

CANADIAN LITERATURE IN ALBERTA  
HIGH SCHOOLS: A SURVEY

by

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#### ABSTRACT


During the late 1970s and early 1980s, Canadian literature became increasingly important in secondary high school curricula. Alberta introduced minimum Canadian literature content requirements in 1982. This study explored the extent to which those requirements were being met. It also sought to identify teacher characteristics that were related to the meeting of the requirements, and it inquired into the extent to which Canadian literature was being taught in optional courses. The method of investigation was a mailed questionnaire sent to 84 Alberta high school English teachers distributed throughout the province. Of the 73 questionnaires returned, 71 were useable for the purposes of the study. The first conclusion was that, in the majority of cases, Alberta's Canadian literature requirements were not being met. Second, the only teacher variable that was significantly related to meeting the requirements was how recently a subject had taken university English/language arts courses. Third, optional courses in Canadian literature were practically non-existent in Alberta. Even


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though most subjects were not meeting the requirements, they felt positive about Canadian literature and expressed the desire to learn more about it and to improve their instruction of it.

Examiners;

  
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## Chapter 1

### The Problem

#### Background

The history of Canadian literature dates back to 1769, the year Frances Brooke wrote The History of Emily Montague (Denham & Edwards, 1980). By the 1830s, a number of Canadian authors were publishing regularly (Birdsall, Broten, David, Donald & Plant, 1979). Not until the 1960s, however, did the number of published Canadian writers begin to increase significantly (Keith, 1985). In the early 1970s, Canadian literature received the critical and scholarly attention of major literary figures: Jones (1970), Frye (1971), and Atwood (1972).

In education, Hodgetts' (1968) concern about the lack of Canadian content in Canadian school curricula was beginning to be addressed in the 1970s. After a survey of 20 percent of the heads of English departments in English Canadian high schools in 1972-73, Stewart (1974) reported that 85 percent of the schools in the sample offered a course with some emphasis on Canadian literature. In 1979, a report was prepared for the Council of

Ministers of Education, Canada, on provincial English language arts curricula (English Language Arts, 1981). This report noted the following trends in Canadian literature as a topic of instruction in Canadian high schools: a growing preference for Canadian materials, a favoring of provincial literature, and an improvement in the quality and quantity of suitable material available to teachers.

Despite the growing interest in Canadian literature, only a few studies were undertaken to identify and explore its use and efficacy in Canadian schools. Only two empirical studies addressed students' preference for and response to Canadian literature (Ross, 1978; Summers & Lukasevich, 1983). A few studies examined Canadian content requirements in provincial curricular statements (Brotten & Donald, 1976; English Language Arts, 1981; Lorimer, 1984). Three studies took the form of mailed questionnaires that asked teachers to respond to questions about their teaching of Canadian literature (Brotten, Stewart, & Robinson, 1981; Stewart, 1974; Walton, 1978).

At the time of this study, then, Canadian literature was well established, it was included in all provincial

curricula, but the teaching of it had not been studied very thoroughly.

#### The problem

Following the trend toward including Canadian literature in high school English courses, Alberta Education mandated minimum Canadian literature requirements in 1982. These requirements were stated in Alberta Education's Senior High School Language Arts Curriculum Guide (1982) as follows:

Of the literature taught in each senior high course, the following proportion is to be Canadian literature:

English 13	One third
English 23	One third
English 33	One third
English 10	One quarter
English 20	One half
English 30	One quarter

(p. 32)

Besides the statement of requirements above, only one other reference was made to teaching Canadian literature in the 124-page guide. Reading/literature Concept 14 advised that,

" . . . the student should have acquaintance with some authors who have contributed to [his literary] heritage" (p. 26).

Beyond the statements of the requirements and the concept in the guide, no further direction on teaching Canadian literature was given to teachers by Alberta Education. In contrast, the Ontario handbook (English, 1980) provided 22 pages of helpful suggestions on teaching Canadian literature, and British Columbia's resource guide (English 10, 1978) offered 17 pages of directions. In addition to there being no specific written directions from Alberta Education on how teachers were expected to fulfill the Canadian literature requirements, no province-wide inservice workshops were provided.

According to G. Hendron (personal communication, February 3, 1986), the assistant director of Alberta Education's Secondary Education Project, no studies to determine how teachers were meeting the requirements had been undertaken by the department. A search of the computerized library catalogue at the University of Alberta and communication with M. J. Williams (personal communication, January 15, 1986), the professional development coordinator of the Alberta Teachers'

Association, failed to identify any other studies of Canadian literature in Alberta high schools. Walton (1978) discovered that British Columbia's Goal 13 (knowledge of Canadian literature) was not being met in many B.C. classrooms, but no comparable data appeared to exist for the Canadian literature requirements in Alberta.

In summary, the problem was that Alberta introduced Canadian literature requirements in 1982. These requirements were introduced by Alberta Education without much publicity or direction and guidance for teachers. Four years later, no studies had been undertaken to ascertain how and to what degree teachers were meeting these requirements.

#### The purpose

The purpose of this study was to identify the attitudes and practices of Alberta senior high school teachers in the teaching of Canadian literature.

More specifically, this study collected, analyzed, and reported the responses of Alberta high school English teachers to questions about the Canadian literature requirements. It also analyzed and reported teacher characteristics related the teaching of Canadian

literature and teacher responses to more general questions about the teaching of Canadian literature in Alberta high schools.

#### Clarification of terms

Canadian literature. In view of the wide diversity of the literature called Canadian, no formed definition was proffered to the subjects in this study. Nevertheless, the underlying assumption was that this term referred to literature written by either Canadian citizens, or by sometime residents of Canada who wrote about Canada. French Canadian writers not widely translated into English were not considered.

English/language arts. Alberta Education used these terms interchangeably. For example, the high school curriculum guide used language arts in its title, but the guide referred to specific courses as English courses. This study uses the two terms interchangeably as well, depending on the context.

Population. The teachers in Alberta who teach senior high school English courses.

Sample. The 84 teachers to whom questionnaires were mailed.

Subject. Each of the above 84 teachers.

Respondent. Each subject who returned a completed questionnaire.

### The research questions

In order to accomplish its purpose, this study was designed to answer the following research questions.

1. To what extent do the respondents report that they are meeting Alberta Education's Canadian literature requirements?
2. What is the relationship between the respondents' reported implementation of the Canadian literature requirements and the following respondent variables: percentage of time spent teaching language arts, years of experience teaching language arts, geographical area, population centre in which school is located, the type of degree or certificate held, where the most recent degree was obtained, when the last university English/language arts course was taken, whether or not English/language arts was a major field of study, and the number of courses taken in Canadian literature?
3. To what extent do the respondents report that Canadian literature is being taught in optional courses offered by senior high schools in Alberta?

### The method

Permission to survey senior high school English teachers was obtained from the director of curriculum for Alberta. Next, 28 school superintendents were asked to provide a list of the senior high school English teachers in their jurisdictions. The 84 teachers whose names were submitted became the sample for the study. This sample represented about 10 percent of the population of Alberta English teachers.

A questionnaire exploring the teaching of Canadian literature was drafted, piloted, and revised. This questionnaire and a covering letter were printed and mailed to the 84 subjects in the sample. One week after the initial mailing, a reminder to return the questionnaire was mailed to each subject. The design of the questionnaire and the procedure used in its administration closely followed the suggestions of Dillman's (1978) Total Design Method.

Out of the 84 subjects surveyed, 73 responded to the questionnaire. Their responses were transferred on to NCS answer sheets which were computer-analyzed. The first step was a descriptive analysis of the results. Then statistical tests were applied to

the data to answer the research questions as definitively as possible.

#### Organization of the study

Chapter 1 introduced the problem addressed in the study. The purpose was stated, terms were clarified, the research questions were given, and the methodology used in carrying out the study was summarized.

The succeeding chapters are as follows:

Chapter 2: Review of the Literature

Chapter 3: Method

Chapter 4: Analysis of the Data

Chapter 5: Conclusions, Implications and Recommendations.

## Chapter 2

### Review of the Literature

#### Introduction

Reviewing the literature related to a survey of Canadian literature in Alberta high schools presented a problem. A search of the computerized library catalogue at the University of Alberta, and personal communications with M. J. Williams of the Alberta Teachers' Association (January 15, 1986) and G. Hendron of Alberta Education (February 13, 1986) failed to identify any previous studies on this topic.

A general review of the literature related to Canadian literature in Canadian high schools produced better results. This related literature tended to fall into four categories: First were discussions of the existence and nature of Canadian literature; second, theoretical positions on possible approaches to teaching Canadian literature; third, studies of curriculum and student responses to Canadian literature; and fourth, surveys of the teaching of Canadian literature in Canadian high schools. These categories were used as the bases for the four sections in this

chapter.

### Canadian literature

Canadian literature has been developing since the time of the early explorers (Keith, 1985). The first novel was written in Canada in 1769 (Denham & Edwards, 1980), but not until the late 1960s did many Canadians become conscious of their literature (Harker, 1982).

Atwood (1985) attributed this increased awareness of Canadian literature to the rise of small publishing houses in Canada, increased availability of Canada Council grants, and the self-awareness generated by the centennial celebrations of 1967. Harker (1982) saw the growing disenchantment with both the United Kingdom and the United States as reasons for growth of Canadian self-consciousness during the 1960s.

One of the results of this heightened interest in Canadian literature was the emergence of a number of talented young writers like Margaret Atwood, Alice Munro, and Rudy Wiebe. Another result was a growing number of critical books about Canadian literature (Birdsall, Broten, David, Donald & Plant, 1979).

CANLIT crash course lists ten major critical works on

Canadian literature published between 1967 and 1975 (Birdsall, et al. 1979). Three of these ten works (Atwood, 1972; Frye, 1971; Jones, 1970) were instrumental in defining the nature of Canadian literature (Harker, 1984). Harker observed that Frye's (1971) The Bush Garden defined Canadian literature in terms of expression from the various regions of Canada, Jones' (1970) Butterfly on a Rock in terms of expression resulting from concluded westward expansion, and Atwood's (1972) Survival as expressions on the general theme of survival in a hostile land.

More recent critics have found these definitions to be too singular and confining to aptly describe the diversity of Canadian literature (Denham & Edwards, 1980; Harker, 1984; Keith, 1985; Leonard, 1981). They have tended to agree that Canadian literature should be seen in terms of a tradition growing out of the past and into the future. Robertson Davies (in Denham & Edwards, 1980), compared Canadian literature to American and British literature. He likened Canadian literature to the daughter who stayed home and therefore rather slowly developed her unique, individual character. Harker (1984) and Leonard (1981)

both stressed the need for critics to look forward as well as back when examining Canada's literary tradition. Part of Keith's (1985) justification for writing his book was to react against seeing Canadian literature as an abstract source of national identity or as variations on a theme like survival. He wanted to demonstrate how the tradition of Canadian literature grew out of the French and British traditions. Then it had to define itself against the American tradition. But through this process, a Canadian literature emerged that was related to but independent of both parent and neighbor.

The emergence of a distinctive, widely recognized tradition of Canadian literature, however, was not accepted by all Canadians (Birdsall, et al. 1979). Many Canadians in the literary world argued that all literature is world literature: regionalism and nationalism are sub-literary concerns (Cappon, 1978). Some major Canadian writers such as Callaghan, Grove, Richler, and Metcalf have disdained as provincial the efforts of those who promote Canadian literature (Keith, 1985; Underhill, 1977). Even some writers who actively promoted Canadian literature often apologized for appearing to be nationalistic (Atwood, 1985;

Galloway, 1980; Laurence, 1983). On the other hand were literary Canadians who promoted Canadian literature without apology (Carley, 1978; Mathews, 1978; Robinson, 1977, & Woodcock, 1980). Mathews' subtitle to his book on Canadian literature, *surrender or revolution*, marks the aggressive tone that some writers took.

The teacher who would teach Canadian literature was sometimes dismayed by this debate about the existence and value of Canadian literature (Birdsall, et al. 1979). But the foregoing demonstrates that, in Atwood's (1985) words, "Yes, Virginia, there is a Canadian literature". To ascertain its value to students, the teacher must explore it and experiment in teaching it.

#### Teaching Canadian literature: Approaches

Concern about teaching Canadian literature grew primarily from Hodgetts' study that was published in 1968 under the title, What Culture? What Heritage? (Underhill, 1977). Hodgetts (1968) studied the amount of Canadian content in teaching materials used in over 1,000 schools. Subsequently, the Canadian Studies Foundation (CSF), a privately funded research group, was formed to make recommendations regarding education to governing bodies. Hodgetts, as a member of the CSF,

had ties to the Ontario Institute for Studies in Education and also made periodic reports to the Board of the Canadian Education Association. Hodgetts, therefore, provided the CSF with valuable links to the educational establishment at both the school and university levels. In summary, the private nature of the CSF coupled with its links to schools and universities made it highly effective in popularizing the idea of Canadian content in school curricula (Tomkins, 1977).

The approach to Canadian literature that developed from the work of Hodgetts and the CSF, usually called the cultural approach, viewed Canadian literature as a vehicle for transmitting the culture of Canada from one generation to the next (Colbourne, 1981). This was also the view espoused by Atwood (1972), adopted by the CANLIT group (Birdsall, Broten, David, Donald, & Plant, 1979), and translated into a practical guide for prospective teachers of Canadian literature by Underhill (1977). Lorimer (1984), too, assumed a cultural stance in his comments on the current state of Canadian literature in Canadian schools.

The cultural approach is not, however, the only approach to Canadian literature used in classrooms (Colbourne, 1981). A closely related approach is regionalism. The MacMillan series, Themes in Canadian

Literature (Arnason, 1975) stressed one region of Canada in the literary selections in each book in the series. McConnel (1979) explored the regional nature of language in her text on Canadian English, Our Own Voice. To underscore the importance of regionalism in Canadian culture, Frye (1982) titled one of his later books, Divisions on a Ground.

Multiculturalism is another cultural-related approach to Canadian literature that teachers might take (Colbourne, 1981). The federal government's multicultural policy announced in 1971 has continued to promote examination of the cultural diversity of Canadians (Harker, 1982). Leonard (1981) detailed methods by which the ethnic diversity of Canada could be explored through literature.

The thematic and generic approaches to literature are those that are most commonly recommended in Canadian curricula, however (English Language Arts, 1981). The Alberta Language Arts Curriculum Guide (1982) listed those approaches within the list of desirable methods of teaching the language arts. (Incidentally, the list did not include any reference to culturalism or its regional or multicultural derivatives.) Gutteridge (1978) described methods by which Canadian literature could be

taught using the commonly practiced generic and thematic methods. The Country of the Young developed generic and thematic units in Canadian literature for both academic and general interest high school classes. Many of the Canadian selections in the anthologies of literature recommended by Alberta Education could be integrated into the kinds of units Gutteridge developed.

In conclusion, there are many possible approaches to Canadian literature. Cultural, regional, and multicultural approaches have received the most scholarly attention, but generic and thematic methods appear to be more commonly practiced. Unlike Ontario (English, 1980) and British Columbia (English 10, 1978), Alberta has not provided any specific teaching suggestions for Canadian literature. As well, Harker's (1982) observation that no specifically Canadian methods textbooks had been written for teachers of language arts appears to remain true today. The teacher who would meet Alberta Education's minimum Canadian literature requirements can find materials and methodological suggestions, but he will have to look for them. When he finds them, they may not be organized in a fashion rendering them immediately useable in the classroom. In Underhill's (1977) title phrase, the teacher of

Canadian literature in Alberta continues to be "starting the ark in the dark".

#### Teaching Canadian literature: Studies

Canadian literature, as a topic of instruction in Canadian schools, has not been widely nor deeply studied. However, some attention has been paid to analysing curricula for Canadian content and to assessing student reaction to Canadian literature.

Broten and Donald (1976) examined curricula that had been developed by individual teachers for a specific course in Canadian literature. After examining 54 curricular statements from across Canada, they published Contentions.

Their first contention was that most curricula were flawed by faulty conceptualization. A course in Canadian literature, like any other course, must focus on and be suitable to the groups of students for which it is intended. Second, the choice of materials was uninspiring at best and "outright dull" at worst. Broten and Donald (1976) contended that teachers must be widely familiar with Canadian literature if they are going to choose materials that are appropriate for and interesting to secondary school students. Finally,

they contended that the compartmentalized structure of the school system and the skills emphasis in most English curricula militated against the effective teaching of Canadian literature. Broten and Donald believed that effective instruction in Canadian literature should be to some extent inter-disciplinary and that the Canadian nature of this instruction should be the primary concern.

Broten and Donald (1976) concluded that there are no simple formulas to solve the problems of teaching Canadian literature. However, cooperation among teachers and between teachers and educational authorities could lead to effective strategies for teaching Canadian literature.

Another analysis of curricula was undertaken by the Canadian Council of Ministers of Education in 1979 (English Language Arts, 1981). This study analyzed provincial English curriculum guides for commonalities. One commonality that emerged was an increased interest in Canadian literature. Provincial literature was favored in many curricula, and an improvement in the quantity and quality of Canadian adolescent material was noted. However, not all provinces had incorporated Canadian literature into the core program. Alberta was

one of the provinces that had incorporated Canadian literature into the core program for grades 10 through 12.

Lorimer (1984), as part of his study of Canadian education, examined materials recommended by provinces for secondary school literature programs. He found that 120 of the 596 novels and non-fiction books were authored by Canadians. Of the seven most often recommended novels, however, only one was Canadian. Of the 230 major dramatic works listed, only one Canadian play (The Ecstasy of Rita Joe) appeared on at least three provincial lists. The wide variety of essays, short stories, and poetry found in various anthologies made a thorough analysis of these works difficult. An analysis of five typical anthologies revealed that only two went beyond a token inclusion of Canadian literature, and only one reached 50 percent of Canadian-authored material.

Lorimer concluded that concern for skill development and for the study of quality literature supercede concern for Canadian literature in secondary schools. He recommended that, "The principle of introducing Canadian writing and Canadian sensibilities to Canadian students . . . should be enshrined in the study of literature in secondary schools" (p. 111).

It may have heartened Lorimer to know that the Alberta School Book Branch sold twice as many Canadian novels as non-Canadian novels in 1984, and that the two best selling novels in 1985 were both Canadian (G. Hendron, personal communication, June 13, 1986).

In addition to his comments on the types of literature recommended for schools, Lorimer (1984) addressed two other topics that directly affect the teaching of Canadian literature: teacher training and educational research. In a survey of the course requirements in the faculties of education of twelve major Canadian universities, he found that only five required at least one course with Canadian content in the foundations. None required a course with Canadian content in the teaching subjects. Nevertheless, he did observe that an increasing number of English teachers had taken courses in Canadian literature.

One of the results of this lack of Canadian emphasis at the university level was a paucity of specifically Canadian educational research (Harker, 1982; Lorimer, 1984). Most of the research on which Canadian curricula was based was American. That which was Canadian tended to have an international rather than a national flavor.

An example of the latter type of research was Summers and Lukasevich's (1983) study of the reading preferences of Canadian students in grades 5, 6, and 7. This study, while modelled upon previous American research, did observe some qualities of the reading preferences of Canadian students in three communities - two in Ontario and one in British Columbia. First, previously non-Canadian findings of sex differences in reading preferences were also true in the Canadian samples. Second, there were no significant differences in reading preferences between the samples in Ontario and British Columbia. This finding ran counter to many of the theories that posit marked differences among the populations of the regions of Canada. This study found more evidence for reading preferences varying between communities with different ethnographic and socioeconomic factors than between geographic regions. This type of study could help teachers of Canadian literature develop a view of the Canadian student that Broten and Donald (1976) and Lorimer (1984) believed was needed.

A unique study of student responses to Canadian

literature was done, ironically, by a New Zealander living in Canada and published in an American journal (Harker, 1982). In 1978, Ross studied the responses of Grade 11 Vancouver students to Canadian and New Zealand poems. His purposes were to discover whether Canadian students were able to recognize Canadian literature as being such, and to find if Canadian students responded differently to Canadian versus New Zealand poems.

Ross (1978) chose 12 pairs of Canadian and New Zealand poems. He then recorded the reading of each pair in a Canadian and New Zealand voice. Each pair was subsequently presented to two Vancouver grade 11 classes. The study involved 477 students in 24 classes.

Although the findings were not very definitive, Ross (1978) did state two important findings. First, he found that the students did not recognize Canadian poems as being such. His choice of landscape poems might have affected the students' ability to recognize the Canadian poems. Canadian and New Zealand lakes, mountains, and plains are imaged in much the same way, so the students were left with having to recognize lexical, syntactic, and dialectical differences in

identifying each poem as Canadian or New Zealand. The task was made more difficult by having each poem read in a Canadian and a New Zealand voice. Therefore, the students' failure to recognize Canadian poems may have been due in part to the design of the study.

Second, Ross (1978) found that students only responded more fully to Canadian poems when those poems were identified beforehand as Canadian. This fact suggested that students did react favorably to the Canadian label, even if they could not correctly choose the Canadian poems.

Ross (1978) concluded that much of the rhetoric promoting Canadian literature should be refined. His findings suggested that Canadian poems were not intrinsically superior to New Zealand poems in evoking student response - an important goal in any literature program. Like Summers and Lukasevich (1983), he cautioned against relying on regionalism as a key to discovering Canadian literature. The students in his sample reacted similarly to B.C. poems as to poems from other parts of Canada, even when locality was identified beforehand. Finally, he suggested that further research might identify qualities in Canadian

literature that make it uniquely appropriate for Canadian students. Unfortunately, that research still remains to be done.

In sum, little objective research has been done on the place of Canadian literature in the secondary English curriculum, and many of the studies that have been undertaken are long on polemics and short on data. At this point, three reasons could be proffered for this state. First, there is no widely accepted philosophy of English education (Simpson and Jackson, 1984). This may explain why research in English education generally is non-existent, having been displaced by specific research into reading, writing, oral language, listening, and viewing (Robinson, 1984). Second, there is no Canadian-based rationale or philosophy on which to base curriculum development (Tomkins, 1980). Most Canadian curriculum models are adopted from American, British, and French prototypes. Third, Canadian researchers are often published in non-Canadian journals, and non-Canadian researchers are frequent contributors to Canadian journals (Harker, 1982). As laudable as cooperation between language arts researchers from different nations

might be, it does little to encourage exploration of the place of Canadian literature in Canadian English curricula.

#### Teaching Canadian literature: Surveys

A number of surveys have been undertaken in which Canadian content questions were included as part of a larger survey. The OISE survey of public attitudes towards public education in Ontario have consistently (1978-1985) found that the curricular objective of teaching students about their cultural background ranked low in the public's opinion (Livingstone, Hunt, & Davie, 1985). McLean (1982), in his report on a province-wide survey of teachers and students in Ontario, stated that Canadian literature still cannot get a foothold in Canadian schools. Cavanagh and Styles (1983), commenting on the same survey, observed that teachers stressed the study of English literature in general rather than the study of Canadian or multicultural literature in particular. They did note, however, that Canadian literature was receiving significant treatment in over one-third of the classrooms surveyed.

In addition to surveys that only incidentally

included questions relating to Canadian literature, there have been some specific Canadian literature surveys. One such survey was undertaken by Walton (1978) in British Columbia.

Walton (1978) investigated the implementation of Goal 13 (knowledge of Canadian literature) of British Columbia's 1977 Secondary English Curriculum Guide. He mailed questionnaires to 300 department heads in the province and received 205 responses (68%). The questionnaire consisted of eight specific questions concerning size, school staffing, and Canadian literature taught, plus a checklist of government recommended novels.

Some of the findings of this survey are as follows: While only about 7 percent of the schools surveyed offered Canadian literature courses, almost 40 percent offered courses that included Canadian literature units. Eighty percent of the schools offering Canadian literature had at least one teacher with university Canadian literature credits, but 41 percent of the English teachers in the responding schools did not have English as their principal area of training. More courses and units in Canadian literature were offered as the grade level increased and as the size of school population increased. Canadian

materials, when available, were favorably viewed and used by teachers.

Among Walton's (1978) recommendations were that more teaching resource materials on Canadian literature should be made available from the Department of Education. Like Lorimer (1984), he suggested that courses in Canadian literature be prescribed for students entering English education. Finally, he stated that more Canadian materials be authorized on department booklists and that an accredited high school course devoted to Canadian literature be developed. Walton concluded that what Canadian literature was being taught seemed to be more of a result of individual effort than departmental guidance.

Two of the most complete surveys of Canadian literature in Canadian high schools were conducted in 1973 and 1980 by CANLIT, a research cooperative founded to investigate Canadian literature and publishing. In 1973, questionnaires were mailed to the English department heads of 376 high schools, about 20 percent of the English-speaking high schools in Canada (Stewart, 1974). The 223 returned questionnaires (59.3%) were then analyzed.

Stewart (1974) reported that a concentrated course in Canadian literature was offered in less than 30 percent of the schools surveyed (11.5% in Prairie schools). Even when this course was offered, a relatively small proportion of the students in the school received it, and these pupils tended to be academic students in grades 11, 12, and 13. In contrast, 78 percent of the schools reported offering English courses that included some Canadian titles. In a subsequent analysis of 1972-73 provincial curricula, Alberta was found to have the highest percentage of Canadian titles. Stewart added, however, that these titles were only suggested, and that a student could complete high school in Alberta without reading any Canadian material.

Some factors that may have influenced the teaching of Canadian literature emerged from the 1973 survey. Stewart (1974) reported that more Canadian literature was taught in schools where teachers had ready access to university courses in Canadian literature designed for teachers. Almost 50 percent of the teachers stated that they had difficulty obtaining appropriate resources. Almost 64 percent of the respondents believed that ministry of education guidance was inadequate. In Ontario, the province

most active in teaching Canadian literature, 63 percent of the respondents were dissatisfied with their government's role compared to 69 percent in Alberta. Finally, Stewart noted that Canadian universities, offering only two to eight courses in Canadian literature in 1972-73, were not doing a good job of acquainting prospective teachers with our writers.

The CANLIT survey was repeated in 1980 with a different sample (Brotten, Stewart, & Robinson, 1981). In 1980, questionnaires were mailed to the heads of English departments of one third of the senior high schools in the public system. Out of 460 questionnaires sent, 190 were returned (41%). The 1980 questionnaire was more specific than the one distributed in 1973.

The 1980 results did not, however, differ substantially from those for 1973 (Brotten, Stewart, & Robinson, 1981). About one-third of the schools sampled in both surveys offered a concentrated course in Canadian literature, but more schools in smaller cities offered such a course in 1980. Again in 1980 most of the courses were offered in grades 12 and 13. However, the number of schools offering courses with some Canadian content rose from 78 percent in 1973 to 85 percent in 1980. In most schools, the percentage of

Canadian content in such courses ranged from 10 percent to 25 percent. Improvements were also noted in the adequacy of provincial guidance, teacher access to resources, and the number of teachers who had completed courses in Canadian literature.

Broten, Stewart, and Robinson's (1981) concluding comments could well serve as the conclusion to this section. Despite the promotion of Canadian literature by publishers, writers, and teachers during the 1970s, the increase in the amount of Canadian literature taught in high schools was disappointing. In 1980, most graduates from Canadian high schools had little or no exposure to Canadian literature. Apparently, Canadians did not take enough pride in their national literature to think it worth transmitting to future generations.

#### Conclusion

Much of the literature reviewed in this chapter took a rather pessimistic view of the progress made in teaching Canadian literature in Canadian high schools. At this point, it might be fitting to observe that the study of Canadian literature in high schools has just

begun. As recently as 1986, teachers of our national literature were referred to as pioneers (Rantenen, 1986). Hale (1975) referred to Canadian literature as a new subject on the high school curriculum. Titles of books on teaching Canadian literature in high schools - Starting the Ark in the Dark (Underhill, 1977) and The Country of the Young (Gutteridge, 1978) - reflect the embryonic state of the study. Canadian literature requirements were not introduced in Alberta until 1982. It would seem, therefore, somewhat too early in the struggle to forecast what place our national literature will eventually take in Canadian high school curricula.

Aside from the problem of its recency, the difficulties encountered by Canadian literature have tended to be symptomatic of broader curricular concerns. Tomkins (1980) and Lorimer (1984) both noted the absence of a uniquely Canadian rationale for or philosophy of education. Hunsberger (1984) observed that there was not a uniquely Canadian view of reading theory or practice comparable to the specific Canadian position on social studies. Even more broadly, Bogdan (1984) noted the current confusion about the place of literature in English studies. She observed that

literature had been virtually co-opted by sociology in cultural studies programs (Bogdan, 1985). Holbrook (1985) noted that literature was receiving less emphasis than basic reading and writing skills. Henry (1986) concluded that English education by the late 1970s had not been consciously guided by any comprehensive view of pedagogy.

The problems of teaching Canadian literature in the high school, then, are a combination of the relative newness of Canadian literature and the general confusion that exists over the place of literature in a modern, skills and experience-based English curriculum. However, when one notes that as recently as 1961 only five novels were published in Canada (Atwood, 1985), there is room for optimism about both the current state of Canadian literature and the progress that has been made in incorporating that literature into high school curricula.

## Chapter 3

### Method

#### Introduction

This chapter reviews, more or less sequentially, the steps and procedures undertaken to complete this study of Canadian literature in Alberta high schools. This section reviews some of the preliminary decisions made and steps that were taken before the study could begin. Subsequent sections review the procedures used to select the subjects, prepare the questionnaire, administer the questionnaire, and analyze the results. This chapter concludes with a statement of the limitations of the study.

The preliminaries of the study began in the fall of 1985 when a general review of the literature pertaining to the teaching of Canadian literature in high schools was undertaken. It soon became apparent that this topic had received scant attention from educational researchers, but that the teaching of Canadian literature was becoming a common requirement of provincial departments of education. It was decided, therefore, that a study of the teaching of Canadian literature in Alberta high schools would be unique and valuable.

The next preliminary decision was to select a method for the study. Similar studies found in the review of the literature had all used mailed questionnaires as the instruments in the studies (Brotten, Stewart, & Robinson, 1981; Stewart, 1974; Walton, 1978). Dillman (1978) stated that there were three factors that should be considered in the selection of an instrument for a survey: the time available, the money available, and the amount of time needed by the respondent to answer the questions.

At this stage the choice was between a telephone survey or a mail survey. A mail survey was chosen. The first reason for this choice was that previous studies had taken this route. Second, while the time required for a mail survey was certainly available, the funds required for a telephone survey of the same size certainly were not. Finally, and most important, many of the questions would require the respondents to spend more time in considering their answers than a telephone survey would allow. This was especially true of some of the key questions on the percentage of Canadian literature taught in each course. To be answered accurately, these questions would require the respondents to review the content of their courses before reporting the ratio of Canadian to non-Canadian selections.

The final preliminary step was to obtain consent for the survey from Alberta Education. Professor Muir of the University of Victoria recommended that such consent be received before proceeding with the survey. Mr. Allison, an Alberta school superintendent, suggested that Dr. L. Symyrozum, Alberta Education's Director of Curriculum, be contacted.

Accordingly, a letter requesting permission for the survey was sent to Dr. Symyrozum on January 27, 1986. When no reply was forthcoming, a follow-up letter was mailed on March 10, 1986. Finally, on April 1, 1986, a reply was received. This reply gave a very qualified consent to the survey. The reply mostly dealt with the review of secondary education being conducted by Alberta Education. The closest it came to permitting the proposed study was to say, "the departmental review does not prevent you from proceeding".

At this point, April 1, 1986, the instrumentation for the study had been determined and qualified consent had been received.

#### Selection of subjects

After approval for the survey was obtained from Alberta Education, the selection of subjects began.

The major concerns in obtaining subjects were to obtain a sufficiently large sample with identifiable subjects and to ensure that the sample was representative of English teachers throughout Alberta; the population for the study.

Cates (1985), in his review of the literature on sample sizes for surveys, noted that various researchers recommended anywhere from 30 to 100 subjects as a minimum. Gay (1981) suggested that a minimum of 10 percent of population with more than 500 members was adequate sample size for a survey. In that there were approximately 800 senior high school English teachers in Alberta (personal communication, G. Hendron, June 13, 1986), an appropriate sample size for this study was deemed to be 80 subjects. This number fell within the parameters recommended in the literature reviewed by Cates and met Gay's suggested minimum.

Rosenthal and Rosnow (1975) and Dillman (1978) advised that mailed questionnaires were more likely to be returned if they were addressed to subjects by name rather than just by position. Alberta Education was contacted to supply a list of names of Alberta English teachers, but that request was not granted. Alberta Education's L. Symyrozum (personal communication,

April 1, 1986) decreed that school jurisdiction administrators must consent to any survey of their staffs. It became necessary, then, to contact a sufficient number of Alberta school superintendents to obtain a sample of at least 80 English teachers.

Names of superintendents were obtained from the Alberta School Jurisdiction List (1986). This was a stratified list of all the school jurisdictions in Alberta complete with the name of the superintendent for each jurisdiction. The list was divided into the following sections: consolidated school districts, counties, Department of National Defense, Protestant separate school districts, Roman Catholic public school district, Roman Catholic separate school districts, regional school district, and school divisions. Each school jurisdiction was given a status of active, semi-active, or inactive. To obtain a reasonably representative sample of school superintendents, the name of the superintendent of the second active school jurisdiction on each page of the list was chosen. Out of 180 school jurisdictions for Alberta in 1985 (Bracken, 1985), the above procedure produced a sample of 28 superintendents' names (see Table 1).

Table 1

Number of Teacher Names Supplied by each School Jurisdiction


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<u>Jurisdiction</u>	<u>Number of Teacher Names</u>
County of Barrhead	5
Brooks School District	5
Camrose Catholic Separate	0
East Central Catholic Schools	6
Edmonton Catholic Separate	9*
Exshaw School District	0
Fairview Catholic Separate	3
Falher Consolidated School District	1
Fort Vermilion School Division	6
Grande Prairie Catholic Separate	4
Hinton Catholic Separate	0
Lakeland School District	7
County of Lamont	6
Lethbridge Catholic Separate	3
Medicine Hat School District	11
Medley School District	0
County of Parkland	0**
Peace River Catholic Separate	2
Provost School Division	2
Rangeland and Berry Creek School Divisions	4
Rocky Mountain House Catholic Separate	0
Spruce Grove Catholic Separate	3
St. Albert Protestant Separate	0***
St. Paul School District	0***
County of Thorhild	3
Three Hills School Division	4
Whitecourt School Division	0

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Department heads only \*      Refused \*\*      Late \*\*\*

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The jurisdictions in the sample ranged as far south as Lethbridge, as far north as Fort Vermilion, as far east as Provost, and as far west as Canmore. It included cities as large as Edmonton and towns as small as Hanna.

On June 18, 1986, a letter was mailed to each of the 28 superintendents (see Appendix A) explaining the study and asking that a list of senior high school English teachers' names be supplied by August. The date of the letter was chosen so that the letter would reach superintendents about the time that the activity of the school year was subsiding and before they began their holidays. The suggested time for replies was chosen so that a list of subjects could be compiled and questionnaire packages prepared by early September.

All of the superintendents contacted replied to the letter. Six of the jurisdictions had no high school. Of the six, five were small Roman Catholic separate school districts and one was a Canadian Forces base. One refused to release the names of teachers by board policy. Two replies were received too late to be included in the sample. The remaining 19 replies included the names of 84 teachers (see Table 1). (One reply included only the names of department heads.)

The letter to school superintendents of June 18, 1986, also requested the names of administrative personnel responsible for high school English. In that only eight names of administrators beyond the department head level were supplied, only those teachers who were actively engaged in teaching high school English were included in the final sample of 84 teachers.

A random choice among the names of the teachers supplied by the superintendents to determine a sample of 80 teachers had also been proposed earlier. However, since the number of names supplied totalled only 84 teachers, this step was deemed to be unnecessary.

To recapitulate, after contacting a list of selected superintendents from 28 Alberta school jurisdictions, a total of 84 Alberta high school English teachers' names were received. These 84 teachers were determined as the subjects in the sample to be surveyed in the study of Canadian literature in Alberta high schools.

#### Preparation of Questionnaire

The ultimate value of a survey lies in the quality and scope of the questions it asks. The preparation of

a questionnaire on Canadian literature in Alberta high schools was a challenge in that there were few previous questionnaires of this type to use as models.

The first step in determining what questions to ask was to examine the three previous questionnaires that were available on Canadian literature in the high school. Although they provided a helpful beginning, the CANLIT questionnaires (Brotten, Stewart, & Robinson, 1981; Stewart, 1974) consisted of only ten questions each, and Walton's (1978) survey contained but eight questions. The questions in all these surveys were fairly general and were apparently designed to assess what was happening with regard to Canadian literature in schools of various sizes in varying locations. The questions did not appear to ask individual teachers to describe what they were doing in their individual classrooms. It soon became apparent that much more specific questions would be required if one were to assess the degree to which Alberta's Canadian literature requirements were being met.

An attendant decision to that of determining questions was to decide the question format to be used. Researchers into questionnaire design (Dillman,

1978; Rosenthal & Rosnow, 1975) noted that the easier questions were to answer, the greater was the likelihood that volunteer subjects would answer them. For this reason, and because it was planned to have the results processed by computer, a multiple choice format was chosen for the questions in this survey.

The next step in determining the questions consisted of writing down every conceivable question on 5 by 8 inch cards and adding questions as new possibilities occurred. Then each relevant question was refined and appropriate multiple choice responses were constructed.

At the end of this stage, 54 questions had been constructed on 5 by 8 inch cards. These cards were then ordered into an appropriate sequence. Besides being sequenced, they seemed to fall naturally into three groups: questions about the respondent, his job and his school; questions about the respondent's views of Canadian literature and his preparedness to teach it, and questions about the respondent's current practice. A ten-page preliminary questionnaire was then designed with the questions grouped in three sections (A, B, and C) as described above.

Next, the preliminary questionnaire was given to

five professors in the Faculty of Education, University of Victoria. Each responded with helpful suggestions and criticisms. The preliminary questionnaire was then sent to two Alberta Education language arts specialists and three Alberta English teachers for piloting. An assessment form (see Appendix B) accompanied each piloted questionnaire. Four of the five pilot subjects responded. All four rated the questionnaire favorably and each respondent included helpful suggestions. None of the respondents rated the questionnaire as being too long, thereby affirming Dillman's (1978) observation that response rates remained relatively consistent for questionnaires of up to 12 pages and 125 items.

After the comments of the professors and the responses of the pilot subjects were reviewed, nine of the initial questions were omitted, 14 were added, 13 were revised, and six were moved to a different position in the sequence. Three of the omitted questions that were viewed very negatively dealt with the sex, age, and the citizenship status of the respondent. Most of the additional questions resulted from the refinement of previously over-generalized questions. Other additions included four questions on the source of help teachers received in teaching

Canadian literature, one on training in English language arts generally, and one on Canadian studies. In response to a repeated suggestion by both the professors and the pilot respondents, a question that broke the multiple choice format of the questionnaire (Number 35) was added. This question asked teachers to list the names of five student-oriented Canadian writers.

The result of these deletions, additions, and revisions was a 59-item, 11-page, camera-ready questionnaire complete with title page, directions, and comment page (see Appendix C). This product met all Dillman's (1978) Total Design Method criteria for a 12-page booklet, including leaving the final, back page blank.

#### Administration of the questionnaire

At this point, the subjects had been selected and the questionnaire had been prepared. The next step was to prepare the questionnaire packages and mail them out to the subjects.

In administering the questionnaire, Dillman's (1978) Total Design Method (TDM) was followed quite closely. The camera-ready questionnaire (Appendix C) typed in 12-point type on regular 21.5 x 28 cm (8 1/2" x 11") paper, was taken to a printshop and

photographically reduced to about 80 percent of its original size. These reduced pages were then printed on white 21.5 x 30 cm (8 1/2" x 11 3/4") paper. Two of the reduced pages were printed on each side of the paper for a total of four pages of questions per sheet. The 59 questions were, therefore, printed on three sheets of paper which, when folded in the middle and stapled, formed a 15 x 21.5 cm (5 7/8" x 8 1/2"), 12-page booklet. The second-last page was reserved for comments and the last page left blank, as recommended by TDM (see Appendix D for a sample booklet).

A covering letter explaining the study and encouraging the subjects to respond had been drafted prior to the printing of the booklets (see Appendix E). It had also been decided to enclose a return postcard (see Appendix F) with each questionnaire rather than use identification numbers on the booklets to record which subjects had returned their questionnaires. This decision was made to ensure the anonymity of the subjects who responded. A reminder to the subjects had also been drafted to be sent in postcard form to the subjects a week after the mailing of the questionnaire (see Appendix F). The covering letter, the return postcard, and the reminder postcard were

printed at the same time as the questionnaire booklets.

Up to this point, TDM (Dillman, 1978) recommendations had been followed quite closely. However, for the mailing, 16.2 x 24.2 cm (6 3/8" x 9 1/2") Manila envelopes were used, rather than standard business envelopes as recommended by TDM. The subjects' addresses were typed directly on to the envelopes. A return postcard was inserted between pages 10 and 11 of each questionnaire booklet. Return addresses were affixed to the return envelopes. The booklet, the individually signed covering letters, and the return envelopes were inserted into the envelopes and first class postage was applied to each mailing envelope using stamps, rather than a postage meter, as recommended by TDM. (For a complete facsimile copy of this package, see Appendix D.)

On Thursday, September 11, 1986, the 84 questionnaires were mailed. This date was chosen to send the questionnaire to teachers because by this time in September the initial flurry of paper work is complete and assignments have not yet begun to pile up. This day (Thursday) was chosen so teachers would receive the questionnaire early in the week, as recommended by TDM (Dillman, 1978). Again, as recommended by TDM,

reminder cards were mailed exactly one week later, on September 18, 1986.

The majority of the returned questionnaires were received within three weeks of the initial mailing. A few questionnaires, however, continued to be returned after that, with the last return received on November 14, 1986. It had been planned to telephone subjects who did not return their questionnaires, but this was where the use of return postcards revealed its weakness compared to the use of identification numbers on the questionnaire booklets. Seventy-three questionnaires were returned (87%), but only 67 postcards. In that the return rate was considerably higher than the 74 percent average response rate for TDM surveys reported by Dillman (1978), it was decided not to pursue the subjects any further.

In total then, 73 or 87 percent of the 84 questionnaires mailed were returned. Of these, one had been sent to a junior high school teacher and another to a principal who did not teach English. That left 71 useable questionnaires or 84.5 percent of those initially mailed. The responses to the questions on these 71 questionnaires were transferred to general purpose NCS answer sheets which were

forwarded to the University of Victoria for computer analysis.

#### Procedure for analyzing the results

This section recounts the procedures used in analyzing the results of the study. Descriptive statistics were primarily used. However, some of the analysis entailed the use of correlation, multiple regression, and the chi-square.

When the questionnaires were returned, the responses were transferred on to General Purpose NCS Answer Sheets. NCS answer sheets were chosen because they allowed for up to ten possible alternative answers to each question. Two of the questions in the questionnaire had six alternative choices. The seventh alternative (G) on the answer sheet was used to record questions for which multiple answers were given, and the eighth alternative (H) was used to record questions to which no response was given.

After the responses had been transferred on to the NCS answer sheets, the answer sheets were computer-analyzed at the University of Victoria.

First, a descriptive analysis was undertaken. This included a tabulation of the responses to each question from each questionnaire, and a record of the means and standard deviations of the cumulative responses to each question. Then the responses to each question were tabled according to the frequency of each alternative response and its percentage of the total responses. The answers of each subject to each question are tabled in Appendix G. The frequency of responses to each alternative for each question are tabled in Appendix H. Note that because Question 35 (recommended Canadian authors) required a written response, it is not included in Appendix G or F.

When the initial data had been tabulated, the following procedures were used to answer each of the research questions.

The first research question ("How well are Alberta's Canadian literature requirements being met?") was first answered by analyzing

descriptive statistics in two ways. First, the replies to the direct question, "How well are you meeting the requirements?" (Question 54, Appendix C) were analyzed. Then the responses to Questions 36 to 41 (Appendix C), which asked the respondents to indicate the fraction of Canadian literature they included in each of their courses, were analyzed. For this analysis, the replies were collapsed into categories - acceptable or unacceptable.

When the above procedures produced two different answers, further statistical analyses were undertaken. First the total number of responses to question 36 to 41 were consolidated into the five possible response categories. Contingency tables were then prepared that compared the total number of responses to each category in Questions 36 to 41 to the variables of awareness (Question 52), attention (Question 53), and meeting (Question 54). Second, the total responses tabled for Questions

36 to 41 were collapsed into acceptable and unacceptable responses. A chi-square procedure was then used to compare these responses to the responses to Questions 52, 53, and 54.

The second research question (the relationship between the respondents' implementation of the requirements and specific personal variables) was answered using the following procedures. First, Pearson correlation coefficients were computed for specified personal variables in Section A of the questionnaire (Appendix C) and the responses to questions about Canadian literature in Sections B and C. Following that, a multiple regression analysis was undertaken to determine the strength of specific variables in Section A to predict responses to questions in Sections B and C. Finally, chi-square procedures were used to compare variables in Section A to the consolidated and collapsed responses to Questions 36 to 41 in Section C.

The third and final research question (the extent to which Canadian literature was being taught in optional courses) was answered using

descriptive statistics. Question 7 (Appendix C) provided the basic answer to this question. The results of Question 7 were then compared to what the respondents believed should happen with regard to specific non-core Canadian literature courses in their answers to Questions 23 and 24.

Further analysis and discussion of the results were based on descriptive statistics only. The results of Question 35 (recommended Canadian authors) were tabled, and the comments were summarized for discussion.

#### Limitations

The limitations of this study can be separated into four categories. First are the limitations of any questionnaire reviewed by Dillman (1978). Even though this study received a good response (87%), it is impossible to determine how a complete response of all subjects would have affected the results. There was no control over contamination of results by the respondents discussing their answers with other people, nor over the order in which respondents answered the questions. Next, it was difficult to avoid item non-response or multiple responses, but neither of these presented a major problem in this study. Finally, the results produced only a "snapshot" of a given time;

they are subject to change with time.

The second category is limitations in sampling. Nine of the 28 superintendents contacted either could not supply the names of possible subjects or their replies were received too late to be included in the survey. Two of the questionnaires were returned by non-English teachers, so there may have been other questionnaires sent to teachers who did not teach English. The major cities of Calgary and Edmonton were underrepresented percentage-wise in the sample, and the geographical area of Edmonton and north was overrepresented.

The third limitation category is the design of the questions themselves. Their fixed-choice nature limited the number of possible responses to them, and may have affected the number of questions that were either not answered or to which multiple answers were given. It was also impossible to avoid "experimenter bias" in the selection and wording of the questions, even though the suggestions of the pilot subjects were carefully considered. Finally, the subjects were not asked to explain why they answered the questions as they did.

Finally, there are limitations in the analysis of the data. The number of questions asked produced such a volume of data that choices had to be made about which questions to use and which not to use in answering the research questions. This was again a case where "experimenter bias" was impossible to avoid. Next, the sample was too small to provide adequate numbers for chi-square contingency tables. Therefore, responses had to be combined and response categories had to be collapsed before chi-square procedures could be performed. This may have skewed some of the results.

Despite the limitations, however, the method employed did produce a respectable sample of Alberta senior high English teachers, and the results do contribute to the knowledge of how Canadian literature is taught in Alberta high schools.

### Conclusion

This chapter began with a review of the decisions made and steps taken before the study was begun. It then outlined the procedures used in selecting the subjects, preparing the questionnaire, administering the questionnaire, and analyzing the results. The

final section was the statement of limitations. In all cases, the procedures used in this study compare favorably to those used in previous, similar studies.

## Chapter 4

### Analysis of the Data

#### Introduction

This chapter will describe the sample of respondents, answer the three research questions through an analysis of the data, make observations on the data supplementary to the research questions, and summarize the written comments from the questionnaires. For the purposes of this discussion, the term respondents will be used to refer to those subjects who returned useable questionnaires, thereby differentiating between them and the subjects in the sample who did not reply.

#### Description of respondents

The average respondent was a classroom teacher primarily assigned to language arts instruction who had taught for less than ten years. He taught in a town of less than 10,000 people in the northern half of Alberta. He had obtained a bachelor's degree at an Alberta university and taught in a school with less than five language arts teachers.

More specifically, 58 of the respondents were teachers, six were department heads, four were administrators, and three gave more than one designation (Question 1, Appendix C & H). Two spent less than 25 percent

of their time teaching language arts, 14 from 26 to 50 percent, 17 from 51 to 75 percent, and 38 over 76 percent (Question 2). Seven had taught 20 years or more, 18 between 11 and 19 years, 19 from six to ten, and 27 five or less (Question 3). Forty-one lived in the area Edmonton and north, 13 between Edmonton and Calgary, and 17 Calgary and south (Question 4). Six taught in centres with a population in excess of 100,000, 14 in 10,001 to 100,000 population centres, 34 in towns with 1,500 to 10,000 people, and 16 in towns with 1,500 or fewer inhabitants (Question 5). Three taught in schools with 11 to 15 language arts teachers, 16 in schools with five to ten, 38 with two to four colleagues, and 14 with only one teacher of language arts (Question 6). Nine held master's degrees, three advanced diplomas, and 59 bachelor's degrees (Question 8). Forty-seven were trained in Alberta, 15 in other parts of Canada, eight in the U.S.A., and one elsewhere (Question 9).

#### Research Question 1

To what extent do the respondents report that they are meeting Alberta Education's Canadian literature requirements?

The questionnaire provided two ways to answer

this question. One was a direct question (Question 54) asking the respondents to indicate how well they were meeting Alberta's Canadian literature requirements (see Table 2).

All of the respondents answered this question, and 80.3 percent of them reported that they were meeting the requirements satisfactorily or better. This result indicated that the requirements were being well met.

The second way of answering the first research question was provided by questions asking the respondents to report the percentage of Canadian content in each of the core English courses they taught (Questions 36 to 41, Appendix C & H). As the requirements differed from course to course (one-quarter for English 10 and 30, one-third for English 13, 23, and 33; and one-half for English 20), the responses were collapsed into acceptable and unacceptable categories. The results are graphically displayed in Figure 1. (In that not all of the respondents taught all of the core English courses, not all answered all the questions.)

Figure 1 demonstrates that only in English 10 (62.3% acceptable) and English 30 (83% acceptable) did

Table 2

Reported Meeting of the Requirements


---

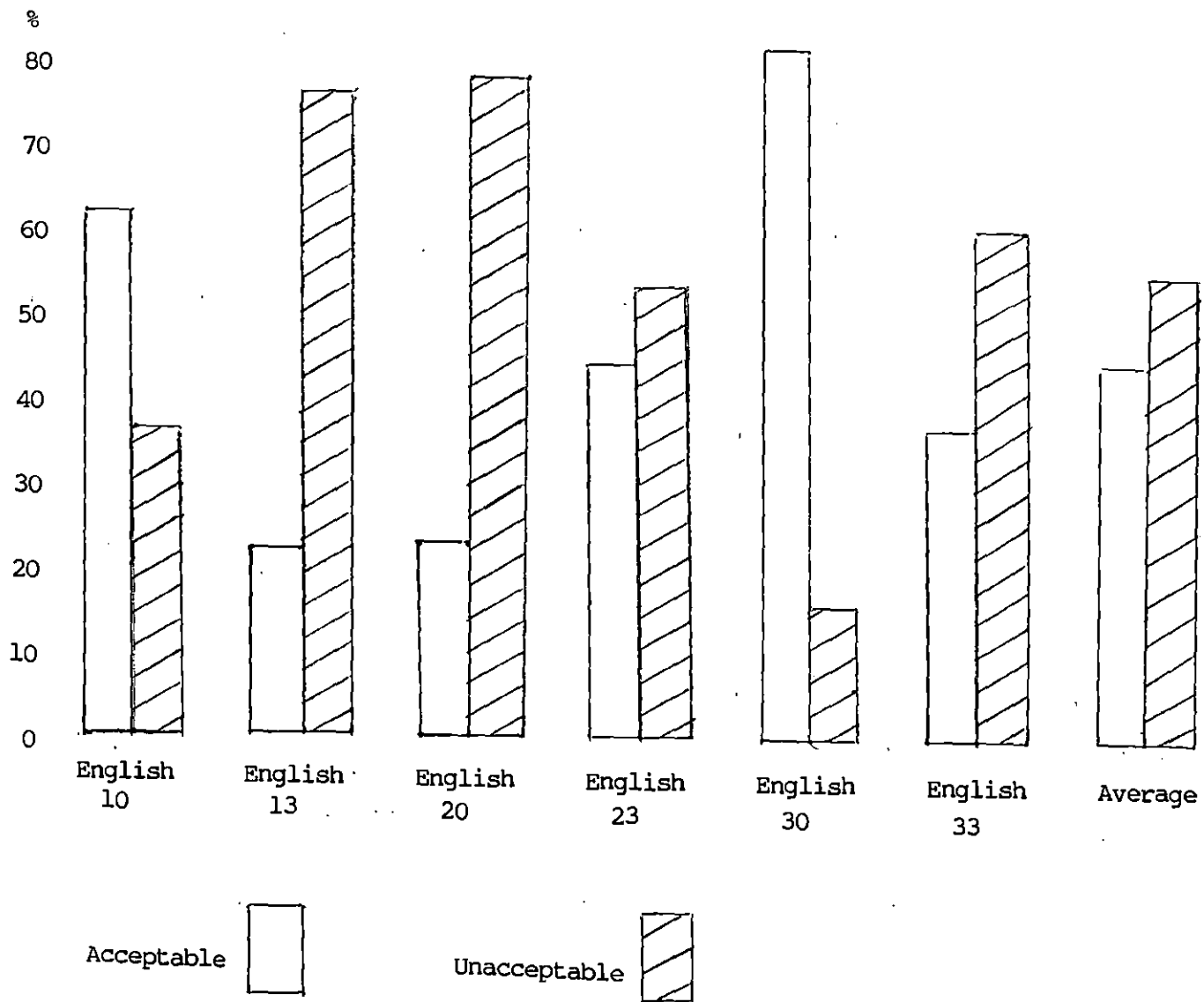
Question: At present, how well are you meeting  
Alberta Education's Canadian literature  
requirements?

---

Response	Frequency	%	
Poorly	2	2.8	} 19.7%
Fairly	12	16.9	
Satisfactorily	30	42.3	} 80.3
Well	19	26.8	
Excellently	8	11.3	
	<hr/> 71	<hr/> 100	

Figure 1

Percentages of acceptable and unacceptable levels of Canadian literature



the responses indicate that the requirements were being met. Overall, 45.6 percent of the responses were acceptable and 54.4 percent were unacceptable. In contrast to the results of Question 54, this indicated that, in the majority of cases, the requirements were not being met.

These contradictory results posed some questions. Were the responses honest? Did the respondents seriously consider the questions? In brief, was the data obtained valid? The remainder of this section will attempt to answer these questions.

To further analyze the reasons for the discrepant results, the responses to Questions 36 to 41 were consolidated into one contingency table containing the five possible response categories and compared to the responses to Questions 52, 53, and 54 (see Tables 3, 4, and 5).

When the responses to Question 52 (Appendix C: ". . . how aware are you of . . . Canadian content requirements . . .?") were compared to the consolidated responses to Questions 36 to 41 (Table 3), an interesting phenomenon appeared. The lower, left-hand quadrant on the table was almost blank. That would indicate that the less aware the respondents were of the requirements, the less Canadian literature they reported teaching in their courses.

Table 3

Contingency Table: Reported Fraction of Canlit Taught as a  
Function of Awareness of the Requirements

---

Fraction of Canlit	Awareness					
	Unaware	Slightly Aware	Generally Aware	Quite Aware	Perfectly Aware	
< 1/4	1	3	23	26	11	64
> 1/4	-	2	30	36	45	113
> 1/3	-	-	17	23	31	71
> 1/2	-	-	-	5	25	30
> 2/3	-	-	-	-	2	2
	—	—	—	—	—	—
	1	5	70	64	114	=280

Table 4

Contingency Table: Reported Fraction of Canlit Taught as a Function of Attention to the Requirements

---

Fraction of Canlit	Attention					
	Great Deal	Quite a lot	Some	Little	None	
< 1/4	8	24	25	6	1	64
> 1/4	18	64	31	-	-	113
> 1/3	18	39	6	4	4	71
> 1/2	17	11	-	-	2	30
> 2/3	2	-	-	-	-	2
	—	—	—	—	—	—
	63	138	62	10	7	=280

Table 5

Contingency Table: Reported Fraction of Canlit as a Function  
of Meeting the Requirements

---

Fraction of Canlit	Meeting					
	Poorly	Fairly	Satisfactorily	Well	Excellently	
< 1/4	3	23	23	23	2	64
> 1/4	-	13	73	22	5	113
> 1/3	4	5	22	28	12	71
> 1/2	-	-	10	11	9	30
> 2/3	-	-	-	-	2	2
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	7	41	128	74	30	=280

Table 4 compared the responses to Question 53 (Appendix C: "How much attention do you pay to Alberta Education's Canadian literature requirements?") with the consolidated responses to Questions 36 to 41. While the distribution of responses was not as striking as in Table 3, the pattern in Table 4 indicated that the more attention the respondents reported paying to the requirements, the more Canadian literature they reported teaching.

In Table 5, the discrepant results reported earlier from Questions 54 and 36 to 41 were compared directly. As in Table 4, a rather distinct pattern emerged. The respondents who indicated that they were teaching one-half Canadian literature or more in their courses also reported that they were meeting the requirements satisfactorily or better.

The conclusion drawn from an examination of the data in Tables 3, 4, and 5 was that teachers whose responses to Questions 36 to 41 were acceptable in terms of Alberta's Canadian literature requirements were those who reported being aware of, paying attention to, and meeting the requirements. If this generalization were true, then the discrepancy arose not from careless reporting or dishonesty on the part of the respondents,

but from their lack of awareness of and attention to the requirements.

To test the validity of the observations drawn from Tables 3, 4, and 5, chi-square procedures were undertaken on the consolidated responses to Questions 36 to 41, collapsed into acceptable and unacceptable categories, and the responses to Questions 52, 53, and 54. (Because of small expected frequencies and the varying Canadian content requirements of different English courses, the chi-square procedure could not be applied to earlier contingency tables.)

In Table 6, the null hypothesis that awareness of the content requirements (Question 52) was independent of the reporting of acceptable or unacceptable fractions of Canadian content in courses taught (Questions 36 to 41) was tested. The test produced a chi-square of 24.15 which was significant at the  $p < .005$  level with 4 degrees of freedom. The null hypothesis was rejected. The variables were not independent of one another.

In Table 7, the null hypothesis that attention paid to the content requirements (Question 53) was independent of acceptable and unacceptable responses to Questions 36 to 41 was tested. This test produced a chi-square of 35.74 which was significant at the  $p < .005$

Table 6

Chi-square: Awareness of the Requirements as a Function of Acceptable and Unacceptable Fractions of Canlit

---

Awareness	Fractions of Canlit		
	Acceptable	Unacceptable	
Unaware	0	1	1
Slightly Aware	1	4	5
Generally Aware	22	48	70
Quite Aware	34	56	90
Perfectly Aware	72	42	114
	129	151	=280

$\chi^2$  24.15

DF 4

P < .005

Table 7

Chi-square: Attention to the Requirements as a  
Function of Acceptable and Unacceptable Fractions  
of Canlit

---

Attention	Fractions of Canlit		
	Acceptable	Unacceptable	
Great Deal	45	18	63
Quite a lot	61	77	138
Some	14	48	62
Little	3	7	10
None	6	1	7
	—	—	—
	129	151	=280

$\chi^2$  35.74

DF 4

P < .005

level with 4 degrees of freedom. Again the null hypothesis was rejected and the hypothesis that these two variables were related was accepted.

In Table 8, the null hypothesis that reported meeting of the content requirements (Question 54) was independent of acceptable and unacceptable responses to Questions 36 to 41 was tested. This test produced a chi-square of 47.95 which was again significant at the  $p < .005$  level with 4 degrees of freedom.

The results of these tests tended to confirm the earlier observations made on Tables 3, 4, and 5 and the generalization that followed. Respondents who reported meeting the requirements in Questions 36 to 41 were quite aware of and paid attention to the requirements. The discrepancy between the responses to Questions 54 and 36 to 41 was the result of a number of respondents who were not sure of what the requirements were.

In conclusion, the answer to the first research question probably lies in the responses to Questions 36 to 41 (Figure 1). Alberta's Canadian content requirements for the core high school English courses

Table 8

Chi-square: Reported Meeting the Requirements as a Function of Acceptable and Unacceptable Fractions of Canlit

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Meeting	Fractions of Canlit		
	Acceptable	Unacceptable	
Poorly	3	4	7
Fairly	5	36	41
Satisfactorily	49	79	128
Well	47	27	74
Excellently	25	5	30
	129	151	= 280

$\chi^2$  47.95

DF 4

P < .005

were met by less than one-half of the subjects who responded to this study.

#### Research Question 2

What is the relationship between the respondents' reported implementation of the Canadian literature content requirements and the following respondent variables: percentage of time spent teaching language arts, years of experience teaching language arts, geographical area, population centre in which school is located, the type of degree or certificate held, where the most recent degree was obtained, when the last university English/language arts course was taken, whether or not English/language arts was a major field of study, and the number of courses taken in Canadian literature?

To answer this question, Pearson correlation coefficients were first computed for the variables identified in the research question (Questions 2, 3, 4, 5, 8, 9, 11, 12, and 13 in Appendix C and H) and the responses to the question that asked how well the Canadian literature requirements were being met (Question 54). In addition to this, the determiner variables were also correlated with the amount of attention the respondents reported paying to the

requirements (Question 53) and how they reported feeling about having to teach Canadian literature (Question 55). (Please see Table 9 for the results of the correlations.)

The only significant correlation in Table 9 between the determiner variables and the MEETING variable was when the respondent had last taken an English/language arts course at university. While this correlation was significant at  $p = .014$ , the correlation was only  $r = .26$ . Using the  $r^2$  procedure to estimate the variability predicted by the determiner, less than seven percent of the variability in the respondents' reported meeting of the requirements could be attributed to when they had last taken English/language arts courses. So, while this was the only significant correlation, it failed to demonstrate conclusively that when courses were last taken was the major determiner of how the respondents reported their meeting of the requirements.

A subsequent multiple regression analysis using the same variables produced the same result (Table 10). This procedure produced an  $F = 5.05$ , significant at  $p = .028$ . This result, not surprisingly, confirmed the result of the correlations, but with a lower level of significance.

Table 9

Intercorrelations Between Subject Variables and Canlit Variables


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	Meeting	Attention	Feeling
Time Teaching LA	.44	-.22	-.08
	$p = .357$	$p = .032$	$p = .266$
Years Experience	-.03	.14	-.36
	$p = .414$	$p = .119$	$p = .001$
Geographical Area	-.08	.14	-.16
	$p = .254$	$p = .116$	$p = .089$
Population Centre	.02	.11	-.08
	$p = .429$	$p = .172$	$p = .262$
Type of Degree	-.01	.05	-.28
	$p = .456$	$p = .356$	$p = .01$
Where Degree	.13	.12	-.14
	$p = .131$	$p = .156$	$p = .128$
Recency of Courses	.26	.0	.0
	$p = .014$	-	-
LA Training	-.02	-.05	-.04
	$p = .419$	$p = .353$	$p = .374$
Canlit Courses	-.09	-.04	.17
	$p = .219$	$p = .356$	$p = .082$

Table 10

Multiple Regression Analysis of Subject Variables and Meeting  
the Requirements

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Summary of Anova				
<u>Source of Variation</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Recency of Course	1	4.55	5.05	.028
Residual	68	.9	-	-

---

Variable in the Equation		
<u>Variable</u>	<u>T</u>	<u>P</u>
Recency of Course	2.25	.028

---

Variables not in the Equation		
<u>Variable</u>	<u>T</u>	<u>P</u>
Time Teaching LA	.59	.56
Years Experience	-1.21	.23
Geographical Area	-.84	.41
Population Centre	-.52	.6
Type of Degree	-.32	.75
Where Degree	.96	.34
LA Training	-.02	.98
Canlit Courses	-.26	.8

Turning to the supplementary correlations between the determiner variables and the attention paid to the requirements, the only significant correlation found was for the percentage of time respondents spent teaching language arts (Question 3, Appendix C). Again, while significant at  $p = .032$ , the correlation of  $r = -.22$  was quite low, accounting for only about five percent of the variability (Table 9). A subsequent multiple regression analysis using the same variables failed to produce any significant results. Therefore, while the percentage of teaching time the respondents spent in language arts may have influenced their attention to the requirements, it was not a major determiner.

More interesting results were obtained in comparing the determiner variables to how the respondents felt about having to teach Canadian literature (Question 55, Appendix C). Significant correlations were found for the number of years the respondent had taught English/language arts ( $r = -.28$ ,  $p = .001$ ) and the degree or certificate held ( $r = -.28$ ,  $p = .01$ ).

While the correlations were low, their significance would seem to indicate that more experienced, better educated teachers were less

disposed to being required to teach Canadian literature than their less experienced and educated colleagues.

A subsequent multiple regression analysis confirmed the results of the correlations (Table 11). The years of experience variable compared to the feeling about teaching Canadian literature variable produced an  $F$  of 10.08, significant at  $p = .002$ . The type of degree or certificate variable compared to the feeling about teaching Canadian literature variable produced an  $F$  of 7.62, significant at  $p = .001$ .

Chi-square procedures were subsequently undertaken to test the relationship of the determiner variables to the acceptable and unacceptable responses to the amount of Canadian literature taught in each course (Questions 36 to 41, Appendix C, or see Figure 1). As in the chi-square discussion in the previous section dealing with Research Question One, the percentage of cells with expected frequencies of less than five were very high, ranging from 50 to 90 percent. Furthermore, none of the chi-squares produced were significant. Therefore, no significant relationship was demonstrated to exist between the determiner variables and the amount of Canadian literature taught in specific courses.

Table 11

Multiple Regression Analysis of Subject Variables and Feelings  
about Canlit

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Summary of Anova				
<u>Source of Variation</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Years Experience	1	7.66	10.08	.002
Residual	67	.76	-	-
Type of Degree	66	5.49	7.62	.001
Residual	66	.72	-	-

---

Variables in the Equation		
<u>Variable</u>	<u>T</u>	<u>P</u>
Years Experience	-3.01	.004
Type of Degree	-2.15	.035

---

Variables not in the Equation		
<u>Variable</u>	<u>T</u>	<u>P</u>
Time Teaching LA	-.65	.52
Geographical Area	-1.54	.13
Population Centre	.36	.72
Where Degree	-.42	.67
Recency of Courses	1.53	.13
LA Training	.35	.73
Canlit Courses	.29	.78

This study, therefore, failed to answer the second research question very conclusively. It would appear that the more recently the respondents had taken a university English/language arts course, the more likely they were to report meeting the Canadian literature requirements satisfactorily or better. The percentage of time spent teaching language arts did seem to positively influence the amount of attention paid to the requirements. Most significant, perhaps, was the finding that more experienced and better educated teachers had more negative feelings about being required to teach Canadian literature than their less experienced and educated colleagues.

This study also failed to confirm the variables related to teaching Canadian literature suggested in previous studies. Both the CANLIT studies (Brotten, Stewart, & Robinson, 1981) and Lorimer (1984) suggested that more university courses in Canadian literature would produce teachers more disposed to teaching it. In this study, the number of courses in Canadian literature variable failed to produce any significant correlations relating to the teaching of Canadian literature. The CANLIT studies also suggested that

teachers in larger centres, having more access to universities and cultural activities, would be more prone to teach Canadian literature than their rural colleagues. In this study, the population variable did not prove to be a significant determiner of teaching Canadian literature.

In conclusion, it would appear that a study more finely designed than this one would be needed to ferret out the teacher variables related to the teaching of Canadian literature. There also remains the possibility, of course, that there are no standard, identifiable qualities that dispose teachers to Canadian literature. Whatever those qualities are may be very personal and may vary greatly from one individual to the next.

### Research Question 3

To what extent do the respondents report that Canadian literature is being taught in optional courses offered by senior high schools in Alberta?

The answer to this question could be found by referring to the responses to a direct question. The results of the question (Question 7, Appendix C), "How many optional courses in Canadian literature are taught in your school?" appear in Table 12.

Table 12

Reported Number of Optional Canlit Courses

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<u>Response</u>	<u>Frequency</u>	<u>%</u>	<u>Mean</u>
0	67	94.4	1.06
1	4	5.6	-
2	0	-	-
3 or more	0	-	-

The answer to the third research question was, very few. Only four, or 5.6 percent of the respondents, reported optional courses in Canadian literature. A number of these respondents may have even taught at the same school.

It was interesting to contrast these data to the responses to two other questions (Questions 23 and 24, Appendix C) that asked whether courses in Canadian literature and Canadian studies should be offered (see Table 13).

As is evident from Table 13, the vast majority of the respondents (78.9%) believed at least one course in Canadian literature should be offered, with the majority (66.2%) favoring its being optional. Even a stronger majority (80.3%) favored a course in Canadian studies. These results confirm the expressed wishes of the CANLIT group (Brotten, Stewart, & Robinson, 1981) and Lorimer (1984).

Therefore, although Canadian literature was not widely taught in Alberta outside of the core curriculum, there was a widespread belief among the respondents that it should be. The expressed wish for a Canadian studies course was slightly stronger than that for a Canadian literature course.

Table 13

Desirability of Canadian Literature and Canadian  
Studies Courses

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Canadian Literature Courses Wanted

<u>Response</u>	<u>Value</u>	<u>Frequency</u>	<u>%</u>	<u>Mean</u>
No	1	15	21.1	2.41
Yes, required	2	9	12.7	
Yes, optional	3	47	66.2	

---

Canadian Studies Courses Wanted

<u>Response</u>	<u>Value</u>	<u>Frequency</u>	<u>%</u>	<u>Mean</u>
No	1	14	19.7	2.48
Yes, required	2	9	12.7	
Yes, optional	3	48	67.6	

### Supplementary observations

In addition to providing answers to the research questions, the data also gave rise to a number of supplementary observations. These could be grouped into three categories: teacher preparation and attitudes, assistance in teaching Canadian literature, and strategies used in teaching Canadian literature.

First, teacher preparation for and attitudes towards teaching Canadian literature will be examined. Sixty-nine percent of teachers had taken at least one course in Canadian literature (Question 13, Appendix C & H), but only 18.3 percent had taken three or more. The majority (56.3%) had never attended a professional inservice activity dealing with Canadian literature (Question 14, Appendix C & H). Over 60 percent reported the source of most of their knowledge about Canadian literature came from private study (Question 15, Appendix C & H). As a result of this modest training, only 31 percent of the respondents rated their knowledge of Canadian literature as good or high (Question 16, Appendix C & H), and 54.3 percent felt they were not satisfactorily trained to teach Canadian literature (Question 17, Appendix C & H). Despite this lack of

knowledge and training, 78.3 percent of the respondents felt positive about Canadian literature, and only 7.2 percent felt negative (Question 34, Appendix C & H).

The subjects were also asked what kind of training they would prefer if they were to increase their knowledge of Canadian literature (Questions 18, 19, & 20, Appendix C & H). As their first choice, 47.8 percent chose inservice activities, 28.2 percent chose university courses, and 24 percent chose distance education and personal study. As second choice, 52.2 percent chose inservice activities, 26.7 percent university courses, and 21.1 percent distance education and personal study. The third choices were 33.8 percent for inservice, 32.4 percent for university, and 34.6 percent for distance education and personal study. Overall then, inservice activity was the most popular choice of the respondents. If distance education was included with university courses, university courses would be a clear second choice, but the specific alternative of full-time university attendance was the least favored activity.

A second, and related, supplementary observation dealt with the assistance teachers were receiving in teaching Canadian literature. With regard to teaching

resources available to them, only 53.5 percent rated these resources as adequate or better (Question 33, Appendix C & H). The mode response was inadequate with 43.7 percent of the responses. Alberta Education resource guides were rated as helpful or very helpful by 76.5 percent of the respondents (Question 56). The recommended book lists received a helpful or very helpful response from 88.6 percent of the respondents (Question 57). The helpfulness of resource people, however, fared worse with 60.3 percent rating provincial resource people as unhelpful (Question 58) and 66.2 percent rating jurisdictional resource people as unhelpful (Question 59).

Perhaps the most surprising aspect of these results was the high rating of the resource guides. These were, as mentioned in Chapter 1, virtually non-existent. There was a possibility, however, that resource guides was equated with the annotations in the recommended reference list provided by Alberta Education. Generally, these annotations were very well prepared as was reflected in the high approval rating given to the recommended booklists. The low helpfulness ratings given to resource people

may have reflected the respondents' feeling that they were very much on their own in teaching Canadian literature.

Of most interest to practicing teachers might be the third supplementary observation that dealt with what teachers were doing with Canadian literature. Cultural awareness was the major strength of Canadian literature according to 61.3 percent of the respondents (Question 31). This finding supported the view of most of the research cited in the review of the literature. Over 60 percent favored the short story as the preferred teaching genre in Canadian literature, followed by the novel with 26.7 percent of the responses (Question 32). Almost all the respondents provided the names of five Canadian authors they thought students would enjoy reading (Question 35) and these names and their frequency of suggestion are given in Table 14. The respondents tended to teach more non-Western Canadian literature (Question 45) than Western (Question 44). Little local (Question 42) or Alberta (Question 43) literature was taught.

How the respondents taught Canadian literature as part of their courses varied somewhat (Questions 46 to 51). Generally, integrating it into generic units was favored in academic courses (English 10, 20 & 30), and

Table 14

Recommended Canadian Authors


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<u>Author</u>	<u>Frequency</u>	<u>Author</u>	<u>Frequency</u>
Margaret Laurence	46	Gordon Corman	2
W. O. Mitchell	23	Timothy Findley	2
Morley Callaghan	22	Grant McEwan	2
Farley Mowet	22	Sharon Pollock	2
Mordecai Richler	22	George Ryga	2
Margaret Atwood	21	Emily Carr	1
Alice Munro	16	Kildare Dobbs	1
Sinclair Ross	15	Allan Fotheringham	1
Earle Birney	11	Northrup Frye	1
Pierre Berton	10	Pauline Gedge	1
Leonard Cohen	8	Arthur Hailey	1
Stephen Leacock	8	Marilyn Halvorson	1
Ernest Buckler	7	Constance Hereford-Howe	1
Robertson Davies	7	Hugh Hood	1
Alden Nowlan	7	Monica Hughes	1
Hugh Garner	5	Pauline Johnson	1
Gabrielle Roy	5	Al Purdy	1
Eric Nichol	5	Spider Robinson	1
Hugh MacLennan	5	Dan Ross	1
Max Braithwaite	4	Robert Service	1
W. P. Kinsella	4	Raymond Souster	1
E. J. Pratt	4	Wallace Stegner	1
Rudy Wiebe	4	David Suzuki	1
Rock Carriere	3	Yves Theriault	1
L. M. Montgomery	3	W. O. Valgardson	1
Michael Ondaatje	3	Adele Wiseman	1
G. D. Roberts	3	Scott Young	1

integrating it into thematic units was favored in the non-academic stream (English 13, 23, & 33). Only in English 20 did a significant number of respondents (21.8%) teach a special unit on Canadian literature.

When asked what they would like to see in the future, 55.9 percent of the respondents wanted no change in emphasis on Canadian literature (Question 21). Over 30 percent wanted more, and 13.2 percent wanted less. When asked at what grade level Canadian literature should be stressed, 30.4 percent favored Grade 10, 43.5 percent Grade 11, and 26.1 percent Grade 12 (Question 22). Apparently, the current emphasis in English 20 (50%) would also be the most acceptable future alternative. Lorimer (1984) also suggested that Grade 11 be the grade in which to stress Canadian literature. Furthermore, when asked the optimum fraction of Canadian literature in each of the high school English courses (Questions 25 to 30), the respondents' modal response for each course was one-quarter, except for English 20 where the mode was one-third.

In summary, most respondents taught Canadian literature via the short story in generic units

for academic courses and thematic units for non-academic courses. Most felt that its value was cultural rather than literary. In terms of the future, most respondents wanted a continuation of the status-quo, but the suggested optimum fraction of Canadian literature in specific courses tended to fall near the minimum or below the current requirements.

#### Respondents' comments

Of the 71 useable returned questionnaires, 22 included additional comments. While some of these comments were merely congratulatory, most had something specific to say about Canadian literature in the high school.

Almost one-third of the comments addressed what the CANLIT group call "The Great Debate" (Birdsall, Broten, David, Donald, & Plant, 1979): Is there a Canadian literature, or is all literature worthy of the name world literature? One respondent said, "We are a global village so the culture of the world should be more important than the creation of an island". CANLIT's review of typical comments was echoed by another respondent who said, "I would hope that there is more to Canadian literature than bears, braves,

and snow". One respondent went so far as to suggest the trees should have been spared that provided the paper for Alberta's Heritage Series of Western Canadian Literature. Most of the commenters in this group, however, were genuinely concerned with offering their students quality literature; not giving something less to meet bureaucratically imposed rigid guidelines.

Another group of commenters was concerned about time constraints, especially in the academic English courses. They felt a Canadian literature objective was another addition to an already crowded curriculum. One said, "It would help me if at least one full high school English course were set aside for this subject". "I would see a case for an option on Canadian literature with some integration with certain aspects of social studies," said another.

The other major area of concern was resources. One commenter, echoing Harker (1982) complained of the lack of Canadian resources with suitable language and content for a high school audience. Another noted that Canadian editors and publishers must publish a more physically attractive product.

Primarily, however, this group was concerned with a genuine lack of not only Canadian authored material, but teaching resource guides and audio-visual aids to support that material as well.

Overall, while at least one commenter felt despair - "The concept of Canadian literature today has to compete with a more general ignorance of Canada" - most were more optimistic. One summarized the more optimistic in saying, "My view of Canadian literature has changed since I began teaching it. I feel more positive about it and believe there is merit in trying to distinguish Canadian literature from the literature of other nations".

#### Conclusion

In review of the results of the analysis of the data, there were two answers to the first research question - yes and no. While the majority of respondents said that they were meeting the Canadian literature requirements, only a minority reported teaching enough Canadian literature in specific courses to meet the requirements. This discrepancy was resolved by further analysis that indicated that respondents who were meeting the requirements were aware of the requirements and were

paying attention to them. Therefore, many respondents who said they were meeting the requirements were probably not sure of what the requirements were.

The analysis of the data failed to produce any conclusive answers to the second research question. The only significant variable that affected how the respondents reported meeting the requirements was when they had last taken university English/language arts courses. This variable, however, only accounted for a small percentage of the variability. In addition, it was found that the greater the percentage of time the respondents spent per day teaching language arts, the more attention they paid to the requirements. Finally, the more experienced and better educated were the respondents, the more negative feelings they had about being required to teach Canadian literature.

The data produced a definitive answer to the third research question. Very few optional courses in Canadian literature were being offered in Alberta high schools. In contrast, a large majority of respondents favored the offering of specific Canadian literature and/or Canadian studies courses as options in Alberta high schools.

Supplementary observations of the data indicated that many of the respondents felt ill-prepared and ill-equipped to teach Canadian literature. Most wanted more help from department and local personnel, better resources, and further training through inservice activities. In attempting to meet the requirements, most respondents were integrating Canadian literature into their generic and thematic units. Most favored the short story as the prime genre in teaching Canadian literature and were able to suggest five Canadian authors students might enjoy. They concurred with past researchers in suggesting that cultural awareness was the greatest strength of Canadian literature.

Almost one-third of the respondents added comments on their questionnaires. In many cases, these comments echoed issues in Canadian literature dealt with in previous research. In all, however, the commenters responded positively to Canadian literature and to this study.

## Chapter 5

### Conclusions, Implications, and Recommendations

This chapter begins with a discussion of the generalizability of the study and comments on its significance. The results are then summarized and conclusions are drawn from them. Next, the implications of the findings and conclusions are noted. The chapter ends with a series of recommendations for the various institutions and bodies that have authority to influence teacher training and practice.

#### Generalizability of the results

This section illustrates why the results from the sample can be generalized to the population (high school English teachers in Alberta), despite the limitations of the study. First, the limitations discussed in Chapter 3 are reviewed.

The study was limited by the choice of a mailed questionnaire. Dillman (1978) reviewed the limitations of this type of study as follows: It was impossible to determine how a response from all subjects would have affected the results. There was no control over contamination of the results by respondents

discussing their responses with one another, nor over the order in which the questions were answered. Item non-response and multiple response could not be avoided. The results were but a snapshot of the past.

Next were limitations in sampling. Not all of the 28 superintendents had high school English teachers in their jurisdictions. At least two questionnaires were sent to teachers who did not teach high school English. The cities of Edmonton and Calgary were underrepresented in the sample, and the northern half of Alberta was overrepresented.

Finally, there was experimenter bias in the selection and wording of the questions, and in the organization of the data for analysis.

Nevertheless, the results could be generalized to the population with a reasonable degree of surety for the following reasons: First, the selection of subjects for the sample was made objectively. No attempt was made to contact superintendents or teachers known to or by the experimenter. Rather, the superintendents were chosen objectively from a list of superintendents, and they were responsible for supplying names of high school English teachers.

Second, the size of the sample was large enough to satisfy the requirements of some authorities on the subject of sample sizes (Cates, 1985; Dillman, 1978; Gay, 1981). At least ten percent of Alberta high school English teachers were included in the sample, and the sample was about three times as large as the suggested minimum of thirty subjects.

Third, the rate of return was substantial. Seventy-three of the eighty-four questionnaires mailed (87%) were returned. This compared to the average 74 percent reported by Dillman (1978) in surveys that employed the same method as was used in this study. Walton (1978), in his survey of Canadian literature in British Columbia high schools, received a 68 percent response to his questionnaires. The CANLIT studies had response rates of 59 percent in 1973 (Stewart, 1974) and 41 percent in 1980 (Brotten, Stewart, & Robinson, 1981). Therefore, compared to mailed questionnaire surveys in general and to surveys similar to the one used in this study, the response rate was exceptionally high.

Finally, the results could be generalized beyond the time the survey was conducted. Alberta's

Canadian literature requirements had been in place for four years at the time the survey was conducted. Therefore, these were not new requirements with which the subjects were just becoming familiar. Also, no concerted effort had been made by school jurisdictions, the Alberta Teachers' Association, and Alberta Education to publicize the requirements and otherwise help teachers to meet them between the time of the survey and the time of this writing. With reasonable certainty, it could be stated that the results of this study at the time of writing were not substantially different from the results at the time the survey was conducted.

Therefore, because the sample was determined objectively, because the rate of return was respectably high, and because no major intervention had occurred between the time of the study and this writing, the results of this study could be generalized to the population of Alberta high school English teachers.

#### Significance of the study

This study constituted original research. No other studies have examined the implementation of Alberta's Canadian literature requirements nor the

teaching of Canadian literature specifically in Alberta. Furthermore, judging by the return-rate of questionnaires, the study addressed a subject that Alberta English teachers felt was worthy of attention. They took the time and made the effort to respond to a detailed questionnaire. Also, over thirty percent of the respondents went beyond merely responding to the questions and added their own comments, suggestions, and observations.

This study also compared favorably with similar studies that have been undertaken. As noted in the previous section, the response rate was considerably higher than that of previous studies. Also, the questionnaire developed for this study was far more detailed than those used in previous studies. Walton's (1978) questionnaire contained eight questions, and the CANLIT questionnaires (Brotten, Stewart, & Robinson, 1981; Stewart, 1974) consisted of ten questions. The questionnaire developed for this survey had 59 questions. This number of questions allowed for a much more thorough analysis of the factors involved in teaching Canadian literature than was previously possible.

As noted in Chapter 2, much has been written

about the teaching of Canadian literature, but little objective research has been undertaken to support or refute the polemic proclamations of the pundits. This study contributed some objective data which may serve to extend the parameters of what is known, rather than what is thought and felt, about the teaching of Canadian literature in Canadian high schools.

#### Conclusions about the Canadian literature requirements

The first research question asked to what extent Alberta's Canadian literature requirements were being met. The data produced two answers to this question. When asked directly if they were meeting the requirements, over 80 percent of the respondents reported that they were. When asked to report the percentage of Canadian literature they included in each of their courses, less than 46 percent of the respondents reported percentages equal to or exceeding the minimum requirements. Only in English 10 and 30 were the majority of the reported percentages acceptable.

This discrepancy between the responses to the direct question about meeting the requirements and

the reported percentage of Canadian literature in each course was analyzed further. This analysis demonstrated that the discrepancy between what the respondents believed they were doing and what they were in fact doing was the result of their awareness of and the amount of attention they paid to the requirements. Those respondents who reported that they were aware of the requirements and were paying attention to them tended also to be including acceptable percentages of Canadian literature in their courses.

Those respondents, then, who were meeting the requirements were consciously aware of the requirements. Those who believed they were meeting the requirements but were not, tended not to be aware of them. Therefore, the level of awareness of and the attention paid to the requirements were the primary factors determining whether or not the requirements were being met. In light of the amount of space devoted to these requirements in Alberta's Senior High School Language Arts Curriculum Guide (1982), the lack of publicity given to them at the time of their introduction, and the paucity of subsequent inservice, these results were not surprising. These

results would indicate, however, that if Alberta English teachers were made more aware of the Canadian literature requirements, the extent to which these requirements were met could be increased significantly.

As far as the future of the Canadian literature requirements was concerned, the majority of the respondents favored leaving them as they were. When they were asked to specifically recommend optimum percentages of Canadian literature for each specific course, the majority of the respondents recommended percentages slightly lower than those mandated in the requirements. Therefore, there was no widespread disagreement with or opposition to the requirements.

It could be concluded that most teachers accept the requirements and favor a continuation of them. That the majority of respondents reported percentages of Canadian literature that were unacceptable in terms of the requirements was explained by their not being consciously aware of the specific percentages required. Therefore, reminding teachers of the requirements, and assisting them in selecting Canadian

materials and preparing Canadian lessons should significantly increase the degree to which Alberta's Canadian literature requirements are being met.

#### Conclusions about teacher characteristics

The second research question sought to determine which respondent variables would best predict the extent to which the Canadian literature requirements were being met. In general, the results of this question proved to be much less conclusive than the results of the first research question.

The only variable that was significantly correlated with the respondents' reported meeting of the requirements was the time that had elapsed since the respondents had last taken an English/language arts course in university. The more recently they had taken such a course, the more likely they were to report meeting the requirements. This result would tend to underscore the need for further training Alberta teachers in teaching Canadian literature. Most of the respondents felt inadequately prepared to teach Canadian literature, and most wanted further training through inservice programs.

In that the attention respondents paid to the

requirements was a major factor in determining whether or not the requirements were being met, an analysis was conducted to assess the respondent variables that influenced this attention. The percentage of teaching time that the respondents spent teaching language arts was the only variable that was significantly correlated with the amount of attention paid to the requirements. That is, teachers who taught high school English full time were more likely to pay attention to the requirements than those teachers with additional teaching assignments in other subjects. Therefore, if the requirements were to be attended to, it would have been best to have had as many full-time English teachers as possible.

Interesting results were achieved when respondent variables were compared to how the respondents felt about being required to teach Canadian literature. The better educated and more experienced the respondents were, the more negative they felt about being required to teach Canadian literature. Apparently, the old aphorism about teaching old dogs new tricks could be applied to the respondents. That is not to say that more experienced, better educated teachers

were meeting the requirements to a lesser extent than their less experienced and educated colleagues, but only that they resented the requirements more.

What this analysis of teacher variables failed to demonstrate was as revealing as what it did establish. It failed to establish any relationship between the number of university courses in Canadian literature taken by the respondents and their meeting of the requirements. Previous studies (Brotten, Stewart, & Robinson, 1981; Lorimer, 1984) postulated that this was a major determining factor. Also there was no indication that teachers in larger centres were more prone to teach Canadian literature than their rural counterparts, as suggested by the CANLIT studies (Brotten, Stewart, & Robinson, 1981).

Two possibilities emerged from the analysis of teacher variables related to the teaching of Canadian literature. One was that a study more finely designed than this one would be needed to identify those characteristics. A second possibility was that those characteristics that dispose teachers to Canadian literature were very individualized, and that no standard set of teacher variables existed.

In view of the detailed nature of the questionnaire used in this study, the second possibility would seem to have been the more likely.

Conclusions about additional  
Canadian literature courses

Many researchers and theorists noted the number of objectives of most English/language arts courses. The Alberta Senior High School Language Arts Curriculum Guide (1982) devoted 20 of its 124 pages to the listing of objectives. A number of respondents noted that trying to accomplish all that was expected of them in teaching language arts left little time for concentration on Canadian literature.

Perhaps for that reason, a majority of the respondents agreed that Canadian literature should be taught in courses additional to the core English program. The majority recommended that these courses should be optional, and more favored a Canadian studies approach over a more restrictive Canadian literature design. This result supported the contentions of other researchers like Hodgetts (1969) and Lorimer (1984).

In that both the English and social studies programs in Alberta tended to be more process than

content oriented, at least one course in Canadian studies at the high school level could be viewed as the best solution to at least part of the general Canadian content problem in Alberta high schools. At the time of this study, less than six percent of the respondents reported that optional courses in Canadian literature were taught in their schools. Therefore, a province-wide course in Canadian studies would not disrupt very many school-developed programs.

#### Supplementary conclusions

Besides providing answers to the three research questions, the data allowed for a number of supplementary observations. Also, many teachers added their comments on the questionnaires.

While about 70 percent of the respondents had taken at least one course in Canadian literature, the majority felt they were poorly trained to teach it. As the preferred method of increasing their knowledge about Canadian literature, most respondents chose inservice activities first and university courses second. Since almost 80 percent felt positive about Canadian literature, it would seem that appropriate inservice activities would

be efficacious in advancing Canadian literature instruction. This conclusion was also supported by the fact that the majority of respondents indicated that private study was the source of most of their current knowledge about Canadian literature.

The respondents reported that they were receiving little assistance in the teaching of Canadian literature from provincial or jurisdictional resource people. A slight majority rated available resources in their schools as adequate, and higher majorities considered Alberta Education resource guides and recommended book lists as helpful or very helpful. Generally, the respondents noted a lack of direction in their teaching of Canadian literature.

The contention of most previous researchers and theorists that the major strength of Canadian literature was cultural awareness was supported by over 60 percent of the respondents. The short story was the most often used genre in teaching Canadian literature. Canadian literature tended to be integrated into generic units in academic

courses and into thematic units in non-academic courses. More training, resources, and direction may have enabled the respondents to see a greater value in Canadian literature and to teach it more creatively.

In their comments, the greatest number of respondents addressed the questions of the quality and nature of Canadian literature. In view of the diversity and quantity of Canadian literature noted in Chapter 2, these questions more than likely indicated the respondents' general lack of training in and knowledge of Canadian literature. Another group of respondents commented on the time constraints, especially in academic English courses - a topic addressed in the previous section of this chapter. The final general area of comments was the general lack of direction in and resources for teaching Canadian literature, also noted in the previous section.

Teachers, then, were trying to incorporate Canadian literature into their courses, but were hampered by a lack of knowledge, time, direction, and resources.

### Implications for research

While this study has produced data to evaluate the extent to which Alberta's Canadian literature requirements were being met and to ascertain the amount of Canadian literature being taught in optional courses in Alberta, it has failed to identify many variables that might account for teachers being disposed to teach Canadian literature. This aspect of the study could be explored through further research. Studies such as this could also be undertaken in other Canadian provinces.

There is a more urgent need, however, for research into students' reactions to Canadian literature (such as that of Ross, 1978; Summers & Lukasevich, 1983) and into how and what students learn from it. While the amount of Canadian literature in the curriculum must be determined by philosophical and political decisions, the pedagogical decisions on what to teach and how to teach it should be based on more research than is available.

### Implications for teacher training

Over 54 percent of the respondents reported being not satisfactorily trained to teach Canadian

literature. More than 56 percent had never attended a professional inservice activity dealing primarily with Canadian literature. Over 60 percent selected private study as the source of most of their knowledge about Canadian literature. Lorimer (1984) noted that no Canadian university included in his study required its students to take a course with Canadian content in the teaching subjects.

The implication is clear. Alberta's teachers lack the training and background knowledge to teach Canadian literature effectively. The universities, Alberta Education, and the Alberta Teachers' Association must seek to rectify this situation if the teaching of Canadian literature is to continue to be required. These institutions should be mindful of the fact that most practicing teachers preferred inservice activities as a method of supplementing their knowledge of Canadian literature and its instruction.

#### Implication for resources

Most teachers believed there was a lack of direction in teaching Canadian literature from provincial and jurisdictional resource people. Many teachers also noted a lack of suitable and

useful teaching materials and resource guides. This implies that the province and its jurisdictions should seek to identify people to serve as resource persons to teachers of Canadian literature. It also suggests that educational authorities and the professional association should prepare resource guides for teachers of Canadian literature. Finally, it indicates that there might be a ready commercial market for selected and annotated Canadian materials directed to senior high school students.

#### Recommendations

##### for universities

1. Alberta universities should require their education students majoring in language arts to take at least two one-term courses or one full-year course in Canadian literature.
2. Alberta university departments of education should devote at least part of one course in curriculum and instruction in language arts to the teaching of Canadian literature.

Recommendations  
for school jurisdictions

1. School jurisdictions should encourage their high school English teachers, through funding and release time, to attend inservice activities on the teaching of Canadian literature.
2. School jurisdictions should seek to identify, and make available, personnel qualified to act as resource people to teachers of Canadian literature.

Recommendations for the  
Alberta Teachers' Association

1. The ATA should encourage each of its convention districts to include at least one session on the teaching of Canadian literature at each teachers' convention.
2. The ATA should encourage its local professional development committees to plan sessions on Canadian literature as part of their professional development programs.
3. The professional development department of the ATA should prepare a series of monographs for teachers

on methods and materials suitable for use  
in teaching Canadian literature.

#### Recommendations

##### for Alberta Education

1. Alberta Education should remind teachers of its Canadian literature requirements from time to time.
2. Alberta Education should prepare teaching and resource guides directed specifically to helping teachers meet its Canadian literature requirements.
3. Alberta Education should recruit a number of experts in the field of teaching Canadian literature and make them available to teachers and teacher groups throughout the province.
4. Alberta Education should develop and implement a course in Canadian studies to be offered in addition to the core English and social studies programs.

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Appendix A

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Letter to  
Superintendents

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Box 606  
Fairview, Alberta  
TOH 1LO

June 18, 1986

Dear Sir:

This is a request for your assistance in my M.A. (University of Victoria) research. I am surveying senior high English teachers' responses to questions about Canadian literature by mailed questionnaires.

My request is as follows:

1. Please supply a list of names, with school addresses and telephone numbers, of teachers who teach high school English courses (grades 10 - 12) in your jurisdiction.
2. Please include in the list department heads and other administrative personnel responsible for high school English.
3. Please return the list to me by August so I can conduct the survey in September (forms and envelope enclosed).

Dr. Symyrozum, Director of Curriculum, has consented to the survey. Garth Hendron, Assistant to the Director, has given his "enthusiastic support" to this research, the first of its kind in Alberta.

You were one of 28 superintendents randomly chosen to participate in this survey. If the results are to be meaningful, it is important that your teachers participate.

If you have any questions, please do not hesitate to call me (835-2603). My superintendent is Mr. Dave Allison (835-2002).

Yours truly,

Richard Knutson

Permission has been granted for the following teachers  
to be surveyed by Richard Knutson:

<hr/>		<hr/>	
Name of Superintendent		Jurisdiction	
<u>TEACHER NAME</u>	<u>SCHOOL ADDRESS</u>	<u>SCHOOL PHONE</u>	<u>NUMBER</u>

Appendix B

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Questionnaire  
Assessment Form

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Box 606  
Fairview, Alberta  
TOH 1LO

June 5, 1986

As part of my M.A. requirements, I am conducting a survey of Canadian literature in Alberta senior high schools. Before I distribute the questionnaire, however, I would like to receive some thoughtful feedback on the first draft.

Would you please work through the enclosed questionnaire; make marginal comments on any questions you find unclear, confusing, irrelevant, or redundant; and fill out the general assessment sheet. I would appreciate receiving your returns in the self-addressed stamped envelope by mid-July.

Thank you for whatever time you can spare for this request, and have a pleasant summer.

Yours truly,

Richard Knutson

General Assessment

Questions 1 - 4 ask you to rate some of the features of the questionnaire.

1. Order of sections (circle one)

good fair poor

Suggestions:

2. Order of questions in (circle one)

Section 1 good fair poor

Section 2 good fair poor

Section 3 good fair poor

Suggestions:

3. Overall length of questionnaire (circle one)

too long acceptable too short

Suggestions:

4. Length of each section (circle one)

Section 1 too long acceptable too short

Section 2 too long acceptable too short

Section 3 too long acceptable too short

Suggestions:

5. Would it be a good idea to include a question asking you to list your five favorite Canadian titles (circle one)?

Yes No

Suggestions:

6. Overall, how would you rate the task of completing the questionnaire (circle one)?

interesting acceptable tedious

Suggestions:

7. About how many minutes did it take you to complete the questionnaire?

8. Other suggestions:

Appendix C



Camera-ready  
Questionnaire



CANADIAN LITERATURE IN ALBERTA

HIGH SCHOOLS: A SURVEY

The following survey deals with Canadian literature in Alberta high schools. It is divided into three sections. Generally, Section A asks who you are; Section B, what you think, and Section C, what you do.

The time and effort you spend in completing and returning this survey is very much appreciated.

UNIVERSITY OF VICTORIA RESEARCH PROJECT NO. 89-86

Richard Knutson, Box 606, Fairview, Alberta T0H 1L0

**Directions**

Each question asks you to choose one lettered response. Please CIRCLE THE LETTER of your chosen response to each question.

Please answer all the questions.

Your additional comments will be carefully noted. Space has been provided at the end of the questionnaire.

Please mail the postcard when you return the questionnaire.

If you wish to share your ideas for and/or units on Canadian literature, please send them under separate cover to the address on the return envelope.

Thank you.

**SECTION A**

Questions 1 to 15 request information about you, your job, and your school.

1. Which of the following best describes your job classification?
  - A. SCHOOL ADMINISTRATOR
  - B. DEPARTMENT HEAD
  - C. TEACHER
  
2. In terms of percentage, about how much of your on-the-job time is spent teaching language arts?
  - A. LESS THAN 25%
  - B. 26 - 50%
  - C. 51 - 75%
  - D. 76 - 100%
  
3. How many years have you taught senior high school language arts (including this year)?
  - A. 1
  - B. 2 - 5
  - C. 6 - 10
  - D. 11 - 19
  - E. 20+

4. In which geographical area of Alberta is your school jurisdiction located?
  - A. EDMONTON AND NORTH
  - B. BETWEEN CALGARY AND EDMONTON
  - C. CALGARY AND SOUTH
  
5. What is the population of the urban centre in which your school is located, or the urban centre nearest your rural school?
  - A. LESS THAN 1500
  - B. 1501 - 10,000
  - C. 10,001 - 100,000
  - D. 100,000+
  
6. How many teachers in your school teach high school language arts?
  - A. 1
  - B. 2 - 4
  - C. 5 - 10
  - D. 11 - 15
  - E. 16+
  
7. How many optional courses in Canadian literature are taught in your school?
  - A. 0
  - B. 1
  - C. 2
  - D. 3 OR MORE
  
8. What is the highest degree or certificate you hold?
  - A. NON-DEGREE TEACHING CERTIFICATE
  - B. BACHELOR'S DEGREE
  - C. ADVANCED DIPLOMA IN EDUCATION
  - D. MASTER'S DEGREE
  - E. DOCTORATE
  
9. Where did you obtain your most recent University degree or certificate?
  - A. ALBERTA
  - B. CANADA (OTHER THAN ALBERTA)
  - C. U.S.A.
  - D. OTHER (PLEASE SPECIFY) \_\_\_\_\_

10. When did you obtain your most recent degree or certificate?
- A. BEFORE 1960
  - B. 1961 - 1969
  - C. 1970 - 1975
  - D. 1976 - 1980
  - E. 1981 - 1986
11. When did you last take a university course(s) in English/language arts (credit or non-credit)?
- A. WITHIN THE LAST YEAR
  - B. WITHIN THE LAST 5 YEARS
  - C. WITHIN THE LAST 10 YEARS
  - D. WITHIN THE LAST 15 YEARS
  - E. MORE THAN 15 YEARS AGO
12. Which of the following best describes the extent of your university training in English/language arts?
- A. MAJOR FIELD OF STUDY
  - B. MINOR FIELD OF STUDY
  - C. INCIDENTAL FIELD OF STUDY
  - D. NOT A FIELD OF STUDY
13. How many university courses in Canadian literature have you taken (1 course = 1 fall, winter, spring or summer term/2 courses = 1 full-session term)?
- A. 0
  - B. 1 - 2
  - C. 3 - 5
  - D. 6 - 8
  - E. 9+
14. How many times have you attended professional inservice and convention sessions that dealt primarily with Canadian literature?
- A. 0
  - B. 1 - 2
  - C. 3 - 5
  - D. 6 - 10
  - E. 11+
15. Which of the following is the source of most of your knowledge about Canadian literature?
- A. UNIVERSITY COURSES
  - B. PROFESSIONAL INSERVICE ACTIVITIES
  - C. PROFESSIONAL MAGAZINES AND JOURNALS
  - D. PRIVATE STUDY
  - E. OTHER (PLEASE SPECIFY) \_\_\_\_\_

## SECTION B

Questions 16 to 35 request that you share your thoughts and feelings about Canadian literature and your preparedness to teach it.

16. Which of the following best describes your current degree of knowledge about Canadian literature?
- A. HIGH
  - B. GOOD
  - C. SATISFACTORY
  - D. FAIR
  - E. LOW
17. How well have your education and training prepared you to teach Canadian literature?
- A. EXCELLENTLY
  - B. WELL
  - C. SATISFACTORILY
  - D. FAIRLY
  - E. POORLY

(Questions 18 to 20 follow this question.)

If you wished to increase your level of knowledge about Canadian literature, what type of training would you prefer?

- A. CASUAL IN-SERVICE (CONVENTIONS AND PROFESSIONAL DEVELOPMENT DAYS)
  - B. LONGER, MORE INTENSIVE IN-SERVICE
  - C. OCCASIONAL UNIVERSITY ATTENDANCE
  - D. FULL-TIME UNIVERSITY ATTENDANCE
  - E. CORRESPONDENCE COURSES/DISTANCE EDUCATION
  - F. NON-DIRECTED PERSONAL STUDY
18. Please circle your first choice    A    B    C    D    E    F
19. Please circle your second choice    A    B    C    D    E    F
20. Please circle your third choice    A    B    C    D    E    F
21. When the curriculum for high school English in Alberta is re-written, what change in emphasis on Canadian literature would you prefer?
- A. MUCH GREATER EMPHASIS
  - B. GREATER EMPHASIS
  - C. NO CHANGE
  - D. LESS EMPHASIS
  - E. MUCH LESS EMPHASIS

22. If Canadian literature were to be stressed more at one grade level than at other grade levels, at which grade level should it be stressed?
- A. GRADE 10
  - B. GRADE 11
  - C. GRADE 12
23. Should there be a course(s) offered in Canadian literature in addition to the English 10/13, 20/23, 30/33 program?
- A. NO
  - B. YES, REQUIRED
  - C. YES, OPTIONAL
24. Should there be a course(s) offered in Canadian studies that combines literature with social studies?
- A. NO
  - B. YES, REQUIRED
  - C. YES, OPTIONAL

(Questions 25 to 30 follow this question.)

In your opinion, what would be the optimum fraction of Canadian literature in each of the following English courses?

- A. LESS THAN ONE QUARTER
- B. AT LEAST ONE QUARTER
- C. AT LEAST ONE THIRD
- D. AT LEAST ONE HALF
- E. TWO THIRDS OR MORE

Courses (Please circle A, B, C, D, or E)

- |                |   |   |   |   |   |
|----------------|---|---|---|---|---|
| 25. English 10 | A | B | C | D | E |
| 26. English 13 | A | B | C | D | E |
| 27. English 20 | A | B | C | D | E |
| 28. English 23 | A | B | C | D | E |
| 29. English 30 | A | B | C | D | E |
| 30. English 33 | A | B | C | D | E |

31. Which of the following, in your opinion, is the major strength of Canadian literature as a subject of study in high school?
- A. CULTURAL AWARENESS
  - B. FAMILIAR CHARACTERS AND SETTING
  - C. FAMILIAR LANGUAGE PATTERNS
  - D. MOTIVATION FOR STUDENT WRITING AND SPEAKING
  - E. INTRINSIC STUDENT INTEREST
  - F. OTHER (PLEASE SPECIFY) \_\_\_\_\_
32. Which type of Canadian literature do you most prefer to teach?
- A. NOVEL
  - B. SHORT STORY
  - C. DRAMA
  - D. POETRY
  - E. NON-FICTION
33. Which of the following best describes the resources (books, films, charts, etc.) for teaching Canadian literature that are currently available to you?
- A. NON-EXISTENT
  - B. INADEQUATE
  - C. ADEQUATE
  - D. GOOD
  - E. EXCELLENT
34. What is your attitude toward Canadian literature generally?
- A. VERY POSITIVE
  - B. POSITIVE
  - C. NEUTRAL
  - D. NEGATIVE
  - E. VERY NEGATIVE
35. Please list the names of five Canadian authors whose work you believe students would like to read.
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

## SECTION C

Questions 36 to 59 request that you indicate what you currently do with the teaching of Canadian literature.

(Questions 36 to 41 follow this question.)

In terms of your current practice, approximately what fraction of the literature you teach is Canadian? Please answer for each English course you teach.

- A. LESS THAN ONE QUARTER
- B. AT LEAST ONE QUARTER
- C. AT LEAST ONE THIRD
- D. AT LEAST ONE HALF
- E. TWO THIRDS OR MORE

Courses (Please circle A, B, C, D, or E)

- |     |            |   |   |   |   |   |
|-----|------------|---|---|---|---|---|
| 36. | English 10 | A | B | C | D | E |
| 37. | English 13 | A | B | C | D | E |
| 38. | English 20 | A | B | C | D | E |
| 39. | English 23 | A | B | C | D | E |
| 40. | English 30 | A | B | C | D | E |
| 41. | English 33 | A | B | C | D | E |

(Questions 42 to 45 follow this question.)

Of the Canadian literature selections you currently teach, approximately what percentage could be identified as belonging to each of the geographical areas listed in questions 42 to 45?

- A. LESS THAN 10%
- B. 11 - 25%
- C. 26 - 50%
- D. 51 - 75%
- E. More than 75%

Geographical areas (Please circle A, B, C, D, or E).

- |     |                             |   |   |   |   |   |
|-----|-----------------------------|---|---|---|---|---|
| 42. | Your region of Alberta      | A | B | C | D | E |
| 43. | Alberta                     | A | B | C | D | E |
| 44. | Western Canada              | A | B | C | D | E |
| 45. | Canada (other than Western) | A | B | C | D | E |

(Questions 46 to 51 follow this question.)

How do you usually teach Canadian literature in each of the courses listed in questions 46 to 51? Please answer for each course you teach.

- A. INTEGRATE IT INTO ECLECTIC, THEMATIC UNITS
- B. INTEGRATE IT INTO GENERIC UNITS (POETRY, SHORT STORY, ESSAY, DRAMA, OR NOVEL)
- C. TEACH A GENERAL CANADIAN LITERATURE UNIT
- D. TEACH A SPECIFIC REGIONAL UNIT

Courses (Please circle A, B, C, or D)

- 46. English 10    A    B    C    D
- 47. English 13    A    B    C    D
- 48. English 20    A    B    C    D
- 49. English 23    A    B    C    D
- 50. English 30    A    B    C    D
- 51. English 33    A    B    C    D

52. In terms of your day-to-day teaching practice, how aware are you of Alberta Education's Canadian content requirements for high school English?

- A. UNAWARE
- B. SLIGHTLY AWARE
- C. GENERALLY AWARE
- D. QUITE AWARE
- E. PERFECTLY AWARE

53. How much attention do you pay to Alberta Education's Canadian literature requirements?

- A. A GREAT DEAL
- B. QUITE A LOT
- C. SOME
- D. LITTLE
- E. NONE

54. At present, how well are you meeting Alberta Education's Canadian literature requirements?

- A. POORLY
- B. FAIRLY
- C. SATISFACTORILY
- D. WELL
- E. EXCELLENTLY

55. How do you feel about being required to teach Canadian literature?
- A. VERY NEGATIVE
  - B. NEGATIVE
  - C. NEUTRAL
  - D. POSITIVE
  - E. VERY POSITIVE

(Questions 56 to 59 follow this question)

How helpful to you in teaching Canadian literature are the resources listed in questions 56 to 59?

- A. VERY HELPFUL
- B. HELPFUL
- C. NOT HELPFUL

Resources (Please circle A, B, or C)

- |  |   |   |   |
|--|---|---|---|
| 56. Alberta Education resource guides    | A | B | C |
| 57. Recommended texts, novels, and plays | A | B | C |
| 58. Alberta Education resource people    | A | B | C |
| 59. School jurisdiction resource people  | A | B | C |

Comments

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Please mail the postcard separately when you return this questionnaire.  
Thank you.

Appendix D



Sample Package





Appendix E

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Covering Letter to  
Subjects

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UNIVERSITY OF VICTORIA RESEARCH PROJECT NO. 89-86

Richard Knutson, Box 606, Fairview, Alberta T0H 1L0

September 11, 1986

In recent years, high school English teachers have been expected to include Canadian literature as a significant part of course content. The purpose of this study, the first of its kind in Alberta, is to investigate how teachers are dealing with Canadian literature.

You are part of a representative sample of Alberta high school English teachers. Your name was submitted by your superintendent. Your response is important if the results of this survey are to reflect accurately the views of the wide range of teachers who are responsible for Alberta's high school English program.

You may be assured of complete confidentiality. Individual questionnaires have not been identified in any way. But please remember to mail the postcard when you return the questionnaire so that your name can be checked off the mailing list, and I can send you a summary of the results.

Garth Hendron of the Alberta English Project has given the research his "enthusiastic support". The results will be shared with Alberta Education.

If you have any questions, please contact me at 835-2603 (home) or 835-5421 (school).

Thank you for your assistance and best wishes for a rewarding '86 - '87 school year.

Yours truly,

Richard Knutson

Appendix F

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Return and Reminder

Postcards

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Return Postcard Text

I have returned my questionnaire  
separately. (Please print your  
name and address below.)

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Reminder Card Text

Last week a questionnaire about Canadian literature in Alberta high schools was mailed to you. Your name was part of a representative sample of English teachers.

If you have already returned your questionnaire, thank you. If not, please complete and return it today. Because you are part of a small but representative sample of English teachers, it is important that you reply if the results of the study are to reflect the view of Alberta English teachers.

If you did not receive the questionnaire, or if it got misplaced, please call me collect (835-2603) and I will mail you another one today.

Yours truly,

Richard Knutson

Appendix G

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Table of Question Responses

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<u>Question</u>	1	2	3	4	5	6	7	8	9	10	11	12	13
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<u>Subject</u>													
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1.	3	3	4	1	4	2	1	2	1	3	2	4	1
2.	2	4	4	1	4	3	1	2	1	3	5	1	1
3.	3	3	4	1	2	1	1	2	1	3	4	1	2
4.	2	3	2	1	1	2	2	2	1	4	1	2	3
5.	8	2	2	1	2	1	1	2	3	2	5	2	1
6.	2	4	5	1	3	2	1	4	1	4	5	1	1
7.	3	2	1	1	2	2	1	4	3	5	3	1	2
8.	3	4	1	1	2	2	1	2	1	4	3	1	2

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9.	3	3	2	1	1	1	1	2	2	5	2	1	3
10.	3	4	3	1	2	2	1	2	1	4	3	1	2
11.	3	4	3	3	3	3	1	2	1	3	3	2	2
12.	3	4	3	1	2	2	1	2	1	4	3	1	2
13.	3	3	5	1	4	3	1	2	3	1	3	2	3
14.	3	4	2	3	7	3	1	2	3	4	3	1	1
15.	3	3	2	2	2	1	1	2	2	5	2	1	1
16.	1	2	4	1	1	2	1	4	1	4	2	3	1

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17.	3	2	3	1	2	2	1	2	1	2	2	4	1
18.	3	4	2	3	3	3	1	2	1	5	2	1	3
19.	3	2	1	2	2	1	1	2	1	4	3	1	2
20.	3	4	4	3	3	3	1	4	3	5	4	1	2
21.	3	3	3	2	2	1	1	1	2	3	4	1	2
22.	3	4	2	1	2	2	1	2	2	5	2	1	2
23.	3	4	3	3	3	3	1	2	1	3	3	1	5
24.	3	4	4	2	2	2	2	2	1	3	4	1	3

Question 14 15 16 17 18 19 20 21 22 23 24 25 26

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Subject

1.	1	4	3	4	1	2	3	3	1	3	3	2	2
2.	2	8	3	5	4	5	6	3	2	3	1	1	1
3.	2	8	3	4	1	6	5	3	2	1	3	2	2
4.	3	8	2	2	3	3	5	6	1	3	1	2	2
5.	2	4	4	5	3	2	1	2	2	3	2	2	2
6.	2	5	4	5	3	5	6	4	3	3	3	1	1
7.	1	4	3	4	6	1	3	2	2	3	3	4	4
8.	1	4	3	4	3	2	1	7	2	3	3	2	2

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9.	2	1	3	3	2	5	4	2	1	2	3	2	2
10.	2	8	2	3	3	4	1	3	1	3	2	2	1
11.	1	4	2	4	1	2	3	2	2	1	1	2	2
12.	1	4	3	4	6	3	2	4	2	3	3	2	2
13.	3	4	3	5	2	1	6	3	2	3	3	3	2
14.	1	4	4	5	4	3	2	3	2	3	1	2	2
15.	2	4	4	5	2	5	3	2	1	3	3	3	3
16.	1	4	4	5	2	5	3	2	1	3	3	2	2

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17.	1	8	2	2	1	2	3	3	3	1	2	2	2
18.	1	4	5	1	2	3	3	1	3	3	3	2	2
19.	2	1	2	2	5	3	2	2	1	3	3	4	4
20.	3	8	2	2	2	3	1	3	2	3	3	3	3
21.	1	4	3	3	4	1	6	3	3	1	3	2	2
22.	1	4	3	1	2	3	3	2	3	3	3	1	1
23.	1	1	3	4	6	3	2	3	1	1	2	2	2
24.	2	4	2	3	6	5	1	3	3	3	3	3	3

Question 27 28 29 30 31 32 33 34 35 37 38 39 40

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Subject

1.	2	2	2	2	1	2	3	2	1	6	6	1	6
2.	2	2	2	2	8	2	3	2	7	7	1	1	1
3.	2	2	2	2	8	8	4	2	1	2	2	2	1
4.	2	2	3	3	1	1	2	2	2	2	2	2	1
5.	4	4	2	2	1	2	3	1	1	7	7	7	7
6.	1	1	2	2	2	2	1	7	2	2	2	1	1
7.	4	4	4	4	1	2	2	2	7	7	2	1	7
8.	3	3	3	3	3	1	2	2	2	7	7	7	1

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9.	3	3	3	3	-	8	4	2	1	7	2	7	1
10.	3	2	2	2	8	8	4	2	1	2	2	2	1
11.	4	4	2	2	1	1	3	2	2	7	2	7	2
12.	2	2	2	2	2	2	2	3	1	2	1	1	1
13.	4	3	2	2	1	2	2	2	1	2	2	2	1
14.	3	2	3	2	8	2	2	2	7	7	7	2	7
15.	3	3	2	2	2	2	2	2	1	1	1	1	2
16.	2	2	1	1	1	2	2	4	7	7	2	7	1

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17.	2	2	2	2	2	2	2	2	2	2	2	2	7
18.	3	3	4	4	2	2	2	3	2	7	2	7	7
19.	3	3	3	3	1	4	4	2	1	1	7	7	7
20.	3	3	3	3	8	2	2	2	7	1	7	7	1
21.	2	2	2	2	1	8	1	2	3	7	7	7	7
22.	2	2	1	1	4	2	3	2	7	2	2	1	7
23.	2	2	2	2	1	2	3	1	1	2	2	2	1
24.	4	3	4	3	2	1	4	2	1	1	2	2	1

Question 41 42 43 44 45 46 47 48 49 50 51 52 53

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Subject

1.	1	1	1	1	2	1	6	6	1	6	1	5	1
2.	7	1	1	1	3	7	7	2	2	2	7	5	2
3.	2	2	4	4	1	2	1	2	1	2	1	3	3
4.	1	1	1	2	1	1	1	1	1	1	1	3	2
5.	7	1	2	2	3	2	7	7	7	7	7	2	2
6.	1	1	1	1	1	1	1	1	1	1	1	5	4
7.	7	1	2	2	3	7	7	2	2	7	7	3	3
8.	7	1	1	1	4	2	7	7	7	2	7	3	2

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9.	7	1	2	2	3	2	-	3	7	2	7	3	3
10.	1	1	2	2	3	2	2	2	2	2	2	3	2
11.	7	1	1	2	3	1	7	3	7	1	7	4	2
12.	2	1	2	4	1	1	1	2	1	2	1	5	1
13.	2	1	1	1	2	2	2	2	2	2	2	5	2
14.	2	1	1	1	1	1	7	7	1	7	1	3	3
15.	2	1	1	2	2	2	1	2	1	2	1	4	2
16.	7	1	1	1	4	7	7	2	7	2	7	4	3

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17.	7	1	1	2	2	1	1	3	3	7	7	4	1
18.	2	1	1	2	4	1	7	2	7	7	1	4	2
19.	7	1	2	3	4	2	2	7	7	7	7	5	1
20.	1	1	2	3	4	7	1	7	7	2	1	5	1
21.	7	7	7	7	7	1	1	2	2	2	1	4	1
22.	2	1	2	3	3	7	1	3	2	7	2	5	2
23.	2	1	1	3	3	1	1	1	1	1	1	3	2
24.	1	1	2	2	4	2	2	3	2	2	2	4	2

Question 54 55 56 57 58 59

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Subjects

1.	4	4	1	1	2	2
2.	4	4	3	1	3	2
3.	3	4	2	2	3	2
4.	3	4	2	3	3	2
5.	4	5	2	1	2	2
6.	1	2	2	2	3	3
7.	4	5	2	2	3	3
8.	4	4	2	2	2	2

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9.	3	5	2	2	2	2
10.	3	4	2	2	3	3
11.	3	4	2	2	2	3
12.	3	3	2	2	7	7
13.	3	3	2	2	3	2
14.	3	4	2	1	7	7
15.	4	4	3	1	2	3
16.	2	3	2	2	3	3

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17.	4	4	1	1	2	3
18.	2	3	2	2	3	3
19.	5	5	1	1	2	2
20.	4	4	2	2	2	2
21.	5	2	1	1	3	3
22.	2	4	3	2	3	2
23.	3	4	1	1	1	1
24.	4	4	2	2	3	3

Question 1 2 3 4 5 5 7 8 9 10 11 12 13

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Subjects

25.	3	2	2	3	3	4	1	2	1	3	4	1	2
26.	3	4	4	2	2	1	1	2	1	2	2	1	2
27.	1	2	4	1	2	2	1	4	3	3	3	1	3
28.	3	2	3	1	3	2	1	3	1	5	1	1	2
29.	3	2	2	1	2	2	1	2	2	5	2	1	2
30.	3	4	5	3	3	4	1	2	2	3	4	1	2
31.	3	4	4	3	3	2	1	4	3	5	2	1	2
32.	3	4	2	1	2	1	1	2	1	5	2	1	4

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33.	3	2	4	1	2	2	1	2	1	4	5	1	1
34.	3	3	1	1	2	1	1	2	1	5	2	1	3
35.	3	2	2	2	2	2	2	1	2	4	3	2	1
36.	4	4	2	3	2	2	1	2	1	5	2	1	2
37.	8	3	3	3	3	2	1	2	1	4	2	1	3
38.	3	4	2	1	1	2	1	2	1	5	1	1	2
39.	3	4	4	1	2	2	1	2	1	3	2	1	1
40.	3	2	2	1	2	1	2	2	5	5	2	1	3

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41.	3	4	3	3	3	2	1	2	1	3	4	1	2
42.	8	4	4	1	4	3	1	2	1	2	5	1	2
43.	3	4	2	1	2	3	1	2	1	4	3	1	2
44.	3	4	3	3	3	3	1	2	1	4	3	1	2
45.	3	4	5	1	1	2	1	2	2	2	2	2	1
46.	3	4	4	1	2	2	1	2	2	3	4	1	2
47.	3	4	3	1	2	3	1	3	1	3	2	1	3
48.	2	3	5	3	3	3	1	2	2	2	4	1	2

Questions 14 15 16 17 18 19 20 21 22 23 24 25 26

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Subjects

25.	1	1	3	3	1	2	4	3	3	3	1	2	2
26.	2	4	4	4	1	2	5	3	2	1	3	1	1
27.	1	3	3	3	3	5	6	3	3	3	3	2	2
28.	1	4	4	5	3	2	1	3	2	3	3	2	2
29.	1	1	4	4	1	2	3	2	3	3	3	2	1
30.	4	4	3	3	1	2	6	3	3	3	3	2	2
31.	1	4	2	5	1	2	3	4	1	1	3	1	1
32.	1	1	3	2	2	1	6	3	2	3	3	2	2

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33.	1	4	4	5	5	3	1	3	1	1	1	2	2
34.	2	8	2	2	4	5	6	1	2	3	3	2	2
35.	1	4	3	3	6	1	5	3	1	3	3	2	1
36.	1	1	3	4	2	1	3	2	7	3	3	4	4
37.	1	8	3	8	4	6	5	8	2	3	3	3	3
38.	2	1	5	5	5	3	4	2	3	1	3	2	1
39.	2	4	5	5	4	2	1	3	2	2	3	2	2
40.	1	4	2	3	2	5	3	3	2	2	3	2	2

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41.	1	4	5	5	3	1	5	4	3	3	3	1	1
42.	3	4	3	4	2	1	6	2	2	3	1	3	2
43.	1	8	4	4	4	4	3	2	3	3	2	3	5
44.	1	4	3	5	2	3	6	3	3	3	1	2	2
45.	3	4	1	2	1	2	3	2	2	3	3	1	2
46.	4	5	2	2	5	3	2	2	2	3	3	3	3
47.	5	1	2	2	4	3	5	3	2	1	2	3	3
48.	1	3	2	5	2	3	1	3	1	1	3	4	4

Questions 27 28 29 30 31 32 33 34 36 37 38 39 40

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Subjects

25.	2	2	2	2	2	2	4	1	1	7	7	7	7
26.	3	2	3	2	8	2	3	2	2	2	1	2	1
27.	2	2	2	2	4	8	3	3	2	2	2	2	2
28.	3	3	2	2	1	4	2	2	1	2	2	7	1
29.	2	1	3	1	1	1	2	2	7	2	2	2	7
30.	3	3	3	3	1	1	3	2	7	7	2	2	7
31.	1	1	1	1	1	5	3	4	1	7	2	7	1
32.	3	2	2	2	2	2	3	1	1	2	2	2	1

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33.	2	2	2	2	1	2	2	3	7	1	7	7	7
34.	5	4	1	4	8	8	4	1	1	2	2	1	7
35.	2	1	1	1	1	3	2	2	7	7	7	2	7
36.	4	4	4	4	1	1	2	2	2	2	2	2	1
37.	3	3	2	2	1	8	2	1	1	1	1	1	1
38.	2	1	3	2	2	2	2	2	2	2	7	7	7
39.	3	3	3	3	4	4	2	2	2	2	2	2	2
40.	4	4	2	2	1	2	2	2	1	7	2	7	1

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41.	1	1	1	1	1	2	2	4	2	7	7	7	7
42.	4	2	3	2	8	1	2	1	1	2	2	7	7
43.	3	5	3	5	1	2	3	2	7	1	1	1	7
44.	3	2	4	2	2	2	3	2	1	2	2	2	1
45.	3	4	3	2	1	1	2	1	2	2	2	2	2
46.	5	5	2	2	1	1	4	1	1	7	1	1	1
47.	1	1	1	1	8	3	3	8	8	8	8	8	2
48.	3	3	3	3	1	2	3	1	7	7	7	1	7

Questions 41 42 43 44 45 46 47 48 49 50 51 52 53

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Subjects

25.	7	7	7	2	4	2	7	7	7	7	7	5	2
26.	1	1	1	2	5	2	2	3	3	2	2	5	1
27.	2	1	2	2	1	8	8	8	8	8	8	4	3
28.	7	1	2	3	4	2	7	3	7	2	7	5	2
29.	7	4	4	1	1	7	2	2	2	7	7	4	3
30.	2	1	2	3	4	7	7	2	2	2	2	3	3
31.	2	1	1	3	3	2	7	2	7	2	1	5	2
32.	2	1	1	2	5	2	2	2	2	2	2	5	2

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33.	1	1	2	3	2	7	2	7	7	7	2	5	1
34.	7	1	1	3	2	8	2	3	3	7	7	4	1
35.	7	1	2	2	3	7	1	7	2	7	7	3	3
36.	2	1	1	1	3	2	1	2	1	2	1	5	3
37.	1	1	2	3	2	2	1	2	1	2	1	5	5
38.	7	1	1	2	4	2	1	7	7	7	7	3	3
39.	2	1	1	2	3	1	1	1	1	1	1	3	3
40.	7	1	1	2	3	2	7	2	7	2	7	4	3

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41.	7	1	1	1	4	2	7	2	7	7	7	3	4
42.	7	7	7	7	7	2	2	3	7	2	7	5	1
43.	7	2	2	2	4	7	1	1	1	7	7	5	2
44.	2	1	2	2	3	1	1	1	1	1	1	4	2
45.	2	1	2	2	4	2	2	2	2	2	2	3	2
46.	1	1	1	2	3	1	7	1	1	1	1	5	1
47.	1	1	1	1	1	8	3	3	8	8	8	8	2
48.	5	4	4	4	1	2	2	2	1	2	1	1	1

Questions 54 55 56 57 58 59

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Subjects

25.	4	4	3	3	3	3
26.	5	5	1	1	3	3
27.	3	4	2	3	3	3
28.	3	3	7	2	7	7
29.	3	3	2	3	7	7
30.	3	3	2	2	2	2
31.	3	2	3	2	3	3
32.	3	5	2	2	2	3

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33.	5	5	2	1	3	3
34.	3	5	2	2	2	2
35.	2	4	3	3	7	2
36.	2	4	3	2	2	3
37.	5	8	3	2	3	3
38.	2	3	3	3	1	1
39.	3	3	2	1	2	3
40.	2	2	2	2	2	2

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41.	4	5	2	1	7	7
42.	4	4	2	1	3	3
43.	5	5	7	2	7	1
44.	2	3	3	2	3	3
45.	3	4	3	2	3	3
46.	5	5	1	1	2	3
47.	3	3	2	3	3	3
48.	3	3	2	2	3	3

Questions 1 2 3 4 5 6 7 8 9 10 11 12 13

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Subjects

49.	3	1	3	1	2	2	1	2	1	3	5	2	1
50.	3	4	2	2	1	1	1	2	1	5	2	1	2
51.	2	4	3	1	4	4	1	3	1	5	2	1	2
52.	3	4	3	1	1	2	1	2	1	3	1	2	2
53.	3	3	2	2	2	2	1	2	2	5	2	1	2
54.	3	4	2	3	2	3	1	2	1	5	2	1	2
55.	3	2	2	3	2	3	1	2	1	5	2	1	3
56.	3	4	3	1	1	1	1	2	2	4	2	1	1

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57.	3	4	1	1	1	2	2	2	2	5	2	1	5
58.	3	3	3	1	1	1	1	2	1	4	3	2	3
59.	1	1	4	1	2	2	1	2	1	3	1	3	1
60.	3	4	2	1	2	1	1	2	1	5	2	1	3
61.	3	4	4	1	2	2	1	2	1	5	2	1	2
62.	3	4	2	1	1	2	1	2	2	5	2	1	2
63.	3	3	2	3	2	1	1	4	2	4	3	1	2
64.	3	4	3	2	2	2	1	2	1	2	4	1	1

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65.	3	4	3	1	1	2	1	4	3	3	3	2	1
66.	2	3	4	1	4	3	1	2	4	3	5	1	2
67.	3	3	4	2	1	2	1	2	1	4	4	2	1
68.	1	2	5	2	2	2	2	2	1	2	4	1	2
69.	3	3	5	1	2	3	1	2	1	3	4	1	1
70.	3	4	4	3	3	2	2	1	2	1	3	3	1
71.	3	3	3	2	1	2	1	4	1	4	5	3	1

Questions 14 15 16 17 18 19 20 21 22 23 24 25 26

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Subjects

49.	1	3	2	5	2	3	1	3	1	1	3	4	4
50.	1	4	2	3	3	2	1	2	2	3	3	2	2
51.	1	1	3	3	1	3	6	3	3	3	1	4	1
52.	1	4	3	4	2	5	6	3	2	2	3	2	2
53.	3	4	2	3	3	1	5	2	3	3	1	3	2
54.	2	1	2	4	3	5	4	2	3	3	3	2	1
55.	1	8	3	3	2	1	3	3	2	3	3	2	2
56.	1	5	3	2	1	2	6	3	2	1	1	3	4

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57.	1	1	3	3	1	3	2	3	3	1	2	1	1
58.	4	4	2	4	2	4	1	2	1	2	2	5	5
59.	1	3	3	5	1	6	2	3	1	3	3	2	2
60.	3	1	2	3	2	1	2	3	3	2	3	4	4
61.	2	1	3	4	5	3	2	2	2	2	3	2	2
62.	1	1	4	3	6	3	1	3	3	3	3	2	1
63.	1	4	4	5	6	2	1	3	1	2	1	4	3
64.	1	3	5	5	2	1	3	4	1	3	3	1	1

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65.	4	4	1	5	6	1	5	4	1	3	3	2	2
66.	1	4	2	2	6	5	3	4	2	1	1	2	2
67.	2	4	3	3	6	1	2	3	2	3	3	2	2
68.	4	2	3	2	6	3	2	4	1	1	3	1	1
69.	1	4	4	5	4	2	5	2	1	2	2	4	5
70.	2	3	4	4	2	1	5	4	1	3	3	1	1
71.	1	4	3	3	5	1	3	3	1	3	3	2	3

Questions 27 28 29 30 31 32 33 34 36 37 38 39 40

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Subjects

49.	3	3	3	3	1	2	3	1	7	7	7	1	7
50.	4	3	3	3	1	8	4	1	2	2	1	1	1
51.	4	1	4	2	2	1	3	2	7	7	2	2	1
52.	3	3	2	2	1	2	4	3	2	2	2	2	1
53.	3	2	4	3	1	1	3	1	7	7	2	2	1
54.	3	2	3	2	1	1	2	2	2	2	2	2	1
55.	3	3	2	2	1	1	2	2	2	2	2	7	7
56.	3	4	3	4	6	8	3	3	1	1	2	1	1

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57.	1	1	1	1	3	2	3	2	1	7	7	7	7
58.	4	4	4	4	1	1	3	1	1	2	2	1	1
59.	1	2	1	2	1	2	3	2	7	7	2	7	7
60.	4	4	4	4	2	3	1	1	2	2	2	2	1
61.	4	4	3	3	1	2	4	1	1	2	2	1	1
62.	3	2	4	3	2	2	2	2	1	7	2	2	1
63.	2	2	2	2	1	2	4	2	1	7	2	7	1
64.	1	1	1	1	1	2	2	3	2	7	2	7	2

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65.	2	2	2	2	2	1	5	4	1	1	1	1	1
66.	2	2	2	2	6	8	4	3	7	7	7	7	7
67.	3	3	2	2	2	2	3	2	1	7	1	7	1
68.	1	1	1	1	1	2	3	4	1	7	7	7	2
69.	4	5	3	4	1	5	2	2	1	2	1	1	1
70.	2	2	1	1	2	2	2	2	7	7	2	1	7
71.	2	3	2	3	6	2	8	2	1	2	2	7	1



Questions 54 55 56 57 58 59

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Subjects

49.	3	5	1	1	3	3
50.	4	4	1	2	3	2
51.	4	4	2	2	3	1
52.	3	5	2	2	1	1
53.	2	4	2	2	2	3
54.	2	5	2	2	3	3
55.	4	3	2	1	3	3
56.	3	4	2	1	2	3

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57.	3	5	2	1	3	3
58.	1	3	3	2	3	3
59.	3	5	2	2	3	3
60.	3	5	1	1	3	3
61.	4	4	3	1	3	3
62.	3	4	3	2	3	3
63.	2	3	2	3	3	3
64.	3	4	2	1	2	3

---

65.	5	2	1	2	2	3
66.	3	3	7	7	7	7
67.	4	4	2	2	3	3
68.	2	2	2	2	2	2
69.	4	4	3	2	3	3
70.	3	3	2	2	2	3
71.	4	4	2	1	3	3

Note: Number 7 indicates no response and number 8 indicates a multiple response.

Appendix H

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Table of Frequency of  
Responses

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Question	Response	Value	Frequency	%	Mean
1.	School Administrator	1	4	5.6	2.79
	Department Head	2	6	8.5	
	Teacher	3	56	81.7	
	Multiple Response	8	3	4.2	
2.	< 25%	1	2	2.8	3.28
	26 - 50%	2	14	19.7	
	51 - 75%	3	17	23.9	
	75 - 100%	4	38	53.5	
3.	1	1	5	7.0	3.0
	2 - 5	2	22	31.0	
	6 - 10	3	19	26.8	
	11 - 19	4	18	25.4	
	> 20	5	7	9.9	
4.	Edmonton and North	1	41	57.7	1.66
	Calgary to Edmonton	2	13	18.3	
	Calgary and South	3	17	23.9	
5.	< 1500	1	16	22.5	2.14
	1501 - 10,000	2	34	47.9	
	10,001 - 100,000	3	14	20.0	
	> 100,000	4	6	8.5	
	No Response	7	1	1.4	

Question	Response	Value	Frequency	%	Mean
6.	1	1	14	19.7	2.11
	2 - 4	2	38	53.5	
	5 - 10	3	16	22.5	
	11 - 15	4	3	4.2	
7.	0	1	67	94.4	1.06
	1	2	4	5.6	
8.	Bachelor	2	59	83.1	2.3
	Advanced Diploma	3	3	4.2	
	Masters Degree	4	9	12.7	
9.	Alberta	1	47	66.2	1.48
	Canada	2	15	21.1	
	U.S.A.	3	8	11.3	
	Other	4	1	1.4	
10.	< 1960	1	1	1.4	3.75
	1961 - 1969	2	8	11.3	
	1970 - 1975	3	21	29.6	
	1976 - 1980	4	18	25.4	
	1981 - 1986	5	23	32.4	
11.	Last year	1	5	7.0	2.87
	Last 5 years	2	28	39.4	
	Last 10 years	3	17	23.9	
	Last 15 years	4	13	18.3	
	More than 15 years ago	5	8	11.3	

Question	Response	Value	Frequency	%	Mean
12.	Major Field of Study	1	55	77.5	1.32
	Minor Field of Study	2	11	15.5	
	Incidental Field	3	3	4.2	
	Not a Field	4	2	2.8	
13.	0	1	22	31.0	1.99
	1 - 2	2	33	46.5	
	3 - 5	3	13	18.3	
	6 - 8	4	1	1.4	
	> 9	5	2	2.8	
14.	0	1	40	56.3	1.72
	1 - 2	2	18	25.4	
	3 - 5	3	7	9.9	
	6 - 10	4	5	7.0	
	> 10	5	1	1.4	
15.	University Course	1	15	21.1	3.2
	Professional Inservice Act.	2	1	1.4	
	Profession Mag. and Journals	3	5	7.0	
	Private Study	4	37	52.1	
	Other	5	3	4.2	
	Multiple Response	8	10	14.1	

Question	Response	Value	Frequency	%	Mean
16.	High	1	2	2.8	3.0
	Good	2	20	28.2	
	Satisfactory	2	30	42.3	
	Fair	3	14	19.7	
	Low	5	5	7.0	
17.	Well	2	11	15.5	3.69
	Satisfactory	3	21	29.6	
	Fairly	4	17	23.9	
	Poorly	5	21	29.6	
	Multiple Response	8	1	1.4	
18.	Casual In-serv.	1	16	22.5	3.06
	Longer In-serv.	2	18	25.4	
	Occasional Univ. Course	3	11	15.5	
	Full Time University	4	9	12.7	
	Personal study	5	6	8.5	
	Other	6	11	15.5	
19.	Casual In-serv.	1	18	25.4	2.72
	Longer In-serv.	2	19	26.8	
	Occasional Univ. Course	3	17	23.9	
	Full Time University	4	2	2.8	
	Personal study	5	12	16.9	
	Other	6	3	4.2	

Question	Response	Value	Frequency	%	Mean
20.	Casual In-serv.	1	13	18.3	3.41
	Longer In-serv.	2	11	15.5	
	Occasional Univ. Course	3	19	26.8	
	Full Time University	4	4	5.6	
	Personal study	5	10	14.1	
	Other	6	14	19.7	
21.	Much Greater	1	2	2.8	2.79
	Greater	2	19	26.8	
	No change	3	38	53.5	
	Less	4	9	12.7	
	No response	7	1	1.4	
	Multiple Response	8	2	2.8	
22.	Grade 10	1	21	29.6	1.96
	Grade 11	2	30	42.3	
	Grade 12	3	18	25.4	
	No response	7	1	1.4	
	Multiple Response	8	1	1.4	
23.	No	1	15	21.1	2.45
	Yes, required	2	9	12.7	
	Yes, optional	3	47	66.2	

Question	Response	Value	Frequency	%	Mean
24.	-	1	14	19.7	2.48
	-	2	9	12.7	
	-	3	48	67.6	
25.	< 1/4	1	12	16.9	2.25
	1/4	2	39	54.9	
	1/3	3	11	15.5	
	1/2	4	8	11.3	
	> 2/3	5	1	1.4	
26.	< 1/4	1	18	25.4	2.16
	1/4	2	36	50.7	
	1/3	3	8	11.3	
	1/2	4	6	8.5	
	> 2/3	5	3	4.2	
27.	< 1/4	1	8	11.3	2.76
	1/4	2	21	29.6	
	1/3	3	25	35.2	
	1/2	4	14	19.7	
	> 2/3	5	3	4.2	
28.	< 1/4	1	11	15.5	2.56
	1/4	2	27	38.0	
	1/3	3	18	25.4	
	1/2	4	12	16.9	
	> 2/3	5	3	4.2	

Question	Response	Value	Frequency	%	Mean
29.	< 1/4	1	12	16.9	2.42
	1/4	2	28	39.4	
	1/3	3	20	28.2	
	1/2	4	11	15.5	
30.	< 1/4	1	11	15.5	2.34
	1/4	2	36	50.7	
	1/3	3	14	19.7	
	1/2	4	9	12.7	
	> 2/3	5	1	1.4	
31.	Cultural Awareness	1	38	53.5	1.71
	Familiar Characters	2	16	22.5	
	Familiar Language	3	2	2.8	
	Motivation	4	3	4.2	
	Other	6	3	4.2	
	No response	7	1	1.4	
	Multiple Response	8	8	11.3	
32.	Novel	1	16	22.5	1.97
	Short Story	2	37	52.1	
	Drama	3	2	2.8	
	Poetry	4	3	4.2	
	Non-Fiction	5	2	2.8	
	Multiple Response	8	11	15.5	

Question	Response	Value	Frequency	%	Mean
33.	Non-existent	1	2	2.8	2.71
	Inadequate	2	31	43.7	
	Adequate	3	23	32.4	
	Good	4	13	18.3	
	Excellent	5	1	1.4	
	Multiple Response	8	1	1.4	
34.	Very Positive	1	14	19.7	2.09
	Positive	2	40	56.3	
	Neutral	3	10	14.1	
	Negative	4	5	7.0	
	No response	7	1	1.4	
	Multiple Response	8	1	1.4	
36.	< Quarter	1	20	28.2	1.87
	> Quarter	2	23	32.4	
	> Third	3	7	9.9	
	> Half	4	3	4.2	
	No Response	7	17	23.9	
	Multiple Response	8	1	1.4	
37.	< Quarter	1	13	18.3	2.05
	> Quarter	2	18	25.4	
	> Third	3	7	9.9	
	> Half	4	2	2.8	
	F	6	1	1.4	
	No Response	7	29	40.8	
	Multiple Response	8	1	1.4	

Question	Response	Value	Frequency	%	Mean		
38.	< Quarter	1	4	5.6	2.8		
	> Quarter	2	19	26.8			
	> Third	3	19	26.8			
	> Half	4	11	15.5			
	> Two Thirds	5	1	1.4			
	F	6	1	1.4			
	No response	7	15	21.1			
	Multiple Response	8	1	1.4			
39.	< Quarter	1	9	12.7	2.52		
	> Quarter	2	15	21.1			
	> Third	3	9	12.7			
	> Half	4	10	14.1			
	> Two Thirds	5	1	1.4			
	No response	7	26	36.6			
	Multiple Response	8	1	1.4			
	40.	< Quarter	1	8		11.3	2.31
> Quarter		2	22	31.0			
> Third		3	15	21.1			
> Half		4	2	2.8			
F		6	1	1.4			
No response		7	23	32.4			
41.		< Quarter	1	10	14.1	2.19	
		> Quarter	2	16	22.5		
	> Third	3	14	19.7			
	> Half	4	2	2.8			
	No response	7	29	40.8			

Question	Response	Value	Frequency	%	Mean
42.	< 10%	1	59	83.1	1.21
	11 - 25%	2	5	7.0	
	26 - 50%	3	1	1.4	
	51 - 75%	4	1	1.4	
	> 75%	5	1	1.4	
	No response	7	4	5.6	
43.	< 10%	1	32	45.1	1.64
	11 - 25%	2	31	43.7	
	26 - 50%	3	1	1.4	
	51 - 75%	4	2	2.8	
	> 75%	5	1	1.4	
	No response	7	4	5.6	
44.	< 10%	1	12	16.9	2.21
	11 - 25%	2	32	45.1	
	26 - 50%	3	22	32.4	
	51 - 75%	4	2	2.8	
	No response	7	3	4.2	
	45.	< 10%	1	8	
11 - 25%		2	12	16.9	
26 - 50%		3	23	32.4	
51 - 75%		4	21	29.6	
> 75%		5	4	5.6	
No response		7	3	4.2	

Question	Response	Value	Frequency	%	Mean
46.	Integrate Eclectic Units	1	18	25.4	1.67
	Integrate Generic	2	33	46.5	
	Teach General Can. Lit.	3	1	1.4	
	No response	7	16	22.5	
	Multiple Response	8	3	4.2	
47.	Integrate Eclectic Units	1	25	35.2	1.5
	Integrate Generic	2	16	22.5	
	-	6	1	1.4	
			1	1.4	
	No response	7	27	38.0	
	Multiple Response	8	1	1.4	
48.	Integrate Eclectic Units	1	10	14.1	2.11
	Integrate Generic	2	32	45.1	
	Teach General Can. Lit.	3	12	16.9	
	-	6	1	1.4	
	No response	7	13	18.3	
	Multiple Response	8	3	4.2	

Question	Response	Value	Frequency	%	Mean
49.	Integrate Eclectic Units	1	20	28.2	1.64
	Integrate Generic	2	21	29.6	
	Teach General Can. Lit.	3	4	5.6	
	No response	7	24	33.8	
	Multiple Response	8	2	2.8	
50.	Integrate Eclectic Units	1	9	12.7	1.89
	Integrate Generic	2	36	50.7	
	—	6	1	1.4	
	No response	7	21	29.6	
	Multiple Response	8	4	5.6	
51.	Integrate Eclectic Units	1	22	31.0	1.46
	Integrate Generic	2	19	26.8	
	No response	7	27	38.0	
	Multiple Response	8	3	4.2	
52.	Unaware	1	1	1.4	4.04
	Slightly unaware	2	2	2.8	
	Generally aware	3	18	25.4	
	Quite aware	4	22	31.0	
	Perfectly aware	5	28	39.4	

Question	Response	Value	Frequency	%	Mean
53.	Great Deal	1	16	22.5	2.23
	Quite a Lot	2	32	45.1	
	Some	3	17	23.9	
	Little	4	3	4.2	
	None	5	3	4.2	
54.	Poorly	1	2	2.8	3.27
	Fair	2	12	16.9	
	Satisfactory	3	30	42.3	
	Well	4	19	26.8	
	Excellent	5	8	11.3	
55.	Negative	2	7	9.9	3.81
	Neutral	3	16	22.5	
	Positive	4	30	42.3	
	Very Positive	5	17	23.9	
	Multiple Response	8	1	1.4	
56.	Very Helpful	1	11	15.5	2.07
	Helpful	2	41	57.7	
	Not Helpful	3	16	22.5	
	No response	7	3	4.2	

Question	Response	Value	Frequency	%	Mean
57.	Very Helpful	1	23	32.4	1.79
	Helpful	2	39	54.9	
	Not Helpful	3	8	11.3	
	No response	7	1	1.4	
58.	Very Helpful	1	3	4.2	2.56
	Helpful	2	22	31.0	
	Not Helpful	3	38	53.5	
	No response	7	8	11.3	
59.	Very Helpful	1	5	7.0	2.59
	Helpful	2	17	23.9	
	Not Helpful	3	43	60.6	
	No response	7	6	8.5	

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CANADIAN LITERATURE IN ALBERTA HIGH SCHOOLS:

A SURVEY

Author

RICHARD ELMER KNUTSON

JULY, 1987