

THIRTY YEARS OF SOCIAL STUDIES IN THE SENIOR
HIGH SCHOOLS OF NEWFOUNDLAND:
AN EXAMINATION OF CERTAIN ASPECTS OF SOCIAL
STUDIES AS TAUGHT IN THE HIGH SCHOOLS
FROM 1949-1978

CENTRE FOR NEWFOUNDLAND STUDIES

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AN EXAMINATION OF CERTAIN ASPECTS OF
SOCIAL STUDIES AS TAUGHT IN THE
HIGH SCHOOLS FROM 1949-1978

by



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A Thesis submitted in partial fulfilment
of the requirements for the degree of
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Department of Curriculum and Instruction
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MEMORIAL UNIVERSITY OF NEWFOUNDLAND

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "Thirty Years of Social
Studies in the Senior High Schools of Newfoundland: An
Examination of Certain Aspects of Social Studies as
Taught in the High Schools from 1949-1978 submitted by
Cyril George Brown in partial fulfilment of the require-
ments for the degree of Master of Education.

Supervisor

Date

ABSTRACT

The purpose of this study was two-fold: (1) to trace the historical development of the social studies curriculum in Newfoundland senior high schools from 1949 to 1978, and (2) to ascertain the development of and the current state of social studies in Newfoundland senior high schools from 1949 to 1978 by examining developments in curriculum, courses of study, audio-visual aids, textbooks, evaluation policies and teacher training.

The first purpose of the study was fulfilled by recording information taken from Department of Education Newsletters, N.T.A. Bulletins and Journals; The Books of Newfoundland and The History of Education in Newfoundland.

The second and main purpose of the study was fulfilled in two ways: (1) by sending a questionnaire to one social studies teacher in each senior high school in the province of Newfoundland which resulted in a 60.27 per cent return of questionnaires. The report of findings took the form of a numerical analysis with the help of tables using percentages given to the nearest hundredth. (2) by comparing this writer's findings with those of Glenda Redden, "Fifty Years of Social Studies in the High Schools of Nova Scotia", and A.H. Roberts, "A Study of the Methods and Techniques Used by Elementary Teachers in the Province of Newfoundland and Labrador, Canada in Their Teaching of Social Studies"

by using tables and a written explanation.

Those findings were tabulated, were explained, and deductions and inferences were made covering all three studies.

This survey best expresses the feelings of our high school social studies teachers regarding the present situation, as they see it and know it.

ACKNOWLEDGEMENTS

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All typing was undertaken by Mrs. June Foote, whose work is most gratefully acknowledged.

Finally, the writer is indebted to Bertha, his wife and to Kim and Natasha, his daughters for their patience and constant support throughout the development of this study.

This Thesis is Dedicated -

To My Late Father

WILLIAM J. BROWN

Whose Last Words to me Were

"GET YOUR EDUCATION"

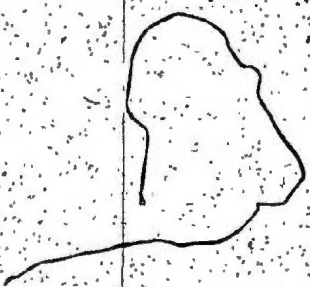


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CHAPTER I

INTRODUCTION

Purpose of the Study:

The purpose of this study is two-fold: (1) to trace the historical development of the social studies curriculum in Newfoundland senior high schools from 1949 when Newfoundland entered Confederation, to 1978, and (2) to ascertain the development of and the current state of social studies in Newfoundland senior high schools from 1949 to 1978 by examining developments in curriculum, courses of study, audio-visual aids, textbooks, evaluation policies and teacher training. These aspects will be examined and the results arrived at by studying the methods and techniques used by social studies teachers in Newfoundland. This will be done by comparing the results of questionnaires sent to teachers by this writer with the results of questionnaires sent to teachers by other writers on the same topics.

Justification for the Study:

Since 1949 there has been considerable activity affecting curriculum in Newfoundland, with a major revision of the social studies curriculum instituted in 1950. The Audio-Visual Department was established (1950), and a Director of Curriculum was appointed (1952). Also, Library Grants increased (1958) and free and subsidized textbooks have been provided (1958).

Various committees have been formed under such names as: Special Interest Councils of the N.T.A. and A Royal Commission on Education and Youth (1964), one of the purposes being to examine the Curriculum. The National History Project (1965), the Canada Studies Foundation (1969), and the National Council for the Social Studies - Curriculum Guidelines (1971) have submitted reports and many recommendations are now being carried out within the school program.

To the writer's knowledge, no studies have been made on the development of the Senior High School Social Studies Curriculum in Newfoundland.

Theses and books have been written on the history of education in Newfoundland but refer, only briefly to high school social studies.

Braine¹ has written "An Historical Survey of the Social Studies Curriculum in Newfoundland", but this work deals with social studies from K - XI and takes us only as far as 1964. Roberts² carried out a study of the methods and techniques used by social studies teachers in Newfoundland. This study takes us to 1970, but deals only with

¹Linda Beverley Braine, "An Historical Survey of the Social Studies Curriculum in Newfoundland". (unpublished Master's Thesis, University of Alberta, 1964).

²Albert Henry Roberts, "A Study of the Methods and Techniques used by Elementary Teachers in the Province of Newfoundland and Labrador, Canada, in their Teaching of Social Studies", (unpublished Doctoral Thesis, Indiana University, 1970).

elementary social studies. Many changes have evolved within the past fourteen years and one of the purposes of this study is to indicate what progress has been made up to the present. Rowe remarked that:

The development of the curriculum in Newfoundland schools was a topic on which detailed research could be undertaken profitably.³

The senior high schools of Newfoundland have experienced many changes in curriculum development in social studies, such as: changes in course content, subject areas, textbooks, evaluation methods and techniques and teacher aids.

To examine social studies as taught in Newfoundland senior high schools 1949-78, it was necessary to define certain factors which were operating during that time period in the teaching of social studies. In examining these factors it was possible to identify some of the strengths and weaknesses of the curriculum in the training of the teachers, the methods used, the facilities and resource materials available for teaching high school social studies.

This study concludes with recommendations for change in the social studies curriculum.

Limitations of the Study:

The information gathered by the writer's questionnaire is concerned with the following Newfoundland

³Fred W. Rowe, The History of Education in Newfoundland (Toronto: The Ryerson Press, 1952). p. 3.

teachers only:

(1) A sample was taken of 146 senior high schools in Newfoundland.

(2) Only one social studies teacher from each school was selected.

(3) Only senior high school teachers were selected for the study.

Assumptions:

Several assumptions are inherent in the study:

(1) The teachers were capable of correctly identifying on the questionnaire the methods and techniques they use.

(2) The return of 60 per cent of the total sample was representative of the complete sample.

(3) Responses would be more reliable if the teachers could remain anonymous, so provision was made for individually sealed questionnaire responses.

II DEFINITION OF TERMS USED

Civics:

The course outline that once existed in Newfoundland schools (there is no civics course as such in Newfoundland schools at the present time) aimed at fostering the child's development as an individual, as a worker and as a member of society.

Curriculum:

"Curriculum," according to Taba is:

... a plan for learning... requiring orderly thinking as follows:- (1) diagnosis of needs, (2) formulation of objectives, (3) selection of content, (4) organization of content, (5) selection of learning experiences, (6) organization of learning experiences and (7) determination of what to evaluate and of the ways and means of doing it.⁴

Economics:

As a Newfoundland high school subject, "economics" has as its main objective, to expose various aspects of the Canadian economy to students and to equip students to better understand the economic events of everyday life.

Good defines "economics" as:

... the branch of social study that deals with the production, distribution and consumption of commodities having exchange value and with the social phenomenon arising from such activities.⁵

Geography:

Generally, "geography" can be defined as the study of the relationship between man and his environment,

"Man and His World." Good defines "geography" as:

... the science of the earth including a study of land, water, air, the distribution of plant and animal life, man and his industries, and the inter-

⁴ Hilda Taba, Curriculum Development, Theory and Practice (New York and Burlingame: Harcourt, Brace & World, Inc., 1962) pp. 11-12.

⁵ Carter V. Good, (ed) Dictionary of Education. Second Edition, (New York: McGraw-Hill Book Company, 1959) p. 90.

6.
relations of these factors.⁶

History:

Good defines "history" as:

... a systematic arranged written account of events affecting a nation, social group, institution, science or art, usually including an attempted explanation of the relationship of the events and their significance.⁷

Methods:

"Methods" can be defined as the means by which teachers organize and implement instruction.

Bent says that:

... the general pattern of activities, the approach, or the prevailing techniques considered collectively are usually referred to as methods.⁸

New Social Studies:

Barr, Barth and Shermis define the "new social studies" in the following way:

Social science education, as distinct from social studies education, was to focus on teaching the concepts, generalizations, theories, and problems of the social sciences and the methods of inquiry used by scholars. These objectives were to be clearly divided into separate courses or units, reflecting the different academic disciplines.⁹

⁶Ibid., p. 247.

⁷Ibid., p. 269.

⁸Rudyard K. Bent, Henry H. Kronerberg, and Charles C. Boardman, Principles of Secondary Education (New York: McGraw-Hill Book Company, 1970), p. 364.

⁹Robert D. Barr, James L. Barth, and S. Samuel Shermis. Defining the Social Studies (Arlington: National Council For The Social Studies, 1977), p.45.

Program:

The "program" is defined as General or University Preparatory, the latter which can be referred to as either Matriculation or Honours by the Department of Education.

Resource Materials:

The term "resource materials" refers to the variety of audio-visual, graphic, and reference materials (print and nonprint) at both the student's and teacher's disposal.

Senior High School:

For the purpose of the study, "senior high school" shall refer to all Newfoundland schools teaching grades ten and eleven courses leading to a high school diploma or matriculation.

Social Sciences:

The term "social sciences" will be applied to the scholarly materials about human beings and their interrelations... They are the results of research, investigation or experimentation. They are written for adults. Thus, the social sciences are concerned with the detailed, systematic and logical study of human relationships.¹⁰

The subjects usually included in the social sciences are history, geography, sociology, anthropology, social psychology, economics and political science, - those branches of human knowledge dealing with man and his activities.

¹⁰ Edgar Bruce Wesley and Stanley P. Wronski, Teaching the Social Sciences. (Boston: D.C. Heath and Co., 1942) p.5.

Social Studies:

The term "social studies" came into official use in 1916 when the Commission on Social Studies on the Reorganization of Secondary Education of the National Education Association adopted its use. The Commission defined "social studies" in the following way:

The social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups.¹¹

A more current definition of "social studies" as outlined by Vokey is as follows:

... a study (past, present and future) of the factors and relationships pertaining to the physical, social, cultural, moral and spiritual development of man.¹²

Those social studies subjects taught in Newfoundland schools are history, geography, economics, civics and sociology.

Social Studies Teacher:

In this study the "social studies teacher" is a teacher teaching one or more classes in grade ten or eleven social studies in Newfoundland high schools.

Sociology:

There is no such course in Newfoundland high schools, but presently grade ten has a course listed in

¹¹The Social Studies in Secondary Education, U.S. Bureau of Education Bulletin No. 28, 1916, p.7.

¹²Myrle Vokey, "A Viewpoint on Social Studies", The Newfoundland Teachers' Association (Journal), Vol. 67, April 1978.

the Program of Studies called Social Studies (Canadian Problems), which focuses upon a number of topics important to the understanding of present day Canadian life. The five booklets used in the course are (1) Poverty, (2) Minority Groups, (3) Crime in Canada, (4) Labour and Management and (5) The Future.

The primary objective of sociology is to gain a knowledge of man and society insofar as it may be achieved through investigation of the elements, processes, antecedents and consequences of group living.¹³

III ORGANIZATION OF THE STUDY

The purpose of the study, the justification for the study, a statement of limitations and assumptions as well as definition of terms are to be found in Chapter I.

Chapter II includes an historical review of social studies education in Newfoundland during the period 1950-59, which deals with the establishment of the Division of Audio/Visual Education (1950), The Handbook to the Course of Studies (1955) and the Conference of Education (1958). From 1960-69 there was an appointment of a Royal Commission on Education and Youth (1964) and the New Education Act proclaimed in 1968. Also from 1964-69 a reorganization of the Department of Education was taking place along functional, non-denominational lines. From 1970-78 deals with attempts that were made to reorganize social studies from K - XI.

¹³Encyclopedia Britannica, 1959, XX, p. 911.

This chapter is also concerned with a review of related literature and research, representing a body of literature concerned with current thinking on the various aspects of this investigation, prepared to support the study.

Chapter III is concerned with the design of the study, including selection of high schools used, the selection of the high school social studies teachers, the instruments, the sampling procedures and the treatment of the data.

The data obtained from the questionnaire have been tabulated, presented and analyzed in Chapter IV.

Chapter V compares this writer's study with Redden's study and Roberts' study. Also Redden's study is compared with Roberts' study and this writer compares pre-1965 teaching techniques with post-1965 teaching techniques within his own study.

Chapter VI includes a summary of the study, the conclusions which the writer has derived from it, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

7 Introduction

A survey of literature relating to senior high school social studies is necessary to provide some reference and direction to this study.

The writer has divided this chapter into two sections, (1) A Chronological Review of Social Studies Education in Newfoundland from 1949-1978, and (2) Related Literature and Studies.

It has been very difficult to find information directly related to the topic, so the writer has reviewed aspects which affect education in general and can also affect high school social studies in particular. Whenever possible, direct reference is made to high school social studies.

The first part of this review deals with education in Newfoundland from 1949-1978. It deals with education in Newfoundland in general and social studies in particular. The information has been taken from Department of Education Newsletters, the N.T.A. Bulletins and Journals. The writer has made three divisions in this section: 1949-59, 1960-69, and the seventies.

The second part of this review includes extracts from studies completed by (1) Leonard Clyde Badcock, (1972), (2) Linda Beverley Braine, (1964), (3) F. Geoffrey Jones,

(1978), (4) Joseph T. Kannampadam, (1978), (5) Sister Mary Perpetua Kennedy, (1968), (6) George M. Ravenscroft, (1963), (7) Glenda Jean Redden, (1970), (8) Albert Henry Roberts, (1970), and (9) G.S. Tomkins and F.C. Hardwick, (1963).

There will be a summary of the review at the end of the chapter.

Review of Education in Newfoundland from 1949-1978

Below are a number of factors which affected Education in Newfoundland in general and high school social studies in Newfoundland in particular over the past thirty years. There are three subdivisions of 10-year periods and the factors are listed chronologically for each period.

The 1949-59 Period

- 1948 - New subjects - Geography I and Geography II were offered at Memorial University.
- 1949 - Maritime School Broadcasts relayed more programs over Newfoundland networks and relayed them more frequently.
 - The enforcement of the Family Allowance Act helped the School Attendance Act. The Family Allowance Payments would be withheld if the children did not have satisfactory school attendance.
- 1949 - Memorial University College was changed to a full-fledged university.
- 1950 - The Division of Audio-Visual Education came into being.
- 1951 - A more detailed study of Canadian geography was introduced.
- 1952 - Mr. H.J.B. Gough was appointed Director of Curriculum.
- 1953 - A Regional High School Program was introduced.
 - Teachers' salaries were increased.

1954 - New Audio-Visual Equipment was introduced, the first since Confederation.

- The first Regional High Schools were opened at Corner Brook and Foxtrap.

- A Handbook to the course of studies was drawn up.

- The Government introduced the School Bus System.

1957 - Teachers' salaries again increased.

1958 - Conference on Education and its results:

- (i) A library grant was introduced.
- (ii) School maintenance grants increased greatly.
- (iii) Central High School policy was launched by the Government.
- (iv) Science grants, domestic science grants and Commerce grants were introduced.
- (v) 1300 new scholarships and bursaries were granted.
- (vi) High school texts were subsidized.
- (vii) There was an increase in teachers' salaries.
- (viii) It recommended a Royal Commission on Education.
- (ix) The History Curriculum Committee was appointed.

1959 - Another salary increase was given to teachers.

- The Civics program was outlined in greater detail.

It is interesting to note that between 1949 and 1964 the enrollment in Newfoundland high schools increased from 7,353 to 30,000 and the number of students in grade XI increased from 1,591 to 5,329 during this same period.¹⁴

Some of this increase can be attributed to the innovations aforementioned, but also because there was a phenomenal increase in the birthrate during this period and more students were staying in school longer.

¹⁴ Joseph R. Smallwood, ed., The Book of Newfoundland, Vol. IV, (St. John's, Newfoundland: Newfoundland Book Publishers Ltd., 1967).

The Period From 1960-1969¹⁵

- 1960 - The government subsidized up to 90 per cent of the texts but abandoned it again in 1961 to previous arrangement.
- A new Economics text came into use.
- 1962 - New Memorial University Campus was opened.
- The Technical College was created.
- Eleven Vocational Schools were established.
- 1963 - The College of Fisheries, Navy and Marine Engineering and Electronics was created.
- 1964-69 - There was a reorganization of the Department of Education along functional, non-denominational lines.
- 1964 - A Royal Commission on Education and Youth was appointed. (cf. 1958)
- The subsidy on school books was increased.
- 1966 - The enrollment of Memorial University of Newfoundland Campus doubled.
- Free tuition was introduced for all Memorial University of Newfoundland students and salaries were introduced for all fourth and fifth year students.
- 1967 - Salaries were granted to third-year Memorial University of Newfoundland students.
- There was a large new scale of increases for school teachers, the tenth increase since 1949.
- 1968 - A new Education (Teacher Training) Act was proclaimed.
- Government approved the appointment of District School Superintendents.
- A new Department of Education Act provided for the organization of the Department along functional lines.
- Newfoundland withdrew from the Atlantic Provinces

¹⁵ Joseph R. Smallwood, ed., The Book of Newfoundland, Vol. V, (St. John's, Newfoundland: Newfoundland Book Publishers Ltd., 1967).

Marking Board for Grade XI Examinations.

- A new Schools' Act was approved.

The Newfoundland Resettlement Program of the 1960's had an effect on Newfoundland education mainly by putting larger numbers of pupils in concentrated areas. As a result larger schools with better facilities were built. The New Social Studies¹⁶ came into effect in America in the sixties and no doubt Newfoundland was affected by it. In 1965 the National History Project¹⁷ was introduced in Ontario as a result of a two-year research into the teaching of Canadian history, social studies and civics in elementary and secondary schools in all ten provinces. A direct result of this survey was the Canada Studies Foundation, branches of which were established throughout Newfoundland putting a new light on Newfoundland Social Studies.

As a result of Hodgett's study, the Ontario Institute for Studies in Education organized the Canadian Feasibility and Planning Project whose primary function was to investigate the practicability of the formation of a Canadian Studies Curriculum Development Organization. This was followed in May 1969 by the Canadian Studies Conference at Trent University, Peterborough, Ontario. At this conference the preliminary plans for the organization of the Canada Studies Foundation (CSF) were laid.

According to these plans, the CSF was to be composed of a central organization or committee and a number of regional autonomous projects, each consisting of class-

¹⁶Dennis Lawton and Barry Dufour, The New Social Studies (London, England: Heinemann Educational Books Ltd., 1973).

¹⁷A.B. Hodgetts, What Culture? What Heritage? (Toronto: O.I.S.E., 1968) p. 1.

room teachers, university professors, and various consultants, and each adhering to the guidelines and major goals proposed by the Foundation.¹⁸

Proposals for specific regional projects were presented to the CSF for consideration, the first three major projects were: (1) Project Canada West, (2) The Laurentian Projects, and (3) Project Atlantic Canada which included Newfoundland and Labrador.

During the early stages of the PAC Newfoundland component- to be known as the Newfoundland-Labrador Canada Studies Project (NLCSF) - there were six sub-projects: (1) The economics of centralization (Stephenville-Corner Brook area), (2) Centralization: Its history and evolution in one area (Ferryland area), (3) Resettlement: The impact of government (Marystown-Burin area), (4) St. John's: A point of centralization St. John's, (5) The influence of an industrialized city or smaller communities (Gander area), and (6) The North: Its people and resources (North West River - Nain - Hopedale - Makkovik - Davis Inlet - Happy Valley areas in Labrador, together with a Beothuck study in the Gander area).¹⁹

The Seventies

1970 - Mr. Malcolm Erving was appointed as the first provincial consultant for social studies. Under his leadership, new directions were taken to enliven the social studies and make the courses more relevant.

- It was announced that beginning in 1971, the public exams would be dropped in Grade IX and X for a trial period of five years.

1971 - The Memorial University of Newfoundland's Extension

¹⁸Patricia Marie Connolly, "St. John's Project: A Report of the Problems Associated with the Direction of a Canada Studies Foundation Team" (Unpublished Master's Thesis, Memorial University of Newfoundland, 1976), pp. 31-32.

¹⁹Ibid., pp. 35-36.

Program and Junior Divisions of Studies were introduced.

1972 - In June of this year those high schools approved by the minister were permitted to assign 50 per cent of the final mark for the Grade XI certificate.

Jan. 1972 - "A new sequence has been approved for the Social Studies Program K - XI. It was intended that this sequence would form the background for curriculum development of Social Studies for the next several years. The sequence is only the first step in the development of an improved social studies curriculum."²⁰

July 1/72 - New teacher grading regulations were drawn up.

Sept./72 - Change was brought about in Social Studies textbooks.

1972 - Three new vocational schools were built.

1972 - Government again turned down N.T.A.'s request to have pupil-teacher ratio reduced.

Jan./73 - The New Social Studies K - XI sequence was reported to be progressing satisfactorily.

1973 - Newfoundland Teachers' First Collective Agreement was signed.

1974 - Free textbooks were issued to Grades IV, V and VI.

- Pilot Projects were carried out in the Grade XI Geography and Grade XI History.

1975 - "The Institute for Educational Research and Development - with the aim of conducting and promoting research and development projects that can contribute significantly to education in the province came to the aid of Social Studies. The first steps were taken in the initiation of a curriculum development project in Social Studies. Dr. Geoffrey Jones was preparing a program in this area for a project which was hoped could be in operation by the fall of '76."²¹(This program was not part of the K - XI

²⁰Department of Education Newsletter. St. John's, January 1972.

²¹N.T.A. Bulletin, Vol. XIX, No. 6. (February, 1976).

sequence, which Dr. Jones worked at; it was strictly a curriculum development project).

1976 - "A major project underway in the re-development of the Social Studies Program. The Division of Instruction was engaged in developing a philosophy of rationale to be followed by a pattern for the development of a Social Studies Program from K - XI. This project had not progressed as well as was anticipated, but this was perhaps due to the complexity of the problem. The Division is still hopeful that the sequence can be developed and a tentative document can be circulated to school districts in September 1977."²²

June 8, 1978 - This writer received a copy of the rationale for social studies developed by the Social Studies Sequence Committee over the past ten months. It is stated that the revision of the Social Studies Program K - XI is envisaged as a long term process involving 3 - 4 years, at least. (1981).

Related Literature and Studies

A survey was carried out by Redden in May of 1969 in all 96 schools in Nova Scotia which included Grade Twelve as part of their program. One hundred eighty-six teachers responded to the questionnaire for a 70.9 per cent school return. The purpose of the questionnaire was to ascertain the position of teachers of social studies in Nova Scotia in regard to qualifications, methods, courses of study, audio-visual aids and examinations.

This writer has included a copy of the complete questionnaire in Appendix A.

Redden found that 60 per cent of the teachers surveyed had 10 years experience or less, and 37 per cent of these had less than 6 years experience. Almost one-half

²²N.T.A. Bulletin, Vol., XX, No. 8 (June 1977).

of these taught in Nova Scotia for 5 years or less but 22 per cent of these had 4 or more years teaching in other provinces.

In the relationship of teachers to the number of courses they were teaching, it was found that 56 per cent of the teachers had one or two social studies courses to prepare, 21 per cent had to prepare 4 or more courses and two of these had to prepare six courses.

Redden considers:

For a beginning teacher, the task of preparing for two different courses is sufficient. By concentrating on fewer courses a new teacher could make better preparations for each lesson. For a teacher who has to prepare four or five different courses, the task of preparing for individual differences becomes almost impossible. If the teacher does not have an adequate background for the subject or subjects he is teaching the task becomes even more onerous, so much so that many teachers simply use the textbook approach and teach all the students in a class or even in five different classes at the same rate and in the same way.

A teacher to be truly knowledgeable in his subject should have an understanding of all the related history or geography or economics that is being taught in his school.²³

In Nova Scotia at this period of time the highest teaching licence was a T.C. 7 and according to the survey 81.7 per cent of teachers had a T.C. 5 or higher and 85 per cent of the teachers answering the questionnaire received their education from a Maritimes University or Teachers' College.

Some interesting points discussed by Redden are

²³Glenda Jean Redden, "Fifty Years of Social Studies in the High Schools of Nova Scotia" (Unpublished Master's Thesis, Dalhousie University, 1970) pp. 272-3.

as follows:-

(1) Of those teachers teaching history in the high schools 65 per cent had taken at least one university-level course in history and of these 71 per cent had taken 5 or more courses. Also, at least 20 history teachers had eight or more university courses in history.

(2) Of those teaching economics, only 17 per cent had taken economics courses at the university level and of these 60 per cent had taken only one or two economics courses.

(3) Only 5 per cent of all teachers had taken university courses in geography and only one teacher had taken 5 or more geography courses, of the 38 who taught geography, eight did not indicate university courses which they had taken, of the remaining 30 teachers, 73 per cent had taken no courses in geography at the university level.²⁴

The reason for the lack of trained geography teachers could be that few maritime universities offered a wide selection of courses in geography and 85 per cent of teachers were trained in maritime universities.

A very interesting point discussed was that some teachers who had not taken any university courses in the subject were teaching grades ten, eleven and twelve Academic Courses in Social Studies. On the other hand, there was an example of a teacher cited who had seven courses in law, five in government, one in history, one in economics and one political science course. This teacher was teaching as many as five different social studies courses from grade ten through grade twelve.

If a prerequisite for a good teacher is a thorough

²⁴Ibid., pp. 276-7.

knowledge of the subject being taught something is lacking according to the example cited. This writer is not indicating that only university courses make a good teacher, but it certainly is a great help, a step in the right direction.

Redden divided teachers into two groups. One group included those teaching prior to 1960 and the second group included those teaching after 1965. Of those teaching between 1965 - 70, maps were used as a teaching aid by all but four teachers and 91 per cent used supplementary reading, with movies used occasionally by most teachers. A considerable number of teachers used overhead projectors, records, pictures, newspapers and magazine articles with radio and visits to museums used very little as teaching aids.

All teachers before 1960 indicated that they used at least three aids, 68 per cent used at least five aids and 16 per cent used nine or more of the total 12 aids mentioned.

Since this was the period before new advances in Audio-Visual Equipment and the "new Social Studies" much consideration was given to maps and globes as teaching aids. Filmstrips and supplementary reading materials were frequently used.

The method of teaching used most according to Redden's survey was the lecture method with 74 per cent and the question and answer method with 61 per cent.

Question number nine of Redden's survey dealt with provisions made for individual differences. The findings were summarized as follows:

(1) Most teachers indicated more than one method of teaching.

(2) The percentages of teachers using methods associated with the "new Social Studies" are very small.

(3) The slow learner received some consideration (61 per cent of teachers). One half of the teachers considered their students as individuals. One half of the teachers considered the fast learner.

(i) the general trend for the slow student was extra help in and out of class.

(ii) the fast learners were challenged with more involvement and outside reading.²⁵

In summarizing the reaction to the modern methods of team teaching, concept method, discovery and inquiry method, it appears that more teachers are familiar with the discovery and inquiry method than with team teaching or the concept method.

Three questions were asked on Provincial Examinations, with the following results:

(1) Do you feel that Provincial Examinations influence your teaching? Eighty-five per cent indicated that they were influenced, 13 per cent indicated that they were not.

(2) What suggestions would you make for the improvement of the Public Examinations in social studies? Forty-one per cent wanted to get rid of them, 2 per cent were satisfied with them and 57 per cent offered suggestions for improvement such as, a percentage of total mark, and school evaluation. Some felt there should be less emphasis on facts and more on understanding.

(3) If there were no Public Examinations, what would you suggest as a basis of your evaluation? About 50 per cent suggested a combination of school exams and class work. Many said if a teacher is qualified to teach, he is qualified to evaluate.²⁶

²⁵Ibid., pp. 283-286.

²⁶Ibid., pp. 228-290.

Teachers were asked to express their views on present courses and any changes they would like to see. Most teachers were dissatisfied with the University-Preparatory Program feeling that geography should extend to grade eleven and twelve. The main criticisms for most courses related to textbooks were: "too long," "too detailed," "too advanced," "outdated," "boring," "not practical."

Again most teachers were dissatisfied with the general course indicating that geography be included in grades eleven and twelve. The main criticism again was related to textbooks with such comments as: "outdated," "should be more relevant," "poor organization," "too easy." One can conclude that there was a general overall dissatisfaction with the social studies courses in Nova Scotia High Schools.

Redden was also interested in teachers' feeling toward attending a summer workshop dealing with modern methods of teaching. Sixty-eight per cent were interested in attending a summer workshop and twenty-three per cent said they were not. There were, however, some stipulations on the part of the teachers:

- (1) Have it as a university credit.
- (2) Have it not longer than two weeks.
- (3) Let it be held as inservice during the school year.
- (4) It depended on who organized it.

All of the answers to Redden's questions indicate that there is a lot of unhappiness with social studies in

Nova Scotia and if social studies is to improve, a lot of changes have to be made.

Some educators feel that a similar situation occurs in Newfoundland and if this is so we can learn much from the ideas presented by Redden to help this situation in social studies. For the third time in six years the Department of Education has attempted to restructure the K - XI social studies sequence.²⁷

Roberts carried out a study in Newfoundland Elementary Schools (Grades IV - VIII) during the school year 1968-69 which included 839 elementary social studies teachers. Elementary teachers not included in the study were: (1) those not teaching any social studies (history, geography, or civics), (2) those employed in schools where there were less than 3 elementary teachers and (3) those employed in multi-grade classrooms. The principals of those schools, numbering 153 were also included in the study.

The primary purpose of Roberts' study was:

... to formulate for the improvement of the social studies program at the elementary school level in Newfoundland, recommendations based on an evaluation of the methods and techniques currently used by elementary teachers in Newfoundland in their teaching of social studies. The secondary purposes of the study were: (1) to determine what materials and equipment are in the schools for the use of the above-mentioned teachers, and (2) to ascertain to what extent the equipment indicated in (1) above is actually used by elementary teachers in their teaching

²⁷ Department of Education Newsletter St. John's, January 1972, N.T.A. Bulletin, February 1976, and (June 1977).

of social studies.²⁸

The data collected by Roberts was done by using two questionnaires, one to teachers and one to principals. The teachers' questionnaire contained five sections: Section "A" sought personal information from the respondents, while Sections "B," "C," "D," and "E" were designed to solicit information on what methods and techniques were currently being used by the respondents in their teaching of social studies.

The questionnaire to principals sought information on what kinds of materials and equipment were in the schools for the use of teachers in their teaching of social studies and in the case of equipment, how frequently it was being used.²⁹

This writer has included a copy of the questionnaire to teachers in Appendix C.

Of the 839 questionnaires sent out to teachers, 539 answered sheets were returned representing 64 per cent of the total population and of the 153 questionnaires sent out to principals, 133 answered sheets were returned, representing 87 per cent of the total population.

The following findings related to the research

²⁸ Albert Henry Roberts, "A Study of the Methods and Techniques used by Elementary Teachers in the Province of Newfoundland and Labrador, Canada in their Teaching of Social Studies," (unpublished Doctoral Thesis, Indiana University, 1970) p. 6.

²⁹ Ibid., p. 34.

hypotheses were judged to be relevant and significant.

- (1) Teachers with Grade I certification used a significantly greater variety of instructional materials and more group and individual activities than those with less than Grade I.
- (2) Teachers with Grade II certification used significantly less desirable evaluation techniques than those with less than Grade II.
- (3) Teachers with Grade III certification used significantly more group and individual activities than those with less than Grade III.
- (4) Teachers with Grade IV certification used significantly greater variety of instructional materials than those with less than Grade IV.
- (5) Teachers who took a methods course prior to 1963-64 used a significantly greater variety of instructional materials and more group and individual activities than those who took a methods course in 1963-64 or later.
- (6) Teachers who took a methods course in the teaching of social studies used a significantly greater variety of instructional materials, more group and individual activities, and a more desirable organizational approach to the teaching of social studies than those who never had a methods course.
- (7) Teachers with more than five years teaching experience used a significantly greater variety of instructional materials, more group and individual activities, and better evaluation techniques than those with five years teaching experience or less. On the other hand, the teachers with five years teaching experience or less used a more desirable organizational approach to the teaching of social studies than those with more than five years teaching experience.
- (8) Teachers employed in urban areas used a significantly greater variety of instructional materials but less desirable evaluation techniques than teachers employed in rural areas.

The finding of this study related to the exploratory hypothesis was as follows:

- (1) Elementary teachers who have had a methods course at Memorial University of Newfoundland in the teaching

of social studies evidence those teaching methods and techniques recommended by experts and research in the field to a significantly greater degree than teachers who have never had such a course.³⁰

From the findings, Roberts concluded that:

- (1) The level of certification of elementary teachers is not a predictor of how often they will use certain methods and techniques in their teaching of social studies at the elementary level.
- (2) Teachers who have had a methods course in the teaching of social studies at the elementary level employ a greater number of desirable methods and techniques in their teaching of social studies than those who have never had such a course.
- (3) Experienced teachers use a greater number of desirable methods and techniques in their teaching of social studies than inexperienced teachers.
- (4) The fact that elementary teachers are employed in urban areas rather than in rural areas is not a predictor of the number and kinds of methods and techniques which these teachers use in their social studies instruction.
- (5) In the schools surveyed in this study there is a serious shortage of even the most common materials used in elementary social studies instruction.
- (6) While the lack of equipment in the schools covered by this study is most disturbing, the real cause for concern is the infrequency of the use of the equipment that is available.
- (7) Elementary teachers in the Province of Newfoundland and Labrador, Canada, are not indicating to a significant degree that they are applying those teaching methods and techniques recommended by experts and research in the field of social studies.³¹

A number of Roberts' recommendations which this writer feels are important to this study are:

- (1) That the Department of Education, through the

³⁰Ibid., pp. 93-94.

³¹Ibid., pp. 94-95.

Office of the Director of Instruction, appoint a committee to consider the effectiveness of the elementary social studies program as it is currently being implemented and make recommendations for improving the program in the light of the findings of this study.

(2) That professors of education incorporate in their teaching of social studies methods and techniques which demonstrate methods which students may adapt for their classrooms -- creative use of instructional materials, involvement of pupils in individual and small group activities, cooperative planning of course content and learning experiences, newer approaches to evaluating and testing, etc.

(3) That the methods course in elementary social studies currently being offered at the university be reconstituted as a joint school-university program whereby prospective teachers could spend a portion of their time in the schools implementing the theory being taught in the university. The responsibility for arranging these field experiences for prospective teachers might be delegated to the Office of the Director of Student Teaching at the University.

(4) That the university make available, after school and during summer sessions, refresher courses in the teaching of social studies and in the effective use of media. These courses should be offered to teachers in the field who have either not had such courses or who took similar courses some years earlier.

(5) That the local boards at the district level work in close conjunction with the Newfoundland Teachers Association, the Department of Education, and Memorial University to institute inservice training for teachers of elementary social studies through workshops and institutes, and that the Department of Education grant such teachers released time to take advantage of this training.

(6) That school boards provide their schools with professional literature dealing with social studies, and, where possible, encourage their teachers to implement new ideas being employed successfully elsewhere.³²

Since some of the same questions have been asked

³²Ibid., pp. 97-98.

by this writer and Redden, a comparison will be made with Roberts' study.

Braine, in surveying the curriculum aspect of Newfoundland Social Studies, 1949-64 concludes that:

(1) The only changes in the Social Studies Curriculum that can be identified as being a direct result of Confederation are the increased emphasis on Canadian history and geography and the study of the Canadian system of government.

(2) Newfoundland's increased prosperity since Confederation has been responsible for the construction of new centralized high schools and the provision of new equipment such as audio-visual aids.

(3) With the increased emphasis on teacher training, changes in methodology should be evident.

(4) It is difficult to effect much change in methodology as long as external examinations "freeze" the curriculum.³³

Braine concludes by saying that all teachers concerned with social studies should consider the words of Dr. G.A. Frecker, the Minister of Education, at the time:

In Newfoundland, largely because of our history, there has been a tendency to conceive of education in the narrow sense of bookish learning and to fail to realize that such learning, though very important and in fact essential is not the whole of education. Whatever helps a human being to fulfill himself to the measure of his capacity is education, and even this is not the whole story because no man is an island. One's fulfilling of one's self must, of necessity, be related to others, must have a purpose which goes beyond the self, and which makes a contribution to society.³⁴

³³Linda Beverley Braine, "An Historical Survey of the Social Studies Curriculum in Newfoundland" (unpublished Master's Thesis, the University of Alberta, 1964), p. 103-104.

³⁴G.A. Frecker, "New Year Thoughts on Education," Department of Education Newsletter, (January, 1963).

Many of the conclusions and recommendations of Braine's study have been dealt with in recent years.

To determine the state of Geography 20 in the senior high schools of Alberta, Ravenscroft diagnosed certain factors operating in the teaching of the 1967-68 course of study. He dealt with (1) education and experience (2) methodology (3) resource materials and (4) administrative facility which consisted of such things as program, building facilities, class size and attitude of the administration to courses.

Regarding the professional training of the senior high school geography teacher, Ravenscroft, like Redden, concludes that many teachers are ill-equipped or mis-assigned.

Whatever geography is being taught in the secondary schools of New Hampshire is being taught by ill-equipped (geography) teachers who may have majored in social sciences, education, English, driver education, business education and so forth... but did not major in geography or in related majors where geography formal course completion was required for graduation.³⁵

Duca and Jacobson in their study of "The Status of Geography in the Secondary Schools of New Jersey," found that "the great bulk of geography instruction lies in the hands of teachers who have between three and ten semester hours of training in the field."³⁶

³⁵George M. Ravenscroft, State and Status of Geography 20 (Alberta) p. 11 quoting The Journal of Geography, LXII (December, 1963), pp. 391-406.

³⁶The Journal of Geography, LXX (March, 1962), pp. 104-109.

The introduction of a new course of studies in the public high schools of Chicago in 1960 had been delayed for several years due to the inability of the school system to find enough qualified geography teachers.³⁷

Regarding methods and techniques used in the teaching of geography, Ravenscroft reports Gandy as saying that:

Map exercises rated highest in use and opinion as to value, the rating and use of textbook assignments was also very high possibly due to inadequate preparation in geography. Eighty-seven per cent of teachers sampled, never used completely independent work where the student chose his own means of learning. Ninety-two per cent never used dramatization by students or commercial workbooks and ninety-five per cent never used student correspondence with foreign students. Most significant was the fact that one hundred per cent of the respondents never used field trips or field studies, the reason being that class schedules were too rigid.

The majority of sampled teachers favoured map exercises, textbook assignments, supervised study, current events activities, socialized recitation and teacher-made study guides as the ideal methods and techniques preferred.³⁸

Ravenscroft reports Gandy as saying that:

Out of a sample of thirty-eight teachers, sixteen rated wall maps as scarce, thirteen rated globes as scarce and eighteen rated atlases as scarce. These three items are the "backbone" of geographic instructional materials. Lack of these items places a severe limitation on geography instruction.³⁹

³⁷Ravenscroft, p. 12.

³⁸Ravenscroft, p. 15 quoting Willard E. Gandy, "The Status of Geography in the Public Senior High Schools of California" (unpublished Doctoral Thesis, Stanford, 1959).

³⁹Ibid., p. 25.

Ravenscroft, himself found that:

One of the most prominent difficulties facing teachers was the tendency to place slow learners and non-achievers into geography classes.⁴⁰

Gandy further found out that out of a sample of thirty-eight teachers, twenty-one indicated they did not want to teach geography and sixteen still do not prefer to teach geography.

Tomkins and Hardwick states that:

... the lack of adequate resource materials in the geography classroom of B.C. is a clear indication that professional or academic geographers have not convinced administrators of the public schools that geography is anything other than textbook stuff.⁴¹

Badcock, in writing on teacher misassignment in Newfoundland secondary schools, concluded from 300 randomly selected secondary teachers, 200 of which returned questionnaires, that:

(1) Misassignment of each of the three types examined - subject-field, teacher-preference, and school-division misassignment - was prevalent in varying degrees among the secondary school teachers of Newfoundland.

(2) Subject-field misassignment was prevalent to a considerably high degree; school-division misassignment was perhaps somewhat less acute; teacher-preference misassignment was the least prevalent of the three types.

(3) Over half of the secondary school teaching force

⁴⁰ Ibid., p. 22.

⁴¹ G.S. Tomkins and F.C. Hardwick, Current Trends in School Geography with Special Reference to the Responsibilities of the Professional Geographer and Some Comments on the Training of Geography Teachers. Paper presented at the annual meeting of the British Columbia Division of the Canadian Association of Geographers, Vancouver, March 16, 1963.

were assigned to residual subject areas of specialization either entirely, or in addition to the areas of their major or minor fields of specialization:

(4) Approximately twenty-five per cent of the secondary school teaching force had not prepared professionally by studying high school methods in their training programmes to teach secondary students.

(5) Approximately ten per cent of the secondary school teaching force were assigned entirely incongruently with any subject field of preference.

(6) The great majority of those teachers who were misassigned by school division had studied elementary methods in their preparation programmes at university.⁴²

Kennedy, in investigating the nature, extent and adequacy of the preparations of secondary school teachers in Newfoundland says that "an educational system will be as strong as its teachers and will rise or fall accordingly." Teacher education is studied under the headings: (1) professionalism and academic aspects, (2) student teaching, (3) grade level prepared for, and (4) number of years spent in teacher training. Also, in-service training programs were analyzed.

The information was gathered by questionnaires sent to the following groups:

(1) the five denominational Superintendents of Education, (2) the ten District School Supervisors for the Department of Education, (3) one hundred twenty principals (approximately 10 per cent of the principal population in the province) from Regional, Central, All-Grade, and Elementary schools of five rooms and over throughout the province, (4) three hundred fifty teachers who (a) were teaching any

⁴² Leonard Clyde Badcock, "A Study of Teacher Misassignment Among Secondary School Teachers in Newfoundland and Labrador" (unpublished Master's Thesis, Memorial University of Newfoundland, 1972), pp. 90-91.

grade level from VII to XI inclusively, (b) had five years or more of teaching experience and (c) possessed a Grade II or higher teaching certificate.⁴³

The response received from Kennedy's questionnaire was 100 per cent from superintendents, 100 per cent from school supervisors, 84.2 per cent from school principals and 70 per cent from teachers.

Some of Kennedy's recommendations from her findings were:

- (1) That principals and school boards select and place teachers in classes on grade levels or subject areas for which they have been trained.
- (2) Throughout their training program teachers should be helped to know students as individuals...
- (3) That teachers at all grade levels be assisted through pre-service and in-service programs to make the most effective use of audio-visual aids and teaching techniques.⁴⁴

These findings and recommendations can be applied to senior high school social studies in Newfoundland today.

Jones, in investigating the teaching of geography across Canada, developed a questionnaire along the five areas of:

- (1) Education and Teaching Experience.
- (2) General Information Concerning Involvement with Geography Programs.
- (3) Content of Geography Programs.

⁴³Sister Mary Perpetua Kennedy, "An Evaluative Study of the Preparation of Secondary School Teachers in The Province of Newfoundland, Canada," (unpublished Doctoral Thesis, The Catholic University of America, Washington, D.C., 1968). p. 12.

⁴⁴Ibid., pp. 206-207.

(4) Method of Geography Teaching.

(5) Materials used in Geography Classrooms.⁴⁵

The survey covered 102 school districts from each of the ten Canadian Provinces, North West Territories and the Yukon, with a response of 82 per cent. The results for Newfoundland from 10 school districts and 72 teachers of geography were as follows:

Most teachers have a Bachelor of Education degree but at the elementary grade level have little exposure to the social sciences. Secondary-level teachers have a major in one of the social science disciplines including geography at the undergraduate level. Consequently, exposure to and training for social studies is largely social science in orientation. No efforts would seem underway to alter this approach to training.

Geography made a significant contribution to the social studies program and teachers indicated that it should be introduced as a subject in Grade Four which corresponds with current practice. The preparation time for geography classes required no more or less time than other preparations for two-thirds of the respondents. The school district provided almost all the materials for classroom use.

Content emphasis concentrated upon the presentation of facts and understanding of factual knowledge. Little emphasis was placed upon geographical method. Rote memorizing and expository learning modes were used frequently along with inquiry. Instruction closely followed the textbook materials. However, field trips were used to augment instruction by almost two-thirds of the respondents while close to 75 per cent attempted to integrate instruction.

Simulation games, learning kits, programmed materials and class-wide sets of materials do not appear readily available to the classroom teacher. Little in-service or observational opportunities are available to teachers in the field.

⁴⁵Geoffrey F. Jones, Geography Teaching in Canadian Schools. (Memorial University of Newfoundland, St. John's) 1978, p. 6.

Maps, globes, films, filmstrips, overheads and graphs and charts are the main tools of the geography teacher in Newfoundland while little use is made of specialist speakers, simulation games and satellite photography.⁴⁶

Kannampadam set out to investigate the attitudes of Grade ten students toward the social studies course, "Canadian Society: Issues and Concerns" recently included in the Social Studies Curriculum (1973-74).

There is always a problem when a new course is introduced into the curriculum, for teachers as well as students have to adjust. Teachers, on the one hand, would have to change their methods of teaching, especially in the case of this present course which deals with contemporary issues, whereas the old course had been taught for so long a time that teachers used certain methods which could not apply to the present course. Students, on the other hand, in being exposed to this type of course, have to change their study patterns. This course lends itself to much more discussion and more research than the previous course. The student has to read newspapers, listen to the radio and watch television in order to meet the objectives of the course.

As a result of such innovations, students build up certain positive or negative attitudes toward the course.

Kannampadam administered a fifty-six item questionnaire to a sample of 210 students divided into "treatment"

⁴⁶Ibid., pp. 18-19.

and "control" groups. Three geographical regions of Newfoundland were selected - a large urban area (St. John's), a small urban area (Grand Falls) and a rural area (Plum Point, St. Barbe District).

Student responses to the items were used as an indication of their attitudes toward the program; "Canadian Society: Issues and Concerns" under four district sub-scale areas. Those sub-scale areas, with their respective items as presented on the questionnaire, were: (1) Overall student attitude responses toward the course, (2) Student attitude responses toward the learning method of the course, (3) Student attitude responses toward the knowledge they obtained from the course and (4) Student responses toward attitude differences that occurred as a result of their exposure to the course. All items were randomly arranged on the questionnaire and included items that were positively (30 items) and negatively (26 items) stated.⁴⁷

In the discussion of educational implications as a result of his findings Kannampadam states:

(1) With respect to the items on the questionnaire dealing with student attitudes toward the overall course and the knowledge students have obtained from it, the rural area student responses exceeded those of the large and small urban area students; further, their attitude responses exceeded those of the small urban area students with respect to the items pertinent to the methodology employed for this course.

(2) However, while comparing the large and small urban area student attitude responses, it was found that large urban area student responses were greater than those of the small urban area students for items dealing with the methodology used for this course and the attitude changes which occurred as a result of their exposure to this course. Further, it was noted that the large urban area student attitude responses

⁴⁷Joseph T. Kannampadam, "An Investigation of Attitudes of Secondary School Students in Newfoundland Toward the Grade Ten Social Studies Course, Canadian Society: Issues and Concerns," (unpublished Master's Thesis, Memorial University of Newfoundland, 1978), pp. 42-43.

were greater than those of a rural area student's with regard to the sub-scale dealing with attitude differences which occurred as a result of student exposure to the program.

(3) For the methodology to be a success, particularly in schools where the more traditional didactic approach to teaching and learning is followed, a treatment would have to be implemented on a wide scale, and with strong teacher support. Materials would need to be available, inservice would need to be provided, school supervisors and consultants would need to provide assistance. While teachers have grappled with the teaching of this course, the implementation of it and the support procedures necessary to successfully incorporate this "unique" course, have been found wanting. Consequently, as the teachers have not been adequately prepared to teach this course instructional preparation has not been as acceptable as it could have been. However, where teachers have spent a lot of time in preparation of this course probably student attitude reflect[sic] such preparation. It would seem from the results that both rural and large urban area student attitudes are influenced by such teacher involvement.

(4) The government's recommendation to implement "Canadian Problems" in all schools in this province appears to be a satisfactory one. But much is yet to be done to help it serve its purpose. Probably the Department of Education should undertake a large inservice program with teachers, and provide other related services that will help them become better qualified and more prepared to develop and implement this course in their respective classrooms. Teachers might also need help to acquire additional teaching materials and reference resources from which they can draw contents specific to their teaching-learning situations. In this way, with improved instructional methods and teaching-learning situations, students may become more aware of the problems of their community, and will acquire the necessary experience and knowledge to face the challenges caused by the issues and concerns of contemporary Canadian society.⁴⁸

This writer feels that two of Kannampadam's recommendations for further study have a lot of merit, since one must be fully aware of the consequences of

⁴⁸ Ibid., pp. 81-84.

initiating a course into the curriculum.

(1) It should help future researchers to study factors that cause attitude differences according to different geographic regions. In all probability such studies will provide direction for the modification of "Canadian Problems" programs, particularly in the areas of reference resources and methodologies.

(2) This study may help teachers to realize that their attitudes toward the implementation of programs of this nature are as much, if not more important, as the attitudes of students. Therefore, this study urges the need to investigate teacher attitudes toward similar innovative programs.⁴⁹

Summary of Literature Review

The first part of this review, deals with education in Newfoundland in general and social studies in particular. It has three divisions: 1949-59, 1960-69, and 1970 to 1978.

Some factors affecting education in Newfoundland between 1949 and 1959 were: (1) The Division of Audio-Visual Education came into being, (2) a Director of Curriculum was appointed, (3) a Regional High School Program was introduced and (4) a Conference on Education was held, with positive results such as: new library and science grants, Central High School Policy, subsidized texts and the appointment of a History Curriculum Committee.

Between 1960 and 1969 the Technical College, Vocational Schools, and the College of Fisheries were established. A Royal Commission on Education and Youth was

⁴⁹Ibid., p. 85.

appointed in 1964. A new Education (Teacher Training) Act was proclaimed and there was a reorganization of the Department of Education along functional, non-denominational lines in 1968.

During the seventies, the first provincial consultant for social studies was appointed, public examinations were dropped in Grades IX and X, and shared evaluation came in Grade XI. A new sequence was approved for the K - XI social studies program (1972) as a first step in the development of an improved social studies curriculum.

The second part of the review includes extracts from studies completed by both American and Canadian educators. The major research reviewed in this chapter is by Redden (1970) on high school social studies in Nova Scotia, and by Roberts (1970) on elementary social studies in Newfoundland.

Redden in ascertaining the position of teachers of social studies in Nova Scotia concerning qualifications, methods, courses of study, audio-visual aids and examinations can be summarized as follows: (1) The teaching force was very young with 60 per cent of those teachers surveyed having 10 years experience or less. (2) Teachers had too many courses to teach - 21 per cent had to prepare four or more courses. By concentrating on fewer courses a new teacher could make better preparations for each lesson. A teacher who had to prepare four or five different courses, found the task of preparing for individual differences to be

almost impossible. (3) Sixty-five per cent of those history teachers surveyed had taken at least one university-level course in history. Of those teaching economics, only 17 per cent had taken economics courses at the university level. Only 5 per cent of all those teachers surveyed had taken university courses in geography. Some teachers who had not taken any university courses in a social science subject were teaching grades ten, eleven and twelve Academic Courses in social studies. (4) Those teachers who were teaching before 1960-- the period before new advances in Audio-Visual Equipment and "the new social studies"-- frequently used maps, globes and supplementary reading as teaching aids. Those teachers teaching between 1965-70 added movies, overhead projectors and records to their list of teaching aids. (5) The methods of teaching used most, according to Redden's survey was the lecture method (74 per cent) and the question and answer method (61 per cent). Of the more modern teaching methods, such as team teaching, concept method, and discovery and inquiry method, most teachers were more familiar with the discovery and inquiry methods. (6) Most teachers (85 per cent) indicated that their teaching was influenced by the Public Examinations, (41 per cent wanted to get rid of them and 57 per cent wanted improvements in them). About 50 per cent of teachers suggested a combination of school examinations and class work as an alternative to the Public Examinations. (7) Most teachers were dissatisfied with the textbooks; the

main criticisms being: "too long", "outdated", "not practical" and "should be more relevant". (8) Teachers, in general, do not wish to attend summer workshops dealing with modern methods of teaching unless the workshop results in additional university credits. In addition, teachers expect workshops to extend over a period of no more than two weeks. (9) Finally, Redden indicated that there was a lot of unhappiness with social studies in Nova Scotia at the time of the survey.

Roberts (1970) in carrying out a study of the methods and techniques used by elementary social studies teachers of Newfoundland concluded the following: (1) The level of certification of elementary teachers is not a predictor of how often they will use certain methods and techniques in their teaching. (2) Teachers with a methods course in the teaching of social studies employed a greater number of methods and techniques in their teaching than teachers who did not have a methods course. (3) Experienced teachers used a greater number of desirable methods and techniques in their teaching of social studies than inexperienced teachers. (4) The fact that teachers are employed in urban areas rather than rural areas was not a prediction of the number and kinds of methods and techniques used. (5) Roberts also concluded that there was a serious shortage of materials used in elementary social studies instruction and even the equipment that was available was not used very much. (6) Elementary teachers were not

applying those teaching methods and techniques recommended by experts and reported research in the field of social studies. (7) Roberts recommended that the Department of Education, Memorial University of Newfoundland, the N.T.A. and school boards should work together so that teachers in the elementary schools might be more effective.

Duca and Jacobson (1962), Ravenscroft (1963) and Redden (1970) concluded that many teachers of social studies were ill-equipped or misassigned.

Badcock (1963) writing about Newfoundland's secondary schools, concluded that misassignment in subject-field, teacher performance, and school division misassignment, were prevalent in varying degrees among secondary school teachers of Newfoundland.

Tomkins and Hardwick (1963) reported the lack of adequate resource materials in geography classes of British Columbia while Roberts (1970) reported the lack of adequate materials used in elementary social studies instruction in Newfoundland. Braine (1964), on one hand, stated that changes in methodology should be evident with increased emphasis on teacher training. On the other hand she said it was difficult to have much change in methodology with external examinations "freezing" the curriculum. Kennedy (1968) concluded that secondary school teachers have been misplaced and that they did not make the most effective use of audio-visual aids and teaching techniques.

Kannampadam (1978) in referring to the attitudes

of grade ten social studies students towards the course, "Canadian Society: Issues and Concerns" concluded that teachers' attitudes towards the implementation of new programs in the curriculum were as important as the attitudes of students:

It can therefore be generally concluded that throughout parts of the United States, other parts of Canada as well as in Newfoundland there is a lot of unhappiness with social studies from K - XII. Many improvements have to be made as far as content, methods and techniques of instruction and teacher training is concerned. The number and types of teaching aids available and the frequency of use must be closely scrutinized. Both teachers and students must have a positive attitude towards new social studies programs.

CHAPTER III

THE DESIGN OF THE STUDY

This study was designed to trace the historical development of the social studies curriculum in Newfoundland senior high schools from 1949 to 1978 and to ascertain the development of and the current state of social studies in Newfoundland senior high schools from 1949 to 1978 by examining developments in curriculum, courses of study, audio-visual aids, textbooks, evaluation policies and teacher training. This writer also used questionnaires to gather information similar to that gathered by Redden and Roberts and the results will be compared with those of the aforementioned writers.

This writer's survey was conducted during the school year of 1977-78. At that time no survey had been done on the development of the senior high school social studies curriculum and no findings had been reported on the experience and qualifications of senior high school social studies teachers, neither had there been any reports on teaching aids or types of evaluation used in the senior high schools during that period.

Any reference made by Roberts to high school in his elementary school survey was a result of grades four to eight being in an all-grade school, a junior high school, or a central high school and as a result conclusions could not be drawn concerning senior high school social studies, by using such a small sample.

Selection of Schools

All the 146 schools of Newfoundland that teach high school social studies were chosen so as to obtain a cross section of urban and rural areas; central high schools, regional high schools, senior high schools and schools which have all grades from K - XI.

By selecting all high schools in Newfoundland the writer could also obtain a representation from all school boards viz, Roman Catholic School Boards, Integrated School Boards, the Pentecostal School Board and the Seventh-Day Adventist School Board.

All-girls schools and all-boys schools, as well as co-educational schools were included in the selection of schools.

Selection of High School Social Studies Teachers

One copy of the writer's questionnaire was addressed to a senior high school social studies teacher in each high school throughout Newfoundland and it was left to the discretion of the principal or vice-principal of that particular high school to pass the information on to a teacher. A stamped, self-addressed envelope was included with the questionnaire to encourage a higher percentage of returns.

In selecting one social studies teacher from each high school the writer felt that whether there was one or four social studies teachers in a school, there would still

be an adequate number of returns to formulate some sound conclusions and recommendations from the findings.

Questionnaire

Source

To provide sources of information for this survey related to social studies teachers' experience, qualifications, methods and evaluation practices, a questionnaire⁵⁰ was devised along the format of one used by Redden.⁵¹ Redden's questionnaire was modified to suit the Newfoundland situation.⁵² The writer contacted Redden by telephone as well as by letter whereby permission was requested and granted as indicated in the letters included in Appendix C. The questionnaire was devised as a result of personal observation of teachers for the past fifteen years. Discussions were held with administrators and social studies teachers including teachers who have used such questionnaires in seeking information, and several minor changes, as suggested by these persons, were made to the questionnaire.

Critical inspection of all items on the questionnaire by knowledgeable professionals established the internal

⁵⁰See Appendix A.

⁵¹Glenda Jean Redden, "Fifty Years of Social Studies in the High Schools of Nova Scotia: An Examination of Certain Aspects of Education Affecting Social Studies Taught in the High Schools of Nova Scotia from 1918-1968" (unpublished Master's Thesis, Dalhousie University, Nova Scotia, 1970.)

⁵²See Appendix B.

validity of the instrument. Also, since the questionnaire was based on an instrument which had been used with apparent success for similar purposes by Hedden, face validity is claimed for the instrument.

The questionnaire is identified only by the name of the school and the name of the school board. By doing this the writer felt that teachers would be less reluctant to complete the questionnaire and at the same time they would remain anonymous. The questionnaire deals with two groups of teachers - teachers who began teaching social studies before 1965 and teachers teaching social studies after 1965, the division being made in the '60's, as this was the period when the "New Social Studies"⁵³ entered the curriculum.

Questions one to five of the questionnaire relate directly to experience, qualifications and the social studies course(s) being taught. Questions six and seven deal with various teaching aids used before 1965 and after 1965 respectively. Questions eight to ten deal with methods. Social studies evaluation procedures are covered in questions eleven to thirteen; while questions fourteen to seventeen conclude the questionnaire with recommendations for future change.

⁵³ Edwin Fenton, et al. Teaching the New Social Studies in Secondary Schools: An Inductive Approach.
Holt, Rinehart and Winston, 1965.

Sampling Procedures

The procedure used in this study involved the returns of questionnaires by mail. The questionnaire sample included 88 high school social studies teachers out of a possible 146: a return of 60 per cent. There were 33 out of 88 teachers (37.5 per cent) teaching social studies before 1965 and 55 out of 88 teachers (62.5 per cent) teaching social studies between 1966 and 1978 but not before 1965.

Groupings

Teachers were grouped into pre-1965 and post-1965 groups on the basis of years of experience, qualifications, aids used, grouping methods used with students, evaluation procedures and recommendations.

Treatment of Data

The data from questionnaires was treated numerically which resulted in a number of tables covering the major areas of the questionnaire outlined earlier in this work. Each table shows the percentage of teachers in the different categories who utilized certain materials, experiences, types of organizational framework, or evaluative procedures in their teaching of social studies.

The comparison of this writer's findings with those of Redden and Roberts is also dealt with by using tables. A list of those findings that are alike will be tabulated and explanations, deductions, and inferences

will be made from these tables covering all three studies.

Modifications Made to Redden's Questionnaire

Certain changes had to be made in Redden's questionnaire to suit this writer's purpose in the Newfoundland situation. Redden had her questionnaire responses identified by name of respondent and name of school whereas this writer included only the name of the school and the name of the school board. This writer also omitted the question, "How many years have you taught in Nova Scotia?"

Since some "sociology" is taught in Newfoundland but not in Nova Scotia at the time of Redden's questionnaire, the appropriate change was made in the questions pertaining to "courses being taught". Also, Grade twelve was taught in Nova Scotia according to Redden, but this question did not apply to the Newfoundland situation at the time of the survey.

Both this writer and Redden compared teaching aids used within the "last five years" but since Redden's work was completed in 1969 the phrase has a different meaning in each case. In listing the aids used and the frequency of use this writer includes: "resource persons," "newspapers," "models," "aerial photographs," "games," and "field trips" which Redden does not,

In question ten of the questionnaire Redden includes three methods which can be employed in the teaching of social studies: (1) team teaching, (2) concept method,

(3) discovery and inquiry method. This writer adds "discussion method" to the list and also asks teachers to list one other method that they found effective.

In questions eleven, twelve and thirteen this writer substitutes "Public Examinations" for "Provincial Examinations" and in Redden's question fourteen, "Would you be in favour of university entrance examinations set by colleges?" this writer changes the word "colleges" to "the university" since there is only one college in Newfoundland, which is a branch of the university.

These changes are rather minor ones but it is felt that without them the questionnaire could not fit into the Newfoundland situation.

CHAPTER IV

REPORT OF FINDINGS

This study attempted to report on the qualifications of teachers of high school social studies, the methods used, the courses taught, and the degree to which teachers used audio visual aids and examinations. The report took the form of a numerical analysis with the help of tables using percentages. All percentages are given to the nearest hundredth.

As previously mentioned, during the school year 1977-78 a questionnaire was sent to all 146 high schools of Newfoundland, whose teachers teach grades ten and eleven. Eighty-eight teachers responded for a 60.27 per cent return. Since the questionnaire is only a part of the thesis no attempt was made to cover all those questions which could be asked regarding senior high school social studies, nor was an attempt made to directly contact the teachers involved in the teaching of senior high school social studies.

Findings

Table 1 examines the teaching experience of social studies teachers.

It is interesting to note that only 19.51 per cent of those teachers surveyed have less than six years of teaching experience and 9.76 per cent have taught for more

TABLE 1
YEARS OF TEACHING EXPERIENCE OF SOCIAL
STUDIES TEACHERS

Years of Experience	Number of Teachers	Percentage of Teachers
1 - 5	16	19.51
6 - 10	26	31.70
11 - 15	32	39.02
16 - 20	5	6.10
More than 21 years	3	3.66

than fifteen years. Also, the largest group of teachers (39.02 per cent), has 11 - 15 years of experience. Approximately 7 per cent of teachers surveyed did not answer this question.

Possibly these findings are the result of the new Memorial University Campus opened in 1961, which made provision for an expanded teacher training program together with more space to accomodate larger numbers of students. This also is borne out in table 2 which shows the high qualifications of those social studies teachers who have been trained at Memorial University.

An enlightening observation made from table 2 is that no teacher teaching senior high school social studies has lower than a grade three teaching certificate and that 79.48 per cent of those teachers have a grade five

or grade six certificate. Also, 11.54 per cent have a grade seven certificate. Those findings also indicate that 94.87 per cent of those teachers have one or more academic degrees, indicating that our senior high schools are staffed with highly qualified personnel. Approximately 13 per cent of teachers surveyed did not give their teaching grade.

TABLE 2

THE QUALIFICATIONS OF SOCIAL STUDIES TEACHERS

Teaching Grade	Number of Teachers	Percentage of Teachers
1	0	0.00
2	0	0.00
3	4	5.13
4	3	3.85
5	33	42.31
6	29	37.17
7	9	11.54
Other	0	0.00

It was also observed from the questionnaire returns (Question 4), that 92.04 per cent of those teachers received all of their education at Memorial University of Newfoundland and only 3.4 per cent received all of their education at a learning institute outside of the province. Of those 3.4 per cent, four teachers were educated at other Canadian universities, one was educated in the United

States, one in Northern Ireland and one in Calcutta, India. Most of the high school social studies teachers of Newfoundland are trained at Memorial University of Newfoundland.

Table 3 examines the social studies courses being taught by those teachers responding to the questionnaire in the senior high schools of Newfoundland.

TABLE 3

HIGH SCHOOL SOCIAL STUDIES COURSES PRESENTLY TAUGHT BY THE RESPONDENTS IN BOTH THE GENERAL AND ACADEMIC PROGRAMS

Course	Grade Ten		Grade Eleven	
	Number of Teachers	Percentage of Teachers	Number of Teachers	Percentage of Teachers
History	51	60.00	54	63.53
Geography	39	45.88	39	45.88
Sociology	7	8.24	1	1.18
Canadian Law	1	1.18	0	0.00
Economics*	N.A.	N.A.	34	40.00

*Economics is taught only in Grade eleven in those schools surveyed.

The most popular social studies subjects by far in both grades ten and eleven are history and geography. In grade ten 60 per cent of those teachers answering this question teach history and 45.88 per cent teach geography. In grade eleven, 63.53 per cent of those teachers who returned the questionnaire teach history, while geography,

as in grade ten, is taught by 45.88 per cent of teachers. Approximately 4 per cent of teachers surveyed did not answer this question.

One should note that history is a compulsory subject in many more schools than is geography. Economics is taught only in grade eleven and the sociology-oriented course "Man in Society" was only introduced in grade ten in 1975. The course "Canadian Law" is only just getting into the curriculum.

For the most part then, history, geography and economics (as in the past) are still the subjects which make up the present senior high school social studies curriculum.

Table 4 shows the relationship of courses taken by social studies teachers to the courses they are teaching. Only 25 per cent of those teachers responding to this question have taken courses in economics, 20 per cent in political science and 40 per cent in sociology with 52.50 per cent of all teachers having less than six courses in the above-mentioned subjects. Eighty-five per cent of social studies teachers have courses in history and 70 per cent have courses in geography. Approximately thirty-nine per cent of those teachers of history and 50 per cent of those geography teachers have more than ten courses in each of these subjects while 12.50 per cent and 10 per cent respectively, have more than twenty-one courses in these subjects; whereas only 3.75 per cent, 5 per cent and 1.25 per

TABLE 4

THE RELATIONSHIP OF COURSES TAKEN BY SOCIAL STUDIES TEACHERS
TO THE COURSES THEY ARE PRESENTLY TEACHING

No. of Courses	Geography*		History*		Economics*		Sociology		Political Science		Commerce	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
0 - 5	8	10.00	20	25.00	13	16.25	17	21.25	12	15.00	0	0.00
6 - 10	8	10.00	17	21.25	4	5.00	11	13.75	3	3.75	1	1.25
11 - 15	19	23.75	11	13.75	1	1.25	2	2.50	1	1.25	0	0.00
16 - 20	13	16.25	10	12.50	1	1.25	1	1.25	0	0.00	0	0.00
21 +	8	10.00	10	12.50	1	1.25	1	1.25	0	0.00	0	0.00

* According to the survey, geography, history and economics teachers comprise 55.68 percent, 53.41 percent and 19.32 percent respectively.

cent have more than ten courses in economics, sociology and commerce respectively. Ten per cent of the teachers did not respond to the question.

Once again the emphasis has been on history and geography, a possible reason being that Memorial University has an extensive program in each of these subject areas and most of our teachers, as already stated have been educated at Memorial. Also, these two subjects have been the main ones in social studies since 1950.

Table 4 also reports that teachers are highly qualified to teach history and geography with twenty-one teachers (26.25 per cent) and twenty teachers (25 per cent) having more than fifteen courses in history and geography respectively. However, there are teachers with low qualifications; 13.79 per cent of those history teachers responding have less than five history courses and 12.72 per cent of the geography teachers have less than five geography courses. Only 29.54 per cent of those teachers surveyed teach economics, but this is a relatively high percentage since economics is only taught in grade eleven. Approximately 66 per cent of teachers teach history and 62.5 per cent teach geography.

Table 5 examines the relationship of those social studies courses taken at university to those social studies courses presently taught. Looking at this table one can see that in geography, history and economics; 78.72 per cent, 67.34 per cent and 17.65 per cent of the teachers responding

TABLE 5

THE RELATIONSHIP OF SOCIAL STUDIES COURSES TAKEN AT UNIVERSITY
TO THE SOCIAL STUDIES COURSES PRESENTLY TAUGHT (1976-1977)

Subject Being Taught	Number of Courses Taken									
	NIL		1 - 4		5 - 8		9 - 12		13 and over	
	*No. of Teachers	Percentage of Teachers	*No. of Teachers	Percentage of Teachers	*No. of Teachers	Percentage of Teachers	*No. of Teachers	Percentage of Teachers	*No. of Teachers	Percentage of Teachers
History	2	4.10	6	12.24	8	16.32	9	18.37	24	48.98
Geography	4	8.51	3	6.38	3	6.38	7	14.89	30	63.83
Economics	7	41.18	5	29.41	2	11.76	0	0.00	3	17.65

* The "number of teachers" columns refer to the number of teachers teaching history, geography, or economics with "no courses," "1 - 4 courses" etc.

to the question have nine or more courses in these subjects while those percentages with less than five courses in these subjects are 14.89 per cent, 16.34 per cent and 70.59 per cent respectively. Those teachers not teaching history, geography or economics make up 34.09 per cent, 37.50 per cent and 70.45 per cent respectively. The percentage of teachers not giving a definite answer to this question were 15.52 per cent, 14.55 per cent and 34.62 per cent respectively. Only one teacher has a background in sociology, with a total of ten courses. On the other hand it must be noted that many teachers have majors and/or minors in history and geography.

Table 6 examines the relationship of courses at university to the grade ten course "Man in Society". Since this course is offered only in grade ten, only 53.40 per cent of those teachers surveyed teach the course; of those forty-seven teachers only 5.26 per cent have more than five courses in each of political science and economics and 2.63 per cent have more than five courses in commerce. None of those teachers surveyed have any courses in either government or law. Approximately 19 per cent of teachers surveyed did not give a definite answer to this question.

By comparing tables 4, 5 and 6 one can see that those high school teachers surveyed have an excellent background in both history and geography, but this is not so in those other courses listed. History has 73.68 per cent of its teachers with more than eight courses in the

TABLE 6

THE RELATIONSHIP OF SOCIAL STUDIES COURSES TAKEN AT UNIVERSITY
TO THE GRADE TEN (SOCIOLOGY) COURSE: "MAN IN SOCIETY"*

University Course	Number of Courses Taken									
	NIL		1 - 4		5 - 8		9 - 12		13 and over	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Political Science	26	68.42	10	26.32	1	2.63	1	2.63	0	0.00
Sociology	20	52.63	7	18.42	8	21.05	3	7.89	0	0.00
Economics	25	65.79	11	28.95	1	2.63	0	0.00	1	2.63
History	2	5.26	3	7.89	5	13.16	8	21.05	20	52.63
Government	38	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Law	38	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Commerce	37	97.37	0	0.00	1	2.63	0	0.00	0	0.00

* Forty-one of the teachers who responded to the questionnaire did not teach the course, and nine of those surveyed did not answer this question, leaving a total of only thirty-eight represented in the above table.

subject, while more than half of all teachers responding to this question have no courses in any other subject. One can conclude from the above observations that a lot of teachers have not taken courses at university, with the exception of sociology, which really applies to the above-mentioned grade ten course. Those parts of the course dealing with Labour and Management and Crime and Punishment for example, require some knowledge of law, political science, commerce and economics.

Tables 7 and 8 compare those teaching aids used before 1965 with those used (the last five years) since 1972 and the frequency with which they were used. Only 38.63 per cent of those teachers surveyed were teaching before 1965. The three aids used mostly by senior high school social studies teachers during this time were maps, globes and supplementary reading. This is not at all surprising since a lot of the modern teaching aids were not available, and even if they were, finances would have posed a problem. Those three aids were basic and often the only ones at the teacher's disposal.

The three aids used least were: TV, models and colored slides. This is understandable since this was before the impact of the "New Social Studies" (1960's) and also before TV was very well established throughout Newfoundland. Colored slides were expensive to show as one needed a projector and since it was a relatively new idea, teachers often did not accept innovations as quickly as

TABLE 7
USE AND FREQUENCY OF USE OF TEACHING
AIDS BEFORE 1965*

Teaching Aids	Never		Occasionally		Frequently	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Tape recorder	21	61.76	13	38.24	0	0.00
Moving Pictures	14	41.19	20	58.82	0	0.00
Filmstrips	12	35.29	18	52.94	4	11.76
Color slides	26	76.47	7	20.59	1	2.94
Maps	2	5.88	14	41.18	18	52.94
Globes	4	11.76	18	52.94	12	35.29
Radio	19	55.88	14	41.18	1	2.94
Television	30	88.24	4	11.76	0	0.00
Resource personnel	22	64.70	12	35.29	0	0.00
Visits to museums etc.	26	76.47	8	23.53	0	0.00
Supplementary reading	13	38.24	13	38.24	8	23.53
Jackdaws (collection of facsimiles of historical documents)	26	76.47	7	20.59	1	2.94
Newspapers	13	38.24	17	50.00	4	11.76
Models	19	55.88	13	38.34	2	5.88
Aerial photographs	28	82.35	6	17.65	0	0.00
Games	26	76.47	8	23.53	0	0.00
Field trips	19	55.88	14	41.18	1	2.94

* Only thirty-four of the eighty-eight teachers (38.63 per cent) responding to the questionnaire were teaching before 1965.

TABLE 8

USE AND FREQUENCY OF USE OF TEACHING AIDS
DURING THE LAST FIVE YEARS (1972-1977)

Teaching Aids	Never		Occasionally		Frequently	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Tape recorder	13	14.77	57	64.77	18	20.45
Moving pictures	4	4.55	44	50.00	40	45.45
Filmstrips	7	7.95	42	47.73	39	44.32
Colour slides	17	19.32	55	62.50	16	18.18
Maps	2	2.27	22	25.00	64	72.73
Globes	8	9.09	25	28.41	55	62.50
Radio	52	59.09	28	31.82	8	9.09
Television	45	51.14	38	43.18	5	5.68
Resource persons	18	20.45	60	68.18	10	11.36
Visits to museums etc.	50	56.82	34	38.64	4	4.55
Supplementary reading	6	6.82	39	44.32	43	48.86
Jackdaws (collection of facsimiles of historical documents)	27	30.68	47	53.41	14	15.91
Newspapers	10	11.36	41	46.59	37	42.05
Models	35	39.77	44	50.00	9	10.23
Aerial photographs	39	44.31	46	52.27	3	3.41
Games	46	52.27	41	46.59	1	1.14
Field trips	29	32.95	50	56.82	9	10.23

they might have.

Those aids used occasionally before 1965 were: filmstrips, newspapers and radio. Since this period was a transitional one in education, some ideas were phasing out while others were phasing in, TV taking the place of radio, for example. Filmstrips were among the earliest AV aids to get into the social studies curriculum during this period and newspapers were also beginning to be distributed throughout the province of Newfoundland.

Table 8 in dealing with aids used since 1972 shows those used most frequently being maps, globes, moving pictures and supplementary reading. It is interesting to find that maps, globes and supplementary reading, which have been in use for a long time, are still high on the list of priorities. This is understandable, because these aids are basic to the understanding of history and geography which had been the only social studies courses in the curriculum for a number of years. The motion picture was one of the earliest AV aids at the teacher's disposal, even before schools could afford the proper equipment it could be borrowed from the Department of Education.

Those aids used the least are radio, visits to museums, TV and games respectively. Radio has either phased out somewhat as a teaching aid or it has been engulfed by some of the more modern technology, although the Department of Education still has a program of radio broadcasts. Even though TV has replaced the radio, still there are quite a number of schools which do not have a TV at

their disposal. There are many different types of games available today but unfortunately teachers do not avail of them. Also, there are opportunities within the community to see a museum or an historic site but sometimes teachers are reluctant to take a field trip, either because they do not want to break traditions or it will involve re-scheduling.

Those aids used occasionally are resource persons, tape recorders and color slides. Many teachers are using resource persons today for courses such as "Man in Society", since these courses cannot be properly taught without going outside of the classroom. Tape recorders, especially the cassette, being very portable and relatively inexpensive are now used in the teaching of social studies. Colored slides can be obtained from the School Board District Resource Centres or from the Department of Education and also since many teachers and students take their own slides this relatively new and important aid is gaining importance.

Table 9 summarizes those aids used most frequently before 1965 and since 1972. Maps, globes and supplementary reading are important during both periods, but none of those teachers teaching before 1965 frequently used motion pictures as compared to 45.45 per cent frequently using them since 1972.

Table 10 summarizes those aids never used before 1965 or since 1972.

TABLE 9

A SUMMARY OF TEACHING AIDS USED MOST FREQUENTLY
BEFORE 1965 AND SINCE 1972

Teaching Aids Used	Before 1965		Since 1972	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Maps	18	52.94	64	72.73
Globes	12	35.29	55	62.50
Supplementary Reading	8	23.53	43	48.86
Motion Pictures	0	0.00	40	45.45

Before 1965, TV was not very common as a teaching aid nor were aerial photographs, games, visits to museums or colored slides. Since 1972 radio has lost its importance as a teaching aid and "visits to museums" still show a low profile during this period. The use of colored slides and models is more important since 1972 than in the pre-1965 time period.

There are two extremes in the use of teaching aids-- those teachers who never use them and those who use them either most of the time or all of the time, with a group in the middle either phasing out of the pre-1965 period or phasing into the post-1972 period when new ideas and technology came in to replace the more traditional ideas.

TABLE 10
A SUMMARY OF TEACHING AIDS NEVER USED
BEFORE 1965 OR SINCE 1972

Teaching Aids	Before 1965		Since 1972	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Radios	19	55.88	52	59.09
Visits to Museums	26	76.47	50	56.82
T.V.	30	88.24	45	51.14
Games	26	76.47	46	52.27
Models	19	55.88	35	39.77
Color slides	26	76.47	17	19.32
Aerial Photography	28	82.35	39	44.31

Table 11 examines the methods used by teachers of senior high school social studies. Ninety-three per cent of teachers responding to this question rely on the discussion method while 84 per cent rely upon the lecture method, and 81 per cent use the discovery and inquiry method. Team teaching is very low on the list with only 22.73 per cent of teachers using it as a teaching method.

It must be noted, however, that many teachers use more than one teaching method. Some of the methods that teachers use other than those listed above or in addition to those listed are: "role playing," "paraphrasing magazine

articles," "student presentations," "group projects," "worksheets" and "local Reach for the Top quizzes." One teacher uses the "Socratic Method" of teaching while another teacher said that letting a student teach occasionally can be effective if it is well planned. Teachers seem to be using several methods of instruction, the main purpose being to get a good job done, "If it works it's good."

TABLE 11
METHODS USED BY HIGH SCHOOL SOCIAL STUDIES TEACHERS

Methods	No. of Teachers	Percentage of Teachers
Question and Answer	64	72.73
Lecture	74	84.09
Concept Method	63	71.59
Discussion Method	82	93.18
Team Teaching	20	22.73
Discovery & Inquiry	71	80.68

Table 12 shows how high school social studies teachers allow for individual differences.

Approximately 85 per cent of those teachers responding to this question make some allowance for individual differences, 14.81 per cent do not make any allowance. Approximately 18 per cent of those teachers surveyed did not answer the question.

TABLE 12
ALLOWANCE MADE FOR INDIVIDUAL DIFFERENCES
BY SOCIAL STUDIES TEACHERS

Type of Allowance	Some Allowance		No Allowance	
	No. of Teachers	Percentage of Teachers	No. of Teachers	Percentage of Teachers
Slow Learner	64	88.89	8	11.11
Fast Learner	58	80.56	14	19.44
Individual	62	86.11	10	13.89

In the case of the "slow learner" the main approach was "extra help," followed by; "move more slowly," "simplify explanations," "have frequent review," "extra reading," "group work led by advanced students" and by "the teacher reading various parts of the chapter."

In allowing for the "fast learner" the main approach was "more challenging work" followed by; "research," "view programs such as 'Market Place'," "question and answer period," and "Reach for the Top and other quiz games" within the school.

In making allowance for "the student - the individual" the main approach was "have extra time to complete the work." other approaches were: "individual conferences," "work closely with slower learner" and "let the faster student work on his own." Some teachers said that each student is an individual and should be treated as such.

Those teachers who did not make any allowance for individual differences said that in grade eleven, teachers are still controlled by the public examinations and even by the time grade ten is reached it's a bit late for this type of treatment.

When asked the question, "Do you feel that public examinations still influence your teaching?" (Question 11) the answers tabulated in Table 13 show that 86.42 per cent are influenced while 13.58 per cent are not. Since most of the grade eleven students of Newfoundland high schools have to write final examinations set by the Department of Education and since the course of studies for each year is drawn up by the Department, the teacher therefore must cover the course, so it is understandable that a high percentage of teachers would say that they are influenced by this. Those 13.58 per cent of teachers not influenced by the public examinations would be mostly teaching in schools that either have full accreditation or grade ten only. This question was only answered by 92.04 per cent of those teachers surveyed.

When teachers were asked for suggestions to improve the public examinations (Question 12) they gave the following: (1) "There is presently not enough depth to the examinations," (2) "The questions are too factual," and (3) "There is not enough allowance for individual expression." Some teachers feel that the courses are too long while others feel that the public examinations should be

brought back in grades nine and ten. Many teachers want the raw score to remain as it is recorded by the Marking Board with no provision for scaling of marks; they feel this is a factor contributing to a lowering of standards in grade eleven. Other teachers feel it is better to shorten the course and then the marks would not need to be scaled, since some courses are too long, teachers cannot do an adequate job, the work is not covered and as a result marks are down and scaling takes over.

TABLE 13

RESPONSE TO THE QUESTION: DO YOU FEEL THAT PUBLIC EXAMINATIONS STILL INFLUENCE YOUR TEACHING?

Influence	No. of Teachers	Percentage of Teachers
Still an influence	70	86.42
Not an influence	11	13.58

A lot of teachers are concerned with the setting of Public Examinations and they gave the following suggestions: (1) "Have consultations with schools as to what topics go on the final examination." (2) "Have all teachers contribute to making up the examination" and (3) "Have examinations at the school district level."

When asked what to suggest instead of public examinations (Question 13) some answers were: (1) "Have unit tests, mid-term and school finals as in grades nine

and ten." (2) "Have the year mark worth 25 per cent and the final school examination 75 per cent." (3) "Another suggested having the year's work worth 60 per cent and the school examination 40 per cent." (4) "One teacher said 'other institutions have formal examinations, why not the high schools?'"

A number of teachers were in favour of keeping the public examinations commenting; (1) "External examinations are necessary." (2) "Public examinations have a place" and (3) "Have the examination remain, with some modifications."

Table 14 examines the question, "Would you be in favour of a university entrance examination set by the University, for your students?" (Question 14). Approximately 45 per cent of teachers surveyed are in favour of this type of examination indicating that; (1) "It is good for placing a student into the right stream in his first year," (2) "It is good for setting standards" and (3) "A student learns his expectations very early." Others indicated that (4) "This type of examination would be good in helping to bridge the gap between high school and university, it would also weed out the misfits as far as the university is concerned and give them an opportunity to fit into something more suitable such as the "trades." (5) "Still others claim that if there are no public examinations in grade eleven, the University Entrance Examination is a must for placement purposes."

TABLE 14

RESPONSE TO THE QUESTION: WOULD YOU BE IN FAVOUR
OF UNIVERSITY ENTRANCE EXAMINATIONS?

Attitude towards Entrance Examinations	Number of Teachers	Percentage of Teachers
In favour	39	44.32
Not in favour	40	45.45
Partly in favour	9	10.23

Of those 55.68 per cent either not in favour or only partially in favour of University Entrance Examinations, some stated that if grade twelve is introduced into the curriculum this would take the place of such an examination but if the public examinations remain there is no point in having this entrance examinations. Other answers given against having an entrance examination were: (1) "It is good in theory only," (2) "It would only be a check on teaching standards in the school," (3) "It would discriminate between the outport student and the city student." Others feel that the public examination is adequate without the entrance examination for placement purposes.

Table 15 reports the answers to the question, "Are you satisfied with the present high school social studies courses in the University-Preparatory Program?" (Question 15)

Approximately 56 per cent of those teachers

responding to this question are satisfied with the present course while 44.16 per cent are not satisfied. Approximately 12 per cent of teachers did not answer this question, 7.23 per cent of whom did not teach courses in the University-Preparatory Program.

TABLE 15

DEGREE OF SATISFACTION WITH PRESENT HIGH SCHOOL
SOCIAL STUDIES COURSES IN THE
UNIVERSITY-PREPARATORY
PROGRAM

Degree of Satisfaction	No. of Teachers	Percentage of Teachers
Satisfied with course	43	55.84
Not satisfied with course	34	44.16

Most of those 55.84 per cent who are not satisfied with the course would like to eliminate the grade ten course "Man in Society" as well as the grade eleven history course, Twentieth Century World, while others would like to see the whole social studies program changed.

When asked what courses they would like to see added, (Question 15 b ii) those cited most often were:

"Consumer Education," "Canadian Law," and "sociology."

Many teachers want a new history in grade ten as well as a civics course or a unit on provincial problems. In grade eleven a number of teachers want a period of time for research in current affairs and a course in "World Problems."

Grade eleven geography teachers want the "topographic map" section put back into the course.

When teachers were asked what changes they would like to see concerning textbooks or content in the present course, (Question 15 b iii) grade ten history teachers suggested: (1) "Have a main text and use the present text as a supplement." (2) "Have the present grade ten course as a supplement to the present grade eleven history." (3) "Review and revise the present course." (4) "Get texts with lower reading levels." Many grade ten geography teachers said that an atlas should be made compulsory.

Grade eleven history teachers wanted: (1) "a shorter work load," (2) "to reduce the reading level to suit all students," (3) "supplementary texts as well as workbooks," (4) "more Canadian content" and (5) "more time allocated to current affairs." It was felt by many grade eleven geography teachers that the course was too long and that some of the chapters should be omitted. Many teachers expressed a concern for a grade eleven supplement with updated statistics.

There were some general comments made which apply to all courses; (1) "Now that we are going metric all social studies textbooks should be revised immediately." (2) "There is an overlapping in geography and earth science which should be changed." (3) "Cut back on the work load, concentrate on quality rather than quantity." (4) "Get texts with a lower reading level." (5) "Let's get on with

the new K - 11 sequence in Social Studies." (6) "Have more teachers guides available." (7) "Get a new economics course for grade eleven."

Table 16 examines the degree of satisfaction with respect to high school social studies courses in the General Program.

TABLE 16

DEGREE OF SATISFACTION WITH PRESENT HIGH SCHOOL SOCIAL STUDIES COURSES IN THE GENERAL PROGRAM

Degree of Satisfaction	No. of Teachers	Percentage of Teachers
Satisfied with course	20	55.56
Not satisfied with course	16	44.44

Of those thirty-six teachers answering this question, 55.56 per cent are satisfied with the General Program while 44.44 per cent are not satisfied. Approximately 45 per cent did not teach courses in the general program and 13.64 per cent did not answer the question.

Those who are not satisfied with the course would like to eliminate the grade ten course "Man in Society" and economics in grade eleven. It was also indicated that the University-Preparatory and the General Program were too much alike and should therefore be changed. These same persons would like to add "sociology," "Consumer Economics," "law" and a more "civics-oriented history." There are also

those teachers who would like to see an integrated approach under one name "social studies." It was also suggested that students doing the General Program do vocational courses such as, "typing" and "bookkeeping" instead of social studies.

When asked for changes in the present course, teachers generally wanted to (1) "modify the grade eleven history and economics by shortening the courses and lowering the reading level," (2) "have plenty of supplementary materials," (3) "look at the courses from K - 11, organize the social studies in the lower grades at the concept level and when grades ten and eleven are reached, students would concentrate on specialization."

Table 17 examines the attitude of teachers toward attending a summer workshop dealing with modern methods, such as "team teaching." Approximately 80 per cent of teachers responding to the question express an interest in attending, 19.74 per cent are not interested. Approximately 14 per cent of teachers did not answer the question. Those who were interested in a workshop gave such favourable comments as; (1) "It would be good for sharing ideas." (2) "One should always be open to innovations," (3) "We need to boost social studies" and (4) "One could improve the quality of instruction." There were also those who would attend; (1) "if a bursary were allocated," (2) "if it were a credit course," (3) "if the location were right," while others would come (4) "if teachers had some input into the

planning of the workshop and if the cost were not too great." Those who were not in favour of a workshop gave such reasons as: (1) "I do not have time to go." (2) "I am not sure of the benefits." (3) "These things are a time lag - old ideas thrown out elsewhere." and (4) "I have reservations about some of these methods."

TABLE 17

RESPONSE TO QUESTION: WOULD YOU ATTEND A SUMMER WORKSHOP DEALING WITH MORE MODERN TEACHING METHODS?

Response	No. of Teachers	Percentage of Teachers
Would attend	61	80.26
Would not attend	15	19.74

Summary

This writer feels that those teachers completing the questionnaire were most sincere with their responses and through these responses they expressed a concern for senior high school social studies in Newfoundland. As a result of those responses this writer can draw conclusions and make recommendations which can contribute to the development of the new K-XI sequence that is presently being developed by the Department of Education to be implemented into our schools for the 1980's.

CHAPTER V

A COMPARISON OF THE FINDINGS OF REDDEN, ROBERTS AND BROWN

Redden in describing fifty years of social studies in the high schools of Nova Scotia used a questionnaire to examine the methods and techniques used by social studies teachers in the 1950's and 1960's (Appendix A). This writer used a questionnaire (Appendix B) to study the methods and techniques used by senior high school social studies teachers of Newfoundland since 1950. Roberts used a questionnaire (Appendix C) to study the methods and techniques used by Newfoundland elementary teachers of social studies in the 60's. Although different provinces, different grade levels, and different periods of time were involved, this writer has found many comparisons.

First, there will be a comparison of Redden's findings with this writer's findings since the two studies dealt with high school social studies and also because this writer used a modified form of Redden's questionnaire.

It is more difficult to compare Roberts with Redden or this writer, since two different grade levels were surveyed. Roberts' survey dealt with elementary grades while Redden and this writer dealt with high school grades; also the form of the questionnaire was different in many respects. However, an attempt has been made by making a statement of a finding made by Roberts and then recording

what Redden or this writer had to say about the same thing.

Also, any important findings that Roberts made which Redden or this writer did not deal with will be recorded.

A. Comparison of Redden's Findings With Those of this Writer

Even though Redden surveyed high school social studies in Nova Scotia 1969 and this writer surveyed high school social studies in Newfoundland 1978, still many similarities have been found. A good comparison can be made between these two because this writer surveyed the same areas as did Redden. The reader must note in reading the tables in this present chapter that Redden and Roberts give approximate whole percentages, while this writer records percentages to the nearest hundredth.

As indicated in table 18, Redden found that 60 per cent of those teachers surveyed had ten years experience or less and 37 per cent had less than six years experience. This writer found that 47.73 per cent of teachers surveyed had ten years experience or less and 18.18 per cent had less than six years experience. Approximately 45 per cent of this writer's teachers had more than eleven years of teaching experience compared to Redden's 36 per cent.⁵⁴

⁵⁴ Glenda Jean Redden, "Fifty Years of Social Studies in the High Schools of Nova Scotia: An Examination of Certain Aspects of Education Affecting Social Studies Taught in the High Schools of Nova Scotia from 1918-1968" (unpublished Master's Thesis, Dalhousie University, Nova Scotia, 1970), p. 269.

TABLE 18
YEARS OF TEACHING EXPERIENCE OF HIGH SCHOOL
SOCIAL STUDIES TEACHERS

Years of Experience	Number of Teachers*		Percentage of Teachers**	
	Nova Scotia	Nfld	Nova Scotia	Nfld
0 - 5	68	16	37	18.18
6 - 10	42	26	23	29.55
11 - 15	22	32	12	26.36
16 - 20	17	5	9	5.68
21 +	27	3	15	3.41
No answer	10	6	5	6.82

* Redden surveyed 186 teachers while this writer surveyed 88 teachers.

** The percentage is based on the total number of teachers surveyed rather than the total number actually answering a particular question.

With the ever increasing demands of society in the twentieth century it is imperative that teachers be well-qualified to help students meet these demands. At the time of the Nova Scotian⁵⁵ survey (Table 19) the highest teaching license was a T.C. 7 and 82 per cent of teachers had a T.C. 5 or higher. This writer found that 80.68 per cent of teachers had a grade 5 or higher teaching certificate and 10.23 per cent had a grade 7 certificate while

⁵⁵Ibid., p. 274.

only 3 per cent of Redden's group had a T.C. 7. This writer found that no teachers surveyed had lower than a grade 3 teaching certificate while 5 per cent of teachers in Nova Scotia had less than grade 3 with 1 per cent not having a license.

TABLE 19
TEACHING CERTIFICATE OR LICENSE

Teaching License	Number of Teachers		Percentage of Teachers	
	Nova Scotia	Nfld	Nova Scotia	Nfld
Permits	2	0	1	0.00
1	1	0	1	0.00
2	6	0	3	0.00
3	10	4	5	4.55
4	7	3	4	3.41
5	103	33	55	37.50
6	44	29	24	32.95
7	5	9	3	10.23
No answer	8	10	4	11.36

However, one must bear in mind the time lapse between the two surveys and that now Newfoundland has a policy adopted (1972) that a teacher must have grade 2 before being able to teach. Nevertheless, this survey shows the high qualifications of our Newfoundland teachers.

In relation to the question, "What training

institution did you attend?" It was found that 92.05 per cent of Newfoundland teachers received their training from the province's only higher learning institution, Memorial University of Newfoundland, whereas 85 per cent of Nova Scotia's teachers received their education from a Maritime university (Nova Scotia has several universities and the cost of travelling to another Maritime university outside of Nova Scotia is rather inexpensive compared to Newfoundland). An interesting comparison is that most of our Newfoundland schools are staffed by teachers educated at our own university, most of the Acadia graduates teach in the Annapolis Valley and most of St. Francis Xavier graduates teach in either the Antigonish-Pictou area or in Cape Breton Island.⁵⁶

When comparing the relationship of courses taken by social studies teachers to the courses they were teaching at the time of the surveys, Redden found that 65 per cent of the history teachers had taken at least one university-level history course and of these, 71 per cent had taken five or more courses. Also, at least 14 per cent of history teachers had eight or more university courses in history. This writer found that 85 per cent of the teachers had at least one university course in history and 38.75 per cent had eleven or more such courses. Both studies show a strong history background of those teachers teaching high school

⁵⁶Ibid., p. 275.

history.

Of those teaching economics in Nova Scotia, only 17 per cent had taken courses at the university level and of these, 60 per cent had taken only one or two courses, whereas in Newfoundland 25 per cent of teachers had courses in economics and only 16.25 per cent had less than six courses.

One subject area in which Nova Scotia and Newfoundland differ is geography. In Nova Scotia only 5 per cent of all teachers surveyed, had taken university courses in geography and only one teacher had taken five or more courses in the subject, while 58 per cent of those who indicated that they taught geography had no courses at the university level.⁵⁷ In Newfoundland only 20 per cent of those teachers surveyed had ten or less than ten courses in geography, 40 per cent had between eleven and twenty geography courses and 10 per cent had over twenty courses. This writer also found that 65.91 per cent of those Newfoundland teachers surveyed teach history and 62.5 per cent teach geography.

It seems that Newfoundland teachers were well qualified to teach geography but Nova Scotian teachers were far from reaching this goal. However, there appears to be good reasons for each case. Memorial University of Newfoundland has placed great emphasis on geography, with

⁵⁷Ibid., p. 277.

courses within the various branches of geography, such as "physical geography," "economic geography" and "cultural geography." This idea is carried over into the high schools where geography is almost as important as history.

Both Nova Scotia and Newfoundland have introduced new courses; the former, "Modern World Problems" Grade 12, and the latter, "Man in Society" grade 10, and both provinces show many teachers as not having a background in subjects pertaining to these courses. This does not necessarily mean that there are few teachers with the qualifications but rather that often teachers are misassigned. For example, a Nova Scotian teacher who had seven law courses, five government courses as well as a course in history, economics and political science was teaching grade 10, 11 and 12 history and grade 12 "World Problems." Three teachers who had no university training were teaching grade 10, 11 and 12 history, geography, economics and "World Problems" at the Academic Level.

In Newfoundland, only 5.26 per cent of those teachers teaching "Man in Society" have more than five courses in political science, 5.26 per cent in economics and 2.63 per cent in commerce. None of those teachers surveyed have any courses in either government or law. (see Table 6). In Nova Scotia, like Newfoundland, history held the strongest position and teachers of the "World Problems" course had one or two courses in political science, sociology, economics and government. One teacher had more than

four courses in law and government.⁵⁸

Both Redden and this writer divided teachers into two groups and compared the use of a number of teaching aids. This writer has made a comparison by graphing the aids used most frequently in both provinces (Table 20).

TABLE 20
SUMMARY OF TEACHING AIDS USED MOST FREQUENTLY IN
NOVA SCOTIA AND NEWFOUNDLAND GIVEN
IN PERCENTAGES

Teaching Aids Used	Nova Scotia		Newfoundland	
	Before 1960	Between 1963-68	Before 1965	Since 1972
Maps	91	84	52.94	72.73
Globes	60	47	35.29	62.50
Supplementary Reading	52	49	23.53	48.86
Motion Pictures	43	42	00.00	45.45
Filmstrips	18	34	11.76	44.32

During the respective periods, both provinces had "maps," "globes," "supplementary reading," "motion pictures," and "filmstrips" forming the hierarchy with one exception-- Newfoundland did not place motion pictures on the list before 1965, whereas they have been used as an aid 45.45 per cent of the time since 1972. The reason for this

⁵⁸Ibid., pp. 278-279.

exception seems to have been that much of Newfoundland did not have electricity before 1965.

Table 21 compares the frequency of use of aids in Nova Scotia before 1960 and in Newfoundland before 1965. Those aids most frequently used in both Nova Scotia and Newfoundland were "maps," "globes," "supplementary reading," and "filmstrips." Those which got little use in both provinces were "tape recorder," "television" and "visits to museums" (innovations which were just catching on during these periods). About 48 per cent used resource persons in Nova Scotia as compared to 35.29 per cent in Newfoundland.

Thirty-six per cent of those surveyed in Nova Scotia were teaching before 1960 and 38.63 per cent were teaching in Newfoundland before 1965. As in Nova Scotia, Newfoundland teachers had not yet been affected by the "new social studies".

Table 22 compares the use and frequent use of aids in Nova Scotia (1963-68) with those of Newfoundland (1972-1977) the last five years of each study. It is rather evident that "maps," "globes" and "supplementary reading" are again the "big three" aids for both provinces followed by "moving pictures" and "filmstrips."

Redden's survey showed that 84 per cent used maps frequently and 91 per cent of teachers used supplementary reading, with almost half of the teachers using this aid frequently. Movies were used occasionally by 88 per cent of teachers and radio, visits to museums and tape recorders

were used least of all.

TABLE 21
THE OCCASIONAL USE AND FREQUENT USE OF TEACHING AIDS
IN NOVA SCOTIA AND NEWFOUNDLAND
GIVEN IN PERCENTAGES*

Teaching Aids	Occasional Use		Frequent Use	
	Nova Scotia	Nfld	Nova Scotia	Nfld
Tape recorder	16	38.24	0	0.00
Moving pictures	72	58.82	43	0.00
Filmstrips	58	52.94	18	11.76
Color slides	28	20.59	25	2.94
Maps	98	41.18	91	52.94
Globes	79	52.94	60	35.29
Radio	33	41.18	16	2.94
Television	16	11.76	0	0.00
Resource personnel (outside speakers)	30	35.29	18	0.00
Visits to Museums	28	23.53	6	0.00
Supplementary reading	79	38.24	52	23.53
Jackdaws	17	20.59	30	2.94

*This table refers to the period before 1960 in Nova Scotia and before 1965 in Newfoundland.

This writer found that between 1972 and 1977, 72.73 per cent used "maps" frequently while 62.5 per cent used "globes" frequently. Like Nova Scotia, approximately

49 per cent used "supplementary reading" frequently as in aid; while "radio," "T.V." and "visits to the museums" were used least of all, as in Nova Scotia.

TABLE 22

THE OCCASIONAL USE AND FREQUENT USE OF TEACHING AIDS
IN NOVA SCOTIA AND NEWFOUNDLAND
GIVEN IN PERCENTAGES*

Teaching Aids	Occasional Use		Frequent Use	
	Nova Scotia	Nfld	Nova Scotia	Nfld
Tape recorders	31	64.77	8	20.45
Moving pictures	88	50.00	42	45.45
Filmstrips	72	47.73	34	44.32
Color slides	41	62.50	30	18.18
Maps	98	25.00	84	72.73
Globes	70	28.41	47	62.50
Radio	26	31.82	15	9.09
Television	39	43.18	10	5.68
Resource personnel (outside speakers)	42	68.18	5	11.36
Visits to Museums	30	38.64	9	4.55
Supplementary reading	99	44.32	49	48.86
Jackdaws	44	53.41	19	15.92

* This table refers to the period (1963-1968) in Nova Scotia and (1972-1977) in Newfoundland.

Redden asked teachers to list other aids which they might use, the following of which this writer included in his survey: "newspapers," "models," "aerial photographs" and "games." This writer found that "newspapers" and "models" were used frequently, 42.05 per cent and 10.23 per cent of the time respectively. One idea not mentioned by Redden, "field trips" is used fairly often by approximately 60 per cent of Newfoundland teachers.

This writer also compared teaching aids used by Newfoundland teachers within the last five years (1972-77) with those used before 1965. It was found that of those teachers teaching social studies within the past five years, the three aids used most frequently were "maps," "globes" and "motion pictures," those used least were: "radio," "visits to museums" and "aerial photographs" while those used occasionally were: "resource persons," "tape recorders" and "color slides."

Before 1965, the three aids used most frequently by Newfoundland teachers were: "maps," "globes" and "supplementary reading," those two used the least were: "T.V." and "aerial photography" with "visits to museums," "color slides," "jackdaws" and "games" never used by 76.47 per cent of teachers answering this question. "Filmstrips," "newspapers" and "radios" were used occasionally (Tables 9 and 10).

Once again, the "new social studies" and new technological changes in Newfoundland, as well as such

factors as "resettlement" and the new Memorial Campus (1961) has brought about these changes in methods of teaching in Newfoundland high schools.

In answer to the question, "What method of teaching do you use for the most part?" it was found by both Redden and this writer that teachers rely very heavily on the "question and answer method" and the "lecture method." As indicated by Redden, "it is obvious that the percentage of teachers using methods associated with the 'new social studies' is very small"⁵⁹ in Nova Scotia. However, this writer has 93.18 per cent, 80.68 per cent and 71.59 per cent as compared to Redden's 25 per cent, 61 per cent and 37 per cent using "discussion method," "discovery and inquiry method" and the "concept method" respectively. The reason for the above discrepancy could be that the "new social studies" was affecting the Newfoundland situation by the late 1960's. However, both studies show that many teachers use more than one teaching method but "team teaching" was not a very popular method in either of the two studies.

When asked if they allowed for the slow learners, the fast learners and individuals in their teaching, both Redden's and this writer's teachers said that the slow learner does receive some consideration but Redden's survey showed that barely one-half of the teachers considered their students as individuals or considered fast learners,

⁵⁹Ibid., p. 284.

whereas this writer's survey showed 70.45 per cent and 65.91 per cent in these categories respectively.

TABLE 23

A COMPARISON OF METHODS OF TEACHING USED IN NOVA SCOTIA AND NEWFOUNDLAND GIVEN IN PERCENTAGES

Methods	Nova Scotia	Newfoundland
Question and answer	61	72.73
Lecture	74	84.09
Discussion	25	93.18
Team teaching	12	22.73
Concept method	37	71.59
Discovery and inquiry	61	80.68

In examining the ways in which allowances were made, both surveys gave the main approach for the slow learner as "extra help," "extra reading" and "more repetition and review."

TABLE 24

COMPARISON OF ALLOWANCES MADE FOR INDIVIDUAL DIFFERENCES IN NOVA SCOTIA AND NEWFOUNDLAND GIVEN AS A PERCENTAGE

Type of Allowance	Nova Scotia	Newfoundland
Slow learner	61	73.86
Fast learner	51	65.91
Individuals	52	70.45

In allowing for the fast learner, both Redden and this writer provided for "more detail," "more involved (research) assignments" and "outside reading" while this writer's survey mentioned that students view T.V. programs such as "Market Place" and "Reach for the Top."

In allowing for individuals, neither Nova Scotian nor Newfoundland teachers did much extra in most cases. Redden's teachers seemed "to teach the basic essentials, at an average level and at the same rate, and aimed at passing the provincials (where involved)"⁶⁰

This writer's teachers gave similar answers, "teachers are still controlled by the public examinations in grade eleven and even by the time grade ten is reached, it is a bit late for this kind of treatment." When asked, "Do you feel that Provincial Examinations influence your teaching?" (Question 11) Redden and this writer found that a very high percentage of teachers were influenced (85 per cent and 79.95 per cent respectively) while only 13 per cent and 12.5 per cent were not influenced in both cases. For the 80 per cent influenced, both groups said that there was pressure to complete the course therefore there was little time for topics of interest outside of the text. A number of those influenced by the examinations said that they were influenced only during the last few months of the school year during review.

⁶⁰ Ibid., p. 287.

TABLE 25

RESPONSE TO THE QUESTION: DO YOU FEEL THAT PUBLIC
EXAMINATIONS STILL INFLUENCE YOUR TEACHING?
GIVEN IN PERCENTAGES

Influence	Nova Scotia	Newfoundland
Still an influence	85	79.55
Not an influence	13	12.50
Not applicable or did not answer	2	7.95

For those not influenced by the examinations in Nova Scotia such comments were made as: "If students pass my examinations they will pass provincials;" "The aim of the course is to teach history, not to pass examinations."⁶¹ Those Newfoundland teachers not influenced by the examination would be mostly grade ten teachers and those teachers teaching in schools with full accreditation. (Public Examinations are written by only grade elevens in Newfoundland).

When asked for suggestions to improve the public examinations a number in both provinces wanted to get rid of them. A general comment made in both surveys was that there should be less emphasis on facts and more on understanding, also that there is presently not enough depth to the examinations and there is not enough allowance for individual expression. A number of Newfoundland teachers felt that public examinations should be brought back in

⁶¹Ibid., p. 288.

grades nine and ten, they felt that external examinations are necessary, they have a place in education.

In suggesting alternatives to public examinations both surveys generally agreed upon a combination of school examinations and class work (tests, projects, assignments) as the basis of evaluation. An interesting statement coming out of Redden's survey was, "If a teacher is qualified to teach, he is qualified to evaluate."⁶² One Newfoundland teacher said, "Other learning institutions have formal examinations, so why not the high schools?"

TABLE 26

ANSWER TO THE QUESTION: WOULD YOU BE IN FAVOR
OF UNIVERSITY ENTRANCE EXAMINATIONS?
GIVEN IN PERCENTAGES

Attitude Toward Entrance Examinations	Nova Scotia	Newfoundland
In favor	60	44.32
Not in favor	28	45.45
Partly in favor	4	7.95
No answer	8	2.27

Most Nova Scotian teachers surveyed were in favor of university entrance examinations (64 per cent). It seems that the answers to many of the problems regarding provincial examinations would be the university entrance

⁶²Ibid., p. 290.

examination. Only 52.27 per cent of Newfoundland teachers were in favor of university entrance examinations with such comments as, "It would be good for streaming, for bridging the gap between university and high school and for setting standards." Of the majority not in favor of entrance examinations they made such comments as, "It is good in theory only," "It would only be a check on teaching standards in the school."

When asked, "Are you satisfied with the present high school social studies courses in the University-Preparatory Program?" (Question 15) Redden differed greatly with this writer, where 78 per cent were not satisfied in the former survey while only 38.64 per cent were not satisfied in the latter survey.

TABLE 27

DEGREE OF SATISFACTION WITH THE PRESENT HIGH
SCHOOL SOCIAL STUDIES COURSE IN THE
UNIVERSITY-PREPARATORY PROGRAM
GIVEN IN PERCENTAGES

Degree of Satisfaction	Nova Scotia	Newfoundland
Satisfied with the course	14	48.86
Not satisfied with the course	78	38.64
Not applicable	3	6.82
No answer	5	5.68

An interesting point found by Redden was that

11 per cent of teachers wanted geography in grade eleven and grade twelve and they felt that economics should be taught in grade ten.⁶³ (It was noted earlier that geography was lacking in the high schools and universities of Nova Scotia). Teachers in Newfoundland would like to see courses in "consumer education," "Canadian law," and "sociology."

Both Redden and this writer had the same general comments on changes in the present course, the responses being; "too long," "too detailed," "too advanced," "out of date" and "not enough Canadian content." A very strong comment made by Newfoundland teachers was, to change the grade ten history course, "Man in Society" by replacing it with something else and using it as a supplement, to review and revise it or have it as a supplement to the grade eleven history. It was also suggested by Newfoundland teachers that we get on with the new K - 11 social studies sequence proposed for the early 1980's and that since we have gone metric, we need our present social studies texts updated in metric.

Once again Redden and this writer differ in degree of satisfaction with the present high school social studies courses in the general program with 74 per cent and 33.33 per cent not satisfied with the course while 20 per cent

⁶³Ibid., p. 291.

and 41.67 per cent are satisfied with the courses. As already mentioned in the university-preparatory courses, Nova Scotian teachers would like to see more geography and economics in their program. Also Newfoundland teachers would like to see "sociology," "Canadian Law" and "Consumer Education" in the curriculum.

TABLE 28

DEGREE OF SATISFACTION WITH THE PRESENT HIGH SCHOOL
SOCIAL STUDIES COURSES IN THE GENERAL PROGRAM
GIVEN IN PERCENTAGES

Degree of Satisfaction	Nova Scotia	Newfoundland
Satisfied with the course	20	41.67
Not satisfied with the course	74	33.33
No answer	6	25.00

The same general comments were made in both surveys as were made concerning changes in the university-preparatory courses: "too boring," "outdated," and "needs, to be more practical." Newfoundland teachers made the same comments on the grade ten course "Man in Society" as before.

It is very obvious that the social studies teachers of both provinces are dissatisfied with the present courses and want changes.

In response to the last question on the questionnaire (Question 17) Would you attend a Summer Workshop dealing with more modern teaching methods, such as, "team

teaching, "concept method" or "discovery and inquiry method?" both surveys showed an interest in attending (Nova Scotia 68 per cent, Newfoundland 69.32 per cent). The main comments made by Newfoundland teachers: "It would be good for sharing ideas," "We need to boost social studies" and "It could improve the quality of instruction," back up "the concern and interest of Nova Scotia teachers of high school concerning the newer developments in the teaching of social studies."⁶⁴

TABLE 29

RESPONSE TO QUESTION: WOULD YOU ATTEND A SUMMER WORKSHOP DEALING WITH MORE MODERN TEACHING METHODS? GIVEN IN PERCENTAGES

Response	Nova Scotia	Newfoundland
Would attend	68	69.32
Would not attend	23	17.04
No answer	9	13.64

Of those teachers answering "no" in both provinces the main reasons were: "similar workshops have not accomplished much," "other commitments," "If it were a credit course I would attend," "These things are a time lag - old ideas thrown out elsewhere" and "I have reservations about some of the methods." An interesting finding of Redden

⁶⁴Ibid., p. 296.

was that similar courses were being offered at Mount Allison University and the University of New Brunswick as well as the Nova Scotia summer school.⁶⁵

A Comparison of Roberts' Findings with those of Redden and this Writer

It is somewhat difficult to make a true comparison of Roberts' work with the work of Redden and this writer, since different grade levels were studied, and the questions asked by Roberts were different from those of Redden and this writer in many instances.

In Roberts' study of elementary social studies very often students study "social studies" rather than history and/or geography, whereas the high school social studies deal with geography, history, economics and sociology. Many of the questions concerning evaluation cannot be compared since high school students, unlike elementary students, have mid-term examinations, and final examinations, the latter partly set by the Department of Education in the case of grades eleven and twelve.

Also all three studies deal with the same questions differently, for example, in the tables concerning "materials used" Redden and this writer give three categories: "frequent use," "occasional use," and "never used" while Roberts gives four categories of use, "most of the time," "now and then," "very seldom" and "never."

⁶⁵Ibid.

However, since both studies deal with the teaching of social studies many of the methods and techniques used will be the same and some of the teachers will have had a similar type of university training whether they are teaching high school or elementary social studies.

Roberts carried out his study by sending out two questionnaires, one to principals to see what kinds of equipment and materials were in school for teachers use and the other to teachers, designed to solicit information on what methods and techniques were being used by teachers. Those findings of the questionnaire to teachers will be used in this writer's comparisons. A copy of Roberts' tables pertaining to this writer's comparison is included in Appendix D.

Roberts divided his study into the following main parts: (1) Instructional Materials (2) Group and Individual Activities (3) Types of Organizational Approach and (4) Types of Evaluation and it is along those guidelines that one can compare his study to the studies of Redden and this writer.

Roberts found a significant difference between the number of kinds of methods and techniques used by elementary teachers in their teaching of social studies who took a methods course since 1963-64 when compared to those who took the course prior to 1963-64 with respect to: (1) instructional materials and their use and (2) group and individual activities. At the same time there is no signi-

ficant difference between these two groups in terms of (1) type of organizational approach to the teaching of social studies and (2) evaluation in social studies.

Like Roberts, Redden divided teachers into two groups, those teaching since 1965 and those prior to 1960. This writer also divided teachers into two groups, those teaching before 1965 and those teaching since 1972. A comparison of those periods follow in tables 30 and 31.

From the tables it is rather evident that certain aids receive greater use than others and this varies with the grade level within this province as well as with different grade levels and it also varies within the same grades throughout different provinces.

If one considers the period before 1964 when maps and globes were still the main aids used one can see that 98 per cent of Redden's teachers and 94 per cent of Brown's teachers used maps while only 36 per cent of Roberts' teachers used this aid. The same trend followed with globes, where 79 per cent of Redden's teachers and 88 per cent of Brown's teachers used this aid while only 50 per cent of Roberts' teachers used it. This backs up Roberts' own statement that teachers are not using the aids at their disposal.⁶⁶

It is interesting to note that 95 per cent of

⁶⁶ Albert H. Roberts, "A Study of the Methods and Techniques Used by Elementary Teachers in the Province of Newfoundland and Labrador, Canada, in Their Teaching of Social Studies" (unpublished Doctoral Thesis, Indiana University, U.S.A., 1970), p. 95.

TABLE 30

USE AND FREQUENCY OF USE OF TEACHING AIDS BY ROBERTS, REDDEN AND BROWN GIVEN IN WHOLE PERCENTAGES FOR A FIVE-YEAR PERIOD*

Teaching Aids	Never Used			Used Occasionally			Frequently or Always Used		
	Rob.	Red.	Bro.	Rob.	Red.	Bro.	Rob.	Red.	Bro.
Tape Recorder	04	84	62	20	16	38	75	00	00
Moving Pictures	29	28	41	25	72	59	45	43	00
Filmstrips	13	42	35	55	58	53	32	18	12
Color Slides	05	72	76	22	28	21	72	25	3
Maps	64	02	06	35	98	41	1	91	53
Globes	44	21	12	40	79	53	10	60	35
Radio	14	67	56	24	53	41	62	16	03
Resource Persons	02	70	65	21	30	35	76	18	00

* This table refers to the periods before 1965 for Roberts (Rob.), before 1960 for Redden (Red.) and before 1965 for Brown (Bro.), respectively.

Roberts' teachers used tape recorders while 84 per cent and 62 per cent of Redden's and Brown's teachers respectively, never used this aid. On the other hand 70 per cent (Roberts), 72 per cent (Redden) and 59 per cent (Brown) used moving pictures as a teaching aid. Also, 70 per cent of Redden's teachers and 65 per cent of Brown's teachers never used resource persons during this period while only 2 per cent of Roberts' teachers did not use this aid.

While only 5 per cent of Roberts' teachers never used colored slides, 72 per cent of Redden's teachers and 76 per cent of Brown's teachers never used this aid, while 13 per cent (Roberts), 42 per cent (Redden's) and 35 per cent (Brown) did not use filmstrips. Roberts' survey showed 86 per cent of teachers using radios while only 53 per cent of Redden's teachers and 44 per cent of Brown's teachers used these methods of teaching.

Looking at the period between 1963 and 1977 (Table 31) it can be seen that maps and globes are still used fairly extensively with 98 per cent of Redden's and Brown's teachers using maps while 70 per cent and 91 per cent use globes, respectively. Forty seven per cent of Roberts' teachers use maps and 65 per cent use globes.

Roberts' teachers (93 per cent) and Brown's teachers (85 per cent) compare in the use of tape recorders while only 31 per cent of Redden's teachers use this aid. On the other hand Roberts' teachers (77 per cent), Redden's teachers (88 per cent) and Brown's teachers (95 per cent)

TABLE 31

USE AND FREQUENCY OF USE OF TEACHING AIDS BY ROBERTS, REDDEN AND BROWN GIVEN IN WHOLE PERCENTAGES FOR A FIVE-YEAR PERIOD*

Teaching Aids	Never Used			Used Occasionally			Frequently or Always Used		
	Rob.	Red.	Bro.	Rob.	Red.	Bro.	Rob.	Red.	Bro.
Tape Recorder	06	69	15	13	31	65	80	08	20
Moving Pictures	23	12	05	34	88	50	43	42	45
Filmstrips	13	28	08	49	72	48	37	34	37
Color Slides	05	59	19	15	41	63	79	30	18
Maps	52	02	02	46	98	25	01	84	73
Globes	30	30	09	45	70	28	20	47	63
Radio	08	74	59	20	26	32	72	15	09
Resource Persons	01	58	20	24	42	68	75	05	11

* This table refers to the periods (1965-1970) for Roberts (Rob.), (1963-1968) for Redden (Red.), and (1972-1977) for Brown (Bro.) respectively.

use moving pictures as a teaching aid. It is worth noting that all three used this aid extensively during the previous period (Table 30).

Once again, only 1 per cent of Roberts' teachers never used resource persons while at the same time 58 per cent of Redden's teachers and 20 per cent of Brown's teachers never used this aid. A discrepancy again occurs with the use of colored slides, with 5 per cent (Roberts), 59 per cent (Redden) and 19 per cent (Brown) never using this as a teaching aid, while 13 per cent, 28 per cent and 8 per cent respectively, never used filmstrips. Roberts' survey showed 92 per cent of teachers using radio while 26 per cent of Redden's teachers and 41 per cent of Brown's teachers used this method.

Both Redden and this writer found that there was a significant difference between the two groups of teachers the reason being more instructional materials available in the more recent period since there were new advances in AV equipment, and the "new social studies" gave much consideration to new ideas such as: "resource persons," "field trips," "student travel" and "dramatization." The earlier period placed much emphasis on maps and globes as teaching aids. As a result of the new ideas, group and individual activities had more emphasis during the most recent period. Here too, Redden and this writer agree with Roberts.

Redden and this writer also agree with Roberts that there is a significant difference in the number and

kinds of methods and techniques used by teachers of social studies who have taught five years or less when compared to those who have taught more than five years. Roberts found that teachers with more than 5 years experience used more variety in their teaching methods, had more group and individual activities and better evaluation techniques than those with five years teaching experience or less. On the other hand, the teachers with five years teaching experience or less used a more desirable organizational approach to the teaching of social studies.

Both Redden and this writer found that those teaching during a more recent time period used more and varied instructional techniques and used them more frequently than those teaching five years earlier. Most teachers surveyed by Redden and this writer used the lecture method (74 per cent and 84 per cent) and the question and answer method (61 per cent and 73 per cent). Within the past five years this writer found that more teachers are doing some team teaching.

Roberts found that teachers were not using the equipment that was available to them. Neither Redden nor this writer took an inventory of materials available, but both found that approximately 60 per cent never made visits to museums or local areas, about 58 per cent never used games, 50 per cent never used television and about 30 per cent did not do any supplementary reading. Those were mainly teachers who taught during the last ten years. Also

one must bear in mind that all of these resources are readily available today. It is also interesting to find that both Redden and this writer found that maps, globes and supplementary reading are the techniques most frequently used in both time periods surveyed.

The type of group and individual activities outlined by Roberts: "debates," "projects," "ability grouping," "field trips," "resource persons," "oral reports," "models," and "discussions" were also used in both Redden's study and this writer's study.

It is generally felt by all three writers that those teachers teaching from five to ten years use these methods much more frequently than those teachers teaching for longer periods; the reason being that those "new social studies" methods have been slow getting into the curriculum as teachers are often reluctant to try new ideas.

It is very difficult to compare the evaluation methods of Roberts with those of Redden and this writer. Generally speaking, Grade eleven social studies examinations are either totally or partially set by the Department of Education in each province surveyed. However, some comparisons can be made with Grade ten and elementary grades since those methods noted by Roberts: "short quizzes," "tests at the end of the chapter," "essay tests" and "objective tests" are used in high school social studies also. High schools and elementary schools differ today in that the latter does not have a mid-term examination.

Roberts made some interesting recommendations which backed up some of the findings of Redden and this writer:

(1) That the methods course in elementary social studies offered at the university be reconstituted as a joint school-university program whereby prospective teachers could spend a portion of their time in the schools implementing the theory being taught in the university.

(2) That the university make available, after school and during summer session, refresher courses in the teaching of social studies and in the effective use of media. (cf. this writer's questionnaire, Question 17).

(3) That local boards at district level work in close conjunction with the N.T.A., the Department of Education and M.U.N. to institute in-service training for teachers of elementary social studies through workshops and institutions, and that the Department of Education grant such teachers released time to take advantage of this training.⁶⁷ (cf. Redden's questionnaire, Question 17).

Redden and this writer both asked the question: "If a summer workshop were held dealing with more modern teaching methods would you be interested in attending?" Redden found that 68 per cent were interested, 23 per cent were not interested while this writer found that 69 per cent were interested while 17 per cent were not interested.

⁶⁷Ibid., pp. 97-99.

The following comments reported by Redden and this writer concerning the above question bear out Roberts' recommendations: (1) Have it a university credit. (2) Let it be in-service during the year. (3) It depends on who organizes it. (4) Have it not longer than two weeks. Roberts' teachers used many of these same stipulations.

Roberts compared male and female teachers, urban and rural teachers, teachers with 30 or more pupils in their class and teachers with less than 30 pupils in their class. Neither Redden nor this writer included questions of this type.

Summary

Redden and this writer reported much the same information regarding senior high school social studies: (1) Most teachers teach within the province or areas where they received their university education. (2) The main social studies courses have been and still are history and geography. However it must be noted that Redden's teachers, unlike this writer's teachers, have few courses in geography, the reason being that Nova Scotian Universities have not been putting much emphasis on geography over the years. (3) The new social studies did not have a great impact in either province, social studies has not changed very much over the years. (4) Teachers are still affected by the public examinations. and (5) Most teachers do not want any workshops or in-service days unless they are either with pay or are a credit towards a higher teaching grade.

When looking at Robert's study of elementary teachers one finds that teachers do not use the equipment that is available to them, an example being that globes and maps are used by 47 per cent and 65 per cent of teachers, respectively, while 98 per cent of Redden's and this writer's teachers used maps and 70 per cent and 91 per cent used globes.

It is interesting to note that some of Roberts' recommendations have already been implemented by the Department of Education and Memorial University and it is hoped that some of the conclusions drawn in the final chapter of this work as a result of the findings of Redden, Roberts and this writer will lead to recommendations that will be adhered to by readers, bearing in mind especially the new K - 12⁶⁸ social studies sequence presently being developed at the Department of Education.

⁶⁸Since this work began the Provincial Government has passed legislation to implement Grade 12 into Newfoundland high schools, so "K - 11" has changed to "K - 12".

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study, as stated in Chapter I, was two-fold: (1) to trace the historical development of the social studies curriculum in Newfoundland senior high schools from 1949, when Newfoundland entered Confederation, to 1978 and (2) to ascertain the development of and the current state of social studies in Newfoundland senior high schools from 1949 to 1978 by examining developments in curriculum, courses of study, audio-visual aids, textbooks, evaluation policies and teacher training.

These aspects were examined and results were arrived at by studying the methods and techniques used by social studies teachers in Newfoundland. This was done by comparing the results of questionnaires sent to teachers by this writer with those of questionnaires sent to teachers by other writers on the same topics.

Some important facts gleaned from the historical review which affected education in general and social studies in particular between 1949 and 1978 follow:

- (1) A conference was held on "Education" - 1958 with the following being some of the results: library grants, science, domestic science and commerce grants introduced;

new scholarships and bursaries granted, high school texts subsidized and Central High School policy drawn up.

- (2) New Memorial Campus opened, Technical College created and eleven Vocational Schools established - 1962 followed by the College of Fisheries - 1963.
- (3) A Royal Commission on Education and Youth was appointed in 1964.
- (4) The reorganization of the Department of Education along functional, non-denominational lines took place between 1964-69.
- (5) A new Education Act was proclaimed, a new Department of Education Act was passed and a new Schools Act was approved in 1968.
- (6) New subjects, Geography I and Geography II, were offered at Memorial - 1948.
- (7) History first appeared in the Curriculum and the Division of Audio-Visual Education came into being - 1949.
- (8) The "New Social Studies" and the National History Project (Canada Studies Foundation) both coming in the 1960's had a profound affect on high school social studies.
- (9) A new K - XI (presently K - XII) social studies sequence has been on the move since 1972 and hopefully will be completed by 1981.

In reviewing the literature for the study the

writer looked at research reported at the various levels of social studies but especially at the senior high level, all across Canada, including Newfoundland as well as parts of the United States, using such writers as Redden, Roberts, Braine, Ravenscroft, Badcock, Kennedy, Jones and Kannapadam.

The writer, after tracing the historical development of social studies in Newfoundland from 1949-78, examined certain aspects of education affecting social studies as taught in Newfoundland senior high schools by carrying out a study in the form of a questionnaire, a copy of which was sent to every high school in Newfoundland teaching grades ten and eleven. The questionnaire was a modified form of the one used by Redden who researched social studies in senior high schools of Nova Scotia; this writer changed certain parts of the questionnaire to suit the Newfoundland situation.

The questionnaire dealt with experience, qualifications, methods and evaluation practices as they apply to senior high school social studies teachers. Teachers were classified into two groups - those teaching before 1965 and those teaching after 1965. The report of the findings took the form of a numerical analysis with the help of tables, using percentages.

This writer also compared his findings with those of Redden, who used a similar questionnaire for the same grades in Nova Scotia and with Roberts, who reported on elementary teaching of social studies in Newfoundland.

Conclusions

In accordance with the findings of this study, the following conclusions have been reached, concerning Newfoundland and Nova Scotia senior high schools:

- (1) Newfoundland teachers of high school social studies, 1977 had more teaching experience and appeared to be better qualified than were Nova Scotian social studies teachers in the late 1960's.
- (2) Most of the social studies teachers of Newfoundland and Nova Scotia have been educated within their own province and teach in schools in proximity to the university they attended.
- (3) Both province's teachers have a strong academic background for teaching history but there is much more emphasis placed on geography in Newfoundland and Memorial University has a much more extensive geography program than do other Maritime Universities.
- (4) The "new social studies" of the sixties has been slow to catch on in either Newfoundland or Nova Scotian senior high schools.
- (5) Teachers in Newfoundland and Nova Scotia use several teaching methods but "team teaching" is not a very popular method in either province.
- (6) Teachers in both provinces are reluctant to take courses at their own expense, rather the courses must be held during the school day, or be credits toward a new teaching grade.

- (7) High school social studies teachers of both provinces have the same general comments on courses being taught: "too boring," "outdated," "too difficult" and "not practical."
- (8) Teachers are often misplaced, a teacher who has a number of university courses in political science and sociology may not be teaching a course in "World Problems" or "Canadian Issues".
- (9) The main courses in social studies are still history and geography although teachers are continually crying out for new courses in Canadian Law, Consumer Education, Crime and Sociology.
- (10) Teachers are often reluctant to accept new courses on the one hand especially if it involves going outside of the text for resource persons or resource materials but on the other hand they want economics, Canadian Law and Civics.
- (11) Maps, globes and supplementary reading have been and still are the teaching aids used most frequently in high school social studies in Nova Scotia and Newfoundland.
- (12) High school social studies teachers are influenced by Public Examinations since the Department of Education outlines the text to be covered during the school year.
- (13) Newfoundland teachers are anxious to get on with the new K - XII social studies sequence since it already has been on the move for a number of years.

The following conclusions compare the teaching of high school social studies and elementary social studies:

- (1) The "new social studies" has affected elementary social studies more than it has high school social studies.
- (2) Elementary teachers use resource persons much more than do high school teachers while high school teachers use color slides more frequently than do elementary teachers.
- (3) Experienced teachers use a greater number of desirable methods and techniques in their teaching of social studies than do inexperienced teachers.
- (4) Many high school teachers are not using the teaching methods of social studies that they have been exposed to at the universities.
- (5) Whether "High School Newfoundland," "High School Nova Scotia" or "Elementary Newfoundland," all social studies teachers use much the same methods, are educated at the same university within each province and are often taught many of the same methods.

Recommendations

To improve the social studies program at the senior high school level in the province of Newfoundland is the responsibility of five groups: the Department of Education, which is responsible for educational policy and finances; Memorial University of Newfoundland, who is responsible for providing teacher education programs; the

school boards and school personnel, who implement programs and policies set down by the Department of Education; and the N.T.A., which works with all of the other four groups on various aspects of curriculum and teacher training.

In the light of the above statement and in accordance with the summary and the conclusion, the following recommendations are related to the purpose of the study:

- (1) That the Department of Education complete the revision of the K - XII social studies sequence which began in 1972 as soon as possible to place social studies in its proper perspective and then most of the following recommendations could be easily implemented.
- (2) That the Department of Education introduce new and/or up-dated courses in "Consumer Education," "Canadian Law," "Sociology," "Economics" and "Civics" into the senior high school social studies curriculum bearing especially in mind, "Newfoundland content."
- (3) That the Department of Education shorten the Grade XI social studies courses to provide ample time for students and teachers to carry out field trips and to allow for seminars for students on topics dealt with within the text.
- (4) That the Department of Education have more local material in the high school social studies curriculum.
- (5) That the Department of Education and school boards place greater emphasis on social studies and that teachers

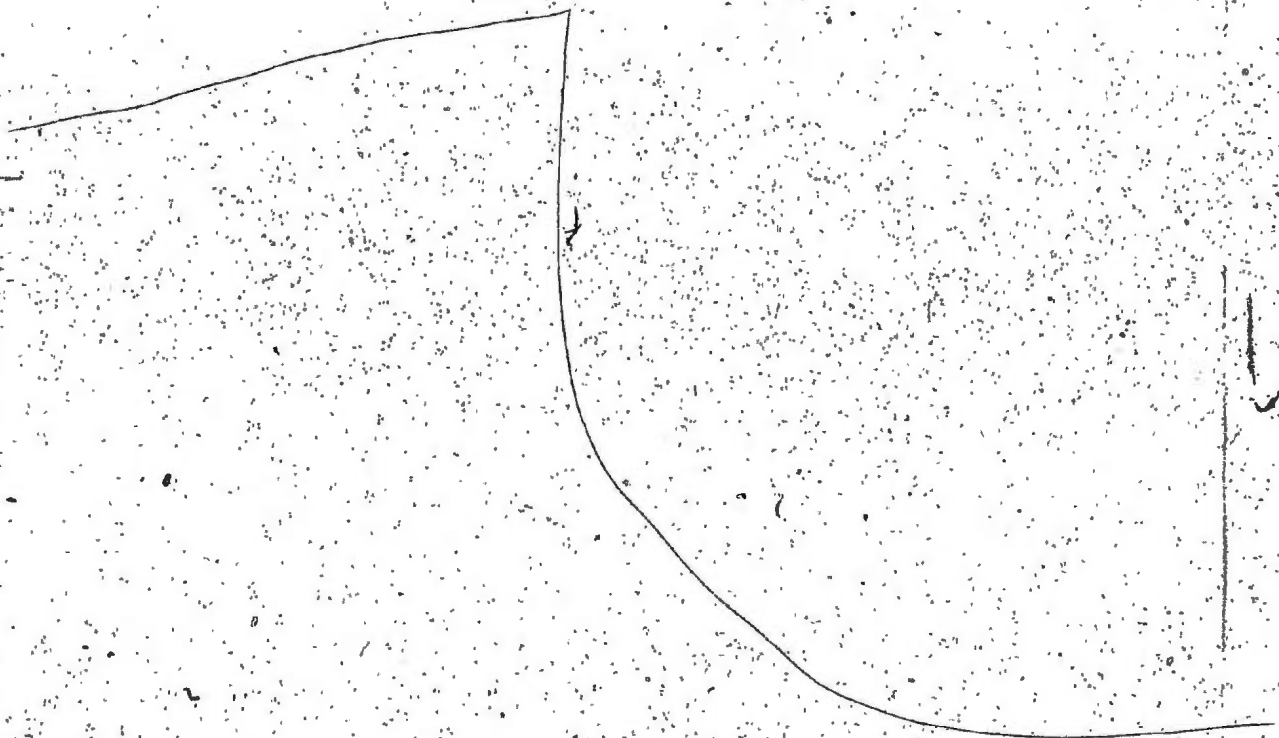
do all they possibly can to establish a positive attitude towards these subjects. It is further recommended that a high school student be required to pass either geography or history in order to pass grade XI.

- (6) That the Department of Education make available a grant to set up an adequate laboratory for senior high school geography courses.
- (7) That the Department of Education, school boards and the N.T.A. together provide grants and/or opportunities for students of senior high school social studies to travel throughout Newfoundland, the rest of Canada or to another country.
- (8) That the Department of Education and the school boards, through the N.T.A., set up in-service days during school hours for a group of teachers teaching a particular social studies subject such as, Grade X "Man in Society" to get together and share ideas concerning content, methodology, evaluation, etc.
- (9) As a result of the general unrest concerning the Grade X History Course "Man in Society", it is recommended that the Department of Education should take a hard look at this course, continue to up-date it until the new K - XII sequence gets on stream and to adhere to the resolution carried at the 1979 N.T.A. Convention, "Be it resolved that the Department of Education provide more resource materials for the Grade X History Course," At the same time, it is further recommended that teachers,

through the help of school boards, carry out seminars for students on certain aspects of this course and that teachers within a school board get together and draw up their own plans for resource materials.

- (10) That the Department of Education, Memorial University and school boards review the University-Preparatory Program of Studies and the General Program of Studies to set a wider gap between the two programs and also to review courses that overlap in content area, as is presently happening in Grade X Earth Science and Grade X geography.
- (11) That the Department of Education, the N.T.A. and school boards encourage teachers to take courses within their field(s) for the purpose of coping with any innovations developed since they have finished their university training.
- (12) That school boards and school principals place teachers within their interest areas, based upon the subject of their major or minor at university.
- (13) To re-emphasize Roberts - "That school boards provide their schools with professional literature dealing with school social studies."
- (14) That all of those groups mentioned in the opening statement, stress the importance of the Language Arts in the social studies.
- (15) That all groups involved in education already mentioned in the beginning of this section of the chapter, should totally support the recommendations brought forth in

this study in an attempt to provide an excellent high school social study program in the Province of Newfoundland for the decades ahead.



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APPENDICES

APPENDIX A

Redden's Questionnaire

5

DALHOUSIE UNIVERSITY

Department of Education

Questionnaire for Teachers of Social Studies
in Nova Scotia, May 1969

Name: _____

School: _____

1. For how many years have you been teaching? _____
How many years have you taught in Nova Scotia? _____

2. Check (✓) the Social Studies courses you are
now teaching:-

Grade X	University-Preparatory	History	_____	Geography	_____
	General	History	_____	Geography	_____

Grade XI	University-Preparatory	History	_____	Economics	_____
	General	History	_____	Economics	_____

Grade XII	University-Preparatory	History	_____	Modern	_____
				World	_____
				Problems	_____
	General	History	_____	World	_____
				Problems	_____

3. State teaching certificate or license held T.C. _____

4. Where did you receive your professional training?
State name of Teachers' College (Normal School) or
University: _____

5. If you hold a university degree, (B.A., B. Sc.,
or B. Comm.) or if you have credit for any
university courses, list below classes taken at
university in History, Geography, Economics,
Political Science or Sociology.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

6. Please check (✓) below in the appropriate places:

Which of the following teaching aids have you used
in the last five years and how frequently?

	<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>
(a) tape recorder	_____	_____	_____
(b) moving pictures	_____	_____	_____
(c) filmstrips	_____	_____	_____
(d) colour slides	_____	_____	_____
(e) maps	_____	_____	_____
(f) globe	_____	_____	_____
(g) radio	_____	_____	_____
(h) television	_____	_____	_____
(i) outside speakers	_____	_____	_____
(j) supplementary reading	_____	_____	_____
(k) jackdaws (collection of facsimiles of historical docu- ments)	_____	_____	_____
(l) other (please specify)	_____	_____	_____

7. If you were teaching high school Social Studies before 1960 which of the following teaching aids did you use at that time and how frequently?

	<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>
(a) tape recorder	_____	_____	_____
(b) moving picture	_____	_____	_____
(c) filmstrips	_____	_____	_____
(d) colour slides	_____	_____	_____
(e) maps	_____	_____	_____
(f) globe	_____	_____	_____
(g) radio	_____	_____	_____
(h) television	_____	_____	_____
(i) visits to museums, etc.	_____	_____	_____
(j) outside speakers	_____	_____	_____
(k) supplementary reading	_____	_____	_____
(l) jackdaws (collection of facsimiles of historical documents)	_____	_____	_____
(m) other (please specify)	_____	_____	_____

8. What method of teaching do you use for the most part?

- (a) Question and answer _____
- (b) Lecture _____
- (c) Other (specify) _____

9. Do you allow for individual differences in your teaching?

(a) for slow learners _____

(b) for fast learners _____

(c) for individuals _____

(d) explain how the allowance is made:

10. Below are listed three modern methods which can be employed in the teaching of Social Studies. Check (✓) any of those methods which you have used in teaching Social Studies:-

(a) Team teaching _____

(b) Concept method _____

(c) Discovery and inquiry method _____

11. Do you feel that the Provincial Examinations influence your teaching?

(a) Yes _____ No _____

(b) Explain:- _____

12. What suggestions would you make for the improvement of the Provincial Examinations in Social Studies?

13. If there were no Provincial Examinations, what would you suggest to be used as a basis of evaluation?

14. Would you be in favour of university entrance examinations set by colleges?

Yes _____ No _____

15. (a) Are you satisfied with the present high school Social Studies courses in the University-Preparatory Program? Yes _____ No _____

- (b) If not:- (i) Which course or courses would you eliminate? _____

(ii) What course or courses would you add? _____

(iii) What changes in context or text-books would you suggest in the present courses?

16. (a) Are you satisfied with the present high school social studies courses in the General Program?

Yes _____ No _____

- (b) If not:- (i) Which course or courses would you eliminate? _____

(ii) What course or courses would you add? _____

(iii) What changes in context or textbooks would you suggest in the present courses?

17. If a Summer Workshop were held dealing with Modern Methods such as Team Teaching, the Concept Method, and the Discovery and Inquiry Method, would you be interested in attending? Yes _____ No _____

APPENDIX B
Modified Questionnaire

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of Curriculum and Instruction

Questionnaire for Teachers of Social Studies
in Newfoundland, June 1977

Name of School: _____

School Board: _____

1. For how many years have you been teaching? _____

2. Check () the Social Studies courses you are now teaching:-

Gd. X	University-Prep.	History _____	Geog. _____	Sociology _____
	General	History _____	Geog. _____	Sociology _____

Gd. XI	University-Prep.	History _____	Econ. _____	Sociology _____
	General	History _____	Econ. _____	Sociology _____

University-Prep.	Geog. _____	Gen. Geog. _____
------------------	-------------	------------------

3. State teaching certificate or license held _____

4. Where did you receive your professional training?
 State name of Teachers' College or University:

5. If you hold a university degree, (B.A., B.Sc., or B. Comm.)
 or if you have credit for any university courses, list
 below classes taken at university in History, Geography,
 Economics, Political Science or Sociology.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

6. Please check () below in the appropriate places:

Which of the following teaching aids have you used in the last five years and how frequently?

	<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>
(a) tape recorder	_____	_____	_____
(b) moving pictures	_____	_____	_____
(c) filmstrips	_____	_____	_____
(d) colour slides	_____	_____	_____
(e) maps	_____	_____	_____
(f) globe	_____	_____	_____
(g) radio	_____	_____	_____
(h) television	_____	_____	_____
(i) resource persons	_____	_____	_____
(j) visits to museums, etc.	_____	_____	_____
(k) supplementary reading	_____	_____	_____
(l) jackdaws (collection of facsimiles of historical documents)	_____	_____	_____
(m) newspapers	_____	_____	_____
(n) models	_____	_____	_____
(o) aerial photographs	_____	_____	_____
(p) games	_____	_____	_____
(q) field trips	_____	_____	_____
(r) other (please specify)	_____	_____	_____

7. If you were teaching high school Social Studies before 1965 which of the following teaching aids did you use at that time and how frequently?

	<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>
(a) tape recorder	_____	_____	_____
(b) filmstrips	_____	_____	_____
(c) moving picture	_____	_____	_____
(d) colour slides	_____	_____	_____
(e) maps	_____	_____	_____
(f) globe	_____	_____	_____
(g) radio	_____	_____	_____
(h) television	_____	_____	_____
(i) resource personnel	_____	_____	_____
(j) visits to museums, etc.	_____	_____	_____
(k) supplementary reading	_____	_____	_____
(l) jackdaws (collection of facsimiles of historical documents)	_____	_____	_____
(m) newspapers	_____	_____	_____
(n) models	_____	_____	_____
(o) aerial photography	_____	_____	_____
(p) games	_____	_____	_____
(q) field trips	_____	_____	_____
(r) other (please specify)	_____	_____	_____

8. What method of teaching do you use for the most part?

- (a) Question and answer _____
- (b) Lecture _____
- (c) Other (specify) _____

9. Do you allow for individual differences in your teaching?

- (a) for slow learners _____
- (b) for fast learners _____
- (c) for individuals _____

(d) Explain how the allowance is made:

10. Below are listed four methods which can be employed in the teaching of Social Studies. Check () any of those methods which you have used in teaching Social Studies:-

- (a) Team teaching _____
- (b) Concept method _____
- (c) Discovery and inquiry method _____
- (d) Discussion method _____
- (e) List one other method you have found effective _____

11. Do you feel that the Public Examinations still influence your teaching?

(a) Yes _____ No _____ Not applicable _____

(b) Explain: - _____

12. What suggestions would you make for further improvement of the Public Examinations in Social Studies?

13. If there were no Public Examinations, what would you suggest be used as a basis of evaluation?

14. Would you be in favour of university entrance examinations set by the university for your students?

(a) Yes _____ No _____

(b) Explain: _____

15. (a) Are you satisfied with the present high school Social Studies courses in the University-Preparatory Program?

Yes _____ No _____

(b) If not: - (i) Which course or courses would you eliminate?

(ii) What course or courses would you add?

- (iii) What changes in context or textbooks would you suggest in the present courses?

16. (a) Are you satisfied with the present high school social studies courses in the General Program?

Yes _____ No _____ Not Applicable _____

- (b) If not:- (i) Which course or courses would you eliminate?

(ii) What course or courses would you add?

(iii) What changes in context or textbooks would you suggest in the present courses?

17. If a Summer Workshop were held dealing with more Modern Methods such as Team Teaching, the Concept Method, and the Discovery and Inquiry Method, would you be interested in attending?

(a) Yes _____ No _____

(b) Explain:

APPENDIX C

Roberts' questionnaire to teachers

QUESTIONNAIRE

TEACHERS

PURPOSE: This is a study to ascertain the number and kinds of methods and techniques which elementary teachers in Newfoundland are using in their teaching of social studies (History, Geography, Civics) during the school year 1968-69.

USE OF DATA: The data from this survey will be kept strictly CONFIDENTIAL. Your name is not required on this form and the data will not be used in any way to identify individual teachers or schools. The information gained from this survey will be most valuable to future planning in the area of social studies at both the school and the university level. For this reason it is most important that (1) you answer every question to the best of your ability, and (2) that your answers be in the light of what you are doing this school year, not what you may have done in the past.

DIRECTIONS: Please place your answers on the answer sheet provided, put the answer sheet only in the self-addressed, stamped envelope provided, and mail it at your very earliest convenience. Time is important in this case.

SECTION "A"

PERSONAL INFORMATION

1. What grade are you teaching this year?
a. IV b. V c. VI d. VII e. VIII
2. How many pupils do you have in your classroom?
a. 30 or less b. More than 30
3. What social studies subject(s) are you teaching this year?
a. History b. Geography c. Civics
4. How many years have you taught school, including this year?
a. 5 or less b. More than 5 years

5. What teaching license or grade do you hold?
 - a. Less than Grade I
 - b. Grade I
 - c. Grade II
 - d. Grade III
 - e. Grade IV or higher
6. Sex
 - a. Male
 - b. Female
7. Did you take Education 112 (Methods in the Teaching of Social Studies, Science and Health) at Memorial University?
 - a. Yes
 - b. No
8. What year did you take this course?
 - a. Prior to 1963-64
 - b. 1963-64 or later
9. If you did not take Education 112, did you take any other Methods Course at Memorial University in the teaching of social studies at the elementary level?
 - a. Yes
 - b. No
10. Did you teach before attending your first year at Memorial University?
 - a. Yes
 - b. No
11. What type of school are you teaching in this year?
 - a. Primary-Elementary (K. to Grade VI)
 - b. All Grade
 - c. Junior High
 - d. Central High

SECTION "B"

INSTRUCTION MATERIALS AND THEIR USE

1. How frequently do you use maps in teaching history and/or geography?
 - a. Most of the time
 - b. Sometimes but not always
 - c. Very rarely
 - d. no time

2. How often do you provide mimeographed or duplicated outline maps for your pupils to use in their map exercises?
 - a. Almost always
 - b. Occasionally
 - c. Rarely
 - d. Never
3. To what extent do you use a globe in teaching about such things as the seasons, latitude and longitude, day and night, and time zones?
 - a. Almost always
 - b. Now and then
 - c. Very seldom
 - d. Never
4. How often do you use time lines to teach chronology?
 - a. Most of the time
 - b. Now and then
 - c. Almost never
 - d. At no time
5. How frequently do you discuss with your pupils the pictures which they encounter in their social studies reading?
 - a. Almost always
 - b. Occasionally
 - c. Very rarely
 - d. Never
6. To what extent do you give your pupils instruction and practice in interpreting pictures which they encounter in their social studies work?
 - a. A great deal
 - b. Sometimes
 - c. Very seldom
 - d. On no occasion
7. How frequently do you alone, or with the help of your pupils, prepare bulletin board displays?
 - a. Most of the time
 - b. Sometimes but not always
 - c. Rarely
 - d. Never

8. To what extent do you make use of newspapers and magazines as a source of information in your teaching of social studies?
- a. Whenever appropriate
 - b. On occasions
 - c. Very seldom
 - d. Never
9. How frequently do your pupils listen to school broadcasts which pertain to the history, geography, or civics you are teaching?
- a. Whenever they are available
 - b. Occasionally
 - c. Seldom
 - d. Never
10. How often do you rearrange your class timetable to listen to school broadcasts pertaining to the history, geography or civics you are teaching?
- a. Almost always
 - b. If conditions permit
 - c. Not usually
 - d. Never
11. How often do you tape record school broadcasts in history, geography, or civics for use at a more convenient time later?
- a. Whenever possible
 - b. Now and then
 - c. Very rarely
 - d. Never
12. To what extent do you use filmstrips in your social studies teaching?
- a. Most of the time
 - b. Now and then
 - c. Rarely
 - d. At no time
13. How often do you use slides in your social studies teaching?
- a. Whenever possible
 - b. Occasionally
 - c. Seldom
 - d. Never

14. How frequently do you take slides of places you visit for future use in your social studies teaching?
- a. Almost always
 - b. Sometimes
 - c. Very rarely
 - d. Never
15. How often do you use 16 mm films in your teaching of social studies?
- a. Whenever available
 - b. Sometimes but not always
 - c. Seldom
 - d. Never
16. How frequently do you show 16 mm films to your class in the auditorium, gymnasium, or some room other than in the classroom?
- a. Almost always
 - b. Sometimes but not always
 - c. Very rarely
 - d. On no occasion
17. How often do you spend time preparing your class for a film before showing it?
- a. Most of the time
 - b. Now and then
 - c. Seldom
 - d. Never
18. How often do you spend time discussing the film with your pupils after it has been shown?
- a. Usually
 - b. Occasionally
 - c. Rarely
 - d. Never
19. How frequently do you show the same 16 mm films, film-strips, and slides a second time to your class?
- a. Whenever possible
 - b. Now and then
 - c. Seldom
 - d. At no time

20. To what extent are films, filmstrips, records or slides used about the same time that you are teaching the subject matter related to these audio-visual aids?
- a. Most of the time
 - b. Occasionally
 - c. Very rarely
 - d. Never
21. How often do you use a tape recorder in your social studies teaching to record activities such as group discussions, panel discussions, mock radio broadcasts, etc.?
- a. Whenever appropriate
 - b. Now and then
 - c. Seldom
 - d. At no time
22. To what extent do you use an overhead projector in your social studies teaching?
- a. Whenever appropriate
 - b. Sometimes
 - c. Rarely
 - d. Never
23. How often in your social studies teaching do you make use of free and inexpensive material which you obtain from tourist information centres, foreign embassies at Ottawa, oil companies, large industrial concerns, etc.?
- a. Whenever obtainable
 - b. On occasions
 - c. Very rarely
 - d. Never

SECTION "C"

GROUP AND INDIVIDUAL ACTIVITIES

24. How frequently do your pupils complete outline maps?
- a. Almost always
 - b. Now and then
 - c. Very seldom
 - d. At no time

25. How often do your pupils construct time-lines they need or use in History?
- a. Frequently
 - b. Occasionally
 - c. Rarely
 - d. Never
26. To what extent do your pupils have experience in planning and conducting panel discussions in your classroom relating to their social studies work?
- a. A great deal
 - b. If conditions permit
 - c. Very little
 - d. Not at all
27. To what extent do your pupils have experience in planning and conducting debates in your classroom related to social studies?
- a. Whenever possible
 - b. Now and then
 - c. Very rarely
 - d. Never
28. How often do your pupils work on projects in committees or small groups?
- a. Whenever appropriate
 - b. Sometimes but not always
 - c. Seldom
 - d. Never
29. How often do you group your pupils alphabetically when they are working in committees or small groups?
- a. Most of the time
 - b. Now and then
 - c. Not usually
 - d. Never
30. How often do you group your pupils according to where they are seated in the classroom?
- a. Almost always
 - b. Sometimes but not always
 - c. Seldom
 - d. Never

31. How frequently do you group your pupils according to their ability to perform certain tasks?
- a. Most of the time
 - b. Occasionally
 - c. Rarely.
 - d. Never
32. How frequently are your pupils permitted to join the group of their choice either because of a special interest in a project or to be with friends?
- a. Whenever possible
 - b. On occasions
 - c. Almost never
 - d. At no time
33. How often do your pupils have experience in planning and dramatizing certain topics in social studies?
- a. Whenever appropriate
 - b. Occasionally
 - c. Seldom
 - d. Never
34. How often do your pupils have experience in planning and conducting mock radio and/or T.V. programmes in the classroom when dealing with certain topics in social studies?
- a. Frequently
 - b. Now and then
 - c. Rarely
 - d. Not suitable for my class
35. How frequently do your pupils have experience in planning and participating in field trips as a part of their social studies work?
- a. Whenever possible
 - b. Now and then
 - c. Very rarely
 - d. Never
36. How often do you and your pupils discuss the purpose of the field trip before taking it?
- a. Most of the time
 - b. Sometimes
 - c. Very seldom
 - d. Never

37. How frequently do you conduct discussions with your pupils in the classroom following the field trip?
- a. Most of the time
 - b. Occasionally
 - c. Seldom
 - d. At no time
38. How often do you and/or your pupils invite resource persons to your classroom, such as a fisherman, a miner, a paper-mill worker, a banker, etc.?
- a. Frequently
 - b. Occasionally
 - c. Very rarely
 - d. On no occasion
39. How frequently do your pupils give oral reports on certain aspects of their social studies work?
- a. Whenever appropriate
 - b. Sometimes
 - c. Seldom
 - d. Never
40. To what extent do your pupils obtain information from such reference and supplementary books as encyclopedias, almanacs, yearbooks, etc.?
- a. Frequently
 - b. On occasions
 - c. Very rarely
 - d. Never
41. How often do your pupils make written reports on certain aspects of their social studies work?
- a. Whenever appropriate
 - b. Now and then
 - c. Not usually
 - d. Never
42. How often do you give your pupils instruction and practice in the construction of graphs in their social studies work?
- a. A great deal
 - b. On occasions
 - c. Very seldom
 - d. At no time

43. How frequently do you give your pupils instruction and practice in making travel posters when learning about different places?
- a. Almost always
 - b. Sometimes but not always
 - c. Seldom
 - d. Never
44. How often do your pupils have experience in constructing models of some of the things they are studying such as an Indian tepee, an Eskimo igloo, a fishing stage, a medieval castle, etc.?
- a. Whenever possible
 - b. Occasionally
 - c. Very rarely
 - d. Never
45. How frequently do you provide time during the week when pupils may read books and stories related to their social studies such as historical novels, biographies, travel books, etc.?
- a. Whenever possible
 - b. Now and then
 - c. Very seldom
 - d. Never
46. How often do you encourage your pupils to write a piece of prose or poetry depicting some aspects of their social studies work?
- a. Whenever appropriate
 - b. Occasionally
 - c. Not usually
 - d. Never
47. How often do your pupils, individually or in groups, construct any relief maps, transportation maps, communication maps etc., in their social studies work?
- a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Not at all

48. How frequently do you have outside speakers come to your classroom to speak to your pupils about some aspect of social studies they are studying?
- a. Whenever possible
 - b. Now and then
 - c. Seldom
 - d. Never
49. How often do you ask your pupils to read certain pages in their social studies textbooks as preparation for the work you are planning to do next day in class?
- a. Almost always
 - b. Sometimes but not always
 - c. Very rarely
 - d. At no time
50. How frequently do you ask your pupils to memorize such things as dates, events, causes, names, battles, etc., in their social studies work?
- a. Whenever appropriate
 - b. Occasionally
 - c. Very rarely
 - d. Never
51. How often do you have your pupils who have travelled to other places tell the class about their travels?
- a. Whenever appropriate
 - b. Now and then
 - c. Seldom
 - d. Never

SECTION "D"

TYPE OF ORGANIZATIONAL APPROACH TO THE TEACHING OF SOCIAL STUDIES

52. To what extent do you use the textbook as a guide in organizing your social studies teaching?
- a. Most of the time
 - b. On occasions
 - c. Not usually
 - d. Never

53. To what extent do you follow the textbook chapter by chapter in your social studies teaching?
- a. Almost always
 - b. Sometimes but not always
 - c. Seldom
 - d. Never
54. To what extent do you make use of the guidebook or teacher's manual when there is one for the particular textbook you are using in social studies.
- a. A great deal
 - b. Now and then
 - c. Only slightly
 - d. On no occasion
55. To what extent do you develop units of work in social studies which take from 3 to 7 or 8 weeks to complete?
- a. Frequently
 - b. Occasionally
 - c. Very rarely
 - d. Never
56. How often do you provide an experience for your pupils at the beginning of a unit to motivate them so that they will be interested in learning about the topic covered by the unit?
- a. Almost always
 - b. Now and then
 - c. Very seldom
 - d. Never
57. How often do you provide an experience at the end of a unit to summarize what your pupils have learned in the unit?
- a. Frequently
 - b. Now and then
 - c. Very rarely
 - d. Never

SECTION "E"

EVALUATION IN SOCIAL STUDIES

58. How frequently do you give short quizzes in social studies to your pupils?
- a. Whenever appropriate
 - b. On occasions
 - c. Seldom
 - d. Never
59. How often do you give your pupils tests at the end of a chapter or unit?
- a. Almost always
 - b. Sometimes
 - c. Very rarely
 - d. Never
60. How often do you give your pupils tests to indicate their attitudes toward people, beliefs, customs, etc.?
- a. Whenever possible
 - b. Occasionally
 - c. Rarely
 - d. Not suitable for my class
61. To what extent do you make brief notes on the behavior of individual pupils as you observe them working on their social studies projects, either individually or in small groups?
- a. Whenever possible
 - b. Occasionally
 - c. Very seldom
 - d. At no time
62. To what extent do you use essay tests in your evaluation of social studies?
- a. A great deal
 - b. Now and then
 - c. Very little
 - d. On no occasion

63. To what extent do you give your pupils objective tests in social studies, such as multiple choice, true-false, matching, etc.?
- a. Whenever appropriate
 - b. On occasions
 - c. Very rarely
 - d. Never
64. How frequently do you construct your own tests in social studies?
- a. Almost always
 - b. Now and then
 - c. Very rarely
 - d. Never
65. To what extent do you make use of test questions which you find in social studies textbooks or in other similar books?
- a. Whenever possible
 - b. Occasionally
 - c. Very little
 - d. At no time
66. How often do you give your pupils an opportunity to evaluate you as a teacher of social studies?
- a. Whenever appropriate
 - b. Now and then
 - c. Very rarely
 - d. Never
67. To what extent do you make use of the information you obtain in No. 66 above to improve your approach to the teaching of social studies?
- a. Almost always
 - b. Occasionally
 - c. Very seldom
 - d. Never

APPENDIX D

Some of Roberts' tables which
apply to this work

The following code applies to all of the tables listed
in Appendix D:

1. Most of the time
Almost always
Whenever appropriate
2. Now and then
Occasionally
Sometimes
3. Very seldom
Rarely
Not usually
4. Never
At no time
On no occasion

All percentages are given to the nearest percent.

TABLE 32

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN INSTRUCTIONAL MATERIALS IN THE
TEACHING OF SOCIAL STUDIES ACCORDING TO: THE GRADE LEVEL TAUGHT,
NUMBER OF YEARS TAUGHT AND TEACHING GRADE*

Types of Instructional material used	Grade VIII				Teaching 5 years or less				Teaching more than 5 years				Grade IV or higher teaching certificate			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Maps	0	6	31	63	1	7	39	52	1	2	33	64	1	4	45	49
A globe	5	15	20	54	20	18	27	30	10	11	29	44	10	13	33	34
Bulletin Board displays	5	32	43	20	12	25	40	22	11	19	47	23	14	22	45	19
Newspapers & Magazines	2	10	39	49	10	23	31	36	5	12	34	49	5	15	42	38
School Broadcasts	65	15	17	3	72	14	6	8	62	11	13	14	65	19	9	7
Filmstrips	28	15	42	15	37	21	28	13	32	15	40	13	18	28	39	15
Slides	62	17	11	10	79	5	10	5	72	8	14	5	55	16	13	16
16 mm films	26	19	17	39	43	17	17	23	45	10	15	29	24	15	19	41
Tape recorder	75	12	6	6	80	8	5	6	75	14	6	4	71	18	4	7
Overhead projector	69	9	8	14	79	7	7	7	76	6	9	8	71	9	11	9
Free and inexpensive materials	15	17	28	40	16	17	32	35	12	15	32	41	11	19	35	35

TABLE 33

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN INSTRUCTIONAL MATERIALS IN THE
TEACHING OF SOCIAL STUDIES ACCORDING TO: THE YEAR THEY TOOK METHODS
COURSES IN SOCIAL STUDIES, THE TYPE OF SCHOOL IN WHICH THEY
TAUGHT AND PROFESSIONAL PREPARATION

Type of Instructional Material used	Courses Taken Prior to 1963-64				Courses Taken 1963-64 or later				Central High School				High School Training			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Maps	18	18	49	13	31	23	38	7	0	4	30	68	0	5	36	59
A globe	47	16	15	7	58	18	12	6	26	19	26	30	12	13	29	39
Bulletin Board Displays	4	18	33	45	11	18	31	38	4	33	41	22	14	25	43	19
Newspapers and Magazines	61	12	13	13	70	15	6	9	4	19	44	33	7	15	35	42
School Broadcasts	58	7	26	7	68	13	16	3	59	11	7	22	69	11	9	11
Filmstrips	56	16	12	14	62	11	13	14	48	19	22	11	34	17	34	15
Slides	68	10	16	4	81	2	12	3	63	4	19	15	65	14	9	12
16 mm films	16	23	13	47	11	16	25	47	48	11	15	26	34	13	17	35
Tape recorder	78	7	7	7	74	8	9	8	59	11	7	22	69	11	9	11
Overhead projector	12	12	29	42	12	15	35	38	93	7	0	0	81	5	7	7
Free and inexpensive materials	12	21	47	19	28	23	38	9	7	4	26	63	15	17	33	35

TABLE 34

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN GROUP AND INDIVIDUAL ACTIVITIES
IN THEIR TEACHING OF SOCIAL STUDIES ACCORDING TO: THE GRADE LEVEL
TAUGHT, NUMBER OF YEARS TAUGHT AND TEACHING GRADE

Type of Group and Individual Activities	Grade VIII				Teaching 5 years or less				Teaching more than 5 years				Grade IV or higher Teaching Certificate			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Debates	14	28	40	19	41	29	20	10	34	26	26	13	35	28	24	12
Projects	11	32	32	25	17	26	30	27	18	23	30	29	14	23	33	30
Ability Grouping	15	17	32	35	16	16	37	31	12	13	41	33	15	12	43	30
Grouping according to choice	19	6	46	29	18	10	47	25	15	7	50	27	14	7	42	36
Field trips	59	25	11	6	67	17	10	6	60	20	11	8	61	19	12	8
Resource Persons	72	20	6	2	75	17	7	1	76	14	7	1	72	21	4	3
Oral Reports	19	11	32	39	15	20	35	30	12	16	39	32	9	22	40	29
Written Reports	5	11	32	52	9	11	29	51	6	9	29	56	3	6	34	57
Posters	52	17	26	6	55	22	19	3	40	22	31	5	57	22	19	2
Models	54	23	11	11	30	21	20	29	24	19	24	33	36	19	21	24
Panel Discussions	17	32	40	11	34	35	23	8	27	33	29	10	33	31	26	10

TABLE 35

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN GROUPS AND INDIVIDUAL ACTIVITIES
IN THEIR TEACHING OF SOCIAL STUDIES ACCORDING TO: THE YEAR THEY TOOK
METHODS COURSES IN SOCIAL STUDIES, THE TYPE OF SCHOOL IN
WHICH THEY TAUGHT AND PROFESSIONAL PREPARATION

Type of Group and Individual Activities	Courses Taken Prior to 1963-64				Courses Taken 1963-64 or Later				Central High School				High School Training			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Debates	16	21	32	30	16	25	31	28	22	22	44	11	38	25	24	12
Projects	2	8	23	67	1	7	20	72	4	33	37	26	16	29	32	23
Ability Grouping	14	9	49	28	15	9	48	27	7	22	26	44	15	14	44	27
Grouping according to choice	33	27	27	12	41	32	20	7	15	7	48	30	15	8	45	30
Field Trips	63	18	11	7	63	22	7	8	67	19	11	4	65	20	9	6
Resource Persons	75	17	6	1	74	15	10	1	63	22	11	4	78	14	6	2
Oral Reports	12	18	38	32	14	22	33	31	11	4	52	33	13	21	38	28
Written Reports	5	10	23	62	8	13	30	50	4	7	19	70	8	10	34	47
Posters	42	23	29	4	50	24	23	3	33	48	15	0	51	23	24	2
Models	26	16	23	24	24	21	25	31	52	22	7	19	33	19	21	27
Panel Discussions	32	29	24	14	42	31	19	9	19	41	33	7	33	32	24	10

TABLE 36

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN TYPES OF ORGANIZATIONAL APPROACH
IN THEIR TEACHING OF SOCIAL STUDIES ACCORDING TO THE GRADE LEVEL
TAUGHT, NUMBER OF YEARS TAUGHT AND TEACHING GRADE

Type of Organizational Approach	Grade VIII				Teaching 5 years or less				Teaching more than 5 years				Grade IV or higher Teaching Certificate			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Used textbook as a guide	2	2	5	91	0	0	8	91	1	1	6	91	1	0	6	92
Followed textbook chapter by chapter	6	3	48	42	1	3	39	56	2	4	43	51	1	5	49	44
Made use of guide-book or teacher's manual	6	5	17	66	4	6	29	57	3	6	15	70	5	13	29	46
Developed units of work in social studies	9	17	34	37	17	23	33	25	13	19	36	30	12	21	39	25
Provided experience for pupils at beginning of unit	5	15	37	43	9	12	43	35	5	8	38	48	7	11	37	44
Provided experience for pupils at end of unit	11	11	20	57	9	13	30	47	5	11	31	52	6	13	29	50

TABLE 37

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN TYPES OF ORGANIZATIONAL APPROACH
IN THEIR TEACHING OF SOCIAL STUDIES ACCORDING TO: THE YEAR THEY TOOK
METHODS COURSES IN SOCIAL STUDIES, THE TYPE OF SCHOOL
IN WHICH THEY TAUGHT AND PROFESSIONAL PREPARATION

Type of Organizational Approach	Courses Taken Prior to 1963-64				Courses Taken 1963-64 or later				Central High School				High School Training			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Used textbook as a guide		1	6	93	0	0	11	88	0	0	7	93	1	0	6	92
Followed textbook chapter by chapter	3	2	41	54	1	5	41	52	0	11	56	33	1	4	42	52
Made use of guidebook or teacher manual	3	5	13	75	4	4	27	60	15	0	22	63	4	7	18	64
Developed units of work in social studies	11	22	38	27	18	22	34	26	7	30	30	30	12	22	34	30
Provided experience for pupils at beginning of unit	6	8	42	42	8	9	43	40	0	22	44	30	8	8	38	45
Provided experience for pupils at end of unit	6	12	34	49	9	12	31	48	11	11	22	52	8	10	27	55

TABLE 38

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN TYPES OF EVALUATION
IN THEIR TEACHING OF SOCIAL STUDIES ACCORDING TO: THE GRADE
LEVEL TAUGHT, NUMBER OF YEARS TAUGHT AND TEACHING GRADE

Types of Evaluation	Grade VIII				Teaching 5 years or less				Teaching more than 5 years				Grade IV or higher Teaching certificate			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Gave short quizzes	2	5	17	77	0	3	16	80	0	2	24	73	0	4	20	75
Gave tests at end of chapter or unit	2	0	19	80	1	1	15	83	0	1	18	81	0	3	18	79
Used essay tests	6	12	42	40	6	15	48	31	7	18	52	23	1	12	58	29
Used objective tests	6	2	28	65	2	6	29	64	2	6	27	65	2	10	26	62
Constructed own tests	2	0	6	92	1	1	3	95	0	0	7	92	0	1	3	96
Made use of test questions in textbooks or similar books	6	15	37	42	7	14	39	40	3	9	40	48	9	16	44	31

TABLE 39

PERCENTAGE OF ELEMENTARY TEACHERS USING CERTAIN TYPES OF EVALUATION IN THEIR TEACHING OF SOCIAL STUDIES ACCORDING TO: THE YEARS THEY TOOK METHODS COURSES IN SOCIAL STUDIES, THE TYPE OF SCHOOL IN WHICH THEY TAUGHT AND PROFESSIONAL PREPARATION

Types of Evaluation	Courses taken prior to 1963-64				Courses taken 1963-64 or later				Central High School				High School Training			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Gave short quizzes	0	3	21	76	1	2	17	80	4	4	11	82	1	2	20	77
Gave tests at end of chapter or unit	1	0	19	80	1	1	16	82	4	0	7	89	0	1	15	83
Used essay tests	5	21	49	26	4	18	47	30	7	0	44	48	6	14	49	27
Used objective tests	2	6	30	61	2	14	25	69	4	7	37	52	2	6	28	64
Constructed own tests	1	0	6	94	1	1	5	93	4	3	4	89	1	0	6	93
Made use of test questions in text- books or similar books	5	11	35	49	4	12	41	43	11	7	52	30	6	12	39	43

APPENDIX E

Letters

September 1977

Dear Social Studies Teacher:

As part of the requirement for my M.Ed. degree at Memorial University, I am writing a thesis entitled, "High School Social Studies in Newfoundland Since 1949". This is a survey thesis and deals with such topics as: curriculum review; teacher training; textbooks; audio-visual aids; courses of study and methods of teaching.

In order to complete the section on "methods of teaching", I need information from teachers who are teaching Grade X and XI Social Studies in senior high schools of Newfoundland. The enclosed questionnaire covers this area of information.

It would be greatly appreciated if you would help me with this phase of my thesis by completing the enclosed questionnaire as accurately as possible. It is hoped that with this information, I can present an accurate picture of high school social studies teaching in Newfoundland.

May I assure you that your assistance and co-operation will be sincerely appreciated.

Yours truly,

C. George Brown

P.O. Box 27
New Harbour
Trinity Bay, Nfld.
Sept. 7, 1977

Mrs. Glenda Jean Redden
R.R. # 3
Box 21, Site 1
Armdale, Nova Scotia

Dear Mrs. Redden:

I am a graduate student in education at Memorial University, St. John's, Nfld. Presently, I am conducting research into High School Social Studies in Newfoundland.

I have read your Masters Thesis, Fifty Years of Social Studies in the High Schools of Nova Scotia, 1918-1968, and I have found it most helpful in organizing my (M. Ed.) Thesis, High School Social Studies in Newfoundland Since 1949.

Your work has been so helpful that I am seeking permission to use your questionnaire, with some modification, to suit the Newfoundland situation. Also I would like to use some other parts of your text which can be used in my thesis.

Yours truly,

C. George Brown

DEPARTMENT OF EDUCATION

NOVA SCOTIA

172.



P. O. Box 578
Halifax, Nova Scotia
B3J 2S9

September 19, 1977

Mr. C. George Brown
P. O. Box 27
New Harbour
Trinity Bay, Newfoundland

Dear Mr. Brown:

Thank you for your letter requesting permission to use aspects of my Masters Thesis.

You may use the questionnaire, with appropriate adaptation and other aspects as long as you acknowledge their source. As a point of interest, would you please let me know which parts of the thesis you are interested in.

Good luck with your writing. It is an onerous task, but well worth it in the end.

Sincerely,

Glenda J. Redden (Mrs.)
Social Studies Consultant

GJR/jla

APPENDIX F

Social Studies Textbooks used in Grade X
and Grade XI in Newfoundland 1950-1978.

GRADE X HISTORY TEXTBOOKS

1950-1951* O'Brien, A. Europe Before Modern Times. Chicago: Loyola University Press, 1941. (Roman Catholic schools)**

Robinson, James Harvey and Emma Peters Smith, Our World Today and Yesterday. Boston: Ginn and Company, 1934. (Other schools)

1952-1957 Corbett, Fitzsimmons, Ostheimer. Christianity and Civilization. New York: W.H. Sadlier, 1947. (Roman Catholic schools)

1952-1965 Smith, Emma Peters, David Saville Muzzey, and Minnie Lloyd. World History. Boston: Ginn and Company, 1946. (Other schools)

1958-1965 Neff, W.L. and M.G. Planer, World History for A Better World. Milwaukee: Bruce, 1958. (Roman Catholic schools)

1966-1978 Roselle, Daniel. A World History. Boston: Ginn and Company, 1966.

1975-1978 Canadian Problems. Toronto: MacLean-Hunter Learning Materials Company, 1972. This course uses as its core a series of Canadian resource booklets: "Poverty", "Minority Groups", "Labour and Management", "Crime in Canada", and "The Future". (Between 1975 and 1977 either A World History or Canadian Problems could be used.)

GRADE TEN GEOGRAPHY TEXTBOOKS

1950-1959 Midgley, Cyril. The World. Exeter, England: A. Wheaton and Company, n.d.

1960-1975 Bradley, John Hadgdon. World Geography. Revised Edition, Boston: Ginn and Company, 1957.

* The dates at the left indicate the time period during which a certain textbook was used.

** Between 1950 and 1965 "Roman Catholic Schools" and "Other Schools" used different history textbooks in the senior high schools of Newfoundland.

- 1976-1978 Smythe, James M; Charles G. Brown and Eric H. Fors. Elements of Geography. Revised Edition. Toronto: Macmillan of Canada, 1964.
- Graham, Harry. Reading Topographic Maps. Toronto: Holt, Rinehart and Winston of Canada, Limited, 1968.

GRADE TEN CIVICS TEXTBOOKS

- 1953-1961 (This writer could find no prescribed textbooks for this course. It is therefore assumed that teachers developed their own programs.)

GRADE XI HISTORY TEXTBOOKS

- 1953-1957 Corbett, Fitzsimmons, Ostheimer. Christianity and Civilization. New York: W.H. Sadlier, 1947. (Roman Catholic schools)
- 1958-1964 Neff, W.L. and M.G. Planer. World History for A Better World. Milwaukee: Bruce, 1958. (Roman Catholic schools)
- 1952-1964* Smith, Emma Peters, David Saville Muzzey, and Minnie Lloyd. World History. Boston: Ginn and Company, 1946. (Other schools)
- 1965-1975 Roselle, Daniel. A World History. Boston: Ginn and Company, 1963.
- 1976-1978 Wallbank, T. Walter and Arnold Schrier. Twentieth Century World. Glenview, Illinois: Scott, Foresman and Company, 1974.
- 1974-1978 Rogers, Diane P. and Robert J. Clark. Inside World Politics. Toronto: Macmillan of Canada, 1969. (This program is offered on a limited basis for academically-inclined students in schools where libraries are adequate.)
- 1950-1978 There has been a "Current Affairs" component to the Grade XI History since 1950, the information being obtained by students and teachers through radio, television, newspapers and magazines.

* This is the first mention of a Grade XI history textbook for (Other schools) in the period which is covered by this study.

GRADE XI GEOGRAPHY TEXTBOOKS

1950-1952 Modern World Geographies (No other information available).

1953-1967 Stamp, L.D. and G.H.T. Kimble. The World. Toronto: Longman's, Green and Company, 1950.

1968-1978 Smythe, James M; Charles G. Brown, and Eric H. Fors. Elements of Geography. Revised Edition. Toronto: Macmillan of Canada, 1964.

Blair, C.L. and R.I. Simpson. The Canadian Landscape, Map and Air Photo Interpretation Toronto: The Copp Clark Publishing Company, 1967. (This book did not accompany the main text after the school year 1976-1977)

GRADE XI ECONOMICS TEXTBOOKS

1950-1959 MacGibbon, Duncan Alexander. Introduction to Economics. Revised. Toronto: Macmillan, 1935.

Heaton, Herbert. A History of Trade and Commerce. Revised. Toronto: Nelson, 1939.

1960-1965 Steinberg, Albert G. Our Economic Life. Toronto: Sir I. Pitman (Canada), 1959.

1966-1974 . Basic Economics. Toronto: Sir I. Pitman (Canada), 1964.

1975-1978 Trimble, W. Understanding the Canadian Economy. 6th Edition. Toronto: Pitman Publishing, (Canada), 1975.

APPENDIX G

The Role of the School in Newfoundland
and Labrador: Some Implications
For Social Studies

The following is a copy of the "ABSTRACT" of The Role of the School in Newfoundland and Labrador: Some Implications for Social Studies; one of the four foundation papers included in the tentative Rationale for Social Studies developed by the Social Studies Sequence Committee, Division of Instruction, Department of Education, 1978.

At this point it is an "abstract" of a "working paper" which is unedited and is being made available to the educational community in order to obtain evaluative feedback. Nevertheless, this writer would like to think of the "ABSTRACT" as the "Aims and Objectives of Social Studies in Newfoundland and Labrador for the 1980's."

ABSTRACT

The purpose of this paper was to examine the role of the school in order to determine the major areas of responsibility of the Social Studies Programme. It was assumed that examination of the school's goals and functions, would reveal direct implications for the role of Social Studies in the curriculum.

The general responsibility of schools are prescribed in the Aims of Public Education For Newfoundland and Labrador. These Aims can be arranged into two categories, those related to a pupil's intellectual development and those concerned with his/her character development. Mastery of the basic literacy skills; development of thinking and

reasoning abilities; and instruction in knowledge of the world; properly fall under the first heading. With respect to the second group, understanding and practice of Christian principles; cultivation of personal values (moral, work, etc.); appreciation of privileges and responsibilities as members of a family, community, etc.; helping students with career decisions; and encouraging development of special talents, - these relate to character development.

The Social Studies share responsibility with the other curricula for achievement of all school goals. Certain of the Aims, however, seem properly to be a major concern of the Social Studies Programme. Developing critical thinking skills and helping pupils understand the principles and processes of democratic government are two such examples. Other areas of responsibility were identified as a result of examination and interpretation of the Aims.

This paper views the Aims as a general framework within which schools should express their individual roles. Since, however, our modern society is characterized by change, new and legitimate demands are constantly being made on the school. The Royal Commission on Education and Youth, 1967 and provincial education conferences held in 1974, are two, more recent, attempts to interpret the wishes of modern Newfoundland society for its schools. This paper reviews these findings as well as some of the current literature on the educational needs of modern society, particularly of

Newfoundland and Canada.

Some examples, cited in the paper, of new realities with which the school must cope include the following: more pupils remain in school longer, thus the need to meet the interests and needs of a wider spectrum of the population; the "explosion of knowledge" in all fields means not only that there is more to learn, but what is learned is subject to change, making it necessary for schools to instruct in "learning to learn skills"; improved communication and transportation has reduced the world to a "global village" revealing man's interdependence and the need for greater emphasis on "civic" education; exposure to other cultures through travel and the media has heightened our awareness and concern over our own cultural identity, pointing up the need to preserve our heritage - this is evidenced in demands for greater attention to Newfoundland and Canadian studies; and the complexity of modern society demands that citizens be able to think and act in accordance with well established personal values.

The Social Studies Curriculum is a vehicle well suited to fulfilling many of the Aims of Public Education as well as addressing such new concerns as cited above.

The overall purpose of Social Studies parallels the overall purpose of schooling in Newfoundland, namely "to enable a person to achieve his fullest and best development, both as a private individual and as a member of human society.

The major responsibilities of Social Studies identified include: provision for intellectual development, with special emphasis being given to critical thinking, inquiry and discovery learning; helping students understand their families, communities, province, country and world; helping students understand the principles and processes of democratic government; fostering respect for the individual; helping students cultivate and clarify personal values as well as learn how to analyze value questions arising in their studies; reinforce certain "enduring" values necessary for effective social relationships; foster concern for one's fellowman and the environment; help students develop understanding and appreciation for their province and country and instructing students in "learning to learn skills" necessary for coping with a complex world.

Schooling is described as a complex and purposeful process affected directly by limitations of time and other resources. Its goals are rather specific and the knowledge comprising the curriculum is carefully selected to provide a balanced understanding of the world. Similarly the Social Studies programme must carefully select from the universe of knowledge, and provide a balanced, purposeful, programme that facilitates learning even after school is finished. Development of the programme must take into account the needs of the learner and the society he lives in, as well as the nature of Social Studies Knowledge and the role of the school.

