

THE UNIVERSITY OF MANITOBA

TEACHER-CENTRED CURRICULUM DEVELOPMENT

TECHNOLOGY PROJECT: A STUDY OF CURRICULUM DECISION-MAKING
AND THE PARTICIPATING TEACHERS' PERCEPTIONS

by

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A Thesis

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ABSTRACT

The fundamental purpose of this study was to investigate and to analyze a teacher-centred curriculum development project - the Technology Project. This Project was sponsored by the Canada Studies Foundation. Fifty teachers from many regions of Canada participated in this curriculum project. The study had two sub-purposes. The first of these was to investigate the manner in which the project's participants made decisions about curriculum matters. The second sub-purpose was to analyze the participants' perceptions of this type of teacher-centred curriculum development.

The study included a literature review of two alternative approaches to curriculum design as well as some positive and negative teachers' perceptions from previous teacher-centred curriculum projects.

In order to place the study of the Technology Project into proper perspective, it was necessary to include some historical background on two main areas. The first area of importance was the historical development of "pan"-Canadian curriculum prior to the 1970s. The second area which was essential to the study was the role of Canada Studies Foundation, over the last ten years, in the promotion of "pan"-Canadian curriculum projects. These two areas are briefly summarized in the main body of the study.

The data for the first sub-purpose on curriculum decisions was collected from original project documents. Some of the main sources were minutes of each meeting, the Director's memos and letters, the project's original proposals, meeting agendas and case studies. The study included a brief description of the developmental stages of the Project as well as original documents. The original documents which illustrate the decision-making processes were included in Appendix "A".

The data for the second sub-purpose on participants' perceptions

was obtained from written and oral evaluations. The data was collected from the following original sources: a written summary by each team on their curriculum development experiences, a transcribed taped critique of the project at the final meeting, a written and transcribed taped critique of the project as perceived by one team within the Technology Project and a written and transcribed taped critique of three projects, as perceived by the Director of each project. These four major evaluations rather than a questionnaire were used to analyze the participants' perceptions.

The major findings of the study suggested that the decision-making procedures must be clearly identified at the outset of the project. The Steering Committee meetings of the Technology Project used the "consensus model" to arrive at all decisions concerning curriculum matters. The study also revealed, from the participants' perceptions, that some basic components are essential in order to achieve a functional teacher-centred curriculum development project. These components or principles were listed under the findings of study.

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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

During the last decade teachers in Canada have played an important role in the development of curriculum. Many teacher-centred curriculum projects have been established at the local, provincial and national level. Most projects have had a high degree of success in curriculum development, material production and teacher professional growth. Perhaps the most challenging and unique curriculum development by the teachers in Canada has been under the sponsorship of the Canada Studies Foundation. In Phase II of its program, the Foundation established national projects which brought teachers together from different regions of Canada to work on curriculum materials for classroom use, in order to promote greater understanding of Canada among Canadian students. These projects have enabled many teachers to gain expertise and knowledge on curriculum development. However, presently across Canada there is a serious threat that many teacher-initiated or teacher-centred curriculum projects or programs will be terminated with the general shift toward a more centrally controlled curriculum. The general teacher freedom to develop curriculum in order to meet the needs of individual students is being circumvented in order to stress the needs of society.

II. STATEMENT OF SIGNIFICANCE

The centralists claim that the basic skills of literacy and numeracy are being neglected by the teachers. Critics of the present system charge, without concrete evidence, that there has been a general decline in educational standards. Many provincial Departments of Education are endeavouring to define basic education, demanding proficiency tests at all grades, especially high school, and insisting on closer supervision

of curriculum implementation. The significance of this shift will mean less stress on the development of self-realization and individual talents and a greater stress on the societal needs. This general shift in curriculum emphasis, along with the introduction of departmental examinations, could reduce many professional teachers to mere "technicians of schooling". In order to counterbalance the trend toward centrally controlled curriculum, teachers must endeavour to demonstrate to the officials and critics that the present system of teacher-centred curriculum has many positive benefits to the community, school, students and teachers. Teachers must take more pride in the promotion of their curriculum accomplishments if they are to retain the freedom of choice of what to teach. This statement by Wiseman and Pidgeom (1970:9) on British education best summarized the views on this issue:

Teachers and headteachers value the freedom of choice of what to teach. It is a freedom that we cherish, and we tend to regard other systems with some degree of compassion surveying them with no little element of self-esteem and national pride. And yet perhaps we sometimes tend to forget that the price of freedom is a heavy increase in responsibility and a concomitant duty to demonstrate and defend the efficiency of our actions.

The proposed study is designed to provide a detailed descriptive analysis of how one case study - Technology Project - developed a curriculum model which enabled a teacher-centred curriculum project to become a feasible and a realistic venture for regular classroom teachers. The analysis of the research material revealed that very few practical curriculum models are available, especially in Canada, which could be used as a guide by practising teachers. Teachers require sound curricular guides on programs if they are to survive professionally in the face of increasing demands for accountability, economy and excellence. Hopefully, this study will be of some assistance to meet this end.

III. PURPOSE

The purpose of this study is to investigate and to analyze, through an intensive study of one case - a National Project on Technology, how a teacher-centred curriculum project made decisions about curriculum matters and how participating teachers perceived this type of curriculum development. More specifically this research should answer the following major questions:

1. How did the Project team reach a common understanding of the purpose and direction of their work? (Did they rely on objectives for this? If not, what sort of statements did they use for this purpose? How was agreement secured and maintained?)
2. How did the Project team organize its work? (What tasks did they undertake, in what order, and in what manner?)
3. How did the Project team use its understanding of the purpose and direction of the work to produce plans and materials? What procedures, formal or informal, were used to develop plans and materials? What information and assumptions or presuppositions did these procedures require?
4. How did the participants perceive the teacher-centred curriculum project? What were the benefits to teachers who participated in teacher-centred curriculum? What did they gain as individuals and as professionals? What did they learn about curriculum development? How important is curriculum theory to this type of project? Did the teachers develop curriculum or classroom materials?

IV. ORGANIZATION OF THE STUDY

This section is intended to outline briefly the investigative procedure as well as show how the major areas of the study are related to

the main purpose of this investigation. The study is organized in the following manner:

1. The main purpose of the study, as stated earlier, is to investigate and to analyze the Technology Project. The two central questions of this study are as follows:
 - a) How were the main decisions on curriculum matters made?
 - b) How did the participants perceive this type of teacher-centred curriculum development?
2. In the second section of the study, several assumptions are made about the Technology Project and the participating teachers.
3. In the literature review, the two main questions of the study are used as the focal point of the review. The reviewed literature summarizes two alternative approaches to curriculum design - the "theoretic" and the "practical". The review also includes the positive and negative outcomes of previous teacher-centred curriculum projects.
4. Some of the findings of projects similar to the Technology Project are included in a brief comparison of curriculum projects in Canada, Great Britain and United States.
5. To place the investigation of the Technology Project into perspective, it was necessary to include some historical background on the following areas:
 - a) A brief history on the development of 'pan'-Canadian curriculum.
 - b) The role of the Canada Studies Foundation in the promotion of 'pan'-Canadian curriculum. The Technology Project was one of several curriculum projects which was directly funded by the Foundation.
6. The procedure for collecting data is described in Chapter IV.

7. The developmental stages of the Technology Project and the manner in which decisions were made about curriculum are discussed in Chapter V. These are supplemented by the Appendix A.
8. The participants' perceptions of the Technology Project are summarized in Chapter VI.
9. The last chapter is devoted to the discussion of the findings, conclusions and implications of this study.

V. STATEMENT OF THEORETICAL ASSUMPTIONS

Three prior assumptions are being made about this investigation.

These are as follows:

1. That any curriculum project which is being established must have a clearly stated purpose or reason for its existence, as well as demonstrate its value to the people for whom it is intended.
2. That any teacher-centred curriculum endeavour which is attempted at the national level in Canada will be difficult to implement without the co-operation of the provincial governments.
3. That the participating teachers' abilities, attitudes and personal commitments to a project are crucial to consider when establishing teacher-centred curriculum projects.

In initiating curriculum projects it is vital to understand the purpose or reasons for establishing these and secondly, to show the value of these projects to the people whom these will affect - students, teachers and society. In Canada the need for revision of the history curriculum became clear in 1968 after Hodgetts' report, What Culture? What Heritage? which was a survey of history teaching across Canada. In his report he condemned, in no uncertain terms, the teaching of Canadian Studies in every part of the country. He stated in his report:

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 and to his society, and they do not encourage an understanding and appreciation of a great many aspects of our cultural heritage. (Hodgetts, 1968:75)

Hodgetts also found that the schools were lacking Canadian materials and using teaching methods almost universally condemned by reflective educators. He also reported that he was appalled by the lack of interest and knowledge about things Canadian shown by the nation's school children. It was this report that led to the formation of the Canada Studies Foundation in 1970. The Foundation launched a series of teacher-centred curriculum projects in order to produce materials and to involve teachers in curriculum development with the hope that this could improve Canadian studies in schools.

In support of Hodgetts' findings the Symons' Report in 1975 claimed:

the most valid and compelling argument for Canadian Studies is the importance of self-knowledge, the need to know and to understand ourselves, who we are; where we are in time and space; where we have been; where we are going; what we possess; what our responsibilities are to ourselves and to others. (Symons, 1975:12)

These two major studies point directly to the need for curriculum revision in order to provide better materials and teaching techniques for the future generations of Canadians.

In attempting to promote change in Canadian education it is important to remember that the control of education is at the provincial level, thus, any implementation of educational programs at the national level will be slow or none at all. There is no centralized system such as exists in France nor the depth of experience such as has enabled local initiative to flourish in curriculum work of the Schools Council in England. Prior to the formation of the Canada Studies Foundation in 1970, there was no national organization to promote Canadian Studies across the

vast regions of Canada. Canadians are only beginning to develop some framework for the promotion of Canadian Studies. In 1978 Hodgetts and Gallagher published the first resource guide for Canada Studies. The aim of the guide, Teaching Canada for the '80s, is to offer proposals for content of a Canada Studies curriculum for all provinces:

a common framework for studies of Canada . . . consistently 'pan'-Canadian in objectives and designed in truly pan-Canadian fashion, touching all curriculum areas and spanning full range of school years in a co-ordinated manner. (Hodgetts & Gallagher, 1978:VI)

In light of the weak national structure for education, it would be erroneous to think that a few teacher-centred curriculum projects established at the national level, with a handful of teachers, could have any major impact on Canada Studies. In spite of this, some progress is presently being made at the national level. This will be discussed within the framework of this study.

VI. LIMITATIONS

The following limitations are recognized in this study:

1. Not all of the participating teachers were involved in the taped critique of the project.
2. The project was in operation over a two year period. Teacher commitment changed with job reassignments.
3. Some teachers withdrew from the project before it was completed.
4. The project suffered a reduction in the budget during the development stage.

VII. DELIMITATIONS

The following delimitations are considered:

1. The study is based on only one national project.

2. The project did not have the representation from all regions of Canada. eg. Quebec, Saskatchewan.
3. Strict time limits were imposed for each stage of development. eg. approximately two months.

VIII. DEFINITIONS

To provide a wider range of the meaning of curriculum, the following definitions are included:

A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes. (Taba 1962:10)

A curriculum consists of all those learnings intended for a student or group of students. (Goodlad 1966:71)

Curriculum is a set of activities involving teachers, learners, and materials, and that these activities are provided through permanent institutions. (Reid 1975:247)

Phase I describes a time period (1970-75) during which the Canada Studies Foundation sponsored its first set of curriculum projects.

Phase II describes a time period (1975-77) during which the Canada Studies Foundation sponsored its second set of curriculum projects.

Teacher-centred curriculum - can be defined as programs that are totally planned, developed and implemented by classroom or student teachers.

Canada Studies are:

programs which deal with our society as a totality, in country-wide, interlocking perspectives that can be shared by all Canadians wherever they may live. (Hodgetts & Gallagher 1978:2)

Canadian Studies - are programs which investigate any event or operation or phenomenon occurring in Canada. These are usually more regional and ethnic rather than country-wide in nature.

National Projects - refers to curriculum projects which were established on a country-wide basis. This included teachers from many different regions of Canada.

CHAPTER II

LITERATURE REVIEW

I. REVIEW OF RELATED RESEARCH

The literature reviewed in this chapter relates to two basic areas which are essential to the study. These are the two alternatives to curriculum design - the "theoretic" and the "practical", and the positive and negative outcomes of teacher-centred curriculum.

II. TWO ALTERNATIVE APPROACHES TO CURRICULUM DESIGN

"THEORETIC" AND "PRACTICAL"

In determining how to develop curriculum it appeared to be fairly simple at the outset. The theories of curriculum development would provide a logical starting point. However, research revealed that this whole field is in a state of confusion and the theorists are in disagreement.

Since the early 1950s there have been several educational theorists who have advocated the process of defining educational objectives as a fundamental step in curriculum development. They developed models and practices which have been described as efficient and scientific.

Walker (1971-72:51) defined the formal elements of the "Classical model" (Tyler 1950) as the objectives and the learning experience.

He elaborated:

its logical operations are determining objectives, stating them in proper form, devising learning experiences, selecting and organizing learning experiences to attain given outcomes, and evaluating the outcomes of those experiences.

Some of the views of behavioristic theorists of the 1950s [Tyler (1950), Bloom (1956) and Johnson (1956)] have some indirect conflict with those who advocate a more humanistic and ethical ideology. Theorists such as Eisner (1971), MacDonald (1956), and Schwab (1970), expressed the need for curriculum specialists to address themselves to the more practical worlds of real life.

At this point it might be worthwhile to explore the two differing views on curriculum development. Two prominent theorists who have developed specific models for curriculum development are Tyler (1950) and Goodlad (1969). Tyler in "Basic Principles of Curriculum and Instruction" raised four fundamental questions on curriculum. These were:

1. What should be the educational objectives of curriculum?
2. What learning experience should be developed to enable students to achieve the objectives?
3. How should the learning experiences be organized to increase their cumulative effect?
4. How should the effectiveness to the curriculum be evaluated?

Tyler claimed that these are basic and their importance has been reaffirmed. (Tyler 1976:62)

Since the book was published, Tyler has revised some of his early thinking about curriculum. Tyler (1976:62) expressed that two areas require more emphasis. These are:

the active role of the student in the learning process and the implications student involvement has for curriculum development and secondly, the need for a comprehensive examination of the non-school areas of student learning as they relate to curriculum development.

Tyler is also referred to as the pioneer of behavioral objectives. Tyler has been criticized that his behavioral objective concept is too structured and inhibiting. His reply to this is:

that many current uses of the term behavioral objectives, imply procedures that are too specific. Behavioral objectives should be set at considerably higher or more general level than the extremely specific things I find in many current efforts to write them.
(Shane 1973:42)

Goodlad emphasized that curriculum planning involved at least two different kinds of processes:

First, there are political and legal considerations. Controlling

agencies set forth guidelines which sometimes take on the character of law . . .

Second, curriculum planning is a substantive enterprise in that it has certain perennial foci of intellectual attention, commonly identified as considerations of ends and means. (Maclure 1967:5)

Goodlad claimed that insufficient "model or theory building" is incorporated into curriculum. To accomplish this goal Goodlad and his colleagues extended Tyler's rationale and formulated some ends and means commonplace in curriculum . . . and superimposed the political structure within which curriculum planning might be conducted in a complex society. (Maclure 1967:5)

Goodlad and his group devised a model which "posed three levels of political decision-making; societal, institutional and instructional". (Maclure 1967:5) The "societal" curricular decisions are made by the province or state. "Institutional" decisions are made by the teacher, acting in concert, to develop curriculum guides for schools and school systems. Finally, the "instructional" decisions are made by teachers for a specific group of students, usually within a given school.

These "model building", "theoretic" approaches of Tyler and Goodlad differ considerably from the more humanistic, practical approach as defined by Schwab (1970) and Reid and Walker (1975).

Schwab viewed curriculum both as a conceptual scheme and as the changing, living happening it can be and is in the school community of real people. (Saylor and Alexander 1974:2).

Schwab (1970:1) criticized the field of curriculum as being "moribund", having "reached this unhappy state by inveterate, unexamined, and mistaken reliance on theory".

Schwab (1970:5) changed the focus from theoretic to what he called the "practical, eclectic" approach:

The method of the practical . . . is, then not at all a linear affair proceeding step-by-step, but rather a complex, fluid transactional discipline aimed at identification of the desired or an alteration of the desires.

Schwab in his explanation rejected the simple and direct application of behavioral theories to practical problems and instead proposed a more holistic approach. This approach would involve examining curriculum problems and situations from the perspectives of several doctrines.

Walker (1971-72:51) stated:

the classical model neglects or distorts important aspects of contemporary practice in curriculum development. He stressed that a model of curriculum development frankly based on practice should illuminate novel facets of the curriculum development process, correct misconceptions about that process, and enable us to understand both the failures and the successes of the classical model.

Walker (1971-72:52) proposed a "naturalistic model" for curriculum development which consists of three elements: "The curriculum's platform, its design, and the deliberation associated with it".

To illustrate the similarities and differences that exist between the "classical" and "naturalistic" models Walker (1971-72:58) presented the following description:

This model (naturalistic) is primarily descriptive, whereas the classical model is prescriptive. This model is basically a temporal one; it postulates a beginning (the platform), and end (the design), and a process (deliberation) by means of which the beginning progresses to the end. In contrast, the classical model is a means-end model; it postulates a desired end (the objective), a means for attaining this end (the learning experience) and a process (evaluation) for determining whether the means does indeed bring about the end. The two models differ radically in the roles they assign to objectives and to evaluation in the process of curriculum development.

Reid (1975:244) agreed with Walker's conclusion that Tyler's model has "become essentially prescriptive". He pointed out that in spite of the work that has gone into its elaboration:

little or no effort has been devoted to showing how it relates to the actual behavior of curriculum designers, or what constraints might limit its usefulness in practice. The price of abandoning its

original links with task analysis has been the sacrifice of any explicit connection with the world of real human activities.

Reid and Walker (1975) prepared a collection of case studies to prove that prescriptive theories of course planning and implementation do not have to exist in order to conduct successful curriculum revisions or projects. The dissatisfaction with theoretic approach was evident in several cases. Many projects which were cited did not use the "classical model" approach.

In spite of the criticisms level against the theoretic approach Reid and Walker (1975:X) summarized their views in the following manner:

Traditional curriculum considerations, such as objectives, planning and evaluation, are not forgotten, but they take their place alongside more mundane issues - personalities, limitations of time, money and energy, conflicting interests and competing enthusiasms - to form a wide ranging account of how the curriculum changes.

III. TEACHER-CENTRED CURRICULUM DEVELOPMENT AND SOME POSITIVE AND NEGATIVE OUTCOMES

During the 1960s there was a great boom in curriculum development. In United States vast amounts of resources, both human and financial, were devoted to the development of materials. Many valuable educational materials were produced, however, these were not widely used. The main reason for this appeared to be that these materials were produced in isolation from the needs of teachers and students. Teachers were, to a large extent, not directly involved in the curriculum development process or material production.

During the same period in Great Britain the Schools Council established projects across the country which directly involved teachers and curriculum experts in the developmental process. The Keele project is a good example. Shipman (1974:VIII) indicated that radical changes took

place in schools such as timetabling, team teaching, enquiry-based learning and the most dramatic was that the project was designed to promote initiatives rather than to dispense package ideas from the university. Walker (1975) did a detailed study of the Kettering project which was headed by Eisner under the sponsorship of the Schools Council. Walker, through this study of the Kettering project which involved "trial" teachers, became convinced that teacher-centred projects are a viable means of designing and implementing new curriculum. He concluded from his analysis of the project, that practical curriculum developers relied very little on the strategies which are outlined by curriculum theorists.

In Canada, teacher-centred curriculum had a somewhat later start. It wasn't until 1970, under the sponsorship of Canada Studies Foundation, when the first major national curriculum projects developed.

Tomkins (1977:9) stated:

by the end of 1970, extensive work was well under way, involving regional teams representing different levels and interests in education - classroom teachers, university professors, curriculum specialists, administrators, and community personnel.

He pointed out that the Foundation's aim was to promote:

New opportunities for communication among teachers and students, both intra- and interregionally. This aim was to be achieved by a teacher-centred strategy, as opposed to the "top-down" strategies that characterized the American curriculum reform movement of the early 1960s. The teacher-centred strategy was consistent with the trend towards decentralization being promoted by most provincial departments of education by 1970, often at the prodding of teachers' federations.

Tomkins (1977:10) also indicated in his comments that the Canada Studies Foundation curriculum development was viewed:

as directly related to professional development, as not so much a matter of creating curricula as of improving the teaching and learning of Canadian Studies.

Educators in each region of Canada viewed the teacher-centred curriculum development very differently. These could almost be considered

distinct educational cultures.

Tomkins (1977:10) described these views in the following manner:

Western Canadian educators subscribed to teacher-centred curriculum development almost as an ideology that was democratic, process-oriented, and strongly influenced by American theory. Educators in the central provinces were seemingly more subject-centred, impatient with if not assertively ignorant of curriculum theory, and, in Ontario, subject to hierarchical administrative modes. Francophone teachers shared some of these characteristics but, like their western counterparts, were bemused by scientific approaches to education and "recherche" models often reflecting recent American training consequent upon the great efforts of recent educational modernization in Quebec. Not coincidentally, this outlook minimized the potential political problems of Francophone participation. For Atlantic teachers, it was evident that Atlantic union in curriculum matters was hardly less difficult than in political matters: indeed, diversity in goals, organization, and method among the four provinces was consistent with their project's theme of cultural diversity. Regionalism was revealed even in the different government structures employed by the three major project groups.

Some other findings which Tomkins (1977) noted in his survey on curriculum development were:

1. As teachers within each project came into contact on regional basis and later were able to exchange ideas on an interregional or nationwide basis, they were increasingly intrigued to find that despite their varying milieux they had a great deal in common professionally.
2. Foundation's objective of promoting "horizontal" (across provincial and regional boundaries) and "vertical" (among educators from various levels) co-operation among the different levels of education became increasingly evident . . . this created new patterns of co-operation among diverse groups, including most of the western universities, all the provincial teachers' federations, the provincial department of education, and many of the larger urban public and separate school systems.

In 1975 Bernier et al published the findings on the "External Evaluation of the Canada Studies Foundation". This independent group

conducted an evaluation on the Phase I projects which were sponsored by the Foundation. Some interesting factors were revealed about teacher-centred curriculum development. The interviews with participants and the questionnaires revealed the following findings: (Bernier et al 1975:21-28)

1. autonomy was the key to our success.
2. they had a good co-operative experience, that they would like to do more work of a similar character.
3. most found their experience working in a project a very rewarding one.
4. another particularly beneficial aspect of the experience was the feeling that participants gained professionally as a result of it.
5. team members stated the whole experience was a tremendous one. While our motives were initially professional, they soon became personal as well; the group dynamics that were involved and the contacts we made brought a loyalty that went beyond our initial commitment. I have the feeling that I have been totally re-educated . . . I have shifted from evaluating students to evaluating programs.
6. We become good by living it rather than reading it. The key is for teachers to see the need; once they see the need, and are helped to learn how to develop curriculum properly, then they cannot turn back.
7. Teachers expressed the feeling they had a real opportunity to participate in the planning, development and implementation of their projects.
8. I know that I am a far more capable person and teacher as a result of my experiences, and the principals and superintendents that I've worked under during these three years know it too. P. 13.
9. Many teachers of Canadian Studies became better teachers through the Canada Studies Foundation - more aware of what they were trying to do, more able to interest and excite the youngsters whom they teach.
10. Teams complained of a lack of consistency in the Canada Studies Foundation's view of what the teams' job was. The major question was whether the teams were expected to create publishable classroom materials or whether the purpose of the experience was their own development as teachers of Canadian Studies.

The external evaluation also provided some useful information about the materials which the project teams produced. These were (Bernier et al 1975:20-22):

1. Most teacher-developers who worked on Canada Studies Foundation projects believed that their materials were relevant, effective, suited to the

students, usable in schools other than their own, and based on the needs of Canadian Society.

2. Over four-fifths of the teachers involved believed that the curriculum materials brought out similarities and differences of viewpoint regarding Canadian concerns, a notion that was confirmed by about four-fifths of those who tried out the materials.
3. About 90% of team members believed that the project materials promoted better understanding between students and teachers from various regions.
4. Many of the materials that were used had to be adapted to make them suitable.
5. That more developers (98%) judged that they had an increased knowledge of and interest in Canada. (Bernier 1975:18) indicated in the report that: Teachers who, with the help of the Canada Studies Foundation, became competent developers of curriculum for their classes, will not and cannot unlearn the skill or stop using it.

To support this view (Tomkins, 1978) indicated that "History and Social Science Teacher", (Spring 1978), a journal for Canadian teachers of social studies, contained ten articles or reviews by or reference to the work of ten members or ex-members of Canada Studies Foundation from six provinces. Majority of these were classroom teachers from Phase I. A similar "spinoff" is occurring from the Phase II participants.

Carswell (1977), from his survey of Canada Studies Foundation materials, published a report on teacher-curriculum developers which showed what professional and personal changes occurred in the participants as a result of their involvement in projects supported by the Canada Studies Foundation.

Carswell (1977:36) stressed that what was new about Phase I, beside the fact that teachers were placed at the centre of curriculum development, was the fact that:

development teams were expected to follow the curriculum-development process from the selection of objectives or intended learning outcomes to dissemination of products and processes. They were given monetary and professional support and the decision-making responsibility to engage in research, formulations of objectives, development and/or selection of materials and teaching strategies,

field-testing procedures, evaluation techniques, and in-service education of other teachers. In short, teachers were regarded as professional leaders with expertise in curriculum development.

Carswell (1977:37-38) discussed some of the less positive outcomes in the experiences of teachers who were involved in curriculum developments. Some of the negative outcomes were:

1. Time pressure
 - double preparation required for their own work and preparing for a substitute.
2. Neglect of classroom
 - inadequate preparation of teaching
 - lack of attention to students
 - guilt feelings related to leaving the class to a substitute
 - concern about the quality of instruction by the substitute
3. Poor public relations
 - participating teachers felt other staff did not understand the nature of their involvement in curriculum development.
 - lack of communication with local school authorities had been neglected and that much more attention to such communication would have resulted in considerable more support for teachers.
 - lack of understanding in some developers' schools seemed to be expressed as professional jealousy through a "who are you to be doing curriculum development?" attitude.

Burke (1973:145) indicated that 18 out of 56 teachers who she surveyed had experienced some hindrance in their professional growth. She summarized these problems in the following statement:

They lacked time to fulfill other professional responsibilities ... they did not prepare lessons in other subject areas thoroughly or did not apply themselves to other subjects, did not pursue graduate work, experienced frustration that was debilitating, did not read in a diversified field, dropped some professional associations, became less involved with the staff in their home schools, and neglected students not involved in P.C.W. (Project Canada West).

In his report Carswell (1977:37) stated that compared with the advantages occurring to teachers, the disadvantages are minor. From his survey of published and unpublished information on Canada Studies Foundation, Carswell discussed some positive outcomes that occurred to both personal and professional self-improvement as a result of curriculum development. These can be summarized as follows: (Carswell 1977:37-41)

1. that teachers who were involved in curriculum projects were more positive towards curriculum use and planning than those who did not participate.
2. Participants reported more knowledge about and improvement in deriving and stating objectives, developing instructional techniques, developing and using evaluation techniques and skill in communication and group techniques.
3. Participants engaged in extensive reading and research to improve their knowledge of Canada and specific topics related to the projects.
4. Not only did teachers become more competent in a professional way, but many claimed that they were more capable people and had more self-confidence after their experiences in curriculum development.
5. Curriculum development seemed to increase morale and provide a fair amount of satisfaction to participants. Teachers were "expressing pride in being accepted as an equal in curriculum development by other professionals, pride in completing a particular task or teaching activity, pride in working well with others, and pride in being asked to consult or make a presentation on their project.
6. Developers were more research oriented, perceived the need for research and theory, used a theoretical base, and had more appreciation of the need for curriculum theory than they had before becoming involved in curriculum development.
7. In general participants felt that their teaching had improved and that their students in general benefited from involvement in Canada Studies Foundation sponsored projects. Participants claimed that the "improvements in teaching skills and knowledge ranged from deeper knowledge of children's abilities and needs, better questioning techniques, more use of inquiry approaches, simulation games, role playing, discussion, interviewing and audio-visual aids to a stronger and broader grasp of content to be taught.

IV. BRIEF COMPARISON OF CURRICULUM PROJECTS IN CANADA, GREAT BRITAIN AND UNITED STATES

Tomkins (1977:13-14) compared curriculum projects which were developed in Great Britain, Canada and United States. All these had a common goal "to promote nationwide innovation". He compared the projects sponsored by Canada Studies Foundation (CSF) with projects such as the Humanities Curriculum Project (HCP) and the Comprehensive School Improvement Project (CSIP) of the Ford Foundation. Some of his findings were as follows:

1. The HCP and the CSF had somewhat similar broad or global topics. The HCP promoted global topics such as love, war, etc., and CSF was structured around "Canadian concerns". In terms of curriculum concerns, both projects or organizations accepted or rejected certain assumptions and findings.
 - a) Both rejected that projects "be judged by the amount of pupil learning produced in a given period". (Hamingson 1973:16)
 - b) Both rejected an "objectives model of curriculum design". (Tomkins 1977:13)
 - c) Both accepted the importance of teacher autonomy but discovered that "the goals and purposes of the program developers are not necessarily shared by its users". (Hamingson 1973:29)
 - d) Both organizations found that "some degree of authority or charisma from a body external to the school is necessary to stimulate re-thinking of curriculum activity".

2. Some similarities and difference which were expressed by Ford and CSF were as follows:
 - a) The relative ineffectiveness of universities as agents of innovations (Tomkins 1977:13)
 - b) A "lighthouse effect", whereby innovation was more apparent and more accepted elsewhere than in the milieu where it was developed. (Tomkins 1977:13)
 - c) The perception that project teachers almost universally felt the need to create their own materials. (Ford Foundation 1972)
Ford perceived uneven materials as a problem while CSF viewed this as a positive means of curriculum development and professional growth.
 - d) Both organizations discovered that: (Tomkins 1977:13)
 - i) Levels of funding were not necessarily related to the achievement or success of projects.
 - ii) The project director to be the key to the success of the projects.
 - iii) The support of each foundation proved an effective means of attracting other resources, and both found local support essential to providing local credibility.
 - iv) The varied governing structures of the projects seemed little related to success of the projects.
 - e) Both organizations agreed that a network of subsystems around the country could have major impact on a wide range of school systems. (Ford Foundation 1972)

CHAPTER III

HISTORICAL BACKGROUND TO THE STUDY

I. NATIONAL CONSCIOUSNESS AND THE MOVEMENTS

TOWARDS A PAN-CANADIAN CURRICULUM

This section is intended to provide some historical background information on two major areas which are vital to the understanding of this study. The two areas discussed in this section are how the Canadian education systems have struggled to develop national consciousness and why they have failed to provide a "pan"-Canadian curriculum, and the formation of the Canada Studies Foundation and its successes, failures and future.

In a world dominated by ideas of national consciousness, it can be no surprise that there is much talk of the nature of a "Canadian Identity" but that in the face of multiplicities of regional, religious, political and cultural groupings, it has become difficult to define it clearly, let alone achieve it beyond question. For such an identity can neither be centrally established, nor easily created out of the variety and diversity of the Canadian people. (OECD 1976:19)

The existence of these circumstances and the fact that the Canadian education lies within provincial jurisdictions has severely hindered the development of a national consciousness. Over the years the Ministers of Education across Canada have been responding simply to province-orientated needs rather than nation-wide concerns and interests upon which cultural and national consciousness depends. There has never been a national organization prior to 1970 which devoted its energy to develop an education strategy for Canada. The growth of national feelings and identity have failed to materialize simply because no agency has ever specifically identified, defined or described the unique components of Canada. Over the last century the educational systems have failed to

address the basic question of "What should young Canadians understand about Canada in order to develop national concerns and consciousness about their country".

The Secretary of State, John Roberts, told a conference on Humanities in Society at the National Arts Centre in November, 1978 that:

the provinces making reference to the deficiencies described by the 1975 Symons and the 1976 OECD reports which severely criticized the national aspects of Canada's educational systems. In his address, Mr. Roberts points out that we have never conceived our educational system as a mechanism which can be used to achieve some desired goals for our country. We lack, in effect, an explicit, overall conception of our country's objectives and purposes. (Contact, 1976:1)

The Secretary of State cited details from the Symons and OECD reports to further illustrate the lack of direction in our education systems towards common goals:

According to them (the reports) we lack educational systems which are goal orientated; we have failed in our educational system to develop the sense of identity which is so necessary for our national survival; we do not have a co-ordinated functioning educational policies which tie our educational systems together. (Contact, 1976:1)

The message which appeared to be clearly conveyed by the Symons and OECD reports is that there must be a co-ordinated effort by the ten provinces to assist in the development and implementation of Canada Studies in their curriculums.

During the last two decades a strong feeling of "national consciousness" has been growing among all facets of Canadian society. National consciousness for this purpose simply means:

that as a citizen of a recognized political community called Canada, one is aware of the particular set of problems that members of that community share at any given time. By maintaining membership in that community, one tacitly accepts responsibility for those problems. (Tomkins, 1973:6)

The new "national consciousness" can be best illustrated by the marked shift in Canadian attitude towards United States. In Peter Regenstreif's words this new attitude can be considered "an index of

Canadian self-confidence".

As recently as 1967, a statement suggesting that less foreign capital should be used to develop Canada even if the standard of living of some people were to decrease was supported by only 34 percent of those interviewed in a poll but rejected by 45 percent. Three years later these figures had been reversed: 46 percent favoured the statement and only 32 percent disapproved of it. (Regenstreif, 1972:8)

Canada has had a long history of concern about the external influences of both American and British teachers and school books. In the 1790s it was charged that teachers from United States used their own schoolbooks . . . and tinctured the minds of their pupils with their own political views. (Hodgins 1910:150) In 1799 American schoolmasters were excluded lest they should instil republicanism into the tender minds of the province. (Hodgins 1896:34) In 1834 the Upper Canada legislature imposed citizenship requirements on American immigrant teachers. (hodgins 1910:53) This whole issue of American books reached a peak in 1847 when it was found that half the books used in the schools came from United States. (Phillips, 1947:98) To counterbalance the American influence on Canadian education, it was decided to introduce the Irish National Readers which marked the beginnings of the British colonial curriculum that endured into the 1950s. The replacement of American textbooks by British texts was hardly a solution to the foreign influence issue. In the article, "Canadian Education and National Identity", Stamp illustrated how George Brown fought against the Irish National Readers and demanded that Provision be made for Canadian textbooks. (Stamp, 1971:134-5) The early and present concerns of external influences can be illustrated by the views expressed by Dr. Thomas Rolph and a recent editorial of the Toronto Star. The first was recorded in 1833 by Dr. Thomas Rolph, a choleric British visitor to Upper Canada, who showed dismay over American influence in the following words: (Hodgins 1896:3)

It is really melancholy to traverse the province and go into many of the common schools; you find a herd of children instructed by some anti-British adventurer instilling into the young . . . mind sentiments hostile to the parent state; false accounts of the late war . . . geographies setting forth (American cities) as the largest and finest in the world; historical reading books describing the American population as the most free and enlightened under heaven and American spelling-books, dictionaries and grammar teaching them an anti-British dialect and idiom.

On May 30, 1972, the Toronto Star's editorial expressed very similar sentiments:

American textbooks . . . can be an effective and insidious instrument to Americanizing the thinking of young Canadians at the most impressionable period of their lives. They can instill the idea that the United States is the centre of the world; that its foreign policy is always right and its opponents have always been wrong; that its way of doing things are the most advanced and efficient on the globe.

The unusual historical development of Canada over the last century, with the borrowed institutions from the British and French and the cultural dominance of United States, has negated any specific development of Canadian identity.

Over the last century National education organizations have made attempts to raise issues relevant to national education goals. However, over the years there has been no concerted effort to establish any national framework of reference for teaching the Canadian concerns. The need for a common approach to Canadian history that would be acceptable to the two founding groups - French and English-speaking Canadians - led to the formation of the first national education organization. The Dominion Educational Association in 1892 (renamed the Canadian Education Association in 1918) was later followed by the National Council on Education in 1919 which had a chapter which devoted its efforts to develop a national consciousness in educational matters. (Phillips, 1957:487)

The 1892 founding meeting of the Dominion Education Association was asked a question which has been raised many times since. (Dominion Education Association 1892:50-51)

Are we going to be provincial in our education or are we going to be national? . . . Let us try and do what the politicians have not yet done, - what the public sentiment of this country had not yet done, viz., to band together the twenty thousand teachers of Canada . . . and through them declare to the world that Canada is not divided into provincial ideas; but that the sentiments of the provinces are formed into one harmonious whole.

The president of the Canadian Education Association, George W. Ross, Minister of Education for Ontario, made a comment which reflected other views long familiar to Canadian teachers. (Dominion Education Association 1892:52)

I have perused with great care the various histories in use in all the provinces of this Dominion, and I have found them all to be merely provincial histories, without references to our common country . . . Can't we agree upon certain broad features common to the whole of this Dominion with which we can indoctrinate our pupils, so that when a child takes up the history of Canada, he feels that he is not simply taking up the history of Canada, such as the old Canada was, but that he is taking up the history of a great country.

National education organizations have had little success in developing curricula on a national basis. The experience of the Canadian Education Association which established a committee in 1943 to do a study of Canadian history textbooks is a good example of this. The release of the committee's report in 1945 was met with several difficulties:

The mere knowledge that the Committee was at work led to the publication of a number of articles and editorial comments in one section of the press, most of which were of such a character as to incite distrust of the project. Furthermore, the reader is told that no sooner had the letters to historians on "Certain Controversial Questions" been prepared than the Committee was embarrassed by the resignation of the members who had been designated as French Secretary for this undertaking. (Canadian Education Association 1945:33-34)

Two interesting studies have been done by Porter and Downey on the Canadian attitudes towards education. Porter claims that education is not valued in Canadian society and that educational policies are slow to emerge from a political system based on elitist principles. In Downey's study of Canadian image of education, he showed that when compared with Americans, the Canadian public saw education as serving individual rather

than social needs. Furthermore, in his work which was done ten years ago, he also showed that Canadians rated the teaching of world citizenship as more important than the teaching of Canadian patriotism. (Downey, 1968: 213-214) These findings could be the explanation for the lack of earlier curriculum research and development in the whole area of Canadian studies.

The interest in Canadian studies curriculum has increased tremendously over the last decade. This surge in interest was launched by the publication of Hodgetts' book, What Culture, What Heritage?, Book II of the Royal Commission on Bilingualism and Biculturalism and other studies at the end of the 1960s. The findings in these reports revealed that the schools were not helping future citizens to communicate and to understand the vast differences that existed between people in the various regions of Canada.

The carefully documented evidence in these reports showed that the schools not only seldom gave students any real appreciation of their country as a whole or of the thoughts and feelings of people living elsewhere in Canada but also tended to strengthen regional and ethnocentric feelings. In other words, the study of Canada in the schools, contrary to all its stated objectives, was another powerful divisive influence in our society. It was apparent that the normal social process by which young people develop their values and attitudes through strong regional and ethnic forces needed to be balanced in formal education by more opportunities to study and understand the total Canadian environment. (Hodgetts 1978:2)

II. FORMATION OF CANADA STUDIES FOUNDATION

ITS SUCCESSES AND FAILURES

As a result of his findings, Hodgetts recommended the formation of the Canada Studies Foundation. The Foundation was formed in March, 1970 with the general aim of improving the quality of Canadian Studies mainly at the elementary and secondary school levels. In Hodgetts introductory note in the "Reflections Concerning The Canada Studies Foundation . . ." he states that from the inception of the Canada Studies Foundation:

the Foundation set as the ultimate goal of all its activities the development of a greater degree of national understanding in the minds and hearts of young Canadians. (Hodgetts, 1978:3)

He goes on to point out that it was the hope of the Foundation that through a variety of experimental projects it would:

find ways to help our young people to know about and sympathize with the values, feelings and attitudes of Canadians from other parts of the country and from different backgrounds, to understand the total Canadian environment as distinct from some regional part of it. Great care was taken to divorce this goal from any attempt to foster some conforming, monolithic, nationalistic spirit, to underwrite any particular form of federal structure, or to engage in a forlorn search for a single Canadian identity. (Hodgetts, 1978:3)

The philosophy under which the Foundation operated during Phase I and Phase II was to promote pan-Canadian understanding between regions and people by providing opportunities for people from different levels of education, especially practising classroom teachers from different parts of Canada, to meet and to work together on Canada Studies projects of mutual interest. (Hodgetts, 1978:4) The pan-Canadian idea was especially stressed in the second phase as the project topics and materials would indicate.

The Foundation devoted a considerable amount of effort to develop specific guidelines for conducting the Canada Studies programs and projects. In order to implement the concept of teacher-centred curriculum development, the Foundation was taking a high risk since there had been numerous cases of failure. However, it was felt that the process of curriculum development and the need for teachers to work directly with each other across regional, linguistic, cultural and other kinds of boundaries that divide this country, was essential. In all the Phase I and Phase II projects, the teacher played the central role in the development of classroom materials. Hodgetts claimed that this was done deliberately since:

Canadian education is fragmented not only by the imperatives of Section 93 of the British North American Act and by the existence of

strong, zealously guarded provincial and regional bureaucracies but also by the fact that elementary and secondary school teachers are locked within their classrooms and, unlike other professions, have few opportunities to meet and exchange ideas with other colleagues from other provinces. Since teachers, like other people, develop their viewpoints, values and attitudes through strong regional and ethnic forces, this situation naturally inhibits the development of pan-Canadian perspectives. Additionally, the Foundation felt that if innovations were to reach the students, instead of gyrating around in inner sanctums, practising classroom teachers had to be involved at every stage of a project's development. (Hodgetts, 1978:4)

To date the Foundation's greatest success lies in the developmental process of teacher-centred curriculum. The participation in the work of the Canada Studies Foundation has broadened the professional experiences of hundreds of teachers across Canada. The professional growth and better understanding of Canada, through participation in National Projects, is paying immeasurable dividends. Many of the teachers are continuing to develop and to promote Canada Studies at the different levels of education within each region of Canada. The opportunity that the Foundation has provided for hundreds of teachers across Canada will have a "ripple effect" on education for years to come.

In his "Reflections" Peter McCreath, who was the Director of the project "Perspectives Canada" illustrated the success of Foundation's Curriculum development process by stating:

clearly, the work of the Foundation has demonstrated beyond doubt that interprovincial co-operation in teacher-initiated curriculum development is not only possible but that the results can be the production of curriculum materials of a high quality and the personal and professional growth of the participating teachers and students. (McCreath, 1978:128)

Tomkins, in his "Reflections" on the successes of the Foundation remarked that:

it helped to give many teachers a new Canadian consciousness or sensibility and this has been its greatest achievement to date. (Tomkins 1978:49)

The success of the curriculum process can further be attested

to by the favourable remarks of the participating authors in "Reflections Concerning The Canada Studies Foundation . . ." (Anderson, 1978)

Other tangible successes of the Foundation in the seven years of its existence and the influence on education in Canada was recently outlined in its proposal to the Department of Secretary of State, 1978. In the proposal, the Foundation pointed out:

it has developed a definition and special focus for Canadian Studies which have been formally acknowledged in several provinces and incorporated into official curriculum statements; it has completed curriculum projects involving more than 700 people from every level of education and over 8,500 students from all provinces; it is currently developing 10 additional projects involving 380 educators in all provinces; 31 volumes of learning materials developed by Foundation-sponsored projects have already been commercially published. Twelve additional volumes are currently under review by publishers; it has developed a bilingual information service used by more than 6,000 persons; it has maintained its fully bicultural operation, providing services to francophone teachers and educational officials in 10 provinces; it has organized or provided resources personnel for local, provincial, and regional workshops involving more than 5,500 persons; on the basis of five years of experimental work it is now developing a comprehensive Resource Guide for Canada Studies. (Memo to C.S.F. Teachers, 1978:1)

The Foundation, along with its many accolades, has also received numerous criticism from members within its ranks as well as from external observers. Some expectations which were originally established by the Foundation were not achieved. This created an element of disappointment to some members of the Board and other associated with the Foundation. The Foundations shortcomings appear to lie in the areas of implementation of objectives and activities rather than in the developmental processes.

Bob Anderson, the present Director of the Canada Studies Foundation, pointed out that in the last seven years, the Foundation has had a very good record of developing curriculum materials, but has failed to provide a means by which these materials would be integrated into the provincial programs. In his "Reflections" he pointed to the:

lack of meaningful Department involvement in the developmental stage meant that no adequate investigation was made to ascertain whether proposed materials could be effectively integrated into the provincial programs. (Anderson 1978:34)

He claimed this was the reason why some excellent materials which have been developed by the Foundation projects over the years are of little or no use in many schools across Canada.

Another major shortcoming was the lack of effort that was devoted to publication and dissemination of some excellent project materials which were produced in Phase I. Tomkins (1978:53) stated:

this lack of a comprehensive, integrated, glossy set of published materials has been viewed in some quarters including influential political quarters, as a failing of the Foundation.

In his "Reflections" Paul Gallagher, a former Director of the Foundation in the mid 1970s, discussed what he calls "naivete and reality". He pointed out that it was naive of the Foundation in its initial five years of operation to expect that it:

could find and train sufficient teachers/converts to initiate a country-wide revolution which would then be carried forward by its own momentum. (Gallagher, 1978:43) The Foundation also assumed that this revolution could proceed from the classroom up without directly involving officials and other political individuals. Gallagher (1978:43) claimed that the Foundation committed the fatal error of Canadian education by underestimating the narrow perspectives and bureaucratic pressures faced by many of the ascribed leaders of Canadian education.

Many of the curriculum leaders did not respond with the urgency and concern that the Foundation had anticipated. The expressed concern of the Foundation were a low priority with many curriculum leaders across Canada.

Another major weakness of the Foundation was that it failed to provide, at the outset of each project, specific guidelines to the enthusiastic participants. Gallagher (1978:42) claimed that the single greatest shortcomings of the Foundation was that it took insufficient

time to ensure that its participants were working in a single direction before they got down to work. This resulted in development of project materials which were "things Canadian" rather than focusing on the national perspective - "Canada as a totality". (Hodgetts, 1978:2) In many cases the products which were produced tended to reinforce regionalism. This was the very emphasis in Canada Studies which the Foundation wanted to counterbalance.

After several years of operation and comprehensive external and internal evaluations, the Directors of the Foundation became convinced that in spite of the Foundation's accomplishments in the promotion of Canadian studies, there was a lack of "pan" Canadian approach in curriculum development. In order to rectify some of the previous shortcomings and misunderstandings of the Foundation's objectives and to provide new directions in a nation-wide effort to improve the quality of Canada Studies in Canadian classrooms, Hodgetts and Gallagher were commissioned to write a "Resource Guide". This "Resource Guide" was published in 1978 under the title of Teaching Canada for the '80s. In Hodgetts' Annual Report of June 30, 1978, he outlined for whom the book was written and the purpose for such a guide. He stated that the "Guide":

was written for teachers, heads of departments, program consultants, regional and provincial curriculum directors and professors in faculties of education. Based on the experiences of the C.S.F. over the past seven years, the book provided a set of broad objectives, and a rationale for Canada studies, as well as a detailed description of understandings that students . . . regardless of where they live or the language they speak . . . should acquire during their elementary and secondary school years about their country. The book is consciously designed to be useful in every jurisdiction in Canada and hopefully to lead to a more structured approach and to a greater degree of congruence in provincial Canada Studies programs than has been possible in the past. (Hodgetts, 1978:2)

The main emphasis of the book is on Canada Studies which is defined by the authors as studies examining our society as a totality, in

country-wide, interlocking perspectives that can be shared by all Canadians wherever they may live. (Hodgetts, 1978:2) This is a different approach from the many "Canadian Studies" which are regional and ethnic. The feeling of the Foundation was that the "Canada Studies" concept had not yet become an important component of education in all provinces.

III. FUTURE OF CANADA STUDIES FOUNDATION

In spite of the shifting trends in education toward a more "basic" curriculum, the provinces have also recognized the importance to promote a continuing process of upgrading the Canadian students' understanding of the Canadian environment and its diversities. One of the original objectives of the Canada Studies Foundation, which was stated in its first Annual Report, was:

to demonstrate to the ten departments of education that co-operation among educators in the area of Canada Studies is feasible and desirable, and that this co-operation can be achieved without doing injury to provincial autonomy in education; to demonstrate that, if our experimental pilot projects are successful during the five-year life of the Foundation, its work should be continued and expanded by appropriate educational authorities. It would appear that the Foundation has met its objective and has directly contributed to alerting the provinces to the urgent need to develop a strategy to promote "Canadian understanding". A general agreement of co-operation was achieved at a meeting in Edmonton of the Council of Ministers of Education in September, 1977 when they approved "recommendations for a long-term plan of support for Canadian Studies through interprovincial co-operation.

The Council of Ministers agreement for inter-provincial co-operation resulted in a change of role for the Foundation. Since the Ministers agreed to carry on a major program in Canada Studies, the role of the Foundation became uncertain. In fact, the existence of the Foundation was not assured until November, 1978 when the Department of the Secretary of State approved the Foundation's submission and granted a sum of \$500,000 to carry on a program of activities for two years. This grant was supplemented by the Ontario Ministry of Education and small surplus from the Phase II.

The Foundation's main function in the immediate future would be to provide assistance and advice to the Council of Ministers in the initial planning of a long term program. However, the Foundation in its "Memo" to C.S.F. Teachers and Associates, November, 1978 outlined the new roles for the Foundation:

the first mission would be to produce new material for Canada Studies in areas and by small teams selected by the Foundation after consultation with the CMEC to avoid duplication and in the light of the most important existing gaps. The second task would be to use networks in the teaching community to test and adapt that material and ensure its wide diffusion. A third role would be to offer advice to organizations interested in improving Canada Studies. (Memo to Teachers, 1978:4)

The changing roles of the Foundation were necessitated due to the direct participation of the Council of Ministers in the promotion of Canada Studies. In his opening address to the Teaching Canada for the '80s National Conference held in Toronto in March, 1979, Premier Davis stressed the need for Canadians to commit themselves to a common school curriculum in Canadian History and Canadian Geography that can be supplemented by individual provinces without undermining their autonomy in matters of education. (Davis, 1979:11)

He indicated that the most effective mechanism to bring about this commonality in curriculum was through the Council of Ministers of Education. He outlined briefly the progress which has been made by the Council over the last year.

Canadian Studies has been accepted as a priority of this Council. During the past year, the major emphasis has been on determining current availability and future requirements for learning materials at the elementary and secondary levels. An annotated bibliography of provincially produced print and non-print materials is now in the final stages of preparation. This publication will index curriculum guidelines, teacher support and student resource documents which will be the first category of materials to have been identified and classified for exchange under the new arrangement endorsed by the Council at its September meeting.

A second project involved a list of priorities for future requirements in the development of Canadian Studies materials. Formulated by the provincial curriculum officers involved in this field, the list is subdivided into student and teacher materials from kindergarten to Grade 6 and from Grade 7 to high school leaving. A needs assessment questionnaire was distributed to all Ministers of Education to determine what is occurring at the moment in the development of these materials. Once analyzed, this review will enable the provinces to work together on projects of common interest and will assist them in advising commercial publishing firms in the production of new Canadian Studies materials.

Another important part of current CMEC activities involved the study of curriculum guidelines of each of the provinces to determine elements of commonality. The Council now has draft reports on Language Arts and Social Studies and work is about to begin on Science and Mathematics.

These reports, coupled with other studies in the nature of core curriculum across the country, will provide a solid base on which to build a more co-ordinated interprovincial approach to curriculum. (Davis, P. 11)

The Task Force on Canadian Unity headed by Mr. Pepin and Mr. Robarts have also cited the Council of Education Ministers as a valuable tool in bringing about Canada-wide dimensions to our educational system.

IV. SUMMARY

The purpose of this study was to investigate how a curriculum project team made decisions about curriculum matters and how the participating teachers perceived this type of curriculum development.

The literature review dealt with two major areas which provide the necessary background to establish the context in which the study will be conducted. These areas were as follows: the two alternative approaches to curriculum development namely "theoretic" and "practical", and the outcomes of teacher-centred curriculum development.

The historical background provided information on the development of the Canadian identity and the movement towards a pan-Canadian curriculum and the role of Canada Studies Foundation in curriculum and materials development.

The reviewed literature and the historical background information revealed that:

1. there is no one specific plan for curriculum development. There is a great deal of disagreement between "theoretic" and "practical" curriculum developers as to what method should be employed.
2. that the few minor disadvantages of teacher-centred curriculum development are strongly outweighed by the many advantages of this type of curriculum development.
3. that even though several organizations have made attempts throughout Canadian history to promote Canadian consciousness none was able to implement a pan-Canadian curriculum. In fact no independent organization, prior to 1970 - Canada Studies Foundation - had been formed which could devote all its energies to try and achieve this goal.
4. that the Canada Studies Foundation's involvement in teacher-centred curriculum development has resulted in a few disappointments, however, overall it has provided a necessary stimulus for the Council of Ministers of Education, it has contributed to teachers' professional growth and it has produced many worthwhile curriculum projects and materials.

CHAPTER IV
RESEARCH PROCEDURES

The purpose of this study is to investigate how a teacher-centred curriculum project, based on a single case study, made decisions about curriculum matters and how participating teachers perceive this type of curriculum development.

I. PROCEDURE FOR COLLECTING DATA

To answer these two basic questions several investigative techniques will be employed. These are as follows:

1. Participant observation and analysis. The writer of this study served in a dual position for the Canada Studies Foundation - Technology Project - as a member of the Winnipeg case study (Mass Media) development team and as national secretary-treasurer for the Project. The position of the national secretary-treasurer meant that the writer was a member of the co-ordinating committee which made all the decisions about the curriculum project. Furthermore, all these decisions were recorded by the writer in the minutes of every co-ordinating meeting.
2. An intensive content analysis of the Project Director's publications - meeting agendas, communication memos, formal letters, etc. The director also served as a member of the Winnipeg development team, thus many informal discussions occurred about the project's operations, meetings, materials, curriculum development, etc. Writer assisted in the administration of the entire Project.
3. A rigorous analysis of the case study materials which were presented at the co-ordinating meetings, especially the critique meeting which was held in St. John's, Newfoundland.
4. An intensive formal analysis of the minutes of the Project's co-ordinating committee meetings.

5. An analysis of the curriculum activities which occurred in a whole team meeting at Orillia, Ontario.
6. An intensive analysis of the Vancouver taped critique and of each teams written evaluations of the project.
7. An analysis of the oral and written responses of a team - Mass Media - within the Technology Project. The evaluation which was conducted by the Director of the Foundation was entitled "Pan-Canadian Curriculum Development: Micro Viewpoint".
8. An analysis of the oral and written responses of three project Directors, one of these was the Technology Project Director. The evaluation of the projects was conducted by the Director of the Foundation - entitled "Pan-Canadian Curriculum Development: A Macro Viewpoint".

CHAPTER V
DEVELOPMENTAL STAGES OF THE PROJECT AND
METHODS OF CURRICULUM DECISION-MAKING

The purpose of this chapter is to outline the developmental stages of the technology project and to show how the major decisions were made on the different aspects of the teacher-centred curriculum project. The original documents in Appendix A are essential to this section of the study.

The Technology Project originated as a result of the Canada Studies Foundation's guidelines. In the Canada Studies Foundation Annual Report of June 30, 1976 the "Report of the Secretariat" outlined the operational directives and policy guidelines for all second phase projects. (Appendix A #1)

The Canada Studies Foundation, in its phase two operation, formulated a position paper on all the major themes which were being considered for curriculum projects. This position paper contained a rationale, some hypotheses within the theme, more specific questions and examples of classroom units. This was the basis upon which the project was formulated. The technology theme was "Teaching Canada as an Industrialized and Technologically Advanced Society". These position papers and themes were presented to a group of approximately 150 educators at a National Planning Conference in May, 1975. (Appendix A #2)

The teachers in each province or school division received information about the Canada Studies Foundation phase two projects through officials from the Department of Education or Teachers' Associations. The Manitoba Teachers' Society forwarded a bulletin on the phase two projects to all secondary schools. This bulletin was entitled "Canadian Studies - Curriculum Development Project". (Appendix A #3)

The original proposal for the Technology Project was drafted by a group of Winnipeg teachers at a one day in-service which was co-sponsored by the Manitoba Department of Education and the Manitoba Teachers' Society. At this in-service a group of seven teachers and a Department of Education Social Studies Curriculum Consultant drafted a proposal entitled "Technology: Its Impact on Canadian Past, Present and Future". The ideas for the proposal were formulated through a "brain storming" workshop. The ideas were then organized by the consultant and the proposal was submitted to the Canada Studies Foundation on June 17, 1975. (Appendix A #4)

After the initial proposal was submitted several months had expired. During this period several of the original Winnipeg members withdrew from the project, including the chairman. However, the chairman submitted the name of a person to the Foundation who was interested in the project. With the assistance of the Foundation's Director, the Winnipeg person made contact with other educators across Canada who had expressed an interest in the project at the National Conference in May, 1975. This resulted in the first project planning meeting in mid-November. This meeting was attended by thirteen people from six provinces. The Winnipeg proposal which had previously been circulated, was used as the basis for discussion and future planning. The broad project goal and the project's objectives were agreed to by the end of the meeting. A second meeting was scheduled for late February, 1976 in Windsor. For this meeting the delegates agreed to prepare sample introductory materials based upon the project's objectives; to exchange these materials by mail; to think about the form of media to be utilized; to develop hypotheses about technology; to form teams at the local level; to obtain a letter of support from the school board or employers; and to find local resource personnel.

The required tasks were completed for the Windsor, Ontario meeting which was held in February, 1976. Representatives from two new areas attended. The project was expanded to nine regional teams. These were located in Maple Ridge, British Columbia; Kelowna, British Columbia; St. Paul, Alberta; Winnipeg, Manitoba; Windsor, Ontario; Orillia, Ontario; Scarborough, Ontario; Fredericton, New Brunswick and Grand Bank, Newfoundland. The Winnipeg meeting decisions were reviewed and adopted by all representatives. Other major decisions which were made and agreed upon at this meeting were as follows:

1. A conceptual framework for implementing the project's objectives.
2. A project budget.
3. A project schedule or time line.
4. An election of a project director and secretary-treasurer.
5. A co-ordinating or steering committee which consisted of the project director, secretary-treasurer and a chairman or designate from each of the nine regional teams. This committee was empowered to make all decisions regarding the curriculum project on technology.
6. A proposed principles of communication. (Appendix A #5)
7. That the director present the proposal on the technology to the Advisory Panel for funding.

The decisions of the Windsor meeting became the basis for the Technology Project proposal. The director drafted and presented this to the Advisory Panel of the Canada Studies Foundation in March, 1976, in order to receive funding under the phase two guidelines. (Appendix A #6)

The proposal was accepted and the project received official funding. A meeting was arranged for April, 1976 in Winnipeg, Manitoba. The proposed guidelines for local team operations and duties of the project

director were discussed and approved. (Appendix A #7) Progress reports on each case study were received and a consensus model for the functioning of the steering committee was agreed to and approved by the Committee.

(Appendix A #8)

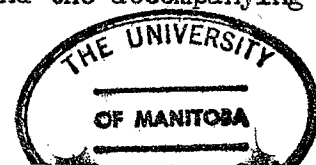
Some problems began to emerge at this meeting. The differing quality of case studies by regional teams was evident. As well, chronic problems related to team motivation and individual personnel were surfacing for the first time. To overcome some of these problems the steering committee decided to hold a meeting of all project participants, approximately fifty people, at Orillia, Ontario. The steering committee devoted a portion of its Winnipeg meeting to establish an agenda for the Orillia meeting.

All participants, from each regional team, were invited to a three day meeting at Orillia, Ontario in June, 1976. Project members familiarized themselves with each other and with the project's goals. Workshops, discussions and major decisions occurred concerning the case study format and the curriculum issues such as substantive skills, conceptual level and the treatment of values. Another issue was raised about the lack of a Quebec team in the project. The ensuing discussion revealed wide ranging regional perspectives concerning what a "national" project implied. (Appendix A #9)

A detailed report was published, in a Canada Studies Foundation memo of June, 1976, on the project's background, focus, organization, schedule, products and applicability to the existing curricula.

(Appendix A #10)

The next steering committee meeting was held in October, 1976 at Toronto, Ontario. The case study material was reviewed. The final guidelines and timetables were established for the writing and criticizing of the first drafts of the introduction to the project and the accompanying



case studies from each region. (Appendix A #11) The Project suffered a reduction in the original budget, thus one proposed meeting was cancelled.

An important steering committee meeting was held in March, 1977 at St. John's, Newfoundland. A very specific agenda was prepared by the Director for this meeting. (Appendix A # 12) Each prepared case study was systematically critiqued by a designated regional team as well as by the steering committee members. Even though each designated team was instructed to take on a "devil's advocate" role, the quality of the critiques varied considerably. A specific revision guide for the case studies was agreed to by the committee. (Appendix A #13) Guidelines for future field-testing were agreed to and a group was selected to draft the teacher and student piloting evaluation forms. (Appendix B) A three-member editorial team was formed to revise the introduction and case studies for publication. The uncertainty concerning the amount of future funding had an obviously negative impact on the participants of each regional team. Two teams who had not completed their draft case study units were asked to withdraw from the project. The poor quality of two other case studies as well as the diminishing number of team members, indicated that two other teams were having serious problems. One of these teams subsequently withdrew.

The final steering committee meeting was held in September, 1977 at Maple Ridge, British Columbia. The chairman and two other members from each regional team were invited to attend this meeting. The field-testing reports were presented and reviewed by the committee. Specific weaknesses were identified in the case studies and suggested changes were forwarded to the Editorial Committee. The Editorial Committee was granted permission, by the steering committee, to revise each case study as it deemed necessary for publication. A new team from Montreal was introduced into the project at this meeting. Some attempts were made to produce a Quebec case study.

The team, however, failed to meet the agreed schedule and was requested to withdraw. A written and taped critique of the project occurred at this time. A great deal of the information on teachers' perceptions of the project which are discussed in Chapter VI were obtained from the critique.

CHAPTER VI

PARTICIPANTS' PERCEPTIONS OF THE TEACHER-CENTRED
CURRICULUM PROJECT ON TECHNOLOGY

An important aspect of this study was to investigate how participating teachers perceived the teacher-centred curriculum project on technology. The information provided on the participants' perceptions of the curriculum project were based on several different methods of evaluation. These were as follows:

1. A written report which was presented at the final meeting of the project by each team. This report was entitled "Canada Studies Foundation Curriculum Development Experiences".
2. A taped critique on the perceptions of the project occurred on the last day of the final meeting of the project. Each team member received a transcript of the critique. At least three members from each team, except Grand Bank, were present at the taping session.
3. An indepth written and oral evaluation was conducted by the Director of the Foundation entitled, "Pan-Canadian Curriculum Development: Micro Viewpoint", of one team within the Technology Project. In this evaluation, each member of the team provided a written response to several specific questions which dealt with the Pan-Canadian curriculum development project. This was later followed up by a general taped discussion on the many aspects of the project.
4. A second major written and oral evaluation was conducted by the Director of the Foundation entitled, "Pan-Canadian Curriculum Development: A Macro Viewpoint". In this evaluation three project Directors, one being the Technology Project Director, provided written responses to specific questions about their project and participated in a taped

discussion about the merits and shortcomings of Pan-Canadian projects.

The preception responses in the evaluation tended to be somewhat repetitious on certain aspects of the curriculum project. In order to avoid unnecessary duplication, some discretion was used by the writer in the selection of these responses. The participants' perceptions on the teacher-centred curriculum project on technology are divided into the following categories: general perceptions and observations, team experiences or perceptions on the curriculum development processes, and perceptions of the project's operations and organization.

I. GENERAL PERCEPTIONS AND OBSERVATIONS

Some of the general perceptions and observations of the participants were as follows:

1. Most group members within each team felt that it was a personally rewarding experience from which they gained knowledge and enjoyment.
2. Most members, who completed their case studies, had experienced a sense of achievement and felt that they had done something important. This was particularly so since they felt that they were producing useful materials that could be used in the classroom by other teachers.
3. Participants learned that ordinary teachers can be capable, creative persons who could, if given sufficient time and some financial support, develop very good teaching materials at a reasonable cost.
4. Many teachers felt that the process of curriculum development which occurred was as important, if not more important, than the final product. What the participants learned about other Canadians, curriculum development and the worth of their country will be shared with their students and fellow teachers. This, in the long run, may be more valuable than the materials produced.
5. It was a rewarding experience to learn, first-hand, about some of the problems and processes that are involved in attempting a professional publication.
6. There was a general sense of purpose and commitment. Task-orientation was high.
7. Individual teams did an excellent job of preparing for and hosting meetings.
8. Our experience of working with teachers across Canada has been

extremely rewarding. My idea of Canada as a nation has been changed by going to the places where the work was taking place.

9. The meeting in Orillia contributed greatly to the success of the project. The setting of guidelines at this meeting did two things: It helped give a somewhat more common set of objectives; but even more important, it committed people to the project on an individual basis .
10. In a national project, with numerous case studies, team members had to understand fully how their case study related to the overall framework.
11. The Canada Studies Foundation and the technology project, very often did not pay sufficient attention to what happened in the classroom on a day to day basis.
12. Prior to the project I had not really appreciated the regionalism of Canada .
13. The two most difficult tasks of the project were the formulation of a hypothesis and the establishment of a working model which was satisfactory to all teams.
14. The project created an awareness of a basic tension in team curriculum development - teachers need support and positive reinforcement in order to grow but they also need honest criticism. Team leaders must be aware of this tension and be constantly adjusting its balance .
15. It is mainly the advantaged teachers who have the time, confidence and contacts to be able to participate in a project of this nature.

II. TEAM EXPERIENCES OR PERCEPTIONS OF THE CURRICULUM DEVELOPMENT PROCESSES

Some expressed team experiences or perceptions on the curriculum development processes were as follows:

1. One team expressed the feeling that a fairly small (4 to 6) group of teachers - not administrators or curriculum co-ordinators - worked best since there was a natural equality that promoted cohesiveness.
2. A great deal was learned about preparing all aspects of learning materials - the use of pictures, design, format, strategies, reading levels and production of materials.
3. The project stimulated participants to become involved in other writing tasks.
4. It has made us more aware of the long-term objectives in curriculum development in contrast to the short-term objectives of daily teaching.
5. It has helped all of us to critically examine our own teaching and in

- particular, to attempt a greater variety of approaches and to use activity-orientated lessons more often.
6. We learned to work in a co-operative enterprise with other teachers.
 7. The selection of participants for each team is crucial. The participants must be responsible, open to criticism, willing to make personal sacrifices, totally committed to the project and able to work.
 8. Social occasions with team members enabled the team to build solidarity, mutual trust and appreciation.
 9. We learned that teachers need and can employ effectively professional help with photography and design particularly.
 10. Previous experience in developing curriculum helped our group considerably both in terms of giving us an idea of how to begin the project and in helping us set realistic goals and deadlines for ourselves.
 11. Our initial outline was extremely useful. We know what we wanted and what kind of things to look for. If this type of outline is what is meant when people speak of "conceptual framework", then we had one and it helped.
 12. A balanced team was indispensable. Between us we had university contacts, school board contacts, layout and printing contacts, etc. All very useful. Also, we had, as things turned out, a writer, a critic, a researcher, etc.
 13. Openness and honesty is crucial within the team. We didn't pull punches when criticizing each others' ideas and contributions.
 14. Good knowledge of the content was indispensable.
 15. "Curriculum theory" as presented in the journals, did not help us. We found curriculum development to be a very pragmatic, eclectic process, calling for subject knowledge, writing and research skills and classroom experience.
 16. I honestly do not feel the classroom teacher can develop projects of this type and still be a classroom teacher; that if you want classroom teachers involved in this type of project they have got to have the free time to go through the process.
 17. Teachers can become curriculum developers - they can write materials for the classroom - if given some time and some kind of encouragement to get together.
 18. A regional or local team should have one member on its team who previously had gone through a curriculum development project.
 19. I believe that if you don't have a product, process has no meaning.
 20. It is crucial to the project to have teachers who are practising classroom teachers. It is extremely difficult to find teachers, who

- are not part of the project, to pilot material. I don't know if we could have developed the materials without classroom teachers.
21. We implicitly had a policy that if the team was going to survive, everyone had to write because that was part of your contribution, although we never really stated it.
 22. I think the most important thing is the confidence and the experience that I gained in curriculum design - I just think it is a real benefit for a young teacher.
 23. Any project that did too much original research was in trouble. This type of research should be done by participants who are able to devote full-time to a project.
 24. I think one of the valuable things about this project was that we posed and started as a hypothesis without the assumption that there was one way of looking at it.
 25. An important factor in any project is the personal commitment that members make to the project. The personal sacrifice and commitment is crucial to the success of a project.
 26. The piloting program must be carefully organized so that all materials within the project are realistically field tested under all conditions.
 27. Our team succeeded because as individuals we complimented each other's competencies and interests.

III. PERCEPTIONS OF THE PROJECT'S

OPERATIONS AND ORGANIZATION

Some of the expressed perceptions of the project's operations and organization were as follows:

1. The efforts of the director of the project to keep in touch with all groups, to provide encouragement, and to allow all individuals to make a contribution to the direction of the project were important in the success of the project.
2. The steering committee meetings, while costly, were vital to maintain continuity and to share ideas.
3. The setting of definite guidelines at the Orillia meeting with all team members present was very important. This clarified the team objectives and helped to commit individuals to the overall project.
4. More direction from the Canada Studies Foundation would have eliminated the many simple errors and duplications which each team suffered.
5. A few minor points of criticism of the Canada Studies Foundation centred around the apparently intentional lack of direction or

guidance, and the frequent frustration caused by having to grope for direction and inspiration.

6. More specific guidelines re: the Project, the processes through which it would be pursued and the types of materials which might be suitable or unsuitable should have been more clearly stated at the outset.
7. The initial guidelines were perhaps too "loose" - if technology was the central thrust it might have been better to decide which sub-topics were the most appropriate and then assign them to teams, rather than letting teams more or less choose their topics and then worry about fitting them under the main theme of technology.
8. Administration of the project was good. Memos, directives, reminders, etc., were all on time and to the point. Minutes were complete and useful.
9. The meetings very often were too demanding. The agendas and deadlines often were too heavy. However, each meeting accomplished a great deal.
10. The Canada Studies Foundation needs to address itself to developing criteria for team selection, selecting teams that will have a high level of commitment.
11. The main problem we felt was the ever-continuing one of communication . . . lack of information, the lack of communication within teams was continually a problem.
12. The fact that all teams came to the meeting with work done in advance was a key factor to the success of the project.
13. The project model with an umbrella topic and separate case studies enabled the project to continue to a successful end even though some teams withdrew.
14. Some guidance and a set of specific criteria should have been provided by the Canada Studies Foundation for the selection of team members. Perhaps such factors as teaching level, areas of expertise, level of commitment, curriculum experience, ability to write, etc.
15. The importance of local board support to any team should be highlighted. You can't succeed without the support of the boards.
16. The Canada Studies Foundation required more structure in its "day to day" operation. "A model of operation" with specific financial and curriculum development guidelines was required. The operational parameters were not clearly defined for each project team. Furthermore, the expectations of the Foundation should have been clearly stated at the outset of the project. This would have greatly facilitated the selection of team members.
17. The decision to produce print material as opposed to multi-media material improved the projects portability and chances of publication.

18. The production of the pilot material in a format as close as possible to the envisioned published format increased the reliability of field-testing.

The three major categories of general perceptions and observations, team experiences or perceptions on the curriculum development processes, and the perceptions of the project's operations and organization, as expressed in the four original evaluation documents, provided substantial data or information on the participants' perceptions of a national teacher-centred curriculum project. These perceptions have enabled the writer to draw certain conclusions about this teacher-centred curriculum project, to suggest some implications that the stated perceptions may have on the development of a successful curriculum project and to recommend areas of the study for further research.

CHAPTER VII

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS
FOR FURTHER STUDY

1. THE PROBLEM RESTATED

The purpose of this study was to investigate how a curriculum project team, namely the Technology Project Team, made decisions about curriculum matters and how the participating teachers perceived this type of curriculum development.

II. SUMMARY OF PROCEDURE

A. Curriculum Decisions

The study presented a summary of the main curriculum decisions that were made at the steering committee meetings. The information regarding curriculum decisions was acquired from the project's original documents. Some of the main sources were minutes of each meeting, director's memos and letters, project's original proposals, meeting agendas, and case study materials.

The curriculum decisions which were relevant to this study were summarized in Chapter V. The details regarding the decisions, operations and organization of the project were included in Appendix A.

B. Participants' Perceptions

This section of the study was based on original written and oral evaluations which were conducted at the conclusion of the project. The data were collected from the following original sources:

1. A written summary by each team on their curriculum development experiences.
2. A transcribed taped critique of the project at the final meeting.

3. A written and transcribed taped critique of the project as perceived by a team within the technology project.
4. A written and transcribed taped critique of three projects, as perceived by the Directors of each project.

These evaluations provided valuable data on the participants' perceptions of a teacher centred-curriculum project.

III. SUMMARY OF FINDINGS

This study revealed some fundamental components which are essential to a teacher-centred curriculum development project. These components can be summarized as follows:

1. The objectives of the project must be clearly defined. The purpose of the project must be well understood by all participating members.
2. The project must have a capable chairman or director who is a talented organizer and skilled communicator. The tasks for each working session must be clearly identified and concisely presented at each team meeting. The director must be able to communicate effectively the purpose of each meeting. He must also provide opportunities for members to discuss problem areas openly.
3. The organization and operation structure of a project must be clearly defined. It is important that team members understand the operation and agree to function within the designed parameters. A consensus model of operation is an efficient, practical and a desirable approach to decision-making about curriculum matters.
4. Team member co-operation is an essential component of a curriculum development project. It is important that the project's goals and tasks are discussed openly prior to the formation of a team. If the discussion reveals a lack of common interest among prospective team members, then

co-operation might be difficult to attain. At this point, the group should reconsider its plans.

5. Open communication among team members is vital to the project. Team members must be prepared to criticize and to be criticized. The materials often require much revision in the formative stages. Team members must be willing to accept criticism from other members. A "devil's advocate" technique, in which one member is given the task of deliberately criticizing other members' work in order to reveal flaws and to force them to defend their positions, is a good approach to use in a final critique.
6. Interest in the topic being developed provides a high degree of motivation to team members. Tasks are more enjoyable and easier to complete if the topic is of high interest to the participating members. In general, members who have a high interest in the topic become more committed to the project.
7. Team members must establish a conceptual framework for the units which they are contemplating to develop. A conceptual framework establishes parameters for the topic, identifies tasks which have to be accomplished, and establishes time allotments for each unit of work. The framework becomes the main organizer of the curriculum project. The conceptual framework provides an opportunity for team members to analyze the topic seriously. It also provides for individual input at the outset of the project.
8. Team members must not undertake tasks which require a great deal of original research or complex concepts. Developing curricula is a difficult and involved task, particularly if this is undertaken while teaching. The tasks which are considered by team members must be within the expertise of the group. To develop curricula on areas which are

- unfamiliar to members is a sure way to failure. The parameters and objectives must be carefully defined at the outset.
9. A team must have support from its school board as well as its administration. The school board support in the form of release time, research or travel grant, materials or any combination of financial aid is essential. It is also important to gain the support of the superintendent, principal and subject consultants. This support can create a positive working climate as well as facilitate subsequent use of the developed materials in classrooms.
 10. Team must consist of or have access to specialists or to people with special interests such as photography, printing, evaluation, historical research and writing. The most important person in a curriculum development project is the writer. A team must possess at least one talented or skilled writer who can reorganize, edit and rewrite sections or units of material.
 11. A team must have access to support facilities such as duplicating or copying facilities, audio-visual facilities and typing facilities. These facilities are vital especially if the team is working within certain time constraints.
 12. A team must initiate steps to seek out professionals, such as education consultants, university scholars and other resource people, who would act as advisors to the team when needed.
 13. A team must make contact with teachers to establish a pool of teachers and students who would be willing to pilot curriculum materials.
 14. Team members must be willing to sacrifice a considerable amount of personal time to the project. Personal commitment to the team and the goals of the project is essential.

15. Team members must always be aware of the classroom situation when designing specific curriculum. The specific goals, curriculum materials, content, reading level and teaching strategies must be designed to meet the specific needs of the classroom teachers and students.
16. Team must attempt to locate members who served on curriculum development projects previously. The experience of these members can provide a great deal of useful advice on curriculum design, organization and operation. These members can save valuable time and thus reduce the level of frustration which tends to occur among members in the initial stages of a project.
17. Team must establish a selection criteria for prospective members. This selection criteria should be designed to include such areas as previous experience, general qualifications, interests, willingness to make personal sacrifices, acceptance of criticism, willingness to cooperate, research ability, writing ability and the main reason for joining the project.

These identified components recurred in the participants' comments throughout the evaluations which were cited in the study. These factors are significant since the Technology Project was successfully completed as verified by the favourable results of the pilot program and by the fact that a commercial publishing company has published the curriculum materials in a book format for classroom distribution.

IV. CONCLUSIONS

This study revealed that teams of teachers from different regions of Canada were able to undertake and to complete successfully a teacher-centred curriculum project. A significant aspect of the project is that the entire

project was conceived, organized, researched and written by teachers while fully employed as classroom teachers.

The study also revealed the manner in which the decision-making processes on curriculum development occurred within the project. The 'consensus model' was employed in all the steering committee meetings. This proved to be a highly efficient and successful model for the Technology Project.

The study further revealed a series of contrasting participants' perceptions about the organization, operation and general experiences of individuals who were involved in the Technology Project. However, most agreed with the general components of a teacher-centred curriculum development project which were summarized earlier in this study.

The reviewed literature revealed that there was no one particular method that could be successfully employed in a curriculum development project. However, this study indicated that the 'practical' rather than the 'theoretical' approach was of more value to the general design and operation of the Technology Project.

The reviewed literature, on the general perceptions of other teacher-centred curriculum projects and participants' perceptions of the Technology Project, proved to be very similar on three identified areas of general perceptions, organization and operation and curriculum experiences. No major significant differences in perceptions were identified even though the Technology Project included teachers from different regions of Canada. One major difference, between the Technology Project and other previous projects which was identified in the study, was the breakdown in communication which occurred between steering committee meetings. This factor recurred in most participants' comments.

This study has provided an analysis of the decision-making processes and the participants' perceptions of a teacher-centred curriculum development project on technology.

V. IMPLICATIONS

The research and findings of the present study suggest implications for classroom teachers and others who may be involved in major teacher-centred curriculum development projects. The findings indicated that any curriculum development project, in which classroom teachers are the main participants, should give careful consideration to several fundamental principles or components if the project is to be successful. These components were identified in an earlier section of this study. It would seem that it is necessary for teachers, who are contemplating a major curriculum development project, to analyze and compare their project components to the suggested list. The teachers should be mindful of the fact that the suggested list is only a guide and that other variables or factors unique to their project or team should be taken into consideration in their plan.

In view of the study some careful consideration should be given to team selection criteria as well as to the previous curriculum development experiences of the members. It may be appropriate to start a project with a relatively small team and expand the membership, however, keeping in mind that each additional member should contribute an area of expertise which the overall project may be lacking. This approach would strengthen the team, increase the confidence of the members and greatly enhance the chances of the project to be successfully completed.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH

The results of this study provided a number of possible avenues for further research.

1. A study similar to this one in nature to either substantiate or refute the findings of the present study.
2. Research to determine whether those teams which withdrew from the project have the same perceptions of the project as those who remained with it to completion.
3. Research to determine whether the participants' perceptions of other national curriculum development projects are similar to the perceptions which were recorded in this study.
4. Research to determine how other national curriculum development projects used the curriculum decision-making processes and to compare these to this study.

VII. THE STUDY IN RETROSPECT

This study has been completed. A number of points need to be made about some parts of the study. Four areas which are of particular concern to the researcher. These areas are the lack of questionnaire, the taped critique, a formal evaluation of only one team within the project, and the role of the researcher in the project.

The study was based on original documents and four different evaluation procedures, however no formal questionnaire was forwarded to the participating members of the project. The responses of the team members which withdrew from the project were not included in this study. The views of these members may have resulted in some different findings.

The critique of the project at the last steering committee meeting was taped. Due to the fact that the responses were taped, this may have inhibited some participants from responding in a more opened and objective manner. This may have limited the scope of the discussion as well as the objectivity of participants' perceptions of the curriculum development project.

One of the evaluations, which was used in the study, was conducted by the Director of the Canada Studies Foundation on only one team within the Technology Project. The fact that only one team was formally evaluated in this manner may not have accurately represented the views of all the project's participants. This may have been an exceptional team since several members had previous curriculum development experience. This experience was not prevalent on all the teams which participated in the project, thus, it may have affected some of the general findings of the study.

Finally, the researcher of this study was actively involved in the administration of the project in the role of secretary-treasurer. This factor was beneficial in the analysis of the study. On the other hand, some of the interpretations may not be totally objective on certain aspects of the project. However, being aware of this role, the writer was especially careful to consult original documents where interpretation was a major factor.

In summary, this writer believes that the study could have been improved with the use of a formal questionnaire, through evaluating more than one team within the project, and perhaps relying less on the taped critique. However, the study has provided some fundamental principles or components which can be used as a guide for future teacher-centred curriculum development projects. This study has revealed a practical approach to curriculum development.

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APPENDIX A

ORIGINAL DOCUMENTS FROM TECHNOLOGY PROJECT

APPENDIX A

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REPORT OF THE SECRETARIAT

Launching the Second Phase

Although July, 1975 marked the official beginning of the Second Phase of the life of the Foundation, planning had begun months earlier with the detailed review, by members of the Secretariat in conjunction with Project Directors, of progress made in the First Phase, the first five years of Foundation activity (1970-1975).

Out of this review and a later External Evaluation Report came a series of policy guidelines for the next two years' work. An initial task of the Secretariat personnel was to translate these guidelines into more detailed operational directives for all persons wishing to work with the Foundation.

The operational directives, together with the policy guidelines previously approved by the Board of Trustees, were intended to give a sharper focus to Foundation activity than had been possible in the exploratory First Phase. The major directives were:

1. The Foundation would continue to support curriculum projects which would result in new curriculum materials for elementary and secondary schools across Canada.
2. The Foundation would support only those curriculum projects which centred on a theme of truly national significance. To aid in bringing this focus to project proposals, the Foundation Secretariat agreed to give first priority to those proposals which were to investigate a sub-theme of either of two general Canadian themes: "Canada as a federation under stress" or "Canada as an urbanized, technologically advanced society".
3. The Foundation would support only those projects which proposed to have teams of teachers and resource personnel in at least three regions of

Canada. In fact, the Foundation's objective was to have all projects with teacher teams in all parts of Canada so that projects would be pan-Canadian in both membership and theme.

4. The Foundation would give equal recognition to Canada's two official languages in its project work. Accordingly, project proposers could choose to work in French, in English, or in both languages and the Foundation would not establish any quotas for the number or size of projects by language.

POSITION PAPER #2

Task Force Themes (Continued)

Task Force # 2 - Teaching Canada as an Industrialized
and Technologically Advanced Society

Rationale

The most challenging, long-range concerns of modern man as associated with the technological power to master nature.

The impact of technology is of direct concern to all Canadians and has many intense local, as well as national, manifestations.

Historically, technological changes have produced major shifts in the direction of Canada's development. Although the changes over time have been injurious to some parts of and groups in Canada, the benefits on balance have greatly outweighed the costs until recently.

At present, man is consuming the earth's resources at a rate that is increasing exponentially. This is a recent phenomenon. Since the earth's resources are ultimately limited, the costs of rapid growth may become greater than the benefits.

Most of the problems generated by technological change and power will be solved in the political arena. The arena may be local, regional, national or international but wherever, the issue will be surcharged with emotion. A great reservoir of knowledge, understanding and wisdom will be required if confrontation and violence are to be avoided.

The schools must try to help young Canadians become more aware of the awesome complexities, the trade-offs between alternative courses of action, the interdependencies between regions and nations and the magnitude of the challenges presented by the technological power of man.

Some Basic Questions or Hypotheses within this Theme

(Please refer to the description of Task Force #1 for an explanation of 'basic' questions or hypotheses and the process of breaking them down into specific ones that can be developed into units of classroom work.)

1. What major shifts in technology have occurred since 1800? How have these changes influenced the political, economic, social and cultural life of Canadians? What factors have constrained or reinforced the impact of technology on Canada? What have been the costs and benefits of these changes for regional and other groups in Canada? What contemporary lessons might be learned from Canada's previous experiences with technological change?
2. What factors have caused the phenomenal increase in the pace of technological change in recent years? What policies and mechanisms have Canadians used to cope with this pace of change? Have these proved adequate and if not what adjustments are required?
3. What are the North America and world-wide problems presented to Canadians as a result of rapid technological change? How has Canada responded to these two, inter-related sets of problems? Have the Canadian responses been adequate to protect our legitimate regional and national interests and, if not, what modifications might be made? What are 'Legitimate national interests' in the present international situation?
4. What are some of the major disadvantages of living in a technologically advanced society like Canada? What techniques and policies might be used to isolate and control the factors causing these social and individual costs?
5. What are some of the major advantages of living in a technologically advanced society like Canada? What techniques and policies might be

used to reinforce these social and individual benefits?

Some Slightly More Specific Questions or Hypotheses

(Again, please refer to explanations in the description of Task Force #1.)

1. What has been the impact of technology and industrialization on the composition, growth and concentrations of Canada's population? What factors are causing these population trends? Which of these trends are beneficial to Canada as a whole? What policies might be developed to control undesirable trends?
2. What pressures are being exerted by technology and industrialization on the energy resources and requirements of Canada? What problems are raised for Canadians by these pressures? Are present provincial and federal energy policies adequate to cope with these pressures and problems? If not, what adjustments are required?
3. A similar set of questions as in (2) above for all national resources other than energy.
4. In what ways have technological developments increased Canada's exposure to external cultural and economic influences? What are the costs and benefits to Canadians of these external influences? What policies have Canadians used to cope with the injurious effects of these external influences? Are the policies adequate and if not what are the alternatives?
5. What are the major environmental effects in Canada resulting from industrialization and technological developments? What are the social costs and benefits of these changes in environment? Are present policies adequate to cope with the injurious effects and if not, what changes might be made?

Two Specific Examples that could be
Developed into Units of Classroom Work

1. In analysing the relationships between technology, industrialization and population trends, project developers might come up with a hypothesis somewhat as follows: 'The continuing over-emphasis on the industrial growth of southern Ontario is intensifying regional economic disparities to the detriment of Canada as a whole. Future growth should be re-directed to other parts of the country. This will not happen unless the smaller communities on the periphery of Metropolitan Toronto set standards, restrict growth and force industrial expansion into other regions of Canada.

Note: This is only a hypothesis, a starting point for development. It may not stand up under investigation. The growth of central Canada may be found beneficial to all. The experiences of smaller centres being adversely influenced by the dynamics of Toronto may indicate that they simply do not have the power to resist. And so on.

2. In analysing the relationships between technology and the exposure of Canada to external influences, project developers would realize, of course, the importance of the multi-national corporation. The following questions might then be identified.

To what extent does the multi-national corporation influence the culture of the host country?

To what extent does the multi-national corporation intensify regional disparities and feelings in Canada?

To what extent does the multi-national corporation fragment the Canadian market?

To what extent does the multi-national corporation hinder the development of real entrepreneurial and innovative skills in Canada?