THE HISTORICAL DEVELOPMENT OF THE TEACHING OF GEOGRAPHY IN BRITISH COLUMBIA

by

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ABSTRACT

Geography, as it presently exists in the British Columbia school system, is the result of many changes and revisions that have taken place in the curriculum since the public school system was first introduced in 1849. The development of the present course is traced through an examination of course outlines and former textbooks. At the same time, the position accorded to geographic instruction is assessed. Trends are noted and these are compared with those found in other countries, particularly Great Britain and the United States.

During the Colonial Period, the choice of textbooks and selection of content were left to the individual teachers, most of whom had been recruited from Great Britain. Geography ranked as one of the five core subjects. Following Confederation, in 1871, the British influence was modified by prescribing textbooks produced in Ontario. The books were little more than gazetteers of place names and glossaries of terms to be memorized. The limited course outlines that appeared toward the end of the century had little effect on teaching methods. The amount of time devoted to historical study increased and at the same time the study of geography became the map on which historical narrative was unfolded.

The major revision of 1900 established the general pattern of courses for the next half-century. In the primary grades, the British influence continued. The child studied the home region

which was gradually expanded to include studies of selected areas in various parts of the world. In the intermediate grades, world regional geography was studied with regional selection based on Herbertson's "Major Natural Regions." In later courses, the climatic regions of Koppen and others influenced the regional selection. Physical geography formed the basis of the Secondary courses but by 1921 all geography courses at this level had been dropped. The emphasis in Geography during the first half of the 20th century shifted from memorization to understanding and course content became centered on man in relation to his environment.

The Putman-Weir Survey of 1925 reflected the American influence as did the resulting Junior High School Social Studies and General Science. The new interest-centered courses allowed for the inclusion of a limited amount of general geography as part of the Social Studies of the Secondary schools. "Pride of Empire" dominated the new courses and the resulting textbooks were interspersed with interesting stories of Empire sandwiched between gazetteer-like paragraphs on places and products. The textbooks were often unsuited to the teaching methods suggested in the lengthy course outlines in which understanding and use of regional development were stressed.

The major revision of 1936-37 re-introduced geography into the High School in the form of two optional courses and this marked the beginning of the revival of interest in the teaching of geography. Following the Second World War geography was re-introduced at almost all levels with physical geography, formerly the mainstay of geography courses, becoming a part of the General Science. The post-war courses were transitional and some were based on outdated methods while others followed modern trends.

The recommendations of the 1960 Royal Commission on Education advocated that greater emphasis be placed on geography instruction and that more stress be given to factual content.

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CHAPTER I THE PROBLEM

STATEMENT OF THE PROBLEM

The publication of the Report of the Royal Commission on Education in British Columbia in 1960 led to much consideration and speculation among educators as to changes that might take place in the educational system of British Columbia. The terms of reference of the Royal Commission, under Dean S. N. F. Chant of the University of British Columbia, were very broad and almost all phases of education in British Columbia were considered. As might be expected the curriculum was dealt with at some length and a number of changes were recommended.

The report devoted three pages to the Social Studies and made two significant recommendations. These were:

"The commission recommends that a complete review of the courses in Social Studies be undertaken, with particular reference to the significance of the subject matter and the manner in which the units of the courses are knit together to provide coherent and consecutive courses of study." (1)

"The commission recommends a greater differentiation between History and Geography in the design of the curriculum so that more stress may be placed upon the mastery of factual knowledge in the study of these subjects." (2)

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(1) British Columbia, Report of the Royal Commission on Education, (Victoria: Queen's Printer, 1960), p. 309.

(2) Report of the Royal Commission on Education, 1960, p. 310

To understand the full implications of these recommendations it is necessary to be aware not only of the present position held by geography within the school system but also to have an appreciation of the position geographic study has held as a result of past revisions of the curriculum. In this thesis the development of the British Columbia geography program, from the establishment of the school system in Colonial times to the introduction of the present courses, is traced in order to present the present program in its proper setting and to explain its relative importance.

The Department of Education, in 1960, included geography, together with history, sociology, economics, and political science, as one of the subject fields making up the Social Studies. These were "organized to facilitate related and meaningful teaching." (3) This would imply that these subjects were to be taught in an interwoven program, but this was not the case because an examination of the current program of studies for the Junior High School Social Studies showed that two out of the three courses included were devoted almost exclusively to the study of history, while the third course was almost exclusively geography. The textbooks, similarly, dealt with only one subject field. In other words the Junior High School Social Studies consisted of two history courses and one geography course. Sociology, economics, and political science were included only at the discretion of the teacher.

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(3)
Programme of Studies, Social Studies, 1960, p. 7.

An examination of the remaining Programme of Studies of the Junior High School revealed that the only other course with a significant amount of geography content was General Science. In this course physical and mathematical geography held a minor position. To appreciate fully the present position of geography within the school system it was necessary to trace the formation of both the Social Studies and General Science programs. The major aim of this thesis is, thus, to trace the development of geography teaching within British Columbia in all its ramifications and so assess the effects of the disintegration of geography instruction on the effectiveness of geography teaching.

DELINEATION OF THE PROBLEM

The purpose of this thesis is to trace the evolution of the present geography content of the curriculum by an examination of course outlines, former textbooks, government examinations, and Royal Commission Reports. As a part of this study the status accorded to geography within the school system and teaching methods used were assessed. A brief comparison is made with trends in Great Britain and the United States to see if British Columbia followed these.

SIGNIFICANCE OF THE PROBLEM

The most significant justification for the study was offered in the Report of the Royal Commission on Education already referred to on page one.

Dissatisfaction with the existing situation was expressed by many in the field of education. Dean N. V. Scarfe, Dean of the College of Education at the University of British Columbia, stated in an address to the United Nations Association of Canada that, "Geography is the

worst-taught subject in North American Schools." (4)

Similar dissatisfaction was expressed in the province of Ontario, where Education Minister Dunlop proposed that the subject of Social Studies be done away with and that a return be made to the old system of history and geography. He went on to point out that his suggestion had been received with favor by teachers in Ottawa schools. (5) Separate history and geography courses have since been introduced into Ontario schools.

A questionnaire directed to teachers of Social Studies was circulated by the author at the University of British Columbia Summer School in 1958. Minor changes were made in the questionnaire and it was then circulated among teachers in the Richmond School District where a wider sample was possible. Teachers of varying interests, training and experience co-operated and the percentage of returns was very high. (6)

The dissatisfaction already referred to seemed evident in the results. Only 25% of the replies considered that the general sequence of Social Studies courses was satisfactory although 59% said they were in part satisfactory but, in many cases, expressed dissatisfaction with the courses they were teaching. 16% expressed complete dissatisfaction with the course sequence.

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(4)
Vancouver Sun, September 12, 1957, p. 10

(5)
The Ottawa Journal, as quoted in the Vancouver Sun, October 3, 1957, p. 5.

(6)
The questionnaires and the tabulation of results are given in appendices 1 and 2.

In response to the question "Do you think it would be of advantage if the various subject fields within the Social Studies were taught as separate subjects?" 41% agreed that it would and another 29% agreed that it would be of advantage in certain grades. Only 30% favored the present system. It was not surprising then that when the Royal Commission on Education called for briefs to be submitted, people from all parts of the province recommended a revision of the Social Studies program.

DEFINITION OF TERMS

Geography has been defined by Dr. P. E. James as, "that field of learning in which the characteristics of a particular place on the earth's surface are examined." (7) A similar definition was given in the Geography Manual produced by the Department of Education for use in teaching Geography 32. Geography, it was stated, "deals with the distribution of phenomena and gives a description and interpretation of the face of the earth." (8)

These modern viewpoints have not always been the accepted definition of geography. The word geography was derived from two Greek words which meant "to write about the earth". The latter

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(7)
James, P. ed., New Viewpoints in Geography, Twenty-ninth Yearbook of the National Council for the Social Studies (Washington, D. C., 1959) p. 10.

(8)
British Columbia Department of Education, British Columbia Geography Manual (Victoria: Queen's Printer, 1954) p. v.

definition was the one used by the 19th century geographers. In 1862, J. George Hodgins in the first officially prescribed textbook used in British Columbia explained that, "We now understand geography to be a description of the Earth, of its people and products." (9) The significant difference between the modern definition and the 19th century one was in the emphasis placed on understanding. In former times geographic study consisted of little more than description of land surface while in modern geography interpretation has become more important. It must be remembered that courses cannot always be judged in terms of present day definitions but have to be considered in the light of the times in which they were drafted.

Regardless of the definition of geography accepted, it often became difficult to assess the geography content of a course because the outline consisted of little more than a list of facts or topics to be studied. In the science courses, in particular, many facts were presented that could be equally well used in geography, geology, or biology. The distinction between these subjects was not in the facts themselves but in the manner in which they were presented. In many cases emphasis would have depended on the interest and training of the individual teacher. For this reason the discussion of some courses was limited to the listing of the units in which geography might have formed a major part of the study.

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(9)
Hodgins, J. G., Easy Lessons in Geography (Montreal: Lovell, 1876 ed.) p. 6.

STEPS IN PROCEDURE

At first glance the procedure to be followed appeared to be quite simple. It was expected that all course outlines, textbooks, examination papers, and Royal Commission Reports would be readily available in a major library and that these could be studied to establish trends in the teaching of geography. At the same time, it was anticipated, that the emphasis placed on the study of geography could be easily assessed. The author soon discovered that course outlines had been published at irregular intervals under a wide variety of titles. Even the list by Marjory C. Holmes of the Provincial Library was found to have a number of omissions and errors. (10) Further, it was found that some libraries had only a representative collection of course outlines.

The texts themselves proved even more difficult to find, because libraries usually do not purchase current textbooks. Outdated books often would be discarded. It was necessary to canvass all other likely sources such as school libraries and private collections. At the completion of the study the author's collection of British Columbia geography textbooks exceeded those of some major libraries.

COURSE OUTLINES

The selection of curriculum for the Colonial school system was left to the individual teacher and no official courses or textbooks were prescribed. As a result only sketchy reference to courses and course content was found.

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(10)
British Columbia Provincial Library, Publications of the Government of British Columbia 1871 - 1947, (Victoria: King's Printer, 1948).

In 1871 the Province of British Columbia was established and from then until 1892 prescribed textbooks, and after 1879 course outlines, were listed yearly in the Annual Reports of the Public Schools of the Province of British Columbia. The Annual Reports were published in both the Sessional Papers of the Legislative Assembly and in separate booklets. Although the content was the same the page numbering in each differs. The only complete set of Annual Reports was in the Provincial Library at Victoria. To simplify notation in this thesis the Annual Reports were footnoted as Annual Report followed by the year of publication.

Starting in 1893 the course outlines and lists of prescribed textbooks were included as part of the Manual of the School Law and School Regulations of the Province of British Columbia. These were published from time to time as required by changes in regulations or when additional copies were required. Again the only complete set was located in the Provincial Library. As with the Annual Reports, footnotes were shortened to read, Manual of School Law, followed by the year of publication.

Starting with the 1919 Course of Study for the Public, High, and Normal Schools of British Columbia, programs of study and prescribed textbooks were printed as separate booklets. The booklets were republished as courses were revised or as stocks became exhausted. More than fifty different titles have been used and these have been listed by Marjory C. Holmes. No single library had a complete collection of courses of study but again the largest collection was in the Provincial Library. The University of British Columbia Library and the Vancouver Public Library both had small

collections containing a few items not available in the Provincial Library. To simplify notation all course outlines were footnoted as, Programme of Studies (followed where necessary by the level or subject) and the year of publication. The 1919 outline, listed above, was footnoted, Programme of Studies, 1919.

TEXTBOOKS

No problem was encountered in locating recent textbooks since authors and full titles were provided in the course outlines and most older schools had one or more copies in their library. On the other hand textbooks used prior to 1920 were very difficult to locate because they were often listed by short title and in a number of cases the author was incorrectly named. For example, the 1872 Annual Report listed Hodgson as the author of Easy Lessons in Geography whereas the author was J. George Hodgins. Many of the early texts were located with the assistance of the staff at the Provincial Library but a number were never found.

The textbook, for the most part, served as the most useful source of information as to philosophy and course content, as well as teaching methods. It was pointed out by the Chant Royal Commission on Education that:

> "From classroom observation and from discussions with teachers, it was apparent that the textbooks that were in use determined to a considerable extent the contents of the courses that were taught. In general, the instruction seemed to follow closely the textbook material." (11)

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(11) Report of the Royal Commission on Education, 1960, p. 338.

Statements by inspectors and other officials in the Annual Reports indicated that even greater emphasis was placed on textbook content in the earlier courses.

RELATED STUDIES

To date no study of this type has been carried out in Geography or Social Studies for the British Columbia school system. In 1938, Dr. George H. E. Green did a study of the development of the elementary school curriculum and in 1944 he did a similar study of the secondary school system. A detailed study of the General Science curriculum was carried out by Dr. H. H. Grantham in 1951. Although the latter traced the development of the science program, his primary concern was with the effectiveness of science teaching as evidenced by the re-administering of examinations first given in 1924-25.

Studies of the whole curriculum and of individual subjects have been carried out in other parts of Canada but none of these have been devoted exclusively to the place of geography within a school system. An inspection of the Journal of Geography and Geography (formerly the Geographical Teacher) shows that a few studies of this kind have been carried on for rather limited areas or over short periods of time in both the United States and Britain. Most of these have been associated with curriculum revision and have been more concerned with current trends rather than the historical development of the curriculum for a single large school system.

General studies, principally at the college level, have also been reported. (12)

By considering the strengths and weaknesses of past and present programs it is expected that some form of constructive conclusions may be reached. Thus, the study may prove of value in a revision of the Social Studies course in British Columbia.

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(12)

Wood, Harold A., The Teaching of Geography in Canada, (Rio De Janeiro: Comissao de Geografio, 1953) Publicacao No. 197.

Stamp, Dudley, Geography in Canadian Universities 1951, (Ottawa: Canadian Social Science Research Council, 1951).

Kramer, Fritz L., "Geography in California Junior Colleges 1955-56", Journal of Geography, (1956) vol. LV, pp. 344-348.

Charlier, Patricia, and Charlier, Roger H., "The Place of Geography in French Education", Journal of Geography, (1960) vol. LIX, pp. 322-326.

Bennett, W. J. and Courtenay, P. P., "Teaching Geography in Malaya", Geography, (1958) vol. 43, pp. 114-125.

Howarth, O. J. R., "A Survey of the Present Position of Geography in Schools", Geography, (1953) vol. 38, pp. 267-273.

CHAPTER II DEVELOPMENT OF GEOGRAPHY IN BRITISH COLUMBIA PRIOR TO 1900

Geography, as it presently exists in the British Columbia school system, is the result of the many changes and revisions that have taken place in the curriculum since the public school system was first introduced in 1849.

COLONIAL PERIOD 1849 TO 1871

The public school system of Vancouver Island was established in 1849 by the Hudson's Bay Company and although no curriculum was prescribed, the first teacher, Rev. R. J. Staines, was instructed to include geography as one of the major subjects. (1) No textbooks were prescribed for use in the Colonial schools but a collection of early books was available in the British Columbia Archives. (2)

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(1)
There was some confusion as to the exact date of the establishment of the school system. The First Annual Report (1872) p. 2, listed Rev. E. Cridge (successor to Rev. R. J. Staines) as the first teacher and gave the date as 1855. The Department of Education's publication, Education in British Columbia, 1955, p. 5, gave the date as 1849 and named the first teacher as Rev. R. J. Staines. No formal education system existed, however, until 1861 when Alfred Waddington was appointed to co-ordinate the school system and under his direction eleven schools were brought into operation. In 1865, the enrollment was nearly 400 pupils, but by 1870, all but the school in Victoria had closed for lack of funds.

(2)
Cornwell, James, Geography for Beginners (London: Rider, 1866) 96 pp.

Commission of National Education in Ireland, Compendium of Geography (Dublin: National Schools of Ireland, 1850) 97 pp.

The geography texts, in the collection, were all between 75 and 100 pages in length. The major part of each book was a glossary of terms related to physical geography, with a short section devoted to the listing of place names. The sections were usually called "Memory Lessons" and were to be committed to memory.

CONFEDERATION 1871

The entry of British Columbia into Confederation in 1871 led to a major revision of the school system. John Jessup was appointed Superintendent of Education; all existing legislation was repealed, and a new School Act, modelled on the Ontario School Act of 1846, was passed in 1872.

A six-year ungraded school system was established with English, mathematics, geography, history and bookkeeping forming the core subjects. On June 4, 1872, the six man Board of Education adopted a list of seventeen textbooks for use in British Columbia. Two textbooks in geography were included on this first list of prescribed books. These were "Easy Lessons in Geography, (Hodgson), Modern School Geography and Atlas, (Campbell)." (3)

Easy Lessons in Geography, by J. George Hodgins, was in use for only five years, and was one of the few early British Columbia texts to be found in a library. The book, therefore, had historical significance in describing the beginning of geography in the province.

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(3)
Annual Report (1872) p. 2.
Note: Many of the early textbooks were difficult to locate because of incorrect titling in the Annual Reports. The former book was written by Hodgins not Hodgson. The latter book was occasionally referred to as Modern Geography and Atlas, but no book of either title could be located.

It was 80 pages in length, slightly longer than many of British textbooks in use at the same time. Twenty-two pages were devoted to mathematical and physical geography, including the earth, directions, latitude and longitude, landforms, seasons, and religion. The remaining 58 pages were devoted to place-name geography, with 23 pages on North America, 16 on Europe and about four each on South America, Asia, Australia and Africa. The significance of the text was in the type of geography that it contained. There was very little description and no interpretation; most of the book was a gazeteer of place-names which were to be memorized.

The introductory section had a short definition of geography, followed by a brief explanation of the parts into which geographic study could be divided. These definitions were called "Conversational Sketches" and were succeeded by a series of questions. Two examples of definitions are given below:

"1. The word Ge-og-ra-phy (which is derived from two Greek words) means a 'writing about the Earth'. We now understand Geography to be a description of the Earth, of its peoples and products. . . .

"4. For convenience, Geography has been divided into three parts. The first part is called Math-e-mat-i-cal or As-tro-nom-i-cal Geography, because it relates to the connections of the Earth with the Sun, Moon, and Stars; the second part is called Phys-i-cal Geography, because it relates to the land and water divisions of the Earth's surface; and the third part is called Po-lit-i-cal Geography, because it relates to the various nations of the Earth, and to the boundaries of different countries." (4)

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(4)
Hodgins, J. George, Easy Lessons in Geography (Montreal: Lovell, 1876) p. 6.

The book followed the divisions outlined in the latter paragraph with emphasis being placed on the physical and political aspects of the earth's surface. Other geography textbooks of the same period were examined in the Archives and found to use the same presentation.

The two quotations formed the first and last paragraphs of a four-statement "Conversational Sketch" on geography. They were followed by thirteen questions, with answers, based on the preceding sketch. The first four questions, noted below, show the rather vague terms used in many of the "Examination Lessons" and illustrate the type of academic approach in the text.

"Q. What is this book intended to teach you?
A. General Geography.
Q. What is General Geography?
A. A general description of the Earth.
Q. What is the Earth?
A. A great Globe on which we live.
Q. Who made the Earth?
A. 'In the beginning God created the heaven and the earth.' - Genesis i. 1." (5)

The biblical theme illustrated by the last answer recurred throughout the book and often served to confuse the descriptions. The opening phrase in the book was taken from Job xxvi. 7. "He..... Hangeth the Earth upon nothing." and was followed by an etching showing the sun, earth, moon, stars, and clouds hung on nothing.

The book was written at a primary level as can be seen from the opening remark.

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(5)
Hodgins, ibid., p. 6.

"(Before beginning our regular lessons, we shall explain a few things boys and girls see every day, but which they do not understand. We hope that they will pay attention to what we say, and try to remember it.)" (6)

The statement conveyed more truth about the teaching methods of the day than the author probably intended. Comments in the annual reports indicated that most geography teaching consisted of having students memorize the answers to the "Examination Lessons" with limited teacher instruction being given. The lessons were recited at regular intervals with complete mastery of one being required before preceding to the next.

Mr. Hodgins, in his introduction to Easy Lessons in Geography, asserted that he was taking a new and original approach to the teaching of geography. It was explained as follows:

"He has, in the first place, sought to embody, in easy and familiar language, a Conversational Sketch of each division of the subject to which the attention of the pupil is directed. He has then inserted a series of questions on the principal points of that sketch; and has supplied where deemed necessary, appropriate answers to those questions." (7)

In the book the emphasis was not quite as the foregoing quotation would imply. In the consideration of North America, the Conversational Trip consisted of ten numbered sentences occupying less than a page. These were followed by six pages of Examination Lessons, consisting of 47 questions, mostly with answers. There were also two maps and an engraving of twelve animals found in the Americas. The first few questions from Examination Lesson XIX

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(6)
Hodgins, ibid., p. 3

(7)
Hodgins, ibid., p. 2

(on the Crown Colony of British Columbia) illustrate the procedure.

"Q. How can you reach British Columbia from the Upper Saskatchewan River?
A. Through several passes, or openings, in the Rocky Mountains.
Q. Point out the position of British Columbia.
Q. Name and point out its principal rivers.
Q. For what is it chiefly noted?
A. For its rich gold-fields.
Q. Name and point out the capital.
A. New Westminster, near the mouth of the Fraser River." (8)

These questions continued for the Crown Colony of Vancouver Island, indicating the book had not been revised since 1862, when it was first published; Canada and the newly formed Province of British Columbia were considered as they existed prior to Confederation. The problem of providing up to date geography texts has always plagued educators.

Despite the supposedly new trend established, the book appeared to be typical of other textbooks in use in Ontario and England during the transitional period. It was slightly longer than many of the older books in the Provincial Archives collection, because of the addition of maps, engraving, and Conversational Sketches. In the books that followed it the number and variety of illustrations were increased and the Conversational Sketches were replaced by long lists of facts to be memorized.

Wall maps and terrestrial globes were in extensive use in the schools. In 1874 and 1875 the Department of Education spent $500 and $425 respectively on their purchase. (9) These were sizeable

(8)
Hodgins, Ibid., p. 26.

(9)
Annual Report (1874) p. 31
Annual Report (1875) p. 44

sums since the total budget for each of these years was slightly under $40,000. No indication was given as to what type of maps were purchased nor was there any reference to their use until 1890, but their purchase shows that map work must have formed a part of the curriculum.

INTRODUCTION OF TEACHER EXAMINATIONS 1873

Examinations for prospective teachers were introduced in 1873, and copies were included in the Third Annual Report. The examinations were for teachers coming into the province and would be comparable with the present University Entrance Examinations. The subjects for examination were: Arithmetic, English Grammar, Spelling, Geography and History. Although examinations were offered in all five subjects not all schools were authorized to teach these. Geography was taught in 25 out of 26 districts, whereas history was taught in only eleven districts. It can be noted that both history and geography were taught in this period, and that geography was more commonly offered than history. (10)

A study of the 1873 examination paper gave some insight into the type of geography material being taught. The two-hour Geography examination was set by Mr. M. W. T. Drake and consisted of twenty questions of a supposedly subjective nature. It seemed rather short when compared with the 250 questions usually found on the two and one-half hour University Entrance Examination of today. The scope of the 1873 examination was limited and often answers required only the

(10)
Annual Report (1873) p. 16.

simple recitation of long lists of memorized information. Questions were centered around:

1. The earth as a globe (Mathematical Geography).
2. Climate.
3. Place-name geography.
4. Astrology.

Four representative questions are included below:

"3. Is there any connection between Ecliptic and Eclipse? State what you know about the Ecliptic.
11. How are hot and cold belts produced on the Earth: and why does the show not melt on high mountains of the Tropics?
12. Give the ancient names of the most important countries of Europe.
16. Describe the Zodiac, and give the signs. In what sign of the Zodiac is the Sun during the vernal equinox?" (11)

The content of the examinations bears little relation to the subject matter covered in the Public Schools. The examinations were for prospective teachers who, because there was no high school in British Columbia, would have taken their preparatory education elsewhere.

HIGH SCHOOL ESTABLISHED 1876

Two significant changes took place in the British Columbia school system during the 1875-76 school year. It became compulsory for all children aged seven to twelve to attend school for at least six months each year. In addition, competitive High School Entrance examinations were held for the first time in preparation for the opening of the Victoria High School on August 4, 1876.

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(11)
Annual Report (1874) p. 53.

Examinations were given in four subjects: Arithmetic, English Grammar, Spelling and Geography. They were administered to students twelve to fourteen years of age which would make them roughly equivalent to the Grade Seven examinations recently revived in British Columbia. Two different sets of papers were given and each of the Geography papers was designed to take two hours. The Geography section of paper number one consisted of only eight questions, which are included in the footnote below. The paper was too brief because in succeeding years the number of questions was increased, although the type of question remained the same. (12)

As can be seen, the content was very similar to that on the Teacher Examinations, previously quoted. Question two, on mathematical geography, would require the recitation of a list of facts given in the text, plus a limited understanding of the movements of the Earth. Most of the questions on Mathematical Geography seem to have been of this type.

The second type of question dealt with place-name geography as illustrated by question five. The student was expected to recite from memory the countries and rivers of Europe, a simple test of

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(12)
"No. 4 Geography Time 2 Hours.

1. How do we know that the earth is round?
2. Name the motions of the earth, and describe each.
3. What is Longitude; and why do the degrees of longitude differ in length?
4. What is an isthmus? And name four of the most important.
5. Name the principal countries in Europe and the most remarkable rivers flowing through each.
6. Name the three largest rivers in Africa, their general course, and the waters into which they empty.
7. What countries and seas would you cross in going in a straight line from Pekin to Madrid?
8. What countries would be passed in sailing from Montreal, Quebec to Victoria, British Columbia?"

Annual Report (1876) p. 156

memorization requiring no understanding of the geography of Europe. Recitation of memorized facts seems to have underlain all the questions on this and succeeding examinations.

A third type of question required the ability to visualize the world map accurately. In question seven the student was expected to name from memory the countries located between Pekin and Madrid. A problem in marking might have arisen in that a different list of countries would have been obtained if a great circle route had been used instead of the rhumb line envisioned by the examiner. Visualization of maps seems to have formed a very important part of the geography courses up to 1900.

Dr. George Green, in evaluating these early examinations, states:

"The early examinations were selective in character in that they endeavoured to select a group of supposedly high ability level. However, the examinations in those early years were so subjective in type and so limited in sampling that they were unreliable, and hence, did not select the elite group they were intended to select." (13)

The establishment of the High School in 1876 also necessitated the prescribing of suitable textbooks. These included a book by Dr. J. Pillans, Ancient Geography, and a series of science primers including books on physical geography, physiography, geology,

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(13)
Green, George Henry Ebenezer, The Development of the Curriculum in the Elementary Schools of British Columbia Prior to 1936, unpublished Master's thesis in Education, University of British Columbia, April 1938, p. 25.

astronomy, and botany. (14)

Dr. Pillans' Ancient Geography was a study of classical geography and no better statement of his views on the teaching could be made than to quote directly from his rather verbose introduction to the second edition, published in 1855.

" - I have been guided by three principles, which may be thus stated:-

I. When the main object is to throw light upon the classical and give an interest to classical studies, it is neither necessary nor desirable, in an ordinary course of school or college training, to go beyond the countries, some portion of which is on the shore either of the Mediterranean itself, or of one of those seas which are in truth part of it. Though called by distinct names - the Adriatic, the Aegean, the Propontics and the Euxine.

In accordance with this view, I have invited the student to accompany me - staff in hand, as it were, and right shoulder to the sea - from one of the Pillars of Hercules, at the southern extremity of Spain, to the other at the north-western extremity of Africa. In making this tour, the moment we set foot on the soil of a new country, we quit the coast for a time, and explore the interior in every direction; noting, as we go along, those physical characteristics and localities which are most fertile in classical association and to which interesting allusions are most frequently made by writers and especially the poets of antiquity, or by the most admired poets of our own island.

Then resuming our journey along the coast, from the point where we left it to explore the interior, we add to our previous enumeration of localities the Towns, Sea-ports, Capes, and River-mouths that may be worthy of notice;. . . .

II. The second principle which has guided me in this selection is,

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(14)
Annual Report (1877) p. 62.
Note: Inaccuracy of titling made the location of these books difficult. The book by Pillans was probably First Steps in the Physical and Classical Geography of the Ancient World. The series of science primers could not be identified but it was possible that J. P. Bidlake's Physical Geography for Children, was one of the books in this series. The other books could not be located.

that, in impressing on the memory the localities and relative positions of every place enumerated, the physical aspects and external conformation of the country are to be kept in view and referred to, in preference to the conventional distribution of the surface into civil districts and provinces. The former are sensible realities and permanent in character; the latter are arbitrary, ideal, and fluctuating. . . .

In the last place, I have made it a principle, in selecting the things worthy of note, that is no town or locality shall be inserted, to the mention of which is not appended some fact, circumstance, or peculiarity, which may not only give it a chance of being treasured up in the memory, but likely to awaken in the enquiring minds a desire to know more about the place in history." (15)

Three important ideas were presented in the quotation.

1. The study of geography should be designed to assist in the study of classical literature.

2. Geography could best be studied by memorizing the location of a large number of places.

3. Geography should be made interesting by the addition of historical facts about each of the places to be memorized.

The author adhered to these three principles with slavish dedication as can be seen in his description of the Arnus Basin in Italy.

"1. In the BASIN of ARNUS (Valdaron and Vallombrosa) was Florentia, now Florence, capital of Tuscany, and near it Faesulae, where the Tuscan artist Galileo made his observations, and Pistoria where Catiline was defeated and slain." (16)

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(15)
Pillans, James, First Steps in the Physical and Classical Geography of the Ancient World, (Edinburgh: Adams and Charles Black, 10th ed., 1873) pp. iv-v.

(16)
Pillans, ibid., p. 18.

To supplement the description of Italy, the author included a map on which 142 places were shown by number. The use of numbered locations to show towns, sea-ports, capes, and river-mouths was a common feature of many textbooks printed during the 1870's.

An inspection of other textbooks used at the high school level shows that this book was typical of those used in the teaching of classical geography. For the most part, they consisted of a gazetteer of names, including classical and modern spellings, and selected on the basis of past significance rather than present importance. The emphasis in all these books was place location. The Inspectors' reports of the time indicate that most teachers did little more than require the memorization of the location of the places listed in the textbook.

The other geography textbook prescribed for the High School in 1876 was probably J. P. Bidlake's Physical Geography for Children. Although the topics covered in the 112-page book come closer to what we now consider as geography, the method of approach was much the same as in Pillan's Ancient Geography. Each of the 28 chapters consists of a series of 24 numbered, factual statements, similar to the following:

"3. The word Physical means Natural, and Physical Geography means a description of the nature of the earth's surface, and the natural appearances, or phe-nom'en-a of the air, the water and the land." (17)

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(17)
Bidlake, J. P., Physical Geography for Children (London: Allman, 1864) p. 1.

At the end of each chapter were questions which required the simple recitation of the statements already memorized. The question for the above passage read:

"3. What does the word Physical mean?"

Twelve hand-colored maps were included in the book and on these were shown the distribution of features mentioned in the various chapters.

The book divided geography into two fields; Common or Political Geography, which included the names and positions of places on the earth's surface, and the size, boundaries and situation of different countries; and Physical Geography, which considered the shape and motions of the earth, its oceans, rivers, lakes, mountains, valleys, winds, currents, tides, climates, and the distribution of plants, animals, and men over its surface. (18)

Bidlake considered each of the above sub-topics in one or occasionally two chapters. Little reference was made to man because the book dealt almost exclusively with the physical aspects of geography. Man was mentioned briefly in the final chapter, "Distribution of Animals and Man" in which was given a factual statement on the parts of the earth where men were distributed.

Other textbooks for use in both the Public and High Schools were examined and the foregoing were found to be typical of those published in England and used in Eastern Canada. (19) The books presented

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(18)
Bidlake, ibid. p. 1

(19)
The following textbooks printed in Great Britain and used in Ontario were among those inspected. It was not possible to locate sufficient text-books from the United States to generalize but two history books examined seemed similar to those used in Canada.
Wright, G. N., Geography and History, (Cheapside: Thomas Tegg, 1840?) p. 384.
Page, David, Physical Geography, (Edinburgh: Blackwood, 1873) p. 232.

geography as a series of terms and place names incorporated into short glossary or gazetteer-like statements. Maps having varying degrees of accuracy were included for those who wished to carry the study of geography beyond the simple memorization of facts. One should realize that this type of memorization was not confined to geography, but appeared to have been characteristic of the educational system of the mid to late 1800's when the acquiring of factual knowledge was considered the main objective of the educational system.

In 1877, Hodgins'' Easy Lessons in Geography was replaced by J. B. Calkin's The World. It proved unsatisfactory, and was used for eight years only. In 1879, a second book by Calkin, School Geography of the World, was introduced into the High School, but saw use for only three years and then was replaced by a book called School Geography and Atlas. (20) None of these could be located for study, but no extensive or lasting change took place as a result of their introduction. (21)

CHANGES OF 1878-79

The Annual Report for 1878-79 contained the first outline of curriculum published in British Columbia. In the same year the High School, which had increased its enrollment from forty in the first year to an enrollment of 82 in 1879, was divided into a Junior

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(20)
It is possible that the latter book was a revision of the book by J. B. Calkin.

(21)
J. B. Calkin's, A History of the Dominion of Canada, was found in the Archives and the organization and content followed the pattern of other textbooks in use at the time.

and Senior Division.

The first curriculum guide for the Public School listed the six subjects in which examinations were held for admission to High School. These were: spelling and punctuation, writing, arithmetic, grammar, geography and history. After each of these was a brief statement on the scope of the examination. The outline for geography seems very short when compared with our modern outlines. It read as follows:

"5. Geography - To have a good knowledge of the earth's planetary relations, of the general principles of physical geography, and of the outlines of the maps of Europe, Asia, Africa, America, Oceanica, and of the British Empire, and more particularly of that of the Dominion of Canada." (22)

The outline for the Junior Division of the High School was equally brief:

"6. Geography - A fair course of elementary geography, mathematical and physical, and political, Map geography generally - that of Canada and that of the British Empire more particularly." (23)

The outline for the Senior Division consisted of the four words "Geography - Ancient and Modern."

It is doubtful that this initial outline of courses did anything to change the course content or general teaching methods. Public School geography remained place-name geography supplemented with some map drawing. The exact methods of instruction in the

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(22)
Annual Report (1879) p. 215.

(23)
Annual Report (1879) p. 217.

High School cannot be accurately assessed since the authorized textbook by J. B. Calkin has not been located. It is expected that they would be similar to those in use in the Public Schools and would produce courses based on the memorization of unrelated, factual material.

Despite the brevity of the outlines, they provide for the first time some indication of course sequences. In the Public School regional world geography was studied, in addition a consideration of the earth as a planet, and physical geography. These courses would appear to be much the same as those of today's elementary school. It was apparent that educators wished their pupils to know something about the rest of the world but it would be the skill and knowledge of the individual teacher that would determine if the pupils learned anything more than place names and locations. Geography in the Junior Division dealt with systematic geography. Both in the High School and in the Public School strong national traits were in evidence, and love of country and Empire was to pervade most history and geography courses up to the mid-1930's.

A comparison of the number of students enrolled in geography and history courses gives an indication of the important position geography held in the school system in 1879. In the Public School, 1217 of the 2225 students enrolled were taking geography while only 693 students were taking history. The teaching of geography probably began at an earlier age level than the teaching of history, thus, making geography one of the core subjects in the Public School.

Geography and history were both required subjects in the

two divisions of the High School and all 76 students were enrolled in both courses. These two subjects were then of equal importance in the classical educational system of the day. (24)

CHANGES OF THE 1880's

The 1880's marked the formative stage in the development of the British Columbia school system. High Schools were opened in New Westminster and Nanaimo. In the expanding Public School system changes took place almost yearly, many of which were more on paper than in actual fact. As the school system became larger it became necessary to establish more co-operation between schools. The first scanty outlines of 1878 continued to be expanded until in 1900 they formed more complete grade outlines.

In 1884, First Steps in Geography, published by Lovell and Company replaced Calkin's The World as the Public School text. Two years later an additional book, New Primer of Map Geography was added to the prescribed list. It formed part of W. J. Gage and Company's Examination Primer Series. It was short, with 21 of its 70 pages being devoted exclusively to maps so that the student might locate the places mentioned in the text. In the introduction the unnamed author explained the aim.

"In compiling this Primer of Geography, the aim of the editor has been not to produce a literary work, but to present, in a simple snd (sic) systematic form, all the material necessary for the various promotion, entrance, primary, junior and senior leaving and other official examinations.

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(24)
Annual Report (1879) pp. 180 to 181.

"The work is arranged in tabular analysis, to prevent the waste of time in poring over a prosy textbook. Brief notes are inserted at intervals to convey information of special interest. Although merely preliminary, this book will be found to contain all that is necessary to fit the student for any of our examinations in the subject, Geography." (25)

As was stated the book was primarily a list of the information required to pass the government examinations. Most pages were divided into columns with headings such as: Country/ comp. size/ area 1000's/ Govt. / Capt. & Loc. / Exports. British Columbia was discussed under the following headings: Government, Lakes (5), Rivers (11), Islands (3), Bays and Gulfs (10), Straits & Sounds (5), Cities & c. (8), and Industries (3). A total of 45 names and four population figures were included.

Twenty-five pages were devoted to North America, primarily Ontario, for which all the counties and principal towns were listed, twelve pages to Europe, and two pages each to the remaining continents. The last eight pages were a series of examination questions.

The book was probably a good example of the extremes to which place name geography was carried during the late 19th century. The student was presented with a list of semi-related facts which were to be memorized before he was to be permitted to proceed to the next lesson. The child progressed very slowly under this system and was rarely able to learn more than 20 pages of text during a school year. The end result was the complete mastery of a limited amount of factual material, which was considered to be excellent by

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(25)
Gage, W. J. ed., New Primer of Map Geography, (British Columbia ed.), (Toronto: J. W. Gage, 1892), p. i

those who believed that this was the primary aim of the educational system.

Despite the factual approach of the book the author gives the following definition of geography.

"Geography, A description of the Earth. There are three departments Mathematical, Physical, Political." (26)

Similarly other textbooks in use during this period stated that geography involved description, however description seems to have been completely disregarded in the writing of textbooks. This inconsistency may have in part contributed to the decline in the position of geography which was soon to become evident.

In 1888-89 a third division was added to the Victoria High School. The courses were revised so that the work of the Junior Division was covered over two years, the Second and Third Divisions, but the texts and subject matter remained unchanged.

The first common, or what was previously called the Public School Course of Studies, was introduced in 1889-90. In presenting it the Provincial Secretary, John Robson, stated:

"The above course of study is considered sufficiently comprehensive to enable the pupils to obtain a good ordinary English Education which is the chief aim of our school system. ... It is proper to state that our course of study is very similar to that prescribed in each of the other provinces." (27)

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(26)
Gage, New Primer of Map Geography, ibid, p. 5.

(27)
Annual Report (1890) p. 124.

This showed clearly that British Columbia was not planning to establish any educational trends nor was it ignoring what was going on in other parts of the English-speaking world. The educational philosophy of the times seems to have followed the ideas established in England with modifications to meet Canadian needs as exemplified in Ontario.

The new course of studies outlined the requirements for the eleven subjects taught in the common school. It made no attempt to divide them into years or grades but simply outlined the standard to be achieved by the end of the six or seven year common school course. It should be noted that grades as we know them had not been introduced. In most schools the students proceeded at their own rate taking from six to eight years to complete the work of the common school. The course outlined for geography showed that there had been little change since the first curriculum guide was given in the annual reports ten years earlier. It read as follows:

"6. Geography - Thorough knowledge of the terms used and explanations given in the introductory chapters of the text-book is essential.

The wall maps should be used freely. A globe should be used in teaching the shape of the earth, its motions, the seasons, &c.

Map drawing, or the sketching of maps from memory, will be found to be of great value in impressing upon the mind physical geography." (28)

For the first time suggestions on teaching methods were included as a part of the course outline. No reference had ever been made to the use of geographic tools although wall maps and globes

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(28)
Annual Report (1890) pp. 123-124.

had been purchased by the Department of Education ever since the inception of the school system. The inclusion of the reference to the use of wall maps and sketch maps indicated that educators were becoming concerned with methods of presentation as well as course content.

CHANGING PHILOSOPHY OF THE 1890's

The course outline for geography as first introduced in 1889 was to remain unchanged for the next ten years. During the same period there was no change in textbook. The emphasis in teaching continued to be placed on the memorization of terms and place facts, supplemented with map drawing and sketching. Disapproval of these conditions was expressed by Mr. William Burns, one of the two Inspectors of Schools for British Columbia, for in his 1893-94 report on the teaching of history and geography he stated:

> "It is almost impossible to remark on the teaching of these lessons as separate subjects, for, in advanced classes, they cannot be properly taught as individual branches. In history, especially, no good work can be done without constant reference to the geographical position of the place named. This is not attended to so much as should be; each subject is too often presented as a dry list of facts to be got by heart. If the geography were enlivend by historical anecdotes or facts concerning the places, it is evident that more interest will be aroused, and the predominent facts of both be imprinted on the memory." (29)

The statement by Inspector Burns suggested that a change in educational philosophy was taking place. Memorization was still a

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(29)
Annual Report (1894) p. 188
Note: Starting in 1893 course outlines were printed in the Manual of School Law.

key word in the educational process but the facts to be memorized were to be made interesting. The shift from the fact-centered curriculum of the 19th century to the interest-centered curriculum of the first half of the 20th century will be discussed in the next chapter.

Mr. Burns also recommended that geography be correlated with history through the inclusion of historical anecdotes and by the location of historical events in space. Geography no longer held the role as the dominant social science but rather was to be considered as the map on which historical narrative was to be unfolded. Thus, toward the end of the 19th century the position of geography declined as that of history increased.

The question now arises, "Why did the status of geography in the school system begin to decline?" There is no satisfactory answer to this question but certain conclusions can be inferred. Probably the greatest single factor was the uselessness of place-name geography by itself. The public began to realize that there was little lasting value in the learning of long lists of place or product facts or long lists of isolated historical data. It would appear that history teachers and writers of history books were more aware of the shift in educational philosophy than were their counterparts in the field of geography. As a result the teaching of history adjusted more rapidly to the interest-centered curriculum than did the teaching of geography. As a result, for the next sixty years the position of geography within the curriculum was to suffer a steady decline.

SUMMARY

The educational system of British Columbia during its first fifty years of development went through two distinct periods. From its establishment in 1849, until the end of the Colonial Period in 1871, the instructional methods and choice of textbooks was left entirely in the hands of the individual teacher. No official records were available for the Colonial Period but it appeared that the educational system followed that in England, in which geography study formed one of the core subjects. Teaching was based on the memorization of terms related to mathematical, physical, and political geography. In this way geography was part of a vocabulary building educational process.

Following Confederation in 1871, the British influence became modified through the use of textbooks prepared for use in Eastern Canada. Teaching methods remained centered on memorization although the emphasis shifted from terminology to the recitation of place-facts. The authorized textbooks were little more than gazetteers although toward the end of the 19th century they became more lengthy because of the inclusion of "conversational sketches" and the increased use of maps and etchings.

During the post-Confederation Period textbooks served as the primary source for course content and methodology. The first scanty course outlines introduced in 1878 listed the scope of the government examinations but gradually they were expanded to include a brief discussion of methodology.

The study of geography retained an important position in the curriculum throughout the entire fifty-years. Initially it formed one of the five core subjects but gradually, as more subjects were added to the curriculum, its relative position began to decline. The loss of prestige was greatest in the High School where much of the teaching became concerned with the place facts related to historical study. Thus, during the second half of the 19th century the position of geography within the school system remained static as did the course content and apparent methods of instruction.

CHAPTER III DEVELOPMENT OF GEOGRAPHY IN BRITISH COLUMBIA 1900 TO 1925

THE MAJOR REVISION OF 1900

The year 1900 marked the end of the nineteenth century curriculum that had been in use in British Columbia since Colonial times. It is doubtful if this change came as a surprise to anyone, for in his 1899 report the Minister of Education, The Honorable C. A. Semlin, had recommended that "the authorized list of text-books be revised and modernized." (1)

On November 1, 1900, a new Manual of School Law was printed. As had been the custom since 1893, it contained the courses of studies for the Public and High Schools of British Columbia. The changes embodied were by far the most extensive that had taken place since the first School Act over a quarter of a century before.

The two major divisions of the school system, the Graded or Common School and the High School, were retained, but each of these was divided into three grades with each grade intended to take two years. A government examination was held at the completion of each grade above the Senior Grade in the Graded School. The average student would take about eleven to twelve years to complete High School or if he wished, he could then proceed to the Senior Academic Grade, which according to D. L. MacLaurin, was the

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(1) Annual Report (1889) p. 269.

equivalent of second year arts. (2)

A number of important changes took place as a result of the 1900 revision. First, because of the new grade structure all existing courses had to be revised and in the process new courses were added, such as Physical Science, and others combined, such as History and Geography.

Second, new textbooks following a more modern approach to teaching were authorized for use in most subjects. The two editions of Tarr's Physical Geography (which are discussed later in this chapter) were good examples of the change in educational philosophy that had taken place.

Third, the amount of time devoted to the various subjects was revised with more being alloted to History at the expense of Geography.

The result of these changes was a series of new geography courses holding a less important position within the school system. In the Junior Grade of the Graded School geography study formed a fifth partner in a new course called Nature Lessons, while in the High School it formed a much junior partner with History. Between these two levels, ie. Intermediate and Senior Grades of the Graded School, geography was retained as a separate entity.

To understand the full significance of these changes the relevant parts of the courses of study have been listed as follows:

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(2)
MacLaurin, D. L., The History of Education in the Crown Colonies of Vancouver Island and British Columbia and in the Province of British Columbia, unpublished Doctor's thesis, University of Washington, 1937, p. 288.

Course of study prescribed for the graded and common schools.

Junior Grade

"6. Nature Lessons

(e) The earth:- Its shape and motion, land and water surface, illustrated by globe and map of hemispheres; temperate and cold regions and differences in their peoples as to features, color, and mode of life. Points of the compass, heat, cold, air, vapor, clouds, rain, snow, hail, ice. Outline map of the school district and vicinity, principal points of interest to be located and direction from school noted."

Intermediate Grade

"6. Geography (Oral):- Topics from the first 53 pages of the New Canadian Geography; elementary study of people, commerce, and forms of Government of various parts of the British Empire and particularly of Canada. Map drawing."

Senior Grade

"7. Geography:- As in New Canadian Geography."

Courses of study prescribed for the high schools.

Junior Grade

"B. History and Geography.

1. British History . . .
2. Canadian History . . .
3. Geography:- The general geography of the world with special attention to that of Canada and the British Empire. (Gage's New Canadian Geography, B. C. Edition; also Dawson and Sutherland's Geography of the British Colonies, MacMillan & Co.)"

Intermediate Grade

"B. History and Geography.

1. British History . . .
2. Canadian History . . .

3. Roman History . . .
4. Geography:- The general geography of the world with special reference to that of the United States and Europe, Tarr's Physical Geography, Part I and II. (MacMillan & Co.)".

Senior Grade
"B. History and Geography:-
1. British History . . .
2. Canadian History . . .
3. Roman History . . .
4. Grecian History . . .
5. Geography:- Tarr's Physical Geography, Complete."

"D. Science
3. Physical Science:- Gage's Introduction to Physical Science, omitting Chapters VII and VIII (Ginn & Co.)" (3)

The courses resulting from the 1900 revision showed a dichotomy of development. In the Graded School and the Junior Grade of the High School general world geography was studied while in the upper grades of the High School the emphasis was placed on physical aspects. The new courses reflected the change of philosophy that was taking place among geographers in Europe and the United States. As was pointed out by A. J. Herbertson, (4) exploration of the surface of the earth was relatively complete by the start of the 20th century and it was then possible for the specialist to interpret the masses of accumulated data that had been compiled by the 19th century explorers. French geographers, under the impetus of Vidal de la Blache, had

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(3)
Manual of School Law (1900) pp. 53 to 62.

(4)
Herbertson, Andrew J., "Major Natural Regions", Geographical Journal, (1905) vol. 25, p. 301.

centered their interest on a blending of physical and human features. (5) The course in the lower grades reflected the increasing interest in man and his surroundings. These courses were well accepted, probably as a result of the natural interest of children in other people.

The High School courses, on the other hand, were influenced by the geographers in the United States, where Arnold Guyot and later J. W. Powell and W. M. Davis, placed strong emphasis on the physical basis of geography. (6)

The courses introduced by the 1900 revision established the pattern for the next half-century. The study of geography within the school system fell into three distinct stages. Initially the child was introduced to features of the environment that could be observed in the home community. Gradually more distant features of the home community were studied until the child entered the second state in which world regional geography formed the core of the study. Through both the stages a strong interest in man predominated. In the third stage the study of systematic geography, particularly the physical aspects, held the center of interest. It was in the third stage that the greatest decline in the status of geography teaching was to be recorded.

The new program as outlined for the lower grades was rather ambitious and probably beyond the understanding of a child of six to eight years of age. At this level, according to the UNESCO handbook on geography, "the child's mode of learning is almost exclusively

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(5)
Freeman, T. W., A Hundred Years of Geography (London: Duckworth, 1961) p. 84.

(6)
Freeman, ibid, p. 96 ff.

through observation." (7)

New Canadian Geography, published by W. J. Gage and Company of Toronto for use in Eastern Canadian schools, was authorized for use in the Intermediate and Senior Grades of the Graded School and the Junior Grade of the High School. It was divided into three sections, Economic Geography, North America, and the rest of the world, to correspond to the three grades for which it was prescribed. The British Columbia edition contained a ten-page supplement in addition to the 209 pages used in Eastern Schools. The following quotations from the introduction, by an unnamed editor, show the marked change in philosophy that had taken place.

"Geography is in reality one of the most important subjects taught in school, but it has been degraded in the past to the memorizing of lists of names of places, coupled with their location. This exercise was most utterly barren of all the processes of bad teaching.

"Humboldt, Guyot, Geikie, Huxley, Harris, and Parker have placed Geography on a higher plane, and have made it the true basis of the sciences most intimately related to man's physical existence. . . .

"Structural geography is made the basis of the book, but political geography receives very full attention." (8)

The author goes on to explain that "Geography treats the earth as the home of man" and that "This book describes the earth as our home." (9)

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(7)
Scarfe, N. V., A Handbook of Suggestions on the Teaching of Geography, (Paris: UNESCO, 1958 ed.) p. 13.

(8)
Gage, W. J., New Canadian Geography (B. C. ed.), (Toronto: Gage, 1899) p. iii.

(9)
Gage, W. J., New Canadian Geography, p. 1.

The radical changes that might have been expected as an outcome of the introduction to New Canadian Geography did not materialize in the text. The numbered paragraphs, typical of former texts, were replaced by a conversational presentation which in many places read more like a tourist-folder than a geography text. The description of the physical features of British Columbia, given below, illustrated the style.

"Physical Features - The province is chiefly mountainous. Between the great ranges are elevated table-lands. These table-lands are cut into narrow valleys by rapid rivers. The coast has many bays, somewhat like the fiords of Norway. The scenery of British Columbia is magnificent." (10)

The above paragraph formed part of a three-page discussion of British Columbia. The section opened with a series of questions related to the map of British Columbia, which if answered fully, would lead the student to produce his own list of place names for memorization. Other topics discussed were: position, size, physical features, climate, and government. The section ended with a brief description of the cities and chief towns of British Columbia.

The style of the book was well suited to the age group and the length of the passages would have made it impossible for the teacher to insist on complete committal to memory. In this respect the book marked a major step forward. Interest was added to the factual approach through the inclusion of a large number of pictures and sketches of people, places, industries, and products. Colored and black and white maps were included and these showed political areas as well as distribution of resources.

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(10)
Gage, W. J. New Canadian Geography, p. 113.

The 1900 Course of Study placed emphasis on the British Empire and to assist teachers in lesson preparation George R. Parkin's Round the British Empire was recommended. The book was designed for use in British schools and took the student on a trip from the mother country to Canada and then to Australia, Africa and India. It was a mixture of factual statements, with extensive quoting of statistics, and long travel-folder descriptions together with considerable historical narrative. The book, if wisely used, made a useful supplement to the scanty coverage in the approved text.

The revised geography courses for the High School showed the influence of the "Report of the Committee of Ten on Secondary School Studies" published in the United States in 1894. (11) In the report and at the succeeding American conferences it had been recommended that survey-type world geography, such as had been introduced into the Graded School, be ended and that in its stead courses in earth science, embracing physiography, geology, and meteorology be introduced into American Schools. A textbook by Ralph S. Tarr, of Cornell University, was the first to appear with the new approach and British Columbia, like many schools in the United States, built courses around this book. The shift in philosophy that had taken place with the introduction of the "New Geography", as it was called, can be fully appreciated by a study of the two editions of Tarr's Elementary Physical Geography.

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(11)
Quoted in Pattison, W. D., "Geography in the High School", Annals of the Association of American Geographers, (September 1962) vol. 52, no. 3, p. 281.

In the preface to the first book, Elementary Physical Geography, Mr. Tarr gave some insight into the teaching of geography in the late 19th century.

"Merely to hear recitations from the book, will be the continuation of an all too prevalent habit, which in so many cases makes the science teaching in our secondary schools the weakest part of the curriculum." (12)

Further on, in his "suggestions to teachers" he indicated that the simple recitation of facts had given place to a more meaningful geography. He explained:

"In the preparation of this book, the endeavor has been to state the subject in a purely descriptive manner. Nevertheless, the best way to learn physical geography is not to read about it but so far as possible, to work out the points for ones self." (13)

By the time he produced New Physical Geography in 1904 his philosophy had reached something very close to that of the modern geographer. The change was outlined as follows:

"Perhaps the most decided difference between the New Physical Geography and the author's other books lies in the introduction of a much fuller treatment of life in its relation to the land, sea, and ocean, the human interest of each topic being emphasized." (14)

The opening sentences from each book showed the same change in philosophy.

"Form of the Earth:- The earth is a spherical body composed of three different portions - a dense central mass, which is probably solid, and two envelopes, the ocean and the air." (15)

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(12)
Tarr, Ralph S., Elementary Physical Geography, (New York, MacMillan, 1899) p. viii.

(13)
Tarr, Elementary Physical Geography, p. 440.

(14)
Tarr, Ralph S., New Physical Geography, (New York, MacMillan, 1904) p. vi.

(15)
Tarr, Elementary Physical Geography, p. 3.

And the same topic from the revised edition:

"1. Shape of the Earth:- When we look at a full moon we see clearly that it is a sphere in the heavens (Fig. 2)." (16)

The difference in content between the two books should be apparent from the above quotations. In the original work, the author explained in glossary-like fashion a long series of terms from the field of physical geography. This type of terminology definition was, therefore, not greatly different in methodology from the physical geography taught in the mid-1800's, except that the descriptions were fuller and were based on more accurate scientific knowledge. Because of the length and number, memorization of these definitions would be most difficult. On the other hand it was unlikely that any child would be able to see the value of studying such a collection of facts. Educators seem to have shared the latter view.

The revised book still contained listings of facts but there was an attempt to relate these to man and his everyday experiences. The author also included pictures and diagrams, and these together with short summaries at about one-page intervals helped the student to see the relation between the facts and the everyday lives of men.

The prescribed textbooks would probably have been slavishly followed by teachers, as no other guide was given, and Government examinations, based on the textbook, were held at the end of each grade. In general the topics covered in these books were the same as most of the earlier texts on physical geography. The air, including the atmosphere, storms, weather, and climate, together with a study of the distribution of plant and animal life formed the first part. The

(16)
Tarr, New Physical Geography, p. 1

ocean was dealt with in the second part. The third part, which was studied in the senior course, emphasized the land. It opened with a detailed study of the earth's crust followed by consideration of the physical features resulting from erosion and deposition. The book concluded with extensive sections dealing with man on the earth's crust, and economic geography.

In summary, it can be said, that geography teaching in British Columbia as a result of the 1900 revision, followed European trends in the Graded School where man and his surroundings were emphasized, while in the High School the American trend to physical geography was evident. The status of geography decreased slightly as a result of its being combined with Nature Study in the Junior Grade of the Graded School and with history in the High School. The pattern thus established was to serve as the model for revisions for the next fifty years.

CHANGES OF 1906

In 1906, the 1900 revision of the course of studies came up for re-examination. Two changes took place in the field of geography and both involved courses for the Graded Schools. The outline for the Intermediate Grade was rewritten and expanded and the textbook for the Senior Grade was changed.

The rewriting of the outline for the Intermediate Grade probably brought little change to the geography content. It re-emphasized that oral lessons were to be given by the teacher. Twenty-nine selected topics from the first 53 pages of New Canadian Geography were listed. These included: the form and size of the earth, mountains, the plants of the several heat belts, religion, sea animals, and a wide

variety of other topics, many of which would now be considered outside the field of geography. Map drawing was considered important and students were expected to draw outline maps of the continents and show on these the principal mountains, waterways, and political divisions. (17)

At the same time, Gage's New Canadian Geography was dropped as the textbook for the Senior Grade in the Common School. It was retained as the teacher reference in the Intermediate Grade and continued as the textbook for the Junior Grade in the High School. It was replaced by History and Geography of British Columbia, by Maria Lawson and Rosalind W. Young. This 150-page book on British Columbia was divided equally into history and geography sections. The geography section shows the influence of the teaching of Herbertson by dividing the province into seven natural regions. Each region was introduced with a rather mathematical description of its location and landforms, followed by a brief but factual discussion of the important, and often not so important, resources of the area. A description of the main points of interest within each region formed the core of each chapter. For example, Vancouver was discussed under the following topics: founding and growth, the excellent harbor, industries, fine paved streets, beautiful Stanley Park, efficient sewerage and school system. Each of these was given equal space and gave the impression of being of equal importance. (18) Throughout the geography section Mrs. Young showed a strong bias

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(17)
Manual of School Law (1906) p. 55.

(18)
Lawson, Maria, and Young, Rosalind Watson, History and Geography of British Columbia, (Toronto: Gage, 1906) p. 122.

for history and used many historical anecdotes to add interest to the geography. It will be remembered that this approach was recommended by Inspector William Burns in 1894.

GEOGRAPHY DROPPED FROM THE JUNIOR GRADE - 1909

In 1909 the Junior Grade in the High School was divided into two sections, the Preliminary Course and the Advanced Course, each to take one year. History and Geography were dropped from both courses and replaced with studies in the pure sciences. Thus the position of geography further declined and it became established that courses in the social sciences need not be included in all grades. This situation was to remain for the next ten years until history was re-introduced in a combination with civics.

REVISION OF 1912

The course outlines for the Graded or Common Schools were completely revised again in 1912. The pattern of three grades taking two years each was continued but the work of each grade was extensively revised and the outlines expanded. The High School courses remained unchanged.

Geography in the Junior Grade of the Graded School was again treated as a separate subject, and no longer linked with Nature Study. The course was divided into two parts "Home Geography" and "The Earth as a Whole". The introduction of home geography, that was the study of geography by first observing the home regions, was a modification and improvement of the previous course at this level. Its inclusion as a part of the 1912 revision showed that British Columbia was aware of trends in other countries since this method was also finding favor in Great Britain.

The content remained much the same as in 1900 although the emphasis was now to be placed on observation of local surroundings. This approach was explained in the following quotations.

"A. Home Geography - Lessons on the district surrounding the school. Observation by the pupils under the direction and encouragement of the teacher. The aim is not so much to impart information as to cultivate clear and discriminating powers of observation."

"Note;- It is expected that before entering the Intermediate Grade the pupil, from his observation of his home district, the pictures and the sandboard used in the lessons at school, will be familiar with the common geographical terms, such as; continent, ocean. ...." (19)

As has already been mentioned, the course was divided into two parts. The first considered the home region while the second considered distant parts of the world. In both sections, personal observation was stressed and the child was expected to become familiar with simple directions, mapping, landforms, weather, and seasonal changes through study of the home area.

In the Intermediate Grade the home surroundings were expanded to regional world geography. North America was to be studied using physical regions with emphasis placed on British Columbia, while South America, Africa, Europe, Asia, and Australia were to be considered in general.

An outline for North America was included and it was recommended that teachers make similar outlines for the other continents. The following topics were suggested:

(a) Position
(b) Size
(c) Shape

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(19)
Manual of School Law (1912) p. 63.

(d) Build
(e) A series of oral lessons taking the pupils in imagination through the different districts of the continent.
(f) Political divisions. (20)

No student textbook was approved for the course although the teacher was referred to a book by Alexander MacIntyre called World Relations and the Continents.

A brief note on methodology further emphasizes the new observational approach.

"The above will be taught from the globe, the sandboard, plasticine model or relief map, and afterwards the blackboard sketch, the pupil being frequently referred to and taught to interpret the wall map." (21)

It was significant that the emphasis in the foregoing courses was observation and interpretation and that the discussion of subject matter was to be in the form of oral lessons. Memorization as a method of teaching was on the decline although in 1920 the words "memory map" were used to end the above quotation. (22)

In the new outlines greater emphasis was placed on the use of visual aids and geographic tools, such as the globe and wall map. The study of these was to be focused on interpretation rather than on mere manipulation of memorization. Ever since the 1912 revision the emphasis in the primary course has been on observation of local

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(20)
Manual of School Law (1912) p. 66.

(21)
Manual of School Law (1912) p. 66

(22)
Programme of Studies (1920) p. 4.

phenomena both outside and within the class room.

The Intermediate course followed the trend of interpretation and observation already established in the Junior Grade. These observations were not to be of a haphazard nature but rather based on an orderly consideration of a defined region. Herbertson had suggested the following method:

"... the study of phenomena from the point of view of their distribution on the surface of the Earth, in natural groups, and not as isolated phenomena." (23)

Herbertson had suggested that various criteria could be used for the selection of these natural regions, ie. configuration, climate, vegetation, and population. The authors of the Intermediate course had chosen physical regions (configuration) for the study of North America since these had most strongly influenced development within the continent. The regional development, as suggested for North America, gradually became the standard method used in the formal teaching of regional geography because of its simple and logical approach. It has only been in recent years that the sample study method has been replacing it.

The course of study for the Senior Grade simply listed the textbooks and pointed out that emphasis should be placed on the British Empire and that "A thorough knowledge of the geography of British Columbia and Canada should be required." (24)
The text History and Geography of British Columbia (previously discussed) was retained and a new text Dominion School Geography was prescribed to replace New Canadian Geography.

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(23)
Herbertson, ibid, p. 301

(24)
Manual of School Law (1912) p. 71

Gage's Dominion School Geography, British Columbia Edition, was a 288-page text with four poorly drawn two-page maps added to produce the British Columbia edition. The author continued the trend toward human geography already established and in the preface he stated his position as follows:

"This book is divided into two parts. In Part I the phenomena of earth, air, and sky are described in such a way as to lay the foundation for the intelligent study of the continents as places where men live and work . . . .

"In Part II the physical features and the animals and plants are described and studied in the light of the principles discussed in Part I. The knowledge thus acquired is then used in the sections of the book devoted to man and his industries, in order that the pupil may realize how physical environments affect him socially, politically, and commercially. . . . In this Part special emphasis has been placed upon commercial geography because of its practical value. The commercial importance and relations of the different countries are set forth with, as far as possible, the geographical reasons therefor." (25)

Unlike most of the previous texts the author stuck to his purpose as outlined in the preface. He attempted to bring in the human element although, as he stated, the emphasis was placed on economic geography.

Dominion School Geography provided a text that was more suited to the achieving of the "New Geography" than were previous texts, and although the course outline brought little change, the net result was improved geography teaching. The book, like many of this period, was overloaded with place-facts.

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(25)
Gage, W. J., ed., Dominion School Geography, (Toronto: Educational Book Co., 1910) p. iii.

The study of History was introduced into the Intermediate and Senior Grade of the Graded school by the 1912 revision. The two courses were designed to parallel the geography taught in these grades.

In summarizing the revision of 1912 it should be pointed out that the course outlines reflected the clarification of philosophy that was taking place in Europe as to the purpose and methods of geography. In 1914 the British Geographer, J. Macfarlane, had stated, "The development of the theory of natural regions is an indication of the rapid progress which the study of Geography has made in this country within recent years. The substitution of geographical for political units has not only imparted a new interest to the subject but has given it a new value." (26) Geographical regions formed the basis of all courses in the Graded School. In the Junior Grade the child began with a study of the home region, which formed a radical departure from the theoretical course of the past. The home study was then expanded until in the Senior Grade a regional study of the various continents was carried out. Probably the most significant feature of this revision was the acceptance of the regional system of development.

The Government Examinations have dominated instruction and methodology ever since the inception of the school system. George Hindle, in his Doctor's Thesis on The Educational System of British Columbia, made pointed reference to the problem.

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(26)
Quoted in Freeman, ibid, p. 95.

"It is to be feared that the whole tone and tenor of school life is determined by the character of the questions set at the entrance examinations. The nature of the questions set determines the character of the teaching and the standards for the examinations become the standards of the school." (27)

It would be advisable to consider, as has been done in previous chapters, the type of question and scope of content included on these exams. Examinations were held at the completion of each grade starting with the Senior Grade in the Graded School. The four sets of papers for 1917 were included as a part of the 1917-18 Annual Report. (28) A one and one-half hour geography paper formed a part of each set.

The questions ranged from those requiring simple recitation of facts, ie. "Give two important exports of the following countries...", to those requiring a series of short sentence answers, ie. "Explain the air-movements known as cyclones." A note suggested that students should include sketch maps and diagrams with their answers. Although most of the questions required little more than the reproducing of memorized information the inclusion of a few questions requiring paragraph length explanations marked an improvement over the earlier examinations. Each paper consisted of only six or seven questions which permitted the testing of a limited sample of subject matter and thus the validity of the results would be questioned by modern educators.

The emphasis on each of the four examinations was different.

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(27)
Hindle, George, The Educational System of British Columbia, (Trail: Trail Publishing Co. 1918) p. 53.

(28)
Annual Report (1918) Appendix B, pp. xcviii to cixiv.

Economic geography was stressed on the High School Entrance Examination where questions requiring the recitation of products, exports, and trade centers predominated. The questions on the Intermediate Grade Examination dealt almost exclusively with facts related to climate. Climate questions also appeared on the Senior Grade Examination together with a number related to the formation of landforms. Questions on British Columbia were included on each exam. It should be noted that although the course of study and the textbooks claimed to stress man in relation to his surroundings, very few questions involving man could be found on the papers.

A study of these examination papers showed considerable discrepancy between what the textbook authors suggested should be taught and what was taught and tested. It had been claimed since the revision of 1900 that human geography should form an important part of geography teaching and yet the examinations dealt almost exclusively with economic and physical geography.

PUBLIC SCHOOL GRADE STRUCTURE REVISED 1919

In 1919 the Public Schools were reorganized by adding preliminary and advanced years to most existing grades. The resulting names, ie. Preliminary Course, Junior Grade of the High School, were very confusing and in 1923 the grades became designated by numbers. Courses, for the most part, were adapted to the new structure by a simple redivision of the existing course material with little actual change in content. (29)

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(29)
The most noticeable change brought about by the 1919 revision was that the courses were published in a separate, seventy-five page booklet entitled Courses of Study for the Public, High and Normal Schools of British Columbia. In addition a number of other booklets were published including courses not yet completed when the original booklet was printed. Among these was the outline for the new combined course of Nature Study and Primary Geography.

Geography in the Junior Grade of the Graded School was again combined with nature study as it had been from 1900 to 1911. The reason for this change was explained as follows:

> "Because of the fact that primary geography is largely a direct study of environment and of local affairs and as such cannot logically be separated from nature study, it has been deemed advisable to include a series of topics suitable for Junior Grade work under the head of "Nature Study and Geography". If geography is a study of the earth as the home of man, then we shall begin by studying the part of the earth which is the home of the children...." (30)

The explanation for the change was a logical one and was used from time to time to justify the inclusion of physical geography as a part of the science program. The combining of courses brought little actual change in geography content. The topics for study suggested in the outline of the course were almost identical to those listed in the 1900 revision and dealt almost exclusively with human geography. The human geography, implied in the above definition, was almost completely lacking from the expanded outline, thus little actual change took place.

The courses in the High School also came up for review in 1919 but it was not until 1923 that any major change took place. The geography sections of the History and Geography courses in the Intermediate and Senior Grades were expanded to give the teacher more guidance but the content was not changed. In the Junior Grade a new course in Canadian History was introduced and although this had little effect on the position of geography within the High School it continued the trend towards history as the major Social Science.

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(30)
Programme of Studies, Nature Study and Geography (1919) p. 1.

GEOGRAPHY DROPPED FROM THE HIGH SCHOOL COURSES IN 1921

The revision of 1921 brought a near end to geography teaching in the High School. Geography was no longer included as a part of the Senior Grade (Senior Matriculation) course and although the name History and Historical Geography was retained in the Junior Matriculation (Intermediate Grade) course, the textbook prescribed was exclusively a history book on Europe. The note following the brief outline for the history clearly indicated the status of geography. It read as follows:

"The Geography required will be that relating to the history prescribed." (31)

In 1927 the note was dropped and in the following year the course became correctly known as History. Thus by the revision of 1921, geography content had been virtually removed from the High School curriculum.

A number of reasons for the decline in the position of geography have been offered. In 1910, R. H. Whitbeck had pointed out that in the United States the position of geography was being weakened because much work was based on too hasty generalization and presented in vague and indefinite terms the influence of geography on human affairs. He went on to point out that too many geography teachers were unprepared to teach the new geography. (32)

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(31)
Programme of Studies (1921) p. 20.

(32)
Whitbeck, R. H., "Present trends of Geography in the United States", Geographical Journal (1910) vol. 35, p. 425.

The shortage of teachers trained in the new geography was even more acute in Canada. It was not until 1922 that it was possible to take university training in geography within British Columbia and prior to 1935 Toronto and Montreal were the only other universities to offer such training. (33)

The situation in Great Britain was difficult to formulate. Dr. J S. Keltie in his 1914 Presidential Address to the Geographical Association spoke in glowing terms of the geographic revival that had begun in 1905 when the Board of Education made geography compulsory in Secondary Schools. (34) On the other hand, looking at the period in retrospect, T. W. Freeman pointed out that a shortage of suitable textbooks had hampered the revival despite the introduction of geographic instruction into many British universities. (35) It was also pointed out that the "Lack of trained geographers as teachers has..... been a fundamental difficulty in promoting the claims of Geography as a Secondary School subject." (36)

All the foregoing influences probably contributed to the removal of geography instruction from the High School curriculum in British Columbia. If there had been a strong body of interested, well-trained geography teachers to protest the removal it might have been

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(33)
Wood, H. A., The Teaching of Geography in Canada, (Rio de Janeiro: Comissao de Geografia, 1953) p. 53.

(34)
Keltie, J. Scott, "Report of the President", Geographical Journal (1914) vol. 43, pp. 419-422.

(35)
Freeman, ibid, p. 94.

(36)
Hutchings, W. S., ed., The Teaching of Geography in Secondary Schools, (London: George Philip, 1958) p. 3.

prevented, but no such group existed. Thus, the return of geography courses to the High School curriculum had to wait until a large geography department was established at the University of British Columbia.

THE REVISIONS OF 1923-24

In 1923 and 1924 the numbered grade system, used today, was introduced into the Elementary and High Schools of the province. Grades 1 to 8 comprised the Elementary School while Grades 9 to 11 together with Senior Matriculation were included in the High School.

The net outcome of the new grade system was to lengthen the Elementary School system by one year and as a result an additional geography course was added at the Grade IV level. The new course was primarily concerned with people, rather than land surface, and can be classed as elementary human geography. The major headings used in the outline were as follows:

"(a) How people live.
(b) The earth as a whole.
(c) How people are clothed.
(d) How people are fed." (37)

The new course was well suited to the Grade IV level and although it underwent minor revision and expansion it remained in use until 1956, when it was moved to Grade III. Men, or more correctly, children, were considered in relation to their environment. People

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(37)
Programme of Studies (1923) p. 10.

from all parts of the world were included and among these were an Eskimo, a Dutch boy, and an African native. There was no prescribed text.

The following year, 1924, the Grade V to VIII courses were revised to place greater emphasis on conclusions based on personal observation. There was little actual change in content but the new aims for the Grade V course served as a good indication of the change in philosophy that had taken place.

'Hitherto the study of nature and the beginnings of geography have been based upon the child's actual experiences and upon practical observational work in the neighborhood of the school, these being supplemented by the teacher's oral descriptions and by reading of suitable supplementary material.

"The work of the Grade V includes the facts of the earth's shape and rotation, of the existence and location of heat-belts, of the longer and shorter days and slanting rays as determining seasons. The latter may be discovered by the children from observations recorded month by month, and by reference to the globe.

". . . Thus map study becomes an extension of personal observation and we avoid such mechanical exercises as 'finding' and 'listing' names mentioned, or of 'reproducing' the details of printed maps." (38)

In the 1924 revision, the Grade V course on the Americas, was divided into two sections, a short section on physical geography (shape of the earth, length of day, the seasons) and a much longer section on regional geography. The scope of this revised course remained almost the same as the Intermediate Grade course of 1912. The method of development differs in that it made greater use of

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(38)
Programme of Studies (1924) p. 42.

regional approach, which can be illustrated by the following suggested lesson topics for North America.

"B. Topic Lessons.

(1) The Frozen Northland . . . Eskimo.
(2) Life in the Forest Belt . . .
(3) The Wheat Lands . . .
(4) In similar manner . . ." (agricultural regions of The United States). (39)

For the most part internal political divisions were dropped and natural regions took their place. Coastal and surface were still studied but only in relation to the natural region. Canada and British Columbia were both considered as political units but within these units the natural regions predominate. As has been mentioned this method was in common use in Britain.

The regional approach was also followed in the Grade VI and VII courses in which the study of the world was completed. South America, Europe, and Canada were taken in Grade VI and the remainder of the World in Grade VII. The "Statement of View-point" of these courses showed the influence of "environmental determinism" in that there was an attempt to reduce geography to a cause and effect relationship, the results of which could be determined with mathematical accuracy. Although determinism had been first suggested in Germany by Carl Ritter and later Friedrich Ratzel, it was being revived in the United States through the writing of Ellen Churchill Semple. The climatic determinism theories of Ellsworth Huntingdon (40) also appear to have influenced those drafting the new course.

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(39)
Programme of Studies (1924) p. 43.

(40)
Freeman, ibid, pp. 78-82.

"In the work of this grade (VI) the teacher will begin to connect cause and effect; for natural products and local industries may sometimes be inferred from climatic conditions, or conversely, the conclusions arrived at may be tested by the facts of the descriptive geography studied by the children."

"The work of this grade (VII) falls into three main divisions, vis.: (1) A review of physical geography previously studied, the ideas gained being consolidated and organized into clear and definite knowledge of climate - perhaps the greatest single determining condition in human life." (41)

The new textbook, A Canadian School Geography, by George Cornish provided ample opportunity for the teaching of cause and effect relationships. Phrases such as: owing to, because of, as a result of, consequently, and therefore, dominated the text.

The Grade VIII course underwent little change and mainly reviewed the work taken in Grade IV to VII. The textbook A Canadian School Geography was used. Emphasis in the Grade VIII course was to be placed on the British Empire which had been the usual emphasis since before 1900. This course, because of the repetition of work already covered does not appear to have been popular and was revised and changed almost yearly over the next few years.

The new textbook, used in all four courses from Grade V to VIII, was A Canadian School Geography, written for Ontario schools by a University of Toronto science professor, George A. Cornish. A 66-map atlas, also edited by Mr. Cornish and published by J. M. Dent was prescribed to be used with the text. The atlas, in considerably revised form, is still in use today.

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(41)
Programme of Studies (1924) p. 54 and p. 65.

The standard edition of the 500-page textbook was divided into three parts: the first 90 pages dealt with physical geography, the next short section of 38 pages considered commercial geography and the remaining three hundred pages was a regional geography of the world. A British Columbia edition was produced by adding a 50-page supplement on British Columbia written by Mr. V. L. Denton of the Victoria Normal School.

The book consisted of 599 numbered sections (mostly one paragraph in length) covering the geography of the world. In this respect it resembled the texts in use seventy-five years earlier, except that the sections were longer and written in a more interesting style.

From the point of view of the British Columbia teacher the distribution of work was unsatisfactory. North America and Europe were given lengthy treatment, while South America, Asia, Africa and Australia received about fifteen pages each. The Grade VI teacher, thus, was overloaded with textual material while the amount for Grade VII was limited and the Grade VIII teacher was left with little new work to cover.

In the preface the author stated that he was taking a regional approach; but he did not always do so. In his study of Europe the consideration was by political divisions and often countries forming natural regions were considered many pages apart. From the point of view of the teacher this grouping nullified the regional aspects of these courses. The choice had to be made either to follow the text, ignoring regional development, or to attempt to superimpose regionalism by

selecting pages scattered throughout the book. The latter method was not suitable at the elementary level because most students became confused by the lack of orderly progress through the text. Thus, most teachers would follow the political organization of the textbook.

The book was profusely illustrated with 256 pictures and maps. Many good teaching pictures were included, although the section on Europe was almost devoid of illustrations. The content reads much like a factual encylopedia and it was almost entirely lacking in interesting sidelights of human life. The content appeared to be factually correct although on page 358 there was a map showing Russia as about one-third the size of Canada. One excellent feature, however, was the continual reference to things Canadian, particularly comparisons in Ontario and Quebec.

The Putnam-Weir Survey of the School System published in 1925 brought a temporary lull in the almost annual revision of courses. The changes resulting from this report will be discussed in the next chapter.

SUMMARY

The major revision of the courses of study of 1900 reflected the change in philosophy and teaching methods that was taking place in geography within the United States and Europe. The succeeding revisions showed that a clarification of thinking was taking place. The courses in the Graded (later the Elementary) School followed European trends, and man in relation to his surroundings formed the core of the study. During the twenty-five year period the regional approach became firmly established. The child was first introduced to a study of the physical geography of the home region and this was

gradually expanded to include world regional geography. The textbooks were unsuited to this system and offset the potentially good outlines.

The courses in the High School reflected the American influence through their emphasis on physical geography. Unfortunately these courses were dropped in 1921 leaving the High School devoid of geography instruction. The American influence was also evidenced slightly in the environmental determinism that appeared toward the end of the period in the upper grades of the Elementary School.

The status of geography fluctuated during the quarter century but the net result was a general decline in position. Geography was combined with Nature Study in the lower grades and with History in the High School. As the amount of time devoted to history in the High School increased the amount devoted to geography decreased and in 1921 the remaining geography courses were replaced by Canadian History.

No satisfactory explanation has been offered for the decline but a lack of adequately trained geography teachers and a shortage of suitable Canadian textbooks may have in part been responsible.

CHAPTER IV CHANGES FOLLOWING THE PUTMAN-WEIR SURVEY OF THE SCHOOL SYSTEM - 1925

THE PUTMAN-WEIR SURVEY OF THE SCHOOL SYSTEM

The survey of the school system carried out in 1924 by Mr. J. H. Putman, Senior Inspector of Schools, Ottawa, and Professor G. M. Weir, Head of the Education Department at the University of British Columbia, marked the first of the reports on various aspects of education in British Columbia. It was submitted to the government on May 30, 1925 and aimed to place the educational system on a sound philosophical basis. It marked the first attempt to assess the school system as a whole and on the basis of this assessment made definite recommendations. The 556 page report covers in great detail the nineteen topics assigned to it by the government. (1)

The authors established what they considered to be the aims of education in British Columbia. Some of these were later incorporated in courses of study, and so full discussion seems unnecessary.

A strong love of Empire pervaded the whole report and aims, such as the following, were to have a profound effect on the Social Studies courses of the next two decades:

> "The development of a united and intelligent Canadian citizenship actuated by the highest British ideals of justice, tolerance, and fair play should be accepted without question as a fundamental aim of the provincial school system. Such an aim has stood the test of time and its application in the daily lives of the

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(1) Putman, J. N. and Weir, G. M., Survey of the School System, Province of British Columbia, Department of Education, (Victoria: King's Printer, 1925) p. 2.

British peoples has enhanced the good name of the British Empire. The moral and patriotic aim is undoubtedly more important if less measurable, than the other objectives of instruction discussed in this and the following sections of the present chapter. It is both cultural and practical, traditional and modern, the keynote of past national progress and the foundation for future advancement." (2)

"The glory of the British Empire and of the Old Land, as the Protector of the oppressed and the Mother of Free Parliaments, should be presented not only in connection with the teaching of the prescribed history but in the periods reserved for the study of current events." (3)

The foregoing recommendations influenced those responsible for the revisions of 1928 and 1930. The amount of time devoted to the history of Canada and the rest of the Empire was greatly increased at the expense of the geography and history of the rest of the world. A similar situation existed in the United States where, because of an isolationist policy, courses dealt almost exclusively with that country. Canadian courses never quite reached the same extreme.

Messrs. Putnam and Weir devoted considerable space to a discussion of the works of Professor John Dewey and summarized their concurrence with his philosophy as follows:

"The child should be taught, as a child, in terms of the life about him, in which he is an active and interested participant, and not merely as an adult for a future life. Education should take account of present as well as deferred values. ... Education is life, not the memorization of facts and principles and the mastery of a formal curriculum." (4)

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(2)
Putman, Weir, ibid, p. 38

(3)
Putman, Weir, ibid, p. 149

(4)
Putman, Weir, ibid, p. 44

Thus, the child was to be taught in terms of life about him. He was to be confronted with problems and on the basis of his interest and experience, he was to reach suitable conclusions. The problem-solving method was extensively used in the Elementary course outlines over the next ten years although it was never fully accepted in the High School where it was often referred to but rarely brought into use. As usual only the methods that had proved highly successful in the Elementary School were accepted into the more traditional High School curriculum. The problem-solving method was not accepted.

Teaching methods in both history and geography were severely criticized by the authors.

"Considerable work of a formal, deadening, factual nature was generally in evidence in the teaching of history and geography. The tendency of many teachers is to dictate notes which the pupils slavishly copy and memorize against the dread day of the written examination." (5)

Similar sentiments had been expressed by Inspector William Burns in 1894 and by Dr. George Hindle in 1918. Although many teachers agreed with the statement, for the most part they continued to follow the textbook using traditional methods. The report made no direct recommendations to overcome the problem other than to present a lengthy discussion of the merits of project activities and dramatization methods.

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(5)
Putman, Weir, ibid, p. 148

The Elementary School geography courses were almost completely ignored by the authors and in the few references made to these they expressed a mild dissatisfaction. For example:

"The curriculum appears over-elaborate especially in music, geography, and arithmetic." (6)

History, on the other hand, came in for considerable attention and statements, such as the following, brought about a re-allocation of time from geography to history.

"Greater emphasis should be attached to the teaching of the history of British Columbia in all elementary schools in the Province." (7)

"Canadian history should be emphasized in the proposed middle school, especially in the last year of the course."

"The subject of Canadian History and Civil Government receive more attention than at present in the Programme of Studies for the high schools." (8)

The changes recommended by the Putman-Weir survey were introduced as quickly as possible. The elementary course was given a major overhaul in 1928 and came up with the "Problem" look. In 1930 the New Programme of Studies for the High and Technical Schools appeared in "Unit" form. Prior to this, in 1927, the Junior High School (called, in the survey, the middle

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(6)
Putman, Weir, ibid, p. 153

(7)
Putman, Weir, ibid, p. 150

(8)
Putman, Weir, ibid, p. 173

school) had been established introducing, for the first time, Social Studies.

Since these programs overlap with two different course series being taught in Grades VII to IX, (9) this study will cease to be strictly chronological and will deal with each of the three levels one at a time. The Junior High School was established first, but since it formed a break with past tradition, it must be considered in the light of the more traditional courses retained in the elementary school.

ELEMENTARY COURSE REVISIONS 1928 to 1935

The first revision of the elementary school courses, following the Putman-Weir survey, took place in 1928. The changes introduced varied from almost none in Grade I to a complete revision of the Grade VII and VIII courses.

There was little change in the three Nature Lessons and Geography courses of Grades I to III. Elementary physical geography centered on the home region continued to form the basis of the geography taught in these grades.

The course for Grade IV underwent a revision of wording rather than of content or philosophy. Living conditions in various parts of the world were still studied but in the new course more specific reference was made to the type of area to be considered.

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(9)
From 1928 until 1936 Grade VII to IX classes continued to use the Elementary and High School courses except in areas where Junior High Schools had been established - thus two programs were in use.

A modern trend was indicated in the note that "Simple geographic relationships should be clearly brought out." (10)

The textbook for the Grade V and VI courses was changed from Canadian School Geography by George Cornish to another book by the same author, Canadian Geography for Juniors. The two courses were revised to follow the text. The Grade VII and VIII courses were also revised to follow the suggestions of the Putman-Weir Survey.

The "Problem" or "Project" method, advocated in Chapter VIII of the Putman-Weir Survey, was introduced into the Grade V course on the Americas. Under careful guidance of the teacher, problems such as "Where is North America?" and "How do rivers get to the sea?" were to be solved by the student. The latter problem was expected to create a desire to learn the names of the main river systems and divides of British Columbia. A list of eleven river systems were to be shown on a Flour-Salt map of the Cordilleran Highlands. (11) The project method did not prove popular and as a result it was not emphasized in future revisions.

Geography was redefined by the 1928 revision as:

"... a study of the interaction of man and his environment. The human relationships should become paramount in importance." (12)

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(10)
Programme of Studies, Elementary (1928) p. 57.

(11)
Programme of Studies, Elementary (1928) p. 58.

(12)
Programme of Studies, Elementary (1928) p. 57.

This definition had been recognized by British Geographers for the preceding quarter century as a result of the writings of Professor Andrew Herbertson and was then starting to find favor in the United States.

The Grade VI course, on South America and Europe, introduced the climatic region as the major criterion for regional selection. Suggested first by Hettner and his followers, Herbertson had included the climatic region as one of the criterion for his major natural regions. At the time the course was introduced, Koppen, in Germany, and W. D. Jones, in the United States, were working on classifications that they hoped could be determined with mathematical accuracy. The attempt to place geographic study on a measurable basis was reflected in the cause and effect theme of the new courses. Statements such as the following appeared frequently.

"Cause and effect will be emphasized. Natural products and local industries will be seen as the result of climatic conditions operating over large areas and regions." (13)

As it became more obvious that many environmental factors were unmeasurable the deterministic philosophy was gradually replaced by regionalism.

The regional development used was by far the best to date and superior to many used since. The author explained his choice of regions in the following terms:

"By grouping states which lie in a well-defined climatic region much time and labour may be saved as a mass of detail which leads to confusion of ideas rather than the acquirement of clear concepts may be avoided." (14)

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(13)
Programme of Studies, Elementary (1928) p. 70.

(14)
Programme of Studies, Elementary (1928) p. 71.

The regions closely resembled those suggested by Herbertson and were based on topography, location, and ethnic background as well as climate. The course as outlined provided a step forward for geography.

Greater correlation with history topics was recommended and in the final unit, the exploration of the St. Lawrence Valley was linked with a study of the landforms of the area. (15) The inclusion of history material in a geography course brought closer the introduction of Social Studies into all grades.

The textbook used in the Grade V and VI course was Canadian Geography for Juniors by George Cornish. It replaced another book by the same author Canadian School Geography, which was retained in Grade VII and VIII. The British Columbia edition was extensively revised by Messrs. A. R. Lord and V. L. Denton.

The new text, for the most part, was a rewriting of the earlier book to make it more suitable for the elementary school. Rather than repeat the previous discussion only points of difference between the two texts will be considered.

The author's thinking had been influenced by the teaching of John Dewey for he stated:

"The present elementary text-book is a protest against such unpedagogical, unpsychological, dry-as-dust methods of presenting geography to children." (16)

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(15)
Programme of Studies, Elementary (1928) p. 57.

(16)
Cornish, George A., Canadian Geography for Juniors, B. C. ed. (Toronto: J. M. Dent, 1934 ed.) p. v.

Concrete pictures of people, occupations, productions and natural phenomena of many parts of the world were included to arouse pupil interest in 'geographical' relationships. (17) To this end the children were taken on an imaginary trip to the Cariboo ranch of Dorothy and Beatrice, and were able to read a speech by sixth grader James Ashdown on the importance of his home town, Winnipeg.

Despite the author's aim to make the book interesting, long fact-filled paragraphs predominated, particularly in the chapter on Europe. A regional grouping of countries was made but the choice of regions was not clear, ie.. Switzerland was classed as a Mediterranean country while Greece was not.

Notwithstanding these and other weaknesses, it was much better suited to the teaching of regional geography than any previous text. As a result it marked an important departure in textbook writing and for the first time the teacher could use the textbook to develop an interesting regional study.

The courses in Grade VII and VIII continued to use Canadian School Geography as the textbook and despite a revision of units into the question or problem form little actual change took place. The Grade VII course continued to study British Columbia, Australia, Asia, and Africa, while the Grade VIII course emphasized the British Empire. The units on physical geography were omitted or combined with the new units stressing human geography and, as was to be

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(17)
Cornish, Canadian Geography for Juniors, ibid., p. VII.

expected, greater emphasis was placed on Canada and the British Empire.

Place-name geography and map memorization re-appeared and teachers were again instructed to "Review the memory map of British Columbia and teach the drawing of Canada from memory." (18)

In summarizing the 1928 revision of the Elementary School Geography courses it must be stated that the radical changes that should have resulted from the Putman-Weir survey did not materialize. Although the courses were reworded to place more emphasis on the study of Canada and the British Empire and to allow for the introduction of the problem method, little actual change in content took place. The new geography textbook Canadian Geography for Juniors made it possible for teachers to follow a regional development as suggested by this and previous revisions. But, the suggestion that memorization of place facts be stressed offset the improved teaching that might have taken place. The net result was that teaching methods and status of geography remained relatively unchanged.

ESTABLISHMENT OF THE JUNIOR HIGH SCHOOL 1927

The most far reaching effects of the Putman-Weir survey were those associated with the establishment of the Junior High School. The reasons for its establishment were explained as follows:

"The Junior High School, . . . represents a further step in the improvement of the provincial system of education in conformity with the recommendations of the British Columbia School Survey

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(18)
Programme of Studies, Elementary (1928) p. 83.

Commission. It expresses in concrete form the pronouncements of the science of education with respect to the educational provisions which should be made to meet the needs of early adolescents. It introduces into the public schools of the province the well-tested practice of Great Britain and other European countries, where secondary education has been commenced at an earlier age than has been customary in Canada. The growth of the Junior High School in the United States has, from its successes and from its failures alike, given fruitful instruction both as to what should be done and what is wise to avoid." (19)

The Junior High School provided a much wider choice of subjects for those students not proceeding to university than had formerly been given in Grade VII to IX. Only English, Social Studies, and Health and Physical Education were required to be taken in all three years. Combined and optional courses were introduced in an attempt to provide a more varied program for the young teenage student. Geography as a part of the Social Studies formed one of the core subjects.

The Social Studies, which was introduced into British Columbia with the establishment of the Junior High School, was to be considered as:

"... a unified course in geography, history, and citizenship. It is a new departure in curriculum-making and, for the present must be regarded as a tentative programme." (20)

Although it may have been a new departure in curriculum-making in British Columbia, the term "Social Studies" had been

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(19)
Programme of Studies, Junior High School (1927) p. 5.

(20)
Programme of Studies, Junior High School (1927) p. 18

recognized by the National Education Association in the United States since 1916. The Association referred to it as the subjects making up the social sciences. (21)

The first Programme of Studies for the Junior High School marked the beginning of the extensive printed course outlines. In one hundred pages it not only listed subject matter and textbooks but also discussed aims and objectives, educational philosophy, and methodology. The trend toward longer and longer outlines continued until it became necessary to publish a booklet of this length for a single course. The resulting wealth of detail makes it unnecessary to do more than summarize the outlines given for succeeding courses.

The "General Statement" on the Social Studies followed the new trend by including a short discussion of the methodology which can best be summarized as follows:

"In the development of the content of this course socialized methods and procedures should predominate. This course is arranged in large units lending themselves to the project-problem method of treatment and suggestive of great variety of pupil activity." (22)

The new courses incorporated the recommendation of the Putman-Weir Survey and units were presented in the "problem" form.

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(21)
Bining, A. C. and Bining, D. H., Teaching the Social Studies in Secondary Schools, 3rd ed. (New York: McGraw-Hill, 1952) p. 3.

(22)
Programme of Studies, Junior High School (1927) p. 18.

As no Canadian textbooks had been written in anticipation of the new unified course the three textbooks already in use in the elementary school were retained, ie. Canadian School Geography by Cornish, A History of Great Britain and Canada by Wallace, and Studies in Citizenship by McCaig. Since there was little correlation between the three textbooks most teachers used one book at a time, completing it before proceeding to the next, thus defeating the integrating aim of the Social Studies.

Careful preparation went into the new courses and the authors included a list of skills and attitudes to be developed through the new integrated program. Since these represented the philosophy of the revision and since they formed an integral part of most programs after 1927, they have been included in full.

"It must not be forgotten that the great purpose in all our work in social studies is to develop intelligent, responsible, and socially conscious citizens. There are therefore, certain objectives leading toward the achievement of our fundamental purpose.

A. Power, Skill, and Right Habits of Study to be established.

1. Ability to study through a simple geographical, historical, or civic problem.
2. Ability to gather reference material, evaluate it, and draw conclusions that will help in interpreting life of to-day.
3. Ability to see related facts, cause and effect, comparison and contrast, as one reads.
4. Increasing the ability to observe and interpret environmental factors in their geographic, historical, and civic relations.
5. Habits of using good English in both oral and written work.
6. Habit of reading the best books and magazines.
7. Ability to interpret maps and globes.
8. Ability to get the thought rapidly from the printed page and to express it in a variety of ways; i. e., oral and written reports, graphs and illustrations.

9. An interest in source material and an ability to discriminate as to varying reliability of sources.
10. Ability to discover the qualities of character which have made men great and led them on to great achievements.

B. Right Ideals and Attitudes to be developed.

1. Love of the other nations of the British Empire and for our constitutional monarchy.
2. An appreciation of the necessity for government; the meaning of liberty, of citizenship and of co-operation.
3. A sincere appreciation of our great pioneers of empire, government and reform, science and invention.
4. Tolerance and respect for other nations and races.
5. A willingness to submit to the rule of the majority and a respect of the rights of the minority.
6. A recognition of civic responsibilities and a willingness to respond to them with the appropriate action.
7. A respect for the rights and property of others.
8. An attitude of open-mindedness and an appreciation of truth.
9. An appreciation of the dignity of labour and its part in the development of character.
10. Recognition of the fact that the British and Canadian tradition is to abide by the law, and when one desires changes to be made in the law he should employ only lawful and constitutional methods of effecting such changes.
11. Recognition of the fact that every Canadian whether he be such either by birth or by adoption, should have a whole-hearted love for Canada, a reasoned but deep-seated patriotism, and that a Canadian can best serve the other nations of the British Empire and the rest of the world by doing what it is in his power to do towards making Canada greater and nobler." (23)

The most significant feature of the list as a whole was the strong bias toward history. Emphasis on historical study dominated

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(23)
Programme of Studies, Junior High School (1927) pp. 18-19.

the Social Studies from its inception and for the most part the other social sciences received only superficial attention particularly in the High School courses.

NEW SOCIAL STUDIES COURSES OF THE JUNIOR HIGH SCHOOL

The strong bias for history shown in the foregoing aims was even more evident in the courses themselves. The history of Canada, from 1492 to the present, comprised the Grade VII course and the first half of the Grade VIII course. The rest of the Grade VIII and the first unit of the Grade IX course was devoted to the historical development of the British Empire and Empire problems. The remainder of the Grade IX course considered community problems and vocational opportunities.

A detailed discussion of the historical content is unnecessary. Problems in geography as well as civics were presented and Problem 2 from the Grade VII course has been included to illustrate the method of presentation the teacher was expected to follow.

"Problem 2. - Why North America has proved a better continent for settlement than South America.

'This problem is intended to lead to a comparative study of the geography of the two continents and also to a comparison between the British and the Spanish colonization methods. For this purpose each student should be supplied with a mimeographed map of the Western Hemisphere, on which the following geographical lines, surface and drainage features should be shown, but not named: Equator, tropics, Arctic circle; 40th, 60th, 80th, and 120th meridians; Cordilleran, Laurentian, Appalachian, Andean, Brazilian, and Guiana highlands; the chief lakes and streams of the Mackenzie, Saskatchewan-Nelson, St. Lawrence, Mississippi, Orinoco, Amazon, and La Plata river systems!."(24)

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(24)
Programme of Studies, Junior High School (1927) p. 20.

Six short statements were given as to population, heat belts, rainfall and vegetation, coastline, resources and agriculture, and the colonial systems.

The basic intent behind the inclusion of the geography unit was to assist in explaining the historical event that led to the more rapid expansion in North America than in South America. The names suggested for study were those that had historical significance much as those in Pillan, Ancient Geography, used between 1876 and 1900, had been chosen to set the stage for classical history. The other geography units served a similar purpose.

The attitude of those drafting the courses was best explained in the 1928 revision of the Grade IX course. Problem 3, entitled, "To what extent are the resources of the British Empire adequate to supply its own needs; and to what extent must other nations depend upon British source of supply?", seemed to be a unit on economic geography, but the accompanying showed, that it was to be little more than place-name geography.

> "This problem affords an excellent opportunity for the review of place-geography and for the study of comparative geography and cause and effect." (25)

The reference to cause and effect indicated that the teacher was to follow the textbook, Canadian School Geography, which placed emphasis on this aspect of geography teaching. The same course ended with the suggestion that the students list the resources (probably natural) of the Empire and give the source and use for each. The lack of understanding of the role that geographic study could have taken in the new Social Studies was evident through the courses. A similar situation existed

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(25)
Programme of Studies, Supplement for the Junior High School (1928) p. 2.

in the United States where the professional educators had taken over curriculum planning. Geography, as a part of the Social Studies, was included only where it could conveniently add to studies pertaining to man. Grade 7 and 8 was the most common place for this inclusion. (26)

The Grade IX course was the only fully integrated Social Studies course and included history, geography and civics. The course proved unsatisfactory and underwent three major revisions before it was dropped in 1936. These revisions proved that a fully integrated course was impractical if three textbooks of widely differing scope, content, and approach were prescribed. All future Social Studies courses used a correlated development in which only one subject field was considered at a time. (27)

NEW GENERAL SCIENCE COURSE IN THE JUNIOR HIGH SCHOOL

The new General Science permitted greater opportunity for the study of a variety of sciences within the Junior High School. A number of other sciences were included in addition to the traditional physics, chemistry, and biology of previous courses. Meteorology (including climatology) and geology (including physical geography) were the two major areas in which the study of geography was included.

The difficulty of establishing the fine line of distinction between the study of geography and that of related fields has already

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(26)
Pattison, ibid, p. 282.

(27)
In 1932 the three new Social Studies courses were renumbered Social Studies I, II, and III. At the same time they underwent minor revision.

been discussed. It should be remembered that the emphasis placed on geography in many of these marginal units will depend on the background, training and interest of the teacher. To avoid becoming overburdened with detail, only those units in which the study of geography formed a major part will be considered.

The geography content of the General Science course for Grades VII, VIII, and IX was very limited. Sub-topics on natural resources, irrigation, weather, and the formation of the earth's surface may have contained some physical geography. In later revisions the amount increased considerably. (28)

SOCIAL STUDIES INTRODUCED INTO THE HIGH SCHOOL - 1930

Social Studies was introduced into the High School for the first time in the revision of 1930. (29) The High School definition of this new course was more encompassing than that used in the 1927 Programme of Studies for the Junior High.

"The course is named Social Studies because several studies are involved - namely, historical narrative, geography, civics, economics, and sociology." (30)

The addition of economics and sociology to the earlier list made the definition almost identical to that adopted in 1916 by the National Education Association in the United States. (31)

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(28)
No textbook was prescribed for these three courses so it was difficult to assess the treatment that would be given to any topic related to geography.

(29)
The changes were introduced over three years, starting in 1930.

(30)
Programme of Studies, High School (1930) p. 21

(31)
Bining and Bining, ibid, p. 3.

Despite the change in name the courses in the High School continued as history courses. The other social sciences received cursory treatment as the following note on the teaching of geography indicated. "Map-study paralleling historical incidents is suggested in many places." (32)

The prescribed textbooks World Progress by W. M. West, History of Canada for High Schools by D. McArthur, and Studies in Citizenship by J. McCaig were books in history or civics. Except for a few place location maps, they make no reference to geography. Thus despite the revision of name, the position of geography remained much as it had following the revision of 1921 when it became merely place geography designed to supplement history. The other social sciences fared no better.

General Science was introduced into Grade IX only. The new course, like those of the Junior High School contained almost no reference to geography.

Thus, following the High School revision of 1930 a student would receive no geography training beyond Grade IX in the Junior High School.

OPTIONAL GEOGRAPHY COURSES INTRODUCED 1930

The Putman-Weir survey had recommended that wider choice of subjects be offered to high school students. In 1930, provision was made for nearly forty optional courses, including two geography

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(32)
Programme of Studies, High School (1930) p. 21.

courses which, although optional, were required for Normal School Entrance. At least one of these courses would have to be offered in most High Schools, thus permitting prospective teachers, and other interested students, to take geography courses at the high school level for the first time since 1921.

The outline for the new geography courses was prefixed by a rather involved explanation of the scope of geography. It concluded as follows:

"Geography is the study of the surface of the earth and life thereon, especially human life, in mutual relationships." (33)

The above definition was more in line with present philosophy than any that had preceded it. The course was equally modern in its outlook and to give a better understanding of the philosophy behind the revision a few quotations have been selected from the introduction.

"The conception of geography upon which this course is based throws the main emphasis on investigation and reasoning rather than on mere memorization. ... Memorization of course has its place in high-school geography, but the place is distinctly subordinate, and the overloading of the memory with names and statistics is to be deprecated."

"While the problem method may be used to good advantage in dealing with many of the topics in this course, the teacher is warned not to make a fetish of any particular method of presentation, ..."

"It is understood, of course, that just as in ordinary history lessons there will be continual reference to geographic backgrounds, so in the ordinary geography lessons there will be continual reference to historical factors that may have combined with others to make a given district or community what it is."

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(33)
Programme of Studies, (1930) p. 86.

"In this section map-reading rather than map-drawing is to be emphasized."

"Considerable judgement must be exercised by the teacher in dealing with Physical Geography. Such is necessary especially in teaching causation theories where doubts and differences of opinion still exist."

"It is understood that a mere knowledge of any topic in this section without its relationship to physical and human factors and to the other topics in this section is of relatively little value from the geographic standpoint."

"Treatment is to be based on Natural Regions, supplemented by continual reference to political units." (34)

The foregoing formed only a few of the suggestions for those teaching the two new courses. The conservative tone and the author's careful avoidance of aligning himself with any particular school of geography made them as applicable today as they were in 1930. Their inclusion as a part of this new course marked a step forward in the teaching of geography. (35)

The courses were numbered Geography I, Economic and Physical Geography, and Geography II, World Regional Geography, and could be taken in either Grade XI or XII. They were well accepted by teachers and formed a guide for future revisions up to 1953. For this reason the major headings from the ten page outline have been included.

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(34)
Programme of Studies, High School (1930) pp. 86 to 93.

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(35)
The author of this course was not identified but it may have been Dr. Norman F. Black.

"Geography I

"1. Special Geographical Studies bearing on the Year's Work in History. (5 to 8 periods)

"2. Maps and Map Interpretation. (5 to 8 periods)

"3. Physical Geography
A. Study of Physical Geography. (50 to 60 periods)
B. Influence of Physical Factors on People of the World. (12 to 15 periods)

"4. World Production, Manufacturing, Trade, and Transportation.
A. World Production. (35 to 40 periods)
B. Manufactures and Manufacturing Industries. (25 to 30 periods)
C. Trade - Reasons for and Factors assisting Trade. (8 to 10 periods)

"Geography II

"1. Special Geographical Studies based on the Year's Work in History. (5 to 8 periods)

"2. Regional Geography. (A total of 85 to 100 periods.)
A. Preliminary Study of the Great Land and Water Areas of the World. (3 to 5 periods)
B. Europe. (20 to 25 periods)
C. Asia. (12 to 14 periods)
D. Australia. (6 to 10 periods)
E. Africa. (6 to 10 periods)
F. South America. (8 to 10 periods)
G. North America. (25 to 30 periods)

"3. Political Geography. (50 to 60 periods)." (36)

The two courses were designed to form a sequence with Geography I, considering the skills, terms and tools of geography, ie. map interpretation, use of graphs, landforms, while Geography II utilized these through a study of world regional geography.

(36)
Programme of Studies, High School (1930) pp. 86 to 93.

Geography I was organized in the traditional manner of the physical and economic geography courses that had preceded it. Although greater emphasis was placed on understanding of general principles rather than on memorization.

Geography II formed a break with past tradition, and emphasized the division of land surface into regions based on landform, climate, and culture. For example, in the study of the British Isles it was suggested that parts of the island could be considered with Norway. Similarly, regional boundaries ignored political divisions, a suggestion that was not acceptable to a large number of teachers. Europe was the only continent for which a regional expansion was given but it was suggested that the other continents be sub-divided in similar manner.

The prescribed textbook, Cornish's Canadian School Geography, used in the Junior High School, has already been discussed in the previous chapter. The book was better suited to the High School level, since the students using it had greater maturity and might be more competent in selecting important information.

The introduction of the Geography I and II courses marked the revival of geography teaching in the High School. They also marked a significant step forward because of the modern regional organization followed. Thus, they brought about a major advance in geography teaching in British Columbia.

SUMMARY

The Putman-Weir Survey of the School System established a sound philosophical basis on which the resulting changes within the school system could be based. The establishment of the Junior High School in 1927 and the combining of courses into Social Studies and General Science were but a few of the far reaching American innovations that took place.

The report almost completely ignored geography and geography teaching while placing great emphasis on the teaching of history. Historical study dominated the newly formed Social Studies with the other social sciences being included only to augment the history. The result was a further decline in the position of geography.

Following the various revisions resulting from the Putman-Weir Survey the study of geography was confined almost exclusively to the upper grades of the Elementary School. Living conditions in other parts of the world (human geography) formed the basic content in Grade IV while world regional geography formed the basis of the Grade V and VI courses. The new Grade V and VI text Canadian Geography for Juniors made the regional approach more practical despite the increased emphasis given to place name geography in the course of study. Cause and effect was to be stressed in all courses.

Elementary physical geography was included as part of the Grade I to III Nature Lessons and Geography course while the memorization of place and product facts formed the core of the geography of the new Social Studies in the Junior High School. No required geography courses were included in the High School.

The greatest advance in geography teaching took place in the High School despite the lack of required geography courses. The new optional Geography I and II courses firmly established geography as an advanced elective and set the pattern for future course revisions. The regional units based on landform, climate, and culture, which for many years had been accepted in Britain, were now beginning to find acceptance in Canada. The regional approach was to form an important factor in the slow revival of interest in geography that began with the introduction of Geography I and II in 1930.

CHAPTER V MAJOR REVISION OF 1936 - 1937

G. M. WEIR BECOMES MINISTER OF EDUCATION - 1933

Dr. G. M. Weir was elected to the British Columbia Legislature in 1933 and was immediately made Minister of Education thus placing him in a position to carry out many of the recommendations of the Putman-Weir survey.

Mr. H. B. King, Principal of Kitsilano High School, Vancouver, prepared a survey of educational finance and then became Curriculum Advisor to the Department of Education. Under his direction, teacher committees carried out a major revision of courses. Although the teachers responsible for the revision were not identified, those at Kitsilano took a major part by writing a number of the new textbooks. Among these authors were Dr. N. F. Black, Messrs. G. H. Limpus and J. W. B. Shore and Mr. King, himself, all of whom wrote books within the scope of our study.

The fourteen volumes of courses, totalling over 2,100 pages, were organized in the "unit" format.

"A unit is built about some central core of thought or fundamental principal. This plan of organization calls for unification of subject-matter into integrated meaningful wholes." (1)

A three page set of instructions, distributed to committee members by Mr. King, suggested that units be developed as follows:

"Unit One Statement of the unit.
- A. Aims
  1. General
  2. Specific

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(1)
Programme of Studies, Elementary, bull. I, (1936) p. 5.

B. Suggested Approaches
C. Standards of Attainment
D. Suggested Problems:
Problem I.
(a) Statement of problem
(b) Topical outline
(c) References
(d) Questions for discussion
(e) Activities." (2)

The new aim of the school was to be "Character Education". The child was no longer to be taught merely as a child but was to be taught the demands of social living in preparation for the child's later life. (3) Character education was to be achieved through the Elementary courses in the social sciences. The introductory remarks for the Social Studies courses of Grades I to III and the History and Geography courses of Grades IV to VI discuss it at length and the revised courses placed great emphasis on the end product of learning.

The question of separate courses versus a fused program had not been fully resolved and in the Elementary Bulletin II a rather lengthy discussion of the pros and cons was given. These can best be summarized by the following quotations:

"There has been much controversy, upon the question of organizing the Social Studies separately as History, Geography, Citizenship, and Civics, or fusing or integrating them into one subject.

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(2)
King, H. B., Instructions to Members of the Junior and Senior High School Curriculum Committee, mim. (1936) p. 2.

(3)
Programme of Studies, Elementary, bull. I (1936) pp. 7-8.

In some places separate organization has been maintained; elsewhere the subjects have been fused. Sometimes there is partial fusion. The question is still in the realm of controversy, debate, and fortunately of experiment.

"In this revision of the British Columbia curriculum, the plan of fusion or integration has been adopted for Grades I, II, and III. In Grades IV, V, and VI History and Geography are organized separately, as it was felt to be necessary to establish fundamental concepts which are sufficiently distinct and definite to justify separate organization. In Grades VII, VIII, and IX the inter-relations of History and Geography, and Civics become so close that fusion, or a measure of fusion, becomes again desirable." (4)

Thus, the pattern of course introduced between 1927 and 1930 was retained, ie., Social Studies in Grades I to III, History and Geography in Grades IV to VI and Social Studies throughout the rest of the school system.

ELEMENTARY REVISION OF 1936

The courses of the 1936 revision can be divided into two groups, those in which fusion of subject matter had taken place, ie. Social Studies Grade I to III, and those in which correlation of subject matter took place and the subjects retained their identity, ie. Geography Grades IV to VI. The philosophy of each group was different and therefore they will be discussed separately.

The courses for Grade I, II, and III, as in the past, formed a sequence leading from the local community in Grade I, to the expanded community in Grade II, and finally to the far away community in Grade III. Eight aims are given for these courses and

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(4)
Programme of Studies, Elementary, bull. II (1936) p. 6.

since they were indicative of much of the thinking behind this revision they are reproduced in full.

"1. To develop such habits, attitudes, and skills as are essential to learning to live in a social group.
2. To provide a rich and varied background of meaning for the pupils out of which learning can be built.
3. To bring into closer relationship than hitherto the life of School, Home, and Community.
4. To permit self-cultivation through creative expression.
5. To develop the sense of gratitude for social welfare and a consequent sense of responsibility towards others.
6. To show the value of good health and sound moral qualities in the community.
7. To study in a simple way the aesthetic development of other peoples and nations and our debt to them.
8. To foster a proper pride in our community and its contribution to the world." (5)

The predominating emphasis was to be "Social" rather than the "Studies"; nowhere was there a suggestion that the pupil should learn factual information. Character building and not the acquisition of facts was the key note.

The three courses were potentially strong in the development of geographic skills but it would be unlikely that this potential would be reached except under a teacher with a strong bias toward geography. In the Grade I course on the home community, simple mapping could have been studied in conjunction with local landforms, while in Grade II the study of the local community would permit extensions of this study and discussions of climate, resources and occupations. The expanded community, considered in the Grade III course, provided great possibility for further development of these but the emphasis

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(5)
Programme of Studies, Elementary, bull. II (1936) p. 8.

there, as in the other courses, was placed on interesting stories about people. Holland was discussed in tulip time so the children could bring tulips to draw and color. Emphasis was now placed on the unusual and different at the sacrifice of developing skills and understanding. Almost no change in the teaching of geography took place despite the increased time permitted under the revised courses.

The Grade IV to VI courses remained essentially unchanged by the 1936 revision. The programme of studies give a short précis of their content as follows:

"Grade Four - A view of the world as a whole through the study of specific regions. This should lead to an understanding of how food, clothing, shelter, fuel, and implements are provided (or exchanged) the world over.

"Grade Five - The continents of North and South America, with special attention to the understanding human-use regions therein.

"Grade Six - The Eastern Hemisphere, treated regio-politically, showing the expansion of the leading nations into the field of empires and the reasons for such expansion; the adaptation of the different peoples to their respective environments, and the use made of their resources in the development of their various types and levels of culture." (6)

Although the content remained unchanged the emphasis in the revised courses was placed on environmental factors as they affect man rather than on cause and effect theories of the previous revision. The new philosophy brought these courses in line with that of the Geography I and II courses of 1930. It was explained as follows:

"Modern geography in the elementary school should be primarily concerned with the development, and also the mastery of under-standings that involve relationships between cultural, or man-made

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(6)
Programme of Studies, Elementary, bull. II (1936) pp. 25-26.

items, and the natural environment in which these are found. Children should be made to understand how peoples of the world live under varying conditions and how specific modes of life are related to such geographic controls as topography, climate, soil, and resources. Knowledge, and above all understanding, of the adjustment made by other social groups to the peculiar conditions of their environment will assist the child in adapting himself to his own immediate surroundings." (7)

The theme of understanding pervaded the aims, notes, and teaching suggestions given for these three courses. It was suggested that, "testing for understandings and principles should receive more attention than testing for factual data." (8) However, the test questions, suggested on pages 33 and 34 required nothing more than one word factual answers. It was this style of question that was soundly condemned in the pre-1900 examinations. The problem of setting tests that will fully evaluate understanding has always plagued educators. Understanding can be most effectively tested by subjective examinations. But these take time to write and mark and the results obtained are of questionable validity because of the difficulty of assigning definite marks to a given answer. As a result, although educators favor the essay examination, they are more prone to use the simple completion test because of the ease in marking and the possibilities of wider sampling of subject matter. (9)

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(7)
Programme of Studies, Elementary, bull. II (1936) p. 23.

(8)
Programme of Studies, Elementary, bull. II (1936) p. 26.

(9)
A full discussion of the advantages of the essay examination in Social Studies is given in Bining and Bining, Teaching the Social Studies in Secondary Schools, ibid, pp. 296-298.

The trend toward greater co-ordination with history continued as did the emphasis placed on the British Empire. Since Canadian Geography for Juniors continued to be the prescribed textbook for Grades V and VI it was unlikely that any great change took place. (10)

Probably the most significant change resulting from the 1936 revision took place in the Grade V and VI course where the regions to be studied were classed as 'human-use' regions. For the most part the areas selected were based on physiography and climate and followed the trend already established in Geography I and II. The net result of these changes was a slight improvement in the teaching of geography.

Elementary Science was introduced into the school system with the revision of 1936. It replaced the old Nature Lessons and Geography in Grades I to III and Nature Study and Elementary Agriculture in Grades IV to VI. For the most part the new course dealt with the study of plants and animals in the lower grades with emphasis shifted to chemistry in the upper grades. Physical geography was included in each course. The units that were likely to include an opportunity for the study of physical geography are listed below.

Grade I

Unit II - There are many interesting features of the earth in our locality. (landforms)

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(10)
An apparent error in the programme of studies listed the textbook as Canadian School Geography but the list of prescribed textbooks give it as Canadian Geography for Juniors. The latter book appeared to have been the text.
Programme of Studies, Elementary, bull. II (1936) p. 55.

Grade II

nil

Grade III

Unit VI - Erosion
Unit VII - The rotation of the earth
Unit VIII - The changing seasons

Grade IV

Unit I - Wind
Unit III - Erosion
Unit IV - Rotation of the earth
Unit V - Seasons
Unit XIV - Temperature

Grade V

Unit XXII - Erosion
Unit XXV - Reasons for the seasons

Grade VI

Part I - B - Man has many devices of scientific measurement (latitude, longitude, time zones)
Unit IX - Winds
Unit X - Changes due to dissolving. (landforms by solution)
Unit XI - Seasons. (11)

The geography material falls into two categories, introductory meteorology, and landforms. Because of the cyclic design of the courses most topics were covered more than once throughout the elementary school and since there was no prescribed textbook it was difficult to assess their exact content. It would be expected that the coverage would be less detailed than in the past.

The revision of 1936 extended the pattern of development which

(11)
Programme of Studies, Elementary, bull. II, pp. 113-207.

had been established by the previous revision. In the Elementary School regional and/or human geography were to be studied in the Social Studies in a combination with history, while physical and mathematical geography were to be considered in a superficial fashion as a part of the science course.

JUNIOR HIGH SCHOOL REVISION OF 1936

The Junior High School and the Social Studies courses both seemed to have proved successful. In the introduction to the 1936 Programme of Studies for the Junior High School it was pointed out that the lead established in British Columbia was now being followed in other parts of Canada. The Programme of Studies showed that little change had taken place in either the aims of the Junior High School or in the aims of the Social Studies. A new method of organizing the Social Studies was introduced with the suggestion that "It is not a fusion course, but an attempt has been made wherever possible to correlate the different branches of the Social Studies." (12) No attempt was made to define the branches of the Social Studies and the only social science mentioned in the introductory remarks was history. As might be expected history dominated the revised courses.

The courses were brought in over a three year period and at the same time the existing textbooks were changed. (13)

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(12)
Programme of Studies, Junior High School (1936) p. 232

(13)
When the change was completed in 1939 the following were the prescribed textbooks. Denton and Lord, A World Geography for Canadian Schools, King, History of Britain, and Burt, The Romance of Canada (Grade VIII and IX only). The first was exclusively a geography book while the other two were history texts with the geography content limited to place name maps.

The new geography textbook for all three courses was A World Geography for Canadian Schools by V. L. Denton and A. R. Lord. Both these men had worked on the B. C. Edition of the former text Canadian School Geography and, as might be expected, the new book bore a marked resemblance to the older book. In the introduction the authors clearly outlined their philosophy of geography. It was, in part, as follows:

"The textual matter has been selected largely on an economic basis. What the people of a given region are doing is the important thing in geography. How Nature exercises her controls over that region, how the people react to their environment, the amount of success or failure - these things count heavily in present-day geography. Products are the result of two things, Nature and Man, reacting one on the other. The scientific study and explanation of the nature and purpose of things brings geography into the class of reasoning subjects, and definitely eliminates the mere memorization of names of places and lists of things. (14)

The philosophy that man was the product of his environment dominated the thinking of the authors. The cause and effect theories that pervaded the former text were modified in the new book. Although regions were mentioned, no attempt at regional grouping was made. The reference to "the mere memorization of place names" showed that traditional teaching methods died slowly.

The book was a political geography of the world, with considerable emphasis on the economic aspects. In the United States, economic geography was enjoying considerable popularity, particularly in the vocational and business schools. (15)

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(14)
Denton, V. L. and Lord, A. R., A World Geography for Canadian Schools (Toronto: J. M. Dent and Sons, 1936) p. v.

(15)
Pattison, ibid, p. 282.

A large number of statistical tables of products, productions, and movements, etc., were included in the text. (16)

The world was studied country by country starting with Canada and then proceeding to the United States, Europe, Asia, and Australia. These large areas were divided into political divisions which in some cases were divided into even smaller political divisions. There was little attempt at regional grouping. Each chapter opened with a short description of the physiography and climate, followed by a general discussion of the economy of the area which in turn led to a consideration of agriculture, resources, and manufacturing. Each section concluded with a discussion of the major cities.

The authors followed a formal factual pattern with little or no attempt being made to make the book interesting. The description of Moose Jaw serves as an illustration.

"Moose Jaw (21,000), forty miles to the west, (of Regina) is a main divisional point on the C. P. R. system. It has large car-repair shops. A branch line runs south to St. Paul and Minneapolis. Because of its location and rail facilities, Moose Jaw has large stockyards. Flour milling is also important." (17)

The dreary fact-filled paragraphs of this book were as uninteresting and useless as those in the place-name texts of the pre-1900's. They provided excellent sources for factual test questions but gave little opportunity for the testing of understanding recommended

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(16)
In 1942 a 30-page supplement was published to bring the outdated 1930 figures up-to-date.

(17)
Denton and Lord, ibid, p. 96.

in the Programme of Studies. The spiritless text was enlivened slightly through the inclusion of pictures but many of these were of cities and had little teaching value. In most respects the book showed little improvement over Tarr's book used in 1904.

The three courses followed the pattern already established by the Junior High School Social Studies. The courses of Grade VI and VIII considered the history of Canada from the "Birth of the British Nation" to present day Canada, with the emphasis placed on Great Britain. They were organized in the unit structure with geography units accounting for about seven weeks in the thirty-five week courses. The "Geographical Setting" of British Columbia and the industrial development of Britain and Canada formed the basis of these. (18)

The Grade IX Social Studies was another attempt at an integrated course, similar to the one it replaced. It comprised units on history, geography, sociology and economics collected together to produce a course lacking in continuity despite the fact that the primary consideration was the British Empire. The course used the "Problem" approach to study the historical, social, political and economic problems of the Empire in relation to those of the rest of the world. (19)

To assist the teacher the booklet Lessons on the British Empire was republished. (20) It contained forty-eight suggested lessons on the

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(18)
Programme of Studies, Junior High School (1936) pp. 234-249.

(19)
Programme of Studies, Junior High School (1936) pp. 250-251

(20)
The 28-page booklet printed in 1934 could not be found but the 83-page booklet issued in 1936 and again in 1937 was located in the Provincial Library.

historical development of the British Empire. Most of the lessons were accompanied by a list of place names to be mapped. The list for Australia was "capes and bays" geography at its worst as it listed thirty capes and bays without the mention of a single surface feature or city. It was likely that this non-geographic outline dominated the teaching of the course.

The General Science course was completely revised and a new textbook Elementary General Science was specially written by Messrs. George H. Limpus and John W. B. Shore. It brought an end to the dominance of nature study, physics, chemistry and biology by discussing all major sciences, including physical geography and meteorology. The former was included as a part of the study of geology in a unit on "The Structure of the Earth" and the latter in two units on the air. The amount of general geography included would be very limited but there was more physical geography in these courses than in any others taught at the time.

In summary it can be said that the 1936 revision established the present pattern of Junior High School courses. In Grade VII and VIII Social Studies the history of the expansion of Great Britain and the historical development of Canada were considered, while in the Grade IX course the history of the whole world was considered as it affected the British Empire. The latter course gradually became a course in world geography. Physical and mathematical geography, formerly part of the geography course, became part of the new General Science course. The position of geography by the 1936 revision remained static.

HIGH SCHOOL REVISIONS OF 1937

The courses for the High School were revised in 1937 to make them follow logically those introduced into the Elementary and Junior High Schools the previous year. The introductory sections were almost identical to those in the other two Programmes of Study.

A six page section on testing was added and because the Social Studies (History) was used as an example it is worthy of consideration. The preliminary discussion was summarized as follows:

> "It is fundamental that testing should bear upon the objectives of a course. It should not stress the memorization of factual matter." (21)

Since the primary aim of the Social Studies had, for over ten years, been the teaching of understanding, it would be expected that a number of examples of testing for understanding would follow. However, fourteen different methods of testing memorized factual information were given followed by sample questions from the history of Europe. Tests involving understanding or the applying of results were dismissed as unreliable because of the problem of consistent marking. Those responsible for the setting of the government examinations seem to have shared this view. An inspection of these showed that almost all questions require little more than the recitation of memorized factual information. Although the format was different, the type of

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(21)
Programme of Studies, High School, bull. I (1937) p. 21.

information required had changed very little since government examinations were first introduced in 1873. As has been pointed out, teaching methods invariably followed the policy set by the government examinations.

The Social Studies was redefined in the 1937 Programme of Studies as:

"Those studies whose subject-matter relates directly to the organization and development of human society and to man as a member of a social group. ... History, geography, political science, economics, sociology and psychology, all must contribute toward the subject-matter and methods of the Social Studies courses..." (22)

The views expressed in this definition were not borne out in the courses themselves, which were primarily history courses. The reasons for the concentration on history was explained as follows:

"History is the cement that binds together the Social Studies. All Social Studies have a past, and the past is history. Furthermore, only through an understanding of the past can a sound appreciation and understanding of contemporary problems be gained." (23)

The idea that the study and understanding of history would bring the eventual solution to all modern problems, dominated much thinking of the late 1930's and was in part responsible for a further decline in the amount of time spent on teaching geography and the other social sciences.

Social Studies IV and V expected to be taken in Grades X and XI were exclusively history courses. It was safe to say that no

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(22)
Programme of Studies, High School, bull. I (1937) p. 110.

(23)
Programme of Studies, High School, bull. I (1937) p. 112.

geography would be taught in these courses. (24) Social Studies was not required in Grade XII (Junior Matriculation) although a number of new elective courses were introduced during the next twenty years, including Canadian history, World history, Economics and Law.

General Science IV (Grade X) was an elective course but was taken by most students. No single textbook was prescribed but six books were recommended. Only one, Elementary Geology, Applied to Prospecting, by J. F. Walker, made minor reference to physical geography. Essentially the course was devoid of geography content and the advanced electives in science contained no geography.

REVISION OF GEOGRAPHY I AND II, 1937 - 1938

The Geography I and II courses were extensively revised and expanded in 1937 and 1938, as were all other courses in the High School. The original ten page outline was expanded to over eighty pages detailing the major points to be brought out within each topic. A lengthy discussion of teaching methods was given and these can be summarized in the following sentence:

"Factual data do not become geographical unless usable and actually used in interpreting and establishing familiarity with man's relations to those aspects of the world around him that are reflected in his mode of life." (25)

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(24)
Civilization in Europe and the World by J. S. Schapiro and R. B. Morris was used as the textbook. The Canadian edition was edited by F. H. Soward of the University of British Columbia.

(25)
Programme of Studies, High School, bull. I (1937) p. 263.

The revised courses continued the emphasis on the effect of environment on man's activities and minimized the cause and effect relationships that influenced parts of the previous course. As might be expected the courses advocated the understanding of relationships rather than the memorization of facts.

Geography I, Introduction to Geography, took the units on mathematical and physical geography from the previous course and condensed them into two units to be completed before Christmas. The economic geography studied in the previous course was dropped and replaced by an extensive unit on climate. The climatic divisions were almost identical to those published the previous year by the German climatologist, Wladimir Koppen. (26) No reference was made to Koppen, nor to any other books on climatology, which may have accounted for the very detailed outline given for the development of the climate units. The predominant theme was the effect of climate on man.

The new outline for Geography II, World Regional Geography, was an expanded version of its predecessor. Regional divisions were given for all continents rather than just for Europe as in the former course. The regions for Europe were still based on land-form, climate, and culture but some regrouping was done to make them conform more closely to political boundaries.

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(26)
The letters on the map differed from those used by Koppen, 'A' standing for cold climates and 'D' for hot. The names of the climatic zones were also different although the explanation of how they were derived was very similar.

The course took the pupil from the unknown to the known on the philosophy that the pupil could best evaluate his own environment by comparing it with the conditions he had already studied in other parts of the world. The British Empire and Europe were given extensive treatment while no time was allotted to the study of Africa. Canada, as might be expected, received considerable emphasis.

The problem method was used to develop the course but the choice was such that a wide variety of topics were considered. In the discussion of Argentina the teacher was expected to bring out the following features:

(a) location ...
(b) physical structure ...
(c) soil and climate
(d) agriculture ...
(e) character of the people
(f) government in relation to foreign trade
(g) transportation ...
(h) labour costs
(i) contrast with other parts of the world ...
(j) foreign interests ...
(k) international relations ... (27)

The all encompassing treatment suggested marked a departure from past courses where only two or three topics were to be considered within a region. A study, such as the one suggested, would have provided sufficient facts for achieving a reasonable understanding of a region. Pupils instructed in this manner could

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(27)
Programme of Studies, Senior High Schools, bull. VIII (1938) p. 69.

not help but get a good grounding in geography.

No textbook was prescribed for the two courses but it was recommended that the Junior High School text, World Geography for Canadian Schools, be used. Geography II made continual reference to Isaiah Bowman's The New World: Problems in Political Geography. At the same time Dr. Norman F. Black, of Kitsilano Junior-Senior High School, published two looseleaf workbooks to accompany the courses. (28)

The workbooks were designed to be used by teachers untrained in geography or by correspondence students working independently. Each unit opened with a one page introductory statement followed by two or three pages of questions. Maps were interspersed where necessary. The questions, despite all previous statements about teaching for understanding, required little more than the insertion of one or two word factual answers, which could often be chosen from a list of names. Very few questions made any attempt to develop an understanding of the concepts involved. A series of optional projects at the end of each section may have been intended to encourage understanding.

Geography I and II continued the sequence of systematic and regional geography already established. They marked an improvement over previous courses in that a number of weaknesses were removed and the outlines were expanded to provide greater assistance to teachers untrained in geography. Climatic influences held a more dominant role than in past courses, which was

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(28)
Although Dr. Black is given no credit in the Programme of Studies, it is expected that he designed the course as well.

similar to the trend in the United States and Europe. The result was one of the finest series of courses ever used in British Columbia.

COURSE REVISIONS 1938 to 1945

Between 1938 and 1945 a series of minor revisions took place to overcome teacher complaints resulting from the revisions just discussed. Most of these had limited significance to our study and rather than present the full context in chronological order they will be summarized starting with the changes in the Elementary school.

Social Studies was introduced into Grades IV to VI of the Elementary School in 1941. To achieve this the existing History and Geography courses were combined and with the exception of the Grade IV course the existing units were retained. In Grade IV the new time allotment was half that previously allowed. Therefore, only units on Europe and Canada were retained. No change took place in the Elementary Science.

The three Social Studies courses of the Junior High School were re-assessed in 1938 and 1944. In each case units on British History were condensed and the time saved devoted to the other social sciences. The economic geography, omitted from the previous course, was included and greater emphasis was placed on Canada and the United States. More reference was made to the geography textbook, A World Geography for Canadian Schools, and as a result teachers devoted more time to the study of geography.

The General Science Courses underwent four revisions between 1938 and 1945. The amount of physical and mathematical geography studied was increased and a note in the 1943 outline suggested that the

geography textbook be used for the units on Earth Science. (29)

The High School course underwent minor revision almost annually from 1942 to 1945. However, no geography was introduced with the result that compulsory High School courses remained devoid of geography content.

SUMMARY

The major revisions of 1936 and 1937 marked the end of the declining position of geography. At almost all levels of the school system the geography content of the courses was increased and the teaching methods modernized. Social Studies was finally introduced in all grades by 1941. At the same time, the strong bias toward history began to decline and more of the other social sciences were added to the Social Studies courses.

The content of the revised courses, for the most part, remained unchanged. The primary courses still started with the home environment and expanded it to the distant community by Grade III. People living in distant lands were studied in Grade IV and world regional geography was taken in Grades V and VI. History was the dominant social science in the Junior High School but the amount of general geography was increased. A limited amount of physical geography was included as a part of the Elementary and General Science courses. Geography I, An Introduction to Geography, and Geography II, World Regional Geography, were revised to place greater emphasis on the

(29)
Programme of Studies, Junior High School Supplement (1943) p. 43.

influence of climate on man's activities.

The most outstanding change that resulted from the 1936, and following, revisions was not in the courses themselves but in the change in attitude to geographic study. The study of geography was gradually becoming recognized as having a place within the Social Studies and therefore the amount of geography included began to increase. The course revisions of this period marked the beginning of the trend.

CHAPTER VI POST WAR COURSES 1946 - 1960

THE CAMERON REPORT

On November 27, 1944, Dr. Maxwell A. Cameron was appointed sole Commissioner to report on the financing of education in British Columbia. No recommendations regarding curriculum were made in his report but extensive changes were recommended in the administering of the Public School system. About the same time, committees representing the Department of Education, the University of British Columbia, and the teachers were formed to considered specific changes within the curricula. All courses were examined and many were found to be in need of revision. A long term plan of revision was established with most of the new courses being brought into force between 1950 and 1955. A few courses, such as Elementary Social Studies, were found to need immediate revision and this was carried out as quickly as possible.

REVISION OF THE ELEMENTARY SOCIAL STUDIES - 1946

The Elementary Social Studies was one of the first courses to be revised after the Second World War. In 1946, a 150-page "experimental edition" was published and at the same time new text-books were introduced into Grades V and VI. (1)

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(1)
Minor revisions were carried out when the course was republished in 1950 and 1954. These will not be discussed as they involved only the occasional change of wording.

Following a brief introductory statement, the Social Studies was defined as,

"... those subjects which are concerned with the interrelationships of people in groups and with the interaction between those groups and their physical environment. Some of these subjects are history, geography, civics, economics, and sociology. In the elementary school, material is drawn from all of these subjects to form the basis for experiences that will explain to the child his social and physical environment and will afford such practice in wholesome living in that environment as will help him to achieve socially competent self-realization." (2)

The broadened outlook of the new program was reflected by the new definition. It, like the 1937 High School definition, included a number of social sciences not just history, geography, and civics. The main objective of the new courses was training in world citizenship and as was stated, in the Programme of Studies: "The aim of the school system is to make good citizens of our community, of our nation, of our world." (3) To achieve this aim subject matter was selected from the various social sciences to produce courses that were broad in scope but lacking in depth of study. The interrelated character of these courses was more acceptable to the teachers than was the attempted integration or co-ordination of previous outlines. As a result, the 1946 Social Studies Courses remained in use longer than most of their predecessors.

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(2)
Programme of Studies, Social Studies, (1946) p. 1.

(3)
Programme of Studies, Social Studies, (1946) p. 4.

From the point of view of geography, the most significant change in the Programme of Studies was the addition of a section entitled "The Use of Geographic Tools." (4) It was pointed out that, in the opinion of the National Society for the Study of Education, the incidental teaching of geographic skills had failed and that satisfactory results could only be achieved when skills were taught by formal means. To this end, a list of geographic tools was included in the introduction and in each course outline.

At the Primary level, five stages in development were to take place. They were listed as follows:

"(1) Directions (north, south, etc.) concretely related to the local area.
(2) Land and water forms in the local community and, in the third stage, farther afield.
(3) Models of the school and its immediate neighbourhood, of the main street, etc.
(4) Oilcloth, cardboard, or plywood play-maps on the floor.
(5) And finally, at the third stage, of simple sketch-maps of parts of all of the local community and then of the larger home region. . " (5)

Although the courses have been revised slightly since 1946, the above list is still retained in the present Programme of Studies. (6)
The geography skills suggested in the foregoing list were all related to mapping and fall short of what was considered attainable by the UNESCO

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(4)
Programme of Studies, Social Studies (1946) p. 11

(5)
Programme of Studies, Social Studies (1946) p. 22.

(6)
Programme of Studies, Primary Grades (1957) p. 137.

Handbook of Suggestions on the Teaching of Geography. The publication concluded that by age eight a child can be introduced to large scale maps. (7)

Weather and climate were not specifically mentioned as geographic skills but each course devoted time to the study of the daily weather. The inclusion of the list of geographic skills shows a revival of interest in the teaching of Geography.

The three primary courses remained much the same as when introduced in 1936, although greater emphasis was to be placed on local mapping. Grade I still considered the home, school and immediate neighborhood, while Grade II continued the study of the immediate community and concluded with a study of the farm. Grade III continued to study the "hearsay" community, with specific references being made to Indians, pioneers, industry, transportation, and communication.

In Grade IV the child studied five selected regions of the world to build "concepts concerning distant areas on the basis of understanding of the home area." (8) The following was the list of geography tools to be developed in Grade IV:

"Simplified globe and simple wall-maps (physical, not political) interpretation of such map symbols as rivers, lakes, etc., and use of the colour to represent elevation; latitude (the five important lines related to heat zones - no reference to tilt of earth or other technical matters); animated or picture maps, road maps, railroad maps; directions on the globe found by following lines of latitude or longitude (avoidance of relating direction to up or down or to right or left)." (9)

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(7)
UNESCO, ibid, p. 16.

(8)
Programme of Studies, Social Studies (1946) p. 71.

(9)
Programme of Studies, Social Studies (1946) p. 11.

Again the skills developed were in the field of mapping. Careless wording was typical of much of the discussion of geography in the outline. The globe was to be introduced as a "round ball" and the equator as "the imaginary line of the globe that runs around the world at its middle, cutting across South America and Africa." (10)

World regional geography still formed the basis of the Grade V and VI courses but the new courses were centered on "fields of interest". The courses were:

> "... not intended to include anything remotely resembling a full investigation or coverage of either the history or the geography of the Americas. It is directed that the prescribed text is not to be covered." (11)

Five matters to "be avoided" were listed, including mathematical geography, climate, place names, economic activities, and all-inclusive history. The new textbook, which will be discussed later, accepted the same philosophy.

The training in the use of geographic tools, like the courses, formed a sequence and can best be summarized by including those to be achieved by the completion of Grade VI.

> "Globe, latitude and longitude (avoid technical matters, including tilt of earth and its effects); physical maps and their interpretation; political maps may be introduced; pictorial graphs, bar graphs, circle graphs which do not involve percentage; perhaps line graphs." (12)

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(10)
Programme of Studies, Social Studies (1946) pp. 77-79

(11)
Programme of Studies, Social Studies (1946) p. 85

(12)
Programme of Studies, Social Studies (1946) p. 11

Again map skills predominate although facility in the use of graphs was also to be introduced.

The continual reference to the avoiding of teaching factual or technical material was one of the outstanding features of the 1946 courses. These interesting, but factless, courses reached their greatest acceptance in what were called the "Progressive" schools in the United States. (13) In British Columbia, the interest-centered curriculum had been recommended by the Putman-Weir Survey and had slowly been incorporated into the later revisions. The revision of 1946 marked the culmination of the trend. In succeeding revisions greater emphasis began to be placed on the learning of significant facts.

Two new textbooks, New World Horizons and Old World Horizons by John Gough, were prescribed to replace Canadian Geography for Juniors in Grades V and VI. The new books followed the regional system established by the previous text and increased the emphasis placed on interest arousing passages. The author explained his purpose as follows:

"This book has been planned to meet the needs of children in the elementary school who are studying the continents of North and South America for the first time. Its pages relate how people live and work in the various natural regions of the New World. Attention is focussed on the major industries of each region in order to provide the young reader with a series of vivid mental pictures that will form the basis of a more advanced analysis of these continents at a later date.

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(13)
Bining and Bining, ibid, p. 231.

"Numerous related activities in Arithmetic, Science, the Language Arts, History, Practical and Graphic Arts, and Singing are suggested to aid the pupils in understanding the importance and interdependence of the several human use regions of the Americas." (14)

The dictionary-like statements, associated with earlier texts, were replaced with interest arousing, topical studies often involving imaginary people. The text did not cover the whole world in detail but used a modified sample study method. The sample study, that was the choosing of a typical example to represent the general pattern, was suggested by James Fairgrieve in 1936. It was enjoying great popularity in Great Britain but had not been accepted in the United States where climatic regions still dominated much geography teaching.

The books were divided into chapters on the basis of what the author called natural or human-use regions, apparently based on climate, landform and agriculture. International boundaries were ignored (except for North America), and the natural regions used. Other books had claimed to follow this organization but these were the first to incorporate fully the spirit of Andrew Herbertson's "Major Natural Regions."

The two books introduced a variety of geographic skills which had not been done in previous texts. The children were required to draw graphs, interpret maps and study climatic statistics, in addition to the usual drawing of maps, locating of places, and listing of products. The inclusion of these exercises marked an improvement over previous texts.

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(14)
Gough, John, New World Horizons (Toronto: Dent, 1942) p. v.

On the other hand the attempt to maintain a high interest level meant that factual material was kept below the standard for satisfactory teaching. The Report of the Royal Commission on Education in 1960 noted that these books were,

"... all very pleasant reading, but from the point of view of actual study I don't think the results would be too good. Too many subjects are dealt with and the chances of much matter really sticking in the minds of the children are not too great." (15)

The books, therefore marked an improvement in the use and teaching of geographic skills but the subject matter was of questionable value because of the tendency to interesting, but factless and often valueless material.

MAJOR REVISION OF THE SECONDARY SOCIAL STUDIES 1950 - 1956

Between 1950 and 1956 the Social Studies underwent the most extensive and carefully planned revision that had taken place since it was first introduced in 1927. Each course was revised by a separate teacher committee working in close co-ordination with consultants from the Department of Education and the University of British Columbia. The new Social Studies and Geography courses were drawn up by ten different committees and the resulting programs showed a wide variation in the approach taken to geography teaching. The courses were contained in a series of booklets which discussed objectives, methodology, teaching aids, and unit outlines.

A system of Majoring, or specializing, was introduced as a part of the revision and as a result, all High School students were

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(15)
Report of the Royal Commission on Education, ibid, p. 160, p. 338 quoting from Brief No. 61 submitted by Arthur Shelford, of Wisteria.

required to take at least one major, in addition to the required courses, to receive High School Graduation. To Major in Social Studies, a student must take the three required Social Studies courses, 10, 20, and 30, plus at least one of the advanced electives. Four advanced electives were offered, History 91 (new course), Geography 91 (formerly Geography II), Economics 92 (formerly General Business and Applied Economics), and Law 93 (formerly Business Law). Many schools offered only one or two of these electives with history and geography being by far the most popular. In 1956 - 1957 the following enrollments were reported by the Department of Education.

History 91	1,797 students
Geography 91	1,742 students
Economics 92	628 students
Law 93	569 students (16)

Two other geography courses resulted from the revision, Geography 31 (later called Geography 33), a new course in economic geography and Geography 32, the former Geography I. Neither of these could be counted toward a major and as a result they enrolled fewer students than the advanced electives. In 1956 - 1957 there were 130 and 639 students enrolled in the respective courses.

The new Programme of Studies defined the Social Studies as:

" . . . the social sciences - history, geography, sociology, economics, political science, and psychology - when these sciences are functionally organized to facilitate related and meaningful presentation to students." (17)

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(16)
Figures obtained in a letter from the British Columbia Department of Education.

(17)
Programme of Studies, Social Studies (1950) p. 11.

The subject fields listed were the same as those included in 1937. The philosophy remained much the same as before and the courses continued as a fusion or integration rather than a combination as originally had been envisioned. The planners of the courses ignored the definition and, with the exception of Social Studies 30, produced outlines that dealt almost exclusively with either history or geography.

The 1950 Programme of Studies contained a section on "The Use of Maps". No previous outline had contained such a discussion although a similar section had been included in the Elementary course of study. The discussion was aimed at teachers with limited training in geography. The use of maps in both history and geography was discussed. The inclusion of the section further evidenced the revival of interest in geography.

Social Studies 7 and 8 were essentially history courses using American textbooks revised for use in Canadian schools. The geography content of both courses was limited to place-name geography and the occasional sub-unit designed to supplement the history. Thus, the geography content in Grades VII and VIII remained unchanged from the previous courses.

Social Studies 10, "Man and His Physical Environment", re-introduced geography teaching into the secondary school. The course was divided in three parts, climate, physical geography, and political geography. The Programme of Studies claimed in a short introduction that,

" . . . Social Studies 10 must not be regarded as a geography course. Rather it must be viewed as an integrated course in Social Studies quite as much as any other course in the entire Social Studies programme." (18)

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(18)
Programme of Studies, Social Studies (1950) p. 63.

The foregoing statement resulted in many resolutions to the British Columbia Teachers' Federation Convention demanding that the course be revised to include more history. When it became obvious that the Department of Education was going to take no action, the BCTF Social Studies Section Committee produced and circulated its own revision. (19) The proposed outline relegated the existing course into a four to six week introductory section followed by a historical study of each continent. The proposed course resembled the former Social Studies III which Social Studies 10 replaced and although it was widely accepted by many teachers not trained in geography, it was ignored by the Department of Education. In 1958 the textbook was revised and at the same time the Department of Education revised the course slightly.

The course was designed to follow the textbook, World Geography by James Hodgdon Bradley. The book had been produced for use in American High Schools and Colleges and with minor revisions had been adapted to Canada.

In the introduction the author stated his purpose.

" . . . geography should be presented to secondary-school students as a living drama and not as a catalogue of dead and disconnected statistics. The odds and ends of encyclopedic information about people and places which have so often passed for geography do not constitute geography in any significant sense of the word." (20)

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(19)
BCTF Social Studies Section Committee, Proposed Outline for Social Studies 10, (Vancouver: BCTF., 1955) p. 5.

(20)
Bradley, John Hodgdon, World Geography (Toronto: Ginn and Company, 1950 ed.) p. iv.

Accurate facts and statistics were avoided at all costs. The author attempted to dramatize geography and in the process produced a book full of factless and misleading phrases, such as the one used to describe Denmark.

"Their country is distinguished neither in size nor scenery nor fertility of soil, but the cows that live on it help to butter the bread of all Europe." (21)

Complicated terminology was omitted and yet in the discussion of the major heat zones of the earth three different sets of names were used with no explanation for the inconsistency. The result was that inexperienced teachers became confused particularly since the few specialized terms used in the book differed from those in the other Secondary School texts. (22)

The climate section, which followed the divisions suggested by Glenn T. Trewartha, discussed in detail only those types found in the United States. The Political Geography section gave extensive treatment to countries in which the United States had considerable interest, politically or economically, but facts were often distorted to suit the American point of view. The treatment of Japan and the U. S. S. R. made an interesting study of propaganda when successive editions of the text were compared, with the result that students received as distorted a view of the world as they had in the Empire-centered courses of the 1930's.

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(21)
Bradley, ibid, p. 187

(22)
In the textbooks the following names were used to describe the climate of Vancouver, B. C.: West Coast Marine, Temperate West Coast, Cool Temperate, and Mid-Latitude Oceanic.

The greatest single weakness of both the course and the text was that two complete studies of the world were expected to be covered in one year. As a result the course was little more than a cursory review of the work taken in the Elementary School.

The foregoing comments on Social Studies 10 may have been too severe in that the new course marked a definite step forward in the teaching of geography in the Secondary School. It should be recalled that no extensive coverage had been given to geography at the Secondary level since the introduction of the Junior High School and as a result no suitable Canadian textbook had been published. Even by 1958 when the course was slightly revised no satisfactory Canadian text was available. (23) Teachers were equally unprepared for the new courses since very few had any university training in geography, and some protest should have been expected from those trained in the old place and product geography.

Social Studies 20 was introduced in 1951 and underwent complete revision in 1956. Both courses were history courses on the theme of "man's progress through the ages." (24) The geography content, like the previous courses at the Grade XI level, was limited to the place geography required to supplement the history.

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(23)
Information obtained from a personal conversation with Mr. J. Ledingham, a member of the 1958 advisory committee.

(24)
Programme of Studies, Social Studies (1951) p. 62
Programme of Studies, Social Studies (1956) pp. 62-72

Social Studies 30, Canada in the World Today, replaced the former Social Studies V, World History, in 1952. (25) In the new course the study of geography, history, economics, and sociology received about equal time. The two textbooks, Our Canada, by Dr. Arthur G. Dorland and This New Canada, by Dr. Margaret McWilliams, contained almost no geography and as a result most teachers required their students to purchase the annual Department of Trade and Commerce publication Canada. The latter book was a statistical report of Canada's "Present Conditions and Recent Progress."

The geography unit was divided into two sections, "Canada" and "Problems Created by Geographic Features." The section on Canada was divided into eighteen subsections, on Coastal features, Climate, Soils, Population, Natural Resources, etc. The list was similar to the table of contents of the 19th century texts and the "Suggestions for Development" reduced the study to little more than place and product geography. For example, students were expected to learn:

"The capital cities.
The location and size of the leading cities of each area (Province).
The first six cities of Canada in order of their population." (26)

"Problems Created by Canada's Geographic Features" included "The Freezing of the St. Lawrence in Winter", and "The Proximity of Canada to the U. S. A." (27) The suggestions

(25)
History 91, an advance elective in modern world history, was introduced at the same time to replace Social Studies V.

(26)
Programme of Studies, Social Studies (1952) p. 27.

(27)
Programme of Studies, Social Studies (1952) p. 27.

for teaching these showed that the authors had only a limited understanding of the modern philosophy of geography.

The Government Examinations, which will be discussed in conjunction with Geography 91, did little more than test factual information. To assist the teacher, the BCTF prepared a series of Lesson Aid booklets to accompany the geography unit. The result was place and product geography at its worst. The students were to produce long lists of cities, trees, birds, plants, etc. and only occasionally was space provided for writing sentence explanations involving understanding. (28) The resulting booklet, when completed, would be of as little actual value as were the fact-filled textbooks of the past.

Despite the lack of understanding of modern geography evidenced by the new Social Studies 30 course, it marked a further step forward in the revival of interest in the teaching of geography. For the first time since 1921, geographic study formed a significant part of a compulsory course in the High School.

Social Studies 31 (29), Economic Geography, had formerly been a course offered exclusively to students taking the Commercial Program. In 1950 it was revised and added to the list of optional courses. It could not be credited toward a major and, as was mentioned, was taken by very few students. The textbook for the

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(28)
British Columbia Teachers' Federation Lesson Aids Service, The Geography of Canada, No. 686 (Vancouver: BCTF, 1960) p. 36.

(29)
In 1954 Social Studies 31 was renumbered Social Studies 33 to prevent confusion with a modified Social Studies 30 also called Social Studies 31.

course was Morrison's A Commercial and Economic Geography and topics on production, trade, transportation, and political geography were studied. The course introduced no new trends but the inclusion of Geography 31 as an optional course in the regular High School further evidenced the revival of interest in geography.

In 1954 another step forward in the geography program in British Columbia took place with the introduction of a new course Social Studies 32, Geography of British Columbia. Like the preceding course, it could not be credited toward a Social Studies major but because of its local interest, it quickly achieved enrollments equal to the advanced electives in Economics and Law. The new course was designed to replace Geography I, World Geography, although there was no similarity between the two courses.

Social Studies 32 was outlined in less than one page and studied the physical, human, economic, and regional geography of British Columbia. No text was available for the course and so a British Columbia Geography Manual was prepared by the Department of Education under the close supervision of Professors J. Lewis Robinson and John D. Chapman of the Geography Division of the University of British Columbia. The manual incorporated many of the suggestions regarding good geography teaching made in previous courses but often made impossible to attain because of unsuitable textbooks.

In the introduction to the Manual, it was stated that:

"Geography deals with the distribution of phenomena and gives a description and interpretation of the face of the earth." (30)

It was further stated:

" . . . geography is being properly learned if it answers the question 'why do people do what they do where they do it?' " (31)

Through the use of maps and written description the student was required to interpret man's relationship to his environment in British Columbia.

Geography 91, World Regional Geography, replaced Geography II in 1953, and was one of the four advanced elective courses that could be used to complete a Social Studies Major. Like the preceding course, Social Studies 32, the committee received considerable advice from members of the Geography Department at the University of British Columbia. It was not surprising then that the two courses are very similar. The text for the course was The World a General Geography by L. Dudley Stamp and G. H. T. Kimble. The book was divided into two parts, "General Physical and World Geography" and "Regional Geography." The course was designed to follow the latter section and in general differed little in outline from the former Geography II course except that it commenced with North America rather than Europe and the unit on the British Empire was dropped.

The textbook was a revised edition of a book then in use in Great Britain and was typical of many books in use in that country.

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(30)
British Columbia, Department of Education, British Columbia Geography Manual (Victoria: 1954) p. v.

(31)
Geography Manual, ibid, p. vi.

The book made extensive use of maps and pictures which were organized to permit the student to make comparisons and interpretations. The descriptions were factual but not overloaded with statistics as were past texts. Questions and exercises were designed to bring out the effect of environment on man. For example: "Describe the Amazon Basin. What are the possibilities for commercial development in this region?" (32)

The Programme of Studies claimed that:

"At least 50 percent of the (departmental) examination will be subjective and will test for understanding as well as factual knowledge." (33)

On the August 1960 Geography 91 University Entrance Examination, only 35 percent of the questions were supposedly subjective, ie. requiring sentence answers. (34) The remainder of the paper was devoted to the recitation or matching of facts learned in class. There were no questions involving photo or map interpretation. Many of the factual questions considered minutiae, ie.

" 'The Breadbasket of Alaska' is . . ." or "San Francisco is often referred to as the 'Gateway to the' . . .". (35)

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(32)
Stamp, L. Dudley, and Kimble, George H., The World a General Geography, (Toronto: Longmans Green, 1960 ed.) p. 364.

(33)
Programme of Studies, Social Studies (1953) p. 9.

(34)
British Columbia Department of Education, University Entrance Examinations, Geography 91, (Victoria: Queen's Printer, August, 1960) p. 16. 89 marks out of 253 were assigned to sentence or paragraph answers.

(35)
University Entrance Examinations, Geography 91, August, 1960, ibid, p. 1.

Economics 92 and Law 93 were introduced in 1953 and History 91 had been introduced in 1952 as advanced Social Studies electives. Any geography in these courses was only that required to supplement the main topic.

The revisions of 1950 to 1956 were by far the most difficult to assess because each course was planned by a separate committee working as an independent group with only limited co-ordination with other committees. The result was a series of courses each taking a different approach to the study of geography and each reflecting a different philosophy. For example, the geography content of Social Studies 7, 8, and 20 was place-name geography with the names selected to assist in the teaching of history. The geography content of these courses closely resembled that found in the classical geography course of the 19th century. The geography unit of Social Studies 30 was reminiscent of the fact-filled course of the late 19th and early 20th centuries while Social Studies 10 followed the trend of the 1930's when facts were rejected in favor of generalities. Only the optional and advanced electives showed any appreciation of modern philosophy of geography teaching. The construction of these latter courses was strongly influenced by geographers at the University of British Columbia and as a result they incorporated much of the recent philosophy behind modern geography teaching.

The variation in philosophy, evident in the courses of the 1950 to 1956 revision clearly indicated that geography teaching was in a state of change. Some teachers thought of geography as little more

than place geography designed to assist in the teaching of history while others fully appreciated that geography was the study of the relationship between man and his environment. The increased number of geography courses showed that educators were becoming more aware of the role geography could play in the curriculum.

REVISION OF THE SECONDARY SCIENCE - 1951 AND 1956

The secondary Science courses were revised in 1951 and modified in 1956 to conform to new texts introduced into Science 10 and 20. The revision will be discussed as the courses existed at the end of the 1956 revision.

The four year science program was designed around the general theme of "The Environment and Man's Relation to it." (36) The theme was much the same as the definition of geography given in Geography 91,

"A geography course should show the relationship which exists between man and his environment." (37)

It should not be taken from the similarity of theme that these science courses had become geography courses. The geography content of the new courses was greatly increased over previous courses but the actual amount of geography taught would still be dependent on the training of the teachers. It was found from personal teaching experience that teachers tended to emphasize the sections of these courses which considered their field of specialization. Most

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(36)
Programme of Studies, Sciences (1956) p. 10.

(37)
Programme of Studies, Social Studies (1953) p. 9.

science teachers had training in physics, chemistry, or biology and these topics tended to be emphasized in teaching and on examinations.

In the new science program six topics: living things, matter, energy, earth science, the universe, and conservation, were studied in most courses. Repetition was avoided by considering a variety of aspects or by developing the topic to greater depth. The largest amount of geography teaching would be done in connection with the units on Earth Science. The topics considered ranged from physical geography to geology with considerable discussion of land-forms in the Grade VIII course.

The conservation of resources units in Science 8 and 20 also provided opportunity for a discussion of geographical aspects. The air and meteorology were discussed in Science 7 and 10 while parts of the unit on Transportation in Science 20 would provide for a study of economic geography. The four textbooks (38) did not present geography as such but provided greater opportunity for applying the geographers' approach to physiography, weather, and conservation.

The amount of geography teaching as a part of the science program was increased by the 1951 and 1956 revisions. More time was provided for the study of physical, mathematical, and economic geography but the amount of increase would depend on the training of the individual teacher.

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Science 7 - Limpus and Reid, Explorations in Science.
Science 8 - Limpus and Reid, Uses of Science.
Science 10 - Patterson and Cameron, Science in Action, Book I.
Science 20 - Wallis and Ozard, Science in Action, Book II.

REVISION OF THE ELEMENTARY COURSES - 1956 AND 1957

In 1956 the Intermediate Social Studies was revised and the following year the Primary courses were changed to produce a co-ordinated program. At the same time Elementary Sciences was revised to allow for the introduction of textbooks into Grades IV to VI.

The Primary revision of the Social Studies appeared to be a major change but a closer inspection showed that the former Primary courses were compressed into Grades I and II and the former Grade IV course was introduced into Grade III. No change in pattern of courses resulted. The child still started with a study of the home, school and local community, followed by the hearsay community and selected parts of the world community. No reason was given for the change but it was possible that children had become more aware of distant places through the viewing of home television and through increased opportunity for personal travel.

The most significant change was that a number of quotations from pages 20 to 22 of the UNESCO Handbook of Suggestions on the Teaching of Geography were included in the introduction to the Grade III course. The methods suggested, if followed by the teacher, would have resulted in improved geography teaching in the primary grades.

In 1956 the Intermediate Social Studies was revised to place greater emphasis on Canada and to allow for the introduction of a new textbook series in Grades V and VI.

The new Grade IV course introduced the child to a study of his own country and was divided into three parts; physical geography, history, and economic geography. Emphasis was placed on the study

of the local or home region and the Province of British Columbia. The outline, in many places, was merely a list of mountains, lakes, or rivers that could be taught through the use of pictures, wall maps, salt and flour maps and the globe. The listing of names together with the suggestion that, "basic information (be) thoroughly learned and understood . . ." (39) indicated a trend back to the memorization of factual knowledge.

The Grade V and VI revisions were necessitated by the introduction of a series of three new textbooks by Taylor, Seiveright, and Lloyd. (40) Although the two courses were completely revised little actual change in content took place. As in the Grade IV course, more stress was placed on the learning of useful factual knowledge. The textbooks stressed that geography was more than the mere drilling of facts but added:

"Facts are still essential, of course, but they are not important in and of themselves. They are meant to be used in showing relationships, in interpreting the pattern of man's life in differing environments, in helping children to solve social problems as they meet them in their everyday life." (41)

The predominant aim of the books was to have the child "feel" the relationship between the geography he was learning and his own life and surroundings. To achieve this relationship the authors made extensive use of word and photographic descriptions.

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(39)
Programme of Studies, Intermediate Grades (1956) p. 245.

(40)
New World Horizons and Old World Horizons were replaced by Canada and Her Neighbours, Land of Europe and Asia, and Southern Lands, by Griffith Taylor, Dorothy J. Seiveright, and Trevor Lloyd.

(41)
Taylor, G., Seiveright, D. J., Lloyd, T., Canada and Her Neighbours (Toronto: Ginn and Company, 1954) p. v.

The use of the picture series to develop simple sample studies marked a new departure in textbook construction. Questions and projects were included to assist in the development of geographic skills, such as comparative map study, map reading, picture study, and the use of simple graphs, including the climate graph. Neither the fact-filled paragraphs of the earlier texts nor the interesting but factless statements of the more recent books were to be found in these textbooks. Their introduction marked the beginning of a trend back to a more factual course, in which the facts selected to be memorized were of meaningful significance to the child.

The two courses using these texts made no attempt to study the world completely but rather considered selected areas chosen to convey an understanding of man and his environment in various parts of the world. The net result of the Intermediate revision of 1956 was to place greater emphasis on the study of Canada and to bring the Social Studies courses in line with the new national pride that had developed since the Second World War. A similar emphasis had appeared in the High School course.

The Elementary Science courses were also revised in 1956 and 1957. The reasons for the revision was explained as follows:

"Chief weaknesses of the existing programme appeared to be, first, the over-emphasis and repetition of subject-matter content, some of which was too technical and advanced for the grade level, and second, the lack of a basic text." (42)

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(42)
Programme of Studies, Intermediate Grades (1956) p. 185.

The courses were redesigned on the "spiral of learning" program, in which basic concepts were repeated at several grade levels, in the same manner as had been done in the Secondary Science. The new textbook series Science Today and Tomorrow by Gerald S. Craig followed the spiral of learning. Rather than discuss each grade individually, the geography content of the courses will be discussed as a whole.

The underlying emphasis of the program was on "immediate aspects of the environment", to be studied by selecting significant materials from the natural sciences. The courses were divided into six major topics:

1. Living Things
2. Common Materials
3. Energies
4. Earth Science
5. The Universe
6. Man's Application of Intelligence (43)

Geography content, mainly from the fields of mathematical and physical geography, entered into all topics except number 3, "Energies."

The amount of geography material in any one topic was limited, although geographic skills could be developed in conjunction with many non-geographic subjects. For example, in the Grade IV discussion of heat energy, the children were shown how to measure air temperature and pressure. In the average class, however, the geography content would probably not exceed 15%. To avoid

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(43)
Programme of Studies, Intermediate Grades (1956) p. 186

over-emphasizing the place of geography within the Elementary Science the following short summary of sub-topics indicate where geography concepts might enter the course.

1. Living Things
   Interrelation between living things and their environment
   Effect of seasons
2. Common Materials
   Water
   The atmosphere, weather, and climate
3. Energies
   Heat . . .
4. Earth Science
   The earth's crust and changes in it
   Materials from the earth's crust
5. The universe
   The earth . . .
6. Man's Application of Intelligence
   Conservation of resources (44)

The most effective teaching of geography would take place in the study of Earth Science, particularly in Grades IV and V where the changes in the surface of the earth were considered in detail. The topics on weather and climate provided an opportunity for discussion of how climate affects peoples living in other parts of the world.

The result of the 1956 revision was to increase the amount and variety of geography taught as a part of the Elementary Science program. A similar trend existed in the Junior High School. It should be noted that study of physical and mathematical geography had become part of the science program. Topics such as the earth, directions, latitude and longitude, landforms and the seasons, the

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(44)
Programme of Studies, Intermediate Grades (1956) pp. 183-228.

backbone of 19th century geography courses, now formed much of the content of the new Elementary Science.

A number of important changes had taken place as a result of the revision of 1956-57. The Social Studies placed greater emphasis on Canada and devoted less time to the rest of the world. Greater emphasis was placed on the study of human geography in the Social Studies courses while in the General Science an increasing amount of mathematical and physical geography were to be found. To achieve these changes, new textbooks had been introduced in all courses and, if used to their full potential, a marked improvement in geographic instruction would ensue.

SUMMARY

In the immediate Post-War period the school system underwent extensive appraisal. Courses that were found to be outdated, such as Elementary Social Studies, were revised at once, while other revisions were delayed to permit study and planning. Teacher committees were appointed to work in close co-operation with the Department of Education and University of British Columbia. The resulting courses, despite their careful planning, were more difficult to assess than any produced during the preceding century. Each committee had its own philosophy of geography and course content ranged from lists of place-names through to modern regional development.

The most significant change was the recognition of the role that geography could play within the curriculum. The amount of time devoted to geography instruction was increased at all levels. The

Social Studies 10 (Grade IX) became almost exclusively geography and in Social Studies 30 (Junior Matriculation) about one-quarter of the year was spent on the geography of Canada. In addition the number of elective geography courses in the High School was doubled.

Greater recognition was also given to geography in the Science program. About 15% of most courses was devoted to the study of mathematical and physical geography. It should be noted that these two items had formed the basis of 19th century geography courses.

The new courses placed greater emphasis on the teaching of geographic skills and a return to the stressing of factual content began. Both the course outline and textbooks stressed that the memorization of useful factual material had a place in geographic study.

The implementation of the new program was made difficult because of a shortage of teachers trained in geography but by the time the Royal Commission on Education was established in 1958, the shortage had been overcome. The report of the Royal Commission, which is discussed in the next chapter, recognized that a revival in geography was taking place.

CHAPTER VII THE REPORT OF THE ROYAL COMMISSION ON EDUCATION - 1960

In January 1958 the Government of British Columbia appointed a Royal Commission under the chairmanship of Dean S. N. F. Chant to carry out an independent review and assessment of the educational system. The Commission made recommendations on 24 different topics related to school operation, including curriculum and text-books. At the time this thesis was written a number of the recommendations had been brought into force but many others, particularly in the field of curriculum, were still under consideration by the Department of Education or special committees appointed to study them. The recommendations in the field of Social Studies and Science were being examined by curriculum committees and to date only minor changes have been made. Thus, rather than attempt to predict forthcoming changes, the recommendations of the Commission are presented without comment as to their possible effect on trends in the teaching of geography.

The Commission found after a study of the course outlines for Social Studies that:

"..... the course organization is weak, in that many topics are covered in a fragmentary manner and unity seems to be lacking in the courses." (1)

The commissioners seem to concur with the Brief submitted by Mr. Arthur Shelford when he stated:

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(1) Report of the Royal Commission on Education, 1960, p. 309.

". . . . in the Social Studies text-books the tendency seems to be to present pleasant entertaining items in preference to those of real educational value." (2)

As a result the Commission recommended that:

". . . . a complete review of the courses be undertaken noting the significance of material and the organization of units and courses to provide coherence and continuity." (3)

The Commissioners were presented with considerable evidence as to the pros and cons of retaining the present Social Studies and on page 310, after a lengthy discussion, they concluded "that the merging of these subjects has not been as successful as the theory of unity of knowledge implied." However, they stated there was no reason why the history and geography of a particular area could not be studied in the same grade since the basic content of some of the present Social Studies courses approximated this approach. The discussion ended with the following recommendation.

"The Commission recommends a greater differentiation between History and Geography in the design of the curriculum so that more stress may be placed upon the mastery of factual knowledge in the study of these subjects." (4)

The discussion and resulting recommendation has been interpreted by some people to foreshadow the end of the Social Studies, while others have contended that the Social Studies will be retained but that greater emphasis will be placed on the individual

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(2)
Ibid, p. 338.

(3)
Précis, of the Report of the Royal Commission on Education, 1960, p. 77.

(4)
Report of the Royal Commission on Education, p. 310.

components. At the present time Department of Education Committees on History and Geography are considering the problem and their final decision will shape the future of Geography for at least the next decade.

The Science courses, like the Social Studies course, were found to be weak in providing opportunities for the mastery of factual knowledge. The repetitive nature of the courses was found at fault and as a result it was recommended that:

"... spiral organization be discontinued and emphasis be placed on mastery at each grade level." (5)

No direct or implied reference was made to geography as a part of the science program but it was pointed out that the scope of many courses was too broad and that greater emphasis should be placed on subject matter leading to the advanced electives physics, chemistry, and biology. The Commissioners also considered that the courses in the Elementary school did not meet the full requirements of a science course and would be better called "Nature Study", or some other title. It will be recalled that a similar name had been used for courses in the field of Elementary science between 1900 and 1936.

The textbooks in both science and social studies came under scrutiny by the Commission and were found to be of a low standard. They expressed their dissatisfaction in the following terms:

"Two important features of any scientific study are accuracy and thoroughness. The text-books in General Science that were examined were judged to be lacking in these respects. .... Similar criticisms were made with regard to the Social Studies text-books, particularly those published in the United States." (6)

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(5)
Précis, of the Report of the Royal Commission on Education, 1960, p. 73.

(6)
Report of the Royal Commission on Education, 1960, pp. 343-4.

Science committees, similar to those established for History and Geography, have been appointed to appraise the science program and already have brought in minor changes at the secondary level.

The Report of the Royal Commission on Education was presented to the Provincial Government in the spring of 1961 and it is still too soon to summarize the full effects of the Report on the position or teaching of geography. Curriculum committees have been formed to study the recommendation and as yet only very minor changes have been made in the Social Studies or Science programs.

If the intent of the report is carried out two major changes can be expected. Greater emphasis will be placed on the mastery of subject matter and the development of skills. Existing textbooks will be replaced by Canadian books which place greater stress on useful factual knowledge. Secondly, more differentiation will be made between the subjects making up the Social Studies and General Science courses and as a result more emphasis will be placed on geography. Both of these changes should bring about an improvement in the position and teaching of geography.

CONCLUSIONS

The aims of this thesis were twofold: to trace the development of geography teaching within British Columbia, and to assess the effect of the disintegration of geography instruction on the effectiveness of geography teaching.

Geography instruction has always formed a part of the British Columbia curriculum. It formed the major social science within the 19th century school system but its status gradually declined, until in the inter-war period geography was limited to the upper grades of the Elementary School. The decline in geography was paralleled by increasing interest in history. When Social Studies were introduced in 1927, place and product geography continued to supplement historical study. At the same time physical geography was included as a part of the General Science courses. The Second World War brought a revival of interest in geography and in the post-war courses increased time was devoted to the study of geography. Although many teachers are still opposed to increasing the time alloted to geography it is possible that instruction may soon be included in all Social Studies courses. Until this takes place no adequate program of geography instruction can be developed.

The textbooks were found to be the most valuable guide to course content and teaching methods. Evidence showed that many good course outlines were made difficult by poorly chosen textbooks. Memorization of facts was the primary aim of the 19th century curriculum and the resulting textbooks were essentially gazetteers of places and glossaries of physical geography. The 20th century texts continued this pattern despite the authors' claims to follow regional development and to present interesting material to encourage understanding. It took almost 50 years for authors and texts to complete the transition. During this time textbooks became longer, because of the inclusion of maps, pictures, and interesting

descriptions of distant places. The texts too often stressed the unusual and different at the expense of the typical example. Regional description became the accepted method and because of opposition to unrelated facts, many of the discussions avoided factual statements in an attempt to maintain a high interest level. Often the interesting descriptions were of as little value as the lists of facts found in 19th century texts. Both were considered unacceptable by educators and this, in part, may have brought about the decline in geography. The most recent revisions have reversed the trend and memorization of meaningful facts is again being stressed. The inclusion of useful factual material should make geography more acceptable to modern educators.

Geographers, during the hundred years encompassed by this study, had great difficulty in agreeing on the scope, content, and methods of geographical study. The 19th century geographers considered geography to be descriptive and produced long lists of places, products and definitions. Man had no place in these courses. Following the publication of Herbertson's "Major Natural Regions," in 1905, geography continued to be descriptive but with the study centred on selected areas. At first the regions were chosen on the basis of physiography but later human and finally climate factors influenced the selection. During the inter-war period an attempt was made to reduce geography to a study of cause and effect but this soon evolved into an understanding of relationships. The post-war courses were centred on the study of man in relation to his environment. The present courses reflect this philosophy and it is expected that it will be

incorporated into future course revisions. This study has shown that courses cannot be successfully implemented unless they have a sound philosophical base.

The present courses are transitional in nature because there is no guiding philosophy and individual courses are exemplary of almost all periods of past geography instruction. Quality varies considerably from course to course. In some cases they are repetitive in content, inconsistent in terminology, and based on foreign texts. Effective teaching is difficult because courses lack continuity and geography is not included in all grades. The inclusion of world regional geography within the Social Studies and physical geography within the Science program make it difficult for a teacher to specialize in the teaching of geography. However, the increasing interest in the regional approach taken by modern geography courses leads one to hope that these problems will soon be rectified. If this thesis can provide guidance for those drafting the revisions it will have fulfilled its purpose.

QUESTIONNAIRE ON THE SOCIAL STUDIES

REVISED FORM

The following questions are designed to take less than five minutes of your time. Your answers, together with those of your colleagues, will assist in determining wheter the repeated requests for revision of the Social Studies are justified.

For most of the questions and"X" placed after what you consider the most appropriate answer is all that is required but in some cases a one or two word answer is needed. A space has been left after some of the questions for comment, but do not feel obligated to use it.

A. How long have you been teaching Social Studies?
0 to 2 years ___ 3 to 11 years ___ 12 or more years ___

B. What B.C. Teaching Certificate do you hold? _____

C. In what field(s), if any, have you specialized? _____

D. What school subject(s) do you feel you are best qualified to teach?

_____

E. Which school subject do you enjoy teaching the most? _____

F. Which school subjects, if any, do you dislike teaching? _____

G. The Programme of Studies defines the Social Studies as the "Social Sciences -- history, geography, sociology, economics, and political science." Of these, which do you feel best qualified to teach?
a. history ___
b. geography ___
c. sociology ___
d. economics ___
e. political science ___

H. Do you think it would be of advantage if the various subject fields within the Social Studies were taught as separate subjects? (This applies mainly to history and geography.)
Yes ___ In certain grades (specify) _____ No ___
Comment
_____

I. In you view is the general sequence of Social Studies courses satisfactory
satisfactory ___ In part satisfactory ___ Unsatisfactory ___
Comment
_____

Please turn over.

Name (optional) If you would be willing to assist further in this study please fill in the following:

Name _____ Grade or subject _____

School _____ School district _____

RETURN AS INSTRUCTED or mail to Mr. W.E. Topping, 3227 West 28th Ave., Vancouver 8.

APPLY THE FOLLOWING QUESTIONS TO ONE GRADE OR COURSE ONLY.

1. These questions apply to Social Studies for grade ___
   or course ___

2. Does the programme of studies include the topics you think should be in this course?
   Yes ___ In part ___ No ___
   Comment
   ---

3. Do you find the programme of studies outline satisfactory?
   Yes ___ In part ___ No ___
   Comment
   ---

4. Do you like teaching this course?
   Yes ___ In part ___ No ___
   Comment
   ---

5. Does the text book follow the programme of studies to your satisfaction?
   Yes ___ In part ___ No ___ No text ___
   Comment
   ---

6. Do you find the text book satisfactory?
   Yes ___ In part ___ No ___ No text ___
   Comment
   ---

7. In your teaching of this course, on which of the following do you place the greatest emphasis?
   a. programme of studies ___
   b. text book ___
   c. combination of above ___
   d. other source (please name) _____
   Comment
   ---

8. In your teaching of this course, on which of the following Social Sciences do you place the greatest emphasis?
   a. history ___
   b. geography ___
   c. sociology ___
   d. economics ___
   e. political science ___
   Comment
   ---

9. What do you consider are the main strengths or weaknesses of the present Social Studies programme?

Appendix 2 - Analysis of "Questionnaire on the Social Studies".

In 1958 the author circulated the questionnaire to all teachers in the Richmond School District but only those teaching Social Studies were requested to reply. 108 replies were received and although the number of Social Studies teachers was not known, the percentage of returns was high. 84 were from Elementary teachers while 24 were from Secondary. The smaller returns from the Secondary were to be expected since the teachers at that level usually teach more than one class in Social Studies.

A.

0 to 2 years	29	(27%)
3 to 11 years	63	(58%)
12 or more years	16	(15%)
	108	

The results indicated that a wide range of teacher experience was sampled.

B. 63% of the Elementary teachers replying held EB certificates while Secondary teachers were almost equally distributed amongst EA to SA certificates.

C. 19% of those replying considered they had specialized in subjects making up the Social Studies. About half of these had specialized in history and about half in geography.

D. 13% of the Elementary teachers considered they were best qualified to teach Social Studies while 88% of the Secondary teachers considered themselves qualified. The results show that there was much greater specialization in the Secondary Schools than in the Elementary.

E.) F.) 30% of those replying claimed they found Social Studies the most enjoyable subject to teach, while only 4% said they disliked it. Of the 4% that disliked it, all but one teacher taught either Grade I or Grade II, and none of the teachers in these grades stated they enjoyed teaching it. The most popular Social Studies courses were those in Grades IV, VI, and IX. It should be noted that all teachers of Social Studies 10 claimed they enjoyed teaching it.

G. The results of this question were difficult to assess as many teachers completed more than one answer. The replies were as follows:

a. history	94	d. economics	10
b. geography	57	e. political science	9
c. sociology	15		

By far the most common replies were for history and geography, particularly in the Elementary School.

H.

Yes	41%
Certain Grades	29%
No.	30%

The request for separation of the Social Sciences was stronger in the Secondary (50%) than in the Elementary where opinion was equally divided between the three choices.

I. Satisfactory 25%

Part satisfactory 59%

Unsatisfactory 16%

Opinion in the Secondary School was equally divided between the three choices while in the Elementary Schools 66% considered the sequence in part satisfactory. The results show that no strong objection was felt but on the other hand, the present program had achieved only mild acceptance.

The results or the replies to the questions on Page 2 were considered of questionable validity because of the limited sample obtained for most courses. For this reason the analysis of the 12 courses has not been included.

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NOTE:

Many of the older textbooks and early Programmes of Study were difficult to locate and for this reason the source of the more elusive items has been given in parenthesis using the following abbreviations:

(A)	Archives
(PL)	Provincial Library
(UBC)	University of British Columbia
(VPL)	Vancouver Public Library