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ABSTRACT

An 18-month project assessed social studies in British Columbia during 1976-77. Part of a general educational assessment program of the British Columbia Ministry of Education, the project was carried out in four major phases. During Phase I, an assessment framework was established which represented viewpoints of teachers, students, and the public regarding content, goals, and practices within the social studies. Phase II involved a survey of teachers, administrators, librarians, students, and the general public regarding social studies goals. The survey instrument consisted of a section with open-ended questions, two sections with rating scales, one section with multiple choice items, and a section illustrating the social characteristics of each group. Phases III and IV entailed analysis and interpretation of the survey results. Findings from the survey indicated that: (1) teachers need better training; (2) social studies should deal with knowledge about the past and present and should include study of Canada; (3) teachers desire stronger participation in curriculum revision; and (4) students have difficulty seeing relevance in social studies courses. The conclusions are that the Ministry of Education should encourage teacher participation in social studies curriculum development, provide adequate financial support to local districts for instructional improvement, give serious consideration to public reaction to the assessment study, and continue to investigate high priority educational research questions. (Author/DB)

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BRITISH COLUMBIA SOCIAL STUDIES ASSESSMENT

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SUMMARY REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A Report
to

The Ministry of Education
British Columbia

- 1977 -

Submitted by:

The Social Studies Assessment Contract Team

- Ted T. Aoki, Chairman
- Carol Langford, Associate Chairman
- David M. Williams
- Donald C. Wilson

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FOREWORD

Whenever teachers, parents, students and other public groups meet, concern is increasingly expressed for the general improvement of instruction in schools. This concern urges us to focus on the possibilities for improvement of school programs, (life?) not only at the master plan level, but also at the situational levels of the school district and the classroom. It is evident that a wide range of evaluation information is needed, and to provide such information is a key purpose of the Assessment Program of the British Columbia Ministry of Education.

This Summary Report represents our interpretation of the British Columbia Social Studies Assessment we have just concluded. The report focusses on the distinctive features of the Assessment, highlights of the findings (the details of which are reported separately in five special reports), and recommendations set out according to roles established for the Assessment in the early planning stages. The recommendations emerged not only from the highlighted findings of the Summary Report, but also from the detailed interrelated contextual knowledge about Social Studies in British Columbia that we have gained from the multi-faceted evaluation activities of the past eighteen months.

This Summary Report in a sense maps our efforts to enable the reader to get a broader grasp of the essence of our evaluation experiences and activities. Much is omitted. Therefore, we urge the serious reader to examine the special reports to fill in the requisite details that may be necessary to come to a richer understanding of the content of this report. These special reports are:

Views of Goals for Social Studies

Teacher Views of Social Studies

Student Achievement and Views in Social Studies

Interpretative Studies of Selected School Situations

Teacher Views of Prescribed Social Studies Curriculum

Resources

ACKNOWLEDGMENTS

Behind any assessment report are many people without whom the activities and reporting involved would not be possible. We cannot mention them all, but we wish to acknowledge the following:

1. The students, teachers, administrators, trustees and parents who agreed to participate in the assessment. Without their responses to survey instruments, questionnaires and interviews, we would not have been able to initiate our study.
2. The many members of review panels who assisted us in identifying strengths and concerns in Social Studies and who assisted us in revising preliminary drafts of survey and questionnaire instruments.
3. The members of the Social Studies Management Committee who faithfully and diligently made observations and critiques, assisting us in directing our activities and sharpening our thoughts and writings.
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PROVINCIAL SOCIAL STUDIES ASSESSMENT - HIGHLIGHTS

The Provincial Assessment Program in British Columbia represents an attempt to discover strengths and weaknesses of existing school programs. The purpose of such assessment activities is to determine ways in which these programs can be improved.

The conventional skill subjects of reading, writing, and basic mathematics lend themselves well to assessment work based on student learnings, for few would dispute the importance of the skills stressed, nor are the learnings particularly difficult to measure.

However, Social Studies is a different matter, and those involved in its assessment are faced with a different set of issues. At heart, the subject deals with, perhaps the most fundamental concern--the nature of the social world in which we dwell and of human relationships within society. For example, while it may be important for young citizens to become familiar with some of the basic 'facts' regarding their social world, the quality of their citizenship does not necessarily depend upon mastery of such facts. Evaluators, therefore, must look beyond a concern for mastery of facts or skills. What students are learning in schools becomes meaningful only if learnings are seen in the situations in which teachers and students live and in the context of what society views as central to its own sense of identity and purpose. If an evaluation is to have any usefulness for future planning of a provincial curriculum, then, a multi-dimensional approach to assessment must be considered. Such an approach must allow the view of student 'achievement' not only in the context of society's disclosed views of what is central to its own life, but also in the context of meanings teachers and students give to the program. Hence, the intent of this particular assessment was not so much to judge the present Social Studies curriculum, but rather to illuminate people's views of Social Studies and teaching concerns.

Furthermore, the Ministry of Education established roles of the Assessment which included, among others, the revision of the existing Social Studies curriculum. For these reasons, the notion of assessment was extended to assist in the task of revising the Social Studies curriculum. In order to provide the most meaningful recommendations, a wide range of information was sought.

Thus, the assessment includes four areas of examination, each reported separately: Views of Goals for Social Studies discusses the perceptions of teachers, school administrators, trustees, and the general public concerning present and future programs. Teachers' Views of Social Studies deals more intensively with the attitudes and beliefs of teachers about the subject as a whole. Teachers' Views of Prescribed Social Studies Curriculum Resources

focuses on the adequacy of resources presently available. The report Student Achievement and Views in Social Studies attempts not only to assess student performance on Social Studies objectives agreed upon by professional and non-professional publics, but also to identify views students have about such matters as Canadian diversity, time, and socialization. In Interpretive Studies of Selected School Situations evaluators have developed frameworks in an attempt to identify meanings teachers and students give to school programs of their everyday experiences in the situation of the school.

The following highlights issue from the five reports.

*Findings indicate that teachers, school administrators, school trustees and the general public define Social Studies more broadly than merely transmitting knowledge about the past and present. Although such knowledge is viewed as important, the four groups surveyed indicate that Social Studies should deal also with matters such as how human beings achieve their potential, develop ability to make responsible judgments about moral issues, and learn the meaning of social cooperation. If these indications are taken seriously, there is a need to re-examine the basis upon which these dimensions can be incorporated into the Social Studies program.

*The four groups surveyed express strong agreement that specific goals for Social Studies should include the study of Canada, the acknowledgment of varying points of view about Social Studies, and an awareness of the tentative nature of knowledge. In conjunction with these views the public groups indicate only slight to moderate agreement for maintaining History and Geography as the major organizing features of a provincial curriculum. These concerns suggest a need to re-think an approach for organizing Social Studies, different from that presently outlined in the provincial curriculum guides.

*Administrators and teachers overwhelmingly express the need for greater professional development in the area of curriculum development, although there appears to be little agreement or knowledge of how professional development should occur in Social Studies.

*In the formulation of recommendations concerning professional development, it became clear that a 'band-aid' approach was not sufficient and that major improvements in all aspects of professional development are required. Professional development needs to be viewed as essential to the very nature of what it means to be a teacher.

*There is general agreement by all four public groups and by Grade 8 and 12 students that teachers, students and parents should be jointly involved in deciding what should be taught and how it should be taught. However, a higher percentage of teachers suggest that only classroom teachers should be involved, whereas one-third of the General Public suggest experts in Social Studies as being most important in curriculum decision-making.

*The agreement by all groups that decisions regarding Social Studies (e.g., curriculum revision) should be an endeavour of school and community groups emphasizes the need for changes in curriculum development procedures at the provincial and local level.

*Teachers strongly desire greater participation in the process of curriculum revision and in related in-service activities. Such involvement requires that adequate time be provided for teachers to participate in such activities.

*Although teacher use of resources and the nature of class activities appear to vary considerably in schools, the content taught represents some aspect of the factual knowledge outlined in the elementary and secondary provincial curriculum guides. Teachers' selection of what knowledge should be taught appears to be in terms of their academic background and the availability of resources. The latter concern is often the deciding factor in determining what knowledge is studied.

*Teachers rate very few prescribed Social Studies resources as more than satisfactory in terms of appropriate reading level, interest to students, fit with course outline, and challenge to thinking skills. Most teachers are dissatisfied with the atlases prescribed for use in their classrooms.

*Improvement in procedures for selecting and distributing curriculum resources is desired by teachers. The opportunity to review books before ordering is favoured by teachers, particularly with regard to content and readability level. Many of the prescribed resources, especially at the elementary level, require a reading ability beyond that of most students in each grade.

*Students at times have difficulty seeing personal relevance or future benefit in what is being taught, whether or not they enjoy or dislike the content. It appears that programs which emphasize factual knowledge do not necessarily encourage students to develop a sense of personal responsibility or a concern for others. An educational program which emphasizes mastery of content without a sense of personal and social purpose tends to foster in students a sense of passiveness and non-involvement in their own learning.

*Grade 12 students scored higher on questions concerning Canadian society and institutions, skills of inquiry and valuing than they did on questions about world cultures. A rating panel made up of parents, trustees, teachers, and a teacher educator was generally satisfied with student performance on most objectives stated for this level.

*Grade 8 students performed best on items related to world cultures. Lowest scores were on items identifying value issues. The rating panel was "less than satisfied" with performance on those objectives concerned with knowledge of Canadian leaders, Canadian government, graph comprehension, and the identification of value questions.

*Grade 4 students performed higher on items assessing skills of inquiry than on those pertaining to specific knowledge. Overall, the rating panel was satisfied with performance on all objectives except knowledge of Canadian leaders.

*Teachers do not consider the curriculum guides of the Ministry useful. They prefer a comprehensive resource book which includes such items as learning objectives, ideas for student activities, and suggestions for ways of teaching skills and using resource books. In such resource books, specific suggestions for beginning teachers are considered to be of "great importance".

*Teachers indicate the present curriculum does not provide continuity between elementary and secondary programs. Moreover, they view the program they teach as not being related well with the programs that precede and follow.

*On the whole, teachers' opinion of personnel and services presently available to assist them in developing their classroom programs is not high. Although school librarians, fellow teachers, Social Studies department heads, and district resource centres are regarded favourably by teachers, the services of district personnel and the British Columbia Teachers' Federation Lesson Aids Service are not as available as teachers would like.

*Teachers in some rural situations have access to fewer Ministry and school-purchased resources than teachers in the urban situations. This difference in availability of materials appears to be mainly a function of limited budgets, inadequate grants that do not fully acknowledge the scale of school operation, and smaller student populations upon which the supply of supplementary resources partly depends. In addition, knowledge of and access to information concerning resources is more available in the urban situations where support facilities for teachers are more readily available. A major concern common to both situations is the lack of information concerning the way in which resources can or should be used.

*Classroom activities most frequently used by teachers include class discussion, and the viewing of films, filmstrips and slides. Methods of evaluation which are considered important by teachers are sampling of student work, documenting daily performance of students, and teacher-made tests. Teachers consider checklists, student conferences and student self-evaluation to be of little importance for student evaluation.

*Teachers are generally agreed that Social Studies should be a compulsory subject at all grade levels. Hence, they suggest that Social Studies, which is now compulsory up to and including Grade 11, be extended to include Grade 12 as well.

SUMMARY REPORT

1.0 INTRODUCTION

The British Columbia Social Studies Assessment was an eighteen-month activity involving many people: teachers, students, parents, school trustees, administrators, university personnel, Ministry of Education personnel and school superintendents throughout the province of British Columbia. It has resulted in five special studies, reported separately.* These have been integrated in a compact form into this Summary Report containing three parts: 1.0 Introduction, 2.0 Summaries of Special Reports, and 3.0 Recommendations.

1.1 Social Studies Assessment and the Ministry's Learning Assessment Program

The province-wide British Columbia Social Studies Assessment was conducted as a part of the recently established assessment program of the Educational Programs (Schools) Department, the British Columbia Ministry of Education. Without doubt, this program with its many facets has not only heightened the awareness of the general public and educators throughout the province in matters regarding school and education, but also has posed questions as to what in fact lies at the heart of the educational enterprise.

We of the Contract Team are pleased that in this undertaking, the Ministry has chosen to include Social Studies as one of the early assessment studies, and that in so choosing, it gave recognition early in its thinking to the possibilities of distinctive features and consequent problems associated with Social Studies and its assessment. Some of these features are described below.

*The five special reports are: Teacher Views of Social Studies, Teacher Views of Prescribed Social Studies Curriculum Resources, Interpretative Studies of Selected School Situations, Views of Goals for Social Studies, and Student Achievement and Views in Social Studies.

1.2 The Assessment, CORE Curriculum and Curriculum Revision

The Assessment activities in Social Studies were well underway when public announcements were made about Assessment, CORE curriculum and the establishment of the Social Studies curriculum revision committee. The Contract Team sought clarification, particularly on the relationship between the Assessment and the CORE curriculum on the one hand, and that between the Assessment and curriculum revision on the other.

At a special meeting held by the Program Development (Schools) Division, on December 14th, 1976, the Contract Team members were informed by the Deputy Minister and the Curriculum Development Branch personnel that the Social Studies Assessment already underway and the CORE are not directly related to each other (although future assessments may be), and that the Social Studies curriculum revision committee, even if appointed prior to the submission of the Report, will not begin its active work until the Assessment Report is filed.

The Contract Team and the Management Committee appreciated the clarification and the assurance provided by the Ministry which, in effect, enabled us to continue with the evaluative activities of the British Columbia Social Studies Assessment.*

1.3 The Roles of the Social Studies Assessment

From the outset we, as the Contract Team, asked ourselves; the Management Committee and the Curriculum Development Branch of the Ministry, the question: Why the assessment of Social Studies? Following Michael Scriven** who advised evaluators not to blur the distinction between purposes of evaluation as goals and purposes of evaluation as roles, we attempted to clarify our purposes. A series of early discussions with the Ministry of Education personnel and members of the Management Committee led us to adopt the following interpretations of the purposes of the Social Studies assessment. We interpreted the purpose of evaluation as goals to be seeking out the merit of whatever is to be evaluated; and uses to which the information would be put, while we interpreted the purpose of evaluation as roles in the following manner:

*For further clarification of the relationship between assessment and curriculum, see "Questions and Answers", British Columbia Learning Assessment Program, Ministry of Education, 1977.

**Michael Scriven in "The Methodology of Evaluation" which is a seminal paper in curriculum evaluation. See Publication #110 of the Social Science Education Consortium, Purdue University, Lafayette, Indiana, 1966; AERA Monograph Series on Curriculum Evaluation (No. 1). Chicago : Rand McNally, 1967; or P. A. Taylor and D. M. Cowley (eds.) Readings In Curriculum Evaluations, Dubuque, Iowa : Wm. C. Brown Co., Publishers, 1972, p. 28.

- Role 1: To assist curriculum personnel at the provincial and local levels in curriculum revision, i.e., the processes of improving intents (goals and means), practices, and outcomes.
- Role 2: To provide direction for professional development activities for Social Studies education.
- Role 3: To provide appraisive information that can be used in the improvement of the allocation of Social Studies resources.
- Role 4: To inform various publics in British Columbia of the publics' viewpoints concerning (a) desired intents (goals and means), for Social Studies; (b) current status of practices in the teaching of Social Studies, and (c) pupil learnings.
- Role 5: To provide guidelines and recommendations for future Social Studies assessment and research.

These roles served two functions for the assessment:

- (1) they guided the Contract Team in selecting the form of evaluative inquiry and in seeking kinds of evaluative information, and
- (2) they served as focal points for formulating the recommendations.

1.4 Views of Social Studies and Approaches to Evaluation

"Social Studies" is many things to many people. Some view it primarily as the content of the program of studies manifested in curriculum guides published by the Ministry of Education. Others view it primarily as classroom activities engaged in by teachers and students and the resources they use. Still others view it in terms of what students have learned. And there are others who view it as meanings students, educators and parents give to Social Studies as they experience it within the perspective of their day-to-day world. These multiple views of what Social Studies is require variations in the approach to evaluation. Hence, in the design of the assessment of Social Studies, the Contract Team included different approaches to evaluation.

Other views of Social Studies also exist. It is interesting to recall that in its initial conception, a Sub-Committee of the Joint Committee on Evaluation* referred to the subject area as "Social Sciences/Citizenship",

*The Joint Committee on Evaluation was set up in 1974 by the Ministry of Education, British Columbia, as a committee representing a broad spectrum of people interested in education to advise the Ministry of Education on the development of a long-range assessment program. Major organizations in the province such as the British Columbia School Trustees' Association (B.C.S.T.A.) and the British Columbia Teachers' Federation (B.C.T.F.) were represented on this Committee. It was disbanded in 1976.

which was subsequently changed to "Social Studies", at the same time acknowledging usages such as "Social Education", "Civic Education", "Man in Society", as possible other labels. The existence of these labels reflects the root metaphors people use when they think of a Social Studies student, for example, as a social scientist (used broadly to include historians and geographers), and as a citizen engaged in social issues. These views suggesting possible notions of Social Studies led the Assessment Team to make a comprehensive examination of not only the provincial elementary and secondary Social Studies curriculum guides and other British Columbia Ministry of Education documents related to Social Studies, but also relevant documents including books from other provinces in Canada and from the United States. The analysis of Social Studies literature (see Appendix A) led us to the identification of four dimensions of a person, each reflecting a different view of Social Studies. The four dimensions are:

A Knowing Person: One who is mainly concerned in Social Studies with knowing about people, communities, countries and relationships among human events, and who possesses the skills to gain knowledge about his surrounding world;

A Moral Person: One who is mainly concerned in Social Studies with questions of right and wrong in social relationships, and one who is committed to act in some way upon situations that they deem are not morally justifiable;

A Socialized Person: One who is mainly concerned in Social Studies with acquiring and accepting the norms of his community and society;

An Existential Person: One who is mainly concerned in Social Studies with the quality of his personal and social experiences, and who recognizes both freedom and responsibility as determining factors in shaping his world and extending its possibilities.

This four-dimensional framework is reflected particularly in the following reports of The British Columbia Social Studies Assessment: (1) Views of Goals for Social Studies, (2) Student Achievement and Views in Social Studies, and (3) Interpretative Studies of Selected School Situations.

1.5 Goal-Based and Goal-Free Perspectives for Evaluation

Whereas many of the assessments of programs conducted are goal-based in the sense that the stated goals and objectives



of a program form the beginning point of evaluative inquiry,* such was not the case in the Social Studies Assessment. The goals and objectives of the existing program, though examined, were not the point of departure for the assessment. For instance, in considering various publics' views about Social Studies, the Contract Team was charged with the task of discovering not how they regard the existing goals and objectives of British Columbia Social Studies programs outlined in the elementary and secondary curriculum guide-books, but rather what intents (ends and means) they advocate for a future Social Studies program in British Columbia. Therefore, the Contract Team undertook to survey the literature in the Social Studies field as broadly as possible in order to seek out the widest range of possible intents to present to the several publics, who could then indicate their judgments of merit on these goals and objectives. After testing and revision, these statements of goals and objectives were included as main sections of the Public View-points survey instrument. This was administered to the several publics, then analysed and reported in Views of Goals for Social Studies.

The Contract Team was also charged with the task of obtaining information about student learnings in the area of Social Studies. This task as interpreted by the Management Committee was not to find out how well the students are achieving the objectives of the British Columbia Social Studies program but, rather, what knowledge and views students hold in selected dimensions of learnings in Social Studies. As a result the Contract Team took as a point of departure the statements of goals and objectives from the broad field of Social Studies rather than just the intents of the British Columbia Social Studies program. On the basis of the search of literature and consultation with the Management Committee and with review panels, we identified a relatively comprehensive range of Social Studies learnings that may be assessed. We then developed, tested and selected sets of items to tap as many of the achievements and 'views about' items as was feasible to present to students in a single test. The information obtained from this instrument was analysed and reported in Student Achievement and Views in Social Studies.

The above are major instances of evaluation activities conducted within the framework of statements of intents discovered in the literature dealing with Social Studies programs. However, in order to prevent the framing of the assessment strictly from the perspective of these intent statements, the Contract Team approached its task by being sensitive and open not only to the views about Social Studies but also to concerns held by the general public,

*See the central evaluative concern as expressed in the British Columbia Department of Education: Assessment Planning: B.C. Assessment Program, July 1, 1975, p. 1. "The proposed program (of assessment) is designed to provide credible information describing the extent to which the performance of groups of students meets the desired goals and objectives of the Public School System,"

teachers, students and others. Adopting this stance prevented the Contract Team from being restricted solely to the framework suggested by statements of intent and allowed the team to seek out those fundamental ideas and categories that teachers, students, administrators and the general public use when they approach Social Studies.

Hence, the Contract Team adopted, in the very early stages of its activities, a plan to seek opinions on strengths and concerns about the Social Studies from teachers, students, administrators and the general public. At several centres in British Columbia review panels and site visits were conducted formally and informally, in which free expression was encouraged. Not only did this approach provide the Contract Team with frameworks from the field before the Assessment plan solidified, but it also allowed the team to move toward the richness and complexity of programs as they exist in schools, allowing a 'thick' description of Social Studies.

The questions that emerged from teachers, general public and students, and from situational studies, formed the bases of the following reports: (1) Teacher Views of Social Studies, (2) Teacher Views of Prescribed Social Studies Curriculum Resources, and (3) Interpretative Studies of Selected School Situations.

1.6 Learnings as 'knows about' and 'views about'

Typically, assessments of learnings are viewed as assessments of student achievement in terms of their 'knowing about' and 'know-how' knowledge, both considered measurable in terms of correctness or incorrectness. In Social Studies, however, some of the knowledge students and teachers have is often of 'views about' social and cultural issues or events (such as cultural diversity, socialization and human rights) not assessable as correct or incorrect. In its evaluation, the Contract Team incorporated the latter kind of knowledge as 'views about' items in both the learning assessment instrument and the public viewpoints instrument.

Most of these items were designed from a framework of world views provided by M. Maruyama.* They are briefly described below:

Hierarchical World View (H)

The hierarchical world view is held by those who generally believe that unity and uniformity seen as sameness is desirable; that planning should be done by experts; that decisions be arrived at through majority rule, consensus or by those in authority; that there exists but one truth; and that diversity be seen almost always as a source of conflict.

*The framework of world views is based upon M. Maruyama's: Hierarchists, Individualists and Mutualists : Three Paradigms Among Planners". In Futures, Vol. 6. No. 2. April, 1974, pp. 103-113.

Individualistic World View (I)

The individualistic world view is held by those who generally believe that social unity is irrelevant to one's life; that in planning, each person should individually make his own plan; that decisions be arrived at by each 'doing his own thing'; that one should learn mainly what interests him; and that, basically, individual beliefs are what count.

Mutualistic World View (M)

The mutualistic world view is held by those who believe that harmony in diversity is both desirable and feasible; that planning should be done co-actively by members of the community; that decisions should be made so that no individual is harmed; that there is no one fixed truth and that there exist multiple ways of knowing and multiple realities.

The assessment of student learnings, interpreted in the extended sense including learnings as both 'achieved' knowledge and 'views about' knowledge is embodied in the report entitled Student Achievement and Views in Social Studies. Furthermore, the 'views about' items have been incorporated in the assessment of public's viewpoints and are reported in Views of Goals for Social Studies.

In this connection it should be noted that in the assessment of Social Studies learnings, the Contract Team was directed to obtain and present a picture of what students know, not school district by school district, but on a province-wide basis. Dictated by this requirement, the Contract Team sampled students in British Columbia in such a way that province-wide generalizations regarding student learnings could be made. These generalized findings are reported in Student Achievement and Views in Social Studies.

1.7 Evaluation from 'the Outsiders' and Insiders' Perspectives

Typically, the evaluators' stance in doing an assessment is that of 'an outsider' looking on. This is the stance of an evaluator who prescribes his frame of reference using it as a lens with which to look through. His view of the world is pre-determined to a large extent by the frame he uses. To complement this view, we employed techniques to approach the insiders' world

of Social Studies.* This approach was emphasized in the situational studies in which we endeavoured to capture aspects of the teachers', students' and administrators' worlds of Social Studies as they experienced Social Studies in their daily school life. Included in our interpretations are meanings people ascribe to Social Studies programs in school, and also students', teachers' and administrators' existential meanings described from the perspective of their own situations. These meanings in five selected situations in British Columbia are provided in the report entitled: Interpretative Studies of Selected School Situations.

1.8 An Analysis of the B.C. Social Studies Program

The British Columbia Social Studies program was conceived in the 1960's during a period characterized by extensive curriculum reform. In Social Studies revision, the British Columbia Ministry of Education was, without doubt, at the forefront in Canada. Some time has elapsed since basic revisions have been made. Thus, it seems timely that we include, even briefly, a critical examination of the British Columbia Social Studies program to serve as an input, if and when the program as articulated in the Elementary Social Studies, Year 1-6, 1974, and the Secondary School Curriculum Guide Social Studies (Social Studies 8, 9, 10 and 11) 1968 are re-examined and revised.

To allow for such an input, a paper was prepared in which the purpose was to examine the perspective of the Social Studies program in British Columbia as reflected in the above documents. The method of analysis used allowed us to examine underlying perspectives (the foundational assumptions, interests and approaches) that shape our views, and structure our experience of the social world. The examination shows that the British Columbia Social Studies program reflects in varying degrees perspectives of technical knowing, situational knowing and critically reflective knowing. The analysis of the British Columbia Social Studies using this approach is found in a short paper entitled "The Intents of the B.C. Social Studies Curriculum Guides : An Interpretation".

Relative to this paper, included as Appendix B, we make the following suggestions: that those involved in future Social Studies revision attend to the authors' plea that because "students and teachers are entitled to a full explanation of the curriculum developers' learning stance," the perspective used in the revision "not...be hidden from users of the curriculum;" that in any serious work of revising curricula the framework of ways of knowing as

*See Donald C. Wilson, Emic-Evaluative Inquiry: An Approach to Evaluating School Programs, unpublished doctoral dissertation, Department of Secondary Education, University of Alberta, 1976. Also see ethnomethodology literature such as H. Garfinkel, Studies in Ethnomethodology, Englewood Cliffs : Prentice Hall Inc. 1967, or Roy Turner (ed.), Ethnomethodology, Penguin Books, 1974.

described in the paper be explored as one of possible frameworks; and that the very approach used in the paper be considered by future assessment teams, not only in Social Studies, but in other subject areas as well, as a possible complementary mode of evaluating the intents of a program.

1.9 The Content of Parts 2.0 and 3.0

The foregoing features of the British Columbia Social Studies Assessment were sketched to provide the reader with some idea of the distinctive features and the contextual complexity within which the assessment was conducted. Part 2.0 provides five summaries of the Special Reports of the British Columbia Social Studies Assessment that form the body of the assessment:

Views of Goals for Social Studies

Teacher Views of Social Studies

Student Achievement and Views in Social Studies

Interpretative Studies of Selected School Situations

Teacher Views of Prescribed Social Studies Curriculum
Resources

2.0 SUMMARIES OF SPECIAL REPORTS

The studies that comprise the Assessment are reported in full in five separate documents we have referred to as Special Reports of the British Columbia Social Studies Assessment. To help the reader gain some insight into the content of these Special Reports, we present here brief summaries of each report. For detailed analysis, and discussion of the findings, refer to the individual reports.

2.1 Views of Goals for Social Studies : A Summary

Purpose

The report on Views of Goals for Social Studies provides evaluative information which focusses on the points of view various public groups have of Social Studies in British Columbia. Viewpoints described in the report represent those of four public groups who have some association with and interest in Social Studies education. These public groups are teachers, school administrators, school trustees and the general public. For that public consisting of teachers, the reporting categories are: views of elementary and secondary teachers, and views of teachers by years of teaching experience.

The purpose of documenting the publics' idea of 'what should be taught' is not only to inform Ministry of Education officials, teachers and general public groups of the various publics' desires for the teaching of Social Studies, but also to assist curriculum personnel at provincial and local levels in revising curriculum and providing direction for professional development activities. The writing of this report indicates interest in the expression of the publics concerning the improvement of school programs, but is mindful that any one public group's views of desirable goals should not necessarily become the foundation for prescribing revision of curriculum. Instead, these viewpoints are regarded as evaluative information that can assist those involved in making decisions concerning the direction and nature of Social Studies programs in British Columbia.

Nature of Information

A point of view is defined as the thoughts, opinions, motives and intentions of an individual who is a member of a particular social group. It is assumed that this point of view to some degree represents a particular desire that is shared by others in the group who have similar experiences and expectations.

Evaluative information concerning the publics' points of view of what should be taught in Social Studies was obtained by means of a survey instrument and is described separately in the report for each public and comparatively for all four publics. After considerable discussion the Management Committee and Contract Team identified a number of variables thought to be important for describing the characteristics of each public group. Information collected by reporting categories served two functions. Firstly, the use of these categories enabled the description of a particular group's point of view toward particular goal statements. Secondly, reporting categories enabled comparisons of publics' views of Social Studies. Such comparative information was reported in terms of mean statistics and frequency distributions.

Information obtained from the survey was analysed and interpreted in terms of two frameworks (see Part 1.0). Responses to open-ended questions and ratings to items related to the goals of Social Studies were analysed according to the four dimensions of the Social Studies assessment: knowing, socialized, moral and existential. Responses to multiple choice items concerning desired conditions for Social Studies and society were analysed in terms of a framework illustrating orientations to particular world views: hierarchical, individualistic and mutualistic. These 'views about' social and cultural events and issues, are learnings that cannot be considered either correct or incorrect but rather reflect perspectives by which individuals interpret and order their social world. Because of the 'first attempt' at this approach to collecting information of publics' 'views about' societal issues concerning Canadian diversity, socialization and the future, we described the views only in terms of percentage of total response to items considered representative of particular world views.

Procedures

The procedures for collecting and reporting information concerned with publics' views of Social Studies and society were carried out in four major phases. One phase involved the identification of two frameworks by which items for the instrument could be collected and later analysed and interpreted in the reports (see Section 1.0).

The second phase of evaluation, closely related to the development of the two frameworks, involved the field testing of the survey instrument. Items concerning the goals of Social Studies were first piloted to approximately 55 individuals attending summer school at the University of British Columbia. The second piloting activity entailed five panel sessions throughout British Columbia. Responses to and suggestions of suitability and clarity of items were received from teachers, administrators, school trustees and the general public. In addition, information for revision was obtained

from teachers during Professional Development days, and from a consultant on language usage. This range of information from the individuals in education, and the suggestions from the Management Committee, led to the preparation of the final draft of the Public Viewpoints Instrument.

The instrument consisted of a section with open-ended questions, two sections with rating scales, one section with multiple choice items and a section illustrating the social characteristics of each public group. The third phase involved the distribution and analysis of the survey report. Table 1 indicates the number of surveys sent and the percent rate of return.

Table 1

Rates of Return of Public Viewpoints Instrument

Public Groups	Number Sent	Rate of Return
Teachers	624	86%
Trustees	514	32%
Administrators	396	75%
General	2396	20%
Totals	3930	37%

Sampling procedures varied for each public group. Fifteen percent of British Columbia teachers were selected from the total teacher population as indicated on Form J. All school trustees during 1977 received a copy of the instrument. In addition, one in four elementary and secondary principals received the survey instrument. The sample from the general public was based upon a stratified sample, according to region. Within a region each respondent was selected at random from the 1975 Provincial Voters list. A five percent sample was drawn.

The return rate for administrators and teachers was exceptionally high. While the 20 percent return rate of the general public seems low in comparison to the other return rates, it is considered acceptable for a mailed survey.

The final phase of evaluative activity involved the interpretation of results and the writing of the report. We interpreted many of the views about Social Studies goals with reference to one of two frameworks. First, views were described in terms of each public's viewpoints of Social Studies and society. Second, comparisons of the four public groups' views were described in terms of mean scores and the frequency of responses to single items.

Major Findings

The following findings are based upon information documented in the report, Views of Goals for Social Studies:

- (1) In general, viewpoints of teachers, school administrators, school trustees and general public are more similar than they are different. The publics tend to express similar views of agreement or disagreement about statements pertaining to goals and activities of Social Studies. An overall similarity of publics' viewpoints is also noted in views concerning societal issues and the future.
- (2) Responses to goal statements suggest that all public groups view as important some aspects of the four dimensions upon which the Social Studies assessment was based. Although "knowledge about past and present" received the highest rating of appropriateness from all groups, high ratings were also given to statements related to the socialized, moral, and existential dimensions. However, public group support relating to the three dimensions seemed to vary. For example, about 70 percent of the school trustees considered the statement related to existentialism to be an appropriate goal for Social Studies, while 87 percent of secondary teachers had the same view.

Hence, although there was some disagreement among public groups over the appropriateness of goals related to socialized, moral and existential concerns, the proportion of each public that considers such goals appropriate and "of great importance" is much higher than recent discussion of basic skills education indicates.
- (3) There is no apparent difference in the views of teachers according to teaching level (elementary or secondary) or to years of teaching experience.
- (4) Responses from all public groups indicate a desire to have Social Studies programs emphasize 'product' rather than 'process' learning that is associated with the knowing, socialized and moral dimensions. Knowledge of the past and present events of Canada and of the world received the strongest support. Yet, a lower rating for knowing and using the skills of Social Science inquiry (process learning) coupled with only moderate agreement for specific knowledge of people and places, would suggest that publics want Social Studies programs to present a general survey of past and present events. In this context, many members of the general public view the discussing of current events as an important goal for Social Studies.
- (5) The expression of a mutualistic view of society on issues of Canadian diversity, the future, and socialization, is indicated

by the greatest percentage of teachers, school administrators, and school trustees. Although members of the general public also view issues of society from a mutualistic stance, the proportion of the group with this view is less than that of the other groups. This pattern of general public viewpoints is most evident, in comparison to other group views, in the way in which they responded to the item pertaining to immigrant contribution to Canadian diversity:

- (6) The publics' responses to specific goals for Social Studies indicate the highest rating of agreement is for the study of Canada, the acknowledgment of varying points of view and an awareness of the tentative nature of knowledge. If these views of Social Studies are considered together, then it may be said that the publics desire a program built around knowledge of Canada that stresses student learnings based upon the examination of various points of view as well as the study of formalized knowledge about places, persons and events. This desire in conjunction with only slight to moderate agreement for maintaining History and Geography as main organizing disciplines, suggests an approach to the study of Canada different from that presently outlined in the provincial curriculum guides.
- (7) The apparent interest by all publics in acknowledging the notion of point of view in a Social Studies program emphasizes the need for re-examination of what knowledge should be included, and how such views are best incorporated into a Social Studies program.
- (8) There appears to be a need to examine alternative views of time for outlining historical study in Social Studies programs. Existing programs tend to emphasize time as simply an arrangement of the parts of past, present and future, a view held by only a small proportion of each public.
- (9) There is general agreement that teachers, students and parents should be jointly involved in decisions concerning Social Studies curriculum. However, a higher percentage of the teachers suggested that only classroom teachers should be involved, whereas one-third of the general public suggested experts in Social Studies as being most important in curriculum decision-making. The agreement by all groups that decisions regarding Social Studies (e.g., curriculum revision) should be an endeavour of school and community groups, however, emphasizes the need for changes in curriculum development procedures at the provincial and local level. Given the differing views of society by teachers and by the general public, the roles of these groups in curriculum decision-making need to be re-evaluated.
- (10) The view of who should have major responsibility for helping students acquire a value system continues to be a point of

debate between educators and the community.

- (11) Although the statement "acquisition of the values and beliefs of today's society" received a rating of "moderate to great importance", such a rating was low in relation to the other six statements. The rating would appear to suggest a discrepancy between the emphasis publics give to this goal and the degree to which schools do transmit the "values and beliefs of today's society". If members of public groups view other dimensions of Social Studies as more important than the socialized dimension, there would appear to be a need to have the publics become more aware of both the explicit and implicit purposes of schooling.
- (12) Although the majority of the people from each of the public groups (approximately 66 percent) indicate that Social Studies to grade 12 should be required for all students, a number (approximately 30 percent) also indicated that Social Studies should be required in senior grades and the concern to emphasize various viewpoints in Social Studies programs would suggest a need to re-examine the purpose and organization of senior programs.

2.2. Teachers' Views of Social Studies : A Summary

There can be little doubt that information from Social Studies teachers about various aspects of their classroom programs adds a valuable dimension to any assessment. The data under review here were gathered for the Social Studies Assessment by means of a questionnaire which was sent to a sample of teachers throughout British Columbia. Teachers were asked to respond to a number of questions related to program content, organization and materials. Opinions of teacher practices and classroom activities were also solicited, as were views on program development and teacher education. For most of the questionnaire items, teachers were asked to indicate agreement or disagreement, or were requested to respond according to an "essential" to "no importance" scale. In some instances, scales indicating degree of helpfulness or appropriateness were utilized. Of the 2145 questionnaires sent out, 69 percent were returned.

Background Information about Teachers of Social Studies

It was found that a majority of Social Studies teachers who responded to the questionnaire have seven or more years of teaching experience. However, teaching experience tends to be greater in senior secondary schools where it was found that 71 percent of teachers have seven or more years of experience, and 31 percent have more than 15 years. Only seven percent of the

respondents were first year teachers. It can be assumed, then, that the views of Social Studies expressed in the survey are views of teachers with a fair degree of practical knowledge who are likely to be familiar with the presently prescribed B.C. Social Studies program.

Academic concentration of Social Studies teachers in History, Geography or one of the other Social Sciences varied. Overall, 22 percent of teachers have an academic background in History, 14 percent in Geography, and 10 percent in some other Social Science. Fifty-five percent of the teachers received their training in English or another academic area. Secondary teachers, however, have received considerably more academic training in History, Geography or some other Social Science discipline than have elementary teachers. An average of 71 percent of secondary teachers concentrated or majored in History or Geography, while an average of only 22 percent of elementary teachers concentrated in these fields while in university. It should be noted, however, that 19 percent of junior secondary teachers and 11 percent of senior secondary teachers did not major in History or the Social Sciences.

An average of 12 percent of the teachers have taken no Social Studies methods courses at all. Almost one-half have taken one methods course in Social Studies, while one-third of the teachers have taken two to four courses. The finding that over one-half of the teachers did not major in History or the Social Sciences, taken together with the finding that almost one-half have taken only one Social Studies methods course, suggests that many teachers may encounter problems in planning and implementing their classroom programs and probably require special assistance. An expanded role for Social Studies department heads and district consultants should be considered, keeping in mind that teachers indicate elsewhere in the survey that the service presently provided by people in these positions is not adequate.

It is encouraging to find that 88 percent of the teachers report that they "moderately" or "very much" enjoy teaching Social Studies. Secondary teachers appear to enjoy teaching Social Studies more than do teachers of other grade levels. For instance, 83 percent of senior secondary teachers indicate that they enjoy teaching Social Studies "very much", whereas only 35 percent of primary teachers share this view. Several factors seem to be related to the enjoyment of teaching Social Studies. A background in History or the Social Science disciplines, completion of more than a minimum number of Social Studies methods courses, and the opportunity afforded to secondary teachers to specialize, all appear to contribute to positive attitudes toward the teaching of Social Studies.

B.C. Social Studies Program

Taken as a whole, the findings of the section of the questionnaire relating to the presently prescribed Social Studies program indicate that teachers differ in their perceptions of the B.C. curriculum. Although teachers agree that the program provides for a variety of teaching methods, allows for use of multiple resources, encourages teacher choice in selecting topics, and encourages students to develop social skills, there are nevertheless differences of opinion among teachers of different grade levels. Secondary teachers, for example, are less persuaded than elementary teachers that the program allows students to develop social skills, whereas secondary teachers agree more strongly than elementary teachers that the program allows use of a variety of teaching methods. There are fewer differences, however, among teachers regarding which features of a Social Studies program are most desirable. The preferred features are: multi-teaching methods, multi-resources, inquiry and problem-solving, and the development of social skills, opinions and values. In respect to other aspects of the program, teachers indicate that, in their view the present curriculum does not provide for continuity between the elementary and secondary programs. Neither are they convinced that the program they teach relates well with the program which precedes and follows it. Teachers also report that the two most significant criteria for selection of Social Studies content are its appropriateness to students' levels of development and its inherent interest to students. In general, secondary teachers appear satisfied with the amount of Canadian content, but elementary teachers, particularly those teaching the primary grades, would like to see more Canadian content. Teachers' views of desirable components of a Social Studies program, their opinions about the organization of the present program, and their views of worthwhile program content should all be taken into account by future revision committees. It is also important for curriculum committees to note that teachers acknowledge the importance of Social Studies instruction in the general education of students by agreeing that Social Studies should be a compulsory subject at all grade levels.

Curriculum Materials

Teachers do not consider the presently prescribed curriculum guides useful. It appears that they would prefer a comprehensive resource book which would include such items as learning outcomes, ideas for student activities, and suggestions for ways of teaching skills and using resource books. They also indicate that suggestions for different ways to teach Social Studies are an important component of a Social Studies curriculum guide. Specific suggestions for beginning teachers are also considered to be of "great importance". Teachers perceive a need for more curriculum materials about Canada and agree that Canadiana should be written by Canadians. Almost one-half of the teachers are of the opinion that their school libraries do not have an adequate number of

supplementary books for teaching Social Studies. While teachers indicate that they prefer a multi-resource approach to teaching Social Studies, it is not clear whether they desire as well a comprehensive student textbook to supplement a variety of resource materials. Improvement in procedures for distributing curriculum resources is desired by teachers. The opportunity to review books before ordering is favoured by teachers, and they also report that an indication of the readability levels of student books would be helpful to them. Teachers agree that books for student use should be field-tested. It would appear, too, that teachers want some autonomy in selecting materials, but agree that either the Ministry or local school districts should have the primary responsibility for prescribing Social Studies curriculum resources.

Classroom Activities and Teacher Practices

Results of the section concerning classroom activities and teacher practices reveal that whole class discussion is an activity often used by teachers. The viewing of films, filmstrips and slides is another classroom activity in which teachers frequently engage their students. It may be a matter of concern that these two activities, which are frequently characterized by a high degree of student passivity, are used often in the classroom, whereas activities such as oral presentations by students, field work and role-playing which are associated with a high degree of student involvement are used less frequently.

Teachers report that the development of Social Studies skills is an important instructional objective, but they indicate that they do not often spend time teaching skills. It is evident, then, that while teachers believe in the importance of teaching skills, they have difficulty putting their beliefs into practice. Possible explanations for this apparent inconsistency may be that teachers do not feel confident in teaching skills, have trouble identifying the skills or lack satisfactory resources to teach the skills. Pre-service and in-service training which encompasses the identification of Social Studies skills and also methodology for the teaching of these skills could be of considerable assistance to teachers, and might result in an increase in the frequency of skills teaching in the classroom.

Methods of evaluation which are of importance to teachers in their classrooms are: assessment of samples of student work, performance on day-to-day lessons, and teacher-made tests. The use of evaluative methods such as checklists and student conferences is considered to be of little importance. Teachers indicated also that self-evaluation by students is not important in their classrooms. Thus, it seems that teachers may need exposure to a broader range of evaluation strategies, especially at the elementary level where the student's ability to understand often exceeds his ability to read and write. Informal evaluation procedures such as student interviews and open-ended 'I learned' statements might assist teachers

in evaluating student progress more effectively, and would also tend to provide greater opportunities for students to demonstrate their knowledge and skills than is afforded them by traditional evaluative methods.

Program Development

Findings related to various aspects of program development indicate that teachers desire a fairly high degree of involvement in the development of district Social Studies programs, including the selection of Social Studies curriculum resources. There is also some evidence to suggest that teachers do not perceive their role in program development to be an exclusive one, but rather that they would welcome input from other interested groups such as the Ministry of Education, university personnel, and community organizations. Provision for release time and the allocation of funds for professional development are ways in which teachers would appreciate assistance from the Ministry.

On the whole, teachers' opinion of personnel and services presently available to assist them in developing their classroom programs is not high. Although school librarians, fellow teachers, Social Studies department heads or coordinators, and district resource centers are regarded favorably by teachers, the services of district librarians, district Social Studies consultants and the British Columbia Teachers Federation (B.C.T.F.) Lesson Aids Service are considered inadequate. It is significant, however, that many teachers report that these services are not available to them. For example, 76 percent of the teachers indicated that the services of a Social Studies consultant were not available to them. Since Social Studies is a difficult subject to teach and since the academic and methodological background of many teachers is limited, provision of adequate, readily available consultative and support services should be regarded as a necessity.

Teachers would like to see changes in the process of curriculum revision, and expressed strong agreement that revision committees should be comprised of practising teachers who are given adequate time for the basic task of revising curricula. One change which teachers would like to see put into practice is field-testing of new programs. Another is the introduction of new programs through comprehensive in-service. The Ministry is urged to consider seriously a major change in the present process of curriculum revision with particular attention being paid to the possibility of allowing teachers to be released from classroom responsibilities in order that they may participate fully in the creation and initial implementation of new curricula.

Teacher Education

Information about pre-service and in-service education was gathered in another section of the questionnaire. The development of competencies related to a wide range of planning and teaching tasks is regarded by teachers as appropriate content for a Social Studies methods course. Organizing for instruction, selecting teaching methods, selecting aims and objectives, and evaluating student learning were among the tasks identified by teachers as appropriate components of a methods course. This finding suggests that teachers would like to see pre-service Social Studies programs of a more comprehensive nature than are presently being offered in the universities. Faculties of Education should give serious attention to these teacher views concerning the appropriate scope and content of methods courses. It would seem that improved pre-service opportunities can play an important role in enhancing teacher resourcefulness and confidence.

Although teachers are not ignoring in-service opportunities, they do not devote a great deal of time to professional development activities in the area of Social Studies. Since teachers find Social Studies in-service only moderately useful, their reluctance to devote more time to it is understandable. One type of in-service which teachers consider very helpful is the illustration and practice of new methods. This preference suggests that opportunities should be provided teachers to develop a capacity to reflect on their own and others' instructional practices. The finding that teachers regard their staff colleagues as the group most helpful in providing in-service would challenge all those involved with in-service education to re-examine, and possibly enrich, their present programs and practices.

Conclusions

This study suggests that teachers in British Columbia interpret the provincial Social Studies Curriculum in differing ways. Teachers are clearly dissatisfied with the present curriculum guides and desire a comprehensive resource book which provides specific suggestions of ways to teach Social Studies. They also express strong views concerning the desirability of receiving information about readability levels of curriculum materials. More Canadiana is desired by elementary teachers. It seems evident that support services presently available to assist teachers in developing classroom programs should be upgraded and expanded. There seems to be a need also for pre-service and in-service in the area of skills teaching and evaluation strategies. It might be advisable as well for instructors of methods courses and workshop leaders to present teachers with a variety of Social Studies methods designed to produce 'active' as contrasted to 'passive' learning in the classroom.

The magnitude of the teachers' task in the realm of Social Studies education cannot be underestimated. The nature of the subject itself demands that the teacher possess knowledge of the disciplines as well as a broad range of instructional competencies. For this reason it is necessary that teachers at all grade levels be provided with considerable assistance from the Ministry of Education, teacher education institutions, the B.C.T.F. Professional Development Division, District staff personnel, and other interested groups. It is only by full cooperation among all concerned that teachers can become successful catalysts of learning in the Social Studies classroom.

2.3 Student Achievement and Views in Social Studies : A Summary

The report of Student Achievement and Views in Social Studies is based upon pencil-and-paper tests administered to a sampling of about ten percent of grades 4, 8 and 12 students in British Columbia public schools. These tests were composed entirely of objective achievement and attitude test items in multiple-choice format. The number of items presented to students ranged from 44 at the grade 4 level to 92 at the grade 12 level.

Four areas of student achievement, (1) Knowledge of Canadian Society and Institutions, (2) Knowledge of World Cultures, (3) Skills of Social Inquiry (e.g., hypothetical thinking, map comprehension, sources of information), and (4) Ability to Recognize Key Value Questions, were assessed at the grades 8 and 12 levels. Student performance in only the first three of these areas was assessed at the grade 4 level. Items 'tapping' student 'views about' Canadian diversity, socialization, the future, and Social Studies were also administered to grade 8 and grade 12 students. Student achievement was analyzed in terms of overall and sub-group performance at each grade level. Age, sex, number of schools attended, place of birth, number of years in Canada, and language used in the home, were reporting categories used to compare performance among sub-groups of students.

This assessment of student achievement and views is an evaluation of objectives that professional and non-professional publics agree are reasonable expectations of social learnings pupils should possess at the grades 4, 8 and 12 levels. It is not an assessment of objectives derived specifically from present Social Studies curriculum guides.

Grade 12 Performance and Rating Panel Judgments

The average percentage of grade 12 students choosing correct item responses was substantially higher in the areas of Canadian Society and Institutions, Skills of Social Inquiry, and Value Questions than in that of World Cultures (see Table 2).

Table 2

Grade 12 : Average Percent Choosing Correct Responses by Area

Area Number	Area Title	Mean Percent Correct
1.0	Knowledge of Canada	70.6
2.0	Knowledge of World Cultures	57.3
3.0	Skills of Social Inquiry	74.4
4.0	Value Questions	73.0

Given the importance of intercultural understanding on both the national and international levels, this finding of the relatively low level of performance on World Culture items is rather disappointing. However, in view of the fact that time limitation permitted assessment of only two objectives in the area, one's disappointment about grade 12 knowledge of World Cultures should be tempered with caution regarding the possible performance of students on other World Culture objectives. The present findings are only suggestive of a possible weakness. Curriculum revisions in this area should be accompanied by investigation of other aspects of intercultural education.

The finding that grade 12 students can recognize key value questions is encouraging. However, student performance on this one objective doesn't demonstrate that they possess other attainments, abilities, and dispositions required to handle these questions rationally and responsibly. Review and rating panel judgments suggest that these objectives, though controversial, are important. Data from the public viewpoints instrument and other information confirm the importance of this class of objectives, suggesting that further investigation of student evaluative and moral reasoning skills is indicated.

The rating panel of parents, trustees, teachers, and a teacher educator was "generally satisfied" with student performance and agreed upon the importance of the learnings assessed. The panel was "dissatisfied" to "marginally satisfied" with performance on only one objective (i.e., Canada as an Industrial/Urban Society).

Grade 8 Performance and Rating Panel Judgments

In contrast to grade 12 performance, grade 8 average performance was strongest on World Culture items and objectives and weakest on the identification of Key Value Questions. Table 3 also shows that average performance on Social Inquiry Skills and Knowledge of Canada items was intermediate to levels of performance on items of World Cultures and Value Questions and marginally satisfactory.

Table 3

Grade 8 : Average Percent Choosing Correct Responses by Area

Area Number	Area Title	Mean Percent Correct
1.0	Knowledge of Canada	60.1
2.0	Knowledge of World Cultures	70.9
3.0	Skills of Social Inquiry	62.1
4.0	Value Questions	50.3

The generally lower levels of grade 8 student performance on Areas 1.0 and 4.0 are somewhat predictable, given the lack of emphasis on Canada in upper intermediate and junior secondary Social Studies programs and developmental constraints on levels of moral/values reasoning ability associated with early adolescence. However, the modest level of performance on Social Inquiry Skills must be rather disappointing to the many teachers who view this class of objectives as important (see Teacher Views of Social Studies and Interpretative Studies of Selected School Situations).

The Grade 8 rating panel was less than satisfied (or unable to agree upon an overall rating) with performance on five of the twelve objectives assessed at this level (i.e., Canadian leaders, Canadian government, Graph comprehension, Map comprehension, and Identification of value questions). With the exception of area 4.0 (Value Questions) grade 8 panelists were in substantial agreement regarding the importance of the learnings assessed.

Grade 4 Performance and Rating Panel Judgments

The grade 4 performance was higher in the Social Inquiry Skills area than in the Knowledge areas (see Table 4). However, performance in the Knowledge of World Cultures area was markedly higher than performance in the Knowledge of Canada area. Because of limited or inadequate control of inherent item difficulty across learning areas, caution must be exercised in interpreting these differences.

Table 4

Grade 4 : Average Percent Choosing Correct Responses by Area

Area Number	Area Title	Mean Percent Correct
1.0	Knowledge of Canada	55.8
2.0	Knowledge of World Culture	64.9
3.0	Skills of Social Inquiry	71.8

The grade 4 rating panel was satisfied overall with performance on all objectives except one (i.e., Knowledge of Canadian Leaders). The parents, trustees, teachers, and teacher educator generally agreed on the importance of the learnings assessed.

Comparisons on Items Common to More Than One Grade

Cross-grade differences on items common to two or more grade levels are almost invariably in the direction and of a magnitude one might predict. Performance at the higher grade level is generally very strong. Lower performance by students at the lower grade levels should be considered neither surprising nor disappointing. Such comparisons should lead to more realistic expectations of grades 4 and 8 performance in Social Studies than are held presently by some teachers and members of the public.

Student Achievement by Reporting Categories

Such pupil characteristics as age, sex, number of schools attended, place of birth, number of years in Canada, and language used in the home were strongly associated with differences in student Social Studies performance at all three grade levels. For example, students at or younger than the mean age for the grade consistently outperform older students at each grade level. Students born in Canada generally outperform those born elsewhere. Differences in achievement are statistically significant between males and females, although neither sex consistently outperforms the other. Language used in the home and number of schools attended are also powerfully associated with student achievement, at least at some grade levels (see report on Student Achievement and Views in Social Studies). Clearly, many factors in addition to school programs influence (or are at least related to) student learnings in Social Studies.

Student Views About Canadian Diversity, Socialization, Time, and Social Studies

The grades 8 and 12 instruments included items to assess student views about Canadian diversity, socialization, time and Social Studies. In general, students at both levels chose responses emphasizing cooperation, shared decision-making, and mutualism, with a larger proportion of grade 12 than of grade 8 students favouring this mutualistic orientation. A substantial proportion of Grade 8 students chose individualistic responses, emphasizing personal interests and concerns, on many items. It is worth noting, nevertheless, that on a few items dealing with immigration, differences among Canadians, and Social Studies, a considerable number of students at both grade levels responded hierarchically (i.e., favouring authoritarianism and unity over mutualism and diversity).

Caution must be exercised in interpreting the results of such data because of the degree of inconsistency with which students, in particular, adopt a single orientation, or world view. This inconsistency may simply reflect the variability of adolescent orientations.

On an item asking who should be involved in deciding what is taught in Social Studies, more than forty-five percent of grade 8 students and fifty-five percent of grade 12 students felt that parents and students, as well as teachers, should have a role.

2.4 Interpretative Studies of Selected School Situations A Summary

The report of Interpretative Studies of Selected School Situations is an account of five in-depth studies of school situations in British Columbia. Each study is based on a series of school visits and interviews with educators and students. This personal contact provides evaluative information consisting of the thoughts and experiences individuals have of learning and teaching Social Studies in particular situations. Information concerned with the everyday activities of students and teachers enriches and therefore complements the generalizations arising from information obtained from the paper-and-pencil instruments. Hence, each study outlines the setting of the situation, describes the nature of the Social Studies programs, and interprets the meaning or significance which educators and students ascribe to them. Conclusions are made in terms of the schools visited in each particular situation and not with reference to all schools in British Columbia.

Nature of the Information

In most cases, paper/pencil instruments collect data according to certain reporting categories identified as important prior to collection procedures. Understanding therefore becomes expressed in terms of relational knowledge that can become generalizable to other situations. In order to complement information collected by paper/pencil instruments, the Management Committee suggested the need to obtain information of school situations in which Social Studies is taught. Based on the premise that educators and students interpret Social Studies according to their experiences within their social context, the studies not only describe particular situations according to what was observed by evaluators and stated by teachers and students, but also interpret these descriptions with reference to frameworks that acknowledge the process of instruction and the "insiders'" perspective.

The first framework was used to interpret how teachers view a program and is described below:

1. Intents

These are expressions of desired goals or possibilities for a program. They may be a manifestation of written instructional objectives or implicit desires of individuals.

2. Resources

These are resource materials that display a particular means with which students and teachers interact in an instructional setting. Resources can be a picture, a page in a textbook, a map, or a film which displays some object of the environment.

3. Activities

This component of a program refers to student and teacher activities defined in the context of intents and resources. Class activities may either be predefined by teachers or result from interactions of students and teachers. Activities that are often a part of a Social Studies program are lectures, class discussions, field studies or simulations.

These components of a program do not exist in isolation but are closely interrelated. For example, the intent a teacher has for teaching Social Studies will also be manifested in his view of resources and desired class activities. Again, the concern for certain kinds of resources and class activities will reflect certain intents one has for teaching Social Studies. It is this 'total picture' of how teachers interpret a program in a particular context that becomes the focus of the interpretation.

The second framework is concerned with interpreting the meanings individuals give to classroom activities, units of study, and approaches to teaching Social Studies. This framework, developed from the literature of Existentialism, outlines four areas of personal meaning or 'being', described below. There is no suggestion that one area of being is preferred over another, but rather that all areas are experienced by individuals at one time or another.

Passive Area of Being

From this stance a person does not view himself as the primary initiator of his own actions but rather as one who 'lives out' the expectancies of others. Values and meanings are perceived as 'given' in the situations in which one exists.

Immediate Area of Being

From this viewpoint, a person tends to be concerned only about new pleasurable experiences to fight off boredom. It is the present which is of paramount importance, and little responsibility is taken for choices made.

Responsible Area of Being

Here, decisiveness and self-determination are key qualities. Such a person makes choices and assumes full responsibility for them in terms of other peoples' welfare. He realizes that other people are affected by his decisions.

Transcendent Area of Being

Living from this perspective, a person feels most truly 'himself'. His experiences in life are somehow more vivid to him. Choices are increasingly based on trusting personal intuitions and a sense of the spiritual dimensions of life. Qualities such as social harmony and justice and religious ideals are prized.

In addition to interpretations based on the above frameworks, in each situation teacher and administrative views of professional development were also documented.

Teachers and pupils interpret Social Studies according to their experiences within their social contexts. Individuals give meanings to Social Studies because of their place in daily life situations which are comprised of activities with people, learnings, social tasks, physical objects, and circumstances. Since it is assumed that meanings occur in the relationship people have with their social worlds, an understanding of the Social Studies learning process requires an investigation of the individuals' situational meanings from the perspectives of the individuals involved.

Procedures

Procedures for obtaining evaluative information of selective school situations related to two levels of research. At one level procedures focussed on identification of schools and collection of information during school visits.

As a result of exploratory work from visits to schools in four communities, the Ministry of Education provided additional funding for a series of selected studies during April and May 1977. Five situations were selected by the Management Committee. Although not intending to be representative of all schools in the province, the selection reflects an intent to cover schools diverse in both nature and the particular conditions they confronted in teaching Social Studies. The settings were:

1. an urban setting with a high multi-ethnic pupil population;
2. a northern community setting with a high percentage of Native pupils;
3. a suburban setting with a large residential population;
4. a setting of a small, established service community;
5. a rural setting with a small school district.

As each study involved candid comments from educators and pupils, the Management Committee decided that the situational studies would be described anonymously. Organizational arrangements for the five situational studies were initiated by correspondence with the District Superintendents involved. Approval to conduct each of the studies was obtained from the respective Superintendents and the schools involved.

The major criterion for selecting schools in a situation was a cross-section of elementary and secondary schools in the area. Where possible, a small elementary, a larger elementary, and a junior and secondary school were selected. The number of schools, and the approximate number of educators and pupils involved in the situational studies were:

10 elementary schools
 7 secondary schools
 87 teachers
 120 grade 4 pupils
 70 grade 8 pupils
 70 grade 12 pupils
 21 administrators.

Finally, the selection of teachers and pupils for interviewing purposes was made by the 'contact' person in each of the schools. It appears that the selection was often a function of whoever had a preparation period during the visit.

The same procedure was adopted for visiting elementary and secondary schools in all five situations. Each situational study was divided into two areas of evaluation.

One member of the Contract Team interviewed teachers, librarians and administrators, as well as observing resources and school facilities. The sequence of these evaluative activities depended upon the daily timetable of each school and the availability of teachers and administrators.

Another person was involved in the interviewing of ten to twelve grades 4, 8 and 12 pupils and a teacher from each of the three grades. All such interviewing was conducted by the same individual for all five studies. Respondents were given a questionnaire consisting of a series of open-ended questions related to the teaching of Social Studies.

At a second level, understanding of activities related to the teaching of Social Studies was made with reference to an 'insider's' view. To achieve such understanding, a frame of reference was developed and modified according to interviews conducted with students and teachers during the fall panel sessions. Such frameworks served two purposes. First, they provided a focus for the kinds of open-ended questions needed during interviews. Second, they provided a reference for interpreting any underlying meaning that students and teachers give to Social Studies. Once the interpretations of each study were described, accounts were mailed to teachers in each situation for validation purposes and for their comments concerning revision. Most of the comments received indicated acceptance of the given interpretations, while comments concerning revision were found to be very helpful.

Major findings

The following findings are based upon information documented in the report Interpretative Studies of Selected School Situations:

- (1) Although teacher use of resources and the nature of class activities appear to vary considerably in the situations visited, the knowledge taught appears to represent some aspect of the 'formal' knowledge outlined in the elementary and secondary provincial curriculum guides. The selection of what knowledge to teach appears to be in terms of the academic background of teachers (History and Geography), and/or the availability of resources that teachers view as desirable. The latter basis is often the deciding factor in determining the body of knowledge to be studied. The teaching of knowledge related to Social Science inquiry, and moral and social development, was conducted in only a few classrooms in the situations visited.
- (2) Students have difficulty in seeing any personal relevance or future benefit in what is being taught, whether or not they enjoy or dislike the content. It appears, therefore, that programs which emphasize formal knowledge do not necessarily encourage students to develop a sense of responsibility or concern for others.
- (3) The meanings teachers assign to the elementary and secondary provincial curriculum guides generally reflect the 'what', 'how' and 'why' of Social Studies. Most teachers interviewed attempted to fit Social Studies into the History and Geography dimensions of the curriculum. Moreover, such emphasis on the curriculum appears to be related to their academic backgrounds. Consequently they tend to view themselves as professionals whose role is to teach curriculum content according to these disciplines.

It seems that some teachers interviewed assign meanings to curriculum and instruction that could be interpreted as Passive rather than Responsible.

- (4) Availability and suitability of resources are major concerns of teachers. What is suitable, however, appears to be interpreted more in terms of academic interests of teachers rather than in terms of pupils' abilities and interests. As a result, there tends to be little agreement among teachers as to what are desirable resources for Social Studies programs.
- (5) Community resources appear to be an important component of Social Studies programs, particularly in the two rural and one urban situation visited. How the resources of a community are interpreted, however, tends to be related to what teachers interpret as significant intents for a program rather than the issues that are important within the community. As a result, teachers interpret the teaching about ethnic diversity and Native Indian studies more within the context of formal knowledge outlined in the provincial curriculum guides than in the context of the community.
- (6) Teachers in rural situations visited have fewer prescribed and supplementary (school purchased) resources than teachers in the urban situations. This difference in availability of prescribed materials appears to be mainly a function of limited budgets, inadequate grants that do not fully acknowledge the scale of operation, and smaller student populations upon which the supply of supplementary resources partly depends. In addition, knowledge of and access to information concerning resources is more available in the urban situations where greater support facilities for teachers are more readily available. A major concern of both situations is the lack of information concerning the pedagogical nature of resources.
- (7) Administrators and teachers interviewed overwhelmingly express the need for greater professional development in terms of curriculum development, although there appears to be little agreement or knowledge of how professional development should occur in Social Studies. However, the situational studies indicate a great variation in the amount of district and individual time spent on professional development. Much of the professional development that does occur in situations visited appears to be more concerned with general issues in education rather than with the ongoing development of curriculum. Any professional development in terms of curricula seems to be an individual undertaking, either informally with other teaching colleagues, or more formally with national projects. Teacher highlights of such involvement appear to be more experiential in nature

rather than in terms of specific knowledge about the procedures for developing curriculum.

- (8) Teachers and administrators generally suggest that older students (high school), are more likely than younger students (elementary), to give education meanings within the Responsible area of being. Yet interviews with students in this study indicate that numerous responses from elementary students were interpreted as suggesting meanings within the Responsible area of being, while many responses to similar questions from secondary students did not reflect meanings within the Responsible but rather were interpreted as being in the Passive or Immediate areas of being.

2.5 Teacher Views of Prescribed Social Studies Curriculum Resources : A Summary

This study of the presently prescribed Social Studies curriculum resources was undertaken largely as a result of concerns about instructional materials expressed by teachers to members of the Social Studies Contract Team during the early stage of the assessment project. It was thought, too, that information in respect to the appropriateness and usefulness of curriculum resources such as teachers' manuals, atlases, teacher reference books, and student books would be highly useful for the purposes of curriculum review and revision. Lists of Social Studies curriculum materials prescribed for use at each grade level were made, and survey items constructed so that teachers were given an opportunity to express their opinions of all the materials prescribed for their use. Since curriculum items are not common across grades, twelve survey instruments were drawn up, one for each grade level. A sample of teachers from each of these grades was requested to evaluate the materials according to various criteria. Teachers were also asked to indicate whether or not they were familiar with the materials. The average percentage return rate for all the grade-level surveys was 81 percent.

Social Studies Picture Sets and Manuals (Grades 1-6)

Findings related to the Social Studies picture sets suggest that neither primary nor intermediate teachers regard the sets as highly valuable curriculum resources. Unfortunately, the survey data do not provide a clear explanation for the moderate use of the pictures by teachers. However, the fact that teachers report that they have not been provided with assistance in ways of using the pictures in their classrooms affords some evidence that infrequency of use may be related to lack of skill in using pictures as an instructional aid. Teachers are of the opinion that the picture sets fit only moderately well with topics for study outlined in the curriculum guides, and that the questions on the picture backs are only somewhat appropriate for students. While a majority

of teachers are familiar with the picture sets, apparently fewer are familiar with the teachers' manuals which accompany them. Findings concerning familiarity with the manuals, however, are ambiguous since teachers indicated that they are more familiar with some parts of the manuals than with others, rather than indicating that they are either "familiar" or "not familiar" with a particular manual. Those teachers who are familiar with the manuals report that suggested learning activities and discussion questions included in the manuals are only moderately useful and appropriate for students. They also report that items listed in the bibliographies are generally not available. It is apparent, then, that the picture sets and their accompanying manuals require re-evaluation with a view to revision and further development. In particular, the bibliographies in the manuals should be renewed, and, if necessary, up-dated. In addition, there seems to be a need for pre-service and in-service training in the use of pictures in the Social Studies classroom.

Atlases (Grades 1-12)

Teachers have strong views about the presently prescribed atlases. The map kit issued to primary teachers is seldom used by them, and survey results indicate that infrequency of use is clearly related to lack of familiarity with the kit. Sixty-seven percent of grade 1 teachers, for example, report that they are not familiar at all with the kit. Other factors, however, are also involved. Primary teachers are not pleased with the general format of the kit and feel that it is inappropriate for their students.

Intermediate teachers are less critical than primary teachers, but are still far from satisfied with the atlas prescribed for their use. Although moderate use is made of the atlas, intermediate teachers are only somewhat satisfied with the format of the atlas, its cartographic quality, and the appropriateness of its maps. Grade 7 teachers, in particular, express critical views of the atlas. Their opinion is that the atlas is not appropriate for their students and, therefore, it is used very infrequently in their classrooms.

There is an absence of strong support by secondary teachers for the atlases available for their use. Of the six prescribed atlases, only one is used with relative frequency by teachers. Two of the prescribed atlases are not used at all by teachers, and three others are seldom used. While secondary teachers view the atlases in general as being inappropriate for their students, their over-riding concern is that the atlases are out-of-date. Given the significant role cartographic information plays in Social Studies learning, it is evident that a comprehensive review of the presently issued atlases is required.

Filmstrip Kits (Grades 4-5)

Grades 4 and 5 teachers who are familiar with the three filmstrip kits prescribed for use in their classrooms find the kits useful for teaching. They express a strong preference for more materials of this type, although teachers would like improved manuals to accompany the kits. These filmstrip kits (together with four books issued for the Geography 12 course) received the highest rating of all curriculum resources evaluated in the survey. It should be noted, however, that an average of approximately one-third of the grades 4 and 5 teachers are not familiar with the kits, though the reason for the teachers' lack of familiarity is not known. It is regrettable, however, that all teachers are not familiar with a resource material rated so highly by those who have to use it. Although based on a sample of grades 4 and 5 teachers only, the findings of this section of the survey suggest that the provision of audio-visual materials for other grades should be seriously considered. It is important to bear in mind, however, that if audio-visual materials are introduced into other grades, teachers may need assistance in ways of using them effectively in their classrooms.

Teacher Reference Materials

The Ministry of Education has prescribed a number of general Social Studies reference materials for use by elementary teachers on a per-school basis. An overwhelming majority of the elementary teachers (78 percent) indicate that they are not familiar with these materials. Those who are familiar rate them as only moderately useful for teaching. Of the five reference books specific to the grade 7 program, none is rated by grade 7 teachers as more than moderately useful to them. At the secondary level, teachers' reference books are supplied by the Ministry to grades 10 and 11 teachers only. These teachers are more critical of the reference materials issued for their use than are elementary teachers. Of the ten prescribed items, teachers rate only two as being moderately useful and the remainder as only somewhat useful for teaching. In light of these findings, it seems evident that the Ministry should review its present policy in respect to the purchase and distribution of Social Studies reference materials to teachers.

Secondary Curriculum Guides*

Secondary teachers are not satisfied with the presently prescribed curriculum guides. The Secondary Social Studies Curriculum Guide (Grade 8-11) is regarded as being only slightly useful. Teachers are of the opinion that the program objectives are

*Further findings with respect to elementary curriculum guides can be found in the report Teacher Views of Social Studies.

only somewhat clearly stated in this guide, and that suggested concepts are only somewhat appropriate for students." They do not find the teaching suggestions outlined in the guides helpful to them; and favour the suggestion that a handbook or resource book should be developed for teachers of Social Studies 8 to 11. History 12 teachers find the guide issued for their use moderately useful. They think that the program objectives have been clearly stated, but do not find the suggested conceptual framework or the course outline presented in the guide helpful. Geography 12 teachers are more critical of the curriculum guide issued for their course than are History 12 teachers. Ideas presented in the guide for integrating sections of the program are not viewed as helpful, nor are the content outlines. Fifteen percent of the Geography 12 teachers report that the guide is of no use to them. The findings of this section of the survey strongly suggest that the secondary Social Studies curriculum guides should be revised.

Student Books

A large number of books are prescribed by the Ministry for student use in Social Studies. Teachers of grades 3 to 12 were asked to evaluate each book issued for use in their grade according to the following cluster of criteria: "challenges students to think"; "is interesting to students"; "fits with the course outline"; "has an appropriate reading level". Using these criteria, teachers rated the books as "excellent", "good", "satisfactory", "unsatisfactory", or "poor". Teachers also had an opportunity to report whether or not they were familiar with the books.

Elementary teachers rated virtually all of the 81 books prescribed for use in grade 3 through grade 7 as "satisfactory". None was rated "good" or "excellent". Seven books were judged to be unsatisfactory. One of the books categorized as "unsatisfactory" is a text issued to grade 7 students on a per-pupil basis. A fairly high proportion of the grades 3 and 6 teachers indicated that they are not familiar with the Social Studies books prescribed for their grades. For the "unfamiliar" option in the grade 3 survey, percentage responses range from a low of 33 percent to a high of 51 percent; in the grade 6 survey they ranged from a low of 19 percent to a high of 50 percent. In general, teachers of other grades tend to be more familiar with the books issued for their grade than are grade 3 and grade 6 teachers, although for single titles the percentage responses of grades 4, 5 and 7 teachers ranged as high as 68 percent.

The fact that elementary teachers rate 74 of the 81 prescribed student books as "satisfactory" raises the question of whether or not Social Studies books should aim for a standard higher than "satisfactory". Since it is very likely that books will continue to be an important source of Social Studies information for students, it follows that students should be provided with books of the highest possible quality. If this is the case, then books

judged to be "satisfactory" may not be good enough for use in the Social Studies classroom, and a comprehensive review of the books prescribed for elementary students is therefore warranted. With respect to those books rated "unsatisfactory", immediate review is indicated, particular attention being given to the grade 7 textbook which was judged "unsatisfactory". Reasons for teachers' lack of familiarity with many of the books should also be investigated.

Secondary teachers are somewhat more critical of student books issued for their courses than are elementary teachers. One hundred and sixteen of the 168 books (69 percent) prescribed for use in secondary classrooms are rated "satisfactory" by teachers, whereas 91 percent of elementary books are rated "satisfactory". Secondary teachers judged that eight of the student books were "good", but rated no book as "excellent". Forty-four books were rated "unsatisfactory". Of the eight books issued to secondary students on a per-pupil basis, teachers were satisfied with only two. The remaining six were rated "unsatisfactory", and three of these rank last on their respective book lists. With the exception of four titles, for every book mentioned in the survey there are some teachers who report that they are not familiar with it. "Unfamiliar" responses for the secondary books ranged from a low of one percent to a high of 65 percent.

As with the ratings given by elementary teachers to student books, one must question whether books judged "satisfactory" by secondary teachers are indeed 'good enough' for students. If it is thought that student books should be of better than "satisfactory" quality, then it is evident that the presently prescribed secondary books should be re-evaluated. Serious consideration should also be given to the possibility of withdrawing those textbooks issued on a per-pupil basis which, in the opinion of teachers, are unsatisfactory. A need for review of student books at the secondary level is suggested by the finding that secondary teachers rated 26 percent of the student books as "unsatisfactory". Given, as well, the tendency for books to be a critical component of teaching and learning in Social Studies at the secondary level, a need to place student books of the highest possible quality in secondary classrooms is clearly evident.

Selection and Distribution of Curriculum Materials

Secondary teachers were requested to indicate their views of various matters related to the selection and distribution of Social Studies curriculum resources. Teachers strongly support the suggestion that the readability level of prescribed materials should be included in the book lists issued by the Ministry. They agree, too, that resource books dealing with the same topic, but with different reading levels should be provided for classroom use. The creation of regional resource centres funded by the Ministry is also favoured by teachers. Moreover, they want an opportunity to provide feedback to the Ministry in respect to the usefulness of curriculum

materials. Continuous review and recommendation of prescribed materials is another suggestion favoured by teachers. They think, too, that the development of original curriculum materials should be encouraged by the Ministry. Overall, the findings of this section of the survey suggest that the Ministry should review its current procedures for the selection and distribution of secondary curriculum materials. Since secondary teachers are undecided whether modular booklets are preferable to comprehensive textbooks, it is suggested also that the Ministry undertake further studies to determine if the single textbook approach, the multi-resource approach, or some combination of these, is most conducive to Social Studies learning.

Conclusion

The importance of curriculum materials as instructional aids and as sources for student learning cannot be doubted. One might, however, question the advisability of providing teachers with materials which are perceived by them as being, at best, only minimally satisfactory, and at worst, as being of little value. Consideration must be taken of the fact that inadequate resource materials may produce frustration in the teacher and boredom and indifference in the student. Clearly, if resource materials are viewed as tools supplied to teachers in order to facilitate classroom instruction, then it follows that those who have responsibility for the selection of materials should always bear in mind that these tools must be of the highest quality. The decisions of those who select Social Studies curriculum resources have a direct effect on instructional decisions made by teachers, and these, in turn, ultimately affect the quality of teaching and learning in the Social Studies classroom. It would appear, then, that a major review of Social Studies curriculum resources and of the methods used to select them is warranted.

3.0 RECOMMENDATIONS

The recommendations that follow emerge from the findings of the in-depth studies reported in the Special Reports, as well as from the considered judgments of Management and Contract Teams. In making these recommendations we were guided by the five roles defined for the assessment. However, reporting in this way is not to suggest that the recommendations fall clearly into categories set up by the roles; they are interrelated. The reader is asked to keep these interrelations in mind in the reading of the recommendations. The Ministry of Education and local school authorities should give careful study to the recommendations of the Assessment before embarking on curriculum revision.

3.1 Focus on Role 1 : Curriculum Revision

To assist curriculum personnel at the provincial and local levels in curriculum revision, i.e., the processes of improving intents (goals and means), practices and outcomes.

An important role of this assessment is to provide relevant information and recommendations concerning local and provincial curriculum revision in Social Studies. The core curriculum policy recently proclaimed by the Ministry of Education recognizes the need for curriculum deliberation at a number of levels, and findings of the Provincial Assessment in Social Studies provide relevant information for curriculum developers at each of these levels. A number of concerns regarding local and provincial curriculum development were voiced by teachers, administrators, and the general public concerning both the development process and the content of Social Studies curricula in British Columbia.

The report on Teacher Views of Social Studies indicates that by and large teachers seem to feel that they should be involved in all phases of program development. It would appear that they also wish to be involved in the selection of Social Studies curriculum materials. The fact that teachers want the Ministry of Education to provide curriculum workshops and consultative services to assist them in developing local programs affords some evidence that teachers view program development as a cooperative endeavour.

The report on Interpretative Studies of Selected School Situations indicates that teachers and administrators view curriculum development as an important component of Social Studies professional development.

In general, findings of the Views of Goals for Social Studies and other reports support broad participation in Social Studies curriculum deliberation, although teachers are perhaps less enthusiastic about this than are the administrators, trustees, students, and the general public.

The report on Teacher Views of Social Studies shows that teachers believe that the Ministry of Education can best assist teachers to develop Social Studies curricula by (1) encouraging school districts to provide adequate time for teachers to participate in curriculum planning, (2) providing funds for curriculum development, (3) sponsoring extended curriculum workshops, (4) encouraging school districts to coordinate development of local courses, and (5) providing consultative services.

The report on Teachers' Views of Prescribed Social Studies Curriculum Resources shows that teachers are not very enthusiastic about presently prescribed curriculum guides, atlases, and student textbooks. Both elementary and secondary school teachers desire greater involvement in curriculum decisions than is presently the case, particularly with regard to the selection and distribution of curriculum resources.

We therefore recommend:

- R.1: That the Ministry of Education, local school boards, and the B.C.T.F. encourage broad and meaningful participation in Social Studies curriculum development in British Columbia. While teachers should play an important part in curriculum development and evaluation, the legitimate roles of the general public, relevant experts, students, and local and provincial education authorities, should be defined and recognized through incorporation into the process.
- R.2: That the Ministry of Education and local school authorities provide consultative services and funds for local and provincial curriculum development, and for intensive professional and non-professional involvement. The cost of providing curriculum resources to teachers and students warrants the provision of these support services to those involved in curriculum revision.
- R.3: That the Ministry of Education's centralized selection and distribution of teaching materials be re-examined critically with a view to providing a shared local and provincial role in materials selection and a broader involvement of teachers and others in materials selection and field testing.

R.4: That the Ministry of Education in conjunction with B.C.T.F. and local school districts establish an Initiative Fund to aid in the development and dissemination of locally initiated curriculum programs and teaching units, which could be incorporated into existing prescribed programs. Distribution of financial support from the Initiative Fund should be guided by criteria which include the following:

- (a) Initiatives which encourage the broadest range of participation (from all public groups, e.g., teachers and general public) be given high priority.
- (b) Before funding, a program be evaluated in terms of its relationship to programs presently or previously undertaken. This condition is meant not only to make developers aware of projects of other regions but also to safeguard against duplication of existent materials and resources.

R.5: That the selection and specification of student textbook and resource materials are important functions of local and provincial curriculum deliberations. The Ministry of Education and local school authorities should endeavour to ensure broad and meaningful participation and in-field testing of proposed curriculum resources.

The reports on Student Achievement and Views in Social Studies; Views of the Goals of Social Studies; Teacher Views of Social Studies; and Interpretative Studies of Selected School Situations contain information germane to the substance of Social Studies curriculum development/revision in British Columbia. The first report also contains information about student views on society and Social Studies as a subject. In general, rating panels at each grade level viewed the learnings assessed as important and student performance as satisfactory to marginally satisfactory. Performance at specific grade levels is summarized in Section 2.3 of this report.

Regarding student views about curriculum decision-makers might note, in particular, the generally mutualistic orientation of grades 8 and 12 students, as well as the tendency of a substantial proportion of students to view questions of Canadian immigration and cultural diversity hierarchically.

The report on the Views of Goals for Social Studies indicates that all publics define Social Studies more broadly than transmission of knowledge concerning past and present. Although such knowledge is viewed as important, public views indicated that Social Studies should address itself to such matters as how human beings achieve their potential (existential concerns), develop ability to make responsible judgments about moral issues, and learn

the meaning of social cooperation. If this call for breadth is to be taken seriously, there is a need for Social Studies educators to reconceptualize the basis upon which these multiple dimensions can be embraced.

In this reconceptualization, the adequacy of History/Geography as the present organizing principle of Social Studies programs should be examined. The relationship between social, moral and existential dimensions of study should be considered as a possible basis upon which students can come to terms with the complexity surrounding the major social issues of today's world.

The report, Views of Goals for Social Studies, indicates an agreed public view of the need to study Canadian society. This was substantiated by the review and rating panels described in Student Achievement and Views. In view of these concerns, we recommend:

- R.6: That the Ministry of Education, local school authorities, and local curriculum development committees give serious consideration to the conceptual framework within which the "knowing", "socialized", "moral", and "existential" dimensions can be incorporated. Studies of Canada's ethnic minorities, Native peoples, diverse points-of-view, and Canadian nationhood are all subjects that lend themselves to study within these dimensions.

Other issues still need resolution. In the report Teacher Views of Social Studies, teachers indicate the need for the study of local, provincial, and national issues. Further, the need was expressed for the curriculum guides to incorporate specific guidance for the instructional procedures involved in presenting these issues in the classroom.

We therefore recommend:

- R.7: That the Ministry of Education and local authorities include in curriculum documents opportunities for broad study that complement the provincial core requirements. Guidelines for provincial and local requirements should include:
- (a) a rationale of the fundamental assumptions upon which the documents are based,
 - (b) a statement of learning objectives,
 - (c) ideas for student and teacher activities,
 - (d) suggestions for use of prescribed and other materials, and
 - (e) suggestions of different ways for evaluating Social Studies.

3.2 Focus on Role 2 : Professional Development

To provide direction for professional development activities for Social Studies education.

An important role of the Assessment was to provide direction for professional development in Social Studies Assessment. The importance of professional development was also expressed by representatives of the assessment and program development divisions of the Ministry of Education, teachers and administrators, directors of instruction, school trustees and members of the general public with whom we talked. The importance of this subject led us to obtain direct information from visits to selected schools where candid discussions were conducted with teachers and principals about the 'what is' and 'what should be' in the field of teacher professional development.

Information from the Teacher Views of Social Studies confirmed our belief that teachers desire adequate time for professional development activities and that, in general, they viewed informal contacts with their school colleagues as more important professionally than their contacts with university, B.C.T.F., and Ministry officials. Visits to selected schools indicated a diversity of views on the nature and functions of professional development and teachers' involvement in it. Moreover, the understanding of what might constitute professional development and the time and commitment required to deal with such a complex issue appeared to be present in only a few situations. This indicates a need for an examination and clarification of the meaning of professional development (this will be discussed further in Role 5).

In our discussions regarding the formulation of recommendations concerning professional development, we realized that a 'band-aid' approach was not sufficient and that major improvements in all aspects of professional development (including Social Studies) are required. Professional development should not be regarded as merely an appendage to a teacher's regular function within a school. Rather it needs to be viewed as essential to the very definition of what it means to be a teacher and hence as integral to a teacher's professional growth. The close relationship between pre-service and in-service education is viewed as a part of this reconceptualization.

We therefore recommend:

- R.8: That the Ministry of Education, universities, B.C.T.F., and local school authorities recognize professional development as a major commitment for the improvement of Social Studies education in British Columbia. To this end, the Ministry and these other institutions should investigate means of

providing and substantially improving financial support and encouragement for enhancing and coordinating Social Studies professional development. This should be seen as an attempt to develop not just new teaching resources, but a new sense of teacher resourcefulness, involving confidence in making decisions for Social Studies programs.

- R.9: That the Ministry of Education and district staffs view curriculum implementation as an important part of teacher in-service education (i.e., issuing of new curriculum guides, new teaching material adoptions, etc.). Financial support for these programs should be regarded as a priority need.
- R.10: That the Ministry of Education clarify how the time for district professional development might be allotted and used to facilitate ongoing improvement of school curricula. In addition, serious consideration should be given to how non-teaching time might be better used for curriculum development.
- R.11: That the Ministry of Education, together with District Superintendents of schools, ensure involvement of classroom teachers directly in the development and evaluation of Social Studies programs through provision of adequate time for the following activities: professional development workshops, staff committees and consultations with community organizations. An expansion of the roles of Social Studies department heads and district consultants in teachers in-service is envisaged. Such efforts should not become just an 'after school' undertaking, but should be part of the ongoing professionalism of teachers.
- R.12: That provincial institutions engaged in teacher training give serious consideration to the implications of this report for pre-service teacher education.

3.3 Focus on Role 3: Social Studies Resources

To provide appraisive information that can be used in the improvement of the allocation of Social Studies resources.

An important role of this assessment is to provide information concerning Social Studies resources and their allocation, and to make recommendations based on our findings. This role... addresses itself to the concern strongly expressed by teachers early in the project regarding the assessment and allocation of instructional resources.

The critical place of instructional resources has already been discussed in the context of Roles 1 and 2. In this section concerns directly related to the quality of the resources and resource allocation are discussed and recommendations advanced.

A concern emerging from the findings reported in Teacher Views of Prescribed Social Studies Curriculum Resources and in Interpretative Studies of Selected School Situations is expressed by a number of teachers who state they do not use prescribed resource materials extensively in the classrooms. Some of the reasons indicated an unfamiliarity with prescribed materials, lack of know-how in using resources, inappropriateness for students, and irrelevance of the content to ongoing pedagogical interests. Although many teachers express general satisfaction with the resources, there does not exist enthusiastic support for the prescribed resource materials. Still another concern is that in selecting resources in the local situation, librarians and Social Studies teachers are often compelled to select resources based on minimum information, such as the typical publisher's catalogue information which is generally restricted to a brief description of content.

Without doubt the Ministry and the local school authorities need to provide ways and means to improve the quality of the resources used in the classroom. It needs to be emphasized, however, that the search for quality must focus not just on the resources themselves but on the wit and wisdom of the people who use them. Hence the effectiveness of attempts to upgrade and improve the teaching of Social Studies will be minimal unless the issue of developing teacher resourcefulness is given prime consideration. This must be seen partly in terms of the selection, use, and evaluation of the resources prescribed by the Ministry and/or those locally developed.

The almost sole reliance on the criterion of academic relevance is also not sufficient. In selecting resources, consideration must be given not only to scholarly interests but also to pedagogical interests. Fortunately, Social Studies teachers in British Columbia indicate desire for involvement in the selection and development of instructional resources.

We therefore recommend:

- R.13: That the Ministry of Education and the local school authorities seek ways and means of improving the quality of instructional resources by attending to the resource selection and evaluation processes, both for prescribed and locally developed resources. To this end, the Ministry should consider assigning a stronger role in these processes to local districts and provide adequate financial support for the carrying out of this role.

R.14: That the Ministry of Education initiate the development and distribution of lists of existing and potential instructional resources for each grade level. These lists, to be made available to all school districts, are conceived as descriptive and critical reviews of resources. The development of the review lists is contingent upon feedback from local districts' field-testing of present and potential instructional resources.

R.15: That in conjunction with the above recommendations, the Ministry of Education provide ongoing consultative support to local districts in, for example,

- (a) the training of personnel in the field of resource material selection,
- (b) local resource assessment,
- (c) the coordination and dissemination to other school districts of the results of such assessments, together with assessments of provincially prescribed resources,
- (d) the distribution of resources within schools and districts, and
- (e) the intended use of provincially prescribed materials.

R.16: That the Ministry of Education, as part of a policy of continuous revision,

- (a) make accessible to teachers, librarians, and resource centre personnel actual resources that they can examine, and
- (b) formulate adequate procedures whereby prescribed materials not in use can be withdrawn.

3.4 Focus on Role 4 : Informing the Publics

To inform various publics in British Columbia of publics' viewpoints concerning

- (a) desired intents (goals and means) for Social Studies,
 - (b) current status of practices in the teaching of Social Studies, and
 - (c) pupil learnings.
-

The Provincial Assessment in Social Studies was a costly and time-consuming enterprise involving the participation and contribution of a broad cross-section of professionals and non-professionals concerned with Social Studies in British Columbia. These participants and contributors expressed a strong interest in the findings, recommendations and use made of data collected. Dissemination of information regarding the use and disposition of assessment data and recommendations is required as an act of good faith

toward those who participated.

Many of the recommendations anticipate broad professional and public involvement in Social Studies education. Such involvement is unlikely to be forthcoming unless participants in this study are fully informed and have ample opportunity to discuss the results, recommendations and consequences of the assessment.

We therefore recommend:

- R.17 That recommendations from each of the Special Reports of the assessment be widely disseminated and discussed by all of the publics. In particular, given that teachers have a vested interest in the Assessment documents, steps should be taken to ensure that they receive and have opportunity to discuss the reports at the local level. In taking action upon the said recommendations, the Ministry should give serious consideration to the reactions of all publics.
- R.18: That the Ministry of Education publish, on an ongoing basis, information regarding the use and disposition of Assessment data, findings and recommendations and, in particular, inform the publics involved in this Assessment regarding action arising from the recommendations. Further, it is recommended that the Ministry meet with the Management Committee one year from the publication of the reports to discuss and evaluate the progress of the implementation of the recommendations, and future developments arising from them.
- R.19: That the B.C.T.F. Faculties of Education and the B.C.S.T.A. receive and be requested to react to the recommendations of these reports.

3.5 Focus on Role 5 : Future, Assessment and Research

To provide guidelines and recommendations for future Social Studies assessment and research.

The Management Committee and Contract Team of the B.C. Social Studies Assessment worked within the framework set by the Technical Advisory Committee Report but took it as a serious responsibility to define and extend the assessment to fit the broader needs of Social Studies in B.C. The range of data and findings reported is consequently much broader than that anticipated in the Technical Report. Although the Management Committee and Contract Team redefined and extended the roles of the assessment, they were constrained by such requirements as the assessing of pupils at three specified grade levels and the limited time-frame.

The time-frame allotted for the reporting did not permit complete analysis and interpretation of all the data gathered. The findings and recommendations submitted do not therefore make full use of the data contained in the Special Reports of the Assessment. This is not seen as a shortcoming, however, for the data, findings and recommendations should be viewed as resources for those making decisions concerning future curriculum development and research. Authorities of local school boards, the Education Research Institute of B.C., Faculties of Education, and B.C. Teachers' Federation are examples of potential users of the information of the assessment. (In making the data available, it is assumed that the anonymity of those involved in providing data would be respected.)

The Ministry is to be commended for going beyond a simple accountability model of assessment and for its sensitivity to the voicings of a large cross-section of interested groups, e.g., advisory panels, teachers' groups, and those involved in Situational Studies. The Contract Team appreciated the opportunity provided by the Ministry for mutual discussion of the Contract Team's role and mandate in the assessment, particularly in relation to such issues as the nature of the assessment itself and the relationship between the assessment and curriculum development and revision.

In light of these considerations we recommend:

- R.20: That the comprehensive model used in the B.C. Social Studies Assessment be viewed as a possible basis for future assessments.
- R.21: That the Ministry of Education and educational researchers be encouraged to investigate high priority research questions arising from Assessment findings and recommendations. Those areas of examination include:
- (a) the means by which children can be taught to analyse and appreciate cultural diversity and different points of view,
 - (b) possible discrepancies in resource funding between urban and rural districts,
 - (c) the reasons why many teachers appear to be unfamiliar with certain prescribed resources,
 - (d) the definition of Professional Development and its implications for the improvement of quality in education,
 - (e) the qualities deemed desirable in a Social Studies teacher and the implications of a generated profile for teacher education institutions,
 - (f) the means by which teachers who feel certain lacks in their academic training for Social Studies teaching can be given special assistance.

POSTSCRIPT .

It is fitting that in the final stages of an assessment of this nature and magnitude the Assessment Team ask of itself, "Has the job been done? Has the picture of Social Studies in British Columbia been adequately drawn?" Certainly in our efforts to give an accurate portrayal, we have employed not only traditionally accepted techniques but also more personalized ones aimed at seriously attempting to 'hear' what the people of the province are saying about the subject.

There may be dissatisfactions. Some may feel that this is "just another assessment" and thereby dismiss it. Others may argue quite rightly that the findings do not represent the true picture as they see it. But all this is as it should be.

Whenever we see a picture of ourselves taken by someone else, we are anxious that justice be done to the 'real me'. If there is disappointment, it is because we know that there is so much more to the 'real me' than has been momentarily captured by the photographer's click. So too with this assessment: there are deeper and wider dimensions to the total subject than can be justly dealt with from such a hasty glance. Any ensuing dissatisfaction should not be simply taken as a measure of the Assessment's failing but as testimony to that crucial vitality of the subject that eludes captivity on paper. We know that the true magic of the educating act is so much more than a simple albeit justifiable concern for improved resources, more sensitively stated objectives, better pre-service and in-service training for teachers, or improved bureaucratic efficiency. Rather it has to do with the whole meaning of a society's search for true maturity and responsible freedom through its young people.

The Assessment Team has appreciated the opportunity of being a part of such an important task. Throughout, we have been mindful of the very word "assessment" which, in its original Latin form, has two complementary meanings: "to sit beside" and "to assist". It implies a close living relationship between people attempting to interpret and evaluate their life together. It is in this spirit that we submit this report.

APPENDIX A

SOCIAL STUDIES LITERATURE EXAMINED
BY THE CONTRACT TEAM1. Official Documents Related to the Teaching of
B.C. Social StudiesElementaryGrade

- K Kindergarten Curriculum Guide, B.C., 1973
Resource Book for Kindergarten, B.C., 1973.
- 1-7 Elementary S.S. Guide Years 1-7, 1974, B.C.
Administrative Guide for Elementary Schools, 1971, B.C.
- 1 Teacher's Manual, "How Families Live". (Prescribed S.S. Series - Pictures and Manuals), Fitzhenry and Whiteside, Toronto, 1974.
- 2 Teacher's Manual, "Families and Communities".
- 3 Teacher's Manual, "Interaction of Communities".
- 4 Teacher's Manual, "Early Indian Cultures of North America".
- 5 Teacher's Manual, "Growth of a Nation".
- 6 Teacher's Manual, "Culture Realms of the World".

Secondary

- 8-11 Dept. of Education, Division of Curriculum, Social Studies, 1968.
Dept. of Education, Division of Curriculum, Social Studies, 1969.
- 8-12 Administrative Bulletin for Secondary Schools, 1974.
- 11 Dept. of Education, Division of Curriculum, Law and Economics, 1969.
Dept. of Education, Division of Curriculum, Law and Economics, 1975.
Locally Developed Courses (officially sanctioned):
Victoria School District No. 61, B.C. History, 11E.
Lillooet School District No. 29, Environmental Studies, 11.
Maple Ridge School District No. 42, Environmental Studies, 11.
- 12 Dept. of Education, Division of Curriculum, History 12, 1969.
Dept. of Education, Division of Curriculum, History 12, 1972
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APPENDIX B

THE INTENTS OF THE B.C. SOCIAL STUDIES CURRICULUM GUIDES:
AN INTERPRETATION

Ted T. Aoki and Edward Harrison

Social Studies programs can be developed from different perspectives of learning. These perspectives, selected by the program developer, become for the student different ways of interpreting man-in-his-world. Identification of multiple perspectives suggests that there are many possibilities within which program developers may construct a Social Studies curriculum. One such set of perspectives has been identified* and is described in the table below:

PERSPECTIVES OF KNOWING

TECHNICAL	The scientific method used for analysis Interest in prediction Approach is objective, hence detached Observation is a basic technique Object under study is isolated from total environment
SITUATIONAL	Multiple approaches are used to examine the same problem Rules for understanding are constructed by those within the situation Active participation of those in the situation Empirical
CRITICALLY REFLECTIVE	Making conscious the unconscious Underlying assumptions or interests are examined in terms of ideological and political content Active participation Commitment and active involvement in social environment

*See J. Habermas, Knowledge and Human Interests. Boston: Beacon Press, 1971. For curricular interpretations see M. Apple, "Scientific Interests and the Nature of Educational Institutions", in W. Pinar (ed.), Curriculum Theorizing: The Reconceptualists. Berkeley: McCutchan Publishing Corporation, 1975; T. Aoki, "Theoretic Dimensions of Curriculum: Reflections from a Micro-perspective", in Canadian Journal of Education, 2: 1 (1975).

Technical knowing is concerned with treating that which is being observed as an object to be analysed; situational knowing is concerned with the meaning which humans give to their lived experiences; critically reflective knowing is oriented towards making the unconscious conscious. Since a Social Studies program may be built around these different possibilities, it is important to discover if these approaches are present in the B.C. Social Studies program and, if present, to discern how deeply each is integrated within it. Rather than dividing the B.C. Social Studies curriculum into its constituent parts, namely Elementary, Secondary, Geography 12, and History 12, in this analysis Social Studies curriculum will be regarded as an entity. In this analysis there is no claim that we are examining Social Studies in action in the classroom; the analysis is restricted to the official B. C. Social Studies curriculum documents.*

TECHNICAL KNOWING

Technical knowing (or as it is commonly labelled, science) is perhaps a dominant way through which many of us in our culture are taught to approach our everyday world. Often when we describe this world, we are unaware that the language we use to describe it is based on a particular set of assumptions which influence or bias our interpretations. For example, we have often seen the scientific method described in our Social Studies curriculum: the Elementary Guide stresses the skills of planning, observing, collecting, recording, classifying, analysing, synthesizing, and interpreting (p. 5); the Secondary Guide stresses that these skills are necessary for mature geographic and historic understanding (p. 13); the Geography 12 Guide refers to the mathematical aspects of geography as a means for interpreting human experience (pp. 3, 5, 8); and the History 12 Guide compares the work of the scientist to that of the historian (p. 2).** The question that lingers is: How often have we stopped to think how the use of a particular perspective colours our perspective of man-in-his-world?

*The four B. C. Social Studies documents are officially called:

- Elementary Social Studies, Years 1-7
- Secondary School Curriculum Guide, Social Studies, 1968. Social Studies 8, 9, 10, 11.
- Secondary School Curriculum Guide, Social Studies, 1970. Geography 12, (Interim Edition).
- Secondary School Curriculum Guide, History 12.

Henceforth these documents will be referred to in shortened form as:

- Elementary Guide
- Secondary Guide
- Geography 12 Guide
- History 12 Guide

**It must be noted that many historians do not consider themselves to be scientists. As Stern suggests there are many approaches to history. Stern, F.; The Varieties of History from Voltaire to the Present. Meridian Books, New York, 1956.

An approach stressing hypothesis formation, observation, analysis and similar skills, establishes the framework of the Scientific orientation. Scientists often use this approach not only to study the physical world, but also to examine human beings in that world. In this approach the topic under study is viewed as being capable of becoming divorced from the direct influences of the researcher's personal opinion. In other words, whatever is being studied becomes objectified; it becomes an object to be viewed. The researcher acts as a detached observer and his analysis is concerned with dissecting the topic or, by analogy, with locating the various parts of a jigsaw puzzle. His interest is focussed on how the individual parts eventually go to make up the whole or how the individual parts are causally related. This detachment allows the natural scientist or social scientist who uses the objective method to label his findings 'neutral'. Without such a label, the legitimacy conclusions would be questioned.

A careful examination of the British Columbia Social Studies program reveals that much of it is based upon the scientific perspective. The guides, as previously noted, emphasize the skills of science: planning, observation and collection, recording, classification, analysis, and similar skills (Elementary Guide, pp. 5 and 6). Through the application of this technical know-how students acquire an understanding of how the geographer or historian would apply the framework to the study of various social situations. These situations are outlined in the content segments of the various B.C. Curriculum Guides. That the program values the science based skills within the disciplines of history and geography is illustrated in the following:

Like the scientist the historian has a special need, for scholarly virtues of patience, objectivity, exactitude..., both face the difficult task of selecting the most relevant from a mass of data, of testing their hypotheses against evidence... (Secondary Guide, p. 8, and History Guide, p. 2);

The empirical method underlies most geographical research, but a statistical and mathematical approach is being greatly expanded because of the increasing availability of high speed electronic computers (Secondary Guide, p. 5).

The last statement suggests tacit acceptance of the scientific value of attaching 'neutral' numbers to human experience as it manifests itself on the landscape. Problems of over-population, for example, are largely defined in terms of numerics rather than in terms of an on-going study of human meanings and human life-worlds.

Translated into classroom activities the use of statistics and scientific procedures encourages the student to detach himself from the social world which he is studying. He, in other words, acts much like a newspaper reporter describing an event.

At any moment he may detach himself from the scene which he is reporting and return home without necessarily becoming emotionally involved in the situation; he avoids experiencing meaningfully the on-going life space. Such a position thus suggests that the scientific attitude, as it is applied in the B.C. Social Studies curriculum, leads the student to become a detached observer, a person who at a moment's notice is able to separate himself from that which he is observing. No personal commitment to the events studied is required on the part of the student. Such an attitude is further reflected in several of the objectives or intent statements of the program. Two examples are cited:

To cause students to acquire a body of knowledge (comprised mainly of basic concepts or principles and generalizations) about the functioning of human societies both past and present, both at home and abroad (Secondary Guide, p. 3).

To cause students to develop some facility in using the methods of inquiry through which knowledge in the social domain is discovered and acquired (Secondary Guide, p. 3).

The position is taken that the teacher is going to 'cause' the student to do something. The student is, therefore, viewed as the receiver of information who has little or no control over what will be done to him. It should further be noted that a technical stance is also taken towards knowledge. The assumption, for example, is made that knowing may be divided into basic concepts, principles and generalizations (Elementary Guide, p. 2, and Secondary Guide, p. 3). In a sense, then, the boundaries of what the student will experience in the classroom are carefully defined before he arrives at school. In a scientific setting the student's involvement in his own life-world is largely ignored.

This section has pointed to those portions of the Social Studies that depend on the perspective of knowing which we term scientific or technical. Reliance on this perspective is carried over into the classroom, determining the type of Social Studies program that is offered. The scientific view of man, for example, is based upon a set of assumptions about the nature of social interactions, these in turn requiring a particular attitude on the part of the student, mainly that he remain a detached, neutral observer. While the B.C. Social Studies program does make extensive use of scientific knowledge, it must also be pointed out that it does rely to some extent on other perspectives of knowing.

SITUATIONAL KNOWING

Understanding the meaning which students or teachers or other persons give to their lived experiences with others is the concern of situational knowing. People in their experiences are constantly involved in the on-going construction of their personal

worlds which they perceive as being real. Indeed, we often forget that our meanings of social situations are not necessarily the same as others, for as people and events move together, there are many ways in which the events may be interpreted.* People, in other words, are continually interpreting the events that they experience and these interpretations differ from individual to individual, from student to student, from teacher to teacher. Critical are two characteristics of situational knowing: first, human beings give personal meaning to each situation in which they are involved, and second, others will interpret the same event in different ways. How each person constructs his worlds and how he interprets them is a question which begins to involve us in the situational knowing of the classroom.

In situational knowing, initially activities may be centered around clarification. A student may, for example, become involved in examining, through some social issue, how his values, beliefs, attitudes and knowledge have influenced his understanding of the issue. In turn, he may clarify how his particular understandings relate to others' or society's reflections of the problem or concern.

Major differences exist between this view of knowing and scientific knowing. While scientific knowing is concerned with external or outwardly visible social interactions (i.e., those behaviors that may be defined through detached observation), situational knowing is involved in defining the situation he is part of and which he is constructing. Methodologically, this means that a topic studied by a class must be judged to be an activity worth the students' while to become involved in it. Further, the commitment to the particular perspective which the student takes within the situation must be considered. In situational knowing, students are thus involved in exploring the social world as a unity rather than isolating particular phenomena and then dissecting them.

An example of the application of situational knowing in the Social Studies program is found in the statement of intents for the Secondary curriculum: "to provide a forum in which students may learn to deal with value questions in an intellectually honest way" (Secondary Guide, p. 3). Here, there is express consideration given to the student's own being-in-a-situation. That the students may hold differing social values and political perspectives within the same classroom environment is explicitly acknowledged. This suggests, too, that the quality of the student-teacher interaction in the classroom may be different from that in which scientific knowing predominates.

In situational knowing students are not viewed as people to whom teachers must transmit knowledge, although that may be embodied, but rather as people with whom knowledge may be mutually

*See A. Schutz, Collected Papers I. The Hague : Martinus Nijhoff, 1973, p. 207.

interpreted and shared (Elementary Guide, p. 4). In the previous section on scientific knowing, we noted that the teacher was to 'cause' students to learn knowledge. However, when we are dealing with differing personal situations, as the Elementary Guide points out, the teacher's role is altered. It is to "help children develop values" through the use of a procedure that may be interpreted as allowing students to define their personal situations (Elementary Guide, p. 6). Through interaction students develop an understanding of how their fellow students, and ultimately our society, perceive particular social issues. When application of this type of knowing is extended to the classroom, we may visualize an environment where students openly discuss and research issues from many perspectives, that is from the multiple possibilities that are implicit in the knowledge, values, beliefs and attitudes interwoven within the students' everyday lives.

Situational definitions also involve the student in gaining a perspective of history and geography from the present environment. History, for example, is not viewed as merely 'looking back'. Rather, students and teachers must be aware that each incident has its basis in the originality of the actual experience in which our awareness of the event is rooted. As students and teachers study each event there must be an awareness that it is linked to ourselves through an intimate alliance of historical self-knowledge, historical remembrance and historical research (Kaufman, p. 167). The situation is defined in terms of our own personal experience and our concept of how this awareness is linked to the historical past. In practice an example of such historical activity would be a study of the concept of work as it has developed in pioneer and early 20th century Canada. The empirical validity of such activities is established through constant reference to the knowledge and experience of others, both within and outside the classroom.

That the program gives tacit support to the situational approach to knowing is suggested in several of the statements: "Through contrast and analogy, the child's perspective for viewing his own family is broadened" (Elementary Guide, p. 11); "Each culture tends to view its physical habitat differently" (Secondary Guide, p. 6); "History can give us perspective..." (Secondary Guide, p. 11).

In summary, this section has pointed to those portions of the Social Studies program where some aspects of situational knowing have been included by the program developers. These sections are, however, seldom clearly identified for the teachers who must interpret the curriculum in their day-to-day setting. The situational perspective is based on the assumption that the meaning attributed to any one given activity may be interpreted in many different ways by the persons involved. Clearly recognition is given to the linkages developed between students, teachers, and the social issues of which they now are significant to them.

CRITICALLY REFLECTIVE KNOWING

Critically reflective knowing is concerned with the unconscious world that surrounds the meaning we give to each situation. Each action that we perform, each statement we make, and each value we hold, is based on some tacit assumptions which we make about the social world. Reflective knowing is oriented towards making these tacit assumptions conscious. To put it in another way, reflective knowing is oriented towards making the unconscious conscious.

The B.C. Social Studies program places some emphasis on this type of thought. In discussing history, for example, the program states "with all academic subjects, (it shares) the responsibility of instilling in people habits of critical thought" (Secondary Guide, p. 8). The Elementary program places value on this perspective when it states that one of the concerns of evaluation is "the development of critical thought, feelings, attitudes" (Elementary Guide, p. 7). In addition "the program offers materials and experiences that encourage the child to examine critically, and perhaps modify, his point of view (Elementary Guide, p. 4).

Further support of critical knowing is to be found in the evaluation section of the Secondary Guide when it is stated that the Social Studies should provide the student with the opportunity and skills of "sizing up the value of what the school offers to him" (Secondary Guide, p. 17). Such a statement encourages careful study of the underlying assumptions upon which the school system is based and of the underlying assumptions to which the student himself subscribes. A teacher and his students could consider the controlling ideological principles upon which the school system is founded. Within the unit they might, for example, study the labelling practices used by the school. Such a study would aid the participants in comprehending the meaning which is attached to their schooling by specific segments of the society. In any case, the participants in the program are encouraged to examine the ideas which make up our everyday lives and consider the political or ideological motives which are embedded in our every social action.

Critically reflective knowing demands the active involvement of both teachers and students in their ongoing social situation. Prescriptive intents (behavioral objectives for instance) serve little purpose in a classroom environment engaged in critically reflective activities. Rather, reflective activities themselves reveal to the participants the intent as the program progresses. Students who are engaged in a study of labour unions and their role in Canadian history will, for example, construct their intents as the project begins to unfold in their minds. The objectives are designed to fit the program as opposed to the program being designed to fit the objectives. The B.C. Social Studies program designers recognized such possibilities

when they stated: "It is possible to state objectives in a number of different ways and in the final analysis it is the individual professional teacher who must interpret printed statements and translate them into action" (Secondary Guide, p. 3). Such a Social Studies orientation, in addition, involves social action of some type or another, stopping a road project, helping in a community project, or similar activities. Commitment becomes a strong force within such a unit. Students and teachers must be willing to participate directly in the social world as it exists beyond the walls of the classroom. Learning under such conditions thus becomes a sharing of ideas, knowledge and actions as they are considered in terms of their ideological background.

History 12 perhaps best legitimizes the critically reflective approach in the classroom when the program guide states: "The purpose of studying history is to create doubt. There are few facts, incidents, developments in the story of man whose meaning can be taken for granted. There are no interpretations which can claim final validity" (History 12 Guide, p. 12).

CONCLUSION

The British Columbia Social Studies program approaches the study of man-in-his-world from these three different perspectives: scientific, situational and critically reflective knowing. Through each of these, students are exposed to various interpretations of how the social world has been constructed. The program, however, does not provide a balance between these perspectives; rather it emphasizes scientific knowledge. Through such an emphasis teachers and students are made dependent on one particular way of viewing the social world. Such dependence limits the possibilities which the participants have available for exploring their social environment. The extent to which the perspectives influence classroom presentations (passive vs. active, non-committal vs. committal) stresses the importance of providing a balance of knowledge perspectives in the program.

The work of Apple (1975), Shaver (1977), van Manen (1976) and Aoki (1977) all stress the importance of incorporating alternate perspectives into Social Studies programs. A careful delineation of these alternatives within the British Columbia program would ensure that students have an opportunity to expand their horizontal views of the social world around them. To aid teachers in moving towards consideration of perspectives, it is recommended that a full description of the perspectives incorporated into the British Columbia Social Studies program be carefully described in the Curriculum Guides. Students and teachers are entitled to a full explanation of the curriculum developers' knowing stance. The curriculum developers' perspective towards the social world should not, in other words, be hidden from users of the curriculum.

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APPENDIX C.

INFORMATION MEETINGS ADDRESSED BY MEMBERS OF P.A.S.S.
 CONTRACT TEAM BETWEEN FALL, 1976 AND SPRING 1977

<u>Location</u>	<u>Meeting</u>
Chilliwack	Social Studies P.S.A. Conference
Delta (Senior Secondary School)	Social Studies Teachers' Professional Day
Kamloops	Social Studies Teachers' Professional Day
Mission	Social Studies Teachers involved in piloting
Nanaimo	Social Studies Teachers' Professional Day
North Vancouver (Senior Secondary School)	Social Studies Teachers' Professional Day (District)
Simon Fraser University	CORE Panel
Surrey (Semiahmoo School)	South Surrey Social Studies
Terrace	Social Studies Teachers' Professional Day
University of British Columbia	Social Studies Department Faculty of Education Faculty and Graduate Students
Vancouver	Provincial Social Studies Review Committee (All Contract Team involved)
Victoria	Social Studies Teachers' Conference. Professional Day
West Vancouver	Social Studies Teachers (District)
Williams Lake	Social Studies Teachers, Administrators, Librarians

APPENDIX D

PARTICIPANTS IN FALL REVIEW PANELS

Vernon, October, 25, 1976.

Names, School Districts, and Positions:

Dorothy Behncke, #21 (Armstrong), Board Chairperson
 I. M. Bonneau, #22 (Vernon), Home/School Coordinator
 Terry Burnett, #22 (New Denver), Teacher, Grades 8-12
 Doug Carter, #9 (Castlegar), Social Studies Department Head
 Joanne Cunningham, #22 (Vernon), PASS Management Committee, Trustee
 Don Currie, #22 (Vernon), Teacher, Grades 5-7
 Mary Dantzer, #22 (Vernon), Housewife
 John Edwards, #22 (Vernon), Education Administrator
 Doug Gardiner, #22 (Vernon), Teacher, Grades 8, 9 and 10
 Walter Heubert, #15 (Penticton), Teacher, Grades 8, 9 and 10
 Garry Landers, #22 (Vernon), Teacher, Grades 10, 11, Geography 12
 Dick Lonsdale, #22 (Vernon), Teacher, Civilization 12, History 12,
 Social Studies
 Marg Lyster, #21 (Armstrong), Child Care Worker
 Kathy McInally #22 (Vernon), Primary Consultant, Grades 1-4.
 Fred Mitchell, #21 (Armstrong), Farmer
 Jim Norris, #9 (Castlegar), Administrative Assistant, Teacher,
 Grades 9-12
 Harvey R. Peters, #22 (Vernon), Pastor
 Stew Phare, #22 (Vernon), Teacher, History 11, Western Civiliza-
 tion 12.
 Colleen Raboczi, #24 (Kamloops), Teacher
 Lew Rossner, #22 (Vernon), Layman
 Bill Sparks, #15 (Penticton), Teacher, History 11, 12.
 Wanja Twan, #22 (Vernon), Housewife

Prince George, November 1, 1976

Names, School Districts, and Positions:

Paul Arnold, #59 (Peace River), Teacher, Grade 4
 Frank Brown, #57 (Prince George), Principal, Teacher Social
 Studies 4, 5 and 6.
 Jean Capps, #26 (North Thompson), Teacher, Grades 4 and 5
 Gerry Clare, #59 (Peace River), Department Head, Social Studies
 10, 11, Geography 12
 Bernice Cullinane, #28 (Quesnel), Trustee
 Ken Daviés, #59 (Peace River), Department Head, Social Studies
 8, 9 and 10
 Bill Gook, #57 (Prince George), Teacher, Social Studies and
 English
 G. K. Gordon, #57 (Prince George), Teacher, Social Studies
 Harry Hufty, #57 (Prince George), Curriculum Coordinator
 Donna Jordan, #57 (Prince George), Teacher, Social Studies, Grade 6

Prince George, continuedNames, School Districts, and Positions

Jack Kay, #56 (Nechako), Teacher, Grades 11, 12, Social Studies 10, 11,
Geography 12
John Messelink #54 (Smithers), Vice-Principal, Teacher, Social Studies 10, 11
Don Mullis, #57 (Prince George), Teacher, Social Studies 9 - 11
Geography 12
Bruce Roberts, #24 (Kamloops), Teacher, Social Studies 8 - 10,
(PASS Management Committee)
Ruth Rushant, #57 (Prince George), Trustee
Geraldine Thomson, #56 (Nechako), Elementary Teacher
Russ Yeaton, #54 (Smithers), Teacher, Social Studies 8, 9

New Westminster, November 9, 1976Names, School Districts, and Positions

Kay Armstrong, #35 (Langley), Trustee
Betty Cawley, #38 (Richmond), Teacher, History 12, Social Studies 11
Al Chalmers, #38 (Richmond), Teacher, Social Studies 8-10
J. Conway, #40 (New Westminster), Parent
Diana Cruchley, #34 (Abbotsford), Ministry of Education,
Curriculum Development Branch
M. Daniels, #42 (Maple Ridge), Teacher, Social Studies 11-12
Ken Douglas, #66 (Cowichan), Teacher, Grades 8-12
Pamela Edge, #64 (Gulf Islands), Teacher, Grades 3, 4
Anne Ellis, #37 (Delta), Teachers, Grades 4, 5
Anita Hagen, #40 (New Westminster), Trustee
M. Knight, #40 (New Westminster), Teacher Social Studies 11,
Geography 12
M. McLean, #40 (New Westminster), Parent
Clara Penner, #36 (Surrey), Teacher, Grade 4
Dave Rivers, B. C. School Trustees Association
Jock Smith, #36 (Surrey), Trustee
B. Tietjen, #42 (Maple Ridge), Principal, Teacher Grades 5-6
Social Studies
Alice Tiles, #36 (Surrey), Social Studies Helping Teacher
B. Tyldesley, #43 (Coquitlam), Teacher, Grades 11, 12
Richard Simukoko, U.B.C., PASS research assistant

Burnaby, November 14, 1976

Names, School Districts, and Positions:

Mary Alford, #61 (Victoria), Department Head, -Teacher Social Studies 8, 9, 11, 12
 Iris Barnett, #41 (Burnaby), Housewife
 Gary Begin, #41 (Burnaby), Trustee
 John Bergbusch, #61 (Victoria), Teacher, Social Studies 9, 11, 12
 Graham Brazier, #39 (North Vancouver), Researcher
 John Chalk, #39 (Vancouver), Teacher, Vice-Principal
 Margaret Foreman, #61 (Victoria), Teacher, Grade 4
 Tarry Grieve, PASS Management Committee, Teacher, Principal
 Bernard Holt, #45 (West Vancouver), Teacher, Acting Principal
 Charlie How, #39 (Burnaby), Department Head, Social Studies 8, 9, 10
 Roy Jonsson, #44 (North Vancouver), Teacher, Geography 12, Social Studies 8, 11
 Dave Kerr, #39 (Lillooet), Teacher, Social Studies 9-12
 Dorothy Kinney, #45 (West Vancouver), Teacher, Social Studies
 Marie Pedley, PASS Management Committee, Teacher
 Melba Smith, #41 (Burnaby), Parent
 Del Sturhahn, #39 (Vancouver), Teacher
 Angus Whitmore, #61 (Victoria), Teacher, Geography 12, Social Studies 10, 11
 Katherine Whittred, #41 (Burnaby), Department Head, Social Studies 8, 10, Geography 11, 12
 Beryl Wright, #44 (North Vancouver), Teacher, Grades 6-7
 Betty Zarazun, #41 (Burnaby), Parent

Campbell River, November 17, 1976

Names, School Districts, and Positions

John Bradley, #68 (Nanaimo), Social Studies Coordinator, Teacher History 12, Civilization
 Joan Bunting, #72 (Campbell River), Teacher, Social Studies, History
 M. Desai, #72 (Campbell River), Vice-Principal
 Peter Douglas, #71 (Courtenay), Teacher
 Peter Harper, #47 (Powell River), Supervisor of Instruction
 Marion McCrae, #47 (Powell River), Trustee
 W. N. McInnis, #71 (Courtenay), District Staff, Principal, Teacher, Grades 4, 7
 Stewart Meldrum, #72 (Campbell River), Teacher, Social Studies 8 - 10
 Brian Pettit, #68 (Nanaimo), Principal, Teacher, Grades 4, 7
 Brian Price, #69 (Qualicum Beach), Teacher, Geography
 Pat Rivers, Lantzville, Teacher, Grade 3
 Colleen Smith, #72 (Campbell River), Indian Home/School Coordinator
 Ron J. Sterrit, #72 (Campbell River), Indian Resources
 R. B. Vickery, #61 (Victoria), Correspondence Branch, Ministry of Education
 Charles D. Whisker #68 (Nanaimo), Department Head, Social Studies

APPENDIX E

SOCIAL STUDIES - GRADE 4

Rating PanelTeacher Educators

Ian Wright, Vancouver

Trustees

Bernice Cullinane, Quesnel
Dorothy Behncke, Armstrong
Margaret Marchant, Howe Sound

Public

Iris Barnett, Burnaby
Jane Conway, New Westminster
June Meyer, West Vancouver
Barbara Lucas, Burnaby

Teachers

Clara Penner, Surrey
Alice Tiles, Surrey
Del Sturhahn, Vancouver
Pamela Edge, Gulf Islands
Margaret Foreman, Victoria
Peter Harper, Powell River
Kathleen McInally, Vernon

SOCIAL STUDIES - GRADE 8

Rating PanelTeacher Educators

Gerry Walsh, Vancouver

Trustees

Marion McRae, Powell River

Anita Hagen, New Westminster

Claudette Gamble, Surrey

Public

Martha Lo, Vancouver

Pauline Bywater, North Vancouver

Helen Moysiuk, Burnaby

Teachers

Beryl Wright, North Vancouver

Al Chalmers, Richmond

Roy Jonsson, North Vancouver

Mary Alford, Sooke

Keith Gordon, Prince George

Charles Whisker, Nanaimo

SOCIAL STUDIES - GRADE 12

Rating PanelTeacher Educators

Lloyd Slind, Galiano Island

Trustees

Janet Clark, Richmond
Helen Culter, New Westminster
Pamela Glass, Vancouver

Public

Graham Brazier, North Vancouver
Ray Vickery, Victoria
Ann Barker, West Vancouver

Teachers

Betty Cawley, Richmond
Maurice Knight, New Westminster
Katherine Whittred, Burnaby
Garry Tyldesley, Coquitlam
Angus Whitmore, Victoria
Garry Landers, Armstrong
Peter Arnet, North Vancouver