

ENGLISH FOR THE NON-ENGLISH

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English for the non-English by Norman Fergus Black

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NORMAN FERGUS BLACK

**ENGLISH FOR THE
NON-ENGLISH**

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BY

NORMAN FERGUS BLACK, M. A.

*Author of Black's First Reader and
A History of Saskatchewan and The Old North West*

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UNIVERSITY OF TORONTO

To the Registrar of the University of Toronto:

We beg to report that the Thesis of Mr. Norman F. Black, M. A., on "English for the Non-English," together with his discussions of the questions set in the History of Philosophy and Ethics, the Principles of Psychology and Ethics, the Science of Education, and the History and Criticism of Educational Systems, qualifies him for the Degree of Doctor of Pedagogy.

(Signed) W. S. ELLIS,
SINCLAIR LAIRD,
O. J. STEVENSON,
H. T. J. COLEMAN.

To the Senate of the University of Toronto,

Gentlemen:

I hereby certify that the Thesis above mentioned has been accepted by the Senate of the University of Toronto for the Degree of Doctor of Pedagogy, and that Mr. Black has complied with all the Regulations in accordance with the Statute in that behalf.

(Signed) JAMES BREBNER,
Registrar.

TO ALL THOSE

*desirous that English be made familiar to the whole
citizen body, and, to that end, interested in the
teaching of English to children inheriting
some other mother tongue,
this little book is
addressed.*

PREFACE.

The main topics of the following treatise are the importance of making English a common tongue, familiar to all citizens, and the means by which experience has shown that this goal can best be attained. Its pages are not intended merely for professional teachers. To every citizen the problem of wisely educating our immigrants and those of our fellow-countrymen who are still unfamiliar with the English language is one of importance. Its right solution involves the creation of an enlightened public opinion that will vigorously support a wise policy on the part of those officially entrusted with the guidance of educational affairs.

The attention of Trustees and School Managers is especially called to Chapters II and III, and the latter part of Chapter IV. In these passages answers will be found to such questions as the following: How fast have we a right to expect non-English pupils to progress in the mastery of English? Is the teacher's familiarity with her pupils' mother tongue a qualification of primary importance? What should be the language of the playground? What are the arguments for and against the teaching of languages other than English in our elementary schools? What special equipment may Trustees economically provide to aid the teacher of non-English speaking classes? What reforms in the solution of the question may Trustees advance on their own initiative?

Members of legislative bodies are invited to give their special attention to Chapters III and VIII.

The author's task of collecting facts, methods, and

opinions from those dealing with non-English speaking pupils in so many parts of Great Britain, the United States and their various dependencies, would have been impossible of fulfilment without the assistance of many scores of correspondents. Some of these have written several times and at considerable length. Owing to somewhat excessive modesty a large number of his correspondents have asked the writer to suppress their names, and a considerable number of others failed to sign the questionnaires they had painstakingly filled out. The following list includes the remainder of the large body of superintendents, inspectors, teachers, and other educators who replied to the author's communications. Their courtesy and readiness to help is most gratefully acknowledged:

- Abbott, F. H., Assistant Commissioner of Indian Affairs, Washington, D. C.
- Anderson, Alexander, Superintendent Education, Prince Edward Island.
- Anderson, J. T. M., Inspector Schools, Yorkton, Saskatchewan.
- Argue, W. P., Superintendent, Vancouver, British Columbia.
- Baezynski, Joseph, Teacher.
- Ball, A. H., Vice-Principal, Normal School, Regina, Saskatchewan.
- Basham, Geo., Teacher, Janowski School, Dauphin, Manitoba.
- Bates, Mary, Teacher, Tacoma, Washington.
- Beaufre, Sister, Convent, St. Norbert, Manitoba.
- Berry, Lillian, Teacher, Frank, Alberta.
- Blacklock, R. F., Chief Clerk, Saskatchewan Department of Education, Regina, Saskatchewan.
- Blair, R., Chief Education Officer, London, England.
- Bloch, A. F., Principal, Polish Training School, Winnipeg, Manitoba.

- Blondin, Edith, Teacher, Cornwall, Ontario.
Boyce, J. F., Inspector Schools, Red Deer, Alberta.
Brown, J. B., Supervisor for Crete Nation Indian Schools, Muskogee, Indian Territory.
Brown, J. W., Inspector Schools, Medicine Hat, Alberta.
Brown, W. J., Principal, Belmont School, Philadelphia.
Bruce, C. S., Inspector Schools, Shelburn, Nova Scotia.
Bryden, C. W., Teacher, Indian School, Misawasis, Canada.
Butchard, A. B., Inspector Schools, Vegreville, Alberta.
Campbell, J. W., Indian Superintendent, La Pointe, Indian Agency, Ashland, Wisconsin.
Carter, W. S., Chief Superintendent of Education, Frederickton, Nova Scotia.
Chadsey, C. E., Superintendent of Education, Denver, Colorado.
Chammet, Beatrice, Teacher, P. S. 177, Manhattan, New York.
Chrustowski, H., Teacher.
Clarke, Ethel, Teacher, McCaul School, Toronto, Ontario.
Clarke, Geo. W., Town Clerk, Whitechapel, East London, England.
Clayton, S. J., Teacher, Night School, Calgary, Alberta.
Coffin, E. W., Acting-Principal, Normal School, Calgary, Alberta.
Collins, Mildred B., Teacher, Tomali, Wisconsin.
Coombes, Jos., Inspector Schools, Saskatoon, Saskatchewan.
Cooper, Miss S., Teacher, Victoria St. School, Toronto, Ontario.
Condon, R. J., Superintendent Schools, Providence, Rhode Island.
Corcoran, W., Secretary Young Men's Christian Association, Winnipeg, Manitoba.