

A STUDY OF THE WORKLOAD OF SENIOR HIGH
TEACHERS OF ENGLISH (LANGUAGE AND LITERATURE)
IN NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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ELDRED J. BARNES, B.A., B.Ed.



A STUDY OF THE WORKLOAD OF SENIOR HIGH TEACHERS OF ENGLISH
(LANGUAGE AND LITERATURE) IN NEWFOUNDLAND AND LABRADOR

by

©Eldred J. Barnes, B.A., B. Ed.

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Abstract

The purpose of this study was to investigate the workload conditions of senior high teachers of English (Language and Literature) in the province of Newfoundland and Labrador. The workload concerns voiced by English teachers at annual conferences of the NTA English Special Interest Council and, particularly, the concerns raised by English teachers in their written submissions to the English Council Committee on Workload (1985) suggested a need to conduct a comprehensive, indepth investigation into the workload of the province's senior high English teachers.

The focus of this study was limited to senior high English teachers in Newfoundland and Labrador. Specifically, the purpose of this study was to: (a) determine the degree to which a problem with workload existed among senior high English teachers; (b) examine factors believed to be contributing to a workload problem; (c) examine the nature of English as a discipline and the nature of the English teacher as factors contributing to workload; and (d) gather information regarding the impact of workload upon the English teacher, upon his/her teaching, and upon the quality of English education provided to senior high students.

Data for the study were obtained through a survey prepared by the investigator and administered to senior high

English teachers in the smallest and the largest school in each of the province's thirty-five school districts.

Chapter I provides a statement of the problem, the investigator's hypotheses and assumptions, and the significance of the study.

Chapter II reviews the literature related to English teacher workload, particularly at the provincial level. Chapter II also includes a section on the development of the provincial English curriculum. The intention of this section was to provide the background to the present philosophy and methods of instructing and evaluating courses within the reorganized senior high English program. The evidence provided demonstrates an "evolution" of the present philosophy and methodologies as opposed to an abrupt change with the introduction of the reorganized high school in 1981.

Chapter III outlines the methodology of the survey including the survey design, description of the sample population and the treatment of data. A total of 119 senior high English teachers completed surveys, at least one being from each school district in the province.

Chapter IV provides an analysis of the demographic data and of each item in the main section of the survey, a total of 73 items. Descriptive statistics included calculation of percentages, mean, median, mode and range for various items. Distribution tables were provided to assist the analysis. The analysis of the data demonstrated a workload problem among

senior high English teachers and showed that several factors in combination contribute to a workload problem. Chapter IV also showed that the present workload situations of senior high English teachers is believed to be adversely affecting the quality of education provided to students.

Chapter V examines the "unique" nature of English as a discipline and, likewise, the necessary nature of the English teacher as an "interpretation teacher." The research cited makes clear the special nature of English and the English teacher, which inevitably impacts upon the workload of English teachers.

Chapter VI provides a more detailed discussion of the findings documented in Chapters IV and V. Important conclusions are stated regarding workload and its impact upon both senior high English teachers and the senior high English program.

Chapter VII provides 26 recommendations with appropriate explanations, including the jurisdiction of responsibility in terms of their implementation. The recommendations are aimed at providing a desirable workload for senior high teachers of English. Seven suggestions for further study are also provided.

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CHAPTER I

Introduction

James Britton (1981), speaking to the Third International Conference on The Teaching of English held at the University of Sydney, Australia, in 1980 said:

If this were not an assembly but a more convivial occasion, I should ask you now, with "English in the Eighties" in mind, to raise your glasses and drink a toast to the decade of the teacher. As we have developed our view of learning as interactive, of the curriculum as negotiable: we have recognized the dramatic effect of intention upon performance -- by teachers as well as by students: as it has become clear that teaching consists of moment-by-moment interactive behaviour, behaviour that can only spring from inner conviction -- I think we are, perhaps for the first time, ready to admit that what the teacher can't do in the classroom can't be achieved by any other means... I see a vital role for Administrators, once it is realized that they are teacher supporters rather than building superintendents or systems analysts -- and teacher support means helping teachers to learn as well as helping them to teach. (p. 10)

Senior high teachers of English in Newfoundland and Labrador have witnessed significant changes since Britton (1981) spoke these words. The implementation of a new reorganized senior high program has seen 15 core English (Literature and Language) courses, spread over a three year program, replace the four core English courses (two general and two academic) of the previous two-year program. Major changes in content and shifts in methodology accompanied the new program.

Many English teachers seemed to greet these changes somewhat enthusiastically at first, believing the new system to be a significant and necessary step toward a higher quality English program. The addition of 11 courses to the senior high English program and significant changes in methodology and instruction suggested a serious attempt to provide a quality program. However, after several years with a new curriculum firmly in place, the reality of delivering the present senior high English program has created a significant current of dissatisfaction. The preparation time, the appropriate class sizes, and the support staff and in-service essential in delivering the new courses have not been forthcoming to the degree vital for an effective, quality English program.

Now, with the 1980s decade drawing to a close, with a new curriculum negotiated, for many English teachers in the Province of Newfoundland and Labrador it has not yet been the

"decade of the teacher". Instead, it has been a decade of frustration. The role of the senior high English teacher has changed significantly, but not in line with the philosophy of Britton (1981). Most English teachers in this province would likely agree with Britton that, "teaching consists of moment-by-moment interactive behaviour, behaviour that can only spring from inner conviction" (p. 10). Yet, the voices of English teachers -- at meetings of the Newfoundland Teacher's Association's (NTA) English Council, at local and regional workshops and at other formal and informal gatherings -- are ringing out loudly the overtones of frustration, of dissatisfaction, of disillusionment. Morale among English teachers in the Province of Newfoundland and Labrador appears to be reaching a significant low.

The Problem

The reason most often given for the present state of frustration among English teachers can be summarized largely under the word "workload." Written submissions by English teachers to the NTA English Special Interest Council Committee on Workload (1985) suggest that the present workload of many English teachers is such that both the teacher and the program (therefore the students) are suffering. The following excerpts from letters to the NTA English Council from various areas of the province reveal the frustrations and workload situations of English teachers:

We prepare classes, supervise "everything", organize and run all co-curricular activities, coach athletic teams, and make our school a community. All of us do these things, but there is one additional aspect to the teaching of English which is devouring my time and energy -- marking! ... All teachers have correcting to do, but they do not have such volume nor do they treat it with such attention to detail. English teachers must read every word ... I don't know how English teachers will survive, unless they refuse to mark the work (which would be extremely unprofessional) or get out of the area. (Teacher in St. John's)

I teach Language and Literature from grade 7 - 12 ... This is a position with no scheduled preparation time, and has a total number of eighteen double class periods ... An opportunity to get a break hardly ever occurs in my schedule. Precious little time can be reserved for the "luxury" of enjoyable reading. (Teacher in Labrador)

I cannot collect work from my students and give it the individual attention required. I can't teach the research process to 29 students while dealing with the writing process with 35 potential

University students and trying to motivate 52 Level I students in the area of written and oral communication. That's a lie! I can handle that much but what about the 25 Thematic Literature students and the 54 Canadian Literature students, not to mention the 29 Religion students thrown in for good measure. On top of this I am expected to co-ordinate the English Department from Grade 6 to Level III. All this during a time when my School Board is demanding that as a Department Head I become more involved as a part of the MANAGEMENT TEAM. I'm told I should be planning and decision-making more than ever at the Administrative Level. Where do I find the time, not to mention the energy? ... (Teacher from Southern Shore)

My present allocation gives me teaching responsibilities in Language and Literature from grade eight to grade twelve with approximately 180 students; this is down this year from 225 previously. Two years ago my English colleague and I were forced to revamp our established teaching style. Where formerly we had evaluated after every unit or concept taught, it became necessary to consciously cut back to five pieces of evaluation per term. Even with this reduction each of us was still left

to cope with over 2,250 separate papers to correct.
(Teacher in Gander)

I, a normally healthy person, spent most of last year quite ill. I caught a virus in October never recovered completely because of severe exhaustion and succumbed to two bad flues and two bouts of laryngitis. My Doctor has told me she has seen other teachers in a similar state...The stress of numbers of courses, numbers of students, the "treadmill" of "40" periods, days without spares leading to pile-ups of marking and poorly prepared lessons is getting to be unbearable...six out of every seven evenings of the week I do some school work sometimes seven out of seven. I had six completely free weekends last year...Is it any wonder that many teachers are looking for a way out? One of my friends retired early. Another left for a new profession; two others are looking for ways to either teach part-time or to get out altogether. If I have another year like last year, I will have to do the same. (Teacher in St. John's)

As the above quotations indicate, many English teachers believe it is virtually impossible to prepare quality lesson plans, to motivate students, to provide adequate continuous

evaluation and the immediate feedback essential for the effective delivery of a program that stresses writing as a process. Many feel the "moment-by-moment" interaction is suffering. Added to this, the amount of out-of-class preparation and marking is claimed to be having a significant negative impact on the quality of home life for English teachers. As well, little if any time remains available for professional reading, for keeping abreast of new theories and innovations in English education.

The concern of this investigator lies with English teachers in the Province of Newfoundland and Labrador. Are the indications of a workload problem among English teachers, as expressed orally and as expressed in written submissions to the NTA English Special Interest Council, widespread? If so, what specifically are the effects of a workload problem among English teachers having upon the quality of their teaching? upon the quality of their home life? upon their professional development? Is the "spirit" of the English teacher in Newfoundland and Labrador sinking under the burden of delivering the senior high English program? Such questions warrant intensive investigation.

But the concern of this investigator inevitably moves beyond the well-being of English teachers. Layton (1977) wrote:

It is usually from a teacher that a child catches his first glimpse of harmony or wisdom and gets his first hint of the intellectual adventure which may engage him for the rest of his life. But for a teacher to communicate the vision of the good life, he must first have that vision himself ... Only by pursuing knowledge, that is, by constantly enlarging his own intellectual horizons, can the teacher retain his original freshness and enthusiasm. (p. 146)

When teachers lose their motivation and incentive to change, to grow, or when teachers throw up their hands in frustration, it is students who miss their chance to realize their potential. Most students have the residual capacity to rise to the level of expectation, to meet standards and goals, and to realize potential. However, they need teachers who have the time, the sensitivity, the creativity, the enthusiasm to elicit that human potential. If English teachers do not possess the spirit, the vigor, the interest to help students as they could, it becomes difficult to maintain a quality English program which stresses such educational objectives as "the writing process" and "reader response".

Friesen (1970) concluded that there is "a relationship between a teacher's morale and teaching efficiency" (p. 14). He went on to point out that as the teacher load increases,

the possibility of attaining educational goals decreases. Clearly, in light of the evidence revealed in letters and through oral submissions, there is a need to examine closely the role of English teachers in this province. The "new" senior high English program has been in place for almost a decade. Yet, this investigator could not find any published review, evaluation or appraisal. It is this author's understanding that the Department of Education conducted an "appraisal" of the Program around 1985 but this author was unable to find the results of the appraisal. Workload conditions of teachers generally in the province has been a publicized concern since the onset of the re-organized Senior High. As a result of the Collective Agreement (1983) for Newfoundland teachers, a special Task Force on teacher workload was created and several initiatives taken by the provincial Government and the NTA following the Report of the Task Force on Teacher Workload (March, 1984). These initiatives, which are documented in greater detail in Chapter II, did not take into consideration the specific concerns of the province's senior high English teachers.

The purpose of this study, therefore, is to investigate the role of senior high English teachers in Newfoundland and Labrador, specifically aspects of workload. Through a review of the literature and through an analysis of a survey of selected senior high English teachers around the province, various aspects of English teacher workload are examined and

recommendations for the improvement of workload conditions for senior high English teachers are provided.

Significance of the Study

The findings regarding workload of English teachers can be utilized by decision-makers within the Provincial Government's Department of Education. The findings can also be utilized by school administrators and district level administrators in developing teaching schedules and undertaking evaluation of English teachers. As well, the NTA and their English Special Interest Council can utilize the findings of this report in their ongoing concern for the welfare of English teachers in this province.

Hypotheses

Having reviewed relevant literature related to workload and the English teacher and, having analyzed written submissions to the NTA English Council regarding workload, this investigator has formulated the following hypotheses:

1. That teachers of senior high English (Language and Literature) in the province of Newfoundland and Labrador have serious problems with workload and are experiencing difficulties effectively delivering the present senior high English program.

2. That problems with workload experienced by senior high English teachers stem from several factors which are open to investigation. They include:

- the number of different courses taught
- the number of students in each class
- the total number of regular student contacts
- the amount of time for necessary preparation inside and outside school hours
- the amount of time required to correct student's work
- the adequacy of texts and reference material
- the adequacy of course descriptions
- the adequacy of support staff
- the role of co-curricular activities
- the introduction of a reorganized senior high English curriculum
- the nature of English as a discipline
- the nature of the English teacher

Assumptions

In addition to the factors hypothesized as contributing to a workload problem among English teachers, the following assumptions are made:

1. That a workload problem among English teachers is having a significant effect upon the quality of their teaching.

2. That a workload problem among English teachers is having a significant effect upon the quality of education students are receiving in the province of Newfoundland and Labrador.

3. That a workload problem among English teachers in this province is having a significant effect upon the quality of their home life, their community involvement, their professional development.

Need for Research at the Local Level

The voices of English teachers -- at meetings of their NTA English Council, at workshops and other formal gatherings -- ring out overtones of frustration and dissatisfaction with their workload. Written submissions to the NTA English Council echo these same overtones. However, a review of the literature did not reveal any previous investigation in Newfoundland and Labrador. Luedicke (1974) investigated aspects of workload generally among teachers in Newfoundland and Labrador. While part of his thesis dealt with the English teacher (his findings are documented in Chapter II), Luedicke's scope reached beyond the English teacher. As previously mentioned, a significant amount of work was carried out by an NTA/Government Task Force which grew out of the NTA Collective Agreement (1983). Their work to date has considered the classroom teacher generally but has not focused specifically on the concerns of the English teacher. Evidence

of workload problems, along with the lack of local data, prompted this investigator to undertake a survey of senior high English teachers in selected schools around the province in order to gather data regarding aspects of English teacher workload at the senior high level.

The review of the literature on teacher workload and on the role of the English teacher provided valuable insight into the nature of the English teacher and the nature of English as a discipline. Findings regarding the nature of English as a discipline and the nature of the English teacher along with the implications for workload are included in Chapter Five. These two aspects of English teacher workload were left outside the scope of this writer's local survey.

A review of the literature along with the written submissions to the NTA English Council provided the author with valuable suggestions as to specific items that should comprise a survey of English teachers in Newfoundland and Labrador. A survey was designed to investigate the following:

1. "Teaching load" of the English teacher. The term "teaching load" is used in the sense in which it was defined by the Canadian Teachers' Federation. A "Report of The National Conference on Conditions of Employment for Teachers" (1973) asserted that:

Teaching load differs from class load in that it includes all the time and activities of the staff

member in carrying out his assignment. Both those duties directly and indirectly related to instruction are embraced in this term. Thus extra-curricular activities, correcting papers, supervisory responsibilities must be part of teaching load. (p. 1)

2. The effect of class size on workload.
3. The effect of the reorganized senior high English curriculum on workload of the English teacher.
4. The suitability or adequacy of support material (the fifteen course descriptions, various textbooks and reference materials).
5. The adequacy of support personnel (department head, program co-ordinator, NTA or board administrators).
6. The effects of teaching English on the quality of home life, social life, professional development and community involvement.
7. The "state" of job contentment among English teachers.

A survey was designed and administered to a representative sample of English teachers from across the province of Newfoundland and Labrador (see Appendix A for the complete copy of the survey). A detailed methodology of the survey design and sampling procedure is found in Chapter III.

Limitations and Scope of the Study

The scope of this study is limited to an investigation into the workload of senior high English teachers in the province of Newfoundland and Labrador. Results may not be indicative of the state of English and English teachers in the Intermediate or Elementary schools of Newfoundland and Labrador. Results may not be indicative of the state of English and English teachers in other provinces or other countries.

Definition of Terms

For the purposes of this study the following definitions apply:

English Teacher. An individual holding a valid teaching certificate and who is employed to instruct students in one or more courses in Language and/or Literature in the province of Newfoundland and Labrador.

Teacher Workload. The total time required inside and outside the classroom to perform the varied tasks for which that teacher is held responsible. The term "workload" is used synonymously with the term "teaching load."

Central High School. A school that exclusively accommodates students in grades Seven through Twelve (Level III) inclusive, or grades Eight through Twelve (Level III) inclusive.

Regional High School. A school that exclusively accommodates students in grades Nine through Twelve(Level III), or grades Ten through Twelve(Level III) inclusive.

Senior High School. A school that exclusively accommodates students in Level I through Level III inclusive.

All-Grade School. A school that exclusively accommodates students in Kindergarten through grade Twelve(Level III) inclusive.

Small School. A school within each of the province's thirty-five school districts (as of 1987) identified through the Newfoundland and Labrador Department of Education Directory, 1986-1987 as having the smallest senior high school population.

Large School. A school within each of the province's thirty-five school districts (as of 1987) identified through the Newfoundland and Labrador Department of Education Directory, 1986-1987 as having the largest senior high school student population.

CHAPTER II

A Review of Relevant Literature

Introduction

Chapter I of this report highlighted the workload concerns of senior high English teachers. This chapter provides a review of relevant literature related to English teacher workload. The Chapter is divided into three sections. Section A highlights significant studies on teacher workload outside the province of Newfoundland and Labrador. Even though the primary focus of this study is upon aspects of workload among senior high English teachers in the province of Newfoundland and Labrador, a broader search of the literature on English teacher workload was undertaken in an attempt to gather information regarding common workload concerns among English teachers. Section B focuses on workload studies and initiatives at the provincial level. Section C undertakes a brief examination of the development of the English Curriculum in Newfoundland and Labrador. This third section is included in an attempt to place the background to the reorganized senior high program (1981) into perspective.

Section A: General Perspective

It is clear to any observer that there are aspects of teacher workload, such as, length of the school day, supervision duties and the like, which are common to most if not

all teachers. It is equally clear that adjustments in such areas impact upon the workload of the English teacher. However, the thrust of this study is toward examining what are the particular, if not unique, workload concerns of the English teacher in the secondary (high) school. Most of the literature on English teacher workload has been cited in appropriate places in subsequent chapters of this study. There are, however, important studies into aspects of teacher workload that are significant enough to be reviewed here.

A search of literature on English teacher workload uncovered a major study conducted by the National Council of Teachers of English (1973), which is most helpful in providing a review of American efforts toward dealing with English teacher workload. In 1973 an Ad Hoc Committee on English Teacher Workload in Secondary Schools was established by the National Council of Teachers of English (NCTE). Henry B. Maloney was appointed chairman. His report, entitled Workload for English Teachers: Policy and Procedure (1973), provides the NCTE policy on class size and teacher workload, the background to the policy, and a procedure for analyzing English teacher workload in a given school or school district. The policy on class size and teacher workload as developed by the NCTE (1973) is as follows:

A: In order to make it possible for English teachers in secondary schools to give an accountable

performance, schools, and their communities, must recognize that maintaining class sizes and teacher workload at desirable levels is a vital part of the community's accountability to its teachers and its youth.

B: In the early 1960s the National Council of Teachers of English pronounced its conviction that the teacher of English should have direct instructional responsibility for no more than 100 students. Despite changes in schools and in society, the goal of a student-to-teacher ratio of 100:1 for English teachers continues to be a valid and useful guideline for many thousands of schools. For a small but significant number of schools, however, the ratio is too high; for a small fraction of schools, the ratio may be too low. Although the 100:1 ratio has become inadequate as a guide to English-teacher workload for all secondary schools, it remains a desirable guideline for most.

C: A ratio for English teacher workload in a given school must be determined by discussions among local teachers, administrators, and laymen, following a detailed analysis of local conditions. This analysis should consider the characteristics of the

student population, the type and extent of educational innovation occurring, the pressure on teachers for professional growth, their participation in extra duties and student activities, the organization and administration of the school, and the community's expectations of English instruction.

D: After determining desirable workloads for English teachers, schools, in the light of current and anticipated economic conditions, set specific target dates for progress toward attainment of desirable loads. Attainment of the final goal for teacher workload should not be delayed more than five years from the date when analysis of local conditions is begun. (p. 8)

Part A of the NCTE policy stresses the need for parents to be made aware of how important a desirable class size and teacher workload is to the education of their young. Part B of the policy reaffirms the call for a student-teacher ratio of 100:1, the same ratio advocated by the NCTE in the late 1950s. Part C of the policy outlines several key factors that must be analyzed if a desirable workload for English teachers in a given community is to be accomplished. In addition to the factors outlined in part C of the NCTE policy, the Committee identified teaching written compositions, reading

skills development, individualizing the extended curriculum in reading and media, and the development of skills in speaking, listening and responding as unique responsibilities of English teachers which impact significantly upon their workload.

By way of achieving the objective outlined in part D of the NCTE policy, the Ad Hoc Committee on English Teacher Workload recommended local committees be set up, within particular school districts or within particular communities, and that these committees consist of: English teachers, school administrator(s), school board member(s), appointed member(s) of the community and student(s). The detailed outline of factors for local committees to consider and the strategy provided for such committees to follow make the NCTE Workload Report most valuable as a guide to initiating movement at the school and/or district level toward desirable workloads for English teachers.

One interesting factor brought to light by the NCTE Ad Hoc Committee on English Teacher Workload was the results of a study by the Institute for Administrative Research (1971). Following an extensive study of many classrooms the Institute reported that:

Class size is a critical factor in the presence or absence of important 'indicators of quality' in classrooms. As classes grow smaller, the probabil-

ity increases that creative experiences, good interpersonal relationships, individualized instruction and small group work will occur. The opposite, the stultifying, depersonalized, dehumanized environment, tends to form as classes grow larger. (p. 11)

In reviewing the background to the NCTE policy on workload, the Ad Hoc Committee (1973) pointed out that:

As the English teacher's workload increases, composition instruction is the first element to be adversely affected: writing assignments may shift from substantial personal observations to cryptic notations or to no notations at all or to simply a grade; conferences between teachers and pupils may be eliminated for a lack of time; and small groups attuned to individual writing needs may become increasingly rare. Classes may begin to hear the teacher talk about writing in the abstract rather than about the writing of individual students in personal situations. (pp. 11-12)

This impact of workload upon the quality of instruction and teacher-student interaction had been documented in other research into English teacher workload. Dusel (1955), attempted to determine an efficient teaching load in English.

The intention was to provide certain guidelines for administrators when assigning a teaching load to English teachers. One of his findings was that correcting one set of student assignments in English could take up to ten hours beyond the time taken to formulate the assignment, to take students through the writing process (prewriting to polished draft), and to follow-up on the writing students have submitted. Dusel stressed the importance of English, particularly composition and good oral and listening skills, in a quality education for students. He made clear the necessity of paying special attention to class size and number of preparations in English, so that there is time for the English teacher to interact with students during the writing process and to respond in a meaningful way to students' writing.

The work of the NCTE Ad Hoc Committee with regard to factors that must be considered as contributing to the workload of secondary English teachers (see part C of NCTE policy provided above) was most helpful in developing the hypotheses and assumptions outlined in Chapter I of this study. As well, the factors identified in the Committee report were helpful in designing certain items in the survey this investigator developed for distribution among the sample population. It is interesting to note how the conclusion to the Ad Hoc Committee's report expresses the reason for the present state of frustration among many English teachers around the province. According to the Committee:

The English teacher workload question is not -- and should never be thought of as -- a part of the teacher benefit negotiation package. It is a student benefit package. An English teacher with six classes and two hundred students each day can, of course, survive from day to day and live more or less adequately on the salary and benefits paid by the district. But the English teacher knows what ought to be happening in classes and also knows that it cannot readily happen when students are in crowded and stressful conditions. (p. 36)

The NCTE, in the English Journal (1979), renewed their call for a teacher workload of not more than 100 students. At that time it was pointed out that:

For a teacher load of 100 students, a minimum of 20 minutes per week per student for the evaluation of writing involves 33.3 hours -- the equivalent of four working days -- in addition to the time required for the preparation and teaching of the other language arts skills. (p. 15)

Most parents would probably not think it unreasonable for a teacher to spend 20 minutes per week attempting to bring about improvements in their children's reading, writing, or

speaking and listening skills. The above illustration of weekly workload is based upon 100 students. Many English teachers in Newfoundland and Labrador have more than double this number of student contacts.

The efforts of the Canadian Teachers' Federation (CTF) in the area of teacher workload have already been highlighted in Chapter I of this study. A CTF National Conference on Conditions of Employment for Teachers (1973) addressed the problem of defining what is assigned time, planning and preparation time, extracurricular time, and release time. The 1973 report makes several references to CTF work on defining aspects of teacher workload in 1971, suggesting that efforts by the CTF in the area of workload date back at least as far as the beginning of the 1970s. Even though the CTF report does not distinguish among subject areas, the definitions provided for assigned time and planning/preparation time have been helpful in formulating specific items of the survey administered to the sample population in this study.

The National Conference (1973) concluded that future decisions regarding workload should be made with a view toward "the relationship between workload and effective teaching" (p. 7). The report goes on to say that "teachers need time to think and plan and can do just so much after hours, on their own" (p. 7). It is precisely these issues that led this investigator to initiate this study of English teacher workload.

The report also suggests that:

The addition of support services and personnel -- technological aides, clerks, paraprofessionals, and pre-professionals -- to the school may prove to have long term economic as well as educational benefits, if they are effectively utilized. (p. 8)

This addition of personnel and services is a recommendation advocated in more recent major studies, Boyer (1983) and Goodlad (1983), and will receive further discussion later in this study.

In addressing the issue of extra-curricular or co-curricular activities the CTF report does not distinguish between what is extra-curricular and what is co-curricular. The report does point out, however, that:

While most extra-curricular and co-curricular activities might properly be viewed as an extension of the educational program of the school, it should be noted that there ought to be some relationship between the degree of participation in such activities and the teachers' regular teaching assignment. (p. 3)

The data gathered from the survey of the sample population demonstrate the adverse impact of extra-curricular involvement upon English teacher workload. The data confirm the need to look at involvement in extra-curricular activities when determining an English teacher's teaching load.

In June, 1977, the Canadian Teachers' Federation held another major Conference on Teacher Workload. This Conference focused on the present problems with teacher workload, the status of workload provisions in Collective Agreements across Canada and future directions and strategies in dealing with the issue of workload. As in the 1973 report, no specific references are made to aspects of English teacher workload. However certain points raised in the 1977 report are worthwhile noting here.

The 1977 Conference reaffirmed a conclusion drawn in 1973 that "the major problem of teacher workload is the evaluation of the quality of the workload" (p. 9). The report suggests that:

We must be able to differentiate teaching and non-teaching functions, and to negotiate teacher workloads that are reasonable, obtainable and in the best interest of a quality education for the children we teach. (pp. 9-10)

The report emphasized the fact that teacher workload is expanding rapidly in terms of responsibilities which must be assumed for administrative/record keeping paper work and the like, while the time and energy of the classroom teacher is "finite". On the issue of class size, it was concluded that "whether we want to or not; and with all the kinds of problems that are inherent in trying to work out satisfactory sorts of arrangements, we have to build-in clauses that protect that part" (p. 18). The report stressed that, beyond areas like class size and length of the school day, there is a need to identify which aspects of teacher workload are "negotiable and which are best left to consultation" (p. 53). The report also emphasized the problems of obtaining all that is wanted through negotiation, as evidenced through various arbitration proceedings and teacher strikes.

In 1982, the Canadian Teachers' Federation published a more comprehensive report entitled Teacher Workload in Canada. The report appears to be an attempt to bring together the various legislation from across Canada regarding length of the school year, length of the instructional day, class size, teacher responsibilities, supervision, extracurricular duties, and the like. As well, some international comparisons are provided on aspects such as instructional minutes per week, average class sizes and length of the school year. Teacher Workload in Canada is, to a significant degree, a summary of the work of previous CTF efforts in documenting and analyzing

aspects and initiatives in the area of teacher workload across Canada. A summary of the workload concerns of teachers as outlined specifically in the report include:

1. School year, with particular attention to the use which can be made of non-instructional days.

2. School day and week, with particular attention to instructional time, preparation time and over-all hours of duty.

3. Assignments, with particular attention to number of preparations, correction load, and, in general, equitable distribution of teaching and non-teaching duties among all teachers on staff.

4. Noon hour supervisory duties.

5. Supervisory duties before and after school, or during school day.

6. On-call and substitute duties when other teachers in the school are absent.

7. Extracurricular duties, with emphasis on their voluntary nature.

8. Staff meetings, with emphasis on their length and frequency.

9. Meetings with parents.

10. Class size and pupil/teacher ratios.

11. Compensation for overtime and overload.

The 1982 report noted that between 1966 and 1981 there had been 104 teacher strikes, 61 'work to rule' campaigns or

instances of mass resignations for a total of 165 uses of sanctions. Of the 165 cases, the report noted that 30 arose "directly from such workload matters as class size and supervision, and a further 16 indicated concern over working conditions as well as salaries and benefits" (p. 9). The report also pointed out that recent publications of international organizations like the World Confederation of Organizations of the Teaching Profession (WCOTP) and the Geneva report on The Employment and Conditions of Work of Teachers (1981) make clear that "workload is a concern throughout the world" (p. 39). The CTF report (1982) concludes by stating that, even though progress through legislation and negotiation has been made in certain aspects of teacher workload, it cannot be said that the majority of teachers in Canada have protection through workload provisions. This is so even when provisions have been outlined in collective agreements. It is pointed out that the data on grievance arbitrations included in the report make it clear that workload provisions "are unlikely to achieve their objective unless they are both clearly worded and binding on the employer" (p. 42).

The work of The National Council of Teachers of English and The Canadian Teachers' Federation provides adequate evidence that workload problems have been a concern not only for English teachers but for teachers generally both nationally and internationally. The specific concerns of teachers generally are no less so for English teachers. However, the

work of the NCTE in the United States demonstrates how certain areas unique to the subject field of English have a serious impact upon workload. Additional research documented in Chapter Five of this study, along with the data from the survey of the sample population in this study, will clearly demonstrate how several of the concerns summarized from the CTF report (1982) have a significantly greater effect upon the over-all workload of English teachers.

Section B: Provincial Perspective

A search of the literature on English teacher workload in the Province of Newfoundland and Labrador did not yield any pertinent information. Beyond the work carried out by a committee of the NTA English Special Interest Council (1985), this author could find no local study dealing specifically with workload concerns of English teachers. Luedicke (1974) conducted a rather intense investigation of workload among teachers in Central and Regional High Schools in Newfoundland. Luedicke elicited evidence from a random sample of teachers in the forty Regional and one hundred and four Central High Schools which existed at the time of his study (p. 37). While the study focused on the classroom teacher generally, Chapter VII of his report deals with teacher workload according to subject field. Luedicke divided teachers into eight groups: English, Social Studies, Mathematics, Science, French, Off Pattern, No Concentration, and Other. In order to be placed

into one of the five main subject fields, "the teacher had to spend 50 percent or more of his time in the one subject field which was also the teacher's major and/or minor field of training" (p. 109). The conclusions drawn from Luedicke's subject field breakdown are quite revealing.

With respect to the number of hours during a five-day work week that teachers spent on the preparation of lessons and materials, Luedicke reported that:

The No Concentration group had the heaviest preparation load with 9.50 hours, followed by the English group with 7.50 hours. The Social Studies, Mathematics, French and Other groups had the lightest preparation loads with 5.00 hours. (p. 113)

Of the time spent preparing lessons and materials during the two-day weekend, Luedicke reported that:

English teachers devoted the most time to preparation with 2.17 hours ... Only English teachers exceeded the total group median time of 2.00 hours. A significant difference, at the .05 level, was revealed when the English group was compared to the remaining groups. English teachers spent significantly more time on the preparation of lessons and materials in a two-day weekend than did teachers in

the other subject field groups. No other significant differences were found. (pp. 113-114)

In response to a question of time spent marking, Luedicke noted that:

A range of 3.25 hours spent on marking by the various subject field groups exists for a seven-day week. English teachers have the heaviest marking load with 8.25 hours, followed by Social Studies teachers and teachers in the Others group with 7.00 hours ... (p. 117)

He goes on to state that "a statistical relationship between the subject field in which a teacher is teaching and the time devoted to marking exists for English teachers." (p. 118) Regarding preparation time Luedicke points out that:

The median test for two independent groups revealed that English teachers spent significantly more time on their total teaching activities when compared to the remaining groups ... in a two-day weekend, the English group spent the most time on teaching activities with 5.67 hours. The Mathematics group spent the least time with 3.00 hours. (pp. 128-129)

The concluding comments in Luedicke's chapter on subject fields are most revealing:

Based on the findings of this chapter, it must be concluded that the subject field in which a teacher is teaching appears to have little overall effect on a teacher's workload. The English group is the single group which can claim any major workload difference when compared to the remaining subject field groups. (p. 131)

In his conclusion, Luedicke also notes that:

English teachers reported the heaviest total teacher workload, as well as the heaviest marking load in a five-day week and the heaviest preparation load in a two-day weekend. As the daily student contact increased, so did the total teacher workload. This was partially in evidence for the classroom instruction, preparation, and marking loads. (p. 226)

It must be remembered that Luedicke's findings apply to a period when the English program at the senior high school level consisted of four English courses over a two year program as opposed to 15 courses spread over a three year program. His findings make quite clear the fact that English

teachers in the province of Newfoundland and Labrador demonstrate workload problems beyond those of other subject fields. His data reinforces the evidence presented in subsequent Chapters of this study: that English teachers have a significantly greater preparation load and marking load than most if not all other subject fields.

The Newfoundland Teachers' Association (NTA) has made many initiatives in the area of teacher workload generally but none in the specific area of English which have been documented, except for the Committee of the English Special Interest Council (1985). A report of the Committee was presented to the executive of the NTA in the fall of 1985 and became the focus of attention at Annual Conferences of the English Special Interest Council in 1986 and 1987. However, any particular action taken in response to the report has not been made public to English teachers across the province.

According to a report of an NTA Committee on Salary and Working Conditions (1972), clauses on non-teaching time and pupil-teacher ratio were being formulated as priority items for collective bargaining. The report stated that the "number of non-teaching periods per day or per week should be in a contract along with such things as corridor, canteen or washroom duties" (p. 4). The Committee report also stated that "in assigning teacher responsibilities other factors such as subject areas taught, lab-oriented classes, supervision, etc., must be given consideration" (p. 6). Up to the

Collective Agreement (1988-90), such specific wording has not found its way into the teachers' contract.

In response to concerns voiced by teachers across the province during the 1982-83 Collective Agreement negotiations, the Newfoundland Teachers' Association began a province-wide survey of teacher workload. According to the NTA Workload Survey - Report (1984), a survey was provided to all classroom teachers, department heads, guidance counsellors, program coordinators, principals, vice-principals and librarians. The results of 6,057 acceptable returns indicated that classroom teachers have no greater workload (given in minutes per week) than guidance counsellors, principals or vice-principals. A major weakness in the NTA survey lay in exactly what was permitted to count as preparation time and the lack of a category addressing time required for marking papers. In short, the NTA survey, while addressing important aspects of teacher workload, did not "obtain an accurate and detailed picture of the work week" (p. 1) of English teachers.

The findings were used by the NTA in preparing a Presentation to The Task Force on Education (1984). In their presentation to the Task Force, the NTA provided a rather strong case for lower class sizes and more preparation time for teachers. The NTA submission to the Task Force argued for maximum class sizes to be built into Collective Agreements and that teachers be given "a minimum of 200 minutes of preparation time per teacher work week" (p. 15). This would

be the equivalent of one 40 minute preparation period per day. In terms of class size, the NTA proposed a clause stating that "no high school class shall exceed thirty (30) students" (p. 30).

The Report of The Task Force on Education (1984) seems to have provided little beyond a discussion of the problems which came under its terms of reference, namely: class size, instructional day for students and for teachers, preparation time and substitute teacher remuneration and benefits. With regard to class size and preparation time -- two areas of workload that impact tremendously upon the English teacher - - the Report suggested these matter should be examined by standing or ad hoc committees involving Government and NTA. The Report did recommend that "the goal of 200 minutes per week of preparation be worked toward" (p. 8). The report went on to say, however, that "we cannot accept the view of the Newfoundland Teachers' Association that this time be stipulated as a minimum" (p. 8).

Wayne Russell, the NTA representative on the Task Force (1984), differed with the other members of the Task Force and provided a Minority Report. He accused the Task Force of offering "only an academic lecture explaining some textbook version of an education system where all problems are solved at the local level" (p. 1). In discussing preparation time, Russell recommended that Collective Agreements "stipulate that wherever possible a teacher be provided with a minimum of 200

minutes per week of preparation" (p. 7). The "wherever possible" was included to accommodate small schools where the total staff allocations often do not provide the flexibility to accommodate 200 minutes of preparation time per week for each teacher and still deliver the reorganized senior high program.

Despite the creation of the Special Task Force on Education (1984), no specific numbers of preparation minutes per week and no specific class sizes for high school have yet been attained through negotiation. Instead, beginning with the Collective Agreement (1984-88), ongoing committees have been addressing specific aspects of teacher workload.

During the fall of 1985, a Ministerial Advisory Committee on Class Size and Workload was established in accordance with schedule E. "Memorandum of Understanding" of the provincial teachers' Collective Agreement (1984-88). Part of the mandate of this committee was to consider:

Issues related to workload and class size, with a view to devising a mechanism(s) for the identification of unreasonable teacher workloads, including the workloads of school administrators and teachers in multi-grade classrooms. That the committee will also determine methods of implementing the recommendations contained in the Task Force Report on Teacher Workload and Class Size, in keeping with

those standards for class size and workload as determined by the committee. (p. 56)

The Task Force Report, referred to above, was the report of the Task Force on Education discussed previously in this chapter.

In what was referred to as the "first phase", the Ministerial Advisory Committee began to tackle the workload problems of teachers by manipulating two variables: amount of classroom instruction and class size. Out of the Committee's work over the winter of 1986 came a formula for assessing a teacher's workload factor (referred to as the T.W.F.). According to the committee, the T.W.F. may be calculated as follows:

$$\text{T.W.F.} = \frac{\text{Average Class Size} \times \text{Total Number of Assigned Instructional Minutes}}{60}$$

60

The total number of assigned instructional minutes refers to the total number of minutes an individual is assigned to teach per five day week. It is then stated that any teacher's T.W.F. "shall not exceed 600". Where a teacher's T.W.F. exceeded 600, that teacher's teaching load was to be re-assigned, which could involve a realignment of personnel on a school basis or a realignment of personnel on a district basis. If the above steps did not succeed in bringing every

teacher's T.W.F. under 600, school boards could apply to the Department of Education for additional teaching units. The T.W.F. formula and accompanying proposals were approved by the Minister of Education in May of 1986.

The author of this report has no quarrel with the "intentions" of the Ministerial Advisory Committee to the degree that they sought to reduce the workload of the classroom teacher. However, many questions and concerns arise out of the proposed formula for calculating a teacher's workload factor. This author believes it fell far short of determining the workload factor of the English teacher and fell far short of addressing key concerns of English teachers.

To begin, one would ask for the rationale behind the numbers 60 and 600. If these figures grew out of an analysis of a survey conducted among classroom teachers in the 1985, then this investigator submits that teachers were restricted in what could and could not be counted as workload. As well, the average class size does not provide a true picture of a teacher's class load. A given teacher may have two classes below 20 and four classes above 40. His/her T.W.F. may fall below 600 but his/her problems in delivering effective instruction to the majority of his/her classes have not been solved. The author further submits that the total number of assigned instructional minutes is not an adequate indicator of assigned time. As subsequent chapters of this study will demonstrate, the nature of English and the English teacher is

such that comparing a T.W.F. of 550 for an English teacher and a T.W.F. of 550 for a teacher in some other subject area is like comparing apples and oranges. At least for the English teacher, there are too many other variables that play a role.

Written submissions to the NTA English Council Workload Committee (1985) support the concerns of this author regarding the T.W.F. One teacher wrote:

I teach Language 1101, 1102, 2101, 2102, 3101 and 3102. I also teach Literary Heritage 2201 and Thematic Literature 3201. Using the workload factor I'm only 546 - pretty well optimum performance level. But believe me, I feel overworked! (Teacher in Burgeo)

This same teacher writes, "we went camping on the May 24th weekend and I had to take research papers from Language 2101 to proofread so that they could be returned to the students for their final drafts". Another teacher pointed out that:

It is the nature of the English program itself that places these extra demands on a teacher's time. Unfortunately, the very narrow definition of the T.W.F. does not take this into account. My T.W.F. for the 1986-87 school year will be 584. This falls below the magic number of 600; yet I feel it will

be very difficult to do justice to the English Program at this level. My teaching assignment includes the following: two Grade IX (English, Literature, History, Library) as well as one Grade VIII class (English, Spelling and Religious Education). The enrollment in Grade IX will be 23 per class while in the single Grade VIII class the number will be 46 students. (Teacher from Avalon North)

The first year the Teacher Workload Factor was applied in school districts across the province, ten and one-half extra teaching units were created and assigned to qualifying districts. The feedback from the T.W.F. after its initial application was such that since the 1986-1987 school year the T.W.F. has been dropped in favour of a new approach adopted in the most recent teacher's Collective Agreement, 1988.

To re-emphasize, the intent here is not to demonstrate that a T.W.F. was not worthwhile. Rather it is to point out that the T.W.F. formula did not adequately address the teaching load of English teachers. To suggest to any English teacher that his/her assignment is acceptable or tolerable because his/her T.W.F. falls below 600 serves to further frustrate and disillusion. Any "phase two" or "subsequent phase" of the Ministerial Advisory Committee's efforts must take the plight of English teachers into consideration.

The present Collective Agreement (1988-90) contains the first attempt to provide more definitive statements regarding workload and class size. Article 29.01 of the agreement stipulates that:

There shall be consultation at the local level between teachers and their principals in determining the allocation to teachers of curricular and non-curricular duties. The workload of teachers will be distributed in a fair and equitable manner, and the process will involve, but not be limited to, consideration of numbers of students, number of course preparations, nature of courses taught, characteristics of students taught, administrative duties required, and multi-grade/course teaching situations. (p. 30)

With regard to class size, the Collective Agreement (1988-90) contains two rather lengthy clauses worded as follows:

30.01 -- In the interest of education, and in order to promote effective teaching and learning conditions, the school board will endeavour to establish class sizes appropriate to the teaching situation involved within regulatory and legislative restrictions. To this end, the school board shall estab-

lish a committee not later than October 30th in each calendar year, which will meet regularly thereafter at the call of a person designated by the school board who shall be chairperson, and accept representations and make recommendations to the board regarding the minimum and maximum number of students appropriate for the various classroom situations. At least one-half of the committee members shall be comprised of teachers employed by the school board, and selected from a list of teachers proposed by the Association...

30.02 -- There shall be a provincial committee established not later than October 30th in each calendar year, one-third of which will be comprised of representatives appointed by the Association. The committee will meet regularly at the call of the chair, and accept representations and make recommendations regarding the maximum number of students appropriate for the various classroom situations. The committee shall, if it deems it appropriate, direct its recommendations to the Minister.

Articles 29.01, 30.01 and 30.02 of the Collective Agreement (1988-90), like those of the previous Collective Agreement

ment (1984-88), provide for standing committees to conduct further work on class size. Article 30.01 allows for more definitive work to be conducted at the district level (which should allow for local concerns to enter into negotiation).

Article 29.01 appears to be the first in provincial Collective Agreements to state that the number of course preparations, number of students, and the nature of course taught should be considered in determining a teacher's workload. While English or any other specific subject is not identified, the door to examining the nature of courses taught and the relationship between number of preparations, number of students and courses taught seems to be opening. One must await reports from district and provincial committees on class size and workload to see how much headway is being made. While much refining in wording must take place before specific provisions regarding class size and preparation become binding upon the employer, the effort of the NTA toward obtaining desirable workloads for teachers generally appears to be serious and persistent. Specific initiatives toward addressing English teachers as a specific group, however, have yet to materialize. The letters from English teachers cited previously in this Chapter suggest that, while improvements in teacher workload generally, through a lessening of such duties as corridor supervision, will impact favorably upon the English teacher, the plight of English teachers is such that

special initiatives may be essential in bringing about more manageable workloads for this particular group of teachers.

As an indication of the need to address the specific workload concerns of English teachers, this section concludes with a review of the concerns raised recently by a local English teacher. A reaction to delivering senior high Language course within the reorganized high school was provided by Combden (1987). As a Department Head in one of the province's senior high schools, Combden raised several concerns regarding the workload accompanying the reorganized senior high Language courses. Combden pointed out that "at the high school level, the substantial increase in the English language teacher's already elephantine workload, brought on by the introduction of Grade 12, does a major injustice to students" (p. 5). While examining the problems of Language 1101, Combden pointed out that:

In a class of 30-40 students the correcting of both class work and assignments becomes excessive. Even the minimum of assignments -- and the Course Description requires several, demands an unrealistic portion of the teacher's time. In addition, the large class practically negates any individual assistance with quality expression -- the soul of all writing and the right of every pupil. Without

this help, the student suffers. Only the teacher and student fully experience the agony. (p. 5)

Unreasonably large classes, "excessive" correcting loads and inadequate texts were specific factors cited as contributing to a workload problem for senior high English teachers. Combden concluded that, while the Teacher Workload Factor introduced by the Newfoundland Teacher's Association in 1986 "was a step in the right direction, ... to place ten and a half new units among an army of 10,000 is analogous to adding ten and a half drops of water to a raging fire" (p. 7).

If weight is to be placed upon the substantial data gathered by Luedicke (1974), if any consideration is to be given to the concerns explicitly stated by local English teachers through letters to the NTA, and, if published concerns like those of Combden (1987) are to be taken seriously, then it appears as though English teachers locally have special workload concerns that go beyond those that affect teachers generally across the province. These concerns, it seems, will require additional attention at the school level, at the district level and at the provincial level.

Section C: Evolution of English Curriculum in Newfoundland

Many assume that the big change in the English curriculum and consequently in the role of English teachers began

with the reorganization of the senior high program in 1981. However, an examination of various Curriculum Guides for English (1940-1973) reveals that the change was more gradual. Particularly from 1966 there is evidence of an "evolution" in the senior high English program.

An examination of English: Handbook to the Course of Study (1940) distributed by the Government of Newfoundland casts much light upon the background to many of the strategies employed in delivering the "new" senior high English program. Much of this Guide focuses upon English from Grade One to Grade Eight. The last section of the Guide, however, provides the general aims of high school English and the "branch" called Literature. Because the 1940 Curriculum Guide is now a "rare" book, yet the aims are in several respects similar to current aims, the lists for "English" and for "Literature" are reproduced in Appendix G. As well, a complete list of suggested strategies for the study of literature from the Guide is included in Appendix G. It is interesting to note that interpretative reading, group discussion, library research, reports on supplementary reading and extended home reading are all suggestions outlined in the 1940 Guide.

The Guide distinguishes between Composition and Literature and divides the time allotted to each in a manner similar to that of the present one and two credit breakdown for Language and Literature in the reorganized senior high.

It is recommended in the Guide "that 2/5s of the time be given to Composition and 3/5 to literature"(p. 150).

In 1966, D.G. Pitt of the English Department of Memorial University chaired a committee to look at the high school English program. Their report, Recommendations for a New Curriculum in English Language and Literature for Schools in Newfoundland (1966), called for a revamping of the current English program in schools and a basic "enrichment" in the content offered to students. The main innovations outlined in 1966 were:

(i) The division for the teaching of English, at least of the present High School leaving grade, Grade XI, into two grades which we suggest be called Grade XI A and Grade XI B. Grade XI A is the matriculation and University entrance course. Grade XI B is the general school leaving course. The chief difference between them is not that Grade XI B is a watered-down version of the present Grade XI, but that Grade XI A is a more enriched course than the present Grade XI or the new Grade XI B. This enrichment is chiefly in the amount and variety of reading in English Literature.

(ii) The beginning of Shakespeare in Grade X with a full Shakespeare play.

(iii) The reading of two Shakespeare plays instead of the present one in Grade XI A.

(iv) The introduction of a new rotating schedule of Shakespearean plays for Grade X, XI A, and XI B. All three grades will have one play in common per year, and Grade XI A an additional one not studied previously in Grade X. Thus the student at the end of Grade XI A will have read three Shakespearean plays and at the end of Grade XI B he will have read two.

(v) The dropping of the present omnium gatherum anthology of literature in Grade IX, X, XI A, and XI B, and the substituting of smaller select collections of poetry, drama, short stories, and non-fiction prose respectively.

(vi) The provision by the Department of Education of several copies for every classroom of the selected novels from which the student is required to read a prescribed number.

(vii) The emphasis placed in the "teaching" of Literature upon (a) the student's own reading, (b) the teacher's avoiding the teaching of "facts", of

working assiduously page by page, line by line, through the prescribed works. The aim of the "teaching" should be to enhance the quality of the student's pleasure and not to fill his head with "facts" and "details".

(viii) The introduction in Grade IX and X of the readings of the great myths and legends of the past.

The Guide also discussed the components of the Language courses in great detail. It called for emphasis on proper grammar and usage for logical development of simple themes in essay writing. It is beyond the scope of this paper to supply all the details of this 1966 Guide. However, a brief look at the philosophy of the Literature and Language (included in Appendix B) demonstrates that the philosophy outlined in the 1966 Guide is not far removed from that outlined in the reorganized senior high courses.

The 1966 Guide also makes recommendations for examinations in English which are certainly reflected in the present day English exams. The 1966 report recommended that:

... the whole philosophy of examining students in English Literature be re-examined in light of the philosophy of "teaching" literature set forth in this document, that examiners stop examining in

literature as if it were a subject like history or science; that they test for enlightened appreciation, an understanding of principles; the emergence (though it may be slight) of taste, discrimination..., and allow scope for original thinking and imagination. To a large degree the success of the curriculum here recommended depends upon a reformation of the examination in English, especially in Literature (p. 27).

A sample of recent public examinations in Literature (see Appendix D) readily demonstrates the degree to which the preceding recommendation has found its way into the present English curriculum.

The aims and objectives outlined in the 1966 report were not realized overnight. In a Guide entitled Secondary School English Curriculum Guide (1970), Mr. Reginald Tilley prepared a sample of teaching suggestions to accompany the then new text, Man's Search for Values. Also in the early 1970s, with Dr. Edward Jones' appointment as Provincial English Consultant, some of the preceding aims and objectives started to be realized. For example, in 1973 a Curriculum Guide for the General Program in English 9-11 was completed and distributed across the province. The Guide described a specific program for the "general" student to which the 1966 Guide assigned the label Grade XI B. Dr. Jones involved teachers from across the

province in curriculum committees to recommend changes and give specific suggestions and approaches to the "teaching" of English. In the new Guide for the general student, a teacher, Mr. Stanley Sparkes, made many suggestions on how to incorporate Newfoundland materials into the schools.

Many new texts were added during the early seventies and work was begun on a comprehensive curriculum guide that would tie together the previous guides and changes brought about in the English curriculum. However, the decision by the provincial Government to introduce Grade Twelve to the school curriculum brought to a halt the work being done on the comprehensive curriculum guide for English.

A culmination of what this author has termed "the evolution" of the course content for and approach to the "teaching" of English in this province is clearly set forth in the present Program of Studies and the course descriptions for the reorganized senior high English program. At the senior high level it has meant a movement from four English courses (subdivided into two general and two academic) to a total of eight Language courses, six Literature courses and a Theatre and Performing Arts course extended over a three year program.

Outlined within the pages of the course descriptions for the senior high are the philosophies and aims for both Language and Literature as well as general and specific objectives that demonstrate how the Language and Literature

courses fulfill many of the general aims of education in Newfoundland and Labrador. These course descriptions also outline the various skills addressed and the proposed content intended to serve in the development of these skills. To save time and space yet provide a reference to the common objectives of Language and Literature at the Senior High, copies of the general philosophies and objectives are provided in the Appendix B.

It is interesting and indeed enlightening to find, as previously noted, how many of the proposals for English curriculum development since the 1960's have found their way into the present course descriptions in both Language and Literature. The introduction of the reorganized senior high in 1981 added much new content and new specific expectations regarding number and length of assignments students must attempt and the teacher must correct. However, the general philosophy of the present English program began at least as early as 1966. This fact is pertinent to a discussion of the workload conditions of senior high English teachers, especially when the reorganized senior high program is isolated as a factor contributing to present workload conditions.

CHAPTER III

Methodology

Research Design and Sampling Procedure

Chapter II of this study reviewed relevant literature related to English teacher workload. It became clear to this investigator that very little primary research has been conducted into the workload conditions of senior high English teachers in Newfoundland and Labrador. In order to gather primary data at the local level, it was therefore decided that a survey be designed and administered to a representative sample of senior high English teachers. Using pertinent information gleaned from the readings and from the presentations to the NTA Special Interest Council Committee (1985), this investigator designed and administered a survey to a systematically selected sample of senior high English teachers across the province of Newfoundland and Labrador.

It was impractical for the purposes of the investigation to attempt a survey of the total population. However, a representation from teachers in both small and large schools was desired. Thus, a sample was selected by systematically identifying the largest and the smallest high school in every school district within the province. By consulting the Newfoundland and Labrador Department of Education Directory of Schools (1986-87), the largest and the smallest high school in each of the province's thirty-five school districts

(Integrated, Roman Catholic, Pentecostal, Seven Day Adventist) were identified. In instances where there was no senior high school, the largest central or regional high school was included in the sample. For districts having no senior, central or regional high schools, the largest all-grade school was selected. Six of the school districts (Ramea Integrated, Burgeo Integrated, Conception Bay South Integrated, Conception Bay Centre Roman Catholic, Seven Day Adventist) had only one high school. In each of these six instances the single high school was identified in the sample as a large school.

Surveys were administered, over a two week period, to English teachers in each school within the sample. To obtain a reasonably accurate estimate of the number of English teachers involved in the sample, an attempt was made to contact the principal and/or an English teacher in each school selected in the sample. The telephone survey was also undertaken to request permission to administer the survey as well as have the contact person alert the English staff with the aim of increasing the rate of return. Contact was made with all schools except two. For twenty schools it was not possible during the telephone conversation to ascertain the exact number of Language and/or Literature teachers (see listings with accompanying question mark in List of Returns, Appendix E). In two instances, permission from the district office had to be granted before copies of the survey could be

administered to the schools identified in the sample. Permission was granted in each case.

A total of 233 copies of the survey were administered to sixty-five schools in the thirty-five school districts across the province. (A complete list of the schools in each of the thirty-five school districts is included in Appendix E.) A package containing the appropriate number of copies for each school in the sample was mailed to the school principal. A cover letter to the principal (requesting that a survey be given to each English teacher on staff) was included in the package (see Appendix A). Individual copies of the survey in the package were accompanied by a cover letter explaining the background and the purpose for the survey (see Appendix A). A prepaid, self-addressed return envelope was provided with each copy to ensure privacy in teacher response as well as to exclude any financial obligation to the respondent.

The Instrument

In an attempt to gather primary evidence at the provincial level, a comprehensive, six page survey was developed by this investigator and administered to a sample of English teachers in both large and small schools across the province. (See Appendix A, for a complete copy of the survey.)

The survey contained seventy-three items which elicited responses in the form of rankings, subject names and numbers and numerical data. As well, space for comments was provided

in eleven instances. In cases where opinions were requested, it was decided to use a Likert scale of one to five, ranging from "Not at All" at one on the scale to "Very Strongly" at five.

Of the seventy-three items contained in the survey, twenty-two pertained directly to aspects of workload. Thirty-three items pertained to adequacy and/or suitability of course descriptions, text material and reference material. Six items pertained to the adequacy of teacher support personnel while two items pertained to job contentment. As well, ten items pertained to demographic data such as teacher experience, level of education and job description.

Validity of Instrument

The validity of the survey items was established by expert opinion. The instrument was examined by the author's thesis advisor and several changes in wording were made. The survey was then administered to five senior high English teachers as a trial run. Each teacher to whom the survey was administered in the test run was asked to suggest additions, deletions and pinpoint any items that might be ambiguous or cause confusion. As a result of the trial run, three items regarding course descriptions, text and reference material were subdivided to elicit responses to specific areas (i.e., Language, Literature, Theatre Performing Arts) and specific courses within the senior high English program. Also, two

items were added to the survey under adequacy of support personnel and the Likert scale was made consistent for all items involving belief or opinion.

Once the survey was completed by the five senior high English teachers and the appropriate changes made, the instrument was then given to a school administrator (a vice-principal who also taught mathematics and statistics at the senior high level). Three changes in wording were made as a result of his examination and criticism.

Treatment of Data

Where appropriate, descriptive statistics were generated using the StatView 512 Plus (1986, Apple computer software). Items in the survey were first analyzed as a Total Sample and subsequently divided into a Large School Sample and a Small School Sample. A comparative analysis among items within the Total Sample and within the Small and Large school samples was undertaken. As well, comparisons between the Large School Sample and the Small School Sample were drawn.

Specific items in the survey were analyzed as follows:

1. Items 1 and 2 served to identify and categorize the completed surveys according to school board and according to large and small school. Items 1 and 2 also allowed the rate of return at the school level to be pinpointed. The name of the specific school was not requested to allow respondents to remain anonymous.

2. Demographic data from Items 3(i) to 3(viii) were compiled and presented in distribution tables to demonstrate tendencies of the sample. For each item, the mean, median, mode, range, variance and standard deviation were calculated. Characteristics of the sample were illustrated in this manner.

3. Items involving ranking from 1 to 5 were tabulated with the number 6 assigned to the category Not Applicable (N/A). For each item involving ranking, responses were analyzed to provide the mean, median, mode, standard deviation and percentages. In addition, a comparative analysis was carried out on most items involving ranking.

4. Items requiring numerical responses were compiled and presented in distribution tables including mean, median, mode, and standard deviation.

5. In the case of Item 6 where respondents were asked to identify a particular course or courses, each course identified by respondents was recorded and the number of occurrences totalled and presented.

Assumptions

For the purposes of the survey analysis, the following assumptions apply:

1. Participants were under no pressure to participate in the study. Participation was totally voluntary.

2. Participants were under no pressure to conform to any expected response or set of responses.

3. Participants responded to each item honestly and to the best of their knowledge.

Scope and Limitations

The survey focused on the state of senior high English and senior high English teachers in the province of Newfoundland and Labrador during the period in which the survey was administered. Results may not be interpreted as indicative of the state of English and the English teacher in the intermediate and elementary schools. Results may not be interpreted as indicative of the state of English and the English teacher in other provinces or other countries. The scope of the survey was limited to the single smallest school and the single largest school in each school district in the Province of Newfoundland and Labrador.

The length and scope of the survey may have affected the rate of return. The survey was administered approximately two weeks before final examinations commence in most senior high schools. Such a time frame may not have been the most appropriate for administering a six-page, detailed survey. One respondent apologized for the late return and pointed out that his/her workload at the time the survey was administered did not allow adequate time to respond carefully.

Any teacher teaching one or more Language and/or Literature course(s) at the senior high level in the smallest and largest school within a school district was identified a

member of the survey sample. In many instances, particularly in small schools, English teachers identified in the sample also taught one or more courses in other subject areas. Although Item Six of the survey attempted to pinpoint specific courses adversely affecting workload, the degree to which responses to queries about workload were influenced by courses taught in other subject areas was not clearly measured by the survey.

CHAPTER IV

Results and Analysis

Rate of Return

As outlined in Chapter III, a total of 233 surveys were administered to 65 schools across the 35 provincial school boards which existed in 1988. Of the 223 surveys administered, 121 or 54.3 percent were returned. Two surveys were returned too late to be included in the statistical analysis, making the total usable returns 119 or 53.4 percent. It must be noted here that in 20 instances, the exact number of senior high English teachers could not be ascertained by means of a telephone call. In each of these cases, the number of senior high English teachers was estimated based on the student population of the schools in question. In other instances where the school principal was not absolutely certain of the exact number of teachers involved in the senior high English program, an additional survey or two was included in the school package, depending on the size of the school population. It is therefore reasonable to assume that the 121 returns may represent more than 54.3 percent of the possible returns.

Items One and Two of the survey allowed identification of the number of returns from each school district as well as a breakdown of the returns into a large school sample and a small school sample. The identity of individuals was omitted

Table 4.1

Total Sample, Item 3(i)

	From:	To:	Count:	Percent:
	1	3	9	7.627
	4	6	10	8.475
	7	9	10	8.475
	10	12	9	7.627
	13	15	15	12.712
	16	18	15	12.712
	19	21	12	10.169
	22	24	20	16.949
	25	27	11	9.322
	28	30	4	3.39
	31	33	1	0.847
	34	36	2	1.695
Mean	Median	Mode	St. Dev.	Range
16.13	16.50	23	7.99	1 to 34

Tables 4.2 and 4.3 show the distribution of teaching experience for the Large School Sample and Small School Sample respectively.

in an effort to eliminate any possible pressures to respond in any particular way or perhaps not respond.

Of the 119 usable returns, 77 were from large schools while 42 were from small schools. When considering the large and small school representations, it must be remembered that six of the 35 school districts had only one high school which, for the purposes of this study, was identified as a large school. At least one completed survey was returned from each of the 35 school districts. (See Appendix E for a district level and school level breakdown of returns.)

Description of Demographic Data from the Sample

Item 3(i) of the survey asked respondents to provide their total years teaching experience up to and including the year in which the survey was administered. The number of participants who responded to this Item was 118. Table 4.1 provides the distribution of teaching experience among the sample population, as well as the mean, median, mode, standard deviation and range of the sample response. (The same descriptive statistics will accompany each subsequent table describing the demographic data.)

A mean of 16.13, with a standard deviation of 7.99, reflects a reasonably experienced group of teachers in the sample. A look at Table 4.1 reveals 74.42 percent of the sample population have 10 or more years teaching experience.

A total of 111 responded to Item 3(iv). According to the total sample, number of grades taught ranked from 1 to 12. The most frequent response was three and the mean was 3.4. Very little variation in the number of grades taught was demonstrated among the sample population. The range for the Small School Sample was 1 to 7 with four being the most frequent number of grades taught. A mean difference of 0.28 between the Large and Small School Sample reveals only a very slight tendency among members of the Small School Sample to teach courses in more than three grade levels. The great majority of respondents teach courses in fewer than five grades.

Item 3(v) of the survey required participants to list the total assigned course load. This data was requested in an effort to obtain information regarding the range and combinations of teaching assignments among members of the sample population. The data from Item 3(v) would be most useful if an item by item analysis of each individual in the sample was the objective as opposed to tendencies of the sample population generally. For the purposes of this study, however, an examination of the distribution, as well as the mean and mode for the sample population, provides information helpful in interpreting later responses like those provided for Item Five in the main section of the survey.

Several respondents appear to have misread Item 3(v) and listed only the total number of senior high English in their

Table 4.6

Small School Sample, Item 3(iii)

	From:	To:	Count:	Percent:
	1	2	8	20.52
	3	4	7	17.95
	5	6	5	12.82
	7	8	3	7.69
	9	10	2	5.13
	11	12	4	10.26
	13	14	2	5.13
	15	16	3	7.69
	17	18	2	5.13
	19	20	1	2.56
	21	22	2	5.13
Mean	Median	Mode	St. Dev.	Range
8.23	6	1	6.33	1 to 22

Item 3(iv), number of grades taught, was placed in the survey to obtain data regarding the diversity in teaching load among members of the sample population. This investigator wished to compare the number of different school grades taught with participants' responses to Item Four, the degree to which respondents believed they had a workload problem.

Table 4.5

Large School Sample, Item 3(iii)

	From:	To:	Count:	Percent:
	1	2	5	6.67
	3	4	6	8.00
	5	6	11	14.67
	7	8	2	2.67
	9	10	7	9.33
	11	12	7	9.33
	13	14	6	8.00
	15	16	6	8.00
	17	18	7	9.33
	19	20	10	13.33
	21	22	1	1.33
	23	24	2	2.67
	25	26	5	6.67
Mean	Median	Mode	St. Dev.	Range
12.57	12	20	7.06	1 to 26

Table 4.4

Total Sample, Item 3(iii)

From:		To:	Count:	Percent:
1		2	13	11.40
3		4	13	11.40
5		6	16	14.03
7		8	5	4.39
9		10	9	7.90
11		12	11	9.65
13		14	8	7.02
15		16	9	7.90
17		18	9	7.90
19		20	11	9.65
21		22	3	2.63
23		24	2	1.75
25		26	5	4.39
Mean	Median	Mode	St. Dev.	Range
11.09	11	---	7.10	1 to 26

29.87 percent of the Large School Sample hold a Grade Seven certificate, 54.56 are at the Sixth Grade level and 12.99 at the Fifth Grade level. Only 2.60 percent of the Large Sample hold a Grade Four certificate.

For the Small School Sample the mean level of certification was 5.81 with a 0.813 standard deviation. 19.51 percent hold a Grade Seven, 46.34 percent hold a Grade Six, 29.25 percent hold a Grade Five, while only 4.889 percent of the Small School Sample hold Grade Four certification.

Data regarding academic qualifications of teachers in the sample reflect a highly trained group according to provincial standards. A comparison of statistics for the Large and Small School Samples reveals only a slight tendency among members of the Large School Sample to be more academically qualified.

Item 3(iii) of the survey attempted to ascertain the number of years' teaching experience in English among the sample population. A total of 114 usable responses were included in the statistical analysis of Item 3(iii). Tables 4.4 - 4.6, on the following pages, show the distribution of experience teaching English for the sample population.

The data for Item 3(iii) demonstrate that English teachers in the Large School Sample have considerably more experience teaching English than do members of the Small School Sample (a mean difference of 4.34). Data from the Total Sample indicate a reasonably experienced group of English teachers generally.

had 10 or more years of teaching experience, a percentage difference of 22.88.

Item 3(ii) of the survey attempted to gather data regarding the academic qualifications of the sample by asking respondents to list the grade level of their teaching certificate. The academic qualifications for teachers in Newfoundland and Labrador was categorized by grade level from one to seven. Generally, each grade level on the scale is equivalent to the number of years university/college preparation. Teachers at grade seven on the scale normally possess a Master's degree or its equivalent as assessed by the Teacher Certification Division of the Department of Education. Grade six certification requires at least one Bachelor's degree and the equivalent of six years university/college preparation. A grade five certificate requires at least one Bachelor's degree and the equivalent of one extra year of university/college training.

According to responses to Item 3(ii), the mean grade level of certification for the sample was 6.01 with a standard deviation of 0.77. Only 3.39 percent of teachers in the sample hold less than fifth grade, while 26.27 percent have at least a Master's or its equivalent. 51.70 percent hold a Grade Six certificate while 18.64% hold a Grade Five certificate.

Analysis of the Large School Sample provided a mean level of certification of 6.12 with a 0.725 standard deviation.

Table 4.3

Small School Sample, Item 3(i)

	From:	To:	Count:	Percent:
	1	3	7	17.073
	4	6	6	14.634
	7	9	4	9.756
	10	12	4	9.756
	13	15	2	4.878
	16	18	6	14.634
	19	21	3	7.317
	22	24	5	12.195
	25	27	2	4.878
	28	30	1	2.439
	31	33	1	2.439
Mean	Median	Mode	St. Dev.	Range
13.12	17	2 & 3	7.32	2 to 34

The data as presented indicate a significantly higher number of years experience among members of the Large School Sample with a mean difference of 4.61 years. Whereas 84.42 percent of the Large School Sample had 10 or more years teaching experience, 61.54 percent of the Small School Sample

Table 4.2

Large School Sample, Item 3(i)

	From:	To:	Count:	Percent:
	1	3	2	2.597
	4	6	4	5.195
	7	9	6	7.792
	10	12	5	6.494
	13	15	13	16.883
	16	18	9	11.688
	19	21	9	11.688
	22	24	15	19.481
	25	27	9	11.688
	28	30	3	3.896
	31	33	0	0.00
	34	36	2	2.597
Mean	Median	Mode	St. Dev.	Range
17.73	17	23	7.32	1 to 31

Table 4.9

Small School Sample, Item 3(v)

	From:	To:	Count:	Percent:
	3	4	3	8.11
	5	6	6	16.22
	7	8	11	29.73
	9	10	5	13.51
	11	12	8	21.62
	13	14	1	2.70
	15	16	1	2.70
	17	18	0	0.00
	19	20	0	0.00
	21	22	1	2.70
	23	24	0	0.00
	25	26	0	0.00
	27	28	0	0.00
	29	30	1	2.703
Mean	Median	Mode	St. Dev.	Range
9.38	8	7	4.96	3 to 30

Because not all respondents listed the number of classes of each course, the total number of courses listed does not necessarily reflect the total teaching load for members in the samples. A look at the tables for the Total Sample and for

Table 4.8

Large School Sample, Item 3(v)

	From:	To:	Count:	Percent:
	1	2	1	1.56
	2	3	0	0.00
	3	4	2	3.13
	4	5	15	23.44
	5	6	12	18.75
	6	7	14	21.88
	7	8	11	17.188
	8	9	4	6.25
	9	10	2	3.13
	10	11	2	3.13
	11	12	1	1.56
Mean	Median	Mode	St. Dev.	Range
5.77	6	4	1.84	1 to 11

When the number of senior high English courses taught by each respondent is extracted from the totals, a mean of 4.09 and a standard deviation of 1.99 is revealed for the total sample population. The number of English courses taught range from one to nine with a mode of four.

Tables 4.8 and 4.9 show the breakdown of Item 3(v) into Large School and Small School Samples respectively.

When the total number of senior high English courses taught by each member in the Large School Sample are tabulated, a mean of 4.26 and a standard deviation of 1.98 is revealed. The most frequently occurring total is four. For the Small School Sample, the mean number of English courses taught was 3.79 with a standard deviation of 1.98. However, the most frequently occurring total for the Small School Sample is five.

teaching assignment. These respondents were excluded in the statistical analysis. A total of 101 usable responses were provided for this Item. Table 4.7 provides the statistics for the Total Sample.

Table 4.7

Total Sample, Item 3(v)

		From:	To:	Count:	Percent:
	1		2	1	0.99
	3		4	20	19.80
	5		6	32	31.68
	7		8	26	25.74
	9		10	9	8.91
	11		12	9	8.91
	13		14	1	0.99
	15		16	1	0.99
	17		18	0	0.00
	19		20	0	0.00
	21		22	1	0.99
	23		24	0	0.00
	25		26	0	0.00
	27		28	0	0.00
	29		30	1	0.99
Mean	Median	Mode	St. Dev.	Range	
7.09	6	6	3.75	1 to 30	

Table 4.10

Total Sample, Item 3(vii)

	From:	To:	Count:	Percent:
	18	19	3	3.03
	20	21	0	0.00
	22	23	0	0.00
	24	25	4	4.04
	26	27	0	0.00
	28	29	0	0.00
	30	31	6	6.06
	32	33	5	5.05
	34	35	8	8.08
	36	37	63	63.64
	38	39	6	6.06
	40	41	2	2.02
	42	43	2	2.02
Mean	Median	Mode	St. Dev.	Range
34.78	36	36	4.29	18 to 42

the Large and Small School Samples reveal outliers which have a significant effect upon the range. Two respondents identified themselves as vice-principals teaching one or two senior high English courses. Another two respondents identified themselves as principals teaching one or more Senior High English. Three of these four respondents contribute to the low end of the range while the fourth was a principal of a small school where he teaches a total of 30 senior high courses in multi-grade classrooms. His teaching load accounts for the outlier at the high end of the range.

Item 3(vi) to 3(viii) of the survey were designed to reveal tendencies among the selected sample regarding the number of class periods and number of preparation periods per teaching cycle. Item 3(vi), number of minutes in one class period, was included as a check for Items 3(vii) and 3(viii) so that a standard six day school timetable cycle could form the basis of a statistical analysis of number of periods taught and the number of preparation periods allotted to members of the sample selection. Tables 4.10 - 4.12 describe the breakdown of the number of periods taught per six day cycle by teachers in the sample population. (Responses from teachers working on a five or eight day cycle were converted to a six day cycle.)

Table 4.11

Large School Sample, Item 3(vii)

	From:	To:	Count:	Percent:
	18	19	2	2.99
	20	21	0	0.00
	22	23	0	0.00
	24	25	3	4.48
	26	27	0	0.00
	28	29	0	0.00
	30	31	5	7.46
	32	33	2	2.99
	34	35	6	8.96
	36	37	46	68.66
	38	39	2	2.99
	40	41	0	0.00
	42	43	1	1.49
Mean	Median	Mode	St. Dev.	Range
34.46	36	36	4.20	18 to 42

Table 4.12

Small School Sample, Item 3(vii)

	From:	To:	Count:	Percent:
	18	19	1	3.13
	20	21	0	0.00
	22	23	0	0.00
	24	25	1	3.13
	26	27	0	0.00
	28	29	0	0.00
	30	31	1	3.13
	32	33	3	9.38
	34	35	2	6.25
	36	37	17	53.13
	38	39	4	12.50
	40	41	2	6.25
	42	43	1	3.13
Mean	Median	Mode	St. Dev.	Range
35.44	36	36	4.46	18 to 42

It is not stated in the provincial Collective Agreement (1988-1990) that teachers are to have a minimum of one preparation period per day scheduled into their timetable, but one preparation per day has been deemed to be a reasonable

minimum by many school districts. This would entail teaching an average of 36 class periods per six day cycle. The findings of the Total Sample demonstrate that the majority of English teachers in the sample (89.90 percent) teach 37 periods or fewer per six day cycle. When viewed as separate Large and Small School Samples, however, the findings demonstrate that 21.88 percent of the Small School Sample are assigned more than 37 periods per cycle.

Item 3(viii) of the survey asked respondents to provide the number of preparation periods timetabled into their teaching schedules. Tables 4.13 - 4.15 show the distribution of preparation periods among the sample population.

Table 4.13

Total Sample, Item 3(viii)

	Prep-Period	Count	Percentage
	0	10	8.70
	1	5	4.35
	2	2	1.74
	3	9	7.83
	4	4	3.48
	5	12	10.44
	6	62	53.91
	7	7	6.09
	8	3	2.61
	9	1	0.87
Mean 4.92	Median 6	Mode 6	Std. Dev. 2.14

Table 4.14

Large School Sample, Item 3(viii)

		At	Count	Percentage
		0	4	5.33
		1	5	6.67
		2	0	0.00
		3	4	5.33
		4	2	2.67
		5	6	8.00
		6	44	58.67
		7	6	8.00
		8	3	4.00
		9	1	1.3
Mean	Median		Mode	Std. Dev.
5.25	6		6	2.03

Table 4.15

Small School Sample, Item 3(viii)

		At	Count	Percentage
		0	6	15.79
		1	0	0.00
		2	2	5.26
		3	5	13.16
		4	2	5.26
		5	6	15.79
		6	16	42.11
		7	1	2.63
Mean	Median		Mode	Std. Dev.
4.21	5		6	2.24

The data for Item 3(viii) demonstrate that the majority of teachers in the selected sample (58.67 percent) have the equivalent of one preparation period per day. However, a significant number (28 percent of the Total Sample) have fewer than six preparation periods per cycle. The data show that fewer members of the Small School Sample (42.11 percent) have six preparation periods per cycle scheduled into their timetables. 55.26 percent of the Small School Sample have fewer than six preparation periods per six day cycle. 15.9

percent of the Small School Sample have no preparation periods in their teaching schedule.

A point made by several respondents about the word "preparation" is worthwhile noting here. Several respondents, either beside Item 3(viii) or later in the comment sections, claimed that while periods of "no student contact" were provided for in their schedules, this time was not necessarily "preparation time". Lunch supervision, corridor duty, or "filling in" for other staff members often occupied some or all of these "preparation" periods.

Summary of Demographic Data

The demographic data provided by Item Three of the survey suggests several tendencies among members of the sample population. The average teacher in the survey selection has taught 16 years and 75.4 percent have 10 or more years teaching experience. The average teacher in the sample has over 11 years experience teaching English. These findings, combined with the fact that 77.97 percent of the sample have grade six or seven teaching certificate, show a tendency among the sample population to be well qualified, academically, and reasonably experienced in the field -- more than 75 percent of teachers in the sample were teaching before the reorganized senior high was implemented across the province. The Small School Sample showed a tendency to have a greater number of teachers (58.97 percent) with fewer than nine years experience

teaching English. Data for the sample make it difficult to claim that the workload problems experienced by English teachers, at least those in the sample, stem from a lack of academic training and/or teaching experience.

The findings regarding assigned time per six day cycle reveal a tendency for the majority of English teachers in the sample to have the equivalent of one preparation period per day per six day cycle as part of their teaching assignment. However, a significant number of teachers have fewer than six preparation periods per six day cycle. For the Small School Sample, only 2.63 percent had more than six preparation periods per cycle, while 15.9 percent had no preparation periods in their teaching schedules.

Analysis of Individual Items

It was noted in Chapter III that the majority of items in the main section of the survey utilized a Likert scale of one to five which elicited the opinion of respondents. A response of five reflected a very strong agreement with or belief in the item as stated, while a response of one denoted a lack of agreement with or belief in the item as stated. Responses of two, three, or four denoted increasing belief in or agreement with the situation as stated. The word "adverse" was used in most items and was defined in the instructions as "an unfavorable or negative situation". (See Appendix A for a copy of survey.) The following pages provide a description

of the data gleaned from responses to specific items in the main section of the survey. Each item has been given a heading to assist the reader in following the analysis of the 22 Items found in the main section of the survey. Where items are closely related, a group heading has been provided.

Workload problem.

Item Four of the survey asked respondents the single most significant question in the survey: Do you believe you have a workload problem? Table 4.16, as follows, represents the breakdown of responses from the Total Sample along with the mean, mode, standard deviation and total number of responses. For the purpose of analysis, this investigator considered a rank of four or five for any item to reflect a strong agreement with or belief in the item as stated. A rank of one or two was interpreted as a strong lack of agreement with or lack of belief in the item as stated. A rank of six has been included in the tables to refer to N/A (not applicable) which was an option offered for each item in the survey where ranking was involved.

Table 4.16 demonstrates a total of 78.15 percent of respondents provided a rank of four or five. A mean of 4.10 with a standard deviation of 1.15 demonstrate a very strong tendency among the sample population to believe they have a workload problem. Tables 4.17 and 4.18 provide the distribu-

tion of responses when the data are divided into Large and Small School Samples.

Table 4.16

Total Sample, Item 4

Rank	Count	Percent
1	6	5.04
2	8	6.72
3	12	10.08
4	35	29.41
5	58	48.74
6	0	0.00
Mean 4.10	Total Count 119	Mode 5
		Std. Dev. 1.15

Table 4.17**Large Sample, Item 4**

Rank	Count	Percent
1	5	6.49
2	7	9.09
3	7	9.09
4	22	28.57
5	36	46.75
6	0	0.00
Mean 4.00	Total Count 77	Mode 5
		Std. Dev. 1.24

Table 4.18**Small Sample, Item 4**

Rank	Count	Percent
1	1	2.38
2	1	2.39
3	5	11.91
4	13	30.95
5	22	52.38
6	0	0.00
Mean 4.29	Total Count 42	Mode 5
		Std. Dev. 0.94

An analysis of the Large and Small School Samples reveals only a slight variation from the Total Sample. Like the Total School Sample, the most frequently occurring rank for both the Large and the Small School Samples was five. However, the mean for the Small School Sample was 4.27 with a standard deviation of 0.94. Table 4.18 shows 83.33 percent provided a rank of four or five, demonstrating a stronger tendency among members of the Small School Sample to believe they have a workload problem.

Number of different courses taught.

Item Five, like many of the subsequent items in the survey, attempted to determine the degree to which certain factors identified in Chapter I contributed to a workload problem among members of the sample population. Item Five examined the degree to which the number of different courses taught adversely affected workload. For example, it is possible for an English teacher to teach eight classes (or slots) of courses but have as few as two or three different course preparations. Such a situation would be rare in a smaller school but possible in a larger school. In other instances, an English teacher may have six or eight different courses to prepare and deliver. Table 4.19 shows the distribution of responses for the Total Sample.

Of the 117 participants who responded to Item Five, 67.52 percent indicated a strong belief that the number of different

courses taught was a significant adverse factor in determining workload. A mean response of 3.83 with a standard deviation of 1.30 demonstrates a tendency among the total population to believe that the number of different courses taught is an adverse factor contributing to a workload problem.

Table 4.19

Total Sample, Item 5

Rank	Count	Percent
1	9	7.69
2	13	11.11
3	16	13.68
4	30	25.64
5	49	41.88
6	0	0.00
Mean 3.83	Total Count 117	Mode 5
		Std. Dev. 1.30

For the Large School Sample the mean response was 3.59 with a standard deviation of 1.35, while the mean response for the Small School Sample was 4.27 with a standard deviation of 1.07. Tables 4.20 and 4.21 provide the detailed distributions for the Large and Small Samples.

Table 4.20

Large Sample, Item 5

Rank	Count	Percent
1	8	10.53
2	10	13.16
3	12	15.79
4	21	27.63
5	25	32.90
6	0	0.00
Mean 3.59	Total Count 76	Mode 5
		Std. Dev. 1.35

Table 4.21

Small Sample, Item 5

Rank	Count	Percent
1	1	2.44
2	3	7.32
3	4	9.76
4	9	21.95
5	24	58.54
6	0	0.00
Mean 4.27	Total Count 41	Mode 5
		Std. Dev. 1.07

The data on the number of different courses taught indicate a significantly greater tendency among English teachers in the Small School Sample to believe the number of different courses taught has an adverse affect upon workload. These results may be better understood if one recalled the findings of Item 3(v) of the survey. Item 3(v) asked respondents to list the courses taught. For the Large School Sample the mean number of courses taught was 5.77 while the mean for the Small School Sample was 9.38. The general tendency reflected in the findings of Item 3(v) and Item Five combined is for English teachers in the Small School Sample to have a greater number of different courses to teach and, likewise, to believe more strongly that the number of different course taught adversely affects workload.

Specific courses taught.

Item Six of the survey attempted to gather information regarding particular courses within the senior high program that might be adversely affecting workload. Several letters to the NTA English Special Interest Council (1985) and written reactions to the senior high English program, like Combden (1987), suggest that Language courses, particularly Language 1101 and Language 2101, were significant contributors to workload frustrations experienced by English teachers.

The majority of members of the Total Sample (60.68 percent) claimed there was no particular course or set of courses adversely affecting their workload. Several comments from respondents who provided a "no" response noted that most courses in the senior high English program demand a tremendous amount of preparation time and correcting time. However, 53 of the 117 responding to Item Six singled out one or more Language course(s) as adversely affecting their workload. A Principal teaching several senior high Language courses in a small school singled out "Language courses especially because they involve detailed, time-consuming evaluation" (a teacher from Straits of Belle Isle). A respondent teaching only two Language courses at the senior high level concluded that "teaching two different Language courses surely increases the workload" (a teacher from Humber-St. Barbe District). Another respondent claimed that "Language courses require endless hours of marking" (a teacher from Bonavista-Trinity-Placentia District)

The particular Language courses most often identified by respondents as adversely affecting their workload were Language 1101, 2101 and 3101 -- the "academic" senior high Language courses. Twenty-five of the 53 respondents, who focused upon Language courses as problem courses, singled out Language 3101, 23 singled out Language 2101, while 10 singled out Language 1101. Most participants identified "preparation time", "grading" and "oversized classes" as factors creating

a workload problem in Language courses. A vice-principal in a large school who also teaches Language 3101 made this observation:

Although teaching only one class plus the administrative demands for 870 students, I realize the preparation - correction [time] for this one class. Students learn to write by writing. It must be read by the teacher to reinforce desired skills and remediate where there is a concern. (A teacher from Bay of Islands-St. George's District)

Another respondent pointed out that the senior high academic Language courses are "one-credit courses demanding the work of two credit courses" (a teacher from Bay of Islands-St. George's District). Within the senior high school, a one-credit course must be delivered in half the time scheduled for a two-credit course, which means the equivalent of one forty-minute class period every second day in a six day cycle. The point made here is that the equivalent of one class each day is necessary to adequately cover the work involved in the Language courses.

Several of the members in the sample who identified the Literature courses as problem areas concluded that "large classes" and "correcting time" contributed to the workload problems accompanying Literature courses. A respondent noted

that "All Language and Literature courses are overloaded with preparation and correction" (a teacher from St. John's). Another respondent identified "all English courses, since my area is Mathematics" (a teacher from Deer Lake). This particular member of the sample highlighted a concern which reappeared in several of the comments found in the survey data. Many of those who responded to the survey, particularly from small schools, teach one or more courses in other subject fields. In several instances, the difficulty of mastering the amount of preparation, the amount of correcting and inadequate guidelines were cited as factors creating an adverse affect upon their workload.

Overall, the responses to Item Six of the survey indicate that the majority of English teachers in the sample do not see any particular course adversely affecting their workload. Instead, their comments suggest that English courses generally involve a heavy workload. Of those who identified particular courses, the academic Languages were the courses of greatest concern because of the demands of correcting and the large classes. Of those members of the sample who identified Literature courses, the amount of preparation, inadequate guidelines and correcting were cited as the factors contributing to an adverse workload in Literature courses.

Class size.

Items Seven and Eight of the survey examined class size and its impact upon workload. Item Seven attempted to gather relevant data on class size as a workload factor. Members of the sample selection were asked if the number of students in each class was an important factor in determining their workload.

Analysis of the Total Sample demonstrates a mean of 4.58 and a standard deviation of 0.89. Of the 117 who responded to this item, 88.89 percent believe strongly that the number of students in each class is an important factor in determining workload. Table 4.22, as follows, provides the complete distribution for the Total Sample.

For the Large School Sample the mean rank was 4.76 with a 0.65 standard deviation and five as the most frequent rank. 94.74 percent of members in the Large School Sample believe strongly that the number of students in each class was an important factor in determining workload. Table 4.23, as follows, provides the detailed distribution for the Large School Sample.

Table 4.22**Total Sample, Item 7**

Rank	Count	Percent
1	3	2.56
2	2	1.71
3	8	6.84
4	15	12.82
5	89	76.07
6	0	0.00
Mean 4.58	Total Count 117	Mode 5
		Std. Dev. 0.89

Table 4.23**Large Sample, Item 7**

Rank	Count	Percent
1	1	1.32
2	0	0.00
3	3	3.95
4	8	10.53
5	64	84.21
6	0	0.00
Mean 4.76	Total Count 76	Mode 5
		Std. Dev. 0.65

For the Small School Sample, the mean rank was 4.24 with a 1.16 standard deviation and five as the most frequent rank. 78.05 percent of member in the Small School Sample who responded to this item believe strongly that the number of students in each class is an important factor in determining workload. Table 4.24, on the following page, provides the detailed distribution for the Small School Sample.

The findings regarding the number of students in each class clearly demonstrate a tendency among senior high English teachers in the sample selection to believe class size is an important factor in determining workload. A mean difference of 0.52 between the Large School Sample and the Small School Sample demonstrates a very slight tendency among members of the Large School Sample to believe more strongly that class size is an important factor.

A close look at the wording of Item Seven will reveal that respondents were not asked if class size is an "adverse" factor. Instead, the investigator followed up with Item Eight which asked the respondents what the maximum class size should be. Item Eight was subdivided in Language, Literature and Theatre Arts in an attempt to provide for differences in structure, content and approach among the three areas. Participants unsure as to what should be the maximum class size in each area were asked not to respond to the item. This request was added so that participants who do not teach courses in a particular area and/or do not have sufficient

knowledge to provide an informed response were not obligated to respond.

Table 4.24

Small Sample, Item 7

Rank	Count	Percent
1	2	4.88
2	2	4.88
3	5	12.20
4	7	17.07
5	25	60.98
6	0	0.00
Mean 4.24	Total Count 41	Mode 5
		Std. Dev. 1.16

Analysis of Item Eight reveals that 109 of the 117 who responded to Item Seven also responded to the Language section of Item Eight. The mean class size recommended for Language courses was 21.65 with 20 being the most frequent class size recommended for Language. A standard deviation of 4.14 demonstrates a tendency for responses to this item to deviate significantly. It is therefore important in the analysis of this Item to observe closely the distribution of responses. While most respondents (44.04 percent) recommend a maximum

class size of 20 for Language courses, a very high percentage (35.78) recommend 25 as a maximum, while 11.93 percent recommend a maximum of 15. The findings indicate that while the recommended maximum class size in Language varies from 12 to 35, the most frequently recommended maximums were 15, 20 and 25, with 20 singled out as the most preferred. Table 4.25 provides a detailed distribution of responses from the Total Sample to the Language section Item Eight.

Table 4.25

Total Sample, Item 8a

From:	To:	Count:	Percent:
12	14	2	1.84
15	17	13	11.93
18	20	48	44.04
21	23	1	0.92
24	26	39	35.78
27	29	0	0.00
30	32	5	4.59
33	35	1	0.92
Mean 21.65	Mode 20	Total Count 109	Std. Dev. 4.14

The data regarding maximum class size in Literature reveal tendencies similar to those provided for Language. The mean class size recommended for Literature courses was 23.40, with 44.23 percent of respondents recommending 25 as the maximum. However, 30.77 percent recommended 35 as a maximum. Table 4.26 provides a more detailed distribution.

Table 4.26

Total Sample, Item 8b

From:	To:	Count:	Percent:
12	14	1	0.96
15	17	3	7.69
18	20	32	30.77
21	23	0	0.00
24	26	46	44.23
27	29	1	0.96
30	32	15	14.42
33	35	1	0.96
Mean 23.40	Mode 25	Total Count 104	Std. Dev. 4.35

The findings for the Theatre Arts section of Item Eight reveal that only 48 members responded. This is most likely

because many schools do not offer Theatre Arts and therefore fewer English teachers have the knowledge and experience necessary to form an opinion. Analysis of the 48 responses reveals four frequent responses. The mean response was 16.56 with exactly one-third recommending a maximum class size of 15. However, 31.25 percent recommended 20 as a maximum, while 12.5 percent recommended 18 and 18.75 percent recommended 10 to 12 as the maximum. The variation among the responses makes it more meaningful to conclude that the great majority of respondents recommend a class size of 10 to 20 students. Only 4.17 percent recommended a maximum class size greater than 20. Table 4.27, on the following page, provides the detailed distribution for the Theatre Arts section of Item Eight.

The findings for Item Eight demonstrate a clear difference, depending on course area, as to the recommended maximum class size. Responses reveal that smaller maximum class sizes are recommended for Language as opposed to Literature, while the smallest maximum class sizes are recommended for Theatre Arts. A maximum class size of 20 is the most frequent recommendation for Language, 25 for Literature and 15 for Theatre Arts. It becomes clear from the data presented that one standard maximum class size for all English courses would not be most feasible, unless that maximum were 15. Clearly, the specific type of English course is a factor to be considered when addressing class size and English teacher workload.

Table 4.27

Total Sample, Item 8c

From:	To:	Count:	Percent:
10	12	9	18.75
13	15	16	33.33
16	18	6	12.50
19	21	15	31.25
22	24	0	0.00
25	27	1	2.08
28	30	1	2.08
33	35	1	0.96
Mean 16.56	Mode 15	Total Count 48	Std. Dev. 3.93

Total number of courses taught.

Survey Item Nine was designed as a follow-up to Item Five regarding the number of courses taught as a workload factor. Item Five was concerned with the number of different courses in the school curriculum which comprised the participants teaching duties. Item Nine elicited respondent's beliefs about the effects upon workload of the total number of courses taught.

The mean response to Item Nine for the Total Sample was 4.37 with a 1.02 standard deviation and a median and mode of five. All members of the sample selection responded to this Item and 86.56 percent indicated a strong belief that the total number of courses taught has an adverse effect upon workload. Table 4.28 provides a detailed distribution for the Total Sample.

Table 4.28

Total Sample, Item 9

Rank	Count	Percent
1	5	4.20
2	3	2.52
3	8	6.72
4	30	25.21
5	73	61.35
6	0	0.00
Mean 4.37	Total Count 119	Mode 5
		Std. Dev. 1.02

For the Large School Sample the mean response was 4.25 with a 1.10 standard deviation and a median and mode of five.

83.12 percent of respondents indicated a strong belief that the total number of courses taught adversely affects workload. For the Small School Sample a slightly higher mean (4.56) with slightly less deviation (0.80) was demonstrated. 92.86 percent of the respondents from the Small School Sample believe strongly that the total number of courses taught adversely affects workload. A more detailed distribution of the data for the Large and Small School Samples is provided in Table 4.29 and Table 4.30 respectively.

Table 4.29

Large Sample, Item 9

Rank	Count	Percent
1	4	5.20
2	3	3.90
3	6	7.79
4	21	27.27
5	43	55.84
6	0	0.00
Mean 4.25	Total Count 77	Mode 5
		Std. Dev. 1.10

Table 4.30

Small Sample, Item 9

Rank	Count	Percent
1	1	2.38
2	0	0.00
3	2	4.76
4	9	21.43
5	30	71.43
6	0	0.00
Mean 4.60	Total Count 42	Mode 5
		Std. Dev. 0.80

The data for Item Nine clearly demonstrate that English teachers in the sample selection strongly believe the total number of different courses taught adversely affects workload. Respondents from the Small School Sample demonstrate a stronger belief in the adverse effect on workload caused by the number of courses taught.

At this point it may be helpful to compare the findings of Item Nine with those of Item Five. The similarity between these two survey items was intentional, the aim being to examine each respondent's consistency while adding the total number factor. This investigator had hypothesized that there

would be a strong belief indicated in response to both items. The actual finding confirms that which was hypothesized. The percentage difference of 19.04 (or mean difference of 0.54) between the Total Sample of Item Five and Item Nine, however, indicates a tendency among the sample population to believe that the total number of different courses taught has a greater adverse affect upon workload than the number of different courses taught. These differences indicate that the degree to which different course preparations adversely affects workload is somewhat dependent upon the total number of different course preparations.

It is worth noting here that the NCTE Ad Hoc Committee on English Teacher Workload in Secondary Schools (1973) concluded that:

The number of substantially different preparations affects the teacher's workload. Where more than two preparations (which means gathering materials, specifying objectives, planning activities, knowing the content, etc.) are required, workload should be reduced. (p. 18)

The findings of Item 3(v) along with Items Five and Nine demonstrate that the great majority of English teachers have more than two preparations and clearly support the claim that workload is affected and requires a reduction.

Number of student contacts.

Item 10 of the survey asked respondents to provide what they believe should be the maximum number of students for a senior high English teacher. The total number of contacts refers to the sum total of students taught by the English teacher in a given school year. The reader may recall from the excerpts of letters to the NTA Special Interest Council Committee (1985) provided in Chapters I and II that some English teachers have in excess of 300 students in their various English classes. It was also noted in Chapter II that the National Council of Teachers of English has, since the 1950s, been advocating a maximum of 100 student contacts per teacher. In an attempt to gather the most meaningful data, members of the sample population who were unsure as to what the item was asking or of what the total number should be, were asked not to respond to the item.

Only 42 participants responded to this Item which may have, in part, been because "student contacts" was not clearly understood. The recommended maximum number of student contacts ranged from 50 to 250. The breakdown of responses is as follows: one recommendation for a maximum of 50 students, one for 60, one for 80, 11 for 100, three for 120, two for 125, 12 for 150, one for 160, two for 180, three for 200, and three for 250. The two most frequently occurring maximums recommended were 100 (or 26.19 percent) and 150 (or 28.57 percent). Only 21.42 percent recommended a maximum

beyond 150 students. Only 7.14 percent (three respondents) recommended a maximum beyond 200.

Comments from certain respondents reveal the adverse effects of a large number of student contacts. One participant pointed out that "Including Homeroom, I have nearly 400 contacts. Much too high. Combining Social Studies with English courses makes the workload greater" (a teacher from Avalon North). Another respondent claimed that "English teachers have eight different classes -- totals of 240 -- almost impossible to keep up with the marking schedule" (a teacher from Bay of Islands-St. George's). Another respondent concluded that:

For students to improve in Language and Literature, it is imperative that tests, assignments and essays be given on a regular basis. The large classes prevent our doing this. It is impossible to have work thoroughly marked and returned promptly when dealing with 300 students. (A teacher from Conception Bay South District)

The reorganized high school program.

Item 11 of the survey gathered data regarding the degree to which English teachers in the sample believed the introduction of the reorganized senior high school program adversely affected their workload. Norris (1983), a researcher with the

Institute for Educational Research and Development at Memorial University of Newfoundland, studied the perceptions of various groups toward the reorganized senior high school. He examined Department of Education documents related to the re-organized senior high and conducted interviews with Department of Education officials, school district office personnel and teachers in 25 randomly selected school districts.

According to Norris (1983), an analysis of relevant Department of Education documents revealed three main reasons for implementing the re-organized senior high. They are:

1. To allow students to obtain a broader high school education.
2. To provide for a more mature high school graduate.
3. To bring high school programs in this Province in line with those in the majority of Canadian provinces.

Norris (1983) noted that several school district office personnel suggested that the reorganized senior high program was "a political move" (p. 21) and was partially designed to "keep students off the labour market, and to keep teachers employed" (p. 21). From interviews with 26 teachers and completed questionnaires from another 129, Norris concluded that teachers were concerned about the reorganized program being politically motivated and introduced prematurely. They were most concerned about "problems with the supply of materials" and "a problem with increased workload under the new system" (pp. 39-40).

The concerns of teachers highlighted by Norris (1983), along with the comments by English teachers in letters to the NTA English Special Interest Council Committee (1985), led this investigator to hypothesize that the introduction of the re-organized senior high program has adversely affected the workload of the English teacher. Item 11 of the survey was this investigator's attempt to gather pertinent data from the sample population.

Item 11 was designed so that only teachers who taught English in the previous high school program were asked to respond. A total of 80 members of the Total Sample responded. Of the 80, 54 (or 67.5 percent) indicated a strong belief that the introduction of the reorganized senior high program adversely affected their workload. Table 4.31, as follows, provides a detailed distribution of responses.

Data from the Large School Sample reveal that 39 (or 65 percent) believe strongly that the reorganized senior high program has adversely affected their workload. Data from Small School Sample reveal that 15 (or 75 percent) of the respondents strongly believe that the reorganized senior high program has adversely affected their workload. A more detailed distribution of responses for the Large and Small School Samples is provided in Table 4.32 and Table 4.33 as follows:

Table 4.31

Total Sample, Item 11

Rank	Count	Percent
1	4	5.00
2	9	11.25
3	13	16.25
4	16	20.00
5	38	47.50
6	0	0.00
Mean 3.94	Total Count 80	Mode 5
		Std. Dev. 1.25

Table 4.32

Large Sample, Item 11

Rank	Count	Percent
1	3	5.00
2	7	11.67
3	11	18.33
4	11	18.33
5	28	46.67
6	0	0.00
Mean 3.90	Total Count 60	Mode 5
		Std. Dev. 1.26

Table 4.33

Small Sample, Item 11

Rank	Count	Percent
1	1	5.00
2	2	10.00
3	2	10.00
4	5	25.00
5	10	50.00
6	0	0.00
Mean 4.05	Total Count 20	Mode 5
		Std. Dev. 1.23

Of the 60 who responded to Item 11, 42 provided written comments. One respondent claimed "I do seven different English courses every year; five courses is sufficient workload to do justice to a course. Because of the number of preparations, my workload practically doubled" (a teacher from Deer Lake District). Another respondent pointed out that "having language and literature as separate subjects makes for more and better learning; however, the demands placed on the teachers are quite extensive" (a teacher from Bonavista-Trinity-Placentia District). This comment was echoed by a respondent from another part of the province when he claimed

that "the program is far better; however, the workload has tripled" (a teacher from Bay of Islands-St. George's District). With apparent frustration, another comment on the adverse effect of the new program was "Most definitely! I have never worked so hard and got so little! At the end of each day 'I am spent' and yet so much is left to be done" (a teacher from Humber-St. Barbe District). Another respondent had this comment:

With Language 2101, I read about 1,000-2,000 pages over my previous work load (per year). Language 3101 involves a lot of student writing. With large classes, these two courses alone occupy a lot of my time, but I teach four others as well. (A teacher with Pentecostal Assemblies)

The data, along with the comments provided by members who responded to Item 11, show that members of the sample selection who taught in the previous senior high program tend to believe the introduction of the re-organized senior high has adversely affected their workload. Respondents from the Small School Sample demonstrated a stronger belief that the new program has adversely affected their workload. The comments refer specifically to the increased preparation and marking accompanying the increased number of courses. As well, the increased number of student contacts accompanying the

increased number of courses offered has had an adverse effect upon the workload of many members of the sample population.

Adequacy of course descriptions.

Items 12, 13 and 14 of the survey addressed the adequacy or suitability of course descriptions, textbooks, and reference materials for each of the senior high English courses. Written submissions to the NTA English Special Council Committee (1985) suggested weaknesses in the materials that are supplied to teachers for various courses. This investigator therefore hypothesized that the adequacy of text materials, course descriptions and reference materials were factors contributing to workload problems being experienced by senior high English teachers.

Obviously, the adequacy and suitability of the course materials is related to the amount of preparation the teacher has for that particular course. As well, the quality of the course material may be a factor in determining the quality of the course delivered. If the course material is inadequate or unsuitable, the onus is upon that teacher to compensate, which can involve significant time and effort.

With the introduction of the reorganized senior high program in 1981 came a series of course descriptions, eventually one for each of the fifteen courses in the senior high English program. These course descriptions provide the general and specific objectives of the course, the recommended

course content, as well as statements regarding the methods of instruction and evaluation.

Item 12 of the survey specifically asked respondents if they believed the course descriptions adequately addressed the objectives, the proposed content, methodology and evaluation. Item 12 was subdivided into Language, Literature and Theatre Arts in an attempt to highlight differences that might exist among the three main areas of the English program.

Within the sample population, 117 of the 119 members responded to Item 12(a) which focused on the Language course descriptions. 42.73 percent responded with a rank of one or two demonstrating they did not believe the course descriptions for the Language courses adequately addressed the objectives, content, methodology and evaluation. 47.37 percent of the respondents from the large schools in the sample do not believe the course descriptions are adequate, while 34.15 percent of the small schools in the sample said they did not believe the course descriptions adequately addressed the objectives, content, methodology and evaluation for the Language courses.

While these percentages are significant, they are not as high as this investigator had anticipated. In each sample (the Total, the Large Schools, and Small Schools), the most frequently occurring response was three which, being the middle rank, does not demonstrate a strong belief or lack of one. It is worth noting, however, that only 15.38 percent or

18 of the 117 respondents in the Total Sample strongly believe that the course descriptions are adequate. A detailed distribution of the responses for Item 12, including the Large and Small Schools Samples, are found in Tables 4.34 to 4.36 of Appendix C. (Because there are so many, the tables for Items 12 to 18 have, for the reader's convenience, been placed in Appendix C.)

Item 12(b) addressed the adequacy of the course descriptions for Literature. 30.1 percent of the Total Sample did not believe the course descriptions were adequate for Literature. In the case of Literature, 33.33 percent of the Small School Sample, compared with 28.57 percent of the Large School Sample, did not believe the course descriptions were adequate. The data for section two of Item 12 indicate that more members of the sample population believe the Literature course descriptions adequately address the objectives, content, methodology and evaluation for the course. Detailed distributions for the responses to Item 12(b) are provided in Tables 4.37 to 4.39 in Appendix C.

Item 12(c) focused on the adequacy of the Course Description for Theatre Arts 2200. A total of 29 members of the sample population responded to this section, which is most likely an accurate reflection of the number of members from the sample population involved in delivering this "elective" English course. As in the case of the responses to the Literature and Language course descriptions, the most frequent

response to the adequacy of the Theatre Arts Course Description was a rank of three. 24.14 percent do not believe the Theatre Arts Course Description is adequate while 27.59 percent believe strongly that the course description is adequate. There is no significance difference between the responses to the Total Sample and those to the Large School Sample. The responses for the Small School Sample do not demonstrate a tendency one way or the other. Detailed distributions of the responses to section three of Item 12(c) are found in Tables 4.40-4.42 of Appendix C.

The responses to Item 12, generally, demonstrate that members of the sample selection do not strongly believe the course descriptions adequately address the objectives, content, methodology and evaluation for the English courses. Neither, however, do they believe the course descriptions are totally inadequate. The course description for Theatre Arts and those accompanying the Literature courses were believed to be slightly more adequate than the Language course descriptions.

The comments from several respondents may place the data into a more meaningful perspective. Several respondents echoed the following comment: "I have no problem with course descriptions if I had sufficient time to prepare lessons. If the objectives are general or vague, a professional teacher should be able to compensate" (a teacher in Deer Lake). From

those who did not believe the course descriptions were adequate the following comments were typical:

They are often too general, too jargonized -- rather than specific and focused. Needs to be more specific, especially if it is meant to be a guide for the teacher who is teaching the course for the first time. (A teacher from Bay of Islands-St. George's District)

Course descriptions for the most part are very vague. People who write these must not have their feet solidly planted on the ground. (A teacher from Conception Bay Centre District)

Course descriptions are too philosophical. They should be more practical, informative, and specific. (A teacher from Exploits-White Bay District)

The comments from which the above samples were selected suggest that the course descriptions are not specific, not practical enough, particularly for the inexperienced English teacher. In many instances, this is particularly true of the Language courses. The comments reflect a frustration with the "general" nature of a course description and the "obvious lack" of guidebooks for the senior high English program. The

comment from a full time senior high English teacher that "Course outlines are just that, the teacher must adapt" (a teacher from Conception Bay South District) is more indicative of the responses to the course descriptions by full time, more experienced English teachers. This may account for the high number of responses of three on the ranking scale. For the more experienced English teacher, "time to prepare" appears to be a greater concern than the specificity of course descriptions.

Adequacy of text material.

Item 13 of the survey addressed the adequacy of the English text materials prescribed by the Department of Education in their Program of Studies. Members of the sample population were asked the degree to which they believed the text materials for each senior high English courses was adequate in quality and suitability. The detailed distribution of responses to each of the 15 senior high English courses are provided in Tables 4.43-4.57 of Appendix C.

The responses to the individual courses demonstrate several tendencies. Firstly, responses indicate a stronger belief among respondents that the Language texts are not adequate in quality and suitability. Secondly, Language 2101 was identified as the course where respondents believed most strongly that the text was not adequate in quality and suitability. 80.23 percent said they did not believe the text was

adequate, while only 3.49 percent believe the text to be adequate. Next to Language 2101 was Basic English 1102 where 74.51 percent claim they do not believe the texts are adequate. Only 7.84 percent believe strongly that the texts are adequate. 66.66 percent indicate they did not believe the Language 1101 textbook was adequate, as opposed to 7.78 percent who indicated that they strongly believed the text was adequate. For Vocational English 2102, Business English 3102, Advanced Writing 3101 and Language Study 3104, 50 percent or more of the respondents did not believe the textbooks were adequate in quality and/or suitability. Only the Language 3101 text received significant approval. 29.11 percent claim they do not believe the text is adequate, while 31.65 percent strongly believe the text is adequate and suitable.

Responses regarding the Literature courses indicate a stronger belief that the texts are adequate and suitable. Folk Literature 3203 had the highest percentage of responses indicating a strong belief that the texts are not adequate. 45.45 indicated they did not believe the texts were adequate while only 18.18 percent said they strongly believed the texts were adequate. Responses indicate that respondents believe the texts for Thematic Literature 3201 and Canadian Literature 2204 to be the most adequate and suitable. Only 9.21 percent of responses to Thematic Literature said they did not believe the texts were adequate and/or suitable. Responses to Theatre Arts 2200 texts indicate that 41.67 percent do not believe the

text to be adequate, while 20.84 percent felt strongly that the text is adequate.

Several of the comments accompanying the rankings for Item 13 are revealing. One teacher claimed that the texts "don't always appear to be wisely chosen for the course objectives" (a teacher from Green Bay District). This claim was reiterated by several other teachers. Several teachers identified Language 1101 and Language 2101 texts as being inappropriate for the objectives of the course. The comment of one teacher summarized many when he/she concluded that "the text for Language 1101 and 2101 is not a text at all for these courses" (a teacher from Notre Dame Bay District). As well, several teachers identified the "basic Language texts" as inadequate. One teacher pointed out that the "Basic Language texts infuriate me -- totally inadequate" (a teacher from St. John's District). Another teacher was more definitive in pointing out that "Most textbooks in Language and Theatre are currently inadequate. Theatre Arts needs a vast number of different scripts and Language needs more practical grammar support coupled with an increased variety of writing exercises" (a teacher from Conception Bay South District). Other comments mentioned the need for extra scripts in Theatre Arts 2200.

In addition to certain Language texts and the Theatre Arts course, several teachers commented on the inadequacy of the anthology for Thematic Literature 3201. The following

comment echoed those of several teachers: "Texts, especially for Thematic Literature 3201 are outdated. Man's Search for Values should have been thrown out years ago" (a teacher from Bay D'Espoir District). Overall, the following comment appeared to summarize the concerns about course texts: "the Literature texts are fairly strong, Language texts are terrible" (a teacher from Bay of Islands-St. George's District).

It must be noted at this point that since the survey was administered by this investigator, the text for Language 1101 and Language 2101 (Mastering Effective English) has been replaced by new texts which more closely reflect the aims and objectives of these courses. Transitions: Argumentation and Persuasion is the new text for Language 1101 and Search and Shape is the new text for Language 2101. As well, a new anthology, Themes For All Times, is to replace Man's Search For Values in Thematic Literature 3201 during the 1989-90 school year. A new text to replace Writing Prose in Language 3101 is presently being written and, this investigator has learned that the Department of Education's English Curriculum Committee is presently working on replacement texts for Basic English 1102, Vocational English 2102, Business English 3102 and Advanced Writing 3103. In fact, since the work of the English Special Interest Council Committee (1985) was presented to the English Curriculum consultant in the Fall of

1985, a significant amount of work has been carried out by the English Curriculum Committee in the area of course texts.

Suitability of reference material.

Item 14 of the survey focused on the suitability of the reference materials recommended in the Program of Studies. A close look at the Program of Studies will reveal several references materials recommended for Language courses, at least one text for each of the eight language courses in the senior high curriculum. As well, references texts are included in the materials list for Canadian Literature 2204, Folk Literature 3203 and Theatre and Performing Arts 2200. For a list of the various references materials for Language and Literature, see Appendix F. However, this author admits an error in adding the two Thematic Literature courses and the two Heritage courses to the list. Even though guidebooks and other reference materials accompany anthologies like In Your Own Words and the Searchlights play packages, these reference materials are not directly stated in the Program of Studies (except the Teacher's Edition of Searchlight package for Literature Heritage 2201). Other reference texts like The Rock Observed, by Patrick O'Flaherty, Writer's Workshop, by Ford and Meeson, and Teaching Language and Literature, Loban, Ryan, and Squires, have formed part of the reference collection for the senior high English program for years. Again, however, they are not listed in the Program of Studies. Since

the wording of Item 14 asked for an appraisal of only the reference texts listed in the Program of Studies, the author has omitted the two Thematic and two Heritage courses from the analysis of Item 14.

Tables 4.58-4.72 provide the detailed distributions of responses to the 15 sections of Item 14 (see Appendix C). An analysis of the findings demonstrate a relationship between responses to Item 14 and those to Item 13. Particularly in the case of the Language courses, respondents who tended to believe the Language texts were unsuitable, also believe the recommended reference materials are unsuitable. 60.26% of respondents claimed the reference texts for Language 1101 is unsuitable (the highest percentage of dissatisfaction demonstrated for any reference text). 55.66 percent demonstrate a strong belief that the Language 2101 reference texts were not suitable, while 60 percent of those who responded to Language 1102 and Language 3104 claimed the reference texts were unsuitable. Language 3101 and Advanced Writing 3103 were the only two Language courses where over 20 percent of respondents strongly believed the reference texts were suitable.

Responses to Canadian Literature 2204 reveal that 30.77 percent strongly believe the reference materials are unsuitable. However, only 13 members of the sample population responded to the section of Canadian Literature 2204 and the mode rank was three which does not provide a strong indication

one way or the other regarding the suitability of the reference text.

For Theatre Arts 2200, 42.11 percent indicated they believed strongly that the reference texts were not suitable. Yet, only 19 members responded to this section. Therefore, even though the mode was a rank of four, the data may not provide a clear indication as to the suitability of the Theatre Arts text.

For Folk Literature 3203, the percentage believing the reference materials unsuitable was 63.63 percent. The mode was one with no one responding with a rank of five. The findings for Folk Literature strongly suggest that the reference texts are not sufficient.

The comments accompanying Item 14 appear to reinforce a conclusion of this author that many members of the sample population are not familiar with much of the reference material which exists for the senior high English program. Comments like the following tend to support this lack of familiarity with the reference materials: "I can honestly say I'm not familiar with the listings" (a teacher from Deer Lake District). Another respondent wrote: "Reference materials would be fine if they were available" (a teacher from Notre Dame Bay District). Another wrote: "Most of these reference materials are not available to teachers in small schools (at least not in mine)" (a teacher from St. Barbe South District). Yet another claimed: "I'm not familiar enough with

the reference material in the Program of Studies to accurately comment" (a teacher from Conception Bay District). Another teacher alluded to the same problem: "It is difficult to make a fair judgement here, because we have only a limited number of references" (a teacher with the Pentecostal Assemblies). These and other similar comments suggest that reference texts are not readily available in many schools and where they are available, many teachers within the sample population do not seem to be familiar with them.

According to Department of Education Statistics for the 1987-88 school year, Language Study 3104 was taught in only one school in the province, Advanced Writing in 15, Canadian Literature 2204 in 17 schools. It is therefore understandable why the number of responses to these sections of Item 14 would be so low. However, out of the 119 who comprise the sample population, the highest rate of response to Item 14 was 78 under the Language 1101 section. This low rate of response may be further evidence of a lack of knowledge, generally, of the reference materials supplied by the Department of Education.

Adequacy of support personnel.

Item 15 of the survey examined the adequacy of support personnel. Six individuals (or group in the case of the Newfoundland Teachers' Association) were identified as support personnel. The six included: assistant superintendent and

program coordinator at the school district level; the principal, the vice-principal and the Department Head at the school level; and, the Newfoundland Teachers' Association at the provincial level.

The individuals and group identified were singled out by English teachers in letters to the NTA English Special Interest Council Committee (1985) and orally at English Special Interest Council conferences (1984, 1985 and 1986). Several letters to the Special Interest Council Committee allude to the lack of support they received from individuals whom they believed should be both accessible and helpful. At annual conferences sponsored by the English Special Interest Council, English teachers have spoken out about the lack of adequate personnel to look to for assistance in delivering the English program at their particular schools. The detailed distribution of data for Item 15 are found in Appendix C, Tables 4.73 to 4.90. The following paragraphs provide a summary of the responses.

Analysis of the data and comments for Item 15 indicate that the design of the item may have caused a degree of confusion for several respondents. The comments accompanying several responses suggest uncertainty as to the role the assistant superintendent could play as a "support person", while responses to the adequacy of support from the NTA suggested a degree of uncertainty as to whether NTA referred to the Association's executive or to the English Special

Interest Council of the NTA. This aspect of Item 15 will be discussed in further detail in Chapter VI of this study.

Analysis of the 91 responses to Item 15(a) demonstrate that 59.3 percent of the Total Sample strongly believe the support from the assistant superintendent is not adequate. Only 15.4 percent indicated that the support was adequate. The most frequent response was a rank of one, indicating a very strong belief that the support is inadequate.

Data from the Large School Sample demonstrate that 65.5 percent believe the support from the assistant superintendent is not adequate. Responses from the Small School Sample show that 54.3 percent do not believe the support from the assistant superintendent is adequate. The higher percentage along with the lower mean of 2.1 for the Large School Sample indicate a slightly stronger belief among members from the Large School Sample that the support from the assistant superintendent is not adequate. For both the Large and the Small School Samples, however, the most frequent response was one, indicating a strong belief that the support is inadequate.

The data regarding the adequacy of support from the program coordinator at the district level demonstrate a higher percentage (37.04 percent) of members in the Total Sample believe the support from the program coordinator is adequate. However, the mode response was two and 41.67 percent indicated they did not believe the support from the program coordinator

was adequate. A distinct variation is evident between the Large and Small School Samples. While 31.89 percent of the Large School Sample believe very strongly that the support from the program coordinator is adequate, the percentage increases to 46.15 for the Small School Sample. The mode for the Large School Sample was two, while the mode for the Small School Sample was four, indicating a stronger belief among members of the Small School Sample that the program coordinator's support is adequate.

The responses from the Total Sample and from the Large School Sample regarding the adequacy of support from the school principal were very similar to the responses regarding the adequacy of support from the vice-principal. Both the Total and the Large Samples in excess of 43 percent believe strongly that the support from the principal and the vice-principal is adequate. Only the responses from the Small School Sample regarding the support from the vice-principal show any significant difference. For the Small School Sample, 25 percent believe the support from the vice-principal is adequate, while 42.86 percent believe strongly believe the support is not adequate.

The data from the Total Sample regarding the adequacy of support from the Department Head demonstrate that 73.85 percent strongly believe the support from their department heads is adequate. Only 13.85 percent provided a rank of two and no member of the Sample provided a rank of one. This

indicates a very strong belief that the support from department heads is adequate. It must be noted that, in their comments, many respondents, particularly from the Small School Sample indicated they do not have a department head. Fifty-eight of the 65 members who responded were members of the Large School Sample and 74.4 percent of the Large Sample indicated they strongly believe the support from department heads is adequate. Of the seven who responded from the Small School Sample, 85.72 percent said they strongly believe the support is adequate.

Data from the Total Sample in response to the adequacy of support from the NTA shows that 60.71 percent strongly believe the support is not adequate. Only 15.48 percent indicated they believed the support was adequate. The distribution of data from the Large and Small School Samples compare with that of the Total Sample. For the Small School Sample, however, the proportions were significantly different. While 19.65 percent of the Large School Sample strongly believed the support from the NTA is adequate, the percentage declines to 7.14 for the Small School Sample. This indicates a significantly greater tendency among members of the Small School Sample to believe the support from NTA is not adequate.

Several of the comments from respondents which accompanied Item 15 are worthwhile noting here. One respondent wrote: "I am the principal. With the fees we pay into the NTA, there could be more workshops pertaining to the

access of resources" (a teacher from the Vinland District). Another claimed that "in my 14 years I have never received help or direction or had a say in the English program in this school. Decisions are dictated -- help does not exist" (a teacher from the Straits of Belle-Isle District). Another, apparently quite frustrated, claimed that "the teacher is a 'lone wolf' in a barren wilderness. No one wants to see/help you, and 'support personnel' hope you remain silent in the wilderness" (a teacher from Cape Freels District).

Several respondents commented that the support personnel were not the problem as much as the time and means of bringing support personnel together. As one respondent pointed out:

Very few seem to have the time or ability to focus on specifics and work well with people. Such a blend is essential, yet rarely found. Consequently, practical strategies emanating from genuinely interested, enthusiastic personnel seldom occurs. (A teacher from Bay of Islands-St. George's District)

Another respondent made clear the problems of bringing together teachers and support personnel:

I never see the assistant superintendent. The program coordinator is responsible for Special

Education, Reading and all English courses. She has no high school background -- and, to be fair, no time. I am the Department Head in our school --but with only six 'free' periods. (A Department Head from Labrador East District)

The data and accompanying comments for Item 15 demonstrate that, with the exception of department head (where they exist), the belief among many respondents is that the support from the personnel identified is not adequate. The majority of respondents believe the support from the assistant superintendent and the NTA is not adequate. The data demonstrate that the support provided by the program coordinator, principal and vice-principal is believed to be slightly more adequate.

An examination of the survey (Appendix A) will reveal an error in the numbering of items. Due to a typographical error, the number 16 was omitted from the survey. The item following Item 15 is therefore Item 17 in the survey.

Preparation of courses.

Items 17 and 18 examined the amount of time spent by members of the sample population in the preparation of courses and how many preparation periods per cycle they believed to be the minimal acceptable. Item 17 of the survey asked members of the sample population how many preparation periods

they believed to be the minimum acceptable, given their present teaching load. Space was provided for responses under the categories of: six day cycle, five day cycle and any other cycle. All responses were converted by this investigator to a six day cycle for the purposes of analysis. Detailed tables of data for Item 17 are provided in Appendix C, Tables 4.91, 4.92 and 4.93.

The distribution of responses from the 114 members who responded to this item show four main clusters. 37.72 percent said that six preparation periods per six day cycle (one preparation period per day) would be the minimum acceptable. 18.42 percent said that 12 preparation periods per cycle would be the minimum acceptable. A further 11.4 percent said nine preparation periods should be the minimum, while 8.77 percent indicated 10 preparation periods as the minimum acceptable. The remaining responses fell within a range of one to 12.

The distribution of responses for the Large and Small School Samples compare with the Total Sample. The only noticeable difference was the significantly higher percentage (24.00) of the Large School Sample (as compared to 7.69 percent for the Small School Sample) who claim that 12 preparation periods per cycle would be the minimum acceptable.

Item 18 of the survey asked members of the sample population to provide the approximate number of hours per week (in addition to scheduled class and preparation periods) spent preparing courses. Lesson planning, marking papers, preparing

handouts and the like were included as the type of course preparation this investigator is examining. Item 18 was divided into two sections: weekdays (Monday through Thursday) and weekends (Friday through Sunday).

Of the 119 members of the Total Sample, 117 responded to Item 18(a) (weekdays). The approximate number of hours spent preparing courses (in addition to scheduled class and preparation time) ranged from one to 48 hours. However, only two respondents said they spend more than 32 hours preparing courses during the weekdays. The majority of respondents (94.02 percent) claimed they spend between one and 20 hours during the week preparing courses during their own time. 43.59 percent said they spend anywhere from five to eight hours preparing, while a further 27.35 percent said they spend between nine and 12 hours during weekdays preparing courses. The most frequent response was six hours, with 22.2 percent claiming they spend six hours outside scheduled class and periods preparing their courses. Another 16.8 percent said they spend 12 hours preparing courses during weekdays. The mean number of hours for weekday preparation was 10.37.

The responses to Item 18(a) from the Large and Small School Samples show no significant variation from those of the Total Sample. Detailed tables for Item 18(a) are provided in Appendix C, Tables 4.94 to 4.96.

Of the 119 members of the Total Sample, 111 responded to Item 18(b) which focused upon time spent preparing during the

weekend. The approximate number of hours spent preparing courses during the weekend ranged from one to 25 hours. The majority of respondents said they spend approximately two to five hours preparing courses during weekends. The most frequent response was four hours while the mean number of hours indicated was 5.49. As was the case with the responses for weekdays, no significant variation appears in the distribution of responses from the Large and Small School Samples. Detailed tables for responses to Item 18(b) are provided in Appendix C, Tables 4.97 to 4.99.

Role of co-curricular activities.

Items 19, 20 and 21 of the survey examined the relationship of co-curricular activities (public speaking, school newspapers, debating and the like) to the senior high English program and the workload of English teachers. Item 19 asked members of the sample population if they believed co-curricular activities are essential to a quality senior high English program. All but one of the 119 members of the total sample responded to this item. 90.68 percent of respondents indicated they strongly believed co-curricular activities are essential to a quality English program. Only 2.54 percent indicated that co-curricular activities were not essential. Table 4.100 demonstrates the detailed distribution of responses.

When examined separately, the responses from the Large School Sample and Small School Sample demonstrate no significant variation, as shown in Tables 4.101 and 4.102 below. In each case, respondents clearly demonstrated a strong belief that co-curricular activities are an essential part of a quality senior high English program.

Table 4.100

Total Sample, Item 19

Rank	Count	Percent
1	0	0.00
2	3	2.54
3	8	6.78
4	24	20.34
5	83	70.34
6	0	0.00
Mean 4.59	Total Count 118	Mode 5
		Std. Dev. 0.73

Table 4.101

Large Sample, Item 19

Rank	Count	Percent
1	0	0.00
2	2	2.63
3	6	7.90
4	12	15.79
5	56	73.68
6	0	0.00
Mean 4.61	Total Count 76	Mode 5
		Std. Dev. 0.75

Table 4.102

Small Sample, Item 19

Rank	Count	Percent
1	0	0.00
2	1	2.38
3	2	4.76
4	12	28.57
5	27	64.29
6	0	0.00
Mean 4.55	Total Count 42	Mode 5
		Std. Dev. 0.71

Item 20 of the survey asked respondents if they believed participation in co-curricular activities should be considered by administrators when determining a teacher's teaching load. Of the 117 members of the sample population who responded to this item, 81.20 percent indicated they strongly believe such participation should be considered by administrators in determining teachers' teaching load. Only 9.69 percent gave a strong indication that they did not believe participation in co-curricular activities should be considered by administrators in determining a teacher's teaching load. Table 4.103 provides more detailed data for Item 20.

Table 4.103

Total Sample, Item 20

Rank	Count	Percent
1	6	5.13
2	3	2.56
3	13	11.11
4	27	23.08
5	68	58.12
6	0	0.00
Mean 4.27	Total Count 117	Mode 5
		Std. Dev. 1.09

The distribution of responses to Item 20 from the Large and the Small School Sample show only a slight variation. As indicated in Tables 4.104 and 4.105, as follows, members of the Small School Sample indicated a slightly stronger belief (88.09 as opposed to 77.33 percent) that participation in co-curricular activities should be considered by administrators when determining a teacher's teaching duties.

Table 4.104

Large Sample, Item 20

Rank	Count	Percent
1	5	6.67
2	2	2.67
3	10	13.33
4	15	20.00
5	43	57.33
6	0	0.00
Mean 4.19	Total Count 75	Mode 5
		Std. Dev. 1.18

Table 4.105

Small Sample, Item 20

Rank	Count	Percent
1	1	2.38
2	1	2.38
3	3	7.14
4	12	28.57
5	25	59.52
6	0	0.00
Mean 4.41	Total Count 42	Mode 5
		Std. Dev. 0.91

Item 21 of the survey addressed the effect participation in co-curricular activities is having upon the workload of members of the sample population. All but three members of the Total Sample responded to this Item. 54.31 percent indicated they strongly believed that participation in co-curricular activities adversely affected workload. A significant percentage of respondents provided a middle rank of three for Item 21. However, the mode response was five. Table 4.106 below provides a more detailed outline of the data for the Total Sample.

Table 4.106

Total Sample, Item 21

Rank	Count	Percent	
1	8	6.90	
2	15	12.93	
3	30	25.86	
4	23	19.83	
5	40	34.48	
6	0	0.00	
Mean 3.62	Total Count 116	Mode 5	Std. Dev. 1.27

The distribution of responses from the Large and Small School Samples demonstrates no significant variation. Tables 4.107 and 4.108, as follows, provide a detailed account of the data for the Large and Small School Samples.

Table 4.107

Large Sample, Item 21

Rank	Count	Percent
1	5	6.58
2	11	14.47
3	22	28.95
4	12	15.79
5	26	34.21
6	0	0.00
Mean 3.57	Total Count 76	Mode 5
		Std. Dev. 1.28

Table 4.108

Small Sample, Item 21

Rank	Count	Percent
1	3	7.50
2	4	10.00
3	8	20.00
4	11	27.50
5	14	35.00
6	0	0.00
Mean 3.73	Total Count 40	Mode 5
		Std. Dev. 1.26

Workload and family life, professional development,
social life and community involvement.

Item 22 of the survey examined the possible adverse effects of workload upon the respondents' present family life, professional development, social life and community involvement. Item 22 was divided into four parts with a separate ranking scale for each part. Detailed data for Item 22 are provided in Appendix C, Tables 4.109 - 4.120. The following is a summary of the data for the four parts of Item 22.

The distribution of responses was similar for each the four sections of Item 22. The first part of Item 22 asked respondents if their family life was adversely affected because of their present workload. Of the 114 members of the Total Sample who responded, 47.37 percent said their family life was adversely affected by their present workload. The most frequent rank for the Total Sample was five, with 27.19 percent indicating that the adverse affect of their workload upon their family life was very strong. Responses from the Small School Sample indicate that 56.1 percent of members in the sample believe that their workload is having a strong adverse effect upon their family life. Similar responses were provided regarding the adverse affects of workload upon professional development, social life and community involvement. In each case, at least 46.9 percent of members from the Total Sample indicated that their workload was having a strong adverse effect upon their professional development, social

life and community involvement. In each case, the tendency was for members of the Small School Sample to indicate more strongly that their workload was having adverse effects in each of the areas identified.

A total of 44 members who responded to Item 22 included written comments. Many claimed that while their workload is interfering with their professional development and community involvement, they let correcting and lesson planning suffer before their family life. The following comments were typical:

It is difficult to make time for such 'luxuries' as community involvement with a workload such as mine. I have been forced to resign from a board of directors as a result of my teaching load. (A teacher from Labrador East District)

Over the past five to six years, I have resigned from the community groups I belonged to; I could not commit myself to even one night out a week on a regular basis. (A teacher from Labrador West District)

I find the lack of community involvement the worst problem. Can our society afford to do without the

involvement of its teachers in community projects?
(A teacher from St. John's District)

There is always a couple of hours of school work each night. I've never become too involved in the community -- maybe that's why. The work is always 'hovering' there. I would indeed, like to read and study more professional materials but there isn't time. It's an accomplishment to get the Evening Telegram read. (A teacher from St. John's District)

My present workload is stretching me too thin. I really don't want to fill in the above statements because to admit that work is adversely affecting my family life or social life would force me to admit that something has to be done; changes have to be made. I would like to think that it is only me who is adversely affected -- to a point where I don't have any time for me anymore. (A teacher from Burgeo District)

One teacher made very clear how he/she finds time for family, professional development, and social life:

Fortunately I can afford to hire unemployed teachers to help with my marking. The money comes from my

own pocket. I feel that strongly about careful marking of the material. They are good markers. They have more time than I to do an adequate job. We correct -- not just mark. How is the student to improve otherwise? (A teacher from Conception Bay District)

The data for Item 22 demonstrate that the workload of a significant number of English teachers in the sample population is having an adverse effect upon their family life, their professional development, their social life and community involvement. The strongest impact appears to be in the area of community involvement. As well, the adverse effects in each of the four areas appears to be greater for members of the Small School Sample.

Workload and quality of education.

Items 23 and 24 of the survey addressed the impact of workload on quality of teaching and quality of education received by students. It was assumed by this investigator that the primary objective of any school system and any teacher in that system is to provide a quality program (education) for the students within the system. It is also assumed that the quality of teaching is related to the quality of education received. These two concerns, the quality of teaching and the quality of education received, were raised

by several teachers in their letters to the NTA English Special Interest Council Committee (1985) and prompted this author to include Items 23 and 24 in the survey to English teachers.

Item 23 asked respondents if their present workload was adversely affecting the quality of their teaching. Data from the Total Sample show that 65.52 percent strongly believe that their present workload is having an adverse affect upon the quality of their teaching. Only 15.52 percent said they did not believe strongly that their present workload was adversely affecting the quality of their teaching. The responses from the Large and Small School Samples show only a very slight variation. Respondents from the Small School Sample tend to believe more strongly that their present workload is having an adverse affect upon the quality of their teaching. However, each of the three Samples reveal a mode of five, with the significant majority of respondents indicating a strong belief that their present workload is adversely affecting the quality of their teaching. Tables 4.121 - 4.123 provide more detailed data for Item 23.

Table 4.121

Total Sample, Item 23

Rank	Count	Percent
1	5	4.31
2	13	11.21
3	22	18.97
4	30	25.86
5	46	39.66
6	0	0.00
Mean 3.85	Total Count 116	Mode 5
		Std. Dev. 1.19

Table 4.122

Large Sample, Item 23

Rank	Count	Percent
1	2	2.67
2	11	14.67
3	15	20.00
4	21	28.00
5	26	34.67
6	0	0.00
Mean 3.77	Total Count 75	Mode 5
		Std. Dev. 1.16

Table 4.123

Small Sample, Item 23

Rank	Count	Percent
1	3	7.32
2	2	4.88
3	7	17.07
4	9	21.95
5	20	48.78
6	0	0.00
Mean 4.00	Total Count 41	Mode 5
		Std. Dev. 1.25

Item 24 asked respondents if they believed their present workload is adversely affecting the quality of education their students receive. Of the 119 members of the Total Sample, 111 responded to this item. 64.87 percent of teachers in the Total Sample indicated they strongly believed that their present workload is adversely affecting the quality of education their students receive. 17.12 percent believe their workload is not adversely affecting the quality of education their students receive. When broken into the Large and Small School Samples, the data do not demonstrate any significant variation in response. The number who do not believe their

workload is adversely affecting the quality of education their students receive is 5.99 percent higher for the Small School Sample. However, in both cases the mode is four and the percentage believing that their workload adversely affected the quality of education their students receive is similar and both are significantly high. Tables 4.124 - 4.126 provide more detailed data for Item 24.

Table 4.124

Total Sample, Item 24

Rank	Count	Percent
1	5	4.51
2	14	12.61
3	20	18.02
4	44	39.64
5	28	25.23
6	0	0.00
Mean 3.69	Total Count 111	Mode 4
		Std. Dev. 1.12

Table 4.125

Large Sample, Item 24

Rank	Count	Percent
1	2	2.74
2	9	12.33
3	14	19.19
4	30	41.10
5	18	24.66
6	0	0.00
Mean 3.73	Total Count 73	Mode 4
		Std. Dev. 1.06

Table 4.126

Small Sample, Item 24

Rank	Count	Percent
1	3	7.90
2	5	13.16
3	6	15.79
4	14	36.84
5	10	26.32
6	0	0.00
Mean 3.61	Total Count 38	Mode 4
		Std. Dev. 1.24

Workload and job satisfaction.

Items 25 and 26 of the survey attempted to address the state of job satisfaction among members of the sample selection. Both items were designed so that respondents would place a check mark beside one of the following: Definitely, Maybe, Definitely Not, Unsure.

Item 25 focused upon the degree of satisfaction with teaching English. Members were asked if they would stop teaching English and move to some other subject area if the opportunity presented itself. All but one member of the Total Sample responded to Item 25. Of the 118 responses, 16 said definitely, 52 said maybe, 39 said definitely not and 11 said they were unsure. The breakdown in distribution of responses for the Large and Small School Samples did not reveal any variation in tendency. Data for the Large and Small Samples are therefore not included here.

Of the 118 who responded to Item 25, 54 provided comments. Thirty-three of the respondents who commented stated that they "liked", "enjoyed" or "loved" teaching English. Comments like the following were typical:

Despite the workload, it is my area of expertise and
I enjoy English totally. (A teacher from Deer Lake)

I love this subject area -- despite the workload.
I think I would stick with it. (A teacher from
Labrador East)

As bad as the workload is, I still love this area.
If I had more time in school for marking, a lot of
my problems would be conquered. (A teacher from Port
au Port Peninsula)

I would rather see workload changed before I move
to a subject that I can neither teach nor appreciate.
(A teacher from the Burin Peninsula)

Several comments, however, focused on the workload as a
reason for moving to some other subject area. As one
respondent wrote: "I have done so this year. I would like to
teach some English Literature courses, but a full schedule of
Language and Literature means a heavy workload" (a teacher
from Vinland District). Another respondent wrote: "I'm not
really an English teacher. I love teaching it though,
especially the Literature. But it's so much easier to teach
French or Math" (a teacher from Green Bay District). A member
of the Small School Sample wrote: "I also teach two high
school Academic Mathematics courses and I can assure you that
the workload in the Math courses is nothing compared to the
Literature courses" (a teacher from Exploits District).

Several respondents suggested that, while they enjoy teaching English, they are considering moving at least part time into other subject areas to ease the burden of correcting and preparation. The following was typical of several responses: "I obviously feel more comfortable teaching English, but if the workload does not change soon, I may be forced into such a move" (a teacher with the Pentecostal Assemblies).

The data, including the comments, for Item 25 indicate that a significant number of English teachers in the sample population enjoy teaching English enough to tolerate the workload involved. Only 13.56 percent said they would definitely move to some other subject area(s). However, the significant number (52 members or 44.07 percent) who indicated that they might move to another subject area and the nature of the comments provided make clear that a sincere liking for English as opposed to a contentment with the workload is the reason why a great number of respondents continue to teach English.

Item 26 asked members of the sample population if they would leave teaching and become employed in some other field if an opportunity presented itself. Of the 119 members of the sample, 114 responded to this item. Twenty-five members said they would definitely leave the profession, 55 said maybe, 23 said definitely not and 11 members said they were unsure.

Of those who responded to Item 26, 52 provided additional comments. Twenty of the comments pointed out that other

factors such as salary, pension benefits and job security were important aspects to weigh when contemplating a career change. While several comments indicated frustration with workload, the pension benefits and job security were perceived as factors strong enough to "hang on" in the teaching profession. The following comments were typical:

It would have to be a terrific job because I like teaching. In a few years I can probably retire so I can survive till then. If I were in my early 30s, I would be looking for another career -- this job is a very frustrating one to someone who wants to do a good job. (A teacher from Green Bay District)

Considering pension benefits and seniority, I would have to consider this very carefully. (A teacher from Deer Lake District)

Certain factors would have to be considered -- security, salary, workload in that other field, opportunity for advancement, etc. (A teacher from Exploits-White Bay District)

Several of the 25 respondents who claimed they would definitely leave the teaching profession were equally clear with their comments. As one respondent wrote: "I will get out as

soon as the opportunity presents itself" (a teacher from the Clarendville area). One teacher who responded with a "maybe" provided the following reflection:

How many times have I considered the time, effort and expertise expended in teaching, especially teaching English, and thought of the benefits to be derived from other employment opportunities, given the same commitment! Teachers are so conservative! We often dig the trench deeper, making it impossible to get out. (A teacher from Bay of Islands - St. George's District)

The data, including comments, from Item 26 demonstrate that only 21.93 percent of respondents indicate a definite desire to move out of the teaching profession. However, only 20.18 indicated they would definitely stay. A very significant number (48.25 percent) indicated they might leave if an appropriate opportunity presented itself. These percentages combined with the comments provided suggest that, while the great majority of English teachers in the sample have no definite desire to leave the profession, factors like job security, salary and pensions, more so than the state of contentment with teaching load, are responsible for holding them within the teaching profession.

CHAPTER V

The Nature of English and The English Teacher

Chapter IV presented a detailed analysis of the many items of the survey to senior high English teachers. Apart from the focus upon specific courses texts and reference materials for the senior high English program, the survey did not directly address the specific nature of English as a discipline. Yet, the "unique" nature of English ultimately impacts upon the workload of the English teacher. This chapter deals primarily with the nature of English as a school discipline and consequently the nature of the English teacher. This nature of the subject field is often overlooked or ignored in studies of teacher workload.

It is reasonable to assume that a teacher with 100 students can read and react to their writing more frequently and more quickly than a teacher with 150 - 250 students. And, a student in a class of 20 will get a larger time share during discussion than if the class consisted of 35 students. Many, including the Newfoundland government and NTA, have assumed that class size and student contacts are the primary factors in determining teacher workload and indeed the quality of student education. The work of the provincial Task Force on Teacher Workload discussed in Chapter II of this thesis reflects such an assumption. A look at the research on class

size and English, however, shows evidence which is inconclusive.

The National Council of Teachers of English (NCTE) passed a resolution at the 1983 Annual Business Meeting mandating that the NCTE establish a Task Force to summarize the existing research on the relation of workload to teaching and learning. In the summary of research, Smith (1986), Chairman of the Task Force, claims that many teachers have ranked class size as their primary professional problem. Smith noted that English teachers across North America have made known the "deleterious" effects large classes have on teaching and learning. Such cries, he pointed out, have led the NCTE (1980) to call for a class size of 20 to 25 and a total maximum workload of 100 students per teacher per day.

The Task Force Report, Class Size and English in The Secondary School (1986), provides a reasonably thorough examination of class size as it impacts upon the English teacher. For example, a summary of research by Glass and Smith (1978) and by Hedges and Stack (1983) indicates that class size can have a powerful effect on student achievement. A reduction from 40 to 10 students per class results in the average student's achievement rising from the 50th percentile to the 65th percentile. However, the research also indicates that achievement for students in classes of 20 is not likely to be greater than for those in classes of 40. Smith (1986) noted that:

Unfortunately, reducing class size to ten is probably impossible. Nevertheless, the important finding is that class size, by itself, is related to achievement and this relationship is even stronger if class size is combined with other variables. (p. 2)

It is precisely this fact that appears to be borne out by the results of the survey analysis presented in Chapter IV. The author of this report contends that aspects of the nature of English as a discipline as well as the necessary nature of the English teacher are factors that must inevitably enter into any meaningful discussion of English teacher workload.

While variables such as subject matter and mode of instruction may be extremely significant factors, Smith (1986) points out that:

... to date, researchers have largely ignored the relationship of class size to other variables, even those known to affect achievement dramatically. Further, researchers have not examined the relationship between class size and subject matter; yet problems of both subject matter and instructional design are undoubtedly pertinent to policy decisions on class size. (p. 2)

One of the key differences among senior high subject areas has to do with type and taxonomic levels of objectives put forth to students. If all teaching efforts in secondary English were aimed at recall and simple translation, the lower cognitive levels in Bloom's Taxonomy of Educational Objectives (1965), perhaps class size would be unimportant. A lecture on the theme of Hemingway's The Old Man and The Sea might be just as effective for 100 listeners as for 10 when the goal is simply recall. An objective or short answer test requiring recall of factual matter from the text could be administered to 100 students and graded reasonably quickly without over-taxing the time and concentration of the teacher. However, if the goal is for students to analyze aspects of Hemingway's novel in the form of "multi-paragraph writing ..., research work, major comparisons and detailed character sketches", as the course descriptions for Newfoundland and Labrador schools recommend (see Appendix B), then common sense suggests that students will require much teaching guidance in such an analysis and in the writing process. In such cases, classes of 35 to 40 students may very well be too large.

Henry (1986) took a close look at the nature of English as a discipline as part of an attempt to examine the nature of English education. The substance of his text reaches deep into the problems of English education and the direction it has taken in recent decades. His observations regarding the nature of English as a discipline, however, are extremely

important in light of the impact the nature of the discipline has upon the workload demands of the English teacher.

Firstly, Henry (1986) claims that:

English is the only school discipline that aims to improve language by means of language ... the product of instruction (student verbal behavior in classroom language) is embedded in the means, which is, literally, the language selected by instruction ... Only, however, from the language that the learner himself summons up to work with can he learn to control it, not from any inherent subject matter (organized ideas) to be understood. (p. 15)

Unlike mathematics or science, the language of the classroom, as Henry points out, "does not exist to elucidate a set of ideas that is "English," nor does the language that instruction evokes as a response exist as a theory exists -- a declaration, a proposition, an hypothesis exists." Growth in Language therefore arises out of a "'deeper sensitivity, 'wider' perception, 'keener' insights, 'sharper' delineation of consciousness" than do other more content oriented subjects. (p. 16)

A second important observation Henry (1986) makes is that:

English is the only discipline wherein the self of the teacher and the self of the student inevitably becomes both process and subject matter of instruction. This classroom engagement among selves in discourse is not only the determiner and gauge of outcome, but is the outcome. This interplay of selves in sharing their engagements through the forms of reading, writing, listening, speaking is necessary to earn control of language; the deliberate reinforcement of these forms, one within the other, in respect to helping the self gain control of this peculiar medium called language, is the supreme art of instruction in English. (p. 16)

Henry goes on to say that:

Central to the method of instructional reinforcement is the Being of the teacher -- those qualities of the teacher's humanity through which "classroom management" is honed and fashioned, not entirely by his loveability or his personality or his technique, but by his vision of knowledge, his immersion in culture, his idea of the reality of language, his concept of progress, his own agon between literature and his life. The cognition in the language of the classroom can seldom rise higher than the teacher's

Being because ... the classroom is to be measured not only by what the teacher does not do but also by what does not get said. (p. 21)

It becomes apparent from the above comments that such a "Being" would have to be a well-read, very alert, and involved individual. One can also perceive the "cost" -- to the student and to the English Program -- of having an overworked, dissatisfied, disillusioned teacher in charge.

Another "unique" aspect of English as a discipline, according to Henry (1986), is that "in no other discipline is there a dual set of values prevailing in the act of instruction ... while its method of teaching gropes to be scientific, the possession of language is inherently a moral undertaking" (p. 17). Henry adds that:

From Cinderella 'up' to Hamlet, a literary work invites a potentially adventurous exploration, during which each form of expression -- reading, writing, speaking, listening -- makes its own particular psychic, physical, ethical demands on the learner as he or she would gain control of the kind of language inherent in each of these forms. To meet these demands is a need of all human beings. Only English chooses explicitly to deal with this need. (p. 18)

The teaching of English, according to Henry, is "unique" among the disciplines in that it is "absolutely obligated by its nature to evoke the widest possible sharing of subjective response by means of reading, speaking, listening, and writing" (p. 20). The challenge of evoking such wide and subjective responses while teaching for student control of the language, places great demands upon the English teacher. Henry's observations undoubtedly demonstrate the importance of the teacher to the teaching-learning process in English.

West (1986), in responding to Henry's (1986) claims about the nature of English, expressed his disappointment with the "current crop" of English teacher candidates. He claimed:

... many of them are below my expectations in their skills of perception, interpretation, evaluation, and expression -- as well as in their handling of simple conventions; nor do they seem to have appreciated or respected the freedom and opportunity for self-actualization they were presented. (p. 56)

His comments say much about the "necessary" nature of the English teacher.

Smith (1986) summarizes the work of cognitive psychologists like Stein (1984) who have drawn distinctions between what they call "declarative knowledge" and "procedural knowledge". Declarative knowledge is knowledge of what -- of

things, details, forms, rules, and the like. Procedural knowledge is knowledge of how -- of skills, routines, and strategies necessary to operate within some particular task or set of tasks (p. 3). While evidence is strong that knowledge of both kinds is necessary in tasks at all levels of Bloom's taxonomy, Smith points out that "procedural knowledge and higher-level tasks are probably more characteristic of the teaching of English than of any other subject matter" (p. 3). Public examination samples included in Appendix D will readily demonstrate attempts to test procedural knowledge (particularly in Language 3101) and the higher-level tasks according to Bloom's taxonomy.

Research evidence is strong and becoming stronger that an instructional focus on higher level tasks and procedural knowledge is essential to increasing reading and writing abilities (Bereiter & Scardonolin, 1982; Flowers & Hayes, 1981; Hillocks, 1986). It appears reasonable to assume that when the nature of the subject matter is such that the goals of instruction are "procedural" and at the higher taxonomic levels, class size becomes a far more important factor in the quality of instruction. As well, significantly greater demands are placed upon the English teacher who has to read and respond to students' writing.

Barnes and Shemilt (1984) investigated teacher attitudes towards writing in schools. Their results show a pattern of attitudes into categories which they label "transmission" and

"interpretation" responses. Responses in the cognitive development category of their survey indicated that "interpretation teachers" (p. 161) see writing as a means of persuading pupils to think for themselves, including learning to think deductively and learning to correlate and interpret information. "Interpretation teachers" see writing as a means through which students develop awareness of themselves and the world in which they live. Interpretation teachers try to give a reply to what their pupils wrote. They give comments not only on the standard of the work, or comments correcting errors, but individual discussion with pupils, giving personal advice or simple additions to help students expand on half-developed ideas. Comments are made as encouragingly as possible. Interpretation teachers also use what the students contribute in their writing as springboards for new pieces of work. Interpretation teachers showed interest in having students write for a wide audience and mention ways of publishing students' writing by either reading it or displaying it to the class or "publishing" it in class and/or school newspapers, yearbooks and student writing contests. Administrators and teachers in other disciplines sometimes suggest that such activities are "extra-curricular" and really not part of regular teaching responsibilities. The Barnes/Shemilt survey shows that such response to students' writing as encouraging displays and the publication of student work is an important part of a course which aims not only at the

development of reading, writing and speaking skills, but also the psychological and moral development.

Not all teachers surveyed by Barnes and Shemilt (1984) had the "interpretation" attitude. "Transmission teachers" see writing as a means of storing knowledge. These teachers connect writing with accumulating and memorizing information. The emphasis for "transmission teachers" is on the content, presentation and accuracy of the work as opposed to any awareness of writing as communication in a social context. Transmission teachers seldom or never make any further use of students' writing after marking them. Transmission teachers use lesson time to point out errors of content and expression in the writing students do. On the whole, such teachers see writing as a record for future reference rather than as a means of learning.

For the purposes of this study, what is most significant about the Barnes/Shemilt study is that the results show most subjects from Biology to History lie within a relatively narrow range in the "transmission" half of the dimension, whereas the mean for English lies well out on the "interpretation" end of the dimension. The Barnes/Schemilt (1984) survey, therefore, provides further evidence that the nature of English as a discipline is such that it requires a particular attitude or approach on the part of the English teacher, an approach which ultimately impacts upon the workload of the English teacher. This impact is too often negative when

combined with other factors such as large classes, several different preparations, inadequate materials and so on.

CHAPTER VI

Conclusion

Chapter IV presented the results of the survey to a selected sample of English teachers across the province of Newfoundland and Labrador. The "unique" nature of the discipline was not considered directly in the survey of the sample population. Therefore, a separate Chapter V examined the nature of English as a discipline and its impact upon the English teacher. This Chapter provides conclusions based on the findings of Chapters II, IV and V. As in the case of Chapter IV, this Chapter uses headings to assist the reader in focusing on the specific item or items being discussed.

Demographic Data

A reasonable summary of the demographic data was provided in Chapter IV. The data for Item Three of the demographic data demonstrated that members of the sample population are a significantly experienced and highly qualified group of teachers according to provincial standards. It was further demonstrated that members of the Large School Sample had significantly more experience teaching English than did members of the Small School Sample. Item Three did not, however, ask for the specific training in English among members of the sample population. In researching the academic preparation of teachers involved in the teaching of English

across Canada, Carlman (1988) reported that in Newfoundland a "survey of 60% of the teachers at all levels found that 26% had no methods courses in the teaching of English" (p. 54). One of the shortcomings of the survey designed by this investigator was that it did not ask respondents to provide the number of University courses successfully completed in English or in English methods. Several comments accompanying Items in the main section of the survey provided further evidence that several English teachers, particularly those in the Small School Sample have little or no specific training in English. It can be concluded from the data for Item Three that members of the sample population, particularly those from the larger schools, have high academic qualifications and significant experience. Members from the smaller schools, however, have fewer years experience teaching English, and according to comments in the survey, do not, in many instances, have significant academic training in the area of English. Further research in this area should address the academic preparation in senior high English of teachers of English in the province.

The findings from the demographic data regarding scheduled preparation periods will form part of the discussion of course preparation within the Teaching Load Section of this chapter.

Workload Problem

The primary hypothesis stated in Chapter I was that senior high teachers (Language and Literature) in the province of Newfoundland and Labrador have serious problems with workload and are experiencing difficulties effectively delivering the present senior high English program. The data in response to Item Four of the survey provided strong support for the first part of the hypothesis. Item Four specifically asked respondents if they had a workload problem. 78.2 percent of the sample population strongly believe that such is the case with them. Only 11.76 indicated they did not believe they had a workload problem. For the Small School Sample, the number who believe strongly they have a workload problem exceeded 83 percent. The findings of the survey, along with the evidence provided in 39 letters to the NTA English Special Interest Council Committee (1985), leads this author to accept the hypothesis that teachers of English in Newfoundland and Labrador have a problem with workload. The "serious" nature of the problem and the "difficulties in effectively delivering" the English program were demonstrated in the subsequent items of the survey.

Teaching Load

The reader may recall the definition of teaching load from Chapter I. In the opening Chapter, the author highlighted the definition of teaching load as put forth by the

Canadian Teachers Federation (1973). It defines teaching load as:

... all the time and activities of the staff member in carrying out his assignment. Both those duties directly and indirectly related to instruction are embraced in this term. Thus extra-curricular activities, correcting papers supervisory responsibilities must be part of teaching load. (p.

1)

Items Five and Nine of the survey addressed the number of different courses taught as factors adversely affecting workload. Item Six asked for specifics courses within the senior high program that may be having a particular adverse effect upon workload. Items 12, 13 and 14 examined the adequacy or suitability of text and reference materials for the various courses. Item 18 looked at the approximate number of hours during the weekdays and over the weekend that English teachers in the selected sample spent preparing courses. Item 17 asked for the number of preparations per six day cycle that members of the sample population believed to be the minimum acceptable given their present workload. According to the CTF definition, each of these Items, the texts and reference materials, specific course assignments, total number of different courses taught, preparation time, falls within the

definition of an English teacher's teaching load. The following discussion will therefore encompass Items Five, Six, Nine 12, 13, 14, 17 and 18. As well, co-curricular activities form part of a teacher's teaching load. Thus, Items 19, 20 and 21 are also incorporated into the following discussion.

Item Five of the survey showed that a significant majority of the Total Sample (67.52 percent) believe strongly that the number of different courses taught adversely affects workload. For the Small School Sample the percentage was significantly higher (80.49 percent). As well, Item Nine demonstrated that 86.6 percent of the sample population believe strongly that the total number of courses taught adversely affects workload. Clearly, the majority of English teachers in the selected sample believe that both the number of preparations and the variety of preparations adversely affect workload. To place into perspective the amount of course preparation and correction that accompany a combination of senior high English courses, the following teaching load analysis is provided.

A brief perusal of the Program of Studies: Primary, Elementary, Intermediate and Senior High (1989) and the various course descriptions reveals the mass of material full time senior high English teachers must absorb. The Department of Education recommends a minimum course content for each course but this reflects part of the student's workload, not the teacher's. It is only fitting to expect that the teacher

of any subject be thoroughly familiar with all proposed content material for that particular course. How else would the teachers be adequately prepared to select the content appropriate for the individuals who comprise their class? It is also expected that, to enhance their teaching effectiveness, teachers would do well to become familiar with the reference texts suggested for the particular course. To appreciate the total amount of course content and reference material English teachers are responsible for, one needs to observe closely the entire proposed material for each course in the senior high. A list of the texts and reference materials is provided in Appendix F.

It is recognized here that any given teacher is responsible for teaching only a select number of English courses. However, as the list in Appendix F illustrates, a combination of several as a course load would present a tremendous amount of reading preparation to say nothing about preparing "to teach" the recommended content to students. It is also recognized here that teachers may teach many of the same courses each year, but, as most English teachers will readily admit, to teach effectively even a short piece of literature a second or subsequent time, the teacher is obliged to reread the material. Added to this is the expectation that subject teachers be at least vaguely familiar with the courses that precede and follow the course they are teaching. Ultimately, this entails extensive preliminary preparation.

In order to provide a clear view of the preparation and the "marking" load involved in teaching various English courses, the following analysis will focus on one example from senior high Language and one example from senior high Literature.

To turn our attention first to senior high Language, the philosophy and general objectives are for the most part common throughout the three levels of the senior high. Thus, a brief focus upon one Language course should illustrate generally what is involved in delivering senior high Language courses to students. For the purpose of this study Language 1101 (Level I) will serve as the example from the Language part of the senior high English program. A complete list of the objectives for Language 1101 is provided in Appendix B.

As with all of the eight Language courses in the senior high, there is no recommended minimum or maximum number of assignments for Language 1101. The course states that "clear thinking and argumentation and persuasion in speaking and writing" is the main focus and students are expected to write on a variety of different topics and in a variety of different forms (paragraphs, essays, letters, briefs, editorials, letters to the editor, record reviews, articles, T.V. ads, campaign speeches, etc.). For each major piece of writing, the student is expected to follow the writing process model of pre-writing, preparation, composing, editing, and proof-reading. As well, attention must always be given to such

aspects of the language as punctuation, spelling, vocabulary, dictionary use, word usage and grammar.

To develop students' writing skills in accordance with the objectives and focus of the course, it would not be unreasonable to expect that, throughout the course, students would write 15-20 pieces of written work that adhered to the writing process model. This would be in addition to at least three to five tests that require analysis and a term and final test. For a class of 30 or more students, one may begin to visualize the marking load of one Language 1101 class.

In addition to the writing component, speaking and listening are important aspects of Language 1101. Small group interaction, debates, symposiums, forums, panels and public speeches are all suggested as ingredients of this Level I course. At the very least, the Course Description recommends that each student deliver a speech to the class.

To engage in such forms of oral communication in Language 1101 requires not only a significant amount of preparation but it also requires an English teacher with significant training in communication skills. The difficulty of delivering an effective oral component in Language 1101 is made more onerous by the fact that English seems to be the only part of the curriculum seriously involving students in such a process.

Another significant point that should be clear from this brief look at Language 1101 is the fact that two one-credit courses in Language are not and can not be equivalent to one

two-credit course in the senior high. The amount of writing, reading and orating required far exceeds what is expected in most other one-credit courses within the reorganized senior high curriculum. This fact has important ramifications for English teachers and for administrators involved in determining English teachers' course loads.

To shift our focus now to the Literature courses at the senior high level, let us briefly focus on Thematic Literature 3201. As indicated in the list of objectives for the study of Literature (see Appendix B), not only are students expected to understand the language and structure of Literature (the literal and figurative meanings of words and sentences, the role of images, mode and other literary devices), but they are also encouraged to "experience literature" and to "respond to literature" and "share emotional, reflective and creative responses with others". One can therefore argue that the minimum recommended content proposed is not necessarily sufficient to fulfill the various expectations of the course and most certainly not sufficient to infuse "students with a desire to read widely and discriminatingly under their own direction and for their own purposes, pleasure and enjoyment" (see p. 263, #2). This, as Gowin (1982) points out, is the whole purpose of educating - to lead students to a point where they no longer need teachers, but are "independent learners".

One can in fact see from a terse look at the objectives for Thematic Literature 3201 -- as with other senior high

Literature courses -- an attempt to lead students away from the intensive teacher-directed study to extensive independent study and reading. The teacher serves to direct students in their search for meaning, to help them become increasingly skilled and independent in searching after and answering their own questions about literary works, thus about life.

If we turn our attention specifically to one component of Thematic Literature 3201 to illustrate the practice of such an approach, the non-fiction section of the course recommends either The Lure of the Labrador Wild or Bartlett, The Great Explorer as required reading. The Lure of the Labrador Wild text deals with Leonidas Hubbard's tragic journey into Labrador in 1903. Two years later and in separate expeditions, Hubbard's wife, Mina, and Hubbard's partner, Dillon Wallace, finished the journey Leonidas had begun. The stories of those subsequent journeys are recorded in two books, A Woman's Way Through Unknown Labrador and The Long Labrador Trail, respectively. The original expedition is also discussed in "An Ill-Fated Expedition" in Labrador: The World's Wild Places (Time Life Series) by Robert Stewart and in "The Lure of the North" chapter in O'Flaherty (1979), The Rock Observed.

It is obvious that to lead students into extensive independent study and reading in just this one component of one course requires a teacher who has the time to be well read

and the time to make such related works available for student use.

The same Thematic Literature 3201 course, prescribes William Golding's Lord of the Flies as a novel for intensive study. Here independent study and reading could involve directing students to Ballantyne's The Coral Island. It was Ballantyne's The Coral Island that prompted William Golding to write Lord of the Flies. Students could also be directed to Lois Duncan's Killing Mr. Griffin or to Robert Cormier's The Chocolate Wars or to Wiggins' John Dollar. Each of these texts address similar themes. A High Wind in Jamaica by Richmond Hughes can be compared to the end of innocence theme in Lord of the Flies. Independent reading and major comparisons give "life", "interest" and "added meaning" to a course, but to take such an approach requires time which the teacher who is faced with five or six or seven different course preparations may not have at his disposal. Not to take such an approach is to neglect much of the intent of the reorganized senior high program. Indeed, not to take this approach is to neglect the fundamental nature of English as Henry (1986) makes clear (recall Chapter V).

Herein lies a major problem for senior high English teachers. As the responses to Item Three of the survey (highlighted in Chapter IV) indicate, English teachers have become highly trained, generally, who undoubtedly realize the importance of good reading, writing, speaking, and listening

skills for continuing education. Those who have adequate training in English Education realize the necessary unique aspects of English as a discipline. Yet, with significantly heavy teaching loads placed upon them, the task of effectively delivering a combination of four to six senior high English courses is most arduous and, indeed, frustrating.

To return to the basic content requirements for Thematic Literature 3201, students are to be provided with an indepth study of 25 poems, 15 essays, 10 short stories, one Shakespearean play, one non-Shakespearean play and a minimum of two long prose works (one fiction and one non-fiction). Selections are to be taken from the following list:

Anthology:

Themes For All Times

Writer's Workshop

Landings (a Newfoundland Anthology)

Drama:

Dramatic Literature (contains Macbeth and nine other plays)

Merchant of Venice

Novels:

Lost Horizon

Lord of the Flies

On the Beach

Riverrun

The Light in the Forest

Non-Fiction:

The Lure of the Labrador Wild

Bartlett, The Great Explorer

As with each course at the junior and senior high levels, teachers are expected to be familiar with all of the above material before they can narrow the selections to suit the needs of the students while covering the minimum required content which must be offered to all students. For the purposes of evaluation, a minimum of five "significant" pieces of multi-paragraph writing is required, in addition to the writing involved in the regular answering of short literature questions and to the writing of unit or term tests. In assigning the required five multi-paragraph pieces of work, teachers are urged to follow the writing process model and the instructional strategies outlined in Language 1101 course description. Being what Barnes and Shemilt (1984) call an "interpretation teacher" by nature of their area of expertise, most teachers agree that when students plan, revise, and edit their drafts, their writing is much improved. However, the writing process by its very nature requires teachers to work with students in small groups or individually. Unfortunately,

this places a very difficult task upon English teachers. Yet, it forms the basis of the notion of "writing" across the curriculum -- a concept supposedly ingrained in the reorganized senior high curriculum.

At this point the responses to Items 12, 13 and 14 must be considered. The responses to Item 12, generally, indicate that members of the selected sample do not believe the course descriptions are adequate. The course descriptions for Language were believed to be the most inadequate. With regard to texts and reference materials, a reasonable summary for specific courses has been provided in Chapter IV. The responses, generally, indicate that the texts for Language courses are less adequate than those for Literature courses and the Theatre Arts course. Item Six of the survey provided further evidence of the inadequacy of Language texts and reference materials. Item Six also identified the specific academic Language courses, particularly Language 3101 and Language 2101, as particular problems in respondents' teaching loads. Inadequate texts and reference materials serve to add to the workload of English teachers in that more time must be spent collecting material in an attempt to meet the objectives of the various courses. Items 6, 12, 13, and 14 reflect clearly the need to re-evaluate the text and reference material for all senior high English courses. The efforts of the Department of Education Curriculum Division in replacing the texts for Language 1101 and 2101 as well as the anthology

for Thematic Literature 3201 are steps in the right direction according to the findings of the survey.

It became obvious to this author from teachers' responses to the Items addressing texts and reference materials that a comprehensive curriculum guide is now needed to accompany the course descriptions of the reorganized senior high English program. Such a guide would not only provide some necessary guidance to some of the struggling new teachers entering the profession, it would also help other teachers who presently do not have the scheduled time during their workday to prepare the various thematic units, and imaginative group and individual assignments which have become so much a part of the new curriculum. There is a need to study the existing curriculum guides from 1966 to 1976, analyze their strengths, and develop a new guide to help teachers get a sense of direction and a ready supply of pertinent hands-on material. A new guide should attempt to demonstrate the evolution in the content and approach to English teaching and should explore the rationale of why we have what we have at present. A new curriculum guide should address the teaching of the senior high novel. Should a teacher in Literary Heritage 3202, for example, handle a novel in the same manner as in Thematic Literature 1200? Suggestions are needed for teaching poetry and in involving students in group work, speaking, debating, listening, grammar and usage.

To turn our attention to the preparation load of a senior high English teacher, let us briefly consider the "marking" load of that teacher. If he/she is a full time English teacher, he/she will also teach four or five other English courses (accounting for 36 out of the 42 periods in a six day cycle). If that teacher assigns the minimum five multi-paragraph pieces of work, five term tests and a mid-year examination in each class that has an average size of 30 students, the total number of pieces of work collected and marked by that teacher would be 2,640. (This ignores possible rewrites and the demands of following "the writing process"). If we take our figure of 10 minutes as the time allotted to each piece of writing, the total amount of time spent marking papers would be 26,400 minutes or 440 hours or 55 working days. If we now add the amount of time taken to develop tests, assignments, thematic units or simply daily lesson plans, it becomes difficult to substantiate a claim that senior high English teachers work a five hour day 187 days a year. This analysis makes clear why, according to Item 18 of the survey, English teachers in the selected sample spend an average of 10.4 hours during weekdays and 5.5 hours over the weekend preparing courses (outside of scheduled time).

Evidence of the significant marking time required of English teachers is clearly demonstrated if one examines the number of teachers and number of hours needed to mark a Public Examination in Literature and in Language. According to

statistics compiled by the Department of Education Instruction Division for the 1985-86 school year, 7054 students across the province wrote the Language 3101 Public Examination. Thirty-one teachers were hired for 17 days to mark the student papers. Each of the 17 markers worked seven hours each day for a total of 3689 man hours of marking time. If 31 markers took seventeen days to mark a total of 7054 examinations, each would have to mark the equivalent of 13.4 papers per day or 1.9 per hour. For the same year, 1986, it took 21 markers 15 days to mark 6100 Mathematics 3201 and 3203 Public Examinations. Broken down into hours, 21 markers marked the equivalent of 19.4 papers per day or 2.8 papers per hour. What is significant beyond the 0.85 papers per hour difference between the two subject areas is that Language 3101 is a one credit course. In other words, it takes two Language 3101 courses to equal one Mathematics course in a teacher's timetable. It is not unusual for an English teacher, particularly one in a larger school, to have two or three Language courses in addition to four or five Literature courses.

During the same school year, 1986, it took 32 markers 17 days to mark 7404 Thematic Literature 3201 Public Examinations. In other words, each marker marked the equivalent of 13.6 papers per day or 1.9 per hour. When compared with a subject like Mathematics, one can clearly see the significant increase in marking time required of English teachers.

Given the fact that most mid-year examinations in Mathematics and in English assume the same format as the Public Examinations, a similar set of mathematical calculations can be worked out for mid-year examinations, which must be marked by teachers. If 1.9 Literature papers can be marked per hour, as indicated by the Public Examination statistics, then it would take a Thematic Literature 3201 teacher 15.4 hours to mark a set of mid-year examinations for a class of 30 students. It would take the Mathematics 3203 teacher 10.9 hours to mark the same number of examinations, a difference of 4.6 hours.

To carry the comparison one step further, even though the comparison may be somewhat artificial at this point, it would take a Thematic Literature 3201 teacher 3.4 hours to mark a 40-minute class test for 30 students. The Mathematics teacher could mark the same number of class tests in 2.4 hours, a difference of one hour.

The comparison between English and Mathematics is in no way intended to draw conclusions about workload in Mathematics. Mathematics was singled out because it was another core course in the reorganized senior high curriculum having similar student enrollments. According to this investigator's calculations for 1986, no other core course for which there was a public examination took as many markers per student so long to mark an examination. The slight increases in the number of students writing the Public Examinations in 1987 and

1988 have been accompanied by an increase in the number of markers so that the overall statistics are quite similar to those for 1986. These findings reiterate what Luedicke (1974) found -- that English teachers in the senior high schools of Newfoundland and Labrador have a significantly heavier marking load than any other subject area in the curriculum. The research cited in Chapter V suggests that the nature of English is such that evaluating, or, more appropriately, reacting to students' writing in Language and Literature, is necessarily intense and time-consuming.

At this point, let us return to the assumption that senior high English teachers ought to be at least vaguely familiar with the structure and content of the English course students were exposed to immediately preceding entry into the senior high (i.e., the Grade Nine English Program).

Text material for the Grade Nine English course (which combines the Language and the Literature) include:

Language:

Bridges III

Literature:

Exits and Entrances (an Anthology of poems, essays, and short stories)

Romeo and Juliet (optional)

Passages (a Newfoundland Anthology)

Novels:

The PearlShaneNever Cry WolfCaptains CourageousDiary of a Young GirlFlight into DangerWhere the Lilies BloomFirst Spring on the Grand BanksJohnny TremainSunburst

Added to the above content is the teacher reference, Improving Reading in Every Class.

This content along with the new guide entitled English: The Intermediate System demonstrates the significant amount of material with which senior high English teachers are to become familiar if they are to have a working knowledge of program from which Level I students progress.

This author finds no fault with the philosophy and objectives of any of the senior high English courses or the philosophy outlined in the reorganized junior high guide. In fact, they are deemed to be the basis for a sound English program capable of producing well read, well spoken, independent learners. However, the problem for senior high English teachers is the massive teaching load required to meet the expectations of the new courses. The findings of Item

3(viii) of the survey demonstrated that 36.5 percent of the selected sample had fewer than six preparation periods per six day cycle. 8.7 percent had no preparation periods. The findings of Item 17 of the survey indicated that 37.7 percent of English teachers in the selected sample believe they should have a minimum of six periods per six day cycle. 18.4 percent said 12 periods per six day cycle, while 11.4 percent said nine. The majority of responses suggested between six and 12 periods per six day cycle (between one and two periods per day). The foregoing discussion should make abundantly clear that a minimum of one to two preparation periods per day is a justifiable, reasonable request.

The foregoing discussion did not take into account English teachers' participation in co-curricular activities. According to the survey, most respondents (90.7 percent) believe strongly that co-curricular activities like public speaking, debating, newspapers, drama clubs and the like are not simply "extra." They are believed to be an essential part of a quality English program. The course descriptions for senior high Language and Literature support this belief. The majority of respondents (54.3 percent) also believe strongly that participation in co-curricular activities adversely affects their workload. 81.2 percent of the selected sample believe strongly that participation in co-curricular activities should be considered by administrators in determining a teacher's teaching load. In light of the

many hours necessary for course preparation outside of the school day, the belief that co-curricular participation should be considered when determining an English teacher's over-all teaching load is both justifiable and reasonable.

Class Size and Student Contacts

The survey of English teachers in the largest and smallest school in the province attempted to examine the impact of class size upon workload. As well, the survey attempted to determine English teachers' opinions as to the maximum class size in senior high English courses and the maximum number of student contacts for the senior high English teacher.

Item Seven demonstrated that 88.9 percent believe the number of students in each class is an important factor in determining their workload. Item Eight showed that the most preferred class size in Language courses is 20. The mean recommended maximum for Language courses was 21.7. The most preferred class size in Literature courses is 25 with a mean recommended class size for Literature of 23.4. The most preferred class size in Theatre Arts is 15 with a mean recommended class size of 16.6. The findings demonstrate only a very slight variation between the mean recommended class size and the mode. It is clear from the responses that English teachers in the selected sample believe the class sizes in English should vary slightly depending on the area of the

English program. It is also clear that the majority do not believe the maximum class size should exceed 25.

According to Item 10 of the survey, the two most preferred maximum student contacts were 100 and 150. The majority of respondents recommended from 100 to 150 inclusive as the maximum number of student contacts for any English teacher.

The data for Items Seven, Eight and 10 of the survey are in keeping with the recommendations of the National Council of Teachers of English outlined in Chapter II: that the maximum class size not exceed 20 and that the pupil-teacher ratio for the English teacher be 100:1. The findings of the survey, however, indicate that while 20 is reasonable for Language and even 25 for Literature, 20 is too high for Theatre Arts.

The Reorganized Senior High Program

Of the 80 members of the sample population who had taught senior high English before the reorganized senior high program (1981) and therefore responded to Item 11, 67.5 percent indicated they strongly believed that the introduction of the reorganized senior high program has adversely affected their workload. Respondents who supplied comments suggested that the number of different course preparations and the amount of different types of assignment to be corrected are adversely affecting their workload. Several of those who commented said

they had in excess of five different course preparations. The previous discussion of teaching load makes clear the workload which would accompany six or more Language and Literature courses.

The findings of Section C of Chapter II must be recalled here. Section C of Chapter II made clear that the present philosophy of the reorganized senior high had been "evolving" over the years, particularly since 1966. The present methodology and modes of evaluation outlined in the various senior high course descriptions are a culmination of curriculum change over the decades. The significant difference between the reorganized senior high program and the "old" program, had it remained, is the number of different courses offered within the English program. The shift from four to fifteen courses coincided with the addition of only one year in the length of the program.

This author has made clear from the beginning that the present senior high program is a vast improvement over the previous program in content and in breath and depth of opportunities for varied responses that are provided for students. But for the English teacher who is given five or more different courses to prepare, to deliver and to evaluate, the resulting workload may become quite unreasonable.

Role of Support Personnel

The results of the survey indicate that, whether or not by design, the assistant superintendent's role is not believed to be adequate by the majority (59.3 percent) of the sample population. The role of the assistant superintendent appears to vary somewhat according to the district and according to the number of assistant superintendents in the district. Perhaps the exact role of the assistant superintendent needs to be clearly defined for English teachers. In some school districts the assistant superintendent is responsible for teacher evaluation and, as such, plays a significant role in the classroom teacher's job. Along with the evaluation, is there appropriate assistance? Is there access to help from the assistant superintendent? The comments from senior High English teachers indicate a need for such a support person.

The findings of the survey showed that 37.0 percent of English teachers in the selected sample believed the support from the program coordinator is adequate. 41.7 percent believe it is not. These figures demonstrate only a slightly stronger belief that the support from the program coordinator is more adequate than that received from the assistant superintendent. As in the case of the assistant superintendent, the role of the program coordinator needs to be clearly defined.

The role of supervisors (the main support persons at district office before the coordinators) was defined in The

Royal Commission on Education (1968). But, according to the Commission, the education system had not fully utilized such "leadership in improving the quality of teaching and learning" (p. 54). The 1968 Royal Commission stated that supervisors have a role to play in program development "enriching the content of prescribed courses by providing supplementary and resource materials" (p. 55).

Dr. G.L. Parsons (1984) conducted research on how Program Co-ordinators perceive their role. 85% of the co-ordinators perceived their primary function as helping teachers to develop the programs within the particular area of instruction. When asked about "their least important contribution", approximately one-third identified tasks which they regarded as "administrivia."

Crocker and Riggs (1979) in their Final Report - Task Force on Education found considerable variation existing among school districts in their use of supervisory staff. Some districts treated supervisors as administrators, while others saw them as program consultants to teachers. Still others saw supervisors as part administrator and part consultant. As Crocker and Riggs pointed out:

Part of the problem as some teachers see it is that in too many cases the supervisor's role has not been sufficiently articulated. In other cases the role which has been assigned to supervisors has been

unacceptable to teachers. Consequently a substantial gap exists between assigned duties and teacher perceptions of the supervisor's role. In addition and perhaps more seriously, there is a strong difference of opinion on the usefulness of Supervisors." (p. 201)

Crocker and Riggs (1979) further suggested that a program person should spend a week or even a month in a single school assisting teachers who are experiencing difficulty in a particular area of the curriculum. It was suggested that they should spend very little time at district offices. The focus of their work, the report suggested, should be coordinating programs.

It is interesting to note that the same researcher, Crocker (1989), has recently recommended that "program coordinators be reassigned from school district to Department of Education jurisdiction, and that their responsibilities be redefined specifically to include curriculum development and implementation" (p. 195). While Crocker's focus was specifically upon the problems of Mathematics and Science, his discussion of program coordinators suggests he was looking at the position of program coordinator generally. Contrary to Crocker's suggestion, the results of Item 15 indicates that the support personnel closest to the teacher (department head, principal and vice-principal followed by coordinator) were

said to be the most adequate. Like Crocker, this author believes there is a need for the Department of Education to "have at its disposal a formidable pool of talent for curriculum development work" (p.195). However, this author contends that this "pool of talent" need not necessitate removing what is in many cases in this province, the classroom teacher's only link with a "specialist" in the subject area. There are many "talented" English teachers in this province and there is a senior high English Curriculum Committee in place within the Curriculum Division of the Department of Education. Must the senior high English Curriculum Committee be voluntary? Can the members be seconded for one or two year terms to devote full time to curriculum development and implementation? Why not let the talent in the field loose at the Department of Education and have a specific coordinator for senior high English allotted to each school district? Comments included in the survey and comments from English teachers who submitted letters to the NTA English Special Interest Committee (1985) suggest that a specific senior high program coordinator is needed in each district. The following comment summarized what several English teachers claim:

The job description of the program co-ordinator must be more clearly defined, they must be required to be more actively involved in delivering the high school English program, and there must be some form

of accountability if the job is not done. (a teacher from Terra Nova District).

The findings of the survey demonstrated that, of those who have department heads, 73.9 percent of senior high English teachers in the selected sample believe strongly that the support from their department heads is adequate. Several respondents complained about not having a department head in their school.

As one senior high English teacher summarized it: "department heads must be a requirement in every school so that the school program will be coordinated and developed and they must be given time to do the job required" (a teacher from Terra Nova District). The evidence provided through the survey and letters to the NTA English Council (1985) indicate a need for a department head in each school.

Responses to Item 15 of the survey demonstrated that English teachers from the sample population believe the support from the principal and vice-principal is more adequate than the support from district office personnel or NTA personnel. However, fewer than half of the respondents believe the support from the school administrators is adequate.

The data regarding adequacy of support from the NTA showed that 60.71 percent strongly believed the support is not adequate. There was a degree of confusion as to whether NTA

meant the executive and committees of the NTA or specifically the NTA English Special Interest Council. In any case, the support from NTA was believed to be the least adequate of the support personnel identified. This author agrees with the suggestion made by one of the survey respondents that, given the fees paid to NTA by the membership, there should be a greater number of professional days and in-service. One way the NTA could support the English teacher would be to allot significantly greater operating grants to the English Special Interest Council. This should enable this "special interest" group to play a more prominent role with in-servicing English texts, reference material, special programs and the like. It would also help this wing of the Association to address other specific concerns of English teachers.

Several comments regarding support personnel suggested that the problem with support personnel, particularly those from district office, was that the job descriptions of the personnel are such that there is little or no time to meet and discuss concerns which are important to the classroom teacher. According to the Newfoundland and Labrador Department of Education Directory of Schools (1987-88), most program coordinators of English at the School Board level in Newfoundland and Labrador are responsible for English curriculum from K - 12. Otherwise, they are assigned additional subject disciplines. As a case in point, the Language Arts Coordinator (K - 12) for the Labrador East Integrated School

Board is also responsible for French and Library Resources from K - 12. This alone makes the job almost impossible. Yet, it is clear from the comments included in the survey, and from teachers who submitted letters to the NTA English Special Interest Council Committee (1985), that English teachers need outside support from assistant superintendents and particularly program coordinators. They also require regular support from inside personnel like principals, vice-principals and particularly department heads.

It is especially important for open dialogue to keep professional educators current. This requires discussion of new theories, new research findings and new practices which may influence language and learning. Such dialogue may lead to revised understandings and expectations. It also encourages a society of scholars who have mutual professional concerns and who continually seek new information and new ideas as a basis for expanding their understanding of the teaching-learning process in English. When educators are still learning, they provide models for others, particularly students, as to what it means to be a professional and a learner. However, when English teachers are overworked and when adequate support staff are not in place and/or functioning adequately, the push toward professional development is most difficult. Given the evidence of a workload problem as indicated in responses to the survey, it is important that the English teacher have access to support personnel both

inside and outside the school. Given the "unique" aspects of English as a discipline, it is important that the English teachers have access to well-qualified department heads and program coordinators of English. It is also important that either the principal or vice-principal of a given school have a firm understanding of what it takes to deliver the various courses which make up the senior high English program.

Summary of Factors Contributing to Workload

There was no single factor identified in the survey which yielded responses outstanding in relation to the others. The varying degrees in responses to the Items from the Large and Small Samples and, for that matter, from individual to individual, demonstrate that not one specific factor but a combination of factors contribute to a workload problem among English teachers in the sample. For each of Items 5, 7, 9, 11 and 21 (those Items which specifically asked if the factor identified adversely affected respondents' workload), the responses clearly show a strong belief on the part of a significant majority of respondents that each of the factors identified adversely affects their workload. The most significant factors appear to be Item Five (number of different courses taught), Item Seven (the number of students in each class), and Item 21 (participation in co-curricular activities). The comments accompanying Items Six, 11 and 14 tended to support class size, number of different prepara-

tions, weaknesses in course materials and correcting load as the key factors contributing to workload problems.

This author attempted to gather data regarding the number of hours spent preparing courses and correcting, as opposed to asking if the amount of correcting adversely affected workload. The evidence supplied by Luedicke (1974), cited in Chapter II, and the letters to the NTA English Special Interest Council Committee (1985) made quite clear that the amount of correcting necessary in the English courses is a primary factor contributing to a workload problem among English teachers. The comments accompanying certain items confirmed that the correcting load was a key factor for many English teachers in the sample population. English teachers generally spend more time correcting than do teachers in most other subject areas. Even though teachers were encouraged in the cover letter accompanying the survey to add any additional information and even though space for comments was provided in the survey design, no English teacher in the selected sample added a new factor or concern which affected workload. It may be reasonable to suggest, therefore, that the items addressed in the survey adequately reflect the main areas of concern for English teachers in the selected sample.

**Impact of Workload upon Family Life, Professional Development,
Social Life and Community Development**

Swick & Hanley (1983) conclude that:

It must be accepted by educators and by society in general that teaching is a very complex profession. Consequently, teachers need to be enthusiastic, dedicated professional leaders. In order to maintain this high level of quality, it is imperative that teachers continue to develop personally and professionally through appropriate and stimulating renewal experiences. Only then will they be able to effectively meet the growing professional demands placed upon them by society. (p. 30)

The findings of Item 22 of the survey indicate that a significant number of English teachers in the sample population (46.9 percent), strongly believe their professional development is being adversely affected by their present workload. Swick & Hanley identify "course work," "friendship networks," "traveling," "hobbies," "political involvement," "volunteer work," "physical activity," and "civic organizations/religious affiliations" (pp. 24-29) as important avenues of handling the pressures of teaching and bringing about personal renewal. According to responses to Item 22, a very significant number of English teachers find their family life, their social life and their community involvement are all being adversely affected by their present workload. 47.4 percent believe strongly that their family life is adversely affected, 51.3

percent believe their social life is adversely affected while 53.1 percent believe strongly that their community involvement is adversely affected. The words of Henry (1986) regarding the nature of the English teacher, quoted in Chapter V of this study, warrant repeating here:

Central to the method of instructional reinforcement is the Being of the teacher -- those qualities of the teacher's humanity through which "classroom management" is honed and fashioned, not entirely by his loveability or his personality or his technique, but by his vision of knowledge, his immersion in culture, his idea of the reality of language, his concept of progress, his own agon between literature and his life. The cognition in the language of the classroom can seldom rise higher than the teacher's Being because ... the classroom is to be measured not only by what the teacher does not do but also by what does not get said. (p. 21)

It becomes clear from these comments that the cost of not allowing English teachers the time to grow, to develop their own "being" may be greater, for the student in the classroom than the cost of providing the English teachers with adequate time and resources with which to effectively deliver to students the teaching load assigned to them. The findings of

Item 22 of this investigator's survey and the evidence from various submissions by English teachers to the NTA Special Interest Committee (1985) show that the "being" of senior high English teachers is being adversely affected by their present workload.

Quality of Education and Job Satisfaction

The Teacher is The Key (1983) by Ken Weber was written as a practical guide for teaching the adolescent with learning difficulties. But the book is actually a text in praise of teachers, in praise of their ingenuity, in praise of the things teachers accomplish before 9 am and after 3 pm. Too often, it seems, the classroom teacher is on the lowest rung of the educational ladder --- a place for new teachers until they can advance into something bigger and of higher profile. There is a perception that if a teacher is still in the classroom after ten years, if he hasn't moved into administration or some district office position, he does not have "the right stuff." Weber does not look at teachers as those with low status. According to him:

In the chain of those who make command decisions in education, it is only the teacher who is openly permitted some intuition, that sense of what is right for a student ... Moving up and across the

educational hierarchy usually means moving further away from the humanity of the student. (p. 7)

Administrators appear tugged more and more by public relations concerns. Visits from district office personnel are often limited to special assemblies, graduations and speech nights. Quite often they appear to lack the intimate knowledge of what really goes on in classrooms and the work and encouragement that goes on during recess and lunch time, on weekends and nights, "backstage".

The evidence provided in the various chapters of this study make clear that a workload problem exists for a significant number of English teachers in Newfoundland and Labrador. The results of Items 23 and 24 of the survey demonstrate that at least the majority of English teachers, at least in the selected sample, strongly believe that their present workload is adversely affecting the quality of their teaching and the quality of education students are receiving. It appears time for decision-makers at the school level, at the district level and at the provincial level to recognize that what occurs in the classroom is fundamentally what the education system is all about. It is at this level that the quality of education either takes place or it does not. Quality education just does not happen at a command from an idealistic public or a Minister of Education. It happens when conditions are right -- good curriculum guides, good support staff, teachers with

time to nurture the talents of their students. Groves (1981), a Department Head in Calgary wrote, "if you want a Rolls Royce Car, then you pour in quality at every stage of its development ... settle for less and that's what you will get" (p. 60). Groves further stated that "quality education suffers in direct ratio to the amount by which its teachers are treated as mere functionaries instead of as the most masterful component of the teaching process" (p. 60). Barbara Lebar (1984) wrote:

If a community wants competent teachers back in its schools, it must hire the competent people in the first place. Then it must allow those people to teach and to do so in all ramifications: planning, presenting, and evaluating; to teach, period. (pp. 51-52)

According to McConaghy (1981), Lou Hyndman, while Minister of Education for the province of Alberta, made the following remarks to the Alberta Trustees Convention:

Don't forget who is actually carrying out the education of 420,000 youngsters at the front line -- the classroom teacher. Too frequently we tend to focus attention solely on classroom teachers' salaries. Of course salaries are important, but

don't kid yourself into thinking that salaries are the only ingredient of teacher morale and quality education. The daily conditions under which classroom teachers work, their perceived public image, the continuous battery of individual criticism they receive from the public, these things have a great deal to do with a healthy education system. (p. 2)

Despite this, quite often there is little significant recognition given to English teachers. Daniel Dyer (1985) highlighted the dilemma of the English teachers' position:

If I want to be an English teacher, not an administrator, my past and my present are also my future, and my union sees to it that, no matter how talented and dedicated I am, I receive no more pay for my labors than the dodo who has managed to endure the same the same number of years as I. Is it any wonder that a recent survey discovered that most public school teachers wish they had chosen another career. (p. 29)

Anthony Adams (1980), looking at the role of English teachers in the 80's, called for this change:

English teachers in the 1980's will have to come out of the closet, to cease to allow themselves to be thrust into an apologetic mode but to invite the public into the school and to show them what is being done ... It is time to stop apologizing and merely hope that we shall all be provided with the resources we need to do our jobs and to begin to make demands instead. (p. 4)

Adams may be right. The efforts of the NTA English Special Interest Council Committee (1985) was one significant attempt on the part of English teachers across Newfoundland and Labrador to make demands for changes in workload. Changes, and indeed positive changes, have been coming in the area of textbooks from the Curriculum Division of the Department of Education. The findings of this report, however, clearly demonstrate that several other factors that contribute to a workload problem among English teachers must be addressed. The findings of Items 25 and 26 of the survey indicate that only a minority of English teachers in the sample population would definitely move to some other subject area or move out of the teaching profession if the opportunity presented itself. However, only 33.1 percent said they would definitely not move to some other subject area and only 20.2 percent said they would definitely not leave the teaching profession. The number of those who said "maybe" along with accompanying

comments leaves room for concern about the job satisfaction of many English teachers across the province.

Summary

This Chapter has attempted to draw certain conclusions based on the evidence presented in Chapters II, IV and V of this study. In doing so, it has also attempted to place some of the primary concerns expressed into context, using examples of specific senior high course loads and evidence from public examination marking boards conducted by the province's Department of Education. Chapter I of this study emphasized the importance of addressing a possible workload problem among English teachers in the province and the need for intense investigation into the area of English teacher workload. The final Section of this Chapter re-emphasized the importance of addressing the workload problem in light of the impact such a problem has upon the quality of teaching offered to students and, in turn, the quality of education the student receives.

This study began with a quote from Britton (1980). Part of the quote stated that "what the teacher can't do in the classroom can't be achieved by any other means" (p. 10). School administrators, district offices, the Department of Education, the public must realize the immense importance of and the ramifications of Britton's claim. Chapter VII, which follows, provides a number of important recommendations and suggestions for further study. They are based on the findings

of this investigator and are sincerely offered to those who have within their realm of responsibility the power to allow English teachers to achieve in the classroom what may not otherwise ever be achieved.

CHAPTER VII

Recommendations

The following recommendations are based on the findings and conclusions drawn from the author's survey of senior high English teachers in the selected sample and from a review of relevant literature. The recommendations are not listed in any particular order of importance or significance. The evidence provided in this study indicates that, although English teachers share several common workload problems, the specific combination of factors contributing to a particular English teacher's workload may vary significantly. Responsibility for initiating each of the recommendations rests with one or more of the following: individual schools, district office, the provincial Department of Education, the Newfoundland Teacher's Association, or Memorial University. For example, the Department of Education is responsible for decisions regarding course texts and public examinations while administrators in individual schools are responsible for determining a teacher's course load. Therefore, this author has indicated, the capitalized words(s) inside parentheses, the jurisdiction of responsibility following each recommendation.

The recommendations are as follows:

1. That the number of Language courses assigned per year to the English teachers not exceed three. (SCHOOLS)

The teaching load involved in delivering one Language 1101 course was made clear in Chapter IV of this study. It is clear to any teacher who has had responsibility for teaching one or more senior high Language course(s) that each Language course has a preparation and correction load much closer to that of any two-credit course. It should therefore be considered by those involved in scheduling that, for senior high Language courses, the work required to teach two such one-credit courses significantly exceeds that required to deliver one two-credit course at the senior high Level.

2. That the number of Literature courses assigned per year to the English teacher not exceed four. (SCHOOLS)

The teaching load involved in delivering one Thematic Literature 3201 course was made clear in Chapter IV of this study. It is clear to any teacher who has had responsibility for teaching one or more senior high Literature course(s) that the preparation and correction load exceeds that of most two-credit courses in the senior high curriculum. The evidence from the public examination marking board outlined in Chapter IV provides a further indication of the intense correcting load accompanying Literature courses. It should therefore be considered by those involved in scheduling that, for senior high Literature courses, the preparation and marking required in these credit courses is more intense than most other senior high courses.

3. That the number of course preparations for the English teacher be reduced to and kept at the minimum possible within the particular school by assigning him/her two or more slots of the same course. (SCHOOLS)

In most schools, particularly larger schools, it is not uncommon to have anywhere from two to eight or more classes (or slots) of the same course. By assigning two or three slots of the same course (particularly Literature courses) to an English teacher, the amount of preparation (reading, test and note preparation, etc.) is significantly reduced.

4. That, to the utmost degree possible, students in Language and Literature of a given level (eg. Literature 3101 and Thematic Literature 3201) be assigned to the same English teacher. (SCHOOLS)

Scheduling students so that they have the same teacher for Language and Literature reduces the number of different student contacts for the English teacher. The English teacher is then given the opportunity to diagnose the strengths and needs of his/her students and work more productively with them. In many instances, having the same students for Literature and Language provides the opportunity for the English teacher to combine assignments and project. This helps reduce the workload for both the student and the teacher without compromising quality. Having fewer different student contacts also reduces the time needed to report progress to students and their parents.

5. That no more than one class of Language 2101 be assigned to any teacher. (SCHOOLS)

Unlike the other Language courses in the senior high school, this particular course seems to have been wrongly labelled during the implementation of the reorganized senior high program in the early 1980s. This research course appears to be no more the domain of English than Social Studies, Science or other subject areas. Language 2101 involves students in developing library skills, researching aspects of some subject or issue and reporting findings in appropriately documented formal papers. The course provides important opportunities for students to move toward becoming "independent learners." Perhaps more than any other single course in the senior high curriculum, this course teaches students how to teach themselves. For the teacher, however, the task of keeping track of 30 students or more who are researching separate topics is most demanding. At the same time, the teacher must teach each student important and tedious aspects of research reporting which are, for the most part, "foreign" to the students. The task of effectively teaching Language 2101 to two or more classes becomes most demanding (and stressful) for the English teacher. The task of effectively delivering the course to two or more classes in a system where there are insufficient resources (librarians and access to adequate resource material) is most arduous if not impossible. Thus, making certain that no more than one class (or slot) of

Language 2101 is assigned to an English teacher would be an important step toward avoiding a workload problem for that English teacher.

One way to avoid assigning more than one Language 2101 class to a teacher would be to assign a class (or slot) of this course to teachers in other subject fields like Social Studies or Science. This should not be seen as an attempt to "push" an English course into another subject field. Administrators and anyone who closely examines the course objectives and general description of the course should realize that Language 2101 need not be the sole domain of English. Teachers in many other subject fields have undoubtedly received as much training and practice in research and reporting as the English teacher. Teachers from other subject fields could bring "fresh" ideas to the students and student projects could easily be combined with research being undertaken in some other subject area.

6. That courses be weighed during scheduling so that teachers with courses requiring extensive out-of-class work would receive fewer courses to teach. (SCHOOLS)

As is made clear under recommendations One, Two and Five above, all Literature and Language courses involve a significant, and in most cases excessive, amount of preparation and correcting. Theatre Arts 2200 requires a tremendous amount of out-of-class work preparing students for the productions which are required course work. The Theatre Arts teacher

spends many hours, in addition to scheduled class time, providing the opportunity for students in the course to perform before a public audience. This is not a "frill" aspect of the course but that which is recommended in the course description.

7. That co-curricular involvement be considered when assigning a teaching load to English teachers. (SCHOOLS)

Responses to Items 19, 20 and 21 of the survey to English teachers made it clear that English teachers believe co-curricular activities are an essential aspect of a quality high school program. The responses also demonstrate that English teachers believe involvement in co-curricular activities is adversely affecting their workload. Respondents also strongly believe such involvement should be considered by administrators when determining a teacher's teaching load. Chapter VI of this study made clear that many of the activities termed "co-curricular" or "extracurricular" are activities called for in the various course descriptions. It is therefore important for school administrators to consider the importance of co-curricular activities (public speaking, debating, newspapers, drama clubs, and the like) to the school curriculum and the time and effort necessary on the part of the teacher to effectively carry on such co-curricular activities. The aims of education for the province and the objectives of the senior high English courses make clear that such programs are not simply "voluntary" or "extras", as they

have often been labelled by administrators, by Government and NTA in collective agreements. Beyond the fact that many co-curricular activities relate directly to objectives in course descriptions, participation in such activities are important generally in preparing students to, as Boyer (1983) puts it, "participate responsibly in life" (p. 209).

According to this author, jurisdiction for the seven recommendations listed so far rests primarily with individual schools. Quite often the argument for not initiating change is the financial burden involved. For the most part, recommendations one through eight may be initiated by school administrators who recognize courses as more than simply numbers to be slotted on grids. Careful scheduling and a sound knowledge of each teacher's expertise and contribution to the system could go a long way toward creating reasonable workloads for English teachers. Such initiatives need not necessitate additional staff allocations or significant outlays of funds.

8. That a minimum of nine preparation periods per six day cycle be provided for in an English teacher's timetable.
(DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

Boyer (1983), in a major American study entitled High School, recommends, "a minimum of sixty minutes each school day for class preparation and record keeping" (p. 303) be provided for English teachers. Also, Goodlad (1983), in his study entitled A Place Called School, recommends that the

"hours of teaching be reduced. This would provide more time for planning -- as well as working with individual students, reading students' essays, and so on" (p. 279). Data from the survey, along with the evidence provided in Chapter V of this study, make clear the need for English teachers to have a minimum of nine preparation periods per six day cycle. Results of the survey revealed that most English teachers in the sample, particularly those in the Large School Sample, have a minimum of forty minutes each school day. Yet, 76.2 percent of the sample population still believe strongly that they have a workload problem. Forty minutes per day is not sufficient.

It is important at this point to adequately define what is preparation time. Wayne Nightingale (1986) suggested that a preparation time refers to:

time allocated for the use at the discretion of the teacher to perform certain tasks which do not involve the presence of a teacher in front of a class of students, for example:

- a) research for lesson planning
- b) evaluation of pupils
- c) evaluation of the program
- d) remedial work
- e) preparing for individualized teaching
- f) preparing reports

- g) meeting with the Principal or parents
 - h) inter-departmental consultations on students and programs
 - i) consultations with other teachers, librarians, guidance counsellors, physical education teachers
- (p. 2)

Preparation time does not include lunch supervision, corridor duty, "covering" for other teachers and other such assigned duties which do not allow the English teacher time to prepare.

It is recognized here that school administrators have a responsibility to provide for appropriate supervision within their schools but this supervision should not come from a teacher's scheduled preparation time. Boyer (1983) noted that teachers should be free from "routine monitoring of halls, lunch rooms, buses, and recreational areas. School clerical staff and parent and student volunteers should assume such non-instructional duties" (p. 307). Nation at Risk (1983) adds that "administrative burdens on the teacher and related intrusions into the school day should be reduced to add time for teaching and learning" (p. 30). It is time that the Department of Education and school districts came to the aid of school administrators in seeking other means of covering these non-professional duties and allow teachers that time to spend preparing courses and working with individual students.

9. That no more than 100 students be assigned to one English teacher. (DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

As a professional organization, the National Council of Teachers of English (NCTE) calls for a teacher workload that gives students the benefit of adequate teacher response to student writing. The NCTE calls for a teacher workload of not more than 100 students (NCTE, 1973 and 1980). The responses to Item 10 of the survey indicate that 26.2 percent of English teachers in the sample population agree with a maximum of 100 student contacts, while a further 28.6 percent believe the maximum should not exceed 150. 71.4 percent believe the maximum number of student contacts should fall between 100 and 150 inclusive. The numbers indicated by respondents appear reasonable -- given that many teachers in their letters to the NTA Special Interest Council Committee (1985) indicated they had in excess of 250 student contacts in their teaching loads. Initiating such a recommendation may necessitate additional staff allocations and possibly a realignment of staff at the district level. The responsibility, therefore, must be shared by the Department of Education and school district as well as individual schools.

10. That the enrollment in any Language class not exceed 20, that the enrollment in any Literature class not exceed 25, and that the enrollment in any Theatre Arts class not exceed 15. (DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

Boyer (1983) stated that:

Clear writing leads to clear thinking; clear thinking is the basis of clear writing. Therefore, all high school students should complete a basic English course with emphasis on writing. Enrollment in such classes should be limited to twenty students, and no more than two such classes should be included in the teacher's regular load. (p. 302)

All Language courses in the senior high English program, including Language Study 3104, have an emphasis upon clear writing at the paragraph and multi-paragraph level. However, indications are that, in many schools, the enrollment far exceeds 20 students. The responses to Item Eight of the survey, as outlined in Chapter IV, indicate that the recommended maximum enrollment in Language courses was 20, like that recommended by Boyer and the NCTE. The most frequently recommended maximum for Literature was 25 and for Theatre Arts, 15. In light of other research, the responses to this investigator's survey are both prudent and justified.

If an English teacher were given the maximum of 20 in three Language courses and 25 in four literature courses, his/her total number of contacts would be 160. While this number may appear contrary to recommendation nine (that no English teacher be assigned more than 100 students), by

assigning students to the same teacher for both Literature and Language, the total number of students assigned to that English teacher could be reduced to 100.

11. That the job description of Program Co-ordinator be clearly defined and that such a person become more actively involved in delivering the junior and senior high English programs. (DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

Chapter VI of this study reviewed the recommendation in the Crocker and Riggs report (1979) that coordinators replace district supervisors and that they spend most of their time in various schools within the district. In light of responses to Item 15(b) of this investigator's survey, the support from the program coordinator remains somewhat inadequate. While 37.0 percent believe the assistance from the program coordinator is adequate, a further 41.7 percent believe it is not. The latest Crocker (1989) report recommends that program coordinators be removed to the Department of Education. The responses from English teachers to the survey and in individual letters have indicated a need to have program coordinators more accessible at the school level. The survey by Parsons (1984) shows that coordinators themselves believe their time is best spent assisting teachers in specific areas of instruction. The responsibility rests with Government to insure that a sufficient number of coordinators are provided to districts so that their job description not be so encompassing as to render them ineffective. The responsibility

rests with district office administrators to insure that program coordinators for English are effectively utilized in enhancing the quality of the English program being delivered in the various schools under their jurisdiction.

12. That an English department head be appointed in every school regardless of enrollment and that these teachers be given time to co-ordinate and develop the English program at their schools. (DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

The responses to Item 15(e) of this investigator's survey showed that 73.9 percent strongly believed the support from the Department Head was adequate. The problem expressed by many respondents was that they did not have a Department Head. The responses to the survey for Item 15 made clear that the highest degree of support for English teachers came from their department heads, the closest individual to the classroom teacher at the school level. The need exists for the Department of Education to review their present criteria for allocating department heads. A position of English department head should be allocated to every senior high school in the province. As well, each department head should be given a minimum of 12 periods per six day cycle in which to carry out his duties. The job description of the department head should be clearly defined and a close liaison developed between the department head and the program coordinator for English at the district level.

13. That either the principal or vice-principal of a school assume the role of instructional leader as opposed to plant manager. (SCHOOLS and DISTRICT OFFICES)

This author concedes the need for administrators to attend to the "administrative" matters that are indeed essential in running an efficient, effective school. This author concedes that the school principal has the primary responsibility for the physical plant and for matters that are sometimes far removed from the classroom but important to the process of providing a quality program. However, as the discussion toward the end of Chapter IV of this study makes clear, all efforts become somewhat meaningless if the teacher in the classroom is unable to deliver an effective program to students. Like Weber (1983), this author contends that "the teacher is the key" in the process. It is therefore essential that in the division of responsibility, whether decided by the principal or by district office administrators, either the principal or the vice-principal assume a prominent role as curriculum leader. Either the principal or the vice-principal should become intimately familiar with the course descriptions and the demands of the various courses offered by his/her school. He/she should also come to know his/her staff well enough to weigh each teacher's contribution to the overall school program when determining teaching assignments. The same individual, either the principal or the vice-principal,

should assume responsibility of scheduling teachers' teaching duties and must know the courses as more than numbers.

14. That the feasibility of teacher aides be seriously studied. (SCHOOLS, DISTRICT OFFICE and DEPARTMENT OF EDUCATION, NTA)

The value of teacher aides for special needs children in the provinces schools is recognized by the Department of Education and school districts. However, the use of teacher aides in various subject fields could use a much closer examination. There are many unemployed individuals in the province who could be employed to assist the English department of a given school. Such aides could alleviate much of the record keeping and paper work otherwise falling into the workday of the English teacher. Have school administrators given serious consideration to tapping the volunteer segment of any community's population?

15. That Memorial University shift toward mandatory internship requirements for all prospective English teachers and that these student teachers be given more duties (with pay) within schools. (MEMORIAL UNIVERSITY, DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

16. That the Department of Education provide a comprehensive Curriculum Guide to accompany the course descriptions of the reorganized senior high English program. (DEPARTMENT OF EDUCATION, CURRICULUM DIVISION)

Such a guide would not only provide some necessary guidance to new teachers entering the profession; it would also help other teachers who are presently too pressed for time to prepare the various thematic units, imaginative group and individual assignments which have become so much a part of the new curriculum.

17. That senior high English teachers be given an opportunity to work with P.T.A.s, NTA, school and district administrators to establish an understanding of the need for a reasonable workload for English teachers. (SCHOOLS, DISTRICT OFFICES, NTA)

18. That due and direct attention be given to the mechanics of providing "writing across the curriculum". (SCHOOLS, DISTRICT OFFICES and DEPARTMENT OF EDUCATION)

It is essentially easy for educators to let fly a "catch" phrase; it is quite a time-consuming and necessarily well planned affair to deliver such a concept into the realm of reality. If writing across the curriculum were to be a reality in senior high schools as opposed to "jargon slinging", such a process may reduce significantly the number and intensity of student assignments that teachers of English move through the writing process. This author contends that, in order for "writing across the curriculum" to become a reality in senior high schools, the responsibility must be assumed by the Department of Education for making it a part of the course description of each senior high course.

19. That senior high English teacher candidates be required to complete a core English and Education program that closely parallels in broad outline the senior high English program. (MEMORIAL UNIVERSITY AND DEPARTMENT OF EDUCATION)

Memorial University's English and Education Departments could work with a select committee of senior high school teachers to map out a core program for prospective English teachers to complete.

20. That an English Teacher Excellence Fund be established at the Department of Education. (DEPARTMENT OF EDUCATION)

This would be a grant program to enable English teachers to receive special research projects in the areas of English Language and Literature or to develop curriculum guides and other teaching materials for use throughout the province.

21. That a two-week "Teacher Professional Development Term" be added to the school year, with appropriate compensation. (DEPARTMENT OF EDUCATION)

This term for teachers would be, as Boyer (1983) phrased it, "a time of study, a period to improve instruction and to expand knowledge" (p. 310). This two week term could be planned and controlled by teachers at the school or district level.

22. That all texts and reference materials presently used in senior high school English courses be re-evaluated with the option of replacing those that do not adequately meet

the course objectives. (DEPARTMENT OF EDUCATION, CURRICULUM DIVISION)

It has already been noted in Chapter IV of this study that since 1985 and the calls from the NTA English Special Interest Council to address the issue of English teacher workload, two Language texts and one Literature text have been replaced. Transitions and Search and Shape, two local texts, have replaced Mastering Effective English in Language 1101 and Language 2101 respectively. In Thematic Literature 3201 another locally developed anthology, Themes For All Times, is replacing Man's Search For Values. Meanwhile a new text for Language 3101 to replace Writing Prose is presently being written and is scheduled to be implemented into the senior high English curriculum by 1991. As stated earlier, this author views these replacement texts as a significant, positive step toward reducing the English teacher's workload. For the most part, the texts effectively accommodate the objectives of the course descriptions without requiring teachers to spend valuable time searching for adequate content material. The responses to Items 12, 13 and 14 of this investigator's survey make clear that the process of re-evaluating and, where necessary, replacing text material must be continued for the remaining Language and Literature courses within the English program. The responses to the survey also make quite clear the need to re-evaluate the present reference

materials accompanying the various senior high English courses.

23. That an English teacher become a member of the Collective Bargaining Unit to ensure that the specific workload conditions of English teachers will be reflected in contract provisions. (NTA)

24. That an English Resource Clearing House be established within the province that would collect, help fund, organize and distribute teaching material and reference matter. (DISTRICT OFFICES, NTA and DEPARTMENT OF EDUCATION)

Such a Clearing House could be a co-op among school districts and a minimal membership fee would provide access to English magazines and journal publications, teacher-developed materials, published teaching aids, and the like. English teachers could borrow certain limited holdings and/or purchase others. Special grants from Government, NTA and School Boards could provide necessary funding to begin such a centre. The main focus of such a Clearing House would be to generate teacher-developed material to fit into the various courses at the senior high school level.

25. That the Newfoundland Teachers' Association begin work on bringing together all the work of NTA over the past three decades into one volume of work similar to the Teacher Workload in Canada report by the Canadian Teachers' Federation. (NTA)

Such a publication would highlight initiatives and gains to date, as well as provide valuable guidance for future directions and strategies toward achieving equitable, desirable workloads of teachers generally.

26. That the Newfoundland Teachers' Association re-examine the amount of funds allotted to Special Interest Councils which fall under its jurisdiction. Presently, one of the few annual in-services provided to senior high teachers of English in the province is provided by the NTA English Special Interest Council at its Annual Conference. Yet, the amount of money allocated by the NTA to help fund the activities of the Council is not sufficient to provide adequate workshops and text in-service sponsored by the English Special Interest Council.

Suggestions for Further Study

The following suggestions for further study are based on the findings and conclusions drawn from the author's survey of selected senior high English teachers and from a review of relevant research:

1. That investigators administering questionnaires or surveys to local teachers ought to consider time in the school calendar that would be most suitable to respondents. This investigator's survey was administered in May, one of the busiest times in the English teacher's school year. Certain respondents mentioned the inappropriate timing in their

completed surveys. Two surveys arrived too late to be included in the analysis and the reason provided in each case was a lack of time.

2. That consideration be given to conducting a district-by-district analysis of senior high English teacher workload. In the process of analyzing the responses to the survey documented in this study, it became clear to this investigator that a complete profile of each English teacher within a school district is a most valuable way of determining English teacher workload. It may very well be that, even though certain general factors when combined lead to a workload problem, final decisions regarding workload must ultimately rely upon individual profiles. The research instrument used in this study, with adjustments, can serve as a basis for individual school committees or district committees to investigate aspects of workload among senior high English teachers. Present workload committees, set up as a result of the Collective Agreement (1988-90) for the province's teachers, could utilize the framework established in this study to conduct local investigations in the field of English.

3. That further study into aspects of English teacher workload at the local level ascertain the degree of academic preparation of teachers involved in the teaching of English. The survey used in this study examined number of years experience and overall academic preparation but did not

solicit specific data regarding the extent of academic preparation in English.

4. That further research should examine closely methods of "marking" or "correcting" employed by English teachers. Are English teachers correcting too much? Are English teachers placing too much effort upon correcting the finished product?

According to Smith (1986), "research on teaching composition demonstrates that instruction focusing on peer-group problem-solving activities is five times more powerful than conventional whole-class lecture methods" (p. 3). Can a teacher organize such group work in large classes? In a local study, Baker (1981) suggested that peer editing and group activities can be organized and can prove very effective. Where in the writing process is the teacher's "correcting" time best spent? Murray (1978) suggests that it may be at the "prevision" stage which, as Murray points out, "includes the underestimated skills of title and lead writing, which help the student identify a subject, limit it, develop a point of view towards it, and begin to find the voice to explore the subject" (p. 85). Specific research in this area could have important ramifications for English teacher workload.

5. That further research focus specifically upon the relationship between class size in English and effective teaching. For example, is there a connection between types of tests and examinations English teachers use and class size?

Does class size play a part in how much and in what manner grading and feedback is carried out? Is there a connection between English teacher morale, student attitudes towards school, overall classroom quality and class size? Is there a connection between good class management, the number of discipline problems, the amount of hands-on learning and class size? These and other related questions could be the focus of a separate investigation.

6. That further research should examine in greater detail the relationship between workload in English and effective teaching.

This study simply asked the question to members of the selected sample: Do you believe your present workload is adversely affecting the quality of your teaching? The data gathered from the responses was disturbing for this investigator. As Chapter IV demonstrated, 65.5 percent of members said they strongly believed this was the case. Only 15.5 percent said they did not believe their present workload was adversely effecting the quality of their teaching. When paired with Item Four of the survey (which asked respondents if they believed they had a workload problem), the correlation coefficient was 0.63. This suggests a significant one-to-one relationship between respondents' beliefs that they have a workload problem and their belief that their workload is adversely affecting the quality of their teaching.

7. That further research, using whatever statistics are available at the Department of Education and the NTA, investigate the possible number of English teachers who have moved to some other subject area or out of the teaching profession. An attempt should be made to determine reasons for such career changes. It has been suggested on several occasions at annual conferences of the NTA Special Interest Council and in letters to the NTA English Special Interest Council Committee (1985) that "senior" English teachers are either shifting away from English and into other subject fields or else seeking employment beyond the senior high school. Are the province's senior high schools losing their more experienced English teachers? If so, is workload a factor?

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APPENDIX A
Correspondence

Survey Cover Letter

Dept. of Curriculum & Instruction
G.A. Hickman Bldg.
Memorial University of Newfoundland
A1B 9Z9

Dear _____ :

Recently, I contacted your school regarding distribution of a questionnaire to senior high teachers of English. Enclosed you will find copies of the survey along with prepaid return envelopes. It would be greatly appreciated if you would pass these on to your respective senior high teachers of English.

In anticipation of your co-operation and support, I thank you.

Sincerely yours,

Eldred Barnes
(Graduate Student,
Dept. of Curriculum
& Instruction)

Cover Letter to Teachers

Dear Colleague:

At this year's AGM of the Newfoundland Teacher's Association, teacher morale and teacher workload were among important issues discussed. Do English teachers have a workload problem? Is there low morale among English teachers? If so, what effect is this having upon the quality of student educational experience? The following survey seeks to gather evidence regarding these particular questions.

Reluctantly, I seek a half hour of what is most likely your busiest time of the year. Yet, your assistance is vital as primary evidence regarding questions of great importance to all of us involved in the teaching of English.

All information you provide will be utilized as part of a larger body of research regarding English teacher workload. My intention is to produce a Master's thesis on the subject and I therefore welcome any additional comments you choose to provide.

As one working teacher to another, I thank you for taking the time to respond.

Sincerely yours,

Eldred Barnes
(Graduate student,
Dept. of Curriculum
& Instruction)

Survey to Teachers of English
(Language and Literature)

1. School Board _____

2. School enrollment: _____
 Number of grades enrolled in school: _____

3. Personal Data

(i) Teaching Experience: _____ years (including 1987-88 school year)

(ii) Teaching Certificate: _____ grade.

(iii) Number of years teaching senior high English
 Full time: _____ Part time: _____

(iv) Number of grades taught: _____

(v) List the name and number of the courses taught
 (include all subject areas):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(vi) Number of minutes in one class period: _____

(vii) Number of periods taught per cycle (fill in the appropriate blank(s))

_____ per 6 day cycle

_____ per 5 day cycle

_____ per ____ day cycle

- (viii) Number of preparation periods timetabled into your teaching schedule (fill in the appropriate blank(s))

_____ per 6 day cycle

_____ per 5 day cycle

_____ per ____ day cycle

Instructions: Opposite each item where ranking occurs, please circle the number on the scale from 1 to 5 which best expresses your opinion. In each instance, a rank of 1 indicates a very strong disbelief in the item as stated while a rank of 5 indicates a very strong belief. The movement along the scale from 1 to 5 indicates increasing belief in the item as stated. If any item does not apply to you as an English teacher, write NA in the blank space at the right. The word adverse as used in this survey suggests an unfavourable or negative situation.

4. Do you believe you have a workload problem? 1 2 3 4 5
5. Do you believe the number of different courses taught adversely affects your workload? 1 2 3 4 5
6. Is/are there any particular course(s) that adversely affect your workload? (check the appropriate response)
- Yes _____ No _____

If yes, please list the course(s) you feel carry the greater(est) workload: (feel free to provide an explanation)

7. Do you believe the number of students in each class is an important factor in determining your workload? 1 2 3 4 5
8. What do you believe should be a maximum class size in any senior high (If unsure leave blank.)
- Language class? _____.
- Literature class? _____.
- Theatre Arts class? _____.
9. Do you believe the total number of different courses you teach is an important factor in determining your workload? 1 2 3 4 5
10. What do you believe should be the maximum number of student contacts for a senior high English teacher? (if unsure leave blank) _____.
11. Do you believe that the introduction of the re-organized senior high program has adversely affected your workload? (This item applies to teachers who taught English in the previous high school program) 1 2 3 4 5

Comments: _____

12. Do you believe the Course Descriptions adequately address the objectives, the proposed content/methodology and the proposed evaluation for
- Language courses? 1 2 3 4 5
- Literature courses? 1 2 3 4 5
- Theatre Arts course? 1 2 3 4 5

Comments: _____

13. Do you believe the text materials as prescribed in the provincial Program of Studied are adequate in quality and suitability for

Language 1101?	1	2	3	4	5
Basic Language 1102?	1	2	3	4	5
Language 2101?	1	2	3	4	5
Vocational English 2102?	1	2	3	4	5
Language 3101?	1	2	3	4	5
Business English 3102?	1	2	3	4	5
Advanced Writing 3103?	1	2	3	4	5
Language 3104?	1	2	3	4	5
Thematic Literature 1200?	1	2	3	4	5
Thematic Literature 3201?	1	2	3	4	5
Literary Heritage 2201?	1	2	3	4	5
Literary Heritage 3202?	1	2	3	4	5
Canadian Literature 2204?	1	2	3	4	5
Theatre & Performing Arts 2200?	1	2	3	4	5
Folk Literature 3203?	1	2	3	4	5

Comments: _____

14. Do you believe the reference materials recommended in the Program of Studies are suitable for

Language 1101?	1	2	3	4	5
Basic Language 1102?	1	2	3	4	5
Language 2101?	1	2	3	4	5
Vocational English 2102?	1	2	3	4	5
English 3101?	1	2	3	4	5
Business English 3102?	1	2	3	4	5
Advanced Writing 3103?	1	2	3	4	5
Language 3104?	1	2	3	4	5
Thematic Literature 1200?	1	2	3	4	5
Thematic Literature 3201?	1	2	3	4	5
Literary Heritage 2201?	1	2	3	4	5
Literary Heritage 3202?	1	2	3	4	5
Canadian Literature 2204?	1	2	3	4	5
Theatre & Performing Arts 2200?	1	2	3	4	5
Folk Literature 3203?	1	2	3	4	5

Comments: _____

15. Do you believe the assistance provided by the following "support personnel" is adequate?

(a) Assistant Superintendent	1	2	3	4	5
(b) Program Coordinator	1	2	3	4	5
(c) Principal	1	2	3	4	5
(d) Vice-principal	1	2	3	4	5
(e) Department Head	1	2	3	4	5
(f) NTA	1	2	3	4	5

Comments: _____

17. How many "preparation periods" per cycle do you believe are a minimum that would be acceptable given your present teaching load? (Fill in the appropriate blank(s))

_____ per 6 day cycle

_____ per 5 day cycle

_____ per ____ day cycle

18. In the space provided below, give the approximate number of hours per week (in addition to class and preparation periods) that you spend at home and/or at school preparing your courses (lesson plans, handouts, marking papers and the like). This will be an approximation as some weeks may require more or less preparation than others.

Time	Hours per week
Monday-Thursday	
Friday-Sunday	

19. Do you believe co-curricular activities (public speaking, debating, school newspapers, drama clubs and the like) are essential to a quality senior high English program? 1 2 3 4 5
20. Do you believe participation in co-curricular activities should be considered by administrators when determining a teacher's teaching load? 1 2 3 4 5
21. Do you believe participation in co-curricular activities adversely affects your workload? 1 2 3 4 5
22. Are the following adversely affected because of your present workload?
- Family life 1 2 3 4 5
- Professional development 1 2 3 4 5
- Social life 1 2 3 4 5
- Community involvement 1 2 3 4 5

Comments: _____

23. Do you believe your present workload is adversely affecting the quality of your teaching?

1 2 3 4 5

Comments: _____

24. Do you believe your present workload is adversely affecting the quality of education your students receive?

1 2 3 4 5

Comments: _____

25. Would you stop teaching English and move to some other subject area if the opportunity presented itself? (check the appropriate space)

Definitely ___ Maybe ___ Definitely not ___ Unsure ___

Comments: _____

26. Would you leave teaching and become employed in some other field if an opportunity presented itself? (check the appropriate space)

Definitely ___ Maybe ___ Definitely not ___ Unsure ___

Comments: _____

APPENDIX B

Objectives From Course Descriptions

From the Course Description for Language 1101:

A minimum of three language courses are required. One course is required in each of the three years of grade ten, eleven, and twelve.

All language courses are one-credit courses. In practical terms, this means that each course taught will require a minimum of one 40-45 minute period every other day for the full year to a minimum of 55 hours.

Language courses are as follows:

Language 1101)	Three courses designed to be
Language 1102)	the normal program, and the
Language 3101)	preferred program for small
	schools.
Basic English 1102	(an alternative to Language 1101
	for students weak in language
	skills)
Vocational English 2102	(the practical application of
	basic skills to technical and
	trades areas)
Business English 3102	(the application of language in
	the business world)
Advanced Writing 3103	(an alternative to Language 3101
	- for students who have an

interest or ability in writing and want to improve and to refine their writing)

Language Study 3104

(an alternative to Language 3101 - an indepth study of the English language for students who have demonstrated an advanced proficiency in previous language courses)

Course Objectives

Category B

Language 1101 helps in the attainment objectives:

7. Critical Thinking
4. Mental Maturity
3. Democratic Principles
2. Moral Values
5. Emotional Maturity

Practice in logical and critical thinking and the general nurturing of the cognitive skills of productive thinking are integral to Language 1101. These skills operate when students are involved in the acts of comparing, summarizing, observing, classifying, analyzing, interpreting, criticizing, reasoning, looking for assumptions, collecting and organizing data, structuring arguments, hypothesizing, applying facts and

principles in new situations, making decisions, and designing projects or investigations.

The need for honest and truthful expressions, the moral value in teaching writing and communication, the use of "reason" vs. "emotion" in speaking and writing are all part of Language 1101 and are therefore developed as Category B objectives. So, too, are democratic principles demonstrated through group interaction and discussion and through the sharing and caring needed to provide success experiences and to promote effective learning, reading, speaking, listening, and writing.

Category C

In terms of the "Category C" classification of objectives, Language 1101 serves to develop the "Basic Skills" subdivision and in particular, Objective Six: Fundamental Skills.

General Objectives

The students should learn to:

1. follow the writing sequence of pre-writing, preparation, composing, editing, and proofreading;
2. gather information and ideas (concepts and vocabulary) through the reading, viewing, speaking, and listening; through

being sensitive to experience; through study techniques, note-taking, and using resources;

3. judge the worth of his ideas and their propriety in various situations;

4. think and to organize his thoughts into effective paragraphs and into multi-paragraph compositions;

5. make audience and purpose the key determiners of writing;

6. revise his writing to eliminate errors in mechanics, spelling, punctuation, and usage appropriate to various situations;

7. revise his writing to eliminate common syntactical errors;

8. revise his writing to improve clarity and style;

9. develop positive feelings about a desire to participate in communication, both oral and written, as sender and receiver.

Specific Objectives

For Language 1101, in both speaking (listening) and writing, the student should demonstrate ability to:

- think clearly and logically,
- state and support a thesis,
- structure an argument,
- verify evidence,

- use different methods of reasoning,
- draw conclusions based on evidence,
- use reason and emotion,
- use "honest" persuasive techniques,
- make statements to achieve particular effects,
- consider the audience (reader),
- be aware of persuasive techniques,
- evaluate arguments logically.

Thematic Literature 3201

From the Course Description for Thematic Literature 3201:

Introduction

All of the various literature courses serve to develop objectives associated with both the "Heritage Studies" and the "Personal Development" sub-divisions of Category C objectives listed under "Aims of Public Education for Newfoundland and Labrador" in the Handbook for Senior High Schools of Newfoundland and Labrador. However, from the point of view of providing a major focus for each course, the following categorization applies:

Heritage Studies

1. Literary Heritage 2201 (core)
2. Canadian Literature 2204 (optional)
3. Literary Heritage 3202 (core)

4. Folk Literature 3203 (optional)

Personal Development

1. Thematic Literature 1200 (core)

2. Thematic Literature 3201 (core)

Each course is a two-credit course and requires 100-120 hours of instruction a year. Students are required to study, from core courses, one thematic literature course and one literary heritage course. Students can meet this minimum requirement by taking these literature courses during any two of the three years of high school.

Statement of Purpose (Thematic Literature 3201)

Literature is language used imaginatively and artistically. It communicates ideas and feelings. It expresses perceptions, interpretations, and visions of human experience through such forms as the short story, the poem, the novel, the essay, and the play. It exists in all cultures. It appears in written, oral and enacted forms.

In literature, the author imaginatively and artistically communicates insights concerning individual thought and action, insights into meaning of experience.

Collectively, over the centuries, authors, in highlighting different aspects of experience, have crystallized the essence of experiences. Thematic concerns in literature, then, focus on pursuits rooted in every person's quest for truly human values in living.

These concerns and insights take shape through the use of language (words, sentences, images, metaphors, symbols, etc.); through the pattern, form, and structure of language; and ultimately, through literary genres and media.

Thematic literature, therefore, embracing as it does the accumulated and timeless issues of a culture, provides a medium that allows student to grapple on their own level with the ideas and values that have served people. Taught in this spirit, literature represents for students the patterns that people have created to make sense of their world.

Accordingly, thematic literature introduces students to works that not only provide reading pleasure and enjoyment but also provide self-understanding and the basis for personal values.

The general objectives for the purpose of literature are:

1. to have students experience literature in written, oral and enacted forms, from within their provincial, national, and world culture, for pleasure and enjoyment.

2. to help students respond to literature in any form, from any culture, in a variety of ways (emotionally, reflectively, creatively), and to share their experience with others:

- (a) to respond emotionally to characters, events, ideas, feelings, and language in a work of literature

- (b) to respond reflectively to a work of literature in a variety of ways:

- (i) by understanding a work through its language and structure: the literal and figurative meanings of words and sentences in their contexts; the ways such elements as images, scenes, characters, and the ideas they embody work together to produce emotional effects and convey meaning
 - (ii) by understanding a work through its relationship to the self
 - (iii) by understanding a work through its relationship to the world: to students own and other cultures, to other works of literature, to other forms of art, and to other modes of perceiving experience
 - (iv) by evaluating critically a work of literature in terms of reflecting upon its language and structure, its relationship to the self, and its relationship to the world.
- (c) to respond creatively and imaginatively by recreating a work of literature through imitation or transformation into any form or medium; by enacting a work of literature through oral and dramatical interpretation
- (d) to share emotional, reflective, and creative responses with others.
3. to help students value literature because it:
- (a) gives personal pleasure and enjoyment
 - (b) develops self-understanding and personal values

- (c) is one of the great art forms of a culture
- (d) gives a culture stature and stability.

Category B Intentions

1. Emotional Maturity

Literature provides many opportunities for students to respond emotionally to characters, events, ideas, feelings, and language used. Such responses can also cause students to consider their own emotions and move them to greater sensitivity and the ability to encompass in language a wide range of feelings.

2. Use of Leisure Time

Teaching literature involves infusing students with a desire to read widely and discriminatingly under their own direction and for their own purpose, pleasure, and enjoyment.

3. Appreciation for the Work of Others

Literature is one of the great art forms of a culture. Students are taught ways of understanding and appreciating a literary work, and are taught to critically evaluate a work of literature, in terms of reflecting upon its language and structure, its relationship to the self, and its relationship to the world.

4. Fundamental Skills

The study of literature focuses on both reading and writing. Study skills, research skills, appropriateness of language, and the role of language in communicating and

learning are fundamental skills which the student must acquire.

5. Christian Principle and Moral Values

Indirectly, to the extent that the selection of materials focuses on themes such as life, death, and religion, and portrays and examines spiritual and moral values which are evaluated in terms of the plausibility of characters' motivations, the various literature courses contribute to an awareness of Christian principles and moral values.

6. Intellectual Maturity and Critical Thinking

Practice in creative, logical, and critical thinking, and the general nurturing of the cognitive skills of productive thinking are integral to language and literature courses. These generally operate when students are involved in the acts of comparing, summarizing, observing, classifying, analyzing, interpreting, criticizing, reasoning, looking for assumptions, collecting and organizing data, hypothesizing, applying facts and principles in new situations, making decisions, and designing projects or investigations.

APPENDIX C
List of Tables

Table 4.34

Total Sample, Item 12a

Rank	Count	Percent
1	11	9.40
2	39	33.33
3	49	41.88
4	11	9.40
5	7	5.98
6	0	0.00
Total Count: 117		St. Dev.: 0.98

Mean: 2.69

Mode: 3

Table 4.35

Large Sample, Item 12a

Rank	Count	Percent
1	6	7.90
2	30	39.47
3	26	34.21
4	10	13.16
5	4	5.26
6	0	0.00
Total Count: 76		St. Dev.: 0.98

Mean: 2.68

Mode: 2

Table 4.36

Small Sample, Item 12a

Rank	Count	Percent
1	5	12.20
2	9	21.95
3	23	56.09
4	1	2.44
5	3	7.32
6	0	0.00
Total Count: 41		St. Dev.: 0.98
Mean: 2.71	Mode: 3	

Table 4.37

Total Sample, Item 12b

Rank	Count	Percent
1	10	9.71
2	21	20.39
3	47	45.63
4	18	17.48
5	7	6.79
6	0	0.00
Total Count: 103		St. Dev.: 1.02

Mean: 2.91

Mode: 3

Table 4.38

Large Sample, Item 12b

Rank	Count	Percent
1	5	7.14
2	15	21.43
3	30	42.86
4	15	21.43
5	5	7.14
6	0	0.00
Total Count: 70		St. Dev.: 1.01

Mean: 3.00

Mode: 3

Table 4.39

Small Sample, Item 12b

Rank	Count	Percent
1	5	15.15
2	6	18.18
3	17	51.51
4	3	9.09
5	2	6.06
6	0	0.00
Total Count: 33		St. Dev.: 1.04

Mean: 2.73

Mode: 3

Table 4.40

Total Sample, Item 12c

Rank	Count	Percent
1	3	10.35
2	4	13.79
3	14	48.28
4	5	17.24
5	3	10.35
6	0	0.00
Total Count: 29		St. Dev.: 1.09
Mean: 3.03	Mode: 3	

Table 4.41

Large Sample, Item 12c

Rank	Count	Percent
1	1	5.00
2	2	10.00
3	12	60.00
4	3	15.00
5	2	10.00
6	0	0.00
Total Count: 20		St. Dev.: 0.93

Mean: 3.15

Mode: 3

Table 4.42

Small Sample, Item 12c

Rank	Count	Percent
1	2	22.22
2	2	22.22
3	2	22.22
4	2	22.22
5	1	11.11
6	0	0.00
Total Count: 9		St. Dev.: 1.39

Mean: 2.78

Mode: --

Table 4.43

Total Sample, Item 13a

Rank	Count	Percent
1	29	32.22
2	31	34.44
3	21	25.56
4	5	5.56
5	2	2.22
6	0	0.00
Total Count: 90		St. Dev.: 1.00

Mean: 2.11

Mode: 2

Table 4.44

Total Sample, Item 13b

Rank	Count	Percent
<hr/>		
1	18	35.29
2	20	39.22
3	9	17.65
4	3	5.88
5	1	1.96
6	0	0.00
<hr/>		
Total Count: 51		St. Dev.: 0.98

Mean: 2.00

Mode: 2

Table 4.45

Total Sample, Item 13c

Rank	Count	Percent
1	40	46.51
2	29	33.72
3	14	16.28
4	3	3.49
5	0	0.00
6	0	0.00
Total Count: 86		St. Dev.: 0.85

Mean: 1.77

Mode: 1

Table 4.46

Total Sample, Item 13d

Rank	Count	Percent
1	9	23.68
2	13	34.21
3	9	23.68
4	7	18.42
5	0	0.00
6	0	0.00
Total Count: 38		St. Dev.: 1.05

Mean: 2.37

Mode: 2

Table 4.47

Total Sample, Item 13e

Rank	Count	Percent
1	11	13.92
2	12	15.19
3	31	39.24
4	20	25.32
5	5	6.33
6	0	0.00
Total Count: 79		St. Dev.: 1.11

Mean: 2.93

Mode: 3

Table 4.48

Total Sample, Item 13f

Rank	Count	Percent
1	11	27.50
2	10	25.00
3	12	30.00
4	7	17.50
5	0	0.00
6	0	0.00
Total Count: 40		St. Dev.: 1.08

Mean: 2.38

Mode: 3

Table 4.49

Total Sample, Item 13g

Rank	Count	Percent
1	4	25.00
2	4	25.00
3	3	18.75
4	3	18.75
5	2	12.50
6	0	0.00
Total Count: 16		St. Dev.: 1.40

Mean: 2.69

Mode: --

Table 4.50

Total Sample, Item 13h

Rank	Count	Percent
1	2	33.33
2	2	33.33
3	2	33.33
4	0	0.00
5	0	0.00
6	0	0.00
Total Count: 6		St. Dev.: 0.98

Mean: 2.69

Mode: 3

Table 4.51

Total Sample, Item 13i

Rank	Count	Percent
1	2	2.74
2	15	20.55
3	26	35.62
4	24	32.88
5	6	8.22
6	0	0.00
Total Count: 73		St. Dev.: 0.97

Mean: 3.23

Mode: 3

Table 4.52

Total Sample, Item 13j

Rank	Count	Percent
1	4	5.26
2	7	9.21
3	26	34.21
4	30	39.47
5	9	11.84
6	0	0.00
Total Count: 76		St. Dev.: 1.00

Mean: 3.43

Mode: 4

Table 4.53

Total Sample, Item 13k

Rank	Count	Percent
1	3	3.75
2	10	12.50
3	32	40.00
4	25	31.25
5	10	12.50
6	0	0.00
Total Count: 80		St. Dev.: 0.98

Mean: 3.36

Mode: 3

Table 4.54

Total Sample, Item 131

Rank	Count	Percent
1	2	7.14
2	4	14.29
3	7	25.00
4	10	35.71
5	5	17.86
6	0	0.00
Total Count: 28		St. Dev.: 1.17

Mean: 3.43

Mode: 4

Table 4.55

Total Sample, Item 13m

Rank	Count	Percent
1	1	5.56
2	3	16.67
3	4	22.22
4	6	33.33
5	4	22.22
6	0	0.00
Total Count: 18		St. Dev.: 1.20

Mean: 3.50

Mode: 4

Table 4.36

Total Sample, Item 13n

Rank	Count	Percent
1	3	12.50
2	7	29.17
3	9	37.50
4	4	16.67
5	1	4.17
6	0	0.00
Total Count: 24		St. Dev.: 1.04

Mean: 2.71

Mode: 3

Table 4.57

Total Sample, Item 13o

Rank	Count	Percent
1	3	27.27
2	2	18.18
3	4	36.36
4	1	9.09
5	1	9.09
6	0	0.00
Total Count: 11		St. Dev.: 1.29

Mean: 2.55

Mode: 3

Table 4.58

Total Sample, Item 14a

Rank	Count	Percent
1	17	21.80
2	30	38.46
3	22	28.21
4	6	7.69
5	3	3.85
6	0	0.00
Total Count: 78		St. Dev.: 1.03
Mean: 2.33	Mode: 2	

Table 4.59

Total Sample, Item 14b

Rank	Count	Percent
1	10	22.22
2	17	37.78
3	15	33.33
4	3	6.67
5	0	0.00
6	0	0.00
Total Count: 45		St. Dev.: 0.88

Mean: 2.24

Mode: 2

Table 4.60

Total Sample, Item 14c

Rank	Count	Percent
1	18	25.00
2	22	30.56
3	24	33.33
4	7	9.72
5	1	1.39
6	0	0.00
Total Count: 72		St. Dev.: 1.01

Mean: 2.32

Mode: 3

Table 4.61

Total Sample, Item 14d

Rank	Count	Percent
1	7	20.00
2	12	34.29
3	11	31.43
4	5	14.29
5	0	0.00
6	0	0.00
Total Count: 35		St. Dev.: 0.98

Mean: 2.40

Mode: 2

Table 4.62

Total Sample, Item 14e

Rank	Count	Percent
1	8	13.33
2	18	30.00
3	20	33.33
4	12	20.00
5	2	3.33
6	0	0.00
Total Count: 60		St. Dev.: 1.05

Mean: 2.70

Mode: 3

Table 4.63

Total Sample, Item 14f

Rank	Count	Percent
1	8	21.62
2	12	32.43
3	12	32.43
4	5	13.51
5	0	0.00
6	0	0.00
Total Count: 37		St. Dev.: 0.98

Mean: 2.38

Mode: --

Table 4.64

Total Sample, Item 14g

Rank	Count	Percent
1	3	27.27
2	3	27.27
3	2	18.18
4	2	18.18
5	1	9.09
6	0	0.00
Total Count: 11		St. Dev.: 1.37

Mean: 2.55

Mode: --

Table 4.65

Total Sample, Item 14h

Rank	Count	Percent
1	2	40.00
2	1	20.00
3	2	40.00
4	0	0.00
5	0	0.00
6	0	0.00
Total Count: 5		St. Dev.: 1.00

Mean: 2.00

Mode: --

Table 4.66

Total Sample, Item 14i

Rank	Count	Percent
1	4	7.41
2	14	25.93
3	25	46.30
4	11	20.37
5	0	0.00
6	0	0.00
Total Count: 54		St. Dev.: 0.86

Mean: 2.80

Mode: 3

Table 4.67

Total Sample, Item 14j

Rank	Count	Percent
1	3	4.92
2	9	14.75
3	29	47.54
4	18	29.51
5	2	3.28
6	0	0.00
Total Count: 61		St. Dev.: 0.88

Mean: 3.12

Mode: 3

Table 4.68

Total Sample, Item 14k

Rank	Count	Percent
1	2	3.85
2	13	25.00
3	17	32.70
4	16	30.77
5	4	7.69
6	0	0.00
Total Count: 52		St. Dev.: 1.01

Mean: 3.14

Mode: 3

Table 4.69

Total Sample, Item 141

Rank	Count	Percent
1	4	15.39
2	9	34.62
3	4	15.39
4	8	30.77
5	1	3.85
6	0	0.00
Total Count: 26		St. Dev.: 1.19

Mean: 2.73

Mode: 2

Table 4.70

Total Sample, Item 14m

Rank	Count	Percent
1	3	23.08
2	1	7.69
3	6	46.15
4	2	15.39
5	1	7.69
6	0	0.00
Total Count: 13		St. Dev.: 1.24

Mean: 2.77

Mode: 3

Table 4.71

Total Sample, Item 14a

Rank	Count	Percent
<hr/>		
1	2	10.53
2	6	31.58
3	4	21.05
4	7	36.84
5	0	0.00
6	0	0.00
<hr/>		
Total Count: 19		St. Dev.: 1.07

Mean: 2.84

Mode: 4

Table 4.72

Total Sample, Item 140

Rank	Count	Percent
1	4	36.36
2	3	27.27
3	1	9.09
4	3	27.27
5	0	0.00
6	0	0.00
Total Count: 11		St. Dev.: 1.27

Mean: 2.27

Mode: 1

Table 4.73

Total Sample, Item 15a

Rank	Count	Percent
1	32	35.17
2	22	24.18
3	23	25.28
4	12	13.19
5	2	2.20
6	0	0.00
Total Count: 91		St. Dev.: 1.14

Mean: 2.23

Mode: 1

Table 4.74

Large Sample, Item 15a

Rank	Count	Percent
1	22	39.29
2	13	23.21
3	14	25.00
4	7	12.50
5	0	0.00
6	0	0.00
Total Count: 56		St. Dev.: 1.07

Mean: 2.11

Mode: 1

Table 4.75

Small Sample, Item 15a

Rank	Count	Percent
1	10	28.57
2	9	25.71
3	9	25.71
4	5	14.29
5	2	5.71
6	0	0.00
Total Count: 35		St. Dev.: 1.22

Mean: 2.43

Mode: 1

Table 4.76

Total Sample, Item 15b

Rank	Count	Percent
1	18	16.67
2	27	25.00
3	23	21.30
4	30	27.78
5	10	9.26
6	0	0.00
Total Count: 108		St. Dev.: 1.25

Mean: 2.88

Mode: 4

Table 4.77

Large Sample, Item 15b

Rank	Count	Percent
1	15	21.74
2	20	28.99
3	12	17.39
4	17	24.64
5	5	7.25
6	0	0.00
Total Count: 69		St. Dev.: 1.27
Mean: 2.67	Mode: 2	

Table 4.78

Small Sample, Item 15b

Rank	Count	Percent
1	3	7.69
2	7	17.95
3	11	28.21
4	13	33.33
5	5	12.82
6	0	0.00
Total Count: 39		St. Dev.: 1.14

Mean: 3.26

Mode: 4

Table 4.79

Total Sample, Item 15c

Rank	Count	Percent
1	12	12.00
2	13	13.00
3	32	32.00
4	36	36.00
5	7	7.00
6	0	0.00
Total Count: 100		St. Dev.: 1.12

Mean: 3.13

Mode: 4

Table 4.80

Large Sample, Item 15c

Rank	Count	Percent
1	7	10.77
2	8	12.31
3	20	30.77
4	26	40.00
5	4	6.15
6	0	0.00
Total Count: 65		St. Dev.: 1.09

Mean: 3.19

Mode: 4

Table 4.81

Small Sample, Item 15c

Rank	Count	Percent
1	5	14.29
2	5	14.29
3	12	34.29
4	10	28.57
5	3	8.57
6	0	0.00
Total Count: 35		St. Dev.: 1.18
Mean: 3.03	Mode: 3	

Table 4.82

Total Sample, Item 15d

Rank	Count	Percent
1	14	16.28
2	15	17.44
3	27	31.40
4	26	30.23
5	4	4.65
6	0	0.00
Total Count: 86		St. Dev.: 1.15

Mean: 2.90

Mode: 3

Table 4.83**Large Sample, Item 15d**

Rank	Count	Percent
1	6	10.35
2	11	18.97
3	18	31.03
4	21	36.21
5	2	3.45
6	0	0.00
Total Count: 58		St. Dev.: 1.06
Mean: 3.03	Mode: 4	

Table 4.84

Small Sample, Item 15d

Rank	Count	Percent
1	8	28.57
2	4	14.29
3	9	32.14
4	5	17.86
5	2	7.14
6	0	0.00
Total Count: 28		St. Dev.: 1.29

Mean: 2.61

Mode: 3

Table 4.85

Total Sample, Item 15e

Rank	Count	Percent
1	0	0.00
2	9	13.85
3	8	12.31
4	29	44.62
5	19	29.23
6	0	0.00
Total Count: 65		St. Dev.: 0.99

Mean: 3.89

Mode: 4

Table 4.86

Large Sample, Item 15e

Rank	Count	Percent
1	0	0.00
2	9	15.52
3	7	12.07
4	24	41.38
5	18	31.03
6	0	0.00
Total Count: 58		St. Dev.: 1.03

Mean: 3.88

Mode: 4

Table 4.87

Small Sample, Item 15e

Rank	Count	Percent
1	0	0.00
2	0	0.00
3	1	14.29
4	5	71.43
5	1	14.29
6	0	0.00
Total Count: 7		St. Dev.: 0.58
Mean: 4.00	Mode: 4	

Table 4.88

Total Sample, Item 15f

Rank	Count	Percent
1	27	32.14
2	24	28.57
3	20	23.81
4	10	11.91
5	3	3.57
6	0	0.00
Total Count: 84		St. Dev.: 1.14

Mean: 2.26

Mode: 1

Table 4.89

Large Sample, Item 15f

Rank	Count	Percent
1	17	30.36
2	16	28.57
3	12	21.43
4	8	14.29
5	3	5.36
6	0	0.00
Total Count: 56		St. Dev.: 1.21

Mean: 2.36

Mode: 1

Table 4.90

Small Sample, Item 15f

Rank	Count	Percent
1	10	35.71
2	8	28.57
3	8	28.57
4	2	7.14
5	0	0.00
6	0	0.00
Total Count: 28		St. Dev.: 0.98

Mean: 2.07

Mode: 1

Table 4.91

Total Sample, Item 17

Pre-Periods	Count	Percent
1	8	7.02
2	6	5.26
3	5	4.39
4	0	0.00
5	0	0.00
6	43	37.72
7	2	1.75
8	6	5.26
9	13	11.40
10	10	8.77
11	0	0.00
12	21	18.42
Total Count: 114		St. Dev.: 3.30

Mean: 7.23

Mode: 6

Table 4.92

Large Sample, Item 17

Pre-Periods	Count	Percent
1	6	8.00
2	5	6.67
3	1	1.33
4	0	0.00
5	0	0.00
6	24	32.00
7	2	2.67
8	3	4.00
9	11	14.67
10	5	6.67
11	0	0.00
12	18	24.00
Total Count: 75		St. Dev.: 3.49

Mean: 7.55

Mode: 6

Table 4.93

Small Sample, Item 17

Pre-Periods	Count	Percent
1	2	5.13
2	1	2.56
3	4	10.26
4	0	0.00
5	0	0.00
6	19	48.72
7	0	0.00
8	3	7.69
9	2	5.13
10	5	12.82
11	0	0.00
12	3	7.69
Total Count: 39		St. Dev.: 2.83

Mean: 6.62

Mode: 6

Table 4.94

Total Sample, Item 18a

From:	To:	Count:	Percent:
1	4	12	10.26
5	8	51	43.59
9	12	32	27.35
13	16	13	11.11
17	20	2	1.71
21	24	0	0.00
25	28	1	0.86
29	32	4	3.42
33	36	0	0.00
37	40	0	0.00
41	44	0	0.00
45	48	2	1.71
Mean	Mode	Total Count	St. Dev.
10.37	---	117	7.48

Table 4.95

Large Sample, Item 18a

From:	To:	Count:	Percent:
1	3	4	5.26
4	6	16	21.05
7	9	23	30.26
10	12	20	26.32
13	15	7	9.21
16	18	2	2.63
19	21	0	0.00
22	24	0	0.00
25	27	0	0.00
28	30	2	2.63
31	33	1	1.32
34	36	0	0.00
37	39	0	0.00
40	42	0	0.00
43	45	0	0.00
46	48	1	1.32
Mean	Mode	Total Count	St. Dev.
10.09	---	76	6.89

Table 4.96

Small Sample, Item 18a

From:	To:	Count:	Percent:
1	3	2	4.88
4	6	11	26.83
7	9	8	19.51
10	12	11	26.83
13	15	3	7.32
16	18	1	2.44
19	21	2	4.88
22	24	0	0.00
25	27	0	0.00
28	30	2	4.88
31	33	0	0.00
34	36	0	0.00
37	39	0	0.00
40	42	0	0.00
43	45	0	0.00
46	48	1	2.44
Mean	Mode	Total Count	St. Dev.
10.88	---	41	8.55

Table 4.97

Total Sample, Item 18b

From:	To:	Count:	Percent:
0	1	4	3.60
2	3	34	30.63
4	5	37	33.33
6	7	7	6.31
8	9	13	11.71
10	11	6	5.41
12	13	3	2.70
14	15	3	2.70
16	17	1	0.90
18	19	2	1.80
20	21	0	0.00
22	23	0	0.00
24	25	1	0.90
Mean	Mode	Total Count	St. Dev.
5.49	---	111	4.16

Table 4.98

Large Sample, Item 18b

From:	To:	Count:	Percent:
0	1	2	2.78
2	3	19	26.39
4	5	26	36.11
6	7	5	6.94
8	9	10	13.89
10	11	3	4.17
12	13	3	4.17
14	15	2	2.78
16	17	0	0.00
18	19	2	2.78
Mean	Mode	Total Count	St. Dev.
5.54		72	3.81

Table 4.99

Small Sample, Item 18b

From:	To:	Count:	Percent:
1	2	9	23.08
3	4	16	41.03
5	6	5	12.82
7	8	3	7.69
9	10	3	7.69
11	12	0	0.00
13	14	0	0.00
15	16	1	2.56
17	18	1	2.56
19	20	0	0.00
21	22	0	0.00
23	24	0	0.00
25	26	1	2.56
Mean	Mode	Total Count	St. Dev.
5.39	---	39	4.81

Table 4.109

Total Sample, Item 22a

Rank	Count	Percent
1	13	11.40
2	18	15.79
3	29	25.44
4	23	20.18
5	31	27.19
6	0	0.00
Total Count: 114		St. Dev.: 1.34

Mean: 3.36

Mode: 5

Table 4.110

Large Sample, Item 22a

Rank	Count	Percent
1	8	10.96
2	14	19.18
3	20	27.40
4	15	20.55
5	16	21.92
6	0	0.00
Total Count: 73		St. Dev.: 1.30

Mean: 3.23

Mode: 3

Table 4.111

Small Sample, Item 22a

Rank	Count	Percent
1	5	12.20
2	4	9.76
3	9	21.95
4	8	19.51
5	15	36.59
6	0	0.00
Total Count: 41		St. Dev.: 1.40

Mean: 3.59

Mode: 5

Table 4.112

Total Sample, Item 22b

Rank	Count	Percent
1	11	9.74
2	22	19.47
3	27	23.89
4	27	23.89
5	26	23.01
6	0	0.00
Total Count: 113		St. Dev.: 1.29

Mean: 3.31

Mode: --

Table 4.113

Large Sample, Item 22b

Rank	Count	Percent
1	7	9.72
2	14	19.44
3	21	29.17
4	19	26.39
5	11	15.28
6	0	0.00
Total Count: 72		St. Dev.: 1.20

Mean: 3.18

Mode: 3

Table 4.114

Small Sample, Item 22b

Rank	Count	Percent
1	4	9.76
2	8	19.51
3	6	14.63
4	8	19.51
5	15	36.59
6	0	0.00
Total Count: 41		St. Dev.: 1.42

Mean: 3.54

Mode: 5

Table 4.115

Total Sample, Item 22c

Rank	Count	Percent
1	14	12.39
2	16	14.16
3	25	22.12
4	31	27.43
5	27	23.89
6	0	0.00
Total Count: 113		St. Dev.: 1.32

Mean: 3.36

Mode: 4

Table 4.116

Large Sample, Item 22c

Rank	Count	Percent
1	9	12.50
2	12	16.67
3	19	26.31
4	18	25.00
5	14	19.44
6	0	0.00
Total Count: 72		St. Dev.: 1.29
Mean: 3.22	Mode: 3	

Table 4.117

Small Sample, Item 22c

Rank	Count	Percent
1	5	12.20
2	4	9.76
3	6	14.63
4	13	31.71
5	13	31.71
6	0	0.00
Total Count: 41		St. Dev.: 1.36
Mean: 3.61	Mode: --	

Table 4.118

Total Sample, Item 22d

Rank	Count	Percent
1	10	8.85
2	20	17.70
3	23	20.35
4	31	27.43
5	29	25.66
6	0	0.00
Total Count: 113		St. Dev.: 1.29
Mean: 3.43	Mode: 4	

Table 4.119

Large Sample, Item 22d

Rank	Count	Percent
1	5	6.76
2	15	20.27
3	17	22.97
4	22	29.73
5	15	20.27
6	0	0.00
Total Count: 74		St. Dev.: 1.21

Mean: 3.37

Mode: 5

Table 4.120

Small Sample, Item 22d

Rank	Count	Percent
1	5	12.82
2	5	12.82
3	6	15.39
4	9	23.08
5	14	35.90
6	0	0.00
Total Count: 39		St. Dev.: 1.43

Mean: 3.56

Mode: 5

APPENDIX D

Sample Public Exams

Public Examinations for Language 3101 and Thematic Literature
3201

Language 3101

June 1989

SECTION A

Analysis

Read the prose selection below, and do the FOUR items that follow it. You may wish to read the items first and the selection second. Total value: 40%.

Super-Struggle

(An excerpt from The Third Wave)

by

Alvin Toffler

1 A new civilization is emerging in our lives, and blind men everywhere are trying to suppress it. This new civilization brings with it new family styles; changed ways of working, loving, and living; a new economy; new political conflicts; and beyond all this an altered consciousness as well. Pieces of this new civilization exist today. Millions are already attuning their lives to the rhythms of tomorrow. Others, terrified of the future, are engaged in a desperate, futile flight into the past and are trying to restore the dying world that gave them birth.

2 The dawn of this new civilization is the single most explosive fact of our lifetimes.

3 Until now the human race has undergone two great waves of change, each one largely obliterating earlier cultures or civilizations and replacing them with ways of life inconceivable to those who came before. The First Wave of change -- the agricultural revolution -- took thousands of years. Today history is even more accelerative, and it is likely that the Third Wave will sweep across history and complete itself in a few decades. We, who happen to share the planet at this explosive moment, will therefore feel the full impact of the Third Wave in our own lifetimes.

4 Tearing our families apart, rocking our economy, paralyzing our political values, the Third Wave affects everyone. It challenges all the old power relationships, the privileges and prerogatives of the endangered elites of today, and provides the backdrop against which the key power struggles of tomorrow will be fought.

5 The Third Wave brings with it a genuinely new way of life based on diversified, renewable energy sources; on methods of production that make most factory assembly lines obsolete; on new, non-nuclear families; on a novel institution that might be called the "electronic cottage"; and on radically changed schools and corporations of the future. The emergent civilization writes a new code of behaviour for us and carries us beyond standardization, synchronization, and centralization, beyond the concentration of energy, money, and power...It requires governments that are simpler, more effective, yet more democratic than any we know today. It is a civilization with its own distinctive world outlook, its own ways of dealing with time, space, logic, and causality.

-
1. (a) What was the author's purpose in writing this passage?
6 Support your answer with **two** specific references.
 - 4 (b) What metaphor is most significant to the writer's purpose? Why is this metaphor appropriate?
 2. (a) As a type of writing, this selection is mainly
2 expository. Name **two** characteristics of expository writing.
 - 4 (b) Show, with examples, how these two characteristics are present in the selection.
 - 4 (c) What does the author gain by delaying his explanation of the Wave Theory until the third paragraph?
 3. (a) Explain why the author has written paragraph two in
4 one sentence?
 - 6 (b) The writer makes extensive use of parallel structure. Select a sentence which contains parallel structure, clearly identify the parallel items, and comment briefly on the effectiveness of such parallelism.
 4. Explain the meaning of **five** of the following words and phrases, and show why they are examples of effective diction in their contexts in the passage:

- | | | |
|----|--|---------------|
| 10 | (a) Super-Struggle | (title) |
| | (b) blind men | (paragraph 1) |
| | (c) futile flight | (paragraph 1) |
| | (d) obliterating | (paragraph 3) |
| | (e) Today history is even more accelerative. | |
| | (paragraph 3) | |
| | (f) explosive moment | (paragraph 3) |

SECTION B

Writing

Do any TWO items in this section. Each item presents a topic on which you are to do an original piece of writing. Be sure to use the characteristics of the type of writing called for in each item. Your writing will be evaluated on the basis of both content and form, so it is important that you exercise care in selecting your topic, and in using appropriate mechanics. Total value: 60%

5. Exposition is writing that explains. Write an expository essay of 250-300 words on ONE of the following topics. Use the method of development suggested for the topic.

- Our Troubled World (Illustration)
The Importance of Confidence (Reasons)
Life is a One-Way Street (Analogy)
A True Friend (Definition)
The Formula for a Successful Soap Opera (Analysis)
Graduation is Like Leaving a Safe Harbour (Analogy)
Books-A Means of Armchair Travel (Illustration)
An Unhappy Life (Cause and Effect)

6. Good narration involves more than a list of events. Character, action, and an ordered sequence of events are essential.. Using **ONE** of the following topics, construct a **narrative** of 250-300 words that contains the essentials of narration.

- My First Lesson (your choice, e.g., Music, Skiing)
My Latest Experience With Dieting
An Experience I Will Always Cherish
Feeding the Baby
Busting Out!
A Family Disagreement
Late Night Terror
I Make a Shocking Discovery

7. Effective description must contain enough detail to clearly show the subject as well as enough variety to hold the attention of the reader. Choose ONE of the following and write a **descriptive** passage of 250-300 words. Develop a clear point of view, and consider a method of description appropriate to your topic.

- 30 The Iceberg
 A Hospital Ward
 The Brat
 Monday Morning
 In the Meadow
 The Monster Within
 The All-Around Student
 The Junkyard

THEMATIC LITERATURE 3201

June 1989

SECTION A

Thematic Study

This section contains two short selections: one short story and one poem. Read both selections carefully and do the **THREE** items following them. Total value: 50%.

Selection #1

THE FAMILY WHICH DWELT APART

by
 E.B. White

On a small, remote island in the lower reaches of Barnetuck Bay there lived a family of fisherfolk by the name of Pruitt. There were seven of them, and they were the sole inhabitants of the place. They subsisted on canned corn, canned tomatoes, pressed duck, whole-wheat bread, terrapin, Rice Krispies, crabs, cheese, queen olives, and homemade wild-grape preserve. Once in a while Pa Pruitt made some whiskey and they all had a drink.

They liked the island and lived there from choice. In winter, when there wasn't much doing, they slept the clock around, like so many bears. In summer they dug clams and set off a few pinwheels and salutes on July

4th. No case of acute appendicitis had ever been known in the Pruitt household, and when a Pruitt had a pain in his side he never noticed whether it was the right side or the left side, but just hoped it would go away, and it did.

One very severe winter Barnteck Bay froze over and the Pruitt family was marooned. They couldn't get to the mainland by boat because the ice was too thick, and they couldn't walk ashore because the ice was too treacherous. But inasmuch as no Pruitt had anything to go ashore for, except mail (which was entirely second class), the freeze-up didn't make any difference. They stayed indoors, kept warm, and ate well, and when there was nothing to do, they played crokinole. (1.) The winter would have passed quietly enough had not someone on the mainland remembered that the Pruitts were out there in the frozen bay. The word got passed around the country and finally reached the Superintendent of State Police, who immediately notified Pathe' News(2.) and the United States Army. The Army got there first, with three bombing planes from Langley Field, which flew low over the island and dropped packages of dried apricots and bouillon cubes, which the Pruitts didn't like much. The newsreel plane, smaller than the bombers and equipped with skis, arrived next and landed on a snow-covered field on the north end of the island. Meanwhile, Major Bulk, head of the state troopers, acting on a tip that one of the Pruitt children had appendicitis, arranged for a dog team to be sent by plane from Laconia, New Hampshire, and also dispatched a squad of troopers to attempt a crossing of the bay. Snow began falling at sundown, and during the night three of the rescuers lost their lives about half a mile from shore, trying to jump from one ice cake to another.

The plane carrying the sled dogs was over southern New England when ice began forming on the wings. As the pilot circled for a forced landing, a large meat bone which one of the dogs had brought along got wedged in the socket of the main control stick, and the plane went into a steep dive and crashed against the side of a power-house, instantly killing the pilot and all the dogs and fatally injuring Walter Ringstead, 7, of 3452 Garden View Avenue, Stamford, Conn.

Shortly before midnight, the news of the appendicitis reached the Pruitt house itself, when a chartered autogiro (3.) from Hearst's International News Service made a landing in the storm and reporters informed Mr. Pruitt that his oldest boy, Charles, was ill and would have to be taken to Baltimore for an emergency operation. Mrs. Pruitt remonstrated, but Charles said his side did hurt a little, and it ended by his leaving in the giro. Twenty minutes later another plane came in, bearing a

surgeon, two trained nurses, and a man from the National Broadcasting Company, and the second Pruitt boy, Chester, underwent an exclusive appendectomy in the kitchen of the Pruitt home, over the Blue Network. This lad died, later, from eating dried apricots too soon after his illness, but Charles, the other boy, recovered after a long convalescence and returned to the island in the first warm days of spring.

He found things much changed. The house was gone, having caught fire on the third and last night of the rescue when a flare dropped by one of the departing planes lodged in a bucket of trash on the piazza. After the fire, Mr. Pruitt had apparently moved his family into the emergency shed which the radio announcers had thrown up, and there they had dwelt under rather difficult conditions until the night the entire family was wiped out by drinking a ten-per-cent solution of carbolic acid which the surgeon had left behind and which Pa had mistaken for grain alcohol.

Barnetuck Bay seemed a different place to Charles. After giving his kin decent burial, he left the island of his nativity and went to dwell on the mainland.

-
- 1 Crokinole - a game in which small discs are snapped toward the centre of a board.
 - 2 Pathe' News - a news service associated with movies and presented in theatres before feature films.
 - 3 autogiro - helicopter-like airplane.
-

Selection # 2

REALIZE YOUR DREAM

by

Rita MacNeil

So you never left the small town
 With your friends when things got way down,
 You stood between the tall trees,
 Threw all caution to the cool breeze;
 And you stayed home on the island
 And you watched the evening sunrise,
 And you never thought of leaving
 Even when the winds blew cold.

And I've seen you at the station
 With your arms outstretched and waiting,
 To welcome the travellers
 Who went searching after dreams;
 And they never failed to mention
 How your life's been one dimension,
 And you smile at good intentions
 Knowing well they'll never see.

For you won't forever need it,
 You're found here without leaving,
 It's the drifter and dreamer
 Who often fail to see;
 In the heart that never wanders
 Lies a peace that comes with morning-
 It's knowing when the day is done
 You've realized your dreams.

And you never left the old ties
 When the changing winds came by,
 You walked beside the old mill,
 Turned your eyes upon the green hills;
 And stayed home on the island
 And you watched the loved ones follow
 All the roads that led them searching
 After ordinary dreams.

-
1. In two well written paragraphs, show clearly that you
 15 understand the experiences being described (the literal
 meaning) in the two selections.
 2. Do any **TWO** of parts (a), (b), (c), and (d).
 - (a) Irony is an effective device in literature.
 - 2 (i) Define irony.
 - 4 (ii) Find **two** examples of irony in "The Family Which
 Dwelt Apart".
 - 4 (iii) Show how the examples you choose make the essay
 less amusing than it appears.
 - (b) The "island" poem "Realize Your Dream" could be
 thought of as a symbol.
 - 2 (i) Define symbol
 - 4 (ii) Explain what the island might stand for in the
 poem.

- 4 (iii) Choose **two** images or word pictures which help to describe the island to us, and show how these images add to the effectiveness of the island as a symbol.
- 10 (c) The purpose of satire is to expose through ridicule the evils or weaknesses of human nature or society. A satirist frequently uses exaggeration to make his criticism clear. Discuss satire with reference to "The Family Which Dwelt Apart".
- (d) Explain the meanings of any **TWO** of the following from Selection #2.
- 5 (i) "And they never fail to mention
How your life's been one dimension,
And you smile at good intentions
Knowing well they'll never see."
- 5 (ii) "And you never left the old ties
When the changing winds came by,..."
- 5 (iii) "It's the drifter and the dreamer
Who often fail to see;..."

3. Do **ONE** only of parts (a), (b), and (c).

15

- (a) The speaker in Rita MacNeil's poem finds comfort and peace in staying home on the island. How do you think Rita MacNeil would feel about what happened to the Pruitts? Write a letter of at least three paragraphs (250-300 words) to the editor of a newspaper expressing her feelings about the intrusion of society upon the Pruitts.
- (b) Making decisions about leaving the peace and comfort of home is not easy for some people, while others find it great to get away. Discuss the advantages and disadvantages of leaving home to realize your dreams. (Your essay should be about three paragraphs totalling 250-300 words.)
- (c) "It's knowing when the day is done
You've realized your dreams."

If you could see twenty of thirty years into your future, what kind of life might you be living? What dreams will you have realized? (Your essay should be at least three paragraphs totalling 250-300 words.)

SECTION B

Fiction, Non Fiction, Drama

Students are required to do item #4 and any two other items, for a total of **THREE** from this section. Each answer must be written in essay format.

4. COMPULSORY ITEM

20

Do **ONE** part of this item - either (a) or (b) - with reference to the novels you have studied. The novels prescribed for this course are:

Light in the Forest

On the Beach

Lord of the Flies

Riverrun

Lost Horizon

- (a) Choose a prescribed novel you have studied this year. State clearly what you feel to be one important message or theme of the novel, and refer to the novel to show how the writer develops this theme.
- (b) The characters that authors create are interesting not only in themselves but also for their influence on the plot, and because they help the author to convey a message. Choose a main character from a novel you have studied this year and, by referring to the novel:
 - (i) Describe clearly what the character is like.
 - (ii) Show how the author uses that character to influence plot, or to illustrate a theme.

NOTE - You are required to do only **TWO** items from numbers 5, 6, and 7.

5. Do **ONE** only of parts (a), (b), and (c), on a Shakespearean play - i.e., on either Macbeth or The Merchant of Venice.

15

- (a) "Macbeth has not been a scoundrel all of his life. Instead, he is a good man who has gone wrong. This is the real tragedy." Discuss this statement by focusing on Macbeth's good qualities, some of which are used for wrong purposes.

- (b) In The Merchant of Venice, Shakespeare makes us feel sorry for Shylock despite all the harm that Shylock has done and attempted to do. How does Shakespeare manage to preserve our sympathy for Shylock?
 - (c) Shakespeare not only presents the actions of characters but also helps us to understand what motivates characters to act in the way that they do. Discuss the factors which motivate either Macbeth or Shylock to behave in the way that he does.
6. Do ONE part only of this item - either (a) or (b) - with reference to non-Shakespearean plays you have studied.

The following plays from Dramatic Literature were prescribed for study:

Antigone
An Enemy of the People
The Judgement of Indra
The Dwarf Trees
Riders to the Sea
The Boor
The Intruder
The Romancers
The Member of the Wedding

- (a) Conflict is an essential element of drama. Choose one of the plays listed above and do the following in reference to it. Be sure to use specific references to the play of your choice.
- 3 (i) State a major conflict in the play.
 - 8 (ii) Discuss fully the development of that conflict.
 - 4 (iii) Show how the conflict is resolved or why it is not resolved.
- 15 (b) Choose a play you have studied this year and show how the author effectively uses one of the following to make his theme or message clear: setting, irony, symbolism, a technique of your choice.
7. Do ONE part only of this item - either (a) or (b) or (c).
 15

- (a) "Hubbard's Expedition was a tale of stupidity, courage and death." Discuss this statement with specific reference to The Lure of the Labrador Wild.
- (b) Discuss fully what you feel to be the greatest strengths and most admirable qualities of Captain Bob Bartlett, and show how these strengths and qualities are illustrated in his actions.
- (c) On of the major themes explored in Thematic Literature 3201 is man and the unknown. In a well written, structured essay, show how EITHER Bartlett, The Great Explorer or The Lure of the Labrador Wild fits into the theme of man's relationship to the unknown. Use specific references to the text to support your discussion.

APPENDIX E

List of Returns by School Board

The following is the complete list of schools included in the sample survey. The list is organized by school district. The symbol (*) alongside a particular school denotes contact with the school principal prior to mailing surveys. The number of surveys mailed and the number returned have been included for each school.

*(Called) \$ Mailed # Returned

101 VINLAND INTEGRATED (454-3862)

Harriott Curtis Collegiate

St. Anthony, NF

AOK 4SO

(8-12) / 417 / 24 / 454-8414

Bruce Patey

* 3 2

Bayview All-Grade

Port Hope Simpson, LAB.

AOK 4EO

(K-12) / 57 / 6 / 960-0321

Jessie Payne

* 1 1

102 STRAITS OF BELLE ISLE INTEGRATED

(456-2232)

St. Augustine's Central High

Plum Point, Brig Bay, NF.

AOK 4AO

(7-12) / 306 / 17 / 247-2008

Martin Gould

* 3 1

Englee Regional High

Englee, NF

AOK 2JO

(9-12) / 80 / 4 / 866-2770

Guy Fillier

* 3 3

103 DEER LAKE INTEGRATED (635-2155)

Elwood Regional High

Deer Lake, NF.

AOK 2EO

(9-12) / 453 / 22 / 635-2895

John Dolomount

* 4 3

*(Called) # Mailed # Returned

Hampten Central High

Hampten, NF.

AOK 2VO

(7-12) / 129 / 9 / 455-3231

Calvin Wilton

* 2 1

104 GREEN BAY INTEGRATED (673-3855)

Beothuck Collegiate

Baie Verte, NF.

AOK 1BO

(7-12) / 410 / 25 / 532-4288

Peggy Spurrell

* 5 2

H. L. Strong Academy

Little Bay Islands, NF.

AOJ 1KO

(K-12) / 81 / 6 / 626-4481

Irving Wheaton

2(?) 1

105 EXPLOITS VALLEY INTEGRATED (489-2168)

Botwood Collegiate

Botwood, NF.

AOH 1EO

(9-12) / 507 / 26 / 257-2497

Hubert Smith

3(?) 2

Cottrell's Cove All-Grade

Cottrell's Cove, NF.

AOH 1LO

(K-12) / 110 / 9 / 485-2410

Roy Pilgrim

* 1 1

106 NOTRE DAME INTEGRATED (535-6919)

Lewisporte Regional High

Lewisporte, NF.

AOG 4EO

(9-12) / 318 / 19 / 535-6929

Rupert Short

4(?) 0

Change Islands Integrated

Change Islands, NF.

AOG 1RO

(K-12) / 146 / 10 / 621-3391

Merril Rose

* 1 1

*(Called) # Mailed # Returned

107 TERRA NOVA INTEGRATED (256-4324)

Gander Collegiate

Gander, NF.

A1V 1W1

(9-12) / 457 / 22 / 256-2581

William Burry

* 5 3

Smallwood Academy

Dark Cove, NF.

AOG 1T0

(8-12) / 261 / 16 / 674-4466

Roy Snelgrove

3(?) 1

108 CAPE FREELS INTEGRATED (536-2422)

Lester B. Pearson C.H.

Wesleyville, NF.

AOG 4R0

(8-12) / 300 / 18 / 536-2254

David Kean

* 3 2

Heritage All-Grade School

Greenspond, NF.

AOG 2N0

(K-12) / 95 / 6 / 269-3366

Herbert Burry

* 2 1

109 BONAVISTA-TRINITY-PLACENTIA**INTEGRATED (466-3401)**

Clareville Integrated High

Clareville, NF

AOE 1J0

(8-12) / 605 / 31 / 466-2713

George Martin

7(?) 3

Long Valley All-Grade

Swift Current, NF

AOE 2W0

(K-12) / 230 / 13 / 549-2377

Wesley Manning

* 2 2

110 AVALON NORTH INTEGRATED**(786-7182)**

Ascension Collegiate

Bay Roberts, NF

AOA 1G0

(10-12) / 870 / 39 / 786-3400

Wesley Gosse

* 8 8

*(Called) # Mailed # Returned

St. Martin's Central High			
Dunville, NF			
A0B 1S0			
(7-12) / 86 / 8 / 227-3061			
Angus Gilbert	2(?)		0

111 AVALON CONSOLIDATED (754-0710)			
Bishop's College			
St. John's, NF			
AlC 2L6			
(10-12) / 779 / 39 / 579-4107			
Cal Vardy	*	7	4

St. Boniface Central High			
Bell Island, NF			
A0A 4H0			
(7-12) / 238 / 14 / 488-3367			
David Hookey	*	4	2

112 BURIN PENNISULA INTEGRATED			
(891-2150)			
Pearce Regional High School			
Salt Pond, NF			
A0E 1G0			
(9-12) / 504 / 26 / 891-1310			
James Pittman		4(?)	2

Jacques Fontaine High School			
Jacques Fontaine, NF			
A0E 1B0			
(7-12) / 185 / 14 / 461-2600			
Scott Crocker	*	2	1

113 BAY D'ESPOIR INTEGRATED			
(888-3281)			
Fitzgerald Central High			
English Harbour West, NF			
A0H 1M0			
(7-12) / 212 / 11 / 888-5141			
Hubert Langdon		3(?)	1

St. Stephen's All-Grade			
Recontre East, NF			
A0H 2C0			
(K-12) / 50 / 4 / 848-3516			
Gary Wells	*	2	2

*(Called) # Mailed # Returned

114 PORT-AUX-BASQUE INTEGRATED

(695-3422)

St. James Regional High
 Channel-Port aux Basque, NF
 AOM 1C0
 (10-12) / 351 / 19 / 695-3551
 B. J. Croskery

* 5 4

Douglas Academy
 Lapoile, NF
 AOM 1K0
 (K-12) / 57 / 3 / 496-3191
 Garfield Simms

1 0

115 BAY OF ISLANDS-ST. GEORGE'S**INTEGRATED (639-9823)**

Herdman Collegiate
 Corner Brook, NF
 A2H 6E3
 (10-12) / 850 / 45 / 634-6837
 Lloyd Mercer

* 10 6

McKay's High School
 McKay's, NF
 AON 1G0
 (7-12) / 118 / 9 / 645-2330
 Edward Penney

3(?) 0

116 ST. BARBE SOUTH INTEGRATED

(438-2271)

Holland's Memorial Central High
 Norris Point, NF
 AOK 3V0
 (8-12) / 251 / 15 / 458- 2251
 R. Williams

3(?) 1

Jakeman Central High
 Trout River, NF
 AOK 5P0
 (7-12) / 78 / 7 / 451-3381
 Terry Ryan

* 3 3

*(Called) # Mailed # Returned

117 LABRADOR EAST INTEGRATED

(896-3366)

Goose High School

Goose Bay, LAB.

AOP 1CO

(10-12) / 360 / 21 / 896-3366

Max Butler

4(?)

3

Northern Lights Academy

Rigolet, LAB.

AOP 1PO

(K-12) / 96 / 9 / 947-3350

Patricia Serube

*

1

1

118 LABRADOR WEST INTEGRATED

(944-7628)

Mennihek Integrated High

Lab. City, LAB.

A2V 2W9

(7-12) / 624 / 40 / 944-7731

R. J. Stapleton

5(?)

1

J. R. Smallwood High

Wabush, LAB.

AOK 1BO

(7-12) / 225 / 18 / 282-3251

Ian MacCara

*

1

0

126 BURGEO INTEGRATED (886-2778)

St. John Central High

Burgoe, NF

AOM 1AO

(7-12) / 380 / 19 / 886-2590

Norman Marsden

4(?)

2

127 RAMEA INTEGRATED (625-2283)

St. Boniface Central High

Ramea, NF

AOM 1NO

(7-12) / 188 / 11 / 625-2282

Samuel Flander

*

2

2

*(Called) # Mailed # Returned

127 CONCEPTION BAY SOUTH INTEGRATED

(834-5511)

Queen Elizabeth Regional High

Foxtrap, NF

AOA 2JO

(9-12) / 880 / 43 / 834-2081

Richard Harvey

*

8

5

301 SEVENTH-DAY ADVENTIST (576-4051)

Seventh-Day Adventist Academy

St. John's, NF

A1C 2N8

(7-12) / 67 / 8 / 579-0968

Johnn Reise

2

2

401 PENETECOSTAL ASSEMBLIES BOARD

(489-5751)

F. G. Bursey Memorial Collegiate

Grand Falls, NF

A2A 2J3

(7-12) / 456 / 24 / 489-5701

Ronald Mosher

3(?)

2

William Gilbert Academy

Charlottetown, NF

AOK 5Y0

(K-12) / 79 / 6 / 949-0023

Raymond Turnball

2(?)

2

514 ST. JOHN'S ROMAN CATHOLIC

(753-2351)

Holy Heart of Mary R. H.

St. John's, NF

A1C 3Z3

(10-12) / 1, 159 / 59 / 754-1600

Sr. H Harding

*

10

7

St. Kevin's High

Goulds, NF

AOA 2K0

(6-12) / 485 / 27 / 745-9731

John Martin

*

5

3

*(Called) # Mailed # Returned

501 BAY ST. GEORGE ROMAN CATHOLIC

(646-2671)

St. Joseph's High

St. George's, NF

AOM 120

(6-12) / 409 / 19 / 647-3381

Sr. S Basha

* 4 1

St. Jude Central High

St. Fintan's, NF

AOM 1Y0

(8-12) / 84 / 8 / 645-2660

John Bursey

2 0

502 BURIN PENINSULA ROMAN CATHOLIC

(279-2870)

Marystown Central High

Marystown, NF

AOE-2M0

(7-12) / 699 / 36 / 279-2313

Frank Kennedy

* 4 0

Berney Memorial C. H.

Burin, NF

AOE 1E0

(7-12) / 264 / 14 / 891-2063

Raymond Picco

* 3 1

503 CONCEPTION BAY CENTRE ROMAN**CATHOLIC (229-3931)**

Roncalli Central High

Avondale, NF.

AOA 1B0

(7-12) / 445 / 21 / 229-3381

* 3 2

504 CONCEPTION BAY NORTH ROMAN**CATHOLIC (596-7012)**

Bishop O'Neill Collegiate

Brigus, NF

AOA 1K0

(8-12) / 391 / 17 / 528-4411

James Mahoney

* 3 0

*(Called) # Mailed # Returned

Corpus Christi C. H.

Northern Bay, NF

AOA 3B0

(7-12) / 106 / 8 / 584-3401

Brenden White

*

2

2

506 EXPLOITS-WHITE BAY ROMAN CATHOLIC

(489-5796)

St. Michael's C. H.

Grand Falls, NF

A2A 2J4

(8-12) / 450 / 25 / 489-5608

Br. L Taylor

*

5

0

La Rochelle C. H.

Brent's Cove, NF

AOK 1R0

(7-12) / 125 / 8 / 661-7306

James Martin

*

2

2

507 FERRYLAND ROMAN CATHOLIC

(334-2606)

Mobile Central High

Mobile, NF

AOA 3A0

(7-12) / 300 / 18 / 334-2525

John Dawson

4(?)

3

Baltimore High

Ferryland, NF

AOA 2H0

(9-12) / 229 / 15 / 432-2090

Leo Moriarity

*

3

2

508 GANDER-BONAVISTA-CONNAIGRE

ROMAN CATHOLIC (256-3319)

St. Paul's Central High

Gander, NF

A1V 1W1

(7-12) / 410 / 22 / 256-8404

Donald Murphy

*

5

1

St. Mark's Central High

King's Cove, NF

AOC 1S0

(7-12) / 195 / 12 / 447-6211

Kevin Foley

*

1

1

*(Called) # Mailed # Returned

509 HUMBER-ST. BARBE ROMAN CATHOLIC
(634-5052)

Regina High
Corner Brook, NF
A2H 6K6
(9-12) / 730 / 39 / 634-5258
Br. G. Blackmore

8(?) 1

Xavier Central High
Deer Lake, NF
AOK 2EO
(7-12) / 176 / 11 / 635-2196
Joseph Rousseau

* 3 3

510 LABRADOR ROMAN CATHOLIC
(282-6838)

Labrador City Collegiate
Labrador City, LAB
A2V 1CO
(7-12) / 601 / 43 / 944-2232
Eldon Swyer

* 4 2

Our Lady of Labrador A. G.
West Ste. Modeste, LAB
AOK 5SO
(K-12) / 228 / 15 / 927-5742
Stuart Pike

* 4 2

511 PLACENTIA-ST. MARY'S ROMAN CATHOLIC (227-2005)

Lavel Regional High
Placentia, NF
A0B 2YO
(8-12) / 415 / 22 / 227-2041
Br. A Murphy

4(?) 0

Our Lady St. Carmel C. H.
Mount Carmel, NF
A0B 2MO
(7-12) / 149 / 9 / 521- 2440
Sr. S Leonard

* 2 1

*(Called) # Mailed # Returned

512 PORT AU PORT ROMAN CATHOLIC

(643-4892)

St. Stephen's High

Stephenville, NF

A2N 2Y9

(8-12) / 814 / 46 / 643-3919

Greg Penney

6(?)

3

Notre Dame Du Cap High

Degrau, Cape St. George, NF

A0N 1E0

(7-12) / 260 / 17 / 644-2170

Sr. Jean Whelan

3(?)

0

Total surveys mailed 223

Total surveys returned 121

Total percentage returned 54.3%

Total percentage usable returns 53.4%

APPENDIX F

Textbooks/Novels/Skills Analysis - Grades 9-12

The following table compiled from the Department of Education's Program of Studies (1987-88) demonstrates the extensive scope of materials in English Courses - Grades 9-12:

GRADE IX

Exits and Entrances (Anthology of Poems, Essays and Short Stories)

Romeo and Juliet

Passages (Newfoundland Literature Anthology)

Bridges 3

Drama (Front Stage Plays)

- "Sorry, Wrong Number"
- "Monkey's Paw"
- "The Proposal"
- "The Golden Doom"
- "Mom"
- "The Little Man"

Grade IX Novels (A minimum of TWO are to be chosen for intensive study)

The Pearl

Flight Into Danger

Shane

Where the Lilies Bloom

Never Cry Wolf

First Spring on the Grand

Banks

Captains Courageous

Johnny Tremain

Diary of a Young Girl

Sunburst

Teacher Resource Material (Junior High)

Improving Reading in Every Class (to assist schools in implementing Language across the curriculum)

The Rock Observed (reference for the series of Newfoundland Literature Anthologies)

LANGUAGE 1101

Text: Transition: Argumentation and Persuasion

Teacher Reference: Developing Writing Skills

Course Description

LANGUAGE 2101

Text: Search and Shape

Teacher Reference: Developing Writing Skills

Course Description

LANGUAGE 3101

Text: Writing Prose

Teacher Reference: Developing Writing Skills

Rhetoric Made PlainCourse Description

ADVANCED WRITING 3103

Text: Writing Incredibly Short Plays, Poems, and Short StoriesTeacher Reference: Creative WritingCourse Description

LANGUAGE STUDY 3104

Text: Our Own VoiceDictionary of Newfoundland EnglishTeacher Reference: Regional Language StudiesTeacher Folder (Articles, Pamphlets,
Questionnaires)

BASIC ENGLISH 1102

Text: Writing Sense (Teacher's Guide included)Read and Think, Book 2 (Teacher's Guide included)Teacher Reference: Yes, They Can!Improving Reading in Every ClassThe Dynamics of Classroom Communication
in Secondary SchoolsCourse Description

VOCATIONAL ENGLISH 2102

Text: Words on WorkThe Communications HandbookTeacher Reference: Communication Skills for the World of Work

BUSINESS ENGLISH 3102

Text: People and CommunicationTeacher Reference: Communication Skills for the World of Work

THEMATIC LITERATURE 1200

Text: In Your Own Words (Anthology)The Newfoundland Character (Nfld. Literature Anthology)Drama: The Holdin' GroundThe Winslow BoySearch Package of Short Plays

Novels: (A Minimum of TWO)

Death On the IcePigmanThe Snow GooseIn the Heat of the NightBridge on the River KwaiThe Moon is DownWho has Seen the Wind?Guns of NavaroneTo Kill a Mockingbird

LITERARY HERITAGE 2201

Text: An Anthology of Verse (Poetry)

Literary Essays and Short Stories by Ryan &

Rossiter

Drama: Searchlight Package

Twelfth Night or Julius Caesar

Novels: (One from Section A and one from Section B)

Section A: Robinson Crusoe

Oliver Twist

The Woodlanders

Ivanhoe

Section B: The Old Man and the Sea

Animal Farm

Red Feathers

The Cruel Sea

CANADIAN LITERATURE 2204

Text: Heartland (Short Story Anthology)

Poems of a Snow-Eyed Country (Poetry Anthology)

Cues and Entrances: Ten Canadian One-Act Plays (Drama Anthology)

Easterly (An Anthology of Atlantic Literature)

Novels: (Three of the following)

Ashini (Northern Canada)

I Heard the Owl Call My Name (British Columbia)

The Betrayal (The Prairie)

Such is My Beloved (Ontario)

Maria Chapdelaine (Quebec)

Barometer Rising (Atlantic Canada)

Teacher Reference: The Oxford of English Anthology

THEMATIC LITERATURE 3201

Text: Themes For All Times (New 1989)

Drama: Dramatic Literature (Contains Macbeth, Antigone,
and 8 other plays)

Merchant of Venice (Optional)

Novels: (Fiction - One of the following)

Lost Horizon

Lord of the Flies

On the Beach

Riverrun

The Light in the Forest

Non-Fiction One of the Following

Lure of the Labrador Wild

Bartlett, The Great Explorer

Writers Workshop (Prose Anthology)

LITERARY HERITAGE 3202

Text: Literary Modes (Anthology of Poetry, Short Stories and
Essays)

Novels: (Two of the following:)

The Stone Angel (Tragic Mode)

Huckleberry Finn (Comic)

Wuthering Heights (Romantic)

The Fellowship of the Ring (Fantastic)

A Separate Peace (Contemplative)

Drama: (Two of the following)

Oedipus Rex (Tragic Mode)

She Stoops to Conquer (Comic)

Pygmalion (Romantic)

The Tempest (Fantastic)

A Man for All Seasons (Contemplative)

FOLK LITERATURE 3203

Text: Folk Literature - A Folklore/Folklife Educational Series
World Folktales (5 Copies per Class)

Teacher Reference: Folklore of Canada

The Viking Book of Folk Ballads of the
English Speaking World

SKILLS

As the above titles suggest, there are many skills which the English student must acquire from Grades 7 to 12.

-Paragraph (Composition)

Narrative, description, expository, autobiographies,
letter writing, creative writing (Short Stories, Poetry),
Research Writing, Book Reports, and Journal Writing.

-Reading and Literature

Poetry, Junior/Senior Novel, Short Stories, Newspapers,
Drama

-Vocabulary Building

-Language Study

-Dictionary Study

-Spelling

-Listening

-Mass Media

-Speech Improvement (Speech, Symposium, Extemporaneous
Speech, Debate, and Group Presentations)

-Critical Thinking

APPENDIX G
Aims and Objectives of Language
and Literature, 1940

Taken from English: Handbook to The Course of Study. St. John's: Newfoundland Department of Education, 1940.

English, Grades IX, X and XI

General Statement

The proper and full understanding of English being indispensable not only to all the work of school but also to various activities awaiting the child after school life, it is important that literature should be widely viewed so as to include writings on quite practical subjects as well as writings which come under the general heading of belles-letters. Belles-letters are in truth an important special part, but only a part of the whole realm of literature. Therefore whilst the purpose of the English course is not to impart information upon matters other than English, it certainly does include training students in seeking information where it can be found and of making sound use of it when found. On the other side it just as certainly comprehends training in taste through familiarity with good models, through literary criticism as such is to be deprecated, and it misses the mark badly if the student leaves school without at least a rudimentary love of literature. The dangers are

on the one hand an over-analytical study of a few texts, which creates a dislike for books; on the other hand a lack of guidance which sacrifices all to the child's interest, or even amusement, and sends him out with platitudinous enthusiasms in lieu of sound knowledge.

Aims

More specifically, the aims of high school English are:

1. The perfection of the ability to express ideas:
 - a. by training in the recognition of main ideas, both in the writings of others and in the student's own thoughts;
 - b. by training in the orderly marshalling of ideas (outlines, and the like);
 - c. by training in the forceful presentation of ideas (unity, coherence, and the like);
 - d. by training in the mechanics of expression (sentence structure, functional grammar).
2. The introduction of ideas - the provision of experiences:
 - a. through the provision of a large amount of reading with varied content.
 - b. through pointing out, examining and understanding occurrences in the community; and in the outside

world, both past and present, as gathered from reading.

- c. through stressing and relating to each other and to daily life other subjects in the curriculum.

3. The development of a critical faculty: training in the evaluation of social, governmental, and natural forces as well as in the recognition and appreciation of what is good in literature:

- a. by the requirement of intelligent, analytical comment on school life and on the life of the community.
- b. by the requirement of intelligent, analytical comment on aesthetic subjects - music, pictures, drama, as well as the literature read by the pupils.

Composition

Neither grammar nor the principles of composition should be taught apart from their function, but should be taught as occasion arises so that the pupils may consciously use the principles for the purpose of improving the quality of their oral and written themes. Each pupil should be required to complete one written exercise each week, which should be corrected and returned to him without unnecessary delay. At least two themes of considerable length should be written during the year. A valuable means for the improvement of

compositions is the personal interview, and if possible the teacher should have at least six of these with each pupil during the year. In this conference the themes the pupil has written and the notebook wherein he has made a record of his errors will be examined and discussed.

Literature

This branch of the study of English, including both intensive and free wide reading, is intended to give expression to the second, and, to some degree, to the third of the general aims of high school English.

The particular aims of this study of Literature in the high school are:

1. To provide through wide reading, both extensive and intensive, a large amount of vicarious experience:
 - a. of men and women in their reaction to each other and to the environment, as expressed in classic and modern fiction, drama, and essays;
 - b. of the material world and man's work in it as set forth in books of science, history, art, travel, biography and the like.
2. To create motives for the continuance of the reading of literature in its broadest sense after the school period is over. This means that literature chosen for any grade

should make a natural appeal to pupils concerned, and that all literature which in the light of experience makes no such appeal should be excluded, no matter how respectable it may be from age or reputation.

3. To develop in the students an increasing power in appreciation of literature so that they may be able to find pleasure in reading books by better authors, both standard and contemporary, and to be able to distinguish what is really good from what is trivial and weak.

Some of the devices that might be used are as follows:

1. Interpretative reading, in which the minds of all are actively engaged on the problem of how the thought of the writer can best be expressed. This is the only kind of reading aloud by students that is worth while.

2. Discussion, necessitating some personal reaction, such as the formation of opinions on what has been read. This calls for skilful questioning on the part of the teacher, to avoid mere recital of facts on the one hand and bluffing on the other.

3. The sharing of information (resulting from library work, etc.) that throws light on the selection studied, or in some way enlarges the cultural background.

4. Reports on supplementary reading, not perfunctory, but such as to advertise to the class the book read.

5. Practice in reading to one's self in the particular manner suited to a special book - cursory reading to cover a great deal of ground, getting quickly at essentials; careful reading, to master the passage with an exact understanding of its meanings and implications; consulting, to trace a particular fact by means of indexes, guides, and reference books. This practice may be given in the form of a "books open" exercise, based on definite direction from the teacher, and ending with some test to measure the extent to which the directions have been followed.

6. Memorizing. This should be definitive and regular; a body of selected passages of high worth should be memorized each year. The principles mentioned for the earliest grades should apply, i.e., that memorization should follow appreciation and that the student should have definite motives of his own for the memorization.

7. Home reading. This is very important as it is what the school is trying to train the young people to do after they leave school. The principles set forth in the discussion of independent reading in Grades VII-VIII are valid for the upper grades also. It is recommended that two books from each of the two groups mentioned in the first particular aim for literature, namely (1) classical and modern fiction, poetry, drama and essays, (2) science, history, art, travel, biography

and the like, should be read each year. Training in the use of school, public and travelling libraries and in the proper care of books, and some guidance in book buying should be given in these grades.



