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ABSTRACT

This newsletter is intended to be a bi-annual publication which will inform interested persons about the progress of this Project. It is concerned with curriculum studies on the theme of Canadian urbanization and its effects on our lives and environment. The emphasis is on behavioral change; the materials and the activities produced have as their goal the development of tolerant attitudes. A third feature is the emphasis on grassroots involvement. The fourteen sub-projects selected in June 1970 are described in this issue. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (SBE)

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KISTU'PEWIN

**Western Curriculum Project
on Canada Studies**

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Project Canada West was formally organized in April of 1970. KISTU'PEWIN, the official newsletter of Project Canada West, is intended to be a bi-annual publication which will inform interested persons about the progress of the Project.

Project Canada West is concerned with curriculum studies on the theme of urbanization and its effects on our lives and environment. By choosing KISTU'PEWIN for the name of the newsletter -- a Cree word meaning a settlement, a village, a city -- the association of Canada's past with her present and future is symbolized and our debt to the first Canadians is partially acknowledged.

KISTU' PEWIN

Volume 1

Number 1

December, 1970

Editorial Committee:

Gordon McIntosh, University
of Alberta

Gordon Unger, University of
Alberta

In 1968 A.B. Hodgetts of Trinity College in Ontario, published "What Culture? What Heritage?" The book, a product of a two-year study of the teaching of Canadian studies in Canadian high schools, was both an indictment and a challenge. It was an indictment of the present state of teaching about Canada: Hodgetts' documentation left only one conclusion possible, that there existed a deplorable state of affairs in the teaching of Canadian studies. But the book also presented a challenge. Hodgetts concluded his report with a recommendation that a Canadian Studies Consortium be established to make "radical changes" in the teaching of Canadian studies in our elementary and secondary schools. Included in his recommendation was the idea of regional centres as the means through which a curriculum development plan would be implemented.

Across Canada educators responded to Hodgetts' challenge. A series of conferences explored the feasibility of a Canadian Studies Foundation which would be funded by Canadian industry and government. Three western delegates to the second of these conferences, Dr. L.W. Downey, Director, Alberta Human Resources Research Council; Mr. John S. Church, Director of Professional Development, British Columbia Teachers' Federation; and Dr. George S. Tompkins, Faculty of Education, University of British Columbia, provided impetus for establishment of a western consortium for curriculum development in the area of Canadian Studies. In a series of three conferences in June, September, and December of 1969, the idea of Project Canada West germinated and found root. The original group of interested people expanded to include representation from the four western provinces. An interim policy committee was struck. A general statement of objectives and directives was adopted, and plans for classroom oriented projects were drawn.

A number of unique features have characterized the growth and development of Project Canada West. The sub-committee for receiving and evaluating projects comprised the senior professional development officers from the teachers' organizations in the four western provinces: Kris Breckman, Manitoba Teachers' Society, Art McBeath, Saskatchewan Teachers' Federation, Ken Bride, Alberta Teachers' Association, and John Church, British Columbia Teachers' Federation, with Gordon McIntosh of the Alberta Human Resources Research Council, as secretary. This was a "first" in Western Canada for interprovincial cooperation in curriculum development. The steering committee was even more broadly representative, including representatives of universities, research organizations, departments of education, and school systems from the four western provinces, as well as the teachers' organizations.

The project, currently, is directed by a Board of Trustees representing those organizations which are giving active encouragement and financial support to Project Canada West. In addition to the four mentioned above, it includes Dr. E.J. Ingram of AHRRC, M.P. Yakimyshyn, of the Manitoba Department of Education, and Harry Dhand of the University of Saskatchewan, Saskatoon.

The choice of project theme has also been considered unique. Urbanization and urban life is the central concept of all the sub-projects. Although most observers recognized it as a valid theme for Canadian studies -- Canada is predominantly an urban country and becoming more so -- some question its applicability to a curriculum project in Western Canada, an area of traditionally rural concerns. To this concern the project leaders referred the

Report of Project Canada West Sub-Projects

British Columbia

1. Alpha School Project
2. Britannia School Project
3. Nanaimo School Project
4. Powell River School Project

Alberta

1. Calgary Project
2. Edmonton Project
3. Lethbridge Project

Saskatchewan

1. Brunskill School Project
2. Saskatoon Environmental Analysis Project
3. St. Michaels School Project
4. Regina Project

Manitoba

1. Soprovich Project
2. Harbeck Project
3. Sealey Project

evidence that not only has British Columbia been essentially an urban province from the outset, but the progress of urbanization is going to have its most startling effect in the prairie provinces where fundamental change in the social fabric is under way with rapid rural depopulation and increased urban concentration. An understanding of urban development will make this transition less painful; it may make long term planning for regional development more rational and humane. Furthermore, curriculum concepts and instructional strategies from such a project would have ready transferability throughout Canada and to other countries.

Since the inception of Project Canada West, there has been an expressed desire that the outcomes of the Project include an emphasis on behavioral change - not simply an information centered curriculum. The materials and activities produced will have as their goal the development of tolerant attitudes; will seek to further an understanding between residents of all parts of Canada, East and West, rural and urban alike. Each sub-project may be based in a single city, but the concepts will be designed to emphasize the exchange of ideas and strategies valid at the school system level in all parts of Canada. While the knowledge students might acquire about Canada and about other Canadians is no guarantee of the tolerance that Hodgetts recommends as basic to all programs, some appreciation of other peoples' aspirations and value systems can encourage greater understanding of of Canada's diverse nature.

A third feature of Project Canada West is its emphasis on "grass-roots" involvement. The project is envisaged as teacher-led: it is seen as a project in which teachers' ideas are paramount. The project committee received over fifty submissions from interested groups of teachers throughout western Canada. From these submissions the Board of Trustees was not only able to select teacher-developers -- those who are capable of providing the leadership for the project in its operational phase -- but also to assess the areas in which teachers felt a need existed, and thereby to test the validity of the project as a whole.

Fourteen sub-projects were selected for initial development. At a conference in Edmonton in June of 1970, members of all sub-projects met with the Board of Trustees, as well as invited resource research personnel interested in curriculum development. Each sub-project was thoroughly examined. Frames of reference were devised and defended, and means of coordinating all sub-projects into the Project Canada West format were discussed.

The year 1970-71 sees Project Canada West moving into the operational phase. The Board of Trustees is concerned with the financial administration. At the moment the single largest source of financing is the Canadian Studies Foundation, but many interested groups in Western Canada are contributing.

Certainly one response to Hodgett's challenge is Project Canada West.

ALPHA SCHOOL PROJECT

"A comparative study of urbanization in resource-based communities of Western Canada" or, as it is more informally known the "Alpha Project", is under way in Alpha Secondary School in Burnaby, British Columbia. The project co-leaders Mrs. July Doyle and Mr. Gary Onstad are starting to come to grips with the task that they have undertaken for the next four or five years. This project is designed to increase awareness of students in their urban surroundings and in the dependence of these urban communities in Western Canada on resource extraction.

The emphasis will be on field study and first hand experience so that students can become more involved in the life of the community. The students will study four resource-based communities, specifically a one-industry town, an "instant" town, an agricultural distribution center, and a tourist town, and will produce multi-media materials about these towns. A method will be developed so that other teachers in other areas can make use of this type of study and multi-media materials will be produced that can be used in other classrooms. Mrs. Doyle and Mr. Onstad will be working with Grade 11 students in the development of the curriculum material but it intended to have the method and materials flexible enough to be used at any high school grade level.

TEAM PERSONNEL

July Doyle - Teacher, Alpha Secondary School
 Gary Onstad - Teacher, Alpha Secondary School

CONSULTANTS

Dr. J. Lewis Roleinson, Head, Department of Geography, U.B.C.
 Members of U.B.C. Geography Department
 Stanley King - Architect and Planner
 Learning Resources Center - Simon Fraser University

BRITANNIA SCHOOL PROJECT

The purpose of this project which is working out of the Britannia School in Vancouver, B.C. is to develop a curriculum which will equip inner city students to participate within existing social institutions and to work toward the evolution of these institutions to meet the emerging needs of the inner city

The Project emphasizes process rather than product. It attempts to provide situations from which learning experiences may be initiated. It aims at student interaction with his urban environment, not only to provide understanding of his world, but to bridge the "theory-experience" gap often produced by classroom confinement. It is intended for grade eleven social studies students.

The broad spectrum of the dynamics of the inner city admits a variety of approaches. Topics such as urban renewal, housing, transportation, poverty, pollution, land use, integration of ethnic groups, crime and education are all subject to research and study by individuals or groups, extending the classroom to include the community.

The teaching strategies adapt an interdisciplinary approach to reflect our complex modern society. Poverty, for example, can be viewed from a sociological, economic, geographic, historical or political point of view. A variety of learning outcomes will be involved, but decision making skills are considered an essential requisite to the learning process. This will involve development of problem solving models to view the component structure of decision making.

Experience, involvement, understanding, sensitivity and knowledge are viewed as integral concomitants of this learning approach.

TEAM PERSONNEL

Derek Grant	George Rapanos
Joseph Hurley	Eric Schieman
John Minichiello	Frank Simpson
Teachers in Britannia School	

CONSULTANTS

Dr. Lloyd Morin - B.C.T.F. Curriculum Consultant

NANAIMO SENIOR SECONDARY SCHOOL PROJECT

A Study of the Political and Sociological Problems Encountered in Urban Government in a Rigidly Developing Complex

The purpose of the Project is to examine closely the structure of the city of Nanaimo and surrounding districts and to edit this material in such a manner that communities in other parts of Canada will be able to use this material as a project study to interpret their problems and release them to their community in the hopes that enough material interest would be developed to stimulate their minds to seek further solutions applicable to their environment.

The major areas to be studied include relationship of citizens and elected officials, relationship of core city and environs, relationship of power groups and elected officials, relationship of citizens and civil service, and relationship of elected officials and civil service.

After problems have been studied, the students should be able to judge how effective the existing political system is in meeting the wants and needs of the citizens. The problems and methodology used by Nanaimo students in studying their own "environment" can be transferred and used by students in any other part of Canada to study their own local government.

TEAM PERSONNEL

A.E. Akenhead	L. Bailey
R.E. Little	W. Rudd
Teachers in Nanaimo Secondary School	

POWELL RIVER ELEMENTARY SCHOOL PROJECT

The purpose of the Project is to develop an urban studies program for pupils in elementary school grades 1 to 7.

The project is designed to determine the entry skills, knowledge and attitudes of teachers and pupils on urban studies, and to develop instructional procedures and learning materials suitable for elementary pupils based on these findings. (This inventory of entry skills, knowledge and attitudes has to our knowledge never before been undertaken). The prototype program will then be tried out and evaluated.

Some questions basic to the Project include: At what stage in a child's development does he become "community" oriented? What are the optimum levels of child development at which various skills can be attained? What are the skills involved? How significant are the non-school agencies in shaping attitudes and values? How many non-school resources and agencies be involved in order to provide a more significant education? Is it possible to teach an urban studies program that does other than instil middle-class values? What are the implications for teacher education revealed in the pursuit of an urban studies program?

TEAM PERSONNEL

Peter Burdikin - Director of Elementary Schools, Powell River, B.C.
John Harper - Principal, Powell River, B.C.

CALGARY PROJECT

Discovering Our Urban World

PURPOSE

We would hope to make students aware of the man-made environment and give them the confidence to make judgements about what they find aesthetically appealing and unappealing. From this basis of awareness we hope students will become involved in their man-made environment and that their involvement would lead them to participate in civic decision making.

MATERIAL TO BE DEVELOPED

Student workbooks with high visual impact, punchouts, sketching areas and areas for recording their ideas. The workbooks would be based on inquiry techniques. Each book would deal with shells such as living, service, commercial and recreation wherein students would explore the determinants of the form of the man-made environment using concepts of the disciplines of art, architecture, psychology, geography and anthropology etc.

GRADE LEVEL

Junior and senior high.

TEACHING STRATEGIES

Each inquiry unit would be an entity which could be used as a separate study of a months duration or the units could be interlocked into a total year's program of urban studies. Each inquiry unit could be used for individualized or small group learning, in any locale, with other disciplines (science, art, social studies) and finally as introductory units, or in combination to develop more complex modules.

TEAM PERSONNEL

Meira Hegarty
Marion Kelch

Marcel Asquin
Edward Marchand

CONSULTANTS

Michael Evamy - Architect
Conrad Loban - Architect
Ron Carswell - Curriculum Consultant

EDMONTON PROJECT

A Study of Cultures Encountered in a Rural - Urban Transition

The purpose of this project is to study some of the types of communities in which people live. These communities will range from small rural communities to large urban communities. This project seeks to discover what it is that a person would need to know to live successfully in any one of these communities. Specifically it is proposed that a systematic account, in ethnographic format, be prepared for communities of various sizes. Such cultural variables as: natural environment, technology, economics, social interaction, political constraints, legal systems, religious influences, recreational, aesthetics, educational, family life and social contacts will be examined. This proposal is an attempt to employ anthropological research philosophy and methods in curriculum development.

The materials to be developed will be ethnographic super-eight films, field notes, simulation games, tapes, textual material and teacher guide books. It is anticipated that the material will be in the form of a kit for each community studied.

The material developed will serve two purposes. It will be used to transmit knowledge relative to living in various sizes and types of communities in Canada. It will also be useful for the purposes of training students to inquire into their own community. Students who use this material will be encouraged to adopt the research techniques employed in discovering what is necessary to live successfully in their own community.

Such information may also suggest to students methods of social intervention which will be successful in making their own community a more desirable place in which to live.

TEAM PERSONNEL

R.H. Sabey - Project Canada West
 Ted Aoki - University of Alberta
 Donald Truss - Cremera School, County of Mountain View
 R.W. Lamb - M.E. LaZerte High School, Edmonton Public School District
 T. Rankel - M.E. LaZerte High School, Edmonton Public School District

CONSULTANTS

Dr. F.L. Brissey - University of British Columbia
 Dr. R.J. Hills - University of British Columbia

LETHBRIDGE PROJECT

This team proposes to examine an area of urban politics which deals with pressure groups and their influence on urban growth. The team will seek to develop a rationale for identifying and examining pressure groups in an urban setting.

The anticipated materials are: descriptive dates of a sociological and historical nature, films and simulation games.

This team did not become active until October of 1970 so development is not at the same stage as some of the other projects.

TEAM PERSONNEL

H. Skolrood - University of Lethbridge
 H. Krause - Lethbridge
 L. Jones - Lethbridge
 V. Van Orman - Lethbridge

CONSULTANTS

Dr. H. Bettison - University of Lethbridge

BRUNSKILL PROJECTIdentity in a Growing Urban Agricultural Service Community

The purpose of this project is four fold. We agreed to utilize environmental analysis in a study of urbanization. We shall examine forces influencing identity and human welfare. To this end, we expect to utilize community resources in an urban depth study, developing within our students inquiry skills and discovery techniques in the profitable use of information readily available to the public as well as developing an attitude of compassion and appreciation for the problems of people suffering the negative effects of urbanization and social change.

The end product of the project is to be a selected collection of resources of proven educational value which are available in volume at low cost in all urban centres; a manual or guide outlining strategies appropriate to the profitable use of such materials in any Canadian school; and a collection of recorded experiences and inquiry projects undertaken by students to illustrate procedures or sequence in researching a theme such as "identity".

These materials are to be punctuated with film strips, slides, photographs, tape recordings and any other technical devices that can be usefully employed for the implementation of these materials.

The project is designed to be used with students from grade four to eight inclusive. Identity is to be the focal point of the project as elementary students examine concepts such as Urbanization including growth (In what form? How rapid?), mobility (Who moves? Why?), interdependence (What are the economic and social aspects which influence life patterns?); and identity, including cohesiveness (What interests do people share? What identifiable groups exist?), alienation (What has happened to the poor, the aged?), and tradition (What have been the characteristics of social intercourse, language, etc.?).

The project proposes activities which are within the competence of elementary school students such as: Interviews with students, parents and grandparents. Questionnaires and surveys within the "local" area. Research in census data, directories, voting lists, etc. Study of identifiable groups such as clubs, recreation associations, ethnic groups, churches, etc. Historical studies within the school of such items as: of mother tongue retention and visiting patterns, over two or three generations.

Census simulation and map work based upon economic activities particularly those related to agriculture. This interdisciplinary study will demand close collaboration with numerous agencies within the community as students collect, and select data and resources which illustrate their way of life.

TEAM PERSONNEL

Co-team Leaders: Marguerite Burke, C.L. (Bud) Allen
 Classroom Teacher Researchers: Marilyn Sklarenko, Sheila Hawkins
 Administrative Coordinator Researchers: Mrs. M.J. Mack, Principal
 at Brunskill, Mr. E.E. Froese,
 Phd. candidate Houston, Texas.
 University of Saskatchewan Graduate Studies Researchers: Miss Irene
 Stalder and
 Mr. Brian Wilson.

CONSULTANTS

Dr. Harry Dhand - University of Saskatchewan
 Mr. Les Richards - University of Saskatchewan
 Mr. Tom Miller - University of Saskatchewan

SASKATOON ENVIRONMENTAL ANALYSIS STUDY GROUP

Factors Affecting the Morphological Growth of a Prairie City - A Case Study of Saskatoon.

PURPOSE

The purpose of this study is to construct a unit of study based upon one prairie city (Saskatoon) which will enable students to study why and how it has taken the form that it has. It will provide the students with the materials that will enable them to examine the role that past economic, social and technical conditions as well as local physical and political factors have played in forming the present morphology. From this it is hoped that concepts and methods by which the morphology of prairie cities in general can be studied and understood.

MATERIAL TO BE DEVELOPED

We will prepare a kit of basic materials which will be used by the students to analyze and pick out developmental patterns that are present. The kit will include maps, film strips, slides, reprints of newspaper items, air photographs (oblique and vertical), and a reference book to be used both by teachers and students.

GRADE LEVEL

Students from grades five to twelve will be able to use materials developed to the degree that their maturity and mental ability will allow and at the rate that they will allow.

TEACHING STRATEGIES

We will prepare an introductory film strip for the teacher to use in conjunction with the reference book. There will be suggestions as to how the material can be used. Teachers will use games, simulations, mock-ups of the city at various stages of growth, teacher and pupil obtained material for the up-dating process. Students will be actively involved in exercises based upon the kit information and will practice city planning in the classroom.

TEAM PERSONNEL

Levi Borisenko
Bill Delainey

Brian Noonan
Jim Tooke (chairman)

CONSULTANTS:

Les Richards, College of Education, U. of S.
Professor R. Rees, Geography Department, U. of S.
Mr. B. Wellman, City Planner, City of Saskatoon
Hebojo Associates, Consultants in Urban Planning, Regina, Saskatchewan
Dr. A. McBeath, Saskatchewan Teachers' Federation, Saskatoon
Dr. H. Dhand, College of Education, Saskatoon
Mr. Tom Miller, College of Education, Saskatoon

ST. MICHAELS SCHOOL PROJECT

Interdependence in an Urban Setting

The purpose of this project is to study the problem of alienation of the lower socio-economic citizen in the Mayfair neighborhood of Saskatoon. By studying the interdependence in a neighborhood and in a city, we hope to show the students that their neighborhood is an integral part of the total community just as other neighborhoods are. This will also point out the unique characteristics of each neighborhood and how each contributes in its own way to the development and operation of the city. We feel that this is a more positive approach to the problem of alienation allowing the student of this neighborhood to build up a pride in their community. This is the first step in changing attitudes and behavior from one of alienation to one of concern, and a willingness to co-operate and participate in the activities of their neighborhood and community. The materials to be developed will be of a multi-media nature, assembled and packaged in kits for each unit of work. Filmstrips, 8mm movie film, slides, taped interviews, maps, graphs, charts, models, and student prepared materials will be included. A Teacher's Guide and a Student's Handbook will be prepared to accompany the materials developed.

The units of work will be used in Division II classrooms, beginning with a suitable topic to introduce the need for and services provided by a community and finishing off in Grade 6 by showing how people must work inter-dependently to provide services necessary for the survival of a community. The Inquiry Method will be the main approach used as the students analyse and interpret illustrative and statistical data, and do comparative studies of neighborhoods and cities. The actual teaching of materials will be done by the members originally involved in the project, until the time that workshops are set up for training of teachers.

TEAM PERSONNEL

R. J. Phaneuf, Project Chairman
 K. M. Rongve
 J. Clauson

CONSULTANTS:

Dr. H. Dhand, College of Education, Saskatoon
 Students have also been assigned to our project and are conducting research on various aspects of Interdependence.

REGINA PROJECT

Urbanization as seen in Canadian Writings

This project is attempting to look at the topic of urbanization as it is dealt with in Canadian literature. From existing novels, short stories, poetry, folk music and plays, we will select examples of works which we feel show the reaction of various groups of people to the complexities of an urban environment. New Canadians, minorities, Indians, Eskimos, rural and urban dwellers, etc., all see the city with different perspectives. We hope to be able to select writings which will produce insights into these peoples' reactions and which could lead to further discussions and studies by students using these materials.

The end product will be a kit containing an anthology of these writings as well as slides and tapes of materials or samples of student work produced in response to such studies. The project is aimed at the Division IV level (Grades 10-12). Although the material is primarily of an "English" nature we see it also being used as supportive material in a Social Studies program or for an inter-disciplinary approach to the study of urbanization.

TEAM PERSONNEL

Gorden Glaicar, project leader
 Kelly Lovering, Campbell Collegiate Staff
 Bernice Lys, Campbell Collegiate Staff
 Teachers from Miller Collegiate and Martin Collegiate

SOPROVICH PROJECT

The purpose of the project is to examine in an interdisciplinary manner the specific problem of urban pollution, and to develop means by which students may examine similar problems. A secondary purpose is to develop a set of study materials for use throughout the country.

A number of materials are proposed for development: a multi-media kit which may be used as a "starter" kit which provides both an overview of the problem and suggested areas which may be investigated by students; two resource readers which will propose laboratory and field experiences in the areas of biology and geography. The starting basis for the materials will be in the area of science; a teacher's guide which will suggest teaching strategies in the use of the materials; and a student support scale as a portion of the summative evaluation for the resource readers. The support scale will attempt to determine student reaction in the affective domain.

The project will be designed for grade ten students who are not specializing in science. Teaching strategies will be related to the development of inquiry skills (using Schwab's model). Structured interaction between pupils and teachers in laboratory experiences and again interaction in field experiences are proposed.

TEAM PERSONNEL

C. A. Watson
A. Algason
W. Kovich

CONSULTANTS

Contact has been made with consultative personnel but no firm arrangements will be made until the project is more fully rationalized.

HARBECK PROJECT

Growth of Canadian Cities

The purpose of this project is to bring into the school, activities that will enable today's students to experience and understand the complexities of the urban growth of a large Canadian centre. In this project Winnipeg is used as the model under study. It is also the conviction of the members of this project that our schools require materials that will encourage a more interactive environment where decision making and communications will be a feature for all activities.

The materials to be developed include textual materials, participatory exercises, map simulations and role playing decision making activities. Students will be introduced to the decision making process by which we determine our land use patterns. In addition, students will have to consider the consequences of their decisions.

Proper understanding and perspective of time will be attained by a division of these materials into three phases. a) Historical evolution of the urban centre, b) The contemporary problems, c) Future growth and structure of the urban centre.

Most activities will be designed to be used by early high school students but will provide enrichment possibilities. Also contemplated are versions of these materials for use in adult groups or for use at elementary levels.

TEAM PERSONNEL

Richard Harbeck, West Kildonan Collegiate, Seven Oaks
 Brian Chapell)
 Jim Nowell) Churchill High School, Winnipeg
 Brian Trump)

CONSULTANTS

Professor Heide Tanimura MCP, Department of City Planning, University of Manitoba
 Douglas Paterson MLA, Landscape Architect with Man, Taylor and Muret, Winnipeg
 Dennis King, Faculty of Education, University of Manitoba
 Western Photogrammetry (Winnipeg)
 Metropolitan Corporation of Winnipeg

SEALEY PROJECT

The Sealey Project has two major foci. Project A will be the preparation of printed material which will develop in white teachers and other persons working with people of Indian ancestry, a knowledge of Indian and Metis.

Project B is designed to prepare materials of a multi-media nature which will allow students to develop a knowledge and appreciation of people of native ancestry: their culture, their social problems, their economic problems and their problems of being people in transition from a rural life to an urban life. This project will prepare a model for cross cultural studies and encounter between whites and people of native ancestry.

TEAM PERSONNEL

The team members are representative of native people who live in urban areas.

D. Bruce Sealey
Vernon Kirkness
Dr. Adam Cuthart
Antoine Pussier
Joe Keeper

Dr. Ahab Spence
and others to be selected.

Dr. Dave Courchepe
Earl Duncan
George Munroe
Angus Spence
Mrs. Florence Zaharia
Allan Thiessen