ST. JOHN'S PROJECT: A REPORT OF THE PROBLEMS ASSOCIATED WITH THE DIRECTION OF A CANADA STUDIES FOUNDATION TEAM

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ST. JOHN'S PROJECT: A REPORT OF THE PROBLEMS ASSOCIATED WITH THE DIRECTION OF A CANADA STUDIES FOUNDATION TEAM

Presented to

Department of Curriculum and Instruction

Memorial University of Newfoundland

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

Patricia Marie Connolly

©

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ABSTRACT

In May 1974 the writer was given the responsibility for the formation and direction of the fourth attempt to establish a functioning Canada Studies Foundation project in the St. John's area. The writer soon learned that, in addition to the application of specific curriculum theories, a multitude of extraneous factors--administrative, psychological, political, and financial, to name but a few--intensely affect the curriculum development process; therefore, the opportunity to guide a curriculum development project became a source of valuable experience for the writer.

Of special interest were problems associated with the re-establishment and maintenance of the project. The task of the writer was two-fold--to direct the curriculum development process (external task), and to maintain an efficient and cohesive working group (internal task). Curriculum development inexperience constituted the major external task problem, whereas physical and psychological pressures constituted the major internal problem.

Based on the experience obtained as a result of the St. John's Project, the writer has offered twenty-eight recommendations grouped into four main categories--administrative, social-psychological, project task, and political. Among the more important recommendations are those pertaining to team size, the specialized division of work load among team members, the maintenance of team morale, the psychological and intellectual compatibility of team members, the utilization of relevant curriculum theories, an adequate project lifespan, access to resource personnel, the role of public relations, and the need for adequate released time from regular teaching duties for the purposes of curriculum development.

ACKNOWLEDGEMENTS

The writer gratefully acknowledges the assistance, encouragement, guidance, patience, and support of graduate advisor and friend, Dr. Bob Anderson, from whom was learned the role and the skills of a curriculum developer. In addition, the writer wishes to express sincere gratitude to Mr. Maurice Brewster who supervised the writing of this report, and who has always been a welcome source of kindly support and guidance. Finally, the writer acknowledges the fine and scholarly work of the members of the St. John's team with whom it has been a pleasure to have been associated.

DEDICATION.

This report is dedicated to my mother and father who have encouraged and inspired me to do my best since the day that I was born. Thank you with my whole heart for standing at my side; thank you for your unfailing belief in me.

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CHAPTER I

Introduction

Purpose

In May of 1974 the writer became responsible for the direction of the St. John's curriculum development team, one of the Newfoundland-Labrador Canada Studies teams sponsored by the Canada Studies Foundation (CSF). The Newfoundland-Labrador Project is composed of five teams, each developing problem-centered, inquiry-oriented, and multi-media social studies curricula according to the Project Atlantic Canada umbrella theme of regionalism and cultural diversity. Since their formation in 1972, these teams had operated more or less effectively; in May 1974, however, the St. John's Project ceased to function. Consequently, the writer was approached by CSF personnel and asked to assume the direction of a Canada Studies Foundation team in the St. John's area.

Since that time, this writer has learned that the direction of such a project team is in itself a multi-faceted experience. In addition to the application of curriculum and instruction theories, the adherence to a certain set of criteria, and the collection of data relevant to the project theme, the problems which can be, and, almost without exception, were encountered, are many and varied. From the assembling together of a dedicated and enthusiastic group of curriculum developers, to coping with team administration, interpersonal relations, finances, public relations, interaction with school administrators and school board personnel, and maintenance of team morale--the writer discovered that the direction of the St. John's team was indeed a

complex and often frustrating task.

Before accepting the responsibility of this project, the writer was totally unaware of the complexities which can surround the curriculum development process. During the course of operation, several problems have come to light which are perhaps unique to the team in question. The purpose of this report will therefore be to examine the problems associated with the formation, the development, and the maintenance of this team, to arrive at some general principles which may be applied to curriculum development teams in general, and to formulate recommendations to be applied to the development of future CSF teams.

Background to the Problem

Since its formation in 1972, the St. John's team has by far experienced the most difficulties--both in internal operation and in curriculum development--of any of the five component teams of the Newfoundland-Labrador Canada Studies Project. The sources of these difficulties have not always been clearly identifiable; however, their magnitude can be attested to by the fact that, from 1972 to 1974, no fewer than three attempts had been initiated by the coordinating committee of the Newfoundland-Labrador Project to re-establish this rapidly deteriorating curriculum project. These efforts were unfortunately unsuccessful; consequently, by the spring of 1974, the St. John's Project had become totally inoperable.

During the time in question, the writer, as a graduate student in the Department of Curriculum and Instruction, Memorial University of Newfoundland, was under the guidance of Dr. Robert M. Anderson, Director of the Newfoundland-Labrador Canada Studies Project. As his

student, the writer had become familiar with the purposes, background, and work of the Canada Studies Foundation in general, and Project Atlantic Canada in particular. When the functional deterioration of the St. John's Project had come to light, Dr. Anderson requested that the writer, accompanied by another graduate student, offer assistance to the project personnel.

It soon became apparent, however, that the chances of success, or at least survival, for the St. John's Project had become quite minute. At this point in time it appeared to lack both task direction and a will to succeed. These findings were subsequently reported to Dr. Anderson; for all intents and purposes, the St. John's Project had failed.

Problem

The untimely cessation of this project was a matter of concern to the coordinators, as it now left a major area--the capital city of the province--without representation. As a study of regionalism and cultural diversity at both the historic and the contemporary levels, the area was well suited to the project theme; consequently, it was maintained that there was most definitely a need for a curriculum and instruction project in St. John's. Therefore, approximately one week later, the writer was requested by Dr. Anderson to assume the responsibility of the direction of this curriculum project, and to make every effort to ensure that a functioning CSF curriculum development team would be in operation in St. John's. As, by definition, the work of a curriculum development project would encompass the areas of curriculum development, instructional development, materials development, and evaluation, the direction of

this project was designated by Dr. Anderson to become the internship problem for the writer.

Scope and Limitations

This report will cover a time period of approximately one year. Under usual circumstances this might perhaps be an insufficient amount of time in which to study the workings of a curriculum development team; however, at the completion of the St. John's Project (December 1975) the team will have been in operation for a total of nineteen months. Therefore, the twelve months under investigation will represent that time period in which the major work of the team has been accomplished.

In the opinion of the writer, the following limitations will possibly affect the generalizability of the findings of this report:

(a) unlike other teams, the St. John's team was in constant contact with curriculum advisors and resource personnel;

(b) unlike other teams, the St. John's team had complete access to the resources of Memorial University, provincial archives, and museums;

(c) unlike other teams, the St. John's team was composed entirely of graduate education students, already familiar with curriculum development theories;

(d) as the St. John's team was late in starting, it could learn from the mistakes of other teams, thereby avoiding the duplication of these same mistakes;

(e) unlike other teams, the St. John's team, ruled by a rigid time factor, was forced to work at an unusually fast pace.

Definition of Terms

For the purposes of this study, the following terms are thus defined:

Canada Studies Foundation (CSF):

- -incorporated in February, 1970, as an independent, non-profit organization;
- -an experiment in voluntary interprovincial cooperation

unique in the history of Canadian education;

- -designed to find ways of improving the quality of Canadian studies in the elementary and secondary schools of all provinces;

- -dedicated to providing young Canadians with a better understanding of themselves and other Canadians from different regional, cultural, and linguistic groups across the country.

Project Atlantic Canada (PAC):

- -project financed by the Canada Studies Foundation;

- -begun in 1972;

- -organized into four component projects:

  1. The New Brunswick Canada Studies Project (NBCSP);

  2. Projet des francophones de l'Atlantique (PROFAT);

  3. The Nova Scotia-Prince Edward Island Project (NS-PEI);

  4. The Newfoundland-Labrador Canada Studies Project (NLCSP);

- -project theme: regionalism and cultural diversity viewed initially as an Atlantic regional phenomenon and then comparatively as a prime Canadian phenomenon.

The Newfoundland-Labrador Canada Studies Project (NLCSP):

- -one of the four component projects of Project Atlantic Canada;

- -begun in 1972;

- -organized into five component projects:

  1. Labrador North Project
     -Labrador North: Its people

  2. Bay St. George Project
     -Forces of centralization

  3. Burin-Marystown Project
     -Resettlement on the Burin Peninsula

  4. Exploits Valley Project
     -The Beothucks: A vanished race

  5. St. John's Project
     -Culture in transition: Problems of a changing lifestyle

St. John's Project:

- -one of the five component projects of the Newfoundland-Labrador Canada Studies Project;
- -re-established in May 1974;
- -title of project: Culture in transition: Problems of a changing lifestyle;
- -attempts to study the city of St. John's as an area of cultural diversity which is undergoing a process of change, and the problems which have come about as a result of this cultural change;
- -geared to upper elementary and junior high levels.

Curriculum (Johnson, 1967):

- -defined as a structured series of intended learning outcomes;
- -indicates what is to be learned, not why it is to be learned;
- -prescribes the results of instruction, not the means of instruction;
- -the output of a curriculum development system and the input of an instructional development system.

Intended learning outcomes- -ILO's (Johnson, 1967):

- -consist of three classes:

1. knowledge
   a. facts: items of verifiable information
   b. concepts: mental constructs epitomizing facts about particular referents
   c. generalizations (including laws, principles, rules): statements of relationship among two or more concepts
2. techniques (processes, skills, abilities)
   a. cognitive: methods of operating on knowledge intellectually
   b. psycho-motor: method of manipulating the body and material things effectively with respect to purposes

3. values (affects)

   a. norms: societal prescriptions and preferences regarding belief and conduct

   b. predilections: individual preferential dispositions (attitudes, interests, appreciations, aversions).

Instruction (Johnson, 1967):

- --the transaction between the student and the environment manipulated by the teacher;
- --the interpersonal transaction between the teacher and students;
- --engages intended learners in activities with cultural content;
- --includes both curricular and instrumental content.

Instrumental content (Johnson, 1967):

- --that content instrumental to the goal, the intended learning outcome;
- --"...the object, event, or action with which students transact affectively, cognitively, and conatively (Aoki, 1970)";
- --optional cultural content introduced into the instructional situation, not to be learned, but to facilitate the intended learning.

Teaching strategies:

- --the actual implementation of curriculum in the classroom.

Formative evaluation (Carswell, 1972):

- --the feedback of information about a product into the developmental process to improve the ultimate version of that product.

Formal evaluation (Stake, 1967):

- --recognized by its dependence on checklists, structured visitation by peers, controlled comparisons, and standardized testing of students.

Informal evaluation (Stake, 1967):

- --recognized by its dependence on casual observation, implicit goals, intuitive norms, and subjective judgement.

Significance of the Study

The importance of this study rests in its application to and recommendations for the formation and development of future Canada Studies Foundation curriculum development teams. As the St. John's team has learned from the successes and failures of other CSF teams, so, too, might future CSF teams profit from the successes and failures of the St. John's team.

Organization of the Study

This report, based upon current literature relevant to the topic under consideration, and upon the experiences and observations of the writer as team chairperson, is organized as follows:

Chapter I: Introduction

- --purpose;
- --background to the problem;
- --problem;
- --scope and limitations;
- --definition of terms;
- --significance of the study;
- --organization of the study;

Chapter II: The role of the teacher in curriculum development

- --a discussion based upon a review of current literature;

Chapter III: The formation of the Canada Studies Foundation

- --a brief discussion of the events leading up to the formation of the CSF, and of its main objectives;

Chapter IV: The formation of the Newfoundland-Labrador Canada Studies Project of Project Atlantic Canada

- --a brief discussion of the events leading up to the formation of the NLCSP;

Chapter V: The beginnings of the St. John's Project

--the formation of the St. John's Project; operational problems; the contact of the writer with CSF personnel, and subsequent involvement with project work; the formation of the new St. John's team;

Chapter VI: Problems of directing the early development of the St. John's team

--a discussion of the problems associated with the formation of a working group; the beginning stages of curriculum development;

Chapter VII: Factors influencing team efficiency: The growth and expansion of the St. John's team

--various factors influencing the productivity; the effects of a changing team membership upon group efficiency;

Chapter VIII: The St. John's Project: Curriculum and instructional development

Chapter IX: The St. John's Project: Formative evaluation

Chapter X: The role played by group dynamics: A social psychological profile of the developing St. John's team

--a brief discussion of the problems of "learning to get along with each other"; the effect of group cohesiveness upon group productivity;

Chapter XI: Political determinants of curriculum development

--a discussion of team interaction with other teachers, with principals, and with school board personnel; the effect of these interactions upon the development of the project; the role played by public relations;

Chapter XII: The future of the St. John's team

--a description of the final stages of the project which are to be carried out;

Chapter XIII: Summary and conclusion;

Chapter XIV: Recommendations for the development of future CSF curriculum development teams

--a discussion of recommendations based upon the

experiences and observations of the writer as team chairperson.

References.

Appendices:

Appendix A: Log of the development of the St. John's team

Appendix B: Johnson's theories for the development of curriculum and instruction

Appendix C: Guiding questions for developing and evaluating curriculum, instructional plans, and instruction (based on Johnson's theories) - -Anderson and Aoki

Appendix D: Canada Studies Foundation criteria for the development of curriculum projects

Appendix E: Graph for estimating readability - -Fry

Appendix F: St. John's Project: A proposal (May 20, 1974)

Appendix G: The project material (first piloting session)

Appendix H: Selected instruments of formative evaluation - -Weiss

Appendix I: Participating teachers in first piloting session

CHAPTER II

The Role of the Teacher in Curriculum Development

Among the five principal goals of the Canada Studies Foundation as outlined in the third annual report (1973), the following hold special significance as guidelines for proposed teacher participation:

> (a) "to demonstrate in association with the ten departments of education that cooperation among educators in the area of Canadian studies is feasible and desirable...;
>
> (b) through a series of pilot projects, to provide opportunities for teams of educators from different levels of education and from different regional linguistic and cultural groups to work together in the development and exchange of learning materials for use in the Canadian studies classroom;
>
> (c) to involve classroom teachers in the planning, development, and implementation of each project (Annual Report of the Canada Studies Foundation, 1973, p.4).

The above objectives clearly express the desire of the Canada Studies Foundation to utilize the expertise of the classroom teacher in dynamic participation in the curriculum development process. Although this idea is perhaps contrary to the traditionally held view of the teacher as classroom practitioner, often far removed from the process of curriculum decision-making, the belief in the developmental capabilities of the teacher as expressed by the Canada Studies Foundation is not to be considered as an entirely new or revolutionary idea. Indeed, the frequently unrecognized potential of the teacher as curriculum developer, and the possible benefits to be derived from teacher initiated curriculum, have frequently become rather widely discussed topics in the field of education. Anderson and Roald (1973) state that "...educationalists must be cognizant of the trend towards teacher initiative in curriculum development. Teacher initiative in curriculum development is a rapidly burgeoning phenomenon (p.1)." The

concept of teacher initiative itself is thus to be understood as:

> ...a situation in which teachers are encouraged to assume a maximum responsibility for curriculum development. Specifically, this means individual teachers or teacher teams are free to develop their own projects, to establish their own priorities to determine their own procedures and to evaluate their own results. The concept embraces a functional and active interrelationship between classroom instruction and curriculum development (Anderson & Roald, 1973, pp.2-3).

The Canada Studies Foundation is thus a prime advocator of the active role of the teacher in curriculum development. This advocation appears to be representative of a growing interest in the role of the teacher. The volume of literature endorsing this active participation has, in fact, become quite extensive. Therefore, in order to present a logical and systematic review of this topic, the role of the teacher in curriculum development will now be discussed under the following headings: (1) Societal change and its implications for curriculum development; (2) Approaches to curriculum development; (3) Teacher involvement in curriculum development; (4) Problems experienced by teacher curriculum developers; (5) Changes experienced by teacher curriculum developers; and (6) Implications for teacher education.

Societal Change and Its Implications for Curriculum Development

Janzen (1970), in a discussion relating to issues and directions of curriculum development, offers the following comment regarding the process of change in the modern world:

> It is vital that all those responsible for developing new programs become aware of...the fundamental changes now taking place in society....The first fact which impresses itself upon us is that of a continuing accelerating rate of "change" itself. Today we can say with certainty that the future...will be vastly different from today's world....What kind of education do we provide for those who will inherit a future which will undergo...radical change?...Certainly we cannot educate children for today assuming that the world will be substantially the same when they become adults (pp.83-84).

To prepare students to cope with their rapidly changing world, Janzen puts forth the following suggestion:

> ...those who plan school programs must be consciously aware of the changing world in which we live, to have some perspective of likely trends in the world of tomorrow, and then attempt to suggest content and method that will lead to responsible world citizenship (p.86).

The effects of change upon society have been the topic of research for a great number of writers. These effects themselves have frequently been classified under headings such as social and psychological investigations and their resulting consequences (Lewin, 1947), and the effects of change upon established systems and institutions (Frymier, 1970; Lipham, 1964; Parsons, 1953; Smith, Stanley, & Shores, 1957; Homans, 1950). Ryan (1969) notes that "...social change arises when the relationships among persons or groups are modified (p.3)." Grandy (1974) concludes that "...the technologies of science, communication and travel have created a rapidity of social change that is unique to this century (p.8)."

Bennis, Benne, and Chin (1961) believe that change, to endure, must be based upon a "collaborative process" involving the following six characteristics: (1) agreed upon goals, (2) an inquiry approach, (3) a "here and now situation", (4) a voluntary relationship, (5) an equal distribution of power, and (6) an emphasis on process (p.12). Corey (1953) maintains that change in the school situation cannot be effected by a behaviour change exhibited by only one individual. Sand (1971) notes that many past changes in curriculum have failed to be implemented, a situation to be rectified only through teacher involvement in curriculum development. It is suggested by Verduin (1967) that curriculum change can only be accomplished through a change

in teachers' perceptions. Taba (1962) is of the opinion that curriculum change necessitates a distribution of skilled leadership.

The views expressed by these writers denote a relationship between societal change and the need for curriculum innovations. These innovations are thought to be accomplished through the services of a change-agent, defined by Grandy (1974) as "...any person who aids the change process in any way (p.9)." He further states:

> In recent years the agent of change has emerged as a professional person whose tasks are those of helping communities, educational systems and other groups to plan development or reform objectives, to focus on problem situations, to see possible solutions and to evaluate the results of planned effort.
> . . . . . .
> ...the change-agents in education are the superintendents, consultants, supervisors, principals and teachers. In recent years it appears that the process of curriculum development has taken on the characteristics of a change-agent (pp.9-10).

Curriculum change would become the method whereby students are prepared to cope with the demands of their changing society, thus carrying out the quoted suggestion as put forth by Janzen (1970). Taba (1962) views the relationship between societal change and curriculum development as follows:

> A cultural perspective on education and its institution makes it possible...to think of education in school as a change agent. Cultural change need not be wholly the accidental product of blind social and cultural forces. Nor does it seem necessary that there be as great a disparity as now exists between the cultural realities of life and what the customs and expectations permit.... Education could probably devise a means for shortening the cultural lag between social realities and cultural attitudes, between beliefs and expectations, by preparing youth for living in a changing society.... In a rapidly changing society one task of curriculum makers and teachers alike is to keep interpretations of society attuned to the "becoming" social realities. It means, further, that the curriculum needs to include processes of interpreting, questioning, and contemplating change (p.67).

Taba thus advocates the role of the school as an effective and important change-agent. If a lag develops between societal change and the school, a barrier to effective curriculum has been created. It

therefore becomes the responsibility of curriculum to keep pace with the changing world of the student and to assist the student to keep pace with his world.

Approaches to Curriculum Development

The recognition of curriculum development as a change-agent necessitates the use or adoption of a specific approach as an aid to change. Writers have identified several major approaches to curriculum development. Verduin (1967) suggests that teacher involvement in the curriculum development process rests on a continuum from no teacher participation to total teacher participation. The development of curriculum by specialists would therefore constitute the no teacher participation extreme of the continuum, total teacher involvement either at the local or classroom setting the other extreme (pp.14-19). Johnston and Burns (1970) view the teacher as having two choices in the field of curriculum development: to follow or to lead (p.17). Taba is of the opinion that all teachers should be exposed to the approach of continuous in-service research (McLendon, Joyce, & Lee, 1970, p.534). Smith, Stanley, and Shores (1957) offer for consideration three major approaches to curriculum development. These are (1) the administrative approach; (2) the grass-roots approach; and (3) the demonstrative approach (pp.426-449). Grandy (1974) suggests the inclusion of a fourth major approach to these three--the committee approach (p.13). An extensive review of these four approaches to curriculum development will not be presented here; for the purposes of this study, only a brief discussion will be presented.

The administrative approach. This approach might perhaps be considered as the autocratic or authoritarian approach to curriculum development. In utilizing this approach,

> ...the administrator decides when the curriculum needs revision, what revision is needed and how it shall be done. There are cases where the administrative approach appears to be democratic because of the appointment of teacher committees. However in most cases the administrators direct every move of the committees (Grandy, p.13).

Popular during the 1920's, the administrative approach has now largely been abandoned as a consequence of its undemocratic tendencies (Taba, 1962, p.447).

The grass-roots approach. Goodlad (1971) advocates that the "...key unit for educational change is the individual school, with its principal, teachers, students, parents and community setting (p.160)." This description is an apt characterization of the grass-roots approach to curriculum development. In opposition to the authoritarian role of the administrator as implied in the administrative approach, the grass-roots approach delineates a role of cooperation and educational leadership. To quote Grandy:

> ...the important thing in the "grass-roots" approach is to have teachers, administrators, lay people, students and consultants working together as change-agents in an effort to solve curriculum problems for the betterment of all levels of society (p.14).

The benefits of the grass-roots approach are perhaps lessened in view of its diversification among personnel of specific school districts (Taba, 1962, pp.447-448).

The demonstration approach. This approach diminishes many problems experienced by administrators and teachers alike in the curriculum development process by reducing the process to a small-scale approach. Two procedural methods may be employed: (1) an experimental unit composed of teachers and administrators may be set up within an individual school to be responsible for all aspects of curriculum development and evaluation, or (2) interested teachers within a school may be encouraged to experiment in various aspects of curriculum

development. The innovations thus implemented become a model to other educators--a demonstration in curriculum development (Grandy, p.15). The demonstration approach to curriculum change often results in the establishment of negative attitudes towards the innovation as expressed by non-participants (Smith, Stanley, & Shores, 1957, p.436).

The committee approach. According to Grandy:

> ...committees may be used to provide a general framework for the curriculum of a province or district, and on another scale to plan a course of study for a particular subject area. It appears that the basic idea behind the committee approach is to provide people who are interested in changing the curriculum with an opportunity to come together and cement their ideas into a plan of action (p.16).

The curriculum committee is perhaps the most popular and widely used approach to curriculum change (O'Hanlon & Wood, 1972, p.157). Boasting a varied composition of teachers, administrators, university personnel, and interested members of the general public, the curriculum committee operates in an atmosphere of cooperation (McNally & Passow, 1960, pp.44-45). Although this approach might appear to be ideally suited to curriculum innovation, a problem of considerable importance can arise. To quote Taba (1962):

> ...the committee system of curriculum development can be unproductive, especially if not accompanied by adequate methodology of work, appropriate ways of inducing new theoretical perspective, and ways of generating dynamics of involvement. When these elements are lacking, committee work rarely results in genuine change or new thinking about curriculum (p.452).

According to McNally and Passow (1960), there are six guidelines which, if implemented early in the operational stages of the committee, may provide some measure of success. These are:

1. Define sharply the task or purpose.
2. Select the committee membership so that participants represent a balance of competencies, interests and viewpoints.
3. Indicate the life span of the committee.

4. Establish the relationship of the committee's work to the total curriculum program.

5. Clear the avenues of communication.

6. Allot time and resources so that members can mesh committee functions with other responsibilities (p.47).

These guidelines, if followed, should allow curriculum committees to attain a reasonable level of productivity (Grandy, 1974, p.18).

These four approaches to curriculum change--administrative, grass-roots, demonstrative, and committee--represent the major innovational attempts over a period of approximately fifty years. Many approaches of perhaps lesser significance can be incorporated, more or less successfully, within these four major areas.

Connelly (1972) differentiates between those approaches which he refers to as "top-down" curriculum--teachers are transmitters of ideas (to be compared with the administrative approach), and "fish-net" curriculum--teachers are initiators of ideas and materials. The former is characterized as the centralized approach; the latter as the decentralized or localized approach. Connelly states that:

> The inadequacies of "top-down" technological strategies of curriculum development, and of local user-based curriculum development, result from a confusion of the ends, starting points, methodologies, and functions of external and user development. The function of external development is to elaborate theoretical conceptions of society, knowledge, teacher, and learner, and to translate these conceptions into coherent curriculum materials, each of which serves as a clear-cut alternative available to teachers. The function of user development is to construct images of particular instructional settings by matching a variety of theoretical conceptions with the exigencies of these settings, and to translate these images into a curriculum-in-classroom use. The harmonious realization of these functions would yield a measure of progressive improvement in school curriculum practices (p.161).

That approach designated by Connelly as "top-down" curriculum is perhaps to be considered as the most prevalent one in Canada today. Burke (1973), with reference to the writings of various Canadian

educationalists (Rickert, 1966; McCarthy, 1967; Pullen, 1955; Sabey, 1972), has stated that education in Canada is the sole responsibility of the provincial departments of education; consequently, teacher involvement in the curriculum development process is very limited, and, at best, inadequate (p.31). Members of the Powell River Project of Project Canada West have observed that development of learning resources has frequently been allotted to a third party, "...the book publishers, whose product may 'fit' the curriculum with varying degrees of success (Burke, pp.31-32)."

A review of the literature as presented tends to indicate the necessity for a more active participation by the classroom teacher in the field of curriculum development. This active participation would perhaps effect needed, dynamic curriculum change in an often lethargic educational system.

Teacher Involvement in Curriculum Development

Harnack (1968) emphatically states that:

> ...the role of the teacher in choosing and organizing subject matter for learners cannot be ignored any longer....the overwhelming amount of different suggestions made by national committees, commissions, and textbook writers have opened so many avenues to possible organization of subject-matter areas that teacher decision making is actually a necessity (p.16).

Dewey (1929) long ago postulated that the area of contributions to curriculum development which could be made by the classroom teacher was indeed a neglected field (p.46). Although many classroom teachers have become involved in curriculum development since that time, it has generally been considered that this involvement has been of a relatively minor nature (Miller & Dhand, 1973, p.3). Indeed, a controversy has often existed as to whether or not teachers possess a level of competency which successful and worthwhile curriculum

development demands (Whipple, 1930; Bauernfeind, 1930; Bagley, 1934; Caswell & Campbell, 1935; Ring, 1967; Hart, 1968).

A study of literature indicates that teachers desire to become involved in curriculum development (Simpkins & Friesen, 1969; Alutto & Belasco, 1971; Burke, 1973). The Hall-Dennis Report (1968) recommends the greater involvement of Ontario teachers in the curriculum development process (p.136); the Worth Report (1972) offers a similar recommendation for the teachers of Alberta (p.39). A study conducted by Newton (1966) confirms these findings for the Province of Saskatchewan (Burke, 1973, p.39). The Canadian Teachers' Federation (1959) has long advocated this active participation (p.55). Harnack (1968) strongly puts forth the following recommendation:

> Through curriculum-planning activities...can we involve teachers in an environment of curricular problems, interests, and the like? Can we give teachers the task to improve, continuously and cooperatively, the educational program? This can be done; and where it has been the prime purpose of curriculum planning, needs...are created in the professional teacher....There is no earthly reason in the mind of this teacher to cling to traditional methods, to throw up a resistance to change, or to need an administrator to transform him from a complacent and lethargic worker into a creative and imaginative one (p.73).

It is generally considered that the widely held but nevertheless confining view of the teacher as merely a classroom practitioner has had a rather detrimental effect upon professionalism (Commission on Teacher Education, 1974; Stinnett, 1974; Anderson, 1965; Canadian Teachers' Federation, 1959). It is therefore suggested that the expanded role of the teacher to include involvement in curriculum development would constitute a great benefit to professional growth.

Allen (1972), in reference to the Independent Projects by Teachers (INPUT) established in California, outlines the following premises upon which that project is based. These are as follows:

1. Teachers have a personal contribution to make to curriculum and instructional change.

2. Teachers need to communicate with their colleagues.

3. Cultivating change in individual teachers is an effective way to change education. (pp.19-20).

This project is an example of successful teacher-centered curriculum; this is not, however, a typical example of the nature of teacher involvement in curriculum activities. To quote Miller and Dhand (1973)

> ...the role of the teacher generally has been merely that of an operative who has put new curriculum plans, organized by experts, into effect. Throughout North America the participation of teachers has ranged from token representation on a curriculum committee to, in a few instances, an active role as initiator and major developer of curricula.
> . . . . . .
> In Canada and the United States,...the role of the classroom teacher in curriculum development generally has been a very minor one. There have been a few notable exceptions to this practice, however, and wherever teachers have been given a pivotal role in curriculum development the results usually have been fairly satisfactory (pp.8-9).

Hodgetts (1968) states that the classroom is "where the action is (p.3)." Taba (1962) is of the opinion that the dynamics of change must be located in the local situation (p.478). Ingram (1969) maintains that "the role of the teacher is central, and a wide range of professional freedom is essential to a determination of the best way to play this role (p.121)."

In Canada the driving force behind the expanded role of the teacher as curriculum developer is the Canada Studies Foundation. Anderson (1974) maintains that:

> People involved with the CSF obviously believe that one way to improve the quality of Canadian studies in our schools is to actively involve the classroom teacher in the development of the curriculum (p.1).

The Canada Studies Foundation is therefore a prime advocator of the active role of the teacher in curriculum development.

Problems Experienced by Teacher Curriculum Developers

Although many teachers express an interest in participating in the process of curriculum development, a relatively small number do, in fact, eventually become participants. The difficulty lies perhaps in certain problems or barriers experienced by teacher-developers.

Harnack (1968) recognizes certain predeterminants to successful teacher-centered curriculum development. Among these are: academic freedom, encouragement for individual professional growth, improvement in communication, assistance in decision-making, and an opportunity for instructional leadership. This is to be accomplished, he states, through the study of curriculum theory, cooperative planning, experimentation, and acceptance of responsibility to the public (p.142). Burke (1973), referring to a study carried out by Dempsey (1963), discusses barriers--both internal and external--identified by teachers as affecting curriculum change. Among the internal barriers were thought to be: age, teaching experience, formal education, and sex; among the external barriers: lack of time, relationships with others (including teachers, students, administration, and parents), and school policy (p.46). To this list of barriers as perceived by teachers can be added the following: lack of money and facilities with which to carry out successful teacher-centered curriculum development; lack of support, especially from local school authorities; lack of freedom to make decisions affecting curriculum; lack of credit for work previously carried out in the field of curriculum development; lack of implementation of recommendations made by teacher curriculum developers; and lack of communication with other teachers engaged in the curriculum development process (Miller & Dhand, 1973, p.7).

Further consideration of the findings of teacher-developers prompt Miller and Dhand to state the following:

> Further barriers, as perceived and reported by teachers, included problems arising from relationships between teacher-developers and their fellow teachers and their school administrators; problems arising from relationships among the teacher-developers and their pupils and their pupils' parents; conflicts with curriculum authorities about the role of the teacher in curriculum development; conflicts with school officials about the primary role of the teacher; the failure of school authorities to provide teacher-developers with adequate resources; and the existence of a hierarchial school organization with policies that deterred teachers from participating in curriculum development. Even when teachers have successfully overcome many of these barriers and have developed new curricula, their fellow teachers and the local school boards often lacked the expertise to implement the new program. And there are cases ...in which school officials have approved the development...only to withdraw support mid-way through the program (p.7).

The problems thus identified have in many cases proven to be a deterrent to successful teacher-centered curriculum development. These barriers to teacher participation are therefore to be considered as important influences upon the role of the teacher in curriculum development.

Changes Experienced by Teacher Curriculum Developers

Despite the barriers to curriculum change as previously discussed in this paper; it is generally considered that teacher involvement in the curriculum development process can prove to be most beneficial (Miller & Dhand, p.8). Many educators concur with the premise that teachers- -as the medium through which curriculum innovations are transformed from hypothetical situations to actual practical demonstrations- -are therefore best suited and perhaps more knowledgeable to participate in the process of curriculum development (Verduin, 1967; Lonsdale, 1964; Canadian Teachers' Federation, 1959).

Miller and Dhand, having studied available literature, identify

several benefits to be derived by teachers having active participation in the curriculum development process. To quote these writers:

> These benefits were: teacher self-improvement; higher teacher morale and greater satisfaction with the local school environment; personal and professional growth for teachers; personal and professional (sic) growth for students; greater implementation of curriculum guides and officially prescribed curriculum materials; greater satisfaction with teaching as a profession; and generally greater satisfaction with the entire educational process as a result of participation in curriculum activities (p.8).

In summarizing their findings, they put forth several conclusions which may be viewed as follows:

> Teachers who have participated in curriculum development:-
>
> (1) are more accepting of changes in their local schools;
>
> (2) are more enthusiastic about their work;
>
> (3) have modified their attitudes to educational research;
>
> (4) have lost many of their inhibitions regarding the personal implications of involvement in developing curricula;
>
> (5) demonstrate more concern about educational problems;
>
> (6) consistently show greater interest in the solution of those problems;
>
> (7) are highly motivated by a desire to improve the educational experiences of their students;
>
> (8) are highly motivated by a sense of professionalism;
>
> (9) express a desire for self-improvement;
>
> (10) express a desire for improving the quality of classroom instruction;
>
> (11) desire to personalize the educational process (p.8).

Loweke (1966), in an analysis of regional curriculum projects conducted in Canada and the United States, states the following:

> The chief value of participation as perceived by the teachers were intellectual stimulation, a sense of achievement, the pride of accomplishment, the experience of leadership and heightened professional self-respect and self-confidence (p.78).

Doll (1970) is of the opinion that "...classroom teachers behave more

insightfully and effectively as a consequence of their experiences in curriculum improvement activities (p.399). Allen (1972), reporting on the Brunskill subproject of Project Canada West (Canada Studies Foundation), reports that the teacher-developers expressed self-satisfaction as a result of their curriculum development experience (pp.123-126).

Burke (1973), in a study of the behavioural changes of teachers involved in Project Canada West, arrives at nine basic generalizations regarding teacher curriculum developers. These generalizations are:

I. Teachers involved in local curriculum development...

1. act as change agents in relation to their fellow teachers.
2. change in their relationship with other educators and with the lay public.
3. participate in an extensive program of professional activities.
4. are capable of implementing curriculum change in subject areas other than Canadian urban studies.
5. have a new professional attitude.
6. have greater involvement in the decision-making process.
7. are research-oriented.
8. employ a greater variety of teaching strategies and techniques in the classroom.
9. have a more realistic view of curriculum development (pp.58-59).

Similar findings are reported by Anderson (1974) in a study of teachers involved in the Newfoundland-Labrador Canada Studies Project.

A review of literature therefore appears to produce a consensus of opinion regarding the changes effected in teachers who take an active part in the curriculum development process. It must not be concluded, however, that curriculum development should be made a

mandatory activity for all teachers, regardless of inclination, for, to quote Taba (1962):

> This insistence on a 100 per cent participation...is a strategical error which creates many problems. One of these is the inclusion of many "reluctant dragons," who by their resistance dampen the atmosphere and impede progress...(p.469).

Nevertheless, it has been shown that involvement in the process of curriculum development can prove to be a most beneficial experience for teachers.

Implications for Teacher Education

The implications of teacher involvement in curriculum development, especially as it pertains to the field of teacher education, are many. Janzen (1970) suggests that "...the Faculties of Education have not given sufficient emphasis to curriculum development as an important part of the work of a teacher (p.108)." Doll (1970) suggests that teachers of teachers need themselves to be re-educated so as to better prepare their students for possible involvement in curriculum innovation (p.41). Miller and Dhand (1973) propose that "...the teacher education institutions of North America must bear considerable responsibility for the lack of research by the classroom teacher at the school-building level (p.4)." Anderson and Roald (1973) are of the opinion that:

> To be able to initiate suitably rigorous curricula, a teacher must have more than a desire; he must have an adequate educational background....If educationalists accept the increasing role of teachers in curriculum development, then it becomes clear that preservice education should be revised (p.3).

They suggest that the successful implementation of such a revised teacher education programme would necessitate the adoption of the following steps:

(1) Preservice education should be revised. Topics such as

research, curriculum development and curriculum evaluation should become mandatory....

(2) Inservice education should be expanded. It should be logically developed so that pre- and inservice education become a continuing process....

(3) The traditional role of the teacher- -that of a classroom practitioner- -should be expanded to include that of curriculum developer. Teacher organizations, provincial departments of education and teacher education institutes must recognize this broader definition of teaching....

(4) Field work by teachers should be recognized by teacher education institutes as the equal of course work....

(5) Practicing teachers with experience in initiating curriculum development should become an integral part of future teacher education programs (pp.10-11).

The implementation of such a teacher education programme could therefore help to alleviate many of the identified problems experienced by teachers participating in curriculum development. This in turn could perhaps encourage more teachers to become active participants in curriculum development, thus improving the quality of curriculum, and, as stated earlier in this paper, helping the student keep pace with his changing world.

Summary

In this chapter the writer has attempted to examine the role of the teacher in curriculum development. To achieve this end, a review of related literature has been presented under certain headings which, in the opinion of the writer, are pertinent to an understanding of the complexities of this role. These headings were as follows:

(1) Societal change and its implications for curriculum development;

(2) Approaches to curriculum development;

(3) Teacher involvement in curriculum development;

(4) Problems experienced by teacher curriculum developers;

(5) Changes experienced by teacher curriculum developers;

(6) Implications for teacher education.

The writer is of the opinion that the investigation of each of these topics is vital to an understanding of the factors which influence teacher involvement in the curriculum development process. Each factor is, in the opinion of the writer, necessary to the understanding of the whole.

The changes taking place in society necessitate comparable changes in school curriculum. These in turn result in the choosing of some approach to effect these needed changes. As the classroom teacher is well suited to identify and implement needed changes, it therefore becomes desirable that the teacher take an active part in the process of curriculum development. As this is contrary to the classroom role of the teacher as traditionally perceived, however, teachers taking an active part in curriculum development experience many difficulties. Nevertheless, in spite of these difficulties, this active participation has proven to be a beneficial experience professionally for the participating teachers. Taking all these factors into consideration, it soon becomes apparent that educational institutions should accept the responsibility of preparing teachers to cope with and to derive maximum benefit from their new roles as curriculum developers. It is to be hoped that participation in major curriculum projects such as those sponsored by the Canada Studies Foundation will result in the recognition by teachers and school authorities alike of the expanding role of the teacher in curriculum development.

CHAPTER III

The Formation of the Canada Studies Foundation

The Canada Studies Foundation (CSF) was begun as a direct result of the publication in 1968 of the book What culture? What heritage? by A.B. Hodgetts. This book--the report of the National History Project, a two-year investigation of the teaching of Canadian history, social studies, and civics, as observed in a representative number of Canadian classrooms--was an effective but controversial condemnation of existing curricula, texts, teachers, and teacher education programmes in Canada. The rationale upon which the formation of the National History Project was based was stated by Hodgetts as follows:

> (a) the unsubstantiated but very extensive volume of criticism that questions the value of Canadian studies as they are now prescribed and taught in our schools, (b) the belief that the quality of civic education in any nation is an important factor in molding that nation's future, (c) the apparent lack of understanding and sense of national purpose among Canadians... (d) the conviction that the study of Canada and its problems should and could be one of the most vital subjects taught in our schools and that it could become a much more effective instrument than it now is in the fostering of understanding among the people of our ten provinces, (e) the probability that a privately sponsored study, free from the political implications of Section 93 of the British North America Act, could report more frankly on the teaching of Canadian studies in all provinces than one financed by any government agency (1968, p.1).

The findings of this investigation brought to light many serious weaknesses in the teaching of Canadian studies. Hodgetts reported that, of the students observed in two hundred forty-seven schools in twenty Canadian cities, eighteen percent were described as actively bored, seventeen percent as passively bored, and forty-one percent as "mechanical" (p.58). Hodgetts therefore concluded that "...the vast majority of students are completely apathetic toward

Canadian studies (p.59)."

The results of this investigation thus put forth a rather gloomy representation of the prevailing condition of Canadian social studies teaching. It was discovered that very few, if any, Canadian issues were being discussed or critically analyzed. To quote one student:

> As for Canadian history, the first time it was presented to me ...I abhorred it! It was all dates and nice neat little Acts of Parliament and more dates and more Acts until I got fed up completely and I had no desire to learn more about Canada (pp.20-21).

As a further condemnation, Hodgetts concluded that:

> ...the great majority of Canadian studies teachers must share with other educators the responsibility for the poor quality of civic education in our elementary and secondary schools....After making every allowance for their many difficulties, we must conclude that these teachers through lack of drive, interest, professional pride and other factors, are not meeting high enough personal standards of excellence, nor are they fulfilling the reasonable expectations of society (p.110).

Criticism was not directed solely to these factors, however; it was also suggested that the majority of "administrators, inspectors, and far too many teachers, have not given serious consideration to the teaching of Canadian Studies, nor do they have a philosophical frame of reference on which to base their thinking (p.6)." As a further comment, the report concluded that:

> ...We are teaching a bland, unrealistic consensus version of our past; a dry-as-dust chronological story...told without the controversy that is an inherent part of history. The great debates...the natural conflicts of opinion...the new interpretations of the past...the subjective element...all are grayed out of existence.
> . . . . . .
> ...The majority of English-speaking high school graduates leave the Canadian Studies classroom without the intellectual skills, the knowledge and the attitudes they should have to play an effective role as citizens in present-day Canada (pp.115-116).

These documented observations clearly showed the need for major

reform in Canadian studies curriculum. Based upon these findings, several recommendations for change were thus put forth. As these recommendations subsequently formed the basis for the establishment of the Canada Studies Foundation, they will now be quoted in full:

> ...we recommend a national curriculum development plan designed to make radical changes in the scope, content and teaching methods of Canadian studies in the elementary and secondary schools of Canada. We recommend that a Canadian Studies Consortium be established to implement this program....The Consortium should be based on the following principles. ONE: It should be designed to function as an interprovincial organization. TWO: It should be a completely independent organization, free of all political influences. THREE: It should consist of strategically located regional centers, with a national executive committee to serve as a data bank and a clearing house for all its activities. FOUR: Its exclusive purpose should be to develop and distribute Canadian studies materials and teaching strategies for use in elementary and secondary schools. FIVE: It should initiate and then work from position papers based on the findings and recommendations of this Report and any other related studies. SIX: Final decisions regarding the selection and use of the resulting materials should remain with the individual provinces (p.118).

It was further recommended that the executive committee work closely with "departments of education, school boards, teachers' organizations, faculties of education, universities, and interested lay groups outside the academic community," representative groups of which "...could become involved in preparing, field-testing, evaluating, exchanging, and eventually publishing for general distribution new courses and recommended procedures in Canadian studies (p.119)."

As a direct result of this study, the Ontario Institute for Studies in Education organized the Canadian Feasibility and Planning Project whose primary function was to investigate the practicability of the formation of a Canadian studies curriculum development organization. This was followed in May 1969 by the Canadian Studies Conference at Trent University, Peterborough, Ontario. At this conference the preliminary plans for the organization of the Canada Studies Foundation

(CSF) were laid.

According to these plans, the CSF was to be composed of a central organization or committee and a number of regional autonomous projects, each consisting of classroom teachers, university professors, and various consultants, and each adhering to the guidelines and major goals proposed by the Foundation. These were broadly defined as follows:

> (a) to demonstrate in association with the ten departments of education that cooperation among educators in the area of Canadian studies is feasible and desirable, and that this cooperation can be achieved without doing injury to provincial autonomy in education;
>
> (b) through a series of pilot projects, to provide opportunities for teams of educators from different levels of education and from different regional, linguistic and cultural groups to work together in the development and exchange of learning materials for use in the Canadian studies classroom;
>
> (c) to involve classroom teachers in the planning, development and implementation of each project;
>
> (d) to develop learning materials and procedures based on the needs of contemporary Canadian society; toward this end to design experimental programmes that will "seed" existing curricula and that will help students become more knowledgeable about the complexities and opportunities of modern Canada and encourage a greater appreciation of the value systems and aspirations of Canadians from other regions and ethnic groups;
>
> (e) to identify the kinds of intellectual skills, attitudes and value systems that civilized living in a country like Canada requires; to develop the kinds of course content and teaching methods that will promote these skills and values (CSF Third Annual Report, 1973, p.4).

The projects were to focus on what were referred to by Hodgetts as "continuing Canadian concerns". Tomkins (1972) elaborated more fully upon this term in the following manner:

> Continuing implies both historic and contemporary (as well as future) dimensions to Canadian Studies, an approach which emphasizes historical perspective and modern relevance while avoiding the twin pitfalls of antiquarianism and a faddish presentism. Canadian is merely a descriptive geographic term....

> Concerns include issues, themes, topics and problems that have an interest for Canadians because they relate to matters having both public and private and positive as well as negative aspects and are significant to the nature, growth and survival of Canadian society.
>
> Continuing Canadian concerns are not constrained by the boundaries of the academic disciplines although the latter can make essential contributions to clarifying such perennial issues as urbanization, technological change, French-English relations, regionalism, cultural diversity and Canadian-American relations, to name but a few (p.4).

Six features helping to shape the structure of Canadian society were subsequently identified; these were outlined as follows:

a. Canada is a large, regionally divided and diverse country;

b. Canada is a highly industrialized and technologically advanced country;

c. Canada is an urbanized country, rapidly becoming a nation of city-dwellers;

d. Canada is an exposed country, open to a multitude of external cultural, economic and political influences;

e. Canada is a multi-ethnic country with two predominant linguistic groups;

f. Canada is a country with a unique, northern geographic location (Hodgetts & Tompkins, 1974, p.2).

It was decided that appropriate proposals for specific regional projects were to be presented to the CSF central organization for consideration. Thus, within a relatively short period of time, three major projects came under the sponsorship of the Canada Studies Foundation. These were as follows: (1) Project Canada West; (2) The Laurentian Projects; and (3) Project Atlantic Canada. In addition to these three, the CSF provides funding to other projects. Two of note are The Geography of Canada Project--concerned with current work of research geographers, and The Labour-Management Project--dealing with labour-management relations in Canada.

CHAPTER IV

The Formation of the Newfoundland-Labrador Canada Studies Project of Project Atlantic Canada

During 1971-72 various meetings were held throughout the Atlantic Provinces for the expressed purpose of the development of a draft proposal to be presented to the CSF. As a result, Project Atlantic Canada (PAC) was approved and funded for its first phase beginning in June 1972. The theme of this regional project was to be "...regionalism and cultural diversity, to be viewed initially as an Atlantic regional phenomenon and then comparatively as a prime Canadian phenomenon (CSF Third Annual Report, 1973, p.17)." Project Atlantic Canada was to have four components, each being supervised and guided by a coordinating committee. Each component was in turn to be subdivided into various subprojects, each concerned with a specific topic in accordance with the PAC umbrella theme of regionalism and cultural diversity.

During this time a committee of seven Newfoundland and Labrador educators was formed to represent the province in the drafting of the proposal for the formation of Project Atlantic Canada. In the introduction to a proposal submitted by this group to the Canada Studies Foundation, it was stated that:

> "The Newfoundland Committee supports the philosophy of the Draft Proposal for Project Atlantic Canada...The Newfoundland Committee is dedicated to the principle of the teacher as a curriculum and instruction developer supported by academic and professional consultants (A Proposal to Canada Studies Foundation, 1972, p.1).

It was also stated that the coordinating committee for the Newfoundland component of PAC would comprise the seven members of the founding group, the chairpersons of each subproject, and any needed specialists (p.1).

The functions of this coordinating committee were outlined as follows:

1. to be responsible to CSF and PAC for financial matters,
2. to provide leadership and direction to project groups,
3. to channel and coordinate activities of the project groups,
4. to develop the curriculum philosophy of the projects,
5. to make decisions relative to the merits of group proposals,
6. to ensure that group proposals meet with the specifications of PAC,
7. to receive all recommendations and materials from project groups,
8. to organize all provincial inservice conferences,
9. to supervise the production of all project materials,
10. to supervise formative and summative evaluation of curriculum materials and teaching strategies (pp.1-2).

Two themes for the project were chosen--(1) Centralization, and (2) The North: Its people and resources. The former would be centered on the island of Newfoundland; the latter in Labrador (p.2). To quote the organizing group:

> It is strongly believed by the members of this committee that the completion of the two projects would not only improve Social Studies education within the local areas but would benefit Social Studies education throughout Canada. The completion of the projects would fill a significant but neglected area in the Newfoundland curriculum and, at the same time, would provide meaningful units for Canadian studies throughout Canada (p.2).

During the early stages of the PAC Newfoundland component--to be known as the Newfoundland-Labrador Canada Studies Project (NLCSP)--there were six subprojects: (1) The economics of centralization (Stephenville-Corner Brook area); (2) Centralization: Its history and evolution in one area (Ferryland area); (3) Resettlement: The impact of government (Marystown-Burin area); (4) St. John's: A point of centralization (St. John's); (5) The influence of an

industrialized city on smaller communities (Gander area); and (6) The North: Its people and resources (North West River-Nain-Hopedale-Makkovik-Davis Inlet-Happy Valley areas in Labrador, together with a Beothuk study in the Gander area) (pp.3-4).

Having thus outlined the component projects of NLCSP, the coordinating committee commenced the arrangement of a tentative project schedule. As stated in the project proposal:

> ...all proposals are simply skeleton outlines. All groups are aware of the need for academic input. All groups are aware of the need for inservice training prior to developing their curriculum proposals in detail. To this end the following people have been commissioned to write position papers: three academic specialists - -a psychologist, a sociologist, and an anthropologist; two educationalists- -an audio-visual specialist and an instructional development specialist; and two education graduate students who will write from the frame of reference of history and geography. ...Inservice sessions will be held...in order to familiarize project members with such considerations as content, theoretical rationale, production of audio-visual materials, and evaluation of curriculum content and teaching strategies (p.6).

Arrangements were also made for interaction between NLCSP members and members of other CSF projects in other parts of Canada. Sources of possible support- -financial, academic, and professional- -were outlined, and a proposed operating budget drawn up. The Newfoundland-Labrador Canada Studies Project had therefore begun operation.

CHAPTER V

The Beginnings of the St. John's Project

Of the five NLCSP component projects which are presently in an active state, the St. John's Project has by far experienced the most difficulties. As stated earlier in this paper, the reasons for these difficulties have not always been clearly identifiable. If the present situation is to be included, there have been, in the space of two years (1972 to 1974), no fewer than four complete changes in team personnel and three changes in the actual project topic. Even though the writer has had only limited contact with any of the previous project workers, possible reasons for failure can be suggested, based upon the experience of the writer in directing the latest effort, and, in addition, upon discussions held with members of the coordinating committee of the Newfoundland-Labrador Canada Studies Project. Therefore, in an effort to provide some likely explanations for the many failures experienced by this project, the writer will attempt to briefly reconstruct the history of the St. John's Project.

In the opinion of the writer, St. John's was a likely area for the establishment of a Canada Studies Foundation team for two reasons: first, as an historical and contemporary study of regionalism and cultural diversity, it was well suited to the PAC project theme; and second, it was the base of operations for the NLCSP coordinating committee itself. These two reasons alone would suggest the choosing of St. John's--either intentionally or unintentionally--as a logical site for the establishment of a CSF project. This indeed proved to be the case. From the very beginning, delegates from St. John's had been involved in the preparations for the establishment of a CSF project.

In the early months of 1972, three teachers from a St. John's school submitted a project proposal to the coordinating committee. This proposal was stated as follows:

Proposal on Historic St. John's

It would be suggested in this proposal to examine the following aspects of St. John's history:

-Rendezvous for the early fishing fleets on the Grand Banks

-Stepping stone to the New World...

-Battles between the British and the French for the possession of the Island...

-Early landmarks, e.g., King's Beach; Fort Amherst; Signal Hill

-Seat of government for the Island...

-The two great fires - 1846 and 1892

-The 'Bank Crash' - 1890's

-Site of early trans-Atlantic flights...

-Marconi: the FIRST wireless message (trans-Atlantic) received on Signal Hill

-Historic buildings...

-The strategic position of St. John's during World War II

-The growth of St. John's since Confederation with Canada

-Social conditions - past & present

-Folklore...

1. St. John's - Fishing Centre, past and present
2. St. John's - Centre for Sealing Industry
3. St. John's - Distribution Centre for Province, past and present (Canada Studies Foundation: Newfoundland projects, 1972, pp.18-19).

This proposal was one of several presented by the Newfoundland-Labrador committee at a conference which was held in Halifax, April 15 and 16, 1972. Shortly following this Halifax meeting, the newly-formed project

teams commenced operations. The members of the St. John's team appeared to approach their selected task with enthusiasm, and work continued more or less effectively until the end of that school year (June 1972). During the summer months the team lost contact with project work, and enthusiasm began to deteriorate rather rapidly. Perhaps the pressures of curriculum development were making their presence felt even at this early stage. Team members had transferred to other schools in the area; perhaps this helped to lessen the impact of a working group relationship or team spirit. Whatever the underlying reasons indeed may have been, by September of that year, all efforts to establish a functioning curriculum development project in St. John's had all but ceased.

The task was assumed by several fellow workers of the former team members. These new curriculum developers tried to continue the topic of St. John's: A point of centralization; their efforts, however, proved to be fruitless. This second attempt lasted approximately two months; by late October it too had ceased to function.

The opinion has been expressed by members of the NLCSP coordinating committee that, due to various outside interests and the obviously apparent future demands of project work, these teachers had perhaps failed to develop a dedication to the project. In the opinion of the writer, the first two to four months of the life of a project tend to be among the most frustrating. It is during this period of time that team members are obliged to "come to grips", so to speak, with the nature of the topic, with the technical aspects of curriculum development, with the research process, and, certainly of major importance, with the process of learning to work together as a team.

If individuals have not committed themselves whole-heartedly to the work of the project, these obligations might in all probability demand far more from a person than he is in all honesty prepared to give. This can therefore only result in the loss of team personnel and the ultimate dissolution of the team itself.

This appears to have been the reason behind the failure of the second attempt to establish the St. John's Project. One member of this group desired to continue the effort, however; having solicited the aid of some of his fellow teachers, he commenced the third attempt in October of that same year (1972). The minutes of an executive meeting of the NLCSP coordinating committee held October 12 report that a new St. John's Project was in the early formative stages.

Within a short period of time the membership of this group dropped considerably until there existed only one full-time member with the rather sporadic assistance from a small number of other individuals. It soon became quite apparent that the topic of the St. John's Project was now beyond the capabilities of the team as it existed; consequently it was suggested by NLCSP Director, Dr. Robert M. Anderson, that the chances for success might be increased if the topic were narrowed to St. John's: A port city. This suggestion was accepted. The St. John's Project was again in operation; this third attempt would last for a total period of one year and six months.

In September of 1973 the writer became a graduate student under the guidance of Dr. Anderson. During the course of study, the writer became familiar with the objectives of the Canada Studies Foundation, and with the work of the teams of the Newfoundland-Labrador Canada Studies Project. Consequently, when, in April of 1974, the St. John's Project was again discovered to be failing, Dr. Anderson requested that

the writer accompanied by another graduate student to offer assistance to the rapidly deteriorating project and ascertain if, in fact, the project could be salvaged. The writer worked with the team during the latter part of April, but it was soon quite obvious that this was in fact becoming little more than an exercise in futility. Within a very short period of time the project had indeed become inoperable. Thus ended the third attempt to establish a functioning CSF curriculum development team in the St. John's area.

During the first week of May, 1974, Dr. Anderson requested that the writer assume the responsibility of the direction of the St. John's Project, and make every effort to assure that a functioning CSF project would be in operation in St. John's. After carefully considering the nature of this task, the writer agreed to this request. The fourth attempt to establish a fully operational St. John's Project had begun.

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CHAPTER VI

Problems of Directing the Early Development of the St. John's Team

When the writer assumed the responsibility of the direction of the St. John's Project, it was not without a touch of apprehension. Theory and practice are sometimes found to be rather far removed from each other, and although the writer was familiar with curriculum theory being a graduate student in that field, a feeling of insecurity began to develop as this writer experienced growing doubts as to her ability to successfully guide such a vast and important undertaking. This same assignment, which, after thoughtful consideration, had been willingly accepted by the writer, now often became a source of at least great uncertainty, if not anxiety. To become part of an undertaking at its outset allows one to feel on a par with all other participants; if, however, one becomes part of a major undertaking at a later stage in its development, feelings of inexperience, insecurity, and isolation can develop. Such was the case of the re-establishment of the St. John's team.

The former St. John's Project had failed. It was now the responsibility of two graduate students to sift through the remnants of a defunct curriculum development project and to successfully achieve that which others had tried but failed to do. As an additional complication to an already difficult situation, the new team members were continuously aware of one very persistent reality: although far behind both in actual development stages and in the various stages of curriculum development, this new team would be faced with the same future deadlines as the other component projects of the Newfoundland-

Labrador Canada Studies Project. This situation would undoubtedly result in an increase in pressure upon team members, the necessity of maintaining a highly cohesive working group, able to jointly withstand these pressures, and the necessity for rapid progress from stage to stage of the curriculum development process. It was therefore the opinion of the writer that this task would undoubtedly prove to be a most formidable one; the successful direction of the St. John's Project would in all likelihood rest precariously between the realms of task direction and the psychology of group dynamics--hardly a comforting thought for a new team leader. The responsibility had, however, been accepted; the initial stages of the formation of a CSF curriculum development team had to commence.

The first matter to which attention had to be directed was that of choosing a suitable topic--should the new team try to salvage that which had been the concern of the former team (St. John's: A port city), or should it discard the previous topic completely, choose a new topic, and start an entirely new project. Even though the encounter with the former project had been relatively brief, neither team member entertained hopes of its successful completion. There also existed a rather preponderant psychological factor: neither team member wished to be associated in any way with a project which had experienced such a high rate of failure. As it appeared that each team member would assuredly find it necessary to devote a great deal of time per week to project work--it should be noted at this point that each, in addition to being a graduate education student, was also employed as a full-time teacher--it was agreed that a topic of interest to both should be chosen. Consequently, Culture in transition: Problems of a changing lifestyle became the topic of the new

St. John's Project.

During this time the writer had become increasingly aware of the need to expand team membership. The anticipated workload would undoubtedly assume overwhelming proportions for just two developers. A third person was therefore approached and invited to participate. After considerable thought this invitation was accepted; thus, on May 15, 1974, six days after its formation, the St. John's team acquired a third working member.

The writer was indeed fortunate during this early formation period in having weekly contact with NLCSP Director, Dr. Robert M. Anderson. Dr. Anderson was instrumental in helping the writer learn how to guide a curriculum development project. The assistance which he provided was furthermore instrumental in preventing the team from repeating the mistakes of others. This weekly contact also provided guidelines for the work of the team.

As stated earlier, Culture in transition: Problems of a changing lifestyle had become the topic of the new St. John's Project. It was to be geared to the upper elementary grades, presenting St. John's as an area of cultural diversity which was undergoing a process of change, and examining the ensuing problems caused by this change in lifestyle.

As the curriculum theories of Mauritz Johnson, Jr., had been adopted as the working model for NLCSP teams, it was deemed essential by the St. John's team to use these early days as a period of analyzing curriculum theory in depth. Moreover, it was found necessary at this time to acquire a careful and thorough understanding of the criteria for the development of curriculum projects as proposed by the Canada Studies Foundation. Subject to the satisfactory completion of this

self-imposed period of study and analysis, work on the project could begin in earnest.

After the narrowing down of the project topic, the criteria for the selection of the intended learning outcomes were decided upon, and the intended learning outcomes themselves were formulated. It was originally intended that the project be comprised of a series of booklets, each geared to a specific area of the cultural transition in St. John's. This was later changed to the following: three student booklets containing narrative, visual material (e.g., pictures, maps, charts, statistics, documents), and suggested student projects; teacher guidebook containing supplement of enrichment projects for above-average students; and an audio-visual kit. The student booklets were each to be self-contained--the teacher would be free to use the material in whatever order was deemed to be necessary to fulfill the individual requirements of specific classes. The project format having thus been determined, the workload was divided among the three team members, and research was begun. A project proposal and outline was drawn up and presented to Dr. Anderson, as NLCSP Director, on May 20, 1974.

Project work having thus commenced in earnest, many unforeseen problems soon became apparent. Of necessity the team was required to work at an unusually fast pace; consequently, it had not had sufficient time to develop into an efficient working unit. The St. John's team had become merely a rather loose association of individual curriculum developers who had not really learned to work together. This situation was further complicated by a growing uneasiness among team members. A problem dealing with interpersonal relations was beginning to form, and the writer soon realized that incompatibility of group members could

destroy the effectiveness of the team. This difficult and rather sensitive situation would not be resolved for several weeks.

Also during this time period, the team members became aware of another rather unaccustomed state of affairs. Being university students, the members found it most difficult to relate to university personnel involved with the CSF in any manner other than the accustomed professor-student relationship. To have resource personnel so readily available and so willing to be of service was indeed unfamiliar. To have these same people as co-CSF-workers, and consequently to develop close social ties was considered by the members to be a most gratifying outcome of their association with the Canada Studies Foundation.

As the work of the project increased, so, too, did the responsibilities of direction. It now became necessary to delegate one team member as secretary-treasurer of the St. John's Project. In this manner matters pertaining to the funding of project work could be efficiently managed by one person who would in addition be responsible for all project records and correspondence. As the clerical needs of the team also began to increase at this time, it was decided to engage the part-time services of a secretary. This decision had two major consequences: it relieved the project developers of much routine paperwork and manuscript preparations; and it provided the most appreciative project workers with a very competent and willing helper and friend. This secretary soon was referred to by the developers as "the associate member of the St. John's team".

According to the format as outlined in the project proposal, part of the material to be produced was to consist of an audio-visual kit. As no member of the team was sufficiently proficient in audio-visual techniques to accept responsibility for this part of the project,

arrangements were made with the Centre for Audio-Visual Education at Memorial University for the team to be given instructions in basic photographic techniques. These special sessions were arranged for late May and early June.

The help provided by the Audio-Visual Centre was but one example of the cooperation received from the faculty and staff of Memorial University. Since its beginning, the St. John's Project had lacked a permanent location from which to operate. Initially, this had not resulted in any problems of great or significant importance. Eventually, however, as the team resources in both equipment and materials grew, it soon became imperative that a centrally located base of operations be found. Fortunately, aid was received from the Department of Curriculum and Instruction of Memorial University, as the team was offered the use of the Social Studies workroom.

During this time the St. John's team was comprised of three members; however, on June 12, a fourth person became involved with the project. This person, also a graduate student, came to the team with a knowledge of curriculum theory and an understanding of the purposes of the Canada Studies Foundation. The team operated with four members until June 30, at which time one of the original members found it necessary to leave. The three remaining members, however, readily developed into a highly compatible and efficient working unit.

As the work of the project progressed and expanded, so, too, did the number and nature of the problems. It was soon discovered that, for reasons such as the time of the year (late May and early June) and the proposed grade level of the project (upper elementary), the project developers were unable to avail themselves of any possible student assistance. It therefore became necessary for all research to be

carried out by the project developers themselves, an often time consuming and tedious task.

Other unforeseen problems centered around the very nature of the material which was being utilized in the project. As originally proposed, the contents of the three student booklets were to be as follows:

Booklet One:-

Early history up to 1800

St. John's reason for being; origins of settlers; life during sixteenth and seventeenth centuries; beginning of permanent settlement.

Booklet Two:-

1800 to 1949

Physical setting of St. John's; a social and cultural profile of nineteenth century St. John's (e.g., population statistics, social life, education, religion, societies, the arts, sports); problems of communication; effects of war and depression on lifestyles of St. John's prior to Confederation.

Booklet Three:-

1949 to Present

Effects of improved communication with other parts of province as well as with rest of North America; changing lifestyles and resulting problems.

It was soon found that, due to a lack of available historical data concerning the cultural life in Newfoundland during the seventeenth and eighteenth centuries, it would become necessary to use Booklet One as a type of introduction to the remaining booklets, at the same time to introduce key concepts such as "culture", "diversity", and "transition", and also to provide vital background information. Booklets Two and Three would therefore become the main focuses of the project.

Another problem which soon became evident concerned the

proposed sequence with which the books were to be used. According to the earlier project proposal, the books were each to be self-contained (each could be used independently of the other two). This proved to be impossible to carry out if the project were to function as intended. Booklet Two established cultural diversity without showing transition, not to mention any problems brought about by transition; Booklet Three, on the other hand, discussed the problems of transition but failed to show that transition had occurred. A comparison of lifestyles was needed, so it therefore became necessary to sequence the booklets to maintain a logical progression of the topic.

By July 28, 1974, the first draft of the St. John's Project had been completed, and arrangements had been made for typing and duplicating. Tentative plans were also formulated for a two-hour presentation to be made by the St. John's team at the joint Canadian Association for the Social Studies/Project Atlantic Canada Conference which was to be held August 18 to 22 at Mount Allison University, Sackville, New Brunswick. As part of its presentation, the team would use a slide tape presentation concerning the cultural transition in St. John's; in addition, copies of the first draft material were to be distributed to those in attendance.

During the period prior to the Sackville Conference, the team weathered many feelings of frustration and inadequacy. As a team the members had not really proven themselves as capable curriculum developers. They often felt overwhelmed by the sheer immensity of the task which they were determined to accomplish. There also existed an overriding fear of failing or of not living up to the expectations of the project directors. Perhaps the greatest need of all during this time, however, was the need to feel as part of a large organization of

people who had experienced the same problems and frustrations. Up to this time the members of the St. John's team had worked alone, isolated from other NLCSP teams, isolated from PAC teams in general. Although in close contact with project coordinators, although guided, supported, and encouraged both by these coordinators and by various resource personnel, the team members nevertheless still harboured feelings of insecurity. Others had tried to establish the St. John's Project but had failed; there was no guarantee that this attempt would enjoy any greater degree of success. In addition, the team members were uncertain as to how they would be received by the other member teams of the Newfoundland-Labrador Canada Studies Project. Thus, the days prior to the Sackville Conference, coloured with a combination of fatigue, anxiety, tension, and exhaustion, proved to be very trying ones indeed for the members of the St. John's team.

To their immense relief and satisfaction, the greatest fears of the team members were found to have been totally unnecessary. The project work was readily accepted by the conference participants, and the team members were warmly welcomed by other NLCSP personnel. A close bond between teams was established, and helpful advice and suggestions were graciously and sincerely offered. Most important, however, the members of the St. John's team were made to feel as active participants in a great undertaking, the knowledge of which helped to restore failing team morale.

CHAPTER VII

Factors Influencing Team Efficiency:
The Growth and Expansion of the St. John's Team

The weeks following the Sackville Conference were occupied in evaluating the first draft of the project material. This evaluation was carried out by Dr. Anderson and by Mr. Maurice Brewster from the Department of Curriculum and Instruction of Memorial University. The evaluation reports revealed several weaknesses in the project, both major and minor. In accordance with their recommendations, therefore, major revisions and rewrites were undertaken, and the project format altered accordingly. These steps having thus been carried out, arrangements were made with the administrators of the two major school boards in the St. John's area for a special three-week piloting session to be carried out by non-CSF teachers under their jurisdiction. Preparations were then made for the printing of project booklets to be used in these special piloting sessions.

At this time the writer became aware of an extremely tense atmosphere which prevailed during all team meetings. Team morale seemed to be waning very rapidly, giving way to an extremely pronounced lack of enthusiasm. As this team had always maintained such a close working relationship--even in the face of all obstacles--the writer determined to confront the team members with this observation in the hope of bringing to light and thereby resolving, any prevalent difficulties, or of reconciling any interpersonal conflicts which might exist among members.

The writer soon discovered that the major difficulty lay in the very nature of the task which was being faced. The project developers

had worked almost daily for a period of six months--frequently under the pressure of rapidly approaching deadlines--to produce curriculum materials which would hopefully meet the standards of the Canada Studies Foundation. By itself this situation could conceivably result in a stress-laden working environment; however, these conditions were further affected by a number of urgent circumstances, not among the least of which were the pressing time element involved, the demands of the teaching profession, the additional demands of university graduate programmes, the almost total reduction in leisure time, and the almost complete loss of a personal and social life. The writer had personally been aware of these pressures for a considerable period of time, but privately coping both with these problems and with the responsibility of team direction had unfortunately prevented the writer from recognizing the presence of these same pressures upon other team members. An open discussion of the situation provided some measure of psychological relief; very little, unfortunately, could be done to alleviate the problems themselves. Perhaps the knowledge that all were experiencing the same difficulties produced a rather settling effect upon the team members; whatever the case, team morale began to steadily improve from this point on.

It should be noted that during no period had these teachers received any released time from their classroom duties to engage in curriculum development; all work was accomplished after the regular teaching day had been completed. Fortunately, these teachers responded well to an extremely challenging and difficult situation.

Although no concrete action could be taken to alleviate many of the stress-producing situations, the writer was of the opinion that, for the good of both the project and the project workers, steps had to

be taken to allow for some measure of relaxation. It was imperative that the developers have more time to be with their families and friends, away from the pressures of curriculum development. In accordance with this decision, the number of team meetings was reduced to one per week, and steps were taken to provide more enjoyment and social contact among team members. In spite of this measure, however, during the first week in January, 1975, one member announced the decision to leave the St. John's Project.

This unexpected turn of events became a matter of great concern to the writer. It was feared that this situation would adversely affect the productivity level of the team, as the member in question was not only secretary-treasure of the project, but had also been responsible for the production of audio-visual material and for the application of readability scales. The writer also feared that the loss of such a valuable member would have a pronounced psychological effect upon the remaining team member. As an added problem, this loss had resulted in the reduction of the team to just two developers--hardly an ideal situation for the normal functioning of the project.

The situation was further complicated by the fact that the coordinating committee had finalized arrangements for a March conference for the national dissemination of Newfoundland-Labrador Canada Studies Project material. To prepare for this conference with the usual team complement of three would have presented some measure of difficulty; to prepare for the conference with a team complement of two would have in all probability bordered on the impossible. To the writer the fear of failure had again become a prominent concern.

Measures had to be immediately implemented to try to mitigate the severity of the situation. The writer had come to the conclusion

that the team had to be reconstructed in such a way that the loss of one member would not immediately result in devastating consequences to the work of the project. Neither should it be expanded to such an extent that close interpersonal attachments would be lost. The strong bonds of friendship which had constituted a significant factor in previous team composition had been, in the opinion of the writer, among the major contributors to the success which the project had enjoyed up to that time. The writer had also to consider another important matter: the little time which remained would prevent the necessary preparation of a developer unfamiliar with both the work of the St. John's Project and with CSF criteria. To become part of the team a potential member would of necessity be required to possess a knowledge of both of the above. The writer therefore singled out a member of the NLCSP coordinating committee itself--a member who, in addition to fulfilling these requirements, had also proven ability as a highly capable curriculum developer, had successfully completed a graduate programme in curriculum and instruction, and was, in addition, a close associate of the remaining team members. This coordinator was invited to join the St. John's team, and, fortunately, unhesitatingly accepted the invitation. The team had now returned to its previous complement of three.

The writer next approached a graduate student in the field of educational technology. This student, although unfamiliar with the work of the Canada Studies Foundation, was nevertheless quite willing to become a part of the St. John's team. This student was to become a very valuable team member, as he became responsible for the development of a multi-media kit to accompany the print material of the project, and, in addition, efficiently handled all technological and

photographic requirements of the team.

The St. John's Project had survived yet another period of a crisis nature. During the next few weeks the four developers, with the invaluable aid of the team secretary-assistant, worked diligently to prepare for the March Dissemination Conference. Plans were tentatively outlined for the five sessions which would be held by the members of the team, and piloting kits and evaluation instruments were prepared for the conference participants.

CHAPTER VIII

The St. John's Project: Curriculum and Instructional Development

The writer views the curriculum and instructional development of the St. John's Project as having occurred during three main periods or phases to be outlined as follows: phase one, May 1974 to August 1974; phase two, August 1974 to January 1975; phase three, January 1975 to March 1975. A fourth phase, begun in March 1975, is presently in operation. These phases do not denote any formal structuring of project development; rather, they are merely a means employed by this writer to help simplify the examination of the curriculum and instructional development of Culture in transition: Problems of a changing lifestyle. These phases will now be examined in more detail.

Phase One: May 1974 to August 1974

During that period of time referred to by the writer as phase one, the St. John's Project came into being. The team itself was formed, and work was begun. The curriculum theories of Mauritz Johnson, Jr., (see Appendix B) were chosen as the theoretical framework for the development of curriculum, instructional plan, and instruction, thus providing the developers with a valid educational theory upon which to base the future development of project units of curriculum and instruction. As an additional aid, the developers chose the Anderson and Aoki Guiding questions for developing and evaluating curriculum, instructional plans, and instruction (based on Johnson's theories) (see Appendix C). These guiding questions provided a method whereby theory could easily be translated into practical guidelines for development. Various writings and memos dealing with the rationale and objectives of the Canada Studies Foundation were then studied in

great detail, and, from these various writings, twelve major criteria for CSF curriculum projects were gleaned (see Appendix D). The guiding questions and CSF criteria--together with the application of the cognitive, affective, and psycho-motor domains--proved to be an invaluable aid in the selection of criteria for the intended learning outcomes (Johnson, 1967), and in the selection and organization of the intended learning outcomes themselves.

As the re-establishment of the St. John's Project necessitated submitting a project proposal to the NLCSP coordinating committee, a tentative project outline, containing rationale, criteria for selection of general intended learning outcomes, general intended learning outcomes, and a description of proposed instrumental content, was prepared (see Appendix F). This was presented to the coordinating committee on May 20, 1974.

After the fulfilling of this requirement, the team then proceeded to research necessary data, both historical and contemporary. The team acknowledges the invaluable assistance provided in this endeavour by Dr. Keith Matthews, Chairman of the Maritime History Group, Department of History, Memorial University of Newfoundland. During this time circumstances dictated that research be carried out by the developers themselves; the willing advice and guidance provided by Dr. Matthews was therefore instrumental in preventing any costly expenditures of time and energy on the part of the developers--expenditures which most assuredly would have constituted major obstacles to team efficiency.

The researching of necessary data, coupled with the guidance provided by Dr. Matthews, resulted in revisions and modifications being carried out in the original project proposal. As initially conceived,

the instrumental content was to be composed of three student booklets containing narrative, visual material, and suggested student projects, a teacher guidebook, and an audio-visual kit. The scope of each booklet was to be as follows: Booklet One- -early history up to 1800 (St. John's reason for being, origins of settlers, life during the sixteenth and seventeenth centuries, beginning of permanent settlement); Booklet Two- -1800 to 1949 (physical setting of St. John's, a social and cultural profile of nineteenth century St. John's, problems of communication, effects of war and depression on lifestyles of St. John's, life prior to Confederation); Booklet Three- -1949 to Present (effects of improved communication with other parts of the province as well as with the rest of North America, changing lifestyles and resulting problems). Each booklet was to be completely self-contained, and could be used either entirely on its own, or in conjunction with either or both of the remaining two booklets.

The developers soon discovered that this plan could not be realized; consequently, revisions in the original project proposal were undertaken (refer to Chapter VI, pp.48-49).

With the aid of the guiding questions, criteria for the selection of the specific intended learning outcomes for each booklet were then determined, and the specific intended learning outcomes were themselves selected and organized. The first draft of the instrumental content was prepared, and suggested teaching strategies were outlined. These steps having been accomplished, the project material was rewritten for appropriate reading levels by one team member using Fry's readability graph (see Appendix E). This material was then duplicated in preparation for the presentation which was to be made by the team at the CASS/PAC Conference in Sackville, New Brunswick, during

the month of August. This ended phase one of the curriculum and instructional development of Culture in transition: Problems of a changing lifestyle.

Phase Two: August 1974 to January 1975

Immediately following the Sackville Conference, the developers arranged for the formative evaluation of first draft project material. This was carried out by Dr. Robert M. Anderson and Mr. Maurice Brewster of the Department of Curriculum and Instruction, Memorial University of Newfoundland. As an aid to evaluation, Rating scales for the validation of programs- -RSVP (Weiss, 1972, pp.140-213) was employed as the instrument of formative evaluation. The topic of evaluation will be investigated more fully in the succeeding chapter.

This process of evaluation resulted in the identification of several weaknesses and inconsistencies inherent in the first draft of the project material. Consequently, the developers proceeded to re-evaluate the criteria for the selection of the intended learning outcomes, and the selection and organization of the intended learning outcomes themselves. This was followed by the re-analysis of CSF criteria, and the subsequent formulation and organization of modified specific intended learning outcomes.

As a result of the recommendations of the evaluators, several major revisions were undertaken. Among these were the following:

(a) the project would now have two facets, upper elementary and junior high levels;

(b) the project format would be changed from three booklets (as previously outlined) to a series of several small booklets of approximately thirty pages in length, each dealing with one aspect of the topic Culture in transition: Problems of a changing lifestyle;

(c) each booklet would be arranged to include the following: historical information (material taken from the former

Booklet Two of the project); contemporary view of the problem being studied (material taken from the former Booklet Three); student projects involving both sections, emphasizing inquiry; projects involving comparisons with own communities, thereby necessitating student research; discussion of contemporary national problems;

(d) two small introductory booklets would be compulsory- -one discussing the concepts of culture, diversity, and transition thereby setting the stage for the other booklets, the other, expository in nature, giving early historical background necessary for the understanding of the project as a whole;

(e) as each booklet would contain all facets necessary to the discussion of a particular problem brought about through the cultural transition- -whether it be social or some aspect of urbanization- -the teacher would now be free to choose those booklets which would suit the specific needs of the class, and would not therefore have to use all booklets in the project.

An analysis of the first draft material by the developers revealed that a total of eighteen topics had been introduced. It was decided that each of these topics would therefore comprise one booklet of the second draft. With the aid of the guiding questions and the Weiss manual of formative evaluation, data collection was once more undertaken in preparation for the second draft. The developers once more progressed through the various stages of Johnson's plan for curriculum and instructional development (Johnson, 1967). The first four booklets were written and evaluated informally by the project developers themselves, and Fry's readability graph applied to ensure the attainment of appropriate reading levels. Arrangements were made with local school boards for a controlled piloting session, and with the university duplicating centre for the printing of piloting material.

Phase Three: January 1975 to March 1975

In January of 1975, major changes in team composition occurred, changes which created certain limitations upon the actual project itself. It appeared that the task of completing the St. John's Project would rest solely upon the shoulders of two lone developers; this

being the case, the scope of the project would of necessity have had to be limited. To help compensate the loss of team membership, the developers critically analyzed the proposed booklets, with thoughts of abandoning all but those deemed to be essential to the project. Then, with the aid of three graduate assistants provided by Dr. Anderson, work on the development of the remaining instrumental content was resumed. At this point, two new curriculum developers joined the team; one--an experienced curriculum developer in his own right--was soon involved in the preparation of the remaining booklets, the other--a graduate student in the field of educational technology--accepted sole responsibility for the development of the accompanying multi-media resource kit. This proved to be beneficial to the project for two reasons: first, it provided the team with two very competent curriculum developers; and second, it introduced Dr. Donald Boehnker to the work of the project. Dr. Boehnker, a specialist in educational technology at Memorial University, expressed considerable interest in the development of the multi-media resource kit; he therefore provided the developer responsible for that task with much advice and many helpful suggestions.

The revised St. John's Project was to be composed of a series of ten student booklets, a teacher's guidebook, and a multi-media resource kit. The titles and reading levels of the proposed booklets were to be as follows:

I. Introduction to "Culture in transition"
(prerequisite to all other booklets listed below)

II. The beginnings of St. John's
(prerequisite to any booklet listed below)

III. Problems of a changing social lifestyle
(geared to 5-6)

IV. Problems of housing and planning in a growing urban centre (geared to 7-8)

V. Problems of sociological interaction in a growing urban centre (geared to 5-6)

VI. Problems of policing a growing urban centre (geared to 7-8)

VII. Problems of economics in a growing urban centre (geared to 7-8)

VIII. Problems of governing a growing urban centre (geared to 7-8)

IX. Problems of communication in a growing urban centre (geared to 5-6)

X. Problems of transportation in a growing urban centre (geared to 5-6)

Of the ten booklets named above, the first four were to be used as part of a piloting kit to be prepared for delegates attending a March in-service conference (organized by the NLCSP coordinating committee) for the national dissemination of material from all five Newfoundland-Labrador CSF projects. The kits prepared by the St. John's team were composed of the first four student booklets and a book of teacher guidelines (see Appendix G), together with a segment of the multi-media resource kit. Two formative evaluation forms--Student questionnaire for lesson--STQL and Teacher questionnaire for lesson--TEQL (Weiss, 1972, pp.216-226; 228-233)--were also included as part of the piloting kit (see Appendix H). As a result of this conference, twenty-six teachers representing six provinces agreed to take part in the first major pilot of Culture in transition: Problems of a changing lifestyle (see Appendix I). The preparation of piloting kits and their subsequent distribution to conference participants marked the end of that period referred to by the writer as phase three of the curriculum and instructional development of the St. John's

Project.

Phase Four: March 1975 to Completion of St. John's Project

The developers are currently involved in that phase of the curriculum and instructional development referred to by the writer as phase four. In the opinion of the writer, this phase--begun in March 1975--should in all probability last until the completion of the project (December 1975). During this phase the evaluation reports from the first pilot will be analyzed, and appropriate revisions will be undertaken in the project material. In addition, with the help of the guiding questions, the Weiss manual of formative evaluation procedures, and Fry's readability graph, the remaining instrumental content will be prepared and duplicated in readiness for a piloting session to take place in selected local schools in the fall of 1975. This pilot will itself be analyzed, and appropriate revisions carried out.

CHAPTER IX

The St. John's Project: Formative Evaluation

The importance of formative evaluation in the development of any curriculum programme is undeniable. According to Scriven (1967):

> ...any curriculum builder is almost automatically engaged in formative evaluation...He is presumably doing what he is doing because he judges that the material being presented in the existing curriculum is unsatisfactory. So, as he proceeds to construct the new material, he is constantly evaluating his own material as better than that which is already current. Unless entirely ignorant of one's shortcomings as a judge of one's own work, he is also presumably engaged in field-testing the work while it is being developed, and in so doing he gets feedback on the basis of which he again produces revisions; this is of course formative evaluation (p.43).

Carswell (1972) defines formative evaluation as "...the feedback of information about a product into the developmental process to improve the ultimate version of that product (p.6)." Weiss (1972) maintains that the evaluation of curriculum development should cover a broad range of goals "...such as setting priorities, appropriateness of goals and validity of materials (p.3)." As a further demonstration and verification of its importance, Johnson (1967, 1969, 1974) strongly advocates the separate evaluation of the curriculum development system and the instructional development system as part of the process of evaluation. Tomkins (n.d.) stresses the importance of formative evaluation for all CSF curriculum projects by outlining the following principles to which all projects should adhere:

1. Evaluation is a means of improving the quality of materials, the effectiveness of teaching strategies, etc....By far the most important kind of evaluation is probably that carried on during the development of a unit to give the teacher feedback for improving the unit....

2. Evaluation is also a means of determining progress toward the attainment of objectives. Evaluation of the objectives themselves (How valid are they? How worthwhile? How

realistic? etc.) is an important aspect.

3. Evaluation must encompass much more than paper and pencil measures.

4. Evaluation must be concerned with all outcomes and not only cognitive (knowledge) outcomes.

5. Evaluation must be concerned not only with the effects of the curriculum on the students for whom the curriculum is intended. It must also be concerned with its effects on others, e.g., other students, other teachers, the school, parents, the community (p.3).

Since the inception of the St. John's Project, the developers have constantly been involved in a process of continuous evaluation of project work. This evaluation has been carried out both informally--through casual observation and discussion--and formally--through the utilization of a manual of formative evaluation procedures, the application of the Anderson and Aoki guiding questions, and the evaluation reports of specialists. The writer acknowledges the role which formative evaluation has thus played in the formation and development of the St. John's Project; therefore, the writer will now briefly discuss this evaluation process under the following headings: (a) Description of evaluating instruments; (b) Informal formative evaluation; (c) Formal formative evaluation; (d) Summary and discussion.

Description of Evaluating Instruments

The project developers have utilized six instruments of evaluation during the course of the development of the St. John's Project. Four of these instruments are contained in the field-testing draft of Formative curriculum evaluation: A manual of procedures (Weiss, Edwards, & Dimitri, 1972). These are: (a) Descriptive curriculum questionnaire--DECQ, Form B; (b) Rating scales for the validation of programs--RSVP; (c) Student questionnaire for

lesson- -STQL; and (d) Teacher questionnaire for lesson- -TEQL. Two of the evaluating instruments also incorporated as aids to curriculum development are: (a) Guiding questions for developing and evaluating curriculum, instructional plans, and instruction (Anderson & Aoki, n.d.), and (b) Graph for estimating readability (Fry, 1968). These instruments will now be described in more detail.

Descriptive curriculum questionnaire- -DECQ, Form B. This questionnaire was designed to be used by developers in helping identify the major characteristics of their programme. Topics covered are: (1) general factual data (subject matter, age range or grade level, prerequisites); (2) basic assumptions of the programme (types of learning, types of teaching, importance of subject matter field, importance of specifying objectives); (3) objectives for the programme (general and specific); (4) conditions, activities, and materials to be included; (5) organization of the programme; (6) methods of implementation; and (7) evaluation of the programme (Weiss, 1972, pp.64-76). This questionnaire may be used by the curriculum developers themselves, or by the developers aided by outside professional evaluators. A sample of this instrument may be found in Appendix H.

Rating scales for the validation of programmes- -RSVP.

According to Weiss:

> This instrument is a collection of statements developed for the purpose of allowing curriculum personnel to make judgments about various dimensions of a curriculum program. The instrument can be used in several ways: as part of the evaluation of a curriculum program or curriculum materials being developed, or in making decisions about adopting or adapting a program or set of materials (p.140).

The RSVP evaluating instrument consists of an introductory guide and five main sections, each dealing with the evaluation of one specific

programme criterion- -clarity, appropriateness, enjoyment, worth, or internal consistency. It is not necessary that all sections of this instrument be utilized; the evaluator is free to choose those thought to be most appropriate for the programme to be evaluated. A sample of this instrument also may be found in Appendix H of this study.

Student questionnaire for lesson- -STQL. This instrument is designed to identify student reaction to the implementation of specified lessons from the programme being developed. This is to be accomplished by noting student reaction to a set of statements based upon the two-way interactions of the "curriculum commonplaces" identified by Weiss as teacher-teacher, teacher-student, teacher-material, teacher-milieu, student-student, student-material, student-milieu, material-material, material-milieu, and milieu-milieu (p.214). The statements employed in the STQL are designed to focus upon two-way interactions which are associated with the major areas of enjoyment, understanding, encouragement, and appropriateness. This instrument is also to be found in Appendix H.

Teacher questionnaire for lesson- -TEQL. This instrument is similar in design to the student questionnaire described above, containing a series of statements based upon identified two-way interactions. It is suggested that the results of the TEQL be compared with those of the STQL to ascertain similarities and dissimilarities between teacher and student perceptions of the same lessons.

Guiding questions for developing and evaluating curriculum, instructional plans, and instruction (Anderson & Aoki, n.d.). To quote Anderson (1975):

> The Guiding Questions were designed to facilitate the development of units of curriculum and instruction, to provide a framework for formative evaluation, and to improve communication

between curriculum developers (p.1)

These questions, based on the curriculum and instruction theories of Mauritz Johnson Jr. (1967, 1969), are divided into five major sections which may be outlined as follows:

1) How were the ILO's selected from the cultural content?

2) How were the ILO's organized?

3) How was a relationship established between instructional content (ILO's and instrumental content) and teaching strategies?

4) How did the teacher implement the instructional plan?

5) What process of evaluation of curriculum development and instructional planning was used (Anderson, 1975, p.2)?

Each of these major sections has been further structured into three groups based on the theories of Morris (1964). These three groups may be characterized as follows: (1) designative--what is or will be; (2) appraisive--what is wanted; and (3) prescriptive--what should be done (Anderson, 1972, p.5). To quote Anderson (1975):

> ...the Guiding Questions are a useful tool for a novice developer of curriculum and instruction units. The Guiding Questions would appear to provide practical help to teachers who are unskilled in the theories of curriculum and instruction but who have a desire to become skilled.
>
> . . . . . .
>
> The use of Guiding Questions for developing and evaluating curriculum, instructional plans, and instruction (based on the theories of Johnson) does demonstrate that theory can have something to say to practitioners. Theory does have much to do with practice. The Guiding Questions do translate theory into practice (Anderson, 1975, pp.26-27).

The guiding questions are to be found in Appendix C.

Graph for estimating readability (Fry, 1968). Fry's readability graph presents a fairly quick and simple method of determining readability levels without having to administer excessively difficult or cumbersome formulas. As such, it constitutes a valuable aid to the curriculum developer, and, in addition, a reliable tool with

which to evaluate the potential difficulty, in a readability sense, of prepared units of curriculum and instruction. This graph for estimating readability may be viewed in Appendix E of this study.

Informal Formative Evaluation.

Not all formative evaluation procedures implemented by the developers of the St. John's Project can be classified as having been of a formal nature. Informal evaluation has also played a major role. Evaluation in this instance is to be regarded in terms of the definition offered by Stake (1967), emphasizing its ability to be "...recognized by its dependence on casual observation, implicit goals, intuitive norms, and subjective judgment (Stake, 1968, p.523)."

This process of informal evaluation has been carried out at various stages of curriculum and instructional development, both by the project developers themselves, and by observers who can be considered as specialists in their fields.

For the developers, informal formative evaluation has been a continuous, on-going experience, frequently relying upon intuitive observation and decision. Repeatedly, potential instrumental content has been rejected by one or more developers for reasons no more explicit than the fact that it did not "feel" right--a very subjective judgement usually based upon the experiences of the developers as practicing teachers. The project developers constantly informally evaluate all aspects of the project work, frequently utilizing such subjective phrases as "feeling right", "sounding right", and "looking right". Although often completely devoid of any concrete or even defensible reasoning, this type of informal formative evaluation by the project developers is, in the opinion of the writer, a legitimate, valuable, and worthwhile form of curriculum and instructional

evaluation. Through informal formative evaluation, the professional expertise and experience of the developers is constructively channelled through the process of critical analysis, thereby influencing the ultimate quality of the final curriculum product.

This process of informal formative evaluation has also been carried out by observers who, although in most instances not directly involved with the actual project work, nevertheless hold a genuine interest in its progress. Dr. Keith Matthews, Chairman of the Maritime History Group at Memorial University, was thus instrumental, during the early phases of project development, in detecting inherent weaknesses, historically speaking, in the original project format. A specialist in curriculum and instructional development, Dr. Robert Anderson, provided informal evaluation through intently observing team progress from stage to stage of the curriculum development process. Mr. Maurice Brewster, a consultant in social studies curriculum and instruction, aided in the evaluation of the suitability of content. Sister Margaret Pittman, a school administrator knowledgeable in the areas of reading and social studies content, assisted the team by informally evaluating first draft project material. Dr. Donald Boehnker and Dr. Garfield Fizzard, specialists in the area of educational technology, were instrumental in critically observing the development of the multi-media resource kit. The informal formative evaluation provided by these specialists has been a valuable aid to the curriculum and instructional development of the St. John's Project.

Formal Formative Evaluation

Formal evaluation--characterized by Stake (1967) as being "...recognized by its dependence on checklists, structured visitation by peers, controlled comparisons, and standardized testing of students

(p.523)"- -has been a major consideration of the St. John's team since the project inception. An examination of the previous chapter reveals that the project developers have continuously been involved in a process of rewriting, revising, and restructuring of the curriculum, the instructional plan, and the instruction. These developmental activities have been and are being carried out as a direct consequence of the process of formal formative evaluation, as implemented by the developers themselves or by outside consultants at the request of the project developers. Also to be considered under this heading are the formative evaluation reports which are presently being prepared by those teachers and students who, at the time of this writing, are engaged in the first major piloting of project material. Therefore, in order to discuss the many presently operating facets of this topic, the writer will briefly present the role of formal formative evaluation under the following headings: (a) Evaluation by developers; (b) Evaluation by specialists; (c) Evaluation by piloting teachers; and (d) Evaluation by piloting students.

Evaluation by developers. In the formal evaluation of curriculum and instruction, the developers have utilized three instruments: (1) Guiding questions for developing and evaluating curriculum, instructional plans, and instruction (to be referred to as the guiding questions); (2) Descriptive curriculum questionnaire (to be referred to as DECQ); and (3) Graph for estimating readability (to be referred to as Fry's readability graph). The guiding questions have been used by the developers during all phases of project development (refer to previous chapter). As a tool of evaluation, they have been useful in identifying errors and weaknesses in both the curriculum development and the instructional development systems. For

example, as a result of the application of the guiding questions during the early phases of project work, the developers were able to identify and rectify several weaknesses in the general intended learning outcomes. The guiding questions have therefore proven to be valuable not only as an aid to development, but also as a tool of formative evaluation.

The DECQ has been used during phases one and two of project development. This instrument has been useful in identifying weaknesses in basic programme characteristics, especially regarding methods of learning, conditions, and activities. During phase one, the DECQ was used to evaluate first draft material; as such it proved to be a valuable aid. During phase two, it was used as a type of checklist to identify errors or omissions; again it proved to be a valuable aid to the developers.

Fry's readability graph has been used both as an instrument of development and as an instrument of evaluation. In development, it has allowed each project developer to consciously prepare student booklets at appropriate reading levels; in evaluation, it has allowed these same booklets to be thoroughly tested for reading level suitability.

Evaluation by specialists. The St. John's Project has been formally evaluated for internal significance, consistency, and suitability by Dr. Robert Anderson and Mr. Maurice Brewster of the Department of Curriculum and Instruction of Memorial University. This evaluation was carried out at the beginning of phase two of project development. Dr. Anderson, a specialist in the field of curriculum and instruction development, and, in addition, the writer of the guiding questions, carefully and thoroughly analyzed the first draft material. Mr. Brewster, a teacher of social studies curriculum and instruction,

evaluated the same material with the aid of the Rating scales for the validation of programs.

Evaluation reports revealed several weaknesses in the project, both major and minor. Among the major weaknesses were the following: a tendency at times for the material to become too expository in nature, an occasional lack of continuity between student booklets two and three (first draft format), not enough emphasis on student inquiry, the need for more student projects, the need for more primary sources, and too few comparisons being made between the old and the new ways of life. There was also a tendency at times for the material to become perhaps too advanced for pupils in the upper elementary grades. Another major point to be considered was that of better guidelines for the teacher. As a result of these recommendations, major revisions were undertaken (refer to previous chapter).

Evaluation by piloting teachers. At the time of writing, twenty-six teachers are presently involved in the first major piloting of the project. These teachers will formally evaluate the piloting kit with the aid of the Teacher questionnaire for lesson- -TEQL. The accumulated results of the TEQL will facilitate the undertaking of revisions during phase four of the project development.

Evaluation by piloting students. As the St. John's Project has been devised to be used by students, it is only reasonable that students take part in the formative evaluation process. The project might conform to all known theories of curriculum and instructional development. If, however, it is judged to be ineffectual or unacceptable by the students, the potential users, the St. John's Project has, for all intents and purposes, failed to achieve its goals. Consequently, the students presently involved in the first major pilot

will be required to evaluate the piloting kit through the use of the Student questionnaire for lesson--STQL.

Summary and Discussion

This chapter has discussed the importance of formative evaluation to the development of Culture in transition: Problems of a changing lifestyle. Formative evaluation--both informal and formal--has enabled the developers of the St. John's Project to identify weaknesses both in the curriculum development system and in the instructional development system, and to therefore undertake necessary measures to rectify these identified weaknesses.

This chapter has been purely descriptive in nature; it was not the intention of the writer to provide statistical data to verify evaluation results or conclusions. The purpose of this report is to discuss the problems associated with the direction of a curriculum development team; as such, it is not concerned with the details of actual materials development, but with the processes employed--both with curriculum development and with team development and maintenance. Therefore, the writer has approached the topic of evaluation with these purposes in mind.

CHAPTER X

The Role Played By Group Dynamics: A Social Psychological Profile of the Developing St. John's Team

The study of any group engaged in the process of curriculum development is, to a large extent, the study of the processes of group interaction. Shaw (1971), in discussing the nature of groups, offers the following definition of a group: "...a group is defined as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person (p.10)." The initial purpose for the formation of a group can vary greatly. To quote Rosenfeld (1973):

> A group may be best conceptualized as existing because it satisfied some need. The need may be an interpersonal one, or more obviously, the need to accomplish some task for which a group effort is necessary.
>
> . . . . . .
>
> The main purpose...of interaction is to accomplish some goal. This goal may be either task or socially oriented. The extent to which member interaction can solve the problems which arise when individual needs, social-emotional needs, and task demands conflict determines the extent to which the group may be said to be operating effectively (p.36).

Back (1949), in his study of influence through social communication, presents three reasons why individuals join groups: personal attraction- -they like the other group members; task direction- -the group may mediate goals which are important for the members; and group prestige- -being a member of the group may be attractive in itself (p.9). Thibaut and Kelley (1959) put forth a theory of comparison level (CL) and comparison levels for alternatives (CL_{alt}), whereby the individual is said to establish and maintain an interpersonal relationship because of the rewards that are attained as a result of this relationship. Cartwright and Zander (1960) propose

that (a) the group itself may be the object of need, or (b) the group may simply be the means for satisfying some need that lies outside the group. These two general classes are further subdivided as follows:

(a) need satisfaction residing in the group:

- -attraction to the members of the group (interpersonal attraction);
- -attraction to the activities of the group;
- -attraction to the goals of the group;
- -attraction to group members per se.

(b) need satisfaction residing outside the group:

- -attraction to others outside the group;
- -attraction to goals outside the group (Shaw, 1971, p.87).

Festinger, Schachter, and Back (1950) state the following:

> The formation of groups is a selective process which is governed by a variety of factors.
>
> Groups develop along several lines. They develop with respect to membership and size, but they also develop with respect to the activities they engage in, the areas of their members' lives for which they are relevant, and their importance for their members (p.6).

The St. John's team, in the opinion of the writer, can be said to conform to these hypotheses. Although it is a task-oriented group which was formed not by chance but for a specific purpose, the individual members had for the most part established strong bonds of friendship prior to the formation of the team. The following diagram shows the strength of previous friendships and of friendships acquired through the process of group interaction. The letters A to F represent individual members of the St. John's team.

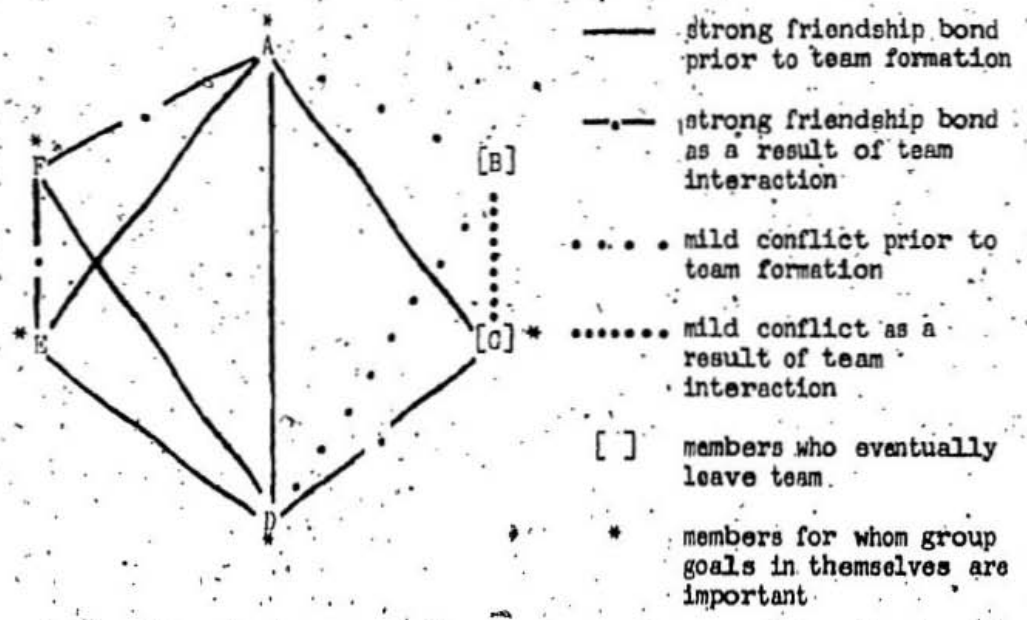


Figure 1

Friendship Bonds Established Between

Members of the St. John's Team

As shown in the diagram, for many members of the group there existed strong friendship ties prior to the formation of the curriculum team. In addition, for most members, there existed a strong attraction to the goals of the group. In many ways membership in the group has resulted in prestige for its group members; however, since this was not a major factor during the period of team formation and of membership expansion, but has for the most part evolved from the development of the project, the writer is of the opinion that this factor was not a significant determinant in the initial attraction for group members.

Theories of Group Cohesiveness

Perhaps one of the most widely discussed topics pertaining to the psychology of small groups is that of group cohesiveness. Cohesiveness, as defined by Festinger, Schachter, and Back (1950), is

the resultant forces which are acting on the members to stay in a group, or, in simpler terms, the attraction of group membership for its members. In their Westgate study, they identified four contributing factors; they were as follows:

(a) the attractiveness of the group
- -the extent to which the group is a goal in and of itself and has positive valence;

(b) the "means control" of the group
- -the extent to which the group mediates goals which are important for the members;

(c) the "internal power" of the group
- -the extent to which the group has the ability to induce changes in the direction of the forces which act on the members, its internal power being defined in terms of the magnitude of the change which it can induce on its members;

(d) the "power field" of the group
- -the extent to which the internal power of the group can produce change over a wide realm of activities of its members (pp.164-165).

Many laboratory studies, field studies, and field experiments have been conducted to study the various effects of high or low cohesiveness upon specific aspects of group functioning, and a variety of conclusions regarding its various effects have been reached. The writer wishes to briefly focus attention on certain hypotheses concerning group cohesiveness as outlined by Shaw (1971).

A. Members of high-cohesive groups communicate with each other to a greater extent than members of low-cohesive groups.

B. The pattern and content of interaction are more positively oriented in high-cohesive than in low-cohesive groups.

C. High-cohesive groups exert greater influence over their members than do low-cohesive groups.

D. High-cohesive groups are more effective than low-cohesive groups in achieving their respective goals.

E. Members of high-cohesive groups are generally better satisfied than members of low-cohesive groups (pp.228-230).

The writer is of the opinion that the St. John's team concurs with Shaw's hypotheses concerning high-cohesive groups. Since its formation, the group members have engaged in a great deal of communication, not only concerning project work, but also of a purely social nature; moreover, the writer would think it highly unusual if the team members failed to establish frequent contact with one another from meeting to meeting. It has become the usual practice for team members to seek out each other's advice and company. No action has ever been taken without the consent of all being obtained.

The writer has found that under conditions of high anxiety or frustration, the group members almost inevitably seek out the company of each other. The group has also proven to be significantly helpful in restoring morale and self-confidence to any member in need of such help.

At this point the writer wishes to comment on the hypotheses of Shaw regarding the social environment of group composition (p.230).

A. Compatible groups are more effective in achieving group goals than are incompatible groups.

In the opinion of the writer, the present members of the curriculum development team are highly compatible with respect to needs and personality characteristics. It was earlier found that the personality characteristics of member B (see figure 1) were in many ways incompatible with those of the other group members, thereby causing much tension and a reduction in work. After the departure of member B, however, it was found that group morale and productivity increased immensely.

B. Members of compatible groups are better satisfied than members of incompatible groups.

Through general observation and interaction with the other

group members, the writer is of the opinion that the members are quite satisfied with the group both as a working and as a social unit.

C. Other things being equal, groups composed of members having diverse abilities perform more effectively than groups composed of members having similar abilities.

During its early formation stages the group was composed of three individuals— —A, B, and C— —having many similar abilities. These three were later joined by D who, although in many ways similar, brought other abilities to the group. Many skills which would have enhanced the working of the team as a whole were lacking, however, and the members found it necessary to take upon themselves many duties for which they were not fully prepared. At this point, member B left the group, thereby leaving A, C, and D to carry out project work alone. Member C later found it necessary to leave the group; thus, members A and D were left with the entire responsibility of the functioning of the project. At this point, however, E and F joined the team, each bringing his own diverse abilities. A division of labour could now truly take place, each member being responsible for certain areas of the project work. It was now found that the work could be carried out much more effectively than was possible during the early stages of the formation of the group.

Theories of Group Formation and Development

According to Bales and Strodtbeck (1951) the object of interaction in any group is the establishment of a state of equilibrium between the social-emotional considerations and the task considerations. This is accomplished through a series of phases in the group development. These phases are regarded as "...qualitatively different subperiods within a total continuous period of interaction in which a group proceeds from initiation to completion of a problem involving

group decision (p.485)." These phases or subperiods have been classified as orientation, evaluation, and control (p.485).

During the orientation stage the group members come to an agreement upon the many facets of the problem, decision, or task faced by the group. Information or opinions possessed by individual members are aired before the whole group, thereby paving the way for the interaction which is to follow.

"During the second stage, referred to as evaluation, the group must choose those values which will guide it. Each individual member of the group would naturally be in possession of personal values and attitudes which would affect his dealings with the problem situation; therefore, during the evaluation stage, the group attempts to establish a set of standards which can be accepted by all group members. Only in this way can the group interaction in the problem setting prove to be productive.

During stage three, the control phase, the group attempts to establish a hierarchy of control over its members. Each group member will naturally attempt to influence each other member of the group; therefore, to prevent group conflict which could have an adverse effect upon group productivity, a status hierarchy must be established.

While engaged in these three phases of development, groups establish an equilibrium in the types of interaction which take place. Bales has grouped this interaction into two basic areas--social-emotional and task--corresponding to what he considers to be the two main functions of groups. These two basic areas are further divided under the following headings: social-emotional: positive; task area: neutral; and social-emotional: negative. Heading number one is further subdivided into three subcategories grouped under the major

category of Positive Reactions; heading number two is subdivided into six subcategories grouped under two major categories of Attempted Answers and Questions; and heading number three is subdivided into three subcategories grouped under the major category of Negative Reactions. The entire system has been called Interaction Process Analysis (p.487).

According to this process a group has two tasks--one internal and one external. The internal task involves maintaining group cohesiveness and solidarity; the external involves the performance of the task itself. The means by which groups solve the internal task is referred to by Bales as expressive-integrative, and those which are used to solve the external task as instrumental-adaptive. Equilibrium between internal and external tasks is achieved through the predominance of positive acts over negative acts. Negative acts tend to disrupt normal group functioning, thus affecting not only the task itself, but also the satisfaction of group members. This in turn weakens group cohesiveness. According to Bales, all parts are interdependent--changes in one part of group functioning will most definitely affect other parts. All of this is carried out during the three phases of orientation, evaluation, and control.

As the group progresses through these three phases, there should be an increase in the number of positive and negative reactions. This should show the interdependency of the internal and the external task.

One other point should be brought out at this time. It is possible for all three phases of group development to be in operation at any given time.

In order for the theories of Bales to be applied to the

curriculum development group which is the topic of this study, it would have been extremely beneficial if the writer had been able to apply interaction process analysis to the interaction of the group members. As this was not possible, however, the writer must rely on casual observation and recall. As a result, the writer cannot give specific illustrations to verify these theories, but must talk generally of the application of these theories to the development of this specific group.

In the opinion of the writer, this curriculum development group has experienced the three phases of group development as outlined by Bales. To the best knowledge of the writer, phase one--orientation--was experienced on three different occasions in the history of the team--during its formation stage (membership being composed of members A, B, and C), during its first expansion period (member D), and during its second expansion period (members E and F). At these specific times group goals were discussed and evaluated, and a basic outline for the development of the project was formulated. Regarding phase two--evaluation--the writer is of the opinion that the group has had several periods of fluctuation in which it has returned to solve problems associated with this phase. These regressions--if in fact they can even be referred to as regressions--have occurred during periods of group anxiety and uncertainty, usually associated with difficulties being experienced as a direct consequence of the nature of the task. During these periods the group has returned to the evaluation stage to try to find solutions and how to best approach the problems.

Regarding phase three--control--the writer feels capable of

discussing it only in very general terms. Through a process of evolution certain group members have achieved higher positions on the status hierarchy. However, the writer wishes to point out that this hierarchy is rather fluid, status positions being positively correlated with the specific nature of the task at hand.

As stated earlier, each group member is in possession of various abilities related to the task. As a result of this, each has certain areas in which he exercises great influence over other members. This aspect of the hierarchy would therefore be directly related to task function.

As regards the establishment of equilibrium between internal and external tasks, the writer has found that the theories of Bales can be applied to this group. Maintaining group cohesiveness during times of extreme anxiety or psychological pressure has occasionally interfered with the productivity of the group, and, in the reverse situation, pressures to increase group productivity have occasionally placed great strain upon group cohesiveness. The group has accomplished its work much more effectively when there has existed a balance between the social-emotional and the task areas. Again, the writer wishes to state that the application of interaction process analysis would have been extremely beneficial; however, in the opinion of the writer, the analysis of the team interaction processes during the development of the curriculum product would conceivably have adversely affected both that process and the eventual curriculum product. As stated previously, pressures upon the team have been great, and the addition of interaction process analysis would have, in this writer's opinion, only served to increase this pressure, thereby interfering with the primary function of the group.

CHAPTER XI

Political Determinants of Curriculum Development

The process of curriculum development, or curriculum innovation as it is sometimes called, can be influenced by a seemingly infinite number of considerations. The magnitude of these considerations can vary, as can their perceived effect. One such consideration--that of the psychology of group dynamics--has already been discussed and examined by the writer during the preceding chapter of this study. This psychological determinant, although a major influence upon curriculum development (with special emphasis upon the team approach), is by no means the only major influence, however; not to be overlooked are those effects produced by the political determinants of curriculum development--those vital interactions with the members of the teaching profession in general, with school administrators, with school board personnel, and with the public at large. Without these necessary interactions--these political determinants--a curriculum development project could entertain little hope for success.

House (1974) states that "...personal contact is critical for innovation diffusion because it allows a full-fledged information exchange and the full exercise of personal and social influence (p.15)." In the above statement special notice should be taken of the terms "personal contact" and "innovation diffusion". It is to be assumed that the products of any process of curriculum development are to be utilized ultimately in a classroom setting. The successful implementation of these curriculum products is therefore to be considered as a basic consequence of the developmental process--a discernible outcome. Undeniable as this assertion may be, however, it

is additionally undeniable that some sort of transaction must take place between the stages of the theoretical development and the practical implementation. This transaction is the "personal contact" referred to by House.

The personal contact between the curriculum developers and the public- -in this instance, with special reference to school administrators and teachers- -is therefore a vital part of this political determinant of curriculum development. In essence, this personal contact becomes a matter of public relations. A detected attitude of complacency on the part of the developers can only result in comparable attitudes being manifested on the part of the administrators and teachers.

To the writer, this role of personal contact or public relations was an unknown component of the curriculum development process. Project direction was thought to be merely an exercise in the application of curriculum theory. The writer was cognizant of the need for piloting of project material, but gave little consideration to the need for the establishment of personal contact, both with administrators and with teachers. This need was soon manifested, however, during the course of project work.

House further states that "...the success of the innovation will depend on whether an enthusiastic 'advocacy' develops around it. Advocacy requires a small group of people who protect and propagate the project in face-to-face contact (p.50)." The team members themselves soon comprised the advocacy group for the St. John's Project. As the need arose, the individual team members engaged in personal contact with various influential school board officials, school principals, and prospective piloting teachers- -contact geared to hasten the acceptance

of project materials in these sectors. As practising teachers, the team personnel also engaged in a type of informal public relations campaign directed to fellow teachers and to the general public. A consideration which had previously held little meaning for the team members had therefore become a project fact of life.

A study conducted by House and Gjerde (1973) confirmed the importance of the need for personal contact and effective public relations. The results of this study showed that "...teachers listed as their most important source of influence about an innovation their fellow teachers and those teachers already directly engaged in working with it (House, 1974, p.73)." The operation of the St. John's Project provided a type of practical verification of the findings of the study; the team personnel increasingly found need to advocate, not only the work of the St. John's Project, but also the work of the Canada Studies Foundation in general.

The members of the St. John's team are indeed fortunate in having achieved an excellent rapport with school board personnel. The work of the project has been supported and encouraged from this sector, thus alleviating potential difficulties of this nature. One possible explanation for this veritable lack of politically oriented problems would be the very nature of the St. John's Project. It has been suggested by Corwin (1972) that a fundamental variable in the propagation and maintenance of a project could conceivably be its integration into and protection by a larger organization or network (House, p.55). This being the case, the St. John's Project is indeed fortunate in having enjoyed the support of the Canada Studies Foundation.

CHAPTER XII

The Future of the St. John's Team

In the weeks following the March Dissemination Conference the members of the St. John's team have primarily been involved in the preparation of the remaining student booklets in the project, and in the careful analysis of reading levels. In addition, final arrangements are underway for the completion of the multi-media resource kit, and in the final printing of project material.

At this time evaluation reports have begun to be received from several of the piloting sessions currently underway in various parts of Canada. In the remaining operating months of the St. John's Project, these reports, and the reports of piloting sessions yet to be initiated, will be carefully analyzed, and necessary corrections and revisions implemented.

As the termination of the St. John's Project rapidly approaches, the project developers are working with determination--coloured, nevertheless, with a sense of profound relief. In retrospect, the developers now freely admit to having frequently experienced feelings of insecurity and total frustration during the course of project development; careful consideration by the project developers of the events of the past few months, with all due consideration to those difficulties experienced by them has, nevertheless, resulted in a growing sense of pride in their accomplishments. The demands upon the personal lives of the developers have fortunately begun to abate, and project work is now being carried out in a comparatively relaxed atmosphere. It is anticipated that the final stages of the project will be more a source of pleasure than the previous contest of

endurance.

In October of this year the members of the St. John's Project will have the honour of giving a major presentation of project work to the annual conference of the National Council of Geographic Education to be held in Toronto, Ontario. As this October conference will be the first NCGE conference to be held in Canada, the members of the St. John's team are indeed privileged to be able to present the work of a CSF project to such a distinguished international audience. This presentation will take the form of a display and a workshop demanding the active involvement of conference participants. This conference will constitute the last appearance of these curriculum developers as a team, as the St. John's Project will terminate in December of this year, 1975. It is, however, the hope of the writer that the members will continue the work of curriculum development as an integral part of their professional lives.

CHAPTER XIII

Summary and Conclusion

This study has attempted to identify the major problems encountered in the direction of the St. John's Project, a Canada Studies Foundation curriculum development project. During the twelve months which comprise the focus of attention for the content of this report, the writer has been able to identify several major problems which have affected both the task direction and the internal person-to-person interaction of the team. The task of the writer as team chairperson has therefore been two-fold: first, to direct the process of curriculum development (the external task); and second, to maintain an efficient and cohesive working group (the internal task).

Problems associated with the external task have proven to be of a relatively minor nature, precipitated, for the most part, by the inexperience of team personnel in the application of curriculum theory and by the very nature of the research process. Two extraneous factors have, nevertheless, assumed a degree of prominence; these are the limitations imposed by the demands of a short project life-span, and the physical and psychological strain produced by a sometimes massive work load. All team members have, at one time or another, attested to the constraints imposed by these conditions. Notwithstanding the effects of these constraints, however, the actual process of curriculum development has, in itself, proven to be a most beneficial and enjoyable experience for the team personnel.

Unlike the external task, the internal task has created multitudinous problems in the areas of team cohesiveness and productivity, and in the actual responsibilities of the direction of

project work. Among those problems identified by the writer as being most prominent are those associated with: (a) identity, (b) feelings of isolation, detachment, anxiety, and frustration, (c) an unspoken fear of project failure, (d) a loss of leisure time, and (e) total interference with the private lives of project personnel.

In the opinion of the writer, many of the identified problems can be categorized as being unique to the team in question. Thus classified are those problems associated with the element of time, the psychological consideration of the re-establishment of a totally ineffectual project, and the necessity for rapid progress from stage to stage of both team development and curriculum development.

The experience of the project, together with conversations held with other NLCSP chairpersons, and the study of reports of similar project efforts (Allen, 1972; Burke, 1973; Miller & Dhand, 1973; Shipman, 1974) have resulted in the identification by the writer of several common factors relating to curriculum development project teams. Among these factors are to be found the following:

(1) problems of identity during the early phases of project development;

(2) feelings of detachment and isolation from the main body of the general project;

(3) no clear idea of the work involved;

(4) administrative problems regarding topics such as team finances, individual roles, and division of work load;

(5) the implementation of the curriculum development process coupled, in the early stages at least, with a complete lack of tangible or observable results;

(6) the necessity for the establishment of a compatible working group;

(7) the necessity for contact with project directors;

(8) the necessity for a cooperative team effort;

(9) the necessity for dedication and commitment to the work of the project by team members;

(10) the necessity for assistance from school administrators, school board personnel, government departments of education, and university personnel;

(11) an effective public relations programme directed to teachers, school administrators, and the general public.

Miller and Dhand (1973), discussing the role of the teacher as curriculum developer for Project Canada West, presented a series of statements based on a study of teacher perceptions. In the opinion of this writer, a valuable insight was thus provided into the internal procedures of a curriculum project; therefore, the following selective adaptation is offered as applying to the St. John's team:

1. The members of the St. John's team were involved in all phases of planning.
2. The team was free to direct its own project.
3. The decision-making process was acceptable to the team members.
4. Work was carried out in a cooperative atmosphere.
5. Finances were adequate for the project work.
6. No released time from regular classroom duties was provided.
7. The team had access to research facilities.
8. Locally available materials were plentiful.
9. The team identified a specific area of study.
10. The team was flexible in its curriculum development process.
11. The team utilized acceptable curriculum development theories.
12. The team had previous knowledge of the social sciences.
13. The team studied current curriculum literature.
14. The team examined other curriculum projects.
15. The team acquired a research viewpoint.
16. The team utilized educational resource persons.

17. The team utilized non-educational resource persons.

18. The assistance of resource persons was satisfactory.

19. The NLCSP information network was satisfactory.

20. The NLCSP coordinating personnel gave adequate encouragement.

21. The relationship with school administrators and school board personnel was good.

22. The relationship with non-CSF teachers was good.

23. The team evaluated its own progress.

24. External evaluation was helpful.

25. The team members personally experienced a sense of accomplishment.

26. The team members feel that they have gained valuable expertise as curriculum developers.

27. The team members feel that the experience of the project has greatly benefited their classroom performance.

The direction of the St. John's team has by no means been an easy task; nevertheless, the writer has welcomed the opportunity to participate in this undertaking. In retrospect, the writer perceives many of the earlier problems as having been the products of inexperience. The following excerpt from an informal discussion held during one of the freer moments of team activity, is, in the opinion of the writer, representative of the profound dedication and determination which has unceasingly prevailed during the entire working life of this team:

> I decided I really needed to take a break from the project work last night, but I found that I felt so guilty about not doing anything that I just couldn't relax. I finally had to get back to work again....I'll certainly admit it's been hectic at times, but I've gained such a tremendous amount of experience and personal satisfaction from working on this project that I'm glad I became involved. I've absolutely no regrets.

The opinion of the writer concurs with the above observation.

CHAPTER XIV

Recommendations for the Development of Future CSF Curriculum Development Teams

Based on the experience of the writer in directing the formation and development of the St. John's Project, the following recommendations for the development of future CSF teams have been formulated:

A. Administrative Considerations

1. It is advisable that potential team leaders have prior understanding of the nature of the task.

2. Potential team members should be willing recruits, not the objects of directed pressure.

3. Potential curriculum developers should be cognizant of the magnitude of the task and of all probable influencing factors.

4. Team membership should be large enough to allow for role diversification, but, at the same time, small enough to allow for the development of a close interpersonal relationship. In the opinion of the writer, a membership of from four to six developers would fulfill these requirements.

5. The specialized division of the work load among team members is advisable.

6. It is necessary that a permanent location for team operations be early established.

7. It is highly advisable that team members have ready access to practical and professional advice from project directors, especially during the early stages of team development.

8. It is imperative that the team learn to work as a highly efficient unit, not merely as an association of individual workers.

9. A potential team leader should try to be sensitive to group atmosphere and to the needs and feelings of individual developers, anticipating and thus avoiding or rectifying possible areas of potential inter-group conflict.

B. Social-Psychological Considerations

1. It is essential that the members of a curriculum development team be psychologically and intellectually compatible.

2. It is highly desirable that the members of a curriculum development team possess diverse abilities.

3. As the pressures associated with the curriculum development process can often become quite intense, it is desirable that potential team members limit other strenuous commitments.

4. It is necessary that each individual developer be fully aware of the role which he plays, and of the importance of that role to the efficient functioning of the team and the well-being of the project as a whole.

5. To promote team efficiency, it is imperative that team members be committed to the ideas and the work of the project.

6. It is highly desirable that provisions be made for social contact among team members, thus improving team morale.

7. The individual psychological support and encouragement which can only be afforded by membership in the team approach to curriculum development (as opposed to the individual approach) is to be considered as an important determinant of successful team interaction.

8. It is necessary that the team as a group experience the support and encouragement of the larger project membership through frequent contact with other component teams.

9. It is imperative that the team members not only feel part of a major and important undertaking, but also that they are making a worthwhile contribution to the project as a whole.

C. Project Task Considerations

1. It is desirable that, during the early phases of project work, the team members engage in a period of studying curriculum theory in depth.

2. It is desirable that during the early phases of project work the team members become familiar with basic skills of educational technology.

3. There is a necessity to choose relevant curriculum theories to guide the development and evaluation of the project work.

4. The project developers must be flexible in their approach to the project work.

5. There is a necessity for an adequate project life span to allow for careful progression from stage to stage of the curriculum development process.

6. Project developers should have access to resource personnel.

D. Political Considerations

1. It is vital that potential curriculum developers establish a good rapport with school administrators and school board supervisors.

2. It is vital that potential curriculum developers establish good public relations, especially with fellow teachers.

3. It would be highly desirable that school administrators and supervising personnel recognize the expanded nature of the teaching profession to encompass the role of the teacher as curriculum developer, and, subsequently, to acknowledge this active participation in the curriculum development process as a legitimate part of the working day of a teacher.

4. In accordance with the above, it is highly desirable that released time from usual teaching duties be granted to these teachers for a specified period of time per day or per week for the purpose of approved curriculum development.

As mentioned earlier in this study, it is the opinion of the writer that the first two to four months of the life of a project tend to be among the most frustrating. It is therefore recommended by this writer that a beginning project be closely guided and supported so that all concerned might be fully aware of the complexities involved in all facets of interaction of a curriculum development team; in this way, needless anxieties and frustrations may be at least lessened, if not eliminated completely, thus avoiding the possible premature termination of the project.

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APPENDICES

APPENDIX A

Log of the Development of the St. John's Team

(May 1974 to May 1975)

MAJOR DEVELOPMENTS

1974

April 30	Third attempt to establish the St. John's Project came to an end.
May 9	Formation of the new St. John's Project with a team membership of two.
May 15	Third member joined the team.
May 20	Project proposal submitted to NLCSP coordinating committee.
May 24–June 5	Photography instruction at the Centre for Audio-Visual Education, Memorial University.
May 31	Financial arrangements for the team operations completed.
June 12	Fourth member joined the team.
June 30	One of the original two members left the team.
July 15	Research for the first draft completed.
July 29	First draft materials completed.
August 2	Introductory slide-tape presentation prepared.
August 17–22	CASS/PAC Conference at Sackville, New Brunswick; presentation of project material made by the team.
August 23	Arrangements made for the evaluation of first draft material.
September	Major revisions begun.
October 7	Progress report submitted to NLCSP coordinating committee.
October	Meetings held with local school boards regarding future piloting sessions.
November 7–9	Team member attended CSF mini-conference at Saskatoon, Saskatchewan.

1975

January 6	Member left the team.
January 7	New member joined the team.
January 9	New member joined the team.

January 13	Graduate student helpers began working with the team.
January 27	Junior high school students began to assist project developers.
February 21	Meeting held with the Roman Catholic School Board regarding teacher delegates to the National Dissemination Conference (to be held in March).
March 13-15	National Dissemination Conference; series of presentations made by the team.
March 31	Work completed by graduate student helpers.
May 1-3	Team represented at the Montreal-Toronto Research Group Conference, Toronto, Ontario.

APPENDIX B

Johnson's Theories for the Development of Curriculum and Instruction

The importance of curriculum and instruction to the educational setting has received almost unanimous agreement among educators; the actual nature of curriculum and instruction and their relationship to each other has not, however, enjoyed the same degree of unanimity (Johnson, 1969). Johnson (1967) refers to the general confusion evoked in the minds of many theorists by the term "curriculum":

> They recognize the necessity of explicating the relation between curriculum and instruction, but in viewing curriculum cybernetically, they, too, confuse curriculum per se with the curriculum development process.
> . . . . . .
> Accepted usage identifies curriculum with "planned learning experiences." This definition is unsatisfactory, however, if "curriculum" is to be distinguished from "instruction" (pp.43-44).

Johnson defines curriculum as a structured series of intended learning outcomes; in this manner he limits curriculum to what is to be learned, not how it is to be learned. Curriculum, according to Johnson, does not include procedures, activities, or materials, but specifies the outcomes to be achieved as a result of interaction with these elements of instruction.

Curriculum--or the structured series of intended learning outcomes--is chosen from that area referred to by Johnson as cultural content--the two divisions of disciplined knowledge and non-disciplined knowledge. Since curriculum is structured and not random, however, the curriculum developer is charged with the responsibility of formulating suitable criteria for the selection and organization of the intended learning outcomes. From this curriculum development system, the curriculum or structured series of intended learning outcomes is formulated; this in turn becomes the input into the instructional development system.

According to Johnson, the instructional system has three main

components--the instructional plan, the instructional process, and evaluation. The instructional plan includes the interdependent components of intended learning outcomes, instrumental content, and teaching strategies. The implementation of the instructional plan is referred to as the instructional process. In this phase are to be found those vital interactions between student and teacher, between student and display, and between teacher and display (see figure 2).

Johnson (1969) outlines seven points of evaluation in the curriculum-instruction system (see figure 3). The satisfactory attainment of the intended learning outcomes evokes the assumption of the proper functioning of the entire system. Unsatisfactory output may be caused by one or more of six possible defects. The curriculum developer must first examine the evaluation procedure itself. If this is found to be inadequate, a new evaluation process must be implemented; if, however, it is found to be adequate, the instructional process must be carefully examined. If the fault does not lie in this area, the curriculum developer must next examine the instructional plan. If the instructional plan is found to be appropriate, the curriculum must be evaluated.

Johnson (1974) has further refined this evaluation process to include the detailed evaluation of the relationships between planning, process or implementation, and evaluation. The assumptions underlying this expanded evaluation process will be quoted in full:

(1) that rational enterprises entail the three major activities of planning, implementation (execution), and evaluation;

(2) that enterprises which entail some sort of production require planning and evaluation of both the product produced and the process of producing it;

(3) that enterprises carried out by groups, particularly when

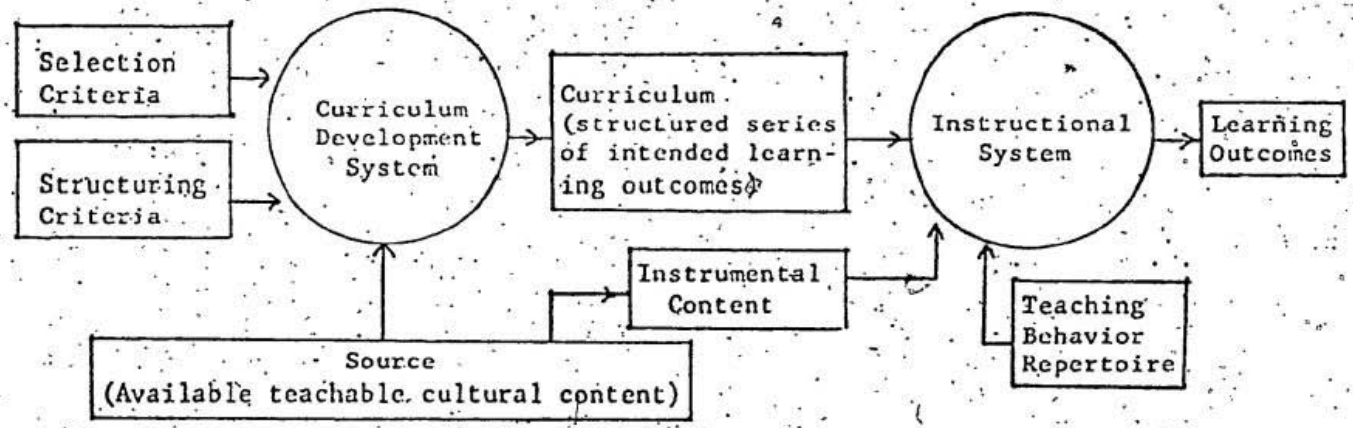


Figure 2

A Model Showing Curriculum as an Output of One System and an Input of Another

EVALUATION		ACTION
were intended outcomes achieved?	Y	continue instruction
was evaluation procedure appropriate?	N	revise evaluation
		N 1 Y
was instructional plan adequately executed?	N	improve implementation procedures
		N 1 Y
was plan appropriate to situation?	N	modify/re-schedule plan
		N 1 Y
did plan observe curriculum directives?	N	revise/re-sequence display/control provisions
		N 1 Y
was curriculum structure correct?	N	re-arrange curriculum items
		N 1 Y
was curriculum selection valid?	N	change curriculum priorities
		N 1 Y

repeat analysis

(Y - yes; N - No)

Figure 3

Johnson's Seven Evaluation Points in the

Curriculum-Instruction System

institutionalized, entail both the technical processes directly concerned with the production function and certain managerial processes concerned with the facilitation, coordination, and improvement of the technical processes;

(4) that the degree of rationality of planning, implementation, and evaluation activities is a function of the explicitness and soundness of the rules governing the activities.

Specifically with respect to the enterprise of education (and training) it is further assumed:

(1) that the primary "production" process is instruction;

(2) that the putative products of instruction are learnings (or learning outcomes), albeit these products are attained indirectly through influence exerted upon an unobservable but inferrable intervening "learning process";

(3) that the process of instruction constitutes the implementation of some sort of instructional plan;

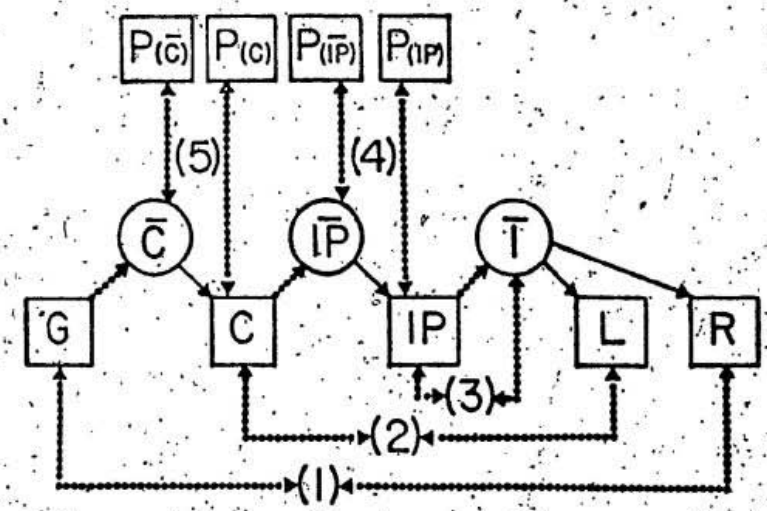
(4) that the formulation of an instructional plan is contingent upon another plan, called a curriculum, which specifies the anticipated products of instruction as intended learning outcomes;

(5) that the selection of intended learning outcomes is contingent upon defined educational (or training) goals or institutional objectives expressed as desired characteristics of the final educational products resulting from the integration of the separate learning outcomes;

(6) that the technical aspects of the enterprise comprises the primary production process (instruction) together with the three planning processes alluded to (goal setting, curriculum development, instructional planning), and three evaluation processes directed at instruction and its products;

(7) that the managerial aspect of the enterprise consists of the planning and evaluation of the technical planning and evaluation processes and their respective products (Johnson, 1974, pp.374-375).

Johnson's evaluation system thus becomes a five-step process (see figure 4). A summary of this system can be seen in figure 5.



$\bar{G}$ – process of setting educational goals

G – educational goals (intended educational products or results)

$\bar{C}$ – process of curriculum development

C – curriculum (intended learning outcomes)

$\bar{IP}$ – process of instructional planning

IP – instructional plan

$\bar{T}$ – process of instruction (implementation of IP)

L – product of instruction through learning process (actual learning outcomes)

R – educational results (product of instruction through developmental process of integrating L)

Curriculum evaluation is necessary when (1) is unsatisfactory but (2) is satisfactory; instructional plans and planning are to be evaluated (4) when (1) and (2) are both inadequate, but (3) is adequate.

Figure 4

Johnson's Five-Step Evaluation Process

Status of Outcome			
Intended?	Desirable?	Achieved?	Interpretation
Yes	Yes	Yes	Desired situation
		No	Defective instruction, unless outcome is unachievable
	No	Yes	Serious curriculum defect--delete item
		No	Harmless, but item should be deleted from curriculum
No	Yes	Yes	Needed curriculum addition
		No	Needed curriculum addition, unless outcome is unachievable
	No	Yes	Inappropriate instructions or inevitable side-effect--trade-off against gain
		No	Desired situation

Figure 5

Summary of Johnson's Five-Step Evaluation Process

APPENDIX C

Guiding Questions for Developing and Evaluating Curriculum, Instructional Plans, and Instruction

(Based on Johnson's Theories)

-Anderson and Aoki

Guiding Questions for Developing Curriculum and Instruction Plans, and Instruction (Based on Johnson's Model)*

1.0 How will you select the ILO's from the cultural content?

1.01 What criteria[1] did you use to select the ILO's?

1.02 Did you obtain the ILO's you desired?

1.11 What are desirable[2] criteria for the selection of ILO's?

1.12 What are desirable ILO's?

1.21 If there is a discrepancy between desirable criteria and used criteria, then how should you deal with the discrepancy?

1.22 If there is a discrepancy between obtained ILO's and desirable ILO's, then how should you deal with the discrepancy?

2.0 How will you organize the ILO's?

2.01 What criteria did you use to organize the ILO's?

2.02 Did you obtain the organization of ILO's you desired?

---

* The questions were designed to enable analysis as well as development. In the present paper only they have been reworded and modified to meet the existing needs of Project Atlantic Canada. The writer recognizes that project team members are developing curriculum and instructional plans.

1 Whenever the word criteria is used, it is assumed that an adequate rationale will be used in the selection of criteria.

2 Desirable refers to local needs, as well as educational theory.

2.11 What are desirable criteria for the organization of ILO's?

2.12 What is a desirable organization of ILO's?

2.21 If there is a discrepancy between desirable criteria and used criteria, then how should you deal with the discrepancy?

2.22 If there is a discrepancy between obtained organization of ILO's and desirable organization of ILO's, then how should you deal with the discrepancy?

3.0 How will you establish the relationship between Instructional Content (ILO's and instrumental content) and Teaching Strategies?

3.01 Did you establish the relationship between Instructional Content and Teaching Strategies you desired?

3.02 What criteria will you use to select the instrumental content?

3.03 Did you establish the relationship between instrumental content and ILO's you desired?

3.04 Given the ILO's as goals, what teaching strategies did you provide for student transactions with the display and for teacher-student interaction?

3.05 What rationale was given for the teaching strategies adopted?

3.11 What is the desirable relationship between instructional content and teaching strategies?

3.12 What are desirable criteria for the selection of instrumental content?

3.13 What is a desirable relationship between instrumental content and ILO's?

3.14 What are desirable teaching strategies that will provide for student transactions with the display and for T-S interaction?

3.15 What is a desirable rationale for the teaching strategies adopted?

3.21 If there is a discrepancy between the desirable relationship between instructional content and teaching strategies and the relationship you established, how should you deal with the discrepancy?

3.22 If there is a discrepancy between the desirable criteria for the selection of instrumental content and the criteria you used, how should you deal with the discrepancy?

3.23 If there is a discrepancy between a desirable relationship between instrumental content and ILO's and the relationship you established, how should you deal with the discrepancy?

3.24 If there is a discrepancy between desirable teaching strategies and the teaching strategies you provided, how should you deal with the discrepancy?

3.25 If there is a discrepancy between a desirable rationale for the teaching strategies adopted and the rationale you gave, how should you deal with the discrepancy?

4.0 How will teacher Y implement the instructional plan?

4.01 How did Y behave in relation to student transaction with the display?

4.02 How did Y interact with the students?

4.03 Did teacher Y implement the instructional plan you desired?

4.11 What is a desirable way for teacher Y to behave in relation to student transaction with the display?

4.12 What is a desirable way for teacher Y to interact with the students?

4.13 What is a desirable way for teacher Y to implement the desirable instructional plan?

4.21 If there is a discrepancy between a desirable way for teacher Y to behave in relation to student transaction with the display and the way he did behave, how should you deal with the discrepancy?

4.22 If there is a discrepancy between a desirable way for teacher Y to interact with the students and the way he did interact, how should you deal with the discrepancy?

4.23 If there is a discrepancy between a desirable way for teacher Y to implement the desirable instructional plan and the way he did implement it, how should you deal with the discrepancy?

5.0 How will you view the process of evaluation of curriculum development and instructional planning?

5.01 How did you view the process of evaluation of curriculum development and instructional planning?

5.02 What is a desirable way for the process of evaluation of curriculum development and instructional planning to be viewed?

5.03 If there is a discrepancy between a desirable way for the process of evaluation of curriculum development and instructional planning to be viewed and the way you viewed it, how should you deal with the discrepancy?

APPENDIX D

Canada Studies Foundation Criteria for the Development of Curriculum Projects

All Canada Studies Foundation Project materials are to be based on the following criteria:

1. A series of curriculum and instruction units developed and evaluated largely by practicing teachers;
2. Materials developed from a regional viewpoint;
3. Materials of national significance;
4. Materials interchangeable across Canada;
5. Materials which encompass all grade levels;
6. Materials to be inserted as a unit of an existing course, or combined into a full course;
7. Materials that are interdisciplinary in nature;
8. Materials that are supported by multi-media materials;
9. Materials that deal with controversial issues;
10. Materials that present differing points of view;
11. Materials that contain inquiry-oriented and expository materials;
12. Materials that stress empathy for all individuals and multiple loyalties (Anderson, 1973, p.13).

APPENDIX E

Graph for Estimating Readability

--Edward Fry

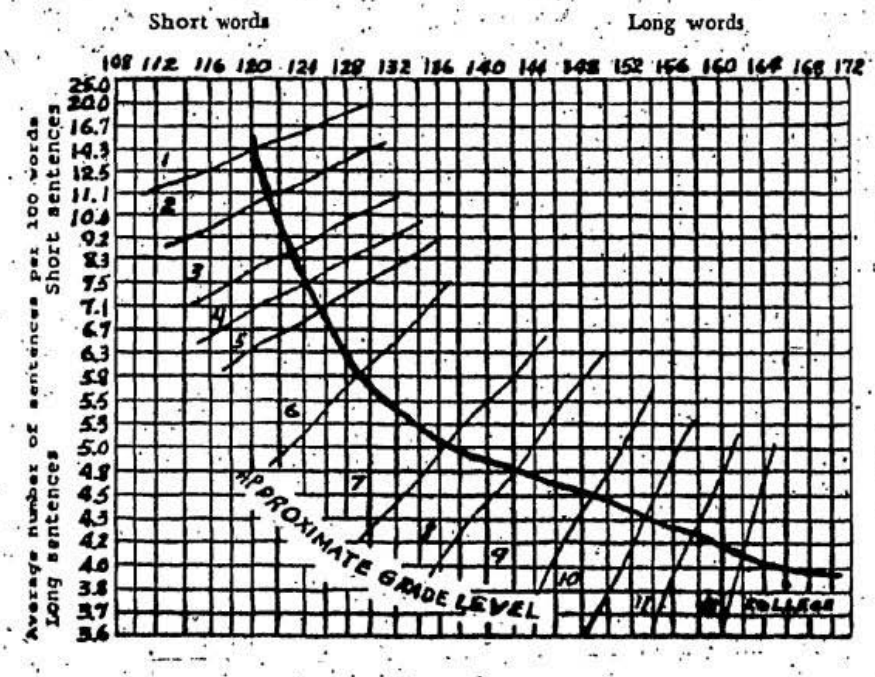


Figure 6

Directions For Use

1. Select three one-hundred-word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.

3. Count the total number of syllables in each hundred-word sample. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas (Fry, 1968, p.514).

APPENDIX F

St. John's Project: A Proposal

(May 20, 1974)

C A N A D A S T U D I E S F O U N D A T I O N

PROJECT ATLANTIC CANADA

ST. JOHN'S PROJECT

Project Proposal

May 20, 1974

ST. JOHN'S PROJECT

Culture In Transition: Problems of a Changing Lifestyle

It has often been said that, ever since the days of the fishing admirals, the people of Newfoundland have developed a unique lifestyle, one that has retained much of the flavour of the Old World while at the same time forming a decided character of its own. Over the years the word "newfoundlander" has oft times conjured up in the mind of the listener a stereotype picture of weather-beaten, hard-working fisherfolk, lovers of a simpler life, or, to use a more common phrase, people living in harmony with nature.

"We'll rant and we'll roar like true Newfoundlanders" so say the lyrics of the folksong. But what exactly is a "true" Newfoundlander? Are all Newfoundlanders in fact sharers of the same culture? Is the Newfoundlander of today the same as the Newfoundlander of bygone days?

The establishment of an accurate picture of a Newfoundland "culture", if, in fact, there can even be said to be one unique culture, is most definately a monumental task, one that is unfortunately quite beyond the scope of the proposed topic of this project. The province is composed of many lifestyles. Some have remained relatively unchanged through the passage of time; others, however, have become deeply affected by "modern living" and all that the term implies.

The city of St. John's can be said to belong to the latter category. For centuries it supported a social and cultural life which in many ways remained virtually unchanged. In many ways life in St. John's

was also quite different from that of other areas in Newfoundland. Perhaps it can be said that there existed a lack of communication, not only with other parts of North America, but also with other areas of the island itself. This lack of communication would therefore be a factor in the development of the lifestyles of individual communities, lifestyles which in many cases have resisted change or outside interference of any kind until recent years.

St. John's is an area which is experiencing a type of cultural transition. Here, remnants of what was are still very much in evidence, existing side by side with the lifestyle of the "modern" Newfoundlander. With each succeeding generation, however, St. John's is losing much of what were once thought to be unbreakable traditions and unchanging values. And, as is perhaps to be expected, this cultural transition is presenting many problems. Many people are contented with the new ways; others, however, mourn the loss of what thaty consider to be their cultural identity, their uniqueness, their traditions which were so ddeply cherished by their parents and grandparents.

The St. John's team, therefore, as part of Project Atlantic Canada, and keeping in mind the PAC theme of Regionalism and Cultural Diversity, will attempt to study the city of St. John's as an area of cultural diversity which is undergoing a process of change. The ensuing problems of this cultural change will also be studied.

This project will also be in keeping with the criteria of the Canada Studies Foundation. The topic is one which, though deeply rooted in the past, is noticeably affecting the present, and will, undoubtedly in many ways, affect the cultural future of the city. It is most

definitely a topic which is very much alive in Canada as a whole today. An awareness of the diversity that helps to comprise the nation of Canada is vital to an understanding of Canada as a whole. Many areas of this country are experiencing similar problems of cultural transition -- the Atlantic provinces are perhaps a good example. On a much larger scale can be found those problems which are being experienced by the native peoples of this country. The St. John's Project is therefore a regional illustration of a topic which is both contemporary and nationally significant.

SYNOPOSIS OF ST. JOHN'S PROJECT

GENERAL TITLE: Culture is transition: Problems of a changing lifestyle

PROPOSED GRADE LEVEL: Upper Elementary

FORMAT: Three (3) student booklets containing narrative, visual material (pictures, maps, charts, statistics, documents), suggested student projects.
Teacher Guidebook containing supplement of enrichment projects for better-than-average students.
Audio-visual kit.

TOPICS TO BE COVERED:

Booklet #1 Early History up to 1800

St. John's reason for being; origins of settlers; life during sixteenth and seventeenth centuries; beginning of permanent settlement.

Booklet #2 1800 to 1949

Physical setting of St. John's; a social and cultural profile of nineteenth century St. John's (population statistics, social life, education, religion, societies, the Arts, sports); problems of communication; effects of war and depression on lifestyles of St. John's; life prior to Confederation.

Booklet #3 1949 to Present

Effects of improved communication with other parts of province as well as with rest of North America; changing lifestyles and resulting problems. (Emphasis to be on student inquiry, interviewing techniques).

SEQUENCE: As far as possible, each booklet is to be self-contained; teacher creativity will be encouraged; the teacher will be free to use all booklets in a semester course, or to use either booklet to supplement an already existing programme.

INTENDED LEARNING OUTCOMES

1. Knowledge. The student should be able:
   (a) to relate factors which influenced the early development of St. John's;
   (b) to show how geography played an important role in early settlement;
   (c) to specify reasons why settlement was discouraged rather than encouraged in Newfoundland in general;
   (d) to contrast early settlement in Newfoundland with early settlement in other parts of Canada;
   (e) to give reasons why areas of settlement in Newfoundland became isolated from each other;
   (f) to describe early social life in St. John's;
   (g) to show how the lifestyles of the St. John's people were influenced by a multitude of factors;
   (h) to show how the lives of the people were greatly influenced by the churches;
   (i) to make cultural comparisons between early St. John's and eighteenth and nineteenth century Europe;
   (j) to make cultural comparisons between early St. John's and early mainland communities;
   (k) to specify ways in which life in St. John's has gradually changed;
   (l) to specify some problems of a "cultural transition";
   (m) to show an understanding of the concepts of culture, diversity, transition, and dependency;
   (n) to show an understanding of the meaning of cultural diversity.

2. Techniques. The student should be able:
   (a) to demonstrate ability to work with primary and secondary sources, if only on a limited scale;
   (b) to gather, organize, and critically analyze data;
   (c) to establish a frame of reference and to work within that frame of reference;
   (d) to demonstrate the ability to work with maps, air photos, contour maps, charts, tables, and graphs.

3. Values and Attitudes. The student should be able:
   (a) to show understanding for and appreciation of different lifestyles;
   (b) to make sound judgements regarding the value of modernization and its effects on the lifestyle of St. John's;
   (c) to show an appreciation for his own culture, and to see it as part of the Canadian identity.

CRITERIA FOR SELECTION OF ILO'S

1. The topic is of immediate relevance to the students.

2. There is a need for the inquiry approach to social studies at the elementary level, and not just at the junior or senior high school level.

3. It is felt by the members of the St. John's team that the topic will help the students to see the place which St. John's holds within the overall Canadian picture.

4. The topic should enable the students to see that life in St. John's is changing at an ever increasing pace.

5. The topic should enable the students to develop processes of critical thinking.

APPENDIX G

The Project Material

(First Piloting Session)

CANADA STUDIES FOUNDATION

PROJECT ATLANTIC CANADA

St. John's Project

TEACHER GUIDEBOOK

for

Culture in transition: Problems of a changing lifestyle

ST. JOHN'S PROJECT

TEAM PERSONNEL

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CURRICULUM DEVELOPMENT CONSULTANT

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RATIONALE FOR ST. JOHN'S PROJECT

Culture in transition: Problems of a changing lifestyle

It has often been said that, ever since the days of the fishing admirals, the people of Newfoundland have developed a unique lifestyle, one that has retained much of the flavour of the Old World while at the same time forming a decided character of its own. Over the years the word "Newfoundlander" has oft times conjured up in the mind of the listener a stereotype picture of weather-beaten, hard-working fisherfolk, lovers of a simpler life, or, to use a more common phrase, people living in harmony with nature.

"We'll rant and we'll roar like true Newfoundlanders" so say the lyrics of the folksong. But what exactly is a "true" Newfoundlander? Are all Newfoundlanders in fact sharers of the same culture. Is the Newfoundlander of today the same as the Newfoundlander of bygone days?

The establishment of an accurate picture of a Newfoundland "culture," if, in fact, there can even be said to be one unique culture, is most definitely a monumental task, one that is unfortunately quite beyond the scope of the topic of this project. The province is composed of many lifestyles. Some have remained relatively unchanged through the passage of time; others however, have become deeply affected by "modern living" and all that the term implies.

The city of St. John's can be said to belong to the latter category. For centuries it supported a social and cultural life which in many ways remained virtually unchanged. In many ways life in St. John's was also quite different from that of other areas in Newfoundland. Perhaps it can be said that there existed a lack of communication, not only with other parts of North America but also with other areas of the island itself. This lack of communication would,

therefore, be a factor in the development of the lifestyles of individual communities, lifestyles which in many cases have resisted change or outside interference of any kind until recent years.

St. John's is an area which is experiencing a type of cultural transition. Here remnants of what was are still very much in evidence, existing side by side with the lifestyle of the "modern" Newfoundlander. With each succeeding generation, however, St. John's is losing much of what were once thought to be unbreakable traditions and unchanging values. And, as is perhaps to be expected, this cultural transition is presenting many problems. Many people are contented with the new ways; others, however, mourn the loss of what they consider to be their cultural identity, their uniqueness, their traditions which were so deeply cherished by their parents and grandparents.

The St. John's team, therefore, as part of Project Atlantic Canada, and keeping in mind the PAC theme of Regionalism and Cultural Diversity, is attempting to study the city of St. John's as an area of cultural diversity which is undergoing a process of change, and the problems which have come about as a result of this cultural change.

This project is in keeping with the criteria of the Canada Studies Foundation. The topic is one which, though deeply rooted in the past, is noticeably affecting the present, and will, undoubtedly in many ways, affect the cultural future of the city. It is most definitely a topic which is very much alive in Canada as a whole today. An awareness of the diversity that helps to comprise the nation of Canada is vital to an understanding of Canada as a whole. Many areas of this country are experiencing similar problems of cultural transition -- the Atlantic provinces are perhaps a good example. On a much

larger scale can be found those problems which are being experienced by the native peoples of this country. The St. John's Project is therefore a regional illustration of a topic which is both contemporary and nationally significant.

GENERAL INTENDED LEARNING OUTCOMES

1. Knowledge. The student should be able:
   a) to show an understanding of the concepts of culture, diversity, and transition;
   b) to show an understanding of the meaning of cultural diversity;
   c) to specify some problems of a "cultural transition";
   d) to show how the lifestyles of the St. John's people are influenced by a multitude of factors;
   e) to make general comparisons between St. John's and other Canadian urban centres;
   f) to make cultural comparisons between urban areas and rural areas;
   g) to trace the history of urban growth in the city of St. John's;
   h) to recognize the many facets of public controversey to which they are exposed;
   i) to show how geography plays an important role in urbanization;
   j) to recognize the trend in Canada towards urbanization.

2. Techniques. The student should be able:
   a) to demonstrate ability to work with primary and secondary sources, if only on a limited scale;

b) to gather, organize, and critically analyze data;

c) to establish a frame of reference and to work within that frame of reference;

d) to demonstrate the ability to work with maps, contour maps, charts, tables, and graphs;

e) to demonstrate skill in the use of interviewing techniques;

f) to show an ability to utilize a camera effectively in the development of a theme;

g) to interpret photographs to find answers to questions;

h) to work effectively as a member of a group;

i) to dramatize issues of great interest;

j) to demonstrate skill in arranging an effective bulletin board display centered around a given theme;

k) to develop a questionnaire and conduct a survey if only on a limited scale;

l) to demonstrate ability to role-play;

m) to debate effectively issues of great controversey.

3. Values and Attitudes. The student should be able:

a) to show understanding for and appreciation of different lifestyles;

b) to make sound judgements regarding the value of modernization and its effects on lifestyles;

c) to show an appreciation for his own culture, and to see it as part of the Canadian identity;

d) to weigh the pros and cons of a problem situation, take a stand and support it;

e) to internalize attitudes dealing with the problem situations presented in the narrative;

f) to express respect and tolerance of diversity.

CRITERIA FOR SELECTION OF GENERAL INTENDED LEARNING OUTCOMES

Since the publication of What Culture? What Heritage? (Hodgetts, 1968), teacher initiative in curriculum development has become a burgeoning phenomenon in Canada (Anderson and Roald, 1973). Teachers all across Canada have come to realize "a need for involvement in the development of curricula in Canada studies relevant for their own and other Canadian classrooms" (Massey, 1971; Tomkins, 1972; C.S.F. Annual Report, 1973). It is through this teacher initiated curriculum development that teachers involved in Canada Studies Foundation Projects have been working on projects that reflect the major organizing principle of the Canada Studies Foundation "continuing Canadian concerns" (Tomkins, n.d.).

According to Anderson (1973), a Canada Studies Foundation project director for Project Atlantic Canada, Newfoundland and Labrador, when work begins on developing units by an individual team, it is then the responsibility of the members to develop materials based on the following criteria:

1. A series of curriculum and instruction units developed and evaluated largely by practicing teachers.
2. Materials developed from a regional viewpoint.
3. Materials of national significance.
4. Materials interchangeable across Canada.
5. Materials which encompass all grade levels.

6. Materials to be inserted as a unit of an existing course, or combined into a full course.
7. Materials that are interdisciplinary in nature.
8. Materials that are supported by multi-media materials.
9. Materials that deal with controversial issues.
10. Materials that present differing points of view.
11. Materials that contain inquiry-oriented and expository materials.
12. Materials that stress empathy for all individuals and multiple loyalties.

(Anderson, 1973, p. 13)

The above stated criteria were utilized by the St. John's team to enable them to develop the booklets in this project.

INSTRUMENTAL CONTENT

A. Ten student bookets as follows:

*I. Introduction to "Culture in transition"
(prerequisite to all other booklets listed below)

*II. The beginnings of St. John's
(prerequisite to either booklet listed below)

*III. Problems of a changing social lifestyle
(geared to 5-6)

*IV. Problems of housing and planning in a growing urban centre
(geared to 7-8)

V. Problems of sociological interaction in a growing urban centre
(geared to 5-6)

*UNITS TO BE USED IN THIS IN-SERVICE SESSION

VI. Problems of policing a growing urban centre
(geared to 7-8)

VII. Problems of economics in a growing urban centre
(geared to 7-8)

VIII. Problems of governing a growing urban centre
(geared to 7-8)

IX. Problems of communication in a growing urban centre
(geared to 5-6)

X. Problems of transportation in a growing urban centre
(geared to 5-6)

B. Teacher Guidebook

C. Multi-media resource kit

SUGGESTED TEACHING STRATEGIES

It is the intent of the developers that the teacher be given as much freedom as possible in utilizing his or her own creative talents in the teaching of these booklets. Therefore the following teaching strategies are to be considered only as recommendations. It is entirely left to the individual teacher to use any or all of the following proposed teaching strategies. If the teachers of these booklets discover any other way to effectively teach these units, the developers will warmly welcome all comments.

1. Inquiry/discovery techniques
2. Group discussion
3. Independent study techniques
4. Lecture

RELATED ACTIVITIES

The suggested activities in these booklets are based on the idea that students can learn a great deal by being actively involved in the learning process. Each of the activities in the booklets are designed for students to discover for themselves various aspects of Culture in transition: Problems of a changing lifestyle. It is anticipated that through these activities students will learn to look at the many elements which have to be considered in any public controversey. It is left for the individual teacher to choose the activities which he or she feels will best aid in achieving the intended learning outcomes for each of the booklets.

RATIONALE FOR QUESTIONING TECHNIQUES

The questioning techniques incorporated in each of the booklets were utilized to stimulate inquiry and discovery in the classroom environment. The developers wish to inform the teacher that the nature of the questioning in these units provides for many interpretations of a question. It is the intention of the developers that the teacher encourage various explanations as possible answers. It is anticipated that the teacher will present any solutions which are not discovered by the student to ensure that the student will be exposed to all sides of an issue and eventually be forced to take a stand for himself.

Booklet One: Introduction to "Culture in transition"

DESCRIPTION

This short booklet is to be used as an introduction to the material contained in the project Culture in transition: Problems of a changing lifestyle. It has as its primary purpose the introduction of basic concepts such as culture, diversity, and transition which are necessary to the programme as a whole. The actual material presented is intentionally brief; it is not intended that it be an end in itself, but rather that it be used to stimulate class discussion, to create an awareness in the students of the cultural diversity which exists in Canada today. It is recommended by the project developers that this booklet be completed in a maximum of two class sessions; however, if the teacher feels that the specific needs of his or her class warrant a more thorough approach to this aspect of the topic, it should be carried out as needed. This project hopes to encourage teacher creativity as well as student creativity.

SPECIFC INTENDED LEARNING OUTCOMES

1. Knowledge. The student should be able:
   a) to show an understanding of the concepts of culture, diversity and transition;
   b) to show an understanding of the meaning of cultural diversity;
   c) to give other examples of cultural diversity as it exists in Canada today;
   d) to discuss problems of a "cultural transition".
2. Techniques. The student should be able:
   a) to establish a frame of reference and to work within that frame of reference;

b) to work effectively as a member of a group.

3. Values and Attitudes. The student should be able:

a) to show understanding for and appreciation of different lifestyles;

b) to show an appreciation for his own culture, and to see it as part of the Canadian identity;

c) to express respect and tolerance of diversity.

****

Booklet Two: The beginnings of St. John's

DESCRIPTION

This booklet is to be used as a prerequisite for any other booklet in the project. It differs in format, however, from any of the remaining booklets in that it is intended to be expository in nature rather than problem-centered and inquiry-oriented. Its primary purpose is to provide students with general historical background information, and with background information on early St. John's history. It is hoped that the data provided will help students to understand St. John's reason for being, thereby helping to promote a better understanding of that project material which is to follow. It is the wish to the project developers that very little emphasis be placed on the memorization of places, names, or dates, as this would, in the opinion of the writers, defeat one of the main purposes of the project. The attention of the teacher is also directed to the slide-tape presentation which is included. This slide tape should help to provide a setting for the material contained in this part of the programme, as it shows many of the historic and the modern aspects of St. John's thereby presenting it as an example of culture in transition.

SPECIFIC INTENDED LEARNING OUTCOMES

1. Knowledge. The student should be able:

a) to discuss the meaning of the terms continental shelf, fishing bank, contour map, contour lines;

b) to give reasons for voyages of exploration in the fifteenth and sixteenth centuries;

c) to discuss the importance of fishing to European countries during this time;

d) to give reasons why Newfoundland became an important "stopping-off" place for European fishermen;

e) to show how geography played an important role in early settlement;

f) to specify reasons why settlement was discouraged rather than encouraged in Newfoundland in general;

g) to compare and contrast early settlement in Newfoundland with early settlement in other parts of Canada;

h) to give reasons why areas of settlement in Newfoundland became isolated from one another;

i) to relate factors which influenced the early development of St. John's;

j) to show how St. John's became important as a trading area;

k) to discuss early attempts at fortifying St. John's against enemy attack;

l) to display knowledge of the early French-English battles in St. John's;

m) to describe early social life in St. John's;

n) to describe the first attempts at forming civic government in St. John's;

o) to discuss reasons for the growth of St. John's;

p) to tell how contact with Europe greatly influenced the lifestyles of early St. John's.

2. Techniques. The student should be able:

   a) to give evidence of being able to work with contour maps;

   b) to interpret maps and pictures to find answers to questions;

   c) to work with diagrams to find answers to questions;

   d) to work effectively as a member of a group.

3. Values and Attitudes. The student should be able:

   a) to show understanding for and appreciation of different lifestyles;

   b) to show an appreciation for his own culture, and to see it as part of the Canadian identity.

****

Booklet Three: Problems of a changing social lifestyle

DESCRIPTION

This booklet presents St. John's as an area which is experiencing many changes in social lifestyles. As the business centre for the island of Newfoundland, St. John's was always in close contact with Europe for it was the meeting place for European trading vessels. As such, it became very European in its social lifestyles, an influence which was reflected in numerous facets of its everyday living. In this way it was therefore often very unique. Gradually, however, St. John's began to experience a change, a transition, or to put it in more familiar terms, the effects of modernization. St. John's is becoming urbanized in the North American sense of the term, and the once strong European influences have quickly diminished. It can most definitely be said that St. John's is experiencing the effects of a changing social lifestyle.

In this booklet, Problems of a changing social lifestyle, the student is presented with a picture of this city in transition. Through comparison studies and the inquiry approach, the student is encouraged to view his own area, as well as other Canadian communities, in the same light, to investigate other lifestyles which may or may not be experiencing similar changes. The projects for student inquiry which are included have been devised by the project developers to aid the student in obtaining maximum benefit from this booklet. The reading level is suitable for the upper elementary level, or may be used at the junior high level, according to the needs of the individual class and the wishes of the individual teacher.

SPECIFIC INTENDED LEARNING OUTCOMES

1. Knowledge. The student should be able:
   a) to describe the class structure of nineteenth century St. John's;
   b) to describe upper class social life in nineteenth century St. John's;
   c) to specify the role played by societies in nineteenth century St. John's;
   d) to specify the role played by sports in St. John's society of the nineteenth century;
   e) to compare the upper class social life in St. John's with that of his own community during the nineteenth century;
   f) to describe lower class social life in nineteenth century St. John's;
   g) to show how customs played a major role in the lifestyles of nineteenth century St. John's;
   h) to describe the class structure of modern St. John's;
   i) to give examples of the cultural life of modern St. John's;
   j) to specify the role played by sports and recreation in modern St. John's;

k) to discuss the role played by general entertainment in St. John's society;

l) to discuss problems associated with a cultural and social transition.

2. Techniques. The student should be able:

a) to demonstrate ability to work with primary and secondary sources, if only on a limited scale;

b) to demonstrate skill in the use of interviewing techniques;

c) to show an ability to utilize a camera effectively in the development of a theme;

d) to interpret photographs to find answers to questions;

e) to work effectively as a member of a group;

f) to dramatize issues of great interest;

g) to demonstrate ability to role-play;

h) to debate effectively issues of great controversey.

3. Values and Attitudes. The student should be able:

a) to show understanding for and appreciation of different lifestyles;

b) to make sound judgements regarding the value of modernization and its effects on lifestyles;

c) to show an appreciation for his own culture, and to see it as part of the Canadian identity;

d) to weigh the pros and cons of a problem situation, take a stand, and support it;

e) to internalize attitudes dealing with the problem situations presented in the narrative;

f) to express respect and tolerance of diversity.

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Booklet Four: Problems of housing and planning in a growing urban centre

DESCRIPTION

The booklet Problems of housing and planning in a growing urban centre was developed as a unit of the St: John's project of Project Atlantic Canada Culture in transition: Problems of a changing lifestyle. It was decided by the team members that this unit could be developed based on the criteria of the Canada Studies Foundation which were previously outlined in this guidebook. We, the team members, are of the opinion that you will find this unit an effective and valuable experience for the students in your social studies classes. The reading level of this booklet is about level 7. Therefore, we anticipate that the booklet will be used most effectively with upper elementary students of above average ability and interest in social studies, or with average ability junior high school students. Following is an outline of the instrumental content of this unit.

1. background information on housing and planning in St. John's;
2. description of nineteenth century St. John's;
3. questioning on twentieth century St. John's;
4. recent developments in town planning in the city of St. John's;
5. controversies related to housing a growing population;
6. suggested activities to bring about an understanding of the terms "culture in transition" and "town planning";
7. comparative studies;
8. summary.

Furthermore, we, the developers, would like you to keep in mind the following general questions while teaching this booklet:

1. How important is planning?
2. When should planning be done?
3. What can be done when planning in the past has been poor or non-existent?
4. Do students have a grasp of the concepts culture, transition, and urban planning?
5. Can students be stimulated through this booklet to conduct a similar local study?

SPECIFIC INTENDED LEARNING OUTCOMES

1. Knowledge. the student should be able:

a) to list the advantages and disadvantages of home ownership;

b) to list the advantages and disadvantages of rented housing;

c) to compare home ownership with rented accommodations;

d) to describe nineteenth century St. John's;

e) to specify the effects urban renewal schemes have on older sections of a city;

f) to enumerate ways in which planning expansion for a city can be implemented;

g) to describe plans directly related to the growth of St. John's;

h) to give examples of great public controversey in the city of St. John's;

i) to compare the housing situation in St. John's with that in other Canadian cities;

j) to trace the history of urban growth in St. John's and other Canadian cities;

k) to describe the role of planning in a growing urban centre.

2. Techniques. The student should be able:

a) to demonstrate skill in interviewing techniques;

b) to show an ability to research using primary and secondary sources if only on a limited scale;

c) to demonstrate the ability to work with maps, charts, and tables;

d) to show an ability to utilize a camera effectively in the development of a theme;

e) to interpret photographs and slides to find answers to questions;

f) to work effectively as a member of a group;

g) to dramatize issues of great public interest;

h) to demonstrate skill in arranging an effective bulletin board display centered around a given theme;

i) to develop a questionnaire and conduct a survey if only on a limited scale.

3. Attitudes and Values. The student should be able:

a) to show an understanding of and an appreciation for the problems involved in town planning;

b) to make sound judgements regarding the value of modernization;

c) to understand the problems associated with trying to house a growing population;

d) to become aware of the importance of a well thought out plan for expanding a city's limits;

e) to weigh the pros and cons of a problem situation, take a stand, and support it;

f) to determine whether or not housing should be preserved for its intrinsic historic value;

g) to internalize attitudes dealing with the problem situations presented in the narrative.

NOTES RELATED TO PROJECT RATIONALE

This programme presents a regional example of a nationally-significant problem, i.e. problems associated with changing lifestyles in culturally diverse areas.

The programme is problem-centered and inquiry-oriented.

Controversial issues are introduced with various view-points being presented.

Teacher creativity, as well as student creativity, is encouraged.

The student is encouraged to make comparison studies with other Canadian communities.

A variety of projects and activities are provided.

Each booklet is completely self-contained, i.e. it presents enough material for the adequate pursuit of the topic, independent of the other booklets.

Specific intended learning outcomes are provided for each booklet.

Whenever possible, primary sources are provided.

Each booklet is geared to a specific reading level, either at the upper elementary or junior high level.

The project material may be used as a programme in itself, or as supplementary materials for an already existing programme.

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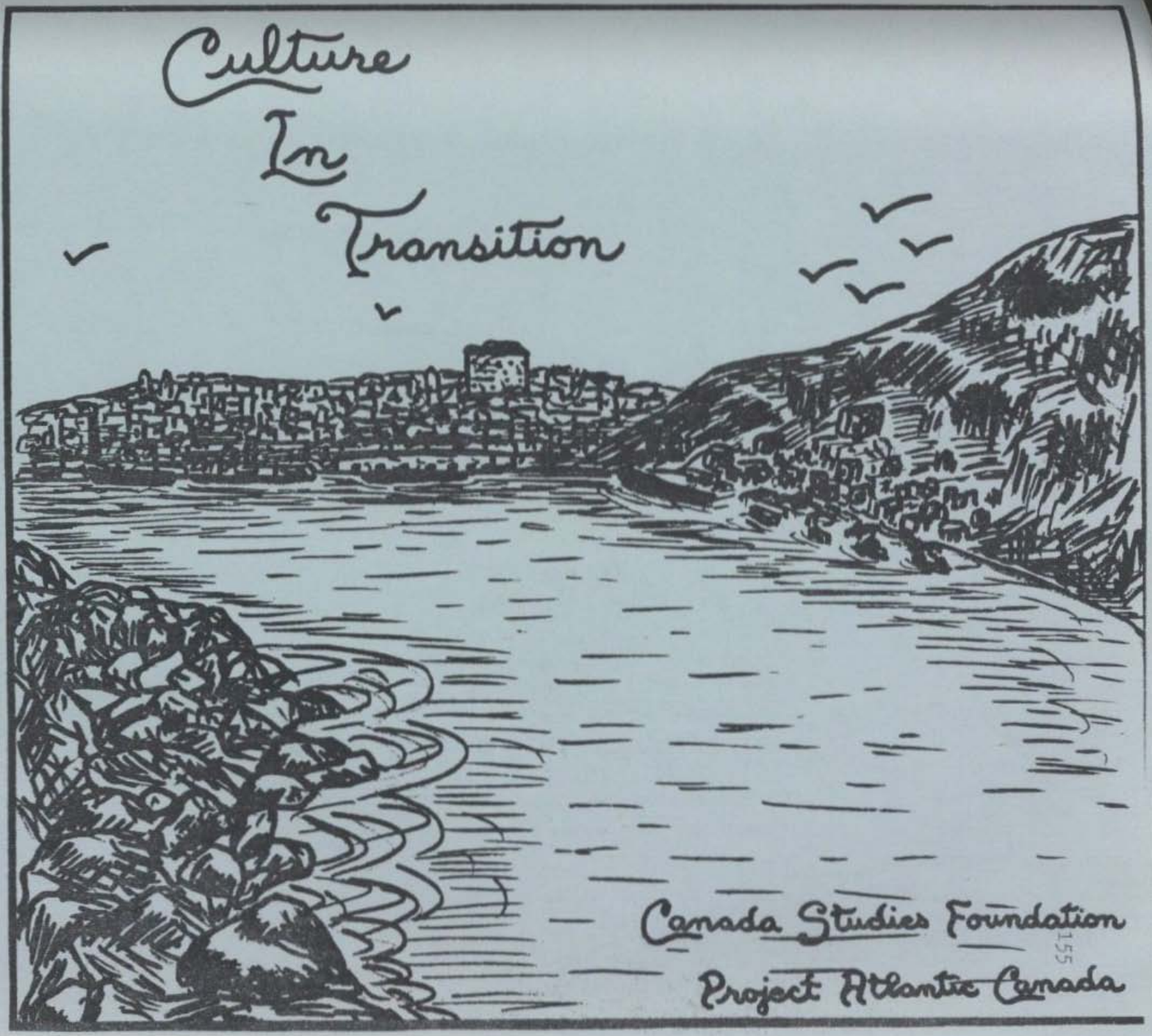
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ST. JOHN'S



Canada Studies Foundation

Project Atlantic Canada

C A N A D A S T U D I E S F O U N D A T I O N

PROJECT ATLANTIC CANADA

St. John's Project

CULTURE IN TRANSITION :
PROBLEMS OF A CHANGING LIFESTYLE

Booklet Number One

INTRODUCTION TO "CULTURE IN TRANSITION"

ST. JOHN'S PROJECT

TEAM PERSONNEL

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MAP OF CANADA



INTRODUCTION

"Canada"--what does that word mean? What is Canada? We know that it is a country--our country. Newfoundland became a part of it in 1949. We know that it is a big land. If we look at a map, we can learn some very important facts about the geography of Canada. Let's see what we can find.

Canada is bordered on three sides by large waters called oceans. What are their names?

What do we find on the side that does not touch an ocean?

Canada is made up of ten parts which we call provinces. In the north there are two large parts which are not provinces but are called territories. Newfoundland is one of the ten provinces.

The province of Newfoundland is an island--a land that is surrounded on all sides by water. If we look at a map, we will see that there is another province that is an island. What is its name?

The map has shown us a few facts about Canada, but there is still much to learn. Some parts of Canada are very hilly. The land in such parts is not always good for farming. Other parts have hundreds of miles of flat land which is very good for growing crops such as wheat. Other parts of Canada have large forests which are good for lumbering. Still other parts are good for mining.

But we have been looking only at the land itself. We know how Canada looks on a map. Canada is not just mountains and lakes and farm lands. These things alone do not make a country. People make a country. We are among those people who make Canada. But just as the land itself is not the same in all parts of Canada, we find that people are not always the same. Not all people live in the same way or do the same things. Not all people have the same past.

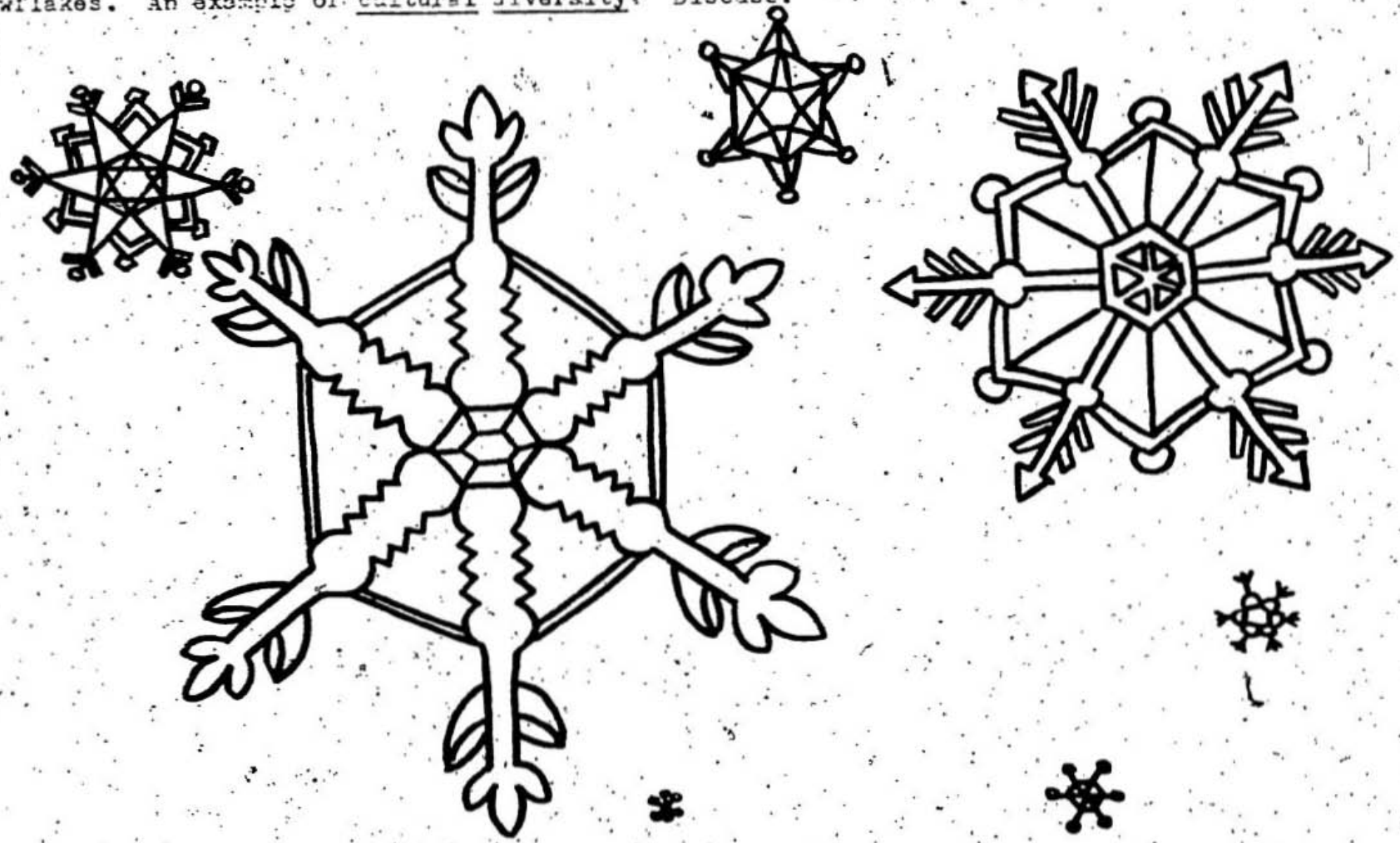
People are different. They don't all enjoy the same books, or music, or wear the same clothes, or play the same games. They don't all have the same education or do the same types of work. Sometimes a group of people who live and work under the same conditions and share the same past will live quite differently from another group who live under different conditions. Often the geography of a part of a country in which they live affects the way in which people live. We call all those things which help to make up the way in which a group of people live, their culture.

Canada is made up of many different cultures. People in some parts of this country do not live the same as people in other parts. We have a special name for this. We call it cultural diversity. But no matter how different the people are, they are all Canadians.

It is sometimes good that people can be so different. Life would be very dull if each person were like each other person. But sometimes this same difference makes it hard for people to understand each other. Sometimes also a different type of problem occurs. It often happens that a group of

STOP, LOOK, AND INQUIRE

Snowflakes. An example of cultural diversity? Discuss.

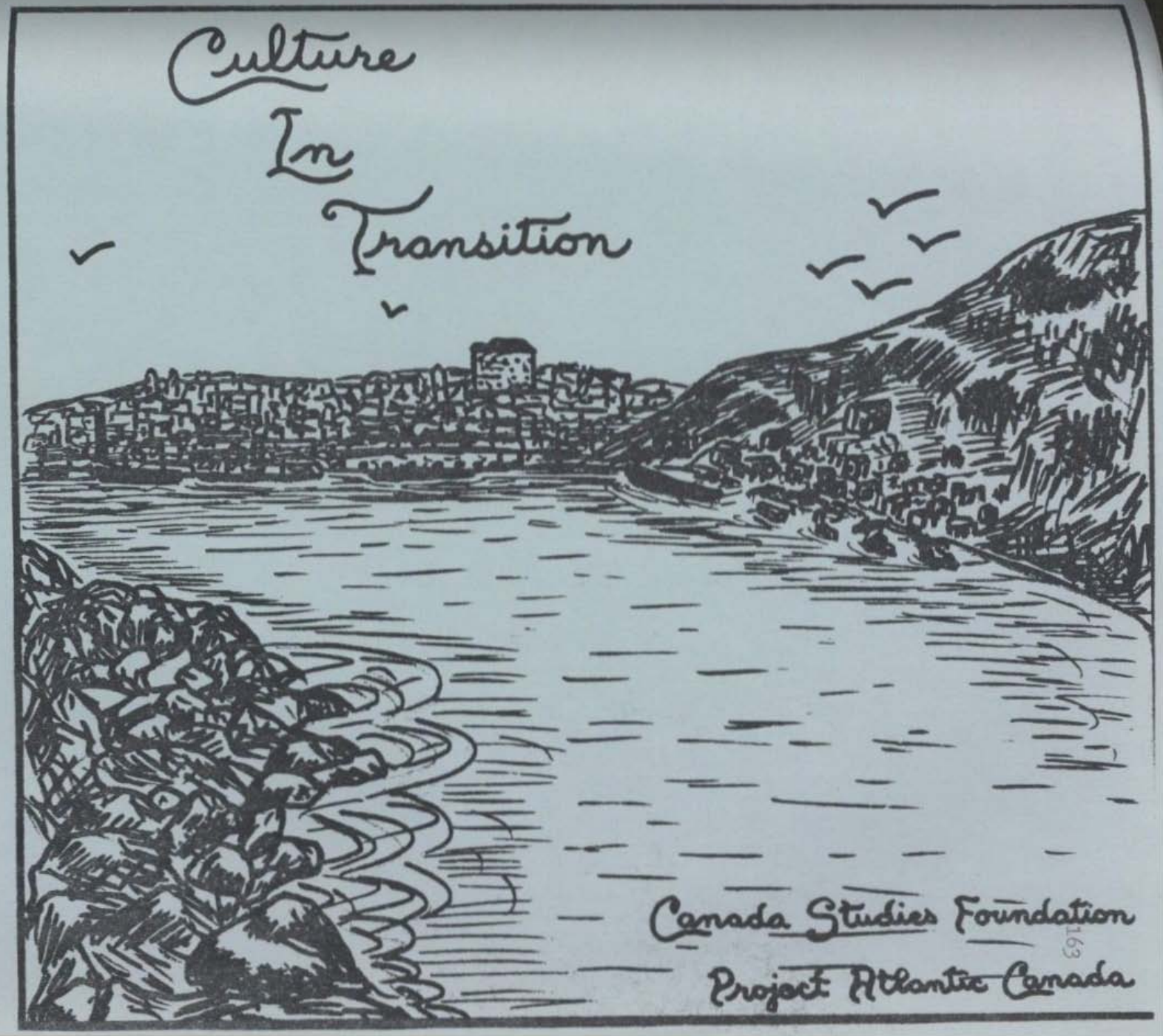


people who have lived in a certain way for a long time suddenly find their way of life changing. This can happen for many different reasons. But if it happens, and it often does happen, many problems can and usually do result. The way of life, or culture as we called it before, changes. This change might not matter very much to some people but to others it means a great deal. It makes some people very unhappy. Can you think of any reasons why this might be so?

There is much cultural diversity in Canada today. For example, Canadians who live on the prairie farmlands do not have the same way of life as those in large cities, like Montreal or Toronto. Also Canadians who like in the Atlantic region have another way of life. English-speaking Canadians do not have the same cultural background as those who speak French. The native peoples of Canada, the Indian and the Eskimo, do not have the same culture as the white people. These are just some of the differences which make up the Canadian people. But even though there are differences, they are all Canadians.

In the books that follow, we are going to look at one area which has helped to develop a different or diverse culture. This culture has existed for a long time, but it is now starting to change. When something changes it goes from one form to another. We say that it is going through a transition. The word transition simply means change. We are going to look at a culture in transition. We will see the problems that have come from this transition. We are going to study the city of St. John's. This is the capital city of Canada's tenth and newest province, Newfoundland.

ST. JOHN'S


Culture
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CANADA STUDIES FOUNDATION

PROJECT ATLANTIC CANADA

St. John's Project

CULTURE IN TRANSITION :
PROBLEMS OF A CHANGING LIFESTYLE

Booklet Number Two

THE BEGINNINGS OF ST. JOHN'S

ST. JOHN'S PROJECT

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It is early in the 1500's, and a vessel has just set out from a seaport in the west of England. The vessel is bound for the fishing grounds to be found far across the Atlantic Ocean. After sailing for many months, the Captain soon guides his little ship to an area where the water is not as deep as in other parts of the ocean. Here he knows that he and his crew will find the fishing to be very good. The men become very happy and excited. Now they know that their long weary voyage and hard work will be rewarded. The Captain and his crew have arrived at what is called a fishing bank. On a fishing bank the ocean floor is much closer to the surface of the water. Here, also, the fish are always found in great numbers. This special fishing bank is to be found just off the coast of Newfoundland. It is known as the Grand Bank.

What has brought the Captain and his crew so far from home? Why has he come? How did he find out about the good fishing in this area? To find the answers we must go back many years in history and begin our story in the eleventh century.

At this time there were wars being fought in the lands of the Far East. Many men from Europe went to fight. Those who returned to their homes told stories of the riches which they had seen in these faraway countries. Many of them brought back new kinds of food and cloth. Encouraged by this wealth, many European adventurers decided to journey to the Far East. One such man was Marco Polo. He, together with his father and his uncle, spent about twenty years in the area which we now know as China. When the Polos returned home to Venice in 1295, they brought with them fine cloth, spices, and precious stones. They also had many interesting stories to tell. These stories made the people of Europe even more interested in the lands of the east.

Before long the countries of Europe began to trade with India and China. Goods from the east were carried westward across land to the shores of the Mediterranean Sea. A few years later, however, a very warlike people captured the lands near the eastern part of the Mediterranean. They then charged a very high tax on all trade goods which passed through. Soon, therefore, men began to search for a new route to the Far East.

During the fifteenth century it was believed by many learned men that the world was round. If this were true, it would be easy to reach the lands of the east by sailing west. To many people in Europe this idea seemed to hold great possibilities. The idea was further helped by a report which had been given many years before by Marco Polo. In this report the adventurer had said that the lands of the east were bordered by an ocean. If this were true, then it was thought that this must be the same ocean which touched the shores of western Europe.

During this time also, men were becoming more serious about the world in which they lived. This was the era of great explorations. Countries such as Portugal, Spain, Holland, France, and England sent out men and ships to find new rich lands. The setting was right for new discoveries.

The early explorers were partly right in thinking that it was possible to reach

the east by sailing west. Little did they realize, however, that in the ocean between Europe and the east was a large land mass. This land mass would later be called America. The far northern part of this America would come to be known as Canada.

Important to our story is one such explorer by the name of John Cabot. He set out from England also intending to find a new route to India and China. When he sighted land in 1497 he thought that he had arrived at some eastern land. We now know that he landed in North America. Most important, however, is the fact that he found the waters near the coast filled with fish. He reported his find when he returned to England. This was very welcome news indeed.

Fish was a very important food in western Europe at this time. But by the late fifteenth century, fish was becoming scarce along the coast of Europe. The fishermen were then forced to travel longer distances to obtain their catches. It was for this reason that John Cabot's find was so important. It was also for this reason that fishing vessels set out from Europe to fish the waters off the coast of North America. The fishing captain in our story was one such person who ventured out from England to fish for cod along the Grand Banks.

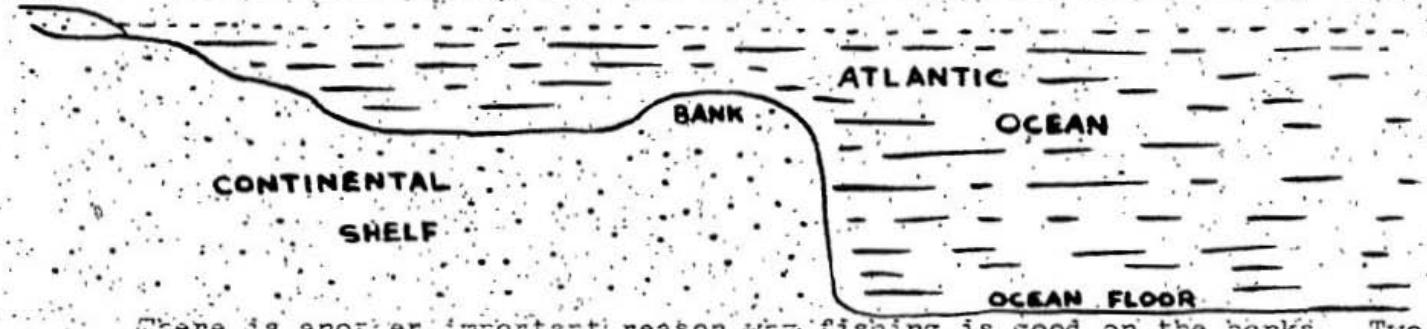
Today we know that in order to keep food fresh for a long time it must be refrigerated. But in those early days there was no such thing as refrigeration. Because of this there were only two ways in which fish could be preserved for the long journey back to Europe. One way was to heavily salt the fresh fish and pack it in the hold of the ship. This was called storing it "green". It was the method used by the fishermen of most European countries. The English, however, did not do it this way, mainly because they had a shortage of salt. They dried, salted, and cured their fish on land. Then they stored it in the ships for the journey home. For these purposes, then, settlement of the land, though only of a very limited nature, was necessary during the fishing season.

Fishermen therefore came at the beginning of the fishing season. They found well-protected bays, and built small quarters, stages, flakes, packing bins, and storage sheds. Timbers were cut to build their quarters, flakes, and wharves. Soon many little harbours became stopping off places for English fishing vessels. The fishermen were not interested in what the land looked like. It did not matter to them whether it was flat, or hilly, or fit for farming. They were only interested in a place where their ships could find protection from the open sea. They were happy when they could build their stages and flakes close to their fishing grounds. One such stopping-off place was St. John's.

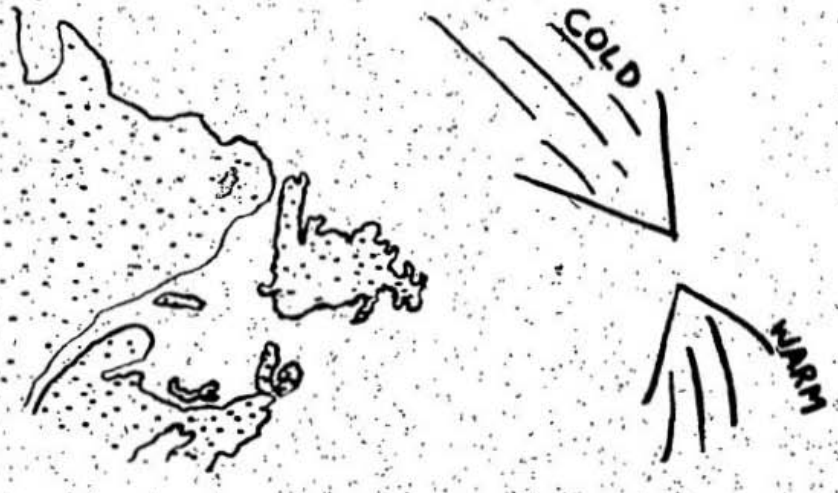
The fishermen who came to Newfoundland during these early years were not interested in settling. They only wished to stay during the fishing season. At the end of the season they were happy to return with their catches to their homes in England. But what would happen to the stages and flakes which they had built? If they were not destroyed by the winter weather, they might be destroyed by the Indians who lived in Newfoundland. They might also

STOP, LOOK, AND INQUIRE

Just off the shores of the Atlantic Provinces (New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland) lies an area where the whole land mass of North America dips under the surface of the ocean and runs out for many many miles just a few hundred feet below the surface. This area is called the Continental Shelf. Some parts of the Continental Shelf are even closer to the ocean surface. These areas are called fishing banks. Fishing on the banks is usually very good. There are many reasons for this. One reason is that the sunlight can easily filter through the more shallow water. This helps the growth of ocean plant life which is the food of small sea animals. These in turn provide food for small fish which are then eaten by larger fish.



There is another important reason why fishing is good on the banks. Two currents or streams of water meet in the area of the banks. One is a cold current flowing in from the north, and the other is a warm current flowing from the south. When they meet they make the temperature of the water ideal for the growing of plant food. In addition to this, the cold current from the north often brings small pieces of ice which have broken off the land in the north. These chunks of ice often have small pieces of earth frozen into them. When the cold current meets the warm current in the area of the fishing banks, the ice melts. The earth which usually contains plant material sinks down until it settles on the surface of the shallower banks.



STOP, LOOK, AND INQUIRE

1. 

On this map try to trace the old trade route.

2. Take a small ball in your hand. Place a mark on it which you will call A. Now, place a second mark which you will call B a little to the right of A. In doing this you are moving east. Now, starting at A, find a way to get to B by moving left. You are now moving west. Can you see how the early adventurers hoped to reach the Far East?



John Cabot setting foot in North America

be destroyed by fishermen from foreign vessels. This would mean that they would have to rebuild their fishing quarters every time they returned to Newfoundland. Therefore, it was necessary to leave caretakers behind during the winter months. These caretakers became Newfoundland's first settlers.

Not all of the ships that came to Newfoundland came to fish, however. Some ships came to buy the catches from the fishermen. Such ships were known as "sack ships". These ships took the fish back to Europe to trade. Because of this the fishing crews were able to increase their total catch for the season. If it were not for the fact that they had to return to England in the fall, the fishermen might have been able to fish for a longer period of time. But did they really have to return to England? If the sack ships continued to buy their catches, there was really no need for them to go back with the fish. In that case they would be able to stay in Newfoundland all year round. They would then get an early start in the spring and fish late into the fall. By staying over they would also be able to keep fishermen from other countries away from their fishing grounds. This would also help England to control the whole Newfoundland fishery.

The fishermen might have thought this to be a very good idea. However the merchants in Western England (known as the Western Adventurers) did not want any settlers in Newfoundland. They feared that settlers would spoil things for them. Settlers would not only take the best harbours and fishing sites, but would also make their own equipment, and raise their own crops and livestock. Such a process would put many English merchants and farmers out of business. There was also a fear that settlers in Newfoundland would sell their fish to other nations. The unhappy Western Adventurers therefore persuaded the British Government to forbid fishermen to settle in the new land. Over the next few years many harsh laws were passed to keep people from settling in Newfoundland. Some of these laws were as follows:

The captain of the first boat to reach a harbour in the spring became the admiral of that harbour for the season. He was entitled to the best fishing areas for himself. He not only could make any laws he wished, but he could deal with any lawbreakers in any way which he saw fit.

All ships sailing to Newfoundland were forbidden to carry any passengers who might intend to settle there.

No buildings other than those needed for the splitting, cleaning and drying of fish were allowed to be built.

Buildings such as houses were not allowed to be any closer than six miles from the shore.

No land was to be bought for the purpose of raising crops.

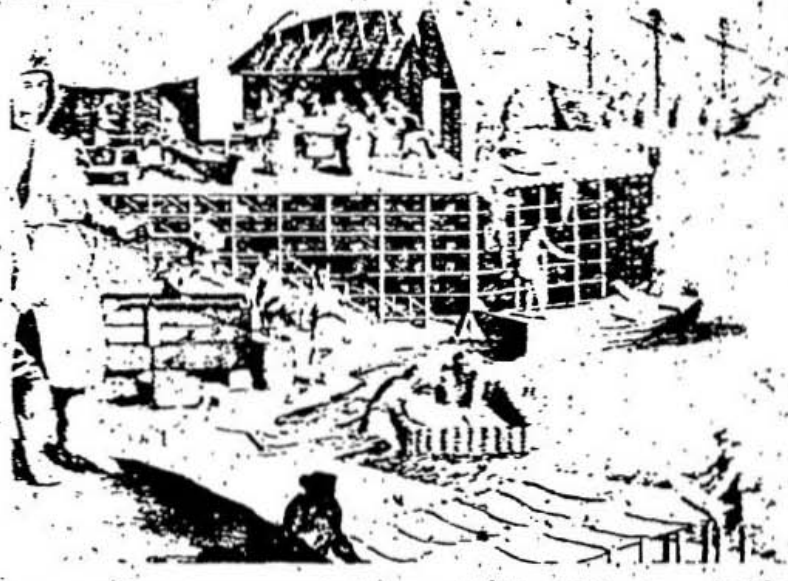
No settler could cut wood or plant crops within six miles of the seashore.

To make sure that no settlers were left behind in the fall, fishing cap-

A drawing from Wells Map 1710-14, showing an early fishing room. →



Entrance to St. John's harbour 1756. ↑



The oldest known picture of St. John's, dating between 1700-1750. ↓



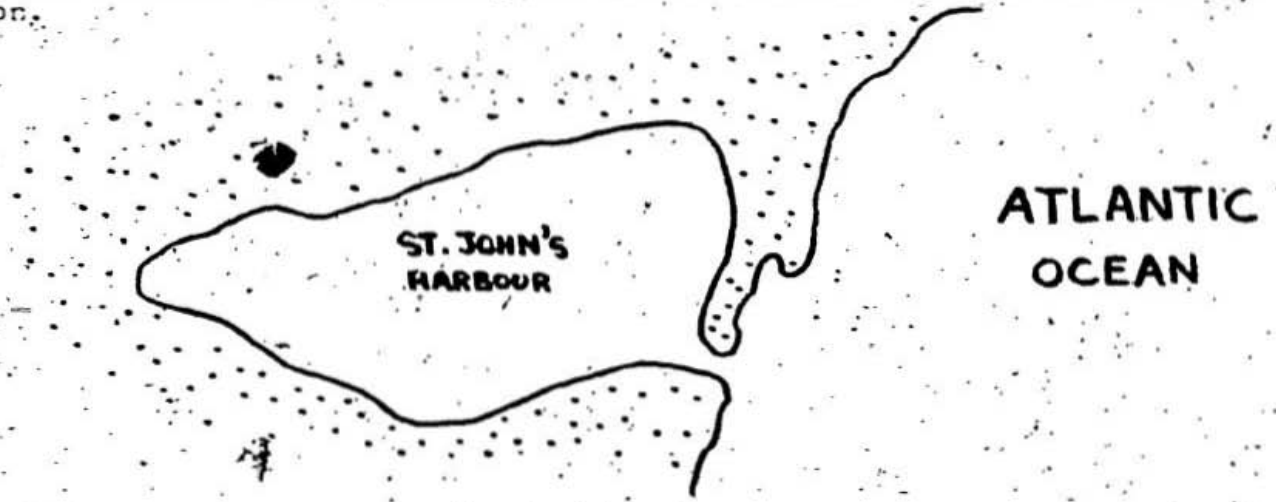
STOP, LOOK, AND INQUIRE

1. 

What did St. John's look like to these early fishermen? Why was the area chosen at all? What was its reason for being? We can answer these questions through reading accounts in history. The answers can also be found by taking a look at the land itself or by looking at air photos or special maps called contour maps.

This is an example of a contour map. The lines which you see are called contour lines. These lines are drawn connecting points of equal height above sea level. In this way we can tell if the land is flat or hilly. The numbers tell us how high above sea level each point is. When contour lines are close together there is a steep slope because the numbers show a difference in height in a very short space. When contour lines are far apart there is a gentle or flat slope. In this way contour maps help us to determine some of the geography of the land. What does this map tell you about the land it shows?

2. Why was St. John's chosen as a stopping-off place? Let us remember the reasons given earlier. Why did fishermen from Britain need to go ashore? Perhaps now we can discover one reason why St. John's was chosen. This diagram gives another reason. Look at it carefully and discover this reason.



STOP, LOOK, AND INQUIRE

We have been looking at reasons why England considered the new land to be of value. We have also discussed the attempts which were made by the British Government to prevent settlement by the fishermen. But what was England's attitude towards settlement in other parts of North America? Were all other areas under English control dependent upon the fishing? If not why were they important?



Sir Humphrey Gilbert landing at King's Beach.

tains were to return to England with the same number of people on board as when they left."

These laws did have an effect upon Newfoundland. They discouraged any major attempt by the fishing crews to settle in the new land. But, as the saying goes, laws were made to be broken. The following passage can perhaps give us some idea of how this was accomplished:

> By 1510 runaways from fishing ships--the Masterless Men, as they are known in tradition,--had spread like a slow, silent tide into remote Newfoundland bays. They lived hard lives in a hard land--but they lived. There were six thousand miles of rock-ribbed, sea roaring coasts to hide them, and here they built their little "tilts" of sod or logs, concealing themselves from strangers and passing ships, getting a little "country meat" from the land, but subsisting mainly on the fish they caught from open boats. Historians have ignored these early planters...nevertheless by 1578, a large part of the Newfoundland coast was occupied. ...A steady flow of new blood came in from Ireland, the Southern Countries of England and the Channel Islands, in the form of labour brought over by great English and Jersey merchant companies to man their fishing factories...A good many of them slipped quietly off to seek freedom in the secret little coves.
> .....
> So the early Newfoundlanders evolved into a unique people--a true "People of the Sea" who eventually ringed the island with more than 1300 outports, ranging in size from two or three families, to as high as fifty. Most of these settlements had no contact with one another or with the world outside, except by water (Mowat, 1970, p.p. 96-97).

As we can see from the above, although many laws were made to try to prevent settlement by the fishermen, settlement did occur. The British government did allow a small number of formal attempts to set up colonies. One such example was John Guy's colony at Cupids. Another was Lord Baltimore's settlement at Ferryland. But for our purposes, it will not be necessary to investigate them here.

Up to this point we have basically been looking at Newfoundland in general. We will now begin to look in some detail at one area of Newfoundland, the capital city--St. John's.

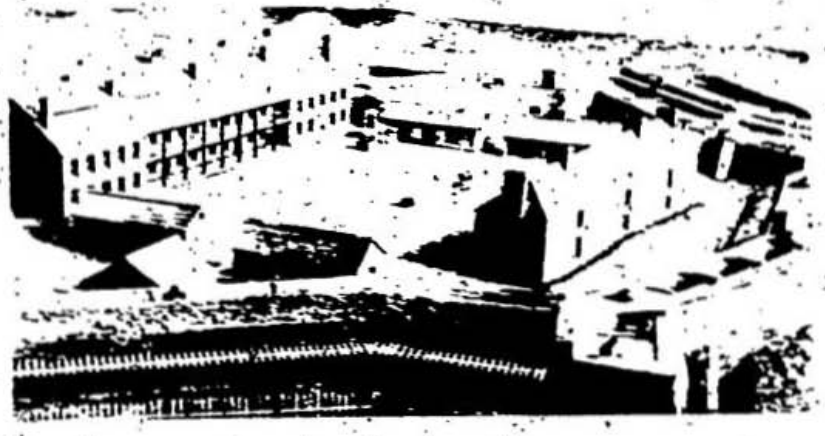
THE BEGINNING OF ST. JOHN'S

According to tradition, the city really owes its beginning to John Cabot who in the year 1497 is said to have sailed into the harbour on June 24, the feast of St. John the Baptist. The name St. John's, however, first appears in a letter written to King Henry VIII by a Captain John Rut of the British Navy Ship "Mary of Guildford" on August 3, 1527. This letter is thought to be the first letter written from North America to Europe.

In 1527 a Tudor sea captain named Rute from Western England was sent out by Henry VIII. This merchant is believed to have built the first permanent



← Fort William based on 1719 plans.



←Fort Townshend based on 1780 plans.

residence in Newfoundland. Because of this, the year 1[illegible] is said to be the actual founding date of St. John's. Like most other areas in Newfoundland, St. John's began as a "stopping-off place" for fishing vessels. Before long, however, some settlement began to take place.

The French explorer Jacques Cartier met Sieur de Roberval there in 1542. It was reported that, at that time, there were seventeen ships in the harbour. The extreme easterly position of St. John's as well as its excellent harbour helped to make it the most convenient port for vessels arriving from Europe.

On August 5, 1583, Sir Humphrey Gilbert landed on an area known as King's Beach. He claimed the whole island of Newfoundland as a British possession in the name of Queen Elizabeth I. Gilbert was drowned on the voyage back to England. But we do have a written account of the event. This account was written by one of the captains of the expedition, by the name of Hayes.

According to Captain Hayes, St. John's at that time was a fairly busy place. There were even merchants living there who had built large homes. There was a favourite walk-way near the harbour to an area which was called The Garden. In this area a large number of flowers and small fruits grew. This walk-way is now considered to be the beginning of present-day Water Street. If this is true, then, Water Street can be said to be the oldest street in North America.

Around this time, too, St. John's began to have a permanent winter population. This was made up chiefly of the caretakers left behind by the fishing ships. Many English merchants were also building large homes in spite of the laws which made settlement illegal. Many of the wealthy merchants also had many servants with them in St. John's. These servants took care of their masters' property and also took part in the fishery. Life was far from being easy. In the spring the fishermen who came out from England would badly damage the property of the residents. Many of the merchants complained to the British government. One of these merchants, Thomas Oxford, even sent a petition. According to Oxford, his family, like other families, [illegible] property in St. John's for over seventy years. However, the damage caused by the summer fishermen was so great that "1,500 men in the Harbour of St. John's will hardly make good the damage done there in three weeks...."

Before long St. John's was becoming a great trading area. Many ships came to trade instead of fish. The residents of the area would catch and cure the fish. They would then trade it for either money or supplies to English, French, Spanish, Portuguese, or New England trading ships. The ships from Europe would bring goods such as wine, brandy, and dried fruits. Those from New England would bring rum, sugar, and molasses from the West Indies. Unfortunately, this trade often attracted pirates and enemies of Britain. In 1665 a Dutch fleet under the command of De Ruyter took over St. John's and plundered it.

Again in 1[illegible] St. John's was attacked. This time it was successfully defended by a small group of men led by a merchant named Christopher Martin. Martin, together with twenty-three other men, success-

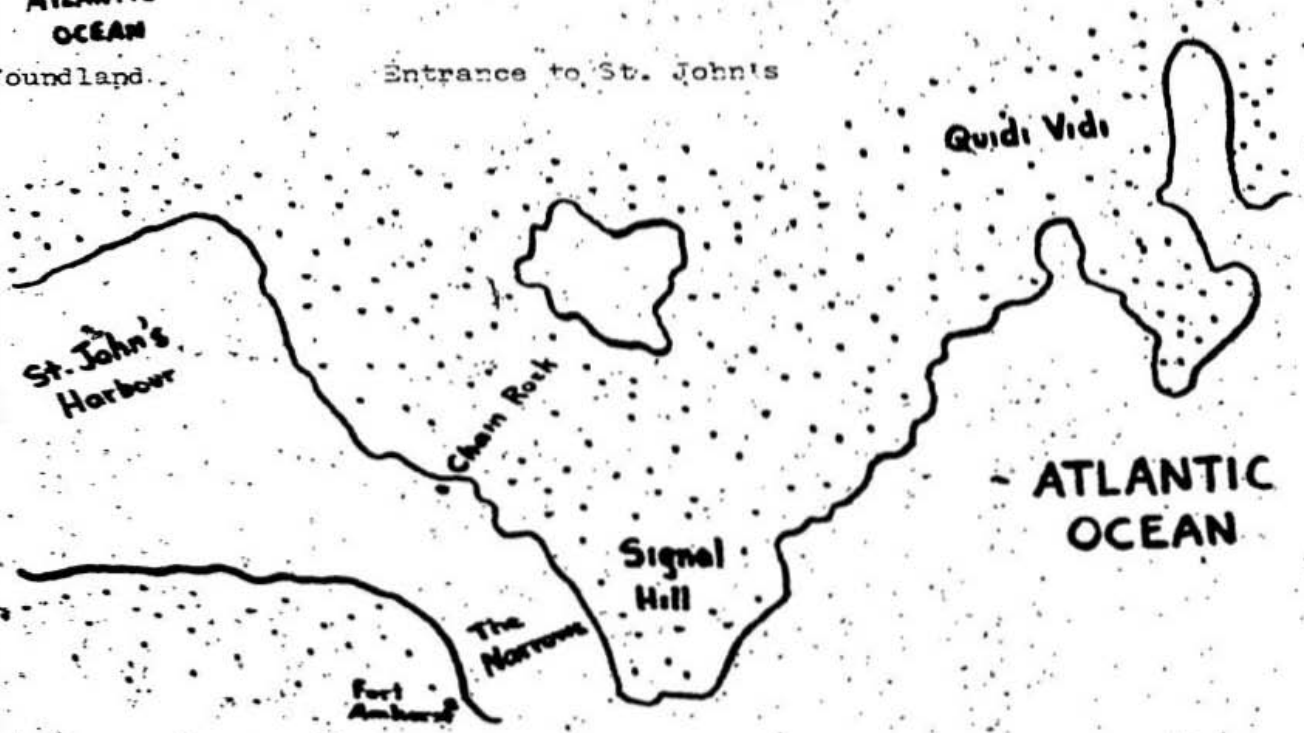
STOP, LOOK, AND INQUIRE

Using the following diagrams, see if you can follow the French and the British battle plans.



Avalon Peninsula, Newfoundland.

Entrance to St. John's



fully beat off an attack by three Dutch warships. To help them in their battle, they had a small battery at Chain Rock at the entrance to St. John's harbour. There they placed six cannons taken from Martin's ship. Later in that same year the same group of men defended St. John's against an attack by pirates. Soon after these attacks, forts were built on either side of the entrance to St. John's harbour, later called the Narrows.

Therefore, by 1700, the English government had built a number of small forts to protect the harbour. The cliff on the right side of the entrance to St. John's harbour was known as Signal Hill. It was given this name because it was used as a signal and look-out area to warn of enemy ships approaching St. John's or nearby Fort Pidi Pidi.

During the war between France and England, St. John's was the scene of many battles. It was captured in 1696 by French troops from the French colony of Placentia in Newfoundland. English troops recaptured the territory from the French again in 1697. At this time Fort William and Fort George were built to help protect the town.

Within a short period of time St. John's was captured a second time. The town was burned and the forts were destroyed. All the guns and some two hundred prisoners were carried back to the French fort at Placentia. Because of this, the English built stronger fortifications. Garrisons of British soldiers were now made ready in case of renewed enemy attack.

During the next few years the people of St. John's lived more or less at peace. But then in May 1762 French forces set out from France to capture all of Newfoundland. Their battle plan was as follows: the French troops would land at Bay Bulls. They would march from the south-west over the South Side Hills into St. John's. Meanwhile the French ships would attack at the Narrows. The plan was successful. Later, however, the British troops under Colonel William Amherst came from Halifax and landed at Torbay, situated north of St. John's. From there they marched south over the marshes towards the town, taking the French by surprise.

The battle which followed reached its greatest fury on Signal Hill. There on September 12, 1762, the British captured the French guns. Within a space of eight days the French were forced to surrender. This marked the last time that the French would be in possession of Newfoundland.

The Treaty of Paris, signed in 1763, officially brought the war between England and France to an end. However, in St. John's the threat of war continued to be felt. It was therefore decided to improve the fortifications of the town, and to install a permanent British garrison. For this purpose, Fort Townshend was built to house the soldiers of the garrison. In addition, several other forts were built. One was built at the top of Signal Hill and the other was Fort Amherst on the south side of the Narrows. Chain Rock, the site of Christopher Martin's fortification against pirates, was also used as part of the defense system of the town. A boom made of chain and logs was stretched across the Narrows from Chain Rock to the south side to keep out enemy ships. Now, with the

Early St. John's









repaired and newly built fortifications, and the garrison in residence at Fort Townshend, it was thought that the people of St. John's could feel reasonably safe.

ST. JOHN'S: THE PEOPLE AND THE TOWN

What about the people who lived in St. John's in these early years? What types of lives were they leading?

We know that the first attempt at some form of civic government was made in 1711. At this time people of the town assembled to make rules for their area. This assembly was led by Captain J. Crowe, Commander-in-Chief of the forces in Newfoundland. Among the rules which they made were the following:

a) a collection was to be made to repair the church and pay the minister;

b) laws were to be enforced against drunkenness, cursing and swearing;

c) a police force was to be organized from among the residents or crews in the town.

Rules such as those given show that some hint of civic pride was beginning to show, even during those early years of the development of the town.

In the beginning various governors were appointed by England to look after the affairs of Newfoundland during the summer months. In many of the laws made by these governors, we find mention being made of buildings such as courthouses and prisons. From this we can assume that St. John's was becoming a real town.

Until 1763 St. John's was very much the same as any other settlement in Newfoundland. Before long, however, it became the centre for the merchant class, or those people who controlled most of the business in Newfoundland. Most of the trading with foreign vessels took place in St. John's. Many convoys of vessels arrived there to unload their cargoes. By 1786, St. John's was showing signs of growing into a major town. Many of the merchants owned fine homes. Many more houses had been built by the people. Farming was also increasing.

During the American War, St. John's received a flood of immigrants who helped to build up the town. Before they came, the population of St. John's was made up mainly of merchants, shopkeepers, tavern-owners, store-clerks and labourers. The 1794 census, however, showed that many new trades were coming to St. John's. In addition to the usual coopers, blacksmiths, and carpenters, there now could be found tailors, bakers, watchmakers, barbers, shoemakers, masons and schoolteachers, to name but a few. St. John's was indeed growing up.

If however, we are to believe what has been written about the town, it was far from being a pleasant or a pretty place to live.

The following description of St. John's was written in 1762 by Sir Joseph Banks, a visiting naturalist:-

> St. John's, 'tho the most disagreeable town I ever met with, was for some time perfectly agreeable to us.

In reference to a ball which he attended:-

> ...the want of ladies was so great that my washer-woman and her sister were there by formal invitation. But what surprised me most was that after dancing, we were conducted to a really elegant supper set out with all kinds of wine and Italian liqueurs...

A description of the town:-

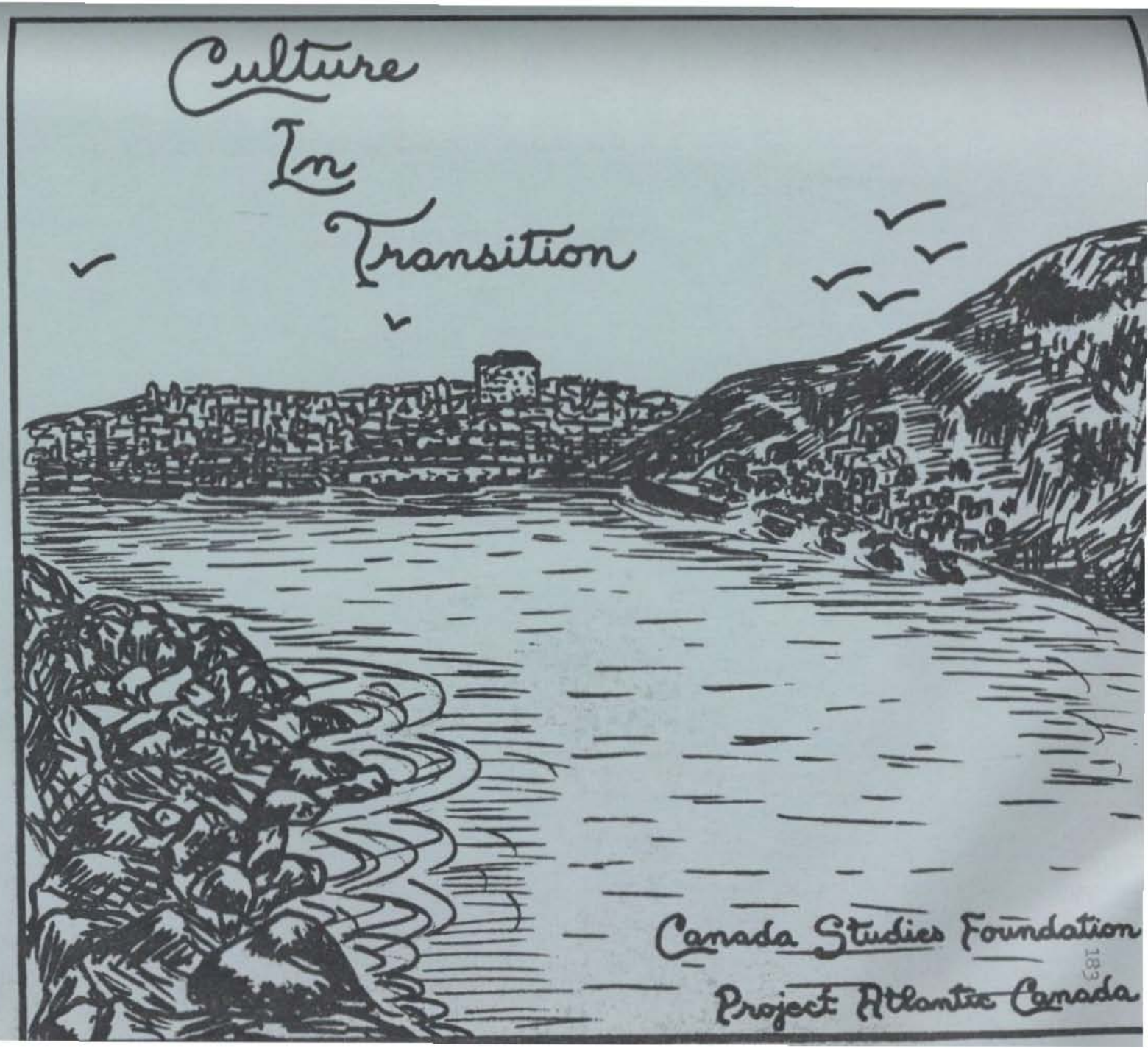
> It is built upon the side of a hill facing the harbour, containing two or three hundred houses and near as many fish flakes interspersed, which in summer time must cause a stench scarce to be supported... Here is no regular street. The houses being built in rows immediately adjoining to the flakes, consequently no pavement. Offals of fish of all kinds are strewn about.

Nevertheless, St. John's was growing. Newfoundland still had no resident governor, and settlement was still frowned upon. It was still illegal to own land and to build houses.

Yet, the population of St. John's was increasing and a definite way of life was starting to take shape. St. John's was set apart from other areas of settlement around the island. In many cases those settlements suffered from isolation. But St. John's was very much in contact with Europe. Even though it was European in many ways, it was also forming a character of its own--a unique culture.

We now have some idea of the early history of St. John's and the St. John's people. In the books which follow we will see how this culture grew and how it is now changing. We will investigate the problems of a changing lifestyle.

ST. JOHN'S



Canada Studies Foundation

Project Atlantic Canada

C A N A D A S T U D I E S F O U N D A T I O N

PROJECT ATLANTIC CANADA

St. John's Project

CULTURE IN TRANSITION :
PROBLEMS OF A CHANGING LIFESTYLE

Booklet Number Three

PROBLEMS OF A CHANGING SOCIAL LIFESTYLE

ST. JOHN'S PROJECT

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INTRODUCTION

St. John's. What do we think of when we hear that name? What is St. John's? Where is St. John's?

St. John's is a city. It is the capital city of our tenth province, Newfoundland. It is a city that is beginning to grow. It is a city that is new, yet very old. How can this be so?

We have learned that St. John's was used as a "stopping off" place for fishermen from Europe. It was such a port as far back as the sixteenth century. In this way it is very old. Yet for many years laws made by the British Government forbade people to settle in any part of Newfoundland, including St. John's. For this reason it was very slow to develop.

However, St. John's did grow. Because of its excellent harbour and also because of its good position many ships would gather there. The position of St. John's is important because it is situated on the eastern part of the Avalon Peninsula. Therefore it is close to Europe. Soon merchants came and began to settle in St. John's. By settling in the town they could do business with the fishermen. St. John's soon became the centre for trade for the whole island. People from other areas of Newfoundland would usually have to come to town to conduct any important business.

But how did St. John's become the capital of Newfoundland? In 1728 the British government decided that Newfoundland needed someone to keep the peace. This was especially needed during the season when the fishing fleets were there. It was in 1729 that the first royal governor was appointed. He was Henry Osbourne, an officer from a convoy ship stationed in Newfoundland.

In the years that followed, the royal governors were usually commanders of British convoy ships. These ships would come to Newfoundland in the spring and return to England in the fall. Because of this the governor always held his office on board his ship. During those days St. John's was the main meeting place for ships coming from Europe, St. John's became the natural place for the governor's ship to anchor. Therefore, it automatically became the capital from 1729 on.

In one book we looked at St. John's from its beginning up to the 1700's. We discussed its reason for being. We looked at some of the happenings which helped to form its history. However, as we said before, we are mainly interested in looking at St. John's as an area that is changing.

We looked at three special words, culture, diversity, and transition. Can you remember what these words mean? If we say that St. John's is an area of cultural diversity, that is going through a transition, can you explain what this means?

We must remember that all towns are made up of people, and that all people have social lives. In St. John's social lifestyles have also undergone a transition. In this book we will study the problems caused by this change in social lifestyles.

STOP, LOOK, AND INQUIRE

During the 1800's two visitors of note came to Newfoundland. They were J. B. Jukes (1842) and R. B. McCrea (1869). These men wrote books in which they described the people they met while on the island. The descriptions they gave applied to Newfoundlanders in general. Since this also included St. John's people, however, we will now take a look at what they had to say.

The native Newfoundlander, they said, had remained much the same as his European ancestors. His manners and customs had not changed over the years. His greatest asset was his generosity to his neighbours. He was also known for his kindness to strangers. His life was easy-going, and he was very honest and hard-working. The Newfoundlander usually lived either off the sea or off the soil. Therefore, he had over the years become quite hardy. He most likely was very fond of alcohol, especially if he were Irish. He also was very interested in knowing what was going around him, and it made little difference if the happenings were important or not.

According to these writers, the Newfoundlander at this time was easily led. He wished for someone to do his thinking for him. If he were of English descent, he would always rely on the merchant. If he were of Irish descent, he would always rely on the parish priest.

The Newfoundlander of the nineteenth century was often superstitious. For example, he often fixed horse shoes, not only over the door of his house, but also on schooners and boats.

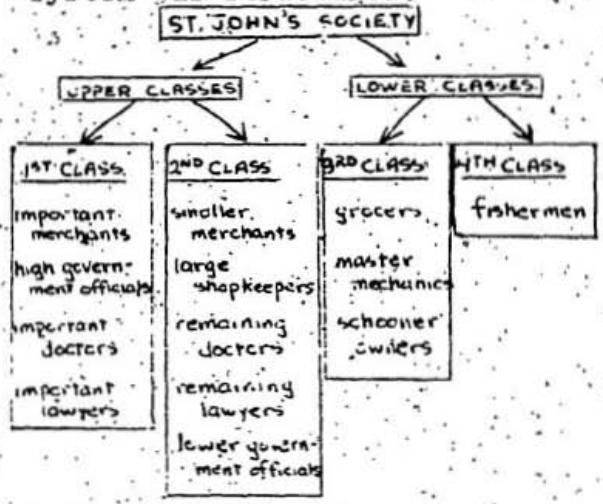
But his greatest characteristic, according to these writers, was his generosity and charity. It made no difference what religion he was. The native Newfoundlander was very kind-hearted. According to Jukes, Newfoundland had some of the most generous people in the world.

1. Do you think that it is possible for a whole group of people to have the same personality characteristics? Think of your own family. Does every member of your family act in the same way? Give reasons for your answer.

2. Some of the early writers said that the lifestyles of the Newfoundlanders whom they met were very much like those of the people of Europe. Why could this be so?

Class Divisions

During the nineteenth century, St. John's society appears to have been divided into two main social classes, the upper class and the lower class. Each of these was also further divided socially. If we look at the following diagram we can see how this class system was structured.



During this time the upper classes hardly ever mixed socially with the lower classes. We know this from many books and accounts which were written during the time. The upper classes had their social activities, and the lower classes had theirs. The only times they really did mix were during fairs or sports events. We know of one group, however, which did mingle to a certain extent with the upper classes. These were the young men who were store clerks. Many people used to call them yardstick knights. In those days these young men lived with the merchants and their families. They were not as high socially as the members of the merchants' families, but they were well taken care of.

By the middle of the nineteenth century most of the merchants lived in St. John's all year round. Before this time they would only be in Newfoundland during the summer months, and during the winter they would return to England. But now they stayed in St. John's. Many had built fine, comfortable homes in the area. These merchants were the social leaders of the community. They lived very active social and cultural lives.

From the early years of the nineteenth century they enjoyed very comfortable lives. Some of them sent their children to private schools. Others sent their children to England to be educated. The permanent garrison stationed at Fort Townshend greatly helped the social life of St. John's during the nineteenth century. Members of the British navy were also in St. John's during this time. In 1807 there were about seven hundred troops, engineers, riflemen, and foot soldiers in the garrison. British warships were always in port also. Their job was to guard the convoys and to protect the fishing ships. To the people of nineteenth century St. John's it was wonderful to see all the ships in port. The harbour would be filled with merchant ships from many of the outports. These were all bound for Britain, the West Indies, or Spain. They would be accompanied by a convoy of two or three British ships.

When the ships were ready to sail, thousands of people would go to the waterfront to watch. These would be joined by many of the soldiers from the garrison. Their colourful uniforms would add to the excitement of the crowd.

From 1837 to 1870 the garrison played an important role in the social life of the

STOP, LOOK, AND INQUIRE

1. Were there any divisions in the society of your community during the nineteenth century? If there were, compare them with those given here for St. John's.

2. There were many other garrisons of soldiers in other areas of North America during those days. Choose any one, and try to discover how it affected the lifestyles of a community near which it stood.

3. Compare the upper class social life in nineteenth century St. John's with that of the upper classes in your community during this time. Find any similarities or differences.

4. What was the centre of cultural life in your community during the nineteenth century?







An Oldtime Theatrical

Two centres of cultural and social life in early St. John's (top: the Atheneum; bottom: Government House). What were the centres of cultural and social life in your community?

town. At this time there were soldiers at both Fort Townshend and Fort William. Sometimes they held parades in the area known as the Barrens. They would assemble there, and then march through the town accompanied by their bands. When they arrived back at the grounds of Fort Townshend, they would give military displays, much to the enjoyment of the people. To them it was all very thrilling.

Upper Class Social Life

We know from records of the time that the upper classes lived a very full social life. This was especially true of the young ladies of the upper classes. There were balls, picnics, dinners, and both amateur and professional drama productions. Government House, the residence of the Governor, was the social centre of the town. The Amateur Theatre was also a centre of cultural entertainment.

This Amateur Theatre, believed to have been somewhere on the Lower Path, present-day Water Street, was built in 1822. There, local actors, as well as groups of professional actors from the United States and Great Britain, would perform. As far as we know, this Amateur Theatre operated until 1846.

The local actors were usually young men from the town and officers from the military garrison at Fort Townshend. At this time it was not thought to be proper for young ladies to act in plays. Therefore men took all the female roles. Records show that amateur plays stopped after 1846 and did not start again until 1852.

As we can see, life in St. John's in the nineteenth century was not dull. A building called the Atheneum was the centre for cultural events. There was a library which was growing larger all the time. One of the oldest institutions of culture, the Newfoundland Museum, was begun in the early 1800's. There was even the Native Hall, a place begun as a classical school. It contained a lecture room, a library, and a reading room.

It was in the nineteenth century also that education was beginning to be looked upon more seriously. A number of schools were scattered about the island. These schools were run by various denominational missions. In St. John's there were private schools for the sons and daughters of the wealthier classes. There, in addition to the regular school subjects, they were taught such subjects as music, art, and dancing. It was thought that these subjects would help the students to receive a thorough education. By the middle of the nineteenth century some schools in St. John's had special teachers from Europe to teach subjects. There was even one school, the St. John's School of Art, which taught only art. This school was opened in 1886.

From what you have read, do you think St. John's was an interesting place to live? How did it compare to your town in the nineteenth century?

Societies

Usually in every town we find societies and organizations. Early St. John's was no exception. During the 1800's there were a great many societies. There were so many, in fact, that we could not possibly look at them all. We will now look at some of the more important ones.

STOP, LOOK, AND INQUIRE

As we can see, there were many interesting things to see and do in St. John's in those days. But what about in other parts of the island? From what you have read about how other parts of the island were settled in the early days, see if you can picture what life would be like in these other areas. Remember the problem of limited communication with other places.



St. John's in the nineteenth century. Compare these pictures with pictures of your community during this time. Are there similarities or differences?





The first organization, founded in 1806, became known as the Benevolent Irish Society. At that time St. John's had a population of about four thousand people. The town was very small and very overcrowded. There was much sickness, there were no hospitals, and poor children were growing up without an education. The arrival of poor Irish immigrants hoping to make a living in St. John's only helped to make matters worse. The overcrowding and poverty increased.

Some Irish gentlemen who lived in St. John's at the time decided that they must do something to help. After some discussion they decided to form a society. This society they called the Benevolent Irish Society. It was a society for Irishmen or the sons of Irishmen. It made no difference if they were Protestant or Roman Catholic. It was only necessary that they be good citizens. The society arranged funerals for poor Irishmen and helped to support orphans. It also did all it could to help the sick, the old, and the lame. It was responsible for organizing many social events, including an annual St. Patrick's Day parade.

The Benevolent Irish Society was St. John's first society, but there were many others. In fact, the number of societies which existed in nineteenth century St. John's was very great indeed. We know that they perhaps covered a great many topics. There were charity organizations, sports clubs, dramatic clubs, dramatic clubs, literary clubs, youth clubs, denominational organizations, trade and commerce organizations, and agricultural societies, to name but a few. All in all, the average nineteenth century St. John's resident appears to have been very sociable.

Sports

Ask any St. John's resident what the most important sporting event of the year is, and he will probably say the Regatta. Written records of the event are few, but it is generally believed that the first St. John's Regatta took place in 1828. The races in those days were quite different from those of modern St. John's Regattas. Today six-oar racing shells are used. But in those days the races were rowed in whaleboats, dories--rowboats used for fishing, and other small boats.

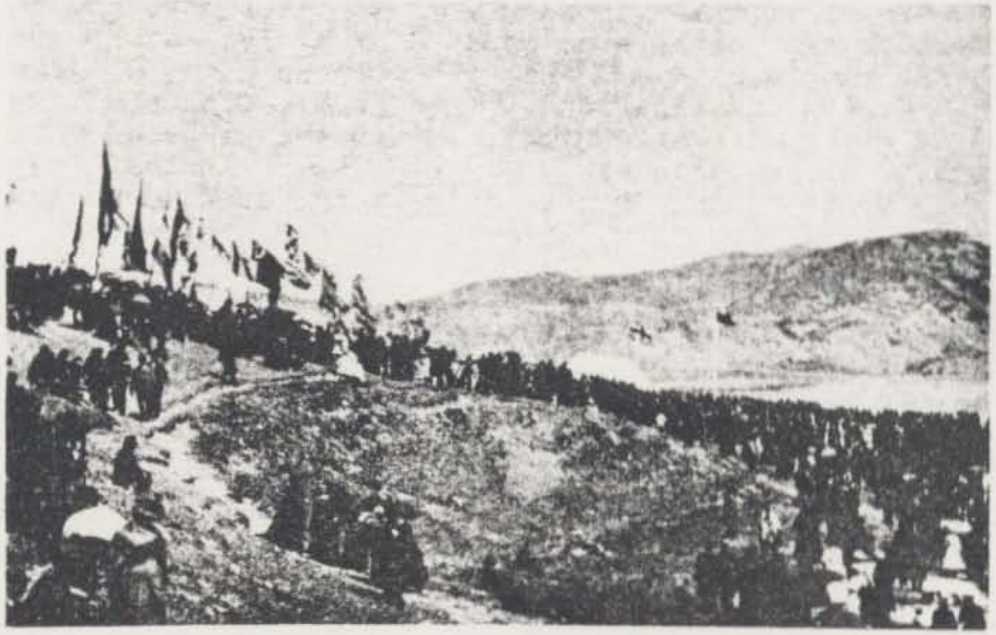
The Regatta then, as well as now, was held on Quidi Vidi Lake. At first only men were allowed to take part, but the year 1865 saw the very first ladies' race. During the Regatta, a great many people from the town assembled on the banks of Quidi Vidi to watch. In the nineteenth century, as well as now, the people of St. John's thought the Regatta to be one of the most enjoyable events of the year. The banks of the lake would be dotted with amusement tents of all description. Everything would take on an atmosphere of fun. The Regatta was one of the most important events of the year for all classes of people.

Even though the Regatta was probably the most popular sporting event of the year, it was not the only one. Among people of the upper classes, tennis was quite a popular game. Perhaps its popularity was based on the social aspect rather than on the sport itself. A tennis club existed in St. John's in the later half of the nineteenth century. This club was

STOP, LOOK, AND INQUIRE

1. See if you can discover the names of any societies which existed in your community during the nineteenth century.

2. What were some of the sports which were played in your community during the nineteenth century? Which sport was considered to be the most important?



The St. John's Regatta in the 1880's. See if you can find pictures of sporting events from your community during the nineteenth century.

called the Newfoundland Archery and Lawn Tennis Club. Its name was later changed to the Newfoundland Lawn Tennis and Croquet Club. This club was not only open to the citizens of St. John's, but was also open to important visitors. It was also open to the officers of the visiting British warships.

St. John's also boasted a football league during these years. There were several teams made up of members of various societies and employees of various business firms. These teams often played teams from the visiting warships.

One of the most important indoor sports was bowling. By 1892 there were three bowling alleys in St. John's. There were some differences, however, in the bowling played in the nineteenth century and that played today.

Many other sports were played in St. John's during this time. Records show that boxing and wrestling were popular. These matches were usually made up of men from visiting warships and some local fighters. Another sport quite popular in the late 1880's was ice hockey. This was introduced to Newfoundland by men from the Canadian mainland. These men were working for the Reid Railway in Newfoundland. The first hockey game was played on Quidi Vidi Lake during the winter of 1896. The equipment used in that first game was not at all like the equipment used today. To us now it really seems very funny. The players used walking canes for hockey sticks and a cricket ball for a hockey puck!

Another sport held in St. John's in the nineteenth century was horse-racing. This, however, was not popular with all classes of people. It was enjoyed only among the upper classes. The race course was usually along Circular Road to Fort Townshend, and by Military Road back again to the starting point on Circular Road.

During the nineteenth century much of the area in and around St. John's was covered with trees and fields. The woods around the town were good for hunting. This was one of the favourite pastimes of residents of St. John's. There was also much trout fishing in the many ponds and streams around the town. This was often combined with berry-picking in the fall of the year.

Taverns

Taverns were very common in St. John's during those days. They were among the most popular meeting places for the citizens. There were about thirty-three taverns in St. John's alone. Many of them had very unusual and colourful names. Some of the names we know of were the London Tavern, Rose and Crown, Britannia, The Union Flag, Weathersheaf, Nelson, Standard, The Jolly Fisherman, Duke of York, The Bunch of Grapes, The Blue Ball, and The Red Cow. Most of these taverns were situated on the Upper and Lower Paths. The most important was the London Tavern. It not only had its own billiard table, but it was also the place where merchants and other important people in St. John's gathered. This tavern was also the scene of many grand dinner parties and dances attended by the upper classes.

During the 1800's taverns were considered to be very interesting meeting places. Soldiers, sailors, and fishermen from many parts of the world

STOP, LOOK, AND INQUIRE

See if you can discover what was the most popular social activity in your community during the nineteenth century.

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY



could be found there. Stories and tales of adventure were told to anyone who wanted to listen. In those days it seems that many people did wish to listen.

Up to this point we have looked mainly at the social and cultural life of the upper classes. We know that these people attended plays, balls, and other types of social gatherings. They read the books popular during the nineteenth century, and enjoyed good music. Records show that there were many musical instruments such as pianos and violins in St. John's at this time. We even know that there were no church organs in the early 1800's. Singing was started through the aid of a pitch pipe. We have been told that card-playing and lotteries were important pastimes in those days. But all of these were usually enjoyed by the upper classes of people. The lower classes rarely if ever shared in these activities. Can you suggest any reasons why this was so?

Lower Class Social Life

What about the members of the lower social classes? Did they enjoy any social or cultural activities?

We must not think that the lower classes were without any such activities at all. Their lives had a great many moments of enjoyment. Over half of the population of St. John's during the nineteenth century were of Irish descent. In those days this also meant that they were Roman Catholic. Most of them were immigrants. They had come to Newfoundland to make a living for themselves and their families. Usually they lived in the poor and overcrowded districts of the town. The fishermen had a hard life, for the fishing season was not always good. They could never really be sure that they would catch enough fish to make a living. Most of them were heavily in debt to the merchants in the town. The merchants would often supply the fishermen with food and equipment before the season started. Then, during the fishing season, the fishermen would sell their fish to the merchants. The merchants decided the prices which they would pay the fishermen for their catches. They would also decide how much the fishermen owed them for the supplies. Because of this, they often owed much more money to the merchants than they received for their catches. This would happen if the fishing season were poor.

Life was often quite hard for the lower classes. However, they always had a social life. Let's take a look at how they lived.

The working day would begin very early in the morning and end very late in the evening. In the case of the fishermen, the work was hard and unsheltered. They fished in all types of weather. They had to put up with all kinds of conditions. Often, in spite of their work, their catch would be small. But the work did not end there. The fish had to be cleaned and cured. Usually the fishermen and their families worked at this for long hours. We can see that their job was not an easy one. The work lasted some six days a week. Sundays were always set aside as days of worship.

The small tradesman's job was very difficult also. He was sheltered from the weather, but he still had to struggle to try to make a decent living for his family.

Do you think that the

STOP, LOOK, AND INQUIRE.

1. Did all classes in your community mix socially during the nineteenth century. If so, try to discover the nature of these activities. If not, try to find reasons why not.

2. Did the lower classes have very many social activities in your community? What types of activities were they?

3. Did the lower classes in your community have as much leisure time as the upper classes? Why or why not?

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY

lower classes would therefore have as much free time as the upper classes? Did the upper classes have to work hard to make a living as did the lower classes?

Customs

We know that even though they didn't have much leisure time, the lower classes did enjoy themselves as much as they could. Marriages and christenings were among the times when they mixed socially. These usually took place in the fall when the fishing season ended, or in the spring before the fishing season opened. On these occasions the people really celebrated. There would be large parties and much singing and dancing. In some cases the celebrations would last for days.

The practice of "waking the dead" was very popular, especially among the people of Irish descent. Friends of the dead person would gather at his house. There they would have a small party in his honour.

On Ash Wednesday the people of Irish descent would parade through the streets dragging a heavy rope. Attached to this rope was a large log. As the parade continued along the streets, every unmarried person, male or female, had to take part. They were forced to grab the rope and help pull the log through the streets. This was probably meant to show that the season of Lent was beginning. During Lent, Roman Catholics were not allowed to marry. The single people in the town were to obey the Church law.

Both Protestants and Roman Catholics had their special saints' days. The most popular were St. George's Day and St. Patrick's Day. These were usually occasions for holding parades and other events.

By far the most popular time of the year, however, was Christmas. During this time the lower classes stopped work and prepared to celebrate the season. A popular custom was that of mummering. Men would dress up in costumes and masks. They would then go about the town playing practical jokes on people. These men came to be known as Fools or Mummers. The people would enjoy the costumes and tricks. However, they were sometimes afraid of the practical jokes.

During the winter there was sleighing on Quidi Vidi Lake. Many sleighing parties were held throughout the countryside. There were also parties and dances, charity balls, and performances of the Amateur Theatre.

We have looked at the social and cultural activities held in St. John's during the nineteenth century. We have also looked at the class structure of the town during that time. Now, let's see if we can make some observations about what we have read.

1. There appears to have been two different social levels. These were made up of two upper classes and two lower classes. Were the lifestyles of these two groups alike? How were they different?

2. Was each social group in a position to equally enjoy the cultural life of St. John's in the 1800's?

3. How did each social group spend the majority of its free time? Did each have an equal amount of free time?

4. Did the two groups mix soc-

ially? Do you think the lower classes would feel comfortable taking part in the social activities of the upper classes?

5. The upper classes were usually wealthy Protestants of British descent. The lower classes, on the other hand, were usually struggling Roman Catholics of Irish descent. Do you think these two groups would get along well together? Why or why not?

STOP, LOOK, AND INQUIRE

What types of work were carried out by the lower social classes in your community during the nineteenth century? Describe a typical day in the life of a person from this lower social class.

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY

STOP, LOOK, AND INQUIRE

Customs are often very different in different areas. Also, customs sometimes help to find out many things about people. For example, they sometimes help us to find out where the early settlers of a community came from. Compare the customs in early St. John's with those of your community in its early days. Were they alike or were they different? What does that tell you about the origins of your community?

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY CONTINUITY

STOP, LOOK, AND INQUIRE

Suggest reasons for the changes in the social structure of St. John's from the nineteenth to the twentieth centuries. How does this compare with modern society in your community? Have there been any major changes in the social structure of your community?

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY

What is St. John's society like today? Has it changed very much since the 1800's? Is there still a division between upper classes and lower classes? Let's see if we can find the answers to these questions.

In the early years of the 1900's, life seems to have changed very little in St. John's. These were the days before Confederation. Life remained, in some ways, very much the same as it had been in the late 1800's. But gradually over the years it began to change. Unlike the people whom J. B. Jukes wrote about, the people of St. John's began to be less and less like their European ancestors, and more and more like the residents of any typical North American community. In some ways this change has been good. In other ways, however, it has not been so good.

Class Divisions

In the St. John's of today there are not the same divisions in classes as there were in the 1800's. In some ways there is still an upper class and a lower class. There are still a number of very wealthy people and there are still a number of very poor. But the average St. John's resident belongs to a large in-between, or middle class. Class structure today is based largely on the income of the family. There is no longer a class structure based solely on the type of work which a person does.

Also in the St. John's of today there are a large number of social and cultural activities which are enjoyed by all members of St. John's society. There are very few activities which belong only to the upper classes. Up to this point we had been looking at social activities which belonged either to the upper classes or to the lower classes. We saw that the upper and the lower classes rarely mixed socially. This is not true of the St. John's of today.

Cultural Life in Modern St. John's

As in most other parts of North America, the people of modern-day St. John's have more leisure time than they ever did before. They do not have to work long hard hours as did their grandparents. There is now much more for the average St. John's resident to see and do, and the number of cultural activities are beginning to increase.

Cultural life has always been one of the most neglected phases of life in St. John's. Nationally, it has not been considered as an area where the fine arts are in great demand. It has always seemed to lack many of those things needed for the fine arts to grow. Since Newfoundland became a province of Canada in 1949, however, many attempts have been made to improve this. Some of these attempts have been successful, but some have not. For example, in 1951 a professional theatre troup, the London Players, began to operate in St. John's. This group was not completely successful, however, and was forced to disband in 1957.

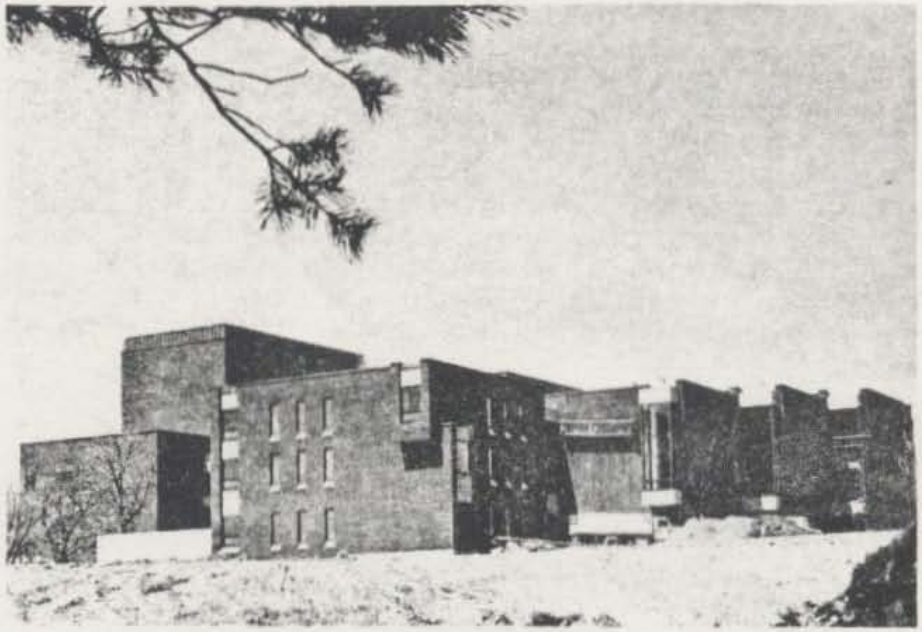
In 1950 the Kiwanis Club of St. John's started a music festival. This was to be an annual event. Its purpose was to give talented young people an opportunity to perform in public. This was very successful, and is still in operation today.

The greatest help to the cultural growth of the city

STOP, LCOK, AND INQUIRE

1. What is the role of the Arts and Culture Centre in St. John's society in transition?

2. Does your community centre satisfy the needs of your community?
   Suggest any changes which might help the centre better serve your community.



The Arts and Culture Centre prior to its opening in 1967. Compare this picture with those showing the the centres of social and cultural activity in St. John's in the nineteenth century.

began in 1967. At this time a new Arts and Culture Centre opened in St. John's, This centre is something of which the city can be proud. It has greatly helped the growth of cultural activities in the city. The building contains a very find theatre, art galleries, libraries, a naval museum, and even a very fine restaurant. The centre is also home for many amateur drama groups, and for a growing symphony orchestra. The Arts and Culture Centre has become a meeting place for the people of St. John's. This was the primary objective of the centre's director. St. John's society has many and varied tastes when it comes to entertainment, and the centre seems to be satisfying the needs of the community which it serves.

Many things are happening at the Arts and Culture Centre. However, these things are not enough to fill the leisure time of the St. John's people. But the centre does help fill a gap. At the same time there are other facilities available. These also help to use leisure time profitably. For example, Memorial University offers part-time courses. These may be taken by St. John's residents to help improve their knowledge or ability, or just for enjoyment. There are also many professional societies in St. John's. Examples of these are the Newfoundland Teachers Association and the Bar Association. The Newfoundland Historic Trust has been set up to help preserve the history of St. John's, and the Folk Arts Council is trying to keep the Old-time Newfoundland culture alive. There are also many fine dance, music, and art studios. We can see, therefore, that the cultural life of St. John's is growing.

Sports and Recreation

In any growing city the topic of sports is likely to dominate many conversations. Daily newspapers devote entire sections to reporting sporting events. They report on local, national, and international sports. St. John's is no exception. Throughout the city, local sports is emphasized. This is well appreciated by the citizens. There are organized sports in almost every field. Some of these are hockey, baseball, soccer, softball, and many others, in the senior, junior, and minor divisions. There are also the local teams of the various Newfoundland Sports Association. There are even street hockey games as well as games of catch in backyards. From all of these, it can be seen that interest in sports is high among the people of St. John's. Sports facilities in the city, however, are still not adequate. They are below the needs of growing public demands. In 1974 St. John's was granted the opportunity to increase its sports facilities. At that time the city was granted the bid to host the 1978 Canada Summer Games. This bid had been supported by thousands of citizens in public demonstrations and petitions. Mayor Dorothy Wyatt was extremely pleased with the announcement. Provincial and federal funds would be provided to develop the much needed sports facilities. These facilities, prepared for the Summer Games, would remain in St. John's permanently.

Although no individual sport has been discussed so far in this section on sports in St. John's, there is one which must be mentioned. This is the annual St. John's Regatta. The Regatta is a one day event held on the first fine day beginning with the first Wednesday in August. This is perhaps the

STOP, LOOK, AND INQUIRE

1. (a) What events take place at Canada's summer games?
   (b) What facilities do you think will be constructed in St. John's for these events to take place?

2. Find out what organized and unorganized sports are held in your community.

3. Other than the things which we have mentioned, how else do you see the traditional blending with the modern at an event like the Regatta?
   Do any traditional events occur annually in your community?



Audience at a performance in the Arts and Culture Centre.



Cast of the musical "Oliver" which was performed on the Arts and Culture stage.
Compare this picture with that of the oldtime theatrical. Is this an example of culture in transition?

one and only thing which will never change. The Regatta is really a tradition in St. John's society. A move was made in 1973 to change the Regatta date from August to July. There was such a public outcry that the suggestion was thrown out immediately. The Regatta is still held in August, and this will probably continue.

The St. John's Regatta is perhaps a very good example of culture in transition. There it is possible to see an event in St. John's dating back 150 years and having the same rules and regulations. The modern St. John's citizen appears to enjoy playing traditional games for modern prizes.

A great number of sports and recreational activities are now enjoyed by the people of St. John's. The following list can perhaps give us some idea of the type of activities which are taking place:-

hockey
soccer
rugby
basketball
volleyball
baseball
softball
archery
skeet and trap shooting
swimming
sports fishing
hunting
track and field
tennis
badminton
squash
handball
curling
golf
bowling
field hockey
weight-lifting
martial arts
wrestling
yachting
rowing
fitness clubs
roller skating
ice skating
skiing
horse-back riding
horse-racing

General Entertainment

We have read that in nineteenth century St. John's there were many class divisions. We learned that rarely did the upper classes mix socially with the lower classes except during occasions such as parades or fairs. We learned that the upper classes had their balls and social gatherings such as these, and the lower classes had their many house parties and activities such as these. We also learned that most of the lower class people were Irish Roman Catholic, and that much emphasis was placed on customs. We learned in particular that St. John's was very European in the nature of its social activities, and that much of the social life of the town centered around the British garrison which was stationed there.

What about in the twentieth century? Are these factors still influencing the social life of the city? Let us take a look at twentieth century St. John's and see what we can find.

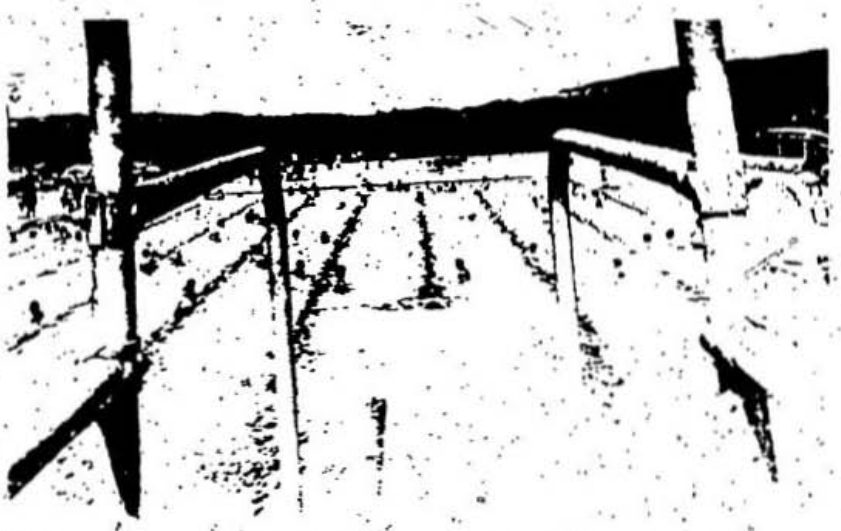
As we said earlier, there are not the same class divisions in the St. John's of today. No longer is there a definite line drawn between classes. Now we find most people belong to a large middle class. This class is neither Roman Catholic or Protestant, Irish or British. It is a mixture of these plus many others. Transportation and communication with other parts of Newfoundland, of North America, and with the world in general have helped to change the face of St. John's society. We now find people of many races and religions. All have helped to change modern St. John's.

There are still balls and house parties, but today general entertainment centers around things such as night clubs, movie theatres, and various types of fairs and exhibitions. The occasional visit by a travelling circus or other performances, and the many seasonal garden parties and gatherings, provide most of

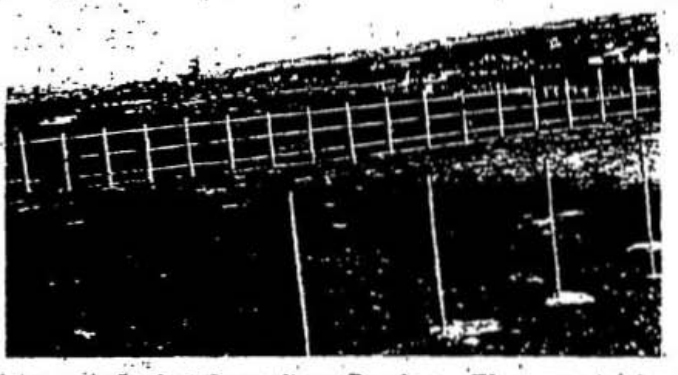
STOP, LOOK, AND INQUIRE

Compare present-day life in St. John's to present-day life in your community. In comparison, which has undergone the greater change? Is your community experiencing any problems as a result of this change?

The new St. John's ball park under construction. →



Crowds swell to as many as 40,000 at a time on the banks of Quidi Vidi Lake during the annual Regatta. The event is similar to a giant garden party with many types of entertainment. The Regatta is considered by many to be the social event of the year. Compare this picture with that of the Regatta in the 1880's. →



Swimming pool in Bowring Park. The park is an open space area on the outskirts of the city with beautifully attended lawns and flowers, all for the enjoyment of the residents of St. John's. Are the open spaces in your community reserved for recreation purposes, or are they just waiting for a developer?



the general entertainment for the people of modern St. John's.

Activity Section (Things To Do)

Activity I

A. Look at the following points concerning modern St. John's. Then, compare this St. John's to that of the nineteenth century. Is this an example of culture in transition?

1) There no longer are St. Patrick's Day or St. George's Day parades.

2) Old customs, especially old Irish customs, have all but disappeared.

3) Children now rarely share the grown-ups' social activities.

4) There are very few unpolluted rivers and streams within the city limits.

5) There are very few remaining open spaces within the city limits for picnics or other family outings.

6) Rarely do people have time to get to know the other families in their neighbourhood.

7) The churches no longer play such a major role in the social lives of the people.

8) Most people now drive cars and fewer people are walking.

9) People are living at a much faster pace and have little time for the leisurely activities of their parents and grandparents.

10) In 1974 most Christmas decorations displayed in St. John's were those belonging to business firms or to private citizens. City council no longer erected Christmas trees in various parts of the city.

11) Much of old St. John's is fast disappearing.

B. Compile a list such as you see above for your own community. Is your community an example of culture in transition?

Activity II

A. 1) You are an observer sent out by the British Colon-

STOP, LOOK, AND INQUIRE

1. Do you think modern living is good or bad for your community? Give reasons for your answer.

2. From what you have read about modern St. John's, do you think the descriptions given by J. B. Jukes and R. H. McCrea still apply? Do you think they ever could have applied to the people in your community? Why or why not?

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY

ial Office to report on the day-to-day living of the people of nineteenth century St. John's. Report your findings.

2) You have just been sent out by a European nation to observe twentieth century St. John's. Report your findings.

B. Do similar studies for your own communities.

Activity III

Either A) you are the harbour of St. John's, or B) you are a tree, hill, river, or some other part of nature in your community. You have seen the birth and growth of the community. Now, write a short poem in which you describe your feelings as you look at how much the community has changed over the years.

Activity IV

Newfoundland once stood with its back to North America and its face towards Europe. Now it stands with its back to Europe and its face to North America. Write a short speech which you will use to explain this to a group of citizens in another part of Canada.

Activity V

Find ways in which the life-styles of your community are changing.

Activity VI

Interview some senior citizens of your community. With their help, write an essay describing an average day in the life of a child living around the turn of the century.

Activity VII

Ask your teacher to arrange a field trip to a library or newspaper office. See if you can find advertisements or notices of social events from the nineteenth or early twentieth century in your community. Make copies of these notices to place in a class scrapbook.

Activity VIII

Form two debating teams--affirmative and negative. Then debate the following:-
Life was much better in the 1800's than it is now.

Activity IX

Act out the following:-
Scene 1:- Christmas Day, 1874, at the home of Mr. and Mrs. John Doe and their three children. Plan the activities to be carried out during the Christmas season.
Scene 2:- Christmas Day, 1974, at the home of Mr. and Mrs. Jim Doe and their three children. Plan activities as in scene 1.

Activity X

Invite a member of your city or town council to your class. Discuss problems concerning sports or recreational facilities in your community.

Activity XI

Look up information at museums or libraries. Then plan an "old-fashioned" day in your class. Ask the help of some senior citizens in planning your activities, and then ask them to participate as your guests of honour.

Activity XII

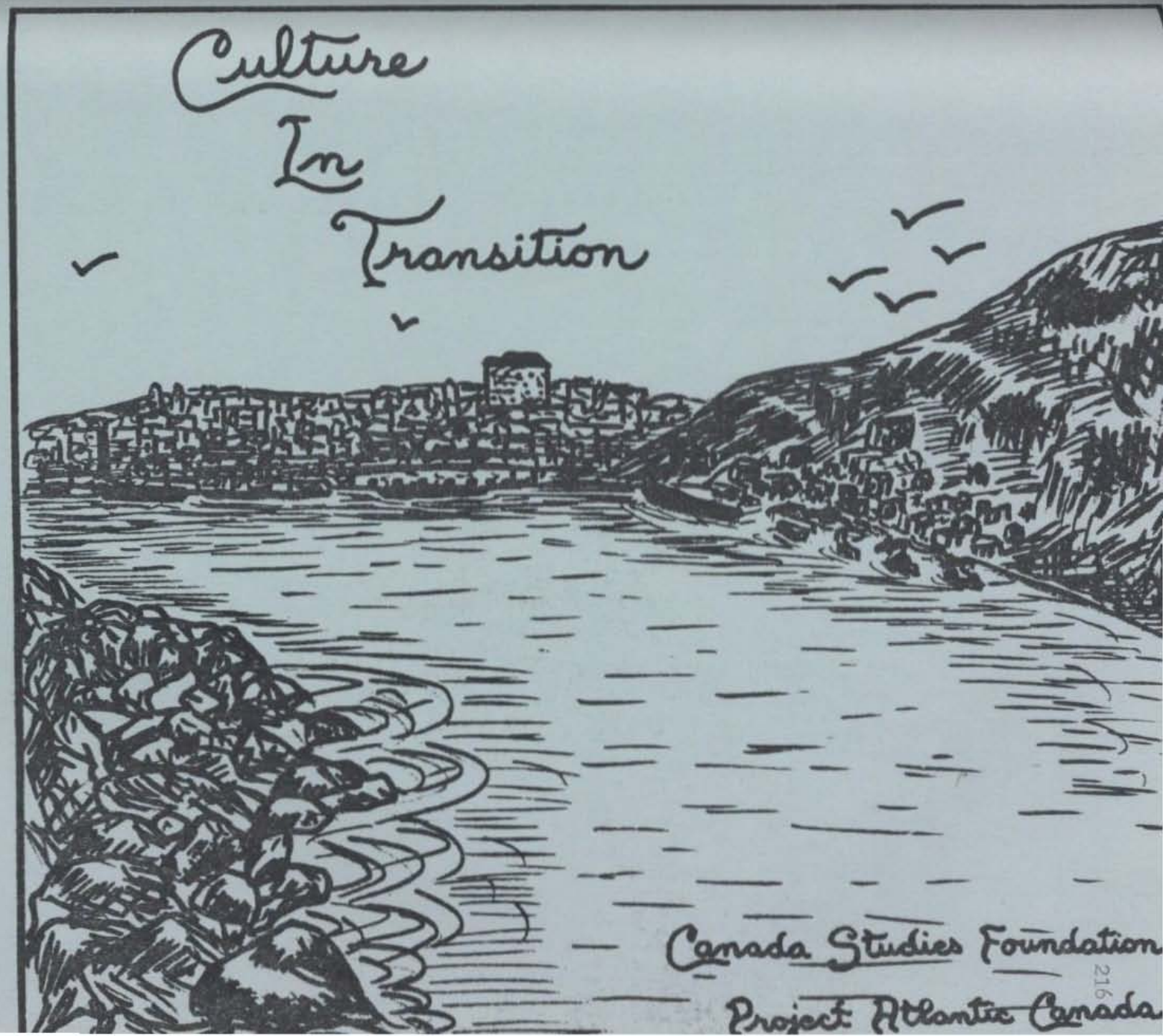
Collect pictures showing social events in your community during the 1800's and early 1900's. Plan a talk centered around these pictures.

NOTES ON WHAT I HAVE DISCOVERED ABOUT MY COMMUNITY

In this booklet we have been looking at the social lifestyles of the people of St. John's. We have seen the way of life in the nineteenth century, and the way of life in modern St. John's. This has been one example of a culture in transition. This transition is taking place throughout many places in Canada today. Sometimes this transition presents problems, sometimes it does not. In St. John's the cultural transition has often presented and will probably still present many problems. But St. John's is just one example. Perhaps your community is also experiencing these problems. What have you learned about your community?

ST. JOHN'S

Culture In Transition



Canada Studies Foundation

Project Atlantic Canada

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C A N A D A S T U D I E S F O U N D A T I O N

PROJECT ATLANTIC CANADA

St. John's Project

CULTURE IN TRANSITION :
PROBLEMS OF A CHANGING LIFESTYLE

Booklet Number Four

PROBLEMS OF HOUSING AND PLANNING IN A GROWING URBAN CENTRE

ST. JOHN'S PROJECT

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St. John's an Urban Center: Housing & Planning

Throughout its history St. John's always had a housing crisis of one type or another. Up to the year 1819, permission had to be obtained from the governor in order to build a house - chimney or barn. No plan had ever been drawn up for an organized expansion of the city. Therefore, the St. John's of the eighteen hundreds was a 'hodge-podge' of houses and barns scattered over a wide area. Often there were groups of wooden frame houses strung together, row upon row that cut up the city with no thought of safety or location. It seems that all that mattered to the Ft. Johnsman of the nineteenth century was a roof over his head.

Throughout the nineteenth century St. John's was plagued by a series of five disasters. These disasters came in the form of fires which swept through various sections of the city, culminating in 1892 with a fire which almost levelled the whole city. After either one of these fires it would have been the ideal time to start the development of a well-planned city. But behold thousands of people were without adequate accomodations and winter was fast approaching. Thus, houses were built as quickly and as cheaply as possible in order to house the Homeless thousands.

With an influx of new industry, and a corresponding growth in population, the twentieth century has created its own crisis. The problem at present is providing enough housing for a growing population. This coupled with poor town planning in the past has created many problems in the St. John's of 1974. In recent months, the increasing costs of construction materials have given a new twist to the perennial housing crisis. That is to provide adequate as well as economical housing to the consumer in the St. John's of today.

1. "St. John's has always had a housing crisis of one type or another." Discuss.

2. According to the Newfoundland and Labrador Housing Corporation Annual Report, 1972, we find that Newfoundland has the strongest tradition of home ownership in Canada (84.1% owned homes, 15.9% rented.... In Canada 63.1% owned homes, 39.4% rented.) Do you think that this tradition adds to or helps to alleviate the Housing crisis?

3. Contact the Statistics Canada office in your area to obtain information regarding the percentage of owned and rented houses in your province. Compare with that of Newfoundland.

4. List in two columns what you think would be the advantages and disadvantages of (a) home ownership (b) renting. Taking these advantages and disadvantages into consideration which would you prefer (a) ownership or (b) rental? Why?

A Description of Nineteenth Century St. John's

What did St. John's look like in the 1800's? If we read a description of the town, it does not seem to be very impressive. The main road was called the Lower Path. This is present-day Water Street. This road was the business center of the town. It was long and narrow, and zig-zagged its way along by the harbour. In some places it was only twelve feet wide. A large cliff near one end prevented it from being widened. On the south side of the Lower Path there were wharves and the merchants had some stores. On the north side there were fish flakes and small wooden houses. No public buildings were to be found in St. John's at this time.

There were also no sidewalks. The people had to walk under fish flakes or along little rough paths littered with garbage. All of the streets were narrow and unpaved. They also had no lights of any kind and they were very, very dirty. But even in the nineteenth century the importance of St. John's and also the importance of Water Street was recognized by the inhabitants of the island. As one writer of the time states some problems did exist on the great street of commerce.

> "If Newfoundland is St. John's, then St. John's is Water Street. The great merchants here are the descendents...of the English merchant-adventurers of ancient days. Their (businesses) are huge general stores (like those of the) Hudson's Bay Company ... (without) beauty, either within or without ... There seems to be no form or method to these stores). Slippers are ... dragged out of biscuit boxes, and barrels ... (marked flour are (often found, to the surprise of the clerk) to contain corsets ..." (Willson, 1897, p. 24).

1. The map on the left is part of a modern St. John's street map. Using what you have read as a guide, see if you can trace the limits of the town during the early days of the nineteenth century. (One hint:- Limekiln Hill is now Lime St.)

2. Were there any special districts in your community in those days? If there were, see if you can discover some of their names.

3. Trace the history of how the special districts in your community got their names

Twentieth Century St. John's

As can be seen from the map on the

STOP, LOOK AND INQUIRE



Homes Under Construction In The Northeast Land Development Area. Can You See Any Examples Of The New Contrasting And Blending With The Old.

previous page many of the original street names in the city remain. But the face of the city has changed drastically during the twentieth century.

From the picture on the opposite page can you see any examples of the new blending with the old in St. John's? List those that you can find.

Many of the changes are the direct result of urban renewal schemes. Others result from the expansion of the city.

After viewing the slide tape presentation and closely looking at the picture of St. John's, write a description of modern day St. John's.

Town Planning

As mentioned earlier very little, if any, planning went into the construction of the town of St. John's. But by 1944 the St. John's Housing Corporation was set up to plan the expansion of the city. Many of the new housing subdivisions in the city today are the direct result of plans initiated by the Corporation.

Since 1969 a series of development plans have been proposed for the St. John's area. Some of these plans are as follows:

St. John's Urban Region Study 1973

The current regional development proposals were prepared by consultants to the Provincial Government. This study is a development plan. It also proposes changes to the form of government in the metropolitan area.

Plan 91, 1972

Plan 91 is a proposed 20 year master plan for the city. It was prepared by consultants to the Municipal Council. The proposals were the subject of public hearings in April, 1972. The Municipal Council has not formally discussed the proposals since the public hearings. Plan 91 does not establish priorities. It is noted, however, that the municipal government has since given the go ahead for Atlantic Place. It has also consented to a new Irisec development. However, none of these were considered or recommended in Plan 91.

Transportation Plan: City of St. John's 1971

This is a study of transportation in the city. It was prepared by consultants to the Municipal Council. It is an integral part of Plan 91. The Plan is for a 20 year period. A capital works program for the first five year period is specific.

Environment 2001, 1971

This is an integrated plan to utilize the natural waters of the Quidi Vidi water system in St. John's. The plan was prepared by the Working Group on Environment. This is a voluntary environmental protection organization. The study and recommendations were submitted to various levels of Government. The Municipal Council has co-operated with the Working Group on Environment on some projects. But few of the proposals have been adopted.

St. John's Centre - Planning '72 1972

This is a downtown residential development scheme. It was prepared by the People's Planning Programme. The scheme recommends a housing rehabitation development for the central city.

Downtown Concept Plan - New Gower Street Complex 1972

This plan has been submitted to the Municipal Council. It was prepared by the Economic Development Committee of the St. John's Board of Trade. The Municipal Council have adopted the recommendations of the study. They have budgeted $50,000 for the fiscal year 1973. Its purpose is to provide a full-time development commissioner and organization.

Report to the City Council 1972

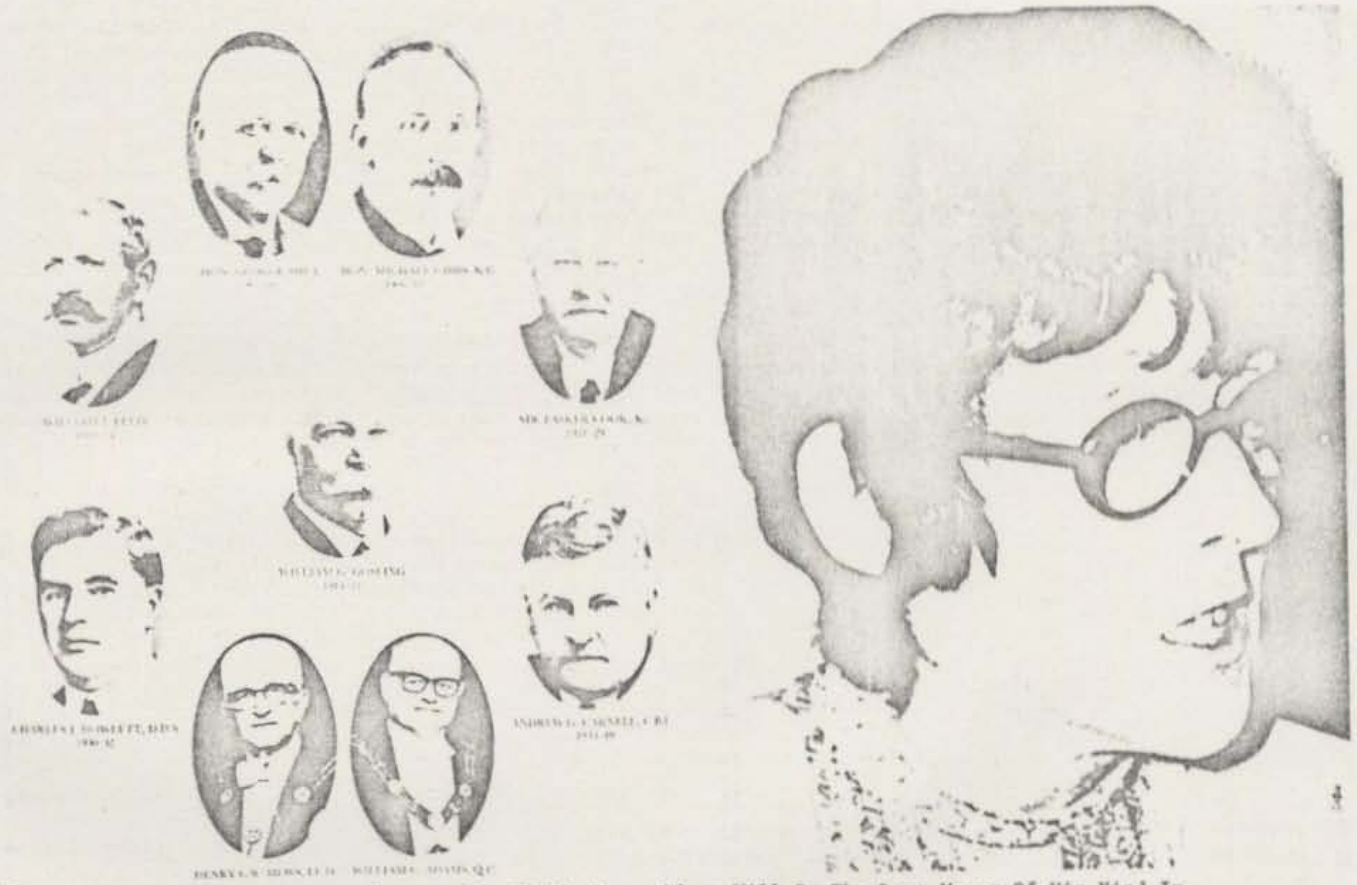
This was the formal report by the independent commissioner conducting public hearings on Plan 91. The Commissioner for those public hearings was John J. Murphy. The hearings were held in April, 1972. Up to May, 1973 the Municipal Council had taken no action on the recommendations of the Commissioner.

Preserving Historic St. John's 1972

This was a brief to the Commissioner conducting the hearings into Plan 91. It was really a submission by a group called the Newfoundland Historic Trust. This is a non-profit organization of private citizens. They are concerned mainly with the preservation of the province's heritage. Included in the brief is an inventory of historic building areas in the city. As of May, 1973 the Inventory and recommendations had not been acted upon.

(Our City in Conference, Appendix)

The majority of these proposals have been presented to the public for public hearings. In a number of cases public opinion was disregarded. Their recommendations were never



Mayors Of St. John's. Do You Think Mayor Adams Will Be The Last Mayor Of His Kind In St. John's? Discuss.

acted upon. For example, in 1972 the Newfoundland Historic Trust made a request to the public hearings on Plan 91. (Plan 91 is the 20 year master plan which the Municipal Council had prepared by a group of consultants.) The Historic Trust group recommended that historic parts of St. John's be preserved. The recommendations have never been acted upon by the Council. Recommendations were also made by the Commissioner of Public Hearings on Plan 91, John J. Murphy, who is now the deputy mayor. These were not acted upon.

Many reasons exist for public opinion being disregarded. Some of these reasons were made public during the "Our City in Conference" held in May 25-27, 1973. This was really a public forum for the discussion of city problems. One of the reasons given for the disregarding of public opinion was the type of mayor in office. Mayor Adams (1966-73) is thought to have ruled the city with an iron hand. He made many major decisions himself. These decisions concerned city government as well as development. A change in attitude on the part of the city officials was needed. Boyce Richardson stated at the city conference: "Mayor Adams is the last mayor of his type that St. John's will ever know." (Telegram, May 20, 1973) Needless to say in November, 1973, Adams was voted out of office. He has been replaced by a reform conscious mayor. The new mayor says she will listen to public opinion. In her first four years as a councillor Dorothy Wyatt proved this. She did keep in contact with public issues and problems. She held public meetings at various locations throughout the city. Usually these meetings were at her own expense. In November, 1973, Mrs. Wyatt was elected as the first woman mayor of St. John's.

Many of the city elders were appalled at the idea of a woman mayor. However, their opinions gradually seemed to change. Mrs. Wyatt promised a more public aware council. She would have nothing to do with private council meetings. If elected she would act as a full-time mayor. With such ideas she won the hearts of the electorate. In January, 1974, she became the city's leading father. (mother?) It remains to be seen, however, whether all her promises will be carried out. The people of the city hope they will get the reform government for which they have been looking. But already in Mayor Wyatt's first year of office, 1974, trouble has been brewing. Three of the professional planners with the city council have resigned. A controversey over the erection of a Trisec Complex appears to have caused these resignations. It seems that the plans were not referred to the city planning office. Approval was first given by Mayor Wyatt and the Councillors.

(Telegram, July, 1964)

1. Why would city elders be appalled at having a woman mayor?

2. Was your last city council (or town council) elected on a reform ticket? If so, what reforms were proposed? Would these reforms be good or bad for your area?

3. Do you think Mrs. Wyatt will keep her promises? Why or why not?

4. Boyce Richardson, an author and journalist from Montreal, described St. John's as "a jewel in the tirade of diversity that makes Canada different from other countries." Write an essay describing what you think he meant by that statement. (Our City in Conference 1973 report)

Controversies Directly Related to Housing

In this section we will look at current controversies which have an effect on housing a growing population.

About three years ago while Mayor Adams was in office, a new project was introduced for downtown St. John's. Since then there has been much opposition to these plans. In fact, it dominates the city newspapers. This project is an intended Arterial Road. This road is supposed to run from the Trans Canada Highway to downtown St. John's. Almost every part of St. John's Society have given opinions on the new road. Home owners, members of the Historic Trust, downtown business men, people who are thinking of the environment have all expressed opinions on it. Much of the debate has centered around the effects of such a road on the city.

In the sixties, plans were made to bring back life to the old section of the city. In 1972 Plan 91 was introduced to the public. In this plan, Arterial Roads were shown to be very important. Such roads would help solve the heavy traffic problem throughout the city. At present, for example, large transport trucks can only enter the city at two points. One of these is the T.C.H. at Kenmount Road. By means of a grant from the Federal Government Department for Regional Economic Expansion (DREE), work began on the new Arterial Road. Some people at one saw this as a great boom for down town business. Then, however, the opposition began. People interested in the environment pointed out the dangers to the ecology. The route they said would have to be cut through virgin forests and lands. People who live on the Southside Road became aroused. Many of their homes would have to be lost to make way for the new road.

The Historic Trust brought up an important question. Which buildings, they asked, would be affected by this new Arterial? All of this resulted in the question which has dominated the



What Problems Of A Culture In Transition Do You Think Are Evidenced In These Pictures?

news in the past months. That question is - "Where will the Arterial enter the already congested downtown area?" The question remains still unanswered.

The above is only a summary of the major points talked about in the controversy. However, as Richardson (Telegram May 22, 1971) said "people get the kind of cities they deserve and the only way to get better cities is for people to find a way of making their opinions about city development known." For the time being, work on the Arterial has stopped. The road is connected to the city via the Goulds Road in Kilbride. There is question whether or not it will progress any farther.

1. Write an essay taking a stand either for or against the completion of the Arterial Road to downtown St. John's.

2. Look at a map of the city and decide where you would have the road enter. Why?

3. Has an arterial road recently been built into your community?
a) If so, will this route be beneficial or harmful to the community? Why?
b) If not, do you think an arterial road should be built into your community? Why or why not?

4. How would the building of an arterial road affect housing?

Activity Section (Things To Do)

Activity I

A. Study the pictures shown on the opposite page. What problems of a culture in transition do you see in these pictures?

B: Organize a group to take pictures in your community. Take one of the following themes for your photo study.

a) old blending with new
b) problems of a changing lifestyle
c) types of housing

Activity II

Form a group to go to your community planning office or write to your provincial government to obtain information on the master plan for development for your area.

Activity III

Form groups to discuss and plan a dramatization of a group of irate citizens who are upset over some public controversy. Appoint one member of the group to present your complaints or demands to the class.

Activity IV

EITHER: Invite a city planner to come and give a talk on the role of a city planner. Prepare a list of questions which you would like to have him answer.
OR: Prepare and arrange an interview with a city planner.

Activity V

1. Make an inventory of all the buildings of historic interest in your community.
2. Arrange with your teacher to go on a field trip to take pictures of those buildings.
3. Make a JV box and prepare a show of
a) the buildings which are being preserved
b) the buildings which are going to be demolished in the near future.

4. Go to your local library and find pictures of buildings that used to exist in your community but are now destroyed. Make a list of these and tell why they were destroyed.

Activity VI

Prepare and record a radio broadcast from the scene of some public issue which is very much in the news today.

Activity VII

Prepare a bulletin board display depicting the history of your community in pictures.

Activity VIII

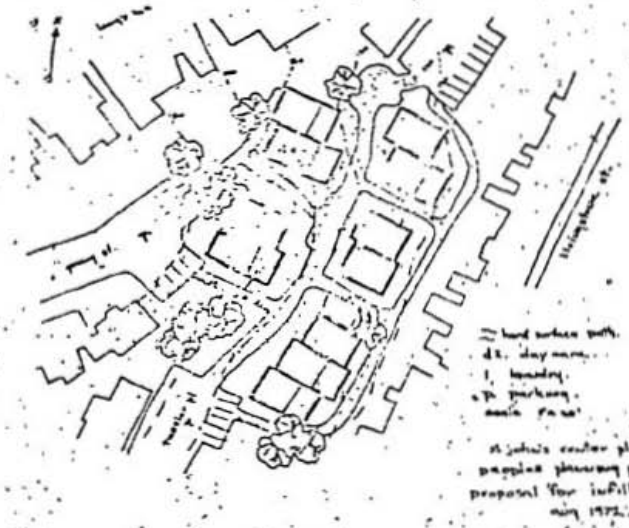
You have the possibility of creating an ideal community.
a) What things must you keep in mind in developing your community.
b) Describe the community you wish to develop.
c) How will your people fit?
d) What transportation and communication facilities have you provided?
e) Make a model of your ideal community.

Activity IX

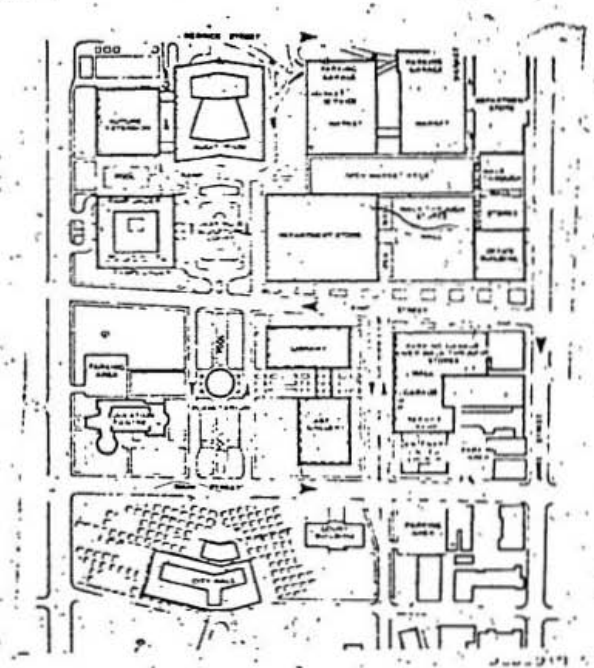
1. Make a list of various problems of providing housing accomodations in a city.
2. Prepare a questionnaire and conduct a survey in your community to find out what housing problems exist. Write up a report of your findings.

Urban Areas

In my beginning is my end. In succession
Houses rise and fall, crumble, are extended.
Are removed, destroyed, restored, or in their place
Is an open field, or a factory, or a by-pass.
Old stone to new building, old timber to new fires,
Old fires to ashes, and ashes to the earth
Which is already flesh, fur and faeces,
Bone of man and beast, cornstalk and leaf.
Houses live and die; there is a time for building



St. John's Center Planning Peoples Planning Program Proposal For Infill Housing August, 1972.



The Above Map Shows The Redevelopment Plan For An Area Of Hamilton.

And a time for living and for generation
And a time for the wind to break the loosened pane
And to shake the wainscot where the field-mouse trots
And to shake the tattered areas woven with a silent motto.

Item 47. East Coker (URBAN AREAS by Eric Winter Scarborough, Ontario: Bellhaven House, 1971)

1. What do you think the poet is trying to say in this poem?
2. Is the situation presented in this poem similar to anything in your community? Give examples.
3. What do you think the poet means by "Houses live and houses die"?
4. Do you think houses should be allowed to die? Give reasons for your answer.
5. Give an appropriate title for this poem.

Urban Areas (continued)

Look at the two diagrams on the opposite page.

1. Do you see any similarities? Any differences? List them.
2. If you had to redevelop one of these areas, how would you go about it? In your answer be sure to include what you would destroy, what you would renovate, what you would save and give your reasons for each decision.



Write a story about what you think this house in Toronto is thinking about the new developments in the area. In your story be sure to include the following:

a) what life may have been like when the house was new.
b) the effect age is having upon the house.
c) how the house feels about these new developments and the disappearance of things that were familiar to it.

In this unit you have been presented with some of the problems that exist in an old city which finds itself in the process of change. This change is due to many factors but perhaps the most common are - increase in new industry, and a continually growing population. You have also looked at many of the problems which exist in planning the expansion of a growing city. You have looked at the problems in the city of St. John's and compared them with similar examples from other cities in other areas of Canada. As a result of such studies it should be apparent that urbanization has both advantages and disadvantages. It would be interesting to follow this topic with similar studies on other large urban areas in Canada. Would our findings show that Canada is rapidly becoming an "urbanized country?"

Questions for discussion:

1. What do you think of large, growing cities? Is this good or bad? Discuss.
2. a) How important is planning?
   b) When should planning be done?
   c) What can be done when planning in the past has been poor or non-existent?
3. From what you have learned write a short essay about your own community. Is it becoming a growing urban center? Discuss whether you think this is a good or a bad thing for your town.

NOTES ON WHAT I HAVE LEARNED ABOUT MY COMMUNITY



APPENDIX H

Selected Instruments of Formative Evaluation

— —Weiss

DESCRIPTIVE CURRICULUM QUESTIONNAIRE, FORM B

INSTRUCTIONS TO THE CURRICULUM DEVELOPERS

This questionnaire has been constructed for obtaining information about the program that you have been developing. Your responses are essential to the evaluators for clarifying the developers' intentions.

Please try to be as thorough as possible in your answers. If necessary, refer to any materials or provide illustrative examples. (If more space is needed, use the back of each page.)

1. GENERAL FACTUAL DATA

For the following questions write in the appropriate responses or check the appropriate columns where applicable.

1. What is the subject matter area of this program?

---

2. For what age range or grade level of students is it developed?

1. Pre-Kindergarten	-----
2. Kindergarten	-----
3. Elementary	-----
4. Junior high	-----
5. Senior high	-----
6. Other	-----
7. Not specified	-----

3. What general prerequisites should students have?

a) Intelligence

1. Mentally handicapped	-----
2. Below average	-----
3. Average	-----
4. Above average	-----
5. Gifted	-----
6. Other	-----
7. Not specified	-----

b) General education of parents

	Father	Mother
1. Beyond college	-----	-----
2. College	-----	-----
3. High school	-----	-----
4. Less than high school	-----	-----
5. Other	-----	-----
6. Not specified	-----	-----

c) General class level of family

1. Upper middle	-----
2. Middle	-----
3. Lower middle	-----
4. Lower	-----
5. Not specified	-----

d) Geographical area of family

1. Urban	-----
2. Suburban	-----
3. Rural	-----
4. Isolated	-----
5. Not specified	-----

4. What specific prerequisites should students have in the following areas?

a) Related subject matter ----------

---

b) Reading (grade equivalent) ----------

---

c) Writing ability (written expression or handwriting) ----------

---

d) Language ----------

---

e) Mathematics ----------

---

f) Attitudes ----------

---

g) Interests ----------

---

h) Social awarenesses ----------

---

i) Skills (not already mentioned) ----------

---

j) Attributes (not already mentioned)

1. Physical ----------
2. Emotional ----------
3. Cultural ----------

k) Other (please specify) ----------

---

5. What specific prerequisites should teachers have for teaching this program?

a) Degree requirements ----------
---

b) Teacher training ----------
---

c) Specific subject matter ----------
---

d) Interests ----------
---

e) Attitudes ----------
---

f) Relevant experience
1. with audio-visual devices ----------
2. with instructional techniques ----------
3. with type of students ----------

g) Other prerequisites (please specify) ----------

---

h) Teacher preferences
1. for content areas ----------
2. for methods of organizing material ----------
3. for certain kind of teaching method ----------
4. for particular role of the teacher ----------
5. for specific type of students ----------
6. other (please specify) ----------

II BASIC ASSUMPTIONS OF THE PROGRAM

For the following questions please write in the appropriate responses or check the appropriate columns where applicable.

6. What are the basic assumptions with regard to the following?

a) How learning should take place ----------

---

b) How teachers should teach ----------

---

c) The importance of the subject matter field ----------

---

d) The importance of specifying objectives ----------

---

e) Other (please specify) ----------

III OBJECTIVES FOR THE PROGRAM

7. Who determines the following types of objectives for this particular program?

a) General or global objectives	b) Specific objectives
----------	----------
----------	----------
----------	----------
----------	----------
----------	----------

COMMENTS

---

8. What are the general or global objectives for this program? (please specify).

---

9. What are the specific objectives for this program? (Please specify)

---

10. If no specific objectives are included, what are the guidelines provided for determining the program activities? (Please specify)

IV. CONDITIONS, ACTIVITIES AND MATERIALS TO BE INCLUDED IN THE PROGRAM

For the following questions please write in the appropriate responses or check the appropriate columns where applicable.

11. What are the conditions necessary for the implementation of the program?

a) Location of the classes or instructional areas

1) Classroom ----------

2) Special instructional areas (library, laboratory, etc.) Please specify.

---

3) Outdoor instructional setting (school yard, park, stream, woods, etc.) Please specify.

---

4) Indoor instructional setting (museums, factories, shopping centres, parliament building, etc.) Please specify

---

---

5) Other (Please specify) ----------

---

b) Physical arrangements of students

1) Whole class -----
2) Large groups (10 to 20) -----
3) Medium groups (6 to 9) -----
4) Small groups (3 to 5) -----
5) Pairs of students -----
6) Individual student -----
7) Other (please specify) ----------

---

c) Other conditions (Please specify) ----------

---

12. What are the activities to be included in this program? (Please specify)

---

13. What are the materials to be used in this program? (Please specify)

1) Textbooks ----------

2) Reference books (Atlases, wallmaps, globes) ----------

---

3. Library books and other resource materials ----------

---

4) Audio-visual equipment (projectors, cameras, record players, tape recorders, etc.) ----------

---

5) Audio-visual materials (films, filmstrips, pictures, records, etc.)

---

6) Laboratory equipment ----------

---

7) Perishable goods ----------

---

8) Permanent materials ----------

---

9) Other (Please specify) ----------

V. ORGANIZATION OF THE PROGRAM

Please check the appropriate column.

14. How is the program structured?		15. What are the time requirements for the program? (Please write in)
a) by lesson	-----	----------
b) by episode	-----	----------
c) by unit	-----	----------
d) by course organized for		
a single semester or term	-----	----------
a year	-----	----------
more than a year	-----	----------

COMMENTS

Questions 16 to 19 are concerned with the relationships among the ordering of activities, conditions and materials for the program. Please note that conditions, activities and materials specified by the developers can be copied from pages ( ) of this instrument.

	16. What is the order of presentation of the activities in this program?	17. What is the order of presentation of the relevant materials for each activity?	18. What is the order of presentation of the conditions under which both the activity and the materials are introduced?	19. What is the rationale for the sequence given in the presentation of activities, materials and conditions?
a)				
b)				
c)				
d)				
e)				
f)				
g)				

METHODS OF IMPLEMENTING THE PROGRAM

20. What is the role to be played by the teacher?

(Rank the teacher's roles in terms of how often they apply to your program. Assign the highest rank (1) to the role which applies most of the time, and the lowest rank to the role which applies least. Do not rank those roles which are not specified.)

a) The teacher accepts sole responsibility for controlling and directing activities, the use of materials and discipline. ----

b) The teacher shares control and direction with the students, participating like students, members of the class or group. -----

c) The teacher leaves students to work on their own for the most part but is available to guide whenever he considers this necessary. -----

d) The teacher leaves students completely on their own, and does not offer help or participation in the group or in individual activities of the students unless specifically requested by the students. -----

Other teacher's roles

e) ---------- -----

---------- -----

---------- -----

---

21. What are the suggested methods of teaching the program?

(Rank the teaching methods in terms of how often they apply to your program. Assign the highest rank (1) to the teaching method which applies most of the time, and the lowest rank to the method which applies least. Do not rank those methods which are not specified).

a) Lecture method -----

b) Group discussion -----

c) Inquiry/discovery method -----

d) Independent study method -----

e) Socratic question & answer -----

f) Recitation method -----

Other teaching methods

g) ---------- -----

COMMENTS

EVALUATION OF THE PROGRAM

When responding to the following questions please consider aspects of the program such as : teachers, students, materials, activities and conditions or other.

	DURING THE PLANNING OF THE PROGRAM	DURING THE TRY-OUT OF THE PROGRAM	AFTER ITS ADOPTION IN CLASSES
22. What aspects of the program are to be evaluated ?			
23. What evaluation procedures will be used for each aspect of the program ?			
24. Who develops the procedures for each aspect of the program ?			
25. Who implements the procedures for each aspect of the program ?			

RATING SCALES FOR THE VALIDATION OF PROGRAMS

INSTRUCTIONS TO JUDGES

This instrument contains pools of statements about clarity, appropriateness, enjoyment, worth and consistency of various aspects of the curriculum program under study. Each statement is assigned a number for identification purposes.

You are asked to state the extent of your agreement with each statement by circling the appropriate letter on the right side of the page according to the following criteria :

fully agree	a
agree	b
disagree	c
strongly disagree	d
not applicable	e

If you would like to elaborate upon your response please do so under the comment section on the extreme right side of the page.

SECTION I : CLARITY OF THE PROGRAM

The following set of items concerns how CLEAR the developers have specified certain aspects of the program :

	RATING	COMMENTS
	a b c d e	
1. The subject matter is clearly stated.	a b c d e	_____
2. The age range and/or the grade level of learners are clearly stated.	a b c d e	_____

	RATING	COMMENTS
	a b c d e	
3. The level of intelligence of learners is clearly stated.	a b c d e	
4. The geographic area of students is clearly stated.	a b c d e	
5. The social class of students is clearly specified.	a b c d e	
6. The reading level (grade level) of learners necessary for this program is clearly stated.	a b c d e	
7. The learners' prior experiences with the subject matter are clearly stated.	a b c d e	
8. The prerequisite writing ability (written expression or handwriting) of students is clearly specified.	a b c d e	
9. The required language of the students is clearly specified.	a b c d e	
10. The mathematics' prerequisites of the learners is clearly stated.	a b c d e	
11. The learners' prerequisite attitudes are clearly stated.	a b c d e	
12. The students' interests are clearly specified.	a b c d e	
13. The prerequisite physical or psychomotor attributes of learners are clearly stated.	a b c d e	

	RATING	COMMENTS
	a b c d e	
14. The students' prerequisite emotional attributes are clearly specified.	a b c d e	
15. The prerequisite cultural background of learners is clearly stated by the developers.	a b c d e	
16. The teacher training experiences for teaching this program are clearly stated.	a b c d e	
17. The teachers' knowledge of this specific subject matter is clearly outlined.	a b c d e	
18. The interests of the teachers are clearly outlined.	a b c d e	
19. The teachers' prerequisite attitudes for this program are clearly specified.	a b c d e	
20. The teachers' relevant experiences with audio-visual devices are clearly stated.	a b c d e	
21. The relevant experiences of teachers with instructional techniques utilized in the program are specified clearly.	a b c d e	
22. The teachers' relevant experiences with the type of students who take part in this program are clearly specified.	a b c d e	
23. The teachers' prerequisite preferences for subject matter content are clearly stated.	a b c d e	

	RATING	COMMENTS
	a b c d e	
24. The teachers' preferences for methods of organizing material are clearly stated for this curriculum program.	a b c d e	
25. The teachers' preferences for particular roles of the teacher are clearly specified for this program.	a b c d e	
26. The teachers' preferences for specific types of students are clearly specified for this program.	a b c d e	
27. The assumptions of how learning should take place are clearly outlined by developers.	a b c d e	
28. The assumptions of how teachers should teach this program are clearly stated by developers.	a b c d e	
29. The assumptions of the importance of the subject matter field for this curriculum are clearly stated.	a b c d e	
30. The assumptions of the importance of specifying objectives for this program are clearly stated.	a b c d e	
31. The general or global objectives for this program are clearly specified.	a b c d e	
32. The specific objectives for this program are clearly stated.	a b c d e	

	RATING	COMMENTS
	a b c d e	
33. The guidelines provided for determining the program's activities are clearly stated.	a b c d e	
34. The locations of classes or instructional areas for this curriculum program are clearly stated.	a b c d e	
35. The physical arrangements (groupings) of students are clearly specified.	a b c d e	
36. The time requirements for the completion of the program are clearly stated.	a b c d e	
37. The order of presentation of the activities is clearly stated by the developers.	a b c d e	
38. The order of presentation of the materials to be used in this program is clearly outlined.	a b c d e	
39. The rationale for the sequence given in the presentation of activities and materials is clearly stated.	a b c d e	
40. The teaching methods for this program are clearly specified.	a b c d e	
41. The teachers' roles are clearly stated.	a b c d e	
42. The aspects of the program to be evaluated during the planning phase are clearly stated.	a b c d e	

	RATING	COMMENTS
	a b c d e	
43. The aspects of the program to be evaluated during the try-out are clearly stated.	a b c d e	
44. The aspects of the program to be evaluated after the adoption in classes are clearly stated.	a b c d e	
45. The evaluation procedures to be used during the planning phase of the program are clearly stated	a b c d e	
46. The evaluation procedures to be used during the try-out of the program are clearly stated.	a b c d e	
47. The evaluation procedures to be used after the adoption of the program in classes are clearly stated.	a b c d e	
48. The persons who develop or acquire the evaluation procedures for the planning phase of the program are clearly stated.	a b c d e	
49. The persons who develop or acquire the evaluation procedures for the try-out of the program are clearly specified.	a b c d e	
50. The persons who develop the evaluation procedures used after the adoption of the program in classes are clearly stated .	a b c d e	
51. The persons who implement the evaluation procedures during the planning phase of the program are clearly stated.	a b c d e	

	RATING	COMMENTS
	a b c d e	
52. The persons who implement the evaluation procedures during the try -out of the program are clearly stated.	a b c d e	
53. The persons who implement the evaluation procedures after adoption of the program in classes are clearly specified.	a b c d e	

SECTION II : APPROPRIATENESS OF THE PROGRAM

This set of items concerns the APPROPRIATENESS of certain aspects of the program :

54. The specific subject matter is appropriate to the learners age and / or grade level.	a b c d e	
55. The general background required for students is appropriate to the specific subject matter.	a b c d e	
56. The specific prerequisites for the students are appropriate to the specific subject matter.	a b c d e	
57. The prerequisites required of teachers are appropriate for teaching this program.	a b c d e	
58. The students' specific prerequisites are appropriate to their age range and/or grade level.	a b c d e	
59. The prerequisites of teachers are appropriate for teaching this age range and/or grade level of students.	a b c d e	

	RATING	COMMENTS
	a b c d e	
60. The time limits for the completion of the program are appropriate for the students age range and/or grade level.	a b c d e	
61. The general objectives are appropriate for the grade level and/or the age range required for students.	a b c d e	
62. The specific objectives are appropriate for the required grade level and/or age range of students.	a b c d e	
63. The activities specified for this program are appropriate for the grade level and/or age range of students.	a b c d e	
64. The materials to be used in this program are appropriate for the age range and/or grade level of students.	a b c d e	
65. The conditions stated for this program are appropriate for the age range and/or grade level of students.	a b c d e	
66. The structure of the program is appropriate for the age range and/or the grade level of students.	a b c d e	
67. The teaching methods to be used are appropriate for the age range and/or grade level of students.	a b c d e	
68. The teacher's roles specified for the program are appropriate for the age range and/or grade level of students.	a b c d e	

	RATING	COMMENTS
	a b c d e	
69. The evaluation procedures to be used are appropriate for this age range and/or grade level of students.	a b c d e	
70. The teachers' prerequisites are appropriate for student with the stated general background.	a b c d e	
71. The teachers' prerequisites are appropriate for students with the stated specific prerequisites.	a b c d e	
72. The general objectives are appropriate for and attainable by students who have the necessary general background.	a b c d e	
73. The general objectives are appropriate for and attainable by students who have the necessary specific prerequisites.	a b c d e	
74. The specific objectives are appropriate for and attainable by students with the general background.	a b c d e	
75. The specific objectives are appropriate for and attainable by students with the specific prerequisites.	a b c d e	
76. The materials to be used are appropriate for students with the required general background.	a b c d e	
77. The materials to be used in this program are appropriate for students with the necessary specific prerequisites.	a b c d e	

	RATING	COMMENTS
	a b c d e	
78. The activities to take place in the program are appropriate for students with the required general background.	a b c d e	
79. The activities to take place in the program are appropriate for students with the specific pre-requisites.	a b c d e	
80. The way this program is structured is appropriate for students with the stated general background.	a b c d e	
81. The way this program is structured is appropriate for students with these specific prerequisites.	a b c d e	
82. The teaching methods specified for this program are appropriate for students with this general background.	a b c d e	
83. The teaching methods stated for this program are appropriate for students with these specific prerequisites.	a b c d e	
84. The basic assumptions which underlie the curriculum program are appropriate for students with the required general background.	a b c d e	
85. The basic assumptions which underlie the program are appropriate for students with these specific prerequisites.	a b c d e	
86. The evaluation procedures to be used in the program are appropriate for students with the stated background.	a b c d e	

	RATING	COMMENTS
	a b c d e	
87. The evaluation procedures to be used are appropriate for students with the necessary specific prerequisites.	a b c d e	
88. The basic assumptions which underlie the curriculum program are appropriate for teachers with these prerequisites.	a b c d e	
89. The prerequisites of teachers are appropriate for attaining the general objectives.	a b c d e	
90. The prerequisites of teachers are appropriate for attaining the specific objectives.	a b c d e	
91. The guidelines for specifying objectives are appropriate for the persons who will be determining the objectives.	a b c d e	
92. The activities specified for the program are appropriate for teachers with these prerequisites.	a b c d e	
93. The materials specified for the program are appropriate for teachers with these prerequisites.	a b c d e	
94. The structure of the curriculum program is appropriate for teachers with these prerequisites.	a b c d e	
95. The teaching methods stated for the program are appropriate for teachers with these prerequisites.	a b c d e	
96. The teachers' roles stated for this program are appropriate for teachers with the prerequisites outlined by the developers.	a b c d e	

SECTION III. ENJOYMENT OF THE CURRICULUM PROGRAM

This set of items concerns the amount of ENJOYMENT which the program will promote in the students and the teachers.:

	RATING	COMMENTS
	a b c d e	
97. Students with the required general background will enjoy the subject matter content.	a b c d e	_____
98. Students with the required age range and/or grade level will enjoy the subject matter content of the program.	a b c d e	_____
99. Students with the specific prerequisites will enjoy the subject matter of the program.	a b c d e	_____
100. Teachers with the necessary prerequisites will enjoy the subject matter content of the program.	a b c d e	_____
101. Students with the stated general background will enjoy the activities of the program.	a b c d e	_____
102. Students with the required age range and/or grade level will enjoy the activities of the program.	a b c d e	_____
103. Students with the specific prerequisites will enjoy the activities of the program.	a b c d e	_____
104. Teachers with the necessary prerequisites will enjoy the activities of the program.	a b c d e	_____

	RATING	COMMENTS
	a b c d e	
105. Students with the required age range and/or grade level will enjoy the materials to be used in this program.	a b c d e	_____
106. Students with the specific prerequisites will enjoy the materials specified for the program.	a b c d e	_____
107. Students with the general background will enjoy the materials to be used in this program.	a b c d e	_____
108. Teachers with the necessary prerequisites will enjoy the materials specified for the program.	a b c d e	_____
109. Students with the stated age range and/or grade level will enjoy the conditions of the program.	a b c d e	_____
110. Students with the general background will enjoy learning under the specified conditions.	a b c d e	_____
111. Students with the specific prerequisites will enjoy learning under these conditions.	a b c d e	_____
112. Teachers with the necessary prerequisites will enjoy teaching under the conditions outlined for the program.	a b c d e	_____
113. The way the program is structured will stimulate the enjoyment of students with this general background.	a b c d e	_____

	RATING	COMMENTS
	a b c d e	
114. The way the program is structured will stimulate the enjoyment of students with the specified age range and/or grade level.	a b c d e	_____
115. The way the program is structured will stimulate the enjoyment of students with the specific pre-requisites.	a b c d e	_____
116. The structure of the program will stimulate the enjoyment of teachers with the appropriate prerequisites.	a b c d e	_____
117. Students with the required age range and/or grade level will enjoy the teaching methods intended for the program.	a b c d e	_____
118. Students with the required general background will enjoy the teaching methods intended for the program.	a b c d e	_____
119. Students with the specific prerequisites will enjoy the teaching methods intended for the program.	a b c d e	_____
120. Teachers with the necessary prerequisites will enjoy the teaching methods intended for the program.	a b c d e	_____
121. Students with the required age range and/or grade level will enjoy the roles to be performed by the teacher during this program.	a b c d e	_____
122. Students with the required general background will enjoy the roles to be performed by the teacher.	a b c d e	_____

	RATING	COMMENTS
	a b c d e	
123. Students with the specific prerequisites will enjoy the roles to be performed by the teacher in this program.	a b c d e	
124. Teachers with the necessary prerequisites will enjoy performing the roles suggested for the program.	a b c d e	
125. Students with the required age range and/or grade level will enjoy the evaluation procedures outlined for the program.	a b c d e	
126. Students with the specified general background will enjoy the evaluation procedures outlined for the program.	a b c d e	
127. Students with the specific prerequisites will enjoy the evaluation procedures suggested for the program.	a b c d e	
128. Teachers with the appropriate prerequisites will enjoy the evaluation procedures suggested for the program.	a b c d e	

SECTION IV : THE WORTH OF THE PROGRAM

The items in this section seek information about the WORTH of the program under study.

129. The specific subject matter of the program represents important and worthwhile content for students with the required age range and/or grade level.	a b c d e	

	RATING	COMMENTS
	a b c d e	
130. The specific subject matter of the program represents important and worthwhile content for students with the appropriate general background.	a b c d e	
131. The specific subject matter of the program represents important and worthwhile content for students with the specific prerequisites.	a b c d e	
132. The specific subject matter of the program represents important and worthwhile content for teachers with the necessary prerequisites.	a b c d e	
133. The basic assumptions outlined for the program represent important and worthwhile foundations for students with the appropriate age range and/or grade level.	a b c d e	
134. The basic assumptions represent important and worthwhile foundations for students with the specified general background.	a b c d e	
135. The basic assumptions represent important and worthwhile foundations for students with the specific prerequisites.	a b c d e	
136. The basic assumptions represent important and worthwhile foundations for teachers with the appropriate prerequisites.	a b c d e	
137. The objectives of this program represent important and worthwhile outcomes for students with the required age range and/or grade level.	a b c d e	

	RATING	COMMENTS
	a b c d e	
139. The objectives specified for this program represent important and worthwhile outcomes for students with the stated general background.	a b c d e	
139. The objectives stated for this program represent important and worthwhile outcomes for students with specific prerequisites.	a b c d e	
140. The objectives specified for this program represent important and worthwhile outcomes for teachers with the suggested prerequisites.	a b c d e	
141. The activities specified for the program represent important and worthwhile endeavours for students with the age range and/or grade level.	a b c d e	
142. The activities specified for the program represent important and worthwhile endeavours for students with the specified general background.	a b c d e	
143. The activities specified for the program represent important and worthwhile endeavours for students with the appropriate prerequisites.	a b c d e	
144. The activities specified for the program represent important and worthwhile endeavours for teachers with the appropriate prerequisites.	a b c d e	

	RATING	COMMENTS
	a b c d e	
145. The materials specified for the program represent important and worthwhile stimulus for students with the required age range and/or grade level.	a b c d e	
146. The materials specified for the program represent important and worthwhile stimulus for students with the required general background.	a b c d e	
147. The materials specified for the program represent important and worthwhile stimulus for students with the specific prerequisites.	a b c d e	
148. The materials specified for the program represent important and worthwhile stimulus for the teachers, with appropriate prerequisites.	a b c d e	
149. The specific subject matter represents important and worthwhile content for students.	a b c d e	
150. The specific subject matter represents important and worthwhile content for teachers.	a b c d e	
151. The basic assumptions represent important and worthwhile foundations for this curriculum program.	a b c d e	
152. The objectives of this program represent important and worthwhile outcomes for students.	a b c d e	

	RATING	COMMENTS
	a b c d e	
153. The objectives of this program represent important and worthwhile outcomes for teachers.	a b c d e	
154. The activities specified for this program represent important and worthwhile endeavours for students.	a b c d e	
155. The activities specified for this program represent important and worthwhile endeavours for teachers.	a b c d e	
156. The materials specified for this program represent important and worthwhile stimulus for students.	a b c d e	
157. The materials specified for this program represent important and worthwhile stimulus for teachers.	a b c d e	

SECTION V : INTERNAL CONSISTENCY OF THE PROGRAM

This set of items concerns INTERNAL CONSISTENCY among the different aspects of the curriculum program under study.

158. The materials specified for the program are consistent with the guidelines for formulating objectives.	a b c d e	
159. The activities specified for the program are consistent with the guidelines for formulating objectives.	a b c d e	
160. The conditions stated for the program are consistent with the guidelines for formulating objectives.	a b c d e	

	RATING	COMMENTS
	a b c d e	
161. The guidelines for formulating objectives are consistent with the structure of the program.	a b c d e	
162. The required age range and/or grade level are consistent with the basic assumptions which underlie the program.	a b c d e	
163. The students' general background is consistent with the basic assumptions which underlie the program.	a b c d e	
164. The specific prerequisites of students are consistent with the basic assumptions which underlie the program.	a b c d e	
165. The appropriate prerequisites for teachers are consistent with the basic assumptions which underlie the program.	a b c d e	
166. The general or global objectives specified for this program are consistent with the basic assumptions which underlie the program.	a b c d e	
167. The specific objectives of the program are consistent with the basic assumptions which underlie the program.	a b c d e	
168. The materials specified for this program are consistent with the general objectives.	a b c d e	
169. The activities included in this program are consistent with the general objectives.	a b c d e	

	RATING	COMMENTS
	a b c d e	
170. The conditions of this program are consistent with the general objectives.	a b c d e	
171. The general objectives are consistent with the structure of the program.	a b c d e	
172. The teaching methods outlined for this program are consistent with the general objectives.	a b c d e	
173. The specific objectives are consistent with the general objectives.	a b c d e	
174. The required age range and/or grade level of students are consistent with the general objectives.	a b c d e	
175. The stated general background for students is consistent with the general objectives.	a b c d e	
176. The specific prerequisites for students are consistent with the general objectives.	a b c d e	
177. The prerequisites for the teachers are consistent with the general objectives.	a b c d e	
178. The evaluation procedures are consitent with the general objectives.	a b c d e	
179. The age range and/or grade level of students are consistent with the specific objectives.	a b c d e	
180. The required general Background of students is consistent with the specific objectives of the program.	a b c d e	

	RATING	COMMENTS
	a b c d e	
181. The specific prerequisites for students are consistent with the specific objectives of the program.	a b c d e	
182. The appropriate prerequisites for teachers are consistent with the specific objectives.	a b c d e	
183. The materials specified for the program are consistent with the specific objectives.	a b c d e	
184. The activities included in the program are consistent with the specific objectives.	a b c d e	
185. The conditions outlined for the program are consistent with the specific objectives	a b c d e	
186. The specific objectives are consistent with the way the program is structured.	a b c d e	
187. The teaching methods suggested for the program are consistent with the specific objectives.	a b c d e	
188. The roles the teachers will perform are consistent with the specific objectives.	a b c d e	
189. The evaluation procedures to be adopted for the program are consistent with the specific objectives.	a b c d e	
190. The time requirements for the completion of the program are consistent with the basic assumptions.	a b c d e	
191. The time requirements allotted for the program are consistent with the basic assumptions.	a b c d e	
192. The time requirements allotted for the program are consistent with the attainment of the specific objectives.	a b c d e	

	RATING	COMMENTS
	a b c d e	
193. The time requirements allotted for the program are consistent with the quantity of materials to be used.	a b c d e	
194. The time requirements allotted for the program are consistent with the activities to take place.	a b c d e	
195. The time alloted by the developers for the program is consistent with the range of evaluation procedures.	a b c d e	
196. The materials are consistent with the activities to be performed.	a b c d e	
197. The conditions outlited for the program are consistent with the activities to be performed.	a b c d e	
198. The specified conditions are consistent with the materials.	a b c d e	
199. The teaching methods suggested for the program are consistent with the materials.	a b c d e	
200. The materials suggested for the program are consistent with the roles to be performed by teachers.	a b c d e	
201. The evaluation procedures are consistent with the materials suggested for the program.	a b c d e	
202. The materials specified for the program are consistent with the basic assumptions.	a b c d e	

	RATING	COMMENTS
	a b c d e	
203. The activities to be performed are consistent with the basic assumptions.	a b c d e	
204. The structure of the program is consistent with the basic assumptions.	a b c d e	
205. The suggested teaching methods are consistent with the basic assumptions.	a b c d e	
206. The teachers' roles suggested for the program are consistent with the basic assumptions.	a b c d e	
207. The evaluation procedures suggested for the program are consistent with the basic assumptions.	a b c d e	
208. The activities specified for the program are consistent with the structure of the curriculum.	a b c d e	
209. The teaching methods suggested for the program are consistent with the activities to be performed.	a b c d e	
210. The roles to be performed by teachers are consistent with the activities of the program.	a b c d e	
211. The evaluation procedures to be used with the program are consistent with the activities.	a b c d e	
212. The suggested teaching methods are consistent with the structure of the program.	a b c d e	
213. The suggested roles of the teachers are consistent with the structure of the program.	a b c d e	

	RATING	COMMENTS
	a b c d e	
214. The evaluation procedures are consistent with the way the program is structured.	a b c d e	
215. The evaluation procedures are consistent with the suggested teaching methods.	a b c d e	
216. The teachers' roles suggested for the program are consistent with the teaching methods.	a b c d e	
217. The basic assumptions which underlie the curriculum program are consistent throughout the program.	a b c d e	
218. The general objectives are consistent throughout the program.	a b c d e	
219. The specific objectives are consistent throughout the program.	a b c d e	
220. The evaluation procedures are consistent throughout the program.	a b c d e	

STUDENT QUESTIONNAIRE FOR LESSON (STQL)

SUPPLEMENTARY INFORMATION

a) Today's lesson is about _____

_____

b) Today's date is _____

_____

c) My name is _____

d) I am _____ a boy _____ a girl _____

e) My age is _____

f) I am in Grade _____

g) My teacher's name is _____

h) My school's name is _____

_____

STUDENT QUESTIONNAIRE FOR LESSON (STQL)

The following are some statements about what happened in the class during today's lesson. Circle the letter at the right side of the sheet which best tells how you feel about what happened. Write in the space provided any comments you may wish to make.

First let us give you an example :

Suppose we ask you to respond to a statement about a film you viewed in the classroom today :

	Not at all (a)	Not much (b)	Very much (c)	Very much (d)	Not applicable (e)	COMMENT
- I enjoyed watching the film during the lesson.	a	b	c	d	e	

If the film did not interest you or was boring then circle the letter (a) which represents " not at all".

If you found parts of the film interesting, and you enjoyed only these parts, then circle the letter (b) which represents "not much".

Suppose you found the film interesting but not all that exciting, then circle the letter (c) which represents "much".

But if you thought the film was very interesting and very exciting, then circle the letter (d) which represents "very much".

Do not waste time puzzling over which letter to choose - circle the letter which first seems best and go on to the next.

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
1. I enjoyed working with the other students during the lesson.	a	b	c	d	e	----------
2. I enjoyed working with the teacher during the lesson.	a	b	c	d	e	----------
3. I enjoyed working with the books, laboratory equipment or other materials.	a	b	c	d	e	----------
4. I enjoyed the activities that occurred during the lesson.	a	b	c	d	e	----------
5. I enjoyed the physical arrangement (grouping) of students for this lesson	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
6. I enjoyed the location of the class for today's activities.	a	b	c	d	e	----------
7. The teacher enjoyed working with the students.	a	b	c	d	e	----------
8. The teacher enjoyed working with the books, laboratory equipment or other materials during the lesson.	a	b	c	d	e	----------
9. The teacher enjoyed the activities that occurred during the lesson.	a	b	c	d	e	----------
10. The teacher enjoyed the location of the class where the lesson was held.	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	(c)	Very much (d)	Not applicable (e)	COMMENTS
11. The teacher enjoyed the way the students were grouped for this lesson.	a	b	c	d	e	
12. I understood other students during today's lesson.	a	b	c	d	e	
13. I understood the students during today's lesson.	a	b	c	d	e	
14. I understood the materials that were handled in today's lesson.	a	b	c	d	e	
15. I understood the activities that occurred during the lesson.	a	b	c	d	e	
16. I understood the purpose for using the materials during the lesson.	a	b	c	d	e	

	Not at all (a)	Not much (b)	(c)	Very much (d)	Not applicable (e)	COMMENTS
17. I understood the purpose of the activities that took place during the lesson.	a	b	c	d	e	----------
18. I understood the purpose for the class grouping during this lesson.	a	b	c	d	e	----------
19. I understood the purpose for the location of the class for today's lesson.	a	b	c	d	e	----------
20. The teacher understood the students during today's lesson.	a	b	c	d	e	----------
21. The teacher understood the materials.	a	b	c	d	e	----------
22. The teacher understood the activities that took place during the lesson	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	C O M M E N T S
23. The teacher understood the purpose for the location of the class.	a	b	c	d	e	----------
24. The teacher understood the purpose for the way the students were grouped.	a	b	c	d	e	----------
25. The teacher understood the purpose of the materials for today's lesson.	a	b	c	d	e	----------
26. I encouraged the teacher during the lesson	a	b	c	d	e	----------
27. I encouraged other students during the lesson.	a	b	c	d	e	----------
28. The teacher encouraged the students during the lesson	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	(c)	Very much (d)	Not applicable (e)	COMMENTS
29. Other students encouraged the teacher.	a	b	c	d	e	
30. The materials were appropriate to me.	a	b	c	d	e	
31. The activities were appropriate to me.	a	b	c	d	e	
32. The materials were appropriate to the teacher.	a	b	c	d	e	
33. The materials were appropriate to other students.	a	b	c	d	e	
34. The activities were appropriate to the teacher.	a	b	c	d		

	Not at all (a)	Not much (b)	(c)	Very much (d)	Not applicable (e)	COMMENTS
35. The activities were appropriate to other students.	a	b	c	d	e	----------
36. The class grouping was appropriate to me.	a	b	c	d	e	----------
37. The location of the class was appropriate to me.	a	b	c	d	e	----------
38. The students grouping was appropriate to the teacher.	a	b	c	d	e	----------
39. The students grouping was appropriate to other students.	a	b	c	d	e	----------
40. The location of the class was relevant to the teacher's method of teaching.	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	(c)	Very much (d)	Not applicable (e)	COMMENTS
41. The location of the class was relevant to the other students.	a	b	c	d	e	----------

WHAT IMPROVEMENTS WOULD YOU SUGGEST IN TODAY'S LESSON?

TEACHER QUESTIONNAIRE FOR LESSON (TEOL)

SUPPLEMENTARY INFORMATION

a) The name of the unit/episode, or program is _____

_____

b) The lesson you are reacting to is about _____

_____

c) Your name _____ Sex _____

d) The school's name is _____

e) The age range and/or grade level of students _____

_____

f) Today's date is _____

The following are some statements about what happened in class during today's lesson. Circle the letter at the right side of the sheet which best represents your response to each statement and write in the space provided any comments you may wish to make.

	Not at all (a)	Not much (b)	Much (c)	Very much (d)	Not applicable (e)	COMMENTS
1. I enjoyed working with the students.	a	b	c	d	e	----------
2. I enjoyed working with other teachers during the lesson.	a	b	c	d	e	----------
3. I enjoyed working with the materials.	a	b	c	d	e	----------
4. I enjoyed the activities that occurred in today's lesson.	a	b	c	d	e	----------
5. I enjoyed the location of the class.	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	Much (c)	Very much (d)	Not applicable (e)	COMMENTS
5. I enjoyed the way that the students were grouped for today's lesson.	a	b	c	d	e	----------
7. I understood the students during the lesson.	a	b	c	d	e	----------
8. I understood the materials.	a	b	c	d	e	----------
9. I understood the activities that took place.	a	b	c	d	e	----------
10. I understood the purpose of the location of the class for today's activities.	a	b	c	d	e	----------
11. I understood the purpose of the grouping of students for today's lesson.	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	Much (c)	Very much (d)	Not applicable (e)	COMMENTS
12. I understood the purpose of using the materials for today's activities.	a	b	c	d	e	----------
13. I encouraged the students during the lesson.	a	b	c	d	e	----------
14. The students enjoyed today's lesson.	a	b	c	d	e	----------
15. Other teachers enjoyed today's lesson.	a	b	c	d	e	----------
16. The students enjoyed their grouping for this lesson.	a	b	c	d	e	----------
17. The students enjoyed the location of the class in relation to the activities that occurred during the lesson.	a	b	c	d	e	----------
18. The students understood today's lesson.	a	b	c	d	e	----------

	Not at all (a)	Not much (b)	Very much (c)	Not much (d)	applicable (e)	COMMENTS
19. The students understood the materials that they used during the lesson.	a	b	c	d	e	
20. The students understood the activities during the lesson.	a	b	c	d	e	
21. The students understood the purpose of their grouping during the lesson.	a	b	c	d	e	
22. The students understood the purpose of the location of the class for today's lesson.	a	b	c	d	e	
23. The students encouraged other students.	a	b	c	d	e	
24. The students encouraged the teacher.	a	b	c	d	e	

	Not at all (a)	Not much (b)	Much (c)	Very much (d)	Not applicable (e)	COMMENTS
25. The materials were appropriate to the students.	a	b	c	d	e	----------
26. The materials were appropriate to your method of teaching.	a	b	c	d	e	----------
27. The activities were appropriate to the students.	a	b	c	d	e	----------
28. The location of the class was appropriate to the students for carrying on their activities.	a	b	c	d	e	----------
29. The physical arrangement for the students was appropriate.	a	b	c	d	e	----------

WHAT IMPROVEMENTS IN THE SPECIFICATION FOR TODAY'S LESSON SHOULD BE MADE ?

APPENDIX I

Participating Teachers in First Piloting Session

NAME	SCHOOL	TOWN/CITY, PROVINCE
Baillie, Ian	St. Michael's Elem.	Chatham, N. B.
Bernard, Austin J.	Miscouche High	Miscouche, P. E. I.
Bowen, Beverley	Hillmount P. S.	Willowdale, Ont.
Chaulk, Laurie	A. C. Hiscock Acad.	Corner Brook, Nfld.
Cook, Sharon Anne	Colonel By Sec. Sch.	Ottawa, Ont.
Deir, Paul	J. R. Henderson Sch.	Kingston, Ont.
Denine, David	St. Patrick's Hall	St. John's, Nfld.
Dunne, Maureen	St. John Bosco	St. John's, Nfld.
Holloway, Don	Port Elgin Elem.	Port Elgin, N. B.
Howlett, Blanche	Dundas	Cardigan, P. E. I.
Laite, Stanley G.	I. J. Sampson	St. John's, Nfld.
Lear, Ed	Park Avenue	Mount Pearl, Nfld.
Lewis, Susan	G. F. A. Elem.	Grand Falls, Nfld.
Loewen, Peter	Vineland Public	Beamsville, Ont.
MacDonald, Menadora	———	Charlottetown, P. E. I.
Martin, Larry	Mary Queen of Peace	St. John's, Nfld.
Molloy, Mary	St. John Bosco	St. John's, Nfld.
Moores, Janice	MacDonald Dr. Jr. H.	St. John's, Nfld.
Murray, Ann Marie	St. Pius X Girls	St. John's, Nfld.
Regular, Melvin	Supervisor, Pentecostal Assem.	St. John's, Nfld.
Rodgers, Eleanor	Parkside Elem.	Summerside, P. E. I.
Rongue, K. M.	Cardinel Leger	Saskatoon, Sask.
White, Mary E.	———	Shubenacadie, N. S.
White, Noel	St. Patrick's Hall	St. John's, Nfld.
Wood, Robin	Stouffville D. S. S.	Stouffville, Ont.
Woolridge, Daphne	G. F. A. Elem.	Grand Falls, Nfld.