Where does Mr. Reynard go?
10. What does he see when he gets to the farmyard?
11. Who are guarding the farmyard fowl?
12. What keeps passing and repassing under Reynard's nose?
13. What does he all at once do?
14. Who runs after him?
15. Where does Reynard make for?
16. What happens in the end?

DICTATION

Learn to spell and write out:

Now and then a rotten branch fell to the ground.

EXERCISES

1. Learn to spell the following words:

shiv-er-ing	Pic-tured	Cour-age	Muz-zle
Rey-nard	Wretch-ed	A-void-ing	Shout-ing
Still-ness	Cheer-i-ly	Trump-et-er	Wor-ried

2. Point out the nouns in section 1.
3. Write down the names of six barndoor fowls.
4. Make nouns out of the following words, either by adding something to them or by taking something away from them:
Frosty; hungry; dine; still; pictured;
motherly; screaming; walking; wooded.

²⁴ Second Reader, New Brunswick Readers, Toronto: The Educational Book Company, Limited, 1900, pp. 75-80.

5. Explain the following phrases:
 - (1) No sound broke the stillness of the wood.
 - (2) They pictured to themselves a nice plump hen.
 - (3) May fortune be kind to you!
 - (4) He avoids the highroad.
 - (5) He stands resplendent in the midst of the farmyard.
 - (6) The farmyard is full of din.
6. Tell the difference between:
Heart and hart; steal and steel; wood and would;
too and two.
7. The following words have several meanings: give
two of them; Pitch; crew; tray; bear.

These suggestions are typical of earlier readers, and match the instructional aids provided in Gage and Company's Educational Series of the 1880's. They show the editors' aims for enlarging and enriching vocabularies by use of dictionary meanings, by practice with words of different meanings, homonyms, synonyms and pronunciation. Reading for detail is encouraged along with reading to get the main idea, reading to draw conclusions and reading to prove facts. Work with phrases should lead to better sentence comprehension and consequently better reading.

These readers used the alphabet-spelling method in the primary grades, and the stress on spelling persists throughout the intermediate level. Breaking words into syllables is now recognized as an aid to correct spelling and also to correct pronunciation and to accurate recognition, consequently it helps to improve vocabulary skills.

Occasionally questions indicate that some research work should be done in order that a better background of experience may be brought to the interpretation of the selection;

e. g., "Write the names of six animals that people keep as pets"; or, "Tell the names of six different beasts in the fields."

Book III contains no instructional aids of any kind. The aim of the reader was to serve as an introduction to the study of literature, but no direction is given as to making the literature attractive. The Preface suggests that the pupils should carefully think out the selections for themselves before attempting to read them orally. That is, the pupils should aim first at interpretation and then expression in order to make the reading hour interesting and helpful. No hints are given in Book III that would assist the pupil to master interpretation and improve expression.

The New Brunswick Readers evidently expected reading skills to be mastered at the grade four level (Second Book). It is true that in Book II the exercises and advice to teachers point more to a realization of reading skills than word recognition, but it is also true that the grammar suggestions and spelling exercises indicate a formal use for reading not associated with aims now considered valid in reading at the intermediate level.

The Nova Scotia Readers

The Nova Scotia Readers do not contain a preface with hints as to methods of instruction. The readers themselves contain a few aids aimed chiefly at vocabulary improvement.

Each text has a little dictionary included at the back

of the reader under the title "Notes and Meanings". Here proper names and difficult words are arranged in alphabetical order, divided into syllables with the stress properly placed and meanings or explanations given.

"Statement meanings" provide a method to teach and drill in skills associated with using a dictionary, skills necessary to word recognition and extension of vocabulary. The notes provide the necessary background for appreciation and understanding of the material read. Only that information thought necessary to understand a selection is given in each instance. No material is provided that would be irrelevant to the immediate background of the poem.

Following the section on "Notes and Meanings," several pages contain groups of words listed according to the pages on which they occur. These words are headed "Spelling Lessons." The editors no doubt believed that children should be able to spell whatever they could read, because the lists include words taken even from biographical notes. The words for spelling drill are divided into syllables and marked with accents. Reading and spelling apparently proceeded hand-in-hand in the alphabet method, - the reading vocabulary was the spelling vocabulary.

Here and there in Books IV and V a little information, needed for the understanding or the enjoyment of a selection is provided in small type immediately beneath the titles. The work and habits of Gluskap are given in a brief paragraph

preceding the poem "The Passing of Gluskap".

The following explanation precedes "The Loss of the Royal George":²⁵

(The Royal George, a first-rate man-of-war of one hundred guns, upset and sank while at anchor in the Spithead, by the guns falling to one side of the vessel (June 28, 1782). In this dreadful catastrophe nearly a thousand persons perished, among whom was Admiral Kempenfelt, who was writing in his cabin at the time. By the use of the diving-bell, this ship was surveyed in May, 1817, as she lay embedded in the deep; and since that time several successive gunpowder explosions have brought up numerous portions of the wreck.)

In addition to types of vocabulary and comprehension aids provided in Books IV and V, the Sixth Book gives a brief biographical sketch of the author of each selection immediately after the title. This is part of a plan to introduce pupils to good authors in literature, to refine and improve their literary taste. Pupils must have been expected to read the sketches and know them, because the spelling lists at the back of the reader contain the difficult words from these biographies. Facts of an author's life that have no bearing on the selection studied have nothing to offer by way of help in experiencing a poem or a story and consequently should be avoided in the elementary school. The biographical notes provided in the Sixth Book are no real aid to teaching at this level.

The Fifth and Sixth Books are unique with respect to one teaching aid. Each supplies maps. The Sixth has one in

²⁵Fourth Book, Nova Scotia Readers, London: Thomas Nelson and Sons, 1905, p. 148.

connection with "The Capture of Louisbourg", and another with "The Taking of Quebec". Map-reading skills should be taught in grades four, five and six, and it is sound practice to introduce them along with reading selections as well as in geography lessons. The Fifth Book introduces a map in the story "The Three Hundred Spartans". No drill is indicated, but the teaching suggestion is present.

However, the Nova Scotia Readers offer little instructional help except in the dictionary skills and in providing a background of experience for a few selections. There is no indication of instruction in reading for different purposes or of developing power in using supplementary material.

The Alexandra Readers, The Manitoba Readers

Neither The Alexandra nor the Manitoba Readers contain any instructional aids. Teachers' handbooks accompanied both sets, but for three reasons these handbooks are not discussed individually at this point. First, the purpose of them was not to give teaching helps, but to supply historical, geographical and biographical material for the teacher. Secondly, they were prepared by the same editor as the later Handbook to the Canadian Readers, and where the selections treated are the same the material is practically identical. Finally, the Handbook to the Canadian Readers is discussed later in this chapter. Generally, however, the statement holds that activities for promoting comprehension skills are not provided by The Alexandra nor the Manitoba Readers.

The British Columbia Readers

The British Columbia Readers for the lower grades provide for repeated drill in phonics after each reading lesson and also supply sentences for drill in enunciation. Each reader up to and including the Third provides a "Glossary" containing the meanings of difficult words. There are very few aids to pronunciation. After each selection the words which may be found in the glossary are listed. A series of questions or suggestions under the heading "Study" provides for a variety of activities connected with the lesson. The "Study" activities indicate that reading for general significance and reading to make judgments motivated the editors more than reading for detail. For example on page thirty-four of the Third Reader after Wm. Blake's "Piping Down the Valleys Wild", this question appears in the study hints: "What kind of poems would you expect to find in a book of poetry having the last stanza of this poem stamped on the cover?" The last stanza is:

And I made a rural pen,
And I stain'd the water clear,
And I wrote my happy songs
Every child may joy to hear.

Since these readers are literary in type with a moralizing emphasis, such questions as "What lessons do you learn from the story?" and "Show how the lesson can be applied to your work", are not unexpected, although the value of literature may be lost if excessive emphasis is placed upon trying to realize the moral of the story.

Other study suggestions help children to recall and arrange ideas in sequence when topics of a lesson are supplied and the pupils asked to write the story using the given topics.

Many of the questions are such that they would aid pupils in understanding the poem. "Does the speaker ask for help for himself or for qualities in himself that will help others?" would keep a child from missing the point of "Prayer" on page one hundred and fourteen, Third Reader. Some of the exercises, however, offer no help as, "Explain line ten" after "The Bugle Song" on page one hundred and seventy-three. If a child did not know what "the horns of Elfland" meant, he could scarcely explain the line, and the exercise would not help him. The kind of question that begins "What do you think of" is of little value to a ten year old child, when the reading matter is completely beyond his experience. Giving a choice and asking which best fits the selection, is a better help to thinking.

The editors of the British Columbia Readers in their desire to have children appreciate better literature appear to insist upon verbal reactions. It has been established that probing and quizzing concerning what an elementary child has read do not usually encourage a child to read more. If children wish to make comments on a piece, they should be given the privilege through discussion.

Some of the study suggestions would hamper the realization of the aims of a literary reader, but others, as

pointed out, would help to achieve these aims. Vocabulary help through the "Glossary" and the type of question that would direct children's attention to the whole selection rather than to the details, are useful aids in a literary reader.

In general, however, the aids take for granted that children have automatic powers of appreciation. The exercises suggested do not help to develop such powers.

(Since The Atlantic Readers are the Nova Scotia Readers with a few added selections and new covers, comments on the instructional aids are not repeated here.)

The Canadian Readers

The Canadian Readers do not contain teaching aids. A Handbook provided teachers with the information thought necessary for a thorough understanding of all the selections in the texts. The Handbook supplies fifty pages of biographical material on authors' lives and five pages of pronunciations of proper names. Teaching or study aids as such are not provided. Where the lesson is part of a longer story, some of the original story is copied or a summary of it is supplied. Reports of critics are quoted and titles of similar items mentioned. But in no case is advice offered as to how to use the material, and little of it can be used directly. For example, the following paragraph on "The Song My Paddle Sings," states generally what a student should see or feel, but does not suggest to the

teacher how to guide the student:²⁶

This poem was published in 1894 in The White Wampun. In reading the poems of Pauline Johnson we expect to be near nature's heart. In this poem she breathes out her love to the paddle that has so often helped her in calm and storm. It is impossible not to observe the susceptibility of the rhythm to the theme, the effort to make the sound harmonize with the sense, the wise use of personification, and the loving sympathy with nature in all her moods. In studying this poem the student should see a succession of beautiful pictures. He should feel in a measure the joy and exultation of the canoeist and should appreciate the triumph of the paddle, which not only conquered the stream, but also sang the wind to rest and caused the trees to join in its lullaby.

Difficult phrases and strange names are explained, sometimes dubiously by referring to other literature. The notes on Scott's "Love of Country" are an example of the explanations given:²⁷

Page 209 - Breathes there the man. Is it possible that there is living such a man?

Soul so dead. So wanting in spirit and in real feeling.

Strand. Country.

Minstrel raptures. "The ecstasy felt by the minstrel when he sings of brave exploits and heroic deeds."

Pelf. Wealth.

Concentred all in self. Entirely selfish.

Doubly dying. Dead, and buried in oblivion.

Vile dust. Here an expression of contempt: "The Lord God formed man of the dust of the ground" - Genesis ii, 7.

It may have been expected that the teacher would reduce to the understanding of the pupils the supplementary information provided. Some of this is interesting and would provide attractive background for the selection. Some of it, however,

²⁶ Handbook to the Canadian Readers, Toronto: The Educational Book Company of Toronto and Thomas Nelson and Sons, 1923, p. 280.

²⁷ Ibid., p. 323.

is very abstract and belongs with a confirmed taste for good literature and with power to appreciate it. It is difficult however, to see how much of it would help elementary school pupils either acquire this taste or develop this power. The explanations of words and phrases would aid in sentence comprehension and improve vocabularies, but insufficient activity is indicated to develop the skills demanded by work-type material. Helping children acquire a taste for good literature needs more than exposure to better types, yet this Handbook fails to suggest effective means of helping children experience the selection and thus develop an appreciation for it. The material supplied for background would not serve as an instructional aid for intermediate pupils.

The Highroads to Reading.

The Highroads to Reading use many helps in order to attract students and to develop reading and appreciation skills.

"A Little Dictionary" at the back of each reader for grades four, five and six suggests alphabet skills, pronunciations and meanings as aids in vocabulary improvement. A brief statement between the title and the selection not only serves as an introduction to the reading, but in most cases suggests motivation for reading the lesson. For instance on page eighty-eight of Book Five the poem "A Comparison" is presented with these accompanying helps:

A COMPARISON

An apple orchard in bloom is a very beautiful sight. And when the white blossoms are falling, it is easy to imagine they are snow-flakes.

Apple blossoms look like snow,
They're different, though.
Snow falls softly, but it brings
Noisy things:
Sleighs and bells, forts and fights,
Cosy nights.
But apple blossoms, when they go,
White and slow,
Quiet all the orchard space,
Till the place,
Hushed with falling sweetness, seems
Filled with dreams.

- John Farrar.

Helps to Study

1. In what way are the blossoms like snow?
2. In what way are they different from snow?
3. "Quiet" in line nine means "make quiet".
4. What other words suggest quietness?
4. Notice the strange sound of the lines when read aloud. If you beat time, you will discover the secret.

The statement "It is easy to imagine they are like snow" immediately raises the question "In what way" and gives a reason for reading the poem. The "Helps to Study" give reasons for re-reading the poem and for listening to it, that is, they help the student feel, hear and see what the author had experienced. This is appreciation arrived at through comprehension and experience.

Not all the selections are the literary type and the "Helps" indicate that reading for details and reading to make judgments are comprehension skills developed through work-type

material. The exercises provide motives for reading the lessons again and motivated repetition is recognized as superior to mechanical drill in a learning situation.

Some of the "Helps" encourage pupils to do creative work by writing stories similar to those read, or to do re-search work on additional items provided. Many of the suggestions offered by way of helps, while excellent as study aids for superior groups of children or upper grade pupils, demand skills that most intermediate pupils are just beginning to develop. For instance, asking a grade four child (nine years old) "What is the bravest thing you have ever heard about?" is a very difficult question. Yet, it is not difficult in discussion to get grade four children to talk about brave people of whom they have read. The one method renders study artificial and grown-up, the other natural and possible of being experienced.

The Highroads to Reading are superior in their recognition of the difference between literary and work-type material, in their approach to literary appreciation and comprehension skills associated with informative material, in the kind of introductory notes used for motivation, in vocabulary aids and creative activities. The one criticism is repeated. The "helps" take for granted that children have some of the skills that should be taught.

The Treasury Readers

The Treasury Readers provide "A Little Dictionary" to help students with pronunciations and meanings. The words are written in phonetic syllables with the accent marked. The only meanings given are those that are applicable. In addition, on page one hundred and forty-two of Book Four, an isolated lesson on the dictionary, its uses, guide words, and alphabetizing, is given. No follow-up activities are suggested and no further reference is made to it. Most selections, moreover, have introductory statements inserted between the title and the lesson proper. Some of the statements give an advance idea of what the selection is about, others relate something of the author or its origin. Other statements give the setting of the story. Not all of them would be useful from a teaching standpoint. Some introductory statements are quoted here. The first paragraph introduces "Alexander the Great".

ALEXANDER THE GREAT

Alexander at the age of 32 (323 B.C.) died of a fever, yet he had made himself master of the world. He taught that mankind belonged to one great family, a league of friendly peoples, children of one God. His dreams of world order, peace and plenty have remained alive until this day.²⁸

These are literary readers and the aims of literary readers are to interest children in better reading, assist them to understand it, to appreciate it and have some familiarity

²⁸ Book Five, Treasury of Verse, Toronto: The Macmillans, The Ryerson Press, p. 134.

with source materials. The "aids" should aim to help achieve these aims.

An example of the "Helps to Study" follows. This exercise is connected with "A Song of the Sea" by Allan Cunningham.²⁹

Helps to Study.

1. Read this poem silently two or three times.
2. Now read it aloud to yourself. Listen for the music of it.
3. What is the chief picture that you see?
4. Do you seem to hear anything?
5. "The white waves heaving high." Picture this to yourself. Can you find a good illustration for it?
6. What lines give you vivid pictures? Which do you like best? Why?
7. Which of the following words best express the feeling of this poem - gloom, joy, sadness, fear, gladness?
8. What line shows the vastness of the sea?
9. Find other qualities of the sea.
10. How does the poet make the wind and waves sing in the poem? Repeat the lines.
11. Memorize the poem.
12. Make a "Book of the Sea." Put in it your pictures of the sea. Add pictures of all kinds of vessels and steamers.
13. Rudyard Kipling, Sir Henry Newbolt, Algernon Swinburne, John Masefield, as well as our own Bliss Carman, E. J. Pratt, C. G. D. Roberts and Theodore Goodridge Roberts, have all written wonderful songs about the sea. Have you any books containing their poems in your school library?
14. Wouldn't you like to make a little Book of the Sea all your own? What songs of the sea would you include?
15. Of all poems about the sea which is the one you love best? Tell why.
16. How do you like the one that follows? It is called "The Song of the Sea", and nobody seems to know who wrote it, but it is very beautiful.

²⁹ Book Four, Treasury of Verse, Toronto: The Macmillans, The Ryerson Press, pp. 114-115.

The Song of the Sea

So, whether the storm king whitens its shoals,
Or whether by soft winds fann'd,
I love the sound of the sea as it rolls
In the hollow of God's hand;
For I was born within sound of its waves,
And it ever shall be to me
The song of all songs that I love the best,
The roar of the gray old sea, the laugh of the
summer sea.

Many of the helps begin with, "Read this selection silently two or three times." Children in grade four should be motivated to re-read a selection if they are to learn from it. Telling a child to re-read something silently without giving a reason that he can understand or that makes him want to read it, does not suggest modern teaching methods. "Listen for the music", "How does the poet make the wind and waves sing in the poem?" are not teaching aids, they are testing items. "Of all the songs of the sea which is the one you love best? Tell why", does not give much help to a grade four pupil. In fact not many of the helps really give aid to children who have not the background of experience to feel and see what the author is expressing.

The "Helps" to "The Burial of Sir John Moore" tell what an elegy is, describe quatrains and then introduce rhythms. They finish with "This poem is on death, but the lines are nervous. Show how they hurry. Why does the poet write that way?"³⁰ Children in grade five should be helped to appreciate

³⁰ Book Six, Treasury of Verse, Toronto: The Macmillans, The Ryerson Press, p. 221.

these things, not told that they are so, then asked why.

A further example of this misconception of teaching is seen when grade six children are asked to explain such phrases as "terrifying silence"; "strode on doggedly"; "deepening indignation"; "flaming with a greener fire"; "reconnoitre"; "exquisitely designed"; "he entered circumspectly"; "startling the unexpectant night".³¹ Or they are asked "What is an enigma? How would you describe the enigma of this narrative?"³² If the phrases are necessary to the understanding or appreciation of the selection they should be understood before the selection is read.

One feels that the editors sincerely wished to share their own love and appreciation of good literature with children, but the instructional helps are not of themselves a teaching aid. As for "the little dictionary", at the grade six level, pupils should be selecting meanings that fit, not merely looking up the words. Mature dictionary skills will not be developed by using "the little dictionary" and grade six pupils can, if training is begun in grade four, use dictionaries quickly and accurately.

The lists of books appended to each section would be exceedingly valuable in building up a good children's library, or as a guide where children are so fortunate as to have access

³¹Loc. cit.

³²Book Five, Treasury of Verse, Toronto: The Macmillans, The Ryerson Press, p. 142.

to good libraries.

The writer believes, however, that in general, the "Helps to Study" offered by the Treasury Readers would not give much assistance in achieving reading aims at the intermediate level.

CHAPTER IX

SUMMARY AND RECOMMENDATIONS

Introduction

Throughout this study the thought has been emphasized repeatedly that Canadian schools are still textbook schools and that, for the first six grades, the reading textbook is a basic provision for acquiring ideas and inspiration as well as for developing the ability to read. It has been shown that general acceptance and enforcement of the principle of state supervision of elementary education for all children has been at the root of repeated re-organization and change of readers in a never-ending effort to render them adequate to the purposes of this great public enterprise. From this process of change have emerged two principles, governing the selection of content matter and the format of readers:

- (1) The textbook should endeavour to present reading matter adapted to the learning possibilities of different age and ability groups, and of individuals. Moreover, the form should be such that the characters may be perceived readily, and the attention caught and held. All of this is sound pedagogy both from the standpoint of academic interest and attainment, and from that of economy in learning and in financial provision therefor.
- (2) Reading books should give expression to traditional ideas through writings still of common acceptance and to those ideas of the Canadian environment common to the era

of the textbook. The readers should express not only the higher ideals of the time but, as well, should make contact through literature with those more practical life situations around which childhood experiences revolve.

Further discussion of those two principles constitutes the matter of this review and implied or definitely stated recommendations applicable to their implementation.

Adaptation of Content and Form of Readers to the Learning Needs of Children

The common elementary school of the nineteenth century was a new school instituted under the theory that education of all children of all the people was essential to human progress. Its objective reflected the political, economic and social advancement of the times, and whatever the theories of school provisions and the learning of children, the means to their implementation would be effected only as theory could be translated into successful practice. Prior to the era of scientific investigation the application of theory was dependent largely upon methods of trial and error and the acceptance of what, in the light of inadequate investigation and more or less unscientific observation, were decided upon as best practices. Moreover, methods and practices determined in the beginning are exceedingly difficult to alter. They possess for the practitioner a security which he is loath to disturb and on behalf of which he will make stout defence. This has been true to an unusual extent of

of the teaching profession, and naturally so, trained as it was to accept and to routinize procedure rather than to examine theory in the light of new evidence based upon more adequate means of estimate.

The Western world was fortunate when, in the very beginning of state provision for elementary education, it produced a Pestalozzi who, through crude experiment and kindly treatment, arrived at some of the major truths as to how children learn. In some respects it was unfortunate that Prussia should have been the nation to translate the theories of Pestalozzi into practice and to formalize that which can be realized only in terms of levels of growth and the growth of the individual. The training theories of Pestalozzi and other educational reformers of the late eighteenth and early nineteenth centuries are only now being realized in educational practice. It required almost a century to understand the futility of mass teaching of children as practised in the monitorial school or, to place later in the period of school life, where it belongs, the logic and methods of the grammar school, or to replace adult means and method by a childhood approach to the understanding of abstract ideas. Real progress for the many, through state education, was forced to await the modern status accorded childhood,¹ the production of an adequate variety and volume of children's literature, and the application of scientific investigation to the ways of child learning.

¹C. H. Judd, Problems of Education in the United States, New York: McGraw-Hill Book Company, 1933, Chapter II.

Everywhere in the educational literature of the last quarter of a century is to be found the term "individual differences". It was first applied to general intelligence, later to learning aptitude in a narrower sense, then to variation in experiences and interests, and more recently to the emotional stability or instability of childhood. Recognition of the principle of "individual differences" in learning is one of the basic elements in establishing the practice of "equality of educational opportunity for all." Dr. C. H. Judd summarizes the implications of the theory of "individual differences" for the public school of today and of the future:

The new attitude which society in general takes toward children has profoundly affected not only attendance in schools but the treatment which children receive when they are in school. Formerly, little concession was made by teacher to the individual traits and needs of pupils. The program of instruction was administered with rigid uniformity to all pupils alike. If any pupil was not able or willing to accept the regular instruction, he was dealt with summarily; very frequently he was expelled from school. The school assumed no responsibility for the adaptation of instruction to the individual aptitudes of pupils. To day the attitude of all schools is one of very definite regard for individuals. Some schools have gone to the extreme of abandoning fixed curriculums in order to accomodate their educational efforts to individuals.²

The report of The White House Conference on Child Health and Protection among other findings under what they termed The Children's Charter sets out for educational attainment:

X. For every child an education which, through the discovery and development of the

²C. H. Judd, op. cit., p. 32.

individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.³

Turn to the reports of the British Board of Education: Nursery Education, Infant Schools, The Primary School, and Education of the Adolescent. All express the same truth and urgency for adjusting curricula methods and the very life and atmosphere of the school to the emotional and intellectual needs of age levels and individuals.

Apply this commonly accepted principle to the problem of learning to read, the importance of reading as a foundation stone in acquiring social intelligence adequate to the demands of the modern age, and to the reading textbook as the most fundamental instrument and means thereto of all those placed in the hands of the teacher. What have we, and what progress have we made to date? What have scientific studies contributed toward a solution of the problem, and in what measure have the findings of educational science been applied to the construction of Canadian reading textbooks? Finally, what are the scientific measures at hand for further improvement? It may be helpful to restate briefly the situation as already summarized.

The early aim of education was literacy for a selected group. Later, the aim was literacy for the masses. Now, the programme demands more than mere literacy; it demands the power of comprehension to enable the individual, first under guidance, then independently, to understand more and more of the

³White House Conference, 1930: Addresses and Abstracts of Committee Reports, p. 47.

complexity of those social forces which determine the nature of his environment and his relationship thereto. Developing ability to comprehend lies at the very heart of pupil achievement. Dr. William S. Gray, who has devoted his entire educational life to research in reading and is accepted as one of the leading authorities on the subject, summarized the progress of scientific studies of reading in 1938:

As to comprehension, the problems have proved even more challenging. The varied nature of comprehension has been emphasized by the wide variety of objective tests that have been used in measuring it; in fact, there is ample evidence that the term is now too loosely used. The nature of the mental processes involved has been considered by various psychologists. Thorndike, for example, after an extended study of children's reading, came to the conclusion that comprehension is an elaborate process and involves the same sort of organization and analytical action of ideas as occur in thinking of supposedly higher sorts.

Our understanding of the nature of comprehension has been further extended by studies of the relation to it of selected abilities. For example, the correlation between comprehension and the combined effect of general intelligence, vocabulary mastery, and ability to organize ideas is, according to Hillard and others, very high. The conclusion supports that of psychologists that the general capacity of an individual to deal intellectually with ideas, his stock of concepts and breadth of experience as presented by his meaning vocabulary, and his capacity to sense relationships determine to a large degree his ability to comprehend what he reads.

The highly complex nature of the reading act has been further demonstrated in studies by Judd and Buswell of the mental processes involved in reading different types of material and in reading for different purposes. Their data show that the reading act differs significantly with such variants and that the printed page provides a mass of impressions that the mind of the reader begins to organize and arrange according to some pattern, plan or purpose. To put the matter in other words, intelligent reading

involves various patterns of mental activity depending upon the nature of the ideas presented, the kinds of relations involved, and the specific purpose of reading on that occasion.⁴

Factors affecting every phase of reading, for example, materials, methods, readiness and habits - have appealed to research workers. Psychologists investigating the mental processes involved in reading discovered early a close relationship between eye-movements and comprehension. An unskilled reader will have more and longer fixation pauses than a mature reader. Eye-span is a function of comprehension.⁵ When instruments were refined for photographing eye-movements, methods of teaching reading were revolutionized.⁶

Research has established the fact that oral as contrasted with silent reading exhibits many characteristics of immature reading.⁷ Research⁸ has also revealed that some adults when reading silently make visual fixations ordinarily associated with oral reading, - indicating that the reader cannot follow the thought units of the material.

⁴W. S. Gray, "Contributions of Research to Special Methods; Reading", N. S. S. E. Yearbook XXXVI, Part II. The Scientific Movement in Education, Public School Publishing House, Bloomington, Illinois: 1938, pp. 104-105.

⁵Gertrude Hildreth, Learning the Three R's, Minneapolis: Educational Test Bureau, 1936, p. 101.

⁶Charles H. Judd, Problems in Education in the United States, New York: McGraw-Hill Book Company, Inc., 1933, p. 195.

⁷Ibid.

⁸G. T. Buswell, Fundamental Reading Habits: A Study of Their Development. Supplementary Educational Monograph, No. 21, Chicago: The Department of Education, The University of Chicago, 1922.

Other significant results have pointed to incomplete training in reading. Reading has to do with complex matter and the school must devote time in training children to read different types for different purposes in a variety of reading situations.

Scientific studies have been directed also toward materials and methods employed in teaching reading. Uhl⁹ points out that there is close agreement between pupil-interest and comprehension. The success of reading material depends in part upon the grade to which it is assigned.

The area commonly referred to as the physiology and psychology of reading has provided a large percentage of the problems for investigators. Basic reading skills, the components of these skills, reading ability in relation to mental age and physical growth, the relationships between reading ability, spelling ability and word meaning, the relation of speech defects to reading efficiency, are but a few examples of the problems that engage research workers. The effects of all these investigations upon reading provisions have been extensive and significant and must be considered in the selection and presentation of the materials of reading textbooks.

That Canadian editors were slow to reflect the influences of educational research in children's learning and in

⁹W. L. Uhl, The Materials of Reading: Their Selection and Organization, New York: Silver, Burdett and Company, 1924.

the materials of reading texts is apparent from the analysis of readers presented in this study. Until recent years tradition was respected more consistently than the reports of scientific investigations.

The aims of teaching reading, viz. to develop sound reading skills, habits and attitudes, and to create a permanent interest in good reading, were not recognized. Many selections in readers did not lend themselves to the practice of a variety of skills. Reading for detail was emphasized to the exclusion of other comprehension skills. Long after investigators produced evidence to support the claim that literary selections may be inferior for teaching silent reading skills, editors continued to compile readers, literary in character, as the major reading prescription for Canadian children. The British Columbia Readers and The Treasury Readers are two examples of this. In other words, a balance was not maintained between work-type and literary-type material, between prose and verse.

Many selections could have been used for practice in the skills if they had been at all interesting. Although the first studies in interest were reported early in the present century,¹⁰ and publishers consistently claimed pupil-interest as a guiding motive in the selection of reading materials, they frequently failed to achieve this stated objective.

The Royal Readers and The Victorian Readers were more

¹⁰ Sr. M. Celestine, op. cit.

successful in achieving pupil-interest than were many later texts. Other nineteenth century readers were so concerned with instilling ethical values that they tended to disregard the interest approach as of today.

All Canadian readers failed in satisfactory grade-placement. It is understandable and excusable why nineteenth century texts should be unsuccessful in this respect, but it is difficult to see in the light of studies on word-lists¹¹ why modern texts should have been so weighted with vocabulary difficulties.

Methods in teaching reading were as slow to reflect change as were materials, but, like materials, gradually showed modification. As Biblical selections gave way to informative material, methods of teaching reading, although not changing fundamentally, began to show modern tendencies.

The period from 1880 to 1900 witnessed the teaching of reading through drill on grammatical relationships. Educators at this time believed that repression and discipline were synonymous, and that the best intellectual discipline was achieved through the study of grammar. Gage's Educational Series and The New Brunswick Readers are examples of this philosophy.

When scientific data appeared in the twentieth century, the editors of readers submitted to the general findings that children are not necessarily indifferent or hostile to learning.

¹¹Thorndike, Washburne and Vogel, op. cit.

On the contrary pupils are constantly learning by adjusting themselves to situations and by solving problems in which they are interested. As a result, in the intermediate grades, a variety of activities began to replace exercises on remote origins and families of words. The "aids" supplied in The Highroads to Reading are indicative of an educational philosophy that is concerned with the learner as well with what is learned.

In the mechanical features that constitute format, Canadian texts now subscribe to standards proven desirable. Size of book, attractiveness of cover, quality of paper, size and character of type along with durability have consistently improved since 1900.

The present study of Canadian Readers since 1846 shows that choice of selection made prior to 1934 was based mainly upon cultural emphasis rather than upon a science of education. The Royal Readers of 1870 and The Victorian Readers of 1898 present more evidence of the influence of psychology and a search for reading matter in which the "nature of the ideas presented" would approximate the ability range and interests of children. It has been shown in the evidence presented that grade levels were ignored frequently. Fault cannot be found with reading selections adapted to high, average and low ability interest levels within a grade, but to present matter of two or three grade variation would confront children with undue learning hazards, and would retard learning not only for individuals but for the entire class concerned. Not until 1934

in Highroads to Reading was there a real effort to have reading selections made on the basis of science applied to the reading problems involved in a plan to accomodate mass education.

Scientific Method Applied
to the Building of Readers in General

A few suggestions that may lead to better practices in textbook selection are presented herewith:

CHILDREN'S INTERESTS.- The results of studies on children's interests are very helpful in evaluating reading material from the standpoint of its appeal to children. Dunn,¹² Bruner,¹³ Celestine,¹⁴ Uhl,¹⁵ Washburne,¹⁶ Jordan,¹⁷ Gates,¹⁸ and many others report that the elements in children's literature contributing most to interest are: surprise, humour, "animalness", action, conversation, freedom from reading difficulties and intelligibility.

¹²Dunn, op. cit.

¹³H. B. Bruner "Determining Basic Reading Materials Through a Study of Children's Interest and Adult Judgments", Teachers College Record, Volume 30, pp. 285-309.

¹⁴Celestine, op. cit.

¹⁵Uhl, op. cit.

¹⁶Washburne, op. cit.

¹⁷A. M. Jordan, Children's Interests in Reading, Contributions to Education, No. 107, New York: Bureau of Publications, Teachers College, Columbia University, 1921.

¹⁸Gates, op. cit.

VOCABULARY DIFFICULTIES. - Pupils may be tested on actual samplings from the books being evaluated, or one of several dependable formulae may be applied. Gray and Leary's,¹⁹ Washburne's,²⁰ and Lorge's²¹ equations can be applied and reading difficulty predicted with some degree of accuracy.

Since vocabulary is a major element in reading difficulty it should be checked by using one of the various standard word lists. The Thorndike word list²² and the Gates list²³ are available. A variety of special techniques have been devised by many reliable investigators. Patty and Painter²⁴ suggest a formula for measuring vocabulary load. Vogel and Washburne²⁵ present a plan for determining the grade-placement of children's reading selections.

¹⁹Gray and Leary, op. cit.

²⁰Washburne, op. cit.

²¹Lorge, op. cit.

²²E. L. Thorndike, The Teacher's Word Book, New York: Bureau of Publications, Teachers College, Columbia University, 1921.

²³A. I. Gates, A Reading Vocabulary for the Primary Grades, New York: Teachers College, Columbia University, 1926.

²⁴W. Patty and W. Painter, "A Technique for Measuring the Vocabulary Burden of Textbooks", Journal of Educational Research, Volume 24, pp. 127-134.

²⁵Mabel Vogel and C. W. Washburne, "An Objective Method of Determining Grade Placement of Children's Reading Materials", Elementary School Journal, Volume 28, pp. 373-381.

Buckingham,²⁶ Lewerenz,²⁷ Herriott,²⁸ and Thorndike,²⁹ among others, advance procedures for the objective analysis of content difficulty. Ratings based on the data proposed are more reliable than judgments made on general impressions.

FORMAT. - Mechanical features such as illustration, size of type, length of lines, color of print, the binding, and size of book constitute the problems of format. Studies in this area have been made by Bamberger,³⁰ Paterson and Tinker,³¹ Buckingham,³² and Mellinger.³³ Their reports would be valuable to committees selecting texts.

TEACHING AIDS. - The selection of any reader should depend in part upon the quality of aids made available to pupil and teacher. Examiners should look to the index, table of contents, glossary, references, pronunciation aids, ^{and} preface as well as to

²⁶B. R. Buckingham, "The Scientific Development and Evaluation of Textbook Materials", Official Report, Washington: Department of Superintendence, 1933, pp. 159-166.

²⁷A. S. Lewerenz, "A Vocabulary Grade-Placement Formula", Journal of Experimental Education, Volume 3, p. 236.

²⁸M. E. Herriot, "Scientific Textbook Selection", Science Education, Volume 2, pp. 98-105.

²⁹E. L. Thorndike, "The Vocabulary of Books for Children in Grades 3 to 8", Teachers College Record, Volume 38, pp. 196-205.

³⁰Bamberger, op. cit.

³¹D. G. Paterson and M. A. Tinker, "Black Type Versus White Type", Journal of Applied Psychology, Volume 15, pp. 241-247.

³²Buckingham, op. cit.

³³Bonnie E. Mellinger, Children's Interests in Pictures, Contributions to Education, No. 516, New York: Bureau of Publications, Teachers College, 1932.

the study helps provided in the text. Accompanying workbooks, charts and teachers' manuals should be investigated. Let the committee members ask themselves, "Is the practice provided sound, varied, interesting and sufficient? Can the pupils take the initiative in the application of aids to reading comprehension? Are the aids diagnostic in character? Do they give consideration to individual differences? Are they in harmony with the stated objectives?"

Numerous studies of the value of workbooks have been reported and twelve of these have been summarized by Bess Goodykoontz³⁴ who presents a valuable set of criteria for examining workbooks. Brueckner³⁵ also sets before committees ideas of better workbooks.

GENERAL. - Other considerations should influence final judgment, among these the author of the text, - what of his training, experience, reputation and scholarship? Has he participated in scientific investigations? Is he familiar with reading studies? What of his previous publications?

The recency of copyright and the price of the book are matters for consideration but they are not of prime importance in contrast with the application of scientific measurement to content and method. When considering all factors the examiner will find a score card useful in assigning

³⁴Bess Goodykoontz, "Current Uses and Effects of Workbooks," Curriculum Journal, Volume 6, pp. 30-41.

³⁵L. J. Brueckner, "The Improvement of Workbooks", Curriculum Journal, Volume 6, pp. 41-44.

relative values to the items to be examined. Appendices "G" and "I" suggest cards for assessing readers.

The recommendations of the Thirtieth Conference of the National Society for the Study of Education support these conclusions and are reported in full in Appendix "J" of this study.

Adaptation of Content of Canadian Readers to Children's Interests

The evidence in this study reveals that the content of school readers has reflected the dominant ideas and spirit of Canadian life, first in pioneer, agricultural settlements, and more recently in an agricultural setting closely interwoven with extensive industrial and commercial enterprises. The earlier reader was, in the nature of the content, adult in outlook and sought to convey ideas and impressions suited to adult living. As time passed material which comes more and more within the range of childhood experience was given recognition. Several factors peculiar to educational theory and to the limitations imposed upon the school during the later eighteenth and the nineteenth centuries made the then-reading provision inevitable.

Emphasis on religion and morals has characterized the school readers of Canada since the introduction of the Irish National Series in 1846. This represented in the beginning, part of the Puritan tradition, "do good and be good and it will pay you". The early English-speaking immigrants to Canada from Scotland, North Ireland and to a lesser extent

from England and the New England States, accepted that point of view and it was but natural that the school reader should be so-minded. For many decades a distinctly rural people, conservative in outlook, perpetuated this ideal. Moreover, the trend toward non-sectarianism in the management of the common school continued the religious and moral tradition in the reader as a necessary means to training in the absence of provision for purely religious instruction. Periodically, teaching was directed against a particular type of immorality, such as intemperance in the use of alcoholic stimulants. This was pronounced in the readers published during the last quarter of the nineteenth century, and indicated a growing realization of the menace of hard drinking in the pioneer communities. This point of emphasis was continued into the early years of the present century in the form of selections considered suitable for the elocutionary contests of the Royal Templar Society.

Industry and thrift, the gospel of hard work, every man a job, work and save, the penny bank and getting ahead are additional examples of Puritan ideals common to nineteenth century Canadian life, and were included in the readers for the training of children.

The emphasis upon religion and morals was without sectarian bias and perhaps represents the nearest Canadians ever came to a general course that irritated the fewest possible of the electorate. In all of this, Egerton Ryerson was the guiding genius up to 1875. He set the pace for many years after. Readers said and continued to say, what Ryerson

sought to implant in the hearts and minds of Canadian boys and girls. He was not Puritan, but Evangelical, and in conflict with his own church over his liberal views. He was able through utilizing the school reader, to build a course which reflected the stern religious and moral tone of the people, with a minimum of infringement upon the doctrines of any specific religious sect.

In the light of modern children's literature, the reading content would appear, in general, dull and uninviting to the young. Adults could not appreciate this fact. They were unaware of the modern concept of adapting reading matter to the interests and abilities of children. Add to this the limited reading matter available and it is not difficult to account for the adult character of the readers and the nature of approach to childhood learning. Relative to children's interests, there could be said of this reading content that children were reared in an atmosphere of strict religious ideals and stern necessity for hard work and saving the pennies. The religious, moral and thrift spirit of the times was a part of childhood experience and therefore of reader content.

Moderating tendencies during the period 1870 to 1900 were in evidence by the turn of the century. The Royal Readers, introduced in the Maritimes in 1870, and the Victorian Readers in Manitoba in 1898, give proof of this. The religious and moral tone was not eliminated, but there was added a wide variety of interests and possible experiential contacts, many

of them Canadian in character. Geographical scenes and information, history and historical characters, stories of birds and animals, children's games, literary selections from the old masters, Canadian prose and poetry in the Victorian Readers presented a book of reading matter richer in its variety and nature than that of the Irish National Series of 1846 or of the Canadian Readers of 1868. There was coming into prominence in the literature chosen for children a tolerance for fantasy, for folk-lore, fairy tales and myths. This represented a change from an outlook that considered such literature at least trivial, at worst "a pack of lies". The tendency reflects changing conditions of community life, growing cities, towns, and densely populated rural farm areas with increasing library and newspaper facilities. It reflects the influence of a better school, better equipped, manned by a teacher of broader training and outlook. It reflects the growing tendency to take advantage of an improved secondary school, now a part of the common school of the people, its privileges widely available, and of the advantages of university training. Moreover, it reflects the rising influence of a new psychology of childhood initiated by Grant Hall, Thorndike and other leaders in education. The Victorian Readers were the product of two men prominent in education in Manitoba, Dr. W. A. McIntyre, Principal of the Normal School, and Mr. John Saul, a noted Canadian editor and publisher of school textbooks. Like Ryerson in his day, these men sought to present for child-learning the interests

and aspirations of an increasingly complex and changing Canadian life, a less rugged and more kindly attitude toward the young.

Canadian authors were first given significant recognition in the Victorian Readers of 1898, likewise in the Alexandra Readers of 1906 and in the Ontario Readers of 1909. It remained for The Highroads to Reading and The Treasury Readers, both published in 1934, to give Canadian authors outstanding recognition; fifty-three and forty-five selections respectively. Prior to the turn of the century, Canadians as a people had really become aware of Charles Sangster, Thomas D'Arcy McGee, E. Pauline Johnson, Charles G. D. Roberts, Susannah Moodie, and other Canadian writers. The "Old Masters" had the attention of textbook writers until that time and it remained for westerners to appreciate the educational value which Canadian productions could make to a rising spirit of Canadian nationhood, maturing in World War I and brought to fruition by the Westminster Statute of 1926. A. D. Watson and Lorne A. Pierce give expression to the value of Canadian literary contributions in the "Introduction" to Our Canadian Literature,³⁶ and reveal the part it has played in the growth of a truly Canadian spirit.

There is in our literature a fine imperial quality - not too imperious we trust - which insists upon what we call "British fair play". The heroism of sacrifice is a quality to which our natures everywhere respond. There is ample room among our Saxon populace for that fine

³⁶A. D. Watson, L. A. Pierce, Our Canadian Literature, Toronto: The Ryerson Press, 1923.

chivalry in which our fellow-citizens of French extractions have a tradition so glorious.....

Our literature is fostering this kindly feeling and extending it to other nations. The friendly reception given to Drummond's dialect verse, to Pauline Johnson's Indian lyrics; the admiration we feel for Frechette, and, more recently the interest manifested in Florence Livesay's "Songs of Ukrainia", are all evidence of that generous spirit which enlarges our patriotism to universal dimensions and gives to character the highest place in our esteem without reference to negligible minor distinctions.

One finds the broader outlook of recent years in the content of the Highroads to Reading, published in 1934. The religious and moral influence is expressed under the modern idea "The Common Good" which of itself speaks for a new purpose in government, and modern acceptance of a due sense of responsibility for the happiness and welfare of our fellow citizens. Published in the midst of the economic depression of the thirties with all the accompanying distress of that era this series of readers brought to a climax a thought maturing in the mind of the public as a product of the social and economic disturbances produced by the transition from an agricultural to a preponderantly industrial society. Morality and religion came to be interpreted in terms of the welfare of mankind and responsibility therefor as a major undertaking of government. Moreover, the method of inculcating the religious and moral sense through a literature of fear, re-enforced by stern admonition was replaced by selections which breathed an air of sympathy and Christian kindness.

The Social Studies, both Canadian and international in viewpoint are well represented in this series. They seek to lay a foundation for breadth of human understanding and sympathy. Children are caused to journey alike with the characters of Dickens, the coureur-de-bois of fur-trade times in Canada, or with the little folk of Holland and China. By means of additional suggested readings the pupil is encouraged to acquire an interest in library materials.

Above all, a new organization of subject matter around centres of interest causes a concentration of attention upon some vital aspect of life. Grouping well-chosen selections under such divisions as "Folk-Tales and Fancy", "Home and Country", "People of Other Lands", "Old Favorites", provides for emphasis upon an idea, an ideal, or a principle of modern living sufficient to ground a thought or aspiration in the heart and mind of the pupil. All this represents success in bringing the reader within the interest range of the child of today.

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APPENDIX "A"

Dept. of Education

Prince Edward Island
Charlottetown

March 23, 1946

Miss Eleanor Boyce,
Provincial Normal School,
Winnipeg, Manitoba.

Dear Miss Boyce:

I have now, with the help of my predecessor, Dr. H. H. Shaw, succeeded in getting some information for you with reference to the Readers used in Prince Edward Island.

The Free Non-Sectarian Public School Act was passed in 1877. Previous to that time there was no very definite prescription of school books. I find, however, in a Report of a School Inspector dated April 25, 1867, the following statement: "The National Irish Series have hitherto been in general use, but the Irish Series will soon be superseded by Nelson's Readers which are, according to a new arrangement made by the Board, the authorized classbooks." The Nelson Readers referred to are, no doubt, the Royal Readers. In any event, with the passing of the Public School Act in 1877, the Royal Readers (Nelson) were prescribed and they continued in use until 1894, when they were replaced by the Gage Series (W. J. Gage and Son). The Gage Series continued until about the year 1910. At that time, the T. Eaton Company was publishing the Ontario Readers. These Readers were supplied to the pupils at a very low rate. By an arrangement between the Government of Prince Edward Island and Ontario, the Ontario Readers, with a special cover for Prince Edward Island, were adopted and these continued until about the year 1940. I say "about" because there was no abrupt change from the Ontario Readers to the present arrangement. I am enclosing a copy of our Course of Studies indicating the Readers now in use in the several grades. I think then we may begin about 1867 with the Irish National Series just about to give place to Nelson's Readers. The story from that time on is fairly definite.

I trust that this may be of use to you.

Very Sincerely yours,

"L. W. Shaw"

DEPUTY MINISTER and
DIRECTOR OF EDUCATION

LWS-bp
Enclosure

APPENDIX "B"

Public Archives
Nova Scotia

Halifax, N.S.,
May 29, 1946

Miss Eleanor Boyce,
Provincial Normal School,
Winnipeg, Man.

Dear Miss Boyce:

In reply to your letter of the 23rd instant I have been able to discover the following definite facts. The Royal Readers were in use in Nova Scotia prior to 1905, but how much prior I am not able to say. I know that in the 60's and 70's they used readers supplied by Chambers Brothers of Edinburgh and the National Irish Series, but just when they got their courses graded and regularized I have not yet learned.

From 1905 to 1921 they used the Nova Scotia Readers and from 1921 to 1933 the Atlantic Readers. At the end of 1933 they adopted the Canadian Treasury Readers, Books 1 to 6.

I hope this will satisfy your immediate needs. I have not time at the moment to make the rather detailed and prolonged research that would be necessary to answer your first questions.

Yours sincerely,

"D. C. Harvey"

DCH-WM.

ARCHIVIST.

APPENDIX "C"

Third Book of Lessons

Irish National Series
1849 Edition

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Third Book of Lessons

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Irish National Series
1867 Edition

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SELECTIONS OCCURRING IN AT LEAST FOUR READERS

AND THE READERS IN WHICH THEY OCCUR.

Grades IV, V, VI.

APPENDIX "F"

Canadian Authors Appearing More Than Once
and Names of Readers in Which They Appear

Authors	Canadian Readers, 1880	The Ontario Readers, 1884	The Victorian Readers, 1898	The New Brunswick Readers, 1900	The Nova Scotia Readers, 1906	The Alexandra Readers, 1908	The Ontario Readers, 1909	The Manitoba Readers, 1910	The British Columbia Readers, 1915	The Canadian Readers, 1922	Highroads to Reading, 1934	The Treasury Readers, 1934
Charles Sangster	X		X	X		X		X		X		
Thomas D'Arcy McGee	X	X	X	X		X	X			X		X
E. Pauline Johnson			X			X		X	X	X	X	
Chas. G. D. Roberts			X	X		X	X	X	X	X	X	X
Susannah Moodie						X	X	X		X		X
Agnes Machar						X	X	X		X		
Archibald Lampman					X	X	X			X	X	X
Joseph Howe												
Thomas C. Haliburton					X							X
Marjorie Pickthall							X					X
W. Wilfred Campbell							X				X	X
E. Thompson-Seton							X				X	X
Isabel E. Mackay							X			X	X	X
Frederick Geo. Scott						X	X			X	X	
Ralph Connor							X	X	X	X	X	X
Jas. D. Edgar						X	X			X	X	
J. E. Middleton							X				X	
Ethelwyn Witherald						X	X			X		
Louis Hemon							X					X
John McCrae										X	X	
Robt. W. Service												
Jean Blewett						X				X		X
Arthur W. Eaton						X					X	
Duncan C. Scott						X				X		
Agnes C. Laut										X		X
Wilson MacDonald											X	X
W. H. Drummond										X	X	
Bliss Carman							X			X	X	X

APPENDIX "G"

Textbook Score Card (Otis).

1.	Local Adaptability		110
	A	Supervision	20
	B	Teaching	25
	C	Children	30
	D	Class	10
	E	Equipment	20
	F	Term	5
2.	Subject Matter		400
	A	Child Experience	65
	B	Aims	50
	C	Individual Differences	45
	D	Selection and Balance	100
	E	Moral-Civic Values	65
	F	Reliability	35
	G	Style	40
3.	Arrangement and Organization		120
	A	Divisions	40
	B	Project Method	80
4.	Aids to Instruction and Study		170
	A	Usableness	90
	B	Provision for Choice	50
	C	Index	10
	D	Glossary	10
	E	Contents (table)	10

APPENDIX "G" (Continued)

Textbook Score Card

5. Mechanical Features		150
A Attractiveness	25	
B Illustrations	45	
C Print	30	
D Binding	25	
E Paper	25	
6. Special Features		50
A Authorship	30	
B Publisher	5	
C Preface	5	
D Publication (date)	10	
	TOTAL	<u>1,000</u>

E. M. Otis, "A Textbook Score Card" Journal of Educational Research VII, February 1923, pp. 132-136.

APPENDIX "H"

Computing the Readability Index¹

A. Selecting the sample:

1. Short passages of 300 words or less:

When a short passage is to be appraised it is advisable to analyze the entire passage.

2. Longer passages:

When longer passages are to be appraised, it is advisable to analyze samples of the material. Select a sample near the beginning, another near the middle, and another sample near the end of the passage. Each of these samples should be approximately one hundred words in length.

It should be noted, moreover, that each sample should start with the beginning of a sentence and should stop at the end of a sentence. When the samples have been located with beginning and end points the remainder of the analysis can be made.

3. Books:

When books are to be appraised, it would be advisable to analyze samples of the book, say, from five per cent to ten per cent of the book (but never less than five samples.) These samples should be chosen throughout the book.

¹Irving Lorge, "Predicting Readability" Teachers College Record, pp. 404-419. Volume 45, No. 6. March, 1944.

Lincoln's Gettysburg Address

Four score and seven years ago our fathers brought forth upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate - we cannot consecrate - we cannot hallow - this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living rather, to be dedicated here to the unfinished work which they who fought here, have thus far, so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that, government of the people, by the people, for the people, shall not perish from the earth.

Work Sheet

Title of Article: Gettysburg Address (First Revision)
 Name of Author: Abraham Lincoln
 Location of Sample in Text: Complete

Basic Data

- 1. Number of words in the sample 269
- 2. Number of sentences in the sample 10
- 3. Number of prepositional phrases in the sample 26
- 4. Number of hard words in the sample 43

Computation

Average sentence length:	$1 \div 2 = 26.90$	$\times .07 = 1.8830$
Ratio of prepositional phrases:	$3 \div 4 = .0967$	$\times 13.01 = 1.2581$
Ratio of hard words:	$4 \div 1 = .1599$	$\times 10.73 = 1.7151$
	Constant	= <u>1.6126</u>
	Add	6.4688
	Readability Index	6.4688

APPENDIX "I"

SCORE CARD FOR EVALUATING SIXTH-GRADE
TEXTBOOKS IN READING¹

Weighting

1.	The textbook shall contain an appropriate amount and wide variety of intrinsically interesting materials to meet all types of reading interests, such as social studies, science, and literature; and maintain a satisfactory balance between such different types as (1) work-type and appreciative reading, (2) curriculum subjects and outside interests, and (3) poetry and prose	225
	a. Quantity of material	75
	b. Balance	
	(1) Balance between prose, poetry, and plays.	15
	(2) Balance between major fields of reading materials	15
	(3) Balance between basic types of reading materials	25
	(4) Balance between curriculum subjects and outside interests	20
	c. Recognition of and provision for basic reading interests	75
2.	The vocabulary difficulty, sentence structure, and thought content shall be appropriate for sixth-grade pupils	175
3.	The materials contained in the textbook shall be of a high literary character	175
4.	The textbook shall contain appropriate aids to pupils for studying the selections and shall be so designed as to provide training and practice in developing reading skills, and shall contain appropriate aids to assist teachers	100
	a. Pupil aids	60
	b. Teacher aids	40
5.	The textbook shall contain a large percentage of material not appearing in other sixth-grade readers	100
6.	The material shall be so organized within the book as to present a suitable reading program for sixth-grade pupils	75

APPENDIX "I" (Continued)

	Weighting
7. The textbook shall provide for an extensive reading program by means of references to supplementary and library materials	50
8. Appropriate illustrations shall be included .	50
9. The format of the book shall conform to a high standard	50
Total	1,000

¹Ivan Waterman and Irving Melbo, "Selection of Sixth-Grade Reading Textbooks for California Adoption", California Journal of Elementary Education, Volume 3, February, 1935, pp. 133-141.

APPENDIX "J"

Recommendations of the Thirtieth Conference
of the National Society for the Study of
Education

1. The educational interest of the pupil must at all times be the primary consideration in appraising plans for making and selecting textbooks.
2. The principle is cardinal that the selection of textbooks is the prerogative of the educational personnel of our schools. Hence the Committee urges that educational administrators should defend their exercise of this prerogative against the claims or the interference of others, whether they be publishers, members of school boards, politicians, or other laymen. The Committee believes that the superintendent should take the final responsibility in recommending textbooks.
3. School administrators should be aggressive in demanding high standards of practice on the part of selecting committees and on the part of publishers and their representatives. The Committee invites the Department of Superintendence of the National Education Association to frame standards of practice for the selection of textbooks and to place these standards in the hands of textbook publishers.
4. The Committee likewise invites publishers to frame standards of practice for their field representatives and to place these standards in the hands of school administrators and selecting agencies.
5. Unethical practices are so clearly detrimental to the public welfare that, in the judgment of the Committee, state or regional commissions representing the profession should be created which will be charged with the duty of investigating complaints, whether made against bookmen, schoolmen, or others, and with the further duty of making public all pertinent facts in the event that the complaints are justified.
6. The cost of textbooks is so negligible a part in the total cost of education, especially when account is taken of the value of good textbooks, that further increase in cost is fully warranted where necessary to secure better instructional material for pupils.

"The Textbook in American Education", Thirtieth Yearbook, Part II, National Society for the Study of Education, Bloomington, Illinois: 1931, pp. 305-308.

7. Free textbooks should be provided in all public schools in the interests of better educational opportunities for the children and of economy to the general public.
8. State adoption of textbooks often gives rise to questionable practices in connection with the selection and prescription of the texts. This Committee believes that our profession should seek to modify existing legislation in such a way as to eliminate these practices. The Committee believes, indeed, that the state is not a desirable unit for textbook adoption, that, on the contrary, the unit for adoption should be the local unit of school administration and supervision.
9. State publication of textbooks is unwise, uneconomical, and educationally unsound. Our profession should continue to resist its extension.
10. In making the two preceding statements with respect to state adoption and state publication, the Committee does not wish to be interpreted as condemning the principle of state uniformity in courses of study; the Committee recognizes that many facts, particularly with respect to the mobility of our population, point to the desirability of some degree of uniformity in subject matter and in grade placement among the schools of a state, or even of a larger area, than the state. Reasonable uniformity in subject matter and grade placement, particularly in the elementary school, would greatly facilitate the provision of adequate textbooks and need not destroy the values inherent in diversity of textbook approach and treatment.
11. Publishers should feel obligated to refuse to publish manuscripts that do not meet high standards of excellence in textbook-making.
12. There is much need for careful research on problems relating to the mechanical features of textbooks. Publishers should be encouraged to carry forward such research.
13. The critical trial of instructional materials in classrooms before publication in textbook form is commended.
14. Publishers have real cause for protest against some of the practices of school administrators as listed in this Yearbook in the chapters entitled "Current Practices in Selecting Textbooks for the Elementary Schools" and "The Problems of Publishers in Making and Marketing Textbooks". In particular, the Committee believes that the publishers have cause for protest and grounds for legal action against those schoolmen who engage in the practice of reproducing copyrighted material without securing the consent of the publishers.

15. The use of the plan of secret committees in textbook selection is not good educational practice.
16. For authors who are in educational work to use their positions to secure adoptions of their textbooks is likely to invite criticism endangering the good repute of our profession.
17. The use of a score card for the evaluation of textbooks has certain obvious advantages in directing attention systematically to various items that should receive consideration. On the other hand, seeming numerical precision may be misleading, in that the qualitative whole is seldom to be measured by the sum of its quantitative parts. Score cards devised in terms of a particular book should not be used in the selection of textbooks.
18. Teachers, as the users of textbooks, should have a voice in their selection, but the Committee calls attention to the fact that effective participation on the part of the teachers requires special competence.
19. The choice of textbooks is so important an educational task that the study of approved methods and standards for selection should be emphasized in the professional preparation of teachers.
20. Supervisors of teachers in service and instructors in professional schools should show teachers how to follow and also to supplement the textbook intelligently with respect to both content and method.
21. American publishers are entitled to much praise for producing textbooks that represent high qualities of book-making and generally also of qualities of content and organization not found in textbooks of other countries. The Committee believes that too much praise cannot be given to the reputable publishers of the United States for the meticulous care with which manuscripts are examined and with which errors in form and content are detected and corrected.
22. The Committee lends its full endorsement to the conclusion that the standards of practice in the selection of textbooks not only are higher to-day than formerly but also are relatively higher than those which prevail in many other lines of business. This conclusion is in agreement with the returns reported in the chapter entitled "The Ethics of Marketing and Selecting Textbooks". The Committee further believes that this trend is full of encouragement and that it points to the possibility of an early solution of certain problems in the making and marketing of textbooks.