

Networks and Paradigms in English Language Arts in Canadian Faculties of Education*

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Ball's (1985) sociological model of professions helps us to develop a profile of the English language arts professoriate in Canadian faculties of education. In 1985, a partial sample of the 170 faculty members who teach and do research in reading, language arts and English education responded to a questionnaire about their work. Results showed that the Canadian language arts academy is not marked by the same paradigm clustering Ball (1985) found in Britain. Paradigm differences in Canada came more from the chronology of professors' graduate study than from particular network loyalties. Canadian faculty members espouse individualism. The traditional fragmentation among reading, language arts and English education declined as each specialty recognized its common foundation in language.

Le modèle sociologique des professions de Ball (1985) permet de dessiner le profil des professeurs des facultés des sciences de l'éducation au Canada qui enseignent et font de la recherche dans le domaine de la lecture, des arts du langage et des études anglaises. En 1985, environ 170 d'entre eux ont rempli un questionnaire au sujet de leur travail. Les résultats ont dévoilé que les professeurs canadiens n'ont pas le même profil que celui que Ball (1985) a découvert en Grande-Bretagne. Les différences s'expliquaient davantage par les études supérieures des professeurs canadiens que par leur appartenance à un réseau. Ces derniers croient en l'individualisme. La fragmentation traditionnelle entre la lecture, les arts du langage et les études anglaises s'est amenuisée au fur et à mesure que chaque spécialité a reconnu un même fondement, soit la langue.

INTRODUCTION

English Language Arts in Canadian Faculties of Education

The term "English language arts" provides a delicate unity for diverse curriculum interests in Canadian education. Faculties of education have traditionally divided language arts into three specializations. Reading, with roots in early 20th-century psychology, developed on the United States

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pattern as a separate field of study and training. Language arts, a term coined under the aegis of the progressive education movement in the 1930s, has been concerned with the remaining aspects of language learning—speaking, listening, and writing. Both reading and language arts emphasize issues in the elementary school. English as a secondary school subject traditionally had a tripartite structure with literary study at its core and with grammar and composition in supporting roles. Graduate education, providing access to the English language arts professoriate, has until recently perpetuated this fragmented structure.

A profession, or a professional field, is never static, and English language arts is moving towards some rapprochement among the three major specializations. The particular missions of each part are redefined and we are finding common principles of language and learning that underlie oral language, literacy, and literature. However, there are within each of the three specializations paradigmatic variations that recent sociological work on professional groups (Bucher & Strauss, 1976; Crane, 1972) sees as characteristic of scientific specializations.

If science is a body of information and methods of inquiry marked by qualities of objectivity, disinterest, and emotional neutrality, one might assume a professional group such as professors of reading education would constitute a “relatively homogenous community whose members share identity, values, definitions of role, and interests” (Bucher & Strauss, 1976, p. 19). However, a process view of the sociology of professions (Bucher & Strauss, 1976) and a view of science as a social system (Crane, 1972, p. 6) would regard a professional field as a “loose amalgamation of segments pursuing different objectives in different manners and more or less delicately held together under a common name at a particular period in history” (Bucher & Strauss, 1976, p. 19).

Applying this “process,” or social system view, to the English language arts professoriate in Canada, what paradigmatic loyalties might we encounter? Within the loose amalgamation of reading, we might expect to find surviving loyalties to traditional reductionist skill models, especially in classroom practice, and to encounter challenges to these loyalties stimulated by psycholinguistic research from the 1970s, by sociolinguistic work from the 1970s and 1980s, and by cognitive psychology.

Language arts is currently preoccupied with the concept of integration, with the central role of writing, and with the relationships between reading and writing. It has not entirely resolved the issue of the role of linguistic information in language learning. At the same time, concepts of language variation derived from discourse analysis and pragmatics pose a challenge to traditional notions of a standard form of language. Teachers of secondary English loyal to a cultural-heritage view of literature must inevitably confront

those committed to a personal-growth model of literature and English studies (Dixon, 1967).

The recent shift in research towards naturalistic or qualitative modes of inquiry further complicates the search for a common professional mission in English language arts. Older members of faculties of education are likely to have been trained in the positivist research traditions, whereas younger members have probably come under the influence of phenomenology, hermeneutics, and critical theory.

As the three main specializations begin to integrate, and in light of the diverse paradigms of subject matter and methodology in English language arts, a description of the Canadian language arts professoriate of the 1980s has special interest. Approximately 170 members of Canadian faculties of education have full-time responsibilities in teaching and doing research in that field. This group represents some level of leadership and influence in teacher education and scholarly inquiry. To refer to the university establishment is not to make any claim about English language arts as experienced by children in classrooms, although a member of the university community would hope that the theory and practice of language arts education in faculties of education have some bearing on what teachers in classrooms actually do.

British Paradigms of English as a School Discipline

Ball's (1985) study of the curriculum discipline of English in Britain after 1906 started me off. His study was an application of Bucher & Strauss' (1976) process model of professional structures. He identified two agents of change in English as a curriculum discipline: *conditions of change* were those social developments and school policy changes, such as the introduction of comprehensive schools in Britain, that affected the nature of English teaching as it attempted to meet changing needs in the society it served; *relations of change* were the particular networks that grew up around significant individuals associated with particular paradigms. Ball (1985) concluded that the pressures, strategies, and influences of these professional networks, which embodied investments in approaches to English and were based both on mentor and apprenticeship relationships and on collegial associations, were very significant for curriculum change. For example, F.R. Leavis's network, known as the Cambridge School of English, powerfully influenced the teaching of literature in British schools in the 1950s and 1960s. Likewise, the Britton network dominated the London Association for the Teaching of English (LATE) and then the National Association for the Teaching of English (NATE), bringing the socio-linguistic paradigm of English teaching to a significant level of influence today. Ball (1985)

suggested that his conditions and relations model of curriculum change represented a fundamental challenge to the "basic rational-technical premises of the Research, Design and Dissemination approach to curriculum development" (p. 82).

Ball (1985) traced the growth of two paradigms of English that challenged the dominant role of grammar teaching from the nineteenth century. One was the progressive, child-centred, social realist focus on experience and its creative expression, and the other was the literary-critical emphasis of the Cambridge School. In tracing the growth of these two paradigms, Ball used a sociological model of communication within disciplines developed by Mullins, and by Griffin and Mullins (in Ball, 1985, p. 64). According to this account there are four stages in the growth of a specialization, "each stage being marked by empirically demonstrable social and intellectual characteristics" (p. 64). The *normal stage* is marked by a loose organization and little attempt to solve particular problems. In the *network stage*, a number of people draw together in criticism of a prevailing paradigm. A formal association may emerge, and some student-teacher relationships may be forged. The *cluster stage* appears when groups of students and colleagues form around key figures in a group in one or a few institutions. Programmatic statements appear. The fourth stage, *speciality*, emerges as students who were apprentices of the key figures become successful in their own rights and move away to form centres at other institutions.

Ball's study is important to the present investigation for two reasons. First, it demonstrates the application to English of some important concepts in the analysis of professional groups, and, second, it explicates some British paradigms that have directly affected the teaching and study of English in Canada.

Data Collection

I began by identifying the 1985 population of full-time members of Canadian faculties of education with primary responsibilities in English language arts teaching and research. The approximately 170 individuals of the target population received a lengthy questionnaire about their employment, training, professional affiliations, and paradigm loyalties. Portions of the 53 completed questionnaires were computer coded. Limited information on 57 non-respondents was obtained from *Dissertation Abstracts*: date of doctoral degree, doctoral university, and dissertation title were obtained for those members of the population who could be traced through their doctoral degrees. The 53 individuals who returned questionnaires were not strictly representative of the total population. The description that follows is merely a description of that sample, extended in certain specific respects to a larger proportion of the group.

Findings: Networks

The 53 respondents consisted of 29 males and 24 females. When an additional 57 individuals were added in, these gender numbers became 63 and 47 respectively. Of the 110 total, 77 had PhD degrees, 25 EdD's, and 8 did not have doctorates. Thirty-eight of the doctorates had been awarded by Canadian universities, 61 by universities in the United States, and 3 by universities in Britain. Fifty of the doctoral degrees were in reading, although in this category reading was often linked with other aspects of language arts and education; 25 were in language arts, and 9 in English education. The balance were distributed over several categories, including educational psychology and English. A very large number of different universities had been involved in the doctoral training of the 102 individuals. The University of Alberta had granted 22 of the doctoral degrees, the University of Minnesota 11, the University of British Columbia and the University of Georgia 7 each, the University of Toronto 6, the University of Oregon and Boston University 5 each, and Syracuse University 4. (Appendices 1-4 show diagrammatically the employment distribution of English language arts doctoral graduates of four of these universities in Canadian faculties of education.) In terms of doctoral vintage, 4 dated from the 1950s or earlier, 21 from the 1960s, 53 from the 1970s, and 24 from the 1980s.

With respect only to the smaller sample of 53, the mean number of years of school teaching experience before doctoral completion was 8.7 with a standard deviation of 5.2. The mean number of years for university teaching was 11.7 with a standard deviation of 7.2. Full professors numbered 16, associate professors 18, assistant professors 15, and lecturers 2. The mean number of master's students that the sample members had supervised was 8.65 with a standard deviation of 11.3. Only 12 members had supervised doctoral students. Forty-five had no school teaching experience after completing the doctorate.

Eight of the questionnaire respondents identified Marion Jenkinson from the University of Alberta as their doctoral supervisor. As shown in Appendix 1, two additional members from the larger sample can be added to Jenkinson's list. Only four other individuals were listed by more than one respondent as their supervisor: William Fagan, Pat McFetridge, and Earl Buxton, all from the University of Alberta, had two each, as did David Pearson from Minnesota.

One questionnaire item asked respondents to list scholars other than their doctoral supervisors who had influenced their professional thinking. The list of all names cited tallied over 180. The ten most frequently cited individuals, listed in descending order of frequency, and the number of times each was cited by the 53-member sample, were as follows:

Frank Smith (22, Can.); Kenneth Goodman (14, U.S.); James Britton (14, U.K.); Donald Graves (12, U.S.); Michael Halliday (11, U.K.); Jerome Harste (8, U.S.); James Moffett (8, U.S.); Douglas Barnes (8, U.K.); Margaret Donaldson (5, U.K.); and Don Holdaway (5, N.Z.)

These prominent scholars are all associated with contemporary paradigms from the 1970s and 1980s. All except Margaret Donaldson are directly associated with language education. Donaldson's book, *Children's Minds* (1978), a study of children's learning, was honoured by the National Council of Teachers of English in 1983.

FINDINGS: PARADIGMS

Questionnaire respondents were asked to give three definitions of their subject (English, language arts, or reading). The first definition was that implicit in their master's degree program, the second in their doctoral program, and the third in their current teaching and research. Two sample contemporary definitions were provided as guides to length and format. The resulting definitions were analyzed in terms of paradigm loyalties at the three points in the careers of the respondents. This analysis will be presented at each of the three points for reading, language arts, and English.

MASTER'S DEFINITIONS

Reading

Our sample had done a total of 22 master's programs in reading education, the earliest in 1950 and the latest in 1982. Nine, including all six completed before 1968, were programs at American universities. After 1967, the great majority of reading M.Ed. degrees in this sample were completed in Canada. Up to 1974, definitions of reading associated with these master's programs fell, with two exceptions, into a traditional version of reading education. Reading was distinct from the other language arts; there was an emphasis on diagnosis and remediation of reading difficulties based on a reductionist skills model of reading from behaviourist psychology. William Gray was the most frequently cited influence on programs, along with Durrell and Murphy at Boston, Roswell and Chall at New York, and Fay at Indiana. These names were associated with reading as a specialization that had separated itself from psychology in the 1920s (Blumenthal, 1970, p. 143). Under such men as Arthur Gates and William Gray, and often in university departments of elementary education and university laboratory schools, reading emphasized practical problems of testing and teaching. Reading was regarded as a visual-perceptual process not strongly connected with language. It was predominantly a "bottom-up" or "outside-in" view in which teaching was a transmission activity.

There were two exceptions to this traditionalist hegemony. One, a 1968 program at Victoria, defined reading constructively as an active, generative component of language processes. Another, a 1970 program at the University of Alberta, defined reading as a language process.

In 1974, master's programs began to embody psycholinguistic definitions stressing the relationship between reading and systems of language. Reading was now referred to as a "top-down" process in which learners apply a sophisticated linguistic and experiential background to extending their facility with language to printed symbols. One respondent, who completed a 1976 master's degree at a Canadian university, commented on his lingering attachment to subskills in a general psycholinguistic framework. However, all definitions after 1974 showed the dominance of a paradigm whose main champions were Frank Smith and Kenneth Goodman, both of whom, in this survey, were the most frequently cited influences. A major paradigm shift occurred in reading education in the mid-1970s.

Language Arts

Only eight language arts definitions at the master's level were provided. They dated from 1964 to 1981, and some had a dual focus on language arts and reading. The sharp mid-1970s shift that affected reading was not evident in language arts definitions. A 1964 Berkeley definition referred to the influence of the structural linguists, Fries and Lefevre, on a communication view of language. The term "psycholinguistic achievement levels" was used in a 1966 Alberta definition, but another Alberta definition from 1968 referred to subskills and the William Gray model of reading. Meanwhile, a 1972 Calgary definition commented on a perceptible change in the master's program from a products-and-skills model of language arts to a process orientation. A 1976 Alberta definition took a functional, developmental view of language influenced by the work of Halliday, Tough, and Moffett. A 1981 British program, labelled interestingly as "English Language in Education," showing the broadening of language beyond language arts to language across the curriculum, produced a definition that emphasized the growth of cognitive and affective abilities in the development of effective use of language.

English

Twelve master's degrees in English or English education were recorded in the sample. Eight were from Arts departments of English, one from linguistics, and three from faculties of education, all of them between 1949 and 1976. Definitions of English from programs in university departments of English were, not surprisingly, overwhelmingly academic. English was liter-

ary criticism and appreciation, it was high art, and it was the study of literature in its historical, sociological, and philosophical contexts. One exception was an Ohio program emphasizing composition from a skills perspective.

The 1949 definition from an Alberta program in secondary education was remarkably modern in orientation: it was “the use of language to explore communication, thought, and feeling as well as to extend, refine, and shape experience and knowledge.” Not only did the definition emphasize language use as opposed to study of language, its structure and history, but it went beyond language as communication—the emphasis of the 1970s—to consider it as a means of knowing and experiencing. Merron Chorny, whose definition this is, wrote of his University of Alberta mentors—Coutts and Baker in the faculty of Education, and Scargill and Salter in English—as men who represented “an integrity between what they professed and who they were.” Professor Salter, “outwardly a crusty Shakespearean and medieval scholar . . . expressed and practised approaches to the teaching of composition which could be considered relevant today.”

A 1973 definition from one of Chorny’s master’s students offered a view of language similar to Chorny’s own from almost a quarter century earlier: “a dominant means for making sense of and acting in the world. Language gives meaning to experience . . .” By that time Chorny had participated in the landmark Dartmouth Seminar in 1966 and spent a sabbatical year at the London Institute of Education with such major figures in NATE as Britton, Rosen, Martin, and Spencer. The NATE sociolinguistic paradigm of English found its way into Canadian education largely through Chorny’s work at Calgary, including his summer institutes in English education taught by prominent NATE members, and his influence on the Canadian Council for Teachers of English, of which he was the founding president in 1967. However, Chorny wrote that what he learned at Dartmouth and in London confirmed his earlier convictions about language from his own education and teaching in western Canada.

DOCTORAL DEFINITIONS

Reading

In the 23 definitions of reading in doctoral programs (11 for United States Universities and 12 for Canadian) ranging in completion date from 1959 to 1983, the same broad shift in emphasis for master’s definitions in the 1970s recurred. Furthermore, in the late 1950s and 1960s reading was a hierarchical complex of skills. In the 1970s it was an interactive process and an information-processing activity, a constructive or reconstructive process. In the 1980s schema theory provided a more rigorous explanation of the role of background information in the interaction between reader and text. One

definition from 1983 mentioned as significant a change in research methodology from quantitative psychological methods to qualitative sociological and anthropological models.

Language Arts

The sample provided 10 definitions of language arts in doctoral programs completed and underway between 1969 (one graduate) and the 1980s (six). The numerical parity with reading suggests that programs of the 1980s emphasized integration of the English language arts more than those of the 1970s when reading doctorates out-numbered language arts degrees three to one. Significantly, both programs and definitions used the word "language" rather than the expression "language arts," thus emphasizing the common underlying aspects of language performances. In these language arts definitions, the terms "sociolinguistic" and "functional" appeared as early as 1978, and were strongly represented in the 1980s definitions. The relationship between language and thought was also a feature of these later definitions.

English

Only 9 definitions appeared in this category. One, from 1968, appeared as "English is what is studied in English courses." One might infer that in Canada's 101st year the English classroom was an untroubled, static place where there was no debate about the nature and purpose of English teaching. Another, though, also from the post-Dartmouth 1960s, referred to integration and a discovery of the significance of human language use, to which would later be added social and cultural dimensions. A 1974 definition still dealt with critical appreciation of literature, and one from 1971 spoke of rhetoric and composition. Four from the 1980s wrote of communication, language and learning, effective use of language, and the sociolinguistic context. Literature was not mentioned specifically.

1985 DEFINITIONS

Current classifications of specialization showed a shift from doctoral categories. Of 23 respondents who had completed reading doctorates, only 12 retained the term "reading" as the name for their current specialty. Some had adopted the label "language arts" or "language arts and reading," and two "English and reading." A similar convergence on language arts was evident in three who had completed doctorates in English education. Three persons adopted the more generic term "language," and another who had completed a doctorate in English education now used the label "literacy."

Reading

The most common term in current definitions of reading was “interactive.” Almost all referred to reading as a language process. Three mentioned the sociolinguistic component, a widening of the significant context of reading from a psycholinguistic view of linguistic systems—phonology, syntax, and semantics—to sociolinguistic concern with language functions and situational factors in communication intentions. The migration of reading specialists to language and language arts explains why sociolinguistic factors did not receive more attention in the reading definitions.

Three reported their definitions unchanged from their master’s programs. One respondent claimed the definition of a 1950s master’s program had been sufficiently robust to assimilate developments in the subsequent 25 years. The other two enduring definitions were 15 and 17 years old in 1985.

Language Arts

Twenty-nine current definitions appeared under the labels, “language arts,” “language,” “language and learning,” “reading and language arts,” or “reading, language arts and English.” Some retained language as communication, though often linking it with language and thinking. There was substantial interest in language as a means of shaping reality, as a system for making meaning or making sense of the world, and as a way of knowing and becoming. A language arts curriculum that emphasized the connections among language, human values, and learning was a means to develop increasingly sophisticated and creative communication ability and to enhance human relationships. One respondent wrote of language as a form of collaboration with other and self. Another mentioned the political dimension of language, the relationships between language and the exercise of power. Literature was making a comeback. Perhaps the focus on effective language use in both expressive and receptive modes provides a renewed authorization for literature as a source of sophisticated language use for the discovery of personal meaning as well as an author’s meaning. Literature was no longer just an academic art form. The connection between reading and writing was emphasized in a few cases, but the centrality of writing in contemporary language arts received no special attention.

English

Nine respondents gave definitions under “English” or “English education.” Definitions were diverse, from a skills orientation to a “study of the means of human symbolic communication.” In one case, literary criticism was linked with response to literature; in another, literature was linked with language.

Another gave a modish definition: "English is the engagement of students in an interrelated use of the modes of language for their exploration and shaping of experiences, ideas, and feeling, both theirs and others', and for the related, simultaneous, progressive development of literacy towards its broadest and deepest sense, the end being self-fulfillment within a social purpose."

INFLUENCES ON PARADIGM CHANGES

A questionnaire item asked respondents to comment on what had influenced changes in definitions from their master's to their doctorate to their current views. Responses revealed a three-level network: mentor, colleagues, and key authorities encountered through their writing or their conference presentations. Some spoke of the significant influence of graduate supervisors who steered them into new avenues of reading and thinking, and of changes in direction with a move to a higher level of graduate study and a new mentor. Others wrote warmly about the role of colleagues, some of whom were close friends and some of whom were outside English language arts. Most referred to conference attendance as a significant source of new ideas, especially conferences organized by the Canadian Council of Teachers of English, the International Reading Association, and the National Reading Council.

However, the concept of a network along whose strands knowledge, methods, insights, attitudes, and ideas pass from one person to another is not a sufficient explanation of people's perception of their professional development. Many wrote about the development of ideas within themselves in response to their work in classrooms with teachers and children, and as a result of their own expressive activities—teaching, writing, speaking, and research. In a sense, this would be anticipated, considering language arts teaching's emphasis on the individual's contribution to learning. The metaphor of a network may wrongly imply a transmission view of learning: those who advocate an interpretive or reflective language arts curriculum could be expected to insist on a much more interactive view of their own professional development. As one respondent wrote, "the reflective practitioner uses practice and field experience to formulate inquiry, generate hypotheses, gather data and illuminate further practice and the clinical analysis of his own work."

CONCLUSIONS

When invited to make additional comments to the questionnaire inquiry, a number of respondents criticized the concepts of paradigm and network. One said, "I don't think in this way." Another claimed he was loyal to no

single paradigm because his ideas were always developing in response to new research, nor was he loyal to any network. Yet another wrote he and his colleagues did not argue about broad issues, that means and methods were important. A fourth argued for openness to all ideas. Perhaps these responses indicate a Canadian eclecticism that eschews allegiance to particular ideologies in language arts education. Certainly there was little evidence in my findings on paradigms that the Canadian language arts professoriate is sharply divided into ideological camps. Any sharp divisions were chronological as, for example, when the traditional view of reading was overtaken by psycholinguistics in the mid-1970s, and when English as literary criticism gave way to communication in the 1980s. At any one time Canadian professors of language arts are more inclined to consensus than to debate.

Of course this apparent unanimity, as revealed by this study, may simply be an artifact of my coarse-grained investigation. In making explicit statements of their definitions, individuals may inadvertently have been led to espouse currently fashionable paradigms. No one likes to be cast as a historical relic. Besides, the exact nature and genesis of convictions are not necessarily open to self-conscious analysis. As Foucault (1970) has argued, discourse operates at different levels, and underlying our visible principles, arguments, rationalizations are layers of unspoken assumptions that constitute our invisible epistemology. For example, when language arts professors debate the relative merits of a whole-language approach to teaching writing, the invisible discourse of the discussion may imply questions about the locus of power and control over the language of instruction, of the nature of education as a process of liberation or socialization, and of the nature of language learning. In spite of protestations of rugged individualism, it is unlikely that individual professors could be immune from implicit allegiances on broad but influential issues that lie in the invisible discourse of language education.

If the language arts professoriate is not sharply segmented, are there definable groupings around particular paradigms in the cluster, network, or specialty sense proposed by Ball (1985) for the British situation? This study shows some network loyalties to particular universities that produced numerous language arts PhD's. Do the University of Alberta's 22 doctorates in reading, language arts, and English education constitute a network? Do the 11 from the University of Minnesota? Do the 7 from the University of British Columbia? Probably not. For one thing, these doctorates were distributed over at least two paradigm eras. They also covered different components of the language arts. Besides, some individuals who have doctorates from these particular universities wrote in their questionnaire responses that their mentors encouraged them to develop their own view of the specialization, and that there was no prevailing paradigm graduate students had to follow.

These universities did not oppose prevailing paradigms. Ball's (1985) analysis of paradigms and networks in Britain portrayed the evolution of networks as a stage process in which vigorous opposition to the traditional grammar-based paradigm centred on one or two individuals, such as Leavis at Cambridge and Britton in London. Clustering around these individuals, followed by the building of visible networks that had programmatic manifestos, led eventually to an institutionalized specialty. This was not the pattern in Canada.

The development of the psycholinguistic paradigm in reading, for example, was not spear-headed by any of the three universities mentioned above. Frank Smith's book, *Understanding Reading*, which has been treated as a kind of programmatic statement, was first published in 1971. Kenneth Goodman's work on miscue analysis first appeared in the late 1960s. Yet the impact of this radically different view of the reading process was not felt in this study's master's level definitions until 1974. The seven definitions of reading from the University of Alberta doctoral programs between 1966 and 1983 did not embody any single paradigm: the words "balanced" and "eclectic" appeared; "psycholinguistics" appeared from 1973 to 1981; references to cognitive psychology, interactive models, and schema theory appeared; and a hermeneutic perspective appeared in 1983. Definitions from Minnesota PhD's showed similar chronological diversity and not paradigm convergence.

One factor discouraging vigorous paradigm and network loyalty in Canadian professors of language arts education is the free trade in graduate education between Canada and the United States and to a lesser extent between Canada and Britain. In this sample of 110, doctorates earned abroad outnumbered those earned domestically by almost two to one. In the smaller sample of 53 questionnaire respondents, 22—fewer than half of the doctorates—were from Canadian universities. Only two of these were supervised by mentors who themselves had earned doctorates in Canada. Thus, to the extent that doctoral education is a significant influence on one's professional stance—only one respondent claimed that it was not—it is fair to assume a strong American and British intellectual penetration of the Canadian language arts professoriate. Given geography, language, and cultural traditions, this statement is trivial: such penetration is inevitable, nor is it good or bad. On the one hand, the discourse of language arts education in Canada has been enormously enriched by these offshore penetrations. However, on the other hand, it is interesting to recall Ball's (1985) concept of "conditions of change" in curriculum development: those factors in society and public school policy to which the theory and teaching of language arts have to respond. It is conceivable that theories and methods of teaching that emerge in response to particular social conditions and

policies in other countries may penetrate the thinking, teaching, and research of Canadian professors without due attention to social and policy considerations unique to this country. In that case we may end up with curriculum change in language arts that is excessively influenced by "relations of change" resulting from the international networks to which Canadian professors belong. One advantage of paradigms and networks more national in character would be that Canadian conditions of change would more likely test and transform teaching, research, and curriculum development.

Of course the inverse of penetration from abroad is the influence of Canadians on the paradigms and networks of other countries. Frank Smith has had a considerable international impact over the past 15 years, as well as a major impact on Canadians through his books and his conference presentations. Yet he has not developed a network. In the sample he supervised only one doctoral thesis and one master's thesis for members of the professoriate in Canada, although he was most frequently cited as an influence. My study was, however, concerned only with members of faculties of education; it may well be that networks exist among other professionals in language arts education and that Frank Smith has been a focal point for one or more of these. The so-called whole language movement, for example, that is strong in parts of Canada, would probably trace some of its original inspiration to Smith's work.

The three segments of English language arts, reading, language arts, and English, are, then, drawing together around fundamental language learning principles that contemporary paradigms claim underlie language performances and uses. Canadian professors, however, do not cluster in competing national groups to promote particular versions of language arts. In language arts education, as in other cultural aspects of life, Canada participates in multinational paradigms and networks.

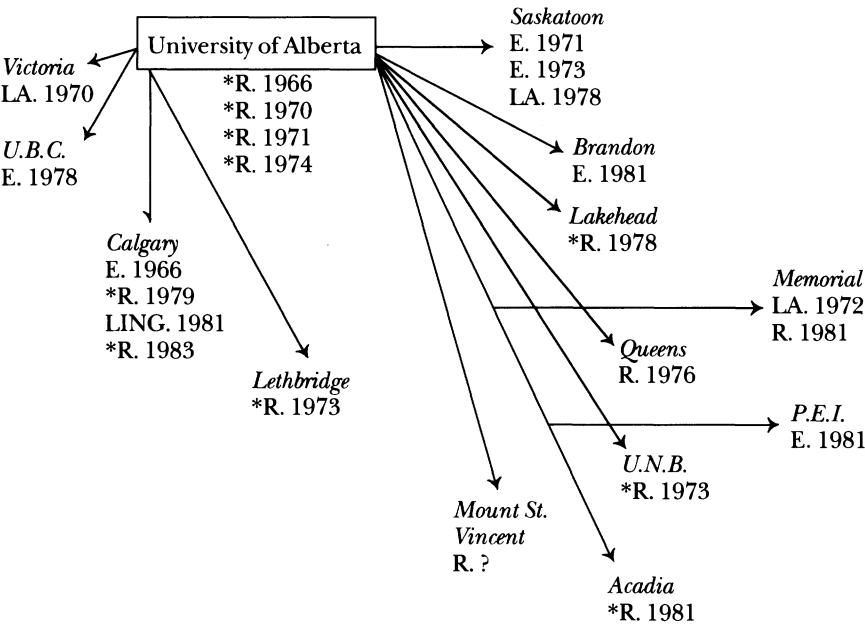
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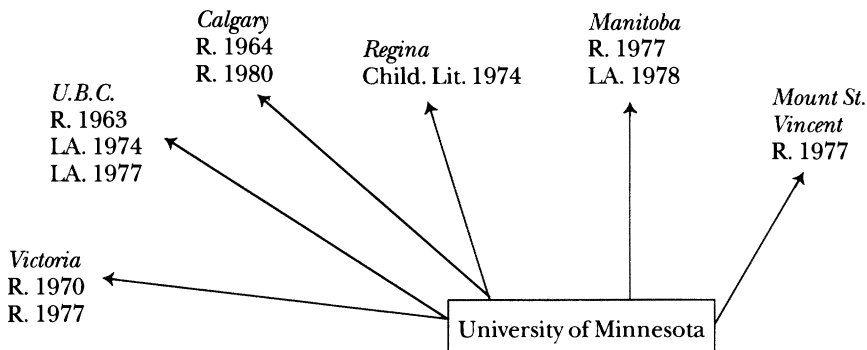
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APPENDIX 1
University of Alberta English Language Arts Graduates in Canadian Faculties of Education, January 1, 1985



KEY:
R = Reading
LA = Language Arts
E = English
? = Category or Date Unknown
*Marion Jenkinson's Students

APPENDIX 2

University of Minnesota English Language Arts Graduates in Canadian Faculties of Education, January 1, 1985

KEY:

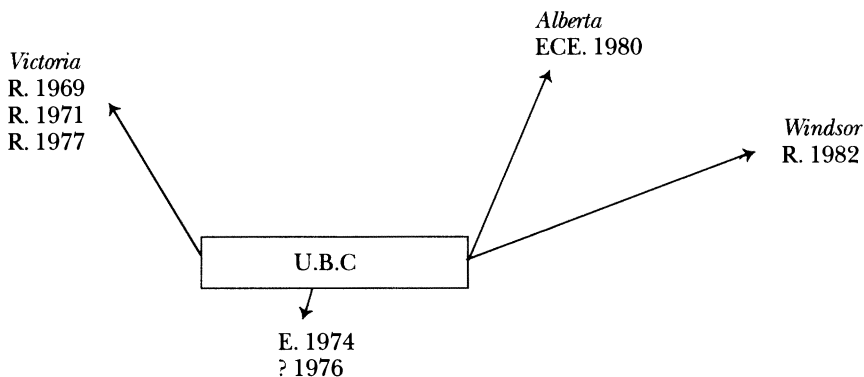
R = Reading

LA = Language Arts

E = English

? = Category or Date Unknown

APPENDIX 3

University of British Columbia English Language Arts Graduates in Canadian Faculties of Education, January 1, 1985

KEY:

R = Reading

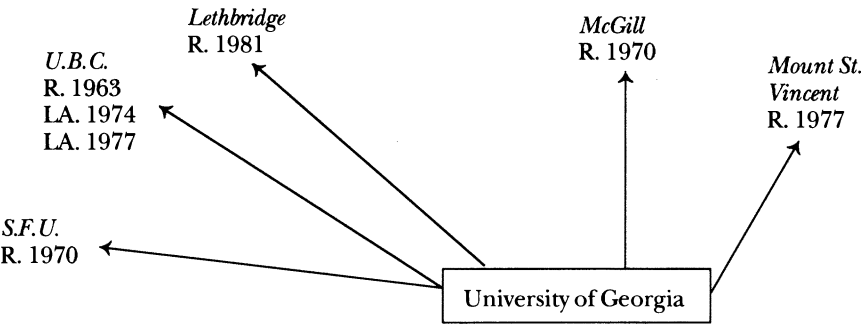
LA = Language Arts

E = English

? = Category or Date Unknown

APPENDIX 4

University of Georgia English Language Arts Graduates in Canadian Faculties of Education, January 1, 1985



KEY:

- R = Reading
- LA = Language Arts
- E = English
- ? = Category or Date Unknown