A REPORT ON THE PRODUCTION OF AUDIO-VISUAL MATERIALS FOR A MULTI-MEDIA KIT FOR THE ST. JOHN'S PROJECT "CULTURE IN TRANSITION: PROBLEMS OF A CHANGING LIFESTYLE" OF THE CANADIAN STUDIES FOUNDATION

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by

M. Bramwell Dawe

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A Report submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

This project includes audio-visual materials produced for a multi-media kit for the St. John's project of the Canada Studies Foundation and a report giving a detailed discussion of how these materials were developed. The audio-visual materials produced for the project include a slide-tape presentation and an overhead transparency with overlays. Included in the report are references to background information and related literature, the scope and limitations of the materials, and the procedure followed in their production and evaluation. The appendices to the report include the Teacher Guidebook for the St. John's project, the Manual for the Slide-Tape Presentation, Slide-Tape Presentation, Transparency with Overlays, and Pretests-Posttests.

The purpose of the audio-visual materials was to fulfill one criteria of the Canada Studies Foundation - to include in curriculum development print materials that are supported by audio-visual materials.

ACKNOWLEDGEMENTS

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CHAPTER I

BACKGROUND TO THE PROJECT

Need for Curriculum Materials

The Canadian educator, A.B. Hodgetts, in his book What Culture? What Heritage? (1968) investigated the teaching of Canadian social studies in Canadian classrooms. In his book Hodgetts wrote of the stagnated and deplorable conditions in the Canadian school social studies programs. To improve these conditions Hodgetts (1968) said: "New programs in Canadian studies, if they are to be developed at all, must be devised within our own educational system. No one else can do it for us (p. 7)." One of his recommendations for change was "to develop and distribute Canadian studies materials and teaching strategies for use in elementary and secondary schools (Hodgetts, 1968, p. 118)." Since Hodgetts' publication, teachers at local school levels have become more involved in curriculum development. All across Canada teachers have come to realize "a need for involvement in the development of curriculum in Canada studies relevant for their own and other Canadian classrooms (Massey, 1971, p. 3)." Such curriculum development initiated by teachers is seen in Canada Studies Foundation projects which reflect the major theme of the Canada Studies Foundation "continuing Canadian concerns (Tomkins, 1972, p. 4)."

Canada Studies Foundation

The Canada Studies Foundation (C.S.F.), established in 1970, is a funding organization which supports the development by teachers of school curriculum in the area of Canadian national and regional studies. The Foundation is composed of a central organization with three regional autonomous divisions: the Laurentian Project, Project Atlantic Canada, and Project Canada West. Each project is subdivided into groups of teachers and regardless of the topic selected each project has the following characteristics in common:

a. The projects are teacher-based, thereby providing an immediate impact in the classroom and involving students from the outset.

b. The projects have academic and other expert consultants to ensure that the materials produced are academically and pedagogically sound and to encourage close co-operation between classroom teachers and people at other levels of education.

c. The projects have a high degree of inter-regional co-operation. A substantial part of the Foundation's budget is allocated to provide opportunities for teachers from different regions and provinces to meet regularly and work together on classroom materials and methods related to Canadian questions of shared interest. This interprovincial and interregional kind of co-operation is an important aspect of all projects but is a special feature of the Laurentian Projects which bridge not only regional, but cultural and linguistic boundaries. Since its inception, the Foundation has sponsored, either during the regular school year or during the summer holidays, 190 of these inter-regional meetings.

d. The projects have generated local support within their regions in cash, services and facilities from school boards, universities, teachers, federations, and other organizations. It is estimated that the value of this regional support, as distinct from grants made to projects by the Foundation, will exceed $500,000 by June, 1975.

e. The projects are engaged in the development of multi-media classroom materials organized into units of work of three to eight weeks duration that can be slotted into existing curricula. Interprovincial co-operation means that regional, ethnic, and other group differences and similarities of viewpoint on any Canadian concern are built into the materials from the outset, thus ensuring a comparative approach to the various issues under consideration (Canada Studies Foundation Annual Report, 1972).

St. John's Project

The St. John's group is one such subdivision of Project Atlantic Canada. After three attempts the St. John's project was successfully started in the spring of 1974 by two graduate students in Education at Memorial University of Newfoundland. As these students researched materials on St. John's, they decided that the most efficient way to research materials would be to divide the research between them. At this point they invited a third graduate student to join the team. While the three members researched material, they had to adhere to the criteria of the Canada Studies Foundation. According to Anderson (1973), the Canada Studies Foundation Project Director for Project

Atlantic Canada, Newfoundland and Labrador, as units are being developed by an individual team, the members are responsible for developing materials based on twelve 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 interchangeable across Canada;
4. materials of national significance;
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. printed 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).

One of these criteria, Number 8, was considered of such importance that a fourth member, one with some background in the production of audio-visual materials, was invited to join the St. John's team. This member was the author.

When the writer joined the St. John's project, the topic "Culture in Transition: Problems of a Changing Life-Style" had already been selected and the rationale outlined (Appendix A, p. 32). The city of St. John's lends itself so well to a study of its past and present. It is a good example of a city experiencing a type of cultural transition. The remnants of the past are still very much in evidence as they stand side by side with the lifestyle of "modern" St. John's. As the older generations of people die so does much of what was once thought to be unbreakable traditions and unchanging values. The older generation 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. Other citizens, however, are contented with the new ways. As indicated here, this cultural transition is presenting many problems.

The St. John's team, therefore, as part of Project Atlantic Canada, and keeping in mind the Project Atlantic Canada 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 their cultural change. With this aim in mind the team adopted for their title, "Culture in Transition: Problems of a Changing Lifestyle."

This St. John's 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 a topic which is prevalent 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.

CHAPTER II

DEVELOPMENT OF THE MATERIALS

Problem

Since criteria Number Eight of the Canada Studies Foundation (Appendix A, p. 32) requires that multi-media materials must support the printed material, the St. John's team had to produce audio-visual materials to accompany the ten booklets (Appendix A, p. 32):

Booklet One:	Introduction to Culture in Transition
Booklet Two:	The Beginnings of St. John's
Booklet Three:	Problems of a Changing Social Lifestyle
Booklet Four:	Problems of Housing and Planning in a Growing Urban Centre
Booklet Five:	Problems of Social Interaction in a Growing Urban Centre
Booklet Six:	Problems of Policing a Growing Urban Centre
Booklet Seven:	Problems of Economics in a Growing Urban Centre
Booklet Eight:	Problems of Governing a Growing Urban Centre
Booklet Nine:	Problems of Communications in a Growing Urban Centre
Booklet Ten:	Problems of Transportation in a Growing Urban Centre

The author's task was to produce the audio-visual materials.

Because the first two booklets were designed as an introduction to the St. John's project and as a prerequisite

for teaching any or all of the ten booklets, the author decided to use the first two booklets as the base for the audio-visual materials. This would enable the audio-visual materials to be used either as an introduction to the print materials and the project, as another media for teaching the information, or as a teaching aid for the print materials. Furthermore, the audio-visual materials were designed so that they could be used alone, separate from the print materials and from the St. John's project itself.

Intended Learning Outcomes

The writer intended for the audio-visual materials to provide knowledge to promote a better understanding of St. John's past and present and the St. John's project. The materials are intended to provide a setting for Booklets One and Two and the St. John's project by showing many historic and modern aspects of St. John's and so presenting St. John's as an example of culture in transition.

More specifically, the student after viewing the audio-visual materials should be able to:

a. define culture, transition, and culture in transition;

b. give examples of culture in transition in St. John's;

c. give examples of how St. John's has changed over the years;

d. give examples of problems and controversy that changes might create or have already created in St. John's;

e. give some historical facts about St. John's;

f. recognize and tell something important about the major sites and places of interest in St. John's, such as: Cabot Tower, Signal Hill, Roman Catholic Basilica, Colonial Building, Confederation Building, Arts and Culture Centre, St. Thomas' Church, and City Hall.

g. recognize and tell one important thing about the major areas of the city, such as: the Harbour, Water Street, Shopping Centres, Parks, Quidi Vidi Village and Lake, Pleasantville, The Battery, Kenmount Road;

h. name some of the major events and traditions that are still carried on in St. John's;

i. describe the growth of St. John's in the twentieth century.

Audio-visual Materials Selected

The two forms of audio-visual materials produced by the author to meet the Intended Learning Outcomes were:

1. a slide-tape presentation done in the form of a guided tour and accompanied by a map "Your Guide to St. John's, Newfoundland" and a manual (Appendix B, p. 61). The map is a street map produced by the Department of Tourism for Newfoundland and available free of charge. The "Manual for the Slide-Tape Presentation" was produced by the author and includes a list of places to see in St. John's, a script of the presentation, questions, and a bibliography.
2. an overhead transparency with overlays showing the growth

and boundaries of St. John's at specific time intervals from 1900 to 1976.

The author selected these two media because:

a. both types seemed to be a good medium in which to realize the Intended Learning Outcomes;

b. both types of production facilities were available;

c. both types of production techniques were very familiar to the author;

d. equipment and facilities for showing both types are readily available to the potential audience.

Learner Analysis

The potential audience for the audio-visual materials were assumed to be the same as those for the St. John's project. The St. John's project assumed the learner to be:

a. English speaking Canadian student;

b. elementary student with a minimum reading level of Grade V;

c. studying a curriculum in Canadian Social Studies.

Production of Materials

Slide-Tape Presentation

With the intended learning outcomes outlined, the media selected and the audience analyzed the author began to gather information for a script for the slide-tape presentation.

The author researched general histories of Newfoundland, such as: Perlin, 1959; Prowse, 1971; and Smallwood, 1937, 1967; and studied the booklets being produced by team members. With knowledge gathered from these areas the producer wrote the script and developed a story board describing briefly the shot needed for each idea of the script. These shots were photographed, the slides developed, mounted and arranged to coincide with the script. At this point the producer taped a narration of the script and synchronized it with the slides.

The script at its beginning relates closely to Booklet One: "Introduction to Culture in Transition" and Booklet Two: "The Beginnings of St. John's." Since these two booklets are to be used as a prerequisite for all other booklets, it was necessary and convenient to include certain aspects of them in the script. This part of the script provides the audience with an introduction to the topic: "Culture in Transition: Problems of a Changing Lifestyle" and supplies information on the historical background of St. John's. The slide-tape presentation, in addition to providing a setting for the materials in the booklets, visualizes many aspects discussed in the booklets. The presentation shows "old" and "new" St. John's; it portrays St. John's as a culture in transition with problems resulting from the changing lifestyle. The slide-tape presentation provides audio-visual material to support the printed materials for the St. John's project of the Canada Studies Foundation.

The slide-tape presentation was produced in the form of a guided tour of St. John's. The script was written so that the audience could either trace the tour on the street map of St. John's, included in the kit, or drive the tour on the streets of St. John's. The presentation selects major points of interest which show the changing lifestyle of the city. The old and new buildings and facilities show that culture in St. John's is in transition and the script emphasizes that there are problems connected with these changes. The questions included in the manual provide stimulation for discussing such problems.

The slide-tape presentation was next evaluated by other Canadian project workers. The Canada Studies Foundation, to enable developers to fulfill two important criteria of the Foundation: one, that units be "evaluated largely by practicing teachers" and two, that materials be "interchangeable across Canada (Anderson, 1973, p. 13)," provided a national dissemination conference in St. John's in March, 1975. Other Canada Studies Foundation projects in Newfoundland were also presented at this in-service session for teachers from across Canada who were willing to field test the materials developed. These teachers and their classes from different regions of Canada piloted the St. John's project including four booklets and the slide-tape presentation. During and at the end of pilpting these teachers and students had to complete teacher and student questionnaires. In addition, informal written evaluations

were returned by both teachers and students.

The results of these questionnaires pointed out two major criticisms. One was the poor audio quality of the tape. At certain points it was very difficult to understand the narrator's speech. A second criticism was levelled on the quality of the slides: some of them were too dark, while others lacked detail since they had been photographed in winter.

As the slide-tape presentation had been piloted across Canada, a copy for evaluation was shown to Learning Resource professors of the Faculty of Education at Memorial University of Newfoundland. Faculty criticism suggested that in many cases the narrative was too lengthy and so the slide would lose the students' attention. Faculty members suggested further that any questions for student discussion be deleted from the narration and added as an appendix to the script. This, they stated, would help shorten the narration.

With these criticisms in mind, the writer revised the slide-tape presentation. Since there had been no criticism of script content, nor slide subject, the writer did not change either. The producer did, however, make several improvements in the presentation. First, the script was altered so that, although no new material was added nor old material deleted with the exception of the questions, more slides could be added. This enabled a slide to be shown to a student for a shorter time period. Secondly, the tape was

recorded with a clearer narrator and with better quality equipment. Finally, the poor quality slides were re-photographed in the summer months.

The questions which had been included in the original narration were now divided into two sections and written in the "Manual for the Slide-Tape Presentation". The first section of questions related directly to slide subject and/or narrative contents of the slide-tape presentation. The second section of questions referred to the more general characteristics of St. John's.

After these revisions were completed, the slide-tape presentation was informally tested on two occasions. First, it was shown to the team members and a class of graduate students in Learning Resources at Memorial University of Newfoundland. These groups evaluated it and gave favourable comments for both content and technical quality. Secondly, the materials were presented at the National Council for Geographic Education held in Toronto in October, 1975 where geographers' comments were favourable.

Results of Slide-Tape Presentation

The revised slide-tape presentation was also presented to two classes of students in different schools in St. John's where it was formally tested. In the first school, in a class of Grade Seven students, the slide-tape presentation was preceded by a pretest and followed by a posttest (Appendix C, p. 83) that asked general questions.

The results of these tests are shown in Table 1. As indicated in the Table there was a significant increase in learning in the mean scores and in the item scores of all but the first question. Lack of significant increase in the first question is contributed to a high score on the pretest and that number one question is an easy question to introduce the students to the test. This field test was one indication that the overall effect of the slide-tape presentation was such that no revision was necessary.

TABLE 1

Scores on Pretest-Posttest 1
(n = 26)

Questions		Total Scores			
Number	Value	Pretest	Posttest	x^2	p
1	1	19	24	0.5813	$p > .05$
2	1	12	26	5.1579	$p < .05$
3	1	10	23	5.1212	$p < .05$
4	3	7	54	36.2131	$p < .001$
5	4	65	102	8.1976	$p < .01$
6	4	24	69	45.0000	$p < .001$
Mean		22.8	49.7	9.9204	$p < .01$

To test the effectiveness of presentation of details of individual slides the presentation was shown to another class, this time Grade Five students. This showing was preceded by a pretest and followed by a posttest (Appendix C, p. 83) which asked specific questions. Results of these tests are shown in Table 2. There was significant improvement in the overall score as well as 22 of the 30 questions. Of the eight doubtful questions the lack of significant improvement in five, numbers two, fifteen, twenty-one, twenty-three and twenty-four, may be due to the high score on the pretest. Three questions, numbers five, thirteen, and fourteen, would need to be examined closely and revisions made where necessary. Although twenty-two questions showed significant improvement, if 15 is taken as the minimum score, sufficient learning occurred in only thirteen of these. The remaining nine questions would need to be examined and revisions made where desired. Because of time restraints the writer could not make these revisions but would recommend them for future revision of the slide-tape presentation.

Comparison of Results with Intended Learning Outcomes

Pretest-Posttests One and Two enabled the author to further evaluate the slide-tape presentation by examining and comparing the results of these tests with the Intended Learning Outcomes. This the author did as reported in Table 3 (p. 18) where the questions in Pretests-Posttests 1 and 2 are matched with the Intended Learning Outcomes. From Table 1 (p. 15)

TABLE 2

Scores on Pretest-Posttest 2
(n = 30)

Question	Pretest	Posttest	χ^2	$p < .05$	$p > .05$
1	16	30	4.2608	✓	
2	19	29	2.083		✓
3	1	8	5.667	✓	
4	0	7	7.000	✓	
5	7	16	3.522		✓
6	3	15	8.000	✓	
7	0	7	7.000	✓	
8	0	8	8.000	✓	
9	9	21	4.800	✓	
10	12	25	4.568	✓	
11	3	18	10.7142	✓	
12	2	15	9.9411	✓	
13	8	15	2.130		✓
14	4	10	2.5714		✓
15	11	21	3.125		✓
16	0	8	8.0000	✓	
17	0	7	7.0000	✓	
18	0	6	6.0000	✓	
19	6	17	5.2608	✓	
20	13	29	6.095	✓	
21	11	17	1.286		✓
22	0	8	8.000	✓	
23	12	18	1.200		✓
24	15	26	2.951		✓
25	10	24	5.765	✓	
26	9	22	5.452	✓	
27	0	9	9.000	✓	
28	3	16	8.895	✓	
29	4	16	7.200	✓	
30	9	21	4.800	✓	
Mean	6.2	16.3	4.4642	✓	

TABLE 3

Comparison of Results with Intended Learning Outcomes (I.L.O.)

I.L.O.*	Questions Pretest-Posttest 1	Questions Pretest-Posttest 2	Proportion with $p < .05$
a.	1, 2, 3		3/3 (100%)
b.	4		1/1 (100%)
c.	5		1/1 (100%)
d.	6		1/1 (100%)
e.		1, 3, 16	3/3 (100%)
f.		2, 6, 11, 12, 14, 15, 17, 18, 22, 23, 24, 28	7/12 (100%)
g.		4, 5, 7, 8, 10, 13, 19, 20, 21, 25, 27, 30	9/12 (75%)
h.		9, 26, 29	3/3 (100%)
i.			

*Letters refer to the Intended Learning Outcomes listed on pages 8 and 9.

and Table 2 (p. 17) the writer calculated the proportion of questions that showed significant increase in learning for each objective. The author judged that if seventy-five percent of the questions showed significant increase in learning that the objective had been met. Using this percentage a study of Table 3 (p. 18) shows that all objectives with the exception of Intended Learning Outcomes f. and i. were met. The author recommends for future revision that the questions and slide-tape information relating to Intended Learning Outcome f. be studied and changes made where necessary to test and achieve the objective. Intended Learning Outcome i. is to be achieved by the overhead transparency with overlays and so will be examined later in this report.

With these results presented, the slide-tape presentation was accepted and praised by team members and officials of the Canada Studies Foundation.

Transparency with Overlays

The writer next devoted time to the production of the second part of the audio-visual material for the multimedia kit.

During the earlier meetings of the team members, they stated that because of the contents of several booklets some method was needed to show the growth of St. John's in the twentieth century. Since maps were readily available the team agreed to use four large wall maps to show the growth of St. John's. A copy of each map was placed in each

kit for piloting across Canada. Upon return of the questionnaires from the pilot one criticism was outstanding: the maps were too large and bulky to be used efficiently. It was still felt, however, that some means to show the growth of St. John's was necessary.

The writer, at this point, suggested that overhead transparencies could be used to portray the growth of the city and devoted time to assessing the best arrangement of showing this growth. After much discussion with team members, the writer decided to use road construction at approximately fifteen-year intervals since 1900 to show the expansion of the city. Research to obtain maps and other information about the growth of St. John's was done in the Newfoundland Room at Memorial University, the Archives at the Colonial Building, and the Planning Office at City Hall, St. John's.

From aerial photographs of St. John's a colored map was drawn showing roads, commercial, residential and institutionalized buildings, parks and other features. Several one-sized black and white prints were developed from a negative of the map. From 1900 for each fifteen-year interval the growth of new road construction was photo-sketched on separate one-sized prints. From these sketches hi-contrast positives were developed and then diazo positives were made with a different color diazo for each fifteen-year interval. The diazos were then combined as overlays to show the growth of St. John's from 1900 to the present, 1976. The final product was then presented to the team

members. They agreed, as did the writer and the Learning Resource professors at Memorial University, that the transparency with its many overlays was too detailed. It was too cluttered to show growth effectively.

Revision was needed and the transparency had to be changed completely. The writer photosketched the main arteries, ponds and the harbour of St. John's on the one-sized, black and white print. With this photosketch the writer produced a black diazo base map of St. John's. On other one-sized prints the producer opaqued the areas where growth had taken place during the following time intervals: 1900, 1926, 1946, 1966 and 1976. The writer then used the diazo machine to produce a different colored overlay to show growth for each time period. New buildings were used to determine growth and residential maps for these time intervals were available at City Hall, St. John's.

To complete the transparency the writer produced an overlay to show the boundary of St. John's at each time interval. To accomplish this the writer researched maps to determine the boundary of St. John's at each time period. These boundaries were then photosketched on the one-sized black and white print. Another color diazo was produced from this photosketch and attached to the transparency so that a person could visualize the size, growth and boundary of St. John's at any of the time intervals.

A copy of this transparency with overlays was given to two Grade Five teachers and one Grade Six teacher in St.

John's. The teachers were asked to use the transparency to show their class how St. John's has grown in the twentieth century. Although no formal testing was done the teachers replied that their students did see that St. John's has indeed grown in the twentieth century. They added that each student could visualize the size, growth and boundary of St. John's at the various time intervals and when asked, most students could orally answer questions on the growth of St. John's in the twentieth century.

This colorful transparency with its overlays was immediately accepted by team members as being effective for showing the growth of St. John's in the twentieth century and ideal for achieving Intended Learning Outcome f.. Learning Resource specialists at Memorial University agreed and added that it was a good quality production.

Summary of Evaluation Procedure

Slide-Tape Presentation

It should be noted in the preceding account of the production of the slide-tape presentation that the writer used a number of evaluation techniques. These are outlined below under two types of evaluation: formative and summative.

Formative evaluation. Formative evaluation is defined by Bloom (1971) to be "the use of systematic evaluation in the process of curriculum construction, teaching and learning for the purpose of improving any of

these three processes (p. 117)." The writer used various means of formative evaluation for the purpose of improving the slide-tape production.

Formative evaluation included comments on questionnaires used to evaluate the whole St. John's project. The questionnaires were completed by both teachers and students as the partially completed project was piloted across Canada. In addition, informal questions were asked whenever the materials were shown locally or at conferences. For example, students, teachers, and experts in the field of audio-visual education, such as professors at Memorial University and Learning Resource specialists with various schools and school boards throughout Newfoundland, were asked questions and their comments contributed to the materials' evaluation. Informal questions and comments were of great value when the materials were presented at the National Council for Geographic Education Conference in Toronto in October, 1975. Since most of the audience were unfamiliar with St. John's, Newfoundland, their comments concerning content were very useful for revision. Probably the greatest contribution to formative evaluation came from the comments and questions of the other team members.

Summative evaluation. The second type of evaluation used by the writer as a means to evaluate the final production of the slide-tape presentation was summative evaluation. According to Bloom (1971), summative evaluation is a form of testing usually given at the end of a unit of study to

evaluate the learner, the teacher and the curriculum. Summative evaluation for this project included two pretests-posttests. The first, given locally, included general questions; the second test, given locally to another class of students, asked more specific questions.

Both the formative and summative evaluation provided feedback to enable the writer to revise the slide-tape presentation where necessary as it was being produced and to recommend changes for future revisions.

Transparency with Overlays

Since the transparency with overlays was developed to meet a specific objective, namely, to show the growth of St. John's during the twentieth century, its evaluation was determined by its success to meet that Intended Learning Outcome. Again, although in less detail than with the slide-tape presentation, the writer used two types of evaluation.

Formative evaluation. Formative evaluation occurred throughout the production. Since the teachers and students who used the maps stated that they were too cumbersome and did not show growth effectively the maps had to be discarded. The second production, overhead transparencies using road construction, was not presented to students and teachers because team members, the producer and Learning Resource professors at Memorial University stated that the set of transparencies was too detailed and did not show growth

effectively. Revision resulted in a transparency with overlays which according to team members and Learning Resource professors and specialists at Memorial University was ideal for showing the growth of St. John's during the twentieth century.

Summative evaluation. Summative evaluation occurred to the extent that after three classes of students were shown the overhead transparency with overlays most were able to answer questions concerning the growth of St. John's in the twentieth century.

Both formative and summative evaluation enabled the author to produce an effective overhead transparency with overlays for teaching the growth of St. John's in the twentieth century.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this internship was to produce audio-visual materials, namely a slide-tape presentation and a transparency with overlays, for the St. John's project of the Canada Studies Foundation as required by the criteria of that Foundation. The report for this internship outlined the procedure followed in producing and evaluating these materials, gave the background information and related literature, analyzed the learner, and listed the intended learning outcomes.

Conclusions

The following were the conclusions of this internship:

1. Audio-visual materials can be produced for a curriculum project as required by the criteria of the Canada Studies Foundation.
2. The audio-visual materials produced can be successfully shown to elementary and junior high school students.
3. Students, teachers and other audiences enjoyed and understood the audio-visual materials of this internship.
4. All viewers agreed with the good technical and content

quality of the audio-visual materials.

5. Audio-visual materials can be used to supplement and enrich present social studies programs in Canada Studies.
6. Learning occurs during the showing of the audio-visual materials.
7. Audio-visual materials can be produced to meet the intended learning outcomes as specified by the author.

Recommendations

Based upon the production and report of this internship it is recommended that:

1. audio-visual materials remain as a criteria of curriculum development for the Canada Studies Foundation;
2. Canada Studies Foundation maintain its promotion of curriculum development projects in Canada Studies;
3. audio-visual materials continue to be evaluated and revised;
4. pretest-posttest 2 be administered to another class of local students and the results be tabulated and compared with the previous results of pretest-posttest 2. The analysis of these results be used for future revision of the slide-tape presentation. In this revision attention should be especially paid to the nine items which produced a low score in this project (see page 16);
5. the questions and slide-tape information relating to Intended Learning Outcome f. be studied and changes

made where necessary to test and achieve that objective.

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APPENDICES

APPENDIX A

TEACHER GUIDEBOOK

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

Patricia M. Connolly
Frederick T. Butler
Malcolm B. Squires
Bramwell Dawe

CURRICULUM DEVELOPMENT CONSULTANT

Dr. Robert M. Anderson
Department of Curriculum and Instruction
Memorial University of Newfoundland

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 defineitely 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 individuals 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 problems 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; pp. 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

Ten student booklets as follows:

1. Introduction to **Culture in Transition**
   (prerequisite to all other booklets listed below) COLOUR: Gold (8½ × 11)
2. The beginnings of St. John's
   (prerequisite to either booklet listed below) COLOUR: Pale Yellow (8½ × 11)
3. Problems of a changing social lifestyle
   (geared to 5 - 6) COLOUR: Blue (8½ × 11)
4. Problems of housing and planning in a growing urban centre
   (geared to 7 - 8) COLOUR: Blue (8½ × 14)
5. Problems of sociological interation in a growing urban centre
   (geared to 5 - 6) COLOUR: Pale Green 8½ × 11)
6. Problems of policing a growing urban centre
   (geared to 7 - 8) COLOUR: Pale Yellow (8½ × 14)
7. Problems of economics in a growing urban centre
   (geared to 7 - 8) COLOUR: Pale Green (8½ × 14)
8. Problems of governing a growing urban centre
   (geared to 7 - 8) COLOUR: Buff (8½ × 14)
9. Problems of communication in a growing urban centre
   (geared to 5 - 6) COLOUR: Red (8½ × 14)
10. Problems of transportation in a growing urban centre
    (geared to 5 - 6) COLOUR: Red (8½ × 11)
11. Teacher Guidebook
12. Slides and Related Materials
    a. script
    b. questions from script
    c. tour map of St. John's
    d. places to see in St. John's
    e. slide series
    f. accompanying audio-tape for slide series
    g. background information on St. John's
    h. titles of miscellaneous slides
    i. miscellaneous slides
13. Maps
    a. St. John's and Urban Fringe
    b. City Growth
    c. Residential Development
    d. Plan 91
    e. Topographical map
14. Aerial Photos
15. Card Game: City Functions
16. Overhead Transperencies
17. Atlas

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.

SPECIFIC INTENDED LEARNING OUTCOME

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 a 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 prupose 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.

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

DESCRIPTION

This 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 controversery 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, 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.

Booklet Five

Problems of sociological interaction in a growing urban centre

In this booklet the student is presented with the sociological viewpoint of the various effects of modernization upon the everyday life of the citizens of a growing urban centre. Covering topics ranging from vandalism, petty crime, the role fo the family, and the place of the elderly in modern society, this booklet attempts to introduce a number of highly controversial topics whose very existence are often said to be attributed to the rise of urban centres. The views expressed in this booklet were obtained from a series of interviews carried out by the grade seven students of Our Lady of Mercy School in St. John's. Editing has been kept, whenever possible, to a minimum. It is the wish of the developes that students be encouraged to express themselves freely and openly on those topics which are presented, and to make comparisons with lifestyles as they exist in their own communities. The projects for student inquiry which are included have been divised 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 define the terms transition, sociological, interaction, characteristic, immigrants and urbanization;
   b) to define what is meant by the phrase **sociological interaction;**
   c) to describe St. John's during the first half of the nineteenth century;
   d) to discuss the effects of immigration upon the lifestyles of a community;
   e) to discuss the findings of J. B. Jukes and R. B. McCrea regarding the **average Newfoundlander;**
   f) to describe the traditional conflict between the **townies** and the **baymen;**
   g) to list and discuss some of the **urban growing pains** which St. John's is said to be experiencing;
   h) to discuss the importance of the role played by community services, and to list some of these services;
   i) to compare and contrast the attitudes and opinions of the elderly and the young regarding vital sociological topics.

2. **Techniques.** The student should be able:
   a) to interpret charts, tables, diagrams, and pictures, to find answers to questions;
   b) to work effectively as a member of a group;
   c) to demonstrate the ability to effectively interpret poetry;
   d) to demonstrate the ability to successfully operate a camera;
   e) to demonstrate skill in interviewing;
   f) to demonstrate ability to role-play.

3. **Attitudes and Values.** The student should be able:
   a) to show an understanding of and appreciation for the problems of sociological interaction in a growing urban centre;
   b) to show an understanding of and appreciation for diversity of attitudes and values;
   c) to empathize with others expressing diverse opinions and beliefs;
   d) to demonstrate maturity in dealing with controversey;
   e) to weigh the pros and cons of a problem situation;
   f) to demonstrate respect for the beliefs of all individuals;
   g) to demonstrate pride of community and the development of social awareness.

Booklet Six

Problems of policing a growing urban centre

DESCRIPTION

This booklet was written to further expand on the C.S.F. criteria which were presented earlier in this guidebook. The booklet is emotionally charged and requires that student feelings enter into the discussions and activities which are incorporated. It is anticipated that through working with this booklet students will learn to empathize with the ever-changing role of the policeman in a culture in transition. This booklet is divided into the following headings:

1. Introduction
2. The transition of the police force in St. John's
3. Contemporary problems facing the Newfoundland Constabulary
4. Crime in another Canadian Urban Centre
5. A problem to be faced by police forces everywhere
7. Suggested activities
8. Conclusion

SPECIFIC INTENDED LEARNING OUTCOMES

1. **Knowledge.** The student should be able:
   a) to trace the transition of the police force in St. John's;
   b) to identify people who were instrumental in the transition of the Newfoundland Constabulary;
   c) to list problems which are encountered by the Newfoundland Constabulary of the seventies;
   d) to specify the major divisions of the Newfoundland Constabulary
   e) to write about crime in other Canadian urban centres;
   f) to list qualities which are desirable in a good policeman;
   g) to give reasons for the growth of crime in urban centres.
2. **Techniques.** The student should be able:
   a) to dramatize problem oriented situations which are presented in the booklet;
   b) to make a comparison chart of specific information;
   c) to operate a camera and take pictures to effectively develop a theme;
   d) to demonstrate the ability to work with maps, charts, and tables;
   e) to work effectively as a member of a group;
   f) to show skill in arranging an effective bulletin board display.
3. **Attitudes and Values.** The student should be able:
   a) to show an understanding and an appreciation for the problems involved with being a policeman;
   b) to internalize attitudes concerning the changing role of the policeman;
   c) to make sound judgements regarding the value of a police force;
   d) to become aware of the demands made on a police force in the seventies;
   e) to understand the need for police forces;
   f) to empathize with policemen in various problem situations.

Booklet Seven

Economic Growth of St. John's

In this booklet, **Economic Growth of St. John's**, St. John's is presented as the historic business centre of the island. This aspect of the growth of the city is now declining and St. John's serves a hinterland of only the Avalon Peninsula. Through comparison studies and the inquiry approach the student should gain deeper insight into the meaning of economics and economic growth. 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 and concepts are suitable for the junior high level. It may be used according to the needs of the individual class and the wishes of the individual teacher. However, the developers urge a side by side comparison of St. John's and your own community.

SPECIFIC INTENDED LEARNING OUTCOMES

1. **Knowledge.** The student should be able:
   a) to define the term economics and economic growth;
   b) to describe the importance of the harbour in the growth of St. John's;
   c) to give reasons for the growth of St. John's as a main centre upon the island of Newfoundland;
   d) to show how geography played an important role in the economic growth of St. John's;
   e) to compare and contrast the economy of St. John's and their own community;
   f) to give reasons for the population growth of St. John's;
   g) to discuss the effects of the great fires upon the citizens and economy of St. John's;
   h) to give reasons why the merchants of St. John's opposed confederation with Canada;
   i) to list and describe the problems of economic growth facing St. John's and other communities today.
2. **Techniques.** The student should be able:
   a) to interpret maps, charts, tables and diagrams to find answers to questions;
   b) to work effectively as a member of a group;
   c) to demonstrate ability to role-play;
   d) to demonstrate skill in arranging a display of materials (goods and services) produced in his own community;
3. **Attitudes and Values.** The student should be able:
   a) to show an understanding of and an appreciation for the problems of economic growth;
   b) to show understanding for and appreciation of regional differences in economic opportunities in this nation
   c) to show an appreciation for his own economic background and to see it as part of the Canadian society;
   d) to determine whether or not sectors of a community should be destroyed for modern economic growth;
   e) to weigh the pros and cons of economic problems. Take a stand and support it.

Booklet Eight

Problems of Governing a Growing Urban Centre

DESCRIPTION

In this booklet, **Problems of Governing A Growing Urban Centre**, the student is presented with a picture of how a city is governed. Through comparison with their own community and the inquiry approach the student should gain deeper insight into the functions of municipal government. The members of the development team are of the opinion that you will fid this unit an effective and valuable experience for the students in your social studies classes. The reading load of this booklet is about level nine. Therefore, we anticipate the booklet is suitable for junior high level. Following in an outline of the instrumental content of this unit:

1. background information as to the levels of government in Canada
2. historical sketch of St. John's to present
3. role of a Mayor
4. Organization of Municipal government in St. John's
5. Controversies related to municipal government representations in St. John's
6. Activities to bring about an understanding of the terms municipal government, urban planning, urban renewal, services and controls.
7. Comparative studies

This booklet should be used as a model of study for the students own town or community. The student should be encouraged to conduct a comparison study with his own area.

SPECIFIC INTENDED LEARNING OUTCOMES

1. **Knowledge.** The student should be able:
   a) to show an understanding of the three levels of government in Canada;
   b) to show an understanding of the role of Mayor;
   c) to distinquish between a **ward system** and an **at-large system** of local government;
   d) to give examples of how a community obtains funds to provide services required by its citizens;
   e) to show an understanding of the concepts urban planning and urban renewal;
   f) to discuss problems of a **cultural 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 work effectively as a member of a group;
   c) to interpret pictures and diagrams to find answers to questions;
   d) to demonstrate skill in the use of interviewing techniques;
   e) to discuss community issues;
   f) to demonstrate ability to role play.
3. **Attitudes and Values.** The student should be able:
   a) to show an understanding of and an appreciation for the problems involved in urban government;
   b) to weigh the pros and cons of a problem. Take a stand, and support it;
   c) to express respect and tolerance of cultural diversity.

Booklet Nine

Problems of Communications in a Growing Urban Centre

DESCRIPTION

The emphasis in this booklet is slightly different than in those previous. It is anticipated that by the time the students are involved with this booklet they have a firm grasp of the concept of culture, transition, and diversity. In this booklet the student is presented with the history of the growth of communications in St. John's and how communications in Newfoundland are connected to North America, Europe and the world. Opportunities are provided to investigate and compare the growth in St. John's to the students local area. Further opportunities are provided through various activities to research the workings of several commu;nications systems -- particularly telegraph and telephone. In this booklet the following topics are presented:

1. Introduction
2. Early Communications in Newfoundland
   a) Postal services
   b) Telecommunications
   c) Telephone
   d) Radio and Television
3. Recent Developments in Communications
4. Activity Section
5. Summary

The Stop, Look and Inquire sections, the activity section, and teh questions have been provided to help achieve the specific intended learning outcomes for this booklet.

SPECIFIC INTENDED LEARNING OUTCOMES

1. **Knowledge.** The student should be able:
   a) to identify different forms of communication systems;
   b) to list ways in which people communicate;
   c) to describe the early postal service in St. John's;
   d) to trace the history of telecommunications in St. John's;
   e) to identify using a chart certain flag signals which were used on Signal Hill in the 18th century in St. John's;
   f) to infer how Frederick Gisbowine's idea could work;
   g) to write why St. John's location was so important in the early history of communications;
   h) to interpret a poem related to Cape Race;
   i) to list problems associated with early communications in North America;
   j) to compare old communications techniques with modern techniques;
   k) to infer why some early communications techniques were discouraged in St. John's;
   l) to give specific information about Conference calls, Facscom, and Code-a-Phone;
   m) to list the radio and T.V. stations in St. John's and the student's own local area;
   n) to specify recent developments in communication in North America.
2. **Techniques.** The student should be able:
   a) to demonstrate skill in interviewing techniques;
   b) to use Morse Code to send messages on a model telegraph;
   c) to show an ability to use reference material to find specific information;
   d) to work effectively as a member of a group;
   e) to ;operate a tape recorder to make an effective radio broadcast;

f) to demonstrate skill in arranging an effective bulletin board display;
g) to show an ability to work with maps and charts;
h) to demonstrate the ability to make adequate time lines to dispict specific information;
i) to conduct a simple experiment in communications.

3. **Attitudes and Values.** The student should be able:
a) to have an understanding of having faith in the success of a seemingly impossible undertaking;
b) to know how it feels to be a participant in some great event;
c) to be aware of the problems of the early inventors and men with dreams in dealing with North American and European communications;
d) to have a greater appreciation for the complexities of setting up communication systems;
e) to understand the conflict between new ideas and established methods;
f) to weigh the pros and cons of new technological changes in communications techniques.

Booklet Ten

Problems of Transportation in a Growing Urban Centre

DESCRIPTION

In this booklet the student is introduced to the various transportation problems which can and frequently do arise as a community grows in both area and population. St. John's is presented as such an area. In the early days of St. John's transportation was little more than just barely serviceable system of paths and lanes. The sea was by far the most frequented mehtod of transportation to places outside of St. John's. As the city grew, however, so too, did its transportation problems. This booklet therefore attempts to illustrate how such problems arise, and outlines some suggested ways of establishing a more efficient transportation system. Through compairson studies and the inquiry approach, the student should be able to arrive at a clearer understanding of the role which transportation plays in the life of a growing community. Although the reading level and concepts are suited to the upper elementary level, it is teh wish of the developers that the teacher feel free to utilize this booklet at any level to better suit the needs of the individual class.

SPECIFIC INTENDED LEARNING OUTCOMES

1. **Knowledge.** The student should be able:
a) to define the term **transportation;**
b) to describe the early road system in St. John's;
c) to discuss the effects of the great fires upon the transportation system of St. John's;
d) to describe the various changes in the transportation system of St. John's during the nineteenth century;
e) to describe the major developments in transportation in St. John's during the twentieth century;
f) to discuss the importance of the redevelopment of the harbour to the citizens of St. John's;
g) to tell what is meant by a distribution centre;
h) to discuss the geographical importance of St. John's as a centre of air transportation;
i) to outline the major phases of Plan 91;
j) to discuss what is meant by arterial, local, and collector road systems.

2. **Techniques.** The student should be able:
   a) to interpret maps, charts, tables, and diagrams to find answers to questions;
   b) to work effectively as a member of a group;
   c) to demonstrate skill in interviewing techniques;
   d) to show an ability to research using primary and secondary sources, if only on a limited scale;
   e) to demonstrate skill in arranging a display of materials.
3. **Attitudes and Values.** The student should be able:
   a) to show an understanding of and an appreciation for the problems of transportation;
   b) to weigh the pros and cons of a problem situation. Take a stand, and support it;
   c) to internalize attitudes dealing with the problem situations presented in the narrative.



CITY FUNCTIONS

Rules

1. 3 - 5 players
2. Shuffle cards and assort into sets or parts of sets.
3. Agree upon which player is to begin. Usually the first to shuffle the cards.
4. Deal all cards. All players need not have same number of cards.
5. Aim now is to get as many sets of four as possible.
6. Winner is one with greatest number of sets of four.
7. Dealer begins by asking anyone in the group for a specific card to complete a set.
   e.g. "Jane, do you have the office in the city set?"

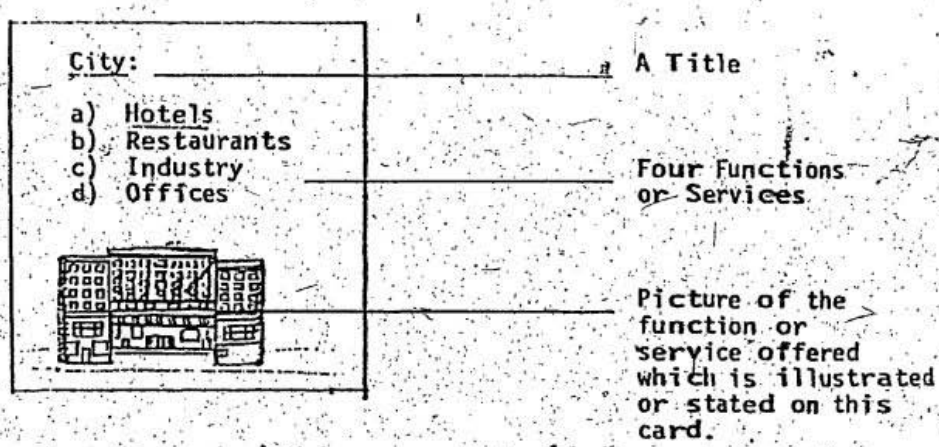
   If Jane has it she must give it to the person who asked. If not, person who asked loses his turn and it is Jane's turn. If Jane has the card, the dealer may ask another player, this will continue until someone does not have a card.
8. As you obtain a set place it face down in front of you.
9. If you make a mistake in asking, you lose your turn.
10. If you have no cards left and it is your turn you must give your turn to another player of your choice.
11. You must not ask for any cards of a set of which you have no cards in your hand.

SKILLS

(a) Memory
(b) Listening
(c) Co-operation
(d) Patience
(e) Politeness
(f) Competition
(g) Observation

The Cards:

Each set contains FOUR (4) cards:



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, eight 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.

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)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
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	

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
5. I enjoyed the physical arrangement (grouping) of students for this lesson.	a	b	c	d	e	
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	
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	

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
16. I understood the purpose for using the materials during the lesson.	a	b	c	d	e	
17. I understand 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	
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	

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
28. The teacher encouraged the students during the lesson.	a	b	c	d	e	
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	e	
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 other students.	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	
41. The location of the class was rolevant to the other students.	a	b	c	d	e	

WHAT IMPROVEMENTS WOULD YOU SUGGEST IN TODAY'S LESSON



TEACHER QUESTIONNAIRE FOR LESSON (TEQL)

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	_____

	Not at all (a)	Not much (b)	much (c)	Very much (d)	Not applicable (e)	COMMENTS
5. I enjoyed the location of the class.	a	b	c	d	e	
6. 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	
12. I understood the purpose of using the materials for today's lesson.	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)	much (c)	Very much (d)	Not 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	
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?

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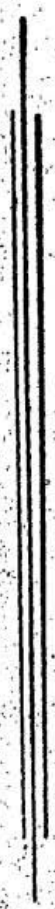
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APPENDIX B

MANUAL FOR SLIDE-TAPE PRESENTATION

CANADA STUDIES FOUNDATION

Project Atlantic Canada

St. John's Project

CULTURE IN TRANSITION:

PROBLEMS OF A CHANGING LIFESTYLE

MANUAL FOR SLIDE-TAPE

ST. JOHN'S PROJECT

TEAM PERSONNEL

Patricia M. Connolly
Frederick T. Butler
Malcolm B. Squires
Bramwell Dawe

CURRICULUM DEVELOPMENT CONSULTANT

Dr. Robert M. Anderson
Department of Curriculum and Instruction
Memorial University of Newfoundland

PREFACE

This booklet is included mainly to provide additional material and information and some directions for teachers.

Students could, if teachers so desired, use the booklet. The chapters are self-contained and need no explanation.

Chapter 1

PLACES TO SEE IN ST. JOHN'S

Before the teacher shows the slide-tape presentation, the students should locate the following places on the map "Your Guide to St. John's, Newfoundland". Some places are shown on the map by letters.

During the presentation, students should pay particular attention to slides showing these places.

A. Fisheries College
B. Colonial Building
C. City Hall
D. Royal Trust Building
E. War Memorial and Sir Humphrey Gilbers Plaque
F. Avalon Mall
G. Quidi Vidi Lake
H. Hotel Newfoundland (Fort William)
I. Cabot Tower and Signal Hill
J. Eastern End of Harbour (CN Railway Yard)
K. Government House
L. Water Street
M. Arts and Culture Center
N. Bowring Park
O. Confederation Building and Newfoundland Naval Milirary Museum
P. Memorial University
Q. Court House
R. Roman Catholic Basilica
S. Newfoundland Museum
T. Quidi Vidi Battery at Entrance to Quidi Vidi Harbour
U. Topsail Road
V. Fort Amherst and The Narrows
W. Trades College
X. Anglican Cathedral on Cathedral Street
Y. Pleasantville Immediately North of Quidi Vidi Lake
Z. Kenmount Road

Before, during or after the presentation students should trace the tour route on the map.

Chapter 2

SCRIPT

SLIDE NO.	VIDEO	AUDIO
1.	Start Tape	*Music...* This is a synchronized slide tape presentation. Whenever you hear this sound* change slides. *Music...*
2.	Title Culture in Transition (Chicken Box + Boat)	While looking at this title let's consider the terms culture and transition. Culture means civilization -- the concepts, habits, skills, art and institution of a people in a given period of time. Transition means a change which could happen over a period of years.
3.	Problems of a Changing Lifestyle (Population sign)	St. John's is one area of Canada which has experienced transition in culture and lifestyle.
4.	Northside of Harbour (Produced by P.A.C.)	Born as a British colony in 1583, fought for by the French and English until the eighteenth century, St. John's has a history of change, setbacks and progress.
5.	List of Ten Provinces	The greatest changes, however, occurred when Newfoundland, in 1949, became the tenth province of Canada.
6.	Map of Canada and Europe	Situated on the eastern tip of the most eastern province of Canada, St. John's has been for centuries the crossroads between the old world and the new.
7.	Hotel Newfoundland	For a closer look at culture in transition we will take a guided tour of St. John's. Our tour starts at Hotel Newfoundland.

A. LEAVE HOTEL NEWFOUNDLAND AND PROCEED EAST ALONG DUCKWORTH STREET AND SIGNAL HILL ROAD TO SIGNAL HILL.

SLIDE NO.	VIDEO	AUDIO
8.	Signal Hill showing St. John's and Harbour	From the Hotel we travel to Signal Hill. You get this view from the Harbour. From this vantage point can be seen the Lower Battery, used during the 18th and 19th centuries.
9.	Shot out to Sea	From this hill the lookout man signalled to warn the town of approaching enemy ships.
10.	Cabot Tower	Cabot Tower on Signal Hill is perhaps the most well known point of interest in St. John's. It is a huge stone structure, built in 1897 to mark the 400th anniversary of the discovery of Newfoundland.
11.	Signs of World Cities	It was on Signal Hill in 1901 that Marconi received the first trans-atlantic wireless message from England.
12.	Queen's Battery	The guns of the Queen's Battery on Signal Hill have protected St. John's Harbour for nearly 300 years. Nearby are the excavated ruins of the old British fortification.
13.	Battery from above	The Queen's Battery gives its name to a small fishing village situated at the base of the cliffs of Signal Hill. The village, locally called The Battery, lies within the boundaries of St. John's.
14.	Battery from Southside	The village stands as a good example of the transition of the city from a fishing village. Here we can see the blending of the old with the new. On the left a new motel is built overlooking the fishing village and harbour.
15.	Gun and Fort Amherst	Fort Amherst is located opposite Signal Hill. The British built the Fort after the Treaty of Paris was signed in 1763.
16.	The Narrows	Between Signal Hill and Fort Amherst lies the Narrows, the only entrance to the protected Harbour of St. John's.

SLIDE NO.	VIDEO	AUDIO
17.	Harbour	From Signal Hill we have a panoramic view of the Harbour and City. The old face of the City is dotted here and there with newer modern faces. Here is seen transition in culture and lifestyle.
18.	Slope close to the Harbour	From the Harbour area, where St. John's began, people moved up the steep slopes.
19.	Outer area of city	And spread outward onto former rural land. St. John's is changing and expanding rapidly.
20.	View of City at Dusk	The peaceful view of St. John's at dusk sets the mood for the people. The nightlife has changed very little over the years. The citizens visit the nightclubs, sporting events, theatres, and take part in other cultural activities.
21.	Old House of the Wealthy	In these activities as well as in employment the class system of old St. John's with the upper class merchant and the lower class labourer has virtually disappeared.
B.	MOVE BACK DOWN SIGNAL HILL ROAD AND WEST ALONG DUCKWORTH STREET, DOWN (SOUTH ON) PRESCOTT STREET TO THE WATER-FRONT.	
22.	Temperance Street	After leaving Signal Hill we go to Temperance Street. These houses were constructed in 1894 just after the City's great fire. These were the only stone houses build as private living dwellings.
23.	Devon Row	These buildings were build in the 1870's as residences for merchants. Their servants had kitchens in the basements and living quarters on the top floor.
24.	Devon Row and Harbour	Devon Row was built on the condition that it be taken down in the event of war, as it blocked the guns from Fort William.

SLIDE NO.	VIDEO	AUDIO
	C. WEST ALONG THE WATERFRONT TO WATER STREET.	
25.	Finger Piers	At one time each merchant had his own wharf and the Harbour was dotted with finger piers similar to these.
26.	Wharf and Access Road	In the early 1960's the finger piers were replaced with a marginal wharf and an access road.
27.	Boats and Ships	Ships visit the port to unload cargo, take on needed supplies, or just to seek shelter from the stormy North Atlantic.
28.	Harbour with Ships from southside	Sometimes ships are stopped from using Canadian ports. Russian ships were banned for several months because they overfished in Canadian waters.
29.	Portuguese White Fleet	The Portuguese White Fleet has visited St. John's ever since it fished on the Grand Banks off Newfoundland hundreds of years ago.
	D. WEST ALONG WATER STREET.	
30.	Railway Yard	Adjacent to the Harbour is the Eastern terminal of the Canadian National Railway. The railway was built across the Island in the late 1800's.
31.	Railway Station	Opened in the early 1900's this CN Railway Station is now the termination point for the CN Bus Service in Newfoundland. The rail passenger service ended in 1969.
	E. CONTINUE WEST ALONG WATERFORD BRIDGE ROAD TO BOWRING PARK.	
32.	Older House	Such a house located on Waterford Bridge Road was owned by a merchant

SLIDE NO.	VIDEO	AUDIO
		at the turn of this century. Like many of these large old houses, it is no longer used as a single family unit.
33.	Newer Houses	In contrast with the old are the new. Notice that these houses look different and do not have large building lots.
34.	Old House	When the old houses were built, this area was sparsely populated and so each owner had large amounts of land.
35.	Bowring Park	We go now to the largest municipal park, Bowring Park. Located on the outer limits of the city it was opened in the early 1940's.
36.	Caribou	This bronze Caribou in Bowring Park is dedicated to the Soldiers of the Royal Newfoundland Regiment who died in the July Drive at the battle of Beaumont Hamel in 1916. Over the years the caribou has become symbolic of Newfoundland.
F.	UP (NORTH ON) COWAN AVENUE, EAST ALONG TOPSAIL ROAD AND DOWN (SOUTH ON) CRAIGMILLAR AVENUE TO WATER STREET.	
37.	St. Mary's Church	This Anglican Church is one of the newest churches in St. John's. Notice its architecture and structure to compare it with older churches in the city.
G.	EAST ALONG WATER STREET UP (NORTHEAST ON) JOB STREET AND EAST ALONG NEW GOWER STREET.	
38.	City Hall	St. John's new City Hall was opened in 1969. It replaces the old wooden building demolished to make way for an office building. This structure is a good example of modern architecture in the old downtown area.

SLIDE NO.	VIDEO	AUDIO
H.	DOWN (SOUTH ON) QUEEN'S STREET AND EAST ALONG WATER STREET.	
39.	Water Street (looking west)	This view shows Water Street looking west. This twelve storey high rise office building is the first in downtown St. John's. Here is a good example of culture in transition with a modern building on North America's oldest street.
40.	Water Street (looking east)	This view looking east shows the Central Business District along Water Street. Today many businesses have moved from here to concentrate in large shopping centers along highways leading into the city.
41.	High Rise Complex Being Built	To help this district compete with the shopping centers a high rise complex is being built. This skyscraper has caused much debate among city officials. Many people don't want it built.
42.	Court House	Now we look at the Court House. It is considered to be the new Court House. Its cornerstone was laid in 1901 by King George V.
43.	Selling Fish on the Corner	Selling fish on the corner of Water Street is a traditional event still carried on. One difference is that now trucks are used instead of horse and cart to bring the fish to the corner.
I.	UP (NORTH ON) PRESCOTT STREET AND WEST ALONG DUCKWORTH STREET AND UP (NORTH ON) CHURCH HILL.	
44.	War Memorial	The Newfoundland War Memorial commemorates all the Newfoundland servicemen who died in the two world wars.
45.	Site of Proclamation	Where the War Memorial now stands, Sir Humphrey Gilbert, on August 5, 1583 proclaimed the new found land for England.

SLIDE NO.	VIDEO	AUDIO
46.	Newfoundland Museum	Build in 1909 the Newfoundland Museum was reopened in 1957 after being closed for 20 years.
J.	WEST ON QUEEN'S ROAD.	
47.	Anglican Cathedral	The Anglican Cathedral, built in the early 1900's, is one of the finest examples of Gothic architecture in North America.
48.	B.I.S. Building	We move next to the center of the Benevolent Irish Society. Originally the Society was dedicated to helping needy people of Irish descent. Later the Society became dedicated to the cause of education.
K.	UP (NORTH ON) LONG'S HILL AND PARADE STREET.	
49.	Old Memorial College	This was the original memorial college opened in 1925. It was established as a perpetual memorial to those who served in World War I. In 1950 the College was raised to the status of University. This building now houses the Newfoundland College of Fisheries, Marine Engineering and Navigation.
L.	EAST ALONG MERRYMEETING ROAD AND SOUTH ALONG BONAVENTURE AVENUE.	
50.	Monument of Fort Townshend	This monument marks the spot on which Fort Townshend once stood. The Fort was built after the Treaty of Paris was signed in 1783. It was a permanent British garrison.
M.	EAST ON MILITARY ROAD.	
51.	R.C. Basilica	The Roman Catholic Basilica stands out as a landmark from almost any angle in the city. Built in the

SLIDE NO.	VIDEO	AUDIO
		mid 1800's in the form of a Latin Cross, the Church is by far the largest in St. John's.
N.	DOWN (SOUTH ON) KING'S ROAD TO GOWER STREET, WEST ON GOWER STREET AND UP (NORTH ON) COLONIAL STREET.	
52.	"Old" School	This school was built in 1929 and replaced the old building which dated back to the mid-1800's. Originally it was a school for boys only. Notice that new parts have been built onto the old building.
O.	DOWN (NORTH ON) BANNERMAN ROAD	
53.	Monument to Alcock and Brown (not located on tour route)	This monument to Alcock and Brown is located on Lester's Field in St. John's. From here in the early 1900's Alcock and Brown completed the first non-stop flight across the Atlantic.
54.	Government House	The Government House has been the home of the Lieutenant Governor since its construction in the mid 1800's. The materials used were mostly cut granite, some of which was imported from England but most came from St. John's. The house was built in the style of an old English manor.
55.	Colonial Building	The Colonial Building was the seat of Government in Newfoundland from 1850 to 1960. It is now the home of the provincial archives. The building is constructed of white limestone brought from Ireland. It is interesting to note that a prisoner served his jail term by painting a huge mural on the ceiling of this building.

SLIDE NO.	VIDEO	AUDIO
P.	WEST ON CIRCULAR ROAD, NORTH ON RENNIE'S MILL ROAD, UP ROBINSON, DOWN PORTUGAL COVE ROAD AND WEST ALONG ELIZABETH AVENUE.	
56.	Elizabeth Towers	Elizabeth Towers is a high rental apartment building. Its newness certainly contrasts with the old of the downtown area.
Q.	WEST ALONG FRESHWATER ROAD AND KENMOUNT ROAD TO CONFEDERATION PARKWAY.	
57.	Kenmount Road	We come next to the Kenmount Road, a part of the Trans Canada Highway and the main road leading into the city. Since its completion in 1966, many businesses are continuously building along the highway.
58.	Avalon Mall	The Avalon Mall is located on Kenmount Road. It is the largest of the five shopping centers in St. John's.
59.	Residential Area	Now our tour takes us to a small residential area located close to the Avalon Mall. In contrast with the downtown area notice the newness of the shape of the houses.
R.	NORTH ALONG THE PARKWAY.	
60.	Farm and Education Building	In the background is the Education Building on Memorial University Campus. The old farm with its barn is a good example of <u>culture in transition</u>. Since this picture was taken, however, the barn has been torn down. Here facilities are being built for the 1977 Canada Summer Games.
61.	MUN Campus	The new Memorial University Campus was officially opened in 1961. From the original four academic

SLIDE NO.	VIDEO	AUDIO
		buildings the campus has grown to thirteen.
62.	Arts and Culture Center	Situated on Memorial University Campus is the Arts and Culture Center, the City's special project commemorating Canada's centennial. The center features a naval museum, art galleries, libraries, a restaurant and a magnificent theatre for the performing arts.
63.	Confederation Building	Leaving the Center we go to the Confederation Building; the present headquarters of the Newfoundland Government. When officially opened in 1960, it was the tallest building in the City.
64.	Pippy Park	The Confederation Building, Memorial University and other institutions are located on 1,000 acres of land known as Pippy Park.
S.	UP (NORTHWEST ON) HIGGINS LINE AND ACROSS DUBLIN ROAD, SOUTH ON PORTUGAL COVE ROAD AND ACROSS MacDONALD DRIVE.	
65.	MacDonald Drive School	MacDonald Drive is one of the newest schools in the city. It was opened in 1972. The outside doesn't look very different from the older schools in the city.
66.	Inside of School	The inside, however, is very modern both in facilities and methods of teaching.
T.	SOUTH ON TORBAY ROAD, DOWN KENNA'S HILL.	
67.	Corner Store	Here is a corner store. The large shopping centers with their supermarkets are now bringing to an end a very important function in the social life of a neighbourhood, namely the corner store,

SLIDE NO.	VIDEO	AUDIO
		where young and old used to visit to chat and gossip as well as to shop.
	U. EAST ALONG THE BOULEVARD.	
68.	Memorial Stadium	Next our tour reaches the memorial stadium -- the largest indoor rink in St. John's. Unlike years ago the ponds and lakes in and around St. John's are used very little for skating or hockey.
69.	Quidi Vidi Lake in Winter	For example, Quidi Vidi Lake is seldom used today for skating or hockey. However, it was on this lake that the first hockey game in St. John's was played in 1896. The players used walking canes for sticks and a cricket ball for a puck.
70.	Racing Boats and People	In the summer, the scene at the lake changes. Here the oldest sporting event in North America, the Annual Regatta, is held on the first Wednesday in August. The first event was held in 1828.
71.	Boats, People and Concession Stands	Crowds of people come to lakeside to watch the boat races and to take part in the numerous side attractions.
	V. THROUGH QUIDI VIDI VILLAGE.	
72.	Quidi Vidi Village	The fishing village of Quidi Vidi, nestled among the cliffs and boasting a small, protected harbour, is another example of the blending of old with the new. Here the ways of the past exist side by side with modern ways.
73.	Quidi Vidi Stockade	The Quidi Vidi stockade was rebuilt in 1967 to the original plans of 1830. The fort overlooks the

SLIDE NO.	VIDEO	AUDIO
		narrow entrance to Quidi Vidi Harbour.
74.	Battery as Look-Out	Its look-out could detect approaching enemy forces.
	W. WEST ALONG FOREST ROAD TO KING'S BRIDGE ROAD.	
75.	Pleasantville	Overlooking Quidi Vidi Lake is Pleasantville. This is the only area of old St. John's with a planned street pattern. The Americans built it in 1941 and used it for a base. Now it is a part of the city of St. John's.
76.	General Hospital	The new General Hospital, built in 1950, is one of five hospitals in the city. Its first corner-stone was laid in 1813. Standing in contrast with the older building is the new nurses' residence.
	X. SOUTH ALONG KING'S BRIDGE ROAD TO HOTEL NEWFOUNDLAND	
77.	St. Thomas' Church	We continue to St. Thomas' Church, the oldest in St. John's. It was built around 1833 and intended as a garrison church. Later it became a district church in the city.
78.	Narrows from Fort William	This slide is taken from the former site of Fort William. The Fort was built in the early 1700's during the French invasions of St. John's.
79.	Hotel Newfoundland	At the Fort William site the tour ends, back where we started from, Hotel Newfoundland. This is a Canadian National Hotel built in the 1920's. Today, the Hotel has become a familiar sight to those visiting St. John's.
80.	THE END (Shot of the City)	*Music...* *Music...*

Chapter 3

QUESTIONS

A. Questions on Script

SLIDE NO.	
02.	How does this slide demonstrate culture in transition?
16.	While viewing this slide and the next one (No. 17) suggest reasons why St. John's was first settled.
26.	Why did the improvements to the Harbour allow St. John's to remain the export and import center for the island?
28.	How does this slide demonstrate culture in transition? During the summer of 1975, Russian ships were banned from eastern Canadian ports. Do you agree with this banning? Give reasons for and against. What effects might this banning have on St. John's?
29.	What does this slide and script tell you about the History of the port of St. John's?
32.	Why are these old houses often divided into apartments?
35.	Locate the other two old parks, Bannerman and Victoria, on the map. They are located close to the central business district. Why? (Refer to map). Why is Bowring Park on the outskirts of the city?
38.	Should the old wooden building have been demolished to make way for an office building? Are there any old buildings in your area? Should they be destroyed? Discuss.
39.	Is Water Street the oldest street in North America?

SLIDE NO.

Why have many businesses moved out along the highways leading to and from the city?

Give reasons why people do or do not want a skyscraper in downtown St. John's.

The word skyscraper is used to describe the building on the left. Compare this building with those in other cities.

50. Can you recognize the building in the background on the left? What building is it? (Refer to slide).

55. Compare the architecture of the Colonial Building with that of the Confederation Building (Slide No. 63), the present seat of Provincial Government.

57. Why do businesses want to build along highways?

Why would these businesses build outside the city limits?

58. What effect might this have on the downtown area -- especially the Central Business District?

59. The shopping mall and residential area grew at the same time. What relationship might there be between the growth of the residential area and the shopping center?

Give some differences between this residential area and the downtown area.

64. What advantages and disadvantages are there in having institutions located in the same area?

68. The lakes and ponds should be used very little in winter for skating and hockey whereas the indoor rinks should receive much use. Discuss.

70. Compare the background of this slide with that of Slide No. 24.

What appears in both slides?

In what direction are you looking in slide No. 70? North, South, East, or West.

Find Quidi Vidi Lake and St. John's Harbour on a

SLIDE NO.

map and find the side of the lake from which this slide (No. 70) was taken.

75. Give reasons why Pleasantville is the only area of Old St. John's to have a street pattern.

78. Why was the site of Fort William such a good location for a fort?

79. What can be seen in the background? Do you recognize the building and the water? (Refer to slide).

80. See if you can locate some of the tall buildings visited on the tour from this slide.

- Confederation Building
- Hotel Newfoundland
- General Hospital and Nurses' Residence
- Elizabeth Towers

B. Questions on St. John's

1. What does the word culture mean?
2. What is meant by the word transition?
3. What does the phrase Culture in Transition mean?
4. Give three examples of culture in transition in St. John's.
5. Has St. John's changed much over the years? Give four examples.
6. Name four problems that changes might create or have already created. Do you have similar problems in your area? If yes, name some.

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APPENDIC C

SLIDE-TAPE PRESENTATION

St. John's "Culture in Transition: Problems of a Changing Lifestyle"

(under separate cover)

APPENDIX D

TRANSPARENCY WITH OVERLAYS

Growth of St. John's 1900-1976

(under separate cover)

APPENDIX E

PRETESTS-POSTTESTS

PRETEST-POSTTEST 1

General Questions on St. John's

1. What does the word "culture" mean?

2. What is meant by the word "transition"?

3. What does the phrase "Culture in Transition" mean?

4. Give three examples of culture in transition in St. John's.

5. Has St. John's changed much over the years?

6. Name four problems that changes might create or have already created in St. John's.

PRETEST-POSTTEST 2

Questions on the Slide-Tape Presentation on St. John's "Culture in Transition: Problems of a Changing Lifestyle"

Directions: Place the correct answer in the blanks on the right.

1. (slide #5) Newfoundland became the tenth province of Canada in the year _____

2. (slide #10) A huge stone structure, build in 1897 to mark the 400th anniversary of the discovery of Newfoundland, is _____ on Signal Hill _____

3. (slide #11) It was on Signal Hill in 1901 that _____ received the first trans-atlantic wireless message from England. _____

4. (slide #13) A small fishing village located at the base of Signal Hill is called the _____

5. (slide #16) The entrance to the protected harbour of St. John's is called the _____

6. (slide #22) The only stone houses built as private living dwellings in 1894 after the city's great fire were those on _____ street. _____

7. (slide #23) Residences built for merchants in the 1870's where servants had kitchens in the basements and living quarters on the top floor are called _____

8. (slide #25) In the early days each merchant had his own wharf called _____

9. (slide #28) The country from which the White Fleet has come to St. John's to fish on the Grand Banks off Newfoundland hundreds of years ago is _____

10. (slide #35) The largest municipal park in St. John's is _____ park. _____

11. (slide #36) A symbol of Newfoundland and a memorial to those Newfoundlanders who

died in the July Drive at the Battle of Beaumont Hamel in 1916 is the

12. (slide #38) The new City Hall in St. John's was opened in the year

13. (slide #39) North America's oldest street is _____ Street.

14. (slide #47) One of the finest examples of Gothic Architecture in North America is the

15. (slide #51) The largest church in St. John's is the

16. (slide #53) In the early 1900's the first non-stop flight across the Atlantic was completed by

17. (slide #54) A building built in the style of an old English manor is the

18. (slide #55) The former seat of Provincial Government with a huge mural on its ceiling painted by a prisoner is the

19. (slide #57) A part of the Trans Canada Highway and the main road leading into St. John's is the

20. (slide #58) The largest of the five shopping centers in St. John's is the

21. (slide #40) The central business district lies along _____ Street.

22. (slide #62) St. John's special project marking Canada's Centennial is the

23. (slide #63) The present headquarters of the Newfoundland Government is the _____ Building.

24. (slide #68) The largest indoor rink in St. John's is

25. (slide #69) The lake on which the first hockey game in St. John's was played in 1896 was

26. (slide #70) The oldest sporting event in North America is the Annual _____ in St. John's.

27. (slide #75) The only area of old St. John's with a planned street pattern was built by the Americans and is now called _____

28. (slide #76) The oldest church in St. John's is _____

29. (slide #43) A traditional event still carried on today on the corner of Water Street is the _____

30. (slide #72) A small fishing village nestled among the cliffs with a small protected harbour of its own is _____