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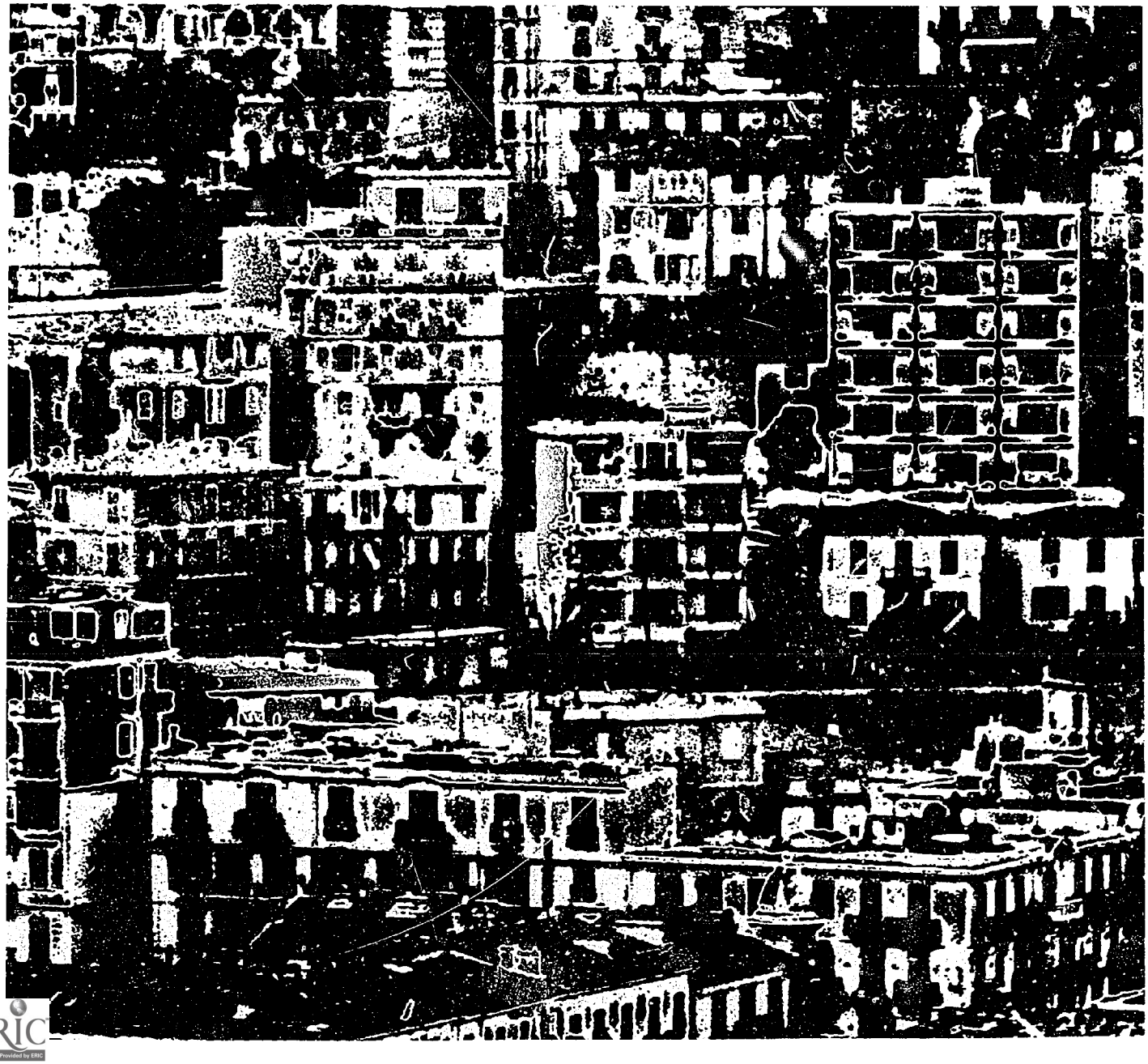
ABSTRACT

The Powell River Project proposes in this progress report to design a curriculum with the Canadian urban environment as a major focus promoting cognitive and affective learnings that are verifiably appropriate using a team of primary teachers as designers. Activities and experiences will be selected which lead the child to learn his role in society; understand the relationship between groups, the interdependence of people and institutions, and, how they are affected by urbanized environments; and, develop self concept, self esteem, and a sense of individual responsibility. The criteria for the selection of teaching strategies and activities are outlined: practice and development of intellectual skills, diversity of techniques, open classroom climate, active decision-making, use of inquiry techniques, and free concept and value formation. Criteria for the structure of the materials are also given. To begin, the project reviewed relevant literature on: urbanization, child psychology and learning theory, structure and strategy in the social studies, printed teaching and learning resources, and current projected social studies curricula for the Canadian provinces. The findings are summarized here and the bibliography is appended. Also appended are: 1) a summary of an inventory of knowledge skills and attitudes of kindergarten children; and, a study of the understanding of the elementary children of Powell River concerning their civic election. (Author/SBE)

Western Curriculum Project on Canada Studies

Urbanization and the Social Studies Curriculum



PROJECT CANADA WEST

FIVE TO NINE

URBANIZATION AND THE SOCIAL STUDIES
CURRICULUM FOR THE FIRST FOUR YEARS
(K-3) OF CANADIAN SCHOOLS.

POWELL RIVER
BRITISH COLUMBIA
JUNE 1971

A revised version of a proposal for an urban studies project
made in 1970 by John Burdikin and Peter Harper

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RATIONALE

It is accepted that urbanization is the dominant feature of contemporary Canadian society and that it will increasingly be a major concern of Canadian citizens of the future.

In the view of the Powell River Project team, it is essential that Social Studies curricula for Canadian elementary schools be significantly concerned with Canadian urban society as a focus for learning. Further it is held that the early years of a child's school life are critically important with respect not only to intellectual and moral learnings, but also to those social learnings which have their genesis during these school years.

To take one dimension of Canadian citizenship, it is seen that if those knowledges, values and propensities for taking action, that are desirable characteristics of rational decision makers in a pluralistic, democratic society, are to be acquired; then the social studies curriculum for the early years of schooling must provide appropriate learning foundations.

The rationale appears to us to be somewhat different for each of the age groups covered by this project. For the kindergarten level the team proposes that:

> The focus of the Social Studies program is the child. The development of the child's good self-concept paves the way for the concept of himself as a citizen -- in the home, in the school, in the community, in his country, and as a Canadian in the world. He must be helped to understand himself and his role as a citizen in our urban society, and to become aware that as the interdependence of people increases with urbanization, so also does the need for the values of good citizenship become greater if a worthwhile society is to prevail. In laying a foundation for this social education the kindergarten child needs both an experimental and experiential approach for his learning and living. He must be guided to make inquiries, to find out and to think for himself, and he must be provided with an environment wherein he will have much time and many opportunities for experiencing real-life situ-

ations. Since the child's experiences in social living pervade the whole kindergarten program, this approach will involve him in many situations where his ability to make meaningful decisions will be extended, giving him many opportunities to learn to govern his actions and reactions through reasoning and to learn to resist their manipulation through his emotions. [1]

Other team members concerned with the other levels of the primary school believe that the rationale for their part of the project may be summarized under four main headings. (Note: The whole team has co-operated on all aspects of the work to date, including this project report, but subcommittees undertook the writing of particular sections according to their expertise.) In our view:

1. Although the topic chosen is traditional, the reasons for choosing the family, school and community as content areas are still valid. It is the approach and the materials that are new and are related to present Canadian concerns. Children enter school with experiences and knowledge of a social unit, the family, and it is from this familiar setting that meaningful learning can best be developed. (It is recognized that there is still a predominant, traditional type of nuclear family, with increasingly numerous varieties of this type.)

2. The early years are a vital time for the development of attitudes of empathy because the child is emerging from an essentially egocentric stage and becoming increasingly aware of others. It is an appropriate time to develop understandings of interdependence and of individual roles within the family, school and community.

3. The curriculum is to be interdisciplinary in its approach, being conceptually based on those disciplines that are most relevant to the interpretation of urbanization to this age level. [2]

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1 Written by Mrs. Carriere and Mrs. Padgett, Kindergarten teachers.

2 Bruner, The Process of Education, New York: Vintage Books, 1960.

4. The experience approach is considered the most appropriate and effective in promoting learning for the young child. This curriculum will promote active pupil involvement through programs that will continuously stress inquiry, participation and discovery by the child. [3]

This is necessarily a brief statement of rationale and can, of course, be expanded. It is therefore declarative without indicating the sources which give validity to its assertions. Much of this validity depends upon the evidence that is indicated at some length in the section on related reading and research findings.

STATEMENT OF PROBLEM

Traditionally, the Primary Grades Social Studies Programs of every Canadian province have had a large component of urban studies subsumed under topics with such titles as "Our Community" and "Our Immediate Neighbors." Nevertheless, an examination of these Programs of Studies, indicates that in general, they do not provide a curriculum which has taken the Canadian urban environment as a major focus for promoting cognitive and affective learnings and which is verifiably appropriate for these first critical years of schooling. The Powell River Project proposes to design a curriculum with this focus by having a team of Primary Grades teachers as designers, working under the auspices of Project Canada West.

Curriculum materials will be developed that are appropriate for the Social Studies curriculum time allotments for school years kindergarten, Grade 1,

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[3] Written by Mrs. Koleszar, Mrs. Williams, Mrs. Christensen and Mrs. James.

Grade 2 and Grade 3. As explained in more detail later, the term "curriculum materials" is being interpreted in a very broad sense and there is no intention of being restricted to the production of such "traditional" materials as texts, workbooks and teachers' guides.

The problems selected for developing curriculum material under this project is that of finding ways of promoting cognitive and affective learnings related to the Canadian urban environment of children in the age groups five to nine years. Cognizance will be taken of the stages through which such children are developing, both intellectually and morally (e.g., in the context of Piaget's characterization of the pre-operational and the stage of concrete operations of intellectual development). At the same time, the problem of finding ways of integrating this project's materials and methods with those that are being developed for succeeding age levels under Project Canada West will be a constant concern.

A REPORT RELATED TO THE INTENDED LEARNING OUTCOMES OF THE CURRICULUM TO BE DEVELOPED

Considerable thought has been given to the criteria for selecting intended learning outcomes as this team is concerned to have adequate means of selecting those that are consonant with its philosophy and with the objectives of Project Canada West.

The criteria will be such as to ensure that the primary years are truly pivotal in linking the child's worlds in a continuous growth education process. They will ensure that the activities chosen will give full consideration to the various levels of emotional and physical growth and of mental and moral development. Those activities and experiences will be selected which lead the young child to learn how to learn his role in society; under-

stand the relationships between groups, the interdependence of people and institutions, and how they are affected by urbanized environments.

It is important that the criteria for selection act in such a way that the curriculum developed by this project makes a direct and substantial contribution to meeting significant, continuing, Canadian concerns.

Specifically, with regard to knowledge outcomes, this project team will seek to apply criteria that select concepts and generalizations which apply to the Canadian urban scene and which form the basis of the overall design of Project Canada West. The development of such intellectual skills as observation, classification, analysis, inference, forming hypotheses and conclusions, will be sought. The knowledge acquired should form a basis upon which the child can make his own value judgments on the basis of evidence and rational decision. An appreciation of the wider Canadian environment is an extended outcome of acquiring deep knowledge of local situations. Knowledge outcomes will perhaps relate largely to "knowing that" but care will be taken to select experiences that emphasize "knowing how" as well.

Attitudinal learning outcomes will be sought by applying the criteria summarized below. It is recognized that many, if not all, of these outcomes represent early developments and embryonic forms, but they are seen to have added significance because of this. Initially, the child will be assisted to become aware of his self-identity and helped to develop feelings of self-worth and adequacy. Outcomes that help the child achieve competence as a component of self-esteem will provide a basis for much else that it is planned to attain as attitudinal outcomes. The desire to understand and fulfill useful roles in Canadian urban society will be fostered as activities and experiences are provided which promote pride in Canada -- its past and contemporary achieve-

ments. It is proposed to make it more possible that a sense of each individual's responsibility towards society will develop, perhaps as an outcome of assisting the development of feelings of empathy towards classmates and the development of healthy attitudes towards challenges presented by the urban environment. It is intended that attitudinal outcomes will be relevant to the child's world but which will provide him, within these expanding limits, with the desire to evaluate controversial questions by interposing evidence, reasoning and social conscience between impulse and action.

Vital to the achievement of the foregoing, is the correct choice of pedagogical priorities for the project's curriculum materials. Criteria in this sphere can perhaps be presented most succinctly by indicating the kinds of questions that will have to be satisfied:

1. Does the activity provide opportunities for practice and consolidation of intellectual skills?

2. Does the program offer a variety of avenues to reach the same objective? (Does it provide also for diversity, not only of means, but also of ends?)

   e.g., field study, discussion, writing; simulation techniques, "expert" help, multi-media aids; role playing, map work, records; reading

3. Is the classroom climate "open," "accepting," and conducive to free expression of ideas and opinions?

4. Do the techniques provide for active involvement in investigation-oriented experiences?

5. Can the approach be applied to any Canadian urbanized environment?

6. Do the activities lead to action on the part of pupils (and others) as a result of decision making in the classroom?

7. Are inquiry techniques being used as means towards the development of decision-making skills, not as ends in themselves?

8. Do the pedagogical techniques "free the intelligence" of the child for the concept-formation and value-formation essential to the attainment of increasing individual autonomy?

9. Do the techniques draw on the various disciplines and thereby provide a basis for increasingly more sophisticated disciplined and inter-disciplinary approaches in later years?

The examples of criteria discussed in this whole section are seen as selecting and relating the learning outcomes presently desired for this project's program but not as being necessarily exclusive, as the team is convinced of the need to acquire greater knowledge itself and is very willing to adapt to new ideas and urgencies.

THE PLANS FOR THE STRUCTURE OF THE CURRICULUM MATERIAL TO BE DEVELOPED

Once more, we will present a series of questions which we trust will convey our ideas as to how we will develop specific curriculum materials. We will ask:

1. Is the material readily available? Is it interesting to this age group of children?
2. Do the materials reflect a basic theme and convey a clear "message" to those using the materials?
3. Do the materials, as a whole, reflect the multi-cultural character of our Canadian urban society?
4. To what extent are the materials "reality-oriented" rather than portrayers of social situations from "idealized" points of view?
5. Do the materials have open-ended possibilities?
6. Do the materials place the child in situations where he must make decisions?
7. To what extent do the materials provide occasions for the child to assess his own as well as society's values and actions?
8. Are the materials inspired by the social sciences and also by the humanities?

It is contended that the most valuable curriculum materials may well be those gathered, contributed and adapted by the children themselves. For example, consideration is being given to having the children produce "diversity

packages." [4] Such a package might comprise of a thousand different items for use by a class of thirty children. The materials would differ in form as well as content so that every child would be able to contribute and also find something new. Materials would be expected to be mainly rough and amateurish (bear the marks of child-like production and selection and use) and could comprise of photographs, drawings, records, tapes maps, cards, posters, realia of all sorts, food, scents, etc. A package would treat a particular topic, e.g., "Community Workers," but would contain a minimum of directions or guidelines or explanations or suggestions or labels. A package would be a "starter" device and a resource for a class, but also an example; as it would be expected that the class would construct its own package to be passed on to the next year's class. In other words, each class would "consume" packages and in the process learn how to create packages for others. In the process, children would be learning from a set of very diverse materials and at the same time be preparing to teach another group of children (the inheritors of the package) by means of locally collected and prepared materials. It can be seen that these processes involve knowledge, foresight, decision making, value judgements and an attitude of caring for another group -- the succeeding class. Certainly an historic dimension is involved here also.

Obviously, these packages form only a part of the materials planned, which are seen as being of two types -- those intended mainly for teacher guidance and use, and those intended for pupil guidance and use. For both types, plans are being made by the team, with a view to testing these out in their own classroom and in those of their colleagues. The British Columbia Primary Teachers' Association's executive has indicated that it is very willing to help, through its membership, in the trial of materials. This will result in trials under a great variety of conditions, and help ensure the transferability

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4 Refer to the work of the OISE Media Group and in particular to the work and writing of David Stansfield and Anthony Benton, e.g., an article in the Educational Courier, Volume 41, No. 16, April 1971.

of the resultant methods and materials.

It is intended that the methods and materials (the whole curriculum, in fact) will become known for a particular style. This will be evidenced in the materials produced and used because they, in turn, will reflect the way of approaching social learning and teaching -- a way that is inquiry oriented and strives to provide the concrete experiences thought to be essential for young children.

RELATED READING AND RESEARCH FINDINGS

One of the most frustrating and difficult aspects of the team's work has been to gain access to the relevant literature. Research pertaining to this project is fragmentary, inconclusive and widely dispersed. It is expected that when the information retrieval system, ERIC, begins to operate in the social studies field, our work will be facilitated.

The project team has read widely in a number of different spheres which may be categorized as follows:

(a) Urbanization
(b) Child Psychology and Learning Theory
(c) Structure and Strategy in the Social Studies
(d) Curriculum Development, including published curricula relating to Urban Study
(e) Printed Teaching and Learning Resources

A complete listing of the reading carried out collectively by members of the project team is laid out in the Bibliography (Appendix A). The following is a brief summary of the findings in each category of the literature.

(a) Urbanization

There is a growing body of information on urbanization as a phenomenon.

The project team has been reading the more scholarly works in this field, but has also been looking at printed materials for school children which treat the topic of urbanism in Canada.

Urbanization is a world-wide phenomenon, and the project team has had difficulty identifying a particular expression of urbanization which may be labeled "Canadian." Urban Canada shares many common features with her U.S. neighbor, but at the same time, is quite different.

In Canada, city centers are regarded as desirable places to live and this is attested to by the willingness of private investors to develop apartment blocks and townhouses. In the U.S., despite heavy infusions of Federal and State funds, city centers are in decay and people are moving out.

To this point, the Canadian Government has not played as great a role in urban matters as its corresponding body in the U.S. However, in Canada, urban institutions and services tend to be dominated by provincial governments and urban centers do not have the degree of autonomy possessed by their counterparts in the U.S. This latter produces a greater degree of standardization within each Canadian province.

Canadian cities tend to have a more varied and complex ethnic composition, which is not easily linked to the urban decision-making process. In the U.S., racial antagonisms are very strong and these emerge in all kinds of urban decisions; from the development of low-cost housing to the construction of freeways.

Another significant difference pertains to the impact of the automobile. Canada has lagged behind the U.S. in adopting the automobile as a basic

means of urban transportation. Consequently, Canadian cities have not been so nearly decentralized by movements to suburbia, and the city fabric has not been as severely carved up by expressways, parking lots, and gas stations.

Even without these differences, the fact that Canadian cities are situated on Canadian soil; that their evolution is an integral part of the Canadian historical tradition and that today they embrace eight out of every ten Canadians, is a sufficient justification for having Canadian children come to understand and identify with their own urban environment. However, there is not a great body of Canadian information to draw upon.

A number of recent works have appeared which are appropriate sources for university and high school students. [5] These works stem mainly from the discipline of geography. However, despite the fact that community studies are a Canadian Social Studies constant in the primary grades, the project team has been unable to find up-to-date Canadian information suitable for this level. This finding is confirmed by recent provincial primary curriculum developments which have necessitated the Canadianizing of American material. It is hoped that this project will have a beneficial effect on this pancity of Canadian materials.

(b) Child Psychology and Learning Theory

In this aspect of the project team's reading, a number of significant

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5 See Winter, Urban Landscapes; Wolforth and Leigh, Urban Prospects: Stone, Urban Development in Canada; Litwick and Paquet, Urban Studies: A Canadian Perspective, and Simmons, Urban Canada.

ideas emerge which seem to be important in the development of this project. The first is the Critical Years theory which points to the early years of a child's education as being most important in the formation of attitudes and values; for example, Hess and Easton found that political socialization was well on its way to completion by the eighth grade. [6] The implication of such findings are obvious for the whole Canada Studies Project and it is suggested that the major thrust should be directed towards the elementary school. Certainly this is a significant "raison d'etre " of the Powell River Project.

Given that it is important to begin urban studies early in a child's school career, the question emerges, how? During the last decade, two important directions have been indicated in the psychological literature, with Piaget and Bruner as the two major contributors.

Piaget provides a clear expression of the stages of intellectual development through which children pass. The capabilities and limitations of children at the pre-operational and concrete stages, as outlined by Piaget, provide important criteria for the development of appropriate instructional procedures.

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6 Robert Hess and David Easton, "Role of the Elementary School in Political Socialization," in School Review, Autumn 1962, pages 257-265.

INTELLECTUAL DEVELOPMENT STAGES --
INTERPRETED FROM WRITINGS OF JEAN PIAGET

Developmental Stage	General Age Range	Characteristics of Stage Pertaining to Problem-Solving Activities; Comments and Examples
Sensorimotor	Birth to approximately 18 months	-Stage is preverbal -An object "exists" only when in the perceptual field of the child -Hidden objects are located through random physical searching -Practical basic knowledge is developed which forms the substructure of later representational knowledge
Preoperational "Representational"	18 months to 7 to 8 years	-Stage marks the beginning of organized language and symbolic function, and, as a result, thought and representation develop -The child is perceptually oriented, does not use logical thinking and therefore cannot reason by implication -The child is simple goal directed; activity includes crude trial and error corrections -The child lacks the ability to co-ordinate variables, has difficulty in realizing that an object has several properties, and is commonly satisfied with multiple and contradictory formulations -Since the concept of conservation is not yet developed, the child lacks operational reversibility in thought and action
Concrete Operations	7 to 8 years to 11 to 12 years	-Thinking is concrete rather than abstract, but the child can now perform elementary

Developmental Stage Cont'd	General Age Range	Characteristics of Stage Pertaining to Problem-Solving Activities; Comments and Examples
		-Logical operations and make elementary groupings of classes and relations (e.g., serial ordering) -The concepts of conservation develop (first of number, then of substance, of length, of area, of weight and finally of volume) -The concept of reversibility develops -The child is unable to isolate variables and proceeds from step to step in thinking without relating each link to all others
	11 to 12 years to 14 to 15 years	Stage of formal (abstract) thought marked by the appearance of hypothetical-deductive reasoning based upon the logic of all possible combinations; the development of a combinational system and unification of operations into a structured whole
Propositional or "Formal Operations"		-The development of the ability to perform controlled experimentation, setting all factors "equal" but one variable (at 11-12 years to 14-15 years, the child's formal logic is superior to his experimental capacity). Individuals discover that a particular factor can be eliminated to analyze its role, or the roles of associated factors -Reversal of direction between reality possibility (variables are hypothesized before experimentation). Individuals discover that factors can be separated by neutralization as well as by exclusion
	14 to 15 years and onwards	-The individual can use interpropositional operations, com-

Developmental Stage Cont'd	General Age Range	Characteristics of Stage Pertraining to Problem-Solving Activities; Comments and Examples
		bining propositions by conjunction, disjunction, negation and implication (all arise in the course of experimental implications)

The Powell River team will take cognizance of these criteria in the production of learning materials.

Bruner states that "there is no reason to believe that any subject cannot be taught to any child at virtually any age in some form." [7] This belief is strongly supported by evidence gathered over the last few years, during which time a number of sophisticated concepts have been introduced to young children. Success has been shown to be dependent upon the manner in which concepts and their referents are presented (the "form" which qualifies Bruner's thesis). Bruner's thesis, therefore, compliments that of Piaget and both suggest that in Project Five to Nine, we should be looking for more concrete ways in which to develop concepts of the urban community.

The second aspect of Bruner's work which is appropriate to this project is his discussion of structure and strategy as the two essential elements of effective learning. Structure is the framework of concepts which lie at the heart of each discipline and which order new information

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7 Jerome Bruner, The Process of Education, Cambridge, Massachusetts: Harvard University Press, 1961, page 47.

into a cohesive pattern. To understand structure is to understand how things are related. Strategy refers to the modes of inquiry used by scholars in their fields. To understand strategy is to know how to learn.

Curricula for the sixties and seventies have placed a heavy emphasis on concept development and upon the modes of inquiry used by scholars. What is not apparent at this point is whether the structure of concepts from each social science discipline is the best matrix of concepts to structure the learning of young children.

(c) Social Studies

Recent social studies literature has emphasized the application of Brunerian principles to the social studies curriculum. As a consequence, there has arisen an impressive body of literature on inquiry in the social studies [8] and on the conceptual structure of the disciplines. [9]

Instead of the traditional emphasis on history and geography, there have been significant developments in anthropology, sociology and economics which must now be regarded as viable components of the social studies curriculum. What is important to this project, is that in each case, there has been a successful translation of the discipline in terms that

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8 See Fair and Shaftel (eds.) Effective Thinking in the Social Studies, Washington: National Council for the Social Studies, thirty-seventh yearbook, 1967.

9 See Morrissett (ed.) Concepts and Structure in the New Social Science Curricula, New York, Holt, Rinehart and Winston, 1967.

are appropriate for young children. [10]

The second important trend which comes out of the recent social studies literature is a growing concern for attitudes and values. Rational decision making is seen as the key to what has hitherto been vaguely referred to as "good citizenship." In a sense, social studies has always been emasculated by attempts to skirt around value questions, despite the fact that value questions are implicit in almost every social situation. Today, there is a clear rationale for handling value questions in the classroom, and with such recent techniques as simulation and role-playing, value questions can be an integral part of the social studies lesson. The Powell River team considers the development of attitudes and values to be a promising new direction.

In the research concerning the social education of young children, one must turn to the American experience. Whether American findings are applicable to the Canadian scene is a moot point and one that must be verified by the project.

Mention has already been made of Hess and Easton's political socialization study. Their findings are supported by similar research carried out by Fred Greenstein. [11] However, in view of the strong "melting pot" emphasis of American education, similar research should be conducted in

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10 See the University of Athens, Georgia, Anthropology Project and Senesh, Our Working World (Economics).

11 Fred Greenstein, Children and Politics, New Haven, Connecticut: Yale University Press, 1965.

Canada before any valid judgments could be made relative to Canadian children.

The School-Community format of current primary social studies curricula in Canada is exactly the same as that in most American states. Consequently, research pertaining to this aspect of the American experience has some validity in Canada.

Lowry tested some beginning Grade 2 students on the concepts they were about to be taught. [12] She concluded that they were familiar with some 65% - 85% of these concepts. The conclusions that may be drawn from the foregoing are that current programs are not challenging enough for today's children, or that the treatments of the topics rather than the topics themselves are inappropriate.

However, there is a real possibility that we are perhaps overestimating the apparent sophistication of today's children, and confusing verbal glibness with true understanding. Dorothy Mugge's investigation with above-average Grade 2 students, found that they lacked a precise understanding of the community. [13]

The Powell River project so far has not been able to verify either of these two conflicting pieces of research, but the evidence is that

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12 Betty Lowry, A Survey of the Knowledge of Social Studies Concepts Possessed by Second Grade Children Previous to the Time When These Concepts Were Taught in the Social Studies Lesson, Doctoral Thesis, State University of Iowa, 1963.

13 Dorothy Mugge, "Precocity of Today's Young Children: Real or Wishful?" in Social Education, 27, 1963, pages 436-439.

kindergarten children would seem to have little understanding of community helpers and community services. Further, Grade 7 students seem to have a very limited knowledge of a local civic election. (See Appendix D.)

(d) Curriculum Developments, Including Published Curricula Relating to Urban Study

The Powell River team has been fortunate to have a member who is associated with social studies curriculum development in the Province of British Columbia, and who has access to a wide range of published curricula and related teaching and learning resources.

The Project team has been able to examine current and projected social studies curricula for the various Canadian provinces, (see Appendix C), and has also examined a number of recent American programs pertaining to urban study which embody the most recent social studies thinking.

The main purpose in examing Canadian social studies curricula was to find out how the contribution of this project would be applicable across Canada. Because community studies are included in every provincial curricula, the products from Powell River's Project could have wide applicability.

The American programs were examined because they were essentially treating the same content area, and were the product of considerable scholarship. Even though these programs were American, the project team felt that this scholarship could not be ignored. Through examining the strengths and weaknesses of these curriculum developments, the team was able to clarify its own position and to develop a rationale.

(e) Printed Teaching and Learning Resources

As the rationale for Project Five to Nine was developed, the team was drawn towards existing teaching and learning materials. This was inevitable. First, it would be futile to expend energies producing materials which already exist, and secondly, because of the American penchant for the "package deal," one cannot examine their curricula without also noting the extensive resources that go with them.

There is a distinct lack of Canadian material in this field. It ought to be a matter of great concern to Canadians that by and large, their children are studying communities from American textbooks, and their learnings are reinforced by American picture sets, filmstrips, and other visuals.

Fortunately, the tide is turning. The new 1971 British Columbia social studies program will go out to schools with picture study sets which have been specially commissioned from Canadian sources.

Project Five to Nine can make a significant contribution in this field.

A STATEMENT RELATED TO EVALUATION OF THE TEAM'S DEVELOPMENT

Beginning September 1970, the Powell River team consisted of two co-ordinators and eight classroom teachers -- one from each of the years from kindergarten through to Grade 7, of the elementary school. The co-ordinators set out the project's purposes and the task of inventory-making that it had set itself. It was decided to make a particular effort to collect information on children's knowledge and opinions on urban matters at the kindergarten level and all ten of the Powell River kindergarten teachers assisted in this task. The task

was seen as two-fold -- finding out what the children knew and thought, and also finding ways of obtaining and recording this information. This latter aspect proved to be particularly challenging. A standard inventory record form was devised but it was found necessary to use a variety of questioning and recording techniques, e.g., class discussion and note-taking by a visitor; group discussion and note-making by the teacher afterwards; class discussion and tape-recording that was analyzed later; individual interviews with either tapes or note-taking; questionnaire forms and analysis; group activity situations and observer note-making; and various other combinations of these procedures. A Language Development Program Laboratory was presented to the team by SRA and parts of it were used by various team members to motivate discussion of topics related to urban matters. (It is a matter of interest that this picture series forms the basis of the new social studies program to be introduced in Newfoundland, September 1971.)

In January 1971, the co-ordinators decided that experience to that date indicated an urgent need to limit the investigation being undertaken and to confine the project mainly to the primary years of the elementary school. For this purpose new members were recruited and some of the original team were put on a consultative basis. More intensive work now began with the primary-teacher team members. Two whole-day meetings were held for orientation, meeting with Dr. Sabey, examining resource materials, sharing experiences, determining tasks, setting up timetable for the balance of year and explaining the task of writing this document. Following these meetings the teachers met in small groups of two to four to examine various curriculum projects in detail and to make notes; to plan the work for their year level; to talk to teacher groups in order to enlist their assistance and support, and to write what has become the basis of this document.

All teachers, but perhaps especially primary grade teachers, are reluctant to take time out from their classes for any reason, even for work on a project such as this to which they are enthusiastically committed. They have met after school, on weekends and in the evening in order to get work done and to avoid taking class time out. Even though moneys have been made available to them through Project Canada West, this reluctance has not been overcome. It is essential, we feel, that all team members be kept informed, active, and develop the spirit of team involvement. Time has proven a difficult problem in this regard also.

The team members have worked extremely well as individuals and as a group, perhaps because of their commitment to the task, but also because they are actively involved and have the sense of responsibility for their part of the project and for the project as a whole. They are all experienced and talented teachers of primary children and work together extremely well, without in any way losing their individual ways of contributing. Every decision with regard to the team's work is made on a completely democratic basis as it is felt that this is the only appropriate way of working on a project of this kind.

During the coming summer, four team members are attending the Edmonton Media Workshop, one is attending the Winnipeg Media Workshop in July, one is participating in the field study course in England led by Dean Neville Scarfe of UBC, one is taking a course in Primary Curriculum and another is lecturing on social studies at the University of Victoria. All team members are, as well, preparing for the work of next year through reading and planning.

In summary, our project got off to a slow start in September 1971, but gathered momentum once a decision had been made to limit the scope of the inquiry to

the primary grades.

The team has worked extremely well together and as individuals, bringing a wide range of talents and experience to bear on the project. Because of this factor, it has been unnecessary to bring in outside consultants. However, at the present point in our investigation, we feel a need for help in designing evaluative procedures and instruments for our project, and also help in procuring some computer time to speed up feedback of test data.

The biggest problem we face lies in the reluctance of kindergarten and primary teachers to take time from their normal classroom duties. Because young children are not so independent, the transition from classroom teacher to substitute is not made with ease. Also, accommodating the substitute teacher demands more preparation by the regular classroom teacher than would be required under normal circumstances. The solution, therefore, seems to lie in having a classroom teacher released for either full or half-time. (A kindergarten teacher works in half-day sessions.) This purchased time could be used flexibly as required by the team.

PROPOSED BUDGET, 1971 - 1972

The following budget represents the minimum requirement of Project Five to Nine if it is to function effectively during its second year. As has already been explained, major difficulties were experienced in bringing teachers together. The solution seems to lie within the provision for purchasing release time.

1.	RELEASE TIME		
	15 people for 5 days at $20.00 per day	$ 1500	
	5 day workshop	2000	
	Half-time release for one team member	4000	
			$7500
2.	CLERICAL EXPENSES		
	Typing 100 hours @ $3.00	$ 300	
	Paper and Stencils	100	
	Printing and Mimeographing	150	
	Postage: Telephone: Sundries	50	
			$ 600
3.	AUDIO-VISUAL EQUIPMENT AND SUPPLIES		
	T.V. Camera and V.T.R.	$ 2000	
	Movie Camera	250	
	Tape Recorder	150	
	Film: Tapes: Photographic Supplies	500	
			$2900

4.	TRAVEL, etc.	$1500
5.	BOOKS: PERIODICALS: RESEARCH	$ 250
6.	CONSULTATIVE SERVICES	
	5 days @ $100	$ 500
	T O T A L	$ 13,250

APPENDIX A

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APPENDIX B

AN INVENTORY OF KNOWLEDGE, SKILLS AND ATTIDUDES
OF KINDERGARTEN CHILDREN

AREAS OF INVESTIGATION

The purpose of this inventory is to obtain data relating to the knowledge and attitudes of students relevant to the following.

1. The Urban Home

   Knowledge of the services to the home

   Knowledge of the home's situation relative to:

   -- the school

   -- friends' and relatives' homes

   -- community places of significance

   Attitudes towards the home and family members

   Is the home the center of the child's world?

2. Community Services

   Knowledge of the various community services

   Attitudes towards these services.

3. Community Places

   Which have significance and importance to the child?

   Which places does the child recognize?

   Can the parameters of the child's experience area be identified?

   From what referents can the child most easily identify places?

4. Community Activities

What community activities does the child know of or has experienced?

What are his attitudes towards these activities?

5. Community People

What roles does the child understand?

What attitudes do they invoke?

6. Community Systems

Does the child understand the various links between the different aspects of the urban environment?

PROCEDURES

Kindergarten children are incapable of writing down their responses to questions. The inventory-taking process, therefore, must rely upon oral or pictorial responses.

Initially, the problem was to identify the best means of gathering data. Two procedures were tentatively identified:

(a) class discussion of the topics with the teacher making notes

(b) taped class discussions followed by analysis of the information on the tapes.

Two teachers were selected to try these procedures and some difficulties were encountered. In method (a), the note-taking and questioning by the same person was difficult. In method (b), the same problem existed in manipulating a tape recorder and questioning at the same time. Further, tape recording poses technical problems with a group and some responses are not too clear, also, some children are not too articulate. Analysis of the tapes is a long and laborious task, and at least doubles the time required to complete the

inventory. However, this procedure is more accurate and complete.

In both methods, it rapidly became apparent that questioning techniques need to be really precise, or very unpredictable responses can occur! Kindergarten children are rather more concerned with what they want to tell you than with what you want to know.

Kindergarten children are difficult to keep on track for any length of time, and they soon become tired of any particular activity. Once a session has to be terminated it is difficult to pick up the topic again.

Experience also indicated that group sessions may not provide completely valid data. The vociferous members of the group tend to dominate discussion while others fail to respond. A further problem is that leaders emerge in the group and their responses tend to prompt and guide the others. Evaluation sessions, therefore, are also learning sessions.

As a result of the initial experiences, better questioning techniques were devised, and a decision was made to have two people involved in the questioning and recording roles. Where group discussions might obscure important individual responses, individual interviews were held so that there was some certainty that a representative sample of responses was obtained.

RESULTS

So far, the inventory is incomplete. The following tabulation sheets indicate typical responses to questions concerning services to the home, family roles, and community people.

POWELL RIVER SUB-PROJECT

TOPIC: Policeman METHOD: Taped Group Session NAME OF ASSOCIATE: M. Carriere

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PUPIL COMMENTS

Morning Group

Protects traffic and doesn't let anyone speed.
Arrests people -- because they rob banks.
"Pinch" them when they go fast and gives them a ticket
Puts you in jail (prison), you'd be a prisoner. Keeps them in jail because they steal.
If you got too many tickets might go to jail.
"My Daddy goes to jail -- for five days." (make believe)
"Captures" people -- cause they steal bank's money.
They've got guns.
He shoots people when they "be" bad -- really bad.
Handcuffs.
Might rob a bank -- should go to jail.
Police too afraid of that big guy -- he's too strong -- he got in a speedy car and never got caught (T.V. influence) Didn't happen in Calgary.
Once I said "Hi" to a policeman -- not afraid -- cause I know the policemen because he came to visit our house.
This brought out "I'm not afraid of policemen I know."
Help my Daddy if he got stuck in a mud puddle -- push him out.
Policeman came to our door because some boys were throwing matches -- some thought it serious enough to go to jail -- "rob" got to go to jail -- said another.
Bank robbers go to jail.
Someone threw a rock at Grandma's door -- she 'phoned police.
Kids threw rock at car.
Why should you 'phone police? Bad kids.

ANALYSIS

The main conception of the policeman is "jail" and "bad guys." Only one indicated that the policeman could be a friend. This discussion will be followed by a classroom visit of the policeman after which the children will understand how he helps in the community.

POWELL RIVER SUB-PROJECT
Continued

PUPIL COMMENTS

ANALYSIS

What will policeman do? Take them to jail -- took something without paying.
Policeman takes naughty children home -- tells their mother, spank them, put them to bed.

Showed Picture from SRA Language Kit

What is he wearing? Police clothes, uniform.
Someone crashed the window -- the boys.
Boy with baseball -- ball went through.
Policeman talking to man and lady -- it's bad. Policeman is going to tell those guys -- put them in jail.
Lady's window -- store window.
What will the policeman say to boys? -- Talk to them. Don't do that again.
How will they get a new window? "Take it out -- buy a new one."
Who will buy? "Boys."
Did the boys mean to break the window? "Cause." "Accident." (Go this with questioning.)

POWELL RIVER SUB-PROJECT

Report on THE URBAN HOME DATE: January 21, 1971 NAME OF ASSOCIATE: M. Evans

TOPIC: Community People

SUB-TOPIC	PUPIL RESPONSES	EVALUATION AND ANALYSIS
Policeman	Group 1: I like policemen. We have them to put people in jail Bad people could kill someone. Robbers could steal some money. They talk to good people, but put bad people in jail. If good people go too fast, they put them in jail. No, they just talk to them. If people go too fast, they give them a ticket. Policemen -- stop people going fast -- stop people throwing garbage around -- stop people throwing stones in windows If a house gets on fire, the policeman still comes. They go to accidents to help people. Sometimes, when people crash up, the "cops" come there. They go after animals that escape from the zoo. They don't catch people if they're speeding in a race. They check cars to see if they have good tires. They help us to find lost things. Group 2: They catch robbers, get money off them. Police put robbers in jail when they steal stuff. Police catch people when they go speeding. If children are lost they help them find their mum. Policemen help firemen. They get people out of houses sometimes. They catch people when they go through yellow lights. Catch people who kill other people.	Children are aware of the importance of policemen in the community. For most of them this meant prevention of speed offences and catching of "bad" people. I feel most of their opinions and ideas were colored by the influence of T.V. and in many instances, acquaintance with someone, or again, T.V. suffering pangs of conscience or fear of speeding ticket, etc.

POWELL RIVER SUB-PROJECT

TOPIC: Questions prior to showing of NFB Film, Boomsville, followed by questions after the film

NAME OF ASSOCIATE: M. Carriere DATE: April 1971

PUPIL RESPONSES

What is a city?

The world.
A building.
A great big high hotel.
A big town.
Different kinds of people.
Lots more people than in Powell River.
Traffic jams.
A place where big buildings are.
Where lots of people are walking around.
Stores and everything.
Apartments.
Motels.
It's a road, lots of buildings and stores.
There's a lot of noise -- the city is a great, big world (this girl lived in the city until she entered our kindergarten).

ANALYSIS

Some of the children have been to the city frequently and have a good conception

Do You Know the Name of a City?

Powell River
Texada
Revelstoke
Vancouver
Campbell River
Seattle
Chilliwack
Victoria
Hawaii
Honolulo
New York City
India
United States
Uclulet
Vancouver, Vancouver, Vancouver, Vancouver
Vancouver Island
Victoria
Edmonton
Disneyland
Tsawwassen
My Grandpa's city -- Victoria
Africa
England

Vancouver is our closest big city so it was named most frequently. Some of the responses were the result of relations being in the cities. Other responses came from the child having visited the place named

POWELL RIVER SUB-PROJECT
Continued

PUPIL RESPONSES

ANALYSIS

After the Showing of Boomsville -- Now can you tell me anything about a city?

Trains, freight trains
Big tall buildings
All the big empire state buildings
A lot of buildings
Trains
Lot of traffic
Lots of roads
So much traffic in a park
Policemen have to come for traffic jams
The rocket
Parking lots for lots of cars
Houses and mills
Lots of cars
Lots of people
Big buildings

POWELL RIVER SUB-PROJECT

TOPIC: Questions prior to and following showing of NFB Film, The Quiet Racket

NAME OF ASSOCIATE: M. Carriere

PUPIL RESPONSES

ANALYSIS

What Makes Noise?

Cars, buses, cows, tractors, boats, rockets, lions, horses, motors, planes, dump trucks, people, pigs, cows, T.V., radio (my dad listens to them when I'm trying to sleep), motorcycles, brothers fight-- big sister tells brothers not to, cars, cars, my sister talks in bed, stereo, my dog, laughing at T.V., fighting brothers, cars, records and radio

The children are aware of a variety of noises. They are especially bothered by noises that bother their quiet time; for example, the noise of T.V., radio, stereo and talking when they want to sleep

After the Film, What Makes Noise?

Motorcycle, bell, bird, tent, pump, crane, jet, alarm clock, bell, dump trucks, diggers, cars screeching, fire sirens, bells, trucks

There's a lot of noise in cities

This girl lived in the city

Airplanes, rockets, helicopters
Cars
Snoring
Screaming --- kids laughing
Trains
Men building buildings
Trucks
Shoes are walking
Thunder storms -- people come home -- want to rest -- mom and kids are screaming
Babies crying in buildings
Moving trucks
Cars smashing

POWELL RIVER SUB-PROJECT

TOPIC: Map Making, Reading Maps

NAME OF ASSOCIATE: M. Carriere DATE: January 1971

After our supermarket visit, the children each made a map of the shopping center. A small percentage of the children had a concept of the placement of the stores and the parking lot.

Mr. Burdikin might furnish more information on this as he has the maps.

ANALYSIS

We have discussed the map of our area which has been in our classroom all year. Some of the children have traveled widely and have been exposed to maps.

I would suggest that each kindergarten have a map of the community -- possibly printed on oil cloth -- which could be rolled up to put away after a session. On this big map would be printed the streets and special areas of community (airport, harbour, schools, shopping centers, municipal buildings, etc.)

The children could use their toy cans, trucks, planes and boats on this map and could also build their buildings on it.

Results indicate that children entering school have an extremely limited knowledge of their father's role, do not comprehend the services to their homes, and have a superficial and biased view towards community helpers.

Discussion of the policeman elicited responses which revealed a preoccupation with the punitive aspects of the policeman's role, and no understanding of the system within which the policeman operates. The policeman invoked negative attitudes, and he was viewed not as a person, but as an appendage to a police car. Student responses also indicate that the negative attitude results from parents using the policeman as a threat.

CONCLUSIONS

From the results obtained so far, we appear to be overestimating a child's understanding of familiar things in the urban environment. Children do not understand their parents' roles, services to the home, or the roles of the policeman and fireman. They do not relate the various facets of their urban environment.

Some children do understand certain aspects, mainly as a result of being directly involved. For example, one child had a good understanding of services to the home, having watched her father build their house.

Television does not appear to be as enlightening to children as we suppose. In view of our findings, it would seem that the kindergarten is a fertile field for urban study, and for developing better attitudes. It seems that a better understanding of the urban environment can be developed by more direct experiences and by having "real" people visit the classroom. There is also a distinct need to stress the relationships which exist between urban phenomenon rather than treating topics of study as discreet and distinct entities.

APPENDIX C

AN ANALYSIS OF THE URBAN COMPONENT OF CANADIAN SOCIAL STUDIES PROGRAMS FOR THE PRIMARY GRADES

1. PREFACE

Since one of the aims of the Canada Studies Foundation development of programs and instructional procedures o which have wide applicability across Canada, it is nec current and projected social studies curricula in the and determine how the products of Project Five to Nine them.

Conversely, an examination of the various provincial c reveal important considerations which could inform the project team as they seek to develop a suitable curric basis of their work.

To avoid confusion, some definition of terms is requir term, curriculum, will be used in its strict sense as series of intended learning outcomes. The second term to the sequence of learning activities that students e term program of studies is often used in reference to

2. THE URBAN STUDY COMPONENT OF CANADIAN SOCIAL STUDIES PROGRAMS

In order to analyze different curricula, it is necessary to have some basic curriculum model as a point of departure. The basic model used in this study is essentially that of Mauritz Johnson, adapted by Ted Aoki.[14] Expressed in graphic form the model is as follows:

THE CURRICULUM DEVELOPMENT SYSTEM

CULTURAL CONTENT	DISCIPLINED KNOWLEDGE NON-DISCIPLINED KNOWLEDGE		MATRIX OF ILOs
Sources of Intended Learning Outcomes	Criteria for Selection of ILOs	Criteria for Organization of ILOs	The Curriculum

SOURCES OF INTENDED LEARNING OUTCOMES

Within the context of urban studies, sources of intended learning outcomes should be the urban environment itself, and those disciplines that are most relevant in the interpretation of the urban experience.

The table which follows reveals the scope and sequence of each provincial curriculum for the primary grades.

As can be seen from the comparative table, the curriculum in each province is based upon three major sources of learnings: The Home and Family, the School,

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14 Ted Aoki, A Curriculum and Instructional Design, an Address presented at the Project Canada West Workshop, Edmonton, Alberta, June 1970

BRIEF DESCRIPTION

PROVINCE	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE	
Alberta 1971	All about me	Families	Neighbors (The Community)	Comparing Peoples, Communities	
British Columbia 1971	The Home, School Living in the Community	The Family	Community Studies		
Manitoba 1966-7	School and Home	The School, Holidays Home Life, Mail Fireman, Storekeeper	People who Come to our Homes. People who Build our Homes. People who Help us Travel.	Stone Age Man, Plains Indians, Eskimos, Jungle Dwellers or Desert Dwellers.	
New Brunswick 1966 (Revision of 1965 Edition)		The Home and School	The Community	Children in Other Lands	
Newfoundland 1971		Social Concepts through Language Program (Based upon SRA Language Development Program)			
Nova Scotia 1966		The Home, The School The Farm	The Local Community	The Wider Community	
Ontario 1970		The Child and His Neighborhood The Child and His Community		Life in Canadian Communities	Life in Communities Abroad
Prince Edward Island - no date		Topics: Our Homes and Families, Our Neighborhood, The Farm, Special Days	Helpers in Our Community Communication Special Days	Our Province Commodities, Transportation, Far Away Places	
Quebec 1970		The Family, Winter and Summer	The Natural Cycles (day-season-year) Intro. to Economics, Food Transportation, Communication	Intro. to Geographic space. Architecture, Study of a commercial center	Introduction to Urban Geography of Montreal
Saskatchewan	NOT AVAILABLE TO DATE				

and Communities. Although Newfoundland's curriculum is described as a "Language Development program," the content is based upon the same three sources.

Since most Canadians live in urban centers, it follows that the curricula must be concerned primarily with urban families and urban communities. The school, too, is an urban phenomenon -- even though it may be located in the most rural environment. The urban component then should be a distinct and universal aspect of Canadian social studies curricula for the primary grades.

However, in expanding upon the broad themes of family, neighborhood and community, it is apparent in many of the Teachers' Guides that intended outcomes are not related too clearly to the current urban scene. In many instances, it would appear that a more rural view of Canada predominates.

The manner in which disciplined knowledge is used as a source of intended learning outcomes is not clear. In each curriculum there is a tacit acknowledgement of the contribution which may be made by the social science disciplines, but in no case is this contribution clarified.

Such an omission is difficult to understand, in view of the very impressive body of educational literature which has been written during the past decade supporting the application of concepts and modes of inquiry inherent in the disciplines to the education of young children. Since 1963, a number of curricula have been developed in which intended learning outcomes stem directly from the social science disciplines. For example, the Athens, Georgia, Anthropology Curriculum; the Senesh Program in Economics, and multidisciplinary programs such as the Greater Cleveland Elementary Social Studies Curriculum.

In view of these developments, there is no doubt that the cultural content of Canadian curricula could be further refined by utilizing the concepts of the social science disciplines.

This omission is given credibility in some teachers' guides by the implication that it is the teacher's job to specify the intended learning outcomes. Normally, the curriculum builder specifies these and they become the input for the instructional system which is normally the teacher's domain. This confusion of role is further emphasized by the fact that in the same teacher's guide that gives responsibility to the teacher for curriculum development, one occasionally finds instructional procedures and materials specified by the curriculum builder. This dichotomy must be resolved. Answers to the question of whether teachers are able to develop curricula should result from the whole Canadian Studies Project.

3. CRITERIA FOR SELECTION AND ORGANIZATION

The fact that the scope and sequence of provincial social studies curricula are similar stems from a common rationale. The Family-School-Community-type of sequence is traditional in North American school systems and is based upon a concentric or expanding horizon's model. This model is child-centered and relates curriculum directly to a child's expanding world view. At the moment of the child's first contact with school he is egocentric and his world revolves around himself and his family. This child's view becomes the focus of the curriculum in the initial phases. The school provides the child with his first experiences as a member of a community. These experiences require that the child make considerable adjustment and learn appropriate social behavior. The inclusion of the topic "school" in the curriculum is not

only important for cognitive development, it also has important affective implications. It is at this critical stage in a child's life that the groundwork of citizenship is laid.

The final phase in the primary curriculum is concerned with the concept of community. Learning outcomes are confined initially to the child's own community and gradually expand to include other communities in Canada and the rest of the world.

The concentric model of the primary social studies curriculum just outlined is exemplified by the older Canadian curricula (Manitoba, New Brunswick, Nova Scotia and Prince Edward Island) and by those designed for the seventies (Alberta, British Columbia, Newfoundland, Ontario and Quebec). This would suggest that the criteria are still valid, or that tradition is too strong to overcome.

The expanding horizons curriculum is not without its critics. Some would assert that as a probable consequence of television, extensive family travel and the availability of children's books, children of today have wider experiences than those of a decade ago, and are more ready at an early age to study distant places and people.

Other critics have pointed to interest inventories and suggested that children are more interested in the jungle, the desert and the arctic, than they are about the local community. The evidence for such assumptions seems tenuous. If a new set of topics is required, it seems sounder to proceed according to a logical model.

Bruner adds a little caution against using the expanding horizons approach. "It is a thoroughly commendable ideal; its only fault is its

failure to recognize how difficult it is for human beings to see generality in what has become familiar." [14] Bruner suggests the use of contrast -- an important factor in establishing conceptual categories. He would prefer to present students with a contrasting case, and let students live with it long enough to see that what seemed quite different, is, in fact, closely akin to their own experience.

This notion can be built into the curriculum model by providing analogous and contrasting cultural content. Within the context of the Canadian environment there is such a wide variety of possibility that students should never have to face the possibility of being entrapped by the familiar.

In selecting learning outcomes for a primary social studies program, another set of criteria need to be applied which relate to the needs of the learner himself, and to the needs of society. A student needs to develop intellectual skills that will enhance his further acquisition of knowledge (learning how to learn) so that the future, whatever it may be, can become intelligible to him. A democratic society needs an informed citizenry and more than this, it requires an active and involved electorate. Both these needs revolve around the development of skills and attitudes.

In the objectives of all the provincial curricula one can find reference to "skills" and attitudes in varying degrees of specificity. The following table indicates this.

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14 Jerome Bruner, Towards a Theory of Instruction, Cambridge, Massachusetts, Harvard University Press, 1966, pages 92-96.

INTENDED LEARNING OUTCOMES

(Cognitive and Affective)

PROVINCE	INQUIRY SKILLS	ATTITUDES AND VALUES
Alberta	Very carefully spelled out. Elements of the Inquiry Process are identified.	Valuing is the priority in the Alberta Program. Value issues as curriculum content are identified and the process of valuing is discussed in detail.
British Columbia	Skills are outlined briefly. Development of rational thought is a major objective.	Stated as a major objective. Not spelled out too clearly. Is implicit rather than explicit.
Manitoba	Specified for each unit. Not clear on inductive-deductive thinking.	Specified for each unit. Confusion between attitudes and knowledge. Processes not identified.
New Brunswick	Not identified.	A stated aim. Not specified clearly. Implicit in teaching methodology.
Newfoundland	Emphasis on language development.	Implicit in instructional procedures. (Attitudes and values forced to the open through structured pictorial referents.)
Nova Scotia	Not an objective.	Development of attitudes is stated aim. Not expressed clearly. Process of valuing not identified.
Ontario	Not specified.	Not specified. Process of valuing identified in the rationale.
Prince Edward Island	Not specified.	Not specified.
Quebec	Emphasis on geographic skills.	No emphasis in this domain.

The need for the development of abilities, skills, attitudes and values, has long been recognized by curriculum planners. This has been implicit in primary social studies curricula through references to reading skills and map and globe skills. References to attitudes and values have been even more vague, embodied in stated aims of developing "good citizenship." While this was never clearly understood, there was a feeling of certainty that it would evolve from the co-operative ventures and social climate of the classroom.

The distinguishing feature of recent social studies literature has been the emphasis on the development of inquiry skills, logical thinking [15] and upon using the classroom as a forum for the development of attitudes and values. [16] Each of these aspects has been spelled out very clearly in a form that can be easily translated into instructional procedures. Indeed, the newer techniques of simulation and role-playing have made it much easier to operationalize value seeking and decision making objectives.

The ability to make rationale decisions is seen now as the essential ingredient in what we have referred to as "good citizenship," and rational thinking has become an intellectual bridge between the cognitive and affective domains.

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15 Jean Fair and Fannie Shaftel (eds.), Effective Thinking in the Social Studies, Washington: National Council for the Social Studies, 37th Yearbook, 1967.

16 Fannie and George Shaftel, Role-Playing for Social Values, Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1967.

4. CONCLUSION

Urban (community) studies are a distinct feature of each province's primary social program. The products of the Powell River Project could have wide applicability.

In searching for a curriculum model, there is still a strong case to be made for the expanding horizons type of structure. Local studies, however, should be tempered by the inclusion of contrasting cultural content. In the search for sources of learning outcomes, there is a need to consider the important contributions from all the social science disciplines, rather than the traditional emphasis on history, geography and economics.

Even though there is some evidence that young children of today are more sophisticated than those of a generation ago, there is also evidence that children's concepts of the community are very shallow, and there is a lack of understanding of the relationships between aspects of the urban environment. There are still enough unknowns in the local community to provide interesting learning experiences for children, and if teachers can employ some of the insights and strategies used by scholars, challenging approaches can be found.

Continuing Canadian concerns have a very strong value component. Resolution of many of our persistent problems can only come about through rational thinking, value seeking, and a dedication to involvement. The urban studies curriculum can make a significant contribution to the attainment of this ideal by providing a greater emphasis on the affective aspects of learning. This direction has already been accepted in the

Province of Alberta, and should become a major focus for Project Canada West.

APPENDIX D

WHAT DO POWELL RIVER ELEMENTARY SCHOOL CHILDREN UNDERSTAND ABOUT THEIR CIVIC ELECTION?

1. PURPOSE

This study was designed to assess what children in kindergarten to Grade 7 understood about their local civic election. In addition, it was hoped that the study would yield data on children's sources of information, and indicate the extent of parental involvement.

2. PROCEDURES

The following questionnaire was completed by all Grade 7 students within the municipality, a majority of the Grade 6 students, and a representative sample of the other grades from kindergarten to Grade 5.

The questionnaire was given without advance notice, without explanation, on the day prior to the election. It was felt that knowledge of the election would be at its maximum on this day.

In administering the questionnaire, classroom teachers were asked to pose the questions orally, and to give each student unlimited time in identifying the photographs (the photographs were taken from the local newspaper's vitae of each candidate). No comments were made by the teacher except to ensure that all children understood the questions. Grade 2 to 7 responses were written down, and kindergarten and Grade 1 responses were taken orally.

3. QUESTIONNAIRE

1. Can you identify these people? (Referent was a newspaper photograph of each candidate.)

2. What are these people trying to do?

   (a) (Names of aldermanic candidates.)

   (b) (Names of School Board candidates.)

3. Why?

4. What is the special day in Powell River tomorrow?

5. What kinds of activities will go on?

6. Will anyone in your family be involved?

7. How will you find out what has happened?

4. CONCLUSION

The results indicate that primary children have little awareness of the civic election and the activities involved. They were not able to identify candidates either by name or from photographs despite the fact that more than half had been in office for two years and were seeking re-election.

Intermediate children fared a little better but are a long way from showing any deep understanding of their own civic election. The Grade 7 scores may be a little inflated because of the responses of one school which did a special project on the election. This group comprised some one-fifth of the total respondents, yet accounted for one-third of the total correct responses. This would indicate that with appropriate learning opportunities, children can be given a deeper understanding of a significant cornerstone of the democratic process.

Whether or not this is a suitable topic of study for primary children remains to be seen, and will be the subject of further investigation.

RESULTS OF CIVIC ELECTION SURVEY

ACCEPTABLE RESPONSES

	GRADE 7		GRADE 6		GRADE 5		GRADE 4		GRADE 3		GRADE 2	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Question 1	614	18	163	7	8		7		2			
Question 2 a	82	32	23	14	5	12	0	0	0	0		
2 b	94	37	30	19	6	12	0	0	0	0		
Question 3	88	35	29	19	13	22	3	5	0	0		
Question 4	149	69	69	43	13	22	4	6	2			
Question 5	124	49	52	32	9	15	4	6	1			
Question 6	114	45	45	28	12	21	14	22	1		9	
Question 7	181	39	89	55	32	54	29	47	13		25	
Total Returns	252		161		59		62		58		30	