

THE DEVELOPMENT OF INSTRUMENTAL CONTENT FOR
GRADE NINE SOCIAL STUDIES STUDENTS
IN NEWFOUNDLAND AND LABRADOR:
TOPIC, **CONFEDERATION**

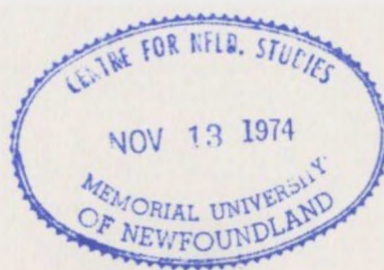
CENTRE FOR NEWFOUNDLAND STUDIES

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THE DEVELOPMENT OF INSTRUMENTAL CONTENT FOR
GRADE NINE SOCIAL STUDIES STUDENTS
IN NEWFOUNDLAND AND LABRADOR:
TOPIC, CONFEDERATION

AN INTERNSHIP REPORT PRESENTED TO THE
DEPARTMENT OF CURRICULUM AND INSTRUCTION
FACULTY OF EDUCATION
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

by

Malcolm B. Squires

August, 1974

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To my wife, Andrea, daughter, Robyn, and sons, Ian
and Colin, without whose encouragement and patience this
internship could not have been realized.

Chapter 1

INTRODUCTION

The students of Newfoundland and Labrador are living in a world of complex technology and ever-increasing knowledge. In fact, in a very short period of time, there has been a tremendous increase in technology and knowledge. Such increases will continue to take place. As a result, few people would disagree with the statement that there exists a need for the students of the province to develop both intellectually and socially so that they are prepared to exist in this complex and ever changing world.

The social studies curricula found in the classrooms of Newfoundland and Labrador have been a result of many efforts at revisions without any sound educational theory. As past chairman of the provincial social studies committee the writer found, for the most part, that curriculum and instructional changes were a defensive response to various criticisms of the present course sequence and textbooks. Little, if any, educational theory was behind any changes which occurred in the social studies curriculum. Few people would disagree that changes which did occur were mainly a patchwork of injected textbooks to replace existing textbooks which were out of print or behind the times.

PURPOSE OF THE INTERNSHIP

This internship was designed to carry out two tasks.

Task one was to develop two units of instrumental content suitable for a grade nine social studies classroom in the province of Newfoundland and Labrador using the guidelines presented by the provincial social studies curriculum committee and the Copp Clark Publishing Company. Task two was to field test the units for a period of four weeks in four classrooms randomly selected from two school boards within the Province.

BRIEF OVERVIEW OF THE REPORT

Chapter One

A statement of the purpose of the internship is provided in Chapter One.

Chapter Two

In this chapter is a criticism of the textbook in current usage in grade nine social studies and a brief outline of how the writer developed the two units of history.

Chapter Three

This chapter contains a description of the procedure used in the development of the two units of history and the method of placing the developed units in the pilot study classrooms.

Chapter Four

The construction of the teacher's and student's questionnaire and their administration are discussed in Chapter Four. Also contained in this chapter is an analysis of the data obtained from the questionnaires for each unit.

Chapter Five

The summary, conclusion and recommendations of the writer are shown in Chapter Five.

REVIEW OF PRESENT INSTRUMENTAL CONTENT IN GRADE NINE

Warren, in the Report of the Royal Commission on Education and Youth, pointed out that one of the major criticisms of the instructional content in the province of Newfoundland and Labrador was the "undue emphasis on the memorization of facts gleaned from textbooks."¹ Wayne Mercer supported this criticism and maintained that the failure of Public Examinations in geography was similarly due to the emphasis on the memorization of facts. In his words he stated the geography examination:

reveals an extremely high percentage of test items are related to the knowledge level of Bloom's taxonomy. This indicates that about the only level at which the students in Newfoundland schools are evaluated is that of memory or recall. Based upon personal experience it is entirely possible that in many Newfoundland schools, where the importance of any objective seems to be determined by the teacher's ability to measure it, grade conscious students memorize, and give back exactly what the teacher asks for, 'knowledge' without understanding.²

Few people would dispute that a similar analysis of the Public Examination in history would produce a similar finding.

¹Province of Newfoundland and Labrador. Report of the Royal Commission on Education and Youth, Volume One, (St. John's: April, 1967) p. 184.

²Wayne Mercer, The Use of the Taxonomy of Educational Objectives: Cognitive Domain When Analyzing and Comparing Geography Objectives and Questions on the Public Examinations for the Province of Newfoundland. Unpublished Master's thesis. Memorial University of Newfoundland. 1970. p. 2.

This situation in Canadian history is not unique to Newfoundland and Labrador as is evidenced by the report of the National History Project under the directorship of A. B. Hodgetts. Hodgetts stated that the amount of Canadian content in the social studies was particularly weak. At the conclusion of the project it was concluded that the teaching of Canadian content in the social studies was burdened with a concentration of facts, figures and dates with very little thought being given to understanding Canadian cultural development. Further the findings of the National History Project indicate that:

many of the proposed reforms of the past thirty years have not reached the classroom or have been useless, and that the majority of Canadian studies classes plod along the same worn-out paths, relying on materials and techniques that have been questioned not recently, in which case there would be some excuse, but for several decades.³

The course of studies being taught at present in the grade nine classrooms of Newfoundland and Labrador is of a low cognitive level. It does not meet the stated intent of the social studies curriculum for the province, that is, to prepare each individual to be an independent decision-maker in his community. In the rationale presented with the proposed new sequence of courses for the social studies in 1972 it was stated that:

³A. B. Hodgetts, What Culture? What Heritage? (Toronto, The Ontario Institute for Studies in Education, 1968), p. 5.

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Attitudes, opinions and values of young people as students and citizens are changing continually. The proposed course of studies is an attempt to parallel these changes. Students wish to know more and more about what is significant in their lives, and they judge the contemporary as most relevant. It has been suggested that knowledge and information about Canada and the world counts for only half the curriculum. The other half is concerned with emotion and feeling. It has been further suggested that social studies curricula should stress empathy for all individuals and multiple loyalties. If this is so students must be introduced to a global view of the world. As well social studies can be defined by one word -- people. The proposed course of studies reflects this view.⁴

Following examination by the provincial social studies committee, the provincial social studies consultant, teachers of the province, and the writer of this paper the present textbook used in grade nine has been viewed as inadequate to meet the objectives stated by the department of education. This concern is reflected in the decision to introduce a new textbook at this grade level. The proposed textbook is, in fact, only one of many changes that has been implemented in an effort to restructure the social studies sequence from kindergarten to grade eleven. Appendix A outlines the proposed social studies sequence for the province of Newfoundland and Labrador.

The present textbook, Canada in One World by Gordon Rothney, does not fulfill the stated aims of the provincial curriculum committee. Furthermore, the textbook has been viewed as inadequate by the provincial curriculum

⁴Provincial Social Studies Committee, Guidelines for the Social Studies Curriculum, May 15, 1972, p. 2.

committee for the following reasons:

(a) the author neglects to suggest general or specific aims or objectives for the textbook. Neither the teacher nor student has a clear idea of the goals. The importance of objectives had been pointed out by Mager (1962). He says, "Before you prepare instruction, before you choose material, machine or method, it is important to be able to state clearly what your goals are."⁵

(b) the textbook is too disjointed. Many brief topics are mentioned in each chapter with little detail being provided. Chapter Eight is entitled Newfoundland 1901-1914. Yet, in this chapter a number of topics are included without any serious consideration, background information or relevance to the chapter.

For Example:

- | | |
|----------------------------------|-------------|
| 1. Death of Queen Victoria | 4 sentences |
| 2. Labour Unions | 3 sentences |
| 3. Amalgamated Schools | 2 sentences |

(c) there are no student questions, discussion topics or research ideas given in the textbook. In criticism of such a condition in Canadian schools Hodgetts wrote as follows:

that historical facts, by themselves, are meaningless. They must be made to talk, to say something important to students. Factual material must be organized into a framework or pattern from which ideas, generalities

⁵Robert F. Mager, Preparing Instructional Objectives (Belmont, Fearon Publishers, 1962), p. viii.

or conclusions may be drawn.⁶

(d) the textbook lacks a bibliography, source materials or suggested readings. Thus both teacher and student must seek clarification or background information without any guidance. The use of other sources provide for differences in reading ability, to secure additional factual information, and to give extra reading practice.

(e) the textbook lacks suitable illustrations, maps or charts. For Example: In Chapter Eight of the textbook Canada in One World the railway issue in Newfoundland was described without any maps or illustrations. The fishing dispute in 1905 with the United States was similarly described without any maps or illustrations.

(f) the textbook lacks original documents or source materials. There is no attempt to relate the events of the past to the problems and concerns of today. For many years instructional theory in the social studies has recommended the relating of the problems and concerns of today with the events of the past. There is general agreement today that the past and the present are interwoven. Croce, writing in 1921, supported the use of original documents. He stated:

It is evident that only an interest in the life of the present can move one to investigate past fact. Therefore, this past fact does not answer to a past interest, but to a present interest.

⁶Hodgetts, op. cit., p. 26.

⁷Douglas Ainslee (Trans.) History: Its Theory and Practice, by Benedetto Croce. New York: Harcourt, 1921, p. 12)

In 1968 A. B. Hodgetts further supported the relating of events of the past to the problems and concerns of today stating:

no prescribed course of study in Canada and no textbook (and very few of the classes we observed) make any attempt to relate the events of the past to the problems and concerns of today.⁸

(g) the textbook is of a low cognitive level with little or no areas for the student to demonstrate affective learning. This reflects the findings of the National History Project. Hodgetts reported:

that most Canadian studies, as currently prescribed and taught, do not nurture advanced intellectual skills, they do not transfer knowledge that is useful to the individual as a citizen or to his society, and they do not encourage an understanding and appreciation of a great many aspects of our cultural heritage.⁹

(h) there is no opportunity provided for the student to demonstrate the acquisition of values or independent judgments. Hodgetts pointed out the need for such activities in 1968 when he asked:

How can students learn to evaluate evidence, think critically or form independent opinions based on knowledge when all they get is the bland, consensus version of the textbook? How can they learn to read with discrimination, avoid acceptance of ready-made verdicts, and think for themselves when they are presented with a linear unrealistic view of history, devoted to facts and devoid of any interpretation or controversy?¹⁰

⁸Hodgetts, op. cit., p. 21.

⁹Hodgetts, op. cit., p. 75.

¹⁰Hodgetts, op. cit., p. 67.

(i) the textbook deals mainly with political history. Little emphasis is placed upon the social or economic conditions prevalent during the period outlined by the textbook. For Example: The sections of the textbook concerning Newfoundland begins with Robert Bond in 1900 and concludes with J. R. Smallwood in 1949. Hodgetts' reported that:

Canadian history in our schools, in addition to being too narrowly political and constitutional and lacking in contemporary interest, also neglects three vital sources of controversy. These again are: the natural differences of opinion and conflict that existed in the past; the reinterpretations of the past by successive generations of historians; and the subjective element in historical writing which produces opposing viewpoints. The failure to use these aspects of history adequately contributes another major deficiency in the Canadian studies program of our elementary and secondary schools.¹¹

(j) there is little attempt to deal specifically with the history of Newfoundland or Canada in any detail. For Example: In Chapter Seven only two sections out of a possible seven directly concern events in Canada. The remaining five sections concern the election and policies of President Wilson of the United States of America and the Balkan Wars.

In an attempt to resolve the criticisms described above the writer of this paper, in association with two co-authors, has developed several units of history for the proposed grade nine history textbook.

¹¹Hodgetts, op. cit., p. 26.

Specifically each unit developed has attempted to:

(a) actively involve the learner, cognitively and affectively, in a consideration of his history, his culture, heritage and those of others through the use of questions for the students, class activities and inviting local resource people into the classroom.

(b) provide sufficient original documents and narrative to give the student an understanding of the historical event during the period described.

(c) include questions for the student, research topics and discussion topics where necessary within each unit.

(d) provide illustrations, maps and graphs to explain the written content.

(e) decrease the emphasis upon the political history and increase the social and economic history of the nation.

(f) include objectives for each unit stated in behavioral terms.

(g) present primary sources will be presented simultaneously alongside the narrative in each unit in order to develop interest in the events of the past and to indicate how history is open to many different interpretations.

(h) provide a list of readings and a selected bibliography at the conclusion of each unit.

(i) provide questions for the students and exercises for the students that permit all levels of cognitive and affective involvement and,

(j) emphasize the historical events that occurred in

Newfoundland and Canada during this period in the history of the nation.

The development of the two units for this internship report may be divided into five phases. The first phase occurring between September, 1973 and April, 1974 consisted of:

- (a) creating a workable schedule.
- (b) creating a common format to be used in the presentation of the narrative, original documents, pictures, maps and diagrams.
- (c) setting of aims and objectives for the units.
- (d) reviewing current textbooks and literature, newspapers, microfilm, photographs, charts, private and public correspondence of former government officials located in the provincial archives and visiting the legislative library at the Confederation Building.
- (e) writing, editing and rewriting the contents of the two units.

The second phase involved the preparation of individual copies of each unit for the teacher and students of each participating classroom. Phase three was the placement of the two units into four classrooms as a pilot study. This phase would require an estimated four weeks or the month of May. The fourth phase consisted of the development of a suitable evaluation instrument and its administration to the participants. The fifth and final phase was the interpretation and summation of the results of the evaluation concluding with the writer's recommendations for the units developed.

DEVELOPMENT OF UNIT ONE AND UNIT TWO

During the month of July, 1973, the writer as chairman of the provincial social studies committee became aware that the proposed grade-nine social studies history textbook being developed by the Copp Clark Publishing Company had lost its principal author. The writer discussed this situation with Dr. R. M. Anderson, a member of the provincial social studies curriculum committee. Several days later Dr. Anderson and Dr. J. A. Muir, assistant professor of education at Memorial University of Newfoundland, suggested to the writer that they undertake the task of completing the proposed textbook. After several days consideration and the suggestion that the writer would be permitted to use two units as an internship project to complete the requirements for the degree of Master of Education the writer agreed with the decision to undertake the task.

A meeting was arranged between the proposed co-authors, the Editor-in-Chief of Copp Clark Publishing Company and the provincial social studies consultant at Sackville, New Brunswick, during the Project Atlantic Canada meeting in August. At this meeting the past attempts to develop the proposed textbook were reviewed and the ability of the new writing team was questioned. To solve the problem of inexperienced authors the publisher asked for unit one to be presented for review by the editors prior to any formal agreements. It was understood that a formal agreement would be offered following a

satisfactory completion of the first unit. The publisher further agreed to provide all the materials which had been collected up to this point by the company and also the use of the company's extensive photograph collection.

Upon returning to the province the co-authors met early in the month of September. Their first task was to review the situation as it existed, obtain copies of the guidelines set forth by the provincial social studies committee, and decide upon how they wished to undertake the task. The guidelines set forth by the provincial social studies committee are found in Appendix B.

As the writer of this paper was a full time teacher at a city high school a flexible work schedule had to be arranged. Consequently, the writer of this paper assumed responsibility for (a) the Newfoundland and Labrador content throughout the proposed textbook, (b) the section upon government in unit two and (c) the responsibility of reviewing unit one and unit two for editing and revision. The writer upon completing the initial revision of the two units:

(a) unit one in January and (b) unit two in February gave them to two social studies teachers to review, to criticize and suggest changes. This would lead to a third draft which the writer intended to place into two school districts during April and May.

During the month of September the writer began to review current historical textbooks concerning this period in the history of Newfoundland and Canada, visit the provincial

archives and the libraries located in St. John's to review newspapers and documents so that each of the co-authors would be able to review the writing of the other knowledgeably.

The format of the writing was to be of the narrative style with original documents included to illustrate the key issues. Through the use of these documents the writers were attempting to illustrate the fact that history is viewed differently by each individual or cultural group and to illustrate that each author views the same historical event in his own perspective based upon his cultural background. Thus, the students, based upon the materials presented, could come to their own conclusions concerning the historical events being described. Concerning the style of writing found in historical textbooks Hodgetts stated that:

History is subjective and individual, conditioned by the background, the interests, the intellectual vision of the historian and by the contemporary climate of opinion in his society. These factors should introduce another kind of controversial material into any realistic history course. Conflict and opposing viewpoints are an inherent part of history, as we have pointed out in the preceding paragraphs, but the interpretation of the past by different historians and by successive generations is another essential element in the study of history.¹²

Maps, diagrams and photographs were included wherever applicable and at all times were to illustrate the narrative or to clarify the issues being discussed or described.

Student exercises and activities were divided into

¹²Hodgetts, op. cit., p. 24.

two categories. (a) Those designed to give the student a review of the materials presented and an opportunity to compare, contrast and to analyze the historical events being questioned. (b) Those designed to introduce current events, historical sites, guests and simulation games into the classroom to illustrate and further clarify the historical events. These questions were further designed to attempt to relate the problems and concerns of today with the events of the past. The views of Hodgetts concerning the importance of linking the present and the past should be mentioned at this time. He stated the following:

One of the main purposes in studying Canadian history, according to all department publications, is "to promote an understanding of how the present has grown out of the past." History merits consideration because "contemporary life is the perennial source of all problems which necessitate and justify the inclusion of history in the curricula of the schools." This viewpoint does not deny the intrinsic values of history: it does not deny that the events of the past are unique and particular; it does not claim that history repeats itself. It maintains only that if the world around us has grown out of the past and not suddenly appeared out of thin air, then history to be truly meaningful must be related to the present.¹³

The instrumental content designed by the intern contained exercises and activities as recommended by Hodgetts. The writer desired to create exercises and activities that would stimulate the student to achieve meaningful, creative, sensitive, critical and vigorous thinking concerning the history of his nation. The student was to be actively involved in a consideration of

¹³Hodgetts, o; . cit., p. 22.

his nation's problems, past and present, and those of his forefathers, thus facilitating the student's desire to learn. The exercises and activities would be designed as open-ended, that is, they would require the student to use his intellectual abilities as best he could and to express his attitudes and feelings toward the issues facing the nation.

During the second meeting in September the major aims were agreed upon for the proposed textbook and in particular the objectives for unit one were set. The objectives of unit one would be:

(a) to introduce the textbook with a description of events in Canada today.

(b) to describe life in British North America between 1800 and 1860.

(c) to introduce the student to the major personalities and issues of the period.

(d) to set the stage for the opening of the west.

(e) to set the stage for the confederation of the British North American colonies.

(f) to indicate Newfoundland's maritime outlook and lack of desire to enter the confederation scheme.

It was further decided that behavioral objectives were to be written for each unit. This would permit both the teacher and student to decide upon the goals he or she intends to reach at the completion of the unit. Furthermore it would permit the teacher to select procedures, content, and methods that are relevant to the objectives stated, to

to evaluate the student based upon the objectives. Mager recommended the above approach. In his words, "an instructor will function in a fog of his own making until he knows what he wants his students to be able to do at the end of the instruction."¹⁴

The writer continued to research and review the literature of this period and in particular the literature concerning the history of Newfoundland between 1800 and 1860.

The remaining meetings during September were routine in that the written material produced by each co-author was reviewed by each other participant so as to check upon the writing style, content, format, exercises and activities. This procedure helped develop consistent writing among the three participants and any questionable areas of writing were checked upon immediately. Similarly suggestions as to where various pieces of information could be obtained, and materials pertaining to another section located by each participant was interchanged. Thus formative evaluation of the units occurred from the beginning.

The first draft of unit one entitled Pre-Confederation was prepared in three sections. It was collated during the weekend of October sixth and seventh. This produced the first complete draft of the unit. Due to the fact that the publisher desired to evaluate the materials the manuscript

¹⁴Mager, op. cit., p. 2.

was forwarded without further revision. Approximately two weeks later the publisher, through the editor, appointed to co-ordinate the development of the textbook replied. In summary the comments were:

(a) that the narrative appeared to be of a suitable reading level though the breaking of chronology might be confusing to students.

(b) that the organization of the narrative needed to be tightened and more comparison between the colonies should be included.

(c) that the narrative should stand by itself; it should provide a concise summary of the major historical situation that the students must possess.

(d) that the publishing company desired the co-authors to agree to complete the proposed textbook.

This led to a meeting with the editor and a general revision of the unit. Each writer reworked his original section based upon the comments received from the publisher. The writer reviewed the Newfoundland section and undertook a revision of its contents. The sections were exchanged following this revision, among the co-authors. This led to minor changes and suggestions of areas that needed clarification in the unit. Following this each section was reworked for the third time. This was completed by the middle of December and combined as a second draft of unit one. Each of the co-authors again reviewed the unit suggesting changes and revisions resulting in a final second draft early in January.

During February the second draft of unit one was taken by the writer and given to two teachers of social studies at the junior high school level. The writer requested that these teachers review the unit. That is, to comment upon the stated objectives for the unit, the level of writing, use of original documents, narrative, maps, diagrams, the practicability of exercises and activities and the general impression of the presentation technique. The writer informed the reviewers that any suggestions or criticisms would be acted upon.

After receiving the comments from the two teacher reviewers, the writer began a revision of the entire unit. All criticisms were considered and any suggestions for improvement given by the reviewers were incorporated by the writer of this paper. The third draft was completed in late March and was considered ready for a pilot study. The outline can be seen in Appendix C. It was submitted to the publisher for his analysis and approval.

Teaching upon a full time basis limited the activities of the writer during the period between September and December of 1973 to part time research and writing. To complete unit one the writer estimates that five hours per week were spent reviewing newspapers, private and public correspondence, government documents and official papers located in the provincial archives. Another four hours per week were spent reviewing microfilm and newspapers at the University Library. Twenty-three historical textbooks and

novels were reviewed during this four month period as well as the daily newspapers and magazines. The narrative for the unit was composed over a eight week period amounting to approximately fifty hours. The inclusion of newspaper clippings, selection of photographs, designing of maps and charts required approximately another twenty hours.

A more difficult task was the designing of exercises and activities. The writer desired to provide an opportunity for the student to demonstrate the acquisition of values and independent judgements as well as the recall of factual information. An estimated twenty hours was spent designing these exercises and activities.

Following the analysis of the unit by the two reviewers the writer spent an estimated fourteen hours analyzing and restructuring those areas that the reviewers felt needed revision.

The preparation of the second unit entitled Confederation was begun in February. Initially the unit began with one author completely responsible for the entire unit. However, following several meetings to outline the key issues and themes of the textbook it became apparent that the concept of government should be considered much earlier in the textbook. Consequently a section that the writer was preparing upon government and how it functions was moved to unit two. This meant that the description of government had to relate to the past yet describe the present system of government in Canada. The writer proposed to relate the past

to the present through the use of the British North America Act as a starting point for the description of government.

As this was the second unit to be prepared the writing procedure, format, style, exercises and activities, structure, inclusion of charts and diagrams had been decided upon during the early developmental stages of unit one. Another factor which was of considerable importance was that the writer had returned to University as a full time graduate student. Therefore, a closer writing relationship with the two other co-authors at the University was possible.

The major aims for this unit were decided upon during the second meeting of the co-authors in February. These aims were:

- (a) to illustrate the confederation debates through the use of original documents.
- (b) to introduce the major concerns of each colony in British North America.
- (c) to indicate Newfoundland's position during this period.
- (d) to introduce the various levels of government in Canada.
- (e) to introduce the various levels of the Judiciary in Canada.
- (f) to involve students in an active role in the classroom.

Specifically the writer became responsible for stating the objectives relating to the section of the unit concerning

the government of the nation then and now. The objectives designed by the writer are listed in Appendix D of this report.

The writer found the task of developing the section concerning government in unit two to be less of a research task and more of a collating task. This may be attributed to two factors: (a) the experience gained by the writer in developing the initial unit and (b) the experience gained while teaching at the junior high school level using the materials gathered by the writer to illustrate this topic.

There were no publisher deadlines to be met concerning this unit therefore the task of research, collating and writing was more leisurely. The writer of this paper visited the legislative library of the province, the Speaker of the House of Assembly, the Member of Parliament for St. John's East and West, the archives, and university library. As well as reviewing current newspapers and magazines from across the nation seeking materials upon this topic.

The format adopted for unit two was to vary. The first section was to consist primarily of original documents and charts. The writers felt that this approach would allow each student to analyze the materials presented and draw his own conclusions concerning the subject being described. The section for which the writer was responsible was divided into four divisions:

- (a) Federal
- (b) Provincial

(c) Municipal

(d) Judiciary

The Federal level of government was dealt with in a great amount of detail. The writer desired to present basic knowledge of the working of this level of government, the various components of the federal government and its jurisdiction or role within the nation. Thus such topics as the Governor-General, the Senate, the House of Commons, the Cabinet or Executive, the Member of Parliament, the role of the Opposition, voting, majority versus minority government and the role of political parties were discussed.

Similarly the description of the Provincial level of government was dealt with in detail. The authority of the provincial government was clearly established as were the functions of this level of government as outlined in the British North America Act. The role of the Lieutenant-Governor, the Premier, Departments of Government, the Member of the House of Assembly and a typical session of the House of Assembly was reviewed. The emphasis was upon Newfoundland and Labrador and the government of the province was used as a model. This is a major consideration because as the writer conducted a review of historical textbooks (see Appendix C and D) it was discovered that few, if any, textbooks contained a description of the government of Newfoundland and Labrador.

Due to the nature of Municipal government in Newfoundland and Labrador only a brief review was presented. The writer suggested in a History Around You activity that the

class invite a municipal official (if the school is located in a municipality) into the classroom to discuss how this level of government is elected, obtains its revenue and governs the town or city.

The final section concerned the Judiciary of the nation and the province. This section is considered to be extremely important by the writer because of the ignorance indicated by the student population of the province toward the courts and their functions. All levels of the court were described and the provincial courts of Newfoundland and Labrador were cited as examples. To conclude this section an actual court case was presented in detail outlining the processes carried out within the courts.

Student activities and exercises were broken into two categories as in unit one. That is:

(a) those designed to give the student a review of the materials presented and an opportunity to compare, contrast and to analyze the historical events being questioned.

(b) and those designed to introduce current events, historical sites, guests and simulation games into the classroom to illustrate and further clarify the historical events.

The views of Hodgetts concerning the design of exercises and activities should be mentioned at this time. He stated the following:

to weigh and evaluate evidence; to form opinions based on facts and knowledge; to develop habits of critical, independent thinking; to read with discrimination; to

analyze and interpret many forms of communication; to avoid being over-influenced by the mass media and ready made ideas; to express ideas in clear, hard terminology in both oral and written form. There is a general agreement also that these skills are essential for effective democratic citizenship and that they do not automatically come from the materials of instruction but must be nourished by deliberate procedures.¹⁵

The instrumental content designed by the intern contained exercises and activities of the types suggested by Hodgetts.

The first draft of the unit was completed in approximately five weeks. Thus during the first week of March the procedure of unit one was invoked. The writer gave his section to the other co-authors for review. As only one of the other two co-authors was involved in the preparation of this unit there was less time lost in reviewing the other writers' written materials. Upon receiving the section back a revision was undertaken. At this point it is interesting to point out that the quality of writing had improved considerably over that which was presented for the first draft of unit one and consequently there was less revision required. Following the second revision the materials were again collated and reviewed. During the first week of April the writer presented the section of the unit concerning government to several teachers requesting their opinions upon the contents, writing style, format, exercises and activities of the unit. Upon receiving this feedback from the reviewers the writer reworked the section upon government. The unit was again collated and now considered ready for a pilot study to begin during the month of May.

¹⁵ Hodgetts, op. cit., p. 67.

Simultaneously the unit was sent to the publisher for their editorial evaluation. The outline can be seen in Appendix D.

During the period between January and April the writer spent approximately two and a half days or approximately twenty to twenty-five hours per week researching, writing, editing and rewriting of the materials found in the two units.

During the first week of April the developer wrote the Avalon Consolidated School Board and the Bay St. George School Board requesting permission to pilot a unit in two classrooms of the school district. These two particular school districts were chosen by the writer for the pilot of the two units because they provided:

- (a) an urban and rural contrast.
- (b) schools with varying degrees of facilities.
- (c) an indication that they desired to pilot and evaluate the developed unit.

As the developer desired a random selection of teachers and students there was no effort to suggest any particular teachers, school or achievement level of the grade nine classroom. The writer indicated he would meet with the teachers assigned to the pilot study for a brief inservice training period and a review of the particular unit assigned. The letter of inquiry may be seen in Appendix E.

A positive reply was received from each school district from whom the writer had requested permission to pilot a unit. The Avalon Consolidated School Board through Mr. H. Peddle,

the Director of Secondary Schools, returned their reply by mail and the Bay St. George School Board replied through a personal phone call from Mr. D. Hounsell, the Board Supervisor. The letter of reply may be seen in Appendix F.

The Avalon Consolidated School Board granted permission for Mr. Edgar Mudge of Bishop Abraham Junior High School and Mr. Harvey Hodder of Morris Academy to participate. Both of the teachers were contacted by the writer and a meeting was arranged with each during the week of April fifteenth to April twentieth.

The Bay St. George School Board granted permission for Mr. Edward Penney of the Integrated High School in Stephenville and Mr. George Coffin of Robinsons to participate. These teachers were contacted through the Supervisor, Mr. D. Hounsell and a meeting was arranged for the twenty-sixth of April at Stephenville Integrated High School.

During the period between April fifteenth and April twentieth the writer undertook to reproduce seventy copies of each unit. This was undertaken to ensure as near normal as possible treatment of the materials. The writer prepared a master copy of each unit for the participating teacher and a ditto copy for each student. The teacher's copy consisted of a xerox reprint of the unit plus additional reprints of key pages, diagrams, documents, and photographs to be placed around the classroom to illustrate and draw emphasis upon these topics. These additional pages were necessitated by the fact that the students' ditto copies were in several places of inferior quality. Each

teacher was also provided with a ditto copy of either unit one or two depending upon which unit they were piloting.

Each participating student was provided with a ditto copy of the particular unit being piloted in his or her classroom. These copies were reproduced from a spirit duplicator thus several pages were of low quality and photographs were reproduced poorly. To overcome this problem the writer provided the teachers with extra xerox copies of these pages to place around the classroom. Providing a copy of the unit to each participating student permitted a more flexible situation for the teacher because the students had the materials to study at home, exercises and activities did not have to be reproduced, and during the class period the teacher did not have to hand out reproduced copies of illustrations. This technique of piloting a unit is also a procedure used by the Department of Education in evaluating new materials.

Upon receipt of approval to pilot the units from the two school boards, the writer met with the participating teachers. The purpose of these meetings was:

- (a) to outline the background of each unit.
- (b) to indicate the writer's purpose for piloting the unit.
- (c) to introduce the materials.
- (d) to discuss possible teaching approaches.
- (e) to suggest approximate length of time required to teach the unit.
- (f) to give each teacher a copy of the unit and a copy for each student in the classroom.

(g) to answer questions that the participating teacher may have and,

(h) to obtain the academic level at which the participating teacher intended to use the material.

The participating teachers assigned by the Avalon Consolidated School Board were met individually at their schools. Both of these meetings covered the points (a) to (h) listed above. At both meetings the writer further offered any assistance that the participating teacher felt was required. The writer desired to keep the instructions to each participating teacher brief in an attempt to create the situation that often exists when new materials are introduced into the curriculum by the Department of Education. The participating teachers were given the background to the proposed textbook and particularly the unit to be piloted. A review of the unit was conducted and the writer suggested a four week teaching period based upon three periods per week. The approach to teaching the unit was left to the discretion of the teacher but the writer suggested that an inquiry approach would yield the desired outcomes. Sufficient copies were given to each teacher for the participating classes and the writer answered all the questions posed by the co-operating teacher. At the conclusion of both meetings the writer indicated that the participating teacher and class would be asked to complete a questionnaire based upon the unit piloted at the conclusion of the four week period.

Similarly a meeting was arranged in Stephenville by

the District Supervisor of the Bay St. George School Board between the writer and the participating teachers. The meeting was arranged for April twenty-sixth at the Integrated High School in Stephenville. Again the writer outlined the background of the proposed textbook and particularly the unit to be provided. A review of the unit was conducted and the writer suggested a four week teaching period based upon three periods per week. The teaching approach was left to the discretion of the participating teacher and sufficient copies for each student were distributed. Similarly the writer pointed out that each participating teacher and student would be asked to complete a questionnaire at the completion of the unit.

During the period in which the two units were being tested in the classroom the writer sought a suitable formative evaluation instrument which would provide teacher feedback concerning:

- (a) content of the unit.
- (b) teaching approach used.
- (c) student background.
- (d) suitability of exercises and activities.
- (e) general comments of teacher concerning the materials and objectives.

Similarly a student evaluation instrument was sought to provide feedback concerning:

- (a) content of the unit.
- (b) clarity of exercises and activities.

- (c) interest level of the unit.
- (d) presentation of the material.

In connection with curriculum improvement Scriven pointed out that formative evaluation involves the collection of appropriate evidence during the construction and trying out of a new curriculum in such a way that revisions of the curriculum can be based on this evidence.¹⁶

Formative evaluation was further clarified by Carswell as "the feedback of information about the product into the developmental process to improve the ultimate climate version of that product." Carswell extends the idea of formative evaluation to include: "information which may be used to make decisions about the changes in the format of projects or of procedures used to develop materials."¹⁷ Weiss¹⁸ suggested that this data for formative evaluation could be collected by questionnaire or interview.

Consequently, the developer designed a formative evaluation questionnaire for both the participating teacher and students based upon the guidelines set forth by M. Frances Klein, and Louise L. Tyler in Curriculum Boon or

¹⁶Scriven, Michael. "The Methodology of Evaluation" in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Co., 1967, p. 43.

¹⁷Carswell, Ronald J. B. "Canada Studies Evaluation Proposal." October, 1972, p. 6.

¹⁸Weiss, Joel, Jack Edwards and Olga Dimitri, Formative Curriculum Evaluation, Department of Curriculum and The Educational Evaluation Centre, Ontario Institute for Studies in Education, p. 3.

Bane?" and Dana G. Kurfman in "Choosing and Evaluation New Social Studies Materials". These guidelines were followed because they provided the example of feedback desired by the intern upon which to base future changes of the content of the two units. The questionnaires designed by the writer may be seen in Appendices G and H. The questionnaire also incorporated the major points covered by the evaluation instrument administered by the provincial Department of Education when evaluating their pilot studies. The evaluation instrument used by the Department of Education may be seen in Appendix I.

The questionnaire was designed to report upon the appropriateness of two specific units used by the writer in the pilot study. The questionnaires were presented to several teachers and two members of the writer's advisory committee to ascertain its content validity. The teachers and the intern's advisory committee agreed that the questionnaires were valid for the purposes of this study.

Following the four week period allotted for the pilot study of the units by the participating teachers and students the writer again contacted the teachers. Those teachers located in the St. John's area were contacted by telephone and a meeting was arranged. At this meeting the writer brought the evaluation instruments for both teacher and students. The writer offered to administer the questionnaire and did administer it at Bishop Abraham School. At Morris Academy the teacher wished to administer the question-

naire thus the questionnaires were left and the writer collected them a few days later.

The teachers participating in the pilot study at Stephenville Integrated High School and Robinsons were contacted by registered mail. The writer advised the teachers to administer the questionnaire and return the completed copies by return registered mail. If they encountered any problems they were advised to contact the writer immediately.

Chapter 4

EVALUATION OF UNITS PILOTED

In the schools of Newfoundland and Labrador when pilot programs have been evaluated, the usual technique has been to administer an evaluation questionnaire to the teachers conducting the pilot study after a period of exposure to the new materials. This technique of postponing evaluation until after the pilot has been conducted with no intent to revise is referred to as summative evaluation. Summative evaluation does not allow for systematic evaluation of the materials during the period of development, referred to as formative evaluation, in the process of curriculum development. Therefore summative evaluation cannot take advantage of feedback during the initial writing period in determining the strengths and weaknesses of the material developed.

Desiring to improve the technique of implementing new programs into the schools of Newfoundland and Labrador, the writer has adopted the principle of formative evaluation. Upon completion of the suggested four week pilot period each participating teacher was requested to complete an evaluation questionnaire designed by the writer to provide information upon which further revisions of the unit would be based. Similarly each student in the pilot study was requested to complete a questionnaire. Based upon the results of the questionnaires the writer has determined in what respects the units were effective and in what respects

they needed improvement.

PRE-CONFEDERATION

Unit one, Pre-Confederation, was placed into two classrooms of the Bay St. George School Board. Following the selection and recommendation of Mr. D. Hounsell, the School Board Supervisor, the writer placed the unit in one classroom at the Integrated High School in Stephenville and in one classroom at E. A. Butler Memorial School in Robinsons.

The teacher recommended at the Integrated High School in Stephenville possessed two undergraduate degrees, a Bachelor of Arts and a Bachelor of Arts (in Education), from Memorial University of Newfoundland. He held a grade five teaching certificate from the Department of Education and had taught for a period of twelve years. The teacher had accumulated thirteen history courses to his credit as an undergraduate student at University and had served on the provincial social studies committee for a one year period.

The teacher recommended at the E. A. Butler Memorial School in Robinsons possessed two undergraduate degrees, a Bachelor of Arts and a Bachelor of Arts (in Education), from Memorial University of Newfoundland. He held a grade six teaching certificate from the Department of Education. He had taught for a period of ten years and had accumulated twenty semester history courses to his credit.

The students chosen by the participating teachers

were a homogeneous group, that is, at the Integrated High School in Stephenville eighty percent (80%) of the students were of low average intelligence. As the teacher pointed out in his report "it is the lowest of our three grade nine classes."¹⁹ The students reading level was recorded at the grade seven point nine level (7.9). Their chronological age ranged from fifteen (15) to sixteen (16).

The students selected at E. A. Butler Memorial School were in the general or non-university stream. As the teacher pointed out on his questionnaire they were "quite a mixed group. About twenty-five percent (25%) may be considered under-achievers."²⁰ And the class used for the pilot study consisted of both grade nine and grade ten students. In fact, more than fifty percent (50%) of the class was in the grade ten program of the school. The intelligence level of the class ranged from a low of eighty (80) to a high of one hundred and ten (110). The students reading level covered a wide range from that of grade seven (7) to grade twelve (12). The chronological age of the students was from fourteen (14) to seventeen (17).

The students at both participating schools were a diversified group. At E. A. Butler Memorial School the students could be classified as rural students. And those

¹⁹Edward Penney, Teacher Questionnaire, June 3, 1974.

²⁰George Coffin, Teacher Questionnaire, June 10, 1974.

students at the Integrated High School in Stephenville were bussed from several small communities thus giving a rural and urban background.

Consequently the unit was piloted under varied circumstances in these two schools. Many students who were of below average ability were presented with a new approach to the learning of history. The use of narration, documentation, maps, photographs, exercises and activities as a complete whole. It is interesting to point out that at E. A. Butler Memorial School the teacher reported an increase in student participation in classroom activities during the pilot study period. However, in Stephenville the teacher reported no change in student participation.

Upon reviewing the student questionnaire the writer discovered that eighty-seven percent (87%) of the students replied that they enjoyed working with the materials and only thirteen percent (13%) replied negatively. Typically the students who indicated that they enjoyed working with the unit stated "this material seems more important to me as a Canadian because it is still going on in Newfoundland and it is not about wars and heroes"²¹ or, "because you took part in getting articles."²² Another student at E. A. Butler Memorial School replied "yes, because I have found more things out about my own province and it made Newfoundland seem much more important than any other history did."²³

^{21, 22, 23} Students, Student Questionnaire, June 3, 1974.

Among the negative replies to the question the following themes were consistent: "no, because there were times when there were big words that I could not understand"²⁴ or, "no, because I think we should learn more about the future not what happened 100 years ago."²⁵

In reply to the question whether the documents and newspaper articles were interesting and helpful seventy-three percent (73%) indicated that the documents were interesting and helpful "because the newspaper articles told about things that happened in the government and also gave some idea of what food prices were like in the late 1800's and early 1900's."²⁶ Another student suggested "they gave more background to the events of history."²⁷ Of those students who indicated no opinion or a negative response towards the use of original documents there were no explanations or reasons suggested.

The students in their questionnaire, were asked if they found the exercises and activities interesting and/or difficult. The majority of the students (approximately eighty-five percent (85%)) reported that they were interesting. But at the same time a little over fifty percent (50%) of the students indicated that they found them difficult. As one of the students replied upon their questionnaire "the exercises and activities were both interesting and difficult

24, 25 Students, Student Questionnaire, June 3, 1974.

26, 27 Students, op. cit.

because some of the words were difficult, but the questions helped us in getting to know the problems of the early days better."²⁸ The main reasons given by some students for the difficulty of the material was they felt the reading level was too high especially with the original documents and exercises.

In response to the question comparing the unit being piloted and the presentation of the present textbook eighty percent (80%) of the students replied that the pilot study was more interesting and twenty percent (20%) indicated that they did not like the unit. Characteristic of the student comments who said the unit was interesting was the following statement by a student upon the questionnaire "this unit is more interesting than the textbook used because it was explained more fully, also, it hit upon more interesting topics"²⁹ and "yes, because it gives a clearer picture of the life in which our ancestors lived and shows the hardships that they had and how it is different from the life today."³⁰ Of those students who replied negatively there was no overall theme except a dislike of history in general with no specific comments.

Seventy percent (70%) of the students indicated that they had learnt more about the history of Newfoundland and Canada through the use of the instrumental content in the

^{28, 29, 30} Students, op. cit.

units developed by the writer. Twelve percent (12%) indicated that they did not learn as much. The remaining eighteen percent (18%) gave no opinion as their response to this particular question.

Although there were a number of suggestions for improving the quality of the unit of history, the majority of the students thought the unit should remain as it was. The suggestions for improvement included: have fewer exercises and activities, make better copies of the unit and reduce number of original documents.

The over all reaction from students was that this material should be introduced in the schools of Newfoundland and Labrador during the next school year. Eighty-five percent (85%) said they would like to have a textbook designed upon the model of the piloted unit. The remainder gave no opinion or indicated they did not care.

In the analysis of the teacher questionnaires the writer found that both participating teachers used lectures or a combination of expository inquiry approach in the teaching of the unit of history.

At the Stephenville Integrated High School the teacher adopted a general lecture approach with time allotted to permit students to present brief papers outlining their ideas concerning representative government, responsible government and the bibliographies of selected persons they studied. Whereas at E. A. Butler Memorial School the teacher adopted a combination lecture and inquiry approach. At both schools

five teaching periods of forty minutes each per week were allotted for history. In both schools the teacher failed to complete the unit in the suggested four week period. Both participating teachers recommended a six week period for unit one because of the time used exploring the exercises and activities suggested.

The writer did not seek the opinion of the participating students upon this point because the scheduling and allotting of subject time is viewed as an administrative problem.

The major emphasis of both the teacher and the student questionnaire was upon the contents of the unit being piloted. In response to the question seeking comment upon the objectives for the unit the pilot teachers favoured the idea. "I think the objectives as a whole could serve the teacher well"³¹ stated the Stephenville Integrated High School teacher and the teacher located at the E. A. Butler Memorial School similarly pointed out "that I did meet a majority of these objectives."³² When questioned if the unit met the aim of presenting the pre-Confederation period both participating teachers indicated that the unit had accomplished this aim.

³¹Edward Penney, op. cit.

³²George Coffin, op. cit.

Of particular interest to the writer was the presentation and usefulness of original documents because many persons questioned the advisability of using this approach at the grade nine level. Both participating teachers indicated that the students enjoyed working with these documents and would frequently bring newspaper clippings, magazine clippings or other documents to class to supplement those found in the writer's unit. The only problem encountered were those of the students at Stephenville Integrated High School whose reading ability was below normal thus preventing them from gaining full benefit from the documents. The teacher indicated that the majority of documents presented were beyond the reading comprehension of these students. The teacher at the Integrated High School in Stephenville reported "that the material throughout the unit is beyond the grasp of this particular group"³³ whereas at E. A. Butler Memorial School the teacher indicated that this was no particular problem.

The teachers were asked to compare the pilot unit as compared to the present textbook Canada in One World by Gordon Rothney. Specifically they were asked to compare the substantive content and the teachability of the pilot material to that of the present textbook. However, this question could not be answered based upon the pilot study because at Stephenville Integrated High School the students were not using the prescribed textbook. Similarly at E. A. Butler Memorial

³³ Edward Penney, op. cit.

School approximately one half of the class which participated in the pilot study did not use the textbook prescribed. The teachers, however, based upon their past usage of the prescribed textbook and years of teaching experience, stated that the unit was far more suitable and adaptable to a grade nine classroom. In both pilot classrooms the students' interest in the materials had increased as the class progressed over the four week period.

All students, according to the teachers, were enthusiastic towards the beginning. However, some of the students lost their enthusiasm when they became aware that the unit involved a fair amount of work.

Both participating teachers suggested that the unit required additional reference materials necessary to achieve the objectives stated or those desired by the teacher. In response to the question "Does the material assist in developing the students' inquiry skills?" both teachers indicated that it did accomplish this objective. However, it necessitated the use of outside reference materials. Similarly, the pilot teachers felt that a satisfactory balance of political economic and social history had been achieved in this unit.

Another area of the pilot study to be evaluated was the exercises and activities. Both participating teachers agreed with the type of exercises and activities found through-

out the unit, however, they suggested that the lower academic students found difficulty in grasping the implications of some questions. The teachers indicated that more factual questions should be designed for the lower academic student but that the opinion oriented questions should be maintained for the average ability student and the above average student. Both participating teachers felt that there was a satisfactory balance between questions demanding the use of the cognitive and affective skills.

In summary, both teachers reported that they did not obtain any unintended learning outcomes while teaching this unit. Both participating teachers signified that they would like to use a textbook based upon this type of material during the next school year. Similarly both participating teachers strongly recommended that the unit be taught using the inquiry approach. The pilot teacher at the Integrated High School in Stephenville stated:

The idea of Thinking Through History is good. The questions are for the most part suited to the better students, but many are suited to the lower ability. The questions should also create the interest to do research by the better students. In fact, I find the whole unit more suited to be handled by the inquiry method rather than the lecture method.³⁴

³⁴Edward Penney, op. cit.

CONFEDERATION

Unit two, Confederation, was placed into two classrooms of the Avalon Consolidated School Board. Upon the recommendation of Mr. H. Peddle, the Director of Secondary Education for the School Board, the writer placed the unit in one classroom at Bishop Abraham Junior High School and in one classroom at Morris Academy in Mount Pearl.

The teacher recommended by the Director of Secondary Education at Bishop Abraham Junior High School possessed two undergraduate degrees, a Bachelor of Arts and a Bachelor of Arts (in Education), and a graduate diploma in Educational Administration from Memorial University of Newfoundland. He held a grade seven teaching certificate from the Department of Education and had taught for a period of nine years. The teacher had accumulated sixteen history courses to his credit as an undergraduate student at university.

The teacher recommended at Morris Academy in Mount Pearl by the Director of Secondary Education possessed two undergraduate degrees, a Bachelor of Arts (in Education) and a Bachelor of Arts (Honours), and a graduate diploma from Memorial University of Newfoundland. He held a grade seven teaching certificate from the Department of Education and had taught for a period of ten years. While at university as an undergraduate he had accumulated twenty-five history courses to his credit.

The students chosen by the participating teachers were above average in academic ability. At Bishop Abraham Junior High School the teacher described his students',

academic capabilities as rather high and much better than the average student. The students' intelligence level varied from approximately 105 to 135 and their reading level was measured at the grade ten (10) level. The chronological age of the students who participated in the pilot study ranged from fourteen to fifteen.

The students selected by the participating teacher at Morris Academy were above average in academic ability and interest. The students' intelligence level varied between 105 and 130 and their reading levels varied between the grade nine level and the grade twelve level. The chronological age of the students who participated in the pilot study at Morris Academy ranged from fourteen to fifteen.

Students attending Bishop Abraham Junior High were bussed from surrounding communities near the city of St. John's. The majority of those students at Morris Academy were from the town of Mount Pearl. Thus the unit was piloted in a predominantly urban area.

Upon reviewing the student questionnaire the writer discovered that at Bishop Abraham Junior High School approximately ninety-five percent (95%) of the students replied that they enjoyed working with the materials and only five percent (5%) replied negatively. Typically the students who indicated that they enjoyed working with the unit stated:

I enjoyed the material mainly because it was vastly different from any other textbook I have used. The

use of speech excerpts, cartoons, copies of documents and pictures to emphasize specific points is a novel idea.³⁵

or

Although the material was often hard to read I thought that this was better to work with. It is less informal and not quite so stuffy as the old book. Also the events are closely related and not jumbled all over.³⁶

Among the negative replies received from the students was the theme that the unit was too difficult to read. Particularly these students pointed out they did not enjoy history as a course of studies.

The writer was somewhat surprised at the results of the pilot study at Morris Academy. Due to illness the teacher did not complete the unit and in fact, had only succeeded in completing part one of the unit. Thus the response of the student questionnaire is not based upon the complete unit. However, approximately fifty percent (50%) of the students indicated upon the questionnaire that they enjoyed the materials. The most frequent explanation offered by the students was that the material in the pilot study presented two sides or points of view, not just the authors. However, approximately fifty percent (50%) of the students indicated their dislike for the unit. The most frequent criticism offered was that the words were difficult to understand and that the section of the unit they completed lacked sufficient narration.

^{35, 36} Students, op. cit.

The teacher indicated that part two of the unit would be accepted by the students and he felt that they would enjoy this particular section. The teacher further indicated the need to have such a section based upon government at this point in the unit. Following the four week period allotted by the writer the teacher at Morris Academy indicated he would continue using ~~the materials~~ until the end of the term.

Neither participating group of students reported any difficulty with the materials presented in the unit. Several students did, however, complain about the quality of reproduction of the units.

The students suggested on their questionnaire that the documents were both interesting and helpful. Approximately eighty percent (80%) felt that the documents were a good idea because they presented a truer picture of what had happened and the actual reactions of the individuals involved. One student suggested that the use of recent newspaper articles enabled us (the students) to relate the points being made in the unit with current events. Several students reported that the use of documents was both interesting and helpful. As one student pointed out:

I found these materials to be both interesting and helpful. Through these we find more of a personal view of the people and through newspaper clippings the happenings seem more realistic. They were helpful by that sometimes they would point out terms I did not understand in the text itself. For example: George Brown's letter home to his wife for me helped clarify the Charlottetown Conference.³⁷

³⁷ Student, op. cit.

In response to the question comparing the unit being piloted and the presentation of the present textbook seventy-three percent (73%) of the students replied that the pilot study was more interesting and seventeen percent (17%) indicated that they did not like the unit. Characteristic of the students comments who said the unit was interesting was the following statement by a student of Morris Academy upon the questionnaire:

this unit was more interesting than the textbook we are presently using. It deals with one topic, that of events leading up to Confederation. In the other book they partly discuss one topic and then they jump to another topic. It covers a wider range of topics but this unit sticks to one main idea and finishes it.³⁸

Of those students who replied negatively there was no overall theme except a dislike of history in general with no specific comments.

Ninety percent (90%) of the students indicated that they had learnt more about the history of Newfoundland and Canada through the use of instrumental content in the units developed by the writer. Ten percent (10%) indicated that they preferred their present textbook.

The students reported that they found the exercises and activities interesting and at times difficult. As one student reported:

the exercises and activites were interesting for they not only make you look at the articles but

³⁸Student, op. cit.

they make you think. They did not prove to be too difficult as most answers were straightforward if you thought about them but some needed extra work to find the precise answers.³⁹

Approximately twenty percent (20%) of the students reported the exercises and activities difficult because they could not understand the wording.

Although there were a number of suggestions for improving the quality of the unit of history, the majority felt that it should remain as it was. The main suggestion of the students was less documents and more narration in part one of this unit.

The overall reaction from the students was that this material should be introduced in the schools of the province during the next school year. Ninety-four percent (94%) said they would like to have a textbook designed upon the model of the piloted unit. The remaining six percent (6%) gave no opinion.

In the analysis of the teacher questionnaire the writer found that both participating teachers adopted a combination lecture and inquiry teaching approach. Each teacher was working with only three subject periods per week of forty minutes duration each and at Bishop Abraham Junior High School the unit was completed in the allotted four weeks. At Morris Academy the teacher required an additional two weeks to complete the unit because of personal illness. However, during a conversation with the

³⁹ Student, op. cit.

writer it was generally agreed that four weeks would be sufficient for this particular unit of studies.

The writer did not seek the opinion of the participating students upon this point because the scheduling and allotting of subject period time is viewed as an administrative problem.

The major emphasis of both the teacher and the student questionnaire was upon the contents of the unit being piloted. In response to the question seeking comment upon the stated objectives for the unit, the teachers favored the idea of presenting behavioral objectives at the beginning of the unit. "Yes, objectives properly formulated are necessary to any study"⁴⁰ stated the participating teacher at Morris Academy. Further both participating pilot teachers felt that the aim of presenting the idea of Confederation had been achieved.

Of particular interest was the reaction to the presentation and usefulness of the original documents because many persons questioned the advisability of using this approach at the grade nine level. Both participating pilot teachers indicated that the students had difficulty with the documents at first but that the majority of students found them interesting and used them. The pilot study teacher at Morris Academy indicated more narration was required in part one of this unit.

⁴⁰ Harvey Hodder, Teacher Questionnaire, May 30, 1974.

The writer requested the participating teachers to compare the pilot unit to the present textbook, Canada in One World. Both participating pilot teachers reported that the unit presented by the writer possessed a greater coherency and unity of presentation. However, the language in some of the articles caused some problems for a few students. The participating pilot teacher at Bishop Abraham Junior High School further pointed out that part two of the unit was necessary. He said:

the unit is necessary for understanding of our governmental system. Its strength is its simplicity. The detailed look at our government and its systems all the way down the line is necessary to understanding ours and other government options.⁴¹

Both pilot study teachers reported that the students' interest in the materials increased as the class progressed over the four week period.

All students, according to the pilot teachers, were enthusiastic towards the beginning and in most cases were still enthusiastic at the conclusion of the four week pilot.

At Bishop Abraham Junior High School the teacher reported an increase in the participation of students during history class while using this pilot study. While visiting the school, the writer, observed that a majority of the class selected topics described in the unit as bases for their term papers.

⁴¹Edgar Mudge, Teacher Questionnaire, May 28, 1974.

Both participating teachers felt that the unit was self-sufficient and did not require any large addition of references or aids. In response to the question "Does the material assist in developing the students' inquiry skills?" both teachers felt that it did but pointed out the limiting factors of the school and research facilities found therein. Similarly the participating teachers felt that a satisfactory balance of political, economic and social history had been achieved in this unit.

Another major area of the pilot study to be evaluated was the exercises and activities. Both participating teachers agreed with the type of exercises and activities found throughout the unit, however, they suggested that the exercises were more appropriate for the average or above average student. Based upon their teaching experience both teachers suggested that more factual questions be designed for the lower academic student but that the opinion oriented questions should be maintained for the average student and the above average student. Both teachers agreed there was a use of both cognitive and affective skills in the unit piloted.

In summary, both participating teachers signified that they would like to use a textbook based upon this method of presentation during the next school year. Similarly, both participating teachers strongly recommended that the unit be taught using the inquiry approach.

Chapter 5

SUMMARY

This internship was concerned with the development of two units of instrumental content for the grade nine social studies level in the province.

The study had two specific aims. The development of instrumental content for the grade nine social studies program in the province of Newfoundland and Labrador. Secondly, the field testing of the instrumental content during the developing period.

The teachers who participated in the field testing were selected from two school boards within the province. The students who participated in the study were selected by the participating teachers.

A questionnaire was developed by the intern to survey the reactions of the teachers toward the instrumental content following their usage of the materials for a four week period. Students who participated in the field testing were also administered a questionnaire developed by the intern to survey their reactions toward the instrumental content.

CONCLUSION

Before reading the following conclusions the reader is reminded of the fact that the findings from which these conclusions came were the results of field testing involving

only four classrooms, four teachers and approximately one hundred students in two areas of the province. The conclusions are:

1. both participating teachers and students recommended continued use of original documents.

2. units with a lower reading level should be developed for the lower average reading level student.

3. students of the four participating classrooms indicated that they would prefer a textbook based upon the writer's approach: narration, original documents and exercises.

4. teachers agreed that behavioral objectives slated prior to each chapter assisted in the achieving of the major objectives of the units.

5. both participating teachers and students recommended the adoption of exercises and activities as designed in the two units.

6. both participating teachers and students recommended the adoption of narration, original documents and exercises approach presented by the intern for provincial adoption.

RECOMMENDATIONS

Having considered the questionnaire the writer suggests the following recommendations concerning the piloting of future units of curriculum and instruction. The specific recommendations concerning the two units piloted are divided into two sections.

A. Future Pilot Studies

1. Future pilot studies should be placed in more than two classrooms. All ability levels should be given an opportunity to use the materials of the pilot study.

2. Future pilot studies should be placed in at least six pilot classrooms. This will ensure a more general sample of the student population for whom the instrumental content is being developed.

3. Future pilot studies should be limited to one unit of curriculum and instruction. Thus ensuring a more general sample of the student population.

4. Future pilot studies should be prepared in a booklet form. A good quality of reproduction should be maintained for all copies. Thus ensuring a more normal teaching approach and use of the instrumental content.

B. Units Piloted

1. Unit One should be 'reworked' so as to lower the reading level.

2. The idea of original documents should be maintained but upon a more selective basis.

3. A period of six weeks should be recommended for the teaching of Unit One based upon four teaching periods per week.

4. A period of four weeks should be recommended for the teaching of Unit Two based upon four teaching periods per week.

5. A list of selected references, slides, film strips and other audio-visual equipment should be included in each unit.

6. Part one of Unit Two should be given more narration and less documentation.

7. The exercises and activities should be revised and presented at a lower level of reading.

8. Based upon the comments and suggestions of the pilot study by teachers and students the units should be revised. The units then should be placed in the classroom for further pilot study.

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BIBLIOGRAPHY

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APPENDIX A
Projections for Social Studies

Projections for Social Studies 1973-74

Grade

- | | |
|--|--|
| 11 Modern World Problems
Text: Inside World Politics
Dimensions of Man
Provincial Implementation in
September 1974

World History (Roselle)

Economics - new program, Sept. 74 | 11 Elements of Geography
The Canadian Landscape |
| 10 World History (Roselle)
Canadian Society: Issues & Concerns
Canadian Law
Consumer Education | 10 World Geography
Environmental Studies |
| 9 Canadian History 1860-present
Newfoundland emphasis | 9 Canadian Geography (Krueger) |
| 8 World History
Text: Exploring World History | 8 L.F. Hobley: Introducing Earth |
| 7 World History
Text: Exploring World History | 7 L.F. Hobley: Introducing Earth |
| 6 Ginn Studies in Canadian History

- Nomads of the Shield
- Colonists at Port Royal
- Life at Red River
- Fur Fort
- Voyageurs
- Shipbuilding in the Maritimes
- Maritime Archaic Indians | 6 Canada: This Land of Ours |
| 5 History of Newfoundland & Labrador
History of Hant's Harbour | 5 Geography of Newfoundland & Labrador |
| 4 Around Our World | 4 Around Our World |
| 3 Primary Social Studies Kit | 3 Primary Social Studies Kit |
| 2 Primary Social Studies Kit | 2 Primary Social Studies Kit |
| 1 Primary Social Studies Kit | 1 Primary Social Studies Kit |

APPENDIX B
Guidelines for Grade IX History

I. British North America, 1800 - 1860

major themes: seven different colonies
*Newfoundland as a typical colony

sub-themes: political/economic bases of colonies
British ties
French-English conflict
communications - problems
American influence
native peoples

II. The Confederation Period, 1860 - 1867

major themes: the achievement of partial unity
centralization of power - the B.N.A. Act
*why Newfoundland and Prince Edward Island stayed out

sub-themes: federal-provincial relations
British ties
French-English conflict - religious and language differences
communications - need for development, political importance
American threat in the West
native peoples - their rights

III. Building a Nation

major themes: consolidation and expansion in Canada
*Newfoundland - some success, some failure

sub-themes: political and economic policies - CPR, tariffs, immigration, industrialization
British ties
French-English animosity in the West
communications - the railroads
American ambitions in the West
native peoples - their problems

IV. Canada's Century

major themes: internal and external challenges in Canada - the war years
*internal and external challenges in Newfoundland

sub-themes: political issues - the Laurier years
economic expansion - immigration, industrialization
British ties - loyalties tested
French-English conflict - conscription

communications
 American relations - boundaries, tariffs
 native peoples - rebellions and reservations

V. Between the Wars

major themes: prosperity and depression - the post-war slump
 *the price of war for Newfoundland - the Commission
 government

sub-themes: political powers - the rise of the provinces, new
 parties
 economic factors - unrest, unemployment, strikes
 British ties - a weakening bond
 communications - beginnings of radio
 American relations - effects of U.S. depression,
 tariffs

VI. Coming to Maturity

major themes: present day federal, provincial and municipal structure
 international commitments, Canada in the Commonwealth
 *Newfoundland in World War II - major emphasis on
 confederation

sub-themes: present-day political structure
 economic developments
 the communications explosion
 American relations - an uneasy alliance
 French-Canadian independence
 native peoples - a re-awakening

VII. The Last Frontiers

major themes: new territories, new technology - the North
 *Newfoundland experience - Labrador, effects of
 technology

sub-themes: political policies, economic developments
 role of technology/in communications
 American threat to resources
 native peoples - a way of life threatened

APPENDIX C

Outline, Objectives and
Bibliography of Unit One

Objectives

At the completion of this unit you should have done or be able to:

1. Contrast and compare the economic, political and social conditions in the different parts of British North America during the period from 1800 to 1860..
2. Demonstrate willingness to find further information about this period in Canadian history by presenting data that you have found in sources outside of your text.
3. Make value judgements about particular issues in Canadian history past and present.
4. Describe the role of the British Government in the pre-confederation years of British North America.
5. Appreciate the trials and tribulations our ancestors suffered in giving us the present day order and prosperity of Canadian life.
6. Come to conclusions from information presented in different types of maps and figures.
7. Give examples to show that many present day Canadian concerns are a product of her 19th century history.
8. Give examples to show that on many occasions individuals have been more important than the general populace in the course of Canadian history.
9. Give examples to show that Canada is a new and still growing country.
10. Give examples that show how Canadians are unified.
11. Give examples of points of conflict that have been of continuing concern to Canadians.
12. Suggest ways to resolve these points of conflict.
13. Cite examples of the issues that led to the achievement of responsible government in the British North America colonies.
14. Name the major personalities involved in these struggles.
15. Describe the political and physical distribution of

British North America in the first sixty years of the 19th century.

16. Give examples that new ideas and issues are constantly evolving in a country.
17. Demonstrate willingness to take a stand on controversial public issues.
18. Be aware of the most important issues in the history of Newfoundland and Canada that are now being made.

Pre-Confederation

A. Introduction

1. Prime Minister's Speech
2. Thinking Through History
3. Newspaper clipping to illustrate speech

B. The Developing Colonies

1. Census figures for 1800
2. Census figures for 1861
3. Thinking Through History

C. Newfoundland

1. Background
2. Thinking Through History
3. Representative Government
4. Responsible Government
5. Thinking Through History
6. A Promise of Better Things
 - (a) Social Conditions
 - (b) Communications
7. The Question of Fishing Rights
8. Social and Religious Strife
9. Crises in Government

D. Nova Scotia

1. Background
2. Thinking Through History
3. Social and Economic Conditions
4. Struggle for Responsible Government

E. New Brunswick

1. Background
2. United Empire Loyalist
3. Lumbering
4. Thinking Through History
5. The Struggle for Responsible Government

F. Prince Edward Island

1. Political Situation
2. Economy
3. Suggested Activities

G. Canada

1. Background
2. Social Conditions
3. Thinking Through History
4. Immigration
5. Economy
6. Responsible Government
7. Summary

H. Red River Settlement

1. Background
2. Problems of Settlement
3. Thinking Through History

I. British Columbia and Vancouver's Island

1. Background
2. Thinking Through History

3. James Douglas

4. Matthew Begbie

J. Conclusion

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APPENDIX D

Outline, Objectives and
Bibliography of Unit Two

Objectives

At the completion of this unit you should have done or be able to:

1. Compare and contrast the struggle for confederation in each of the B. N. A. colonies during 1860-67.
2. Appreciate the trials and tribulations our ancestors suffered in creating the nation of Canada.
3. Give examples of points of conflict that have been of continuing concern to Canadians.
4. Distinguish between federalism and provincialism.
5. Understand the role of the Senate.
6. Name the major personalities in the Canadian government.
7. Understand the role of the Governor-General.
8. Understand the role of the Cabinet.
9. Participate in a classroom election and democratic process.
10. Analyze the role of members of parliament.
11. Demonstrate willingness to take a stand on controversial public issues (students).

Confederation

A. Introduction

1. Position of Red River in a Colonial Federation

B. Events Leading to Confederation

1. Political Deadlock in Canada
2. Thinking Through History
3. Defense
4. Thinking Through History
5. Trade
6. The Atlantic Region
7. The Conference of 1864

7. Confederation

C. Newfoundland and Prince Edward Island

1. Thinking Through History

D. Government of the Nation

1. British North America Act
2. Dominion Government
 - (a) Governor-General
 - (b) The Senate
 - (c) Thinking Through History
 - (d) The House of Commons
 - (e) Voting
 - (f) Federal Cabinet
 - (g) Role of Back Benchers
 - (h) The Opposition
 - (i) Party Politics

(j) Thinking Through History

F. Provincial Government

1. British North America Act
2. Lieutenant Governor
3. House of Assembly
4. The Cabinet
5. Departments of Government
6. A Typical House of Assembly Session
7. Passage of a Bill into Law

G. Municipal Government

H. Judiciary

1. Supreme Court of Canada
2. Federal Court of Canada
3. Supreme Court of Newfoundland
4. District Court
5. Magistrate's Court
6. Family Court
7. A Sample Trial

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APPENDIX E

Letters Requesting School Board Assistance

P.O. Box 18
Arts-Education Building
Memorial University of Newfoundland
St. John's, Newfoundland
April 4, 1974

Mr. H. Peddle
Director, Secondary Education
Avalon Consolidated School Board
St. John's, Newfoundland

Dear Mr. Peddle:

I am currently completing the requirements of a Master of Education degree at Memorial University. In partial fulfillment of the degree requirements I am preparing a unit of history at the grade nine level and I am required to pilot the unit in two classrooms. By April 22, following the Easter vacation, I will be prepared to place this unit in the classroom for formative evaluation. This unit to be piloted will be one that will likely be included in the Grade IX history text which is now being developed for the Newfoundland schools.

I would like to use two classrooms in your school district for pilot purposes. If you would consent and select two teachers I will meet with the teachers concerned and give them the unit and guidelines for implementation.

For the information of the participating teacher, the unit will be dealing with aspects of confederation 1867 in British North America and a look at the governmental structure of the nation.

Upon completion of the unit (about the end of May) I will ask the co-operating teacher to complete an evaluation form covering topics such as content, objectives, exercises and activities, illustrations, student participation, interest level, clarity of the writing and an estimate of the time required to teach the unit.

Also the students would be asked to answer a similar evaluation form concerning things such as interest level, activities, questions and content.

I am looking forward to an early reply for this request.

Yours sincerely,

Malcolm B. Squires

P.O. Box 18
Arts-Education Building
Memorial University of Newfoundland
St. John's, Newfoundland
April 4, 1974

Mr. D. Hounsell
Supervisor
P. O. Box 324
Stephenville, Newfoundland

Dear Mr. Hounsell:

I am currently completing the requirements of a Master of Education degree at Memorial University. In partial fulfillment of the degree requirements I am preparing a unit of history at the grade nine level and I am required to pilot the unit in two classrooms. By April 22, following the Easter vacation, I will be prepared to place this unit in the classroom for formative evaluation. This unit to be piloted will be one that will likely be included in the Grade IX history text which is now being developed for the Newfoundland schools.

I would like to use two classrooms in your school district for pilot purposes. If you would consent and select two teachers I will meet with the teachers concerned and give them the unit and guidelines for implementation.

For the information of the participating teacher, the unit will be dealing with aspects of pre-confederation (1800-1860) in British North America.

Upon completion of the unit (about the end of May) I will ask the co-operating teacher to complete an evaluation form covering topics such as content, objectives, exercises and activities, illustrations, student participation, interest level, clarity of the writing and an estimate of the time required to teach the unit.

Also the students would be asked to answer a similar evaluation form concerning things such as interest level, activities, questions and content.

I am looking forward to an early reply for this request.

Yours sincerely,

Malcolm B. Squires

APPENDIX F

Letter From the Avalon Consolidated School Board

The Avalon Consolidated School Board

P. O. BOX 1980
ST. JOHN'S, NEWFOUNDLAND

Chairman: R. W. BARTLETT, Q.C.

Vice-Chairman: E. W. HUPCHINGS

Secretary: L. M. NOSEWORTHY

Treasurer: F. M. MILLEY

Superintendent: G. B. MARCH, M.A.

Asst. Superintendent: N. KELLAND, B.A.(Ed.), M.Ed.

Business Administrator: D. L. BISHOP, C.A.

April 15, 1974

Mr. Malcolm B. Squires,
P.O. Box 18,
Arts-Education Building,
Memorial University of Newfoundland,
St. John's, Newfoundland.

Dear Mr. Squires,

I am replying to your letter dated April 4, 1974 wherein you request permission to conduct a pilot in a unit of Canadian History in two of our classrooms.

We have experienced some difficulty finding two teachers who are willing to accept your project since the unit you refer to has been covered by most of them. However, Mr. Edgar Mudge at Bishop Abraham and Mr. Harvey Hodder at Morris Academy have agreed to undertake the project and you may contact these teachers directly.

I shall expect you to provide a copy of the results of the pilot to both Mr. R. Kearley, Co-ordinator of Social Studies and myself.

Yours truly,

H.M. Paddle
Director of Secondary Education

HMP/rt

APPENDIX G
Teacher Questionnaire

TEACHER QUESTIONNAIRE FOR FORMATIVE EVALUATION
OF A UNIT OF CANADIAN HISTORY

Name of Teacher _____

School _____

Date _____

Grade Level _____

A. Teacher Qualifications

Teaching grade _____

Degrees _____

Number of history courses _____

Number of years teaching _____

B. Learner Analysis

How many students are there in this class?

Describe the students in terms of:

(a) Academic Interest

(b) Academic Capabilities

(c) I.Q. Range

(d) Reading Level

(e) Age Level

Was there increased student participation in class while using this unit?

(a) More _____

(b) Less _____

(c) Same _____

C. Methods

How were the materials taught?

(a) Lecture _____

(b) Inquiry Approach _____

- (c) Combination of a and b _____
- (d) Other (describe) _____

How many class periods per week were spent upon this unit?
Give length of period in minutes.

How long did it take you to complete this unit? If you did not complete the unit in the allotted time, estimate the length of time to teach the unit?

- (a) Completed length _____
- (b) Incomplete - estimated length _____

D. Materials

Did your students use the documents presented in the unit?

Did your students have any difficulty understanding any of these materials?

If yes, what materials?

Compared to the present text how effective did you find this material?

- (a) More effective _____
- (b) Less effective _____
- (c) Just as effective _____

Refer to the above question and say why you think the material was more effective, less effective or just as effective as the present text?

Were the students enthusiastic towards this material at the

- (a) beginning _____
- (b) middle _____
- (c) end _____

Are special facilities or materials needed in order to use this material?

Is there sufficient emphasis upon

- (a) political history _____
- (b) economic history _____
- (c) social history _____

(further comments may be placed on back of sheet)

E. Exercises and Questions

Were the exercises and questions appropriate for your students?
If not, why?

Did your students have difficulty in obtaining the information
for the exercises and questions?

Did the exercises and questions cover all levels of ability?

Were both the cognitive and affective areas of learning used in
this unit?

F. General

Did you find any unintended learning outcomes as a result of
using these materials? If so, specify.

Were these outcomes desirable or undesirable?

Would you use a text composed in this manner during the next
school year?

Do you have a general comment concerning this unit?

APPENDIX H
Student Questionnaire

STUDENT QUESTIONNAIRE FOR FORMATIVE EVALUATION
OF A UNIT OF CANADIAN HISTORY

SCHOOL: _____

DATE: _____

GRADE: _____

1. How many class periods per week were spent upon this unit?
2. Did you enjoy working with this material? Why?
3. Did you find the documents and newspaper articles
 - (a) interesting? _____
 - (b) helpful? _____Why?
4. Were the exercises and activities
 - (a) interesting? _____
 - (b) difficult? _____
5. Were any of the materials presented too difficult for you to understand? If so, why?
6. Was this unit more interesting than your history text now being used? Why?
7. Do you think that you have learned more from this unit than from your present text? Why?
8. Was this material interesting? Why?

9. Do you have any suggestions on how this material could be improved?

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10. Would you recommend that this type of material be used in this course next year?
Why?

APPENDIX I

Provincial Report on Curriculum Pilot Projects

Report on Curriculum Pilot Projects

To: Director of Curriculum Services
Department of Education
Confederation Building
St. John's, Nfld.

Title of Program _____

Purpose of Project _____

City or Town _____

School _____ Principal _____

Number of pupils involved at each grade level _____

Name of Teachers involved in the Project	Teachers' Grade	Teaching Experience	Grade Taught
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

Evaluator _____

Date started _____

Class periods per week _____

Class time per week _____

List of materials provided by the Department. _____

List of materials provided by the Local School Board _____

OBSERVATIONS

(Please complete in consultation with teachers involved)

1. Do you consider the pilot project to be worthwhile? Why?

2. What are the strengths of the texts and other instructional materials?

3. What are the weaknesses of these materials?

4. Are the pupils enjoying the program? State briefly the reasons?

5. What training (inservice or otherwise) do you consider necessary to prepare teachers to use the program?

6. What differences, if any, were noticed in the success of the program among bright, average, and slow learners?

7. Do you consider the material suitable for provincial adoption? Explain.

8. How have you assessed pupil progress during the project? If possible, attach a statement of results.

9. Are you interested in continuing the project beyond the present school year? _____ If so, can you foresee any change that might make the project of greater value?

10. What additional materials will you require for next year?

Principal's Signature _____

(Completion of questions 9 and 10 will be regarded as an application for the continuation of the Project)

