

A REPORT ON THE DEVELOPMENT OF TWO
INSTRUCTIONAL UNITS ON WOMEN OF
NEWFOUNDLAND AND LABRADOR ENTITLED
"MARY SOUTHCOTT" AND "GEORGINA
STIRLING"

CENTRE FOR NEWFOUNDLAND STUDIES

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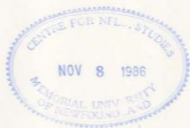
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A REPORT ON THE DEVELOPMENT OF TWO
INSTRUCTIONAL UNITS, ON WOMEN OF
NEWFOUNDLAND AND LABRADOR ENTITLED
"MARY SOUTHCOTT" AND "GEORGINA STIRLING"

By



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Abstract

The purpose of this study was to develop instructional material on women from the history of Newfoundland and Labrador. It was the developer's contention that the curriculum did not reflect accurately the existence and accomplishments of women from the history of Newfoundland and Labrador. An examination of various disciplines, namely, History, Anthropology, Folklore, and Literature showed the existence of scattered works which might be used. It was concluded from this investigation that (i) women have made a significant contribution (ii) documentation is scarce (iii) that which does exist is in need of collation (iv) no definitive work with regard to women from the history of Newfoundland and Labrador has been published.

An examination was then made of the curriculum for Kindergarten to Grade Eleven with regard to the extent to which the topic women from the history of Newfoundland and Labrador has been covered. It was discovered that a distinct lack of information regarding women was found on all levels.

A survey of twenty-five teachers of history in Grade Five was conducted. The findings confirmed that materials on women from Newfoundland and Labrador's past would be a welcome supplement to the course. The preferred medium was sound-filmstrip. Due to time and cost considerations the decision was made to limit production to the lives of two women; Mary Southcott and Georgina Stirling were chosen.

Two packages were produced with evaluation made at various stages by learner specialists, media specialists and grade five students. A summative evaluation involved a three-group design with analysis of results including comparisons of means, examination of percentage of items correct and an item analysis. The results proved to be highly satisfactory.

In summary, the two sound-slide programmes, "Mary Southcott" and "Georgina Stirling", are ready for use in the Social Studies programme of Grade Five.

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The completion of this report would not have been possible without the assistance of Dr. G. Pizzard. Many others have provided considerable help: the staff of the Centre for Newfoundland Studies; Provincial Archives; Centre for Audiovisual Education; B. Robertson of the Newfoundland Historical Society; Sylvia Picken, illustrator; Gary Hollett; Wallace Boone; and my typist, Linda Collins.

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CHAPTER I

INTRODUCTION

The late sixteenth and seventeenth centuries witnessed the beginnings of European influence on Newfoundland and Labrador. The coastal waters became the focus of a very productive migratory fishery.

Settlement, for various reasons, was not encouraged. For a time it was thought that with settlement would come a loss of profit from the migratory fishery (Matthews, 1968). Females were prevented passage as it was generally accepted that by permitting women to travel to Newfoundland, settlement would be the inevitable and irreversible result (Mannion, 1977).

Yet, a small number of families did not return and winter supplies had to be procured. It was soon realized by English merchants that the new market for goods would become a better source of revenue. The restriction to settlement became virtually impossible to implement (Handcock, 1977).

By 1670 females accounted for 12% of the total population and 25% of the permanent population (Handcock, 1977). Within the next century females consisted of half the resident population of 13,000 (Censuses of Newfoundland, 1876) and in 1869 an estimated 70,000 females lived in the towns and villages (Censuses of Newfoundland, 1876).

In order to discover what is available regarding these women in Newfoundland's past, it is necessary to search not

only historical works but also those of anthropology, folklore and the literature.

An observation by Griffiths (1976) regarding the study of women in history in general can be applied to a study of women in the history of Newfoundland and Labrador. She stated that a study of the interpretation of the place of women in history should take into account a polarization of thought concerning women in society. This dichotomy involves the traditional view of women's subjugation to men and, its corollary, seeing women in their own terms. The former necessitates viewing women passively in terms of male definitions and desires while by the latter "women are seen as active, positive achievers contributing to society, economy and culture variously resisting and accomodating themselves to a varying subordination (Pierson, 1977, p. 123)."

These divergent approaches are apparent in the studies presented.

Women in Newfoundland's History

The major historical works of Newfoundland and Labrador have been meager in their coverage of women. Early historians described events and development in general terms or, when specific, in terms of the fields of military conquests, diplomatic service and politics (Reeves, 1793; Anspach, 1819; Pedley, 1863; Tocque, 1878; Prowse, 1895).

Neary reported that it was not until 1971 that interest in social and economic history was sufficient to study such history as distinct from constitutional and diplomatic history on which emphasis had been put in the 1950's (Neary, 1975).

In the nine years since the institution of the Maritime History Group at Memorial University of Newfoundland, nine papers which deal directly with women have been produced (Maritime History Group, 1973). These studies investigate specific aspects of the historical data, for example, the part played by World War I women (Furlong, n.d.) and a biography of a midwife (Harvey, n.d.).

Very little has been produced on a general academic level. As yet there has been no definitive work regarding women in the history of Newfoundland and Labrador.

Apart from undergraduate papers, sources include those autobiographical in nature (Goudie, 1975; Campbell, 1894-95; Smallwood, 1970; O'Neill, 1980, 1976, 1975). Smallwood's books of Newfoundland (volumes 1 and 2) also provided information concerning groups established by women (Smallwood, 1937, 1975).

Several accounts of the Women's Suffrage Movement exist (Buchanan, 1975; Rowe, 1973; Smallwood, 1937-75). Also available is the correspondence concerning Women Suffrage of the Prime Minister, Sir R. A. Squires (n.d.).

Medical developments with regard to nurses and health care in Newfoundland have been carefully researched and

presented in White Caps and Black Bands by Joyce Nevitt (1978). Also related to health care is the history of NONIA by James Thoms (1970).

As Newfoundland history concerning women has been so scattered and difficult to centralize, no scholar, it would seem, has been willing to seek out the documentation. Further, no speculation on the development of women's role in the history of Newfoundland and Labrador has been put forward.

Historians who are interested in preserving the history of the Atlantic area publish Acadiensis: Journal of the History of the Atlantic Region. This publication has presented the closest to a scholarly evaluation of the development of women's history in Newfoundland. In 1977, Ruth Pierson reviewed "the state of the art" regarding women's history in Atlantic Canada. She found that although "work is being done in women's past in the region...the most it has produced so far is a scattering of disparate studies. A coherent chronology has not yet emerged (Pierson, 1977, p. 123)." As has been seen, this has indeed been the case in Newfoundland and Labrador.

Anthropology

Since the early 1970's, scholars in the study of the anthropology and sociology of Newfoundland and Labrador have been putting strong emphasis on the culture of the province and the effects of modernization on its society.

In general the studies that have been produced, it would appear, have been male-oriented. Davis (1980) found that many of the studies done by Faris (1972), Firestone (1974) and earlier works by Antler (1973) had a decidedly traditional outlook on women as being subordinate to the men. As Davis recounts:

published studies tend to be androcentric, dealing with women only as counterparts to some aspect of the male sphere (Faris, 1972; Stiles, 1973) or peripheral to some male activity (Anderson and Wadel, 1972).

On the other hand, studies of women by women (Murray, 1972; Weatherburn, 1971) focus on women's past traditional roles and are mainly descriptive (Davis, 1980).

Davis noted one exception to this tendency. Antler (1977) examined the social consequences of historical changes in women's relation to the productive process of the fishing industry. Antler's was the first scholarly attempt at understanding women in Newfoundland's past. Davis was concerned with discovering the status of Newfoundland outport women. She found a scarcity of information. Davis pointed to the few allusions to status of women in Newfoundland ethnographic and social science literature which emphasized the separation of the male and female spheres in the outport society (Faris, 1972; Firestone, 1974; Schwartz, 1974; Stiles, 1972). Faris reported that the spheres were in opposition. Weatherburn, however, focused on the complimentary nature of male and female contribution to the tradition-

al subsistence pattern in the isolated outport.

Weatherburn (1971); Antler (1977) and Davis (1980) give accounts of women's work in the fishing communities. Davis presented in figurative form the cyclical nature of women's work through the seasons.

Throughout history women have had roles as wife, mother, servant girl, cook for fishing crews and other occupations. In written history such factors as the tasks involved in these and other dimensions have been taken for granted. With modernization taking over at such a brisk pace, visible signs of that which each role entailed will soon be lost. As Davis points out, in the region she studied "only women 65 and older could remember drying fish for commercial markets (Davis, 1980, p. 28)."

Dr. Thomas Nemec, in an attempt to preserve data collected by undergraduate students of the Newfoundland Society and Culture course, maintains an archive in the Institute of Social and Economic Research, Memorial University. This is an invaluable source of information regarding women's roles (Nemec, 1978). Although only 15 of the 477 papers deal directly with women, one must assume that the more general studies include reference to women's roles and activities. Although the developments covered by the research do not precede fifty years, in the more isolated geographical areas of the province, the tasks and activities may be quite similar to those of 100 and even 150 years ago.

In the Nemec collection, the roles of women from seven

separate communities were investigated. These, as well as the studies by Weatherburn (1971) and Davis (1980) could provide a basis for a comparative study of women's roles in different regions of the province and an overview of women's participation in various activities.

Women's contribution to the traditional fishery was an integral part of household production. As outlined by Antler, their "finished product was light salted sun-dried"codfish."

Their labours were contributed in a social context. Men would bring their catches ashore and with the women would head, gut and split the fish. The men would then return hastily to the fishing grounds while the women remained in the fishing rooms. Here, they would salt and stack the fish and place them in the sun to dry. The drying process required several stages of washing and demanded a committed and attentive person who was experienced in predicting the weather (Antler, 1977, p. 108).

Women contributed to the household production in other ways. They tended gardens, carded and knitted wool, sewed, picked berries and performed the everyday services necessary for the maintenance of the family. These aspects of women's work have been studied by Murray (1972), whose work will be discussed in detail later in this report.

Folklore

This discipline maintains archival resources giving specific details of women's lives. Extensive work would be required to collate and index them separately.

Folklore has produced a body of work regarding the traditional role of women in one Newfoundland fishing community. Murray (1972) provided descriptive detail of the broad sphere of women's activities and responsibilities. This work deals with women as a "partner in the fishing family". The twenty-three informants provide an oral history of the experience of women as persons in their own right. The burden women bore and the variety of tasks they performed brought one man to say "the woman was more than fifty percent (Murray, 1979, p. 12)."

In Murray's study, as in those of Antler and Davis, is found an account of women's work which:

"attuned to the rhythms of the changing seasons, reached a frenzied pitch at the height of the summer fishery. (Besides the fishery) outdoor tasks included vegetable gardening, tending livestock, making hay, shearing sheep, and picking bakeapples, blueberries and partridge berries. Indoors, women faced another round of chores: carding and spinning wool and knitting it into clothing, mending and sewing, 'joining quilts', hooking mats, making soap, as well as doing the weekly wash and the daily bread baking, preparation of meals and house cleaning, all without benefit of running water or electricity. In between, women bore the many children such a family economy required (Pierson, 1977, p. 125)."

Murray's investigation extended into other aspects of life in the fishing community and contributes considerably to the study of women in Newfoundland history.

It can be seen that women's contribution was extensive and attempts at recording are being attended to in a slow and steady manner.

Newfoundland Literature

A survey of the literature of Newfoundland and Labrador, especially prior to Confederation, showed that few women were used as main characters. Most were cast in the traditional woman's role of the fisherman's wife.

The woman was consistently portrayed as hardworking, practical and devoted to her husband and children, waiting for and worrying about her fisherman-husband and/or sons. She was resigned to the hardships of life and the duty expected of her. Examples of this can be seen in E. J. Pratt's *Rachael and Erosion* (Pratt, 1962); Norman Duncan's short stories, essays and novels and Ted Russell's Aunt Lizzie in *The Holdin' Ground* (Russell, 1972).

Margaret Duley, on the other hand, presented insight into a different side of the Newfoundland woman's character. All of her main characters were women. Through these she attempted to show the development of character in the Newfoundland setting (environment). Duley presented the traditional role for women throughout her novels. However, the main characters consistently struggle against pressures that forced them into this way of life. They seek another kind of life than the inevitable hardship and toil of the women around them.

Most writers of the literature of Newfoundland did not provide Duley's non-traditional viewpoint. R. T. S. Lowell, an American missionary who spent one year in Bay Roberts,

wrote the first novel, published in 1858, using Newfoundland as the setting. He used, for the most part, non-Newfoundlanders as the main characters. O'Flaherty reports "the common folk nevertheless play an important part in the novel (O'Flaherty, 1979, p. 93)." However, the Newfoundlanders who were not portrayed as simple and childlike had limited roles or were, in some way, exceptional (Lowell, 1974).

Newfoundland literature did not begin to flourish until the post-Confederation period. Various suggestions have been put forth as to why Newfoundland had such a meager literature prior to Confederation. G. M. Story recounts from conversations with Newfoundland writers that they "sensed an isolation from an informed and mature literary culture rooted in their native region (Story, 1976, p. 174)." Story saw Newfoundland literature not as a literate one but as being passed down orally. He proposed that "if we are to study this literature one must turn to folklore (Story, 1976, p. 176)."

Since Confederation several factors have influenced a resurgence of literary production. Plays about Newfoundlanders had gained popularity. Foremost, for our purposes, is playwright Michael Cook's monologue Therese's Creed. Therese is an outport woman in her 60's who tells of growing up during the early 1900's (Cook, 1977).

Female writers, except for Duley, have been slow to bring to the imaginative works a character other than the traditional fisherman's wife. The themes of Georgiana Cooper's poems are nature, boys growing into men and men going to sea. Some exceptions are "The Fisherboy's Mother Dies",

portraying a woman set free by death of "Earth's griefs..., pain, and poverty", and "The Fisher Wife and Mother", telling of women's continuous work:

"Women plant and cultivate their gardens,
And tend the fish upon the drying-flakes,
While shuttling to and fro,
To cook the evening meals in spotless kitchens"

and

"Time and toil-worn and marred beyond belief,
Hardship embodied, deeply lined with grief

(Cooper, 1979, pp. 20-21)."

Another literary genre, in which women in Newfoundland and Labrador have been portrayed, is biography. Elizabeth Goudie's autobiography, Woman of Labrador, reveals one woman's life in Labrador during pre-Confederation times (Goudie, 1975).

A biographical fictional novel based on the life of a Newfoundland nurse during the First World War is Sister Thackery. A romantic adventure, it gives some indication of the opportunities afforded some women at the turn of the century (Wakeham, 1956).

It can be seen that a rather scarce early literary effort did produce some characterization of Newfoundland women. The characterizations reflected the reality of the majority - the practical, hardworking woman keeping a constant vigil while "her men" were at sea. Unfortunately, it is only with exception that we see from inside her character. Rarely were the readers taken into her life to share her feelings other than worry and grief. Rare, as well were

the characterizations of women other than fisherman's wife. Duley was the one exception prior to Confederation.

The women in Newfoundland's past did indeed follow the traditional route. However, even within a community the traditional roles were not solely that of fisherman's wife. The majority married; however, some married merchants, planters, ministers or teachers and their duties were determined by the family occupation. In some communities mining, hunting or farming were the main source of income. Little is recorded regarding the lives and occupations of the women with these backgrounds.

Government officials' wives seemed to have had much influence on life in St. John's, especially in the area of improving health care and living conditions of the poor. In association with other more affluent women in St. John's society, they pressed for changes in the law regarding working hours, hospital care, women's suffrage and other issues.

The lives of many of the women who have made a contribution to Newfoundland history have not been recorded, or the records are incomplete. Scholars have attempted to recapture the lives of as many as possible with the materials at hand. These materials included historical accounts, documents, archival records, newspapers and the files of the Newfoundland Historical Society.

The writer developed an unfinished list of women whose lives color and enrich the Newfoundland and Labrador of today.

A brief account of 25 of the women is presented below. They have been chosen to give an indication that women played a role in the development of this province.

Mary Southcott. At forty years of age, Miss Southcott was named Nursing Superintendent at the General Hospital. In 1903 she founded the first nurses' training school in Newfoundland and improved nursing care throughout Newfoundland. She later opened her own hospital on Monkstown Road for the care of children and expectant mothers.

Georgina Stirling. Under the stage name Marie Toulinguet (French for Twillingate, her birthplace) she became an internationally acclaimed opera singer. She made her debut at La Scala Opera House, Milan, and toured the United States in 1896-97. When her voice failed, she returned to live in Twillingate until her death in 1935.

Margaret Duley. A Newfoundland writer who won international acclaim during the 1930's and 1940's. She wrote four novels, various articles, and a small book on the war effort. The novel for which she won most praise was 'Highway to Valour'. This book is about Newfoundlanders and their relationship with nature, especially, the sea.

Lady Pamela Fitzgerald. Born in Fogo, Nancy Simms rose from a housekeeper's daughter to acquire an education among princes and princesses and finally to a lonely death in France. This is Newfoundland's own rags-to-riches "fairy tale."

Mina Hubbard. Although not a Newfoundlander, this woman led an expedition in 1905 to traverse and map part of the inland waterways of Labrador. Her courage was inspired by the death of her husband who had made a fatal attempt two years before.

Sheila NaGeira Pike. "The Irish Princess" arrived in Newfoundland in 1602 after an eventful journey which was to have led her to a convent in France for her education. Instead she married Gilbert Pike and they settled in Musquito Valley near Harbour Grace. As there were few women living in Newfoundland at the time, she was sought by the fishermen and settlers to care for the sick and needy. Sheila, Gilbert and their young child were forced to escape the plunders of Peter Easton, the notorious pirate. They moved to Carbonear where they built a large fishing business and Sheila continued to care for those around her.

Julia Salter Earle. During the early 1900's, Mrs. Earle's main concern was for the poor of St. John's. She worked as Engrossing Clerk for 35 years at the House of Assembly. Consequently she knew the law; when the poor and illiterate workers were being abused she stood up for their rights. During the depression she led 500 unemployed men in protest to the Colonial Building.

Gudrid Torbjornsdatter. Gudrid and her husband Thorfinn settled in Vinland (Newfoundland) around 1000 AD. Gudrid gave birth to the first child of European parents in the Western World.

Evelyn Cave. After graduating in the second class of nurses trained at Newfoundland's first Nurses Training School under Mary Southcott, she went to Boston to study midwifery and social work. She helped establish NONIA and was President of the Graduate Nurses Association and the Child Welfare Association for a time. She sought to improve conditions in coastal communities and set up an Emergency Hospital in her home.

Ethel Dickenson. Following an education in St. John's, Chicago and Guelph, Ontario, Dickenson hoped to spend her life as a teacher in hygiene and dietetics. In 1915, she left to care for the sick of the Newfoundland Regiment during World War I. After this she returned to Newfoundland for a rest which never materialized. There was an influenza epidemic in St. John's so she volunteered as a nurse. Overworked in the care of others caused her early death. A memorial was erected in Cavendish Square.

Elizabeth Goudie. In an autobiography she detailed life in Labrador during the early 1900's. Alone most of the year, she fished, hunted, made furniture and clothing for herself and eight children. Sustained by her own fortitude, she coped with cold, wild animals, disease, and death.

Lady Harris. In 1919, Lady Harris helped alleviate health conditions in Newfoundland by getting an endorsement from the Government for the Outport Nursing Scheme. She travelled to England and enlisted four nurses to work in Newfoundland outposts. She extended the service of the Child

Welfare Centre and, in 1920, formally opened the Centre in the Public Health Building.

Lady Elsie Allardyce. She extended the service of the Outport Nursing Scheme in the 1920's by adopting the system of the Knitting Circles used in Britain. Women could thereby increase the family income as well as add to the fund to pay nurses' salaries.

Margot Davies. A Newfoundland-born broadcaster with the BBC, Margot Davies sought out young men who had left their homes in Newfoundland to fight in the Second World War. They spoke to their families at home and assured them they were alive and well. Whereas most Newfoundland homes did not have telephones nor the finances to afford calls, most did have radios. Margot Davies provided the means to communicate.

Louise Maude Saunders. Born in Greenspond, Bonavista Bay, Louise Saunders finished her education at Bishop Spencer College. She took a secretarial job in the law office of Sir Richard Squires. After five years articling, she became, in 1933, the first woman in Newfoundland to be admitted to the Bar. Miss Saunders was also the first woman to be appointed a Queen's Counsel. In 1967, the Federal Government awarded her the Centennial Medal.

Marie Penny. Marie was born in Little Bay, Notre Dame Bay. In 1927, she married George J. Penny. When he died she ran his family business, John Penny and Sons, Ltd.. In 1967, she became the first woman President of the Fishery Council of Canada, a 400 - member organization.

Elizabeth Mary Randell Healey. At the turn of the century, Elizabeth Randell was very young; yet, it was said, she could shoot a bullet through the eye of a caribou. Also at an early age, she was called upon to assist in the delivery of her brother. Elizabeth married and in her free time eventually completed a correspondence course in nursing. Almost everyone in the Bishop Falls area came to Mrs. Healey with their medical problems. She performed over 900 births. As well, she entertained at get-togethers with her accordion.

Lydia Campbell. Lydia was born in Hamilton Inlet in 1818 and in 1894-5 her autobiography was published in the Evening Herald. Lydia tells of her life and that of the Eskimos, Indians and white settlers around her.

Myra Bennett. Nurse Myra Grimsley enlisted with Lady Harris to come to Newfoundland in 1920. She had been a nurse in England during World War I; in Newfoundland she was responsible for 200 miles along the west coast. Because of the difficulty of seeing everyone regularly, Nurse Grimsley Bennett taught local women by lectures and demonstrations of proper health care.

Mina (Gilchrist) Paddon. Mina Gilchrist arrived in St. Anthony in 1911. From there she went north to Indian Harbour to take charge of a nursing station for a year before the doctor, Harry Paddon, came. They married and moved up to Mud Lake where they built a hospital. When her husband died in 1939, Mina Paddon carried on. She was awarded the Order of the British Empire for her work.

Myra Louise Taylor. Myra Taylor was born in 1881, in Bay Roberts. She graduated from the Training School for Nurses at the General Hospital under Mary Southcott. She went to London, England to do postgraduate work. Upon her return she did private duty and cared for the survivors of the sealing disaster of 1914. Following in the footsteps of Mary Southcott as Nursing Superintendent, she helped the nurses' school grow and prosper. Miss Taylor taught, aided by the Medical Superintendent, Dr. L. E. Keegan. She died in 1939 while still in the services of the hospital.

Margaret Rendell. Born in 1863, she became one of the first professional nurses in St. John's and the first native-born nurse. Upon graduation from John's Hopkins University Hospital she returned to St. John's and joined the staff of the General Hospital where she was appointed Matron in 1898. The next year she married George Shea and soon after retired her position as Matron.

Mother Bernard Kirwin. Highly educated in Ireland, she became a sister in 1826. In 1833, Bishop Flemming of Newfoundland visited the convent asking for volunteers. Sister Mary Bernard and three others came to St. John's to open up a school for girls. This was the first such training scheme undertaken in Newfoundland. In 1853, she was sent as foundress to Admiral's Cove, Fermuse where she died four years later.

Sister Maria Joseph Nugent. She was the first recorded female to do nursing duty in St. John's. She joined a convent

in Ireland but was forced to leave due to severe sciatica. She and her mother came to Newfoundland to live with her brother. She eventually overcame her infirmity. In 1842 she met Sister Mary Francis and became the first Nun of the Mercy Order professed outside of the British Isle. She translated religious material, wrote, taught and gave nursing care.

Mother Francis Creedon. She started a Newfoundland branch of the Sisters of Mercy order and, with another teacher, a school in Newfoundland. Due to the death of the other teacher, the school was closed. She was encouraged to return to Ireland but stayed and devoted her time to nursing and caring for the elderly. Soon the Order began to grow and the school was re-opened. Mother Francis Creedon expanded her concerns to include prisoners, old people and orphans.

From the preceding accounts, it is evident that a substantial number of women contributed to the development of the Newfoundland and Labrador way of life.

The Place of Women from Newfoundland's History in the Curriculum

* The curriculum of Newfoundland and Labrador schools as prescribed by the Department of Education is outlined annually in the Programme of Study. The Programme of Study for 1980-81 lists all materials to be used from Kindergarten to Grade Eleven. The materials listed in this publication were

examined regarding their content as they relate to women in Newfoundland and Labrador history; where this aspect of the content was found lacking, further examination was made to determine whether instructional material on women in Newfoundland and Labrador history would be a relevant addition to the curriculum.

An evaluation of English, History, and Geography texts used in Grades 7-11 during the 1975-76 school year has been published in Bias in Newfoundland Textbooks. (Goundrey, Goundrey, O'Brien, Penney, Brown, Furlong, 1976). Although some of the material then in use remains in the curriculum, much has been dropped. This study was useful in that the major emphasis was on the treatment of women in textbooks. The recommendations, as they relate to this study, were:

1. History: (a) a thematic as opposed to event-oriented approach be adopted in the areas of the development of the family, social history, women's history.

(b) improvement brought about by supplying supplemental material.

2. English: (a) equal representation of male and female characters in the curriculum.

(b) avoidance of stereotyping of females not always presented in terms of their relationship to men and include books with strong and likeable female characters.

(c) wide set of occupations and interests for women as for men.

(d) avoidance of texts with repetitive use of the pronoun "he".

(e) more female writers.

(f) avoidance choosing books on the basis of their perceived appeal for one sex and

(g) consult with the Newfoundland Status of Women Council (NSWC) with a view to appointing one or more interested women to the curriculum selection committee.

The report noted certain limitations on the study of women in the schools of Newfoundland and Labrador. Below the Grade Five level little was covered that related to Newfoundland history, or to women in history specifically. This could be rectified either by locally preparing storybooks about the lives of these women, or some happening in their lives, to which children in the primary grades could relate other learned material, such as, local history in social studies; for example, if one of the women had lived in their region, children might be encouraged to read about her.

Another limitation was that many curriculum subjects did not lend themselves easily to the inclusion of women in Newfoundland's history. Examples of this would be mathematics, geography (except in the case of Mina Hubbard, explorer), music (except in the case of Georgina Stirling, opera singer), religion, physical education, home economics, grammar, science, economics and art.

It appears that four subjects are best suited for the

inclusion of reference to women in Newfoundland and Labrador history. They are: Newfoundland and Labrador History in Grade Five, Canadian History in Grade Six, Canadian Studies in Grade Ten and Literature in Grades 7, 8, 10 and 11. The following is a brief summary of the treatment of women in these four subjects.

Newfoundland and Labrador History in Grade Five. This is the obvious place for women from Newfoundland and Labrador's past to be given coverage. However, taken together, the prescribed text, Newfoundland and Labrador: A Brief History (Harris, 1968), and additional material, The Red Ochre People (Marshall, 1977) mention only three women in Newfoundland and Labrador history by name. These are Lady Baltimore, Mary March and Shanandithit. There are seven direct references to women in general in Harris and one direct reference to women in general in Marshall.

Canadian History in Grade Six. The Department of Education has listed seven titles representing separate episodes from Canada's history. One of these, Maritime Archaic Indians, is required study and three of the remaining six must accompany it.

There are 18 different studies provided by Ginn from which the Department of Education may choose. It is interesting to note, that of the seven, three describe Indian tribes. One of the eighteen studies is Ellen Elliott: A Pioneer, which gives a comprehensive account of a family settling in Canada. This seems to be a good choice as it gives details of the

majority rather than an account of a limited group of people.

Canadian Studies in Grade Ten. This course presents Canadian Issues. Directly related to Newfoundland and Labrador is the study of the fishing industry based on the text: The Fishery of Newfoundland and Labrador (LeMessurier, 1979). An examination of the author's portrayal of women's role in the Newfoundland and Labrador fishery showed several references to the work of women: "wives and younger children would 'make' (sun-cure) the fish on shore (p. 18)" and:

...no longer did the women stay at home to "make" the fish but instead they went to work at the fish plant. This resulted in an important sociological change. This caused a lessening of involvement of the family in the fisherman's daily work but it did add cash to the family's income. With both parents working away from home the family life style changed (LeMessurier, 1979, p. 29).

As if to offset the lack and superficiality of the information regarding women's work in the fishery, Mary Pratt's paintings were placed at the beginning of each chapter.

Literature. The Literature course in Grade Seven has nine sections, one of which is a Newfoundland and Labrador option. An anthology of Newfoundland and Labrador literature was in preparation and could not be reviewed when this project was being prepared.

The Literature programme in Grade Eight is similar to that of Grade Seven with an anthology also in preparation.

Literature in Grade Ten, like that of Grade Seven and Eight has an optional section designated as Newfoundlandia. The choices include Death on the Ice (Brown, 1974); Baffles

of Wind and Tide (Rose, 1974); The Terror of Quidi Vidi and other Ghost Poems (Leach, 1973); The Seal Fishery Kit (1970) and selections from audiotapes at School Broadcasts. These will be discussed in detail.

In the novel section, two novels, of the five listed, are required reading. One of the choices is Death on the Ice by Cassie Brown (1974).

The Newfoundlandia section offers Baffles of Wind and Tide (Rose, 1974). This is an anthology of Newfoundland poetry, prose, and drama. Of the fifty selections three written by women were chosen. The examiner finds this an excellent example for Newfoundland students to study, however, future editions might provide more balance regarding women writers.

Death on the Ice is a novel which reconstructs the sealing disaster of 1914. Brown provides realistic portrayal of characters. Brown is one of four female Newfoundland writers whose work is shown to be worthy of appreciation. Perhaps this shows a more realistic attitude toward literature on the part of those curriculum developers in the area of literature.

The Terror of Quidi Vidi Lake and other Newfoundland Ghost Poems (Leach, 1973) is a selection of poems, three by Newfoundland writers and two collected in Newfoundland. Although women are portrayed in several of the poems no women writers' works are included.

The Seal Fishery Kit (1970) produced by the History Teachers' Association of Newfoundland in collaboration with

the Centre for Audiovisual Education at Memorial University focuses entirely on the seal fishery.

The School Broadcasts audiotapes are listed in Look, Listen, Learn - a Schedule and Guide Book Of Provincial and National School Broadcasts (Division of Instruction, 1980). Many of the programs, prepared by School Broadcasts, relate directly to Newfoundland and Labrador. Those that deal with women from Newfoundland's history include - Interesting Newfoundlanders (1979-80), featuring Mina Benson Hubbard, Sheila NaGeira Pike, Ella Manuel and Elizabeth Goudie. Interesting People (1970-80) profiles Myra Bennett. A few others are available.

The literature programme in Grade Eleven has a section devoted to Newfoundland materials; however, it is recommended for "better students". The two selections are Riverrun (Such, 1973) and By Great Waters (Neary and O'Flaherty, 1974). The former is a sympathetic portrait of the Beothucks in the final years of their existence. Peter Such has used the available material to weave tales of how their life might have been. The latter, a Newfoundland and Labrador Anthology, contains a number of writings from 1003 to the present. "The Healer" is the only selection written by a woman - Margaret Duley who was the first Newfoundland-born novelist.

A growing interest in Newfoundland's past is causing the resources regarding women in Newfoundland history to swell. However, the inclusion of information regarding their lives

or works in no way ensures they are being brought directly to the students.

In the opinion of the examiner, there is a need for the provision to teachers of information regarding material that portray women, their lives and their works, for each related subject area in the school curriculum.

CHAPTER II

NEEDS ASSESSMENT

Statement of Needs

A survey of teachers of history in Grade Five was conducted by the writer. The purpose was to ascertain teachers' awareness of material regarding women in the history of Newfoundland and Labrador and the perceived need for its inclusion in the curriculum. An instrument was constructed (see Appendix C) and received approval of the School Board of the schools in which the survey was conducted.

The questionnaire was given to 25 teachers of Grade Five history, including males and females, in the Roman Catholic and Integrated School Boards. Copies were given to the principals who passed them on to the teachers.

As can be seen in Table I, these findings strongly suggest that teachers of history in Grade Five consider material on the topic of women in Newfoundland and Labrador to be suitable and necessary in the curriculum of Grade Five and that there was need for more materials than were available.

Table 1
Awareness and Use of Materials Regarding
Women in Newfoundland History

	Total N	Yes N	No N
1. Using or familiar with materials concerning women in Newfoundland history.	25	4	21
2. Of those answering "yes" on #1, satisfaction with materials?	4	0	4
3. Need for new or additional material either in terms of content, treatment, or medium.	22	22	-
4. Would "Prominent Women..." be a suitable topic for study?	25	24	1

Alternate Solutions

To meet the teachers' expressed need for materials concerning women, there were three possible solutions. The first was to search and acquire materials which were suitable as they were. The second was to search and acquire material which in the existing condition was not suitable but with some modification could be made to satisfy the need. The third solution was to produce original material.

The first solution was the most desirable as it would most likely be the least expensive and least time-consuming; however, if this were not possible the second alternative was preferred. If this solution did not satisfy the requirements, the only alternative left to the developer would be

to produce original material.

The developer then considered each of the three solutions in turn.

Survey of Available Materials

To determine if either the first or second alternative could be adopted, the developer searched the available selection aids and awareness lists. There were: university and public library catalogues, computer-search service sources, Department of Education publications, school board lists and other sources for print and audio-visual materials which would provide information about prominent women in Newfoundland history.

The materials that were found and examined by the developer are briefly described below. Several points must first be made. A few of the materials were listed by the teachers in the questionnaire and these will be mentioned where applicable. The School Broadcasts were named generally with only one specifically named; others alluded to by the teachers are included.

A short description of the material's content and an evaluation of its suitability for use in the grade five history program is provided. Most could be used as a resource for the teacher who is able to acquire them. A few would be suitable for use in the classroom except that the level of reading ability necessary for comprehension is

higher than that of the average grade five student. Where applicable the readability level is given. The formula used is that of Robert Gunning (1968) which was chosen for its accuracy and simplicity.

The holdings of the Centre of Newfoundland Studies at Memorial University of Newfoundland are for reference only and cannot be removed from the library, however, most material may be photocopied.

Biographical information about Margaret Duley, 1894-1968 (Morrow, 1976). Many details of Duley's life and character are provided in this paper. It is available at the Centre for Newfoundland Studies and is suitable as a reference for teachers.

Biography of Louise Woods-Drake (O'Quinn, n.d.). This undergraduate research paper gives an account of the life of a woman who taught in southern Newfoundland. Held by the Maritime History Group, it is somewhat useful as a source of information about the life of a Newfoundland woman.

Book of Newfoundland (Smallwood, 1937-1975). This set of six volumes contains information concerning women. An index, available at the Centre for Newfoundland Studies, lists six references to issues pertaining to women and several articles by women. The reading level is above that of Grade Five.

Born to Serve: The story of NONIA (Thoms, 1970). This small book available at NONIA Gift Shop recounts the history of the Newfoundland Outport Nursing and Industrial Associa-

tion. The reading level is above that of Grade Five.

Edward and Pamela Fitzgerald; being some account of their lives compiled from the letters of those who knew them (Campbell, 1904). Useful for teacher research on Pamela Simms, it is available at the Centre for Newfoundland Studies.

Community Nurse (n.d.). This is a video-cassette which shows Miss Abernathy telling of her work in health care at Trepassey starting in 1939. It gives some insight into the life of a nurse on Newfoundland's coast during the 1930's and 1940's.

Correspondence of Sir R. A. Squires pertaining to Women's Suffrage (Squires, n.d.). These extracts from J. R. Smallwood's collection give a first-hand look at the government procedures. It is useful as a teacher resource.

A Daughter of the Labrador (Hutton, 1930). A story of Juliana, a Labrador woman whose life is recounted by a Moravian missionary. Although romanticized, the story is informative. Available at the Centre of Newfoundland Studies, it is useful as a teacher resource.

Don't Have Your Baby in a Dory (Green, 1973). Green's reconstruction of Myra Bennett's life from her journal and recollections. It is suitable as a resource for teachers.

From this Place; a selection of writings by women of Newfoundland and Labrador (Morgan, Porter and Rubia, 1977). The works of some women from Newfoundland's past have been included - Margaret Duley and Lydia Campbell. It is a good source for works by women of Newfoundland and Labrador.

Interesting Newfoundlanders (1979-80). This audiotape series outlines the lives of four women from Newfoundland history who have contributed to its culture: Mina Benson Hubbard, Sheila NaGira Pike, Ella Manuel and Elizabeth Goudie. Unless some background information had already been given to prepare them, the average student in Grade Five probably would find that these programmes provide too much information at a fast pace. However, they provide valuable information that is not available elsewhere.

Interesting People (1979-80). Directed at grades eight and nine, this audiotaped series profiles many people around the world; one is Myra Bennett. This is suitable as a resource for teachers but not for students of Grade Five. Modification would entail re-working the script and finding more applicable material.

Literature of Newfoundland (1974-75). Directed at grades nine to eleven, this audiotaped series of 30 "talks" reveals the lives and works of Newfoundland writers and those who wrote of Newfoundland. One programme discusses the work of Margaret Duley. It is not suitable for students but it could be used as a resource for teachers.

Margaret Duley (Maher, 1973). This undergraduate research paper gives details of Duley's life and works. It is available at the Centre of Newfoundland Studies to teachers for research purposes.

Margaret Duley: A Critical Analysis¹ (Whalen, 1974). This undergraduate research paper is an analysis of Duley's

works and is available for reference at the Centre of Newfoundland Studies.

Mat Makers, Mary Margaret and Jim O'Brian (1978). This is a nineteen minute videotape in which Mary and Jim show how they have been making mats for many years.

Mercy Sisters Education (Foster, 1971). This undergraduate research paper gives an historical account of the Mercy Sisters. This is suitable as resource material for teachers and is available at the Maritime History Group.

Midwife in Carmanville: Aunt Nora-Ellsworth (Harvey, n.d.). This undergraduate research paper held by the Maritime History Group gives details in the life of one of the many midwives in Newfoundland and Labrador.

Mrs. Belbin; Newfoundland Mat Maker (n.d.). It is a video-cassette in which 80-year-old Mrs. Belbin shows how she has been making mats for over 60 years.

Newfoundland women in the novels of Margaret Duley (Donnelly, 1974). This research paper discusses the portrayal of women in Duley's novels. It is suitable for teacher reference.

Olga Spence - Many Changes (1979). In this film, a woman in her 70's tells of the changes she has seen working as a telegraph operator in Port-au-Choix.

Olga Spence - The Past, Present and Future (1968). This 16mm film is one of a series of films about Port-au-Choix. Mrs. Spence tells of her life and the hardships of the people of Port-au-Choix. She discusses her job as a telegraph operator

in the early 19th century. This film is suitable as research material for teachers.

Our Island Story (1962-63). This School Broadcast series of 36 programs includes one entitled Shananditti - The Last of the Beothucks. It was prepared for the students of Grades Five to Eight.

The Place of Women in Newfoundland Society, 1900-1930 (Basha and Rowe, n.d.). This undergraduate research paper held by the Maritime History Group is restricted.

The Person's Case (Division of Instruction, 1979). This kit was provided by the Department of Education for the students of Grades Nine and Ten to commemorate the 50th anniversary of the Person's Case of October 18, 1929. There are some pertinent pieces of historical information related to Newfoundland women generally. Teachers should have access to this. It is not suitable as is for the student of Grade Five.

Presentation Sisters (Moore, 1971). This undergraduate research paper held by the Maritime History Group provides a history of the Presentation Order in Newfoundland. It is suitable as resource material for teachers.

Public Health Nursing (Toumishey, n.d.). This undergraduate research paper held by the Maritime History Group gives some information on NONIA. It is suitable as resource material for teachers.

Remarkable Women in Newfoundland and Labrador (St. John's Local Council of Women, 1976). The accomplishments of forty women are outlined in this book; however, it is somewhat

limited in its detailing of the women's lives. This is suitable as a resource. The reading level is grade 12.9 (or college level).

The Role of Newfoundland Women in World War I (Furlong, n.d.). This undergraduate research paper held by the Maritime History Group gives some information about women who aided in the war effort and is suitable for research by teachers.

St. John's Women in the Labour Force 1900-1920 (Basha, 1973). This undergraduate research paper gives general, and some specific data, concerning the kinds of opportunities open for women during this time. It is suitable for research by teachers.

Shananditti, The Last of the Beothucks (Winter, 1975). This book contains much of the information that is available about Shananditti and her tribe but is too difficult for the average grade five student. According to the readability formula it is directed at approximately grade 14.4 (or college level).

Sketches of Labrador Life (Campbell, 1894-95). These excerpts from Lydia Campbell's life, as published by the Evening Herald, have been collected and placed in the Centre for Newfoundland Studies. This is suitable for research by teachers.

The Story of Newfoundland and Labrador (Briffett, 1954). This book was the text used until 1968. Reading level and treatment of the topic is directed at elementary children. It is still used by some teachers as a reference eventhough it

has not been revised since 1954. This book contains several references to women in Newfoundland and Labrador history.

The Suffragettes (Buchanan, 1975). A copy of this talk is held by the Centre for Newfoundland Studies. It is useful to teachers as a resource concerning women suffrage struggle in Newfoundland and abroad.

White Caps and Black Bands (Nevitt, 1978). This book is a history of nursing in Newfoundland. The reading level puts it far beyond the grasp of average grade five students, however, it would serve as an excellent resource for teachers. Some of the teachers surveyed have used it for this purpose.

Who's Who in and from Newfoundland in 1927 (Hibbs, 1927). This listing provides data concerning eleven women. It is suitable as a resource for teachers and is available at the Centre for Newfoundland Studies.

Who's Who in and from Newfoundland in 1930 (Hibbs, 1930). Three women are given coverage in this edition which is available as a resource for teachers.

Who's Who in and from Newfoundland in 1937 (Hibbs, 1937). Six women are given coverage in this 1937 edition. It is suitable as a resource for teachers.

The Wild Frontier: More Tales from the Remarkable Past (Berton, 1978). This book is suitable as a teacher resource. It has a section on Mina Benson Hubbard (although somewhat negative).

Woman of Labrador (Goudie, 1975). This book is an excellent account of life in Labrador during the early part of the

twentieth century. The reading level of some sections is too advanced for the average grade five student; however, sections are suitable for excerpts for students of Grade Five.

The Woman Suffrage Movement in Newfoundland (Rowe, 1973). This undergraduate research paper (manuscript) is available at the Centre for Newfoundland Studies and is suitable as reference for teachers.

Women and Newfoundland Literature (Porter, 1978). This is a discussion of why From This Place was written and responses to it. This paper contains some information on individual women.

Women in Newfoundland History (Manuel, 1976). This is a copy of a lecture delivered to Newfoundland Historical Society and available at the Centre for Newfoundland Studies. Short synopses of the lives of many women from Newfoundland history. It would need extensive revision for use by students but is suitable as a teacher resource.

A Woman's Way Through-Unknown-Labrador: an account of the exploration of the Nascaupsee and George River (Ellis, 1908). Mina Benson Hubbard's account of her journey through Labrador, this is available as a resource by teachers at the Centre for Newfoundland Studies. Sections of this book could be read to students, especially her reaction to Labrador, her preparation, and her encounters with the Montagne Indians.

Women's work in Newfoundland fishery families (Antler, 1977). This paper contains general information regarding women's work in the fishery. A copy of this paper is held at the Centre for Newfoundland Studies.

The Newfoundland Historical Society has files in which information concerning various women from Newfoundland's history are kept - Mary Southcott, Pamela Simms, Georgina Stirling and others. There are mainly clippings from newspapers.

The Centre for Newfoundland Studies has a name and vertical file in which one may find additional information.

The Newfoundland Quarterly since 1901 has published works by and about women. An index to these has been prepared and is available at the Centre for Newfoundland Studies (Hiscock, 1981).

The material described above comprise a sample of the items that were examined by the developer to determine whether or not there were materials that would meet the needs of the teachers for information on women in Newfoundland and Labrador, thereby providing solutions one and/or two as referred to above (p. 28). After thorough examination of the materials, it was concluded by the developer that none was directed specifically at the age level of Grade Five students in a form that could be conveniently used by teachers and students.

Decision to Develop Materials

No materials were found to satisfy, even with modification the need for instructional material directed to Grade Five students, regarding women in Newfoundland history. As almost all the teachers of history of Grade Five who were contacted by the developer wanted more material on women in Newfoundland and Labrador, the developer made the decision to produce them.

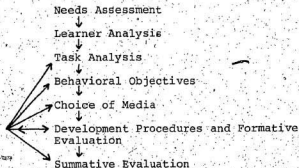
The developer was now faced with the decision as to which women to make the subjects of the instructional materials. It was clear that there were many women who could be used as subjects, including the 25 described above (p. 13). It was decided that, in terms of the effort required for research, preparation and evaluation of the material, the project would be limited to two women. Mary Southcott and Georgina Stirling were selected for the project.

Mary Southcott did much to improve the health conditions at the General Hospital in St. John's and, subsequently, other hospitals. Recognizing the need for trained nurses in Newfoundland and Labrador she pressed for a school and saw nursing become a respectable profession for Newfoundland women.

Georgina Stirling, during the turn of the century, was the pride of Newfoundlanders. An accomplished singer, she won praise throughout the world for her remarkable singing voice. She gave many benefit concerts in Newfoundland for the churches and the poor.

Outline of Development Process

A model was developed to serve as a guide and outline for the development process.

The Development Model

The first stage has been described in the previous pages of this report. The steps that follow entail investigation of the characteristics of those for whom the instructional package is to be prepared. This is reported in the chapter, "Learner Analysis".

From the various media that might be used, the most appropriate was chosen; a description of this procedure will be given in the chapter entitled "Rationale for Choice of Media".

Throughout the process of producing the package, evaluation and revision is conducted as reported in the chapter on "Formative Evaluation". The final evaluation procedure appears in the chapter on "Summative Evaluation".

CHAPTER III

LEARNER ANALYSIS

The students for whom the instructional unit was developed were the Grade Five students of Newfoundland elementary schools. Little information could be found in the research literature concerning the nature of those children. Below is a description of their characteristics with respect to age, achievement and attitude, based on the information available for research from contacts with teachers and from the developers own experience as a teacher.

Age

The average chronological age for students entering Grade Five was approximately nine and a half years. Most students completed each grade in a period of one school year. Therefore, the average chronological age of completion of Grade Five was ten and a half. The information regarding the chronological ages of Grade Five students was obtained from the Division of Information, Statistics and Publication of the Department of Education in Newfoundland.

Achievement

Information obtained from the Division of Instruction,

of the Department of Education revealed that in October of 1976 on the Canadian Test of Basic Skills the achievement levels of Newfoundland students in Grade Six was below the national average. (at the 32 percentile). The Canadian Test of Basic Skills has not been given to Grade Five students in Newfoundland. However, the researcher in charge felt that the above findings could be generalized to the Grade Five students (Nagy, 1980).

Attitudes

With regard to the attitudes of students in the elementary schools in Newfoundland, no statistical evidence was available to the writer, as no studies related to that subject could be found. In lieu of statistical evidence several assumptions were made, based on teachers' opinions.

The effectiveness of the material depend, in part on the attitudes of the students toward social studies in general, and the Newfoundland history portion of the Grade Five programme specifically. Obviously, it will be more effective with students whose attitude toward social studies is positive, rather than negative.

The effectiveness of the material also depends on the attitudes of the students toward instruction by means of media techniques, whether print or non-print. The instructional material are more effective with students holding a positive attitude toward mediated instruction.

The opinion of the Grade Five teachers contacted by the developer was that Grade Five students generally have a very positive attitude toward mediated instruction, especially since the history portion of social studies in Grade Five has little instruction in mediated form.

Attitudes toward the study of heroes may also effect student's learning. Studies have shown that elementary students have an interest in biography and that "ten year olds look for heroes in historical characters... (Division of Instruction, n.d., p. 55)." By providing life histories of individuals, the content becomes more interesting and less depersonalized.

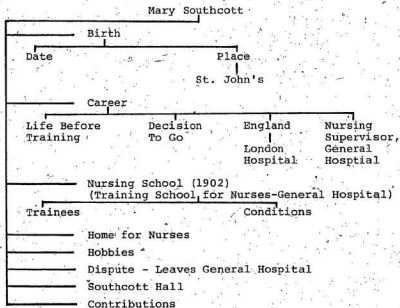
The attitudes toward learning about women was not expected to present a problem.

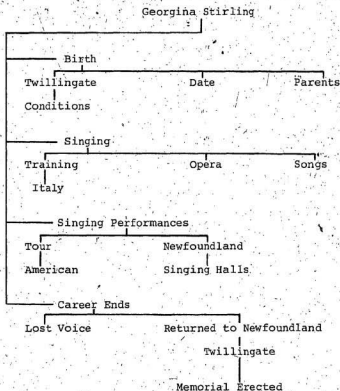
CHAPTER IV

TASK ANALYSIS

The purpose of the task analysis was to organize the information to be presented in the instructional package. This organized form would then facilitate the designing of the presentation in a clear and understandable way.

As was discussed in a previous chapter (p. 39), two women, Mary Southcott and Georgina Stirling, were chosen. The task analyses are as follows:





Assumptions and Entry Behavior

In order to develop this material for Grade Five students, the developer assumed that no specific entry behavior was necessary other than the knowledge expected of the average student at this grade level.

Behavioral Objectives

The intended learning outcomes following exposure to this package are as follows:

With respect to Mary Southcott, the materials would be designed so that the students would demonstrate knowledge that:

1. she was born in the 1860's.
2. she received her training in England.
3. her parents did not want her to be a nurse.
4. she was head of the nurses.
5. she helped initiate a training school for nurses.
6. she improved care of the sick.
7. painting was one of her hobbies.
8. she had the nurses' pay raised.

Regarding Georgina Stirling, the materials would be designed so that the students would demonstrate knowledge that:

1. she was born in Twillingate.
2. her stage name was Mademoiselle Marie Toulinguet.
3. she trained in Italy.
4. the type of music she sang was opera.
5. she made a tour of the United States.
6. she was forced to stop because of a throat ailment.
7. she was a singer.
8. she helped by providing money to the poor.

CHAPTER V

RATIONALE FOR CHOICE OF MEDIA

The next step in the developmental process was to determine the medium through which to present the information. Three paths were followed to help make a decision: a study of findings from research was made; practical, that is technical and financial factors were considered; and teachers were surveyed regarding their attitude.

Research Findings

Many studies have been conducted concerning the effectiveness of media in instruction. Romano (1955) directed a study using 16mm motion and still pictures in science units on vocabulary and concluded that:

1. All experimental groups using 16mm pictures and projected still pictures evidenced larger gains in vocabulary over the control group in all units of study.
2. All teachers pointed out the intrinsic value of the use of audio-visual material in creating more effective teaching-learning situations.
3. The boys and girls participating in the study pointed out that an instructional program using many audio-visual materials enhanced the learning situation (p. 400).

Wendt and Butts (1960) compared Grade Nine classes in seven schools; some using a series of 54 films to another using conventional means. The former group using films

covered the same material in one semester as opposed to a full school year taken by the group using conventional means. When tested the group using films was found to have learned 86% of that learned by the group using conventional means.

It has been found that visuals have a two-fold function in instruction. Gropper (1963) performed a behavioral analysis and found that visuals serve a cuing/reinforcing function, or an example function. Visuals can be used as examples for conveying concepts.

Sparkes and Unbehaun (1971) compared the achievement of students using an audio-tutorial program with students using a conventional biology course (lecture/discussion) and found the experimental groups (audio-tutorial) did significantly better than the control group.

Deutsch (1972) lead a study of "general" Grade Nine English students who met with little success in the conventional classroom setting because of their inability to express themselves adequately either verbally or in written form. However, by using various media techniques they excelled in the communication of their knowledge.

Moldstad (1974) cited many studies in his survey of studies which support the following:

1. Significantly greater learning often results when media is integrated into the traditional instructional program.
2. Equal amounts of learning are often accomplished in significantly less time using instructional technology.

3. Multimedia instructional programs based upon a 'systems approach' frequently facilitate student learning more effectively than traditional instruction.
4. Multimedia and/or audio tutorial instructional programs are usually preferred by students when compared with traditional instruction (p. 390).

Audio-visual study lessons, used in a college level chemistry course in an attempt to correct for the wide diversity in students' educational background, succeeding in decreasing the attrition rate by 15-20% (Suter, 1977). Students estimated that the units decreased their outside study time by about 30%.

These studies showed that the mediated form is an effective means of instruction. All forms are capable of facilitating learning.

Technical and Financial Considerations

The technical and financial factors involved were approached from the point of view of the developer in producing, and the teacher in presenting the material.

The following forms were considered:

Audiotape. This form was inexpensive to produce and easily used in the classroom.

Jackdaw. With the material available, a jackdaw would be rather scanty unless an extensive search was made to provide all the documentation and memorabilia necessary for these two subjects.

Slides only or filmstrip only. It would be necessary for illustrations to be drawn, requiring an artist capable of drawing from limited photos and notes. Some written information or subtitles would be necessary on each slide. This would be relatively inexpensive to produce and easily used.

Slides or filmstrip with written script. The accompanying script would be read while slides or filmstrips are shown. A relatively inexpensive method, it would be used in the classroom.

Slides or filmstrip with audiotape. Audiotape would be played while slides or filmstrip are shown. This was a relatively inexpensive and easily used medium.

Sixteen millimeter film. This was a very expensive method of producing instructional materials although the classroom situation facilitates its use. This method was not considered due to the cost.

Video-cassette recording. Production using this method was relatively inexpensive; however, presentation was a problem. Most schools did not have the equipment for showing. This was not considered due to presentation difficulties.

Survey of Teacher Attitudes

A survey was conducted to discover the preference of grade five history teachers regarding the various types of media. They were asked to consider separately, the instructional value of the method and its suitability in the classroom (see Appendix C).

"Instructional value" referred to the effectiveness of a medium in achieving learning objectives. "Suitability" referred to the suitability of the medium to a particular classroom situation, including such considerations as accessibility of appropriate equipment, the teacher's familiarity with the operation of the equipment and facilities for darkening the room to enhance viewing.

The respondents were asked to (1) rate each medium on a scale of one to five for the two aspects, instructional value and suitability; and (2) assign each medium a rank value in

order of preference. The results are shown in Table 2.

In the table the numbers in both the "Instructional Value" column and in the "Suitability" column, refer to the average rating of each medium. The "Rank" column refers to the order of preference for each medium. The values in the rank column were obtained by adding and ordering according to the size of the totals (1 being the preferred medium).

Table 2
Results of Attitudinal Survey of Grade Five Teachers

Medium	Instructional Value	Suitability	Rank
audiotape	2.68	2.60	8
slides	1.83	1.80	6
filmstrip	2.09	2.00	5
booklet	3.14	2.85	9
slides plus audiotape	1.56	1.77	2
slides plus written script	1.96	2.14	3
filmstrip plus audiotape	1.69	1.68	1
filmstrip plus written script	1.96	2.23	4
jackdaw	2.65	2.74	7
supplementary transparencies	2.27	2.10	not ranked
supplementary posters	2.55	2.45	not ranked

Key: 1 (very good) 2 (good) 3 (neutral) 4 (poor)
5 (very poor)

The results revealed filmstrip plus audiotape was preferred over the eight other-listed mediums. The list in order of preference is as follows:

1. filmstrip and audiotape.
2. slides and audiotape.
3. slides and written script.
4. filmstrip and written script.
5. filmstrip.
6. slides.
7. audiotape.
9. booklet.

Conclusion

After considering research, practical factors and teachers attitudes the decision was made to use slides with audiotape for testing; converting the slides to filmstrip with audiotape only when the slide-tape programme was determined to be satisfactory.

CHAPTER VI

DEVELOPMENT PROCEDURES AND FORMATIVE EVALUATION

Once the decision to illustrate the stories of the two women was made, a first draft of the script was developed. After some changes, sketches were integrated with the script in storyboard form. This was read by content specialists, media specialists and learner specialists whose suggestions were considered and appropriate changes made.

A professional illustrator was engaged to draw the pictures. The developer had researched the period regarding clothes, furniture, the settings and street scenes. The developer and illustrator visited as many sets to be included in the pictures as was feasible and spoke with individuals who provided information in addition to that obtained in the literature.

Slides were made of the illustrations and a preliminary tape was made for viewing by a small group of grade five students, content specialists, teachers and media specialists. All changes were made as required.

Content Specialists

Due to the nature of this project, two content specialists were needed, one for each of the two women. Each of the specialists had completed research on one of the women. The

specialist on Georgina Stirling works with the Provincial Archives and has written many newspaper articles. The specialist on Mary Southcott has written a book on early nursing in Newfoundland in which a section was devoted to Southcott.

Both consultants expressed satisfaction with the content of the programmes and no changes with respect to content were considered necessary.

Learning Specialist

The learning specialist was a Grade Five teacher, who stated that the wording and concepts were neither too elementary nor advanced for the grade level. Questioned as to the suitability of the illustrations for the grade five student, the specialist confirmed their suitability and added that most students would likely have a favourable attitude toward them.

Media Specialists

A script reader, an experienced writer for media, made suggestions for changes that would make the story flow more smoothly when delivered. The appropriate changes were made. Several specialists in audiovisual production viewed the package, resulting in improvements to certain slides.

Evaluation by Learners

A representative sample of grade five students was chosen. The learners viewed the preliminary slide-tape and found it to be interesting. One suggested that the "bleeding" be explained. Consequently a brief explanation to that effect was included in the teacher's guide. When questioned on the material all students recalled the answers.

The showing also prompted a discussion of nursing care in Newfoundland at the turn of the century. Sources regarding this topic were included in the teacher's guide.

The developer was then ready to proceed to the final testing stage of preparation. The package was made ready for formal evaluation procedures.

CHAPTER VII

SUMMATIVE EVALUATION

With the final steps of the formative evaluation completed, the developer prepared for a summative evaluation. The following is a description of the design and how it was applied, including the selection of students and an analysis of the results. There were two packages tested; therefore, two sets of statistics are presented.

Design

The materials were subjected to three types of evaluation: (i) comparison of means (ii) examination of percentage of items correct and (iii) item analysis.

Comparison of Means

In this technique, a three group experimental design was chosen as shown in Figure 1. The Experimental Group was given a pretest, shown the instructional program and given the posttest; Control Group I was given a pretest and a posttest; and Control Group II was shown the instructional program and given a posttest.

Figure 1
Experimental Design

	Pretest	Instructional Program	Posttest
Experimental Group	X	X	X
Control Group I	X		X
Control Group II		X	X

According to Kerlinger (1964) this three-group design is among the best designs for comparing experimental treatments. It allows three statistical comparisons: it permits the comparison of difference in means between the experimental group and a control group; it compares before and after scores; and provides a way to test possible interactive effects due to the pretest. By comparing the posttest means of the Experimental Group and Control Group II, the amount of sensitization produced by the pretest can be determined.

In analysing the results, then, three means were compared. In the first case, the means of the Experimental Group and those of Control Group I were compared. This analysis enabled the developer to compare the entry knowledge of the two groups. The application of pretest provides several types of information; however, in this instance, the developer was concerned with the extent to which the two groups differed in their knowledge of the instructional material. Another comparison was made between the Experimental Group and Control Group I, with respect to their mean gain scores, that is, the difference

between the pretest score and posttest score of each student in each of the two groups. This test helped determine the amount of knowledge that can be attributed to the instruction, and that which may have been gained from the pretest. In the third case, a comparison was made of the mean posttest scores of the three groups. This analysis was done to determine whether the administration of the pretests to the Experimental Group and Control Group I had an influence on the outcome of their posttests.

Percentage of Items Correct

The posttest scores of the Experimental Group were examined to determine the percentage of the students in the classes for various percentage of items correct; that is, calculations were made to determine what percentage of the subjects answered 100% of the items of the posttest correctly, 90% of the items correctly, 80% of the items correctly, and so on.

This measure was used to determine the extent to which the students performed on the posttest and, indirectly, the extent to which the objectives were being reached.

It was determined before the analysis was made that if 80% of the students answered 80% of the items correctly, the learning experience of the students would be considered a success as indicated by this measure.

Item Analysis

This form of analysis was applied to the scores of the Experimental Group only. For each item, the total number of correct responses on the pretest and on the posttest were compared.

Three tests were applied: A test to find whether the difference between the number of correct responses on the pretest and those on the posttest could have been attributed to chance, another to show the proportion of students that answered the questions correctly on the posttest and a third to indicate the amount of success which could be attributed to the instruction.

Construction of Pretests and Posttest

A pretest-posttest consisting of eight multiple choice items was designed for each package (see Appendices A and B). The pretest was similar to the posttest, except that the order of the item presentation was varied. Each item consisted of a question with a choice of three possible responses; only one of three was correct. The tests were designed to correspond to the objectives of the instructional material (see p. 46). Table 3 indicates the number of the item wherein each objective is tested, both in the pretest and posttest.

Table 3
Matching Objectives to Test Items

Objective	Pretest Item	Posttest Item
Mary Southcott		
1. born in the 1860's	2	1
2. trained in England	8	2
3. parents objected	7	3
4. head of nurses	1	4
5. training school	6	5
6. care of sick	4	6
7. painting was hobby	5	7
8. nurses pay raised	3	8
Georgina Stirling		
1. born in Twillingate	2	1
2. stage name	4	3
3. trained in Italy	3	4
4. sang opera	8	7
5. tour of United States	6	5
6. throat ailment	7	8
7. singer	1	2
8. money to poor	5	6

The tests were designed to measure the gain in cognitive knowledge after instruction.

Selection of Students

An analysis of the learners was presented in Chapter Three (see p. 41). Three intact classes of Grade Five students

were used for the evaluation. They were considered to be representative of the population of Grade Five students as described in the chapter on Learner Analysis (see p. 41). The teachers indicated that, in their opinion, their classes were average Grade Five students. Two schools were used in the test; one school in St. John's, and the other in the environs of the city.

Classroom Presentations

The teachers were asked to present both tests and the instructional programs. They were asked to prepare their students with a simple explanation of the purpose of the pretest, and assure them that their scores would not be held against them. This preparation was especially necessary in the case of Control Group I where the pretest and posttest were given without exposure to the units.

No problem arose with the presentation of the package, or the tests. The teachers found it easy to administer the package and the tests.

Analysis of Results: Mary Southcott

As mentioned in the introduction to this chapter, two sets of results are presented, one for each package.

Three groups (shown in Figure 1, p. 57) were involved in the testing. As described in the beginning of this chapter

(p. 56) various statistical tests were utilized in the analysis of the results: three comparison of means, utilizing pretest, gain scores, posttest scores; using only the experimental group scores, a breakdown of the percentage of items correct; and an item analysis. The findings from the evaluation of the unit on Mary Southcott's life are presented below.

Comparison of Means

Pretest Means. The pretest means of the Experimental Group and Control Group I were compared. Significant difference between the two groups would be interpreted to mean that the groups were not equivalent in their entry knowledge of Mary Southcott. Insignificant difference between the two groups would indicate that the two groups were similar in their knowledge of Mary Southcott. The results of the comparison of means are shown in Table 4. In the Table, N is the number of students in the group; SD is the standard deviation and "t" is a test of the level of significance of the difference between the means.

The "t" value of .28, and $p > .05$, indicates that the two pretest means were not significantly different. It was concluded, therefore, that the classes were similar in the extent of their knowledge.

Table 4
Mary Southcott: Comparison of Pretest Scores,
Experimental Group and Control Group I

Group	N	M	SD	"t"
Experimental	36	5.111	1.599	0.28
Control Group I	32	5.218	1.560	
df = 66, p > .05				

Gain Score Means. The Experimental Group and Control Group I are then compared in terms of their gain scores and the results shown in Table 5. The gain score refers to the difference between the pretest score and posttest score of each student. Md indicates the mean difference between those scores.

Table 5
Mary Southcott: Comparison of Gain Scores - Experimental
Group and Control Group I

Group	N	Md	SD	"t"
Experimental	36	2.417	1.431	19.24
Control Group I	32	-0.594	1.779	
df = 66, p < .001				

A comparison of the means of the gain scores showed that the difference in the Experimental Group scores was significantly

higher than that of the Control Group. The findings indicated that significant learning occurred by those students who received the instruction.

Posttest Means. The results underwent further testing, with the results displayed in Table 6. The analysis was conducted to determine whether or not the administration of the pretest to the Experimental Group influenced the outcome of that group.

The mean of the posttest of Control Group I (which received the pretest and posttest with no instructional programme) was first compared with the mean of the posttest of the Experimental Group (which received the pretest, the instructional programme and the posttest). The mean of the posttest of Control Group I was next compared with the mean of Control Group II (which received the instructional programme and the posttest but no pretest).

Table 6

Mary Southcott: Comparison of Posttest Means,
Experimental Group and Two Control Groups

Group	N	M	SD	"t"
Experimental	36	7.640	0.720	9.384
Control Group I	32	4.560	1.810	
df = 66, p < .001				
Control Group I	32	4.560	1.810	6.805
Control Group II	28	7.178	0.980	
df = 58, p < .001				

Both comparisons showed a significant difference between each of the two groups; the Experimental Group performed significantly better than Control Group I and Control Group II performed significantly better than Control Group I. This result was interpreted to mean that the administration of the pretest to the Experimental Group had no significant influence on the outcome of the posttest. Such an influence would have been suspected if (i) the posttest of the Experimental and Control Group I had been significantly different and (ii) the posttest means of Control Group I and Control Group II had not been significantly different.

The analysis of these two sets of means confirmed the conclusion from the comparison of gain scores that the instruction programme contributed significantly to learning and that the outcome of the posttest was not influenced by the pretest.

On the basis of the various comparisons of means, then, it was concluded that (i) the Experimental Group, which received the instruction, and Control Group I, which did not receive the instruction, were not significantly different before the Experimental Group received the instructional programme (ii) the instructional programme resulted in significant learning by the Experimental Group (iii) the administration of the pretest to the Experimental Group did not have a significant sensitizing effect on the learners.

Percentage of Items Correct

For the following test, only the Experimental Group scores were used. A breakdown of the success in reaching objectives is presented in Table 7. In the table, each line shows the percentage of students in the Experimental Group who attained a certain percentage of items correct. This table provides a view of the distribution of posttest scores of the Experimental Group.

Table 7

Mary Southcott: Overall Success in Reaching Objectives

	% of Students	% of Items Correct
	75.0%	100.0%
	91.7%	87.5% or more
	97.2%	75.0% or more
	2.8%	less than 75.0%

As can be seen in the table, 97.2% of the students answered 75% or more of the items correct. Only 2.8% answered less than 75% of the items correctly. These findings indicate a high success rate for the Experimental Group.

Item Analysis

Each item of the posttest of the Experimental Group was examined to determine the extent to which the instructional programme had been successful in teaching the information on which the item was based. Indirectly, then, the analysis

indicated the extent to which each objective was reached. The results are shown in Table 8.

In the table, "Ns-Pretest" refers to the number of students answering the question correctly in the pretest and "Ns-Posttest" indicates the number of students answering the questions correctly in the posttest. The χ^2 is a measure of the extent to which the difference between Ns (pretest) and Ns (posttest) for each item was due to chance. "Ps-Posttest" refers to the extent to which the given objective was reached. This measure was found for each item by dividing the number of responses to the item on the posttest. For example, for Item 2, it was calculated as follows: $33 / 36 = 0.917$. This result means that 91.7% of those who responded to the questions on the posttest answered the question correctly. The S.I. or success index, is an indication of the extent to which the success in the posttest can be attributed to the instructional programme and not to the prior knowledge as indicated on the pretest. The measure was found by dividing (a) the number of students who answered the item incorrectly on the pretest and correctly on the posttest by (b) the sum of the number who answered the item incorrectly on the pretest and correctly on the posttest and the number who answered the item incorrectly on both the pretest and the posttest.

The formula for finding S.I., then, was:

$$S.I. = \frac{\text{failure (pretest)} + \text{success (posttest)}}{\text{failure (pretest) ; success (posttest) + failure (pretest) ; failure (posttest)}}$$

Table 8
Mary Southcott: Item Analysis

Question	Total N	Ns Pretest	Ns Posttest	χ^2	Ps Posttest	S.I.
1	36	33	36	0.130	1.000	1.000
2	36	23	33	1.786	0.917	0.769
3	36	24	36	2.400	1.000	1.000
4	36	35	36	0.014	1.000	1.000
5	36	12	35	11.250***	0.972	0.960
6	36	32	36	0.235	1.000	1.000
7	36	7	32	16.026***	0.889	0.862
8	36	22	31	1.528	0.861	0.692

*p < .05 **p < .01 ***p < .001

As shown in Table 8, the differences between the number of correct responses on the pretest and the posttest for items 5 and 7 were significant. The differences with respect to the other items were not significant. Regarding these six items, the number of correct responses to the items on the posttest is high, the high number of correct responses on the pretest made achieving a significant difference mathematically impossible.

The percentage of correct responses to the items on the posttest (as shown in the Ps (Posttest) column) ranged from 86.1% to 100.0%. The results in this column indicated that the objective for each item was reached. This was interpreted to mean those students, who answer the item incorrectly on the pretest, after viewing the instructional programme, were able

to answer the item correctly in the posttest. Item 2 shows that 91.7% of those students answering incorrectly on the pretest answered correctly on the posttest.

The Success Index ranged from .692 to 1.00. These results indicate that the learning of the information represented by each item can be attributed to the instructional programme, and not to the prior knowledge as indicated on the pretest to the extent shown in the S. I. column. Line 2 in the table indicates that for test item 2, 0.769 is the extent of success that can be attributed to the instructional programme.

As indicated in the Ns (pretest) column items 1, 4 and 6 were too easily solved. This may be due to either prior knowledge of the information or that the information was given inadvertently in the test. The developer, assuming the latter to be the case, designed a new test which appears in Appendix A. Due to the overall results and the general favourable reaction by students and teachers, the developer decided not to re-evaluate the programme using the revised test.

Analysis of Results: Georgina Stirling

The procedure used in the testing of the package outlining Georgina Stirling's life was identical to that procedure used to test the package on Mary Southcott. Analysis of the results included: three comparison of means, percentage of items correct, and an item analysis. The findings are present-

ed in the following pages.¹

Comparison of Means

Three comparison of means were made: pretest scores, gain scores and posttest scores.

Pretest means. Comparison of means of the pretest scores of the Experimental Group and Control Group I are displayed in Table 9. Significant difference between the two groups would be interpreted to mean that the groups were not equivalent in their entry knowledge of Georgina Stirling. Insignificant difference between the two groups would indicate that the two groups were similar in their knowledge of Georgina Stirling. In the table, N is the number of students in the group; SD is the standard deviation and "t" is a test of the level of significance between the means.

Table 9

Georgina Stirling: Comparison of Pretest Scores,
Experimental Group and Control Group I

Group	N	M	SD	"t"
Experimental Group	30	3.27	1.337	-0.285
Control Group I	33	3.18	1.014	
df = 61, p > .05				

¹ Details of the techniques of analysis are described above in the section on evaluation of the programme on Mary Southcott.

The "t" value at -0.285, and $p > .05$, indicates that the two pretest means were not significantly different. It was concluded, therefore, that the two classes were similar in their entry knowledge of Georgina Stirling.

Gain score means. The Experimental Group and Control Group I were then compared in terms of their gain scores, that is, the difference between the pretest score and the posttest score for each student. A comparison of the means for the gain scores showed that the difference in the Experimental Group scores was significantly higher than that of the Control Group as shown in Table 10.

Table 10

Georgina Stirling: Comparison of Gain Scores,
Experimental Group and Control Group I

Group	N	Md	SD	"t"
Experimental Group	30	4.16	2.574	22.367
Control Group I	33	0.21	3.720	
df = 61, p < .001				

The results showed, then, that significant learning occurred by those students who received the instruction.

Posttest mean. An analysis was performed on the posttest means to determine whether or not the administration of the pretest to the Experimental Group influenced the outcome of that Group. A detailed explanation of this analysis is found on p. 64. Briefly, the mean of the posttest of Control Group I was first compared with the mean of the posttest of the

Experimental Group. The mean of the posttest of Control Group I was next compared with the mean of Control Group II. The results are displayed in Table 11.

Table 11

Georgina Stirling: Comparison of Posttest Means,
Experimental Group and Two Control Groups

Group	N	M	SD	"t"
Experimental Group	30	7.43	0.678	- 14.049
Control Group I	33	3.39	1.430	
df = 61, $p < .001$				
Control Group I	33	3.39	1.430	- 14.031
Control Group II	30	7.37	0.112	
df = 61, $p < .001$				

The analysis of these two sets of means show that the Experimental Group and Control Group I had been significantly different and Control Group I and Control Group II, also, were significantly different. This result was interpreted to mean (i) a confirmation of the conclusion from the comparison of gain scores that the instructional programme contributed significantly to learning and (ii) that the outcomes of the posttest were not influenced by the pretest.

On the basis of the various comparisons of means, then, it was concluded that (i) the Experimental Group, which received the instruction, and Control Group I, which did not receive instruction, were not significantly different before

the Experimental Group received the instructional programme (ii) the instructional programme resulted in significant learning by the Experimental Group (iii) the administration of the pretest to the Experimental Group did not have a significant sensitizing effect on the learners.

Percentage of Items Correct

For the following test, only the Experimental Group scores were used. A breakdown of the success in reaching objectives is presented in Table 12. In the table, each line shows the percentage of students in the Experimental Group who attained a certain percentage of items correct. This table provides a view of the distribution of Experimental Group posttest scores.

Table 12

Georgina Stirling: Overall Success in Reaching Objectives

<u>% of Students</u>	<u>% of Items Correct</u>
50%	100%
90%	87.5% or more
10%	less than 87.5%

As can be seen in the table, 90% of the students answered 87.5% or more of the items correct. Only 10% answered less than 87.5% of the items correctly. These findings indicate a very high success rate for the Experimental Group.

Item Analysis

Each item of the posttest of the Experimental Group was examined to determine the extent to which the instructional programme had been successful in teaching the information on which the item was based. The analysis indicated the extent to which each objective was reached. The results are shown in Table 13. In the table, "Ns-Pretest" refers to the number of students answering the question correctly in the pretest and "Ns-Posttest" indicates the number of students answering the questions correctly in the posttest. The X^2 is a measure of the extent to which the difference between Ns (pretest) and Ns (posttest) for each item was due to chance. "Ps-Posttest" refers to the extent to which the given objective was reached. The S.I., or success index, is an indication of the extent to which the success in the posttest can be attributed to the instructional programme and not to prior knowledge as indicated on the pretest. The results with respect to this programme were interpreted on the same basis as the results with respect to the programme on Mary Southcott (for detailed explanation see p. 66).

Table 13
Georgina Stirling: Item Analysis

Question	Total N	Ns (Pretest)	Ns (Posttest)	χ^2	Ps (Posttest)	S.I.
1	30	29	30	0.017	1.000	1.000
2	30	9	30	11.300***	1.000	1.000
3	30	4	30	19.880***	1.000	1.000
4	30	6	24	10.800**	0.800	0.750
5	30	6	17	5.261*	0.570	0.458
6	30	18	30	3.000	1.000	1.000
7	30	17	29	3.130	0.967	0.923
8	30	9	30	11.300***	1.000	1.000
*p < .05		**p < .01		***p < .001		

As indicated by the table, the differences between the number of correct responses on the pretest and the posttest for items 2, 3, 4, 5 and 8 were significant. The differences with respect to the other three items were not significant. Regarding these items, even though the number of correct responses to the items on the posttest is high, the high number of correct responses on the pretest made getting a significant difference mathematically impossible.

The percentage of correct responses to the items on the posttest (as shown in the Ps (Posttest) column) ranged from 57% to 100%. The results in this column, indicated that the objective for each item except item 5 was reached. This is interpreted to mean, those students, not answering the item

correctly on the pretest, after viewing the instructional programme, were able to answer correctly in the posttest. Item 7 shows that 96.7% of those students answering incorrectly on the pretest answered correctly on the posttest.

The Success Index ranged from 0.450 to 1.000. These results indicate that the learning of the information represented by each item can be attributed to the instructional programme, and not to prior knowledge as indicated on the pretest, to the extent shown in the S.I. column. Line 2 in the table indicates that for test item 7, 0.923 or 92.3% is the extent of success that can be attributed to the instructional programme.

Conclusions

The developer concluded from the results of the summative evaluation that the instructional unit was successful. The statistical analysis showed that the increase in student performance, as indicated by the pretest - posttest scores, was statistically significant.

Due to the weakness in the test instrument for the Southcott package, a revised pretest has been included (see Appendix A). An analysis of the remaining test items showed that achievement was more than adequate. As well, both student and teacher attitudes were found to be favourable during an informal discussion period.

The developer concluded that the instructional units were suitable for use in social studies at the grade five level in Newfoundland and Labrador schools.

CHAPTER VIII

CONCLUSIONS, RECOMMENDATIONS, IMPLEMENTATION

Upon completion of the production and evaluation, the developer was able to draw several conclusions, and make recommendations regarding the development of other instructional material for Newfoundland history in the Grade Five social studies programme.

Conclusions

The two packages "Mary Southcott" and "Georgina Stirling" were found to be instructionally valuable and useful additions to the Grade Five social studies programme.

Recommendations

The developer recommends that teachers be made aware of the existence of these units, and that they be used as prescribed material.

It is recommended that a series of mediated units on women of Newfoundland and Labrador be produced for the Grade Five history program. The production of such units could follow a similar format to that of the "Mary Southcott" and "Georgina Stirling" packages. As well, other aspects of Newfoundland history, such as settlement and daily living

patterns, should be put into mediated form, instructionally suited to the grade five level.

Implementation

The materials are in a format that would make duplicating feasible; either in slide or filmstrip format. The developer hopes that they will be duplicated and distributed to the schools, either as prescribed material or recommended supplementary materials.

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APPENDIX A
PRETESTS

MARY SOUTHCOTT

(Original)

Place a check mark (✓) beside the correct answer.

1. What was Mary Southcott's job at the General Hospital?

- a ☐ doctor
- b ☐ matron
- c ☐ head of nurses

2. About when was Mary Southcott born?

- a ☐ 1960
- b ☐ 1665
- c ☐ 1862

3. Whose pay did she have raised?

- a ☐ nurses
- b ☐ doctors
- c ☐ patients

4. What other improvement did she make?

- a ☐ better roads.
- b ☐ better care of the sick
- c ☐ boat building

5. What was one of Mary's hobbies?

- a ☐ swimming
- b ☐ painting
- c ☐ stamp collecting

6. What did she start up at the hospital?
- a ___ training school for nurses
 - b ___ training school for doctors
 - c ___ Union
7. Why did she wait so long to go for her training?
- a ___ she did not want to be a nurse
 - b ___ parents did not want her to be a nurse
 - c ___ she was too poor
8. Where did she train?
- a ___ England
 - b ___ Canada
 - c ___ Spain

SCORE KEY FOR PRETEST

Mary Southcott

Item 1	-----	c
Item 2	-----	c
Item 3	-----	a
Item 4	-----	b
Item 5	-----	b
Item 6	-----	a
Item 7	-----	b
Item 8	-----	a

MARY SOUTHCOTT

(Revised)

Place a check mark (✓) beside the correct answer.

1. What was Mary Southcott's job?
 - a ☐ doctor
 - b ☐ matron
 - c ☐ head of nurses
2. About when was Mary Southcott born?
 - a ☐ 1960
 - b ☐ 1665
 - c ☐ 1862
3. Whose pay did she have raised?
 - a ☐ nurses
 - b ☐ doctors
 - c ☐ teachers
4. What other improvement did she make?
 - a ☐ better roads
 - b ☐ better care of the sick
 - c ☐ more teachers
5. What was one of Mary's hobbies?
 - a ☐ swimming
 - b ☐ painting
 - c ☐ stamp collecting

6. What did she start up?

- a ___ training school
- b ___ training school for doctors
- c ___ union

7. Why did she wait so long to go for her training?

- a ___ she did not want to go
- b ___ parents did not want her to go
- c ___ she was too poor

8. Where did she train?

- a ___ England
- b ___ Canada
- c ___ Spain

SCORE KEY FOR PRETEST

Revised Test

Item 1 _ _ _ _ _ c

Item 2 _ _ _ _ _ c

Item 3 _ _ _ _ _ a

Item 4 _ _ _ _ _ b

Item 5 _ _ _ _ _ b

Item 6 _ _ _ _ _ a

Item 7 _ _ _ _ _ b

Item 8 _ _ _ _ _ a

GEORGINA STIRLING

Place a check mark (✓) beside the correct answer.

1. What did Georgina Stirling do?

a ☐ writer

b ☐ nurse

c ☐ singer

2. Where was she born?

a ☐ St. John's

b ☐ Toronto

c ☐ Twillingate

3. Where did she train?

a ☐ Spain

b ☐ England

c ☐ Italy

4. What was her stage name?

a ☐ Marie Toulinguet

b ☐ Annie Dawe

c ☐ Mona Touché

5. When she sang in Newfoundland, who was given the money?

a ☐ government

b ☐ poor

c ☐ schools

6. Where did she tour with a company?

a _ England

b _ United States

c _ Canada

7. Why did she stop singing?

a _ lost her voice

b _ no more jobs

c _ she did not stop

8. What kind of music did she sing?

a _ popular

b _ country

c _ opera

SCORE KEY FOR PRETEST

Georgina Stirling

Item 1	-----	c
Item 2	-----	c
Item 3	-----	c
Item 4	-----	a
Item 5	-----	b
Item 6	-----	b
Item 7	-----	a
Item 8	-----	c

APPENDIX B

POSTTESTS

MARY SOUTHCOTT

Place a check mark (✓) beside the correct answer.

1. About when was Mary Southcott born?

a ☐ 1960

b ☐ 1665

c ☐ 1852

2. Where did she train?

a ☐ England

b ☐ Canada

c ☐ Spain

3. Why did she wait so long to go for her training?

a ☐ she did not want to be a nurse

b ☐ parents did not want her to be a nurse

c ☐ she was too poor

4. What was her job at the General Hospital?

a ☐ doctor

b ☐ matron

c ☐ head of nurses

5. What did she start up at the hospital?

a ☐ training school for nurses

b ☐ training school for doctors

c ☐ union

6. What other improvement did she make?

- a ☐ better roads
- b ☐ better care of the sick
- c ☐ boat building

7. What was one of Mary's hobbies?

- a ☐ swimming
- b ☐ painting
- c ☐ stamp collecting

8. Whose pay did she have raised?

- a ☐ nurses
- b ☐ doctors
- c ☐ patients

SCORE KEY FOR POSTTEST

Mary Southcott

Item 1 _ _ _ _ _ c
Item 2 _ _ _ _ _ a
Item 3 _ _ _ _ _ b
Item 4 _ _ _ _ _ c
Item 5 _ _ _ _ _ a
Item 6 _ _ _ _ _ b
Item 7 _ _ _ _ _ b
Item 8 _ _ _ _ _ a

MARY SOUTHCOTT

(Revised)

Place a check mark (✓) beside the correct answer.

1. About when was Mary Southcott born?

a ☐ 1960b ☐ 1665c ☐ 1862

2. Where did she train?

a ☐ Englandb ☐ Canadac ☐ Spain

3. Why did she wait so long to go for her training?

a ☐ she did not want to gob ☐ parents did not want her goc ☐ she was too poor

4. What was her job?

a ☐ doctorb ☐ teacherc ☐ head of nurses

5. What did she start up?

a ☐ training schoolb ☐ training school for doctorsc ☐ union

6. What other improvement did she make?

- a ___ better roads
- b ___ better care of the sick
- c ___ more teachers

7. What was one of Mary's hobbies?

- a ___ swimming
- b ___ painting
- c ___ stamp collecting

8. Whose pay did she have raised?

- a ___ nurses
- b ___ doctors
- c ___ teachers

SCORE KEY FOR POSTTEST

Revised Test

Item 1 _ _ _ _ _ c
Item 2 _ _ _ _ _ a
Item 3 _ _ _ _ _ b
Item 4 _ _ _ _ _ c
Item 5 _ _ _ _ _ a
Item 6 _ _ _ _ _ b
Item 7 _ _ _ _ _ b
Item 8 _ _ _ _ _ a

GEORGINA STIRLING

Place a check mark (✓) beside the correct answer.

1. Where was Georgina Stirling born?

a ☒ St. John's

b ☐ Toronto

c ☐ Twillingate

2. What did she do?

a ☐ writer

b ☐ nurse

c ☐ singer

3. What was her stage name?

a ☐ Marie Toulinguet

b ☐ Annie Dawe

c ☒ Mona Touché

4. Where did she train?

a ☐ Spain

b ☐ England

c ☐ Italy

5. Which country did she tour?

a ☐ England

b ☐ United States

c ☐ Canada

6. When she sang in Newfoundland, who was given the money?

a ___ government

b ___ poor

c ___ schools

7. What kind of music did she sing?

a ___ popular

b ___ country

c ___ opera

8. Why did she stop singing?

a ___ lost her voice

b ___ no more jobs

c ___ she did not stop

SCORE KEY FOR POSTTEST

Georgina Stirling

Item 1	-----	c
Item 2	-----	c
Item 3	-----	a
Item 4	-----	c
Item 5	-----	b
Item 6	-----	b
Item 7	-----	c
Item 8	-----	a

APPENDIX C
ATTITUDE SURVEY INSTRUMENT

37 Skanes Avenue
Kilbride
Newfoundland.
A1G 1G2

Dear Teacher:

As a graduate student in Learning Resources at Memorial University, I am planning to develop instructional materials for the grade five social studies program. This will be in the form of a multi-media kit and will be used to help fulfill requirements toward a M.Ed. degree.

My initial plan, based upon a needs assessment, is to design and test instructional materials to accompany the study of Newfoundland at the grade five level and beyond. The instructional materials which I propose to develop would consist of biographic information on "Prominent Women in Newfoundland's History". These will deal directly with the lives and contributions as have been recorded and will hopefully provide an incentive to learning as well as making history more meaningful.

As an initial step in the developmental process, I wish to assess the attitude of grade five teachers toward the need for such materials. This will be ascertained from answers to Part I.

In addition, it is necessary to determine the forms and types of materials which teachers prefer for classroom use. Part II is designed to discover these preferences and the results of the questionnaire will be reflected directly in the proposed developmental project.

Your co-operation in completing the enclosed questionnaire will be greatly appreciated.

Yours truly,

Pamela R. Hiscock
Graduate Student
Learning Resources

PART I

1. Are you presently using, or are you familiar with any instructional materials in the area of Women in Newfoundland History? (If yes, please list materials).
2. If you are using materials, are you satisfied with them?
3. Do you feel a need for new, or additional materials, either in terms of content, treatment or medium?
4. Do you feel the topic "Prominent Women in Newfoundland History" would provide a suitable subject of study?
5. If your answer to (4) was no, which areas of study do you feel would be of more value at this time?

PART II

"Instructional value" refers to the effectiveness of each medium in achieving learning objectives.

"Suitability" refers to the suitability of the medium to your particular classroom situation. This would include such considerations as accessibility of appropriate equipment, your familiarity with the operation of equipment, and facilities for darkening your room to enhance viewing.

You are asked to do two things: (1) rate each medium on a scale of one to five; (2) assign each medium a rank value, with one being best, two being second best, and so on. Your rating of each medium in terms of "instructional value" and "suitability" should help you decide upon an appropriate rank number. For example:

Media	Instructional Value	Suitability	Rank
a. blackboard	1 2 3 4 5	1 2 3 4 5	1
b. flannel board	1 2 3 4 5	1 2 3 4 5	3
c. blackboard flannel board	1 2 3 4 5	1 2 3 4 5	2

Key:

1	2	3	4	5
very good	good	neutral	poor	very poor

In the case of "instructional value" and "suitability" please draw a circle around the number which you feel best indicates your attitude toward the medium indicated. Then assign a rank number of the medium indicated. If you feel that two or more items are of equal value, you may assign them the same rank number. (Note: Rank value refers to materials you prefer in order of preference.)

NOTES ON QUESTIONNAIRE

1. Each item will be accompanied by a teacher's booklet.
2. Booklets will be in black and white.
3. Slides and filmstrips will be in colour.
4. 16mm and 8mm film have been omitted because of high production costs.

Key:

1
very good2
good3
neutral4
poor5
very poor

Media	Instructional Value	Suitability	Rank
a. audio-tape	1 2 3 4 5	1 2 3 4 5	
b. slides	1 2 3 4 5	1 2 3 4 5	
c. filmstrip	1 2 3 4 5	1 2 3 4 5	
d. booklet only	1 2 3 4 5	1 2 3 4 5	
e. slides plus audio-tape	1 2 3 4 5	1 2 3 4 5	
f. slides plus written script	1 2 3 4 5	1 2 3 4 5	
g. filmstrip plus audio-tape	1 2 3 4 5	1 2 3 4 5	
h. filmstrip plus written script	1 2 3 4 5	1 2 3 4 5	
i. jackdaws	1 2 3 4 5	1 2 3 4 5	
j. supplementary transparencies to accompany any of the above	1 2 3 4 5	1 2 3 4 5	do not rank
k. supplementary posters to accompany any of the above	1 2 3 4 5	1 2 3 4 5	do not rank

Can you suggest any other medium/media which you feel would be effective in meeting the need for instructional materials in the study of "Prominent Women in Newfoundland History"? _____

- a. audio-tape A set of tapes, one per individual, telling from subject's point of view or by whatever means will make that individual come alive, the life story, or major accomplishments, in that person's life. Teacher's booklet included.
- b. slides Set or sets of available photographable material conveying a familiarity with the individual. Intermittent slides of written description will provide the commentary.
- c. filmstrip Slides of (b) would be used to make filmstrip.
- d. booklet Use of pictures and maps to accompany information in either separate booklets or one with all women treated chronologically.
- e. slide-tape Slides of persons, places, and times that would convey the story and contributions of that person. Description of same on tape.
- f. slide-script Same as in (e) but with written description in booklet.
- g. sound filmstrip Filmstrip same as slides in (e) tape similar to that in (e).
- h. filmstrip-script Same filmstrip as in (g) but with a written script instead of a tape.
- i. jackdaw Pictures, booklets, copies of newspaper clippings, reviews, maps, etc. all of which can be displayed as a unit by itself or separately in conjunction with various topics such as Native Peoples or Labrador.

APPENDIX D

SCRIPTS

MARY SOUTHCOTT

1. Hospitals today are clean and efficient with many nurses and doctors to look after patients. However, in Newfoundland at the turn of the century it was not like this. The hospitals and medical people were few and the conditions were not always good.
2. Nurses were needed and better use of time and facilities had to be established. But the staff were overworked.
3. Even at the General, St. John's largest hospital, the conditions were in great need of improvement. What was needed was someone to take on the responsibility of improving them.
4. Such a person was found in Mary Southcott. This, then, is the story.
5. Mary Southcott was born in St. John's in 1862. Her father was a housebuilder. He and his brother built many of the oldest houses still standing in St. John's.
6. From an early age Mary dreamed of becoming a nurse but her parents would not let her. They thought it was an unhealthy job and too much work for their daughter to take on.

7. So Mary obeyed her parents. She nursed them in their old age and when they died she decided that she would now go to nursing school.
8. She applied to the London Hospital Training School in England. Being older than most nursing students she knew she would have difficulty being admitted into the school. Nevertheless, Mary was accepted.
9. She travelled by boat to England and for the next two years she trained as a student nurse.
10. The work was hard for a student nurse. According to one nurse:

"It was a strenuous life. We were on duty from 7 in the morning to 9 in the night with two hours off each day and one day off a month."
11. "In those days so much more was done for the patients in the ward - hot packs, cupping, leeches..."
12. "When day nurses came on they swept and dusted. Day and night nurses got all the patients' meals except dinner... We began

washing patients at four in the morning, all had been done by six when they had breakfast."

13. "On your day off, once a month, you could have your breakfast in bed brought up by a friend."

It was no wonder Mary's parents did not want her to become a nurse!

14. Mary worked hard in her studies as well. She came second in her nursing exams and rated "excellent" in cooking for the sick. Mary also studied midwifery so she could help in childbirth.

15. Following two years of training, Mary arrived back in St. John's. She went to work at the General Hospital.

16. She was named Head of Nurses, or Nursing Superintendent. She was the first nurse to be given this responsibility at the General Hospital. Mary was now in a position to improve nursing care and provide better conditions for the patients.

17. Mary worked long hours because nurses were few. She had to be close at hand all of the time. To solve this problem she was given an apartment in the Hospital. Even though she was in charge of the nurses she would

always welcome them in her livingroom - serving tea and playing the piano.

18. Through her influence, conditions were improving at the hospital but there were still not enough trained nurses.
19. To overcome this shortage, Mary Southcott, with help, set up a training school. The school's first class consisted of four students. Mary and a doctor taught most of the time with other doctors giving talks occasionally.
20. Nurses, at this time, were not being paid very well. Their pay came from the government. Mary wrote to the government and the nurses soon received a well-deserved raise in pay.
21. Now there were many trained nurses so Mary asked for a home for these nurses close to the hospital. In 1912, the King Edward VII Nurses Home was opened.
22. Now that more nurses were trained, Mary had time for relaxation. She spent much of her free time riding horses and would drive her horse-drawn "dog cart" around the city. Later, she owned a car. She liked to take a relaxing drive before going to work.

23. One of Mary's hobbies was taking pictures, developing the pictures herself in a cupboard on Victoria Wing at the hospital.
24. She also painted flowers which she described in a small book called "Some Newfoundland Wild Flowers". Mary helped with the Girl Scouts and wrote this book for them.
25. Mary took part in many organizations, one of which pressured the government to allow women to vote.
26. Mary Southcott was a pioneer. She had the courage of her convictions. But some of the people at the General Hospital did not agree with her and she was asked to resign.
27. But Mary did not stop here. She set up a small new hospital in a house her father had built. It was a hospital for children, and women expecting babies.
28. This hospital had ten beds and a small operating room. Mary Southcott continued to work until she became ill when she was obliged to close the hospital. Mary Southcott continued to live here until her death in 1943.
29. Had her parents known the contribution their daughter would make in the development of health services in

Newfoundland, they might never have opposed her decision to become a nurse.

30. Perhaps it was the awful conditions that concerned her parents and made Mary all the more determined to improve them.
31. Mary Southcott made many valuable contributions to nursing in Newfoundland. Some of these were: - improving care of the sick, establishing a training school and a home for nurses.
32. In 1963, a new nurses' residence was erected next to the General Hospital where Mary Southcott started to work. The new residence was given the name Southcott Hall in recognition of the work Mary Southcott had done for nursing in Newfoundland.

GEORGINA STIRLING

1. Have you ever heard an opera singer? Do you know what opera is? Opera is a story performed as a play but with the actors singing their lines. There have not been many great singers. Most of the great singers lived in Italy, France and other countries where there were special people to train them.
2. But from Newfoundland a great singer came into their midst - Georgina Stirling. Georgina Stirling had a short career but during that time she became known throughout the world.
3. Some say she had the "voice of an angel". Georgina was known as the "Nightingale of the North".
4. Georgina Stirling was born in the town of Twillingate in 1867.
5. Twillingate was a thriving fishing and trading town.
6. Georgina's mother and father were born in Newfoundland. Her father was a doctor. His family had come to Newfoundland from Scotland.
7. Georgina was the youngest of seven girls. It was said that all the girls except Georgina were beautiful.

Georgina was plain looking but her beauty was in her voice.

8. Georgina first went to school in Twillingate. Then she was sent to Canada (which was a separate country at that time) to complete her education.
9. Her parents realized the quality of her beautiful singing voice and encouraged her when she decided to study singing in Paris, France.
10. From there she went on to Italy for more study in music.
11. When an artist first performs in public it's called a debut. Georgina made her debut at the "best known" Opera House in Europe, the La Scala, in Milan, Italy.
12. From such a glorious start Georgina went on to sing on stage throughout the world. The highlight was when she sang before members of the Italian Royal Family at La Scala Opera House.
13. There are many stories about Georgina. One is of her first appearance at the Grand Opera House in Paris. Parisian opera goers were notoriously critical...she was unknown...and they snubbed her. Her arias were received with only thin applause.

14. She knew she had to win their admiration somehow. When she returned to the stage, she told her accompanist to start playing "Rule Britannia". He smothered his horror and obeyed...but then her glorious voice filled the Opera House with the French National Anthem "La Marseillaise".
15. The audience rose in a storm of applause. She had won their hearts!
16. Many people admired her singing. Another Newfoundlander, Sir Charles Button had heard the greatest singers of the day and in his opinion Georgina had a "superb...perhaps a matchless soprano voice. Her top notes are of a perfectly pure and rounded quality."
17. No Newfoundlander had achieved fame as a singer before or since the time of Twillingate's Georgina Stirling.
18. One famous singer, a man named Santley, heard her and said "her top B, C, and G's. (the notes she was able to reach) are as thick as her arm!" This was a compliment! A singer's voice must be strong not weak and thin.
19. She herself told this tale. While she was in Italy she sang for a great music master who listened...entranced. When the last glorious note had faded he kissed her hand in homage "Ah Mademoiselle", he sighed, "You have

the voice of an angel...but the face of a devil."

20. Now she was not as plain as one would think. She was fairly tall...always beautifully dressed...those that saw her on stage say that she looked "positively regal."
21. In time she travelled to Germany. There she studied the great German operas.
22. In 1897 and 1898 she toured the United States as Prima Donna Soprano (or main singer) of Colonel Mapleson's Imperial Opera.
23. She was asked to take a professional name. She chose Marie Toulinguet which was the original French name of her home, Twillingate. In Newfoundland, she was, from then on, always called Miss Twillingate Stirling.
24. The critics went wild over Miss Toulinguet and said things such as: "The astonishing voice of Mademoiselle Toulinguet came as a revelation."
25. Another wrote:
 "An artist such as we have not had in this country for many a year. Her voice is of tremendous power with a sympathetic quality that fairly thrills."

26. Another reviewer said: "Such a voice one hears only once in a lifetime. Mademoiselle Toulinguet held her audience spellbound."
27. A 1904 recording still exists of her voice. Though the quality of the sound is rather poor after the 75 years, one can still hear the beauty of her voice.
28. Recording.
29. Marie Toulinguet came home every year...each time she gave concerts in Twillingate and St. John's - and each time the money went to the poor.
30. She was generous and impulsive in her affections toward others. One night, on her way to give a concert, she showed this. She was staying at the Crosbie Hotel. As she was ascending the stairway, elegantly dressed, she saw an old childhood fisherman friend. She flew down the stairs, "Josiah" she screamed. "Jargie" he yelled. Georgina was never one to forget her friends.
31. After many happy years singing, she developed a throat ailment and lost her voice. So she was forced to give up singing. She returned to Twillingate and lived with her sister.

32. She was the pride of many Newfoundlanders. A poem was written to her which shows this:

"Illustrious patriot - songstress without peer,
Newfoundland hails thee, and in song sincere,
Gives thanks to thee and grateful praise to God."

33. As we mentioned before, she was called the "Nightingale of the North". A memorial was erected in her honor in Twillingate on which one finds these words.

APPENDIX E
TEACHER'S GUIDES

Teacher's Guide
for the Sound-Slide Programme

"Mary Southcott"

Division of Learning Resources
Department of Education
Memorial University of Newfoundland

1981

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The instructional package "Mary Southcott" was developed as one in a series which provide students in the grade five social studies program with information concerning women from Newfoundland and Labrador.

In the past, the curriculum has included little information about women who have influenced the Newfoundland and Labrador of today, or who give us insight into the past. It is hoped that this package about Mary Southcott will help alleviate the deficiency. Another package, entitled "Georgina Stirling", is also available.

BACKGROUND INFORMATION

Mary Meager Southcott was born September 21, 1862 to John and Pamela Ann Southcott. Her father and his brother, J. T. Southcott, had come from Devon, England to help rebuild St. John's after the 1846 fire. They developed a style which can still be seen in many older houses still standing in St. John's.

Mary attended Jersey Lodge, a school located on King's Bridge Road. She intended to go on to become a nurse, however, her parents did not agree with her plan. When her parents died, Mary applied for admission to the London Hospital Training School. The recommended age was between 25 and 36 years; Mary was 37, yet, she was accepted on March 1, 1899, as a paying probationary.

The classes were quite strenuous but after two years she had been rated "excellent" in cooking, received second prize in lectures and examinations, and was given a "Highly Satisfactory" rating overall. Following this she attended a midwifery course at another hospital in London.

Mary Southcott returned home aboard the S.S. Corean on June 30, 1901. She went to work at the General Hospital as Nursing Superintendent. The responsibilities of this position had formerly been those of the Medical Superintendent. In this newly-created position, Mary Southcott was in charge of nurses and nursing care, for which she received \$480.00 per year.

Mary was a strict disciplinarian, presenting an impressive figure in her modified version of "The London's" light mauve uniform dress covered by an immaculately white starched apron falling to her ankles. She wore a stiff white collar and a dainty white cap. Her nurses were inspected daily and reprimanded if their appearance was not up to standard. Mary Southcott was given an apartment in the hospital, where she held teas for the nurses and entertained them on the piano.

Newfoundlanders wishing to become nurses prior to this time had no choice but to go to England, Canada, or the United States for their training. This required a substantial expense and was, therefore, limited to a few. Mary Southcott and others established a training school at the General Hospital in 1903. Their first class consisted of four students who worked all day and then received instruction in the dining room at night.

This training school soon came to produce some of the best trained nurses in North America. Canadian and American hospitals sought, and lured away, many graduates. Pay was considerably higher at these hospitals than at the General. Miss Southcott requested a raise for the nurses and eventually the nurses' pay was raised to \$160.00 a year. Mary also requested a home for nurses, and in 1912 the King Edward VII Nurses Home was opened. The General Hospital staff increased from 12 in 1903 to 40 in 1915.

A dispute erupted in 1915 between Dr. Keegan, Medical Superintendent, and Miss Southcott over the definition of

powers of responsibility. This dispute ended with the resignation of Mary Southcott.

Mary Southcott was asked to take charge of Donovan's Hospital on Topsail Road for a short while and later set up a hospital on Monkstown Road in a house her father had built. The Southcott Hospital had ten beds and cared for maternity patients and children.

Mary Southcott was very versatile in her hobbies and activities. She was a member of many associations from a group which advocated women's votes to the Child Welfare Association. Mary painted flowers and wrote a book describing Newfoundland's flora and fauna to be used by the Girl Guides.

Mary Southcott continued to work until a stroke incapacitated her. She died October 29, 1943.

In 1963, a nurses' residence was opened next to the General Hospital; it was named Southcott Hall in honour of the work Mary Southcott had done for nursing in Newfoundland.

SOURCES

Nevitt, J. White Caps and Black Bands: Nursing in Newfoundland to 1934. St. John's: Jespersion Press, 1978.

This is an excellent account of hospitals in Newfoundland until 1934. Details of Mary Southcott's accomplishments are given.

O'Neill, P. In The Monitor. October 1977. An account of Mary Southcott's life.

St. John's Local Council of Women. Remarkable Women of Newfoundland and Labrador. St. John's: Creative Printers, 1976.

Includes a two-page description of Mary Southcott's life.

DISCUSSION TOPICS

Various aspects of the package may stimulate questions and discussion. One example is the following:

Bleeding by cupping and leeches were popular medical practices, now considered unacceptable. This procedure was based on an old concept that bad blood caused illness and needed to be taken out of the body.

Several suggested topics for discussion are as follows:

1. Compare conditions in a hospital then and now.
2. Discuss nursing as a career in Mary Southcott's time and today.
3. Discuss values such as courage and persistence.

ACTIVITIES

The following are some activities which students might undertake:

1. Research the life of a grandparent or someone who lived during the early 1900's.
2. Research medical practices in the student's area.
3. Years ago people used folk medicine made from vegetation. Have the students make a list.

BEHAVIORAL OBJECTIVES

With respect to Mary Southcott the materials were designed so that the students will demonstrate knowledge of the following:

1. She was born in the 1860's.
2. She received her training in England.
3. Her parents did not want her to be a nurse.
4. She was head of the nurses at the General Hospital in St. John's.
5. She helped initiate a training school for nurses.
6. She improved care of the sick.
7. Painting was one of her hobbies.
8. She had the nurses' pay raised.

MARY SOUTHCOTT

Place a check mark (✓) beside the correct answer.

1. About when was Mary Southcott born?

a ☐ 1960

b ☐ 1665

c ☐ 1862

2. Where did she train?

a ☐ England

b ☐ Canada

c ☐ Spain

3. Why did she wait so long to go for her training?

a ☐ she did not want to go

b ☐ parents did not want her to go

c ☐ she was too poor

4. What was her job?

a ☐ doctor

b ☐ teacher

c ☐ head of nurses

5. What did she start up?

a ☐ training school

b ☐ training school for doctors

c ☐ union

6. What other improvement did she make?

a ☒ better roads

b ☐ better care of the sick

c ☐ more teachers

7. What was one of Mary's hobbies?

- a ___ swimming
- b ___ painting
- c ___ stamp collecting

8. Whose pay did she have raised?

- a ___ nurses
- b ___ doctors
- c ___ teachers

SCORE KEY FOR POSTTEST

Item 1 ___ c

Item 2 ___ a

Item 3 ___ b

Item 4 ___ c

Item 5 ___ a

Item 6 ___ b

Item 7 ___ b

Item 8 ___ a

Script for Sound-Slide Programme:

"MARY SOUTHCOTT"

1. Hospitals today are clean and efficient with many nurses and doctors to look after patients. However, in New-foundland at the turn of the century it was not like this. The hospitals and medical people were few and the conditions were not always good.
2. Nurses were needed and better use of time and facilities had to be established. But the staff were overworked.
3. Even at the General, St. John's largest hospital, the conditions were in great need of improvement. What was needed was someone to take on the responsibility of improving them.
4. Such a person was found in Mary Southcott. This, then, is the story.
5. Mary Southcott was born in St. John's in 1862. Her father was a housebuilder. He and his brother built many of the oldest houses still standing in St. John's.
6. From an early age Mary dreamed of becoming a nurse but her parents would not let her. They thought it was an unhealthy job and too much work for their daughter to take on.
7. So Mary obeyed her parents. She nursed them in their old age and when they died she decided that she would now go to nursing school.
8. She applied to the London Hospital Training School in England. Being older than most nursing students she knew she would have difficulty being admitted into the school. Nevertheless, Mary was accepted.
9. She travelled by boat to England and for the next two years she trained as a student nurse.
10. The work was hard for a student nurse. According to one nurse:
"It was a strenuous life. We were on duty from 7 in the morning to 9 in the night with two hours off each day and one day off a month."
11. "In those days so much more was done for the patients in the ward - hot packs, cupping, leeches..."

12. "When day nurses came on they swept and dusted. Day and night nurses got all the patients' meals except dinner... We began washing patients at four in the morning, all had been done by six when they had breakfast."
13. "On your day off, once a month, you could have your breakfast in bed brought up by a friend."

It was no wonder Mary's parents did not want her to become a nurse!

14. Mary worked hard in her studies as well. She came second in her nursing exams and rated "excellent" in cooking for the sick. Mary also studied midwifery so she could help in childbirth.
15. Following two years of training, Mary arrived back in St. John's. She went to work at the General Hospital.
16. She was named Head of Nurses, or Nursing Superintendent. She was the first nurse to be given this responsibility at the General Hospital. Mary was now in a position to improve nursing care and provide better conditions for the patients.
17. Mary worked long hours because nurses were few. She had to be close at hand all of the time. To solve this problem she was given an apartment in the Hospital. Even though she was in charge of the nurses who would always welcome them in her livingroom - serving tea and playing the piano.
18. Through her influence, conditions were improving at the hospital but there were still not enough trained nurses.
19. To overcome this shortage, Mary Southcott, with help, set up a training school. The school's first class consisted of four students. Mary and a doctor taught most of the time with other doctors giving talks occasionally.
20. Nurses, at this time, were not being paid very well. Their pay came from the government. Mary wrote to the government and the nurses soon received a well deserved raise in pay.
21. Now there were many trained nurses so Mary asked for a home for these nurses close to the hospital. In 1912, the King Edward VII Nurses Home was opened.

22. Now that more nurses were trained, Mary had time for relaxation. She spent much of her free time riding horses and would drive her horse-drawn "dog-cart" around the city. Later, she owned a car. She liked to take a relaxing drive before going to work.
23. One of Mary's hobbies was taking pictures, developing the pictures herself in a cupboard on Victoria Wing at the Hospital.
24. She also painted flowers which she described in a small book called "Some Newfoundland Wild Flowers". Mary helped with the Girl Scouts and wrote this book for them.
25. Mary took part in many organizations, one of which pressured the government to allow women to vote.
26. Mary Southcott was a pioneer. She had the courage of her convictions. But some of the people at the General Hospital did not agree with her and she was asked to resign.
27. But Mary did not stop here. She set up a small new hospital in a house her father had built. It was a hospital for children and women expecting babies.
28. This hospital had ten beds and a small operating room. Mary Southcott continued to work until she became ill when she was obliged to close the hospital. Mary Southcott continued to live here until her death in 1943.
29. Had her parents known the contribution their daughter would make in the development of health services in Newfoundland, they might never have opposed her decision to become a nurse.
30. Perhaps it was the awful conditions that concerned her parents and made Mary all the more determined to improve them.
31. Mary Southcott made many valuable contributions to nursing in Newfoundland. Some of these were: - improving care of the sick, establishing a training school and a home for nurses.
32. In 1963, a new nurses' residence was erected next to the General Hospital where Mary Southcott started to work. The new residence was given the name Southcott Hall in recognition of the work Mary Southcott had done for nursing in Newfoundland.

Teacher's Guide
for the Sound-Slide Programme:
"GEORGINA STIRLING"

Division of Learning Resources
Department of Education
Memorial University of Newfoundland
1981

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In the past the curriculum has included little information about women who have influenced the Newfoundland and Labrador, or who give us insight into the past. It is hoped that this package about Georgina Stirling will help alleviate the deficiency. Another package, entitled "Mary Southcott", is also available.

BACKGROUND INFORMATION.

Georgina Stirling was born in Twillingate on April 3, 1867. She was the youngest daughter of Dr. William Stirling and Anne Peyton whose father was John Peyton, Sr. the leader of the expedition of 1819 to find the Beothuck Indians.

Georgina attended a school in Twillingate and then was sent to Toronto to complete her education. Perhaps she was given some training in singing while in Canada, for when she came home she decided to go on to Europe to receive training in opera. She studied first in Paris (and then in Milan, Italy) under Madame Matilde Marchesi who had trained many of the most famous opera singers.

She made her debut at La Scala Opera House in Milan, Italy, and later performed before the Italian Royal Family. She travelled extensively, singing at the various Opera Houses throughout Europe.

In 1895 she returned to Newfoundland and gave a full week of performances for various charitable causes. A jewelled bracelet was presented to her on behalf of the Newfoundland religious community.

Prior to making a tour of the United States she chose a professional name, Mademoiselle Marie Toulinguet, from the original French name of her birthplace.

Many stories abound about her. Some are recounted in the instructional unit.

After a short but glorious career, she developed a throat ailment. She spent some time in a London nursing home operated by one of her sisters. She then returned home to Twillingate, where she remained until her death on Easter Sunday, 1935.

She was a very generous person. She helped form the local Dorcas Society which served the poor in the community. She helped the young people give concerts but would not sing on stage. It is said that she would sing from backstage while someone on stage mimed the part.

Her hobby was gardening and she kept a beautiful English-style garden. Georgina was very fond of animals and, displaying a very good sense of humor, would carry a piglet, named Parsons, about with her in her garden.

In Newfoundland she was always referred to as Miss Twillingate Stirling. She was the pride of many Newfoundlanders. One of whom wrote a poem to her:

From Terra Nova to Twillingate Stirling

Thrice gifted daughter of the ice-bound coast,
Whose voice, enchanting, spell-bound, holds in thrall,
In coming years, though growing honors fall,
Like sunbeams on thee; be it still OUR boast, -
Let others hear thy peerless voice and sing
In language choice and eulogy unfeigned,
Not though in prose or verse thy praise they ring,
Giving thee tribute, rightfully attained,
And echoing thy tuneful fame afar,
To wider worlds--but not 'neath friendlier star--
Even theirs cannot exceed the warmth we bring,
Sweet Songstress, 'of our hearts' deep gratitude
That thou art true to home-land and the shores
In which the voice, that now melodious pours
Rich stores of harmony was first endued

Life's griefs to assuage and ease the chastening rod.
Illustrious patriot--songstress without peer,
NEWFOUNDLAND hails thee, and in song sincere,
Gives thanks to thee and grateful praise to GOD.

St. John's, 3rd October, 1895.

Note: The first letters of each line spell Twillingate
Stirling.

In 1964, a memorial was "erected by an admiring public"
in Twillingate. More than 300 people attended the dedication
services. Some of those attending were from the United States
and other parts of Canada.

The Inscription on the monument reads as follows:

The Nightingale of the North
sang fairer than the larks of Italy.

She entertained royalty by her
voice and the poor by the
kindness of her heart.

SOURCES

Forster, J. A Voice Heard Once in a Lifetime. Atlantic Advocate, 1978, 68, p.p. 57-60.

Morris, D. The Voice of Don. In The Evening Telegram, June 21, 1963.

A column devoted to details of Georgina Stirling's life.

Pratt, J. "Voice of an Angel". Xeroxed copy. Centre for Newfoundland Studies, 1955.

Anecdotes from the life of Georgina Stirling.

St. John's Local Council of Women. Remarkable Women in Newfoundland and Labrador. St. John's: Creative Printers, 1976.

A two-page description of Georgina Stirling's life.

SUGGESTED DISCUSSION TOPICS AND ACTIVITIES

Discussion Topics

Various aspects of the package may stimulate questions and the following are suggested topics:

1. Discuss values such as courage and perseverance.
2. Discuss careers in music.
3. Compare opera with popular music.

Activities

Various topics for research by students are suggested by the following questions:

1. What were the types of entertainment available to people years ago?
2. Were there local entertainers and where did they perform?
3. Did people perform plays in their area?

BEHAVIORAL OBJECTIVES

With respect to Georgina Stirling, the materials were designed so that the students would demonstrate knowledge of the following:

1. She was born in Twillingate.
2. Her stage name was Mademoiselle Marie Toulinguet.
3. She trained in Italy.
4. The type of music she sang was opera.
5. She made a tour of the United States.
6. She was forced to stop because of a throat ailment.
7. She was a singer.
8. She helped by providing money to the poor.

GEORGINA STIRLING

Place a check mark (✓) beside the correct answer.

1. Where was Georgina Stirling born?

- a ☐ St. John's
- b ☐ Toronto
- c ☐ Twillingate

2. What did she do?

- a ☐ writer
- b ☐ nurse
- c ☐ singer

3. What was her stage name?

- a ☐ Marie Toulinguet
- b ☐ Annie Dawe
- c ☐ Mona Touché

4. Where did she train?

- a ☐ Spain
- b ☐ England
- c ☐ Italy

5. Which country did she tour?

- a ☐ England
- b ☐ United States
- c ☐ Canada

6. When she sang in Newfoundland, who was given the money?

- a ☒ government
- b ☐ poor
- c ☐ schools

7. What kind of music did she sing?

a ___ popular

b ___ country

c ___ opera

8. Why did she stop singing?

a ___ lost her voice

b ___ no more jobs

c ___ she did not stop

SCORE KEY FOR POSTTEST

Item 1 ___ c

Item 2 ___ c

Item 3 ___ a

Item 4 ___ c

Item 5 ___ b

Item 6 ___ b

Item 7 ___ c

Item 8 ___ a

Script for Sound-Slide Programme:

"Georgina Stirling"

1. Have you ever heard an opera singer? Do you know what opera is? Opera is a story performed as a play but with the actors singing their lines. There have not been many great singers. Most of the great singers lived in Italy, France and other countries where there were special people to train them.
2. But from Newfoundland a great singer came into their midst: Georgina Stirling. Georgina Stirling had a short career but during that time she became known throughout the world.
3. Some say she had the "voice of an angel". Georgina was known as the "Nightingale of the North".
4. Georgina Stirling was born in the town of Twillingate in 1867.
5. Twillingate was a thriving fishing and trading town.
6. Georgina's mother and father were born in Newfoundland. Her father was a doctor. His family had come to Newfoundland from Scotland.
7. Georgina was the youngest of seven girls. It was said that all the girls except Georgina were beautiful. Georgina was plain looking but her beauty was in her voice.
8. Georgina first went to school in Twillingate. Then she was sent to Canada (which was a separate country at that time) to complete her education.
9. Her parents realized the quality of her beautiful singing voice and encouraged her when she decided to study singing in Paris, France.
10. From there she went on to Italy for more study in music.
11. When an artist first performs in public it's called a debut. Georgina made her debut at the "best known" Opera House in Europe, the La Scala, in Milan, Italy.
12. From such a glorious start Georgina went on to sing on stage throughout the world. The highlight was when she sang before members of the Italian Royal Family at La Scala Opera House.

13. There are many stories about Georgina. One is of her first appearance at the Grand Opera House in Paris. Parisian opera goers were notoriously critical...she was unknown...and they snubbed her. Her arias were received with only thin applause.
14. She knew she had to win their admiration somehow. When she returned to the stage, she told her accompanist to start playing "Rule Britannia". He smothered his horror and obeyed...but then her glorious voice filled the Opera House with the French National Anthem "La Marseillaise".
15. The audience rose in a storm of applause. She had won their hearts!
16. Many people admired her singing. Another Newfoundlander, Sir Charles Hutton had heard the greatest singers of the day and in his opinion Georgina had a "superb...perhaps a matchless soprano voice. Her top notes are of a perfectly pure and rounded quality".
17. No Newfoundlander had achieved fame as a singer before or since the time of Twillingate's Georgina Stirling.
18. One famous singer, a man named Santley, heard her and said "her top B, C, and G's (the notes she was able to reach) are as thick as her arm!" This was a compliment! A singer's voice must be strong/not weak and thin.
19. She herself told this tale. While she was in Italy she sang for a great music master who listened...entranced. When the last glorious note had faded he kissed her hand in homage "Ah Mademoiselle", he sighed, "You have the voice of an angel...but the face of a devil."
20. Now she was not as plain as one would think. She was fairly tall...always beautifully dressed...those that saw her on stage say that she looked "positively regal."
21. In time she travelled to Germany. There she studied the great German operas.
22. In 1897 and 1898 she toured the United States as Prima Donna Soprano (or main singer) of Colonel Mapleson's Imperial Opera.
23. She was asked to take a professional name. She chose Marie Toulinguet which was the original French name of her home, Twillingate. In Newfoundland, she was, from then on, always called Miss Twillingate Stirling.

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24. The critics went wild over Miss Toulinguet and said things such as: "The astonishing voice of Mademoiselle Toulinguet came as a revelation."
25. Another wrote:

"An artist such as we have not had in this country for many a year. Her voice is of tremendous power with a sympathetic quality that fairly thrills."
26. Another reviewer said: "Such a voice one hears only once in a lifetime. Mademoiselle Toulinguet held her audience spellbound."
27. A 1904 recording still exists of her voice. Though the quality of the sound is rather poor after the 75 years, one can still hear the beauty of her voice.
28. Recording.
29. Marie Toulinguet came home every year...each time she gave concerts in Twillingate and St. John's - and each time the money went to the poor.
30. She was generous and impulsive in her affections toward others. One night, on her way to give a concert, she showed this. She was staying at the Crosbie Hotel. As she was ascending the stairway, elegantly dressed, she saw an old childhood fisherman friend. She flew down the stairs, "Josiah" she screamed. "Jargie" she yelled. Georgina was never one to forget her friends.
31. After many happy years singing, she developed a throat ailment and lost her voice. So she was forced to give up singing. She returned to Twillingate and lived with her sister.
32. She was the pride of many Newfoundlanders. A poem was written to her which shows this:

"Illustrious patriot - songstress without peer,
Newfoundland hails thee, and in song sincere,
Gives thanks to thee and grateful praise to God."
33. As we mentioned before, she was called the "Nightingale of the North". A memorial was erected in her honor in Twillingate on which one finds these words.

APPENDIX F

Sound Slide-Programme:

"Mary Southcott"

UNDER SEPARATE COVER

APPENDIX G

Sound Slide-Programme:

"Georgina Stirling"

UNDER SEPARATE COVER



