

APPENDIX A

Definition of Terms,

Throughout this dissertation various terms will be used which need definitions that are "study specific". Some of the terms relate to the historical context of the paper while others are research and educationally oriented.

Case study — According to Robert Yin, (1) case studies are used to investigate the "how" or "why" questions about a set of events over which the inquirer has little or no control. The strength of a case study is its ability to deal with a variety of evidence such as documents, artifacts, interviews, and observations.

Chefoo (Yantai) (2) is a seaport town in the Shantung (Shandong) Province in northern China where the China Inland Mission Schools were located. The schools were founded in 1881 and were commonly called "Chefoo" by all associated with the Schools and the Mission.

China Inland Mission (CIM) — started by Hudson Taylor in 1865 as an evangelical Protestant interdenominational faith mission. An evangelical faith mission means they believed in the authority of the scriptures, that salvation was from faith and grace alone, and that they were dependent on God only to supply every financial need. The goal of the Mission was to spread the gospel of Jesus Christ to the interior of China.

Co-construction — this applies to schooling and the curriculum. It is the interaction or intersection of the teacher and the student which ultimately determine what is culturally, academically and curricularly, in formal and informal settings, passed on by the teachers to the students. These interactions are also influenced by the surrounding setting and social expectations in which the schooling occurs. In this case study, the effects of the war and the internment camp play a critical part. It is similar to "Constructivism" defined by Sergiovanni as "the simple idea that children and adults construct their own understandings of the world in which they live." (3) I use the term "co-construction" because schooling is a joint venture between the teachers and the students. They are continually constructing and reconstructing, the traditions, values, and morals of their school and social culture.

Culture -- definitions abound as to what makes up culture. The definition for this study is based on that of Hargreaves, Earl and Ryan. (4) A culture consists of a shared set of norms, values and beliefs that its members think, say, and do, and the identifiable patterns of relationships among the members.

Culture does not just emerge naturally, but is actively created and contested against competing visions and values.

Curriculum -- is often "depicted as a series of events through which each student had to pass in order to reach particular levels of achievement. The content defined the experience and for the most part was unquestioned." This is especially true for the written curriculum which is "but the visible, public and changing testimony of selected rationales and legitimizing rhetorics of schooling." However, there is a "dichotomy between the espoused curriculum as written and the active curriculum as lived and experienced." What this study is concerned with is the "notion of *curriculum as social construction*" which is the curriculum that was daily constructed, negotiated, lived and experienced at the individual level. (5)

Informants — while over twenty people were initially interviewed for this study, only two were chosen for more in-depth interviewing. These two women are the main informants on whom this study is based. Their responses and perspectives are triangulated with the other interviews, historical documents, books, and archival material.

In loco parentis — the Webster's II translation is "in the place or position of a parent." (6) As a private Christian boarding school where children typically saw their parents once every three years, the teachers at Chefoo were entrusted not only with schooling, but were "also responsible for teaching habits of the mind and habits of the heart." (7)

Life history -- is used to reveal an individual's perception of her/his past experiences within a certain group or culture and thus gives the reader an insider's perspective to that culture as the individual interacts with it. This study used an edited or selective life history as the main focus will be on the informants' formative years.

Schooling — a formal organization for "developing basic competence in students and passing on the culture of their society." (8) The cultures of the Chefoo School were evangelical Christian and British, no matter from what country or religious background the students or their parents originated. This "culture" provided the framework for schooling at Chefoo.

Weih sien Internment Camp — (Weifang) The Japanese run Civilian Assembly Center two miles outside of the city of Weih sien in the Shantung Province about 100 miles northwest of Tsingtao (Qingdao). Prior to becoming an internment camp in March of 1943, it was a compound of the American Presbyterian Mission.

Weih sien School — when the camp first began two schools were organized, the British School and the American School. The two schools merged and became the Weih sien School after most of the Americans were repatriated (released from Japanese control in exchange for Japanese citizens) in September of 1943.

1 Robert K. Yin, *Case Study Research: Design and Methods*, 2nd. ed. (Thousand Oaks, CA: Sage 1994), 8-9. [↑](#)

2 The pre-1949 Wade-Giles system will be used for Chinese names as this was the system the informants were raised on. At times the post-1949 pinyin system will be used in parentheses for clarification and location purposes. [↑](#)

3 Sergiovanni, (1996), 38. [↑](#)

4 Andy Hargreaves, L. Earl, & J. Ryan, *Schooling for Change* (London: Falmer Press, 1996), 21-23. [↑](#)

5 Rob Walker and Saville Kushner, "Theorizing a Curriculum" in Ivor F. Goodson and Rob Walker, *Biography, Identity and Schooling: Episodes in Educational Research* (Hampshire, England: Falmer Press, 1991), 183; Ivor F. Goodson, *The Making of Curriculum* (East Sussex, England: Falmer Press, 1988), 16-17; Ivor F. Goodson, "Studying Curriculum: A Social Constructionist Perspective" in Goodson and Walker, (1991), 168. [↑](#)

6 Anne H. Soulchanov, Ed., *Webster's II New Riverside University Dictionary* (Boston: Houghton Mifflin, 1988), 630. [↑](#)

7 Sergiovanni, (1996), xii. [↑](#)

8 Ibid.. [↑](#)