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ABSTRACT

This Bulletin, published irregularly by the Scottish Centre for Social Subjects, discusses aspects of curriculum development in the social sciences at national and local levels in Scotland. The Centre's interest and activity focus on three areas: (1) collecting and disseminating information on curricular developments in the social sciences in Scotland and elsewhere in the United Kingdom; (2) helping the Scottish Central Committee to co-ordinate the activities of local groups and working parties of teachers; (3) issuing teaching and learning materials for trial in schools and collecting and processing results. This issue contains the following seven articles: (1) Cognitive Development and the Social Subjects; (2) Towards a Technology of Education -- the Organisation of Audiovisual Aids in Schools; (3) History and the Non-academic Pupil; (4) Modern Studies: Growth, Consolidation and Challenge; (5) Windows on Geography: Materials for Alternative O Grade Geography; (6) The Schools Council Curriculum Project: Geography for the Young School Leaver; and (7) Curriculum Development in an Ontario Secondary School. Short notes from members of the working Parties and professional associations are also included. Articles are solicited. (Author/RM)

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FOREWORD

This is the third issue of the Bulletin of the Scottish Centre for Social Subjects. Education Authorities have been invited to order copies of this issue (price 25p per copy) for distribution to schools within their areas; individual copies are being sent to teachers and others who have requested them. Additional copies of the Bulletin can be obtained at the same price (including postage) from the Secretary of the Centre. Cheques/postal orders should be made payable to Jordanhill College of Education.

The Editorial Committee wishes to thank the authors of the leading articles in this issue. It should be noted that the opinions expressed are not to be regarded as the official views of the Scottish Education Department, the Consulative Committee on the Curriculum or the Scottish Certificate of Education Examination Board. We would value comment on the issues raised in these articles.

In future issues of the Bulletin we hope to discuss many other aspects of curriculum development in the Social Subjects at both national and local levels. Anyone who wishes to make a personal contribution in the form of an article of a general nature or concerned with a particular teaching project is invited to contact the Director of the Centre.

In addition to an annual Bulletin, we intend to publish a short Newletter of national and local activities twice a year and a copy of this will be sent direct to every secondary school in Scotland. Any material for the first issue of the Newsletter should be sent to the Centre not later than 28th February, 1974.

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Second Year at the Centre

Since the publication of SSC 2, the Centre has moved to Jordanhill College of Education from its temporary accommodation at Notre Dame College of Education. We are most grateful to the Principal of Notre Dame College and the members of her staff for the kindness and help we received during our stay at Dowanhill and we have preserved our contacts with the College not least because the first National In-Service Course in Social Subjects was held at Bearsden in September.

Our present accommodation at Jordanhill College of Education is still temporary but it provides us with much greater scope for development and expansion and we expect to be able to grow within it for the next three years until purpose-built accommodation for the Centre is provided close to the new Library and alongside the Audio-Visual Media and Printing Departments of the College.

The main preoccupation of the past year has been with the ROSLA programme of teaching and learning materials. There has been a most encouraging response to the national distribution of the first five units issued from the Centre and over 500 teachers' sets and 5,000 pupils' sets of each of the units have been supplied to Education Authorities and schools throughout Scotland. We have welcomed invitations from a number of Education Authorities to conduct In-Service Courses in connection with these units, and an extensive evaluation of them is being conducted in a representative sample of over 30 schools. As a result of this, they will be further modified and supplemented but no decision has yet been taken as to when they will be made available in a revised form.

The ROSLA working parties at Aberdeen, Dundee and Jordanhill Colleges of Education are nearing the climax of their work and in the remainder of this session a considerable number of units will come to the Centre for national distribution after their initial pilot. It is hoped to make a distribution of three units from these Working Parties early in 1974, and details of the units to be issued are provided in the leaflet enclosed with the Bulletin. A new Working Party on "World Affairs" based on the Centre and comprising teachers from a number of Education Authorities in West-Central Scotland has been set up recently and it hopes to pilot a number of units in the early part of 1974 so that these can be added to the national distribution as soon as possible. The aim of providing materials which could form the basis for a two-year course in ROSLA Social Subjects will occupy a considerable proportion of our resources into 1975, and because the ranking of the O Grade has somewhat altered the connotation of a ROSLA course it will probably be necessary to give early consideration to the preparation and piloting of materials designed for slow learning pupils, especially those with reading difficulties.

The other main concern of the Centre in the past year has been with the programmes of the National Working Parties in History, Geography and Economics in SI and SII established by the Scottish Central Committee on Social Subjects. As the reports of the convenors of these Working

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Parties show, they have been continuing to pilot new ideas, techniques and materials and it is hoped that some of the results of their work will be made more generally available through the Centre in 1974. This will be linked, as for the ROSLA programme, with arrangements for in-service training in conjunction with Colleges of Education Authorities.

In relation to certificate courses, the Centre has been engaged in producing a tape-filmstrip sequence in connection with the CSYS in Geography and we intend to produce bibliographies for the Alternative 'O' Grade in Geography and the new 'O' Grade in Economics before the end of the present session. These should form the foundation for a more extensive programme of assistance to teachers at a time of considerable change in the character of examinations in all the Social subjects.

Amongst other activities in a busy year has been the production of a European Studies Bibliography, assistance to the Jordanhill College of Educaton Working Party in SI and SII History and the Dundee College of Education Working Party in Alternative 'O' Grade Geography, and participation in a variety of in-service courses including the national courses in History and Geography.

Since the publication of the second edition of the Bulletin, the Staff of the Centre has been increased, as follows:-

Mr. R. F. Dick, Lecturer in History.
Mr P. G. Cockburn, Librarian.
Mrs C. Hewitt, Research Assistant.
Mrs A. Wylie, Shorthand Typist.
Mrs M. Corbet, Mrs C. McLean, Mrs C. Stevenson, Mrs M. Brooks, Mrs P. Quinn and Mrs G. Menzies (Part-time assistants in duplicating, collating, packing and distribution).

We are most anxious to give teachers the maximum opportunity of visiting the Centre and, for an experimental period, the Centre will be open on the first Saturday of each month from 9 a.m. till 12 noon; this arrangement will commence on Saturday, 2nd February, 1974.

T. KEITH ROBINSON.

Cognitive Development and the Social Subjects

RALPH D. DUTCH, *Principal Lecturer in Psychology, Aberdeen College of Education.*

Now that our society has more or less decided what kind of secondary schools our children are to be educated in and for how long they are to stay there, teachers can concentrate again on their more traditional set of problems—what kind of things are most worthwhile teaching to children, what kind of things is it reasonable to expect children to be able to learn at a given stage of development and how best can we teach them these things? All three sets of questions obviously involve questions of values and priorities where psychologists have no right to interfere, and all of them have to be looked at separately in terms of the different subjects or groups of subjects involved, but teachers ought to come to decisions about these things in the light of whatever knowledge from other areas they can get, and the purpose of this article is to bring to their attention some relevant material from the field of cognitive psychology that may not be generally known by teachers who have not studied psychology for some time.

The question of what is most worthwhile teaching is the most obvious one for personal value judgments and here perhaps the main plea from educational psychologists to teachers of every shade of opinion is that the "transfer values" of what is learned ought to be a main consideration in deciding what to teach. Now, to put it mildly, the idea of "transfer" has had its ups and downs in psychology. Until quite recently the fashion in educational psychology, in reaction to the discredited notions of faculty psychology, was to be very suspicious of the idea that anything other than pretty well identical bits of skill or information could pass from one area to another, and to stress the need for immediate social utility in what was taught. Now, however, partly because of the weight of experimental evidence and partly because we realise that we must produce people who can cope with the accelerated rate at which school-learned information becomes obsolescent, there has been a great resurgence of belief in the necessity of teaching for transfer, not in terms of the old faculty training but of the development of concepts, the learning of general principles and the acquiring of fundamental skills and strategies in learning. Some psychologists (like the writer) think that this tremendous emphasis on the process of learning rather than the content has been pushed too far. Basic substantive material does not change all that quickly in the social subjects; each of them has still a relatively stable central core of information that everyone ought to be familiar with and there is no need perversely to select a quite remote or obscure area or period for study on the grounds that the actual content of study no longer really matters.

However, there is general agreement among psychologists that, while facts, concepts, generalisations and techniques of inquiry all have an importance, generalisations including theories and "laws" of cause and

effect are of more value than facts and concepts because they are less ephemeral and can be applied to help us to comprehend a wider range of social situations. Similarly, a student who has developed techniques of inquiry and investigation, and the attitudes that go with them, can use these both for other areas of study and living and in order to modify his concepts and generalisations in the light of new evidence. Therefore, since we no longer believe that any particular subjects are markedly superior to others in transfer value, it looks as though subject areas will be judged increasingly in terms, not just of their intrinsic value, but of how far they are taught so as to encourage children to operate at the upper end of this scale. It would seem to this writer anyhow to be a dangerous sign if the mental activities of the beginners in a subject were not similar, though at a much simpler level, to those of people professionally engaged in it. Thus if History to the professional historian were to consist largely of relatively high level techniques such as evaluating and synthesising data from different sources, and to the child History were to consist largely of reading and memorising a long narrative of specific events where generalisations are hardly ever drawn, then this would be a serious criticism of the subject. One way in which curriculum reformers, especially in America, have been trying to unify a subject for students studying it at any level is to assume that the most worthwhile things in a subject are its "core logic" or structure. Once they have worked out what a subject's unifying themes or general ideas are, and have found ways of communicating these to beginning students at a simple level, then these students, with a fundamental grasp of what the subject is all about, ought to be better able to think like a historian or like a scientist and to fit new items of information into a general structure.

Although all this is easier said than done, and although it seems to apply more readily to the newer social subjects than to the traditional ones, it does indicate how the basic subjects and their teaching methods might be re-thought, and it is obviously the idea implicit in Bruner's exasperating statement that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development". Also linked with this notion is that of the so-called "spiral curriculum" approach where topics are introduced at an early age and then returned to and studied at a higher level when the child is able to have a more mature grasp of the concepts involved. The hope in this approach is that the child, having already acquired the basic information and ideas necessary, will be able to pass on more quickly to a more rigorous and abstract treatment later. This would be in line with Piaget's view that the development of human intelligence consists of the growth of a large number of increasingly flexible and integrated learning structures or schemata, based on and incorporating early simple, concrete experiences and sub-skills in the areas concerned and culminating in the development of generalised thinking functions such as techniques of organising, learning and problem solving that can be transferred to a wide variety of new situations. An obvious implication seems to be that these valuable thinking skills are more likely to grow during the progressive development of a subject discipline centred

approach than through a series of unrelated multi-disciplinary projects all at a similar conceptual level.

So far then, this has amounted to saying that subject teachers must, of course, still provide relevant and interesting content, but must also think of their subject and teaching techniques as a means of deliberately building up abstract, general concepts, general principles and good strategies of thought that will transfer both to real life situations and to other areas of study. This brings us to our second question—"what is it fair and reasonable to expect pupils to be able to do in the above respect?" Again, a teacher's own convictions and principles enter into this but, perhaps more obviously than with the first question, his decisions ought to be in accord with what is known of the thinking capacities of young people at different ages, so that he can set reasonable targets for different pupils to aim at and plan to teach in ways that are suited to the level of conceptual development that his pupils are likely to have reached.

In theory at any rate it is possible to separate two main cognitive aspects that affect a pupil's performance at a given learning task. The first of these which can only be stated briefly here, is the amount of intelligent behaviour the learner has built up than can be brought to bear on the task. In this I include not only his general intelligence but also the degree to which he has been exposed to relevant previous experiences and has mastered relevant sub-skills such as reading with comprehension, locating and summarising information and so on. There are great difficulties for the teacher here, especially when dealing with a mixed ability group, and these are made greater by the fact that by early adolescence a person's intelligence and attainments are more properly thought of as a pattern of overlapping but separate abilities and skills rather than as unitary things, so that it becomes increasingly difficult to predict performance in one subject area from performance in another. Detecting and catering for individual differences then becomes largely a problem for the individual subject teacher.

The second aspect concerns the level or stage of cognitive functioning required by the task concerned, and whether it matches the stage of intelligent behaviour reached by the learner. In the last few years teachers and curriculum reformers have become greatly interested in seeing whether the attempts made by various people to establish a plan or model of the stages through which intellectual behaviour develops can be used as a guide as to what is a fair expectation from pupils at various ages, and to how they can best be taught. Of these, by far the best known and influential has been the massive series of studies by the Swiss psychologist already mentioned, Jean Piaget, in which he has tried to establish what universal stages in logical thinking all children come through, and at what age each stage occurs. It is unfortunate, though perhaps inevitable, since Piaget does not see himself as primarily an educationalist and has written so copiously and over such a long period of time, that it is possible to approach the quarry of his writings with almost any set of educational pre-conceptions and from it what appears to fit in with what you already believe. Thus Piaget, as historians will perhaps be most willing to believe, bids fair to have most effect on education not by what he actually said but by what he is

believed to have said, and an extensive folk lore of piagetian psychology is already developing. In what follows, I do not claim to be exempt from selective quarrying!

One of the basic tenets of Piaget's psychology (schemata) has already been mentioned. Another one is that intelligent behaviour develops through a series of qualitatively different stages, each with a logic and rules of its own. Thus a six-year-old child will not just have less of the same kind of intelligence as a twelve-year-old but the quality and type of thought of the two children will be radically different. Piaget attributes a great deal of importance to the early stages in life, where the first crude concepts are developed, but as far as the social subjects in secondary schools are concerned the two main stages are:—

1. The concrete operations stage, where the child can go through all the mental processes involved in such things as classifying, reasoning and problem solving, but is still limited in his thinking by a need for concrete examples related to his own experience. Piaget believes this stage to extend from 7 to 11.

2. The formal operations stage, from 11 onwards, where the learner, freed from dependence on concrete examples, becomes increasingly free to do such things as handle abstract concepts in a meaningful way, think about his own thought processes and work out the hypothetical implications of situations and ideas quite beyond his own experience. It is the transition period between concrete and formal operations that has been of special interest as far as secondary school teaching is concerned, and I shall concentrate on that aspect here.

It is important to be clear as to what is *not* implied by this idea of a division of intellectual behaviour into stages. It does not mean, for example, that a child is all or nothing at one stage or another; it is perfectly usual for a child to think at different levels in different subject areas, or even to fluctuate between concrete and formal thinking in the same subject area. Also, even if we use mental age rather than chronological age, the age stages suggested by Piaget are much too rigid, and it is very unsafe to predict, for example, from a child's level of reasoning in science subjects how he will operate in social ones. In general, the breakthrough to formal thinking tends to come several years later in the social subjects field; this is not surprising as the average child has much earlier and more practical experience in manipulating ideas about weight, mass and volume than he has with historical events or political institutions. It is likely also that, whenever anyone takes up a new subject of study, he will pass through the same sequence from concrete to abstract thinking with the difference that the transition period will be much shorter since the older pupil is able to draw on an existing vocabulary and on transferable thinking skills from his general ability to function abstractly.

With these provisos, the existence of a definite sequence of thinking stages is now pretty well accepted, and remembering that it is not possible accurately to make safe assumptions from general level of intelligence or from quality of thinking in other subjects, teachers should acqaint themselves with some of the sample levels of response that now exist for showing levels of performance in their own subject and should be prepared to find out how these apply to their own pupils.

Having found this out, however, they should not fall into the very common error of supposing that how we teach can do very little to advance these stages and that the main reason for knowing about them is so that we can plan our teaching to fall within the limits of children's understanding at certain ages. In fact, probably Piaget's main message to teachers is that children learn through being stimulated to do things, through activity of all kinds; children are constantly actively exploring the world and trying to make sense of it at increasingly sophisticated levels, and the teacher's main function is to assist this process by providing appropriate experiences, matched by vocabulary, that will help them to modify and improve their structures of concepts and skills. Certainly Piaget warns teachers against attempting to force a growth so that words are prematurely used as a substitute for experience, but he is quite prepared to admit that new teaching techniques may well produce major changes in the ages at which children genuinely break through to abstract levels of thought.

Even with those who are aware of the central importance of "activity" in Piagetian psychology there is often, however, a strange limitation as to the type of "activity" accepted, in that actual physical activity and working with real objects is somehow supposed to be more mentally stimulating than mental activity and working with symbols. It is certainly true that at an early stage thinking and doing are largely the same thing in a child, and it remains true that physical activity, model making etc. continues to be an excellent way of making learning interesting, but quite early on actual overt activity begins to be replaced by a mental representation of that activity and by the time a child is at the concrete operations level most of his thinking behaviour will consist of mental activity and will be stimulated and mediated by words. Similarly, even when Piaget plaes a very high value on types of activity where pupils do things in social collaboration it is obvious that this means not just activities, such as going on measuring and exploring expeditions, but also things like debating, discussing and generally getting each others' points of view. Similarly, it is obviously just not true that when a child is at the level of concerete operations he can only think effectively if there are tangible, visible objects (preferably ones he has made) in front of him to think about. One does not wish to seem to belittle the value of direct physical experience or the use of models, but the essential thing about concrete operational thinking is not that is needs a current direct physical stimulus to work on but that it remains dependent on being linked to previous particular examples that have been directly experienced by the child, who can only comprehend general ideas in these terms. These props to thinking can, however, readily be stimulated by words and need not be physically present and, "so used", they have the advantage of being a stage closer to purely

abstract thinking. Without wishing to enter into a discussion of the merits of reception as opposed to discovery learning, it seems to the writer that a child who listens to a well presented verbal exposition, with suitable examples related to his own experience, and is encouraged to think about what he has heard, is more mentally active and is more likely to be moving to a higher order of thinking than the child who actively walks into the school library, actively copies down what he finds in a book or even actively draws a picture or makes a model representing what he has read!

This paper began by listing the three sets of problems that teachers always have to deal with: perhaps my contribution to the third of these should be by simply listing what I take to be some of the main pedagogical implications arising from what has been said earlier and from the fact that the great majority of secondary school children are likely to be at the level of concrete operations in the social subjects for at least the first couple of years.

1. Children at this stage do not lack reasoning skill. They can classify, analyse, synthesize, evaluate, make inferences and so on, provided that there are not too many variables involved and that the material they are reasoning about is linked directly or indirectly with their own experiences.

2. Abstract ideas, or purely verbal problems, that cannot be linked with a child's own experience and that demand that the child work directly with abstractions should be avoided. Otherwise the child will inevitably fall into error either by attempting to interpret the problem egocentrically in terms of his own experience or by taking it at the level of its literal rather than its symbolic content.

3. In deciding which periods or topics to teach emphasis should be given to those that lend themselves easily to concrete representation and practical thinking abouut problems that can be linked to the child's experiences. The problem with concrete representations in the social subjects tends to be that, although this does not apply to some of the ingenious kits that have been devised, drawing, model making and handling can be very time consuming at a low level of intellectual behaviour and are not so directly relevant to thinking skills as is the case in science and mathematics. Probably a nearer equivalent in the social sciences can be found in such imagination stimulating devices as role-playing, stimulation techniques, and above all discussion of a problem from contrasting points of view.

4. It has become an educational truism that a child's conceptual development can be distorted by pushing him to learn in abstract, verbal ways beyond his experience and comprehension. It is no less true that there is an equal danger of causing damage by extrapolating into the middle and later stages of secondary

education methods of teaching that we have been successful with young children and by encouraging children to operate at a lower conceptual level than they are capable of. Thus, although in History teaching for example, there are obvious merits in preferring "concrete" themes such as Housing, Transport, or Fashion, there is always a danger with such topics of remaining at too concrete and simple a level for too long. It is the job of the teacher to operate at the frontiers of a child's thinking capacity and to encourage the extension of his thinking powers by introducing at the correct time new difficulties, problems and points of view that disturb the child's equilibrium and force him to modify and improve his early concepts, theories and techniques. It should be entirely possible to combine this approach with a realisation of the present limitations to the thought processes of concrete operations and in fact, unless this is realised, a knowledge of the apparent limitations of this stage may do more harm than good as far as teaching strategies are concerned.

I am very conscious that this article has been at once too detailed and too general; it can serve only as an introduction to the exciting work that is now going on to re-examine the content and methods of each of the social subjects to try to fit in with and to stimulate the developing intellectual behaviour of the children who will be studying them. The article will have served its purpose if it helps to make more readily understood later, more specific articles by the educational psychologists who are attached to the separate subject areas and are, for each of these, trying to turn Piagetian theory into hard teaching practice.

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Towards a Technology of Education — The Organisation of Audio Visual Aids in Schools

TREVOR M. WALTERS, *Lecturer/Producer in Audio-Visual Aids, Scottish Centre for Social Subjects, Glasgow.*

While some areas have already adopted a well thought out A.V. support system for the teachers in the classroom, in others the organisation may be rather more diffuse. It is hoped that this article may promote organised thought in the direction of the relevance and need for some form of overall A.V. support to the educative processes of a school.

Today the schoolmaster no longer holds a central position as the main information source for the child. The reasons for this are varied and most are well known, but one is particularly relevant in the present context; the widespread availability and use of the newer media.

Education has attempted to involve itself with the gadgetry and materials of these newer media, with varied success. Gradually some have recognised the need to slant the use of these newer media to the needs of education. During the past ten years or so information has been steadily gathered about the best ways of using both the newer materials and their associated machines, a process which has not been helped by the seemingly ever faster development of the materials and machines themselves.

Audio Visual Aids have gradually moved from the position of illegitimate fringe activities to one where they are viewed at least with subdued tolerance.

The more significant term of 'Educational Technology' continues to be misunderstood by most people as something to do with machines rather than an endeavour to come to terms with the involvement of a system of education that attempts to make a worthwhile selection from all the available resources when designing educational experiences for pupils. This may be partly explained by the nomenclature and partly by developmental changes that have occurred within the field itself.

Teachers today view Audio Visual Aids in a number of ways. Some would plainly wish to retain the sanctity of their classrooms together with the methods and content that they know, a category not necessarily confined to older colleagues. Some are genuinely worried by the way pupils may be affected by undue exposure to an audio visual approach. Some are worried by the mechanics of machinery whilst others would use audio visual aids if equipment and materials were easier to get at. Some teachers are very enthusiastic.

Teaching is often regarded very much as a personal affair between teacher and class. This has caused the acquisition and incorporation of audio visual equipment and materials to be isolated to departments or even to individuals. As schools grow in size, the individual teacher may

become increasingly unaware of the total amount of materials and equipment within his own school, where they can be found or under whose control they might be.

Where prepared materials are suitable for more than one subject area it is possible for duplication to occur, often for materials of low use. Similarly, duplication of equipment may only be a guarantee of its availability. This can be alleviated if the total need is known and an effective organisation is established within a school to supply these needs and supported by an education authority.

Many things can stand in the way of the teacher trying to use A.V. in his classes: the need to book worthwhile films months in advance; how to use materials that, at best, can only be previewed in detail a few days before they are broadcast; the necessity to arrange room changes in order to watch the "box," or to see a film; the difficulties of getting the radio or a tape recorder, or, worse still, arranging for a programme to be recorded when teaching elsewhere in the building; the lack of adequate supplies of basic equipment, or the materials and facilities to make audio visual aids.

The teacher skilled in his own subject cannot always be expected to keep pace with every current development. If a lack of adequate technical advice exists, this may mean that teachers place orders without knowing the best criteria for judging equipment for specific tasks. Other information is also required before deciding upon a purchase; for example, the availability of spares; the turn round time and cost of servicing and of routine maintenance and the length of time a piece of equipment and its associated spares will continue to be manufactured. An alternative is only to purchase cheap equipment and discard it sooner than is present practice. This might be particularly appropriate where pupil use is envisaged.

Audio visual equipment continues to be relatively expensive and most costs are rising. It is unlikely that the annual requisitions will rise at the same rate and therefore it is more important than ever to use these allowances to the best educational advantage.

If it can be agreed that A. V. has a place in education, no matter how small that place may be, a good hard look at how this might best be fostered should prove a valuable exercise. This can best be centred not just on books or individual courses but on the school itself and the progress becomes vital when a school wishes to establish a Resource Centre even when this may be on a small scale.

Each school is different, in aims, traditions, and layout, and thus has different problems of implementation. These implemental problems necessitate discussion around a series of logical steps. These might be as follows:-

1. With whom should the responsibility for overall organisation of A.V. lie? The following individually, or in some combination might perform the task: the head or deputy head teacher, assistant head teacher (curriculum), principal teacher, librarian, media resources officer[1], whole staff.

[1] *A position created by the Inner London Education Authority. Those appointed, somethimes from outside the teaching profession are given a course on the relevant skills and techniques and placed in charge of Library Resource Centres in Schools. It should be noted that there is no equivalent to A.H.T. (Curriculum) in England and Wales.*

2. Should there be an overall A.V. policy? Who should decide whether there should be such a policy? Who would work out what that policy might be?

3. Is there a need for a small advisory A.V. committee? If there is, who should serve, what should be the remit and how much authority should it have?

4. What about the existing equipment? Should this be listed and become available for everyone's use? Who would compile the list and keep it up to date? Where would the list be consulted? If equipment is made available for general use, it will be hard on departments which have used their finances to build up a stock of their own equipment, which may be used in future by other departments which have spent more sparingly. A department may have built certain equipment into the heart of its operation. To take away or make available on reasonable demand such equipment will not only cause disruption and discontent but also undo in one quarter what the school is trying to build overall.

5. On what basis should new A.V. needs be estimated and the annual allowance be drawn up? Should a portion of the annual allowance be put aside for building a stock of equipment and materials for communal use? As an alternative, should departments buy their own equipment individually or possibly in small consortia? Should items be seen to be purchased for general use but held for convenience in certain departments?

6. Existing and new equipment must be securely stored and there must be an efficient loaning system throughout the school if the equipment is held centrally. Who should run the loan store? A heavily-stocked department on the grounds of experience? The library? Should it be an administrative or technical responsibility? The layout of the school will also affect a decision on the positioning of a loan store. It may be that it is best to consider the alternative locations based on a number of criteria. On isolation — the block across the playground; on ease of internal access — a single floor of a multi-storey block; on density of potential use — perhaps maths, geography, modern languages; on groupings of staff — the subject department or year group. In practice, some combination of all of these and perhaps other criteria will probably give the best solution. As alternative, or additional to the loan store or stores, several rooms could be designated high density A.V. areas for communal use. These would permanently possess a variety of equipment and could relieve some of the need for continuous removals. However, there could be serious worries concerning equipment safety and access. There is a direct correlation between equipment being in a good order and the ownership of equipment.

7. Should there be an A.V. Technician? if one were to be appointed or redirected from other tasks, what skills should he possess? What would his job specification be? Should it involve the porterage of equipment, including or excluding setting up? Should it include the

production of simply A.V. materials and the recording of broadcasts? Should it include first line maintenance [2] of equipment?

8. Is there a need for centralised production facility? If so what should it contain — duplication equipment, darkroom, transparency making machines, photo-copier, etc? If such a facility is established should this mean that no separate and peripheral production activities would remain? This might seriously damage the effectiveness of some departments, particularly those at a distance from the central source and requiring the use of equipment quickly.

Where should the facility be located? Should it be attached to the library as the latter would or could hold certain of the materials produced? In what circumstances should non-print materials be held by the library? Would the librarian wish to become the 'media specialist' in the school? Or would it be better attached to an existing printing facility to prevent duplication or to the Art or Drama Department for advice and expertise in production? A possible plan for an A.V. room comprising producing, loaning and preview is given in Appendix 1.

How should the materials used in the central facility be paid for? One way of encouraging use is not to charge for materials, but "free' materials tend to be regarded as having no value and may be wastefully consumed. The debiting of departments with the cost of materials used might solve this problem.

9. Assuming an A.V. Technician for detailed running, who would be in charge of the centralised production facility and deal with the problem of materials choice for educational need, frequency of use and period of valed content, i.e. the useful "life" of the material? Clearly the person chosen must be a first class teacher in his own right, who has the respect of his colleagues and he must be flexible enough in his own thinking to accommodate the variety of methods suggested by them yet have sufficient technical knowledge to be able to point out the implications and possible problems involved in adipting a particular method. He must also be given adequate time to tackel such a task. Are these responsibilities of such importance that they should be undertaken by the Assistant Head Teacher (Curriculum)? If so, should he be the person given the overall responsibility for Audio Visual organisation as indicated in Question 1 above? These questions are particularly vital before contemplating the foundation of a Resource Centre.

It is certain that the establishment of a Resouce Centre will change the role of the Library, and, ideally, it should be run by a Chartered Librarian responsible to the Assistant Head Teacher (Curriculum).

[2] *First line maintenance is the routine cleaning and adjustment of equipment. Second line maintenance is that which is normally performed by a fully qualified Engineer.*

If this could be so, the Library would be better able to meet the challenge of its new and increasingly worthwhile role of storage and retrieval of information of all kinds and in many forms, and work in close conjunction with the central production facilities and other A.V. facilities to make the total complex a *Library* Resource Centre.

Is there a need for a basic A.V. familiarisation course? Can a school afford to risk the use of sometimes expensive and constantly used equipment by colleagues who either have little or no training or who are known to be "unlucky" with equipment? Should such a course be a compulsory element in the in-service provision for teachers if it has not been included in their pre-service training? Suggestions as to a possible course are given in Appendix 2.

Each school or authority which attempts to establish an infra-structure of A.V. organisation will find its own answers to the questions posed, and may well raise additional questions determined by its own needs. But one thing is certain — a school or an authority which finds easy answers will be fortunate, indeed.

Once this infra-structure is established, the ways in which it changes the fabric of school life will soon become apparent. It should then be possible to move with knowledge into the utilisation of technology and the flexibility of operation it offers for the benefit of both teachers and pupils.

SOME SUGGESTIONS FOR FURTHER READING

SCHOOL RESOURCES CENTRES — *Norman W. Beswick* — Schools Council Working Paper 43. Evans Methuen Educational.

SCHOOL RADIO AND THE TAPE RECORDER, No. 103 — School Broadcasting Council for the U.K., The Langham, Portland Pl., London, W.1.

A PROGRAMMED APPROACH TO ENVIRONMENTAL STUDIES GUIDE TO PROGRAMMES 1-12. (Section I; Chapter I — Toward a 'Systems' Approach). — *Colin W. Kelford* — Blandford Press.

COMMUNICATION AND LEARNING. (The Environment — Chapters 10 and 11). Basically for Higher Education but the ideas conveyed are applicable to Secondary Education. — *Len S. Powell* — Pitman.

ADMINISTERING INSTRUCTIONAL MEDIA PROGRAMS. (Chapters 1, 6, 7 and 9). The Context is the United States. The ideas need translation to the British arena. Useful for seeing how others do the job. — *Carlton W. H. Erickson* — The Macmillan Company, New York.

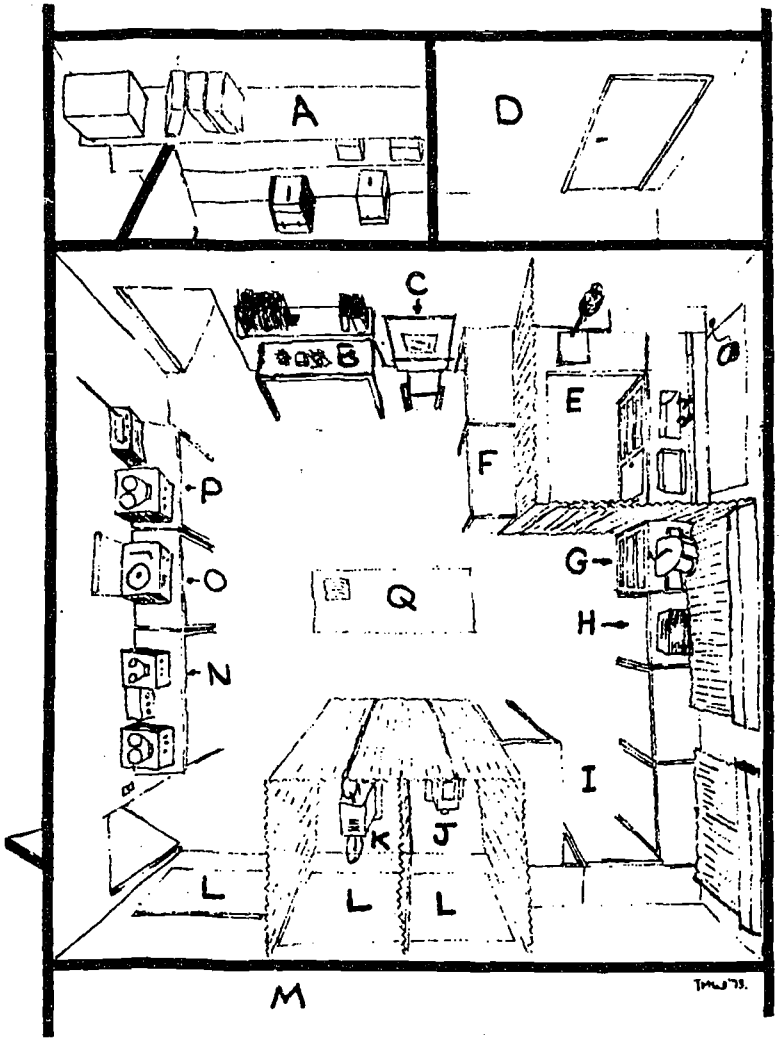
AV INSTRUCTION MEDIA AND SCHOOLS. (Chapters 1, 2 and 3). — *James W. Brown, Richard B. Lewis and Fred F. Harclerood* — McGraw-Hill.

THE ORGANISATION OF AUDIO VISUAL RESOURCES FOR LEARNING IN A LOCAL EDUCATION AUTHORITY — *S. M. Smith* — National Committee for Audio Visual Aids in Education.

APPENDIX 1

PLAN FOR AN AUDIO VISUAL LOAN, PRODUCTION, AND PREVIEW ROOM

AV LOAN, PRODUCTION AND PREVIEW ROOM



The letters are referred to in the text.

It is possible to establish such a facility within an existing classroom shell with a minimum of structural expenditure.

The illustration given is based on an A.V. Resources area established by the author in a temporary classroom measuring approximately twenty-four feet square.

Structural alterations.

1.

The exchange of the blackboard for white pinboard on wall 'L'.

2.

The hanging of ceiling length curtains for the projection areas 'K' and 'J' and for the darkroom 'E', the latter being of blackout quality.

3.

In absence of an existing facility — the installation of a sink unit with hot and cold water and a disposable or roller towel dispenser. The choice of room would be greatly affected by whether this was feasible.

4.

The darkroom window being covered by a light tight cover, into which has been built an extraction fan.

5.

The optional addition of more power points. Existing points could be supplemented by specially prepared and fused extension cables placed along the walls, but care must be taken about overloading the circuits and about safety.

6.

The optional addition of window curtains if these do not already exist.

Furniture

This consists of standard tables of two and three foot widths and in various lengths, together with one or two chests of drawers. The only specialist item is the draught board which could be of the traditional pattern or one of the newer folding type now used in many schools.

Should the classroom not have a store, one or two large and deep cupboards might serve to store equipment and virgin materials.

Equipment

This will depend on the facilities and the budget available. The Education Authority will be able to advise on the schedule of equipment available.

The Illustration

This shows a typical basic unit offering the following facilities, indicated by letters in the illustration.

ERIC

A. The loan stock of equipment. This might be stored in large deep cupboards if a store room is not available. It is assumed that a Technician or Audio Visual Assistant would be available for checking equipment in and out.

B. Area for first and possibly second line maintenance of equipment.

C. Draught board for graphics work:- charts, overhead projector transparencies, etc.

D. Store to adjacent classroom.

E. Darkroom: this is a multi purpose area; its functions would include:- normal darkroom work, film editing, slide sorting, preparation of certain materials for graphics and modelling together with the cleaning up operations, and possibly photocopying (if the machine in use is over sensitive to light).

F. Alternative position for photo copier, if the model used is not expecially affected by strong light. This would be a better position for this machine, as acces to it would be easier than if it were placed within the darkroom.

G. Spirit duplicator.

H. Infra red copier:- for producing spirit masters and overhead projector transparencies, etc.

I. Light craft area:- card cutting, modelling, making overlays for transparencies. The area would contain a tracing table for direct manual copying or slide sorting.

J. Episcope:- used for quick chart making and producing charts and spirit masters where accurate scale is required.

K. Projection area for previewing films, slides, filmstrips and overhead projector transparencies.

N.B. Either 'J' or 'K', or by sliding away the intervening curtain, both 'J' and 'K', may be used to provide a better acoustical area for sound recording.

L. Pinboard.

M. School Library. This should be as near as possible to allow it to hold purchased and locally produced non-print materials, and to prevent the need to duplicate certain of the facilities.

N. Tape dubbing:- the transferring of sound from one tape recorder to another, or the transference of part or all of a gramophone recording to tape. Care should be taken not to infringe copyright during the latter procedure. Tape dubbing also includes the transference of material from open reel tape to casette tape.

O. Gramophone.

P. Recording broadcasts.

Q. Collation and layout table.

The illustration attempts to promote ideas, leading to adaption for the needs of individual schools. It is not intended to be taken as the perfect solution.

School Project

As an alternative to using existing furniture, or after a period of using existing furniture when the best layout could evolve, it should be possible to design purpose built units.

This could be made into a worthwhile project for certain older pupils. The boys would work mainly with square dexion or its equivalent, and blockboard, and the girls could take part by making the curtains. It should be possible for such a project to be fulfilled without tampering with the existing fabric of the building, save when fixing the light tight cover to the darkroom window.

While the Education Authority may prefer to attach the curtain fitments and to install the sink unit and extra wiring, with the possible exception of the latter, there is no reason why this work could not be entrusted to pupils, if relevant courses covering the skills involved are offered by individual schools. It is even possible to erect self supporting structures for the curtains which, while being flush with the ceiling, are not physically attached to it. The positioning and fitting of the built-in power points could be included in the pupils' task, but for safety reasons the wiring should be left to the Education Authority's Agents.

APPENDIX 2

BASIC AUDIO VISUAL FAMILIARISATION COURSE

This is mainly an operator's skills course. It does not deal with the technicalities of equipment, other than what might be called "first line maintenance" and "safety in the classroom".

The main part of the course would be practical and involve the handling and operation of equipment including the following:-

(a) filmstrip projectors

(b) cine projectors
(c) overheard projectors
(d) portable screens
(e) tape recorders (open reel and cassette)
(f) portable gramophones
(g) copying and duplication of print.

More complex skills might be added, these might include:-

(a) recording from the radio
(b) tape dubbing from tapes and records
(c) further information on microphones.

The course should include some element on the costs of materials, particularly when referring to copying and overhead projector transparencies.

Some courses usefully contain some associated topics including:-

(a) the use of radio and TV in schools (for which BBC pamphlet 117 is essential)
(b) the importance of clear aims and objectives in course and lesson design
(c) basic lettering and the production of the "quick chart". This might include the use of the episcope, tracing table and felt tip pens
(d) sponsored films; what these are; where they may be obtained and how much they cost to hire
(e) production of the more sophisticated types of overhead projector transparencies including overlays and the use of transparency makers
(f) simple still and cine photography techniques
(g) production of materials for specific areas of the curriculum, involving the appropriate choice of media for the teaching strategy to be employed.

It is possible to expand topic (g) to envelop the whole of the 'hardware' skills training and give rise to materials production workshop. Many teachers find this experience far more rewarding.

Such a course might be arranged by:-

(a) an Education Authority in a school or Further Education College.
(b) a Teachers' Centre.
(c) a College of Education under its In-Service Training programme.

First Line Maintenance would include skills like the following:-

(a) how to change a bulb
(b) how to handle an iodine quartz bulb
(c) how to clean a tape recorder head
(d) how to clean a cine projector gate.

Safety in the classroom of pupils and equipment would cover possible danger areas such as:-

(a) frayed and trailing leads
(b) improvised projector stands
(c) setting up equipment involving the use of mains electricity
(d) carrying equipment.

HOW IT SOMETIMES BEGINS...

BY
LAWRENCE GARFINKEL,
HOFSTRA UNIVERSITY

This cartoon appeared in the January 1971 issue of AUDIOVISUAL INSTRUCTION, an American journal. The backcloth reflects its origins which are somewhat removed from Scottish practice. However, it does illustrate the point of what can happen if AV organisation is not (a) valued and (b) well thought out.

Our thanks go to the Editor of AUDIOVISUAL INSTRUCTION for his permission to reproduce the cartoon here.

AND HOW IT CONTINUES...

History and the Non-academic Pupil — An Approach to Curriculum Development

DUNCAN MacINTYRE, *Senior Lecturer in History, Jordanhill College of Education*

In recent years there has been controversy about the precise place of historical studies in schools. At the philosophical level the work of Plumb and Elton has to some extent challenged the entrenched role of history in the school curriculum, a role challenged at the practical level by those who favour Bruner's strategies or who feel that a uni-disciplinary approach to the study of man in unsatisfactory. All this has revitalised the debate on the nature of history and the special skills which can be developed in its study.

(1)

When we were engaged in the preliminary planning of our Third Year (Non-Certificate) Curriculum Development Project, we found ourselves convinced that history teaching can develop certain useful procedural skills which are values in themselves, though not, it must be stressed, substantive values. Furthermore, we took the view that those procedural skills form an essential basis for critical thinking. In this we could claim support from the Schools Council Working Paper 2 'Society and the Young School Leaver', which stated:

'The study of the humanities will encourage tolerance, and the ability to think humbly, and will assist the development of a capacity to make value judgements which are based on something more than prejudice.'

On the same theme, the Schools Council Pamphlet 'An Approach Through History' suggested that historical study '. . . is central to this purpose'.

(1) Miss J. E. McIntyre and Dr A. MacFadyen of the History Department of Jordanhill College of Education are closely associated with the project.

We felt there was general agreement that at an adult level this was probably the case. It is also held, however, to apply at school-pupil level, and we were deeply concerned, with specific reference to the curriculum problems arising from ROSLA that this view was something of an article of faith rather than, as far as we know, the result of testing. We also felt that Third Year, and of course now Fourth Year non-academic pupils were in some ways neglected, despite the fact that on a number of social and educational criteria along 'Half Our Future' lines, they required a greater share of the scarce resources available. It was largely for these reasons, reinforced by the knowledge that the College History Department had already made a substantial investment in SI and SII

Common Course curriculum development, that during the summer term of session 1970-71 we drew up a research project designed to examine the relationship between adolescent attitudes and the teaching of history. In this we received the full co-operation of the headmasters and staffs of two Glasgow schools, Garrioch Secondary, Maryhill and John Street Secondary, Bridgeton.

The project had three distinct phases:-

(a) A series of tests designed to produce indications of attitudes held by Third Year non-academic pupils.

(b) A teaching programme dealing with areas of history which lend themselves to illustration and discussion of similar attitudes. The introductory section of this programme,a section which runs for close to one school term, concentrates attention on procedural skills as the basic requirements for critical thinking. With very few exceptions, the materials of the remainder of the teaching programme are firmly related to those procedural skills.

(c) A repeat of the initial tests, in order to determine if attitudes had altered in any way.

We gave considerable thought to the type of tests we would administer, and in this we were assisted by members of the College Psychology Department. Not all the available methods of assessing attitudes were suitable for use with adolescents, and we had to avoid those methods which are very 'explicit', that is, those methods in which it is clear to the person being tested what the aim of the tester is. The main problem here was that faking could take place, particularly if those tested had any reason to try to please the tester. After consultation we decided to use three measures of attitudes which would complement each other and act as cross checks.

Method 1 we call Card Sorting. Pupils have placed before them five cards:-

FRIENDLY	UNFRIENDLY	GOOD
BAD		

Individual cards bearing the names of national groups are then produced in sequence:-

RUSSIANS	GERMANS	JAPANESE
AMERICANS	ENGLISHMEN	FRENCHMEN
	IRISHMEN	

and each pupil is asked to select from the five constant cards the one

which he/she feels describes the national group shown. If the blank card is selected, the pupil is asked to explain why this has been chosen.

Method 2 involves Opinion Statements. Pupils are asked to respond on a five point scale (from " strongly disagree" through "don't know", to "strongly agree") to twelve categorical statements. For example:-

'The Japanese are very cruel'.
'The Germans like to bully people'.
'Negroes are not as clever as white people'.

Method 3 involves Sentence Completion. Pupils are asked to complete sentences such as

'The Germans, who live in Germany, are.....'

Other sentence completion exercises include national, racial and religious groups such as, Russian, English, Irish, Japanese, Negroes, Jews and Roman Catholics.

To add a degree of scientific rigour we formulated a working hypothesis as follows:

"The learning of selected history, with the emphasis on procedural skills, is accompanied by a greater reduction in the incidence of evaluative generalisation about national, racial and religious groups than occurs in pupils not so taught".

Before dealing with the exercises, which we devised in order to exemplify the procedural skills, it may be of interest to note the type of response which we drew from pupils on the sentence completion test when it was applied before the teaching programme began. The examples will certainly give an idea of the problem we faced.

The Jews, who live in various parts of the world, are...

'Misers I am not saying anything against them they are human beans same as us'.

'They come here with nattie and are rich now'.

'Good people they give you things and take you to parties'.

'Scronchers'.

'Very rotten they would not give you a wink in the dessart'.

'All have big noses.'

'Mean would not part with money not even for food they would rather starve.'

'Illegal emigrants.'

Roman Catholics, who live in various parts of the world, are...

'Not very good people they don't like Brodeston so we don't like them'.

'Stupid for living'.

'They are snakes'.

'I would not like to meat them in the street'.

'Very dirty people'.

The English, are...

'Very kind because if you lost your way they would tell you where to go'.

'I think they are cheeky'.

'Nice people I have a pal whos friend comes from England I saw hime the last time he was up'.

'Very snobish people'.

'Just about the same as people in Scotland they are always going on strike'.

'They are mad keen on bingo they treat the Scots like dirt'.

'Nearly all snoby if you went up and asked for the time they would ignore you'.

'Very nose up in the air and have very swanky talk'.

The Germans are...

'Very bad they torchered people very bad'.

'Not bad but I would not at all like to stay with Germans I don't like the look of them'.

'I don't like Germans because that they kill a lot of people and children'.

'They are good people because I been their and one our car stop they come helps us'.

'They are very big headed'.

'Mean and sly'.

The Negroes, who live in various parts of the world, are...

'Are canables and nativus'.

'They are savages and kill people'.

'People who disent now wright from rong'.

'The negroes think they can come to Glasgow and take all our jobs it is not fairy to us'.

'Liberty takirs'.

Faced with responses of this kind we were more than ever convinced that our teaching scheme should involve, at its foundation, pupil experience of certain procedural skills or techniques. In all we designed six procedural exercises. The first is a very basic 'critical path' exercise in the form of a group assignment entitled 'Watch Your Step.' Through this we introduce pupils to the practice of arriving at decisions or conclusions via a number of logical steps or moves. Each group has a clearly defined task, for example, to buy a record-player on hire-purchase. Nine steps are listed under the game instructions, but they are not listed in sequential order. Each group has to discuss the possibilities and, in the first instance, select the lead step, then the second, third and so on. Each group marks up its choices on a prepared record card and referees,

provided withthe steps arranged in sequence, award or deduct marks as appropriate.

The remaining five procedural exercises evolve from the following 'critical path':

Before arriving at decisions or conclusions:
(a) Have as much information as possible;
(b) Evaluate the information by examining it for bias:
(c) Search for a reasonable synthesis which takes account of the problem of 'viewing points'.

Related to stage (a) is the Information Game, involving O.H.P. slides and individual assignment cards. Pupils are invited to offer suggestions as to the identity of an object whenever they are fed with a clue, such as.

'It is red'
'It is comfortable'
'It is well sprung'.

The purpose of this exercise is to underline the fact that conclusions arrived at without adequate background information can be very wide of the mark. Re-inforcing the Information Game and therefore still related to stage (a) is an exercise which leads pupils to the very basic notion that one way of getting information is to listen to what others say. If you don't listen, or can't hear, then you lose an opportunity of gaining information. We try to make this point in a simple yet dramatic way. Two pupils are involved; they are briefed and have an opportunity to rehearse; each pupil has a script card. Pupil 1 begins to read his script in ordinary voice. After the first few words, pupil 2 begins to read his script in a very loud voice, so that he drowns out pupil 1. The latter does not raise his voice to compete with pupil 2. The points to be emphasised in follow-up discussion are fairly obvious. We start with questions on the content of the script by pupil 1. If the exercise has worked as designed, pupils are unable to answer those questions, since the script was 'drowned out'. This leads on to the question 'Why don't you know what he said?' and so on.

Related to stage (b) is a taped dramatisation of a Trial of Richard III, backed by information sheets and a set of seven assignment cards which pose questions on the testimony offered by Shakespeare, More, Polydore Vergil, Bernard Andre, John Rous, John Warkworth, Phillipe de Comines and Dominico Mancini. In the design, every effort is made to distinguish between, on the one hand, ex-post-facto accounts of Richard's life and actions, offered by men with vested interests, position and employment to preserve, and on the other hand, contemporary evidence provided by men who lived under the last two Yorkist kings. Each assignment card is discussed in follow-up and the exercise ends with pupils acting as jurymen in respect of the two main charges brought against Richard in the dramatisation.

Related to stage (c) is an exercise dealing with a street accident. The intention is to demonstrate the need to synthesise different viewpoints. Materials include dramatisation, model making and individual assignments. Pupils, arranged in groups, prepare and assemble the various parts of a three-dimensional model of the street accident which,

in conjunction with the dramatisation, provides an adequate background for individual assignment work. One example of the type of question we pose is

'How much of the total scene did Mrs Smith see?' Give reasons for your answer.

Reinforcing this exercise in synthesis and therefore still related to stage (c) is an assignment to which we give the title 'What Do You See?' In this we use a large 'head', modelled to specification by Mr Len Fligel of the College Art Department. One profile is, on careful inspection, rather different from the other. One half of the class records what they see on profile 1 and the other half records what they see on profile 2. Only when all pupils can view the object in the round do they realise how one-sided were their earlier views, and here again we point to the value of drawing together various pieces of information.

On the foundation of those six procedural exercises we lay the second phase of our teaching scheme. Our theme is propaganda, and through oral exposition, a series of information sheets, story-telling, dramatisation, imaginative exercises, subject linkage, tape/slide material, simulation-role playing exercises, commercial films, assignment cards, specially designed topic work-books, the exploitation of literary sources, the examination of comic-book content and outside visits, we range across the centuries using whatever material seems appropriate.

All three tests mentioned above were given before and after the teaching programme to the pupils taught and to control groups:-

Stage 1		Stage 2	Stage 3
Pupils taught	Tests	Teaching programme	Tests
Control Pupils	Tests	—	Tests

The general tendency of the results is fairly clear and can be stated simply.

Method 1: *Card Sorting. For this,* 'Good' and 'Friendly' are classified as 'Favourable' and 'Unfriendly' and 'Bad' as 'Unfavourable'.

Stage	Pupils taught (14)					Control Pupils (61				
	Unfav	Fav	No Response	Blank	Blank as %	Unfav	Fav	No Response	Blank	Blank as %
1	28	64	0	6	6	112	277	1	27	8
3	11	41	0	46	47	120	268	1	44	10

Whilst the control group shows only a slightly greater use of the blank card on the second tests, the pupils taught on the special programme show a considerably increase in their use of this card, probably indicating an increased unwillingness to generalise.

Method 2: Opinion Statements

Stage	Pupils Taught (17)						Control Pupils (13)					
	S.A.	A.	D.K.	D.	S.D.	Nil	S.A.	A.	D.K	D.	S.D	Nil
1	42	71	43	35	13	0	10	59	41	24	18	4
3	16	34	91	40	19	4	11	63	53	21	8	0

Each of the statements used in this testing method is a generalisation. Thus, rejection of generalisation may be shown either by answering 'Don't Know' or by indicating some degree of disagreement with the statement. For the control group there is no clear, consistent tendency, since although they use the 'Don't Know' choice somewhat more often, disagreement is less frequent. The specially taught pupils, on the other hand, agree less often, disagree slightly more often and use Don't Know' more than twice as frequently on the second testing.

Method 3: Sentence Completion

The completed sentences were analysed and generalisations noted. The nature of these generalisations varied considerably and, of course, there were some difficult borderline cases. On the pilot run we used only one judge although,in future, two judges working independently will classify the completed sentences. The difficult borderline area should not distract attention from the great majority of self evident generalisations such as:

'All have big noses', or 'Mean and sly'.

Stage	Pupils Taught			Control Pupils		
	Total completed sentences	Generalisations Number	%	Total Completed sentences	Generalisations Number	%
1	153	95	62	540	387	71
3	153	54	35	540	410	76

Whilst the control group shows a slight increase in their tendency to generalise, the proportions of generalisations offered by the pupils taught show a clear drop.

In the first year of practice, the results on all three tests were clearly consistent with the hypothesis. This was a satisfactory outcome but we do not wish to overstate its importance. For one thing, the population tested was rather small and the problem of absenteeism meant that the numbers in the teaching group who were present for both pre and post-tests tended to vary. We hope to meet this precise objection through the increased scale of our current application. During session 1972-73, six schools were involved. Another reservation is that changes in the performance of the pupils in the tests do not necessarily represent a profound or lasting shift in their outlook. Our evaluative techniques examine the cognitive and affective components of attitudes, but we have no practical way of testing the behavioural component, since we cannot actually follow our pupils into the practice of their daily lives and observe how they now **act** towards Jews, Roman Catholics, Negroes, Englishmen, etc. What we can say, of course, is that behavioural change is usually a derivative of cognitive and affective change. Another criticism of our results could be that pupils have simply learnt what they regard as 'correct' responses and are merely 'conforming'. For example, a pupil may gather from the teaching that it is not correct to say 'the Japanese are very cruel'. In the second testing, therefore, he answers 'Don't Know' in response to this statement although he may retain his antagonism towards the Japanese and may be quite unaffected in his everday thinking about the. Then there could be the claim that our scientific rigour is a pretended rigour, since we have no practical way of over-coming the problem of obtaining control groups which have exactly the same social, religious, economic and broad cultural mix as the teaching groups.

With such reservations in mind it would be both pretentious and foolish to make extravagent claims for our particular approach to curriculum planning for non-academic pupils. There are other ways of dealing with the problem, some based on similar philosophies, others starting from quite different premisses. If, in our thinking, we found ourselves out of sympathy with schemes which seemed to consist of diluted academic history, with an emphasis on acquiring factual information rather than a precise commitment to the development of clearly defined skills, this does not mean that we condemn such approaches. Rationality demands that a wide experimental net be cast. What we feel is that we have something worth the expense of further thought and energy on its improvement.

Modern Studies: Growth, Consolidation and Challenge

O. JAMES DUNLOP, *Lecturer in Modern Studies, Jordanhill College of Education, Glasgow.*

About the time this article is published Modern Studies will have entered its twelfth year as a subject in the curriculum in Scottish Secondary Schools. As a social and environmental course with a contemporary focus, it was first introduced in 1962 at O Grade in the Scottish Certificate of Education Examination. Since that year, its growth, if one studies the trend in presentation statistics published by the S.C.E.E.B., has been vigorous. In 1962 a mere 340 candidates sat the examination at O Grade, while ten years later the number was in excess of 6000. Similarly, since the introduction of the Higher syllabus and the first examination at that level in 1968, the subject has gained in popularity to the extent that the number of presentations by schools and Further Education Colleges has grown to 4000 in recent years.

The impact of Modern Studies on non-academic courses in SIII and SIV has been no less impressive. The publication in 1968 of Curriculum Paper 3, [1] 'Modern Studies for School Leavers', has been acknowledged as an event of some significance for the social subjects in Scotland and beyond. The suggestions for courses on Community, Vocational and Economic Studies and in World Affairs and Mass Communications which the Paper contains have, deservedly, had a good innings in what is generally considered a problem area of the curriculum. Yet, much that appears in the document in terms of its approach, is less appropriate to mainstream Modern Studies now than at the time of its publication. Five years is a long time in a subject's development and, of necessity, one has to recognise and acknowledge the dynamic and comprehensive nature of present educational innovations.

Indeed, part of the residual value of Curriculum Paper 3 lies in the recommendations which it makes in an innovatory and a developmental context. Specifically, two inter-related advances which are of special significance to teachers of the social subjects recognisably stem from C.P.3. The first derives from the recommendation that "a system of development centres" be established. The Scottish Centre for Social Subjects, located at Jordanhill, and with communication links with resource centres operated by Local Authorities, is tangible evidence of the Working Party's advice being implemented. The second development concerns the establishment of the National Working Parties which, for non-certificate classes in S3 and S4 and their association with the Centre, are expected to produce "courses of quality with a strong conceptual base". Notes written by the conveners of these College-based Working Parties give readers of this Bulletin some indication of the progress of learning materials which are subjected to field tests and

evaluation. Thereafter, these are refined, produced in quantity at the Centre and then made available to teachers who may wish to purchase them through their Education Authority. Perhaps it is in this area that some of the most exciting and progressive developments in Modern Studies are taking place at the present time and recently produced materials point to the distance that Modern Studies has travelled since the introduction of non-certificate courses in 1968.

Throughout the last twelve years, the number of teachers qualified to teach Modern Studies has increased in accord with the trend in the number of schools and colleges introducing courses. At first, the majority of students in pre-service training were obliged to take a Modern Studies course towards a subsidiary teaching qualification. During recent sessions, however, this pattern of training has changed substantially. At Jordanhill, for instance, a significant number of graduates now choose Modern Studies as their main teaching subject, despite more stringent course entrance requirements than formerly. In the last two sessions, Honours Degrees in Politics and Sociology have appeared on application forms so leavening the conventional History, Geography and Economics mixture. In light of the growing number of qualified teachers of the Subject it must be encouraging to recently trained teachers to know that at last, in an appreciable number of Education Authorities, career prospects in Modern Studies exist and that Principal Teacher's posts have been created.

There is little doubt that the nature of Modern Studies has changed since its conception in the late 1950's [2]. Like any growth area in the curriculum it is subject to evolutionary processes. A momentary glance at the early examination questions at O Grade discloses an uneasy marriage between modern history and social and economic geography. The young subject accused of having no academic respectability was scorned by some and became the object of suspicion of others who were unnecessarily defensive about departmental status. It did, of course, have a decidedly factual emphasis in its infancy and, in the examination, a somewhat awkward format, broad in its scope. In the British section of the O Grade paper, for instance, candidates were given a wide choice of questions but could be asked to interpret ordnance survey map extracts, to account for cotton manufacturing in Lancashire, to write brief notes on the nationalised industries, the balance of payments and the T.U.C. and to outline the development of the major political parties in Britain in the twentieth century. To be fair, one must bear in mind that the subject, partly because of its youthfulness and partly due to an imperfect organisational structure in schools, had to be capable of being taught by a Geography *or* a History teacher at a time when few possessed qualifications in the new subject. Modern Studies was less commonly taught by personnel from two departments and yet it is one subject in the curriculum where inter-departmental co-operation and team-teaching techniques ought to have some appeal. Consequently, to one who was an S.C.E. examiner, it was often possible (and an amusing distraction from the exercise of apportioning marks), to identify from a pupil's script the subject interest of the teacher in a school presenting in Modern Studies.

Reflecting further upon the mid 1960's it was about that time that the "easy option" tag was regrettably attached to the subject. Occasionally, staffroom talk disclosed in some, the prejudiced belief that an able pupil could confidently sit a Modern Studies examination equipped with a superficial awareness of the function of government, a preparedness to read the quality press regularly and a habit of listening to radio news broadcasts or viewing television documentaries.

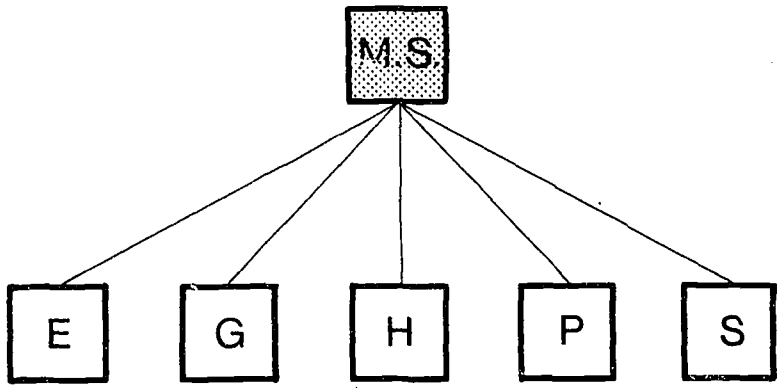
Radio and television broadcasts often do provide excellent contemporary support material for a well-motivated pupil or a progressive teacher of Modern Studies who wishes to keep himself up-to-date but their significance is lost upon the student aiming at a certificate qualification unless he is enabled to become aware of the main influences causing change in society and then led to appreciate the variety of human responses to social and environmental problems and so make reasoned judgements on them. This is the substance of Modern Studies and as in any other subject, to put such ideas across demands skilful teaching and the patience of Job.

As well as having to tolerate the "easy option" label, Modern Studies has had to contend with a more insidious difficulty. There have been cases of schools where certificate Modern Studies has not been treated with impartiality. In some instances it has been denied parity with its sister subjects on the timetable by being placed opposite French, Mathematics or some other subject likely to be in demand by high flyers seeking University entrance qualifications. While one is sympathetic to the problems of the Head Teacher who attempts to offer pupils a balanced curriculum, timetablers or those exerting influence on them no longer have any valid excuse for the maltreatment of certificate Modern Studies. A Higher in Modern Studies is, since 1971, as valuable as one in any other social subject for University entrance. Its lack of pedigree has been compensated by hybrid vigour.

Of course, it is possible that the absence of nurture towards Modern Studies, in some quarters, had nothing to do with University entrance requirements, timetabling difficulties or inter-departmental dissonance. The new subject may simply have had the wrong ethos. The fact that the content of the Modern Studies syllabus was so potentially interesting to pupils and so pertinent to the contemporary scene could have made its scrutineers justifiably apprehensive. It is tempting to link such an attitude to the melancholy point of view that teaching is a solemn business and must be pursued with grim-faced determination. Where pupils are apparently eager and happily involved in their classwork then, clearly, something must be amiss.

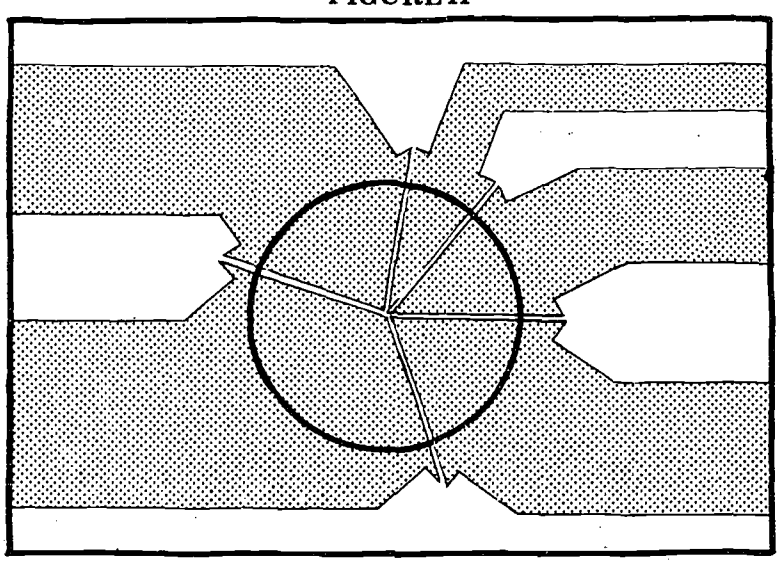
Circumstances such as those mentioned are rare and lie in the past. What of present trends? If, as I have already suggested, the original concept of Modern Studies has been affected by evolutionary processes, it may be helpful to consider the distinguishing characteristics of the subject and the way in which the syllabus, at different levels, is being interpreted at the present time.

FIGURE I



Firstly, Modern Studies is a multi-disciplinary study which draws selectively from each of five contributory disciplines (Economics, Geography, History, Politics and Sociology). I suspect that the graphic organisation shown in Fig. I is the way in which the subject is popularly visualised. My own view is that the diagram is obsolete since the nature of the organisation represented suggests a relationship of elements of a subject in terms of the whole and by being misleadingly simple fails to convey satisfactorily the idea of unity.

FIGURE II



A second characteristic of Modern Studies is that is is thematic in approach. In Fig. II the circle represents a theme's unity while the widths of the arrows serves to differentiate the contribution which each discipline makes to a thematic study. This figure is thus a more useful portrayal of the subject's organisation since it concerns the assemblage of a whole theme in terms of its component elements. An emphatic description of participating sectors serves to indicate the individual inputs to the unified whole. Thus, in the interpretation of a Modern Studies theme, the study would entail selectivity on the part of the teacher and the contribution of each of the inputs, or disciplines, would vary according to the S.C.E.E.B. prescription, the availability of resource materials and a teacher's subject interests. The fact that entry requirements of a graduate to a Modern Studies qualifying course are more stringent in demanding three social subject degree passes will help to ensure that a thematic study is conducted in accordance with multi-disciplinary principles.

A third and particularly noteworthy quality of Modern Studies at the present time is that it is concerned with attitudinal development. The discomforts of our uneasy society produce numerous instances of stress — The dispersal of the family, violence, intolerance. These and many others are maladies which ought to engage the emotions and produce an affective response in pupils. But beyond having concern for the needs of a society undergoing change, a course in Modern Studies should generate in pupils the social competence necessary for effective participation and a sense of personal social commitment. To be committed entails taking decisions. Here again a central aim of Modern Studies should be to cultivate in a pupil those skills which are necessary to make reasoned judgements on social and environmental issues.

In conclusion, I should like to speculate a little in looking to desirable future developments in Modern Studies. I am conscious of the area of common ground which exists and which is shared by colleagues in English departments. An analysis of the syllabus in Sixth Year Studies in English [3] discloses a range of material which is not unfamiliar to the Modern Studies specialist in his own field. In the Dissertation or in the paper on Creative Writing in particular, an opportunity exists to articulate, within a social framework, the skills and techniques of two subject departments. This 'common ground' extends to courses for junior classes in the secondary school. In the Bulletin of the Central Committee on English [4] one finds useful ideas on themes such as authority, prejudice and personal relationships. It would seem that in recent years, with the publication of 'Projects in Practice' [5] and 'English for the Young School Leaver' (and of course, Curriculum Paper 3), English has moved discernibly towards Modern Studies. In the classroom it is often necessary to arouse the emotions in order to exploit a learning situation fully; each subject uses similar methods to achieve this objective. I suspect that we place the same anthologies on our bookshelves and bring them into use in our schemes of work for topics such as prejudice, poverty or revolution. What is different is that in English there is an exploration of experience through the use of words, yet unless a pupil's writing or oral statement is supported by facts and external ideas which have relevance

to the topic, the outcome may be otiose; something to be admired like an object in a glass case. Equally, much that is offered as Modern Studies, despite its concern with the needs of society, it's not taught creatively. There is the risk that emotionally charged issues such as industrial relations, conservation or urban redevelopment may be little more than an inert array of facts to be committed to mind for the purposes of an examination. Would not a topic of mutual concern such as race, or those others mentioned, be taught with greater effect if the professional expertise of the two departments were combined in some way? Co-operation is invariably the best way to answer an educational problem and might be the best way to ensure that the individual contribution of subject departments is preserved; at worst, the boredom of pupils exposed to the same topic twice might be successfully avoided by prior consultation.

The benefits accruing from inter-departmental co-operation might apply as forcibly in the relationship between Modern Studies and Guidance.[6] I would identify this as another growth area particularly ready to be cultivated at non-certificate level. Both are concerned with attitudes to work and share an interest in the field of human relationships. It is conceivable that materials produced by the National Working Parties might be attractive to personnel from Modern Studies and Guidance Staffs in the same school. Consultation is again necessary here and the role of the Assistant Head-teacher (Curriculum) might prove a useful one in order to identify areas of overlap and to recognise areas of omission.

With consolidation in non-S.C.E. work, it is in certificate courses in Modern Studies, particularly at O Grade, that I seee good prospects of reform. Apart from some modest changes, the O Grade course has remained unaltered for twelve years. It would seem appropriate to restructure it in the near future to take account of the changes which have affected the educational system in that period of time. One is reconciled to the slow pace of the educational process and one must acknowledge that the examination system tends, in certain circumstances, to inhibit change. Yet rapid change creates bewilderment and confusion amongst parents of pupils, teachers, employers and educational publishers. Consequently, to bring about change in the curriculum, it is necessary to demonstrate the worth of experimental projects in the hope that these may be recognised and then introduced universally. I would therefore advocate the introduction of project-based topics at O Grade which a Modern Studies Department in a school might design, implement and have externally assessed after the manner of the C.S.E. Mode 3 examination in England and Wales. Community studies, in particular, would, I believe, offer an avenue for inter-disciplinary enquiry and a challenge to teachers of initiative.

I believe, too, that with the growing ranks of career teachers of Modern Studies in schools, a Sixth Year Syllabus would be favourably received. Such an advanced course, if it stressed political, sociological and environmental studies, would help teachers by introducing the need for scholarship at the top end of the school.

As a footnote, it is interesting to reflect upon the interim report[7] of the

sixth form working party set up by the Schools Council. Dr Briault's committee, which recognised that the present curriculum was too narrow, suggested that a flexible curriculum based not on subject divisions but on "elements" was necessary for a balanced education. Modern Studies, now firmly ensconced in Scotland and with its integrated approach within the social sciences, could well be of considerable interest south of the border. Half of those who subscribe to the Modern Studies Association's Journal, 'MOST' live in England and Wales; perhaps that is an omen.

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Windows on the Geography of Scotland: Materials for Alternative O Grade Geography

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A working party of teachers drawn from the five counties served by Dundee College of Education have produced exemplars of teaching materials. Although some of these are suitable for SI/SII classwork and others for SV work, most of the kits are designed for use with SIII/SIV alternative O Grade classes using selected 1/50,000 Ordnance Survey maps.

Volume I contains teachers notes. These contain a statement of the KEY IDEA in each kit together with the terms, concepts and principles forming the content. This section will enable a teacher to judge the preparatory work necessary before introducing the kit into his course. Aims and objectives, including methodology, are indicated in each kit so that suitable areas for testing the taught work can be selected. From time to time, the notes give alternatives or extensions to the exercises and explain why the exercises take their specific form. The last function of the teachers' notes is to provide answers to the set exercises: these are particularly useful when they involve laborious calculations.

Volume II contains resources for the pupil to use in conjunction with the set exercises. They need not be marked by the pupils and therefore should last several years. The resources comprise a small tape with fourteen slides, maps, tables and four oblique aerial photographs.

Volume III consists of 124 pages of student worksheets containing exercises using the resources in volume II. The sheets have appropriate spaces for pupils to answer the questions. The sheets are bound in a pad with punched holes so that completed or selected sheets may be torn off and placed in a jotter or file for marking and later for revision.

These materials will enable a teacher to use class instruction or individual pupil enquiry. A class using these materials need not necessarily move forward at the same pace or in the same sequence. With micro-units the teachers' role can be modified; where desirable he can continue as the major source of information and major guide to study, on the other hand the teacher may decide that the pupils may learn on occasions directly from the resources. The materials and exercises are flexible enough for the teacher to select or modify those parts he wishes to use for the classwork, or as individual exercise in school and at home.

The content of the publication is given below; the proposed latest date of the publication is November, 1973.

CONTENTS

Colour Film Strips on Selected Alternative O Grade Topics

The thirty-six colour photograph unit includes maps, diagrams, aerial and ground views as a selected content to illustrate specific terms, concepts and principles. Each topic or area studied will include traditional and new techniques mentioned in the alternative O Grade Syllabus.

This work forms a part of a year's research project to provide teaching materials suitable for use in schools. The first film strip units, soon to be published, will be:

(a) The growth and functions of the City of Perth. This unit emphasises the application of appropriate city models.

(b) The industrial City and port of Dundee. This unit will extend and enrich the work for 'Buildatown' listed above.

(c) Grangemouth Docks and its application to the development of 'Anyport'.

The research work undertaken in conjunction with the Educational Psychologist of the Scottish Centre for Social Subjects, will make available suitable objective tests for some of the published kit materials and a considerable collection of colour transparencies and multiple copies of matching black and white photographs. Additional kits are being compiled by teachers and computer packages are being tested as aids in the application of some of the new skills in the alternative O Grade Syllabus.

The research programme and the work of the teachers' group will be completed by January 1974.

Further particulars of the availability of these materials will be sent to the Local Authority Advisers when they are ready for publication.

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The Schools Council Curriculum Project: Geography for the Young School Leaver

THOMAS DALTON, *Co-Director of the Project.*

The Geography for the Young School Leaver Project came into being in September 1970 — one of 21 Projects established as part of the ROSLA programme, having as its main concern pupils of below average to average ability between the ages of 14-16 years. Its central work during its 4 year cycle, is to define the contribution that geography can make to the educational needs of these pupils and, to that end, in close collaboration with groups of teachers, to produce schemes of work and resources which can be used in a subject or inter-disciplinary framework. Collaboration with all those involved in the educational process — administration, advisory staff, wardens of teachers centres, College of Education staff, Heads and teachers — is an important element in the strategy of this curriculum development project. Curriculum development is concerned with helping to organise a more rapid and more effective response to change and although initially the impetus may come from a central team the ultimate important operational level must lie with groups of teachers and individual schools. Kenneth Richmond in 'The School Curriculum' emphasises that curriculum development is concerned with corporate planning and management . . . "to the extent that curriculum development implies a fundamental recasting of the educational process as a whole, not just a spring cleaning of existing school syllabuses and a re-vamping of methods of teaching, it exemplifies a radical belief in the need for corporate planning. Hitherto it might be said that we have been too content to leave the curriculum to develop according to a process akin to natural selection, relying on the interplay between the forces of inertia in the education system and those energising change in society . . . for the first time in history, educationalists are being forced to the conclusion that innovation has to be managed".

In order to manage the situation effectively the 45 schools collaborating with the Project are grouped in clusters of four or five in different regions of England and Wales representing a range of organisational patterns and social environments. The teachers from each cluster, together with LEA and College representatives, meet regularly to exchange ideas as the objectives of the work for the 14-16 year old area of the curriculum are formulated and translated into practical learning situations. Implications for work with wider ability groups are discussed and procedures for evaluation and course planning are developed. The regional groups will form important growth points and centres for dissemination in the final year of the Project.

The title of the Project may suggest a narrow approach. Clearly the

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'Young School Leaver' is now an anachronism in the terms in which it was originally conceived. Increasingly, our concern has been to consider the aims and content of our work in relation to the needs of 14-16 year old pupils over the whole ability range and then to direct attention to the methods and techniques specifically useful to the pupil of more limited ability. Common schools, as instanced by the comprehensive system, imply common approaches and organisational frameworks which allow each pupil to maximise his individual talents. We would therefore refute the suggestion that there is one sort of Geography for the young school leaver and another sort for the more able. We wish to devise frameworks or course units which have wide applications in work with varying abilities in the 14-16 year age range and have a degree of validity both in conceptual structure and in learning styles, which will enable strong links to be established between this and work with younger or older pupils. It is impossible for innovation to be contained within a confined area of the curriculum.

While the Project is subject-based there is first and foremost a concern with the pupils their needs and interests. Many pupils who have elected to leave school at the earliest possible moment have done so with feelings of restiveness and failure to see the relevance of the courses they have followed. One must ask how far their reluctance is a product of curriculum rather than an inate refusal to accept involvement with the school system. The Schools Council Working Paper No. 11 'Society and the Young School Leaver' affirms in paragraph 13, "A frequent cause of failure seems to be that the course is often based on the traditional belief that there is a body of content for each separate subject which every young school leaver should know. In the least successful courses this body of knowledge is written into the curriculum without any real consideration of the needs of the boys and girls and without any question of its relevance . . . In paragraph 16 the argument is carried further. "The schools that appear to be making most progress are moving in a different way. It is not the content of the course which gets first attention but the needs and interests of the youngsters". There must, in course design, be a consideration of the needs and purposes of the adult world they are about to enter. Thus the Project is devising a series of major themes of social relevance — 'Man, Land and Leisure', 'Cities and People', 'People, Place and Work', 'Poverty and Wealth'.

Evidence of some secondary school work on topics suggests that while these may be interest-based they often lack structure progression and sound bases for learning and understanding. One of the major tasks of any subject-based project is to attract attention to the nature of the discipline, its concepts and methods of enquiry. How can the most fundamental understanding of the principles that give structure to the subject be achieved? J. S. Bruner in 'The Process of Education' emphasises the need for our teaching to be developed within such an approach. If not, he suggests it will be uneconomic by not encouraging the pupil to a) transfer his understanding from one situation to another; b) organise facts in terms of principles and ideas. With reference to the latter point, geographers have been increasingly aware that an unthinking application of the "regional method" in the subject may lead

to the accumulation of a large body of facts without a true understanding of new concepts being developed. In common with other subjects in the curriculum Geography is moving away from an emphasis on transmission of information towards an emphasis on understanding and development of skills. The subject has been undergoing its own revolution. There has been a development of theory, including the construction of models, a move from explanatory description of unique characteristics to an increasing emphasis on the search for order and spatial pattern in the location of human activity. The patterns are the result of certain identifiable processes. How may these trends develop in the future? Peter Hagget in "Geography: A Modern Synthesis" queries the future goals for Geography, and suggests "that if we judge by the current generation of graduate students . . . then geography is likely to become more strongly orientated towards applied problems. The questions debated are outward looking, socially relevant and directed to action".

The practical outcome of such considerations of subject and pupil has been the formulation of objectives—and to attain these the devising of a range of procedures and resources. The objectives concern not only ideas to be understood but also skills to be mastered and a range of issues to be introduced through which attitudes may develop.

As the major themes began to clarify, we decided on the following criteria to guide our choice:-

1. The work should be concerned with all aspects of pupil development — understanding ideas, acquiring facts, developing skills, engaging attitudes, etc.

2. The themes should be of interest and relevance to the pupils now, but should also be of more than transitory significance.

3. There should be a structure of ideas which focus attention on the concepts of the discipline. These ideas should be initiated by a consideration of the local environment and community. By linkage and analogy these may be extended to more distant parts of Britain and the World.

4. The methods used should encourage full pupil involvement and participation.

Each theme is divided into a number of units e.g.
"Man, Land and Leisure":
Unit 1 The growing range and increasing significance of leisure;
Unit 2 Leisure provision for local communities;
Unit 3 Leisure in the countryside — the National Parks;
Unit 4 Leisure and tourism in Britain and Western Europe;
Unit 5 Leisure — the future.

Each unit is built around key ideas with associated illustrative content. The ideas are the interweaving threads which, throughout the theme, provide opportunities for reinforcement and development. Within the sections of units, objectives are identified in terms of ideas, attitues and skills. Resources of a wide range are provided — newspaper extracts.

maps, photographs, discussion sheets, statistics, tapes, filmstrips. Teachers' local groups are adapting, supplementing or replacing these with resources suited to their own needs.

The Teachers' Guide, accompanying each theme, far from programming the work, offers a number of possible routes though leaving the final choice and particular adaptation to the teacher. As the themes are drawn from life and experience the Geographer is only one of the contributors seeking to develop a deeper understanding of contemporary issues. In our themes, Historians, Social Scientists, English and Mathematics specialists have all contributed practical suggestion for related work. Such inter-disciplinary work springing from the real needs and interests of the pupil can make an exciting and enriching contribution to their education in the final years at school.

N.B. On 13/14 June an Induction Course was run for teachers from 4 Glasgow schools. The Project has been working with these schools since Autumn 1973.

Curriculum Development in an Ontario Secondary School

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In his book, "The School Curriculum", W. Kenneth Richmond concluded that in terms of curriculum policy few Scottish Head Teachers tend to be "nonconformist".[1] South of the border, a participant in a School's Council discussion observed that even heads who are convinced about the need for change may find innovation "something daunting"[2]. This article, in dealing with the modification introduced into a Canadian school system where the author taught, simply attempts to offer information which educators, interested in curriculum alteration (need they be called either nonconformist or dauntless) may find applicable, in part, to their own schools. One should be aware, however, that direct parallels are impossible to draw because of the fundamental differences between schools in this country and the province of Ontario.

Perhaps it would be useful to provide a quick background sketch of Ontario's secondary school system at the outset. The province's high schools are marked by a high degree of uniformity since each is a 'neighbourhood school' with a mixed ability intake, usually offering a comprehensive range of subjects in academic, technical and commercial fields. Like Scotland, educational authorities are organized on a county basis, with large urban areas operating their own boards of education. Serving a centralising function, the Ontario Department of Education undertakes the training and certification of teachers, grants funds to the boards, and supervises courses of study. Pupils enter high school at thirteen to fourteen years of age and usually stay until age seventeen to eighteen. The school-leaving age has long been sixteen; in fact, there are strong pressures, both social and economic, on pupils to advance beyond secondary to higher education.

Within this setting, a school curriculum offering a limited choice within a traditional spread of subjects — English, Maths, Sciences, Languages and Social Subjects — and incorporating external examinations, operated for a number of years. Within the last decade, however, the external examination has been phased out and subsequently some striking innovations have been introduced.

As the nineteen seventies began, the orthodox pattern of limited options, compulsory subjects throughout the school, and streaming (university and non-university streams) was replaced by a programme built on four pillars: the credit system; a choice of options from four "areas of study" (see fig. 1); options within each subject, offered at different levels of difficulty, and individual pupil timetables.

The first feature, the credit system, operates simply; each course successfully completed by a pupil is worth one credit, with twenty-seven

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credits required for a Secondary School Graduation Diploma, and a further five credits required for an Honours Secondary School Graduation Diploma, necessary for university entry. In addition, to qualify for the former diploma, pupils must amass thirteen credits at the year three and year four levels, while to earn the latter diploma, they must complete five courses from the option range offered in the fifth year.

In order to guarantee that a solid core of subjects underlies each pupil's school career, the Ontario Department of Education stipulates that in both year one and year two, at least one course from each of the four areas of study (see below) must be chosen (for a total of eight credits). In years three and four, at least one further credit from each of the four areas must be earned.

Fig. 1. The Areas of Study

Communications	Social Sciences	Pure and Applied Sciences	Arts
English	Geography	Mathematics	Art
Typing	History	Sciences	Music
French	Economics	Accountancy Practice	Industrial Arts
German	Man in Society	Data Processing	Home Economics
Latin	World Politics	Computer Maths	Physical Education
Office Practice	Home Economics	Business Maths	Theatre Arts
Journalism	Marketing		
Developmental Reading	Business Practice		
	Business Organization and Management		
	Business Law		

Supplementary to these provincial attempts to ensure that each pupil pursues a balanced programme, are regulations made at the school level. In the author's former school compulsory subjects included English, Maths and Physical Education as far as the third year; as well, in practice, there is an inherent regulator against the possibility of pupils following entirely haphazard programmes. As a continental educator has pointed out in connection with the credit system, "the choice of itinerary is regulated by the hierarchial structure of the subject and the practical considerations involved in the organization of the course . . ."[3]

Despite these controls, there is still a considerable opportunity for personalised course construction because of the nature of the option range. Specifically, courses were offered at four levels of difficulty or 'phases': unphased (no prerequisites); general (completion of general higher level course in same subject in the previous year as prerequisite); advanced (previous advanced course as prerequisite); enriched (previous enriched course or good performance in advanced course as prerequisite). Thus, in planning his time-table, a pupil in the fourth year with university in mind might select advanced Maths, English and German, an enriched course in Chemistry and, to round out his schedule, an

unphased Art course and general level World Politics and Marketing. One should recall that each course, regardless of the year or phase, is worth one credit.

An examination of the history department's course prospectus suggests the nature of the option system. In the past the Ontario Department of Education had prescribed a series of survey courses in history: in the first year, British History; in the second year, the North Atlantic Triangle; in the third year, the Ancient and Medieval Worlds; in the fourth year, Modern European History; in the fifth year, Canadian and American History. During 1970-71, however, the author and his former history department colleagues, in consultation with the local board's adviser and the programme consultant from the Ontario Department of Education, designed their own courses roughly within the frame-work of the old set courses. Consequently, for example, instead of the traditional third year course which considered the whole period from Ancient Egypt to the Renaissance, a pupil was offered a choice of four history courses (one at the general phase and three advanced — see fig 2 below), each of which dealt with the same time period as the old Ancient-Medieval Worlds study, but examined it with a particular focus. Further, this hypothetical third year pupil might have picked the general phase World Politics (similar to Scottish Modern Studies) from the list; or, he could have exercised a more fundamental choice by declining to select any of these options. On the other hand, a keenly interested pupil might have opted for two history courses if his time-table allowed. Finally, in exceptional circumstances, the third year pupil might have been permitted to choose a course, say one at the general phase, from the fourth year offering or to enrol in a course for which he lacked the formal prerequisite but possessed the intellectual maturity.

Teachers of history might note, by the way, the pattern of courses in the history programme. Generally they embrace a thematic approach, within which patch studies are undertaken. For example, HIS.250, "Imperialism in History", pursues its theme through three patches, one each term, on Imperial Rome, Nineteenth Century Britain, and Emerging Africa. Within each of the history courses there is an emphasis on the development of pupil skills of interpretation and analysis, especially in dealing with source material.

Fig. 2 History Department Courses

HIS.100*	Critical Issues in Canadian History.
HIS.240.	Democracy at War in the Twentieth Century.
HIS.250.	Imperialism in History.
HIS.251.	The Legacy of Great Britain.
HIS.340.	A Study of Ancient Man through Archaeology and Anthropology.
HWP.340.	World Politics.
HIS.350.	The Development of Trade, Communications and Science.
HIS.351.	The Rise and Fall of Civilizations.
HIS.352.	The Great Ideas of Man.
HMS.440.	Man in Society.

HIE.441.	Economics.
HIS450.	The Age of International Diplomacy.
HIS451.	The Age of Social Protest.
HIS452.	Modern Political Thought.
HIS.550.	Canadian and American Studies: Choice of — the Negro in America; American Foreign Policy in the Twentieth Century; The French-English problem in Canada; Canadian-American Relations.

* Computer code: The letters indicate the department and course: the first digit indicates the year level; the second indicates the phase, i.e. 0=unphased, 4=general, 5=advanced, 6=enriched (to be offered in the future); the third digit identifies different courses at the same level and phase.

Having read this far one might object that the very structure of the curriculum might lead to pupil confusion; a confusion that could be compounded by the jargon — "phases", "codes", "prerequisites". With this possible difficulty in mind, careful attention was given to communication, visits were made to the feeder schools to explain the system to the new intake, and parents were briefed. Within the school, pupils discussed the options with their subject teachers and received a course description booklet. Of course, a key role was played by the guidance personnel who comprise part of the teaching staff of high schools throughout the province. These counsellors advised on course selection with reference to pupils' career plans, indicated where choices might be unwise based on their previous performance and emphasized options which were most suitable for those planning for higher education. Finally, the pupils completed course selection sheets on the basis of their own interests and the advice they had received, and these, along with information on staff allocation, accommodation, etc., were sent to the local board's computer centre so that individual pupil timetables could be prepared.

In the end, then, the programme of study was shaped by each pupil's selections. Indeed, this was the goal, and some would argue the strength, of the whole exercise. If there are any implications for Scotland in this curriculum model, they may be found within its underlying assumption — that it is proper to design a system which gives practical expression to the maxim that the individual should be allowed to develop his own particular skills and interests to their fullest extent.

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From the Working Parties: Non-Certificate Social Subjects in SIII and SIV

ABERDEEN COLLEGE OF EDUCATION

"Decision Making"

The working party has now finished its kit on decision-making in local affairs entitled 'Our Town', and after publication of the work completed, it is hoped to add other units of topical interest on local authority decision-making problems. Work has now started on a new kit on decision-making in national affairs and it is envisaged to have five or six units ready for publication by March 1974. It is also hoped, by the same date, to have completed two or three case-studies in internatioanal affairs.

As chairman, may I take this opportunity of thanking all the members of the Working Party and all the teachers who have tested our material and reinforced our work with all their helpful advice.

J. K. DICKIE.

DUNDEE COLLEGE OF EDUCATION

"Work and Leisure"

Since the second edition of the 'Bulletin', Mrs M. Wells of Madras College and Mr D. Brown, Lecturer in Modern Studies at the College, have joined the Working Party.

In order to accelerate production and to streamline its activities, the Working Party decided to concentrate on the completion of ten kits. Two have already been published bythe Centre on the theme of 'Work' (viz) 'Strikes' and 'A Job for You". The three other kits on this theme are 'The Wage Packet', 'Safety and Health at Work' and 'Working Conditions'. The five 'Leisure' kits are 'The Scope of Leisure', 'Preserving the Countryside', 'Holidays and Travel', 'Helping Others' and 'Leisure and the Mass Media'.

With two of the 'Work' kits which had virtually been completed, it was decided to make changes to cut the cost of production and to effect some improvements. 'The Wage Packet' has been provided with more illustrative material, and some of the features have been up-dated in the light of recent developments. Fresh material has been introduced into 'Safety and Health at Work' to give a broader base for this topic. Construction of the kit on 'Working Conditions' is well under way.

Two of the 'Leisure' kits — 'The Scope of Leisure' and 'Preserving the Countryside' — have been sent to the Centre to be processed for publication. We hope that the former kit may provide a worthwhile general introduction to the subject. The latter, in addition to other

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groups has been tested successfully with remedial classes. The topics of 'Holidays', 'Travel', and 'Tourism', have been combined to form one comprehensive kit called 'Holidays and Travel'. This was pilot-tested in the school during the last summer term with favourable results. The kit on 'Helping Others' is at an advanced stage of development and should soon be ready for testing. Satisfactory progress is also being made on the topic of 'Leisure and the Mass Media.'

R. M. PETRIE.

JORDANHILL COLLEGE OF EDUCATION

"Changing Britain"

During the past few months, the Jordanhill Working Party has been concerned with the production of two major learning packages, "The Changing Village" and "Life Styles". Each of these, like their predecessor, "The Car", is a kit which will contain a variety of learning modes and is likely to absorb the Modern Studies timetable for a continuous period of 4 to 6 weeks.

However, the hope which was expressed in the last edition of the Bulletin that the first-named kit, "The Changing Village" would be piloted in the Spring term did not materialise. Several setbacks in production account for this, amongst them being the difficulty in obtaining specific support materials regarded as essential to the presentation of the unit. A further complication was created by the withdrawal of three members of the Working Party, due to transfer or promotion. Despite pleasure felt for the individuals concerned, their displacement did create some problems in the continuity of production. Such holdups apart, "The Changing Village" which examines the impact of change on a Scottish village community, is being subjected to field trials in the Autumn term and thereafter passed to the S.S.C. by the end of this year.

"Life Styles" is possibly the most ambitious production attempted by the National Working Party at Jordanhill so far. It is a kit concerned with the 'quality of life', a much used but imperfectly defined term. Having wrestled with the problem of definition for some months, we take comfort in the fact that the recently created body, the Council of Science and Society is about to undertake the same thing. It will be interesting to compare that eminent group's conclusions with our own, since our own view is that 'the quality of life' is virtually impossible to define with precision.

O. J. DUNLOP.

Scottish Centre for Social Subjects: "World Affairs"

This Working Party was set up in September, 1973 and is attempting to grapple with three basic problems inherent in curriculum design for less academic pupils in the area of world affairs.

Firstly, what is meant by "World Affairs"? Is it the study of other countries, or of regions, or of problems affecting the whole world? Is the world to be seen in terms of nation-states whose interests conflict as they impinge on one another (the billiard-ball model), or as a network of interlocking systems like the communications system (the cobweb model)?

Secondly, the gap between the pupils' own experience and interests and the abstract nature of world affairs.

Thirdly, the rapidly changing nature of world affairs which makes facts and knowledge about situations very quickly out-of-date.

Nevertheless, in the belief that there is a growing need to teach world affairs (however defined) in an age when the inter-relationship of different societies is emphasised every day and when the communications revolution brings the life of people in the most distant parts of the globe into our own living rooms, the working party is attempting to find practical solutions to these problems.

We have decided on a compromise view of world affairs, looking at both the "billiard-ball" and the "cobweb" models, looking at nations, regions and problems and linking them by concepts which will crop up repeatedly. Examples of these concepts are: "nation" "international" "race" "peoples" "conflict" "inter-dependence" "stability" "change".

We hope to keep factual knowledge to a necessary minimum to overcome the difficulty of the changing nature of world affairs, but more than that we wish to emphasize the teaching of attitudes and of skills which may be important in the future study of world affairs. Thus, for example, we wish to put over a realisation of the world's common problems and dangers, tolerance of difference, suspicion about generalizations, practice in the skills of handling and processing information of various types and practice in using the concepts outlined above.

Finally, to engage pupils' interest, we hope to keep our units short, based on a three week course, to keep written material simple and to provide a variety of different media and of teaching techniques.

We hope to produce materials in the following areas:

1. Conflict in the Middle East.
2. Race Relations.
3. World Resources.
4. The E.E.C.
5. Major Power Rivalry.
6. The United Nations.

7. Co-operation.

Of these, the unit on the "Middle East" is in the most advanced state of preparation since some work had already been done on this topic. It is hoped to pilot this unit in a small number of schools in January, 1974.

Some hard work is being put in on the other units and we hope to be able to pilot some of them in the Summer term of 1974.

All being well, teachers should be able to order by next session "World Affairs" packages suitable for average non-certificate pupils.

The present members of the Working Party are:-

Mr R. F. Dick, Scottish Centre for Social Subjects (Convener)
Mr E. Gotts, Woodside Secondary School, Glasgow (Secretary)
Mr D. Walton, Carrick Academy, Ayrshire
Mr W. Jamieson, Jordanhill College of Education
Mr V. Murray, St. Ninians, Kirkintilloch, Dunbartonshire
Mr D. McCreath, Cranhill, Glasgow
Mr J. Kay, St. Joseph's, Kilmarnock, Ayrshire
Mr R. McKay, St. Augustine's, Glasgow
Mrs G. Long, Johnstone High, Renfrewshire
Mr J. Smeaton, St. Stephen's High, Renfrewshire
Mrs C. Hewitt, Scottish Centre for Social Subjects (Evaluator)
Mr I. Pascoe, H.M.I., (Assessor).

R. F. DICK

History, Geography and Economics in SI and SII

History Working Party

The Working Party is considering the problems of syllabus construction, including the type of concepts and skills to be developed in History in Secondary I and II, and is setting up ad hoc committees to investigate appropriate teaching techniques. The problems of the Common Course are of particular concern for us and, as indicated in earlier issues of the Bulletin, we have spent a considerable amount of time investigating the techniques of constructing and using workguides. Sixteen pilot schools have been trying out materials relating to agriculture and industry in the late 18th and early 19th centuries. Evaluation of the majority of these, based on the work done by pupils, pre— and post — tests and teachers and pupils' questionnaires should be completed in the early part of session 1973/74. If the materials prove capable of achieving the objectives on which they are based, they should be available from the SCSS early in 1974.

Three sets of workguides have been compiled:

1. Life in the Countryside in Scotland about 200 years ago.
2. Living and Working in a cotton town about 150 years ago.
3. Life and Work in a mining community about 150 years ago.

Teachers' guides explain the aims and objectives of the compilers of the pupils' workguides, make suggestion for their use and provide a bibliography. For each topic there are four sets of pupils' guides, three for individual work for mixed ability, able and less able pupils respectively, and one for mixed ability group work. Our primary concern in producing the sets was to investigate the problems of producing and using teaching material for different ability levels, especially where these were being constructed by a group of compilers with a view to their use in other people's classrooms as well as their own.

The Working Party is deeply indebted to the pupils and teachers of the pilot schools in which the materials have been tried out and greatly appreciated the constructive and helpful criticism and suggestions put forward by the teachers. It is also indebted to the SCSS for reproducing the materials under difficult circumstances.

Mr Russell Dick of the SCSS has joined the Working Party.

MARY B. GAULD.

Geography Working Party.

Since October, 1972 work has gone ahead in the 14 pilot schools on the SI units listed in Bulletin 2, and in six of these schools a pre-piloting of the SII units has been attempted. The SI units have, with the exception of the Home Area, been given objective tests. The results of these are being evaluated.

In March 1973 a meeting took place in Stirling of the working party and the representatives of the pilot schools. The purpose was to get reactions to the form of the units and to discuss the work done. The working party was greatly assisted by this meeting and in view of its conclusions and the results of the objective tests given to the pupils, is now engaged in revising the SI units. The severest criticisms came from the inadequacy of time allowed. This is being corrected. The availability of teaching materials was also discussed, with the participants bringing samples with them. Arrangements were made for an exchange of materials among the pilot schools.

We would like to thank the Education Authorities, the schools involved and the teachers for all their help.

ANN P. CANTLEY.

Economics Working Party

Since the last issue of the Bulletin, pilot work has gone ahead on the SI/11 Economics course in nine schools throughout Scotland. Over a thousand pupils were involved in session 1972/73.

The course had been devised on the basis of an anticipated two teaching periods per week but two of the schools attempted the work on a single period allocation while another did not start the course until late October 1972. As a result, there was a considerable variation in progress achieved and consequent delay in the analysis of data collected by course tests, teacher and pupil reaction.

All groups completed the Production Unit, most reached the Distribution Unit, and some completed the full SI cycle of the course. Data collected has been used to provide the Working Party with guidance in the task of introducing some modifications to the first year cycle and revised Production and Distribution Units have now been prepared. Some revision will also be made in the Consumption Unit.

Work has also continued on the teaching materials to be tried out in the second cycle of the course. Three SII units are being tried out in a reduced number of pilot school this session, the first of these being on "Specialisation and Location of Industry". This is followed by a unit on "Money, Trade and Exchange" which will in turn lead on to the final unit on "Income and Standard of Living". The second year cycle attempts to develop the ideas introduced in the first year and to provide a greater variety of teaching situations and aids into a programme intended to provide scope for revision while concentrating on new work. While still aiming its materials at the middle ability group in a comprehensive school situation, more encouragement is given by the Working Party to teachers willing to devise supplementary teaching, remedial and developmental exercises which will provide adequate stimulus for pupils of different capabilities.

The Working Party is indebted to Education Authorities for their help in trying out these materials and to the teachers for the time and effort they have given to the experiment. Their very helpful and constructive comments about the work carried out so far has been of considerable encouragement and it is hoped that the second year cycle of the course will be as well received as the first.

J. McCAFFERTY.

From the Subject Associations

THE SCOTTISH ASSOCIATION OF TEACHERS OF HISTORY

SATH has been in existence for five years. Its origin lies in an In-Service Course at Moray House at which a very disturbing lack of contact, a feeling of isolation amongst teachers in the more remote areas and a wasteful duplication of effort had become apparent.

The need for the Association was made clear at the inaugural conference at Moray House in May of 1968. The Times Educational Supplement reported thus: 'An Association of History Teachers is needed because of "the failure of the Historical Association to meet the requirements of teachers other than those working in the Sixth Forms of English grammar schools. The fact that History teachers were often isolated and unaware of projects and schemes being carried out in other schools. The kind of body wanted would be concerned with matters of practical interest, for instance publishing a magazine, providing source and visual material for the teaching of local and Scottish History, evaluating new techniques ... helping teachers faced with a multiplicity of textbooks, syllabi, aids, methods and new examinations ... There was a need for order, liaison and co-operation".'

For the last five years the Association has worked to fulfill the hopes with which it began. Its Journal 'The History Teaching Review' under its first Editor Harry Ashmall and his successor Alex Goodall has appeared twice yearly, concerning itself both with current developments in the theory and practice of History teaching and with extensive reviews of books and materials. Two Conferences have been held each year, serving not merely to inform, but to bring History teachers together in a way that local or even regional conferences could never do, instance the fact that Teachers from Stromness, Kirkcudbright and the Isle of Arran were present at the Conference held this May in Perth. We have had many contacts with and been actively helped by the Inspectorate. We are consulted by the SCEEB.

It is fair to claim then that the Association has had some success in fulfilling the aims of its founders.

What of the future?

In certain areas, needs which SATH was originally designed to fulfill have been taken over by other bodies, which did not exist or were in embryonic form at the time the Association was founded. Concern about the lack of contact amongst development panels, with consequent duplication and relative inefficiency was at the heart of most of our early discussions. Here the Scottish Central Committee on Social Subjects itself with its associated panels offers to meet this fundamental need in a way that no part time body could ever do. The spread of the Advisory Service, the potential of the new regions for development work and training — all are new and the Association welcomes them warmly. Yet the need surely remains.

It may be that as a disseminator of information by various means SATH will come to serve the outlying areas more than the major

regions of the central industrial belt, but we can take nothing for granted. The very existence of our subject as an independent discipline within a potentially integrated social subjects course is at present a matter of doubt. There are ominous warnings of a possible restriction in the recruitment of specialist History teachers consequent to a supposed present sufficiency of numbers. Developments in objective testing at S.C.E. level confront us with a necessity to be flexible, yet as clear as possible in our attitudes. Perhaps all of these will seem of little importance besides this year's great issue, at present being revealed. May it not be that in seeing some of its earliest concerns happily overtaken by events, SATH may find that others of equal importance lie ahead?

E.G.FOGG, Principal Teacher of History and Modern Studies, Perth High School.

SCOTTISH ASSOCIATION OF GEOGRAPHY TEACHERS

In April-May 1970, Kindrogan Field Study Centre was the setting for a most successful Geography/Biology Field Studies Course. At the same time and place the twenty geographers present conceived the idea of the formation of a Scottish Association of Geography Teachers.

In general, it was agreed that there was a genuine need for such an Association in view of the difficulties in which many Geography teachers were working at a time of rapidly changing ideas and of the consequent need both to pool information and to have an organisation capable of acting as a voice for geographers in negotiations with official bodies.

To date the Association has held two very successful Annual Conferences and members are the recipients of periodic 'Bulletins' and the Association's annual 'Journal'. Bulletin No. 3 — "Field Studies in Schools, incorporating Sample Studies" is the work of the Social Studies Committee of the County of Lanark and this Bulletin together with the second issue of the Association's Journal will be published in June. Arrangements are in hand for the third Annual Conference which will be held in Edinburgh in early November.

At present some 220 geography teachers in both secondary and primary schools, colleges of education and universities, together with others interested in furthering the development and teaching of Geography in Scotland are members of the Association. Cost of annual membership of the Association is £1.50 for all members except students who pay 25p per annum.

New members joining now will, for 1972/73, receive a copy of the Journal, Bulletins No. 3 and 4 and, it is hoped, the occasional newsletter.

ANDREW SMITH (Secretary), Glasgow ETV Service.

ECONOMICS ASSOCIATION — SCOTTISH BRANCH

Aims and Organisation

The Economics Association, based in London, was founded in 1939 with the aim of encouraging the teaching of Economics by disseminating

information on method and content in the subject through a variety of means. These include various publications, the chief of which is the Journal of the Association published thrice yearly. National Committees drawn from all of the Branches are concerned with Research, Teacher-training, Publications and various other significant areas on all of which literature is from time to time published and made available to members.

In order to thrive and flourish a National Association must draw strength from its Branches. 11 Regional Branches of the Association, covering the whole of the U.K., have their own Committees which organise activities for their members. The volume of activity varies from Branch to Branch but the Scottish Branch first formed in 1967 can lay claim to being one of the most energetic.

Formation of Scottish Branch

The Scottish membership numbered 30 just prior to its becoming a separate Branch. Numbers have increased steadily each year to a present total of approximately 350, a remarkable growth rate which makes the Branch second only to the London one in size. Several factors are responsible for the increased interest. Headmasters and administrators have a growing awareness of the value of this branch of the social sciences in schools and colleges and are prepared to make curricular provision for it. The Scottish universities now recognise Higher Economics as a subject which counts towards Attestation of Fitness for University entrance and this in turn has affected the numbers of graduates leaving university, having majored in the social sciences, and entering the teaching profession with a view to teaching Economics.

Initial Developments

The Branch began cautiously by arranging meetings in Glasgow or Edinburgh at which members were addressed by experts mainly from academic, political and industrial spheres. In the first two areas particularly the Branch has been fortunate in attracting speakers of the highest calibre. Since its inception, the Branch has been associated with Jordanhill College of Education in organising a one day annual conference in May attended by upwards of 100 delegates from throughout Central Scotland. Occasional meetings have also been held in provincial centres such as Kirkcaldy and Falkirk but the Committee of the Association is conscious of the difficulty of serving a membership dispersed over such a wide area. The situation has been partly alleviated by the formation of a Dundee section with a separate committee to organise activities for members in that area. A similar structure is also envisaged for Aberdeen and district.

Widening the scope of activities

Undoubtedly the most successful of the Branch activities has been the annual schools' conference for 5th and 6th year pupils and their teachers. These have been held in the month of September mostly in Glasgow though last year the venue was Falkirk. The support has been so great that the accommodation resources have on occasion been stretched to the limit. This type of event has been extended during the past three years to include a conference for 4th year pupils which has been held successively

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at East Kilbride, Falkirk and Cumbernauld. The aim in all cases has been to provide pupils and teachers with the kind of meaningful experience in Economics which any one school would find it hard to secure for itself. That this has been appreciated is demonstrated by the attendance of pupils from as far afield as Angus in the north to Ayrshire in the south.

Another significant landmark in the short existence of the Branch has been the recognition by the SCE Examination Board of the Association as a body from which comment is sought on proposals to amend or change syllabuses in Economics and related subjects. Some of the liveliest meetings held by the Branch have been those seeking to gauge the opinions of members prior to submissions to the Board on the recent changes in Ordinary Grade syllabuses in Economics and Economic History. Similar status is to be accorded to the Association in relation to the Scottish Council for Business Education which is to succeed SCCAPE.

For the first time, the National Association held its Annual Easter Conference in Scotland, in 1973, at the Pollock Halls of Residence of the University of Edinburgh. Over 140 delegates from all parts of the UK attended the lectures, demonstrations, seminars and workshops held during the period of 4 days. The Committee of the Scottish Branch was very involved over a period of several months in making the arrangements necessary for the success of such a conference.

In an effort to reach all of its membership, the Branch has commenced publication of a bi-annual Bulletin the second of which was issued in June 1973. The Committee are currently examining a scheme for involving senior school pupils in a one day meeting, to take place early in 1974, where the emphasis would lie in participation in workshop sessions whose purpose would be to relate economic theory to practice in attempts to solve current problems. If successful, an attempt would be made to extend the idea to various centres throughout the country

Much has been accomplished in a comparatively short period of time in stimulating interest in Economics. The challenges offered in the future as growing numbers of young people commence a study of the subject is one which the Scottish Branch will be eager to meet by making its contribution to the knowledge of teachers, lecturers and students, particularly in areas of new developments in method and content.

T. MILLIKEN (Secretary), Department of Business Studies and Economics, Jordanhill College of Education.

THE MODERN STUDIES ASSOCIATION

When Modern Studies was introduced into the syllabus in 1960 it was first taught by teachers of the other social subjects. Gradually, however, with the establishment of Modern Studies departments in the four main Colleges of Education and the growing acceptance of the subject in the schools, the number of teachers with a commitment to Modern Studies had reached the stage where a national association could be proposed.

The suggestion was first put to a conference held in Jordanhill College in the autumn of 1971. The response from teachers was immediate and

the initial steering committee was able to arrange a conference for the following June at which over 100 members attended. A second conference was held in June this year and membership is now approaching 250.

Full membership is open to anyone concerned with the development and teaching of Modern Studies and Associate membership is available to students in Universities and Colleges. The aim of the Association is to promote the development of, and interest in, Modern Studies as a teaching subject and this is to be pursued by a national committee representative of the regions, in each of which there will be local Associations. Ayrshire is the first of the regions to establish its own Regional Association.

The aims of the Association are promoted by means of a programme of talks and workshop sessions arranged by each Regional Association, an annual conference, the Association's journal, and by the activities of the national committee. The national committee has created several sub-committees dealing respectively with aims and objectives, examinations, educational policy, and publications.

MOST is the Association's journal. Its title is derived from the initial leters of Modern Studies but it is also indicative of the range of interests which are implicit in the subject. There are three editions of MOST per year and a major part of each edition consists of support material for the teacher in the classroom. Some of this is in the form of worksheets or discussion papers. As it is a 'working' journal, the format is loose-leaf and readers are invited to take it apart and file it for reference until required.

Each edition concentrates on one topic from the Modern Studies syllabus. A range of articles on this topic is supported by relevant statistics, bibliographies, film notes and additional sources of information. In addition there are research articles and other items of interest to Modern Studies teachers. The current edition, October 1973, is a Race Relations edition and contains a number of original articles and selected reprints including details of the BBC's policy to Modern Studies broadcasting, an article on motor car driving for school pupils and a research article on the effectiveness of Modern Studies teaching.

Previous editions have concentrated on Japan and the EEC and future plans include editions on Local Community Studies, Agriculture and China. The range of articles included in each edition is intended to provide material for most abilities within the school as well as for the teacher. The journal is intended to be practical and stimulating and, as far as possible, is written by teachers.

The success of MOST is indicated by the widespread requests for copies. The bulk of readers are located in Scotland but there is a large readership in England and a few each in Wales, Ireland and New Zealand, and MOST is shortly to go trans-Atlantic.

Further information regarding the Modern Studies Association or MOST can be obtained by writing to me.

WILSON JAMIESON, Lecturer, Department of Economics and Modern Studies, Jordanhill College of Education.

In Brief:

REPORT ON MEETING OF EDUCATIONAL PSYCHOLOGISTS ATTACHED TO SCCSS PROJECTS

The first meeting of Educational Psychologists attached to projects set up by the Scottish Central Committee on The Social Subjects was held at The Scottish Centre for Social Subjects on 27th September, 1973. The purpose of this meeting was to familiarise the psychologists involved with the work of others in the field of evaluation in the Social Subjects in Scotland, and to discuss recurring problems in evaluation and, if possible, to advise each other on attempted solutions. It is hoped that a series of such meetings will prove to be a useful forum for further debate on methods and techniques of curriculum evaluation both within Scotland and in other educational systems. To this extent the intended meetings of this group are designed to be both practical and theoretical.

At the first meeting brief reports of all the projects currently being 'sponsored' by the Central Committee on Social Subjects were submitted. The techniques of evaluation were stated and explained, and some of the problems arising from their implementation were discussed. While some of the points raised were specific to the needs and peculiarities of individual projects, many of the issues were of more general concern. These general points ranged from the high "wastage rate" caused by absenteeism in pre — and post — testing, to the perceived relative importance of production rather than evaluation in the issuing of materials by Working Parties to schools. Of course, the remits given to Working Parties to a large extent determine the evaluation procedures used in the project, although the logistics of different evaluation strategies offer constraints to part-time evaluators. During the national distribution of materials piloting may be more varied, and since the objectives of the evaluation exercise may be different, evaluation procedures will differ accordingly.

Related to the techniques and strategies of evaluation is of course the vital issue of the role of the evaluator. In the Scottish context this role is seen to be more than an objective evaluator, but embodies role positions more associated with the "educationist" and the "psychologist". Consequently involvement in formative curricular design and materials preparation are perceived essential elements of the role of the "Educational Psychologists".

The future pattern of evaluation in curriculum development in the Social Subjects in Scotland is at present difficult to define with any confidence. No doubt the "gestalt" will become clearer only when projects develop and the perceived nature of the psychologist's role evolves further. It is a healthy sign that the pattern is not becoming set on any one model of evaluation strategy, but a range of techniques is being used with a view to deciding on the most appropriate and satisfactory "mix" of approaches.

B. J. McGETTRICK.

THE CERTIFICATE OF 6th YEAR STUDIES.
GEOGRAPHY — FIELDWORK

Dr J. Caird of the Department of Geography, University of Glasgow, in conjunction with the Centre has produced a filmstrip and cassette tape on the topic of the Geography — Fieldwork requirements for this examination.

The material takes the form of pictures of the work submitted by previous candidates to the Scottish Certificate of Education Examination Board, and is supported by relevant comments on the cassette.

The filmstrip/cassette may be viewed by candidates individually or together with their teachers, who might show the filmstrip a second time to promote discussion.

It is hoped that this material will be available early in 1974 and will cost not more than £2.

T. M. WALTERS.

"A JOB FOR YOU"

The film recommended in conjunction with unit, "Mr Marsh Comes to School" (Centre page reference R.0219) is no longer available from the Scottish Central Film Library.

The film "A Job to Decide" is offered by the Scottish Central Film Library as an alternative. This film is No.2UK 3168 and runs for 22 minutes.

While only one copy is available in Scotland, further copies may be loaned from the Central Film Library, Government Buildings, Bomyard Avenue. Acton. London, W3 7JB.

EXCERPT from a lecture entitled SCOTTISH COUNTRY LIFE — PAST, PRESENT and FUTURE given to the Friends of the Royal Scottish Museum on May 28, 1973, by Mr ALEXANDER FENTON, of the Country Life Section of the National Museum of Antiquities of Scotland and of the Scottish Country Life Museums Trust.

(E.P.H., 29/5/1973)

There is, however, another important key to countryside interpretation, and that is the landscape itself. How has it evolved to the state in which we see it? Do we stop to think of the extent to which human activity has shaped and altered, little by little, millenium after millenium, so that what we now see is the result — and not an end result, for it is always changing — of a very long cumulative process. Of this historical process, something like 85% falls into the period of prehistory; it is only in the last

century and a half that the rate of change due to industrialisation, the growth of towns and cities, and rural depopulation, has speeded up to absolute moon rocket proportions.

Possibly awareness of this fact is making our present age an age of conservation, of consciousness of the environment. There is also an element of fear, perhaps — fear of the consequences of over-exploitation of the resources and of social consciousness, or rather social planning, which worries a great deal about how people are going to spend their leisure time when they are at work for only 35 hours a week or less. Educationalists are talking now not about educating people for work, but for leisure. In the schools, before O-levels and Highers make full-time systematic study both at school and at home unavoidable, there is increasing emphasis on the project approach to education, which if well done can be exceedingly good, but for which most teachers are seriously in need of guidance.

The project approach is neither more nor less than what is or should be meant by interpretation — as I see it, choosing a route into a subject, following it percipiently, observing its byeways and meanderings, and letting lessons of practical, permanent value grow out of it. Interpretation is a method of approach — perhaps also in part an attitude of mind. It scarcely matters what lead-in is chosen. The teacher may be a geographer or historian, a biologist or mathematician. One may teach mathematics by studying the types of crops in his area, working out their acreages, assessing these in relation to the county averages, and again to those of the country as a whole, painlessly and practically familiarising his class with pie charts, histograms and graphs. A biologist may by a study of ecosystems, moving outwards from the school environment, and looking into the reasons for its present status, produce a class of embryonic historical geographers. Interpretation arises out of detailed study that results in an open-minded awareness of inter-relationships to which the majority of people are often blind or partially so. It is more than just an accumulation of information, for that can be got in the text-books, encycolpaedieas, dictionaires; it is the ability to fuse that information with one's own experience of life, and even, through direct contact or through literature, with the experience of others. Because an aiitude of mind is involved, the method can aonly be taaght up to a point; nor should it be expected that all minds will be equally receptive. But anyone so taught can hardly fail to become more of a whole man in relation to his environment, and to that extent more of a responsible citizen.