The status of political science teaching in the high schools of Ontario.

Michael. Awender

University of Windsor

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The Status of Political Science Teaching
In The High Schools of Ontario

Submitted to the Department of Political Science of the University of Windsor in partial fulfilment of the requirements for the Degree of Master of Arts

by

Michael Awender

Faculty of Graduate Studies
1973
ABSTRACT

This thesis examines the state of political science within Ontario's secondary schools. The study focuses on four areas of interest:

(1) the present status of political science in the high schools of Ontario and in each of the ten Ministry of Education regions,
(2) the characteristics of the students pursuing secondary school political science courses,
(3) the qualifications of the instructors teaching the high school political science courses, and
(4) the help that universities and teacher-training institutions might provide secondary school teachers of political science.

To examine the first of these areas, several things were done:

(1) a comparative framework for viewing the Ontario situation was provided by outlining the state of the discipline within the secondary schools of the other provinces,
(2) a detailed analysis of People And Politics, the document from which political science courses may be developed in Ontario high schools was provided, and finally,
(3) A compilation of material from the Ministry's statistical records dealing with the growth or decline of the discipline within board areas, regions, and throughout Ontario was examined.

Using a questionnaire that was sent to every Ontario public secondary school offering courses in *People And Politics* and *Men In Society*, information was obtained concerning student characteristics and teacher qualifications. Our findings generally indicated that those teaching secondary school political science held history degrees, had taken very few university political science courses, and possessed little experience in teaching politics courses at the high school level.

Based on this information, there is a section devoted to formulating conclusions and providing suggestions regarding additional help that might be provided by university and teacher-training institutions to individuals teaching these courses, thereby aiding the growth and development of the discipline at the secondary school level.
ACKNOWLEDGEMENTS

Needless to say, I owe much to the staff of the Department of Political Science in the production of this study. I wish to express my gratitude and appreciation to Dr. Ronald Wagenberg and Dr. Walter Soderlund, without whose guidance, criticism, and assistance, this study would not have been possible. A special debt of gratitude must also be extended to Professor A. Stuart Nease of the Faculty of Education who aided me in this endeavour.

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CHAPTER 1

INTRODUCTION

Political Science has been taught as an established discipline at the university level for quite some time; however, the same cannot be said for the teaching of this subject at the secondary school level. Moreover, while political science courses may form a part of this province's curriculum, it is actually the decision of schools, teachers, and students whether or not they are in fact actually offered in any given year.

This thesis sets out to examine and describe the teaching of political science in the public secondary schools of Ontario. Questions we shall deal with include an examination of (1) the courses that compose the political science curriculum, and the process through which these courses are approved for teaching, (2) the educational background and experience of teachers of political science, (3) the characteristics of students who take political science courses, and finally, (4) programs which might be of assistance in improving the quality of teaching in this vital area.

There are a number of competing definitions of political science. For example, one leading contemporary political scientist, Harold Lasswell, defines political science simply as the study of "who gets what, when, how."\(^1\) Hence,

It would seem then that anything able to be categorized among the relationships of rule, power and authority could be included in this definition. In fact, according to Lasswell, even a business firm or trade union might very well have political aspects, and this belief appears to be sustained by the fact that "contemporary students of politics do study the political aspects of business firms, labour unions and even other private associations such as the American Medical Association."  

Robert Dahl approaches the problem of defining political science indirectly as he states that "it is the systematic study of politics." Then he tackles the problem of defining politics. In examining the latter question, he states that while political scientists can generally agree on kinds of things that are political, it is when there is an attempt to extract boundaries for the definition that the problem occurs. Nevertheless, he does feel that politics must involve relationships variously called rule, authority, or power. Hence to Dahl, political science emerges as the study of "patterns of human relationships involving power, rule, or authority."  

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Hans Morgenthau in his *Politics Among Nations*, Odegard and Helms in their book *American Politics* and Key in his *Politics, Parties, and Pressure Groups* all see politics as being equated with power and hence political science as being an "examination of those powers or control relationships having to do with the machinery of government."³

David Easton describes his conception of politics as "all those varieties of activity that influence significantly the kind of authoritative policy adopted for a society and the way it is put into practice." He continues by stating that "we are said to be participating in political life when our activity relates in some way to the making and execution of policy for a society." To sum all of this up, however, he simply describes political science "as the study of the authoritative allocation of values for a society as it is influenced by the distribution and use of power."⁹

Evron and Jeané Kirkpatrick who have examined the question of secondary school political science recognize the

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⁸Ibid., p. 3.

complexity of any attempts at definitions in this area. In fact, in their book *High School Social Studies Perspectives*, they identify as many as five or six attempts at such an undertaking. Nevertheless, they do state that "there appears to be some concensus that the subject matter of political science is legal government, including its history, agencies, processes, structure, functions, composition, rationale, and influence." The vagueness of this statement demonstrates quite clearly that there is really little common ground that political scientists are forced to examine. In fact, the discrepancy is so great that according to Charles S. Hynemen:

The differences in the kinds of knowledge we seek and the methods of inquiry we pursue account for the statement so often made that in spite of the common terrain for explanation, political scientists constitute not one discipline but several disciplines.\\

Hence, while in recent years groups of political

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scientists have vacillated in their attention from political behaviour, to the concept of power, to political institutions, such as the executive, legislative, and judicial branches of government (all studied from the viewpoint of their structure or legal setup), it is the latter that have primarily been the focus of most social studies programs during recent years.

Confronted by such a variety of definitions, the author was forced to determine precisely which courses would be referred to as political science courses for his study. Hence, Man In Society and People and Politics were those selected, and references made to teachers of political science and to students taking political science in Ontario will be referring to the individuals teaching and taking these two courses. Prior to any detailed examination of these courses or individuals, however, an attempt will be made to outline the state of the discipline at the secondary school level throughout Canada, thereby providing a basis to examine Ontario's program in a comparative perspective.

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12 Ontario Ministry of Education, Man In Society (Toronto: Ministry of Education, 1971), and Ontario Ministry of Education, People and Politics (Toronto: Ministry of Education, 1972). For a more detailed explanation of why these courses were selected see Chapter II.
BRITISH COLUMBIA

At the secondary level of education in British Columbia, there is presently no "political science" course, as such, even though "it has frequently been proposed for the curriculum." Nevertheless, there are several closely related courses that do touch upon some aspects of political science. Therefore, we shall examine Social Studies 8, 9, 10, and 11, and History 12, in order to shed some light on the approach taken towards the study of political science within the province of British Columbia.

In an examination of the preface of the curriculum guide for Social Studies 8, 9, 10, and 11 the fact that political science is regarded only as a type of "by-product" of history and geography readily becomes apparent. In fact, the first few general comments within the guide read as follows:

"Content has been selected from each of the major fields of history and geography... In choosing history and geography as the vehicles for study, the committee have not ignored social sciences. Both (history

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geography) draw on the insights of other disciplines such as geology, meteorology, anthropology, sociology and political science. These insights should be incorporated by teachers wherever they contribute to geographical and historical understandings.\textsuperscript{15}

Hence, while there is no discouragement of using "other disciplines" the statement appears to be quite clear in that they should only be used to facilitate the historical and geographical approaches.

The several instances when politics is mentioned specifically, it is done in the context of citizenship training or "civics". For example the document states that:

"There is a close connection between history and civics. History should lead to an understanding of our political institutions; it should develop an awareness of the strengths and weaknesses of competing political systems and ideologies. It should develop an awareness of the benefits of international co-operation as well as of the difficulties and obstacles to their achievement."

\textsuperscript{15}\textit{Ibid.}, p. 1. (Underlining done by the author for emphasis).
To this extent history is a preparation for responsible citizenship.\(^\text{16}\)

Let us turn our attention from the general statements in the guide to the actual "scope and sequence" of the topics to be dealt with. Because they are divided primarily along geographical and historical lines, we may do well to examine the topics in a similar manner.

Along the geographical plane, only in the Social Studies 11 course does there appear to be any positive attempt to utilize a type of "political science" approach to the course. The general outline of instruction for this particular year gives direction to the study of "The Geography of World Problems" and hence, the course attempts to examine a "wide variety of topics in global perspective ... with the "main emphasis on cultural, economic, political, and historical geography."\(^\text{17}\)

The historical approach in the four years encompassed by the guide, however, provides a greater opportunity to delve into some aspects of political science. In fact, it appears that with each succeeding year, there is a greater opportunity to stress different topics that are definitely of a political

\(^{16}\text{Ibid.}, \text{p. 9.}\)

\(^{17}\text{Ibid.}, \text{p. 36.}\)
science nature. In the grade eight curriculum, there is a suggestion to study in depth a particular "political figure" as well as to delve into "evolutionary changes in the political...sphere" during the period of Renaissance. The grade nine course dealing with the "Contemporary World" suggests studies of contemporary national and international rivalry - questions that obviously must fall at least partially under "political science" auspices. "Canada in Her North American Setting", the grade ten course, actually lists as one of the suggested units of study the "Development of Political Institutions." In fact, not only are there suggestions to examine Canadian political figures, documents (from a political science perspective), institutions and problems, but the guide goes so far as to suggest the same might be done with the American counterparts. The grade eleven course is outlined in such a manner that, if so inclined, one could almost approach it from a purely political science outlook for each of the five suggested topics definitely is tainted with some type of political science flavour.

The general statement in the first paragraph of the foreword dealing with the History twelve outline demonstrates that the discipline of political science is definitely

19 Ibid., p. 33.
20 Loc. cit.
interwoven with the total fabric of this particular course as it states that its purpose is:

"To focus greater attention on the developing areas of the world and to concentrate study on events of the twentieth century. It is anticipated that teachers will emphasize not only current events and issues but also earlier movements and developments which are fundamental to an understanding of the world as it is today."

Eleven topics are listed to be dealt with, each of these tied very closely to some aspect of political science. Just how much leeway in approach is permissible is shown by the following statement prefacing these elementary areas of study. "How broadly or how deeply, or in what order each field is investigated, is the responsibility of the individual teacher." Thus, it would appear that were one so inclined, it would be possible to place a major emphasis, if not a total one, on a political science approach to this particular course.

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22 Ibid., p. 9.
Turning finally to the enrollment trends emerging from each of the courses that we have discussed here, an interesting situation appears to have developed. Using the statistics listed in Table 1, we see that in the Social Studies eight to eleven levels almost one hundred per cent of the students chose to pursue these courses. Moreover, it is interesting to note that with each successive year the per cent of total grade enrollment taking the subject increases, thereby apparently demonstrating satisfaction with the previous year's course. Only when the student moves into a twelfth year and is confronted with numerous new options does the percentage of students pursuing this type of course decrease. Hence, because within the province of British Columbia political science is taught primarily through these courses, it would appear that teachers, if they so wish, have ample opportunity to impart political science content and perspectives to the vast majority of their students for at least four of the five secondary school years.

\footnote{Conway, loc. cit.}
Table 1 - 1

ENROLLMENT GROWTH IN BRITISH COLUMBIA'S SOCIAL STUDIES AND HISTORY PROGRAMS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>% OF GRADE TAKING COURSE</th>
<th>NUMERAL % INCREASE 1967 - 71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies, 8</td>
<td>42,473</td>
<td>97.3</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>41,024</td>
<td>98.0</td>
<td>18.4</td>
</tr>
<tr>
<td>10</td>
<td>38,449</td>
<td>98.2</td>
<td>21.2</td>
</tr>
<tr>
<td>11</td>
<td>35,782</td>
<td>100.0</td>
<td>36.3</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>5,278</td>
<td>16.5</td>
</tr>
</tbody>
</table>

SOURCE: Letter from Mr. C. B. Conway, Director of Research and Standards Branch, Department of Education, Victoria, B.C., Oct. 19, 1972.
Alberta

Like the secondary schools of British Columbia, high schools in Alberta do not teach any courses identified as Political Science. Nevertheless, very definite aspects of the discipline are covered in several Social Studies courses offered at the high school level.

Looking at one of these, the Canadian Studies course, we see a course structured so that "value issues are investigated with the aid of concepts and processes from history, geography, and social sciences." Moreover, the course is broken down even further so that of the three issues that are a minimum of those that must be selected and taught, two are actually of a highly "political science" nature. There is one additional point that should be considered here. One third of this course is left completely unstructured and it is suggested that teachers deal with "Problems of Current Interest" to teachers and students during this time. Obviously, this provides a good portion of additional time for a teacher to use a political science approach and direction if so inclined.

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24 Correspondence with J.E. Reid, Director Research, Development and Examination, Department of Education, Edmonton, Alberta, Oct. 30, 1972.


26 Ibid., p. 10.
Turning briefly to one additional course, *World Problems and Issues 30*, we see an even more intensified political science approach to the social studies program. This course is composed of two separate units: "Economic and Political Systems" and "Conflict and Co-operation." Their titles clearly indicate that while the first of these units is partially directed in a political science direction, the second must be viewed as primarily so. Again, as mentioned in a preceding section, a third unit is left completely unstructured to deal with "Problems of Current Interest". It need not be repeated that such a section cannot help but offer additional time to deal with the discipline of political science if so desired.

In summary then, it could be stated that while the two above-mentioned courses do offer ample opportunity to teach political science, the remainder of the social studies program within Alberta's secondary schools is not particularly structured in this direction. This, however, does not mean to imply that the discipline is completely ignored at the other levels, for in each of those, there is still at least one third of the course set aside for the above-mentioned, "Current Interest Section."  

**SASKATCHEWAN AND NEWFOUNDLAND**

Within the two provinces of Saskatchewan and Newfoundland there is practically no attention given to the subject of

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27 Ibid., pp. 43 - 45.

28 Ibid., p. 10.
political science at the secondary level. However, in both instances, there does appear to be a movement towards incorporating or revising courses so that the latter would contain "political science overtones." Moreover, within the province of Saskatchewan, it appears that even more positive steps are being taken as the Department of Education has established a Social Science Committee whose duty it will be "to develop an integrated program involving certain aspects of political science" for Division IV students. However, secondary students are not generally exposed to any formal presentation of this discipline at this time.

MANITOBA

Original plans within the province of Manitoba called for two high schools to offer a political science course for the first time on a "pilot course basis" during the 1972-73 school year. However, while low enrollment negated such an attempt at the one high school, the other, Sisler High School in Winnipeg, is presently offering such a course to one class of approximately thirty-five grade eleven students. Whether or not such a course offering will be expanded "is not too definite at the moment and will depend upon demand." 31


30 Correspondence with M. Pitsula, Chief of Program Development, Dept. of Education, Province of Saskatchewan, November 7, 1972.

31 Correspondence with M.P. Yakimishyn, Assistant Director Research and Planning, Department of Youth and Education, Province of Manitoba, January 2, 1973.
Nevertheless, it may be interesting to examine briefly the tentative syllabus of studies used as the basis for this particular course.

Four individual units make up the Political Studies 201 course within the province of Manitoba. The first of these, "Introduction To Politics," basically attempts to examine the questions of what politics is and why it should be studied. It is recommended that such questions be discussed with reference to contemporary political events and situations. The second unit in dealing with "Political And Social Change" looks at such things as political parties, the electoral process, and different agents of political change. However, the key to this section is really student involvement, for the latter are encouraged to engage in political projects or activities within the community or region that do indeed attempt to influence or bring about some change. Unit III provides the most detailed description of any unit of the course as it advocates an examination of the differentiation of state, nation, and government. Constitutions, the three branches of government, and public administration are also suggested as topics to be dealt with in this section.

32 Department of Education, Province of Manitoba, Political Studies 201 (Winnipeg: 1972).

33 Ibid., p. 3.

34 Ibid., p. 4.

35 Ibid., pp. 6 - 7.
Finally, the last unit of the course examines the question of ideology in a comparative framework.

While this course "is only tentative and subject to modification as a result of pupil and teacher comment", it is interesting to note that these first steps have been taken in the field of secondary school political science within the province of Manitoba.

QUEBEC

Although the amount of formal instruction at the secondary or high school level devoted solely to political science within the province of Quebec is minimal, I felt it prudent to include it in a separate section due to the different areas of curriculum in which traces of it are found.

According to the Quebec Department of Education, there is actually little direct instruction in this area for it:

"n'offrent pas de cours en sciences politiques au niveau secondaire. Cependant, les sciences politiques sont indirectement touchées dans certaine cours offerts au secondaire, soit le cours de 'Religion 52' celui de 'Formation personnelle"

36 Ibid., p. 8.

37 Correspondence with E. Kiernan, Curriculum Consultant, Department of Education Curriculum Branch, Province of Manitoba, January 11, 1973.
The Histoire 41 course of Studies appears to be basically what its name implies, a history course. True, there are sections dealing with the formation of the thirteen colonies, the periods of Macdonald and Laurier and the growth of Canada, however, these appear to be structured basically in a historical manner. One part of this course, however, does seem to lend itself more to a political science approach and that is the section on "Contemporary Canada." Within this section, three different areas are examined: the function of Canadian federalism, the phenomenon of industrialization in Quebec and Canada, and the question of federal-provincial relations between Quebec and Canada. At least two of the above would seem to permit the employment of an approach from a political science point of view.

The Formation Personnelle, Familiale, Civique et Economique course of studies is primarily aimed toward dealing with the relationships between individuals themselves, as well

38 Correspondence with Jean-Marc Desharnais, Secretary of the Committee of Direction of SIMEQ, Ministry of Education Government of Quebec, Oct. 31, 1972.


41 Ibid., p. 31.
as between individuals and organizations within society. 42 Hence, any leanings towards a political science approach within this course must be considered, at best, as being of a peripheral nature, for it seems that this particular course is slanted much more along sociological lines.

The Religion 52 course is another that should be examined here. 43 Within this particular course offering, there are three different broad areas of study: the rights of the individual in economic-political life, the social character of man and economic-political life, and the responsibilities of the individual in the political order. 44 Certainly, a course structured in this manner could partially lend itself in certain areas to a more formal political science approach. Nevertheless, again whether or not it took such a direction would obviously depend on the course the teacher wished to pursue. Hence, while the possibility exists that one may deal with parts of it from a political science perspective, as is the case in all the Quebec courses examined above, this was obviously not the original intent of these resumes of study. Thus, again it must be concluded that within the Province of Quebec there are no purely political science

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44 Ibid., p. 6.
courses presently offered at the secondary school level.

NEW BRUNSWICK

As is the case in Manitoba, the teaching of Political Science at the secondary school level within New Brunswick may best be described as experimental in nature. Currently there are only three such classes in operation encompassing approximately ninety students — and all three are classified by the provincial Department of Education as "pilot classes." Because the course is still primarily in a developmental stage, there is not yet a formal syllabus of studies for the discipline. However, all three classes are using several common sets of pupil texts and teacher's reference material. Whether or not there will be sufficient interest on the part of students and teachers to expand this project and indeed, whether or not official approval for an extension of these "pilot courses" will, in fact, be forthcoming from the Department, is still a matter to be determined.

NOVA SCOTIA

As is the case in a number of other provinces, Nova Scotia's venture into political science is being conducted solely on a "pilot project basis" within four different high schools. However, to be fair and objective, it must be

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45 Correspondence with G.H. Duplisea, Consultant in Humanities and Social Sciences, Department of Education Fredericton, New Brunswick, November 28, 1972.

46 Correspondence with H.K. Mackay, Assistant Chief Director of Education, Department of Education, Halifax, Nova Scotia, October 18, 1972.
pointed out that again certain aspects of other existing courses such as Grade XII "History", "Economics", and a course entitled "Modern World Problems" cannot help but deal with certain aspects of political science. Nevertheless, courses whose "major thrust" is meant to be in the political science field are still not a reality, beyond the experimental approaches mentioned above. A brief examination of these pilot projects, however, may be in order here.

The syllabus of studies for these "classes" proposes dividing the course into four major areas: political theory, public law and administration, comparative politics, and international politics. It continues by suggesting that the approach that might best be employed would be a combination of "the traditional approach that has concerned itself with the description of political and governmental institutions and showed a definite tendency toward a historical approach" and the "behavioural-scientific approach whose objective in part has been the formulation of hypotheses capable of empirical test." Addressing itself to the question of teacher competence for such an undertaking, it offers only a qualified "yes" to the question of whether or not there are a sufficient number of qualified teachers available to develop and teach such a course in high school. The hesitancy of


48Loc. cit.
offering a complete endorsement seems to stem from the
explicitly stated feeling that "the teaching of a course in
Political Science should be entrusted only to those with a
strong and hopefully fairly recent background in Political
Science." Thus, it would appear that while only pre-
liminary steps have been taken within the province to deal
with the question of teaching political science at the
secondary level, there is more positive direction being given
to the question within this province than in many of the
others.

PRINCE EDWARD ISLAND

Prince Edward Island appears to be another area where the
discipline of the political science at the secondary school
level is receiving some attention. At the present time there
are two such courses being offered within the province—a
Level I course that is labelled as the "Introductory Course
For Prince Edward Island Secondary Schools" and Level II
course that is, as yet, still regarded to be in the "pilot
project" stage, and hence is being offered only in a very
limited manner.  

Looking at the latter course first, there appears to be

\[^{49}\text{Loc. cit.}\]

\[^{50}\text{Political Science Sub. Committee, C.K. Gunn, Chairman, Political Science Course Level I: Introductory Course For Prince Edward Island Secondary Schools (Summerside, P.E.I., 1971).}\]
approximately 120 students enrolled in this "pilot" venture, which many become an authorized course for the 1973-74 school year. Obviously, because of the experimental nature of this course no official syllabus presently exists. However, according to a rough draft submitted on March 15, 1972 to the Department of Education, the proposed course could be broken down into at least two general areas: Political Parties in Canada, and Comparative Studies of Political Parties and Political Systems. Any attempt at the latter would obviously be made in relation to Canadian Political Policies and Institutions. As stated previously, however, nothing more than such a skeleton outline for the proposed course actually exists at the present time.

The "established" political science course within the high schools of P.E.I., having an enrollment in the neighbourhood of 500 students at the grade ten and eleven levels presents yet another interesting situation to examine. The preamble to the actual course outline states that while this course "should not be presented to high school students in the same depth as those of the university level, at the same time, it should offer a challenge to the brighter students." Moreover, it stresses that "as much time as possible should be allocated to direct observation of the political processes.

52 Correspondence with I.A.S. Williams Chief of Curriculum, Department of Education, Charlottetown, P.E.I., Nov. 20, 1972.
in operation," as well as stressing "more verbal than written media of presentation" - thereby keeping in mind the basic objective of presenting "the course material in such a way as to create ... a feeling of satisfaction and achievement from the study of the institutions, concepts and the people who have a profound influence on the students' daily lives."53

Keeping these basic ideas in mind then, the course is so designed that it is broken down into three different units. The first unit is entitled "The Individual and Government," and in it a major emphasis is placed upon the development of governmental institutions and the relationship between these and the individual. Moreover, the presentation of concepts behind the formulation of 20th century governmental types and systems is also encouraged within this section. Unit two examines the "Canadian Government at Work" and here the role of the municipal, provincial and federal governments are all examined in some depth within the relationships that they bear to one another. Finally, unit three takes an in-depth look at certain specific aspects of the "Canadian Political System" ranging from "the role of the backbencher to the Civil Service."

Hence, it is obvious that very definite steps have been taken within the secondary schools of P.E.I. in this particular field, and all indications seem to point to a continued growth.

53 Political Science Course Level I: Introductory Course For Prince Edward Island Secondary Schools, op. cit., Preface.
of the discipline at the high school level.

In summary one could divide the provinces of Canada into at least three different categories. First of all there are those where very little is being done in the political science field at the secondary school level. Saskatchewan and Newfoundland would comprise this group. Then, there are those provinces where political science is not taught per se but certain aspects of it are included in a number of other course offerings. To this group belong British Columbia, Alberta and Quebec.

Finally, there are some provinces that do presently offer actual courses in the political science field. Manitoba, New Brunswick, Nova Scotia, and Prince Edward Island all fit into this category. However, only the latter offers a course that goes beyond a pilot project basis as it has a course in this field that has been in operation for several years. Generally, however, it must be concluded that the state of political science in Canadian high schools (excluding those of Ontario) is, at best, in an embryonic stage.

With this in mind, then, we will turn to the situation within Ontario's secondary schools and examine the present status of the discipline there. Attention will therefore be focussed on the methodology used for the study.
CHAPTER 11

METODOLOGY

The broad purpose of this thesis is to determine the state of the political science discipline within the secondary schools of Ontario. However, in order to place the teaching of political science within this province in perspective, it was decided that a very simple "overview" of the same in each province would be of value. The question that arose almost immediately, was how to get an accurate and precise account of the status of the discipline within the other provinces. On the suggestion of Dr. J.A. Keddy, the Chief Statistician of the Ontario Ministry of Education, the author turned his attention towards the "Statistics Committee of the Council of Ministers of Education in Canada," who, according to Dr. Keddy, would best be able to provide the needed information.  

In order to eliminate the possibility of obtaining a vast amount of uncoordinated material from these individuals, questions put to them dealt primarily with the following items: (1) the total number of students taking such courses within the secondary schools of each province, (2) the total number of teachers teaching such courses within the secondary

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1 Interview with Dr. J.A. Keddy, Chief Statistician, Ontario Ministry of Education, Statistical Unit, Toronto, Ontario, September 15, 1972. The list of the names and addresses of the committee members was provided during the interview. See Appendix A.
schools of each province, (3) the names of any such secondary school political science courses, and (4) copies of official courses of studies for any of the courses mentioned in number three above. Such information it was felt would provide me with a brief description of just where the other provinces stood in regards to this discipline, and, hence, provide a basis for a brief discussion on each province.

With this in mind, then, a letter (Appendix B) was sent to each member of the afore-mentioned committee, and from the information gathered, the introductory section to this paper was developed.

Next, attention was focussed on the Ontario study, and the first problem that had to be dealt with was the actual determination of the courses that would form the basis for our study of political science within the secondary schools of this province. This question proved to be quite complicated. Certainly, there was one course that could easily be classified as definitely falling in the political science field and that was a course based on People and Politics or its predecessor World Politics.

Because of its primary focus on the political sphere, this course was chosen to form the major portion of the study. However, it seemed to stand alone in its basic political science orientation; for, while several other courses bore

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2 The People and Politics guideline replaced the World Politics course in September 1972. For a much more detailed explanation of this guideline, see Chapter III.
some relationship to this discipline, at best their connection had to be considered peripheral or minor in nature. Nevertheless, the fact that certain aspects of political science formed even a minor part of such courses motivated the author to examine at least one of them. It was in selecting our secondary course from these several possibilities that the difficulty arose, for they seemed to be almost equally suited. This might best be demonstrated by a brief examination of each.

**URBAN STUDIES COURSE**

One such course that this author feels embodies at least some aspects of political science is the Urban Studies course. While the latter is primarily a study of the nature of cities and towns, it seems that such an undertaking cannot help but deal with "political" aspects of life, for it is difficult to talk about any type of urban planning or history without taking into account political considerations. In fact, the "Preface" of the course stresses the need to deal with and "treat many topics from a broad humanities viewpoint," thereby organizing the program so that "there is a recognition of pressures in our society for changes in political processes, spatial organization, social attitudes, and means of communication" when one examines the subject of cities and towns.

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The question of just what should be the actual content of the course is answered by the statement that "there should be few restrictions" providing that the "material contributes to a better understanding of cities and urban life." Moreover, the Preface ends by actually discouraging any breakdown into narrow distinctions of disciplinary boundaries, and rather, advocates "giving the student insights into the urban scene in all its manifold aspects." It would therefore appear that such a course, while obviously not able to be labelled as "political science," can still partially be seen to invite analysis from the political science perspective. However, the course also welcomes similar approaches from numerous other disciplines, and in fact its Preface finally concludes that "the central concern of geography for men can be the main focus of the learning experience" provided by this course. Thus, this course was not chosen to serve a secondary part of the study.

**LAW COURSE**

There are those who would question why the Law course offered in Ontario's secondary schools should even be considered to fit into the same category as the other courses being considered here. Admittedly, the course's main

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6 *Loc. cit.*
7 *Loc. cit.*
direction is not in the political science discipline; nevertheless, one of the aims of the course is:

"to provide the student with a better understanding of the mechanics of our legal, business, social and governmental institutions so that he may bring a background of tolerance and maturity to his assessment of these institutions."

Thus, the author felt it might be considered as yet another possibility.

Looking at the course guideline in more specific terms, it is obvious that teachers have the freedom to pursue areas they wish to investigate according to their particular interests and needs. Moreover, the amount of emphasis they wish to place upon any aspect is also their prerogative. Hence, if an individual teacher wished to pursue and stress the question of constitutional law in Canada, treaties or other areas of international law, or simply general topics such as election or municipal legislation and governmental committee reports, they could not help but be dealing with certain aspects of law that might also fall into the political science field. 10

9 Ibid., p. 6.
10 Ibid., p. 7.
HISTORY COURSE

It is probably quite apparent that any History course could quite easily contain certain elements that are oriented in the direction of political science. Hence, I suppose we could take almost any secondary school history course and examine it here with primarily quite similar results. However, the one chosen to be examined in this section was the History-Senior Division guideline. Let me therefore briefly turn my attention to it.

The course itself is divided into three major categories "The Legacy of Ancient and Mediæval Worlds," "The Origins of the Modern World," and "Canada In North America." Each of these topics offers ample opportunity to utilize concepts and insights of a political science nature. For example, the question of political leadership might be examined through some individual existing during this time period, or a unit on "political dissent could be designed by relating the trial of Socrates to the dissent of students to the military draft." In the second category, the guide suggests topics such as "nationalism, internationalism, ideological commitment," "the direction and impact of social protest as a political and ideological vehicle," "the world community as seen in the League of Nations and the United Nations."

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12 Ibid., p. 5.
and "the Asiatic postwar transition." Continuing along this same line of thought, the third category encompasses sections on "The Nature of Political Conflict in Upper and Lower Canada," "The Creation of National Policy," "Reorganizing and Reorganizing of Political Parties after the War," and "Quebec: The Not-So-Quiet Revolution." Hence, certainly no one could argue that some aspects of a political science nature are not included within this particular course guideline.

Again, however, all of these units are only optional units and hence, can be stressed according to the desires of the teacher, and since most are not trained in political science, the likelihood of them choosing a political science approach is lessened. Thus, this course was not the one chosen to be part of the study.

MAN IN SOCIETY COURSE

Within the "Preface" of Man in Society, the primary aim of the course is outlined as being "to lead the student to an understanding of some of the institutions and forces in contemporary life." It continues by stating that "The teacher will require a sound grounding and interest in one or more of the social sciences, a wide background of general

\[13\] Ibid., pp. 8 - 10.

\[14\] Ibid., pp. 13 - 14.

knowledge, and a considerable appreciation of contemporary affairs. Hence it would appear, that if one were to accept these aims at face value, certain aspects falling in the domain of political science could very easily form part of this particular course.

Looking more specifically at the syllabus of the course, there are a number of sections that would add additional credence to the last statement. For example, there is a section suggesting a study on the role of the state and an examination and classification of governmental activities. Another suggested topic deals with power groups within society, looking more specifically at the effect political groups and organized lobbyists have on legislative action. Other sections deal with the very large question of "Minority Groups in a Democratic Society" and the formulation of public opinion. Finally, there is yet another section dealing with the whole question of "Democracy and the Individual" in which things ranging from the growth of democracy to types of democracies are examined. Again it should be pointed out that these are only a few of the total number of units comprising the course: nevertheless, it would certainly seem

16 Loc. cit.
17 Ibid., p. 2.
18 Ibid., p. 6.
19 Loc. cit.
20 Ibid., p. 7.
difficult to dispute the fact that a good portion of this
course can be considered to deal with concepts usually fall-
ing under the heading of political science. Thus, it was
determined that this would be the other course used in our
analyses of political science within Ontario's secondary
schools.

As a result, references to students taking political
science courses at the secondary level, and teachers teaching
these courses are actually references to those involved in
the People and Politics and Man in Society courses. 21

After determining that these were the two courses that
would be used in the study, attention was turned next to
formulating a questionnaire that would provide the necessary
information from the Ontario high schools. It was constructed
in such a manner that answers would be forthcoming for the
following questions:

1. What is the status of the discipline within
Ontario's secondary schools as a whole, or
in any of the ten Ministry of Education
regions into which Ontario has been
divided?
2. What characteristics does the high school
student who pursues courses in political
science possess?
3. What qualifications do the instructors
who teach political science at the secondary
level possess?
4. What type of help can university political
science departments or teacher-training
institutions provide for teachers of
political science secondary school
courses?

21 See footnote four. Supra, p. 6.
The final result of these considerations was the questionnaire composed of both open and closed-ended questions that is reproduced as Appendix C.

The question of sampling was the next area of concern to this writer. The first problem was to discover where courses on People and Politics and Man In Society were being taught, as well as to discern the number of students and teachers involved in such classes. For this information, attention was again focussed on the Ontario Ministry of Education's statistical branch. The latter, in late September of every school year, obtains from each school in Ontario a report entitled the "Statistical Report On Schools" which provides the above-mentioned information. It should, however, be pointed out here, that only information for 1970-71 and 1971-72 was available for my use as the present year's comprehensive report was not yet compiled at the time of writing. Hence the information obtained was based upon these two years.

Nevertheless, having obtained the most recent data presently available, both the number and location of the schools offering these two courses as well as the number of students taking the same were known. One valuable bit of information, however, that was still unobtainable was the total number of classroom teachers of the subject, and because the pupil-teacher ratio varies to such a great extent throughout these classes in Ontario's secondary schools, any guess
at such a figure must at best, be considered as highly arbitrary. Therefore, because of a desire to give as many teachers as possible an opportunity to be a part of the study, the author was faced with the problem of determining how many questionnaires he had to send to each school teaching these subjects.

It was decided that because the People and Politics course formed the primary basis for the study, a student teacher ratio of roughly 60 - 1 would be used - that is, it was felt that one teacher could cover roughly three classes of 20 students each or a total of sixty students. A school having 120 students enrolled in a People and Politics course, then, would receive two questionnaires. By acting in this manner, it was felt that most, if not all such teachers, would have an opportunity to respond. On the other hand, as was stated previously, the author also wanted to examine some other course not primarily of a political science nature, but still containing certain aspects of the same - specifically the Man In Society course. For this particular course, however, it was decided to use a ratio of 120 - 1. Hence, any school having less than 120 students taking this particular course only received one questionnaire for a teacher of this subject to complete.

The total number of questionnaires, then, that were sent out for both of these courses is indicated in TABLE 2 - 1. As can be seen by the table, there is both a total for all of
TABLE 2-1
RESPONSE TO QUESTIONNAIRES

<table>
<thead>
<tr>
<th>ONTARIO MINISTRY OF EDUCATION REGIONS</th>
<th>PEOPLE AND POLITICS SENT RETURNED</th>
<th>MAN IN SOCIETY SENT RETURNED</th>
<th>TOTALS SENT RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGION 1</td>
<td>14</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td>REGION 2</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>REGION 3</td>
<td>12</td>
<td>25</td>
<td>37</td>
</tr>
<tr>
<td>REGION 4</td>
<td>47</td>
<td>73</td>
<td>120</td>
</tr>
<tr>
<td>REGION 5</td>
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<tr>
<td>REGION 10</td>
<td>33</td>
<td>29</td>
<td>62</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>325</strong></td>
<td><strong>427</strong></td>
<td><strong>752</strong></td>
</tr>
</tbody>
</table>

*Questionnaires that were returned by teachers teaching both People And Politics and Man In Society are included in the number returned columns for both subject areas and are therefore counted twice in the above table.*
Ontario as well as for each of the ten smaller Ontario Ministry of Education regions. The areas covered in each smaller region are indicated on the map entitled FIGURE 2 - 1.

Another difficulty, the author encountered because of the lack of access to the specific teachers' names, was that all questionnaires had to be sent to the History Department Heads in these schools, and hence there was a reliance upon them to distribute the questionnaires to teachers who came under their jurisdiction. With this in mind then, a covering letter for the Department Heads had to be developed and enclosed with the questionnaires when they were sent to the different schools.

Turning next to the question of deciding how to analyze the information received from the questionnaire, it was determined that in addition to the totals for Ontario, it would also be of some interest to look at the findings for smaller units or regions. Hence, faced with the problem of determining what would be the basis for these smaller units, the author simply decided to use the aforementioned ten regions already established by the Ontario Ministry of Education for their administrative purposes. As stated previously, pictorial representation of this breakdown is represented in FIGURE 2 - 1. Most findings, therefore, are not only discussed in terms of all of Ontario, but also are broken down into smaller units for a more detailed analysis.

Chapter III of the paper, the section dealing with the
description and acceptance of political science courses in Ontario's secondary schools, calls for yet another research tool. In this case, it was felt that the information needed to accurately complete this chapter could only be obtained by conducting several interviews with the individuals responsible for acceptance of these courses. Hence, because the first step of acceptance of any course is granted through the regional office of the Ontario Ministry of Education, Dorothy Stratton, the regional consultant in social sciences for "Region 4" was contacted, and the author requested an interview as to the procedure and criteria necessary for any new course in this area. Moreover, because the second stage to be followed calls for acceptance by the central office of the Ministry, an interview was also set up with J.E. Doris, one of the individuals in the Toronto office responsible for this area. Questions listed in Appendix D and E then served as the "core" areas of discussion for these two interviews. The word "core" is deliberately used here to indicate that while a definite need was present for forethought regarding the direction such an interview might take, in no way was there a desire to limit oneself only to the questions on the interview sheet. Quite obviously, responses to these "core" questions could require a certain amount of digression through additional questioning either for clarification purposes, or simply to add items of interest to the particular topics under discussion.
Finally then, attention was turned to the information needed for the final chapter. A major portion of this was gathered from the aforementioned questionnaire sent to all the political science teachers in the secondary schools of Ontario. However, since this chapter deals not only with the implications for future development in this field, but also the corresponding implications for any teacher-training because of it, the author had to look to another source—that of the Ministry of Education's statistical records—in order to adequately deal with the former. These then, form the sources necessary to develop the final chapter.

In summary, it could be stated that the two major instruments used, then, to develop this paper are the questionnaires and the interviews. To these, one must also add the basic information on all secondary school political science courses of study and statistical records regarding the same that exists within the provinces of Canada—more of a stress obviously being placed upon those of Ontario.

Thus, having looked briefly at the methodology employed in the study, attention can now be centered on a more detailed analysis of the document serving as the core for our study, the People and Politics guideline.
CHAPTER III

THE PEOPLE AND POLITICS GUIDELINE

Since the major part of our study is built around the People and Politics guideline and its predecessor, the World Politics course, the author will attempt to provide a more in-depth examination of these courses. As stated previously, the new guideline replaced the World Politics course in September of 1972. There are probably several reasons why this occurred. World Politics was originally published in 1964 as an option for the four year students in the old Robart's program and was composed of four sections - An Introduction to Politics, National Government, The Nature of Government and a section on Nationalism to Internationalism. Five years later, however, the course had still not become as attractive to students as its creators had envisioned. The primary reason behind this was that the history programs had changed drastically and were beginning to cover issues such as the cold war which had originally been envisioned to fall under the World Politics course. Thus in 1969, a committee of Ontario teachers and department officials were appointed to make recommendations regarding the World Politics course and suggest alternatives. They criticized the international slant that the World Politics course had taken and suggested

1 People and Politics, and World Politics, op. cit.

2 The Robart's program slotted students beginning high school into either a two, four or five year course of studies depending upon a student's perceived ability.
instead that local and national issues receive equal stress, since international concerns had already become an important part of most history courses. Moreover, they pointed out that:

"World Politics was more of a modern history type approach whereas a new guideline should emphasize over and over that whatever is being studied certain fundamental concepts have to be explored....... such concepts as foreign policy, decision-making, leadership, inter-dependence, propaganda and power. The course of study in World Politics, doesn't have this kind of emphasis, at all. It is rather a study of the Arab-Israeli war which the history classes might do just as well."

The result of these recommendations was the creation of the new People and Politics guideline published by the Ministry in 1972. Again, however, the actual implementation of the document is proceeding at a slower pace than originally envisioned by its creators, and the result is that most of the schools offering courses in the politics area are still following the World Politics course. In fact, even the Ministry publication listing the correspondence courses for

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the 1972-73 school year has a course offering listed as World Politics. One of the major reasons for such a slow transition is the fact that the People and Politics publication is really only a guideline, and as a result serves only as a statement within which a course must be developed. Such a process requires special skills and just as importantly a sufficient amount of time to develop a course. As a result, it could take at least a year for school districts or schools themselves to develop adequate courses under the guideline. Furthermore, the World Politics course, if its emphasis were changed somewhat, could be an acceptable course to follow under the present guidelines, and hence negates the necessity of immediate development of another course. In reality, however, the only document actually recognized by the ministry is the People and Politics guideline and therefore we will turn our attention to a brief examination of it.

Very simply, the People and Politics guideline "presents a rationale within which courses in political studies may be designed for credit leading to a Secondary School Graduation Diploma." Such a statement, however, gives us no information concerning the rationale itself. Thus, let us briefly turn to it.

The first part of the guideline examines the tie between courses developed under this document and their effect on the

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5 People and Politics, op. cit., p. 1.
growth of the individual. Accordingly, it advocates that such courses should create growth in an individual in the following ways. First of all, such a course should develop an awareness and understanding on the part of the individual towards the real issues underlying headlines. By so doing, the individual then may come to better appreciate and recognize the complexities of political issues, be they global, national or local. Moreover, such an understanding should also clarify the danger of any over-simplification regarding approaches to other peoples or events. Such a course should also aid the individual in growing to understand concepts such as "political culture, power, decision-making, ideology, leadership and political behaviour." These concepts once developed then, can act as organizing centres in the student's mind for the myriad of information to be assimilated at a later date. An individual's growth towards proficiency in recognizing and defining problems, distinguishing fact and opinion, and evaluating courses of action should be another attribute of such a course. In other words, the student should come to realize that while facts and procedures are important, politics is still preoccupied with issues, choices and values, and in order to deal with these properly, skills such as those previously mentioned must be acquired.

An insight into the points of view of different cultures and ideologies is another type of growth that should occur.

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6 Ibid., p. 4.
within the individual as a result of courses developed from this guideline. Such an insight should definitely help to enlighten the individual in any examination regarding how different individuals and groups grapple with problems, resolve conflicting opinions, and select among alternatives. Finally, by exploring values within such a course, other peoples as well as his own, the student should be able to develop an awareness of the human spirit, the dignity of man, and the worth of the individual. In fact, the guideline even goes beyond the question of values. J.E. Doris, the creator of the document states:

"In this guideline, it is not only values but morality that is stressed. Personally I think that this guideline goes down further than any other guideline in this emphasis on ethics, because in almost every unit the morality of the thing comes in and indeed we even have a unit on morality."

He cautions, however, that in dealing with such value and moral question that all teachers may not really be properly prepared as he states:

"Now this, I think is way ahead of many teachers, not all but..."

Doris, loc. cit.
many, and indeed is fraught with all kinds of dangers of indoctrination or just sitting around shooting the bull—this kind of thing. This is not the intention. The real intention is that the students recognize that the great problems in politics and morality that faced the Greeks also face us. The great question will always be around us, for example, the role of the individual in society."

In summary then, the first part of the rationale within the guideline stresses that such a course should help an individual "to acquire a new perspective which can enrich his understandings of himself and his world."\(^8\)

As stated previously, because it is only a guideline, *People and Politics* serves as a general statement within which more specific courses of study must be developed. Course development in this area must take into account several considerations.

First of all, the guideline recommends that any such course possess a balanced perspective to present to the students. As a result, it recognizes that while the needs, interests, and abilities of the students must be considered, nevertheless, there should still be a balance among local, national, and global issues. Decisions regarding the selection

\(^8\) Loc. cit.

\(^9\) *People and Politics*, op. cit., p. 4.
of content are stated as other necessary considerations, for criteria must be established as to the priorities of themes and the depth of study that might be attached to each. Here the interest a course might hold for the students, the resources, both physical and human that are available, the significance of a course to the world of a student, the opportunities for the students to develop concepts, clarify values, and build skills within a course, and finally, the relationship the course has to other courses within the total school program must all be considered. Yet another consideration suggested in the guideline for the establishment of a course should be the inclusion of some concepts that are "fundamental to understanding politics". According to the guideline, some of these are listed as "power, leadership, and decisionmaking". 10

The next key factor that must be taken into account is the choice of content that will aid the student to use the concepts that are being developed in the course, and to formulate and test generalizations about them. Because of the significant relationship between decision-making and values, any course that is being developed, states the guideline, must include inquiry into questions dealing with the latter. Accordingly, such a course should not "only search out value conflicts, but also clarify and develop respect for the different points of view" through discussion.

10 Ibid., p. 5.
Moreover, it should also provide opportunities for the student to distinguish between statements of fact and opinion, examine the consequences of value choices, and recognize premises or assumptions on which value judgements are made.

One final consideration in any course developed from the guideline must be the approach of inquiry that one might follow in order to best develop the central concepts advocated within the course. Here, an interdisciplinary approach might be considered in which "a team-teaching effort employing the talents of other teachers, students, parents and other resource people in the community" is employed. Other approaches advocated are the use of current events to observe political forces in operation or the comparison of current situations with those of other times and places. Another interesting suggestion is to involve students in "the actual working of politics through responsible involvement in community problems that are a real concern to them." A multi-media approach to resources ranging from town-council meetings and field trips to simulation games is yet another suggestion as to the method of inquiry that might be followed within such a course.

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11Ibid., p. 6. It is interesting to note that in an interview with J.E. Doris, the author of the guideline, in Toronto on January 19, 1973, he stated that while the Ministry "would not discourage it if a proposal for this type of student activity was sent in for approval, it had to have the support of the local people since it was basically a local decision, and really the school had to be the one to decide that."
These, then, are the key ideas advocated within the People and Politics guideline for the development of corresponding courses of study.

Since we have seen how the People and Politics document "provides the framework within which courses of study are to be developed at the local level to meet the needs, interests and attitudes of the students," it may be of interest to follow the procedure these courses must pass through prior to their actual implementation in the school. 12

In exploring the rationale behind the guideline, we are confronted with a document that permits one to develop courses in political studies for the credit towards both the Secondary School Graduation Diploma (Grades 9 - 12), and the Secondary School Honour Graduation Diploma (Grade 13). In the first instance above, such courses need only be submitted for approval if they do not fall within the rationale of the existing guideline. However, as one ministry official has pointed out:

"Fortunately, I think the thing (guideline) is written in such a way that we would hope it would really be able to embrace the concerns of most teachers - the emphasis of most teachers. If you wanted however a course... lets say of a comparative nature... a whole year's course on an analysis of the Chinese government as compared to the

Thus, in the nine to twelve areas, only for those new or experimental courses that cannot be included within the rationale of the guideline, must approval be sought. Any textbooks used in connection with these new or experimental courses also require prior approval.

Courses designed from the guidelines towards the Secondary School Honour Graduation Diploma must all be submitted for approval even if they do fall under the rationale presented within People and Politics. The reasons for this are as follows:

"These guidelines do not spell out the Grade 13 program and therefore...since the universities and we ourselves are concerned that the students at the honour graduation level do not deteriorate, we are concerned that the school give proper thought to the resources that are going to be used and what's to be expected, and that such be submitted to us for approval."  

13 Doris, loc. cit.
14 Loc. cit.
It may, therefore, be of interest here to turn our attention towards the procedure to be followed in seeking such approval.

The first step, after a course has been developed within a school is to submit the outline to the chief education officer for a school board, who in turn sends a request for approval to the Regional Director of Education located in one of the ten Ministry of Education regions. Accompanying this request for approval should be an outline of the nature of the studies to be undertaken, the level at which the course is to be given, the textbooks and reference materials proposed for use, and the intended date of introduction of the course. Such requests generally are expected to be submitted at least five months prior to the proposed date of implementation in order to provide the regional office with a sufficient amount of time to carry out a proper evaluation. Consequently, courses to begin in September 1973 must be submitted prior to March 31, 1973, while those introduced on a semestered or trimestered system and hence beginning at some other time during the school year need only be submitted five months prior to their actual implementation. 15

Upon such a submission, the Regional Director turns the proposals over to the program consultants working within the regional office that are directly connected to the proposed

subject area. These individuals then examine the proposed courses that fall under their jurisdiction. Obviously, there is a need to maintain a certain amount of consistency in the criteria necessary for the acceptance or rejection of a proposed course. Because we are primarily interested in the People and Politics guideline it should be of interest to examine the considerations taken into account in analyzing a course submission in this field. Such criteria are indicated in Figure 3-1. If the submission is rejected at this point or needs additional clarification, it is returned to the local Director of Education. However, if approval is granted by the regional office staff, the proposed course is forwarded to the central office curriculum personnel in Toronto along with any notations necessary for consideration. In addition to examining the course, the personnel responsible for this subject area also consider the proposed textbooks. If the latter appear in the approved list found in Circular 14, Textbooks, the publication issued through the authority of the Minister of Education, then there is no problem in securing approval. However, requests to use books not in this publication must have been submitted by the chief education officer of a board through the Regional Director.

16 This list was provided by Dorothy Stratton, the Ministry's program consultant in social studies for Region Four during an interview on January 11, 1973.

FIGURE 3-1

SOME CONSIDERATIONS IN ANALYSING COURSE SUBMISSIONS

1. Rationale:
   - How valid is the rationale?
   - Is the rationale reflected in other elements of the course planning?

2. Objectives:
   - How appropriate are the objectives?
   - Are the objectives stated in terms of the learner's development?
   - How well do the objectives take into consideration various dimensions of the learner's development?
   - Are the objectives achievable through the content?

3. Content:
   - How much balance is there in the content selection?
   - How open is the approach to content?
   - How much consideration seems to have been given to the development of concepts and ideas?

4. Approaches and Strategies:
   - How consistent are the approaches and strategies with the stated objectives?
   - How much variety is indicated?
   - How much provision is there for involvement of the learner?

5. Resources:
   - How appropriate are the resources to the objectives of the course?
   - How likely are the resources to stimulate and develop thought?
   - How well do resources reflect different points of view?
   - How varied are the resources?

6. Evaluation:
   - How will the progress of the learner be evaluated?
   - How consistent are the means of evaluation with the stated course objectives?

7. General:
   - Is the course internally consistent?
   - How much flexibility would be possible in implementing the course?

to the provincial Director of Curriculum where their appropriateness to the course under consideration will be examined. It should also be noted here that if there is a particular subject area or program developed for which no textbooks are listed in the circular, then the school principal in consultation with the teachers may present such books to the board for approval. Moreover, the circular states that "preference should be given to books by Canadian authors or editors and which are printed and bound in Canada."18

Here again one might wonder about the consistency in the acceptance or rejection procedure concerning the proposed courses within the central office of the Ministry, J.E. Doris, when this problem was put to him stated that:

> "There is simply a standard policy meaning that it does not violate the spirit of H.S.I. which as you know is a statement on the general aims of our High School program, and that the school has considered the resources."19

However, he also pointed out that

> "There is an official within the Ministry, to whom all these cases come and he steers them

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18 *Ibid.,* p. 3.
19 *Doris, loc. cit.*
out. Generally, courses in the Social Science area come to me... and if it is in the political science field it would almost certainly come to me... my recommendations go to Mr. Crossley the director of curriculum and the ultimate responsibility lies with him. He has the final say and ultimately makes the decision." 20

Therefore, it would appear that a certain amount of consistency is maintained by having most such submissions in this field evaluated through Mr. Doris and of course ultimately Mr. Crossley. Nevertheless, the criteria guiding the former when he makes his original recommendation were still of interest to this author. Hence when he was questioned why some courses were rejected and others accepted Mr. Doris stated:

"The ones rejected simply do not possess any rationale. Why is the thing being offered? Why are you going outside the guideline? What is wrong with the possibilities that now exist? What is the emphasis? Just why do you want to offer it? Very often these factors are not cut down on paper. Sometimes you get the impression that really the teacher teaching it is only going to offer a textbook course. He identifies a book and when you look at the book and the chapters, the course is..."
simply starting on page one and working on through a university text. That is simply not satisfactory.

If then, both course and texts are approved, within the central office of the Ministry, the submission is funnelled back through the regional office to the school. Two points must also be stated here regarding such acceptance. First, any such approval applies only to the specific course at the school named in the letter of approval, and hence, is not a blanket permission to use such a course throughout the province or even on a county basis. Secondly, if such approval is being sought for a course giving credit towards the Secondary School Honour Graduation Diploma, it can be granted only on a single year basis. If a school wishes to continue it beyond that period of time, there must be a resubmission.

If, on the other hand, the course and texts are not acceptable:

"generally the request goes back through the program consultant with the advice saying that it is not satisfactory at this time and it is suggested that there be consultation with the local program consultant. While there may not be many

21 Loc. cit.
written comments given at that time, there certainly are a lot of such comments on file and when the consultant goes to the school generally he asks the question: why do you want to do this? Have you considered the resources? I noticed you using American books: have you considered these Canadian books? Do you have a staff to do this?" 22

When satisfactory answers to these questions are forthcoming from a locality, then once again a new proposal may be submitted and the procedure may begin over again.

It is interesting to note here that while the above-mentioned process is the procedure that must be followed, in the submission of any course for approval, in reality very few such courses in the political science field really are submitted. Hence, while the submissions from all disciplines have totalled over two thousand for the past year,

"... Really in this guideline we received very very few courses that come in at the senior division level. We received a few courses at the grade 13 level. Frankly, I can't even think of one that has come in at the grade 11 and 12 level. Perhaps this just means that traditional courses are being followed or that the old...

22 Loc. cit.
World Politics guideline was so flexible that teachers felt they could in fact do their thing and not worry about it. I don't see any great flood of experimental courses coming in here either.  

With what the author hopes is a better idea of what constitutes the rationale behind the People and Politics guideline as well as a better understanding of the procedure behind the development and acceptance of courses in this field, we can now focus our attention on the survey results dealing with the schools, students, and teachers dealing with political studies in Ontario's high schools.

23 Loc. cit.
CHAPTER IV

A PROFILE OF ONTARIO SECONDARY SCHOOL POLITICAL SCIENCE

There are three basic questions to which we will address ourselves in this chapter. They are:

1. What significant growth or decline of the discipline of political science is evident within Ontario's secondary schools as a whole, or in any of the ten Ministry of Education regions into which Ontario has been divided?

2. What particular characteristics does the type of student that pursues courses in this discipline have?

3. What type of qualifications do the instructors teaching these courses at the secondary school level possess?

THE DISCIPLINE

While Tables 4-1 to 4-10 provide us with a numerical breakdown of students actually taking the People and Politics course under each of the different school board jurisdictions, Table 4-11 provides us with totals for each of the ten regions established by the Ontario Ministry of Education. Several things should be noted from an examination of these tables.

Looking first of all those classes taught in English, we find that there is a 10.2 per cent increase from 1969-1971 in the total number of students taking political science courses.
### TABLE 4 – 1

**NUMBER OF STUDENTS TAKING**

**WORLD POLITICS AND PEOPLE, AND POLITICS COURSES**

**REGION: NORTHWESTERN ONTARIO**

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dryden</td>
<td>English</td>
<td>83 - 59</td>
<td>- 28.9</td>
</tr>
<tr>
<td>Kenora</td>
<td>English</td>
<td>99 - 66</td>
<td>- 33.3</td>
</tr>
<tr>
<td>Red Lake</td>
<td>English</td>
<td>48 - 57</td>
<td>+ 18.7</td>
</tr>
<tr>
<td>Port Frances-Rainy River</td>
<td>English</td>
<td>128 - 138</td>
<td>+ 7.8</td>
</tr>
<tr>
<td>Geraldton</td>
<td>English</td>
<td>12 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td>Lakehead</td>
<td>English</td>
<td>193 - 198</td>
<td>+ 2.5</td>
</tr>
<tr>
<td>Lake Superior</td>
<td>English</td>
<td>35 - 59</td>
<td>+ 68.5</td>
</tr>
</tbody>
</table>

**TOTAL: NORTHWESTERN ONTARIO REGION**

| English                  | 598 - 577 | - 3.5                 |

### TABLE 4 - 2

NUMBER OF STUDENTS TAKING
WORLD POLITICS AND PEOPLE AND POLITICS COURSES

REGION: MIDNORTHERN ONTARIO

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Algoma</td>
<td>English</td>
<td>18 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td>Hornepayne</td>
<td>English</td>
<td>0 - 20</td>
<td>+100.0</td>
</tr>
<tr>
<td>Michikicoten</td>
<td>English</td>
<td>29 - 48</td>
<td>+ 65.5</td>
</tr>
<tr>
<td>North Shore</td>
<td>English</td>
<td>46 - 59</td>
<td>+ 28.2</td>
</tr>
<tr>
<td>Sault Ste. Marie</td>
<td>English</td>
<td>54 - 137</td>
<td>+153.7</td>
</tr>
<tr>
<td>Manitoulin</td>
<td>English</td>
<td>20 - 25</td>
<td>+ 25.0</td>
</tr>
<tr>
<td>Esconola</td>
<td>English</td>
<td>45 - 12</td>
<td>- 73.3</td>
</tr>
<tr>
<td>Sudbury</td>
<td>English</td>
<td>338 - 538</td>
<td>+ 59.7</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 26</td>
<td>+100.0</td>
</tr>
</tbody>
</table>

TOTAL: MIDNORTHERN ONTARIO REGION

|                     | English  | 551 - 839              | + 52.2                 |
|                     | French   | 0 - 26                 | +100.0                 |

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cochrane-Iroquois Falls</td>
<td>English</td>
<td>44 - 33</td>
<td>- 25.0</td>
</tr>
<tr>
<td>Hearst</td>
<td>English</td>
<td>48 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 16</td>
<td>+100.0</td>
</tr>
<tr>
<td>Kapuskasing</td>
<td>English</td>
<td>19 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 35</td>
<td>+100.0</td>
</tr>
<tr>
<td>Timmins</td>
<td>English</td>
<td>29 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 51</td>
<td>+100.0</td>
</tr>
<tr>
<td>Muskoka</td>
<td>English</td>
<td>36 - 20</td>
<td>- 44.4</td>
</tr>
<tr>
<td>Nipissing</td>
<td>English</td>
<td>70 - 97</td>
<td>+ 38.5</td>
</tr>
<tr>
<td>East Parry Sound</td>
<td>English</td>
<td>0 - 25</td>
<td>+100.0</td>
</tr>
<tr>
<td>West Parry Sound</td>
<td>English</td>
<td>50 - 38</td>
<td>- 24.0</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>English</td>
<td>112 - 53</td>
<td>- 52.6</td>
</tr>
<tr>
<td>Timiskaming</td>
<td>French</td>
<td>0 - 30</td>
<td>+100.0</td>
</tr>
</tbody>
</table>

TOTAL: NORTHEASTERN ONTARIO REGION

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4087 - 266</td>
<td>- 34.8</td>
</tr>
<tr>
<td>French</td>
<td>0 - 132</td>
<td>+100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elgin County</td>
<td>English</td>
<td>187 - 152</td>
<td>- 18.7</td>
</tr>
<tr>
<td>Essex County</td>
<td>English</td>
<td>119 - 213</td>
<td>+ 78.9</td>
</tr>
<tr>
<td>Windsor</td>
<td>English</td>
<td>263 - 260</td>
<td>- 1.1</td>
</tr>
<tr>
<td>Huron County</td>
<td>English</td>
<td>221 - 123</td>
<td>- 44.3</td>
</tr>
<tr>
<td>Kent County</td>
<td>English</td>
<td>58 - 158</td>
<td>+ 172.4</td>
</tr>
<tr>
<td>Lambton County</td>
<td>English</td>
<td>192 - 230</td>
<td>+ 19.7</td>
</tr>
<tr>
<td>Middlesex County</td>
<td>English</td>
<td>50 - 69</td>
<td>+ 38.0</td>
</tr>
<tr>
<td>London</td>
<td>English</td>
<td>391 - 493</td>
<td>+ 26.0</td>
</tr>
<tr>
<td><strong>TOTAL: WESTERN ONTARIO REGION</strong></td>
<td>English</td>
<td><strong>1481 - 1698</strong></td>
<td><strong>+ 14.6</strong></td>
</tr>
</tbody>
</table>

TABLE 4 - 5

NUMBER OF STUDENTS TAKING WORLD POLITICS AND PEOPLE AND POLITICS COURSES

REGION: MIDWESTERN ONTARIO

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brant County</td>
<td>English</td>
<td>175 - 169</td>
<td>- 3.4</td>
</tr>
<tr>
<td>Bruce County</td>
<td>English</td>
<td>159 - 114</td>
<td>- 28.3</td>
</tr>
<tr>
<td>Grey County</td>
<td>English</td>
<td>126 - 132</td>
<td>+ 4.7</td>
</tr>
<tr>
<td>Oxford County</td>
<td>English</td>
<td>0 - 62</td>
<td>+100.0</td>
</tr>
<tr>
<td>Perth County</td>
<td>English</td>
<td>261 - 231</td>
<td>- 11.4</td>
</tr>
<tr>
<td>Waterloo County</td>
<td>English</td>
<td>329 - 636</td>
<td>+ 93.3</td>
</tr>
<tr>
<td>Wellington County</td>
<td>English</td>
<td>248 - 112</td>
<td>- 54.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL: MIDWESTERN ONTARIO REGION</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1298 - 1456</td>
<td>+ 12.1</td>
</tr>
</tbody>
</table>

### TABLE 4 - 6

**NUMBER OF STUDENTS TAKING WORLD POLITICS AND PEOPLE AND POLITICS COURSES**

**REGION: NIAGARA**

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haldimand County</td>
<td>English</td>
<td>95 - 64</td>
<td>- 32.6</td>
</tr>
<tr>
<td>Lincoln County</td>
<td>English</td>
<td>385 - 377</td>
<td>+ 32.2</td>
</tr>
<tr>
<td>Niagara South</td>
<td>English</td>
<td>354 - 221</td>
<td>- 23.4</td>
</tr>
<tr>
<td>Wentworth County</td>
<td>English</td>
<td>275 - 272</td>
<td>- 1.0</td>
</tr>
<tr>
<td>Hamilton County</td>
<td>English</td>
<td>555 - 483</td>
<td>- 12.0</td>
</tr>
<tr>
<td>Norfolk County</td>
<td>English</td>
<td>147 - 140</td>
<td>- 4.7</td>
</tr>
</tbody>
</table>

**TOTAL: NIAGARA REGION**

English 1711 - 1612  - 5.7

<table>
<thead>
<tr>
<th>BOARD OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halton County</td>
<td>English</td>
<td>354 - 451</td>
<td>+ 27.4</td>
</tr>
<tr>
<td>Peel County</td>
<td>English</td>
<td>282 - 364</td>
<td>+ 29.0</td>
</tr>
<tr>
<td>Simcoe County</td>
<td>English</td>
<td>254 - 256</td>
<td>+ 0.7</td>
</tr>
<tr>
<td>Toronto</td>
<td>English</td>
<td>456 - 536</td>
<td>+ 17.5</td>
</tr>
<tr>
<td>Etobicoke</td>
<td>English</td>
<td>114 - 237</td>
<td>+151.7</td>
</tr>
<tr>
<td>York</td>
<td>English</td>
<td>133 - 295</td>
<td>+171.8</td>
</tr>
<tr>
<td><strong>TOTAL: WEST CENTRAL ONTARIO REGION</strong></td>
<td>English</td>
<td>1593 - 2189</td>
<td>+ 37.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haliburton County</td>
<td>English</td>
<td>14 - 22</td>
<td>+ 57.1</td>
</tr>
<tr>
<td>Ontario County</td>
<td>English</td>
<td>226 - 252</td>
<td>+ 11.5</td>
</tr>
<tr>
<td>Victoria County</td>
<td>English</td>
<td>56 - 72</td>
<td>- 60.7</td>
</tr>
<tr>
<td>York County</td>
<td>English</td>
<td>326 - 242</td>
<td>- 25.7</td>
</tr>
<tr>
<td>Scarborough</td>
<td>English</td>
<td>480 - 960</td>
<td>+ 43.8</td>
</tr>
<tr>
<td>East York</td>
<td>English</td>
<td>148 - 176</td>
<td>- 14.8</td>
</tr>
<tr>
<td>North York</td>
<td>English</td>
<td>804 - 927</td>
<td>+ 11.5</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> East Central Ontario Region</td>
<td>English</td>
<td>2054 - 2251</td>
<td>+ 9.6</td>
</tr>
</tbody>
</table>

**Table 4-9**

**Number of Students Taking World Politics and People and Politics Courses**

**Region: Eastern Ontario**

<table>
<thead>
<tr>
<th>Boards of Education</th>
<th>Language</th>
<th>Enrollment 1970 - 1971</th>
<th>Difference in Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frontenac County</td>
<td>English</td>
<td>276 - 246</td>
<td>-10.5</td>
</tr>
<tr>
<td>Hastings County</td>
<td>English</td>
<td>189 - 28</td>
<td>-85.1</td>
</tr>
<tr>
<td>Leeds and Grenville County</td>
<td>English</td>
<td>78 - 196</td>
<td>+151.2</td>
</tr>
<tr>
<td>Lennox and Addington County</td>
<td>English</td>
<td>48 - 54</td>
<td>+12.5</td>
</tr>
<tr>
<td>Northumberland and Durham County</td>
<td>English</td>
<td>205 - 212</td>
<td>+3.4</td>
</tr>
<tr>
<td>Peterborough County</td>
<td>English</td>
<td>133 - 167</td>
<td>+25.5</td>
</tr>
<tr>
<td>Prince Edward County</td>
<td>English</td>
<td>97 - 0</td>
<td>-100.0</td>
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</tbody>
</table>

**Total: Eastern Ontario Region**

<table>
<thead>
<tr>
<th>Language</th>
<th>Enrollment 1970 - 1971</th>
<th>Difference in Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1026 - 903</td>
<td>-11.9</td>
</tr>
</tbody>
</table>

TABLE 4-10

NUMBER OF STUDENTS TAKING
WORLD POLITICS AND PEOPLE AND POLITICS COURSES
REGION: OTTAWA VALLEY

<table>
<thead>
<tr>
<th>BOARDS OF EDUCATION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carleton</td>
<td>English</td>
<td>278 - 266</td>
<td>- 4.3</td>
</tr>
<tr>
<td>Ottawa</td>
<td>English</td>
<td>288 - 410</td>
<td>+ 42.3</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 101</td>
<td>+100.0</td>
</tr>
<tr>
<td>Lennox County</td>
<td>English</td>
<td>100 - 133</td>
<td>+ 33.0</td>
</tr>
<tr>
<td>Prescott and Russell</td>
<td>English</td>
<td>18 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td>County</td>
<td>French</td>
<td>0 - 43</td>
<td>+100.0</td>
</tr>
<tr>
<td>Renfrew County</td>
<td>English</td>
<td>72 - 94</td>
<td>+ 30.5</td>
</tr>
<tr>
<td>CFB Petawawa</td>
<td>English</td>
<td>52 - 0</td>
<td>-100.0</td>
</tr>
<tr>
<td>Stormont, Dundas and</td>
<td>English</td>
<td>58 - 34</td>
<td>+ 44.8</td>
</tr>
<tr>
<td>Glengarry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL: OTTAWA VALLEY      | English  | 866 - 987              | + 14.0                |
|                           | French   | 0 - 144                | +100.0                |

<table>
<thead>
<tr>
<th>REGION</th>
<th>LANGUAGE</th>
<th>ENROLLMENT 1970 - 1971</th>
<th>DIFFERENCE IN PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern Ontario</td>
<td>English</td>
<td>598 - 577</td>
<td>-3.5%</td>
</tr>
<tr>
<td>Midnorthern Ontario</td>
<td>English</td>
<td>551 - 839</td>
<td>+52.2%</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 26</td>
<td>+100.0%</td>
</tr>
<tr>
<td>Northeastern Ontario</td>
<td>English</td>
<td>408 - 266</td>
<td>-34.8%</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 132</td>
<td>+100.0%</td>
</tr>
<tr>
<td>Western Ontario</td>
<td>English</td>
<td>1481 - 1698</td>
<td>+14.6%</td>
</tr>
<tr>
<td>Midwestern Ontario</td>
<td>English</td>
<td>1298 - 1456</td>
<td>+12.1%</td>
</tr>
<tr>
<td>Niagara</td>
<td>English</td>
<td>1711 - 1612</td>
<td>-5.7%</td>
</tr>
<tr>
<td>West Central Ontario</td>
<td>English</td>
<td>1593 - 2189</td>
<td>+37.4%</td>
</tr>
<tr>
<td>East Central Ontario</td>
<td>English</td>
<td>2054 - 2251</td>
<td>+9.6%</td>
</tr>
<tr>
<td>Eastern Ontario</td>
<td>English</td>
<td>1026 - 903</td>
<td>-11.9%</td>
</tr>
<tr>
<td>Ottawa Valley</td>
<td>English</td>
<td>866 - 987</td>
<td>+14.0%</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 144</td>
<td>+100.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>English</td>
<td>11586 - 12778</td>
<td>+10.2%</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 302</td>
<td>+100.0%</td>
</tr>
</tbody>
</table>

in Ontario high schools. This seems to be a significant increase when one realizes that the total of all students in Ontario's high schools only grew by approximately five per cent, while there was a numerical increase of 1,192 students taking this course, exactly half of the growth (596) occurred in one area, the West Central Ontario region. In fact, of the ten regions, only six showed an increase in enrollment in the political science area, while four actually indicated a decline. There does not, however, appear to be any consistency in where the decline is occurring as the four regions involved are Northwestern Ontario, Northern Ontario, Niagara, and Eastern Ontario.

A more specific examination of the regions reveals that of the seventy-two boards reporting their involvement with the course during 1970 or 1971, thirty-three showed decreased enrollment while thirty-nine noted a growth. Moreover, again examining the total picture, in 1971 only three boards that had not previously offered courses in this area ventured into the discipline, while eight boards that offered the course in 1970 opted to drop it completely in the next school year. It is therefore, interesting to note that notwithstanding the increase in the total number of students pursuing political science courses at the secondary level in Ontario, some regions do not show a growth.

A brief look at the French language classes in this discipline provides us with other interesting information.
During the 1970-71 school year, there wasn't a single area offering political science courses at the secondary level in the French language. The following year, however, produced a change as seven different boards became involved.

While only three of the ten Ministry regions, the Mid-northern, the Northeastern, and the Ottawa Valley were active, and the number of pupils involved was relatively small (302), nevertheless, it did appear as though some type of growth was developing in this area.

Table 4-12 provides us with a summary of our political science related course, Man In Society, as it lists the totals for each of the ten Ministry of Education regions. Examining the data in this table we see that the number of English students taking the Man In Society course has increased by 35.7 per cent or 7938 students. However, the major portion of this growth appears to be concentrated in only three of Ministry's regions --- West Central, East Central, and Western Ontario. These three comprise over three-quarters of the total increased enrollment in this subject. Nevertheless, eight of the ten regions do show an increase in students taking this course, while only two regions, Northwestern and Eastern Ontario, show a decrease, and that is in fact a decrease of exactly eleven per cent. Thus, it may be concluded that while the major portion of growth is centered in a few areas, some growth is occurring in this subject area practically throughout the entire province.
## Table 4-12

### Number of Students Taking Man in Society Course

#### Region Totals

<table>
<thead>
<tr>
<th>Region</th>
<th>Language</th>
<th>Enrollment 1970 - 1971</th>
<th>Difference in Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern Ontario</td>
<td>English</td>
<td>1538 - 1532</td>
<td>- .3</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 373</td>
<td>+100.0</td>
</tr>
<tr>
<td>Midnorthern Ontario</td>
<td>English</td>
<td>1274 - 1622</td>
<td>+ 28.1</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>0 - 373</td>
<td>+100.0</td>
</tr>
<tr>
<td>Northeastern Ontario</td>
<td>English</td>
<td>940 - 980</td>
<td>+ 4.2</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>175 - 119</td>
<td>- 32.0</td>
</tr>
<tr>
<td>Western Ontario</td>
<td>English</td>
<td>2763 - 4305</td>
<td>+ 55.8</td>
</tr>
<tr>
<td>Midwestern Ontario</td>
<td>English</td>
<td>2849 - 3631</td>
<td>+ 27.4</td>
</tr>
<tr>
<td>West Central Ontario</td>
<td>English</td>
<td>4260 - 6226</td>
<td>+ 46.1</td>
</tr>
<tr>
<td>East Central Ontario</td>
<td>English</td>
<td>4239 - 6281</td>
<td>+ 62.3</td>
</tr>
<tr>
<td>Eastern Ontario</td>
<td>English</td>
<td>2423 - 2162</td>
<td>- 10.7</td>
</tr>
<tr>
<td>Ottawa Valley</td>
<td>English</td>
<td>1919 - 2794</td>
<td>+ 45.5</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>151 - 598</td>
<td>+296.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>English</td>
<td>22205 - 30143</td>
<td>+ 35.7</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>326 - /1090</td>
<td>+234.3</td>
</tr>
</tbody>
</table>

Of the seventy-five individual school boards offering the Man In Society course during 1970 and 1971, fifty-one indicated increased enrollment during the latter year while only twenty-four of them showed a decrease --- a ratio of approximately two to one. However, an examination of boards entering the field for the first time during 1971 and those dropping the course during the same year indicate a fairly even split, as five boards initiated the course while four dropped it. Thus, it would appear that even though there is a general trend in increasing enrollments within those boards already offering the course, nevertheless there does not seem to be any significant increase in the total number of boards offering the course.

An examination of the French classes taking the Man In Society course shows that while there were only seven boards offering this course in three different regions, there was a very significant increase in the total number of students enrolled. In fact, the total enrollment showed a two hundred and thirty-four per cent increase. Moreover, there were four new boards that began offering the course during 1971, while no board previously having a course offering in this area saw fit to drop it. In summary then, it would appear that there is a fairly definite trend towards increased pupil interest in the Man In Society course in both the English and French sectors.
THE STUDENTS

The examination of the characteristics possessed by the students pursuing the political science courses at the secondary school level concentrated on: (1) their linguistic background, (2) the language in which they were taught, and finally (3) their residential background.

Table 4 - 13 shows a breakdown on the language background of these students according to regions.

As might be expected, all ten regions show the linguistic background of the vast majority of students to be English. However, it is interesting to note that in Midnorthern Ontario, the percentage of students possessing this type of background is significantly lower than the other regions. In fact, in that instance only slightly more than half of the classes of these students were listed as having solely an English linguistic background.

Table 4 - 13 gives us a clearer indication of which regions possess the largest percentage of students with each type of linguistic background. Seventy-seven per cent of those classes indicating students with a French background were concentrated within regions two and ten. Of the twelve classes with students from mixed English and French backgrounds, six were located in Region Two. Hence, it would appear from these two tables that Region Two definitely stands out as having the greatest amount of diversity in the linguistic background of students taking these courses.
### Table 4-13

Linguistic Background of Students

According to Region

By Percent

<table>
<thead>
<tr>
<th>Linguistic Background of Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15.4</td>
<td>7.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38.5</td>
</tr>
<tr>
<td>English</td>
<td>6.0</td>
<td>4.7</td>
<td>3.7</td>
<td>10</td>
<td>12.4</td>
<td>12.7</td>
<td>12.7</td>
<td>12.7</td>
<td>10.7</td>
<td>8.7</td>
<td>299</td>
</tr>
<tr>
<td>Mixed</td>
<td>16.7</td>
<td>50.0</td>
<td>16.7</td>
<td>3.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8.3</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Answer</td>
<td>50.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>21</td>
<td>26</td>
<td>15</td>
<td>60</td>
<td>30</td>
<td>37</td>
<td>37</td>
<td>38</td>
<td>31</td>
<td>32</td>
<td>347</td>
</tr>
</tbody>
</table>

*Percentages may not add up to one hundred percent due to rounding.*
Looking at the linguistic background of the students from a subject standpoint, Table 4-14 below indicates that the linguistic background of students appears to be fairly constant whether the teacher is dealing with People And Politics, Man In Society, or a combination of both courses.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LINGUISTIC BACKGROUND OF STUDENTS</th>
<th>FREMCH</th>
<th>ENGLISH</th>
<th>MIXED</th>
<th>OTHER</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE AND POLITICS</td>
<td></td>
<td>5.6%</td>
<td>91.6%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>MAN IN SOCIETY</td>
<td></td>
<td>4.5%</td>
<td>89.8%</td>
<td>4.5%</td>
<td>1.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>BOTH</td>
<td></td>
<td>2.1%</td>
<td>91.8%</td>
<td>5.2%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>4.3%</td>
<td>91.2%</td>
<td>3.7%</td>
<td>0.3%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Table 4-15 on the other hand, indicates somewhat of a different situation. Even though the number of classes considered to have a mixed English and French speaking background is limited, our data would seem to indicate that these students are exceptions to the general pattern of this table, for they seem to be at least equally, if not more
### Table 4 - 15

**LINGUISTIC BACKGROUND OF STUDENTS ACCORDING TO SUBJECT**

<table>
<thead>
<tr>
<th>LANGUAGE BACKGROUND OF STUDENTS</th>
<th>PEOPLE AND POLITICS</th>
<th>MAN IN SOCIETY</th>
<th>BOTH</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(57.1%)</td>
<td>(28.6%)</td>
<td>(14.3%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>131</td>
<td>79</td>
<td>89</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>(43.6%)</td>
<td>(26.4%)</td>
<td>(29.3%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>MIXED</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(25.0%)</td>
<td>(33.4%)</td>
<td>(41.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>OTHER</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(0.0%)</td>
<td>(100%)</td>
<td>(0.0%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>NO ANSWER</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(50.0%)</td>
<td>(0.0%)</td>
<td>(50.0%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>143</td>
<td>88</td>
<td>97</td>
<td>328</td>
</tr>
<tr>
<td></td>
<td>(43.6%)</td>
<td>(26.8%)</td>
<td>(29.6%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

interested in pursuing the *Man In Society* course than the *People and Politics* courses.

Looking at the question of the language of instruction, Table 4 - 16 below clearly demonstrates that the language of instruction throughout the ten regions is English. However, it is interesting to note that while Table 4 - 13 had indicated that there were thirteen classes in our sample that were regarded as having a French linguistic background, this
### Table 4 - 16

**Language of Instruction According to Region**

<table>
<thead>
<tr>
<th>Region</th>
<th>French</th>
<th>English</th>
<th>Mixed</th>
<th>No Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>26</td>
<td>0</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>314</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>327</strong></td>
</tr>
</tbody>
</table>

The table shows that only eleven of them are receiving their instruction in the French language. A more startling revelation however, is that while Table 4 - 13 listed twelve classes as having students from a mixed French and English background,
TABLE 4 - 17
RESIDENTIAL BACKGROUND OF STUDENTS
ACCORDING TO SUBJECT

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RURAL</th>
<th>URBAN</th>
<th>MIXED</th>
<th>OTHER</th>
<th>DON'T KNOW</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE AND POLITICAL</td>
<td>14.7%</td>
<td>49.7%</td>
<td>32.9%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>MAN IN SOCIETY</td>
<td>20.5%</td>
<td>42.0%</td>
<td>34.1%</td>
<td>0.0%</td>
<td>3.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>BOTH</td>
<td>14.4%</td>
<td>45.4%</td>
<td>38.1%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16.2%</td>
<td>46.3%</td>
<td>34.8%</td>
<td>0.6%</td>
<td>1.2%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

This table shows that only one of them is receiving instruction of a bilingual nature. The student with this particular type of linguistic background appears in almost every instance to be receiving instruction in his secondary school political science courses solely in the English language.

The question of the residential background of students was another area of interest to the author. Table 4 - 17 shows the results of our questionnaire in this area.

The table indicates that almost fifty per cent of the students pursuing the People and Politics course are of an urban background. On the other hand, the Man In Society classes,
while showing the greatest number of students from a similar residential background, have a higher percentage of pupils from a completely rural background. Such figures are quite interesting when one realizes that the ratio of urban to rural population within Ontario is approximately five to one. It would appear, therefore, that while the largest percentage of students pursuing these courses are from an urban background, they still do not reflect the general urban-rural breakdown of Ontario's population.

Having briefly examined some background information on the students pursuing these courses, we will now focus on the teachers involved.

THE TEACHERS

The questionnaire also provided us with information regarding the qualifications of secondary school teachers dealing with the discipline of political science.

Table 4-18 provides us with the total number of political science courses taken by the teachers of *People And Politics* and *Man In Society*, as well as those teaching a combination of both courses. Of the teachers dealing with *People And Politics* courses, 79.1 per cent have fewer than five political science courses at the university level. The figure for those instructors teaching the combination of *People And Politics* and *Man In Society* is quite similar.

As could be expected, those teaching only the *Man In Society* course, which has less political science content, show an
<table>
<thead>
<tr>
<th>Teachers</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6-10</th>
<th>11-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>People and Politics</td>
<td>23</td>
<td>20</td>
<td>27</td>
<td>26</td>
<td>17</td>
<td>7</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>(16.1%)</td>
<td>(14.0%)</td>
<td>(13.9%)</td>
<td>(18.2%)</td>
<td>(11.9%)</td>
<td>(4.9%)</td>
<td>(9.1%)</td>
<td>(6.9%)</td>
<td></td>
</tr>
<tr>
<td>Man in Society</td>
<td>27</td>
<td>21</td>
<td>15</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(31.0%)</td>
<td>(24.1%)</td>
<td>(17.2%)</td>
<td>(10.5%)</td>
<td>(3.0%)</td>
<td>(2.3%)</td>
<td>(3.5%)</td>
<td>(4.8%)</td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>17</td>
<td>8</td>
<td>25</td>
<td>14</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>(17.7%)</td>
<td>(8.3%)</td>
<td>(26.0%)</td>
<td>(14.6%)</td>
<td>(12.5%)</td>
<td>(6.3%)</td>
<td>(8.3%)</td>
<td>(6.3%)</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>67</td>
<td>49</td>
<td>67</td>
<td>49</td>
<td>36</td>
<td>15</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>(20.6%)</td>
<td>(15.0%)</td>
<td>(20.6%)</td>
<td>(15.0%)</td>
<td>(11.0%)</td>
<td>(4.6%)</td>
<td>(7.3%)</td>
<td>(5.9%)</td>
<td></td>
</tr>
</tbody>
</table>
even greater percentage with such a minimal university political science background as slightly over ninety per cent of them have taken fewer than five political science courses at the university level. Hence, it would appear from our study that almost eighty per cent of the teachers dealing with courses in politics at the secondary level do not have a sufficient number of courses in this area to qualify for a major in political science. In fact, approximately thirty per cent have no more than one course in this area.

Such a finding is even more interesting when one examines Table 4 - 19 dealing with responses to the question on whether people teaching secondary school political science should have a special concentration of courses in this area.

**TABLE 4 - 19**

NECESSITY OF UNIVERSITY POLITICAL SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Necessity of Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>People and Politics</td>
<td>25.2%</td>
</tr>
<tr>
<td>Man in Society</td>
<td>25.0%</td>
</tr>
<tr>
<td>Both</td>
<td>35.1%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>28.0%</td>
</tr>
</tbody>
</table>
Table 4 - 20 below provides information on teacher perception concerning the helpfulness of previous university political science courses to their present duties.

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>NO</th>
<th>YES</th>
<th>DON'T KNOW</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE AND POLITICS</td>
<td>23.1%</td>
<td>63.6%</td>
<td>6.3%</td>
<td>7.2%</td>
</tr>
<tr>
<td>MAN IN SOCIETY</td>
<td>23.9%</td>
<td>44.3%</td>
<td>12.5%</td>
<td>19.3%</td>
</tr>
<tr>
<td>BOTH</td>
<td>18.6%</td>
<td>64.9%</td>
<td>11.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>22.0%</td>
<td>58.8%</td>
<td>9.5%</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

As could be expected, teachers dealing with the People And Politics course felt that the previous university courses taken in this discipline are helpful to them in teaching these courses. While a large number of the Man In Society teachers concurred with this positive reaction, a significant percentage either questioned the value or indicated that they really didn't know.

Although those responding to our questionnaire obtained their university degree from numerous institutions, it would
appear that approximately forty per cent of the People And Politics teachers emerged from only four universities --- Western (19.7%), Toronto (14.6%), McMaster (9.1%), and Windsor (7.0%).

Tied quite closely to this is the type of degree obtained. Table 4-21 shows that teachers of People And Politics as well as those dealing with a combination of the Man In Society and People and Politics courses hold a greater percentage of honours than of general B.A. degrees. On the other hand, that is reversed for those teaching only Man In Society. The author also found the percentage of M.A. degrees held by teachers in these areas to be of interest, as almost twenty-five per cent of those teaching People And Politics
indicated a degree beyond the B.A.

More importantly, however, is the question of the major area of study pursued in the degree. As is indicated in Table 4-22, a very large majority of individuals teaching these courses hold history degrees. In fact, only slightly more than eleven per cent held a degree in political science. Even if we eliminate the teachers of *Man In Society* who may have more of a sociological slant to contend with, from our totals, we see the percentage of teachers involved in *People And Politics* courses holding political science degrees to be still only approximately fifteen per cent.

**Table 4-22**

**Type of Degree Major**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Type of Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Political History</td>
</tr>
<tr>
<td><strong>PEOPLE AND POLITICS</strong></td>
<td>15.4%</td>
</tr>
<tr>
<td><strong>MAN IN SOCIETY</strong></td>
<td>7.3%</td>
</tr>
<tr>
<td><strong>BOTH</strong></td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>11.3%</td>
</tr>
</tbody>
</table>
The section of the questionnaire dealing with teacher-training also provides us with some interesting information. Our discussion here might appropriately begin with the responses to the question regarding the value of previous teacher-training to the teachers involved with these courses.

Table 4 - 23 indicates that fifty-three per cent of those teaching People And Politics felt their teacher-training to be of no value in teaching such courses, while only thirty-six per cent responded positively. Although the

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>HELPFULNESS OF TEACHER-TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>PEOPLE AND POLITICS</td>
<td>53.1%</td>
</tr>
<tr>
<td>MAN IN SOCIETY</td>
<td>42.0%</td>
</tr>
<tr>
<td>BOTH</td>
<td>41.2%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>46.6%</td>
</tr>
</tbody>
</table>

difference between those viewing their previous teacher-training as being of value and those who felt differently was not as great among the teachers of *Man In Society,*
nevertheless only 39.8 per cent of them saw this training as being of value to them in their present teaching duties. The individuals teaching both courses indicated more positively than either of the other two groups their satisfaction that teacher-training they received was presently of value to them. However, even this group did not reach the fifty per cent mark in responding affirmatively, leaving one with the unmistakable impression of some type of weakness in the teacher-training field for individuals teaching political science courses at the secondary school level.

Two other significant points arose from our questionnaire that deserve mention here. First of all, it appears that over half of those teachers involved with a *People And Politics* course received their teacher-training at the Ontario College of Education in Toronto. If Althouse College in London were added to Toronto, we would be able to account for approximately seventy-five per cent of the teachers involved with this discipline. Secondly, as Table 4-24 indicating the type of teaching certificate possessed by these teachers shows, a very large majority already have permanent certification as well as additional university courses beyond those required for a basic teaching certificate. Nevertheless, there are still approximately twenty-five per cent of those teaching in the political science area without permanent certification.

Because the latter is obtained primarily through successful teaching experience, we will briefly turn to it.
### Table 4 - 24

**Type of Teacher Certification**

<table>
<thead>
<tr>
<th></th>
<th>Interim Type A</th>
<th>Interim Type B</th>
<th>HSA Type A</th>
<th>HSA Type B</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People and Politics</strong></td>
<td>30 (51.0%)</td>
<td>7 (4.9%)</td>
<td>79 (55.2%)</td>
<td>23 (16.1%)</td>
<td>4 (2.8%)</td>
</tr>
<tr>
<td><strong>Man in Society</strong></td>
<td>11 (12.5%)</td>
<td>13 (14.3%)</td>
<td>36 (40.9%)</td>
<td>26 (29.5%)</td>
<td>2 (2.3%)</td>
</tr>
<tr>
<td><strong>Both</strong></td>
<td>12 (18.6%)</td>
<td>5 (5.2%)</td>
<td>59 (60.8%)</td>
<td>15 (15.5%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>59 (18.0%)</td>
<td>25 (7.6%)</td>
<td>174 (53.1%)</td>
<td>64 (19.5%)</td>
<td>6 (1.8%)</td>
</tr>
</tbody>
</table>

Indications are that approximately forty per cent of the teachers in our sample have less than five years of secondary school teaching experience, while over eighty per cent fall into the category of ten or fewer years. With this in mind then, Table 4 - 25 is somewhat less shocking as it provides us with the number of years that the teachers of the secondary school political science courses have been teaching in this particular discipline.

For example, we see that of those teaching People And Politics, over fifty per cent have been doing so for only two years, over seventy-seven per cent for only three years and approximately ninety-three per cent have been involved for fewer than six years. The teachers of our other two categories
YEARS OF EXPERIENCE TEACHING
SECONDARY SCHOOL POLITICAL SCIENCE

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>YEARS OF EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PEOPLE AND POLITICS</td>
<td>31.5%</td>
</tr>
<tr>
<td>MAN IN SOCIETY</td>
<td>60.2%</td>
</tr>
<tr>
<td>BOTH</td>
<td>27.8%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>38.1%</td>
</tr>
</tbody>
</table>

...come very close to these figures also, leading one to realize the lack of any long term experience in these subject areas on the part of most teachers.

One additional finding to be touched upon within this chapter is that dealing with the question of whether the teacher requested to teach this course himself or was designated to do so by someone else. Our responses indicate that while over sixty per cent of those teaching People And Politics requested to do so, only forty-five per cent of those teaching Man In Society fall into this category. It is still significant, however, that almost forty percent of those teaching the primary political science course in Ontario's secondary schools became involved not of their own volition.
Keeping the findings outlined within this section in mind, we will in our final chapter attempt to draw some conclusions from them in terms of the implications for future university and teacher-training courses in this area.
CHAPTER V

IMPLIEDATIONS AND CONCLUSIONS

Attempts to focus more specifically on the implications that our findings have for the state of political science within Ontario's secondary schools will concentrate on the following three areas: (1) ideas regarding the type of such courses to be offered in the secondary schools, (2) ideas regarding curriculum development in this discipline at the secondary level, and (3) ideas regarding teacher-training for the instructors involved with these courses in the high schools.

THE COURSES

One comment on many of the questionnaires concerned the practibility of the People And Politics guideline. Generally, the respondents seemed to feel that the type of units suggested in the document were somewhat too advanced for most students in their early high school years. In fact, one individual went so far as to state that the document was only suited to the "very sophisticated" student. While most did not go that far, the general feeling still seemed to be that the course guideline is best suited to the grade thirteen level.

This attitude, however, was not meant to imply that politics courses should not be taught prior to that stage. Conversely, the individuals commenting in this area seemed to feel that
there was a very definite need for such courses early in the student's high school career. However, the feeling appeared to be equally strong that such courses should be developed from some other type of document and be of a much more general nature. It was also suggested that these initial courses serve as prerequisites for more advanced courses, thereby providing the students with a sufficient background from which they might draw.

While there were over twenty different suggestions regarding such possible introductory courses that might be offered in the lower branches of the secondary school, one was constantly repeated. That course was best labelled by one individual as a "Political Practicum". As the term indicates, the teachers in the field see a very definite need for the students pursuing political studies for the first time to become actively involved in the process, rather than simply studying the discipline primarily through a text-book approach.

To illustrate this suggestion, two recent instances where students have become part of the political process might be mentioned.

First of all, in Glengarry District High School, a "Model Parliament" has been established. This provides opportunities for the entire school to become involved with...

---

political life. According to the teacher of the *People And Politics* course at that school, the project "is by far the most successful part of our political science program." A second example of such student involvement in politics appeared during the past election campaign. In Sudbury, two high school politics classes were encouraged by their teacher to "campaign actively for a candidate in the October thirty-first election as a term project". According to both newspaper accounts and the teacher's own reaction, the project "mushroomed beyond all expectations" leaving a large number of students to concur with the views expressed by one of their classmates, "I wasn't even interested in politics until I started this class." Hence, it would appear that those individuals presently calling for more practical courses in which the students might become more involved at an earlier point in their high school years are doing so for several very important reasons.

THE CURRICULUM

Because the *People And Politics* guideline is not a course of study but rather a document from which one might be developed, several different comments were forthcoming from the teachers regarding the area of curriculum

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2 Rudy Platiel, "Grade 11 Made Relevant", *The Globe And Mail*, (Toronto), October 30, 197?, p. 9.
development.

Probably the most repeated comment was that the teachers felt they had neither the time nor the expertise to deal with complete course development. Perhaps the comment on expertise relates to the fact that individuals teaching politics courses at the secondary level have been doing so for a limited period of time, and have not had wide exposure to political science courses at the university level. On the other hand, it may also be a cry going out to the universities and teacher-training institutions for help in this area. Regardless, a problem presently exists regarding curriculum development, so several ideas will be explored here.

First of all, there does seem to be a need for a number of core units that would accompany the present guideline. These could be developed either at the level of the Ministry of Education, or in the local regions by teams of curriculum experts from local boards, university personnel, regional ministry personnel, and perhaps individuals with expertise in child- and adolescent development. Such units then could be made optional providing the freedom for those teachers capable of developing their own program, yet being available to those who still feel the need for some assistance in this area.

There is also a very definite need for the provision
of textbooks, guidelines, and resource materials in the French language to be used by students with that linguistic background. In Chapter IV, we learnt that in areas where students are bilingual or totally French speaking, politics courses are offered in English in almost every instance. Little blame can really be placed on the teachers for this type of approach if they are denied French materials. As noted previously, teachers are not certain where to find time for curriculum development, much less aiding to that problem of completely translating every bit for their classes. This may be one of the factors preventing an even greater growth of the discipline among students with French or bilingual backgrounds.

Yet another point tied to this area of curriculum that arose repeatedly on the questionnaires concerned the lack of general resource materials, films, and easily obtainable Canadian textbooks, all of which are lacking in any curriculum development. Perhaps this is another area that the Ministry of Education, the teacher-training institutions, and the universities might all examine. One particular project presently under way that serves as an example of a possible solution to this problem is being conducted by Professor Neil Levin of the Ontario Institute for Studies in Education in Toronto. Although he is presently more concerned with courses in the field of law, his basic idea could easily be transferred to the political sphere. He is.
attempting to create a "library" of resource material in
the area of law, gathering up anything that might be used
to develop or illustrate a unit of study in that particular
discipline. The long range plan is to eventually package
these units so that teachers wishing to take up a unit in
their law course need only write or go to him in order to
obtain not only a list of resources and ideas for both
student and teacher, but as many of the actual materials
as he has been able to assemble.

It would seem that such a project could also be
implemented in the political science field. Perhaps such
an undertaking could best be accomplished through the
personnel in a university political science department
working in conjunction with representatives from both a
corresponding faculty of education and the subject con-
sultants from the regional offices of the Ministry of
Education. Then, any teacher needing help in this curriculum
area need only request specific unit or curriculum pack-
ages, and they would be sent out from a central resource
area serving an entire region.

Another specific type of resource found lacking
by many teachers is better quality Canadian textbooks that
could be used along with these courses and guidelines. It
appears that a great number of teachers of this discipline
do wish to devote a greater portion of their courses to
Canadian interests, yet they are not entirely satisfied
with the books available in this area, feeling that those
presently in existence are beyond the capabilities of the typical high school student. Here then, is another area where individuals within university political science departments might provide help through additional research and publications more applicable to the secondary school student pursuing studies in the field of political science.

TEACHER-TRAINING

It is in the area of teacher-training that a great number of our findings outlined in the last chapter become most important.

Generally, it appears that a large number of teachers surveyed were not satisfied that their teacher-training is really of value to them when they deal with their politics courses at the secondary level. In fact, only thirty-six per cent indicate satisfaction. Hence, it seems that some very basic changes should be implemented in this area. The problem we will address ourselves to here is what format these changes might take.

First of all, however, we must establish that we are speaking of several different types of teacher-training. There are those individuals who are in present attendance at a faculty of education, and there are those seeking additional help even though they have been out in the field for several years. Both will be mentioned here. There are also two different sectors that play a role in this
particular discussion, the faculty of education and the university political science department.

Looking initially at those individuals who are in attendance at teacher-training institutions, we see a definite need to provide courses of a very practical nature. The teachers surveyed indicated that in numerous instances they were only beginning to be able to forget a great deal of the theory thrown at them while they were receiving their teacher training, and were finally beginning to relate properly to their classes and hence, teach them. Many of those suggested that more time apprenticeship within actual teaching situations is the type of thing called for here. Moreover, they indicated that additional time at the teacher-training institution should be devoted to examining things such as simulations, gaming techniques, human relations skills, role-playing, resource usage, and discussion and seminar techniques from a political science perspective—all things that the present philosophy and guidelines require of a teacher entering the profession today.

One additional comment that occurred on numerous occasions was that unit development and curriculum building have become very important in today's school and hence, individuals should be given more work in this at the teacher-training institution. A very obvious drawback to the above suggestion however, is that in order to work on any unit development for a secondary school course in political science, an
individual must have a reservoir of knowledge upon which to draw. Hence, he would need more than a minimal political science background. Most individuals teaching these high school political science courses do not seem to possess this. In fact, almost eighty per cent of those involved have fewer than five university political science courses (usually the minimum for a major), and only ten per cent have a graduate degree. It would seem, therefore, that unless teacher-training institutions begin to demand certain background standards and then issue certificates valid only in those areas, no specific unit development could be concentrated on due to the lack of an adequate resource base on the part of the student.

There are those who would question the propriety of making demands of so specific a nature on entering students due to the uncertainty of what they will eventually be teaching. J. R. McCarthy, a former Deputy Minister of Education in Ontario states:

"I know that the distinct subject divisions may have a high degree of applicability as strictly academic pursuits; but they are, in my view, almost completely inappropriate in the professional education of teachers for service at the elementary level and only minimally less so for the secondary level."  

³J. R. McCarthy, "From Teacher's Colleges To Faculties Of Education", Teacher Education (Toronto: Ontario Institute For Studies In Education, 1970), pp. 3-11.
Yet the fact still remains that the demands upon the teacher today, especially in the area of curriculum development, presuppose a sufficient background in the subject specialty he is teaching. Information received through our questionnaire would seem to substantiate this, for only twenty-three per cent of those teaching People And Politics felt that their previous university courses were not of any value in their present teaching duties. Moreover, only twenty-five per cent of those teaching this subject indicated that they did not see a need for individuals emerging from a teacher-training institution as teachers of political science courses to have a foundation in that particular discipline. Hence, a large majority of those out teaching do appear to see a need for an adequate number of university courses in this subject area when they are teaching it.

Perhaps a solution lies in a program of ongoing teacher-training developed cooperatively by a faculty of education and the university department involved. Such a program would presuppose the student undertaking it had a basic teaching certificate, and the two groups mentioned above would provide a graduate program incorporating both educational practice and an academic pursuit. A student could then emerge from it after a period of time with a Master's degree specializing in Political Science Education.

Obviously, some changes would be necessary in the
university requirements for admitting graduate students. As pointed out in our study, only fifteen per cent of those teaching political science in the secondary schools have a major in that area. Hence, university political science departments would have to be willing to open their graduate programs to individuals having degrees in other disciplines in order that a secondary school teacher of political science with a history degree could pursue a Masters degree combining political science and education.

There would also appear to be a necessity here for the political science department to examine the scope and content of courses it offers to determine if they would be suitable for such students. Perhaps some new courses providing background for specific course guidelines may have to be planned and perhaps even team-taught with members of the Faculty of Education. Such a process could quite possibly provide both the pedagogical base as well as the academic background necessary for today's secondary school classroom.

One additional point that was mentioned many times in the questionnaire concerned courses that were compulsory in nature. Generally, there appeared to be a very strong repulsion towards any such thing. Hence, there does seem to be a need for university political science departments, representatives of the Ministry of Education, and faculties of education to provide workshops and seminars of a completely optional nature on topics of current interest. Such sessions would be rather short term in nature and concentrate
on a particular topic for a limited period of time. For example, any new course put out by the Ministry involving political science might necessitate a conference to examine it, or if a group of teachers is confronted with the question of unit development, short intensified sessions on the same might be instigated either through the political science department, the faculty of education, or both. Such sessions would provide alternatives to those individuals seeking help of a completely optional nature and those not wishing to pursue additional studies requiring greater periods of time to complete.

Regardless of which of these avenues one wishes to pursue, it is quite apparent that there are numerous alternatives that have yet to be examined in their effect on the state of political science teaching, and hence the state of political science itself in the secondary schools of Ontario. It is not the intent of the author to claim that any one is better than the other, or for that matter to see them as mutually exclusive. Rather, it would appear were they properly employed, they might all help to advance the discipline at this level.
APPENDIX A

CONSEIL DES MINISTRES DE L'EDUCATION, CANADA
COUNCIL OF MINISTERS OF EDUCATION, CANADA

Comité des statistiques
Statistics Committee

Coordonnateur - Coordinator

Dr. J. E. Reid
Director
Research and Standards
Department of Education
Devonian Building
Jasper Avenue - 112 Street,
Edmonton, Alberta

Membres - Members

Columbie-Britannique
British Columbia

Dr. C. B. Conway
Director
Research and Standards Branch
Department of Education
Parliament Buildings
Victoria, British Columbia

Alberta

Coordonnateur - Coordinator

Mr. K. Finch
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Information Systems
Department of Education
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Regina Saskatchewan

Saskatchewan

Manitoba

Mr. M. F. Yakimishyn
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Statistical Unit
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Monsieur Bertrand Croteau
Directeur du Service de l'Informatique
Ministere de l'Education
Centre Champlain
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New Brunswick

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Administrative Services
Department of Education
Centennial Building
Fredericton, New Brunswick

Nouvelle-Écosse
Nova Scotia

Mr. H.K. MacKay
Assistant (Chief) Director of Education
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Planning and Budgeting Branch
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Halifax, Nova Scotia

Terre-Neuve
Newfoundland

Mr. C.J. Grant
Director of Administration
Department of Education
Confederation Building
St. John's, Newfoundland
APPENDIX B

LETTER TO THE STATISTICS COMMITTEE OF THE COUNCIL OF MINISTERS OF EDUCATION IN CANADA

October 16, 1972.

Dear (Name),

I am presently conducting a study regarding the state of political science courses presently being taught at the high school level. Co-operation on your part would obviously be of immeasurable value in the collection of the data for the study. Moreover, I would also assure you that should you desire to examine the results of the study, I will forward to you at the completion of the project a short note indicating where the findings of the study might be located for your use. Because of the selected sample being used, I would appreciate your sincere consideration of this matter.

Your name was suggested to me through Dr. J. A. Keddy in the Statistics Branch of the Ontario Department of Education.

The only information that I would request from you is:
(a) the total number of students taking courses that are primarily of a political science orientation within the high schools of your province.
(b) the total number of teachers teaching courses that are primarily of a political science orientation within the high schools of your province.
(c) copies of any high school political science curriculum that you might have available.
(d) the name of any such high school political science course.

If there are no such courses in your province, I would appreciate a statement to that effect.
In anticipation of your co-operation, I sincerely thank you.

I am,

M.A.A./am

Mr. Michael A. Awender, B.A., M.Ed., Assistant Superintendent of Schools; Box 2003, 19 Raleigh Street, CHATHAM, ONTARIO, CANADA N7M 5L9.
APPENDIX C

QUESTIONNAIRE: RE POLITICAL SCIENCE IN ONTARIO

HIGH SCHOOLS. PLEASE FILL IN APPROPRIATE BLANKS.

1. Name (optional).

2. (a) School Separate Public Private
     (b) City

3. Are the majority of students in your school
     (a) French speaking?
     (b) English speaking?
     (c) Mixed English and French speaking?

4. When you teach is the language of instruction the
     (a) French Language?
     (b) English Language?

5. Are the students in your school primarily from
     (a) a rural background?
     (b) an urban background?
     (c) a mixed rural and urban background?

6. In general if the students in your school are from an
   urban background, are the students in your school primarily from
     (a) working class mixture?
     (b) middle class mixture?
     (c) upper-middle class mixture?

7. Is your school considered to be
     (a) a core area school?
     (b) a suburban school?
     (c) A rural school?

8. Check the type of degree(s) that you possess and list the
   Institution from which it was granted.

   GENERAL
   (A) HONOURS (B) DEGREE (C) GRANTING INSTITUTION

   (a) B.A. (with a major in Political Science)
(b) B.A. (with a major in History)  
(c) B.A. (with a major in Economics)  
(d) B.A. (with any other major)  please specify  
(e) B.Sc. specify major  
(f) M.A. (in Political Science)  
(g) M.A. (in History)  
(h) M.A. (in Economics)  
(i) M.A. (in any other discipline)  please specify  
(j) M.Sc. specify major  
(k) Ph.D.  

9. Check the type of teacher-training you have had and list the Institution from where it was obtained.  
(a) High School  Name of Institution  
(b) Elementary School  
(c) both  
(s)  

10. Do you possess  
(a) an Interim High School Assistant's Certificate Type A.  
(b) an Interim High School Assistant's Certificate Type B.  
(c) A High School Assistant's Certificate Type A.  
(d) A High School Assistant's Certificate Type B.  

11. List the total number of political science courses you took while attending university.  

12. Do you feel that your previous university courses in Political Science are of definite help to you in teaching your high school political science related courses?  
Yes  No  

13. Do you feel that your previous teacher-training is of definite help to you in teaching your high school political science related courses?  
Yes  No  

14. Should people teaching political science courses have a special concentration of political science university courses?  
Yes  No
15. List the order of the following university sponsored programs that you believe would be most helpful to you in terms of teaching political science using an order of 1 for the most beneficial to 5 for the least beneficial.

   (a) special non-credit seminars conducted by Political Science Departments.
   (b) regular undergraduate courses.
   (c) special undergraduate courses related to high school teaching of political science.
   (d) regular graduate courses.
   (e) special graduate courses related to high school teaching of political science.

16. List the order of the following Teacher-training institution programs that you believe would be most helpful to you in terms of teaching political science using an order of 1 for the most beneficial to 5 for the least beneficial.

   (a) Compulsory seminars conducted by Political Science department in conjunction with a Faculty of Education.
   (b) Compulsory seminars conducted by the Faculty of Education only.
   (c) Specialized optional courses only for those planning to teach a political science oriented course.
   (d) Compulsory post certification courses conducted by the Political Science Department in conjunction with the Faculty of Education.
   (e) Compulsory post certification courses conducted by the Faculty of Education only.

17. How many total teaching years experience have you had teaching in the secondary schools of Ontario? ________
    Of these how many years have you taught a course that was primarily of a Political Science orientation? ________

18. How many years total teaching experience have you had teaching in the elementary schools of Ontario? ________
    Of these how many years have you taught a course dealing primarily with the Political Science field? ________
19. List any additional teaching experiences outside of Ontario specifying whether:

Elementary ________ Number of Years ________ Subject Specialty

Secondary ________ Number of Years ________ Subject Specialty

20. Did you request to teach a political science oriented course or were you designated to do so?

_____ Request. _____ Designated.

21. Check the course(s) you are presently teaching at the high school level, indicate the level or year the majority of students are in, and list how many classes you teach of each.

(a) Man in Society ________ Year ________ Classes

(b) World Politics ________ Year ________ Classes

(c) Urban Studies ________ Year ________ Classes

(d) Law ________ Year ________ Classes

(e) A course based on People and Politics
   Please specify the name of the course

(f) List any additional course you teach that you feel may be oriented primarily towards Political Science.
   Course __________________________ Year ________

22. What would be the approximate percentage breakdown of all students taking the following courses?

<table>
<thead>
<tr>
<th>COURSE</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man in Society</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>World Politics</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Law</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>People and Politics</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Any additional Political Science</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Course listed in (21(f)) above</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

23. If the students taking the Political Science oriented courses are primarily of any one type of ethnic origin please specify.

24. If there are any other courses you feel should be a part of the political science curriculum at the high school level, please list and describe them briefly.
25. Additional Comments:

CURRICULUM DEVELOPMENT

TEACHER-TRAINING

RETURN TO:  MR. M.A. AWENDER, B.A., M.Ed.,
ASSISTANT SUPERINTENDENT,
KENT COUNTY R.C.S.S. BOARD,
BOX 2003, CHATHAM, ONTARIO
N7M 5L9.
APPENDIX D

INTERVIEW QUESTIONS
CENTRAL OFFICE PERSONNEL

1. Name:
2. Position:
3. How long have you been in this position?
4. What previous positions in education have you held?
5. What is your educational background?
6. Must all courses of a political science orientation taught in Ontario's secondary schools be approved by you or your office?
7. Could you outline the procedure that a proposed course must go through after it has left the regional office?
8. When the proposed course reaches this point, are you the individual who always accepts or rejects it?
9. What is your basis for acceptance or rejection of a course?
10. Is there a real consistency in your acceptance or rejection procedure?
11. How many applications in this field have you accepted? Rejected?
12. Are there any suggestions you make to an individual to correct then re-submit a proposal?
13. Where does the proposed course go if you accept it? If you reject it?
14. Terms such as "values" and "politics" are vague; but how much of this type of thing do you consider acceptable and hence permit within a course?

15. Where do you receive your instructions as to what you may consider as acceptable or objectionable?

16. Do you give directions to the regional office personnel as to what they may accept or reject in this field?

17. Have you ever given approval to a course and then because of public or private pressure been forced to withdraw it? If so, how often?

18. Have you rejected a course recommended to you by the regional personnel? What were the circumstances surrounding such a rejection?
APPENDIX E

INTERVIEW QUESTIONS

REGIONAL CONSULTANT

1. Name:
2. Position:
3. How long have you been in this position?
4. What previous positions in education have you held?
5. What is your educational background?
6. Must all courses of a political science orientation taught in Ontario's secondary schools be approved by you or your office?
7. Could you outline the procedures that a particular teacher must go through to obtain permission to use a political science course at the secondary school level?
8. When the proposed course reaches this point, are you the individual who always accepts or rejects it?
9. What is your basis for acceptance or rejection of a course?
10. How many applications in this field have you accepted? Rejected?
11. Is there a real consistency in your acceptance or rejection procedure?
12. What is to guarantee this consistency among the ten different regional offices?
13. Are there any suggestions you make to an individual to correct then re-submit a proposal?
14. Where does the proposed course go if you accept it? If you reject it?
15. Terms such as "values" and "politics" are vague; but, how much of this type of thing do you consider acceptable and hence permit within a course?
16. Do all regional offices operate the same as yours?
17. Have you ever experienced any interference from your immediate superiors regarding the acceptance or rejection of such courses?
BIBLIOGRAPHY

Books:


Articles:


Public Documents:


Correspondence:


Government of Quebec. Letter from Jean-Marc Desharmais, Secretary of the Committee of Direction of SIMEQ, Quebec City, Quebec. October 31, 1972.


Other Sources:


VITA AUCTORIS

FAMILY:
Michael Awender, son of Mr. and Mrs. Andrew Awender of Kitchener, Ontario, born January 5, 1943. Married to Judith Awender and father of Todd.

EDUCATION:
Primary education received at St. Joseph's and St. Anne's Separate Schools, Kitchener, Ontario.

Secondary education received at St. Jerome's High School and Eastwood Collegiate, Kitchener, Ontario.

Teacher-training received at Stratford Teachers' College, Stratford, Ontario, 1963-64.

Enrolled at Waterloo Lutheran University, Waterloo, Ontario, in 1965 as an extension student where two years of credit towards the Bachelor of Arts degree was earned. Transferred to University of Windsor, Ontario, in 1967 and completed the requirements for the Bachelor of Arts degree through the extension division.
Completed requirements for the Master of Education degree through the Ontario Institute For Studies In Education, Toronto, 1972, and graduated with a degree in Educational Administration.

Admitted to the Faculty of Graduate Studies, Department of Political Science, University of Windsor, 1968 for the degree of M. A., Political Science.


Worked as an elementary school principal in Harrow, Ontario, 1967-68, and in Chatham, Ontario, 1968-70.

Appointed Educational Coordinator for the Kent County Separate Schools, 1970-72.

Appointed Assistant Superintendent of Separate Schools for Kent County, 1972.

Taught the Principal's Course for the Ontario Ministry of Education in Waterloo, Peterborough, and Sudbury, Summer of 1972.