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A STUDY INTO THE OBJECTIVES OF TEACHING SOCIAL STUDIES IN  
CANADIAN SECONDARY SCHOOLS AS STATED IN THE  
PROVINCIAL PROGRAMS OF STUDIES

by

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M.A. Punjab University, 1958

B.T. Punjab University, 1960


Presented in partial fulfillment of the requirements for the degree of

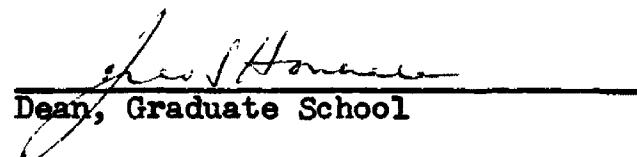
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## CHAPTER I

### INTRODUCTION

Indubitably, social studies has both a responsibility and a challenge to assume an important role in educating our youth for life in a complex world of today. Of course, all fields in the curriculum of the school have some social objectives. The field of social studies is unique in that its subject matter, as well as objectives, deals with the people. Speaking more specifically, the social studies concerns relationships between people, particularly groups of people, since groups are typically more influential than individuals.<sup>1</sup>

Langer has reminded educators that the question of objectives or aims probably constitutes "the most urgent philosophical problem in the whole pedagogical field today."<sup>2</sup> As social studies is of great importance in the spectrum of secondary education, we should pay due consideration to the objectives of teaching this subject to our children. Undeniably, we must consider the objectives of social studies instruction so that we as teachers have some standards by which to judge the direction of our efforts. We must try to decide where we would like to go, unless we merely wish to wander aimlessly and fumble purposelessly.

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<sup>1</sup>Jonathon C. McLendon, Teaching the Social Studies--What Research Says to the Teacher (Washington: American Educational Research Association of the National Education Association, 1963), p. 4.

<sup>2</sup>Susanne K. Langer, "On the Relations Between Philosophy and Education," Harvard Educational Review, XXVI, No. 2 (Spring, 1956), 141.



Moreover, the objectives are of particular significance for they provide the criteria in terms of which social studies courses and social studies teaching are to be planned and evaluated.

#### A. Background of the Problem

The phenomenal changes such as the tremendous explosion of knowledge, the expansion of population, the burst of technology, the discovery of new forms of energy, the rise of new nations and the worldwide rivalry of ideologies have increasingly affected the educational scene in all the countries of the world.<sup>1</sup> These changes have in turn brought a new era in secondary education on this continent. This new era is characterized by two important movements. The first has been a new surge of public concern for the quality of education at the high school level and the second has been a new movement in experimentation and innovation within the secondary schools themselves.<sup>2</sup> Moreover, change has become the basic condition of life in a dynamic society. If we have to face the challenge of change and a fast changing world, we must be prepared to bring fundamental changes in our educational system because the education of yesterday does not satisfy the needs of today, much less the pressing requirements of tomorrow. Keeping pace with these changes, there is a need for the reconsideration of the objectives of social studies instruction, which is one of the important subjects in the secondary schools of Canada.

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<sup>1</sup>J. Lloyd Trump, Dorsey Baynham, Guide to Better Schools (Chicago: Rand McNally and Company, 1961), p. 3.

<sup>2</sup>Lawrence W. Downey, The Secondary Phase of Education (New York: Blaisdell Publishing Company, 1965), p. 3.

There is an imperative need of investigation into the objectives of teaching social studies in the light of the information provided by the Preliminary Report of the Royal Commission on Bilingualism and Biculturalism. According to the report:

Canada is in the most critical period of its history since Confederation. We believe that there is a crisis, in the sense that Canada has come to a time when decisions must be taken and developments must occur leading either to its break-up, or to a new set of conditions for its future existence.<sup>1</sup>

After discussing some of the problems and situations which threaten the very existence of Canada, the Commission concludes its preliminary report with the following remarks:

All ten of us are convinced that in the present situation there is a grave danger for the future of Canada and of all Canadians. There are those who feel that the problems will lessen and go away with time. This is possible, but, in our view, it is more probable that unless there are major changes the situation will worsen with time, and that it could worsen much more quickly than many think.

There are hopeful signs; there are great possibilities for Canada. But we are convinced at the present time that the perils must be faced.<sup>2</sup>

Thus the problem of sectionalism in Canada, the burst of angry feelings driving Quebec towards separatism, the problem of multiculturalism, the changing nature of the society in the growing needs of time urge the study into the objectives of social studies instruction in the secondary schools of Canada. These problems are problems of human relationship with which social studies deals.

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<sup>1</sup>Royal Commission on Bilingualism and Biculturalism, A Preliminary Report of the Royal Commission on Bilingualism and Biculturalism (Ottawa: Queen's Printer, 1965), p. 133.

<sup>2</sup>Ibid., p. 139.

## B. Purpose of the Study

The purpose of the study is to examine the present objectives of social studies teaching in the secondary schools of Canada as stated in the various programs of studies of the ten provinces of Canada.

Another purpose is to find out whether there is any difference between the objectives for the junior high schools and senior high schools in the various provinces of Canada.

Also, a purpose of this study is to make special recommendations regarding the objectives of social studies instruction in view of the Preliminary Report of the Royal Commission on Bilingualism and Biculturalism.

## C. Delimitation of the Problem

The study would deal specifically with the objectives of social studies teaching as they apply or could apply in the secondary schools of Canada. The study is restricted to the objectives of social studies teaching as they are stated in the available printed sources, the most important of which are the official bulletins of education departments, authorized programs of studies, curriculum guides and teachers' handbooks.

The unit objectives given in the above sources are not taken into consideration in this study.

## D. Definition of Terms

In most educational literature the terms, aims and objectives, appear to be used synonymously and interchangeably. Apparently the only distinction made between these terms is in dimension and scope. Both denote an end or purpose in education. Good defines these two terms:

Aim is a foreseen end that gives direction to an activity and motivates behavior.<sup>1</sup>

Objective is an aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that total process is designed and integrated.<sup>2</sup>

Aims are the more remote educational goals which lend direction to the teaching of a subject. They are the outcomes of teaching, relatively more lasting in nature, which cannot be measured directly and which denote the contribution the subject in reference makes toward a realization of the ultimate aims of education.

On the other hand, the objectives are the more immediate goals of education which have direct application in the classroom. They, more or less, relate to the content and the learning experience of a course, and can be measured directly. Objectives represent the means through which educational aims are accomplished.

But most writers do not make any distinction between these two words. Even most of the programs of studies issued by the departments of education have made no such distinction in the use of these two words. Hence, no such distinction is made about the use of these two words in this study.

A Course of Study is an organized body of subject matter arranged for instruction in a given field of knowledge for a given grade or grades.

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<sup>1</sup>Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 23.

<sup>2</sup>Ibid., p. 371.

A Program of Studies is an arrangement of a number of courses which are organized in suitable learning units for the purpose of attaining a given set of educational objectives.

Secondary Education is the planned program of instruction for young persons above the level of elementary schooling and below the level of higher education. Though the grade levels and administrative arrangements vary in various provinces, in this study the secondary education includes Grades VII to XIII, inclusive.

Junior High School. Though in certain provinces the grade levels and administrative arrangements vary, Grades VII to IX, inclusive, are called junior high schools, whether or not there actually exists a separate unit for these grades. In certain provinces which have XIII grades, Grade X is also included in junior high school.

Senior High School. Though in certain provinces the grade levels and administrative arrangements vary, Grades X to XII, inclusive, are called senior high schools, whether or not there actually exists a separate unit for these grades. In certain provinces which have XIII grades, Grades XI to XIII, inclusive, are included in senior high school.

A Curriculum is the sum total of all the courses and planned experiences which are offered by the school for graduation or certification.

#### E. Sources of Data

For the objectives in Canadian secondary social studies teaching the principal sources of information are the programs of studies authorized by the provincial departments of education, curriculum guides,

teachers' handbooks and other bulletins issued by the various departments of education.

Though the study is concerned primarily with the objectives of social studies teaching in Canada's secondary schools, it appears that a number of U.S. publications dealing with social studies have circulated widely throughout Canada. Moreover, the idea of social studies, having been borrowed from the United States of America, appears to have influenced and paralleled Canadian thinking in social studies instruction. For these two reasons, reports of committees and commissions of national associations, federal bulletins and the literature which express the consensus of opinions of large groups of educational authorities of U.S. origin will also be consulted.

#### F. Review of Literature

It is difficult to arrive at definite and universally accepted objectives of teaching social studies in the schools. The basic problem is that of determining the values of the individual and the society, which leads us into the philosophical domain for which scientifically accurate answers are not available.

The reports of the various committees and commissions of national associations have exerted their influence in formulating the objectives. To go into the details of the recommendations of these committees and commissions is beyond the scope of this study. Hence, no attempt has been made to treat them exhaustively.

As a part of the Committee of Ten of the National Education Association, the Conference on History, Civil Government, and Political Economy, in 1893, set up a program for history. It also included a

justification of the teaching of history. The report of the Committee of Seven of the American Historical Association in 1899, considered to be the landmark in the development of history teaching, presented very ably the values of teaching history. Later on, the Committee of Eight of the same organization recommended a program for the elementary schools and in 1910 the Committee of Five recommended a program for the secondary schools.

Other committees which have profoundly affected the teaching of history and other related subjects are: The Committee of Seven of the American Political Science Association (1916), and the Committee on the Social Studies as a part of the Commission of the National Education Association on the Reorganization of Secondary Education (1916).

The publication of the Cardinal Principles of Secondary Education in 1918 by the National Education Association was a milestone in the development of secondary education and in the teaching of social studies.<sup>1</sup> The ideas presented in this publication were restated and expanded, with changes in emphasis, by the Educational Policies Commission of the National Education Association in the Purposes of Education in American Democracy.<sup>2</sup> This document, first issued in 1938, was republished in 1946.

The Commission on the Social Studies sponsored by the American Historical Association has brought many volumes among which the volumes

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<sup>1</sup>National Education Association, Cardinal Principles of Secondary Education, U.S. Bureau of Education Bulletin No. 35 (Washington: Government Printing Office, 1918).

<sup>2</sup>National Education Association, The Purposes of Education in American Democracy (Washington: National Education Association, 1938).

entitled A Charter for the Social Sciences in the Schools,<sup>1</sup> and the Nature of the Social Sciences,<sup>2</sup> both by Charles A. Beard, are valuable for a study of objectives.

In 1928, Miller analyzed the objectives for teaching history from 1888 to 1927 as stated in textbooks, committee reports, association proceedings, and articles in professional magazines. He found the following ten objectives most frequently stated:

<u>Objectives</u>	<u>Frequency</u>
1. To discipline the mind.	189
2. To promote social efficiency.	165
3. To explain the present in the light of the past.	142
4. Understanding of the development concept in history.	115
5. To give ethical training.	106
6. To give training in simple historical research.	96
7. To inculcate ideals of patriotism.	83
8. To train for citizenship.	80
9. To give cultural training.	66
10. To promote tolerance.	56 <sup>3</sup>

Wirth's review of eleven research studies on objectives reveals the fact that most of the studies are concerned with collecting, classifying, and interpreting statements of such objectives. The statements of objectives were gathered from professional literature, courses of study, textbooks and non-professional articles. Some of the statements are based on careful study and analysis of social needs and conditions

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<sup>1</sup>Charles A. Beard, A Charter for the Social Sciences in the Schools (New York: Charles Scribner's Sons, 1932).

<sup>2</sup>Charles A. Beard, The Nature of the Social Sciences (New York: Charles Scribner's Sons, 1934).

<sup>3</sup>Earl Miller, "A Study in the Objectives in the Teaching of American History" (Unpublished Master's thesis, The University of Wisconsin, Madison, 1928).



while others merely express a wish, a hope, or a personal preference. None of the studies attempted to weigh the opinions. In many cases it was difficult to determine the origin of the various opinions expressed. The studies show a multiplicity and confusion of statements. One investigator found 1448 statements of objectives. Similarly, others found long lists. Also, there seems to be a marked increase of emphasis on the functional aspects of civic education.<sup>1</sup>

An examination of courses of study in the United States reveals considerable unanimity and a great overlapping of stated objectives for most of the social studies offerings. Carr, Wesley and Murra listed fourteen objectives as being representative for the social studies field. They were:

1. To respect the rights and opinions of others.
2. To be skillful in securing, sifting, evaluating, organizing, and presenting information.
3. To assume social and civic responsibility.
4. To act in accord with democratic principles and values.
5. To become a judicious consumer.
6. To understand principal economic, social and political problems.
7. To learn about vocational activities and opportunities.
8. To understand the interdependence of peoples and groups.
9. To become a happy member of a home.
10. To make intelligent adjustment to change.
11. To get along with individuals and groups.
12. To use basic social studies skills.
13. To exercise critical judgment.
14. To understand and promote social progress.<sup>2</sup>

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<sup>1</sup>Fremont P. Wirth, "Objectives for the Social Studies," The Contribution of Research to the Teaching of the Social Studies, Eighth Yearbook of the National Council for Social Studies, C. C. Barnes, Editor (Cambridge, Massachusetts, 1937), pp. 38-39.

<sup>2</sup>Edwin R. Carr, Edgar B. Wesley, Wilbur F. Murra, "Social Studies," Encyclopedia of Educational Research, Walter S. Monroe, Editor (New York: The Macmillan Company, 1952), p. 1219.

Gross and Ovard, after reviewing a number of research studies into the aims and objectives of social education, conclude that trends in developing aims and objectives of social education are primarily of two major types: (1) trends in the actual objectives, and (2) trends in the procedures of making and placing objectives into operation.<sup>1</sup>

An encyclopedia article by Gross and Badger mentions 274 studies, some of which may be used in the study of objectives of teaching social studies.<sup>2</sup>

Metcalf has provided a summary along with his criticism of recent research reviews.<sup>3</sup>

The research on trends in objectives can be summarized as follows:

1. There seems to be a marked uniformity in the stated objectives for the various grades, subjects and localities.
2. Frequently nebulous statements of objectives are found.
3. There appears to be more emphasis on social values rather than on individual values.
4. In many instances one finds an excessive number of objectives stated.
5. Apparently, there is a lack of rating of objectives according to importance.

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<sup>1</sup>Richard E. Gross, Glen F. Ovard, "A Review of Aims and Objectives in Social Education," The Social Studies, LI, No. 5 (October, 1960), 173-174.

<sup>2</sup>R. E. Gross and W. V. Badger, "Social Studies," Encyclopedia of Educational Research, C. W. Harris, Editor (New York: Macmillan, 1960), pp. 1296-1319.

<sup>3</sup>Lawrence E. Metcalf, "Research on Teaching the Social Studies," Handbook of Research on Teaching, N. L. Gage, Editor (Chicago: Rand McNally and Company, 1963), pp. 929-965.

6. The objectives are becoming more specific and functional.

7. There is an increasingly more joint participation of different groups in determining the objectives.

8. There is a trend to interrelate objectives with other curricular offerings. Also, the objectives reflect increasing integration with the total school program.

9. The objectives seem to emphasize training for citizenship and the development of democratic attitudes.

## CHAPTER II

### WHAT ARE THE SOCIAL STUDIES?

#### Social Sciences and Social Studies

Many books have been written about the social sciences and social studies, their contents, objectives, methods and interrelationship. The relationship between social sciences and social studies is sometimes confusing to people who are not conversant with the literature of professional education. Lack of agreement and misunderstanding about what these terms mean can add fuel to the controversy over the ends and means of education.<sup>1</sup> On the whole, there seems to be a general agreement about the need for uniformity and precision in both the definition of terms and the goals of these disciplines.

Social sciences. This is relatively the older of the two terms. Sciences have been in a traditional way divided into two parts, the natural and the social. Broadly speaking, the natural sciences are concerned with the physical phenomena of the universe and the social sciences are concerned with "the activities of the individual as a member of the group."<sup>2</sup> In other words, the social sciences are a group of organized bodies of knowledge about human relationships and methods of arriving at new knowledge about these relationships.

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<sup>1</sup>Morris R. Lewenstein, Teaching Social Studies in Junior and Senior High Schools (Chicago: Rand McNally and Company, 1963), p. 9.

<sup>2</sup>Edwin R. A. Seligman, "What Are the Social Sciences?" Encyclopedia of the Social Sciences, I (New York: Macmillan Co., 1930), p. 3.

The social sciences are primarily concerned with those manifestations of human nature and those activities occurring within society which involve social consequences and relationships. Thus, the social sciences cover a large body of knowledge regarding human affairs--a knowledge which is categorically imperative to the individual and the society itself. "Deprived of these bodies of knowledge, modern civilization would sink down into primitive barbarism."<sup>1</sup>

The social sciences include such recognized fields of study and research as political science, economics, history, geography, anthropology, and sociology. Beard even includes esthetics, ethics, and imaginative literature in the field of social sciences.<sup>2</sup> In addition to these, psychology, criminology, philosophy, law, as well as religion, are sometimes included as social sciences.<sup>3</sup> Within each of these fields there have been developed systematic bodies of knowledge and, also, methods of research for seeking new knowledge about man's relation to man, the problems of group life, and the problems of relations between groups.

Social studies. There is a good deal of confusion if not open disagreement about the term and nature of social studies. Possibly no other single area of the secondary curriculum presents such a confusion

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<sup>1</sup>C. A. Beard, The Nature of the Social Sciences (New York: Charles Scribner's Sons, 1934), pp. 46-47.

<sup>2</sup>Charles A. Beard, A Charter for the Social Sciences in Schools (New York: Charles Scribner's Sons, 1932), p. 17.

<sup>3</sup>Richard E. Gross, William V. Badger, "Social Studies," Encyclopedia of Educational Research, C. W. Harris, Editor (New York: Macmillan Company, 1960), p. 1296.

as does the area called social studies.<sup>1</sup>

This confusion, looseness, and fluidity can be, to some extent, explained. For instance, in 1916, the Committee on Social Studies of the National Education Association gave official sanction to the use of the term social studies, which they defined as follows: "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."<sup>2</sup> But this definition did not differentiate the social studies from the social sciences, and the terms continued to be used interchangeably.<sup>3</sup> This caused confusion from the outset.

Rolla Tryon opines that there is a considerable confusion in the use of both social sciences and social studies, and he notes the "more or less common" practice during the 1920's of using social studies to name a fused course of study. It is this definition, states Tryon, that has tended to identify social studies with a neglect of history in the minds of some individuals and groups.<sup>4</sup>

According to Alilunas:

. . . as the social studies movement developed, however, it was characterized by a restless experimentation. The effect of this experimentation, particularly after 1921, was to create

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<sup>1</sup>John R. Meredith, "What Shall the Social Studies Teach?" The B. C. Teacher, Vol. 43, No. 5 (February, 1964), 209.

<sup>2</sup>United States Bureau of Education, The Social Studies in Secondary Education, Bulletin 1916, No. 28 (Washington: Government Printing Office, 1928), p. 1.

<sup>3</sup>James Quillen, Lavone A. Hanna, Education for Social Competence (New York: Scott, Foresman and Company, 1961), p. 16.

<sup>4</sup>Ibid.

confusion concerning the meaning of such terms as social science, the social sciences, and the social studies.<sup>1</sup>

Tomkins emphasizes another cause for confusion:

The period 1920-55 has been called 'the age of the social studies'. This was the period during which the social studies tended to become synonymous with the whole curriculum and thereby lost the sense of direction derived from its constituent academic disciplines. The problem still bedevils the movement.<sup>2</sup>

Wesley is considered to be one of those responsible for making the definition of social studies clear and specific. He says:

The social studies are the social sciences simplified for pedagogical purposes. In schools, the social studies usually consist of geography, history, economics, sociology, and civics, and various combinations of these subjects.<sup>3</sup>

Quillen and Hanna claim that usage supports Wesley's definition. They state that this is the sense in which the 1916 Committee on Social Studies used the phrase, that

. . . the National Council for the Social Studies, including teachers of history and other subjects, uses the terms in this sense, and public schools throughout the nation use it to describe such subjects as history, geography, civics and the like. Hence the term social studies refers to no particular curricular organization. It would greatly clarify the discussion of education for social competence if this fact were accepted and if the term were used consistently as Wesley has defined it and as accepted usage dictates.<sup>4</sup>

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<sup>1</sup>Leo J. Alilunas, "The Evolution of the American Secondary-School Social Studies Movement of 1916," Educational Administration and Supervision, Vol. XXXIII, No. 7 (November, 1947), 411.

<sup>2</sup>George S. Tomkins, "Social Studies in the United States," The B.C. Teacher, Vol. XLIII, No. 5 (February, 1964), 411

<sup>3</sup>Edgar Bruce Wesley, Teaching Social Studies in High Schools (Boston: D. C. Heath and Company, 1950), p. 34.

<sup>4</sup>Quillen and Hanna, op. cit., pp. 16-17.

Wesley's definition has been widely accepted including the Ad Hoc Committee on Social Studies of the National Association of Secondary-School Principals, which also stresses the point brought up by Quillen and Hanna that

. . . the term social studies implies no particular organization but rather to the education activities systematically planned by the school to improve human relationships. All of the social sciences contribute to the study of man and society, past and present.<sup>1</sup>

The same position is accepted by a Committee of the National Council for the Social Studies on the Role of the Social Studies.<sup>2</sup>

Keller dismisses the claim of the Ad Hoc Committee of the NASSP:

In part, the present unhappy situation results from the fact that "social studies" is not a subject. It is a group or federation of subjects: history, geography, political science, economics, sociology, anthropology and psychology, often merged in inexact and confusing ways. Furthermore, too many social studies teachers have emphasized the creation of good citizens rather than the content and discipline of their subjects.<sup>3</sup>

He would begin the "revolution" by eliminating the term social studies which is "vague, murky, and too inclusive"; he would substitute for it the term "history and the social sciences" which is "exact" and hence "meaningful". Claiming that good citizenship is a by-product of the discipline of the mind which comes from the study of subjects,

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<sup>1</sup>Ad Hoc Committee of the NASSP, "Social Studies in the Comprehensive Secondary School," The Bulletin of the National Association of Secondary-School Principals, Vol. XLV, No. 266 (September, 1961), 4.

<sup>2</sup>National Council for the Social Studies, Committee on the Role of the Social Studies, "The Role of Social Studies," Social Education, Vol. XXVI, No. 6 (October, 1962), 315.

<sup>3</sup>Charles R. Keller, "Needed: Revolution in the Social Studies," Crucial Issues in the Teaching of Social Studies, Byron G. Massialas and Andreas M. Kazamias, Editors (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 38.



Keller would have students "study subjects and become acquainted with the facts and ideas" therein as the best preparation for citizenship.<sup>1</sup> Keller's position is echoed by Berelson.<sup>2</sup>

Thus, two different positions occur with respect to the nature and hence the objectives of the social studies. Engle sums up as follows:

To some educators, the social studies are essentially the same as the social sciences. To another group of educators, the content of the social studies is directly related to its goals of developing the attributes of good citizens. Within each major position a variety of alternatives may be found, each predicting a somewhat different end for social studies instruction. Efforts to reconcile these positions have not proved entirely successful.<sup>3</sup>

The previous account mainly refers to developments in the United States. On the Canadian scene, too, there are evidences of a parallel development. One comes across the statement when reading the preface of Henry Somerville's book, A Course of Social Science, which first appeared as a course of social studies in 1936. Following the Second World War, the title was changed because, as Somerville noted, "the term social studies is now appropriated for the primary school subjects of history and geography."<sup>4</sup>

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<sup>1</sup>Ibid., pp. 41-42.

<sup>2</sup>Bernard Berelson, "Introduction" in American Council of Learned Societies and the National Council for the Social Studies, The Social Studies and the Social Sciences, Byron B. Massialas and Frederick R. Smith, Editors (New York: Harcourt, Brace and World, Inc., 1962), p. 6.

<sup>3</sup>Shirley H. Engle, "Objectives of the Social Studies," New Challenges in the Social Studies, Byron G. Massialas and Frederick R. Smith, Editors (Belmont: Wadsworth Publishing Company, Inc., 1965), p.3.

<sup>4</sup>Henry Somerville, A Course of Social Science, First Year (Toronto: The Canadian Register), preface, i.

In the April 3, 1964, edition of the Montreal Star, there is an account of the first annual meeting of the Canadian Association for the Social Studies. "The term social studies," the article states, is used in the teaching profession to group all those studies which relate to man and his environment, such as geography, history, economics, sociology and political science.<sup>1</sup>

Some Canadian references have been brought to notice by Deyell, in her paper, the purpose of which was, in part, to suggest reasons for teaching the separate disciplines of history and geography as a preparation for moving toward the social studies in the final grades of the secondary school.<sup>2</sup>

In Nova Scotia, there are three teaching guides for social studies issued by the Curriculum Branch of the province. The first two covering Grades Primary to Nine are titled, Social Studies Teaching Guide. The third for Grades Ten to Twelve is titled, Social Science Teaching Guide. There might be a good reason for the change of titles from social studies to social science but it was not given in the guide. If there is some confusion associated with the titles there is no doubt about the subjects covered by the three teaching guides for social studies curriculum. They were listed clearly as history, geography, civics, economics and social problems.<sup>3</sup>

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<sup>1</sup>News item in the Montreal Star, April 3, 1964.

<sup>2</sup>Edith Deyell, "Ferment in the Social Studies: Where Will it Lead?" Canadian Education and Research Digest, Vol. 4, No. 1 (March, 1964) 56-69.

<sup>3</sup>Monsignor Frank Smyth, "The Function of Social Studies in Our Schools," Inaugural Conference of Social Studies Teachers Association (Halifax: Nova Scotia Teachers Union, 1964), p. 10. (Mimeographed).

The nature of the social studies as a science. There is no denying the fact that fundamental changes are increasingly taking place in the social studies. The primary factor contributing to these changes is the emphasis on the social sciences as the foundations of the social studies. Of course, knowledge from the social sciences has long been employed in formulating the school curriculum. But the renewed emphasis on social sciences as the basis for social studies can hardly be over-emphasized.

Considering the social studies as the simplified form of social sciences adapted for the purpose of instruction in the school, and disregarding the disagreements to this view, the nature of social studies as a science lends itself to the same difficulties as the nature of social sciences does. Hence, the discussion of the nature of social sciences would also throw a flood of light on the nature of social studies as a science.

It is hard to find out the exact nature of social sciences. The major problem which faces the analyst is whether social sciences can become as objective, exact and precise as the other natural sciences are. Undoubtedly, there are a number of factors of human involvement, carrying ethical and aesthetic values, which make an objective and scientific consideration of social facts impossible. For instance, any thinker's opinion is colored by his frame of reference, or values, which are in turn affected by the social system he is product of, or his thoughts are biased more or less by the ideas or interests which he himself brings to bear upon subjects under consideration. Thus, it would be difficult to bring precision, objectivity, and exactness of

thinking to the social sciences. But it does not mean, by any stretch of imagination, that empirical or scientific methods cannot be employed for the accumulation and authentication of knowledge and for drawing conclusions, especially in the areas of social data. Many scientific principles of collecting and analyzing data are applied in economics, political science, history, and sociology. Several qualities characterizing the activities of scientists are valued by social scientists. To take one instance, objectivity, in the sense of basing conclusions on evidence rather than on personal bias and at the same time open-mindedness in considering new evidence, are given an important place in the social sciences.

Also, social sciences can attempt to provide us with an accurate description, to a large extent, of social data and social processes. This can help us formulate, at least tentatively, laws of social behavior. But to expect a complete verifiable set of deterministic laws covering all human relationships seems to be very difficult. Thus, in the words of Beard:

It cannot be denied that the social sciences broadly conceived are ethical sciences, not empirical, natural or neutral sciences. Contemporary thought about the social sciences admits no other conclusion respecting their essential nature.<sup>1</sup>

In conclusion, social science is both social and science; social because its proper study is man in groupings and science because the knowledge acquired about man's social activities is organized and systematized in a way similar to the procedures used in the natural

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<sup>1</sup>Beard, op. cit., p. 48.

sciences although social sciences cannot aspire to the exactitude and objectivity of natural sciences. According to our premise, the nature of social studies as a science would be the same as that of social sciences, given above.

## CHAPTER III

### THE HISTORY OF SOCIAL STUDIES

The purpose of this chapter is not to attempt a complete history of the developments in the field of social studies since the inception of the school system in Canada. Such would be in itself an undertaking of greater magnitude than the entire present work professes to be. Its design is rather to call the attention of the reader to certain salient developments in the social studies movement.

#### Developments in U.S.A.

In 1905 the term social studies was used for the first time. It included economics, sociology, and civics. Later on, in 1911, it also included, at least in one instance, history. Some other occasions could also be cited before 1916. But in this year the widespread usage of the term started.<sup>1</sup> The report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association gave an official sanction to the term social studies. Some other national committees, such as the Committee of Ten of the National Education Association (1892), the Committee of Seven (1896), and the Committee of Five (1907) of the American Historical Association, had also done useful work in shaping the pattern of social studies instruction in the United States.

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<sup>1</sup>Wesley, op. cit., p. 30.

The Committee on Social Studies of the Commission on Reorganization of Secondary Education greatly affected the future of social studies. The social studies movement marked its formal beginning with the two reports of the committee, The Teaching of Community Civics, published in 1915, and The Social Studies in Secondary Education, published in 1916. The latter was the general report of the work of the committee.<sup>1</sup>

The function of social studies education emphasized by the committee was the development of social efficiency and good citizenship. The latter included the concept not only of the city, state, and nation, but also of the "world community". The committee did not make any detailed outline of courses, but it did state that the content should be selected that would interest and fit the needs of the school population.<sup>2</sup> The committee also advised that "for effective social training in the high school more consideration must be given to its organic continuity with the work of the elementary school in the same field."<sup>3</sup>

The political, economic and social repercussions of World War I affected the social studies and education in general. The American Historical Association launched the History Inquiry in order to determine the status of the social studies in the schools of the United States. Quillen and Hanna, while discussing the development of the social studies movement in the inter-bellum period, comment:

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<sup>1</sup>Quillen and Hanna, op. cit., p. 5.

<sup>2</sup>Ibid., p. 6.

<sup>3</sup>Henry Johnson, Teaching of History (New York: The Macmillan Company, Revised Edition, 1962), p. 64.

Edgar Dawson reported that the statistics collected by the History Inquiry in 1923 revealed that 'about a third of the schools tended to follow the Historical Association reports; a second third tended toward the report of the Committee on Social Studies; and another third offered all possible varieties of compromises between the two offerings.' These variations in social-studies programs were produced by the differences in the recommendations of the committee reports, by the decentralization of educational control, by a variety of local conditions, and by the educational changes and experimentation which accompanied and followed World War I.<sup>1</sup>

Some sections of the American Historical Association were of the opinion that the findings of the History Inquiry were inadequate, and hence a new commission was needed to give direction to the fast occurring changes. They visualized a committee consisting not only of historians, but of social scientists, educators, and psychologists.<sup>2</sup> A plan for the full investigation was formulated by A. C. Krey of the University of Minnesota; funds were made available by the Carnegie Corporation, and the commission was appointed in 1929. Such an extensive program of research and surveys was launched by the Commission on Social Studies that from 1932 to 1941 seventeen volumes were published. The commission did not recommend a program of study as previous committees had done. But the commission recommended that throughout the United States regional groups should develop their own programs to meet the local needs.<sup>3</sup> The work of the commission has aroused a considerable interest and has left a lasting influence in the domain of social studies despite the severe criticism of some of the conclusions of the commission.

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<sup>1</sup>Quillen and Hanna, op. cit., p. 8.

<sup>2</sup>Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), p. 218.

<sup>3</sup>Quillen and Hanna, op. cit., p. 11.



There is no denying the fact that the social studies movement was intensified in the thirties. The effect of the encouragement given to the experimentation in the social studies by the Commission on Social Studies is seen in a report from the Department of Superintendence Commission on the Social Studies Curricula. "Prior to 1925 fewer than fifteen hundred courses of study had been published in the United States" while, since 1925, "over thirty-five thousand courses of study have reached one curriculum laboratory," and "these probably represent less than fifty per cent of the total number in the country."<sup>1</sup>

The struggle to improve the teaching of social studies continued. The period from 1920 may well be designated the "age of the social studies" in the schools of the United States.<sup>2</sup> The National Council for the Social Studies, which has contributed substantially to the field of social studies, was organized in 1921. In 1923 the twenty-second yearbook of the National Society for the Study of Education was devoted to social studies in the elementary and secondary schools. In 1934, the magazine Historical Outlook changed its title to Social Studies. The Association of History Teachers of the Middle States was reorganized as the Middle States Council for the Social Studies at the same time. In 1937 Social Education, the official organ of the National Council for the Social Studies, was founded.<sup>3</sup>

Gross and Badger, tracing the developments in the field of social studies in the United States, conclude with the following remarks:

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<sup>1</sup>Johnson, op. cit., pp. 82-83.

<sup>2</sup>Gross and Badger, op. cit., p. 1298.

<sup>3</sup>Wesley, op. cit., p. 21.

There was opposition to the term social studies. Some traditionalists and those who believed that fundamental essentials would be lost in this amalgamation termed the field "social slush", certain historians interpreted the term to mean "diluted" history, and other critics feared an indoctrination of socialistic ideas. In spite of the criticisms, conditions in the nation favored the acceptance of the social studies. Concerns over the assimilation of immigrants and the minority groups, over patriotism, for the inculcation of citizenship, for the common social education of the masses--all stemming from two World Wars and a tragic economic depression--were basic motives for the developments of these years.<sup>1</sup>

### Developments in Canada

The developments in the area of social studies in United States have been influential in the social studies instruction in the schools of Canada.

A genesis of the social studies is found as far back as the schools of the grammarian and rhetorician in ancient Greece and Rome. It is impossible to say when the various components of social studies such as history entered the school curriculum as "history in some form has probably been a part of instruction since the earliest dawning of historical consciousness."<sup>2</sup> The European origin of Canadian education introduced history and later on the other allied subjects in some form or the other in the early school curriculum of Canada.

After passing of the Common School Act of 1843, known as the Hincks Act, the post of Superintendent of Education for the United Provinces was created, with an assistant in each province. Dr. Ryerson,

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<sup>1</sup>Gross and Badger, op. cit., p. 1298.

<sup>2</sup>Henry Johnson, An Introduction to the History of the Social Sciences in Schools (New York: Charles Scribner's Sons, 1932), p. 30.

Assistant Superintendent for Upper Canada, drafted the Education Bill of 1846, which is still the basis of the common school system in Ontario. In this Bill, Dr. Ryerson made ample use of his educational research in Europe and the United States. Ryerson expanded the traditional school curriculum. "He added practical grammar (composition), geography, drawing, history, music, natural history (nature study), natural philosophy (elementary science), agriculture, physiology (hygiene), civil government, and political economy."<sup>1</sup>

It is remarkable to find such a large number of subjects in this list within the scope of the social studies when one takes into consideration the time at which these additions were made. In 1912, Putman writes, "Ryerson's remarks on teaching Biography and Civil Government seem almost like an echo from some modern school syllabus."<sup>2</sup>

According to Nellie M. Aylesworth, the provisions of Ryerson's first secondary course of studies for instruction in geography and history were as follows:

First or Lowest Form . . . . .	Outlines of Geography and General History.
Second Form . . . . .	Outlines of Ancient Geography; History of Rome; History of Great Britain and Ireland.
Third Form . . . . .	Ancient Geography; Roman Antiquities; History of Greece.

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<sup>1</sup>Adam Shortt and Arthur G. Doughty (eds.), Canada and Its Provinces, Vol. XVIII (Toronto: Brook and Company, 1914), 303-304.

<sup>2</sup>J. Harold Putman, Egerton Ryerson and Education in Upper Canada (Toronto: William Briggs, 1912), p. 115.

- Fourth Form . . . . . Ancient and Medieval Geography; Grecian Antiquities; History of France; History of Canada.
- Fifth Form . . . . . Outlines of Egyptian History to the death of Cleopatra; History of Spain and Portugal in the reign of Ferdinand and Isabella.<sup>1</sup>

It was the comparatively advanced Ontario school program which directly influenced the construction of a curriculum for the North West Territories.

When geography became a subject for all pupils after 1850, much emphasis was placed on memorization of statements regarding any part of the earth or universe. Improvements came when a few teachers made direct study of the neighborhood a beginning point, as was done in Zadock Thompson's Geography and History of Lower Canada and in Woodbridge's Rudiments of Geography, which were used in some schools of Upper Canada.<sup>2</sup>

After Confederation, there were some Canadian textbooks which gave adequate attention to the geography of Canada. Still, memorization remained supreme, and there was, to a large extent, no teaching of geography as a scientific study of environmental forces in relation to human life. This situation started improving with the dawn of the present century. In 1912, the superintendent of schools in Edmonton said that school geography had changed so completely that it "begins and ends in the doings of man and that anything apart from the theatre

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<sup>1</sup>Nellie Margaret Aylesworth, "A History of the High School Courses of Study for Alberta," (Unpublished Master's thesis, University of Alberta, Edmonton, 1936), p. 88.

<sup>2</sup>C. P. Phillips, The Development of Education in Canada (Toronto: W. J. Gage and Co., 1957), p. 486.

of action was no longer of interest."<sup>1</sup>

Geography once occupied a prominent position in the programs of high schools. Egerton Ryerson's curricula included equal amounts of history and geography but the latter fell into disrepute early in the century.<sup>2</sup> In the first edition of Calkin's Geography and History of Nova Scotia more importance was attached to geography whereas an edition dated 1911 reversed the order of subjects in the title and devoted the first eighty-six pages to history before adding twenty-five pages of geography at the end. Phillips gives three reasons for such a change:

The reason for this must surely be the influence of conservative thought interested in preserving respect for traditional forms. Such thought looked with favor on geography as long as its content was presented as static and fixed, but not when the aim became understanding of current change. For this reason, and for such other reasons as the Herbartian influence and the growth of nationalism, history gained in importance.<sup>3</sup>

By and large, the only history taught in secondary schools around 1860 was ancient history. British and Canadian history in all schools appeared after Confederation. Of course, Canadian history in the seventies of the last century ranked below British history because patriotism still meant loyalty to Britain. This was also owing to the fact that textbooks in British history were more readily available than those in Canadian history. Mostly, because of lack of textbooks, oral instruction in Canadian history was given. Some teachers in Ontario, on their own,

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<sup>1</sup>Ibid.

<sup>2</sup>J. J. Nearing, "Geography in Canadian High Schools--An Emerging Trend in the Social Studies Curriculum," in "Educational Change: Problems and Prospects," R. Wardhaugh, J. W. G. Ivany, Editors (Edmonton: The Department of Secondary Education, University of Alberta, 1964), p. 88 (Mimeographed).

<sup>3</sup>Phillips, op. cit., p. 486.

used Archer's History of Canada, which was authorized in New Brunswick. However, there was a tendency to give increasing attention to Canadian history. In British Columbia, for instance, Canadian history replaced British and European history as a grade XII subject for senior matriculation.

History and other allied subjects continued to be taught by the textbook, and lacked in vitality and social relevance. The teacher's main task was to see that pupils "learned" the textbook and "passed" the final examination.<sup>1</sup> Such conditions continued until the outbreak of the First World War.<sup>2</sup>

The social, economic, and political changes released by World War I and later on by the depression of the thirties made necessary the reappraisal and reorganization of the curriculum in the field of social studies. The Saskatchewan Programme of Studies for High School in its "Introduction to Social Studies" also brings out the same point.

The depression years brought home to most educators, in Canada as elsewhere, the actualities of social change. They could recognize at long last the cumulative result of the industrial revolution, and the social fruitage of the new age of science, technology, power, mass-production and urbanization. They could sense the accelerating tempo of social change; and harrassed by the problems of political instability, economic turmoil, unemployment and social frustration, many of them retired to "ivory towers" or sped to "cyclone cellars". More of them, however, reached the conclusion that, if democracy was to live, the schools would have to help in rescuing the adolescent population from the whirlpool of social and personal

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<sup>1</sup>Saskatchewan Department of Education, Programme of Studies for the High School (Regina: King's Printer, 1950), p. 90.

<sup>2</sup>David Grant Embree, "The Beginning and Growth of the Instruction in the Social Studies Provided by the Schools of Alberta" (Unpublished Master's thesis, University of Alberta, Edmonton, 1952), p. 106.

insecurity. So it comes that today an effective school programme of social studies, no matter what traditional values it may cherish, must take account of human relations in social groups, and provide a functional education for social living in this new atomic age.<sup>1</sup>

When the social studies movement was becoming increasingly popular in the United States in the twenties and thirties, the Canadian provinces also started introducing social studies as a school subject. Various school subjects such as history, geography and civics were merged into social studies. But this did not go without criticism.

It is the opinion of many teachers that the teaching of geography and history was adversely affected by the influence of Progressive Education and by the curriculum revisions of the thirties and forties. In trying to blend together these two disciplines into an integrated subject, "social studies", many felt that history was distorted to suit the geographical setting, and that the true functions of geography were sometimes neglected in an attempt to use it as a background for historical developments. Both disciplines, it was argued, have their own lives to live, their own values, their own function and in the unholy matrimony of social studies neither is happy.<sup>2</sup>

Many changes took place in the realm of social studies after this term was introduced in the Canadian schools. Not only subjects such as history, geography, civics, and economics were fused but also more emphasis was given to the principles of activity education, especially in Western Canada. After World War II, some provinces of Canada broadened the scope of the social studies subjects. In a few western provinces, subjects such as economics, psychology, and sociology were added to the school curriculum as optional subjects.

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<sup>1</sup>Saskatchewan Department of Education, op. cit., p. 90.

<sup>2</sup>Henry F. Johnson, A History of Public Education in British Columbia (Vancouver, University of British Columbia, 1964), p. 175.

The first university department of geography was established in 1935 and by the mid-1940's there were geography departments at five other universities in Ontario and Quebec as well as at the University of British Columbia. During the 1950's the universities of the prairie and the maritime provinces added similar departments. But in school geography still occupied a weaker position. In 1957, Wood says in the conclusion of The Teaching of Geography in Canada:

The teaching of geography in Canadian elementary and secondary schools is generally inadequate, not only in terms of the amount of geography taught, but, more significantly, in regard to the manner of presentation. The chief reasons for this are the fusion of geography with other subjects for teaching purposes and the lack of teachers with training in geography. These conditions are slowly being rectified.<sup>1</sup>

Moreover, the strength of a subject's status can be judged by the extent to which it is a required rather than an optional subject in the school curriculum. In this regard, history fares better than geography.

History is compulsory to the end of Grade XII in eight of the ten provinces. In the other two, history is required to the end of Grade XI, and optional in Grade XII.

At the moment, the position of geography is weaker and less uniform. In two provinces, geography is required to the end of Grade IX, and in one of them, optional in Grade X. In two other provinces, geography is carried to the end of Grade X, and in one of them is an elective for matriculation. In two more provinces, geography is required to the end of Grade XI, and in one of them elective in Grade XII. In the four remaining provinces, geography is compulsory to the end of Grade XII.<sup>2</sup>

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<sup>1</sup>Harold A. Wood, The Teaching of Geography in Canada (Colecao Ensino da Geografiam publicacao No. 197 - IV do IPGH - the Pan-American Institute of Geography and History, 1957), pp. 70-71.

<sup>2</sup>E. L. Daniher and Clifford R. Dunphy, Teaching the Social Studies (Toronto: J. M. Dent and Sons [Canada], 1961), pp. 6-7.



The Commission on the Teaching of Geography summarizes the position of geography in the Canadian secondary schools as follows:

In seventh, eighth and ninth years, geography is accorded a small place in the social studies or science courses in New Brunswick, Manitoba, Saskatchewan, Alberta, Newfoundland, however, geography is taught as a separate subject.

In the tenth, eleventh and twelfth years, geography is an optional subject (Ontario, Manitoba, British Columbia) or occupies a very small place in the social studies course (Alberta, Saskatchewan, New Brunswick).

Since 1958, in Ontario, geography and history are taught as separate subjects instead of social studies. . . . A grade 13 has been added, where the regional geography of Canada is studied, and accepted as a topic for admission in the universities.<sup>1</sup>

By 1963, Tompkins and Hardwick reported to the British Columbia Division of Canadian Association of Geography that almost every province had underway developments favorable to geography. The establishment of departments in nearly every university is showing its effects. Ontario remains the stronghold of school geography throughout Canada and geography is also fairly well established in the schools of Quebec.<sup>2</sup>

It is not out of place to point out that "in those areas where geography has made the most progress (Ontario and British Columbia), social studies has been dropped, or is being dropped, from the high school program."<sup>3</sup>

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<sup>1</sup>Commission on the Teaching of Geography, The Teaching of Geography and Adaptation of Syllabi to the Mental Level of Pupils (Chicago: Denoyer-Geppert Company, 1960), p. 8.

<sup>2</sup>George S. Tompkins and Francis C. Hardwick, "The Current Trends in School Geography" (Paper read at the Annual Meeting of the B. C. Division of the Canadian Association of Geographers, Vancouver, March 16, 1963, p. 2 (Mimeographed).

<sup>3</sup>Nearing, op. cit., p. 88.

The concept of social studies throughout Canada has been more readily accepted at the elementary level than at the secondary level. At present, in all the provinces of Canada, social studies as a subject exists at the elementary level but the position of social studies as a subject varies at the secondary level.

In Eastern Canada, compared to Western Canada, more provinces have separate subjects such as history and geography at the secondary level. In fact, in Eastern Canada, history as a formal subject was never seriously threatened at a higher level than Grade VI. In Quebec, history textbooks continued to be used from the lowest grade.<sup>1</sup>

The concept of social studies has been severely criticized in many sections. It is proposed that the social studies approach be dropped and that the separate disciplines, especially history and geography, be studied. Even the Chant Commission Report, for instance, recommended that this should be done because the social studies concept has failed.

The Commission considers that the merging of these subjects has not been as successful as the theory of the unity of knowledge implied. It may be admitted that history cannot be adequately taught wholly apart from geographical considerations, but little appears to have been accomplished by trying to interperse geography and history in a single course. The attempt to merge these studies has resulted in some loss of emphasis upon the mastery of factual knowledge, which is most apparent regarding the study of geography. Without denying that there are social aspects to the study of geography, there are other aspects that are distinctly physical, and these should receive due emphasis.

If, as has been recommended, the cyclic approach is discarded, or at least given much less prominence, there should be no reason

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<sup>1</sup>Phillips, op. cit., p. 488.

why area studies could not be carried out which would include both history and geography in the same grade, but also sufficiently differentiated so that the basic factual material of neither subject is neglected. The descriptions of the basic contents of some of present Social Studies courses at least approximate this approach. THE COMMISSION RECOMMENDS A GREATER DIFFERENTIATION BETWEEN HISTORY AND GEOGRAPHY IN THE DESIGN OF THE CURRICULUM SO THAT MORE STRESS MAY BE PLACED UPON THE MASTERY OF FACTUAL KNOWLEDGE IN THE STUDY OF THESE SUBJECTS.<sup>1</sup>

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<sup>1</sup>Province of British Columbia, Report of the Royal Commission on Education (Victoria: Queen's Printer, 1960), p. 310.

## CHAPTER IV

### TYPES, CHARACTERISTICS AND SOURCES OF OBJECTIVES

#### Types of Objectives

There are numerous classes and types of objectives. They might be classified as social, individual and educational. Each one of them can be further categorized. For instance, educational objectives may be divided into groups like elementary, secondary, university. Sometimes they are divided on the basis of the subjects and further subdivided by grades. The objectives could be divided on the basis of their specific purposes. On this basis, for instance, they may be classified as skills, understandings, attitudes, and habits.

In the Taxonomy of Educational Objectives developed by Bloom and his associates, educational objectives are classified into three major parts: (1) cognitive, (2) affective, (3) psychomotor domains.<sup>1</sup>

The cognitive domain of objectives deals with the recall or recognition of knowledge and the development of intellectual abilities and skills. Such items as simple knowledge of facts, understanding, comprehension, ability to apply the principles, ability to analyze, ability to synthesize, and the ability to evaluate the experience are included in this domain. More specifically, the taxonomy classifies various types of educational objectives into six groups as follows:

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<sup>1</sup>Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1965), p. 7.

1. Knowledge.
2. Comprehension.
3. Application.
4. Analysis.
5. Synthesis.
6. Evaluation.

They are arranged in terms of an hierarchical form representing an increasingly complex set of cognitive relationships as one moves from group one to group six. Behaviors in each succeeding group are to some extent dependent upon an understanding of related objectives in a prior group.<sup>1</sup> The cognitive domain is the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior.<sup>2</sup> In short, there is no denying the fact that the largest proportion of educational objectives falls into this domain.<sup>3</sup>

The second category of objectives is the affective domain which involves the emotional element. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. This domain includes objectives which describe changes in interests, attitudes and values. Thus, it

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<sup>1</sup>John Jarolimek, "The Taxonomy: Guide to Differentiated Instruction," Readings for Social Studies in Elementary Education, John Jarolimek and Huber M. Walsh, Editors (New York: The Macmillan Company, 1965), p. 335.

<sup>2</sup>Bloom, op. cit., p. 7.

<sup>3</sup>David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), p. 6.

commonly involves the use of such words as appreciation, attitude, belief, value and the like. The relationship of these concepts does not seem to be clear and the usage of most of them is full of ambiguity. As a result the objectives in this domain are not stated very precisely and, in fact, the teachers do not appear to be very clear about the learning experiences which are appropriate to these objectives. Authorities differ on the suitability of affective objectives in higher education.

Dressel comments on this as follows:

In taking a position on this matter, it is essential that we recognize that impact on affective characteristics of individuals cannot be avoided. The mere statement by a social scientist that he proposes to treat the social sciences without any attention to values is in itself a value statement. The product of a series of his courses could well be an individual who refuses to recognize that every act and every phase of society is interwoven with values. No educational program can avoid having an impact on values, and, at the very least, there is an obligation to find out what this impact is and to ascertain that in the attempt to avoid including values we have not actually ended up, by inculcating values which we ourselves consider unacceptable.<sup>1</sup>

The evaluation of the affective domain is very difficult because our test procedures for the affective domain are still in the "most primitive stages".<sup>2</sup> In other words, we lack the effective evaluation techniques or a systematic effort to collect evidence of growth in affective objectives.

The third category of objectives stated in the taxonomy is that

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<sup>1</sup>Paul L. Dressel, "The Role of Evaluation in Teaching and Learning," Evaluation in Social Studies, Thirty-Fifth Yearbook of the National Council for Social Studies, Harry D. Berg, Editor (Washington: National Council for Social Studies, 1965), p. 12.

<sup>2</sup>Bloom, op. cit., p. 7.

of psychomotor skills. These objectives emphasize some muscular or motor skill, and hence are not directly applicable to the area of social studies.

### Characteristics of Objectives

The objectives, if they are of real educational value, must provide direction and motivation and facilitate the organization of the student's learning experiences. Thus, the school's objectives, once explicitly defined, should become an anchor sheet for the selection of content, and criteria for evaluating the whole program. In other words, the objectives are guides to the direction of our efforts. They are, figuratively, the stars we "hitch our wagons to".<sup>1</sup> Objectives may appear nebulous or intangible but it may be said that some statements of objectives are more definite than others.

Some of the salient characteristics of functional objectives described by Fraser and West are given below:

The scope of the objectives must be identified clearly as long-range or immediate. All school objectives constitute the most general level of educational goals. Long-range in nature, they can be achieved only through cumulative efforts over a period of years. They do not and cannot serve as day-to-day teaching objectives, but they give direction for such immediate goals.

A second characteristic of functional objectives is consistency. The goals of the social studies program must be in harmony with and must support all-school objectives. Course and unit objectives must be consistent with general social studies goals. Otherwise the immediate objectives will fail to implement long-range goals.

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<sup>1</sup>Jonathan C. McLendon, Social Studies in Secondary Education (New York: The Macmillan Company, 1965), p. 57.

To be functional, objectives must be sufficiently concrete, specific, and limited in number to guide the selection and organization of content. The degree of specificity needed varies from the all school objectives, which must by their very nature be stated broadly, to the unit objectives, which should be sufficiently concrete and definite that progress toward their achievement can be made and evaluated during the unit.

Social studies objectives should be stated as desired student behaviors, rather than as block of subject matter to be learned. The desired end-product of social studies instruction is the citizen who thinks and acts in ways that are personally and socially constructive. Subject matter is to be used to achieve these behaviors, rather than provide clearer, more direct guidance for the choice of content and procedures than do objectives stated in more traditional terms.

A functional statement of objectives must be comprehensive. It should include attention to skills, attitudes and values, and basic concepts and generalizations.

Finally, social studies objectives, like other educational objectives, should be formulated or selected by those who are to use them.<sup>1</sup>

Munk discusses the following basic aspects with regard to aims or goals.

1. Critical analysis: (no aim or goal must be accepted at face value, since appearances often lie, but must be taken apart and carefully scrutinized).

2. Consistency: (any goal deemed worthy of being final or ultimate must be consistent both with all the significant and relevant facts and also with all lesser goals and principles--insofar as they have proved themselves).

3. Inclusiveness: (besides passing the test of critical analysis and logical consistency, the general or comprehensive goal must be capable of embracing all the relevant and significant facts in the total situation and establish meaningful relationships among them, as well as embracing all that is valid in all the lesser or partial goals).

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<sup>1</sup>Dorothy McClure Fraser and Edith West, Social Studies in Secondary Schools (New York: The Ronald Press Company, 1961), pp. 35-36.



4. Fruitfulness: (instead of leading from more to less, it must lead from less to more, that is, awaken human creativity by its suggestiveness).<sup>1</sup>

Wesley and Wronski expressed a different point of view:

True objectives must be general, idealistic, largely abstract, and to a considerable degree unattainable. Patriotism, courage, cooperativeness, understanding, and scientific thinking are true, even though intangible, objectives. They point the way; they continue as true objectives even though the student makes great progress toward them. They are not standards of evaluation: they are not achievable, measurable goals. The so-called intermediate or temporary objectives are in reality standards by which to measure progress toward the objective. They serve as milestones and reassure teachers and students that they are on the right road, that they are going in the right direction.<sup>2</sup>

Quillen and Hanna state that if objectives are to be effective:

- (i) they should agree with the school's philosophy, the nature of contemporary culture and democratic principles;
- (ii) objectives should be formulated by those who use them;
- (iii) objectives should be stated as descriptions of behavior;
- (iv) objectives should be organized in a meaningful pattern.<sup>3</sup>

### Sources of Objectives

The objectives, the consciously willed goals, in the final analysis, are matters of choice. They should, therefore, be considered the value judgments of those responsible for the school. Indubitably, a comprehensive philosophy of education is necessary to guide in making these judgments, which are going to affect the destinies of the

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<sup>1</sup>Arthur W. Munk, A Synoptic Philosophy of Education (New York: Abingdon Press, 1965), p. 115.

<sup>2</sup>Wesley and Wronski, op. cit., p. 71.

<sup>3</sup>James Quillen and Lavone A. Hanna, Education for Competence (Chicago: Scott, Foresman and Company, 1961), pp. 70-71.

generations to come. And in addition, certain kinds of information and knowledge provide a more intelligent basis for applying the philosophy in making decisions about objectives.<sup>1</sup>

There is an unending controversy over the sources, and a general agreement does not seem to be in sight. However, some of the important sources with special reference to secondary school social studies instruction may be very briefly outlined.

Dressel takes the cultural heritage, the needs of individual students, the needs of society, statements made by authoritative committees or by experts in the field, as the major sources of objectives.<sup>2</sup>

Tyler considers that (1) studies of the learners themselves, (2) studies of contemporary life outside the school, (3) suggestions about objectives from subject specialists, (4) the use of philosophy in selecting objectives, and (5) the use of a psychology of learning in selecting objectives, are the main sources of objectives.<sup>3</sup>

Stovall feels that the following factors are important:

1. **Social Realities:** The characteristics, trends and points of stress in the contemporary social order--"where we are".

2. **Societal Goals:** The basic values and ideals of the democratic way of life--"where we want to go", more a direction of movement than a static, ideal state of affairs.

3. **Social Science Disciplines:** Their methodology and the resultant concepts and generalizations which make possible an understanding of social reality and intelligent, effective progress toward desired social goals.

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<sup>1</sup>Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press, 1962), p. 3.

<sup>2</sup>Dressel, op. cit., pp. 3-5.

<sup>3</sup>Tyler, op. cit., pp. 3-24.

4. Characteristics and Needs of Adolescents: The nature of the students whose developing behavior is the reason for the existence of social studies instruction.

5. Nature of Social Learning: What the psychology of learning has to say about the process of cognitive and attitudinal development which constitute social education.<sup>1</sup>

McLendon suggests seven guides for the selection of objectives:

1. Needs, abilities, or interests of adolescents.
2. Needs, or desires of society.
3. Utility or accuracy of the subject matter.
4. Recommendation of national committee or organizations.
5. Suggestions by authors of textbooks or compilers of curriculum guides.
6. Preferences of various selected groups.
7. Analyses of adult social activities or characteristics.<sup>2</sup>

In conclusion, the important characteristics of objectives may be briefly reviewed to draw guidelines which will be helpful in examining the objectives stated by the provincial departments of education.

1. A statement of objectives should be comprehensive enough to cover the cognitive and affective domains.
2. Objectives should be coherently and explicitly stated.
3. Objectives should be organized in a meaningful pattern.
4. To make objectives more functional, they should be stated in operational terms so that the behavior expected is clearly defined. In

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<sup>1</sup>Thomas F. Stovall, "Planning the Social Studies Curriculum," Social Studies in the Senior High School, Curriculum Series No. 7 (Revised Edition), Willis D. Moreland, Editor (Washington: National Council for the Social Studies, 1965), p. 8.

<sup>2</sup>McLendon, op. cit., p. 82.

other words objectives should be stated behaviorally.

5. Objectives should be consistent. For instance, social studies objectives must be in harmony with all-school objectives.

## CHAPTER V

### PRESENT OBJECTIVES OF SOCIAL STUDIES TEACHING IN CANADA

As set forth in Section 93 of the British North America Act, (1867), education is constitutionally the responsibility of provincial governments. There is no national office of education in Canada. The government of each of the ten provinces has specific legal responsibility and authority with regard to curricula. Because of this independence of action on the part of the provinces, the procedures followed in the formulation and issuing of the school curricula, as well as the curricula themselves, differ considerably.

The purpose of the present chapter is to outline the objectives of social studies teaching in the secondary schools of Canada as they appear in the authorized provincial programs of studies. These statements of objectives provide, at least in theory, the rationale for actual school programs. Such statements are the only statements which carry authority in terms of giving directions to classroom teachers.

The objectives for junior high school and senior high school will be outlined separately for each province. The order of the provinces is taken alphabetically.

#### ALBERTA

The Alberta curriculum is arranged according to a twelve grade system where Grade VII to IX inclusive constitute the junior high school and Grade X to XII the senior high school.

### Junior High School

The general objectives of social education is to develop citizens who (1) understand our changing society; (2) possess a sound frame-work of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence--skills and abilities--to participate in group living in such ways as to make changes in the direction of the desired values and ideals.<sup>1</sup>

These are the general objectives stated in the Junior High School Curriculum Guide for Social Studies-Language. They are put in Part I Social Studies: Chapter I.

Chapter IX, X, and XI of this Curriculum Guide provide outlines in grid form for all units of the junior high school social studies program. For each unit specific objectives have been given. The specific objectives for each unit have been enumerated under three headings: (1) Understandings, (2) Skills, Abilities, Habits, (3) Attitudes.

### Senior High School

One of the main objectives of every social studies course is to provide training for responsible citizenship.

In addition to those parts of the course dealing with history, geography, sociology and economics, there is an important place for citizenship which, besides emphasizing important government concepts should deal with other aspects of citizenship, namely:

1. Appreciation of the role of such basic social institutions as home, school, church, and voluntary associations;
2. Wise use of natural resources and leisure time;
3. Selection of a vocational area which will make maximum use of one's abilities;
4. Understanding of our economic system and the citizen's role in economic life; and

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<sup>1</sup>Department of Education, Province of Alberta, Junior High School Curriculum Guide for Social Studies-Languages (Edmonton: Queen's Printer, 1963), p. 8.

5. The improvement of human relations.<sup>1</sup>

This is given in Social Studies 10. The course has been divided into different units. For each unit specific objectives have been given. The specific objectives for each unit except for Social Studies 30 have been enumerated under three headings: (1) Understanding, (2) Skills, Abilities, Habits, (3) Attitudes.

## BRITISH COLUMBIA

The British Columbia program of studies states the same general objectives for junior high schools and senior high schools.

The Central Objectives of Social Studies Instruction

Stated in briefest fashion, the central objective of Social Studies instruction is the promotion of better citizenship. The pursuit of this objective begins in elementary school and local communities. In the junior and senior high schools this emphasis upon better citizenship in home, school, and community must be continued in order that it may be extended to promote a higher quality of citizenship in the province, the nation, and the community of nations. Obviously this objective is not achieved without patient study and active, thoughtful participation in a social environment. It cannot be stressed too frequently that the central objective of Social Studies teaching is the development of worthy citizens. The insistence upon this objective does not imply that Social Studies teachers are solely, or even mainly, responsible for the quality of the citizenship of our oncoming generations. The business of building citizens of quality is a responsibility which must be shared with other teachers, the home, and many other social agents and agencies. Nevertheless, the nature of the Social Studies is such that a unique opportunity is provided for giving special attention to this most important objective of education.

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<sup>1</sup>Department of Education, Province of Alberta, Interim Senior High School Curriculum Guide for Social Studies 10, 20, and 30, for 1964-65 (Edmonton: Queen's Printer, 1964), p. 6.

## Some General Objectives of the Social Studies Program of Instruction

### I. Knowledge

The prior ranking of knowledge among Social Studies Objectives is intended to emphasize the fact that knowledge provides the only sure basis to understanding. It is intended to draw attention to the study aspect of Social Studies, to the substantial content of meaningful facts, well-documented generalizations, and even significant dates. These must not be neglected. Nor is it thought that they need to be neglected to achieve the social objectives of the course. All this is not to suggest, however, that the rote learning of unrelated facts, meaningless dates, and foundationless generalizations may pass as good Social Studies teaching.

### II. Love of Truth

It would be unfortunate if this knowledge were acquired without concurrently acquiring an interest in learning, a love of truth, and a desire to see things clearly and see them whole. Social Studies instruction will have failed in one of its principal objectives if students pursue it in a passive, credulous, unthinking subservience to all that is written and heard to-day about society and social problems. Surely all Social Studies students should receive constant training in critical thinking, in evaluating source material, and in detecting, analysing, and appraising propaganda wherever and whenever it appears. Thus, through their Social Studies instruction, students should not only learn facts or even merely acquire knowledge and understanding; they should also acquire an interest, even an intense determination, always to get to the truth of the matter. In short, they should be initiated into the life-long quest for "Whatever things are true".

### III. Humanitarian Sentiments

In this objective, reference is made to the social and altruistic sentiments which give point and purpose to the whole process of the Social Studies. It encompasses an appreciation of the meaning of the French triad, "Liberty, Equality, and Fraternity," the American devotion to "Life, Liberty, and the Pursuit of Happiness," and the British insistence on "Justice and Fair Play". Objective III indicates the contingent relationship of the enjoyment of personal right and privileges with the acceptance of personal responsibilities, and duties.

### IV. An Understanding of the Rule of Law

This objective refers to the necessity for leading children to a realization of the need for government, the preferability, but



not necessarily inevitability, of self-government. In short, students should acquire an appreciation of the democratic ideology with its past struggles and achievements, its unsolved problems, its future possibilities, and its ever-present challenge. Students should come to realize that democracy is not a framework for anarchic liberty and licence, but is rather a form of government wherein law and authority are imperative. It is not that democracies lack authority. It is rather that the source and nature of democratic authority differs from that of all other forms of government. This point is well stated in a Canadian Youth Commission publication, Youth Challenges the Educators:

Democracy is an authoritarian form of government. That is a rather redundant observation since government has to be authoritarian in order to be at all. The various steps which have brought about democracy as we know it were not attempts to throw off law, but to keep the governing power within the law. Control of the exchequer, of taxation, of the armed forces, of the judiciary, of foreign policy--all have been wrested from irresponsible foreign hands and placed in the hands of Parliament; and a long series of franchise reforms is in process of making Parliament truly representative of the people. The point is that the controls were not thrown away, but were gradually taken over by the people of whose sovereignty the Crown and the Monarch became the symbols.

The source of democratic authority is less prosaically set forth in the New York Times editorial quoted in the earlier edition of the Programme of Studies:

So long as the English tongue survives, the word Dunkerque will be spoken with reverence. For in that harbour, in such a hell as never blazed on earth before, at the end of a lost battle, the rags and blemishes that have hidden the soul of Democracy fell away. There, beaten but unconquered, in shining splendour, she faced the enemy.

They sent away the wounded first. Men died so that others could escape. It was not so simple a thing as courage, which the Nazis had in plenty. It was not so simple a thing as discipline, which can be hammered into men by a drill sergeant. It was not the result of careful planning, for there could have been little.

It was the common man of the free countries, rising in all his glory out of the mill, office, factory, mine, farm and ship, applying to war the lessons learned when he went down the shaft to bring out trapped comrades, when he

hurled the lifeboat through the surf, when he endured poverty and hard work for his children's sake.

This shining thing in the souls of free men Hitler cannot command, or attain, or conquer. He has crushed it, where he could, from German hearts.

It is the great tradition of Democracy. It is the future. It is victory.

### Attitude, Appreciation, Allegiances

In the foregoing consideration of general objectives, some of the specific objectives of Social Studies instruction have probably been obscured in the attempt to be brief. A more thorough coverage of objectives of Social Studies is achieved if one uses the analytical approach. Indeed, this approach is so thorough that its results are almost intimidating to those who are responsible for Social Studies instruction. Certainly an analysis of Social Studies objectives makes it seem that Social Studies teachers are to be made to carry the whole educational responsibility. This, of course, is not implied, yet it is doubtless true that they must share, with all other teachers, educational objectives that are omnipresent in all educational ventures.

Probably the analysis of Social Studies objectives presented in Part VII of the Report of the Commission on the Social Studies is the most complete and authoritative that has appeared to date. This report, summarized, adapted, and revised where necessary, has served as a basis for the following special or more limited objectives of Social Studies instruction.

I. Acquisition of attitudes that promote welfare of individuals and the commonwealth.

A. General life attitudes.

1. Respect for right and opinions of others.
2. Recognition of and respect for the ethical standards or values of individuals, communities, and mankind generally.
3. Faith in human powers for improvement of individuals and communities.
4. Vivid sense of social responsibility.
5. Interest in contemporary social problems and a desire to participate in their solution.
6. Religious and political tolerance.

B. Patriotism.

1. Reasoned affection for Canada, as distinguished from tribal prejudice.
2. Appreciation of national achievements--material, social, and ethical.
3. Recognition of national and local shortcomings.
4. Sympathetic understanding of national powers and ideals.
5. Critical fairness in partisan politics.
6. Understanding of the use and the misuse of patriotic phrases and labels.
7. Discrimination between special and national interests.

C. Universality of spirit in world affairs.

1. Appreciation of other communities and nationalities.
2. Willingness to examine fairly proposals of other national governments.
3. Recognition of values inherent in peaceful relations of nations.

II. Cultural allegiances.

1. The worth of human life--apart from pecuniary and class standards.
2. The worth of work--efficient and creative craftsmanship and conditions favourable to it.
3. Right to individuality in life--freedom from needless mass and standardizing pressures.
4. Effective and wise use of money and leisure.
5. Community values and obligations.

III. Aesthetic appreciation--for the enrichment of life.

1. Appreciation of the arts in their various forms.
2. Appreciation of letters in their various forms.
3. Sympathetic understanding of the manifold relations of aesthetics to life and labour.

Habits and Skills

IV. Acquisition of habits making for efficiency and stability.

Neatness.  
 Industry.  
 Courtesy.  
 Promptness.  
 Accuracy.  
 Co-operation.  
 Economy of time.  
 Patience in observation and discussion.  
 Studied use of leisure.

V. Skills to be acquired as concomitant learnings while achieving other objectives.

1. How to read Social Studies material with understanding.
2. How to use a dictionary, an encyclopedia, a map, an atlas, a library card catalogue, an index, a year book such as the Canada Year Book.
3. How to read simple graphs, pictorial graphs and cartographs, percentages and statistical tables.
4. How to outline Social Studies material to prepare oral or written reports.
5. How to do committee work.
6. How to take part in a Social Studies discussion.
7. How to use Parliamentary procedure.<sup>1</sup>

### Senior High School

The objectives are the same as given above.

The objectives for the elective courses are given separately.

Social Studies 32 is a new course in Geography designed to replace the course formerly known as Geography I. It is concerned with a study of the geography of British Columbia and its relation to Canada and the rest of the world.

### Objectives

The general objectives of Social Studies 32 are basically similar to those of all courses in the Social Studies programme. A few of the more specific objectives may be summarized as follows:

### Attitudes and Understanding

1. To develop in the pupil an appreciation of his place as a citizen and shareholder in the Province, to assist him in recognizing the opportunities thus afforded him, and to encourage in him a willingness to accept his share of responsibility.
2. To increase the pupil's understanding of the relationships which exist between man and his surroundings as applied to this Province and elsewhere.

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<sup>1</sup>Department of Education, Province of British Columbia, Secondary School Social Studies 1960 (Victoria, Queen's Printer, 1961), pp. 7-10.

3. To help the pupil gain a practical appreciation of the place of conservation in assuring the future of the Province.
4. To promote in the pupil a sympathetic understanding of peoples living in adjacent and similar regions.

### Skills and Information

1. To give the pupil a thorough knowledge of the physical and human geography of British Columbia and its relation to the Pacific Northwest and the rest of the world.
2. To provide further experience in the practical application of the principles of geography.
3. To develop increasing skill in the use of maps, globes, charts, and geographic data.
4. To acquaint the pupil with new fields of opportunity so that he may be better able to choose his life work.
5. To show how communities in British Columbia, Canada, and the world are commercially dependent upon one another.<sup>1</sup>

### Social Studies 33: Economic Geography

#### General Objectives

1. To broaden the pupil's understanding of the relationship between man's environment and his economic activities.
2. To give the pupil an appreciation of the extent to which peoples of the world have become economically interdependent.
3. To create a sympathetic understanding of the economic problems of the people of other lands.
4. To train pupils in the use of maps, globes, and reference books, and in the interpretation of data found in graphs and statistical tables.
5. To awaken in the pupils a greater pride of citizenship through knowledge of Canada's achievements in the economic field.<sup>2</sup>

### Geography 91

Geography 91 is an advanced elective course concerned with the Geography of the world. It may be offered in Grade XI or XII. If necessary it may be taken concurrently with Social Studies 30, and will complete the requirements for a Social Studies Major.

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<sup>1</sup>Ibid., p. 95.

<sup>2</sup>Ibid., p. 97.

## Objectives

A geography course should show the relationships which exist between man and his environment. The introduction to each continent is made by discussing the population on that continent. Students should understand where people are found. Later units in each continental area should then explain why people are there. Throughout the course the teacher should make the study a living one, by relating descriptions to current events. Wherever possible, physical, economic, and cultural conditions in foreign regions should be contrasted or compared with Canada. At the completion of this course, students should have grasped the concept of the interdependence of continents and political areas. Note the importance of correct spelling and good English.<sup>1</sup>

## History 91

History 91 is an advanced elective course in the field of later modern history. It may be offered in Grade XI or XII. If necessary, it may be taken concurrently with Social Studies 30, and will complete the requirements for a Social Studies Major.

History 91 is not intended solely for those who wish to specialize in history. It is intended to provide a challenging opportunity to study at an advanced level the major trends and events which have shaped the course of later modern history and have provided the world with its most serious current problems.

Through this study the student should:

- (1) Gain a clearer understanding of the world in which we live through a study of the background and the genesis of many present-day problems.
- (2) Gain some understanding of why nations and people act as they do.
- (3) Realize the interdependence of the peoples of the world.
- (4) Comprehend the futility and danger of modern wars and the need to find peaceful solutions for problems which threaten the peace of the world.
- (5) Appreciate the attempts at co-operation among nations in various spheres of activity, and the conditions necessary for successful co-operation.<sup>2</sup>

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<sup>1</sup>Ibid., p. 103.

<sup>2</sup>Ibid., p. 114.

Economics 92

It is hoped that through a study of the course the student will be less inclined to take for granted the society in which he lives and more inclined to analyse, appraise, criticize, and form independent judgment on controversial problems of all kinds.

General Objectives

1. To encourage an interest in the basic economic problems of present-day society.
2. To train students to apply their knowledge of basic economic principles to everyday problems of living.
3. To develop in the student the ability to discern the half-truth, the specious argument, and the unsupported statement.<sup>1</sup>

Law 93General Objectives

1. To assist the student to understand his legal rights, limitations, and obligations, and to help him to recognize a situation in which he requires the assistance of a lawyer.
2. To provide a useful background of information that will help the student to understand various situations he is likely to encounter in his business and personal life.
3. To give the student an appreciation of the part our legal system plays in safeguarding civil rights, preserving order, and facilitating social reform.
4. To teach students to use Statutes for reference purposes.<sup>2</sup>

## MANITOBA

Junior High School

The objectives are given under the heading "The Purpose of Teaching Social Studies": To develop the ability to take part in social life.

To do this the child must:

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<sup>1</sup>Ibid., p. 126.

<sup>2</sup>Ibid., p. 134.

- (1) Understand society, its organization, and institutions.  
This means that he must:
  - (a) acquire information
  - (b) understand the general principles on which it is based
- (2) Possess abilities essential for citizenship. That is the ability
  - (a) to obtain information
  - (b) to think clearly
  - (c) to express himself
- (3) Acquire desirable social habits and attitudes that will make the student a better member of the society.

The student develops social habits and attitudes in two ways:

- (i) Through direct experience in all school activities as he lives as a member of the group.
- (ii) Through vicarious experience as he reads and identifies himself with the lives of people in other times and places.

Through these experiences he should develop (1) habits, courtesy, cooperation, industry, promptness, accuracy, etc., (2) desirable attitudes and ideals. He should (a) recognize his debt to the past and to other people; (b) accept the responsibility for making a contribution to society; (c) recognize the advantage of living in harmony with his geographical environment; (d) desire to improve the condition of life and have faith in the power of men and women to do this.<sup>1</sup>

### Senior High School

The course in Social Studies in the Senior High School is designed to embrace the interplay of social, economic, historical and physical factors that affect human society.

The core courses in the second and third years will be mainly historical and will aim at developing an understanding of the evolution of our society and of modern civilization.

### World Geography 100

The main objective of this course is to develop an understanding of the elements of geography and the relationships between them.

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<sup>1</sup>Department of Education, Province of Manitoba, Junior High Grades --Introduction Social Studies Guidance (Winnipeg: Queen's Printer, 1958), pp. 36-40.



It is important that our students should have, in the broad outline at least, a knowledge of world geography. This should help them to become good citizens not only of Canada but also of the world, capable of coping intelligently with social, economic and political problems, both national and international.<sup>1</sup>

### Modern Civilization 300

No course is likely to be taught successfully unless the teacher has the purpose of the course clearly in view. The purpose of this course is to give the student a knowledge of the growth and relationships of nations that will assist him in understanding the modern world in which he lives. As Canada's international responsibilities increase this understanding becomes a more and more vital qualification for citizenship.

It is constantly possible for more than one opinion to be held on any historical event. Students should be made aware of alternatives and encouraged to discuss them.

It is important that students should be able to express clearly the history they know in well-written and well-organized essays.<sup>2</sup>

### British History 100

The central aim of the course is--understanding of the historical background of the British Commonwealth of Nations, particularly of the development of British social and political institutions.<sup>3</sup>

## NEW BRUNSWICK

### Junior High School (Intermediate School)

The ultimate objective of the course in Social Studies in the Intermediate School is to educate for good citizenship, and in particular to train our young people so that they will be both willing and able to effect an improvement in the social environment of our Country and Province.

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<sup>1</sup>Department of Education, Province of Manitoba, Programme of Studies for the Schools of Manitoba (Winnipeg: Queen's Printer, 1963), pp. 30-31.

<sup>2</sup>Ibid., p. 38.

<sup>3</sup>Ibid., p. 45.

If they are to bring about such an improvement, they must be trained both in the acquisition and use of the knowledge and skills needed to solve the problems with which they will be confronted. In order to accomplish the objectives of the Intermediate School, it is necessary that the pupils build a background of knowledge and skill.

Particular aims with respect to Grades VII, VIII and IX may be considered as follows:

1. To master and to retain the essential facts necessary for growth and development in understanding, attitudes and ability.
2. To develop a knowledge of and a reasoned pride in the British Commonwealth of Nations and particularly in Canada, her people, her achievements, her resources and her future, and a desire to contribute to her unity and progress.
3. To develop an understanding of our social organization.
4. To develop a knowledge of how this organization has been influenced by geography and history.
5. To develop right attitudes towards all people in our own country and also towards people in other lands.
6. To develop an ability to adjust oneself to any social situations and changing conditions.<sup>1</sup>

#### Civics and Citizenship Grades VII, VIII, IX

All education in a democratic society will be of little value unless our heritage is understood and our responsibilities as citizens are accepted.

As it is impossible to appreciate what is not understood, a conscious effort must be made to teach civics, to impart information concerning the evolution of democratic government, the organization and functioning of our present forms of government and the role of the citizen in the maintenance and development of our democratic institutions.

Since democracy is a way of life and not a form of government, opportunities must be provided to see democracy in action and to participate in it; therefore, every effort must be made to practise democracy in classroom situations.

Apathy and indifference are the greatest enemies of democracy. Consequently, the development of interest, loyalty and acceptance

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<sup>1</sup>Department of Education, Province of New Brunswick, Intermediate Programme of Studies for New Brunswick Schools Grade VII to IX (Fredericton: Department of Education, 1964), p. 3.

of responsibility must be continual from the elementary school into the intermediate school and through the high school.<sup>1</sup>

### Senior High School

No statement of objectives is available in the outline of Programme of Studies for High Schools.

### NEWFOUNDLAND

The Newfoundland curriculum has been divided into two parts:

- (1) Grades I - VIII and (2) Grades IX, X, XI.

### Civics and Citizenship Grades I - VIII

The over-all objectives of a course in Civics and Citizenship should be to prepare the student to make his greatest contribution to the smooth working of a Christian democratic society.

The specific aims of the course may be considered from the point of view of the student (1) as an individual with his own life to live, with his personal desires, hopes and ambitions, and with particular responsibilities to himself; (2) as a worker, who, while engaged in making a living and conscious of his rights and privileges as a worker, is mindful of the rights and privileges of other workers and of his responsibilities towards them; (3) as a member of society, who realizes that, in addition to his private life and his vocational contacts, many of his thoughts, words and deeds are concerned with the wider society of which he is a part.

Specific aims from point of view of student:

#### A. As an Individual

1. To train him in the practice of Christian virtues.
2. To train him to think critically, that he may decide wisely.
3. To strengthen his belief in the importance of will in self-control and self-direction.
4. To help him become increasingly conscious of the dignity and worth of man.

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<sup>1</sup>Ibid., p. 13.

5. To develop in him an interest in and love of beauty and truth.
6. To strengthen his belief in freedom of thought, of speech and action, within the limits of Christian democracy.
7. To make him aware of his rights, privileges and responsibilities as a human being.
8. To develop in him right attitudes toward success and failure, disappointment and realization.

B. As a Worker

1. To develop in him a strong belief in the dignity of honest labour.
2. To teach him to be co-operative and to live in harmony with others.
3. To develop in him initiative, resourcefulness and a desire to improve the quality of his work and the working conditions of himself and his colleagues.
4. To impress on him the importance of efficiency as a worker (and as a citizen) through safe guarding his own health and that of others.

C. As a Citizen

1. To provide him with a knowledge of and practice in democratic procedures.
2. To train him in common courtesies which society demands.
3. To develop in him social poise and confidence in social settings.
4. To help him see the relationships between various branches of government and to understand the means by which these branches function.
5. To develop in him an awareness and understanding of the various institutions and forces that influence society.
6. To arouse in him a desire to contribute to the improvement of conditions in society.
7. To impress on him the importance of conservation of natural resources.
8. To develop in him an interest in and desire to help citizens of other lands.
9. To help him realize that citizens of other lands are trying to solve problems like those in his own community.<sup>1</sup>

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<sup>1</sup>Department of Education, Province of Newfoundland and Labrador, "Civics and Citizenship Grades I - VIII," (St. John's: Division of Curriculum, 1965), pp. 1-3.

No mention of objectives is made in the Outlines of Courses of Study (Grades I-VIII).<sup>1</sup>

High School: Geography IX, X, XI.

Aims

1. To create an interest first in the homeland and thence in the environments of peoples of other lands.
2. To train pupils to use their minds to establish orderly correlation of natural phenomena and distributions, to observe nature, to develop their critical faculties, and to use their imagination.
3. To show the influence of environment on man, by a well balanced study of the physical, biological, historical, economic and political development of the world's natural regions, avoiding the danger of dividing the subject into separate compartments.
4. To give a practical training in the 'grammar' of Geography (the physical basis of the atmosphere, hydrosphere and lithosphere), the ability to read maps, and to know the position of important places.
5. To stimulate a desire to travel actually or in books, and to take an intelligent interest in nature and world events.<sup>2</sup>

NOVA SCOTIA

Junior High School (Grades VII to IX)

History (Grades VII to IX)

Aims

The aims of history course in Grades VII, VIII and IX are to help pupils begin to understand:

1. the development of Canada and of Britain from early times to the present;
2. the gradual growth of political freedom;

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<sup>1</sup>Department of Education, Province of Newfoundland, Outlines of Courses of Study Grades I-VIII (St. John's: Creative Printers and Publishers, 1964).

<sup>2</sup>Department of Education, Province of Newfoundland and Labrador, Geography Grades IX, X, XI, A Teaching Guide (St. John's: Division of Curriculum 1964), p. e.

3. the changes brought about over the centuries by developments in science, transportation, communication, etc.<sup>1</sup>

### Geography (Grades VII to IX)

The general aims of the geography course in Grades VII, VIII, and IX are to teach pupils:

1. to understand the relationship between physical environment and the lives of the people;
2. to understand some of the reasons for differences among peoples in various regions and countries of the world;
3. to know some of the basic geographic factors which make up the physical and climatic features of a region and to be able to make some deductions from them.<sup>2</sup>

### Senior High School (Grades X to XII)

#### Geography Grade X

Out of the year's study of world geography should come the following understandings:

1. the climate patterns on the earth
2. how climate is produced
3. the relationship that exists between the climatic regions of the earth and the distribution of population
4. a realization that man throughout the world is seeking to establish workable relationships with his environment
5. how man is extending his control over the natural resources of the world
6. the importance of conservation of available resources
7. the importance of world trade.<sup>3</sup>

#### History Grades X to XII

The objectives are given under the heading 'Purpose'.

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<sup>1</sup>Department of Education, Province of Nova Scotia, Social Studies Grades 7-9 - A Teaching Guide (Halifax: Curriculum Branch, 1956), p. 7.

<sup>2</sup>Ibid., p. 17.

<sup>3</sup>Department of Education, Province of Nova Scotia, Social Sciences Grades 10-12 - A Teaching Guide (Halifax: Curriculum Branch, 1958), p. 6.

1. The student should learn that the roots of present things are deep-laid in the past; that history is one key--a key for which there is no substitute--to an understanding of the present.
2. The pupil should acquire adequate factual knowledge for an understanding of public affairs--the activities of parliament, foreign relations, political and economic trends in the world at large, the proceedings of international bodies.
3. The pupil should be given some insight into ways of life that differ basically from those of the civilization in which he lives; with such insight should come tolerance of, and a widened sympathy for, peoples of other races and other civilizations.
4. The study of world history should do something to develop in the student discernment and taste, the ability to know the good and the beautiful. Not many in the age-group concerned are mature enough to appreciate the play of ideas, or to understand the refinement of political theory or the abstractions of philosophic systems. But in the visual arts, notably in architecture, there is a wealth of material that can be used in two ways: first, to mark differences in style and technique that distinguish the products of different civilizations; a Chinese pagoda, the Taj Mahal, Chartres Cathedral, a Hindu temple--each in its own way is distinctive, yet typical of the civilization that produced it. And each--and this the second point--is itself a thing of beauty, recognized as such by men of taste wherever they may be found.
5. One principal objective is to stimulate students to read history for the instruction it offers and the pleasure it affords. In the time available it is possible to give only a meagre introduction to history on a world-wide scale. The teacher who succeeds in interesting his students in the drama of human efforts and achievement, and cultivates in them the habit of reading history, will have splendidly succeeded in his task.
6. Any course in history can be used to train the student to read with accuracy and comprehension, to discern what is relevant, to select what is important. These abilities are important in themselves, and are especially valuable in written expression. Training in the written presentation of ideas should always be one of the concerns of the history teacher.<sup>1</sup>

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<sup>1</sup>Ibid., pp. 14-15.

Economics Grade XIAims

The aims of the economics course in Grade XI are, in general, similar to the aims of all courses in social studies. To these general aims may be added the following specific aims:

1. to give specific useful information or skills which will be valuable to the student in the future
2. to give a knowledge of the basic principles which govern our economic activities with particular emphasis on the application of these principles in economy of Canada.<sup>1</sup>

## ONTARIO

The Ontario Curriculum is arranged according to a thirteen grade system where Grade VII to X, inclusive, constitute the intermediate division and Grade XI to XIII the senior division.

Junior High SchoolGeography: Intermediate Division

The teacher should aim at developing such attitudes as:

1. an understanding of regional problems and relationships;
2. an appreciation of social problems; and
3. a sympathetic understanding of other people and their customs.<sup>2</sup>

History: Intermediate Division

The courses in history for Grade 7 to 10 are intended to provide a knowledge of the history of Canada, the British Isles, and the United States of America such as should be the possession of every Canadian citizen. They should also provide adequate background for the student who proceeds further in a study of history.<sup>3</sup>

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<sup>1</sup>Ibid., p. 46.

<sup>2</sup>Department of Education, Province of Ontario, Geography, History and Government Social Studies, Intermediate Division (Toronto: Department of Education, 1962), p. 5.

<sup>3</sup>Ibid., p. 76.



A main purpose of any course in history should be to encourage a continuing interest in the subject and to develop what may be called an "historical attitude"--the realization that history is not a body of absolutes but that the events the historian records are capable of differing interpretations and that the views of historians may change as new evidence comes to light.

A study of history should inspire love of country, but that is not its main function.

In all grades of the Intermediate Division the students must be led to see how geographical factors influence the history of a country.

A study of current events is considered an integral part of the course of study in history. Properly handled, it enables a student to see a relation between what he is studying and the world about him; it emphasizes the fact that history is a record of man's activities; it teaches a student to discriminate between events of lasting significance and those of passing interest.

One of the principal outcomes of the teaching of this course should be an appreciation of the evolution and functions of democratic government.<sup>1</sup>

### Senior High School

The following are suggested as aims in the teaching of the courses outlined for Grades 11, 12, 13:

1. To give an understanding of the sources and development of European and other civilizations in order that the pupil may not only appreciate our debt to the past but may better comprehend the world in which he now lives.
2. To indicate to the pupil that the crowning achievement in this evolution of institutions and ideas is to be found in the creation of democracy with its ideals of social equality and of government.
3. To show what an important part England and British institutions have played in this great achievement.
4. To lead the pupil to realize the growing interdependence of nations and peoples in the modern age, and so to appreciate the need of a spirit of tolerance, neighbourliness and co-operation.
5. To encourage the pupil to develop sound thinking and balanced judgment.

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<sup>1</sup>Ibid., pp. 77-78.

6. To broaden the interests and experience of the pupil by bringing to his attention the artistic, scientific, and other cultural achievements of our civilization.<sup>1</sup>

Geography: Grades XI, XII, and XIII

Aims

1. (a) To gain an understanding of the essential facts of
  - (i) physical environment,
  - (ii) cultural environment,
  - (iii) their reciprocal relations.
- (b) To develop skill in interpreting geographical facts.
2. The development of such attitudes as:
  - (a) A recognition of regional problems and relationships,
  - (b) An appreciation of social problems,
  - (c) A sympathetic understanding of other peoples.<sup>2</sup>

Geography: Grade XI

Aims

The Grade 11 course is designed to provide an adequate knowledge of the principal elements of geography and an investigation of the principal relationships between the natural features of the earth and the cultural features, as shown in the adjustment of human groups to their natural environment and their impress upon it.<sup>3</sup>

Geography: Grade XIII

The aims and guiding principles as outlined in the courses of study for Grades 11, and 12 Geography apply also to Grade 13 but are not repeated here.

The Grade 13 course is designed to make further use of the student's powers of observation and reasoning in the study of the geographical background of Canadian problems. The student

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<sup>1</sup>Department of Education, Province of Ontario, History--Senior Division (Toronto: Department of Education, 1962), p. 3.

<sup>2</sup>Department of Education, Province of Ontario, Senior Division Geography Grades 11, 12, and 13 (Toronto: Department of Education, 1960), p. 4.

<sup>3</sup>Ibid., p. 5.

will study the important geographical factors which influence the development of the Canadian economy and thereby widen his appreciation of Canada's relation to the world community.<sup>1</sup>

## PRINCE EDWARD ISLAND

The Prince Edward Island curriculum is divided into two programs of studies: (1) Grades I - X, (2) Grades XI - XII.

### Junior High School (Grades I - X)

The central purpose of the social studies is to promote the growth of informed individuals and responsible citizens. The social studies should provide a body of sound factual knowledge and awaken a consciousness of the chronological sequences of events in human history. Together these should promote an understanding of how the present has grown out of the past.

In some respects the Social Studies programme is the most important of the school life. The importance lies in the type of results we hope to obtain. This is not so much the acquisition of knowledge as the growth of certain social attitudes and ideals. The value of the programme, therefore, will depend not only on what is accomplished, but also on how it is accomplished. The social studies can assist in developing attitudes and ideals which are cherished in a democratic society.

The little child will learn through the tactful guidance of his teacher to be neat and clean, though he may come from a home where such qualities are not much in evidence. He will learn to restrain his desire to talk and play, if it interferes with the enjoyment of other children in the story hour. He will learn to do things for himself, instead of depending upon the teacher to do them for him. He will, in short, learn to be a truly social being, controlling himself and expending himself for his classmates and himself. Today, people in all walks of life are learning the advantages of working together toward common objectives. Hence the child needs to live, to work, and to play in co-operation with his fellows.

Through the participation of the pupils in socialized lessons and allied activities, constructive and otherwise, calling for committee work and joint endeavours of different kinds, actual

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<sup>1</sup>Ibid., p. 18.

experience in community effort will be provided, and there will be developed co-operation, self-restraint, tolerance, unselfishness, and other desirable social qualities.<sup>1</sup>

### Senior High School (Grades XI and XII)

#### History (XI and XII)

History is both "the recorded memory of mankind" and also, through the intervention of the student of history himself, "man's thoughtful consideration of his past." Without history man has no roots. A knowledge of history cannot alone solve the problems of the present or of the future: for this much more is needed. Yet without the knowledge of history, our present must remain an incomprehensible jumble and an enigma, our future an ominous cloud. As the author of our Grade XI text says, "let us at least make sure of this: That if we of the 20th century should fail to solve the problems facing modern civilizations, it will not be because we were ignorant of how men tried and failed in the past."<sup>2</sup>

### QUEBEC

#### English Catholic High Schools

In Quebec, secondary education begins in Grade VIII and may occupy a four or five-year period (Grade VIII to XI or XII), depending upon the specific course.

#### History (First Year High) (Second Year High)

The main objectives of this History Course in First and Second High are:

1. To enable our pupils to have a clearer understanding of our modern civilization by giving them a knowledge of the origin and development of our institutions and of

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<sup>1</sup>Department of Education, Province of Prince Edward Island, Programme of Studies for the Schools of Prince Edward Island I-X (Charlottetown: Department of Education, 1962), pp. 117-118.

<sup>2</sup>Department of Education, Province of Prince Edward Island, Programme of Studies for Grades XI and XII in the Schools of Prince Edward Island 1962-1963 (Charlottetown: Department of Education, 1962), p. 26.

- the contributions made to our civilization by various peoples in ancient and medieval times;
2. To emphasize the part played by the Catholic Church in ancient and medieval times and its glorious contribution to our present civilization and culture;
  3. To lay a mental foundation for the study of Modern World History and for a more comprehensive study of the History of Canada.<sup>1</sup>

### History of Canada (Third Year High)

The objective, then, in Third High, is to give the pupils an intelligent grasp of this History, of the events, movements, and agents instrumental in "Building the Canadian Nation," in expanding its territory and developing its government. They should also acquire an intimate knowledge of the form of government and the institutions under which they live, a clear understanding of our democratic system, the right and privileges it confers, and the duties and obligations it imposes on every citizen.

The most important objectives in the teaching of National History are those which teach a pupil to be a good citizen and how to vote intelligently.<sup>2</sup>

### Geography (First, Second, Third and Fourth Year High)

#### Objectives

When opening the eyes of the High School student to this constantly shifting host of forces, the Catholic teacher's aims should include the following:

- (a) To awaken in the pupil a fuller realization of the wonders of creation, the omnipotence of God, and the fact that the one thing which makes man able to live upon this earth and to wring from it some measure of comfort and wellbeing, is his god-given intelligence.
- (b) To develop good citizenship.
- (c) To develop in the pupil tolerance and sympathy for his fellow men throughout the world.
- (d) To resume and to intensify the study of General Geography.

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<sup>1</sup>Department of Education, Province of Quebec, Course of Study for the English Catholic High Schools (Quebec City: Department of Education, 1963, p. 79.

<sup>2</sup>Ibid., p. 82.

- (e) To develop an understanding of the relationship of man to his natural environment.
- (f) To develop in the pupil an ability to use an accurate understanding of that nature in solving everyday problems.
- (g) To develop distinctive tool-using abilities that will enable the pupil to acquire for himself further Geographic information and more skill in its use.
- (h) To point out to the pupil the complex ramifications of Geography in other subjects of the program.
- (i) To instill in the pupil an abiding interest in Geography that will ensure his being sensitive throughout his life to Geographic changes and to their results for him, his country, and the world as a whole.<sup>1</sup>

### Protestant Schools

Grades I to VII inclusive are elementary; Grades VIII and IX are intermediate; Grades X, XI and XII are high school.

### Junior High School (Intermediate)

#### Geography Grades VIII and IX

The function of Geography in Schools, according to Fairgrieve, is "to train future citizens to imagine accurately the conditions of the great world stage so that they may think sensibly about the social and political problems of the world."<sup>2</sup>

#### Geography (Grades X and XI)

No statement of objectives is available.

### Junior High School (Intermediate) and Senior High School

#### History

#### Aims

1. To relate today with yesterday and to develop the realization of the immeasurable debt which the present owes to the past.

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<sup>1</sup>Ibid., p. 87.

<sup>2</sup>Department of Education, Province of Quebec, Handbook for Teachers in the Protestant Schools of the Province of Quebec (Quebec City: Department of Education, 1957), p. 72.

2. To give pupils an idea of the development of the life of mankind as a whole.
3. To lead pupils to the recognition that each is a member of a group in which the experience of a single member has a relation to the life of the whole.
4. To train a pupil to see and estimate the importance of ethical values.
5. To enable the pupil to think of social problems in terms of history.
6. To develop a healthy nationalism while promoting an attitude of tolerance for other races, religions, political ideas and nationalities.
7. To encourage the gathering of historical information and the habit of examining it critically before arriving at a conclusion.<sup>1</sup>

## SASKATCHEWAN

The Saskatchewan Curriculum has been divided into two parts:

- (1) Elementary School - Grade I-VIII.
- (2) High School - Grade IX-XII.

### Junior High School

Grades VII and VIII  
"A" Course

#### Objectives

1. Understand the need for knowing about the life and work of people in all parts of the world as a stepping stone toward good citizenship.
2. Develop an attitude of tolerance towards people of other nations.
3. Understand the ways in which environment affects ways of living in different countries.
4. Realize that the need for careful use of natural resources is very great.
5. Become aware of the interdependence of people everywhere.<sup>2</sup>

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<sup>1</sup>Ibid., p. 105.

<sup>2</sup>Department of Education, Province of Saskatchewan, Elementary School Curriculum Guide I for Language-Social Studies, Music, Art (Regina: Department of Education, 1957), p. 101.

Grades VII and VIII  
"B" Course

Objectives

1. Understand how the culture of Western Europe and particularly of Britain influenced the development of Canada.
2. Become acquainted with the more important fact in English and American political and industrial history and their effects upon Canada.
3. Appreciate the contributions of people of many lands in the building of Canada.
4. Prepare for citizenship in a democracy through an intelligent understanding of life today.<sup>1</sup>

Senior High School

The objectives of teaching social studies for Grades IX, X, XI and XII, are the same.

Central Purpose: High School Social Studies:

The central purpose of the social studies is to promote the growth of informed individuals and responsible citizens.

Objectives

The social studies should provide a body of sound factual knowledge and awaken a consciousness of the chronological sequences of events in human history. Together these should promote an understanding of how the present has grown out of the past. To ensure the attainment of this general objective the teacher should foster in the student the development of the following abilities, skills, and attitudes:

(a) Abilities

1. To gather material, organize data, relate facts, and present reasoned arguments.
2. To observe, recognize, and interpret the environmental factors affecting the life of the community, of the nation, and of the world.
3. Through reading newspapers, books, and periodicals, through listening to radio, and viewing television programs, and through discussing current events, to identify

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<sup>1</sup>Ibid., p. 106.



and attempt to understand community, national and world problems, and to think objectively and constructively about such problems.

### (b) Skills

There is no better medium than the social studies for acquiring basic study skills. Instruction in social studies is closely related to instruction in English. Among these study skills are the following:

1. To read intensively material for study; and to read rapidly material for skimming.
2. To make effective use of library resources.
3. To use maps, charts, graphs, globes and other aids to study.
4. To make records and reports in good form, with due regard to accuracy and effective expression.

### (c) Attitudes

The social studies can assist in developing attitudes and ideals which are cherished in a democratic society. These do not always "transfer" automatically from the material of instruction. They must be sought and nourished by deliberate procedures. The following attitudes should permeate the atmosphere of every classroom and should from time to time be given attention by direct reference:

1. Respect for the rights and beliefs of other persons, peoples, and nations, both past and present.
2. Willingness to accept the will of the majority, and to respect the right of a minority.
3. Alertness to civic and social responsibilities, and willingness to respond with appropriate action either individually or co-operatively.
4. Open-mindedness and respect for facts in the study of social problems.
5. A vital interest in preserving democratic government, promoting national unity, and advancing international peace and co-operation.
6. Appreciation of the qualities of thought and character of individuals and groups who have made substantial contributions to human welfare.
7. Honesty as an integral part of the student's character and reflected in the sincerity and intent with which he carries out his daily assignments.<sup>1</sup>

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<sup>1</sup>Department of Education, Province of Saskatchewan, Program of Studies for the High School--Social Studies Grade XII (Regina: Department of Education, 1963), p. 5.

## CHAPTER VI

### OBSERVATIONS AND INTERPRETATIONS

The objectives stated by the provincial departments of education are important because they carry authority in terms of giving direction to the classroom teachers. It is obligatory for the teachers to consult the courses of studies issued by the departments of education. Some of the departments have made a special notification to that effect. For instance, in the introduction of the Program of Studies for the schools of Nova Scotia, the following note under the heading "Attention All Teachers" has been given:

It is the responsibility of each teacher to become familiar with, and make appropriate use of, all the information and references in the Program of Studies that apply to his or her work.<sup>1</sup>

This chapter deals with the interpretation of the objectives appended in the previous chapter. The salient observations regarding each province are taken up first. This is followed by general interpretation and comments.

#### Observations

##### Alberta

1. The objectives stated for the junior High school lay emphasis on the citizenship education.

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<sup>1</sup>Department of Education, Program of Studies in the Schools of Nova Scotia, 1965-66 (Halifax: Curriculum and Research Section, Division of Elementary and Secondary Education, Department of Education, 1965), p. 5.

2. They refer to both individual and social developments.
3. Specific objectives for each unit are given. These unit objectives have been further categorized into (i) understandings, (ii) skills, abilities, habits, (iii) attitudes.
4. Both cognitive and affective objectives are included in the junior as well as senior high school. It appears that the emphasis is on the cognitive domain.
5. To a large extent, the objectives for junior high school and senior high school are the same. There is no great difference between the two sets.

#### British Columbia

1. The British Columbia program of studies states the same general objectives for the junior high school and senior high school social studies instruction.
2. The central objective of social studies education is the promotion of better citizenship. On the whole, citizenship is emphasized throughout the description of objectives.
3. Democratic ideology has also been emphasized.
4. As far as form is concerned, the objectives are well organized under such headings as knowledge, love of truth, humanitarian sentiments, an understanding of the rule of law, attitudes, appreciations, allegiance, habits and skills.
5. Each of the above headings has been extensively explained.
6. The objectives for the elective courses (senior high school) in Social Studies 32, Social Studies 33, Geography 91,

History 91, are given separately. Also objectives for the advanced elective courses are stated.

7. Both cognitive and affective objectives are given. Apparently both domains are adequately covered.
8. The objectives seem to be more comprehensive than those of any other province of Canada.

### Manitoba

1. The general objectives for junior high school are categorized under three headings: (i) understandings, (ii) abilities, (iii) attitudes and habits. All of them are explained.
2. In the senior high school the objectives for each course are given separately.
3. In both junior and senior high schools, there is an emphasis laid on citizenship. In the junior high school there is a stress on social life; on the other hand in the senior high school, there is an accent on developing an understanding of the evolution of our society and internationalism.
4. For the junior high school both the cognitive and affective objectives are given.
5. For the senior high school the emphasis seems to be on the cognitive aspect.

### New Brunswick

1. Throughout the objectives stated for the junior high school, there is a considerable stress on the training for citizenship.

2. In the courses entitled Civics and Citizenship (Grades VII, VIII, IX), the democratic ideology along with training for citizenship are emphasized.
3. No statement of objectives is available in the Outline of Programme of Studies for High Schools.<sup>1</sup> A letter from the Director of Curricula also reveals that no statement of objectives is available. Hence in this case, no comparison can be attempted between the objectives of junior high school and those of senior high school.
4. In the junior high school objectives both cognitive and affective objectives have been mentioned.

#### Newfoundland

1. The over-all objective of junior high school Civics and Citizenship course (Grade I-VIII) is to prepare the student to make his contribution to the smooth working of a Christian democratic society.
2. The specified aims of the above courses are considered from the point of view of the student (a) as an individual, (b) as a worker, (c) as a citizen.
3. There is a stress on both individual and social developments.
4. No mention of objectives is made in the Outline of Courses of Study--Grades I-VIII.<sup>2</sup>

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<sup>1</sup>Department of Education, New Brunswick, Outline of Programme of Studies for High Schools (Fredericton: Department of Education, Province of New Brunswick, 1964).

<sup>2</sup>Department of Education, Newfoundland, Outline of Courses of Study--Grades I-VIII (St. John's: Creative Printers and Publishers, Ltd., 1964).

5. The objectives of teaching Geography IX, X, XI, are broad in scope and cover international understanding.
6. In the Outlines of Courses of Study--Grades IX, X, XI,<sup>1</sup> no statement of objectives for History is available.
7. Both cognitive and affective objectives have been given for the junior high school.
8. For the senior high school, the emphasis is clearly on the cognitive domain of objectives and, to a large extent, there is a very little mention of affective domain of objectives.

#### Nova Scotia

1. The objectives (aims) for History (Grades VII-IX) and Geography (Grades VII to IX) are given separately.
2. The above courses emphasize an understanding of Canada and the world.
3. In the senior high school (Grades X-XII) the main emphasis is on knowledge and understanding of different civilizations of the world. It also aims at the development of skills such as: to read accurately; to select what is important. One of the objectives of teaching history is to infuse an aesthetic sense in the student.
4. In the junior high school, the emphasis is on the cognitive domain of objectives and there is little mention of the affective domain. In the senior high school Geography and

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<sup>1</sup>Department of Education, Newfoundland, Outline of Courses of Study--Grades IX, X, XI (St. John's: Creative Printers and Publishers, Ltd., 1964).

Economic courses, there is no mention of affective objectives, but in History (X-XII) courses both cognitive and affective objectives are given.

### Ontario

1. The objectives (aims) for Geography and History in the junior high school (Intermediate Division) are given separately.
2. For the Intermediate Division, the emphasis has been laid on (i) developing "historical attitude", (ii) how geographical factors influence the history of a country, (iii) appreciation of the evolution and functions of a democratic government.
3. The objectives for History (Grades XI, XII, XIII--Senior Division) emphasize (i) the international understanding, (ii) ideals of democracy and the role of British institutions in this great achievement, (iii) broadening of interest.
4. The objectives (aims) of senior high school (Grades XI, XII, XIII) are similar to the objectives (aims) of junior high school Geography (Grades VII, VIII, IX, X).
5. In junior and senior high school objectives both cognitive and affective objectives are stated.

### Prince Edward Island

1. In the junior high school, the same objectives are given for all grades (Grades I-X).
2. The central purpose of the social studies is to promote the growth of responsible citizens.

3. The accent is on the social qualities to be developed through the socialized activities.
4. In the senior high school (Grades XI, XII) History, a general introduction is given. Otherwise, no objectives have been listed. In this introduction the importance of history--how the study of history is useful for understanding the present and guiding the future--is given.
5. In the junior high school objectives both cognitive and affective aspects have been covered.
6. In the objectives for the senior high school, there is little mention of the affective domain of objectives.

Quebec (Catholic)

1. Training for citizenship is emphasized in the junior and senior high school objectives.
2. Another important objective is to emphasize the part played by the Catholic church in ancient and medieval times and its contributions to our present civilization and culture.
3. By and large, the objectives for the junior high school and senior high are similar.
4. In the objectives for the History courses (first, second, third year high) emphasis on the cognitive aspect is laid; the affective domain of objectives is lacking.
5. In the Geography courses (first, second, third, fourth year high) both cognitive and affective objectives are stated.



Quebec (Protestant)

1. In the junior high school (Intermediate Division) the major objective is to train future citizens.
2. For junior and senior high school History the same objectives are stated.
3. In the junior and senior high school History courses, the internationalism, healthy nationalism, group relationships, and ethical values are stressed.
4. In the objectives for the Geography courses, there is a very little mention of affective objectives (of course, there is a very brief mention of objectives on the whole).
5. In the objectives for History (junior and senior high school), cognitive and affective aspects are stated.

Saskatchewan

1. Training for citizenship is emphasized in the objectives for both junior and senior high school.
2. The objectives for Grades IX to XII have been stated under:  
(i) abilities, (ii) skills, (iii) attitudes.
3. In the introduction of each social studies course (Grades IX to XII), the same objectives (without any change) are given.
4. The democratic ideology, promotion of national unity, advancement of international peace and co-operation are stressed.
5. Both cognitive and affective objectives are stated for the junior and senior high schools.

## Interpretations

From the comparison of objectives stated for the junior and senior high schools, it appears that in most of the provinces there is a very slight difference in the stated objectives, if indeed, there are any. In some cases, the same objectives have been stated.

It is a well established fact that boys and girls during early adolescent years need special consideration as the growth patterns of the early adolescent are predictive and different from those of older and younger students.<sup>1</sup> This necessitates a separate school environment and instructional orientation.<sup>2</sup> Naturally, this would call for a different set of objectives for students in the junior high school and those in the senior high school.

The same idea is echoed by many educators and various committees on education. Conant,<sup>3</sup> Gruhn and Doughless,<sup>4</sup> Noar,<sup>5</sup> Smith, Standley and

<sup>1</sup>William T. Gruhn, "Major Issues in Junior High School Education," The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 266 (September, 1961), 18.

<sup>2</sup>Nelson L. Bossing, Roscoe V. Cramer, The Junior High School (Boston: Houghton Mifflin Company, 1965), p. 48.

<sup>3</sup>James B. Conant, Recommendations for Education in the Junior High School Years, A Memorandum to School Boards (Princeton, N.J.: Educational Testing Service, 1960), p. 12.

<sup>4</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, revised edition, 1956), p. 4.

<sup>5</sup>Gertrude Noar, The Junior High School--Today and Tomorrow (Englewood Cliffs, N.J.: Prentice-Hall, 1961), p. 3.

Hughes,<sup>1</sup> ASCD Commission on Secondary Curriculum,<sup>2</sup> Junior High School Committee,<sup>3</sup> are some of them.

The objectives for the various grades in the junior high school and senior high school have also marked uniformity. In some cases, the objectives for all the grades in the junior high school are the same. Similarly, in a few provinces, there is no distinction made in the objectives for different grades in the senior high school. Otherwise too, there is a marked overlapping of objectives stated for different grades.

Looking at the total picture, it is appropriate to reach the conclusion, that the stress is on the cognitive domain of objectives rather than on the affective domain of objectives. The psychomotor skills domain is not directly applicable to the field of social studies. The emphasis on the cognitive domain of objectives is understandable as "it is easier to teach and evaluate cognitive objectives."<sup>4</sup> On the other hand, it is very difficult to evaluate the affective objectives as our evaluation techniques are still in the "most primitive stage." Moreover, another cause is the slow attainment of affective objectives.

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<sup>1</sup>Maurice M. Smith, L. L. Standley, Cecil L. Hughes, Junior High School Education: Its Principles and Procedures (New York: McGraw-Hill Book Co., Inc., 1942), pp. 31-32.

<sup>2</sup>Jean D. Grambs and others, The Junior High School We Need--A Report from the ASCD Commission on Secondary Curriculum (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1961), p. 35.

<sup>3</sup>Saskatchewan Teachers' Federation, "Report of Junior High School Committee," (Saskatoon: Saskatchewan Teachers' Federation, 1964), p. 17 (Mimeographed).

<sup>4</sup>Krathwohl, Bloom, Masia, op. cit., p. 16.

A particular item of information or a special skill is very easily acquired and it shows immediate results on cognitive examinations. In contrast, interests, attitudes, values, and other personality characteristics are assumed to develop relatively slowly and to be visible in evaluating techniques only over quite long periods of time, maybe even years.<sup>1</sup>

The form of stating objectives in most of the provinces is individual and patternless. A few provinces show similarities in stating objectives in a particular form by using headings such as understandings, abilities, skills, attitudes.

Of course, the form employed in stating the objectives is far less important than choosing objectives wisely.<sup>2</sup> But even then, Quillen and Hanna maintain that:

Group objectives, stated as changes in student behavior which the program of the school aims to develop, may prove long and unwieldy. Some classification is therefore necessary in order to see that all important phases of the individual's development have been considered and in order that the educational program may be organized in as meaningful a way as possible.<sup>3</sup>

The Quebec (Catholic) school system has conspicuously emphasized in its objectives of teaching social studies the part played by the Catholic church in ancient and medieval times and its glorious contribution to our present civilization and culture. From the foreword of the History (First Year High), the following two paragraphs show the importance attached to the Catholic heritage:

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<sup>1</sup>Ibid., p. 19.

<sup>2</sup>McLendon, op. cit., p. 60.

<sup>3</sup>Quillen and Hanna, op. cit., p. 53.

It is hardly necessary to state that in a Catholic system of Education, the Christian and Catholic concept should permeate and vivify all History Teaching. In the introduction to "Christianity and Civilization" (Corbett, Fitzsimons, Orteimer) we read: "No historical view of mankind is either complete or true if it fails to recognize man's origin as a divinely created being, his fallen nature, his redemption, and his eternal destiny": and in the introduction of the textbook prescribed for the present course: "The most decisive event throughout this long period of history, and, in fact, throughout all history was the birth of Christ. And among the important developments was the rise and growth of the Catholic Church. Pupils are helped in this book and throughout the series to appreciate the vast contribution made by the Church to the advance of civilization." Teachers of First and Second High, then, have but to implement the purpose of the textbook.

Words written over one hundred years ago by the Protestant historian Macaulay seem peculiarly apt when speaking of the place of the Catholic Church in history: "The history of that Church (Catholic) joins together the two great ages of human civilization. No other institution is left standing which carries the mind back to the times when the smoke of sacrifice rose from the Pantheon and camelopards and tigers bounded in the Flavian amphitheatre" . . . "She (the Catholic Church) was great and respected before the Saxon had set foot in Britain, before the Frank had passed the Rhine." . . . "She saw the commencement of all the governments, and of all the ecclesiastical establishments that now exist in the world; and we feel no assurance that she is not destined to see the end of them all." . . . "The Catholic Church is still sending forth to the furthest ends of the world missionaries as zealous as those who landed in Kent with Augustine, and still confronting hostile kings with the same spirit with which she confronted Attila."

(Review of History of the Popes, 1840)

Should not World History properly taught imbue our pupils with a sense of pride in their Catholic heritage?<sup>1</sup>

Among all the provinces of Canada, the Quebec Catholic school system is the only system which has particularly emphasized the religious aim in the teaching of social studies.

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<sup>1</sup>Department of Education, Province of Quebec, Course of Study for the English Catholic High Schools (Quebec: Province of Quebec, 1963), p. 79.

It is not out of place to remark, in general, regarding the objectives of teaching social studies in the secondary schools of Canada. These remarks, of course, do not apply to all the provinces of Canada.

The provincial programs of studies themselves are, in their relation to one another, of a patchwork variety and one may very well expect the objectives they state to be of the same character.

In a number of cases some inadequacies are revealed. In a few instances, the objectives as stated have no pattern to them, no comprehensive and balanced unity. Some of the objectives are too vague and indefinite to call for the specific activities for their realizations. One may come across statements which are too general to be of help to the average classroom teacher.

There is a pronounced uniformity in the emphasis on training for citizenship in all the provinces.

But there is a lack of a universally acceptable definition of the term "citizenship". In seeking the definition of the term "citizenship", the question arises whether it is exclusively a political area or whether it is broadly cultural, including man's relationships and adjustments to his fellow creatures and his physical environment. Do we follow the middle course?

To many people citizenship may be a hollow label, "signifying an indefinite something"<sup>1</sup> due to terminological misunderstanding and confusion.

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<sup>1</sup>William E. Mosher (ed.), Introduction to Responsible Citizenship (New York: Henry Holt and Company, 1941), p. 3.

Leinwand claims that

. . . the term "citizenship education" has become an increasingly fuzzy one which no longer serves as a useful guide to what social studies teachers should be expected to do grows partly out of the gradual accretion of responsibilities over the decades since the 1900's and partly out of a distortion of the meaning of citizenship. The growth of citizenship education until it has become increasingly synonymous with the aims of education generally makes it difficult for us to focus our attention on limited but achievable objectives. As a result, the social studies are like ships lost at sea, without compass or rudder and unable, therefore, to hold to a clear course.<sup>1</sup>

So many definitions of citizenship can be advanced that one wonders which one conveys the intended meaning. In such a situation the term which is so loosely used, loses almost all meaning or significance. With the result that conceptual problems arise "when language has taken a holiday."<sup>2</sup>

Broadly speaking, if the educators want "to think and communicate clearly, distinguish sense from nonsense and avoid ambiguity, there is an imperative need to define the terms."<sup>3</sup> Especially, in the present context, Linguistic Analysis would be useful because its purpose is to clarify the language and meaning of expressions.<sup>4</sup> Harvard's Israel Scheffler advocates to combine both schools (Logical Empiricism and Linguistic Analysis) of Analytic Philosophy and apply them to education

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<sup>1</sup>Gerald Leinwand, "Citizenship Education for Tomorrow's Youth," The Clearing House, Vol. 39, No. 9 (May, 1965), 517.

<sup>2</sup>George F. Kneller, Introduction to the Philosophy of Education (New York: John Wiley and Sons, Inc., 1964), p. 73.

<sup>3</sup>Kneller, op. cit., p. 90.

<sup>4</sup>Arthur Pap, "The Role of Analytic Philosophy in College Education," Harvard Educational Review, Vol. XXVI, No. 2 (Spring, 1956), 115.

to develop methods for clarifying the terms.<sup>1</sup>

It appears from the statements of objectives that Canadian unity has not been sufficiently emphasized. There is no mention of promotion of unity in the objectives except in the statements of two provinces.

Canadian unity is a problem paramount at the moment and one which has not been faced effectively in the past. Canadian educators have failed to recognize that one of their goals is Canadian unity.<sup>2</sup> Many may agree with Morton when he says that "there is no pressure for uniformity, there is no Canadian way of life."<sup>3</sup> One may also believe that there is no clear Canadian identity, and "there is an absence of clearly articulated system of values."<sup>4</sup>

To come out of the present state of crisis and lack of unity, "there must be important changes in attitudes."<sup>5</sup> Social studies education can play a vital role in fostering these attitudes--the attitudes which will largely determine whether or not Canada will endure and prosper or will become, in the words of Bruce Hutchison, "a fleeting accident of history, a brief candle in the northern wind."<sup>6</sup>

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<sup>1</sup>Israel Scheffler, The Language of Education (Springfield: Charles C. Thomas, 1960), p. 8.

<sup>2</sup>William J. Trainor, "What Has Happened to Canadian History?" The Quest, Vol. III, No. 2 (Nov.-Dec., 1965), 19.

<sup>3</sup>W. L. Morton, The Canadian Identity (Toronto: The University Toronto Press, 1961), p. 85.

<sup>4</sup>John Porter, The Vertical Mosaic (Toronto: The University of Toronto Press, 1965), p. 558.

<sup>5</sup>Royal Commission on Bilingualism and Biculturalism, op. cit., p. 1.

<sup>6</sup>George Tompkins, "The Social Revolution in Quebec and Its Implications for Canadian Education" (Ottawa: Canadian Teachers' Federation, 1963), p. 35 (Mimeographed).



## CHAPTER VII

### SUMMARY, IMPLICATIONS, SUGGESTIONS FOR FURTHER STUDY, AND RECOMMENDATIONS

#### Summary

The study was designed to examine the objectives of social studies teaching in the secondary schools of Canada as stated in the various programs of studies of the ten provinces of Canada. Two other purposes were: (1) to find out whether there is any difference between the objectives for the junior high schools and senior high schools in the various provinces of Canada; and (2) to make special recommendations regarding the objectives of social studies instruction in view of the Preliminary Report of the Royal Commission on Bilingualism and Biculturalism.

The statements of objectives were taken from the programs of studies, curricular guides, teachers' handbooks and other bulletins issued by the various departments of education in Canada. The reports of committees and commissions of national associations, federal bulletins and the literature which express the concensus of opinions of large groups of educational authorities of Canadian and U.S. origins were also consulted.

The important characteristics of objectives were reviewed to draw guidelines which were helpful in examining the objectives stated by the provincial departments of education. Some of them are given below:

1. A statement of objectives should be comprehensive enough to cover the cognitive and affective domains.
2. Objectives should be coherently and explicitly stated.
3. Objectives should be organized in a meaningful pattern.
4. Objectives should be consistent.
5. Objectives should be stated behaviorally.

The stated objectives were examined keeping in mind the above guidelines. Observations were made for each province separately. Also, the statements of objectives for junior high school and senior high school in each province were compared.

It appears that there is a very slight difference in the stated objectives for the junior high school and the senior high school. It appears that there is a marked overlapping of objectives for different grades; that form of stating the objectives in most of the provinces is individual and patternless; that there is a pronounced uniformity in the emphasis on training for citizenship. It seems from the statements of objectives that Canadian unity has not been sufficiently emphasized. At the end the recommendations are made, in view of the Preliminary Report of the Bilingualism and Biculturalism Commission.

#### Implications

1. In most of the provinces, there is a very slight difference in the stated objectives for the junior high school and the senior high school, if indeed, there is any. In some cases the same objectives have been stated.
2. There is a marked overlapping of objectives for different grades. This is true of junior and senior high schools.

3. It appears that the emphasis is on the cognitive domain of objectives rather than on the affective domain of objectives.
4. The form of stating the objectives in most of the provinces is individual and patternless. A few provinces show similarities in stating the objectives in a particular form by using headings such as understandings, abilities, skills, attitudes.
5. Among all the provinces of Canada, the Quebec Catholic school system is the only system which has conspicuously emphasized the religious aim in the teaching of social studies.
6. In almost all the provinces, there is a pronounced uniformity in the emphasis on training for citizenship.
7. Generally speaking in a number of cases some inadequacies are revealed. In some cases the objectives as stated have no pattern to them, no comprehensive and balanced unity. Some of the objectives are too general, and too indefinite to call for the specific activities for their realization. It appears from the statements of objectives that Canadian unity has not been sufficiently emphasized. There is no mention of promotion of unity in the objectives except in the statements of two provinces.

### Suggestions for Further Study

The present study has touched upon a number of areas in which extensive investigation and research are required. Some of the suggestions for further study are appended below:

1. With regard to history of social studies in Canada, very little has yet been done. There is a need for a comprehensive

- history of social studies in Canada.
2. There is a need to investigate whether the stated objectives of social studies are being fulfilled.
  3. More research is required in framing the objectives of the social studies instruction as stated in terms of behavior.
  4. There is a need to study the process of framing the objectives for social studies.
  5. In the field of curricular development extensive studies are needed which will clarify the philosophical and sociological foundations of social studies teaching and set forth the broad outlines of desirable objectives.

#### Recommendations

The implications given at the beginning of this chapter call for certain action and reform in the teaching of social studies in the Canadian secondary schools. The following recommendations are made:

1. It is recommended that a complete review of the courses in social studies be undertaken with a particular reference to the objectives.
2. There is a need for much greater differentiation and specificity of stated objectives for the junior high school and senior high school courses.
3. There is an imperative need for a study in depth of the teachers' real objectives in social studies as revealed by their instructional practices in the classroom.
4. Also, there is a need for a long range study to determine how much difference the scope, content, and sequence of

social studies courses make in the students' attitudes and knowledge of the social studies.

5. There should be a determined effort to state the objectives of social studies education in terms of behavior and social competency to focus instructional practices on the objectives. In other words, affective domain of objectives should also be emphasized. More research is needed in this domain of objectives. Moreover, for making the objectives functional, the terms such as citizenship should be clarified.
6. Each department of education should develop a program of evaluative techniques other than recording the scores on the examination. There should be a systematic method of appraising students' growth in citizenship characteristics.
7. Departments of Education should require that the secondary social studies teachers have majored in the social studies area (preferably with a degree) and have more extensive teacher training program before permission to teach is granted.
8. An establishment of a national commission is recommended. The task of this commission should be to re-examine and clarify the role of the social sciences in the school curriculum and to develop a structural framework appropriate to a dynamic society.
9. There is a need for the appraisal of Canadian history textbooks.
10. There is a need for writing a national history that should promote Canadian unity.

11. Departments of Education should broaden the representation on the social studies curriculum committees to include also the representation from the different social science disciplines in the universities.
12. There is a need for the establishment of an effective National Council for Social Studies in Canada.
13. The establishment of a Federal Office of Education is recommended. Some of the functions of this office will be: to engage in educational research; to collect and publish educational information; to provide a central focus for many vital and dynamic trends that now exist in Canadian education; to provide consulting services; and to co-operate with various provincial and local educational agencies to promote the cause of education.

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