

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM
IN NOVA SCOTIA

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requirements for the degree of Master of Arts

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PREFACE

These studies are the food of youth and the consolation of old age; they adorn prosperity and are the comfort and refuge of adversity; they are pleasant at home and are no encumbrance abroad; they accompany us at night, in our travels, and in our rural retreats. -- Cicero.

It is to examine the part these studies played in the growth of the present high school curriculum that this thesis is written. One of the basic responsibilities of the educational system is that of providing a curriculum which keeps pace with the practical needs of the students, and the pressing demands for adaptability required in a democratic society.

It may come as a surprise to many to realize that there was no such thing as a general high school curriculum in Nova Scotia before 1885, and that only in the 1930's did it take its present form. In the following pages the reader will be taken back to 1750, to see what efforts were made to provide youth with a worth-while education that would fit him for life. No attempt will be made to concentrate on any one subject, but rather, the curriculum as a whole will be examined over the years to the present day.

The first two chapters review the curriculum picture briefly in the United States and Canada, to supply background and precedent for many of the events and trends that helped form the program of studies in Nova Scotia.

The remaining four chapters concentrate on our own Province and its educational system and will, we trust, provide the reader with a sequential account of "The Development of the High School Curriculum in Nova Scotia."

It is clear that no research project such as this, can be written without the cooperation of many people. This fact is borne out abundantly in the compilation of the thesis you are about to read. In the beginning then, I gratefully acknowledge the help and encouragement given me by Dr. A. B. Morrison, Director of Curriculum and Research for Nova Scotia; G. W. MacKenzie, Chief Inspector of Schools; G. E. MacDonald, Assistant Director of Vocational Education; Dr. M. E. Keating, Superintendent of Halifax City Schools; Dr. C. B. Fergusson and his staff at the Nova Scotia Archives; Miss M. E. Burns, Librarian of St. Patrick's High School; L. W. Smith, Director of Guidance; J. R. Carrell, Principal of St. Patrick's High School; J. M. Forrest, History Department of St. Patrick's High School; the Staffs of all the local libraries and the many others who were so prompt in answering letters of inquiry. I trust the thesis justifies their cooperation.

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CHAPTER I

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM IN THE UNITED STATES

It is axiomatic to say that all schools in every age have had a curriculum. The content of this curriculum has always been based on an attempt to meet the needs of youth in the society which prescribed it. Further, the same basic elements find a place in the curriculum of every age, but it is the task of the educated thinkers of that age to delete from, adjust and expand the curriculum to meet the evolving needs and to attempt to keep pace with man's ever-increasing knowledge in all fields of human endeavour.¹

According to Herodotus, the Greek historian, the inhabitants of ancient Persia and Greece followed a very simple curriculum. They sought to teach their boy children to ride, throw a spear, shoot a bow and arrow and to hunt and speak the truth. The girl children were taught simple household duties. These "curriculum" basics were derived from what they obviously thought were the prime needs of their society. The horse was their chief means of transportation, the spear and the bow were their chief weapons, and the sanctity of a man's word was the code of

¹H. L. Campbell, Curriculum Trends in Canadian Education, (Quance Lectures in Canadian Education, Toronto: W. J. Gage and Co., Ltd., 1952), p. 21.

ethics. The woman's place was in the home. Such a simple curriculum, however, soon proved itself insufficient to cope with the increasing quantity of human knowledge to which the Greeks themselves contributed so much. When that quantity became so great that it could not be passed on from father to son or by soothsayers or story tellers, organized education and its attendant curriculum came into being. The first people to realize the need for a curriculum were those who were in a position of leadership which offered them the opportunity of being listened to. They were wise enough to see that if they wanted to pass the leadership from father to son or otherwise to keep command in the family, the family would have to know more than the neighbors. For this and other reasons, education in early times was afforded to the few - the sons of nobles, chieftains and lords. Most early schools were conducted by the clergy at monasteries, convents and other institutions and consequently the curriculum was built on religion and this affected the other subjects. Latin and Greek were, very often, the only other subjects taught.

Gradually, however, as scientific and mathematical knowledge increased and expanded, Geography, Science and Mathematics "forced" their way into the curriculum. The word forced is used advisedly, for from the very beginning, no new subject or new treatment of an old subject has been

accepted by proponents of the status quo or by those who felt that the existing course was good enough. The converse of this axiom is also true - no strongly-entrenched subject was ever curtailed or eliminated without some educators declaring that education was going into decline.

The settlers in the Thirteen colonies represented a wide range of religious and political beliefs, and both these factors had a very real effect on the interest in and the type of education provided. Of all the cultural aspects which the settlers brought with them, the religious seemed to predominate. Although they had to struggle even to exist, each group evidently felt a very strong desire to perpetuate its own religious beliefs. The religious upheavals all over Europe such as the Reformation, with its consequent dislocations and the bitterness fostered by many religious sects, contributed largely to this feeling. "Homes were constructed first, then the church and then the school, usually in that order."¹ This common interest in religious background, did not prevent differences of approach to education. The Anglicans who settled the southern colonies took a casual view of the importance of schooling for all except the children of what they called the "upper class", in what was, without a doubt, a class society. In these colonies from Virginia south, education for the ordinary colonist was

¹J. M. Gwynn, Curriculum Principles and Social Trends, (New York: The MacMillan Co., 1960), p. 42.

practically non-existent. The only public instruction was directed to orphans and children of the very poor. It took the form of religious instruction and apprenticeship training. Apart from these efforts, Church and State paid scant attention to the teaching of the young at public expense but depended instead on the very limited degree of education provided by private and parochial schools. The Church was interested only in higher education, and then chiefly for the preparation of ministers.

The middle colonies such as Pennsylvania and New Jersey were settled by a variety of religious groups, such as Quakers, Lutherans, Calvinists, Presbyterians, Baptists and Methodists, all of whom had a far higher regard for education than their neighbors to the south. Although they subscribed to the belief that every man had to be able to read the Bible in order to preserve his religion, the variety of religions represented made any uniformity of instruction very difficult. Consequently education fell under the direct influence of the various denominations and this system was the forerunner of the parochial school systems that later flourished in many States.

The sect that made the greatest contribution to the later educational system of the United States was the stern Puritan group, who came to New England in search of both religious and political freedom. They made up by far the

greatest part of the population of that area of the country and their determined belief in the necessity of education based on the Bible, set the tone of American schools both elementary and secondary, for years. They believed that the State had an obligation to educate the children through primary, elementary and secondary levels. They also believed in the principle of compulsory education.

The most famous form of secondary education that was available to the early colonists was that of the Latin Grammar Schools. The interest in education in New England contributed greatly to the growth of these schools. In 1647, the General Court of Massachusetts passed a law concerning the establishing of Latin Grammar Schools, called the "Old Deluder" law, which was really the basis for the founding of school systems all over the United States in later years. The law reads in part:

It being one chief point of that old deluder Satan, to keep men from the knowledge of the scriptures....It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then appoint one within their town to teach all such children as shall resort to him, to read and write...it is further ordered that where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for University.¹

In 1635, the Boston Latin Grammar School was established, just five years after Boston itself was founded.

IN. L. Bossing, Principles of Secondary Education
(Englewood Cliffs: Prentice-Hall, Inc., 1957), p.26.

This school, which celebrated its 300th anniversary in 1935, and which is still operating, is generally believed to be the oldest free public secondary school in the United States. It set the style for the many other Latin Grammar Schools that came into existence during the next fifty to one hundred years. The Boston school was reduced from a seven year school to a four year school in 1789 and it is in that year that we have the first firm record of its curriculum. During the four semesters, the students were taught Latin, Greek and English. These subjects were presented in literature, grammar and author form. There was a complete lack of any Science or Mathematics subjects. This, of course was not surprising as it followed the trend of the Latin Grammar Schools. The two main reasons for the inclination towards the classics were the avowed college preparatory purpose of the schools and the prominent place given to religion in education by the early colonial leaders.

The opening of the eighteenth century marked the beginning of the end of the Latin Grammar Schools as the paramount force in educational leadership. Many of them continued to make their presence felt for a hundred years or more, but the practical problems of wresting a living from the land as settlement spread westward, brought about laxity in both religion and education.

The struggle for a reasonable existence, soon became the dominating factor in determining what the schools should

teach. A different sort of curriculum was now needed, one that would prepare the youth of the country to face the hard facts of earning a living.

The secondary school curriculum had not changed appreciably from the early 1600's under the religious motive. At the same time, the economic standards, social life and political beliefs, had changed radically and, moreover, second and third generations were growing away from the Bible-bound thinking of their forefathers. The new spirit of freedom experienced by the people after the American Revolution demanded revolutionary change in all fields. Ever-increasing immigration, which contributed to the development of new and special cultures, tended to break down existing barriers of conformity. The ever-expanding West, with its challenge to the adventurous, the hide-bound class society of the South, the booming, commercial East, all demanded results from the school system that were unheard of fifty years earlier. The very development of large cities with their attendant problems of labor, poverty and the need for mass education created new demands for preparation for life.

Fortunately for the citizens of the new United States, the leaders of the country after 1783 looked on literacy as the best means of preserving ideas of liberty and democracy, just as their forefathers had seen in it

the cornerstone of religious education. This belief was strengthened by the idea that in a new country, the man who was "ready" would come to the top. The business world, which now became a way of life for so many urban dwellers, required competency in such subjects as book-keeping, navigation, surveying, commerce and mathematics. The professional man found himself more and more in need of history, geography, logic, public speaking, government and politics. The knowledge of French became more important than the knowledge of Latin.

These conditions, as we have said, led to dissatisfaction with the curriculum of the Latin Grammar School and fostered the establishment of a more practical, democratic type of institution, which came to be known as the "Academy". Benjamin Franklyn is recognized as the father of the American Academy. As early as 1743, he had outlined a plan to establish a school whose purpose was to prepare youth for business and for what he called "the several offices of civil life". His new school would exclude all foreign languages. The students would begin with a study of English grammar and orthography, and in the succeeding years, they would study history, rhetoric, logic, moral and natural philosophy, finishing their course at the end of six years with the reading of the best English authors. During the next five to ten years, foreign languages were included in the curriculum. In 1751 Franklyn established an Academy in Philadelphia which was organized into three

schools; the English, the Latin, and the Mathematical schools and in 1754 a fourth, the Philosophical School was added to teach logic, rhetoric, and natural and moral philosophy to the more advanced students.

The Academies gradually took root. The more practical curriculum made it the "people's school", and while the course of studies in the Latin Grammar School remained narrow and inflexible, the curriculum of the Academy was limited only by the ability of the teachers and by the desire of the local school authorities to provide the variety of courses. An aristocratic Grammar School with a limited college-preparatory curriculum could not compete with the Academy, which catered to the needs of the average student.

The Academy in its turn, was replaced in the last half of the nineteenth century by the High School. It must be remembered that, while the Academy was more democratic than the Grammar School in its course selection, it was still not completely democratic. Unlike the Grammar School, which was Church or State supported, the Academy depended for its finances on endowments and fees. This fact militated against the Academy in these two ways: it prevented the attendance of those who could not afford the fees and it placed the direction and management of the school in the hands of private individuals, many of whom were donors of monies that assisted in the running

of the school and who, therefore had a certain say in what should and should not be taught and by whom. In effect the Academy began to take on the nature of a private tuition-charging institution which left many mentally-worthy but financially-embarrassed scholars still without any means of acquiring a secondary education.

Once again it was Boston that led the way out of the dilemma. In 1821 the School Committee of Boston set up what it called an English Classical School, with an enrollment of 100 students. The three-year curriculum adopted by this school is worthy of note.

Studies of the
First Class

- (1) Composition
- (2) Reading from the most approved authors
- (3) Exercises in criticism
- (4) Declamation
- (5) Geography
- (6) Arithmetic

Studies of the
Second Class

- (1) Composition
- (2) Reading
- (3) Exercises in criticism
- (4) Declamation
- (5) Algebra
- (6) Ancient and Modern History and Chronology
- (7) Logic
- (8) Geometry
- (9) Plane Trigonometry
- (10) Navigation
- (11) Surveying
- (12) Mensuration
- (13) Forensic Discussion

Studies of the
Third Class

- (1) Composition

- (2) Exercises in criticism
- (3) Declamation
- (4) Mathematics
- (5) Logic
- (6) History - particularly of the
United States
- (7) Natural Philosophy including
Astronomy
- (8) Moral and Political Philosophy¹

Three years later the name of the school was changed to the English High School - the name which has been associated with secondary schools in North America to this day.

From 1860 to 1890, the extension of free education from the elementary up to and including the high school level, was fought from court to legislature and back to court. As the public common schools expanded and grew on the elementary plane, the middle class people began to demand wider educational experiences for their children. By 1890, public secondary schools had been established in many States and were stimulated and generally supported by state legislatures and state aid. At first they were designed for a period of instruction to outfit pupils for the work-a-day world. Soon, however, the course of study began to veer in the same direction as that which had been taken by the earlier Latin Grammar Schools - to prepare students for college.

¹Bossing, op. cit., p. 45.

To offset this drift, educational authorities began to think in terms of a dual course - one called College-Preparatory which adopted a classical curriculum, the other, Vocational, which adopted an English curriculum. The classical course offered Latin, Greek, Arithmetic, Geometry, Trigonometry, Algebra, Geography, Reading, Declamation, English Grammar and History. The English course - vocationally slanted - omitted Latin and Greek, but added Law, French, Bookkeeping and the Sciences and such other subjects which, would qualify the student to take his place in the everyday world of work.

Not all high schools were ready for this approach. For many years in the late 1800's, the very extension of the educational system and the passing of compulsory laws, curtailed the expansion of the curriculum. School officials and employees were so busy with the construction of schools, the securing and training of teachers and the financial aspects of education that they had little time or inclination to examine what was being taught. Moreover, this was, perhaps more than any other, the era where many parents subscribed to the theory that in the matter of learning, "what was good enough for me, is good enough for my children."

Gradually, however, under the urging of those who saw the dire need for change and revision, adjustments were made and finally in 1893 the National Education Association

took the bull by the horns and instituted a revision of the secondary school curriculum that has lasted in some of its aspects, to the present day.

The changes that accompanied this revision are worthy of note, for there was little uniformity in the subjects taught in the public schools up to 1890. The National Educational Association (N.E.A.), which had been established in 1857, was reorganized in 1870 with various departments. These were:

- (1) Department of School Superintendence
- (2) Department of Normal Schools
- (3) Department of Elementary Education
- (4) Department of Higher Education¹

In 1893 the N.E.A. appointed the "Committee of Ten" to study and recommend revision of the secondary school curriculum. This committee, which was one of nine such committees set up to study various aspects of the educational system, consisted of six members of collegiate institutions and four from the secondary level. The Committee of Ten stated as a cardinal principle immediately, that "...every subject which is taught in a secondary school, shall be taught in the same way and to the same extent to every pupil as long as he pursues it, no matter what the destination of the pupil is,

¹Gwynn, op. cit., p. 19.

or at what point his education is to cease."¹

The Committee then seemed to feel that the single curriculum it advocated, would serve the purpose of those who were going on to college and those who were not. It expressed the belief that the development of intellectual skills is the best preparation for college or for life, and thus demonstrated its faith in the theory of the transfer of training.

The members of the Committee of Ten were certainly close enough to the educational scene to know that in the 1890's only a comparatively small number of the high school graduates did actually go on to college, yet this knowledge did not deter them from propagating the belief that there was but one road to learning and that all who remained in school, no matter for how many years and no matter for what goals, should follow that road. Parallel courses and programs were tried out from time to time as we have already indicated, by those administrators and school officials of school systems that were closer to the realities, but for many years these experiments had little effect on actual practice. What really happened was that the desires of the universities still played the most

¹What Shall the High Schools Teach? Association for Supervision and Curriculum Development. (N.E.A. Yearbook, Washington, 1956), p. 176.

important role in determining what the high schools teach.

However, the reports of five of the original nine committees were determining factors in setting the pattern of formalized education which one finds today in elementary and secondary schools. Among the recommendations made, two stand out:

(1) Any subject taught for an equal length of time and under equally competent instructors, is of as much value as any other subject. This was a blow to the traditionalists who saw value only in the Classics and related subjects.

(2) There should be four different curricula which lead to graduation from high school:¹

- a. Classical
- b. Latin-Scientific
- c. Modern Language
- d. English

Two other recommendations of the Committee of Ten on Secondary Studies were important in curriculum development:

(1) That there be some sort of uniformity in college entrance.

(2) That a six-year course of high school study be provided, replacing the four-year course.¹

This last recommendation was to lead to the eventual end of the 8-4 division of school years and to the start of the 6-3-3 system and the birth of the Junior High School.

¹Gwynn, op. cit., pp. 24, 27.

The four-stream procedure mentioned on the previous page also had some interesting results. In making its recommendations in 1893, the Committee studied nine subjects. The following table illustrates the combinations of these subjects and what they evolved into by 1950.¹

TABLE 1

EVOLUTION OF THE SUBJECTS STUDIED BY THE COMMITTEE OF TEN
IN 1893 TO SUBJECTS STUDIED IN 1950

1893	1950
Latin	Latin
Greek	
English	English
French	French
German	German
Mathematics	Arithmetic
	Algebra
	Plane and Solid Geometry
	Trigonometry
Physics	Physics
Astronomy	
Chemistry	
Natural History	Biology
a. Biology	
b. Botany	
c. Zoology	
d. Physiology	
Geography	General Science
a. Physical Science	
b. Geology	
c. Meteorology	
History	Civics, Economics
Civil Government	Medieval History
Political Economy	Modern History, English History
	American History
	Social Problems

¹Gwynn, op. cit., p. 25.

The report of the Committee on College Requirements, submitted in 1899, established certain uniform standards and principles by which the high schools became bound. The two most important of these were:

(1) That the principle of restricted election of courses on the high school level be recognized with the following required subjects: Foreign Language, Mathematics, English, History and Science.

(2) Agreement with the previous recommendations of the Committee on Studies that the high school course be extended to six years.¹

From 1890 to 1920 the battle continued between educational leaders who contended that the high school was merely a stepping stone to college and those who believed that its main purpose was to prepare one for life. The tide, for many years, swung to the side of the former, but in more recent years it has turned to the side of the latter. One of the factors that has brought about this trend was the result of the studies of still another Committee appointed by the N.E.A. This body, which came to be known as the Commission of the Reorganization of Secondary Education, had as its terms of reference the task of embracing, coordinating and reviewing the work of a number of previously organized groups studying the educational system in all its phases. It was appointed in 1913.

¹Gwynn, op. cit., p. 28.

While the Committee of Ten of 1893 dominated the curriculum picture, it in turn was dominated by its own members, who were representatives of the Colleges, the new Commission however, was far more representative of the secondary school personnel. The Commission's report, which was five years in the making, was entitled the "Cardinal Principles of Secondary Education". It reflected the new thinking that was coming to the fore in secondary curriculum formation. It maintained that the purposes of democratic education is to develop in each individual the knowledge, interest, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends. The Commission went on to list seven primary educational objectives: "health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure and ethical character."¹ The secondary school is expected to help all pupils realize these objectives by so reorganizing the offering in each of the subject areas and by so arranging the activities of the school, that growth on the part of the individual student in the objectives named above will be facilitated.

One of the most important of the reports made by the Commission maintained that secondary education was for all, and that it should be closely integrated with elementary

¹ C. T. McNeerney, The Curriculum (New York: McGraw-Hill Book Co., 1953), p. 3.

schooling as part of a continuous educational experience on the part of every student, that entry into the secondary school should be governed by age rather than by academic accomplishment - a revolutionary idea, even today - and that colleges should ease their entrance requirements to enable graduates of secondary schools to attend in greater numbers. Finally, the report comes out in favor of the comprehensive high school, embracing all curricula in one unified organization. Here again the contrast with the Committee of Ten becomes very apparent. This was a complete departure from the conception of the high school formulated by the Committee of Ten only twenty years earlier. In this report, "From an institution conceived for the few, the high school becomes the pivotal point in the public school system...from an institution restrictively concerned with the intellectual, the high school becomes an agency with no less a goal than the progressive satisfaction of every individual and social need."¹

Beginning in the 1890's, the philosophy of John Dewey and other educational philosophers had a profound effect on secondary education. Dewey's "Democracy in Education", published in 1916, is believed the best statement of the democratic ideal in education. In this book Dewey advanced the theory that education is life and not

¹Op. cit., (N.E.A. Yearbook, Washington, 1956), p. 22.

just a preparation for life. His ideas had much to do with breaking down the philosophy that secondary education was mainly to prepare the student for college. He departs radically from the belief that the subject matter is sacred and that the curriculum must be departmentalized. He believed that education is a social process and in America, it must be education for democracy. Schools, according to Dewey, must be democratic communities where children live democratic lives. With their companions, they grow towards adulthood with good citizenship as a part of their experience. Through the writings of Dewey and others, and through the "Cardinal Principles of Education" laid down by the Committee on the Reorganization of Secondary Education, by 1918 there was official recognition of public secondary education, independent of college preparation, with objectives of its own and responsibilities to American Youth with all their widespread differences.

During the years between 1910 and 1950, there has been a steady decrease in student enrollment in the traditional subjects - Latin, Algebra, Geometry, Physics, Chemistry, Zoology and Botany. The decreases seem to point out the shift from traditional subjects to more functional education to meet the needs of the increasingly diverse groups of students.¹

Homemaking, Industrial Arts and General Course enrollments have expanded greatly. The number of students interested in Biology has grown apace at the expense of Zoo-

¹R. S. Gilchrist, Secondary Education for American Democracy, (Rinehart and Co., Inc., New York: 1957), p. 85.

logy and Botany. General Science has taken over from the more specific science courses and General Mathematics has grown at the expense of Algebra and Geometry.

Big percentage increases have been registered in Physical Education, Typewriting and American History.

The outstanding feature of American education in this century is the rapid increase in the number of pupils. In 1900 there were about half a million in the high schools. By 1940 there were more than seven million. In 1900, 8.4 percent of young Americans between the ages of fourteen and seventeen were in high school. In 1940 the percentage had risen to sixty-six.¹ There is no reason to doubt that the predicted percentage in 1970 will rise to ninety.

Such increasing enrollments played their part in bringing about inevitable changes in both curriculum and methods of teaching, to meet more fully the interests of the boys and girls of widely varying backgrounds, needs and abilities, who are now attending high schools.

In the American High School curriculum, significant changes have taken place especially in health education, in social sciences, in home-making education, in trade subjects

¹Nova Scotia Journal of Education: Education in the United States, September 1941, p. 558.

and in commercial studies. The program of the American High School, much as it may vary from school to school, today includes over two hundred separate and distinct subjects. Hand in hand with the new content have come new methods of presenting these new courses with greater emphasis on learning by doing, through laboratory work, through shops, through activities requiring manual skill, through excursions and through the extensive use of library facilities.

In the process of adjusting to the expanding number of students, it has not only been necessary to extend the physical plant. The objectives and aims of the high school have also had to be extended to meet the pressures and the demands imposed upon the students by society and by their state in life. The time-honored aim of scholarship is still of paramount importance. However, hand in hand with scholarship goes the development of desirable attitudes, ideals, habits, tastes and appreciations which the traditional subjects and courses of study cannot alone satisfy.

The curriculum and methods that came to be known in the first half of the century and even longer in the United States demanded that every child fit into a uniform form of education deemed by the school authorities to be good. If the student failed to fit, the loss and responsibility were his. Today with the more enlightened outlook of educators,

the burden of "fitting" is not the student's alone. The school is constantly and increasingly accepting the task of making its program "fit" the pupil and his varying needs. The history of Education in the United States in the latter years of this century is marked by a sincere and very real effort to find and apply the particular techniques and programs of study that will help each and every child to profit most from his or her school experience.

CHAPTER 11

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM IN CANADA

The British North America Act of 1867, provided that education would be a provincial and not a federal government responsibility. This was one of the most important factors determining the course Canadian education was to follow over the years. There were many other factors from which S. N. Chant, Dean of Arts and Science at the University of British Columbia, selects two, which we shall take as a basis for our early discussion.

The first of these is the natural inclination of the early settlers to implant in their new land some of the familiar features of their homelands: the second is a recognition of the need for education as an essential provision for the development of the new country.¹

Adopting these objectives as valid for the moment, let us see how they shaped the form of Canadian education. The first factor, which was based on cultural influences, accounts for the considerable impact of the motherlands on the basic courses of the earlier days and especially

¹Canadian Education Today, ed. Joseph Katz, (Toronto, McGraw-Hill Company of Canada Ltd., 1956), p. 16.

reflects the French and English influence. The very antagonism which divided the two races accounts, to a large extent, for the eleven different systems of education in Canada today, two in Quebec, and one each in the other provinces. "Each makes its own regulations and administers its own schools and sets its own curriculum. Each has its own literature, folk dances and music."¹ The second objective has been the cause of Canadian education taking on a distinctly Canadian outlook, as efforts were made to make the educational trends fit the local conditions. The early programs placed great stress on the acquisition of linguistic and number skills as basic requirements. To this primary training, there was gradually added some instruction in History and Geography. Religion was included in the course of studies in most schools, partly because of the deep religious feelings of many of the early settlers, and also partly because the Bible was the only available reading material.

It was, of necessity, a very simple curriculum. Most available teachers were retired soldiers or local clergymen whose limited backgrounds greatly influenced the type of instruction given. School attendance was very irregular because of the real need for the children to work on the farms at certain seasons and because of the

¹H. M. Nason, The Impact of History on Education in Canada (N. S. Journal of Education, December 1950), p. 315.

distances many of them had to travel to the schools. However, in this century, things have changed radically. Canada's industrial development and professional opportunities have demanded a very differently trained young man and woman with a much higher degree of technical or professional skill to fill the new positions. Under these conditions Canadian education has progressed relatively far beyond the stage when it was merely a means of overcoming illiteracy among a select few. No longer can the average secondary school pupil be content with the educational ideals suggested to him at the beginning of the century when:

He memorized the countries and capitals, rivers and mountains of Continental Europe, of England and Wales, Scotland and Ireland, in which he had as little interest as had his teacher....He studied Latin from textbooks passed down from generation to generation....He provided his own music and read his own books. He knew of war only through history books and it belonged therefore to history....He studied Science, Mathematics, French, English Literature and formal grammar.¹

As a result of the demand for change, Canadian educationalists find themselves, even today, faced with the constant need for redefining and extending the objectives of Canadian education and modifying the curriculum in keeping with the modern viewpoints. In general terms the trend has been away from the detailed mastery of a restricted range of subjects and towards a broader development of a student's

¹Nason, op. cit., p. 351.

capabilities in terms of what might be demanded of him in the everyday world.

In general it appears that a good education today is expected to provide most if not all of the following, and again we quote Dean Chant:

- (1) Adequate competence in the basic linguistic and number skills.
- (2) Information concerning literature, science, history, geography and the fine arts.
- (3) Some understanding of modern social and community matters.
- (4) Good habits regarding health, physical fitness and safety.
- (5) Critical thinking and good judgment.
- (6) High standards of conduct and responsibility.
- (7) Some occupational and professional knowledge.
- (8) Instruction in home management and family relationship.
- (9) Some leisure time and recreational accomplishments.
- (10) Effective participation in group activities.¹

The following chart presents a general but far from specific view of the secondary school curriculum in Canada during the past 100 years. It is over-simplified since it assumes that there is and has been only one type of secondary school, but we know of secondary schools with widely different curricula and objectives in Canada during the past 50 years. The Table represents in general courses followed by the majority of what are called Academic High Schools.

¹Katz, op. cit., p. 18.

TABLE 2

THE SECONDARY SCHOOL CURRICULUM, 1850-1950¹

1850-1875	1875-1900	1900-1925	1925-1950
Reading Writing Grammar Composition	Reading Writing Grammar Composition Literature	Reading Writing Grammar Composition Literature	Composition Literature
Latin Greek French	Latin Greek French German	Latin Greek French German	Latin Greek French German Spanish
Arithmetic	Arithmetic	Arithmetic	General Mathematics
Algebra Geometry	Algebra Geometry Trigonometry	Algebra Geometry Trigonometry	Algebra Geometry Trigonometry General Science
	Chemistry Physics Botany	Chemistry Physics Biology Agricultural Science	Chemistry Physics Biology Agricultural Science
Geography History Ancient British	Geography History Ancient British Canadian	Geography History Ancient British Canadian General	Geography History Ancient British Canadian General
	Drawing	Art	Art Music Drama
	Physical Training Physiology	Physical Training	Physical Education Health
	Household Science Bookkeeping	Manual Training Household Science Bookkeeping	Industrial Arts Home Economics
		Technical Subjects	Commercial Subjects Technical Subjects

¹C. E. Phillips, The Development of Education in Canada,
(Toronto, W. J. Gage & Co., Ltd.), p. 438.

As the table on the preceding page shows, the history of the secondary school curriculum in Canada paralleled closely that of the United States. The religious trend, which does not show in the table was strongly felt, and the study of the Bible was, along with the traditional curriculum of the classics and mathematics, imported from England, and was the order of the day. The table shows clearly the almost violent swing to practical subjects that took place just before and after the turn of the century, a development that will be discussed at more length later in this chapter and at still greater length in the study of the Nova Scotia Curriculum in subsequent chapters.

The secondary school played a far different role in the early nineteenth century than it does today. Then it was regarded as simply a continuous part of higher education and strove to cast its roots upwards to the colleges rather than downwards towards the elementary schools. There was little or no liaison between the secondary and elementary levels of education--a fact that made it doubly difficult for the ordinary citizen who could not afford a tutor or special lessons, to acquire a college education. Some of the select Latin Grammar Schools were actually attached to universities, such as the school at Windsor, Nova Scotia or that at Fredericton, New Brunswick. Others, like Upper Canada College and Pictou Academy arranged their curriculum to suit projected college attachments.

Also prominent and efficient in following the traditional program were schools at Cornwall and York sponsored by Reverend John Strachan who, along with Governor Simcoe, (1792-1796) was one of the first of many prominent men in Ontario to interest himself in education. Strachan's schools taught Latin Classics, Arithmetic, Bookkeeping, Elements of Mathematics, Elements of Geography and Natural and Civil History. This curriculum was closely followed by the Royal Grammar schools of Quebec and Montreal and a few other Anglican schools in Upper and Lower Canada.

The dominant place of the traditional subject in schools for the select minority, may be seen in this summary of the weekly time-table at Upper Canada College in 1831, for grades corresponding to the Senior High School. Latin, Greek and History were allotted sixteen hours: mathematics, five hours: other subjects one or two hours. The fairly prominent position given to French, indicates that these "schools for the few", found that even they could not successfully confine themselves to the classics.

Perhaps the greatest fault of the Latin Grammar Schools is that they did not give any recognition to the necessity of providing an education for the many who needed it. Some attempt was made among grammar schools of lesser rank to give a slightly expanded course of studies. In a few institutions, such as those in the Midland District

School in Upper Canada and the Berthier Academy in Lower Canada in the 1830's. Algebra and Euclid were offered. This departure from the traditional Latin, Greek and Mathematics, marked such institutions as "Progressive."

Still other grammar schools found it necessary for survival to add to their curriculum in those early days, such subjects as Applied Mathematics and Surveying and also introduced at times alternative Commercial Courses to the course of study to meet the needs of those who would have to make a living in the business world.

In New Brunswick a Commission reported to the Legislature that the grammar schools were, in general, inferior to many parochial institutions and Nova Scotia's first Superintendent of Education, J. W. Dawson (1850-1853), declared that the work of the grammar schools was, at the secondary level, "generally defective." When Educational authorities in New Brunswick found in 1856, that of 29,000 pupils enrolled in the schools of the province, only 308 were taking Mathematics at the secondary level and only 76 were enrolled in the Classics, they deemed it reason enough for a closer look at the curriculum.

The Academies, which also modelled themselves on corresponding English schools, enjoyed a greater degree of acceptance from the general public, chiefly because of the program

of studies offered. These schools, which were set up by well-to-do parents or by non-conformist religious denominations, adopted a curriculum that gave the traditional subjects a firm place, but only as part of a much broader curriculum. In many of these institutions, Mathematics came to mean such things as Mensuration, Surveying and Navigation. Rhetoric, Logic and Moral Philosophy became part of the program of studies as did Physiology, Drawing, Sacred Music, Instrumental Music, Natural Theology, Bookkeeping, Chemistry, Trigonometry and Hebrew. In Upper Canada, the leading light in this revolutionary departure from the traditional was Reverend Egerton Ryerson, who took the best of the advanced ideas of England, Ireland, Germany and the New England States and introduced them into the present province of Ontario. Under his leadership and urging, and aided by a much better supply of textbooks, the secondary schools, whether Grammar, Academy or Private, introduced many new subjects such as Astronomy, Botany, Etymology, Geology and Ancient and Modern History.

It became apparent, that educational leaders in the mid-1800's were thinking more and more about education for the masses, rather than for the few. Their thinking led them into another problem which was many years in the solving and wasn't indeed eased until the establishment of teacher training institutions, such as the Normal School in Truro in 1855. The new students who were eager to take on

subjects which they believed would help them in the work-a-day world, found themselves faced not only with a curriculum that was designed only for those who were intending to attend college, but also faced with teachers who had been trained in the classical tradition and who were either unable or unwilling to teach the non-traditional subjects.

This situation did not improve much between 1850 and 1875. The picture of the average high school student was a familiar one--the student who had no aptitude or desire to do so, struggling with the mysteries of Latin and Greek--academic sacrifices to tradition. However, during the following twenty-five years the course of study did expand. The universities gradually began to accept as entrance subjects such things as English Composition and Literature, Modern History, Modern Foreign Languages and Science, which of course gave these subjects the necessary prestige to be accepted by the traditionalists who still, to a large extent, determined the secondary course of study.

However, in some of the larger schools the curriculum went to the opposite extremes and the cure became worse than the disease. For example, the Saint John New Brunswick School Board in the mid-1870's, outlined a program for the girl's high school and for the boy's high

school in that City that seemed, even to the most anti-classical mind, somewhat extreme. "The number of subjects ranged from fourteen in the first year of the girl's school to nineteen in the second year of the boy's school."¹ In all three grades the following subjects were offered for both boys and girls in the three years: reading, writing, spelling, composition, grammar, rhetoric, drawing, arithmetic, bookkeeping, algebra, geometry, mensuration, geography history, natural history, chemistry, botany, astronomy, geology, Latin and French. Along with these the boys had animal physiology, practical mathematics, Greek and German. These were twenty-six subjects offered in all, each with a designated textbook.

This curriculum would indeed seem to answer the most ardent desires of those who were demanding a broadened course. It had, however, one very serious limitation, in that such an extensive course of study could only be provided by the very largest high schools with big and well-qualified staffs. The smaller high schools still were inclined by choice and necessity to teach the Classics and Mathematics as if they were the only subjects that counted in secondary education.

During the 1890's and later, the reports of the Com-

¹Phillips, op. cit., p. 443.

mittee of Ten in the United States, which have been discussed in the previous chapter, had an impact on the Canadian scene that gradually helped shape the high school course into the form which it has generally adopted in the twentieth century.

In the early years of the century, while there were many changes in the curriculum in Nova Scotia, as we shall see in later chapters, there was no significant change in the overall picture in Canada. The only change that need be noted is an increase in the content of the subjects already being taught. These additions and the inclusion of a few additional courses, led gradually to protests on the part of educational authorities that the burden of work was becoming too great for both pupil and teacher. To offset this situation, different plans were put forward. In Alberta, for instance, the length of the high school course was increased by a year in 1912 and twelve years later the number of subjects was reduced from nine to six in Grade X, from eight to six or seven in Grade XI and from eleven to seven or eight in Grade XII.

All this easing of pressure on students and the turning away from the purely academic subjects now began to cause some reaction in the other direction. Many people voiced concern that the students were not getting enough of what they called "tough" courses--the assumption being that tough courses were good for the mind and that

only the academic courses were tough. They were answered many years later in the works of C. R. Manchester, when he wrote:

What must be remembered is that quality in education is not concerned alone with college preparatory courses. Courses must be judged by the significance of their contribution to the preparation of students for adult life in the community. Any course in the curriculum must command respect for the quality of its offering, not for the intellectual values alone. The problem for the school is to withstand the pressures which restrict students to academic courses to the degree that they are unable to gain a broad general education which can be acquired only during high school.¹

During the period from 1900 to 1925 another change did take place that was to have a profound effect on curriculum in years to come. The course of study, which had always been the special province of university and provincial authorities began to be the business of ordinary man and women--mothers and fathers of the students. Curriculum committees, notably one in Alberta in 1924, recommended a greater variety of subjects, promotion by subjects and not by grade--an idea that has a familiar ring today--more time for music and art, general science in Grade Nine and courses directed at local situations and interests. The Alberta Committee recommended a choice of six high school programs: Matriculation, normal school entrance, agricultural, commercial, technical and general.

¹C. R. Manchester, Overemphasizing the Academic Courses, Clearing House, Vol. 36, (January 1962). pp. 298-300

Implementation of these programs, however, met the predictable road-blocks. It seemed that no students or parents wanted the general course, only large high schools with solid financial support could afford the technical and commercial courses and the schools were not yet ready to accept purely vocational training. However many of the recommendations were harbingers of things to come.

It is significant that for the first time in any official set of recommendations a course in agriculture as a complete course in itself appeared as an independent part of the curriculum. However, in spite of efforts to introduce the teaching of agricultural science after 1850, there was very little done in this direction before World War I. In Eastern Canada, Nova Scotia appointed a lecturer in Agriculture at the Normal College in 1885, established a College of Agriculture in 1899 and appointed a Director of Rural Science Schools in 1913. The Journal of Education, published by the Department of Education of the Province of Nova Scotia, was known for many years as "The Journal of Education and Agriculture".

In Western Canada, the North West Territories added Agriculture to the curriculum in 1890. Saskatchewan introduced it into the high schools in 1910 and in 1915 appointed two directors of school agriculture. Alberta made Agriculture a compulsory subject in 1913 in the teacher-training

program. However, in spite of these and other isolated moves, most instruction in agriculture at the secondary level, was more of a general education with a rural slant, than a detailed study of agricultural science. After World War I, the establishment of Rural High Schools promoted the closed study of agriculture in place of the ordinary science course and when the Regional Composite High Schools came into their own after World War II, students who chose the agriculture option were given practical work or home economics related to the farm as well as agricultural science.

The Alberta Committee's recommendations also mentioned the setting up of technical and vocational courses. In the middle years of the nineteenth century, the term "vocational" as we know it today, did not indicate the same distinction between types of schools that it does today. The only vocations that were open, had, as a pre-requisite, an academic training and indicated only the professions and gentlemanly occupations. Practical schools were established at first at a level above the secondary schools. McGill University, for instance, offered as early as 1885, a course in applied science. A regular Faculty of Applied Science and Engineering was set up at McGill in 1878 and at about the same time a school of Practical Science was at Toronto University.

These university courses answered in no way the growing demand by more people for practical training as more and more occupational opportunities offered. By the late 1800's it had become clear that new types of schools, or at least courses, had to be provided at the secondary level. The movement picked up momentum in the first quarter of the present century and, encouraged by grants from the Federal and Provincial Governments, many education departments established technical and vocational schools. There was a decline in interest in such institutions and courses during the depression years when job opportunities were scarce, but during the years of the second World War and after, the demand for technical educational facilities grew, first to meet the demands of war emergencies and later to cope with the program of rehabilitation.

When vocational guidance and training were established in Canada at the beginning of this century, there was a very real attempt to keep such courses separate and distinct from the academic type. In Ontario a law was passed in 1896 which required that--"the building which housed the vocational school should be separate from the academic institution, even though the students of both were required to write the same examinations for entrance."¹ This isolation of the practical from the theoretical was a last ditch effort to maintain the "superiority" of the traditional subjects and resulted, no doubt, from the

¹Phillips, op. cit., p. 210.

still strong attachment to the status quo. In contrast to this early attempt at separation, the trend of late years has been towards the composite or multilateral-type school with the multi-course curriculum, all sheltered under one roof.

In the years from 1925 to the present day, the trend has been away from "form"--the imparting of facts for memorization, to "activity"--the development of appreciation and ability. Such thinking has had a marked effect on the subjects presented for high school student's selection. The essential subjects such as English and Social Studies have maintained the link and preserved the integrating effect between elementary and high schools, but the many optional subjects introduced into the school curriculum have given secondary education its own particular emphasis on the development of the young and have also provided largely for individual differences. Music, art, dramatics, household science, shop work, current history, community projects, agriculture, elementary courses in business practice, geography, biology, mechanical drawing and other such courses are giving recognition to the fact that in a machine age such as ours, people have more leisure time for the good things of life. It now becomes one of the major tasks of the high school to prepare them for such appreciation after graduation. Revisions of courses in all provinces have also been aimed at the Grade Nine and Grade

Ten levels where a great many young people, previously kept in school by age restrictions, become drop-outs.

The issue facing educational leaders in Canada in this century is clear. It is simply this: should the high school, as an institution subsidiary to the university, offer the academic curriculum required for matriculation, or should the high school, as an extension of the elementary school, continue a curriculum related to everyday life with the addition of some options to meet the needs of the young?

The obvious answer is, of course, to do both. In the earlier years the fact that Canada was more rural than urban and thus could ill-afford to supply the school plant or the teacher-training institutions to handle the dual task was a serious drawback. However, the present trend is in the direction of the composite high school where the student can get the training he wants in the subjects he wants.

To conclude this brief account of the development of secondary education in Canada, let us take a look at what approach to the curriculum problem has been adopted in each province in the past fifteen to twenty-five years. Greatest progress appears to have been made in curriculum reform, in British Columbia and Ontario.

In British Columbia since 1950, there have been two high school programs--High School General and High School University. These have been further subdivided into Academic and Technical programs, a Commercial program, an Industrial program, a Community Service program, a Visual and Performing Arts program and an Agricultural program. Each of these programs has its own separate and distinct curriculum. The objectives of this revised secondary school curriculum are as follows:

(1) To provide opportunities for all pupils of secondary school age to continue their education in a form which will ensure to every individual a maximum of general and basic preparatory education.

(2) To give increased emphasis to those subjects contributing to the individual's intellectual development in preparation for his future.

(3) To arrange subjects of study into broad patterns or programs on the basis of their inter-relationship and the opportunities they afford for further education and employment.

(4) To permit individual choice of program at that stage in the person's schooling when choice can be exercised most intelligently.

(5) To provide opportunities for including studies chosen for personal interests and avocational values.

(6) To increase opportunities for the individual secondary school to plan and teach well-designed course patterns adjusted to the needs of its enrollment and of the community.¹

There is also underway in British Columbia, a study of general and advanced levels of instruction in Grade 13.

In Alberta, where distances and scattered popu-

¹Department of Education, British Columbia, Administrative Bulletin for Secondary Schools, 1965.

lation have not permitted the financing of large high schools and where instruction is still given in smaller schools, often more tradition-bound, the trend is now to high schools that will provide a variety of academic courses and at the same time make more extensive provision for vocational training. Recent efforts to meet these needs have led to the establishment of a number of composite high schools which offer courses both for those who wish to go to college and for those who do not. In 1965 a study of Grade Nine Science objectives was begun and this study is projected to be carried throughout the following grades in succeeding years.

In Saskatchewan the Composite High School Program has met with wide acceptance both on the part of the schools and the public. Since 1945 a complete revision of the high school course has taken place. Courses in Shop, Home Economics and Commercial subjects were added to the curriculum in the cities and towns.

Two developments of great consequence for public education in Saskatchewan have been noted during the past year. The first is the reorganization of instruction with the evolution of the Division system. This reorganization is proceeding in an orderly way with the Division I Program in print, the Division II Program under review, and a steering committee making a comprehensive study of all aspects of the Division III development.

The other major area of concern is vocational education. Much useful exploratory work has been done, but as yet no acceptable plan has emerged.

These two major areas of study converge in the program

for Division IV.¹

The Division IV proposal is an attempt to meet present needs in secondary education. It will benefit students in the following ways:

(1) Subject promotion, in place of Grade promotion, frees students from the necessity of repeating courses in which a reasonable standard of achievement has been attained.

(2) The wider range of subject offerings permits a broader approach in planning an over-all program, particularly in the vocational-technical and in the fine arts areas.

(3) Flexibility in individual programming is made possible through permitting pacing of program coverage in the light of the ability or the desires of the student.

(a) Through deceleration of course content presentation, certain students may be able to master, very successfully, a three-year program in four years.

(b) Certain students of good ability, by intensive studies in areas of special interest, may be able to cover more in three years than the minimum requirements of a three-year course.

(c) Other students may, in a planned four-year program meet the admission requirements for a two-year Technology Program or for University.

(4) The proposal would facilitate student transfer from one program to another.²

In Manitoba, there has been for a number of years, statutory authority for secondary school areas which have the population and resources, to establish and support Comp-

¹Department of Education, Saskatchewan, A Suggested Blueprint for Secondary Education in Saskatchewan, Oct. 1964, p. 1.

²Ibid. p. 12.

osite High Schools. In the city of Winnipeg, high school students have a choice in vocational and academic subjects in the ordinary high schools. However, to get the full choice of practical courses, they must attend the Technical Vocational School where they emphasize everything but agriculture and the courses leading to matriculation and Normal School entrance. At the present time, according to the Curriculum Branch of the Department of Education, the complete senior high program is under revision and no information on the anticipated changes is yet available.

In Ontario the principle of the Composite High School is well established, and it is the opinion of informed sources that such schools will gradually supercede separate academic and vocational schools in future building plans. In Ontario the composite school is interpreted as a school under one roof and one principal. It is composed of an Academic Department and a Vocational Department. Under the re-organized program of studies now in effect in Ontario there are three programs:¹

(1) A Five Year Program:

- (a) Arts and Science Branch
- (b) Business and Commercial Branch
- (c) Science, Technology and Trades Branch
- (d) Grade 13

(2) A Four Year Program

- (a) Arts and Science Branch
- (b) Business and Commerce Branch
- (c) Science, Technology and Trades Branch

¹Department of Education, Ontario, Reorganized Program of Study, 1965. p. 3.

(2) A Four Year Program (Continued)

- (d) Agriculture
- (e) Home Economics

(3) A Two Year Program, which includes adapted treatment of the four year course for those who wish to leave school early.

There are numerous curriculum supplements published by the Department of Education in Ontario such as: The Modern Language Committee, The Third Language Study, Dietary Supervisors, Chemistry, Curriculum Bulletin, Man in Society, Biology, Geology and Nursing Assistants which indicate the interest being taken in the expansion of the secondary school proscription. In 1963, Dr. J.R.H. Morgan, Director of the Ontario Curriculum Institute had this to say: "It surely must be obvious to all of us that we are living in an age when schools at all levels will be engaged in the pursuit of knowledge never heretofore dreamed of and, in that pursuit, a significant curriculum will require continuous investigation, renewal and re-birth". It appears that the Department of Education of Ontario is taking him at his word.

In Quebec, quite the opposite situation from that in Ontario has prevailed. In the former province provision is made for different types of education in different schools and under different administrators. However, there is, in more recent years, a trend on the part of the Protestant School Board of Greater Montreal to meet the needs of increased enrollment with composite high schools capable of handling

from twelve to thirteen hundred pupils.

Within the next decade, the public schools in the Canadian province of Quebec will rank among the most up-to-date in the world, according to Paul Gerin-Lajoie, Minister of Education in Quebec. In an article in the Catholic School Journal, A. E. Parks quotes Mr. Gerin-Lajoie as saying:

The Government is mapping a revolutionary program, to be started in 1966, which will affect the school curriculum, policies, personnel and even the appearance of the school buildings.

The central objective is the individualization of education on the one hand and on the other, the balanced development of the child....Application of these measures will permit each child to progress according to the rhythm which best suits his aptitudes and his own personality rather than according to the unbending demands of a pedagogical structure too rigidly based on acquiring knowledge.¹

Mr. Gerin-Lajoie also says that subject promotion rather than grade promotion is part of the new structure and there will be an increasing specialization in the schools. As part of these changes, there will be a program of building a number of polyvalent high schools. These schools will teach all secondary school subjects, including arts, science, commerce, handicrafts and so on, for a minimum per school enrollment of 1500.

IN: New Brunswick, Regional high schools and Rural

¹ A. E. Parks, Widespread Innovations in Canadian Schools, (The Catholic School Journal, Vol. 66, No. 1, Jan., 1966), p. 28.

high schools have been built in considerable numbers in the Past twenty years. A large number of one-teacher rural schools have also been built. This concentration of effort on the rural areas has provided the province with an extensive rural administrative program and has provided an excellent rural high school plant. The general high school program in New Brunswick provides that: "...there shall be three core subjects - health and physical education, English or French and history - which are common to academic and vocational courses."¹ The list of minimum subjects for an academic course is interesting for its treatment of the English-French background in New Brunswick.

<u>SUBJECT</u>	<u>GRADE</u>
English III for French-speaking pupils - -	X, XI, XII
French III for English-speaking pupils - -	X, XI
Histoire for French-speaking pupils - -	X, XI, XII
History for English-speaking pupils - -	X, XI, XII
English I or Francais I - - - -	X, XI
English II or Francais II - - - -	X, XI, XII
Algebra - - - - - - - -	X, XI
Geometry - - - - - - - -	X, XI, XII
Physics - - - - - - - -	X, XI
Physical Science - - - - - - - -	X, XI
Arithmetic or Latin - - - - - - - -	X, XI
Chemistry, Biology, Latin or Senior Mathematics - - - -	At least one from this group
Health and Physical Education - - -	X, XI, XII

It is an interesting fact that in New Brunswick French is now compulsory in Grades V to X inclusive.

¹Department of Education, New Brunswick, Outline For Programme of Studies for High Schools, 1965-66, p. 3.

In Prince Edward Island, while no formal move has been made towards establishing composite high schools as such, three institutions, Prince of Wales College, which also covers the last two years of high school work, Summerside High School and Charlottetown High School have, in recent years added courses of a vocational nature to their curricula. The present trend seems to be a change of text, to modernize the present program, rather than any revision of the program itself. However a significant paragraph appears in the foreword of a recent course of study for Prince Edward Island. It said, in part: "...The broadening of the curriculum to include subject matter which many students may desire, but which does not lead to university matriculation, is part of the work which must be carried on in the future if the course is to become fully effective."¹

In Newfoundland, government policy has favored the establishment of Regional High Schools which, it is deemed, serve the needs of the far-flung outposts better than the concentration of financial support for larger schools in larger centers. It is notable that in the Newfoundland curriculum, Algebra and Geometry are considered as separate subjects and are not combined as they are in Nova Scotia. Also notable is the number of subjects a student may carry. For instance the conditions for passing Grade X declare,

¹Department of Education, Prince Edward Island, Program of Studies, 1962-63, p. 1.

among other regulations, that,"...No Grade X candidate (for examination) should register for more than nine subjects. In awarding Scholarships and Bursaries, not more than seven subjects will be counted..."¹

In Nova Scotia, with which we shall deal in detail in later chapters, government policy has called for the establishment of a number of strategically placed Vocational High Schools throughout the province. These schools are distinctly vocational, though they do offer some academic courses. The development of Regional and Rural High Schools has also been encouraged and promoted. These schools are largely academic, the main difference between them being that the Regional School is located in a populated center, while the Rural School is located in the open countryside and serves only non-urban communities. Both types of schools may offer courses in agriculture, forestry, commercial and the like, if they wish and if they have the staff and facilities to do so.

It is thus apparent that no uniform pattern of secondary education exists across Canada, though there is more or less agreement that the Junior High should provide an exploratory period for the student during which he might discover his particular bent or potentialities, while the Sen-

¹Department of Education, Newfoundland and Labrador, Public Examinations Regulations, 1966, p. 16.

ior High should provide him with the opportunity to exploit these same potentialities.

In concluding this chapter on the Canadian High School curriculum and its development over the years, we quote from an article by Ewart M. Morgan M.A., Principal of the Daniel McIntyre Collegiate Institute of Winnipeg. Mr. Morgan says in part:

The Canadian High School today...essays to shape each individual youth intellectually and spiritually into a person informed and trained in mind, cultivated and enriched in personality, and reverent and sincere in spirit in order to become the very best kind of person that his peculiar endowments will permit and to take his place adequately in a free democratic society...the modern high school must sift out its masses to bring into focus each one of the thousands of individuals; if it fails in this, no vital impact can be made by the school. This individualizing must be the aim and purpose of all teachers, courses of instruction, practices and procedures, and organization, that together constitute our secondary education scheme.¹

¹Katz, op. cit., p. 124.

CHAPTER III

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM IN NOVA SCOTIA FROM 1750 TO 1850

There are three chief types of schools mentioned regularly in the following narrative: the Latin Grammar School, the Academy and the Private School. It would be well, at the outset, to enumerate their different characteristics. The Latin Grammar Schools were modelled on the English schools of the same name, except that those that were established in Canada required some form of public financing instead of the English endowment system. Their primary purpose was to prepare a very small percentage of the school population for entry into college. Their basic curriculum consisted of Latin, Greek and Mathematics. The Latin Grammar Schools had little connection with the elementary schools, and no connection with the subjects taught there. They were concerned almost entirely with secondary education and catered to male students exclusively.

The Academies were established by well-to-do parents in a particular locality or by a non-conformist religious denomination which objected to the control of the Church of England over education. They were not initially

or primarily supported by public funds. They taught the classical subjects as did the Latin Grammar Schools, but in addition they offered a variety of courses of practical nature in support of the belief that many of the students would not go on to college but would enter the world of business. The Academies, like the Latin Grammar Schools, concentrated solely on secondary education. Instruction was available to both boys and girls.

The third type of school, the Private School, was operated at the financial risk of the proprietor. These institutions taught all or some of the subjects offered by the Academies and the Latin Grammar Schools and in many cases, as will be noted later in this chapter, a variety of other courses not attempted by its rivals. This variety depended largely on the knowledge and ambition of the schoolmaster and his desire to overcome the competition of the public schools. One of the greatest obstacles the private schoolmaster had to face was the fact that, in the late eighteenth and early nineteenth centuries, his license was granted or revoked by the very people who were backing the Latin Grammar Schools--the local clergy who were members of the Church of England or by Justices of the Peace who were appointees of the governmental authorities at Halifax.

In addition to these three chief types of schools,

there were Charity Schools, usually established by the churches for the education of the poor in the beliefs of the particular church. These schools taught reading, with the addition of writing and counting for boys and of sewing and knitting for girls. Their prime purpose, however, was to teach religion, frugality, gratitude and subordination.

Religion played an important part in the beginnings of education in Nova Scotia just as it did on a larger scale in the United States and Canada as a whole. The organization which played the most prominent role in this religious trend was the Society for the Propagation of the Gospel in Foreign Parts. It was the agency chosen by the Church of England to supply both ministers and schoolmasters for the fledgling province. This Society, known as the S. P. G., was incorporated in June 1701 by Royal Charter of William III in London. It was instituted for "receiving, managing, and disposing of such funds as might be contributed for the religious instruction of His Majesty's subjects beyond the Seas; for the maintenance of clergymen in the Plantations, Colonies and Factories in Great Britain; and for the propagation of the Gospel in those parts."¹ Such was the task of the S. P. G. in Nova Scotia.

¹C. E. Thomas, The First Half-Century of the Work of the S. P. G. in Nova Scotia (Collections of the Nova Scotia Historical Society, Jan. 11 1963) p. 3.

The terms by which the Society came to Nova Scotia, presented advantages sufficient to control education in the Province. "Collectively they had the effect of limiting educational and religious privileges in Nova Scotia, exclusively to that body and of imparting to our original educational system a character decidedly denominational."¹ To educate the people into a uniform religious belief was the Society's chief aim and prevailing purpose. The efforts of the Society to develop a school policy for the Province and the conditions under which it accepted the task, made for an educational monopoly based on the Church of England. Its main effect, along with stifling any attempt at a dynamic curriculum, was to create educational intolerance, animosity and dissatisfaction. Nor were the men selected as schoolmasters, for the most part, very well qualified. "All they were required to teach were the three "r's", together with a generous diet of Church Catechism."²

The early obsession with the religious problem as well as with the problem of school financing, dominated the establishing of French-language, Catholic Schools at such places as LaHave, Port Royal and Louisburg and English-language, Protestant Schools at Annapolis Royal, Halifax, Windsor, Canso and other provincial points.

¹P. W. Thibeaudeau, Education in Nova Scotia before 1811 (Washington D. C., 1922) p. 7.

So much time and effort were spent on the external of education, that little was given to the working out of a general and beneficial curriculum and a method of presenting it to the pupils. Between 1766 when Nova Scotia passed its first Education Act entitled, "An Act Concerning Schools and Schoolmasters"^{m1} and in 1820, when a committee was appointed to investigate the state of the schools in Nova Scotia, many rules and regulations were passed by the Government in Halifax. Along with these, numerous recommendations were made by committees appointed to study such subjects as the establishing of schools, free schools, licensing of teachers, financing of education, rates of pay for teachers, boards of trustees and many related topics. The one aspect of the situation that seemed to be missing was the regulation of a course of study.

The first really concrete move in this direction seems to have come as late as 1838, when a committee of the House, of which Joseph Howe was chairman, introduced the principal of a uniform system of instruction for all children in Nova Scotia, bringing to the fore for the first time, not only the method to be used in instructing the young but also the subjects in which they were to be instructed.

By the Statute of 1841- "Any school, wherein

ordinary instruction might be in French, Gaelic or German was also to be entitled to a portion of the public money.¹ Thus indirectly, the three languages were admitted to the accepted course of study as each would surely demand a knowledge of its own grammar. Under the same statute a central Board of Education was to be established for the purpose of making rules and regulations so that greater uniformity might be promoted in every way, including the curriculum. In spite of the best efforts of this board, much of the education bestowed was of inferior quality both as to the presentation and the subject matter presented.

This is not to suggest that there were no attempts to draw up a workable curriculum on a local basis during this time. At the time of the founding of Halifax in 1749, the S.P.G. accepted the task of supplying ministers and schoolmasters. Under these circumstances, education in the newly-founded city was closely linked with the Established church and was to consist of reading, writing and church catechism and was intended to "advance the true Protestant religion."² In 1811 an Act was passed to establish Grammar schools in several counties and districts of the province. Boards of trustees were to be set up in all counties except Hants and Halifax for the purpose, and the Act offered financial

¹Dr. Fergusson, Provincial Archivist, Inauguration of the Free School System of Nova Scotia, (Journal of Education, October, 1964), p. 14.

²James Bingay, Public Education in Nova Scotia, Jackson Press, Kingston, 1919), p. 8.

encouragement from the Provincial Treasury to the school districts. A course of study was laid down consisting of English Grammar, Latin and Greek, Orthography, use of Globes and practical branches of Mathematics. Twelve such schools were established.

Other attempts were made in the 1840's by the Government in Halifax to stabilize the method and course of instruction with varying degrees of success. In 1845 a new type of school was introduced in an attempt to meet the needs of worthy scholars whose talents were remaining undeveloped because of lack of advanced instruction. These new schools were called "Superior Common Schools"¹ wherein, in addition to Reading, Writing, Arithmetic, Geography, Grammar, Composition and History, such subjects as the Classics, Algebra and Mathematics were taught to a very limited number of intellectually-deserving pupils. At the same time a real distinction was drawn between Grammar Schools and Academies. In the latter, Classics, Algebra, Land Surveying and Navigation were added to the common school curriculum. In the former only the special subjects of the Grammar school were to be taught, supplemented by instruction in Modern Languages.

This patch-work-quilt description of the curriculum situation in Nova Scotia in the late 18th. and early 19th.

¹Bingay, op. cit., p. 55.

centuries can best be summarized with a more detailed study of three of the most important public schools established in Nova Scotia during these years along with a glance at some of the more prominent private schools.

"In 1788 and 1789, money was voted (by the N. S. Legislature) to found two Latin grammar schools - the first in Windsor, called Horton Academy, - the second in Halifax, called the Grammar School."¹ The Windsor school was opened in November, 1788 by Bishop Inglis of Halifax, with an enrollment of twenty pupils. The school was to be divided into two departments, an upper department in which the Classics were taught and an English department which included Arithmetic and Practical Mathematics in its program. The choice of the word "Upper" is significant in pointing up the superior position the Latin Grammar schools had in the minds of those concerned with education at the time. Horton soon became the preparatory division of King's College and later took the name of King's College School - a name it still bears today. The close tie with King's College further enhanced the position of the "upper" department of the school and in 1802 the English department, due to lack of support from within and without, was discontinued. An idea of what King's College School adopted as its curriculum can best be seen by a look at the entrance requirements of its parent

¹Phillips, op. cit., p. 66.

school King's College. The following advertisement appeared in the Quebec Gazette for December 1802, listing the requirements for the entrance to King's:

No students will be admitted who have not a complete knowledge of the Greek and Latin languages, and it will be required in particular that they should be able to construe Virgil and Horace, the Gospels in the Greek Testaments, Homer's Iliad, and Xenophon's Cyropaedia, Memorabilia, or some other book of Greek prose, that they be capable of translating English into Latin and of making Latin verses.¹

It is quite obvious that the standards must have been high, but the area of knowledge required was small and certainly without any direct or even general connection with the earning of a living - the situation that faced the great majority of those who had made their way through the elementary school and secondary courses provided them in the public schools.

We now turn to the Halifax Grammar School which was established in the same year as Horton. On the morning of June 16th., 1789, the residents of Halifax read in the Royal Gazette and Nova Scotia Advertiser, the following article in connection with the new school:

It is thought proper to give this early notification to the Public that until a suitable building can be provided the school will be opened without delay in the room where the Assembly of this Province meet, where youth will be instructed with the utmost assiduity and care in English, French, Latin and Greek

¹Phillip, op. cit., p. 517.

languages grammatically and from the first rudiments in Writing, Arithmetic, Algebra, and Geometry, with all the practical branches in Mathematics, in Geography and the use of the Globes with the art of constructing maps, and if it be required, in Astronomy and Natural Philosophy.

Particular care will be taken to train the pupils in a just pronunciation and elocution, for which purpose they will frequently be made to rehearse the choicest pieces of English eloquence. There will be two public examinations of the school every year upon which occasions premiums will be given to those who excel in their respective classes. Several oratorical exercises will be performed and a separate premium given to the best speaker. The morals and health of the youth will be anxiously watched and the most unremitting exertions will be made to render this seminary a general benefit and worthy the patronage of the Public.

N.B. A dancing master and music master will attend those whose parents desire it.¹

No better description of the curriculum of a Grammar School could be found than in this newspaper advertisement. In T.B. Aikens "History of Halifax" there is an account of a public examination of the Grammar School on January 12th., 1790 by the Governor, the Bishop, the trustees and others, during which the school was addressed by one of the older boys and after examinations in the Latin Classes, Writing and Arithmetic, several of the sixty-eight scholars in attendance recited. For the next few years, the registration held about the same while the school itself gradually consolidated its reputation under a succession of

¹Major J. W. Logan, History of the Halifax Grammar School, High School and Academy from 1789 to 1894, (Collections of the N. S. Historical Society, Vol. 23, 1936), p. 119.

competent head masters. Public tribute was accorded this good name in the newspaper, "The Nova Scotian", in May 1834 in this account of the annual public examination and presentation of prizes:

The annual examination of this school was held on Monday the 2nd. inst. before his honour, The President, the Lord Bishop, the Chief Justice, other Trustees and several Gentlemen of the town and it is due to the character of this excellent seminary to state that the several classes underwent an examination highly creditable to themselves, and satisfactory to all present and such as might have been expected from the classical attainments and qualifications of the Rev. Dr. Twining who has for many years presided over it. The attention paid in this school to a thorough knowledge of the grammar of both the Latin and Greek languages and the familiar and ready application of its rules by the pupils who appear uncommonly well-grounded therein, are well-deserving of commendation, for whatever other easier and shorter roads may be discovered to the acquisition of learning, the old and beaten way may probably and after all be found the surest and the best.

A number of prizes provided by His Honour the President were presented by him to the most meritorious scholars. Among many entitled to this distinction the name of Master James Cogswell may be mentioned, who at the age of thirteen has reached the head of the school and besides being far advanced in Euclid had already formed an intimate acquaintance with Homer, Demosthenes and Horace.

One novelty we cannot omit to notice that of a clever little girl who has made considerable proficiency in the study of the classics which may one day place her with the Daciers and the Carters in the honoured list of women scholars.¹

In spite of the fine reputation of this and other comparable Grammar Schools that had been established in the Province in the early 1800's there was still no attempt on the part of such institutions, as we have already noted, to

¹Logan, op. cit., p. 126.

answer the ever more pressing need for the education for all and for the purpose of earning a living. The Latin Grammar schools were obviously intended primarily for a few people of means and social standing. They did not recruit pupils from the elementary and secondary levels but rather from a social class.

This condition quite naturally led to the founding of other schools which would fill the educational vacuum. Such institutions came to be known as Academies, which supplemented the classical curriculum of the Latin Grammar Schools with a broadened curriculum more suited to the average student. The best early example of the Academy was that which had its modest beginnings in the home of Dr. Thomas McCulloch in Pictou. Dr. McCulloch came to Pictou County in 1803 and was alarmed at the lack of educational opportunities available to young people of high school age. From his home, the Doctor moved his school into a log cabin provided at his own expense. He paid for fuel, books and supplies and charged very low fees. In January 1815 when the school had an attendance of between thirty and forty, it was destroyed by fire. However it had made such an impact both by the zeal of its Master and the popularity of its course of study, that it was immediately rebuilt by private and Government subscription and in 1816 became Pictou Academy. Even at the time of its naming, there was some doubt into which category the school fell.

Dr. McCulloch referred to his school as a grammar school, probably because of its classical curriculum; others might regard it as a private school because the initiative and energy of one man were responsible for its existence and success; but since it was not regularly supported by the government or operated for private profit, and since its founder had financial assistance from members of his congregation, it is reasonable to regard the school as an Academy even in its earlier years."¹

The Curriculum of the new Academy gave attention to reasoning and science as well as to the classics. Its program for many of its formative years included:

First Year Latin and Greek.

Second Year..... Logic, the principles of composition and other collateral branches.

Third Year Moral Philosophy, Mathematics and Algebra, Latin and Greek continued.

Fourth Year..... Natural Philosophy, Mathematics and Algebra, Latin and Greek continued.²

It is interesting to note that in later years, although it never had degree-granting powers, Pictou Academy did teach college-level courses. This expanded program forced the school to go to the government for financial support and help, and when this help was discontinued in later years, the Academy returned to its status of a secondary school.

Between 1800 and 1850 other Academies were established at Annapolis, Yarmouth, Liverpool, Arichat, Sydney, Lunenburg,

¹Phillips, op. cit., p. 440

²Phillips, op. cit., p. 68

Truro, Guysborough, Shelburne, Halifax, Antigonish, Digby and Cumberland Counties, all of which taught a basic classical curriculum supplemented by other, more practical courses such as Land Surveying, Navigation, Modern Languages and Mathematics.

Along with the Latin Grammar Schools and Academies, the Private schools appeared in number and variety wherever there were centers of population. These institutions had a particular appeal in areas where other educational facilities were limited and they frequently became a status symbol. They catered chiefly to a restricted clientele of well-to-do-parents. Sometimes they offered the curriculum of the Latin Grammar School, but more often they also featured elementary skills and a great variety of other subjects. The first licenses issued to private schoolmasters in Nova Scotia, were recorded in the Governor's Commission Book for 1759. The form the license took in the case of a Mr. Daniel Shatford became the type for subsequent permits of this kind: "License is hereby granted to Daniel Shatford to keep school in Halifax for teaching Writing, Arithmetic, Bookkeeping, Navigation, English and Latin, he appearing qualified and having taken the oaths of Allegiance, Supremacy and Abjuration. This license to continue during good behavior."¹

In the 1840's a candidate for a teaching position in

¹Thibeau, op. cit., p. 73.

King's County found the ordeal of obtaining a license not very trying. He was "...requested to read a few lines of Milton's 'Paradise Lost', parse two or three lines of the poem and work an exercise in vulgar fractions."¹

One of the first advertisements for a teacher appeared in the Halifax Gazette in February 1805. It read: "Wanted, to superintend a school in Dutchtown, a young man capable of teaching Reading, Writing and Arithmetic."² In September 1811 the Shelburne authorities advertized for a competent teacher who could instruct in: "English Grammar, the Latin and Greek languages, Orthography, the use of the Globes and the Practical Branches of Mathematics."³

A study of these advertisements and others inserted by would-be teachers, provides us with the best outline of the curriculum available to school children in early times in the educational history of Nova Scotia.

Typical of the course of studies offered by private schools is the following which appeared in an advertisement of the Halifax Gazette, June 1805, under the name of Michael Forrester, licensed teacher: "...the subscriber respectfully informs the public, he will open an English

¹Bingay, op. cit., p. 39

²Ibid. p. 22

³Ibid. p. 23

Academy in Halifax, on Monday the 23rd. June next, for the instruction of youth in the following branches of Education."¹ The advertisement then goes on to list these subjects: Reading, Writing, English Grammar, Arithmetic, Bookkeeping, Geography, use of Globes, Geometry, Trigonometry, Surveying on a modern and highly improved plan, Navigation, Natural Philosophy, Astronomy, Elecution and Composition.

A perusal of the above will convince one that the teaching load left something to be desired. Nor were living conditions and hours of work such as to cause a rush of eager young qualified teachers to the profession. Here is the Notitia Scholastica of one, William Lynch, Schoolmaster at Halifax, reporting to the S. P. G. in 1776: "Attendance daily given, from 6 a.m. to 6 p.m. in summer, allowing from 1 to 2 for dinner; from 8 a.m. to 5 p.m. in winter, allowing from 1 to 2 for dinner. Number of children taught in school, 36, of whom 8 are taught Latin. The children are taught Reading, Writing, Arithmetic and Spelling; also how to keep accounts."² For all this the rate of remuneration was usually ten pounds as far as the S. P. G. was concerned, and whatever else the area served could afford. Generally the ten pounds was all the cash the hard-working teacher ever saw.

¹Thibreau, op. cit., p. 20

²Thomas, op. cit., p. 20

Both schoolmasters and pupils frequently encountered other monumental difficulties. Consider this excerpt from the agreement made by Schoolmaster George Bailley in Lunenburg in 1771:

He was to be paid the Society's salary of 10 pounds and the people were to provide him with 20 bushels of Barley, 20 bushels of Rye, and 20 cords of wood a year. He was to keep school from Michaelmas to Whitsun, from the hours of 8 until 4 each day. He was to read public prayers in the schoolroom for the sake of the inhabitants twice a week and on the eve of High Festivals. He was to teach the children their Catechism.¹

No other mention of course of study is made in the agreement so we presume it was left to the discretion of the schoolmaster. How Mr. Bailley fared is a little hard to imagine, as he was a Frenchman with a very sparse knowledge of English and still less of the English Liturgy. Maintaining a school at Lunenburg where the majority of the people spoke German, must certainly have presented him quite a problem.

Similar situations in other parts of the Province caused considerable concern to the Government at Halifax which, to overcome the language confusion, pushed the establishment of English-orientated schools to help in uniting the inhabitants into a one-language people.

The proprietors of a school in Wilmot entered into an agreement with a teacher in 1821 and it may be noted

¹Thomas, op. cit., p. 22

conditions had not changed much during a fifty-year span despite the good intentions of the authorities. The agreement reads in part:

In consideration for the sum of fifty-three pounds lawful currency, well and truly paid by us the subscribers in the manner herein after mentioned, (the teacher) doth engage to teach a regular school for the benefit of such scholars as we think proper to send, that he will be careful of our children and not abuse or handle them roughly, and that he doth for the sum aforesaid agree to keep for the unexpired term of one year from the first day of August next and to inculcate the following branches i.e. Reading, Writing, Arithmetic, Mensuration and Dialling, and we the subscribers do promise to pay unto the said teacher the said sum of fifty-three pounds in the following manner, viz To find him in such necessaries as he and his family shall require from his commencement in teaching until the end of the year, and what remains due to him we do by these presents agree to pay in lawful money of this Province at the expiration of said time.¹

One of the most remarkable schools of the early 1800's was opened in Halifax in 1814 by Waltar Bromley, an ex-paymaster of the 23rd. Fuseliers. It was called the Acadian School, and was for the poor of both sexes. Reading, Writing, Arithmetic, Grammar and Geography were taught. The girls were also instructed in needlework, carding and spinning wool and dressing and spinning flax.

While most education was aimed at young men and boys, the girls were not entirely neglected. Here again the Private Schools filled a void that the Grammar Schools and the Academies neglected. In the Nova Scotia Gazette

¹D. C. Harvey, A Documentary Study of Early Educational Policy, (Halifax, Bulletin I of the Public Archives of Nova Scotia, 1937), p. 60

of April 1801 an advertisement inserted by a certain James Bowen, schoolmaster, offered the young ladies, Reading, Writing, Arithmetic and "Accompts". In the same paper in 1811, a notice appeared announcing that the Misses Cunningham have opened a school for young ladies at Windsor, "...where they can accommodate a great number of young ladies and will continue to pay every possible attention to the health, morals, manners and education of those confided to them: Reading, Writing, English Grammar, Arithmetic and all kinds of needlework carefully taught..."¹

Some of the notices printed in the papers of the time give one pause to realize that there were teachers so well qualified to instruct in the great variety of subjects offered, particularly in the Private Schools. The course of study would often indicate such subjects as the usual Reading, Writing and Arithmetic as well as Latin, Greek, French, Algebra, Geometry, Trigonometry, the mensuration of Planes and Solids, Surveying, Navigation, Astronomy and even dancing.

The Private Schools also frequently offered evening classes to young men who had gone to work at an early age and who had not had the benefit of schooling. These forerunners of our popular adult education classes of today, taught such courses as Reading, Writing, Arithmetic

¹Phillips, op. cit., p. 70.

Practical Mathematics and Bookkeeping. Nor was the social side neglected as the curriculum of many of the evening classes included French and Dancing for both ladies and gentlemen.

All the schools so far described in this chapter were established in or near centers of population. However, there was much good work being done, under very difficult circumstances, in more remote parts of the Province. Trustee reports from such places as Lower Canard, Bill Town, Canning, Aylesford, Fort Hood, Mabeu, Hillsborough, Judique, Broadcove and many others tell of the unceasing efforts of both parents and teachers to spread the benefits of education.

Surprisingly enough, these smaller centers seemed, for the most part, to have attracted well-qualified schoolmasters, if the list of subjects taught is any criterion. Grammar, Composition, Geography, Arithmetic, Bookkeeping, Euclid, Algebra, Mensuration, Conic Sections, Astronomy, Land Surveying, Navigation, Constructing and Embellishing Charts, Maps and Diagrams, Geology, Mercantile Arithmetic, Natural History, Economic Science, Chemistry, Natural Science, in fact just about the complete list of subjects available in the larger centers at the beginning of the nineteenth century could be found on the course of studies in most of the smaller settlements. How well and how successfully they were taught is another question, particularly

when the same reports indicated that the teacher was frequently responsible for the instruction of from twenty to thirty students ranging in age from three and four years to twenty years and covering a span of school years from primary to secondary levels.

The first move towards organization and centralization of methods and content came in 1832 with the passing of an Act called simply, "The Statute of 1832."¹ By this Act, school commissioners were required to report regularly to the Secretary of the Province on progress in their districts and in areas where Grammar Schools did not exist, opportunity and encouragement were given common schools to expand their functions by incorporating into their courses of study, subjects akin to the curriculum of fully established Grammar Schools.

In 1841 the Central Board of Education was set up by an Act of that year which stated among other things: "...the curriculum of the Academies was specified to include Mathematics, Algebra, Geography, English Grammar, History and Composition, though the Headmaster was required to be able to teach, in addition, one or more modern languages."²

Summarizing this early period it might then be

¹Fergusson, op. cit., p. 10.

²Bingay, op. cit., p. 39.

said that the Church of England made the only organized efforts to provide education in Nova Scotia - efforts that were inadequate and often unwelcome. The Government did but little either to help or hinder. The schools of the S. P. G. and a very few Latin Grammar Schools were the major contributions of the Church and State, and they did provide some slight financial assistance to local communities. There were, however, enough people who attached a value to schooling and who were able financially to act on their own initiative to encourage the establishment of other institutions - Private Schools and Academies. It was also apparent that in spite of a lack of central leadership or direction, the programs of study in all parts of the Province were remarkably similar.

It is probable that in most areas of Eastern Canada by 1850, from one-third to two-thirds of the children of school age received from twelve to twenty-four months of schooling during their lifetime. In comparison with Upper and Lower Canada, New Brunswick, Prince Edward Island and Newfoundland, conditions in Nova Scotia in this respect, were relatively good. In examining the situation during this time, it must always be remembered that there was no prescribed curriculum, no ready supply of textbooks, no classes as such to indicate level of achievement and most of the recitation of work was done on an individual basis rather than in groups as we know it today.

In the period under study in this chapter, children were taught only what their elders believed they should be taught and in a manner which an adult world prescribed as the best way for them. "The adult formulae were applied without thought of the reaction of the child. His only virtue was receptivity and obedience...formal content had to be memorized, not understood. For this uncongenial task there could be only one motivation - fear of punishment."¹

¹Phillips, op. cit., p. 150.

CHAPTER IV

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM IN NOVA SCOTIA FROM 1850 TO 1890

This is the period in the educational history of Nova Scotia, during which the High School, as we know it, began to take shape. The evolution of the High School from a school for the few to a school for the many was a development of very great significance, bringing with it a legacy of curriculum problems more difficult to solve than any that had been faced by educational authorities heretofore.

As we have seen, the Latin Grammar Schools, when they were imported into Canada were intended for the education of young gentlemen, very few of whom were preparing for further study. The Grammar Schools were designed more to give future leaders an aura of distinction than useful knowledge. They were regarded by most people with suspicion and hostility. In some of the larger centres they prospered for a time, but in smaller communities they had little support. Even people of the new, prosperous, middle class who were becoming more and more numerous in the mid-1800's gave only half-hearted approbation, partly because they could not see any practical use in the classical

curriculum and partly because they did not all approve of the close association with the Church of England.

It was chiefly these "nouveau riche" who were instrumental in founding the rival academies, which, while they did not serve all, certainly appealed to a greater part of the potential school population. In Nova Scotia, interested people established regional or denominational schools of an academy type, "partly to be sure of getting a share of the government grants for their own districts. Academies in the Maritimes were thought of as public institutions, superior to the Grammar Schools."¹

Actual government legislation in Nova Scotia in the 1840's indicated that the Academies were expected to provide a whole range of secondary subjects, whereas the Grammar Schools were only expected to provide instruction in the classics and in the ordinary subjects of the common school. The Academies came to be thought of as institutions occupying a kind of intermediate position between the Grammar Schools and the University. They admitted pupils from the common schools and restricted themselves to teaching the secondary subjects and thus set the pattern for the now familiar educational ladder. They were commonly co-educational and offered a curriculum broader than that demanded by the

¹Phillips, op. cit., p. 197.

universities. They became indeed the models for our present High Schools.

During the next fifteen years after 1850 there were three events of outstanding importance for education in Nova Scotia. In 1850 the first Superintendent of Education was appointed. In 1855 the Normal School was established in Truro. In 1864 the Free School Act became law.

In 1849, Joseph Howe, surveying the educational situation in his native province, declared that: "education was the matter above all others pre-eminently demanding the consideration and the united action of the government."¹ Howe himself looked upon the appointment of a Superintendent of Education as the most important step in the development of the school system in the province. The step was taken by the Government in 1850 and J.W. Dawson was appointed Superintendent. John William Dawson was born in Pictou, Nova Scotia, in 1820. He completed his education at the University of Edinburgh and became a naturalist and geologist of note. His tenure of office lasted from 1850 to 1854. In his autobiography, he wrote of his work:

In summer I travelled from county to county, convening meetings of the commissioners of schools, and of persons interested in education: examining schools and collecting statistics concerning them: lecturing on education, and explaining the means of introducing agriculture in the schools: introducing uniform textbooks and new apparatus.²

¹Fergusson, op. cit., p. 16.

²Phillips, op. cit., p. 258.

The new Superintendent did not find everything to his liking. In 1851 he declared that the work of the Grammar schools at the secondary level was greatly defective, pointing up the futility of classical education for nearly all pupils under most teachers. Dawson found that Nova Scotia had, in 1850, twenty-five Grammar schools teaching some or all of Latin, Greek, Algebra, Mathematics, Natural Philosophy, Psychology and French. There were five county Academies teaching the same subjects plus Trigonometry, Applied Mathematics and Chemistry. It is noteworthy that the trend towards the sciences was more pronounced in Nova Scotia at this time than elsewhere, chiefly because it was possible to find more qualified teachers in the Sciences in Nova Scotia. Dawson himself was one of them.

"To overcome the lack of both schoolhouses and teachers, Dawson recommended free schools supported by compulsory assessment and the appointment of Inspectors."¹ His proposal to improve teaching standards and methods by the establishment of a Normal School was defeated in the House in 1851. Despite his best efforts the public schools of the Province showed little improvement over the years of his office. In 1855 he moved to Montreal to become Principal and Professor of Natural History in McGill College and University.

¹Fergusson, op. cit., p. 16.

The Normal School Dawson had advocated and failed to establish, was founded in Truro and "first opened its doors to teachers-in-training on November 14, 1855."¹ The first Principal, Rev. Dr. Alexander Forrester, also became Superintendent in 1855. The establishment of an institution for the training of teachers was a significant milestone, for secondary school enrollment was on the increase. "In 1864 there were 1,945 pupils enrolled in the high school grades. They were taught in thirty-eight schools all but two of which had only one teacher."²

The course of studies followed by the students at the Normal School was most useful for the secondary school level as it was essentially a high school program. The teachers-in-training were required to pass examinations in Grammar and Composition, History and Geography, Astronomy, Arithmetic, Algebra, Geometry, Practical Mathematics, Natural Philosophy, Natural Science, along with professional studies related to teaching. One of the criticisms levelled against the Normal School was that its curriculum was too heavy for the time the students spent at the school. However, it did ensure that the ones who passed the demanding standards set, were well qualified, at least as to knowledge of content, to take their places in the

¹Fergusson, op. cit., p. 18.

²H. P. Moffatt, One Hundred Years of Free Schools, (Journal of Education, October, 1946) p. 29.

school system.

In 1864, Dr. Forrester returned from a trip to Europe where he had gone to study various educational plans and practices. On his recommendation, and with the backing of Sir Charles Tupper, Provincial Secretary, the Assembly passed the Free School Act. Section 29 of the Bill reads: "...all common schools shall be free to all children residing in the section in which they are established."¹ In the next year another Bill was passed, establishing compulsory assessments and secondary education was assumed completely as a function of the Government.

Well might the Government be concerned with the situation. In 1850, secondary education was in a sorry state. It must be remembered that at this time schools were ungraded and no attempt had been made to set up a firm course of studies for the teachers to follow. The first two Superintendents noted this condition with concern, and realizing that the Grammar Schools and Academies were not doing the job of educating the many, they looked about for other solutions. Dawson suggested that an inferior grade of high school might be instituted in some of the poorer districts to serve local needs. These might be:

¹Bingay, op. cit., p. 60.

- (1) **Mathematical High Schools:-** to teach, in addition to the common school branches, the elements of Geometry and the practical branches of mathematics or Algebra to at least six pupils. Such schools would have the rank of High Schools during the winter months, and of common schools in summer, if required by the circumstances of the district.
- (2) **Classical and Mathematical High Schools:-** to teach in addition to Mathematics, Latin, Greek and one of the Modern Languages or Agricultural Chemistry to at least ten pupils.¹

Dawson believed that the first of these schools would suit the circumstances of many districts which required instruction in Navigation and other Mathematical Departments only and which could not, at the same time, sustain a regular Grammar School. The second type of school would be in the more populous districts, be comparable to the County Academies, but would be less expensive to maintain.

Six years later, Dawson's successor, Alexander Forrester, also very concerned with the lack of proper instruction on the secondary level, suggested that:²

In the more rural districts, the Commissioners be empowered to give remuneration to every first-class teacher of a common school who has pupils studying the higher branches of learning, either Mathematics or Classics: and that the remuneration be proportional to the number and stage of advancement of the pupils so employed. In the more densely populated settlements of villages or towns, that every possible encouragement ought to be given to a regular system of consecutive schools consisting of three classes of grades viz. primary, intermediate and high: - the primary carrying on in those usually taught in a second class common school; the intermediate, those of a first class;

¹J. W. Dawson, Report of the Superintendent of Education, 1850, p. 69.

²A. Forrester, Report of the Superintendent of Education, 1857, p. 14.

and the high, those of Grammar Schools or Academies.

Pointing up the need for some kind of change is this report of County Inspector, Henry C. Upham in 1865 after his tour of the schools in Colchester County. "I know of very few schools in Colchester County in which there has been any success in teaching writing, and still fewer in which any true system is followed. Many teachers write miserably, thinking it a matter of little or no concern."¹ Upham goes on to point out that while some of those basic subjects such as Reading, Arithmetic, Geography, Spelling, and Grammar were quite generally taught, the secondary school subjects were just as largely neglected. Only about one third of the schools taught Algebra, Geometry and Practical Mathematics; only ten of the 163 schools in the County taught Latin, Greek or one of the Modern Languages and only four of them had regular instruction in Natural Philosophy, Chemistry or any branch of Natural Science.

It will be noted in the previously quoted report by Dawson, that Agricultural Chemistry is mentioned officially for the first time. The first Superintendent of Education recommended the inclusion of the subject in the curriculum, particularly of schools in rural areas, and supported his

¹Annual Report of the Common, Superior, Academic, Normal and Model Schools in Nova Scotia for 1865, p. 87.

recommendation strongly. He claimed that Agricultural Chemistry would be to the rural areas, what Navigation, which had been taught in many schools for a number of years, was to the people who depended on fishing for a livelihood. Educational authorities did not need Dawson's urging to realize the benefits of the inclusion of the new study in the school program.

It was quite obvious that a knowledge of Agricultural Chemistry along with an ability to read would enable the young farmer to get the most benefit from the latest works on scientific agriculture, thus giving him a new interest in the processes he performed, by helping him to understand their reasons and mode of operation. This interest would result in a desire to make improvements in the paternal farm. This in turn would result in a halt to what had become obvious to trained agriculturalists, - the deterioration of the soil due to unskilled planting. The pupil could be taught a number of simple methods of distinguishing limestone and marls - of ascertaining the presence of sulphates, chlorides and other useful ingredients in soils and in the words of Dawson:

Agricultural Chemistry, by leading to the consideration of those great natural laws and processes, under and by the aid of which the farmer must carry on his operations, and the connection of agriculture with those natural arrangements by which the Creator provides from the earth 'food for every living thing', must elevate the popular conceptions of the rank of this useful art, and lead to enlarged views of those complicated, often mysterious and always wonderful places of the Divine Wisdom and

goodness, which enable the farmer to procure from the soil an abundance of food for man and beast.¹

So important a part did the new subject play in subsequent secondary courses of study, that the Journal of Education came to be known for many years as the Journal of Education and Agriculture.

In spite of many delays and disappointments, those people who were primarily concerned with bettering educational opportunities in Nova Scotia could begin to see their cause prospering. Interest in education was growing apace in the House of Assembly and more and more attempts were being made to regulate both methods of instruction and curriculum. By an Act passed in 1845 a new type of school was authorized to fill the gap between Common and Grammar School. It was to be called the "Superior" Common School. "In addition to the ordinary subjects of the Common School Course, comprising Reading, Writing, Geography, English Grammar, Composition, English History and Arithmetic, the following subjects must be taught to not less than six pupils, namely Classics, Algebra, Practical Mathematics or some of them."² According to an Act passed twenty years later, the Superior Common School was to be: "...a common school of great excellence. This excellence must be manifest

¹Dawson, op. cit., p. 71.

²Bingay, op. cit., p. 55.

not only in the accuracy with which the memory does its work, but also in the readiness with which the pupils apprehend and apply the principles involved in any branch of study."¹

Superintendent Dawson's report in 1852 recommended that: "Where high schools are authorized...the teacher in addition to first class common school qualifications, must be competent to teach Algebra and Mathematics with their practical applications; and, if requested by the commissioners, the Classics and Agricultural Chemistry or one of the Modern Languages."² In the same year Agricultural Chemistry was added to the course of study of eleven Grammar Schools - a sharp departure from their former narrow classical tradition. Among the eleven were schools in East Halifax, Lunenburg, Annapolis, North and South Pictou, Cumberland and Guysborough.

From Amherst came an encouraging report on the status of female education in that area in 1859. It speaks of a school appropriately named "The Female School", and declares that a committee visiting the institution was impressed by the superiority of the instruction given in such subject as music, drawing and modern languages. This school was under the care of five female teachers.

¹The Law Relating to the Public Schools of N.S., 1865, p. 35.

²J.W. Dawson, Report of the Superintendent of Education, 1852, p. 11.

It boasted thirty-one scholars in attendance, fourteen from Amherst and the other seventeen from various parts of Nova Scotia and New Brunswick.

The opening of the Normal School in Truro for the training of teachers, had a salutary effect on the quality of instruction presented in Provincial Schools in subsequent years. Model schools were also established in the vicinity of the Normal School where the new teachers could try out techniques and abilities.

Despite these and other encouraging signs, much still remained to be done. The census taken in the Province in 1861, showed that out of a total population of three-hundred thousand over five years of age, eighty-one thousand could not read. Of the eighty-three thousand children between the ages of five and fifteen, there were thirty-six thousand who could not read. The number of children who attended school in 1863 was only thirty-one thousand, so in the Province that year: "...fifty-two thousand were growing up without any educational training."¹

The Free School Act of 1864, along with the subsequent Acts establishing the policy of compulsory assessment in 1865 and the compulsory attendance rule some years later, made significant changes in the figures quoted above.

¹Thibeau, op. cit., p. 115.

The thirty-one thousand reported attending in 1863 had risen to seventy-four thousand in 1870 during the winter term, and to seventy-six thousand in the summer term. At the same time:"...the number of teachers had increased by fifty percent and the number of schools by a like percentage."¹

One of the problems that required immediate solution in the face of this increase in the number of students was the need for an adequate supply of text-books. Here again the lack of an overall course of studies presented the Government with a situation that seemed difficult of solution. The sums of money voted for books were not great even after the Free School Act and had to be spent with great care. T. H. Rand, Dr. Forrester's successor as Superintendent, believed, however, that the proper books were available and in fairly good supply. In his first report he said:

The sum placed at my disposal for the purchase of books...has been expended as directed by law, and the books appropriated to the several districts in proportion to their population....The excellent school books recommended by the Council of Public Instruction can now be obtained at all the principal bookstores in this city (Halifax). The selection has been made in concurrence with several experienced teachers, and the books, for the most part, will, I am persuaded, be found well-adapted to the wants of the school room and to be free from anything tending to weaken the love of country or loyalty in our youth, or to corrupt their morality.²

¹Fergusson, op. cit., p. 27.

²T. H. Rand, Report of the Superintendent of Education 1865, p. 8.

The Council of Public Instruction which came into existence in the same year as free schools and which separated the duties of the Superintendent from those of the Principal of the Normal School, was very conscious of the book problem. The Council availed itself as fully as possible of the knowledge and experience of those who were close to the educational scene or who were actually engaged in the practical work of the classroom, and of the reports of its inspectors, in selecting texts or in recommending changes in them. The members of the Council felt that the prescribing of new books was one of great importance and that extraordinary care had to be taken to ensure that the ultimate advantages of any change would more than offset any temporary loss or inconvenience caused by the change.

Under the urging of some of the more active and aggressive inspectors, some of the school sections, by careful buying and preservation built up a supply of textbooks for the use of the pupils in their area with financial help from the Government. However the supply never seemed adequate in the face of increasing enrollment and teachers were constantly complaining of the lack of books. So much pressure was brought to bear on the Council of Public instruction in this regard, that at one time there was even a suggestion that Government funds would be withheld from school sections that failed to supply sufficient text books.

Books, however, though they were of great importance, were not the only or even the prime cause for the unsettled state of education in the Province from 1850 to 1880. There were people and committees such as the Superintendent of Education and the Council of Public Instruction, who were, because of their positions, looking at the educational picture as it had not been looked at before. They were looking beyond the city, town or village, to the Province as a whole and what became apparent almost immediately was that there was still no prescribed course of study in either the Common or Secondary Schools. Indeed they found through the inspectors that very often the common schools were teaching what should have been regarded as high school subjects and vice versa.

Even though teachers had to pass a definite series of examinations in prescribed courses at the Normal School, once in the classroom they tended to fit their teaching to the circumstances in which they found themselves and according to their personal likes or dislikes. It also frequently happened that the teachers did not know which of the subjects they were teaching were of common school and which were of high school standard.

The situation was somewhat alleviated with the listing of the following subjects appropriate to the two levels of instruction.

TABLE 3

A LISTING OF COMMON SCHOOL AND HIGH SCHOOL SUBJECTS
TAUGHT UP TO 1880COMMON SCHOOL SUBJECTS¹

Latin
 Algebra
 Geometry
 Singing
 Navigation
 Natural Philosophy
 English Composition
 Keeping of Accounts
 Chemistry of Common Things
 Reading (Reading and Recitation)
 Grammar and Analysis (Oral, Text)
 Drawing (Model Cards, Sketch Book)
 Geography (Oral, Nova Scotia, General)
 Arithmetic (Ball Frame, Mental, Slate)
 History (British-American, British, World)
 Writing (First Lessons, Half-text, Finehand)
 Spelling (Definitions, Oral, Spelling Book, Dictation)

HIGH SCHOOL SUBJECTS²

Geography (Modern, Ancient)
 Latin (Rudiments and Authors)
 Greek (Rudiments and Authors)
 French (Colloquial and Authors)
 Arts (Singing, Drawing, Writing)
 History (British-American, British, Greek)
 Natural Sciences (Chemistry, Botany, Astronomy, Zoology)
 Other Branches (Natural Philosophy, Keeping of Accounts)
 Mathematics (Arithmetic, Geometry, Trigonometry, Algebra, Navigation
and Surveying)
 English (Reading, Elocution, Spelling, Grammar and Analysis,
Composition and Rhetoric)

¹Not all of these were taught in all or even any one school. Teachers and trustees were more or less free to choose what they wished. Thus many subjects were omitted which either teacher was unable to teach or which the trustees thought were unnecessary.

²With the exception of the extra grant received and its service to the whole country, very little distinction existed between the High Schools and the Common Schools. That is to say, Common Schools were permitted to teach, and often did, the subjects outlined for High School.

It was becoming more and more evident to those who were responsible for education in the Province, that no uniformity, no direction, no real progress could be made until the pupil could move through a series of successive steps in which the work of the previous step would be consolidated and new facts and ideas added to those previously learned. This was not a new concept. Joseph Howe had seen the necessity as early as 1838 and there were others also who had expressed their belief in the graded system. However, there were so many other questions that were demanding answers first, and the teachers in the schools seemed to be handling the situation so well, that time passed without any positive steps being taken.

Increased enrollment and greater variety of subjects finally brought the matter to a head. A report to the Board of School Commissioners of Halifax in 1866 declared:

One of the peculiarities of modern education is the application, wherever population will permit, of the principle of division of labor. This leads to what is termed the grading of all schools - i.e. the classification of all pupils in an ascending series, according to their ages and attainment, and assigning a curriculum for each grade, so that step by step, all the scholars of the section or city, shall be led forward to the completion of their school work.¹

The report goes on to say that schools were divided into three sections - Elementary, Preparatory and High School and that no teacher at any level should be in charge of more than 56 pupils.

¹T. W. Rand, Report of the Superintendent of Education, 1886, p. 136.

It is apparent from this report that grading had been tried in some schools and perhaps on a larger scale, in some sections. The next step would be to carry the plan into the school system of the Province as a whole and thus settle once and for all the question of who shall teach what to whom and at what educational level.

The most important of all the factors that would contribute to the success of such a move, was the establishment of the Normal School at Truro in 1855. This institution, with its uniform training and licensing of teachers emerged as the best answer to the stabilizing of the teacher-dominated curriculum. But although the Normal School did have an immediate effect and did exert a good influence on the quality of teaching, this effect was seriously offset, to a large extent, because Academies and High Schools throughout the Province were also permitted to prepare students for teaching licenses and did not feel themselves bound to follow the same course of study or methods used in the Normal School.

The academic subjects taught in the high schools and academies by 1855, comprised English, Mathematics, Bookkeeping, Algebra, Geography, Drawing and Agricultural Chemistry. In some high schools History was on the curriculum, while some included the Classics also. By 1864, these schools were also including in their curricula, French, Physics, Navigation, Elocution, Natural Philosophy and Chemistry. Students attending the

Normal School received instruction in these subjects and in the professional subjects of Psychology, History of Education, School Law, School Management, Temperance, School Hygiene and Teaching methods.¹

This situation seemed to work an undue hardship on the students of the Normal School as they were expected to maintain as high an academic standard as students in other high schools, while at the same time carrying a number of professional subjects which were taught, if they were attempted at all, rather imperfectly in other schools of the Province.

These unfavorable conditions were partly alleviated by the work of a Committee of Provincial Examiners, established for the purpose of examining candidates for teacher's licenses. This Committee and others composed of District Examiners were set up to examine all candidates from all sources. They established a schedule of licenses from A to E, and decided that all teaching candidates from the Normal School or from the local High Schools or Academies must write the same examinations. They also laid down the following qualifications for the various degrees of licenses:

Grade "E": Geography of Nova Scotia, General Geography, History of Nova Scotia, Teaching, School Management, Arithmetic, English and Grammar.

¹J. M. Putnam, Teacher Training in Nova Scotia (Wolfville, N.S., 1943), p. 23.

Grade "D": In addition to Grade "E", British History, Algebra, English, Analysis, English Composition.

Grade "C": In addition to Grade "D", Bookkeeping, Plane Geometry, Prosody.

Grade "B": In addition to Grade "C", Outlines of Universal History, Natural Philosophy, Chemistry of Common Things, Practical Mathematics and Navigation.

Grade "A": In addition to Grade "B", History of Greece, History of Rome, Ancient Geography, Solid Geometry, Latin and Greek.¹

Until 1873 examinations were held at the end of the winter and summer terms, but from that date annual examinations were held.

The percentage of candidates who wrote for and obtained licenses between 1873 and 1890 increased significantly. In the former year, of the 1,642 who wrote, only 580 were successful - about 35%. By contrast, in 1890 of the 1,244 who wrote, 718 were successful - about 58%. What is still more significant is that the number of candidates from the Normal School, at no time during this interval exceeded 200, pointing clearly to the fact that the great majority of teachers were still being trained in the Public Schools and Academies.

With a steady supply of qualified teachers available, educational authorities now turned to the task of improving

¹Putnam, op. cit., p. 25.

standards of the courses necessary to obtain a license, with the idea of still further improving the quality of instruction and thus the quality of students coming from the schools. In 1884, Dr. David Allison, the Superintendent of Education submitted these suggestions:

- (1) All teachers should be able to teach Industrial Drawing.
- (2) "A" licensed teachers should be required to pass in French and English Literature.
- (3) Second Class or "C" licensed teachers should be required to pass one Natural Science.
- (4) Third Class or "D" licensed teachers should be required to pass the elementary principles of Bookkeeping.¹

In 1880 "E" licenses had been abolished.

The Normal School, though often hampered by lack of funds, space, staff and apparatus, nevertheless became firmly entrenched as the heart of educational progress in the Province, despite competition from other sources. This very competition forced it to teach academic as well as professional subjects, and in both it excelled. The foundation of a new and larger building was laid in 1876 and by 1879 a Department of Industrial Drawing was added. At the same time a higher standard of admission was established and more and more the emphasis was placed on professional training. The next significant changes in the teacher-training program took place in the 1890's and will

¹Dr. D. Allison, Report of the Superintendent of Education, 1885, app. 5.

be dealt with in the next chapter.

A new organization named The Provincial Educational Association, formed in 1880, now took its place alongside those who were exerting pressure on the Educational Branch of the Government to establish a uniform curriculum for both the Common Schools and High Schools. This body, representing the teachers of the Province was in full agreement that the time had come to remedy the long-standing defect in the educational standards of the Province.

While opinions differed as to the extent to which unity of educational effort is obtainable and also as to the proper character and proportions of the elements composing a Public School Curriculum, perfect agreement was developed in respect to the need of a definite program, according to which the general instruction given in the schools should be directed.¹

Superintendent Allison gave strong backing to this contention. His 1881 report contained references to the situation, pointing out that the hap-hazard curriculum which had been used over the years, was a teacher-directed curriculum, dependent on the whim of the individual teacher for its content and intent. It should be pointed out that the teachers and trustees during the second half of the nineteenth century had not been left entirely in the dark as to the Government's desire in the matter of courses of study. The recommending of certain text-books,

¹David Allison, Report of the Superintendent of Education, 1881, p. 10.

the establishment of a definite syllabus of examinations for teachers, and other like regulations certainly conveyed some information concerning the branches of knowledge that were looked on with favor by those close to the situation. Unfortunately, however, there was no direction given as to the order in which the various subjects should be taught or as to the relative importance of the various subjects suitable for the different stages of development of the student's mental powers.

Here is, in essence, what Superintendent Allison thought about the situation:

I believe that the interests of Education require that the Province should not be without, any longer than may be required for maturing it, a prescribed course of study, with adaptations for various classes of schools. It is not necessary to enlarge on the disadvantages of the present system, or rather lack of system. We have now almost as many Courses of Instruction as we have schools and a large proportion of these are liable to be changed every six months through the migratory habits of the teachers. Those who have no law are not to be seriously blamed for being a "law unto themselves", but nothing can be more unreasonable than to expect that inexperienced persons such as many of the teachers are, can, on the spur of the moment, form a rational and orderly conspectus of study.¹

The ever-increasing pressure for the new curriculum, and with it, the graded school system, finally bore fruit when in 1882 the Common Schools adopted a program of studies to cover each of eight successive years.

¹Allison, op. cit., p. 13.

Reaction throughout the province was almost unanimously favourable and gave added impetus to the work of those who were preparing the course for the High Schools. In 1885 this latter course went into operation. It was divided into three years as follows:¹

TABLE 4
HIGH SCHOOL PROGRAM IN 1885

FIRST YEAR	SECOND YEAR	THIRD YEAR
English Language	English Language	English Literature
Geography	Geography	Geography
History	History	History
Arithmetic	Arithmetic	Arithmetic
Geometry	Geometry	Geometry
Algebra	Algebra	Algebra
French	French	French
Latin	Latin	Latin
Science	Chemistry	Science
	Greek	Greek
	German	German
Bookkeeping	Bookkeeping	Practical
Industrial Drawing	Industrial Drawing	Mathematics

IMPERATIVE FOR HIGH SCHOOL CERTIFICATE

English	Drawing
Science	Geography
History	Mathematics

OPTIONAL SUBJECTS

Latin.....	Grades IX, X, XII
Greek.....	Grades X, XI
French.....	Grades IX, X, XI
German.....	Grades X, XI

¹David Allison, Report of the Superintendent of Education, 1885, pp. 27 -29.

The High Schools seem in some cases to have neglected some of these subjects in order to teach other subjects that would enable their students to pass examinations for a teacher's license. These were the professional subjects: "Teaching, School Law, School Management, Hygiene and Temperance."¹ The new course of study was, moreover, compulsory for County Academies only, for they were the only High Schools receiving special Government aid.

The new curriculum soon turned out to be somewhat unwieldy and heavy and would certainly need revision in the near future - a revision that came in 1894. However, in spite of these difficulties, it was a giant step in the right direction and many were the favourable comments from County Inspectors who finally found themselves with a common yardstick to measure a student's progress and common ground on which to meet their teachers. L. S. Morse who was Inspector of Schools for Digby and Annapolis wrote: "The Course of Study has been adopted with satisfactory results in most of the schools in the district. With few exceptions, teachers are unanimous in their approval of its provisions. The failures that occur in its successful adoption are invariably made by those who could not successfully carry out any course of study."²

¹Putnam, op. cit., p. 31.

²David Allison, Report of the Superintendent of Education, 1888, p. 67.

From the other end of the Province, this contribution from M. J. McNeil, Inspector for Cape Breton and Richmond: "The standard and quality of work being done in the better class schools, especially the graded schools, are being steadily raised and improved."¹

In retrospect, this period from 1850 to 1890 was one replete with good omens for the future. Of all the events that took place and the laws that were passed, the one that came into being in 1864 seemed to many, the most outstanding. This law which established free schools and thus opened to all the doors of education, drew glowing tribute from Historian Duncan Campbell who saw its effects at first hand and commented thus:

The Education Act of 1864 was, unquestionably one of the most important measures bearing on the material and moral interests of the Province that was ever introduced. It struck at the very root of most of the evils which tend to depress the intellectual energies and moral status of the people. It introduced the general light of knowledge into the dark recesses of ignorance, opened the minds of little ones, the fathers and mothers of coming generations, to a perception of the true and beautiful, and placed Nova Scotia in the front rank of countries renowned for educational advantages.²

¹David Allison, Report of the Superintendent of Education, 1889, p. 86.

²Duncan Campbell, Nova Scotia in its Historical, Mercantile and Industrial Relations, (Montreal, John Lovell, 1873), p. 427.

CHAPTER V

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM IN NOVA SCOTIA FROM 1890 TO 1930

The public school curriculum has a large share in determining the nation's present and future progress. Through its public schools a country endeavours to pass on to its youth all that has been found best in the past. It attempts to supply youth with the necessary tools, understanding, foresight and incentive for future development.¹

The last chapter has pointed out that no definite formulation of a high school course was made in Nova Scotia until 1885. Even then, a close perusal of the subjects listed seemed to indicate that the step had been taken more for the sake of having a curriculum than for the sake of making sure that the high school student would have available to him the best possible selection of courses for his particular goal. It would also appear that little thought was given to the amount of material the average student was able to absorb.

These facts soon became obvious to those who were chiefly responsible for the change and indeed may have been

¹David Allison, Report of the Superintendent of Education, 1890, p. 20.

apparent to them from the beginning. Superintendent Allison in his final report in office said:

The studies of the pupils in the public schools are regulated by courses or programs duly prescribed by the Council of Public Instruction under authority of the law. The exciting course of study for Common Schools, has been in operation for some eight or nine years, that for the High Schools, about half that period. In their respective spheres of application, each has undoubtedly wrought a great improvement on the previously existing state of things. The impression prevails, however that in the light of experience, they are now susceptible of advantageous modifications. At the late meeting of the Provincial Educational Association, a Committee representing all parts of the province and all departments of the Educational Service, was appointed to recast all these courses for the consideration of the Council of Public Instruction with a special view of bringing them into better adjustment with one another and with the prescribed syllabus for teacher's examinations.¹

Superintendent Allison had set the pattern for the thinking of this Committee, when he declared that:

I would propose the elimination from the Provincial Syllabus of all professional features, giving to the resulting certificate according to grade, the character simply of a testimonial of scholarship, which shall be held to be the only required non-professional basis of license and the sole credential of admission to the Normal School, where, except as needed for illustrative purposes, the work of general instruction shall no longer be carried on.²

Adoption of such a policy, it was believed, would benefit both the Normal School and the High Schools. The Normal School, relieved of the burden of ordinary class-

¹David Allison, Report of the Superintendent of Education, 1890, p. 20.

²A. H. MacKay, Report of the Superintendent of Education, 1891, p. 27.

room work could concentrate its efforts and energies on professional studies and practices. The High Schools and Academies, on the other hand, would experience a similar relief and would likewise be free to follow the direction intended for them as instruments of secondary instruction.

Dr. A. H. MacKay, who became Superintendent of Education in 1891 did not need much convincing as to the wisdom of such a policy. With the backing of the Council of Public Instruction and the Provincial Education Association, he made the radical change in 1893. He transferred all the purely professional subjects to the Normal School where they belonged and unified what was left.

The High Schools thenceforth ceased to be local professional schools for teachers. The full program of studies was divided into four years, each year having its own examinations, a provincial board of examiners being established by act of legislature to pass on the papers submitted to it. In the last year of the course the original thirty papers including both classical and scientific subjects, were split into four groups: a general group, including English; a classical group; a scientific group; and a modern language group. The examination was divided into two sides, and the modern language group helped to make up twenty papers required for either side. In the other grades a group of eight papers was imperative with optional papers on foreign languages in addition.¹

The subjects, number and value of the papers for the different high school examinations, are indicated in the prescribed curriculum which follows.

¹Bingay, op. cit., p. 104.

TABLE 5

HIGH SCHOOL SUBJECTS AFTER REVISION OF 1893

GRADE IX	GRADE X	GRADE XI
English Language English Grammar Latin	English Language English Grammar Latin Greek	English Literature English Grammar Latin Grammar Latin Authors Greek Grammar Greek Authors
French	French German	French German
History and Geography Science	History and Geography Science	History and Geography Physics Physiology
Drawing Bookkeeping Arithmetic Algebra Geometry	Drawing Bookkeeping Arithmetic Algebra Geometry	Bookkeeping Arithmetic Algebra Geometry

GRADE XII¹IMPERATIVE FOR BOTH SIDES

English Language
English Literature
British History
Sanitary Science
Psychology

IMPERATIVE FOR CLASSICAL SIDE

Latin Composition
Tacitus
Cicero and Sallust
Virgil and Horace
Roman History and Geography
Greek Composition
Xenophon
Demosthenes
Homer
Grecian History and Geography

IMPERATIVE FOR SCIENTIFIC SIDE

Physics
Chemistry
Botany
Zoology
Geology
Astronomy
Navigation
Trigonometry
Algebra
Geometry

OPTIONAL FOR EITHER SIDE

French Authors
French Grammar and Composition
German Authors
German Grammar and Composition

¹In Grade XII the course is divided into "Classical" and "Scientific" sides, with minor options.

Notes on foregoing tables:

Grade IX: All subjects are valued at 100. Latin and French are optional; all others are imperative. The minimum aggregate for a "pass" is 400, with no subject below 25.

Grade X: All subjects are valued at 100. Latin, Greek, and French are optional; all others are imperative. The minimum aggregate for a "pass" is 400 with no subject below 25.

Grade XI: All subjects are valued at 100. Latin, Greek, French and German are optional; all others are imperative. The minimum aggregate for a "pass" is 400, with no subject below 25. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

Grade XII: The examination of this syllabus may be known as the Senior Leaving Examination of the High School. There is in this grade a bifurcation of the course into a classical side and a scientific side with minor options leading to the certificates of "A" Classical and "A" Scientific.¹ All subjects are valued at 100.

- a. To pass Grade "A" Scientific, a minimum aggregate to 1000 must be made on twenty papers, including all in the prescribed groups, and any other five papers.
- b. To pass Grade "A" Classical, a minimum aggregate of 1000 must be made on twenty papers, including all in the prescribed groups and any other four papers.
- c. No paper in the above two groups shall fall below 25.
- d. To pass Grade "A" Classical and Scientific, all subjects in all groups, including the options must be taken and no paper is to fall below 50.²

¹Manual of School Law of Nova Scotia, 1901, Sec. 164, p. 129.

²Journal of Education, April, 1896, pp. 46-48.

The changes made by the revision of 1893 had a very real effect on the Normal School.

Hereafter the work was to be chiefly professional in character, including the study of educational principles and Model School practice. The course also aimed at enriching the academic qualifications of the students, through advanced work in Literature and Science. The regular course for 1894 was made up of purely professional subjects such as Psychology, General Principles of Education, History of Education, Methods in Teaching, Drawing and Calisthenics, Natural History, Science, Manual Training, Observation and Practice in the Model School,¹ and academic subjects such as Mathematics, English, Geography, History and Modern Languages.

Superintendent MacKay reported that in the next few years an ever-increasing number of schools adopted the new curriculum.

However, while reaction to the new course of studies seemed generally good, there were, as might be expected, some critical comments. Chief among these was the contention by teachers, inspectors, associations and the Principal of the Normal School, that the students who gained a "pass" certificate on the Provincial Examinations, did not possess, necessarily, the scholarship to teach many of the subjects that were offered in the Provincial Schools. A young man who qualified for a "B" certificate and who then wished to enter Normal School to obtain a corresponding license, might be sadly lacking in such subjects as English, Arithmetic, History and Geography - all of which were standard subjects on the new curriculum.

¹Putnam, op. cit., p. 38.

The Normal School after 1894, taught mainly professional subjects and herein lay the difficulty. The holder of a certificate from the Provincial Examinations could qualify for a teacher's license by writing and passing the Minimum Professional Qualification Examinations (M.P.Q. exams.) which had been established in 1852 and which ranked lower than the license obtained by attendance at Normal School, but which nevertheless, qualified the holder to teach. Thus the practice of licensing teachers who were not qualified to teach proficiently all the subjects on the curriculum continued, despite the efforts of the educational authorities to make the Normal School the center of teacher-training for the Province.

Superintendent MacKay partially overcame the situation in 1901 by raising the minimum mark for those entering the teaching profession from twenty-five to forty percent in each of the imperative subjects from Grades IX to XI, while for an "A" Certificate, no mark lower than fifty percent in any subject from Grades IX to XII was accepted. The minimum aggregates remained the same.

Another complaint, voiced chiefly by the inspectors, was that many of the teachers in the one-room, multi-gradeschools, were concentrating on the High School subjects to the detriment of pupils in the lower levels.

However, as many of the inspectors themselves pointed out, most teachers who could be recruited for these schools, wanted to teach the senior subjects and in order to keep them, this permission had to be granted. This difficulty seemed to be one that only the alert inspector himself could overcome.

The next major change in the curriculum took place in 1907, when the Advisory Board of Education, which had been established the year before to advise the Superintendent and the Council of Public Instruction on matters pertaining to text-books, qualification and examination of teachers and courses of study for the Public Schools, recommended a simplification of the High School Program. English and any other five subjects in Grades IX to XI were to be imperative. In Grade IX, eight subjects were offered, while Grades X and XI had ten each. Grade XII consisted of twelve subjects with fifteen examination papers, nine of which constituted a full course. The imperative subjects were English, two foreign languages, one mathematical and one scientific subject. The "High School Pass" was to be an average of fifty percent with no mark below thirty percent on a group of six subjects for Grades IX, X, and XI; for Grade XII it was to be a group of nine papers. For the "Teacher's Pass" the required average was sixty percent with no mark below forty percent and in each grade a minimum of fifty percent

on English was required.

The 1907 to 1908 revision was the last major curriculum change in Nova Scotia until 1930. As will be noted in the following tables, this was the revision that saw the end of the Grade XII "Classical" and "Scientific" courses with their twenty examination papers each. The Grade XII course was newly constituted, still requiring a minimum of nine papers and still a very difficult course.

An interesting study and comparison of the steps through which the curriculum progressed from 1892 to 1915 was made by historian James Bingay, whose account of the development of the educational system in Nova Scotia has been quoted from time to time in this narrative. Bingay's tables show in detail the subjects and examinational requirements for 1892, before the changes made in 1893; for 1906, well after the changes of 1893 but before those of 1907; for 1915, long enough after the changes of 1907 to have given educationists time to have reviewed the situation once again.¹

¹Bingay, op. cit., pp. 105-108

TABLE 6

COMPARISON OF SUBJECTS TAUGHT IN GRADE IX

1912	1915	1915
English Language	English Literature	English Literature, Composition, Grammar and Spelling
English Grammar	English Grammar	Physical and British Empire Geography
English Composition	Canadian History and Civics Physical and British Empire Geography	Arithmetic
British and Nova Scotia History Geography	Arithmetic	Elementary Algebra
Arithmetic	Elementary Algebra Euclid Book I	Drawing Any two of Botany, Agriculture, Physics, Mechanics, Science, Domestic Science
Elementary Algebra	Bookkeeping, Drawing	First Year Latin
Bookkeeping	Botany, Physics	First Year French
School Organization and Management	First Year Latin	
Principles and Practices of Teaching	First Year French	
All Imperative.	For a "Teacher's Pass" the first eight were imperative. For a "High School Pass", any eight.	Any six, but number one was imperative.

TABLE 7

COMPARISON OF SUBJECTS TAUGHT IN GRADE X

1902	1906	1915
English Grammar	English Literature	English Literature, Composition, Grammar and Spelling
English Analysis	English Grammar	British History from 1509 Canadian Civics
English Grammar and Prosody	British History	Commercial Arithmetic
British History	General Geography	
Canadian History	Arithmetic	
General Geography	Second Year Algebra	Second Year Algebra
Arithmetic	Second Year Geometry	First Year Geometry
Second Year Algebra	Bookkeeping, Drawing	Physics
Euclid, Books 1-2	Chemistry, Agriculture or Mineralogy	Second Year Latin
Bookkeeping	Second Year Latin	Second Year French
First Year French	Second Year French	First Year Greek
Botany	First Year Greek	First Year German
Professional Subjects	First Year German	

All imperative.

For a "Teacher's Pass" the first
eight were imperative. For a
"High School Pass", any eight.

Any six, but number one was
imperative.

TABLE 8

COMPARISON OF SUBJECTS TAUGHT IN GRADE XI

1892	1906	1915
English Grammar	English Literature	English Literature
English Analysis	English Grammar and History of English Literature	History of English Literature
English Composition and Prosody	World History	Ancient History
English Literature or Second Year French	Third Year Algebra	Third Year Algebra
British History	Euclid Books 1-4	Second Year Geometry
World History	Practical Mathematics	Trigonometry and Mensuration
Geography	Physics	Chemistry
Arithmetic	Physiology	Third Year Latin
Third Year Algebra	Third Year Latin	Third Year French
Euclid Books 1-4	Third Year French	Second Year Greek
Practical Mathematics	Second Year Greek	Second Year German
Bookkeeping	Second Year German	
Chemistry		
Agriculture		
Elementary Physics		
Physiology or Latin		
Professional Subjects		
All Imperative.	For a "Teacher's Pass" the first eight were imperative. For a "High School Pass", any eight.	Any six, but number one was imperative.

TABLE 9

COMPARISON OF SUBJECTS TAUGHT IN GRADE XII

1922	1906	1915
<p>If a graduate in Arts of a university, or holding a certificate of Grade XI, only the following; otherwise the full Grade XI course substituting the following for corresponding subjects in Grade XI:</p> <p>Advanced Algebra Plane and Solid Geometry Physics Inorganic Chemistry French may be substituted for either Physics or Inorganic Chemistry</p> <p>Latin Greek Professional Subjects</p>	<p>(A) Imperative for both sides History of English Language and Composition. Chaucer History of English Literature, England and Canada Psychology Hygiene</p> <p>(B) Imperative for Classical Side Latin Grammar and Composition Latin Authors, Roman History Greek Grammar and Composition Greek Authors, Greek History</p> <p>(C) Imperative for Scientific Side Physics, Chemistry, Botany, Zoology, Astronomy, Navigation, Plane Trigonometry, Algebra, Euclid and Analytic Geometry</p>	<p>History of English Language and Literature English Literature Latin Grammar and Composition Latin Author Greek Grammar and Composition Greek Author French German Algebra Geometry Plane and Spherical Trigonometry Physics Botany Chemistry Mediaeval and Modern History</p>
	<p>(D) Optional for either side in 1905, French Grammar and Composition, French Authors, German Grammar and Composition; German Authors. May be taken in groups in a two year course.</p>	

"The years from 1890 to 1910 proved to be a period of innovation and experimentation under the influence of Dr. MacKay."¹ In the foregoing pages we have seen how the High School Program was divided into years, and how the professional teacher education subjects were divorced from the regular curriculum. Other changes were also made. Subjects of a more practical nature were introduced into the course of study. Separate examinations were held each year. The Nova Scotia College of Agriculture was established in 1899 and opened its doors in 1905. The Technical Education Act was passed in 1907, establishing Goal-Mining and Engineering Schools and providing for evening Technical Schools. Rural Science Departments were instituted in the 1890's and two departments for training teachers in these courses were introduced at the Normal School in 1900. Commercial Courses appeared in High Schools in the more populous sections. Each of these innovations is deserving of a brief discussion.

In 1905 an "Optional Course" was introduced into the curriculum. It was a commercial course, approved at that time for the Halifax County Academy. The course ran for three years and listed the following subjects:

First Year:- Literature, Composition, Spelling, French, History, Geography, Science, Drawing, Bookkeeping, Arithmetic, Penmanship and Stenography.

¹Moffatt, op. cit., p. 30.

Second Year:- Literature, Composition, Correspondence, French, History and Geography, Science, Drawing and Bookkeeping, Arithmetic, Stenography, Typewriting.

Third Year:- English, Science, Bookkeeping, Stenography, Typewriting, Commercial Law, Civics and Economics.

Students are recommended to obtain a Grade "B" Certificate before taking up the Commercial Course. Experience shows that such students do very much better work and that an additional year, or sometimes a year and a half, enables them to win a Commercial Diploma.¹

Further impetus was given to the High Schools to branch out into new fields as relationships with the Colleges and Universities became closer. It was during this period that the higher institutions of learning, "...agreed to accept the Grade XI or Junior Leaving High School Certificate in lieu of their own matriculation examination when the Certificate indicated a pass on each subject required by the particular matriculation standard."² This agreement constituted a practical affiliation of the High Schools with the Universities. A prime example of this new spirit of cooperation was evidenced in the case of the Nova Scotia Technical College. The Board of Governors of the College who were representatives of the various Colleges affiliated with the Technical College, met with the Director of Technical Education for the Province, Dr. F. H.

¹Journal of Education, April 1905, p. 55.

²Journal of Education. October 1905, p. 189.

Sexton in the spring of 1908 and approved the following syllabus for matriculation into the Technical College courses. For entrance into the first year, candidates were required to have a pass in the following;¹

Arithmetic and Algebra
 Geometry and Trigonometry or Practical Mathematics
 English as in Grade XI or equivalent
 French or German as in Grade XI or equivalent
 History as in Grade XI or English and Canadian History

One of the following:

- (1) Latin as in Grade XI or equivalent
- (2) Greek as in Grade XI or equivalent
- (2) Additional French or German or equivalent
- (4) Mechanical Drawing.

In the same year, 1908, Government Mining Schools were established. These were evening classes for admission to which the candidate had to satisfy the instructor on the opening evening that he had a good grounding in his ordinary school education. He had to demonstrate that he had a good working knowledge of arithmetic through decimals and fractions and that he knew how to handle simple formulæ as used in coal mining and that he could express himself clearly and correctly in good simple English.

Classes were held in Arithmetic and English in every locality where mining classes were conducted, so that everyone may prepare himself to enter the work in coal mining. Any other person who has to work in the daytime and who does not wish to enter the mining or engineering classes may attend the preparatory classes in his locality free of charge.²

¹Journal of Education, October, 1908, p. 181.

²Ibid., p. 188.

The program in the Journal of Education for the Government Engineering Schools was quite similar adding that, "...any young man who did not have a good chance to get a thorough education when he was young or anyone who wishes to brush up on the things he learned at school, may get a good training in English and Arithmetic, free of cost."¹

In the summer of 1909 the Rural Science Vacation School, affiliated with the Provincial Normal College in Truro, opened its doors. Classes were to be provided in all the subjects required for the Rural Science Diploma. The curriculum included Principles and Applications of Nature Study, Biology, Botany, Physics, Bird and Insect Study, Geology, Horticulture, Agriculture, School Gardening and Mechanic Science.

In the early 1900's Local Technical Schools were established in any school section willing to bear half the expense of instruction and all that of housing, heating and lighting. The Government furnished the apparatus and shared in the expense of instruction. These courses, which were held in whatever subjects a reasonable number of students selected, were taught in the evening and were free. They proved immensely popular. In

¹Journal of Education, October 1908, p. 191.

1917 instruction was given in Business English, Elementary Mathematics, Bookkeeping, Stenography, Typewriting, Electricity and its applications, Chemistry, Drafting, Designing, Sewing and Dressmaking, Millinery, Household Science and French.

The Journal of Education in 1906, carried the following announcement: "Should a sufficient number of students make application, a special summer course for bilingual students will be conducted during the five weeks beginning July 11, 1906, at the Provincial Normal School."¹ The aim of the course was primarily to impart effective methods of language-teaching in schools of French-speaking communities and to encourage the use of spoken English in all grades of these schools.

In 1909 the Council of Public Instruction ordered that, "...a bilingual visitor of schools in French-speaking sections throughout the Province shall be appointed, who shall be known as the Bilingual Visitor to Acadian Schools and whose duties will be supplementary to those of the regular inspector of each inspectorial division."² It was the special duty of this visitor to aid the inspectors and Superintendent in making

¹Journal of Education, April 1906, p. 71.

²Manual of School Law, 1911, Sec. 293.

the schools in the French settlements more efficient in every respect.

This was not the only step taken to aid the French area schools. An Acadian Commission had been appointed by the Government to carry out an investigation of the condition of these schools. The Commission's report was very critical of the approach of the education authorities that subjects should be taught in English in the French schools. In a report to the Lieutenant Governor, Alfred G. Jones, the Commission declared:

The fundamental error in dealing with the French schools which must be held responsible for many of their shortcomings, has been the assumption that they must be taught exclusively in English. They find that with startling uniformity and persistency attempts have been made and are being made to educate children from French-speaking homes and with none but French-speaking playmates by means of the English Language alone, sometimes from the lips of teachers who can speak nothing but English.¹

The Commissioners went on to recommend that while English as a subject should be taught in English, that the French pupils should be taught the other subjects of the curriculum in French and that as far as practicable only bilingual teachers should be employed in the Acadian schools.

It is interesting to note in passing that during this period of innovation and experimentation as Act was

¹Journal of Education, April 1910, p. 51.

passed in 1915 called: "An Act in respect to supplies of Books for use in the Public Schools."¹ This Act marked the birth of the Nova Scotia School Book Bureau, an institution which facilitated the maintaining of a stable curriculum maintaining a supply of standard textbooks. The Bureau was established by the Government in connection with the Department of Education and under the regulation of the Council of Public Instruction.

Another institution that contributed more than its share to the education of young Nova Scotians, was the Agricultural College in Truro. From the time of the first Superintendent, Sir William Dawson, Agricultural Chemistry had been part of the school curriculum, especially in rural areas. When the Normal School opened, lessons in nature became part of its course. Under the direction of Dr. MacKay, a regular system of Phenological Observations was introduced into the schools. "These consist of the earliest notice and date of becoming common of the flowering of some sixty or seventy of the commoner wild or cultivated plants, as well as similar observations of farming operations, meteorological phenomena, migrations of birds etc...."² In 1885 a lecturer on agriculture was appointed to the staff of the Normal School to instruct in the sciences bearing on Agriculture. In 1899 the College

¹Nova Scotia Statues, 1915, Chapter 5.

²Bingay, op. cit., p. 117.

of Agriculture was founded at Truro and this led to the closing of the School of Horticulture at Wolfville and its absorption by the former in 1904. The School of Agriculture at the Normal School became the Rural Science Course.

During the winter of 1914-1915 the Department of Visual Education had its modest beginnings. In that year an attempt was made to provide recreation with some educational value for the students of the evening technical schools by the use of moving picture films. Arrangements were made with theatres in Sydney, New Glasgow and Amherst to admit students of the evening classes free of charge on condition that the Department of Education supply three reels of moving picture film free of charge. How much excitement and interest this move aroused on the part of the students is not recorded, however such films as "The Life and Evolution of the Silk Worm", Picturesque Tasmania", The Great Wall of China", Orange Growing" and others probably furnished those early students with many an opportunity to while away a quiet evening.

Physical Exercise and Military Drill took their places in the course of studies in the first years of the twentieth century. It was recommended that physical exercise should be given for a few minutes in the middle of every session over an hour in length. It was maintained

that: "These exercises should always be made the occasion of training the pupils to maintain the most healthful and graceful positions of the body in sitting, standing or moving."¹ As for military drill, teachers were urged to use drill procedures in moving their pupils to and from class. "All teachers are required to make as practical an acquaintance as possible with the system of military drill at least so far as 'squad drill' is concerned and to have their pupils stand and move smartly."²

Superintendent MacKay had words of praise for the attitude and appearance of many students in the schools and he related these conditions to the addition of Cadet Corps training to the curriculum. In his report in 1912 he said:

The tone of both the Common and High Schools seems to be improving....In some of the High Schools or Academies such as Sydney, Halifax, Yarmouth and Truro, the Cadet Corps organizations are producing a splendid type of young men, as distinguished as can be in their bearing, manners and self control as well as in their scholarship. The Cadet Drill is proving to be one of the most valuable single subjects on the curriculum.³

From about 1910 to 1925, after the tremendous

¹Manual of School Law, 1901, p. 137.

²Ibid, p. 137

³A. H. MacKay, Report of the Superintendent of Education, 1911-1912, p. XIII.

burst of activity that had occurred since the establishing of the first high school curriculum in 1885, a reaction seems to have set in. "Education in Nova Scotia underwent a period of stagnation. There were no important changes in the curriculum or in the financing and administration of the Public School System."¹ From 1905 to the beginning of the first World War in 1914, there was a great migration from Nova Scotia to the western provinces. Industry and agriculture came to a virtual standstill. Small farms were not able to support large families. The emphasis on Rural Science at the Normal College and summer schools could not overcome the basic economic difficulties of marginal farming. After the war, many of the young men went to the United States, where the fields looked greener. A general feeling of depression, both mental and actual, settled over the province and educational progress ground gradually to a halt. A passage from the Carnegie Report of 1921, sums up the prevalent attitude in Nova Scotia: "...the widespread apathy towards education in Nova Scotia chills one like an east wind. 'Let the government do it' is the universal attitude, instead of the healthy threat to 'put in' the right people who will do it."²

However, while the period from 1890 to 1930 en-

¹Moffatt, op. cit., p. 31.

²Ibid., p. 32.

ded in the educational doldrums, many things had been accomplished and many changes had taken place in the "infant" high school curriculum. A review of the annual prescribed course of study for these years, provides data from which can be drawn some generalizations. In the Grade IX program English, Latin and French were always part of the curriculum. This was also true of English, Latin, French, German and Greek in Grades X, XI and XII. The subjects classed as Social Studies also had a continuous place, though frequently under different titles. Sometimes they were called History, at other times History and Geography and sometimes Civics or Occupations. In one grade it might be British History, in another Canadian, in still another World Geography--but whatever its title, Social Studies appeared year after year.

Mathematics and Science had a much more diverse history. In Grade IX from 1894 to 1907, Mathematics consisted of Arithmetic, Algebra and Geometry. Geometry was dropped in 1908 and Algebra and Arithmetic continued as separate subjects until the revision of 1934, when they became one. The same fate over-took the same subjects in Grade X. Grade XI Mathematics consisted of three subjects in 1894 - Practical Mathematics, Geometry and a combination of Arithmetic and Geometry. In 1907 Arithmetic was dropped but the other three were kept as separate subjects. In 1927, Practical Mathematics was replaced by Trigonometry. The mathematical subjects that were still on the curric-

ulum in 1894 - Astronomy, Navigation, Trigonometry, Algebra and Geometry, became three subjects in 1908 - Trigonometry, Algebra and Geometry.

The most sweeping changes in any subject during this time, took place in the Sciences. From 1894 to 1898 Grade Nine Science consisted of Botany and Physics. In 1915, Agriculture was added. In 1919 the student had the choice of any two of Botany, Physics, Agriculture, Mechanic Science and Domestic Science; and in 1930, any one of General Science, Agriculture and Botany, Mechanic Science and Domestic Science. In Grade Ten, Science moved through Chemistry and Minerology; Chemistry and Agriculture; Chemistry; Physics; Physics and Chemistry; Biology. Grade Eleven began with Physiology and Physics in 1894. Physiology disappeared in 1904; Chemistry was added in 1917. In Grade Twelve, five subjects - Physics, Chemistry, Botany, Zoology and Geology, which were on the curriculum in 1894, became three in 1908 - Physics, Chemistry and Botany and these remained until 1941.

There were other changes in lesser subjects. It is notable, however, that the changes made in the major fields, affected and curtailed the number of courses in Mathematics and Science, while maintaining or increasing the content of the Academic subjects. This situation set the stage for the major revisions that took place in the

1930's under Dr. Henry F. Munro, who had been appointed Superintendent in 1925, and which carried over to the '40's, '50's and '60's - the new educational era when education authorities recognized that simple training in academic skills is not sufficient; that there are wide differences in ability and interest among students; and, most important, that to compete in the modern world, every person requires some training in occupational skills.

CHAPTER VI

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM IN NOVA SCOTIA FROM 1930 TO 1966

"In the thirty years following 1925, one sees slowly emerging the transition from the pioneer school system to that of the modern era."¹ In 1925, Dr. Henry F. Munro began an illustrious term of twenty-five years as Superintendent of Education. Through the eyes of a political scientist, he saw the close relationship between the development of education and the development of other phases of the province's economic life. He proposed a program to improve the educational standards of the Province which included the revision and broadening of the school program to provide for the different levels and degrees of interest and ability of the pupils, and the strengthening of the high schools to provide equal opportunity for high school students in rural and urban areas.

"For the first time in the history of the school system, the whole program was reviewed and revised."² This major task was begun in 1930 and completed in 1936. In the former years a Committee of Studies was appointed by the

¹H. P. Moffat, op. cit., p. 32.

²Ibid. p. 33.

Council of Public Instruction to consider what changes should be made in the curriculum to bring it more in line with the demands of the times, and with a view to adjusting it to the intellectual, economic and social needs of the Province. This Committee immediately broke up into sub-committees and went about its task.

Very early in their consultations the Committee decided that a change should be made in the cleavage level between the elementary and secondary grades. It was recommended that the system of eight elementary and four high school grades should give way to six elementary grades, three grades of junior high work and three of senior high. This change was based on what was believed to be sound psychology and good administrative practice.

The period of adolescence in children requires a distinct modification of both content and method in order to maintain the interest of the pupil at this stage. It has become a habit of mind of many children and parents to think that eight years of school represents a sufficient amount of training for the average person and that the high school is designed for those who are gifted in a scholastic way or who are going to college. However, when the break is made at Grade Six, between the elementary and high schools, it has been proved that many more pupils continue their courses through Grade Nine at least and a goodly number above this point.¹

The Committee decided that nature study and science should have a more prominent place on the curriculum with one of the aims being to give the youth who left school at

¹Dr. H. F. Munro, Report of the Superintendent of Education, 1932, p. 28.

the end of Grade Nine a well-rounded knowledge of the common applications of science that affect the ordinary citizen and worker. It was likewise determined that the program of studies should be expanded to give the student a better appreciation of culture and beauty. Subjects such as music, art and handwork were to become part of the program of every classroom. Health education was to be lifted to a place of importance.

Civics and character training also came in for their share of attention in the attempt to make sounder, well-informed citizens, and modern and ancient languages, which had always had a place on the curriculum were reinforced and rejuvenated. French took on a position of importance it had lacked before - the members of the Committee noting that since: "Nova Scotia is a bilingual Province, people should have more facility in the language."¹

Among the radical changes that were recommended by the Curriculum Committee and subsequently adopted, was one that would give credit on a school-leaving certificate for a variety of subjects taught in special institutions. This recommendation referred specifically to certain subjects. The regulation of the Council of Public Instruction governing the recognition of these subjects for the purpose of

¹Munro, op. cit., p. 29.

a high school certificate reads:

When a pupil in a high school grade pursues a full-time course in Music or Art of Crafts or Agriculture or in Commercial studies at institutions devoted to the teaching of these subjects, such pupils shall be given credit for a complete course for the purpose of the High School Certificate or of the local examinations in the grade of the high school in which such pupil is regularly enrolled, provided such course, in the opinion of the Department of Education, is equivalent in time, content and quality to a subject ordinarily taught in the curriculum of the given grade.¹

An underlying principle of all the Committee's work was that it was becoming more and more necessary to discover the traits and powers of each individual and then to provide such training and activities as will cause these to grow in such a manner that the person will be able to achieve notable success for himself and for society. Dr. F. H. Sexton, Director of Technical Education, declared in 1935, substantially what authorities are saying today, that the trend was distinctly against the prevalent practice of one academic course. He recommended five parallel courses of equal value to give training for a number of vocations. These were: "General, Academic, Household Arts, Commercial and Industrial."² The Curriculum Committee did not go quite as far as Dr. Sexton suggested, but they certainly made far-reaching changes in the program of studies between 1930 and 1940 as the following pages will show.

¹Dr. H. F. Munro, Report of the Superintendent of Education, 1935, p. 33.

²Dr. F. H. Sexton, The Goal of Education in a New Era, (Journal of Education, March, 1935), p. 179.

GRADE X CURRICULUM CHANGES 1935-1940

Note:- A full year's work for any pupil will be English, Social Studies, and not less than three nor more than four elective subjects. The material in all courses except Mathematics has been considerably increased and no pupil may be expected to master satisfactorily more than six subjects. The Curriculum Committee recommends that the passing standard in all subjects be 50%, and that a mark of less than 50% be considered as a failure in that subject. For promotion to Grade XI they suggest that the pupil attain a grade of 50% or over in four of the five necessary subjects. A pupil who is promoted to Grade XI, but who has made less than 50% in Mathematics or Foreign Languages, should not be permitted to take the Grade XI work in these subjects, unless he has made up the deficiency during the vacation. Similarly, pupils who fail to make the necessary pass mark in enough subjects to ensure promotion, but who do pass in certain subjects, should be permitted, if the time schedules can be arranged, to take up Grade XI work in the subjects in which they have passed. The method of having pupils pass or fail in the grade as a whole, should be gradually replaced by a method of promotion by subjects.¹

Note:- For the school year 1935-36, Mathematics, for the purpose of a year's work and promotion may be counted as two subjects, so that pupils in rural sections may complete the requirements for a full year's work without taking a foreign language. However, all pupils taking Mathematics must take both Algebra and Geometry and the Grade XI work in Mathematics in 1936-37 will assume a knowledge of both subjects.¹

Note:- For the school year 1936-37, Mathematics will be one subject.²

Note:- Music, Art and Crafts, Commercial and Agricultural subjects may be taken by students in outside institutions recognized by the Department. They must follow the instructions and take the examinations outlined in this issue of the Journal, if credit for a full subject is desired.³

Note:- Under certain circumstances, when the syllabus has been approved by the Inspector of Mechanic Science Schools, Industrial Arts may be recognized as a full course.⁴

Note:- Pupils may take subjects with the Correspondence Division.⁴

¹Journal of Education, Senior High School Program, 1935

²Journal of Education, Senior High School Program, 1936

³Journal of Education, Senior High School Program, 1937

⁴Journal of Education, Senior High School Program, 1940

GRADE XI CURRICULUM CHANGES 1935-1940

Note:- English, History and any other four subjects required. In 1935-36, each of the numbered subjects in Grade XI will have a maximum value of 100% on the Provincial High School Certificate, regardless of the number of papers required for examination in each subject. Thus each of the two-hour papers in English will carry a maximum value of 50%, and the sum of the values on the two papers will be the student's mark in English. Similarly, each of the one and one-half hour sections of the Science examination will carry a maximum value of fifty per cent. For a Grade XI Certificate the standard in 1935-36 will be an aggregate of 300 on English, History and any other four subjects (not papers), with no subject below 30.¹

Note:- In the following year there were changes made in the above regulation. In 1936-37 the requirement for a full year's work for any pupil will be English, History and any other three subjects, provided that if a pupil takes only the minimum five subjects, he shall not take more than two foreign languages. Each of the subjects listed (in the Journal) will have a maximum value of 100% on the Provincial High School Certificate, regardless of the number of examination papers required in the subject: (English, Mathematics, Science). For a Grade XI Certificate a student shall obtain an aggregate of 250, on English, History, and three other subjects, with a mark of at least 50% in English and no other subject below 40%.²

Note:- No Provincial Examination will be set in 1937 (or in the future) in Greek. Teachers' marks for students taking this subject must be sent to the Education Office not later than June 30, 1937.²

Note:- The regulation requires students who wish credit in Art, Crafts, Commercial or Agricultural subjects to submit to the Education Office, a preliminary statement, giving the name of the Institution at which the course is to be taken, and a description of the work to be covered during the year.³

Note:- Candidates seeking credit in Science shall take any two of, Physics, Chemistry or Domestic Science.⁴

¹Journal of Education, Senior High School Program, 1935

²Journal of Education, Senior High School Program, 1936

³Journal of Education, Senior High School Program, 1937

⁴Journal of Education, Senior High School Program, 1939

TABLE 12
GRADE XII SUBJECTS ON THE CURRICULUM 1930-1940

SUBJECT	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
English	XX										
Latin	XX										
Greek	XX										
French	XX										
German	XX										
Physics	XX										
Botany	XX										
Chemistry	XX										
History	XX										
Spanish	XX										
Algebra	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Geometry	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Trigonometry	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Economics	XXXXXXXXXXXXXXXXXXXX										
Social Problems									XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
Algebra, Geometry, Trigonometry Mathematics										XXXXXXXXXXXXXXXXXXXXXXXXXXXX	
Music										XXXXXXXXXXXXXXXXXXXXXXXXXXXX	
Art and Crafts										XXXXXXXXXXXXXXXXXXXXXXXXXXXX	
Commercial and Agricultural Subjects										XXXXXXXXXXXXXXXXXXXXXXXXXXXX	
Biology										XXXXXXX	
Geology										XXXXXXX	
Domestic Science										XXXXX	

GRADE XII CURRICULUM CHANGES 1935-1940

Note:- Discussion of contemporary social and economic problems using the text *Modern World Problems*. Constant reference should be made to current events and to the local applications and effects of world-wide social movements. The aim of the course, *Social Problems*, should be to develop intelligent discussion of social and economic problems, and the course should not be allowed to degenerate into a routine study of the text.¹

Note:- The minimum requirement for a full year's work for any pupil, will be English, *Social Problems* and any other three subjects, provided that if a pupil takes only the minimum five subjects, not more than two of these shall be foreign languages and not more than two shall be scientific subjects. Each of the subjects listed in the Journal will have a maximum value of 100 points on the Provincial High School Certificate, regardless of the number of examination papers required in the subject. For a Grade XII Certificate a student shall obtain an aggregate of 250 on English, *Social Problems* and any other three subjects, with the provisions as above. To secure a certificate, a candidate must make a mark of at least 50 in English with no other subject below 40. Candidates who make a mark of at least 50 on each of not fewer than four subjects at the provincial examinations of any particular year, may complete the requirements for a Grade XII Certificate at subsequent examinations by making at least 50 on one other subject.²

Note:- No Provincial Examination will be given in Greek. Teachers' marks for students taking this subject, must be submitted to the Education Office not later than June 30.²

Note:- The regulation requires students who wish credit in Art, Crafts, Commercial and Agricultural Subjects to submit to the Education Department a preliminary statement giving the name of the institution at which the course is to be given, and a description of the work to be covered during the year.²

Note:- Beginning in 1937, Algebra, Geometry and Trigonometry, which had been separate subjects in previous years, became one under the title Mathematics and were assigned maximum Provincial Examination values of 40, 40, 20, respectively. This division was changed to 40, 30, 30, in 1939.³

Note:- In 1939 objective questions were included for the first time in Provincial Examinations in Latin, French, German, Chemistry, Physics and Mathematics.³

¹Journal of Education, Senior High School Program, 1935

²Journal of Education, Senior High School Program, 1937

³Journal of Education, Senior High School Program, 1939

While the work of curriculum reform concerned itself chiefly with schools in the English-speaking communities of the Province, attention was also given to the problems of the French-community Acadian schools. As has been mentioned previously, a special Commission was appointed by the Council of Public Instruction in 1902 to look into the education of bilingual children, in the Province. The Commission found that in general the schools of the French-speaking sections, "...have been and continue to be at a very serious disadvantage in the matter of education."¹ Certain recommendations were made to improve the situation:

- (1) In the lower grades instruction in the regular school subjects to be carried out in French.
- (2) Instruction in English to be begun in the first grade and carried on in such a manner that at the end of the fourth grade instruction in the regular school subjects could be carried out in English.
- (3) Bilingual teachers to be employed in those schools.
- (4) A series of French Readers to be prepared for the first four grades.
- (5) A special short course to be given at Normal School for teachers.
- (6) These schools to be inspected separately from the English-speaking schools and a special report to be made each year on the work done in the Acadian Schools.

The recommendations of the Committee were duly acted on. It was found, however, that they did not remove

¹Dr. H.F. Munro, Report of the Superintendent of Education, 1939, p. XXXVII.

the disadvantages under which the French-speaking schools laboured. Instruction in French was not carried on long enough for the pupils to master their own native tongue and the requirement of instruction in English beyond Grade IV made it impossible for the students to get a proper training in the school subjects. Few French pupils went on to high school and few who completed the common school course had a mastery of either French or English. Accordingly when the Committee on the re-organization of the Curriculum was set up in 1930, they considered among other things how the situation in the French-speaking schools could be improved. Their recommendations improved the situation in the elementary grades considerably but they still maintained that"In Grades X to XII the prescribed subjects and textbooks should be the same as those recommended for English-speaking schools."¹ This was approved by the Council of Public Instruction and a detailed programme of studies was drawn up to come into effect at the beginning of the school year 1939-40.

The revision of the program in the 1930's was as complete as the educational authorities at that time thought necessary. For the next few years, the war years, they turned their attention to other aspects of the picture. Their chief concerns came to be the building of new

¹Munro, op. cit., page XXXVIII.

schools, which immediately ran into war-time shortages of materials, financing of education, and the ever-present lack of qualified teachers, to carry out the aims of the new curriculum. With the end of the war, these difficulties began to resolve themselves. Materials and manpower were again available and the whole country was still riding on the crest of the war-time boom.

However, by 1947, it was again becoming apparent that the curriculum designed in the 1930's was not by any means, the perfect answer to the dilemma of the best education for the most people. The intervening years had revealed flaws both in organization and in content. H. P. Moffatt, Assistant Superintendent of Education, in his report in 1947 declared:

The time has now arrived to revise the present curriculum in the light of the experience with the old and the changes in public sentiment and social conditions. Doubt exists on the one hand as to the effect of any change on the teaching of fundamental subjects. On the other hand the public has come to demand more of the schools in the teaching of vocations, citizenship, health, conservation, safety, and the many other topics related directly to our every-day life. Only through careful research and study can a new curriculum be evolved to meet the dual requirements of training in the essentials and broad education for work, citizenship and individual living in the modern world.¹

To carry out this revision and the necessary attendant research, Dr. Allan B. Morrison was appointed

¹H. P. Moffatt, Report of the Superintendent of Education, 1947, p. 168.

Director of Curriculum Research in 1947, (a post he still holds). To assist in the work, the Division of Curriculum and Research was established in the Education Department in the same year. Dr. Morrison set about his task immediately. Sub-committees were formed, made up of department personnel and interested teachers to review the content of each subject on the curriculum and to recommend textbooks that might replace and improve those already in use. By 1949, nearly one thousand teachers were engaged in the work in one way or another. This use of the staff of the schools of the Province was in line with the avowed purpose of the Division of Curriculum and Research which was, "the development of teacher interest and co-operation to provide a sound basis on which a curriculum could go ahead and the planning and development of a physical organization for curriculum revision."¹

The work of the new committee was to begin in the elementary grades and proceed as quickly as possible through the senior high classes. There was to be a notable difference between this revision and the revision of the 1930's. Where the latter was concerned chiefly with the subjects of the curriculum this new study was to concentrate chiefly on the content of the subjects of the curriculum. The sub-committees met regularly throughout the school year and summer of the next two years and by 1951, the Department

¹Dr. H. F. Munro, Report of The Superintendent of Education, 1948, p. XXXIV.

could report that the "general structure" of the revision had been established from top to bottom and that intensive work on the various subject fields had begun.

During the course of the next few years changes in textbooks and teaching procedures were introduced from time to time in elementary grades as they were approved by the Division of Curriculum and Research and the Department of Education, based on the findings of the sub-committees. In its report in 1956 the Curriculum Committee declared:

Consideration is being given not only to new courses but to the possibility of having courses at different levels in the basic subjects. If the two-level program is adopted it is expected that higher standards can be maintained in the college entrance and matriculation courses and that many students who will complete their general education at the end of the High School will have available to them a course¹ better suited to their interests and capabilities.

In the school year 1956-57, revised courses began to move into the Senior High Schools. New textbooks in French, Latin and Greek had begun the year-by-year replacement of the former texts. In the following year replacements appeared in English Grammar, History and Mathematics. By 1958 new prescriptions for Geography, Economics and Social Studies became part of the Course of Studies and in that same year a few School Boards requested and received permission to offer experimental courses as alter -

¹Department of Education Report, Report of Curriculum Committee, 1956, p. IX

natives to those already prescribed. Included among them were courses in Household Science in XI and XII, General Mathematics in X and XI and Agriculture in X, XI and XII.

By 1960 the general revision was virtually completed. However, the years since have also been years of experimentation and change. Programmed learning, was tried in Grade X Mathematics at St. Patrick's High School and the Physical Sciences Study Committee physics program was used in Queen Elizabeth in 1962. In that same year, the General Course, of which more will be said later, was introduced into four pilot schools in the Province. In 1964 a new course in Coordinate Geometry and Trigonometry, became part of the Grade XII Course.

The introduction to the Senior High School Program in the 1965-66 "Course of Studies", summarizes what has been said in the last few paragraphs and also furnishes an appropriate introduction for the tables on the following pages: "The major divisions of the program offered in Grades X to XII are: A University-Preparatory Program, a General Program, and one and two-year Business Education Programs (of which more will be said later). Provisions for Commercial Majors and Honors Courses are being developed.

"Schools must apply to the Department of Education, through the Divisional Inspectors of the Schools for permission to offer the General Program.

"Among the courses listed in the University-Preparatory Program, will be found Geography, Home Economics and Industrial Arts. These courses are available to both University-Preparatory and General Program pupils.

"While the Home Economics, Industrial Arts and some Commercial Courses may be valuable to Grade X and XII pupils intending to enter University, they are not recognized as fulfilling university entrance requirements. Such requirements may be ascertained each year from the Guidance Councillors or the Registrars of Colleges and Universities in the Atlantic Provinces or elsewhere.

"The General Course listed for Grades X, XI or XII are designed for pupils who do not intend to matriculate to University. Completion of these courses will qualify pupils for entrance to many forms of post-high school training or occupations."¹

The Tables on the following three pages illustrate the changes that have taken place in the content of the subjects on the curriculum from 1948 to 1965. All "Authors" are not listed as they change from year to year on a rotating basis.

¹Program of Studies in the Schools of Nova Scotia, 1965-66, p. 55.

TABLE 13

CHANGES IN TEXTBOOKS BETWEEN 1949 and 1966

GRADE X	1949	1966
English	Canada Book of Prose and Verse Learning to Write	Golden Caravan (Revised) New Using Our Language
History	History of England History of Canada	Record of Mankind
Geography	Commercial Geography	World Geography
Science	Essentials of Biology	Science in Action, Book II
Mathematics	Modern Second Course in Algebra Plane Geometry	Modern Second Course in Algebra First Course in Plane Geometry
Latin	Essential Latin	Living Latin
French	Modern French Course Contes Dramatiques	Leçons Elementaires de Français Contes Dramatiques
German	Essentials of German	First Book in German
Greek	First Greek Book	First Greek Book
Home Economics	No Book Listed	Clothing Construction and Wardrobe Planning

No book listed in either year for: Music, Art and Crafts, Commercial, Agricultural Subjects, Industrial Art.

TABLE 14

CHANGES IN TEXTBOOKS BETWEEN 1949 and 1966

GRADE XI	1949	1966
English	Canada Book of Prose and Verse Story of English Literature Learning to Write	Argosy to Adventure Mastering Effective English Authors
History	Story of Civilization	Record of Mankind
Science: Physics	Five books listed from which school could take choice. None now listed.	Modern Physics (1964 Edition) Laboratory Experiments in Physics
Chemistry	Dominion High School Chemistry	Modern Chemistry Laboratory Experiments in Chemistry
Mathematics	Modern Second Course in Algebra A School Geometry	Modern Second Course in Algebra First Course in Plane Geometry Trigonometric Functions
Latin	Third Year Latin	Living Latin Selected Latin Readings
French	Modern French Course Eight French Stories	Deuxième cours de Français Eight French Stories
German	Essentials of German	First Book in German
Greek	First Greek Book Anabasis No Book Listed No Book Listed	First Greek Book Anabasis Family Meals and Hospitality Basic Technical Drawing
Home Economics		
Industrial Art		
No book listed in either year for: Music, Art and Crafts, Commercial and Agricultural Subjects.		

TABLE 14
CHANGES IN TEXTBOOKS BETWEEN 1949 and 1966

	1949	1966
English	Making of English History	Senior English Composition
	Story of English Literature	Adventures in English Literature
	Canada Book of Prose and Verse	Authors
History	Ancient Times	North American Nations
	The Modern World	Democratic Government in Canada
Social Problems	Same as for Grade XI	Background to Current Affairs
	Dominion High School Chemistry	Modern Physics or Elements of Physics
Science: Physics	Laboratory Manual	Laboratory Experiments in Physics
	Foundations of Biology	Modern Chemistry
Chemistry	Elementary Geology of Canada	Laboratory Experiments in Chemistry
		Foundations of Biology (Revised)
Biology		Elementary Geology of Canada (Revised)
Geology		
Mathematics	Grade XII Algebra	A Senior Course in Algebra
	Grade XII Trigonometry	Coordinate Geometry and Trigonometry
Latin	A School Geometry	
	Second Latin Lessons	Living Latin
French	Authors	Selected Latin Readings
	Modern French Course	Deuxième Cours de Français
German	Authors	Eight French Stories
	Essentials of German	First Book in German
Greek	First Greek Book	First Book in Greek

There is no book listed in either year for Music, Art and Crafts, Commercial and Agricultural Subjects.

Despite all these efforts at revising and diversifying the curriculum, the end is not yet in sight.

Dr. H. M. Nason, The Director of Elementary and Secondary Education says that:

The most significant problem at present facing administrators of our school system and the public school teachers of the Province, is the creation and application of a single unified program designed to meet the varied individual needs of all types of children, from the beginning of school to graduation, thus serving the academic, technical and vocational interests of the community.¹

To provide for these varying needs, to test abilities, to challenge the interests of students, changes in the administration, the structure and the financing of the framework for a comprehensive secondary must be made, according to Dr. Nason, based on the following principles:

- (1) There must be an adequate variety of secondary school programs accessible to students in all parts of the Province, in localized or centralized schools, with the provision for transportation or boarding where necessary.
- (2) A well-organized system of educational and vocational guidance in each area of the Province must extend from elementary school through High School to provide adequate knowledge of student aptitudes, interests and abilities as well as adequate occupational information for the student.
- (3) Administration of the total educational program in an area should be insofar as possible, by a single authority, or where necessary, by co-operating authorities, to ensure availability and flexibility of maximum opportunity and resources for all students.
- (4) Programs for post-compulsory school-age children and their administration should be designed and

¹H. M. Nason, Education Office Gazette, November 1965, p. 2.

operated so as to take full advantage of available grants for education.¹

Dr Nason believes that there will have to be two- and three-year Senior High School programs provided in urban and municipal high schools and including the following types of programs:

- (1) University-Preparatory. A three-year university program for students who have demonstrated that they have the ability and the interest to pursue university courses with some promise of profit. This program may be one of three types as described in the approved secondary school program for the Province of Nova Scotia:
- a. Standard
 - b. Commercial
 - c. Honours

(See Appendix I)

Students in this program should comprise some fifteen to twenty-five percent of the school population and will be drawn from graduates of the regular Junior High Program.

- (2) General Program. A general High School Program designed for those who lack either the ability or the interest to undertake university courses with profit and satisfaction but who demonstrate ability to undertake at post-secondary school level or at post-compulsory school age, training for occupations through vocational, trade or technical schools or who require a general high school education for direct entrance into occupations in which training may be secured on the job. This program is similar to the university-preparatory program in subjects offered, but differs in aims and content within various subjects. It leads to a high school certificate and includes the two types listed below, providing for approximately sixty to seventy percent of the school population.
- a. Standard
 - b. Commercial

(See Appendix II)

- (3) Vocational Program. One- or two-year vocational programs provided in regional vocational schools for students who are beyond compulsory age and who demonstrate aptitude, ability, and interests that suit them for training for various trades

that may be provided through vocational courses offered at junior and senior high school levels.¹

Some provincial high schools offer one- and two-year Business Education Programs. These are called:

STENOGRAPHY (One year)

Bookkeeping and
Business Mathematics
English, Spelling
and Correspondence
Business and
Economic Problems
Typing and
Office Practice
Office Procedures
Shorthand and
Transcription
Physical Education
Special Activity

ACCOUNTING (One year)

Bookkeeping and
Business Mathematics
English, Spelling
and Correspondence
Business and
Economic Problems
Typing and
Office Practice
Office Procedures
Commercial Law
Physical Education
Special Activity

STENOGRAPHY AND ACCOUNTING
(Two years)

A combination and extension of the two one-year courses.²

A new two-year clerical program has been approved for the school year beginning 1966. This program is designed for pupils who have completed Grade X and who wish to prepare for general clerical occupations. It is not a replacement for the Stenography and Accounting Programs listed above. It is intended to be substituted for them by pupils who will not need the training in shorthand, bookkeeping and business and economic problems which are

¹Nason, op. cit., p. 4.

²Program of Studies in the Schools of Nova Scotia, 1965-66, p. 80.

required for the stenographic and accounting courses, but who may be employed in any of the many clerical positions for which shorthand and bookkeeping are not required. The courses that are included in this two-year clerical program are as follows:

Grade XI: English (General or University-Preparatory)
 Business Mathematics
 Office Practice I
 General Business
 Typewriting I
 History

Grade XII: English (General or University-Preparatory)
 History (General or University-Preparatory)
 Modern World Problems
 (General or University-Preparatory)
 Office Practice II
 Business English
 Record Keeping
 Typewriting II

The year 1940 saw the beginnings of what has become a very extensive Vocational Educational Program in Nova Scotia. The revisions of 1930 to 1940 made it more than ever apparent that a new approach to the curriculum problem had to be taken - an approach that would take care of the non-academic type of student who exhibited either no interest in or no ability for even the diverse program that the revision of the 1930's had brought about. The high schools found themselves with a more and more, "...unselected group to which we are applying rather a highly selective program of education."¹

¹E. K. Ford, Vocational Courses for High School Students, (Journal of Education, April, 1940), p. 403.

The situation pointed very definitely to the establishment of vocational courses either under the same roof as the academic school or, where finances permitted, in a separate building. In the early 1940's, however, a separate plant did not enter the plans. The Correspondence Division of the Technical Education Branch of the Province already provided courses of a vocational type on an adult basis. It seemed reasonable to believe that the Division could adapt its courses for the high school student.

The vocational offerings that were actually made available in 1940 through the Department of Education with the assistance of the Technical Education Branch, were chiefly intended for students in Grade IX. It was decided that: "Beginning with the school year 1940-41, the Correspondence Study Division will make available to students of Grade IX and Grade X the following courses:¹

- (1) Advanced Shop Mathematics
- (2) Mechanical Drafting, Part I
- (3) Mechanical Drafting, Part II
- (4) Architectural Drafting, Part I
- (5) Architectural Drafting, Part II
- (6) Practical Electricity, Part I
- (7) Practical Electricity, Part II
- (8) Business Correspondence
- (9) General Salesmanship
- (10) Elementary Bookkeeping and Accounting

For those electing the course those regulations were set:
 (1) No student may elect more than one subject a year.

¹Ford, op. cit., p. 405.

- (2) The student will work under the supervision of a teacher but the teacher will have no responsibility for helping the student.
- (3) The local School Board of the Supervisor will assume the responsibility for forwarding completed lessons to the Division and for acting as the intermediary between the students and the Division.

This was the modest beginning of the fine vocational schools which play such an important part in the education of High School students today.

In 1942 the Dominion Parliament passed the Vocational Training Coordination Act, thus assuring the Provincial Government that financial assistance would be forthcoming from the Federal Treasury as soon as the war was over. It was indicated that this help could amount to \$100,000 or more if the Province guaranteed to match the Federal Government's offer dollar for dollar. Dr. Sexton, at the time, declared: "It is anticipated that this will bring about an expansion of the public school system by the addition of facilities in vocational training so that Nova Scotia may bring the opportunities in that field up to the level that now prevails in other Provinces."¹

In 1947, the Vocational Education Act was passed

¹Dr. F. E. Sexton, Journal of Education, April 1945, p. 316.

in the Nova Scotia Legislature. This Act declared in part:

The Governor in Council may from time to time establish in such places as it may be deemed advisable vocational schools to furnish vocational training of such character and extent as will most effectively meet the requirements of the population, industries and businesses of the locality.

No such vocational school shall be established until the necessity or desirability thereof, the amount of local aid to be furnished, the facilities that can be afforded, and the advantages to be derived therefrom have been reported upon by the Director of Vocational Education, and he has recommended the establishment of such a school.¹

The first two vocational schools opened their doors in 1951, one in Halifax with an initial enrollment of 367 pupils, the other in Yarmouth where the student body numbered 156. Both schools combined instruction in general subjects with specific and practical instruction in the various trades and occupations of the areas served. "Commerce and Economics are common to the two schools with the Yarmouth School specializing in the basic industries of farming, fishing and lumbering and the Halifax School, the building and mechanical trades."²

Technical and vocational training facilities were limited until 1963 to the two vocational high schools, the Nova Scotia Agricultural College and Commercial courses.

¹Statutes of N. S., Vocational Education Act, Chapter 7. 1947, sections 6 and 7.

²Hon. H. D. Hicks, Report of the Minister of Education, 1950, p. 3.

However, there has been a very rapid expansion in the past three years. In the Province at present the Vocational Educational Department of the Department of Education lists the following as under its guidance:

Nova Scotia Institute of Technology	(Appendix III, Table 1)
Nova Scotia Land Survey Institute	(Appendix III, Table 2)
Nova Scotia Marine Engineering School	(Appendix III, Table 3)
Nova Scotia Marine Navigation School	(Appendix IV, Table 1)
Nova Scotia Agricultural College	(Appendix IV, Table 2)
Fisherman's Training Center	(Appendix IV, Table 3)
Apprenticeship Training	(Appendix IV, Table 4)
Coal Mining School	(Appendix V, Table 1)
Vocational Evening Schools	(Appendix V, Table 2)
Adult Vocational Training Center	(Appendix V, Table 3)
Cape Breton County Vocational High School	(Appendix VI, Table 1)
Cumberland County Vocational High School	(Appendix VI, Table 1)
Halifax County Vocational High School	(Appendix VI, Table 1)
Kings County Vocational High School	(Appendix VII, Table 1)
Pictou County Vocational High School	(Appendix VII, Table 1)
Yarmouth County Vocational High School	(Appendix VII, Table 1)

Projected: County Vocational High Schools in:

Annapolis/Digby	Colchester
Canso Strait	Dartmouth/Halifax East
Hants	Lunenburg/Queens

Note:- The Department also offers numerous Correspondence Courses.

Note:- The Appendix Tables listed above outline the courses offered in the different institutions.

An article in the Nova Scotia Planning Board's "First Plan", nicely sums up the vocational education picture. The article says in part:

The primary and secondary schools have produced a more than adequate number of professionally trained people. At the same time it is evident that the Province has not produced sufficient numbers of skilled and well-trained technicians and tradesmen to meet the demands of a growing industrial economy. A growing problem in Nova Scotia and indeed in all of Canada, is preparation for employment of students who cannot or who will not proceed beyond Grade IX. This need is accentuated by the growing complexity of modern industry and the elimination of non-skilled jobs by automation....Every effort must be made to acquaint the youth of the province with the material advantages, as well as the aesthetic, of maximum educational achievement and to provide the additional facilities for increased high school and university training.¹

The 1963 policy statement of the Minister of Education presented a plan for reorganizing the secondary school program in the Province. We have seen what has been done and what is projected in the vocational field. Let us now consider the plans for the University-Preparatory Program.

In a typical Nova Scotia high school, a typical student desirous of qualifying for entrance to college or university, usually takes the following courses in Grades X, XI and XII: English, History, Science, Algebra, Geometry, French, Latin or German. The actual university entrance requirements for 1965 were: English, Algebra,

¹Nova Scotia Voluntary Planning Board, First Plan for Economic Development to 1968, Feb., 1966, pp. 46, 47.

Geometry, a foreign language and three electives - seven courses in all. At the present time the universities are in the process of raising their standards of entrance requirements and are demanding and will continue to demand more of the high school graduate. The result is that either more difficult and abstract concepts must be mastered in high school or more time must be devoted to modern methods in foreign languages, wider reading and more writing in English, and greater depth studies in the social sciences.

Anticipating this demand on the part of the universities, the Department of Education has made, and is making plans for the future. If these projected plans are realized, then the table which follows could be an illustration of what might be a typical pupil program, under the University-Preparatory Plan. In this table the designations 101, 102, 103 are first, second and third year courses. However, except for English and Physical Education, most courses numbered 101 could be started in the first or second year of high school. The designations, 503 and 504 indicate honours courses. These would be taken by a very limited number of talented pupils and, in most cases, would have to be done on a tutorial basis. English would be the only course required of all students in each of the three years. "E" indicates external examinations. It is interesting to note that the courses are arranged in years, not grades.

TABLE 16

PROJECTED UNIVERSITY-PREPARATORY PROGRAMS

FIRST YEAR	SECOND YEAR	THIRD YEAR
<u>ARTS MATRICULATION</u>		
English 101	English 102	English 103(E)
History 101	Latin 102(E)	Chemistry 102(E)
Latin 101	French 102(E)	Biology 102(E)
French 101	Chemistry 101	History 102(E)
Mathematics 101	Mathematics 102(E)	Mathematics 103(E)
Biology 101	Physical Education 102	Physical Education 103
Physical Education 101		Social Problems 103(E)
<u>ARTS MATRICULATION</u>		
English 101	English 102	English 103(E)
History 101	History 102(E)	Mathematics 103(E)
Mathematics 101	Mathematics 102(E)	Physics 102(E)
French 101	French 102(E)	Social Problems 103(E)
Biology 101	Physics 101	Mathematics 504(E)
Physical Education 101	Physical Education 102	Physical Education 103
<u>SCIENCE MATRICULATION</u>		
English 101	English 102	English 103(E)
History 101	History 102(E)	Mathematics 103(E)
German 101	German 102(E)	Physics 102(E)
Mathematics 101	Mathematics 102(E)	Chemistry 102(E)
Biology 101	Physics 101	Social Problems 103(E)
Physical Education 101	Chemistry 101	Physical Education 103
	Physical Education 102	
<u>SCIENCE MATRICULATION</u>		
English 101	English 102	English 103(E)
History 101	History 102(E)	Mathematics 103(E)
German 101	German 102(E)	Physics 102(E)
Mathematics 101	Mathematics 102(E)	Biology 102(E)
Biology 101	Physics 101	History 103(E)
Physical Education 101	Physical Education 102	Physical Education 103

NOTE: These are but four possible programs. It is obvious that many more are possible within the proposed framework.

The external examinations indicated in the foregoing table will be written at the end of a two year sequence in all courses except English, which would be written at the end of a three year sequence. A third year examination in mathematics will be necessary for all students who plan to major in mathematics or study science or engineering. There will be a de-emphasis of the factual, recall type of question and a greater emphasis on an understanding of principle, structure and relationship. A minimum of 15 course units will be required for high school graduation, including three units of English and twelve other units, with mathematics either two or three units.

In concluding this account of the development of the high school curriculum in Nova Scotia, we quote the words of H. P. Moffatt, the Deputy Minister of Education for the Province.

The goal of providing all children with the education necessary to enable them to reach their full potential is still a long way off and may in fact never be reached by the public school system alone. Academic and vocational programs must be carefully integrated so that students do not waste ~~time~~ that is valuable both for them and for society....If the school system can provide individuals who are disciplined and versatile, citizens who are well informed and responsible, and workers who are well trained and efficient, we will have achieved for the present day the ideal of those who established Free Schools over a hundred years ago.¹

¹Moffatt, op. cit., p. 37.

APPENDIX I

TABLE 1

A DESCRIPTION OF THE GENERAL PLAN FOR THE REORGANIZATION OF THE
SECONDARY SCHOOL UNIVERSITY-PREPARATORY PROGRAM

<u>INTENDED FOR</u>	<u>WHAT THE PROGRAM PROVIDES</u>
<u>UNIVERSITY PROGRAM - STANDARD</u>	
<p>University Matriculation. Students uncertain of profession and/or direction. Students wishing Academic Program rather than a general or vocational program. Students with definitely above-average intellectual capacity.</p>	<p>Full University Matriculation.. Entrance to any University Program. University Matriculation for students uncertain of plans. A fairly wide choice of courses.</p>
<u>UNIVERSITY PROGRAM - COMMERCIAL MAJOR</u>	
<p>High interest and ability in secretarial and office work. Strong interest in careers in business or industry. High degree of scholastic ability. Entrance to Faculty of Commerce, newspaper work, accountancy or general Arts Course.</p>	<p>Full University Matriculation Opportunity to pursue further studies related to commerce, business and senior secretarial positions, and some administrative positions in business.</p>
<u>UNIVERSITY PROGRAM - TECHNICAL MAJOR</u>	
<p>High degree of mechanical aptitude. High degree of scholastic aptitude. Entrance to any field of applied science, industrial arts, architecture, or highly skilled technical trades.</p>	<p>Full University Matriculation. Entry into any University. Full pre-vocational program in the technical shops. Entry into the technical occupations.</p>
<u>UNIVERSITY PROGRAM - HONOURS</u>	
<p>Those gifted with an unusually high degree of academic ability. Unusually strong academic interest. Unusually high level of performance.</p>	<p>Full University Matriculation. Entry into any University. Majors in fields of Sciences or Arts. Optional subjects to allow for specialized interests. Advanced standing in University program.</p>

APPENDIX II

TABLE 1

A DESCRIPTION OF THE GENERAL PLAN FOR THE REORGANIZATION OF THE
SECONDARY SCHOOL PROGRAM - GENERAL PROGRAM

INTENDED FOR	WHAT THE PROGRAM PROVIDES
<u>GENERAL PROGRAM -- STANDARD</u>	
Those with as yet no particular interest in any specific trade.	Full high school graduation
Those with no specific interest in secretarial work.	Broad education in essential subjects.
Those with no special aptitude in either of the above.	Stress on fundamental subjects.
Those with desire for broad academic and occupational education.	Opportunity to eliminate academic weaknesses.
Those planning high school graduation but not university.	General occupational mathematics.
	Special work in English.
	Geography of the world.
	Everyday Science.
	Modern History
	Options in Industrial Arts, Household Arts, and Agriculture.
	Opportunity to learn value of unselfish public service.
	Preparation for post-high school trades or vocational training
<u>GENERAL PROGRAM -- VOCATIONAL COMMERCIAL</u>	
Strong interest in clerical and secretarial work.	Provincial Pass Certificate.
High degree of clerical aptitude.	No university matriculation.
Definite non-university intention.	In some cases preparation for Post-high school training.
Potential stenographers, book-keepers, secretaries or other office worker.	

The Department of Education issued a statement to Junior High Schools in connection with the General and University Programs, in which it stated that "...the present school program in Grades Seven, Eight and Nine is now sufficiently flexible to enable schools to adjust their programs to meet the needs of preparation for the senior high school level."

APPENDIX III

VOCATIONAL SCHOOLS ESTABLISHED AND OPERATED
BY THE GOVERNMENT OF NOVA SCOTIA

TABLE 1

NOVA SCOTIA INSTITUTE OF TECHNOLOGY, HALIFAX

1. Electrical Technology	6. Tool and Die
2. Electronic Technology	7. Instrument Mechanic
3. Mechanical Technology	8. Cooking - Advanced
4. Medical Laboratory Technology	9. Cooking
5. Radio and Television Service	10. Apprenticeship Classes

TABLE 2

NOVA SCOTIA LAND SURVEY INSTITUTE, LAWRENCETOWN

1. Land Survey
2. Photogrammetry
3. Cartographic Drafting

TABLE 3

NOVA SCOTIA MARINE ENGINEERING SCHOOL, HALIFAX

For certificates of Competency in:

1. First Class Engineer or	9. First Class Engineer or
2. Second Class Engineer or	10. Second Class Engineer of
3. Third Class Engineer or	11. A Steamship or of
4. Fourth Class Engineer of	12. A Motorship or of
5. A Steam-driven Ship or of	13. A Steamship and a Motorship
6. A Motor-driven Ship or of	
7. A Steam-driven and of	
8. A Motor-driven Ship or as	

Issued by the Department of
Transport, Canada.

APPENDIX IV

VOCATIONAL SCHOOLS CONTINUED

TABLE 1

NOVA SCOTIA MARINE NAVIGATION SCHOOL, HALIFAX

For Certificates of Competency as:

- | | |
|-------------------------------|----------------------------------|
| 1. A Master, Foreign-going or | 4. A Mate, Home Waters or Others |
| 2. A Mate, Foreign-going or | Issued by the Department of |
| 3. A Master, Home Waters or | Transport, Canada. |

TABLE 2

NOVA SCOTIA AGRICULTURAL COLLEGE, TRURO

Diploma Course - Two Years
 Designed to help prepare persons to become farmers

TABLE 3

FISHERMEN'S TRAINING CENTER, PICTOU

- | | |
|-------------------|----------------|
| 1. Marine Engines | 5. Gas Engines |
| 2. Navigation | 6. Electronics |
| 3. Nets and Gear | 7. Cooking |
| 4. Diesel Engine | |

TABLE 4

APPRENTICE TRAINING, HALIFAX

- | | |
|--------------------------------|-----------------------------|
| 1. Bricklayers | 8. Auto Body Repair |
| 2. Carpenters | 9. Sheet Metal |
| 3. Electrical Construction | 10. Plastic Fabrication |
| 4. Machinists | 11. Linemen |
| 5. Motor Vehicle Repair | 12. Heavy Duty Repair Trade |
| 6. Plumbers | 13. Refrigeration Mechanics |
| 7. Steamfitters (Construction) | 14. Plant Apprenticeship |

APPENDIX V

VOCATIONAL SCHOOLS CONTINUED

TABLE 1

COAL MINING SCHOOL, HALIFAX

- | | |
|------------------------|---------------------------|
| 1. Manager | 5. Mine Electricity |
| 2. Underground Manager | 6. Stationary Engineering |
| 3. Overman | 7. Mine Survey |
| 4. Examiner | 8. Diesel |

TABLE 2

VOCATIONAL EVENING SCHOOLS, HALIFAX

- | | |
|--------------------------------|--------------------------------|
| 1. Auto Mechanic | 13. Television Servicing |
| 2. Carpentry | 14. Welding - Electric Arc |
| 3. Drafting - Architectural | 15. Welding - Oxy-acetylene |
| 4. Drafting - Mechanical | 16. Bookkeeping |
| 5. Electrical Machinery | 17. Bookkeeping and Typing |
| 6. Electrical Wiring | 18. Office Practice and Typing |
| 7. French Polishing | 19. Personnel Supervision |
| 8. Machine Tool Operation | 20. Shorthand and Typing |
| 9. Metallurgy | 21. Shorthand Refresher |
| 10. Plumbing | 22. Sign and Show Card Writing |
| 11. Radio Servicing | 23. Home Cookery |
| 12. Steam-engines - Stationary | 24. Home Sewing |

TABLE 3

ADULT VOCATIONAL TRAINING CENTER, SYDNEY

- | | |
|--------------------------------|--|
| 1. Appliance Repair | 15. Machine Woodworking |
| 2. Auto Body Repair | 16. Mechanical Drafting |
| 3. Boat Building | 17. Oil Burner Installation
and Servicing |
| 4. Boiler Operator | 18. Pipefitting |
| 5. Building Maintenance | 19. Pipe Welding |
| 6. Card Punch Operators | 20. Radio Television Repair |
| 7. Construction Sheet Metal | 21. Radiography |
| 8. Cooking | 22. Service Station Attendant |
| 9. Diesel Mechanics | 23. Tile Setting |
| 10. Furniture Finishing | 24. Unit Record Operators |
| 11. Gasoline Power Tool Repair | 25. Waiters and Waitresses |
| 12. House Painting | 26. Welding |
| 13. Industrial Mechanic | |
| 14. Machine Tool | |

APPENDIX VI

VOCATIONAL SCHOOLS CONTINUED

TABLE 1

CAPE BRETON VOCATIONAL HIGH SCHOOL, SYDNEY

- | | |
|----------------------------|------------------------------------|
| 1. General Subjects | 7. Electrical Machinery |
| 2. Auto Mechanic | 8. Machine Shop |
| 3. Carpentry | 9. Plumbing and Pipe Fitting |
| 4. Diesel | 10. Radio and Television Servicing |
| 5. Drafting - Mechanical | 11. Sheet Metal |
| 6. Electrical Construction | 12. Welding |
-

CUMBERLAND COUNTY VOCATIONAL HIGH SCHOOL, SPRINGHILL

- | | |
|----------------------------|-----------------------------------|
| 1. General Subjects | 7. Machine Shop |
| 2. Auto Mechanic | 8. Plumbing and Pipe Fitting |
| 3. Carpentry | 9. Radio and Television Servicing |
| 4. Diesel | 10. Welding |
| 5. Drafting - Mechanical | 11. Stenography |
| 6. Electrical Construction | |
-

HALIFAX COUNTY VOCATIONAL HIGH SCHOOL, HALIFAX

- | | |
|----------------------------|---|
| 1. General Subjects | 1. Without General Subjects
requiring Grade XI |
| 2. Auto Mechanic | 2. Drafting - Architectural |
| 3. Carpentry | 3. Drafting - Mechanical |
| 4. Construction Wiring | 4. Photography |
| 5. Heating and Ventilation | 5. Radio and Television Servicing |
| 6. Machine Shop | 6. Refrigeration |
| 7. Plumbing | 7. Bookkeeping |
| 8. Sheet Metal | 8. Clerical |
| 9. Bookkeeping | 9. Stenography |
| 10. Clerical | |
| 11. Stenography | |

Not Requiring Grade XI

- | | | |
|------------|------------|-------------------|
| 1. Welding | 2. Cooking | 3. Beauty Culture |
|------------|------------|-------------------|
-

APPENDIX VII

VOCATIONAL SCHOOLS CONTINUED

TABLE 1

KINGS COUNTY VOCATIONAL HIGH SCHOOL, KENTVILLE

- | | |
|----------------------------|---------------------------------|
| 1. General Subjects | 7. Drafting |
| 2. Auto Mechanic | 8. Plumbing and Pipe Fitting |
| 3. Carpentry | 9. Radio and Television Service |
| 4. Diesel | 10. Welding |
| 5. Drafting - Mechanical | 11. Stenography |
| 6. Electrical Construction | 12. Bookkeeping |
-

PICTOU COUNTY VOCATIONAL HIGH SCHOOL, STELLARTON

- | | |
|----------------------------|---------------------------------|
| 1. General Subjects | 7. Machine Shop |
| 2. Auto Mechanic | 8. Plumbing and Pipe Fitting |
| 3. Carpentry | 9. Radio and Television Service |
| 4. Diesel | 10. Welding |
| 5. Drafting - Mechanical | 11. Stenography |
| 6. Electrical Construction | |
-

YARMOUTH COUNTY VOCATIONAL HIGH SCHOOL, YARMOUTH

- | | |
|---------------------|-------------------------|
| 1. General Subjects | 4. Radio Servicing |
| 2. Auto Mechanic | 5. Retail Merchandising |
| 3. Carpentry | 6. Stenography |

Without General Subjects, Requiring Grade XI - Stenography

NOTE: Each Vocational High School is established and operated under the terms of an Agreement between the Government of Nova Scotia and at least two municipal Councils.

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