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ABSTRACT

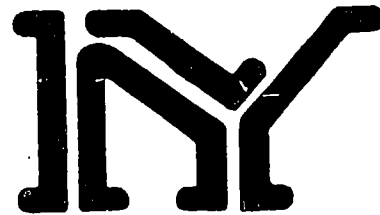
Survey results summarize secondary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 188 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history/social science, resource librarians, and guidance personnel and classics teachers. Responses show that almost three-quarters of the textbooks used are Canadian, a similar proportion to elementary and junior-high use. Half of the nontexts and reference books used are non-Canadian in origin. These include films, filmstrips, slide sets, magazines, learning kits, and simulation games. Three out of five teachers who reported use of unpublished material indicated it is teacher-produced. Resource people were used about as frequently as in junior-high school, but less than at the elementary level. However, a much larger percentage of the secondary-level resource people provided an increase in Canadian awareness than did the resource people at the elementary and junior-high levels. (AV)

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RESEARCH REPORT



SP 009 625

CANADIAN CONTENT
SURVEY

SECONDARY PANEL

Philippe Cassidy

June, 1974.

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PREFACE

At its meeting on September 17, 1973, the Board adopted a recommendation of the Management and Academic Program Committee that an Ad Hoc Committee be formed to study matters relating to Canadian orientation and content of public and high school courses, raised by the Committee for an Independent Canada, in its proposal of May 2, 1973, and to report back thereon, at a subsequent meeting of the Board.

Having regard to the foregoing, the Ad Hoc Committee made up of a Trustee, a representative of NYCOSP, three member of the Committee for an Independent Canada and North York staff, has held many meetings to date, dealing with the complexities inherent in obtaining the required information for an assessment of the Canadian content in the North York school system.

In the course of its deliberations, the Ad Hoc Committee decided that a survey on Canadian oriented materials, resources and activities, in comparison to non-Canadian oriented materials, would facilitate the acquisition of certain information essential to the aforementioned study.

The Board, at its meeting on February 4, 1974, authorized a survey to be conducted by Educational Research Services involving a sampling of North York teachers from all three panels.

The following pages contain an analysis of the responses provided by the 188 Secondary teachers who participated in the survey.

PROCEDURE

Instrumentation

Information was gathered from staff members using a questionnaire. The members of the Ad Hoc Committee suggested the questions to be included in the instrument. These questions covered the major concerns of the committee members regarding the quantity and quality of Canadian oriented materials, resources and activities in comparison to Non-Canadian oriented materials, e.g. textbooks, films, learning kits, etc. A preliminary draft of the questionnaire was circulated to the members of the committee and based on their suggestions the instrument was revised. A copy of the final questionnaire is presented in the Appendix.

Sample Selection and Size

Twenty-nine schools, having a teacher population of approximately 1,000 were selected on a random basis to participate in the survey. Sixteen schools were represented from the elementary panel, eight from the junior high and five from the secondary panel. Every effort was made to avoid choosing schools which had recently been involved in other research studies.

Data Collection

Principals in the 29 schools chosen to participate in the survey received sufficient questionnaires for their school staff, at a meeting called by the Superintendent of Education Services. At this time, the purpose of the questionnaires was explained, and questions from the participating principals were answered. Each of the questionnaires included a memo from the Director of Education, enlisting staff support and asking that teachers return completed questionnaires to their school office by April 18. Each participating school was provided with addressed envelopes and a request that all completed questionnaires be returned to Educational Research Services.

Response Rate

The findings reported on the following pages are based on responses given by 188 secondary teachers. This represents a 58% response rate and also represents a 12% sample of North York secondary teachers. Three separate reports were prepared based on the responses provided by teachers in the three panels.

Of the 580 teachers who returned completed questionnaires, the breakdown by panel is given in the following table:

| PANEL | Questionnaires Distributed | Questionnaires Returned | % Return |
|-------------|----------------------------|-------------------------|----------|
| ELEMENTARY | 355 | 205 | 58 |
| JUNIOR HIGH | 320 | 187 | 58 |
| SECONDARY | 325 | 188 | 58 |
| TOTAL | 1000 | 580 | 58 |

Reporting Results

A complete list of all the materials mentioned by teachers including frequency of use, source and rating is included in a separate appendix to this report. Every effort has been made to check the titles of the materials and their source when in doubt, but due to the magnitude of the task it was impossible to check every title. Therefore, it was necessary in most cases to list the information in the form in which it was given by the teachers. Where a title appears in more than one category, i.e. textbook, non-text, etc., this reflects the various uses made of that title by individual teachers.

At the meeting of principals held prior to the distribution of the questionnaires, it was explained that the source "Canadian Publisher" referred to any publishing house producing books in Canada whether wholly Canadian or a subsidiary of a non-Canadian parent operation.

SECONDARY SCHOOL ENGLISH

Fourteen English teachers from the five secondary schools in the sample returned completed questionnaires. The following Tables, 1A and 1B, list the types of materials, as well as the number of titles, and sources of the materials used by these teachers.

TABLE 1A

| Material | Titles Mentioned | SOURCE * | | | | | | | |
|--------------------------------------|------------------|----------|----|----------|----|-----------|---|-----------|----|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 96 | 44 | 46 | 38 | 40 | - | - | 14 | 14 |
| Non-Texts (Fiction, Biography, etc.) | 54 | 32 | 59 | 21 | 39 | - | - | 1 | 2 |
| Reference Books | 17 | 13 | 76 | 4 | 24 | - | - | - | - |

The most obvious fact revealed by these two tables is the sheer number of books and other materials used by English teachers. There are almost one hundred different titles in the category of textbooks alone. More than 70% of the reference books, films and simulation games have non-Canadian sources, while 70% of the magazines and periodicals used have Canadian sources. The other categories are divided fairly evenly between Canadian and non-Canadian sources.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|----------|-----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 33 | 24 | 73 | 9 | 27 |
| Filmstrips | 8 | 4 | 50 | 4 | 50 |
| Slide Sets | 1 | 1 | 100 | - | - |
| Magazines & Periodicals | 10 | 3 | 30 | 7 | 70 |
| Learning Kits | 9 | 5 | 56 | 4 | 44 |
| Simulation Games | 4 | 3 | 75 | 1 | 25 |
| Picture Sets | 8 | 3 | 38 | 5 | 62 |

* Some of the materials (textbooks, non-texts, reference books) have been listed under four separate sources: non-Canadian (Non.Can.), Canadian author and Canadian Publisher (CA/CP), Canadian Author, publisher abroad (CA/PA) and Canadian publisher, author abroad (CP/AB); the other materials mentioned, i.e. films, filmstrips, magazines, etc. have been listed as either non-Canadian or Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|---|-----------------|----|
| Student Produced | 4 | 29 |
| Teacher Produced | 6 | 43 |
| Professionally Produced in Canada | 2 | 14 |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 1 | 7 |
| Other | 1 | 7 |
| No Response | nil | |

N= 14

Table 2 reveals that all of the English teachers surveyed use unpublished material to a significant degree. Four teachers report using student produced material, six report using teacher produced material. Two teachers state that they use material professionally produced in Canada. One teacher uses material from a combination of the listed sources, and one teacher uses material from a source other than those listed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 10 | 72 |
| Frequently | 1 | 7 |
| Sometimes | nil | |
| Seldom | 2 | 14 |
| Never | nil | |
| No Response | 1 | 7 |

N= 14

This table shows that ten of the fourteen teachers use approved texts most of the time, and that one teacher uses them frequently. Only two teachers report that they seldom use approved texts. One teacher did not respond to this item.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc) did you use in the past twelve months?

The English teachers used thirty-one resource people during the twelve month period.

QUESTION #4(b): Of all the resource people you have used in the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|--------------------------------|---|
| R. MacGregor | Principal - C.W. Jefferys S.S. | Writing for publication |
| E. Ball | Librarian | Resource material and use of Library facilities |
| B.P. Nichol | Not indicated | Sound, poetry workshop |
| George Bowring | " " | Reading poetry |
| Maurice Mechin | " " | Play at school |
| Milton Acorn | Publisher | Reading poetry |
| Miss Mortimer | Librarian - C.W. Jefferys S.S. | Can. Authors and resources available in library |
| Joe Hall | English Dept. N.Y. Bd. | Folk singing |
| Eldon Garnett | " " " | Poetry reading |
| Mike Handleman | York University | Poetry reading |
| Dr. Paul Gooch | U. of T. Scarborough College | Lectures in beginners' philosophy |
| Dr. Eli Mandel | York University | Insights into the nature of philosophy |
| Joe Rosenblatt | Agent | Poetry reading |
| Priscilla Galloway | N.Y. Bd. of Ed. | Remedial reading |
| Paul Barker | " " | Remedial reading |
| Heavy Andrews | Agency | HYPE |
| Representative | Keeble Cable | Cable T.V. |
| Howard Lende | York University | Mime Workshop |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The English teachers made use of fourteen resource people in the past twelve months who provided an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and describe the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|--------------------------|--|
| Nichol | Not indicated | Sound, poetry workshop |
| Bowring | " " | Reading poetry |
| Milton Acorn | " " | Reading poetry |
| Maurice Mechin | " " | Play at school |
| Mr. G. Freeman | Teacher-C.W.Jefferys | Talk on "Barometer Rising" and Halifax Explosion |
| R. MacGregor | Principal - C.W.Jefferys | Writing and Publication |
| Miss Mortimer | Librarian | Can. authors and library resources |
| Dr. Eli Mandel | York University | Insights into the nature of poetry |
| Joe Rosenblatt | Agent | Poetry reading |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | nil | |
| Quite a Few | 1 | 7 |
| Some | 5 | 36 |
| Few | 2 | 14 |
| None | 3 | 21 |
| No Outside Activities | 3 | 21 |

N= 14

One teacher reported that quite a few of the outside activities related to learning about Canada. Five teachers stated that some of their activities were related and two teachers indicated that few of their activities were related. Three teachers said none of their outside activities were related to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|--|------------------------|--|
| Toronto Workshop Production | 2 | - |
| Stratford | 4 | Tartuffe Can. Prod. |
| University College Playhouse | 1 | - Techniques |
| Yorkville | 1 | Art and Artifacts - Style and Stylists |
| Productions at Experimental Theatre Centre | 1 | |
| Canadian Films in Commercial Theatres | 1 | |
| "Apprenticeship of Duddy Kravitz" | 1 | |
| Tarragon Theatre | 2 | |
| St. Lawrence Centre for Arts | 1 | Useful for investigation - Canadian Plays and Canadian Theatre |
| Firehall Theatre | 2 | |

The places listed by the English teachers are all activities where students could observe Canadian artists, actors and techniques in the performing arts.

The following comment was made by a teacher of English as a second language (E.S.L.):

My students are all in the higher grades and are generally New Canadians. We have not had field trips as such but I have involved them in projects which depend upon interaction with the community. I think that this is a very special case where knowledge of Canadian culture becomes an integral part of the course. I am unable to find Canadian E.S.L. textbooks and have to rely upon American imports! (for language study)

SECONDARY SCHOOL MATHEMATICS

There were 27 questionnaires returned by mathematics teachers in the Secondary Schools

TABLE 1A

| | Titles Mentioned | SOURCE | | | | | | | |
|---|---------------------|----------|----|----------|-----|----------|---|-----------|----|
| | | Non-Can. | | Can. A/P | | C.A/P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 36 | | | 36 | 100 | | | | |
| Non-Texts (Fiction, Biography, etc.) | 1 | | | 1 | 100 | | | | |
| Reference Books | 21 | 7 | 33 | 10 | 48 | | | 4 | 19 |

N= 27

Tables 1A and 1B list the types of materials used by math teachers, as well as the number of titles in each category, and the source of these materials. Table 1A shows that all of the texts and non-texts, and two thirds of the reference books used by mathematics teachers have Canadian sources.

TABLE 1B

| | Titles Mentioned | SOURCE | | | |
|-------------------------|---------------------|----------|----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | nil | | | | |
| Filmstrips | 2 | 1 | 50 | 1 | 50 |
| Slide Sets | nil | | | | |
| Magazines & Periodicals | 6 | 3 | 50 | 3 | 50 |
| Learning Kits | nil | | | | |
| Simulation Games | nil | | | | |
| Picture Sets | nil | | | | |

Table 1B shows that the filmstrips and magazines and periodicals used by mathematics teachers are divided equally between Canadian and non-Canadian sources. It is interesting to note that with the exception of two filmstrips, the mathematics teachers use printed materials exclusively.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| SOURCE | TIMES MENTIONED | * % |
|--|-----------------|-----|
| Student Produced | nil | - |
| Teacher Produced | 9 | 33 |
| Professionally Produced in Canada | 1 | 4 |
| Professionally Produced Outside Canada | 1 | 4 |
| A Combination of Above | 1 | 4 |
| Other | nil | - |
| No Response | 15 | 56 |

N= 27

Table 2 reveals that of the twelve teachers who reported that they use unpublished material, nine indicated that this material was teacher produced. One teacher stated that the material used was professionally produced outside Canada, and another used professional material produced in Canada. One teacher said that the unpublished material used came from a combination of sources. Fifteen teachers (56%) indicated no response.

* In this and in other tables where percents do not total 100, figures have been rounded to the nearest whole percent.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the time | 25 | 93 |
| Frequently | 1 | 4 |
| Sometimes | nil | - |
| Seldom | nil | - |
| Never | nil | - |
| No response | 1 | 4 |

N= 27

Table 3 shows that virtually all (93%) of the mathematics teachers use approved texts most of the time. One teacher indicated that approved texts were used in preference to supplementary materials frequently, and one teacher indicated no response.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The mathematics teachers used only four resource persons during the past year.

QUESTION #4 (b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|-------------------------|-------------------------------|--|
| Harvey Mosoe | With a private firm | Discussed income tax return with Gr. 12 students who work part time and have taxable incomes |
| Peter Culloch | C.W. Jefferys | E.T.V. Films |

QUESTION #5 (a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The mathematics teachers used no resource persons who provided an increase in Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 5

| | No. | % |
|-----------------------|-----|----|
| Most | nil | - |
| Quite a few | 1 | 4 |
| Some | 2 | 7 |
| Few | nil | - |
| None | 4 | 15 |
| No outside activities | 17 | 63 |
| No response | 3 | 11 |

N= 27

Most of the mathematics teachers indicated either no response or no outside activities (20 out of 27). Of the remaining seven, four said none of their outside activities related to learning about Canada, two stated that some did, and one teacher indicated that quite a few of the outside activities related to learning about Canada. These results are not distressing when one considers that the subject, mathematics, has more universal aspects than most other subjects.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

| Place Visited | Number of Times Mentioned | Purpose of Visit |
|--|---------------------------|------------------|
| Seneca College | 1 |) |
| University of Toronto | 1 |) |
| Waterloo University | 1 |) |
| 24 Individual trips to business establishments | 24 |) |

The places visited by mathematics students appear to be related to the viewing of computing, accounting and data processing facilities.

SECONDARY SCHOOL SCIENCE

Twenty-nine questionnaires were returned by science teachers in the five secondary schools in the sample.

Tables 1A and 1B provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--------------------------------------|------------------|----------|----|----------|----|-----------|---|-----------|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 35 | 14 | 40 | 21 | 60 | | | | |
| Reference Books | 32 | 17 | 53 | 13 | 41 | | | 2 | 6 |
| Non-Texts (Fiction, Biography, etc.) | 6 | 4 | 66 | 2 | 33 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|----------|-----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 19 | 14 | 74 | 5 | 26 |
| Filmstrips | 15 | 15 | 100 | | |
| Slide Sets | 5 | 4 | 80 | 1 | 20 |
| Magazines & Periodicals | 23 | 21 | 91 | 2 | 9 |
| Learning Kits | 3 | 3 | 100 | | |
| Simulation Games | 1 | 1 | 100 | | |
| Picture Sets | nil | | | | |

Although three-fifths (60%) of the textbooks used in science are Canadian, over half (53%) of the reference books used are non-Canadian. Almost all of the materials listed in Table 1B - films, filmstrips, slide sets, magazines, etc. are non-Canadian. This is especially true in the case of filmstrips, where all those listed are non-Canadian and in the case of magazines and periodicals, where twenty-one of the twenty-three (91%) used by science teachers in the secondary school are also non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | nil | |
| Teacher Produced | 19 | 66 |
| Professionally Produced in Canada | 1 | 3 |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | nil | |
| Other | nil | |
| No Response | 9 | 31 |

N= 29

Although only slightly more than two-thirds (69%) of the science teachers report using unpublished material, almost all of those reporting (66%) indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 19 | 66 |
| Frequently | 6 | 21 |
| Sometimes | 1 | 3 |
| Seldom | nil | |
| Never | nil | |
| No Response | 3 | 10 |

N= 29

Two-thirds (66%) of the science teachers report that they use approved textbooks more frequently than supplementary textbooks most of the time while a further fifth (21%) indicate that they make use of approved texts frequently. No science teacher reported never using approved texts although 10% of the teachers did not answer this question.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some fifteen different resource people have been used by the science teachers who reported on this question.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might Be Contacted | Description of Program Provided |
|--------------------------------------|---|--|
| D. Paul | North York Board of Ed. Science Centre | Astromomy |
| Mr. Fowles and Mr. Pattendon | | Students contact these men for help, they use machinery at Science Centre |
| Dr. I. Gollish | | Lecture on eyes and diseases |
| Keith Horton | Horton Conservation Area | Field program in plant community |
| L. Doyle | Head of Department | Background for program |
| Representative of Devry Institute | Devry Institute, 970 Lawrence Ave. | Film of Institute program and employment opportunities |
| Representative | Bell & Howell Schools | Futures in Electronics |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Only one person was mentioned by the science teachers in answer to this question and no further information was provided in respect to question 5(b).

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums, etc.) relate to learning about Canada?

TABLE 5

| | No. | % |
|-----------------------|-----------|----|
| Most | 5 | 17 |
| Quite a Few | nil | |
| Some | 1 | 3 |
| Few | 5 | 17 |
| None | 7 | 24 |
| No Outside Activities | 10 | 35 |
| No Response | 1 | 3 |
| | 19 | |

N= 29

Over half (59%) of the science teachers indicate either that they are not involved in outside activities or that none relate to learning about Canada. Less than one-fifth (17%) of the teachers report that most of the activities which take place outside the school relate to learning about Canada, while a further fifth (20%) indicate that a few of those activities are Canadian oriented.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|--|------------------------|---|
| Ontario Hydro Plant, Lakeview | 1 | To study Hydro Plant |
| Laboratory | 1 | Perform work prescribed in course of study |
| Claremont Conservation Area | 1 | Ecological studies |
| Camp Tawhingo | 1 | Winter excursion with forty students of school - studies in winter ecology, outdoor activities plus recreation, science studies, etc. |
| Royal Ontario Museum | 1 | Geology and Mineralogy Galleries with Geology class |
| Lakeview Generating Station - Grade 10 Science | 1 | Part of their course - to increase awareness of energy utilization |
| Peterborough - Nepton | 1 | Geology class - to introduce to geological features of precambrian contact area with special attention to fossils, limestone caves and mining methods |
| Wilket Creek Park | 1 | Stream survey to determine the "quality" of the site and to examine the aquatic flora and fauna of this local environment |
| Don River | 1 | Water quality studies related to core of grade 10 ecology course |
| Ontario Science Centre | 1 | Canadian contribution to world science |
| Horton Conservation Area | 1 | Study of typical pond and plant communities of Southern Ontario Region |
| Black Creek | 1 | Study water quality in a stream running through school community |

SECONDARY SCHOOL MODERN LANGUAGE

Thirteen questionnaires were returned from teachers of modern language in the five secondary schools in the sampling.

Tables 1A and 1B provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--------------------------------------|------------------|----------|----|---------|----|-----------|---|-----------|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 33 | 13 | 39 | 18 | 55 | | | 2 | 6 |
| Non-Texts (Fiction, Biography, etc.) | 22 | 11 | 50 | 11 | 50 | | | | |
| Reference Books | 15 | 8 | 53 | 7 | 47 | | | | |

Textbooks, non-texts and reference books used by modern language teachers were fairly evenly split between books of non-Canadian origin and books of Canadian origin. The majority of French books used were Canadian in origin while most of those in other languages tended to be non-Canadian.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|----------|-----|------|-----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 7 | 4 | 57 | 3 | 43 |
| Filmstrips | 1 | 1 | 100 | | |
| Slide Sets | 3 | 3 | 100 | | |
| Magazines & Periodicals | 9 | 3 | 33 | 6 | 67 |
| Learning Kits | 1 | | | 1 | 100 |
| Simulation Games | 1 | | | 1 | 100 |
| Picture Sets | 4 | 2 | 50 | 2 | 50 |

Non-Canadian films, filmstrips and slide sets were preferred to Canadian material. Whereas magazines and periodicals, learning kits and simulation games were predominantly Canadian. Picture sets were evenly split between Canadian and non-Canadian source. It should be pointed out, however, that only one filmstrip, one learning kit and one simulation game were mentioned thus the percentage figures shown in these cases are perhaps not too significant.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | 1 | 8 |
| Teacher Produced | 3 | 23 |
| Professionally Produced in Canada | nil | |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 1 | 8 |
| Other | nil | |
| No Response | 8 | 62 |

N= 13

Although only 39% of the modern language teachers report using unpublished material, most (23%) of those reporting indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 11 | 85 |
| Frequently | 1 | 8 |
| Sometimes | nil | |
| Seldom | 1 | 8 |
| Never | nil | |
| No Response | nil | |

N= 13

Ninety-three percent of the modern language teachers report using approved textbooks either most of the time or frequently.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some seventeen resource people were used during the past year by 10 modern language teachers reporting on this item. Three teachers gave no response to this question.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|---------------------------|--|
| Fred Howlett | Sir Sandford Fleming S.S. | Filming of Grade 10 produced "Sayrite" |
| Mr. Gwyn Ace | Newpress | Discussion - Canadian Publishing |
| Mrs. J.R. Strickland | Home (personal contact) | Expert on Native Canadian Indians |
| Ian Daniel | N.Y. Bd. of Education | Meeting, sending up-to-date materials on special studies |
| Tony Mollica | Dept. of Education | Special studies |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Seven resource people were used during the past year by the modern language teachers.

QUESTION #5(b) Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|-------------------------|-----------------------------------|
| Mr. Gwyn Ace | New Press | Discussion - Canadian Publishing |
| Mrs. J.R. Strickland | Home (personal contact) | Expert on Native Canadian Indians |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 4 | 31 |
| Quite a Few | nil | |
| Some | 3 | 23 |
| Few | 1 | 8 |
| None | 1 | 8 |
| No Outside Activities | 2 | 15 |
| No Response | 2 | 15 |

N= 13

Fifty-four percent of the activities relate to learning about Canada most or some of the time. Thirty-eight percent of the modern language teachers either did not respond to the question or show no activities relating to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|--------------------------------|------------------------|--|
| Kapuskasing | 1 | A joint French-Geography field trip |
| Penetang | 1 | Students watched maple sugar made |
| C.D.W. | 1 | Theatrical Activities in Toronto |
| French Canadian Restaurants | 1 | In Toronto area |
| French Canadian "Sugaring-off" | 2 | Experience on a French farm |
| "Ecstasy of Rita Joe" | 1 | Musical Oratorio on Canadian Indian |
| Concert | 1 | By Gilles Vignault |
| Play - In School | 1 | The Maurice Machine and Me |
| Don Quijote Restaurant | 1 | Learn about Spain |
| El Cid Restaurant | 1 | " " " |
| Visite Interprovincial | 1 | Provide students with opportunity to use French |
| Quebec | 1 | One teacher taking group to Quebec |
| Spanish Restaurant | 1 | Provided insight into Spanish speaking population in Toronto |

Other Comments

The following comments were made by two modern language teachers:

- Some of my most stimulating and pertinent extra curricular information (to the student) comes from current brochures - (travel, particularly) - and newspaper and magazine articles.
- With so much National Film Board material being produced it's too bad a special person or group does not classify and dispense films to particular disciplines (French, Science, etc.) on a calendar basis.

SECONDARY SCHOOL MUSIC

Five questionnaires were returned from the teachers of music in the five secondary schools in the sampling.

Tables 1A and 1B provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|-------------------------------------|------------------|--------------|-----|--------------|----|---------------|---|--------------|---|
| | | Non-Can. No. | % | Can. A/P No. | % | C.A./P.A. No. | % | C.P/A.A. No. | % |
| Textbooks | 7 | 5 | 71 | 2 | 29 | | | | |
| Non-Texts (Fiction Biography, etc.) | nil | | | | | | | | |
| Reference Books | 9 | 9 | 100 | | | | | | |

N = 5

Table 1A shows a preponderance of both non-Canadian textbooks (71%) and reference books (100%)

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|--------------|-----|----------|-----|
| | | Non-Can. No. | % | Can. No. | % |
| Films | 1 | | | 1 | 100 |
| Filmstrips | nil | | | | |
| Slide Sets | nil. | | | | |
| Magazines & Periodicals | 4 | 4 | 100 | | |
| Learning Kits | nil | | | | |
| Simulation Games | nil | | | | |
| Picture Sets | nil | | | | |

In Table 1B it will be noted that very few of the materials on the list are used by music teachers and although films used were 100% Canadian the fact that only one film was mentioned lowers the significance of the percentage. Magazines and periodicals, with four titles mentioned, were 100% non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | nil | - |
| Teacher Produced | 3 | 60 |
| Professionally Produced in Canada | 1 | 20 |
| Professionally Produced Outside Canada | - | - |
| A Combination of Above | - | - |
| Other | - | - |
| No Response | 1 | 20 |

N = 5

Eighty percent of the teachers indicated that they used unpublished material with teacher-produced material being favoured to professionally produced material in Canada at 3:1 ratio.

QUESTION #3: Do you regularly use approved textbooks (i.e as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 3 | 60 |
| Frequently | 2 | 40 |
| Sometimes | nil | |
| Seldom | nil | |
| Never | nil | |
| No Response | nil | |

N = 5

Sixty percent of the music teachers used approved textbooks most of the time and 40% used them frequently.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Four resource people were used by the five music teachers reporting on this item during the past year.

QUESTION #4 (b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject discussed.

TABLE 4

| Name of Resource Person | How He/She Might Be Contacted | Description of Program Provided |
|---|--|---------------------------------|
| Russ Little Octet | Toronto Musician Assoc. | Jazz Concert |
| University of Western Ont. Wind Ensemble | Charles Dalkert, University of Western Ontario | Band Concert |
| Doug Riley | 423-5220 | Recording Producer |

QUESTION #5 (a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

One resource person was used during the past twelve months who seemed to provide an increase in Canadian awareness.

QUESTION #5 (b): Please describe the two most effective resource people providing an increase in Canadian awareness that you had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might Be Contacted | Description of Program Provided |
|-------------------------|-------------------------------|---------------------------------|
| Doug Riley | 423-5220 | Recording Producer |

QUESTION # 6: How many activities which take place outside the school(e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 1 | 20 |
| Quite a Few | 1 | 20 |
| Some | nil | |
| Few | 1 | 20 |
| None | 1 | 20 |
| No Outside Activities | 1 | 20 |

N= 5

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|--|------------------------|--|
| Ottawa | 1 | Attended the C.M.E.A. Convention - Winter Break Played for few Sessions |
| Hanover, Ontario | 1 | Band Concert |
| Ontario Place | 1 | Band Concert |
| Moosonee | 1 | Performed at Education Centre and Visited Moose Factory |
| Trips to Other Schools In Area - Downtown, Toronto | 1 | |
| Quebec City | 1 | |

SECONDARY SCHOOL COMMERCE

Seventeen questionnaires were returned from teachers of commerce in the five secondary schools in the sample.

Tables 1A and 1B provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--------------------------------------|------------------|----------|----|----------|----|-----------|---|-----------|----|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 48 | 5 | 10 | 35 | 73 | 4 | 8 | 4 | 8 |
| Non-Texts (Fiction, Biography, etc.) | 8 | 6 | 75 | 2 | 25 | | | | |
| Reference Books | 27 | 4 | 15 | 19 | 70 | 1 | 4 | 3 | 12 |

Most of the textbooks and reference books used by commerce teachers are produced by Canadian authors and publishers whereas the non-texts are predominantly non-Canadian.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|----------|-----|------|-----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 5 | 2 | 40 | 3 | 60 |
| Filmstrips | 2 | 2 | 100 | | |
| Slide Sets | nil | | | | |
| Magazines & Periodicals | 10 | 2 | 20 | 8 | 80 |
| Learning Kits | 1 | | | 1 | 100 |
| Simulation Games | 4 | | | 4 | 100 |
| Picture Sets | nil | | | | |

Films, magazines & periodicals, learning kits and simulation games used by commerce teachers are mostly or totally Canadian as opposed to non-Canadian. Filmstrips, on the other hand, are non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | nil | |
| Teacher Produced | 7 | 41 |
| Professionally Produced in Canada | 2 | 12 |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 2 | 12 |
| Other | nil | |
| No Response | 6 | 35 |

N= 17

Sixty-five percent of the commerce teachers report using unpublished material. Most (41%) of those reporting indicate that the material they use is teacher produced .

QUESTION #3: Do you regularly use approved textbooks (i.e as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 13 | 76 |
| Frequently | 2 | 12 |
| Sometimes | 1 | 6 |
| Seldom | nil | |
| Never | nil | |
| No Response | 1 | 6 |

N= 17

Eighty-eight percent of the commerce teachers report using approved textbooks most of the time or frequently.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some fifty-four resource people were used by the seventeen commerce teachers reporting on this item.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|--|--|--|
| Mr. C. Young Mr. Oliver | T. Eaton Company Can. Advertising & Advisory Board | Market Research Advertising pros and cons |
| Len Ovens Harold Linden | C.P.R. Can. Bar Assoc. Office in Simpson's Tower | Labour Relations Contract Law, advise on curriculum |
| B. D. Crookes | Don Mills Rotary | Comparison of Acct. Degrees Beginning a small business |
| J. Logan | National Trust | Investments, especially in stocks |
| Mr. Hansler Anne Piper Llewellyn Brad Joseph Brian Nash J. Carpenter Mrs. Renee Shrott Mr. Birnbaum | Quindata Ltd. Bell Canada Telephone Former student 223-3444 Ed. Services IBM Workers' Overload 367-7441 | Word Processing Job Interviews Law-Property-Marriage Automotive business Collections Word Processing, Comm. Interview & testing for jobs Law- Criminal Code |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

These teachers of commerce used twenty-five resource people who provided an increase in Canadian awareness, during the past year.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|-------------------------|--------------------------------------|---|
| Mr. C. Young | T. Eaton Co. | Market Research |
| Mr. Oliver | Can. Advertising Advisory Board | Advertising - pros and cons |
| Legal student | York University - Osgood Hall School | Talk to students |
| B.D. Crookes | Don Mills Rotary | Comparison of Accounting Degrees - Beginning a small business |
| J. Logan | National Trust | Investments - especially in stocks |
| Brad Joseph | Former student | Automotive business |
| Brian Nash | 223-3444 | Collections |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 4 | 24 |
| Quite a few | nil | |
| Some | 2 | 12 |
| Few | 1 | 6 |
| None | nil | |
| No Outside Activities | 6 | 35 |
| No Response | 4 | 24 |

N= 17

Most teachers reported either no outside activities, or did not respond. Of the seven teachers who do have outside activities, four said most of them were related to learning about Canada, two reported that some were, and one teacher stated that few of his outside activities were so related.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|----------------------------------|------------------------|--|
| General Motors Can. Ltd. | 1 | |
| Yardley of London | 1 | |
| Foster Advertising Co. Ltd. | 1 | |
| Continental Can. Co. Ltd. | 1 | |
| Police Headquarters (Jarvis St.) | 2 | |
| O.I.S.E. | 1 | To study - Consumer Game |
| Police Museum | 1 | Problems in apprehending suspects and obtaining convictions, "Evidence Act", nature of crime, types of crime, avoidance of punishment system |
| Police Station | 1 | Controlling crime, preventative crime, training of officers, investigation techniques |
| Courts | 5 | Structure and procedure of criminal court. Spectators in court. Witness court cases. Awareness of rules and laws of our society. |

Most of the places visited involve the study of Canadian Law or business practices.

SECONDARY SCHOOL HOME ECONOMICS/SHOPS

The sample for Home Economics and Shops is rather small as it consists of only four people. Since staffs in these departments in secondary schools are also small it is hoped that the data reported is fairly typical.

The nature and sources of commonly used classroom materials are delineated in Tables 1A and 1B which follow.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--------------------------------------|------------------|----------|----|----------|-----|-----------|---|-----------|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 23 | 13 | 57 | 10 | 43 | | | | |
| Non-Texts (Fiction, Biography, etc.) | 1 | | | 1 | 100 | | | | |
| Reference Books | 15 | 11 | 73 | 4 | 27 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|----------|-----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 6 | 4 | 67 | 2 | 33 |
| Filmstrips | 9 | 8 | 89 | 1 | 11 |
| Slide Sets | 6 | 2 | 33 | 4 | 67 |
| Magazines & Periodicals | 7 | 3 | 43 | 4 | 57 |
| Learning Kits | 4 | 4 | 100 | | |
| Simulation Games | 1 | 1 | 100 | | |
| Picture Sets | Nil | | | | |

Many textbooks are used, especially by the Home Economics teachers and they tend to use slightly more non-Canadian books (57%). This is also true of the reference books used, 73% of which originate outside of Canada. There is only one non-text listed and it is Canadian.

Slide sets (67%) and Magazines and Periodicals (57%) are predominately Canadian but other supplementary learning materials are not. Sixty-seven percent of films, 89% of filmstrips, and 100% of learning kits and simulation games are produced outside of Canada.

QUESTION #2: If you use unpublished materials to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | 1 | 25 |
| Teacher Produced | 2 | 50 |
| Professionally Produced in Canada | nil | |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 1 | 25 |
| Other | nil | |
| No Response | nil | |

N=4

Teacher-produced material is used by 50% of the teachers, 25% use student-produced material and 25% use a combination of student-teacher produced material.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|-----|
| Most of the Time | 4 | 100 |
| Frequently | nil | |
| Sometimes | nil | |
| Seldom | nil | |
| Never | nil | |
| No Response | nil | |

N=4

All teachers report that they use approved textbooks most of the time.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The Home Economics and Industrial Arts teachers reported that they used eight resource people in this period.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|-------------------------|---|--|
| Mrs. Powell Brown | Powell Brown Nursery School Hucknell Road, Downsview | Emotionally Disturbed Children |
| Social Worker | Children's Aid Society | Adoption, Foster Children Battered Children |
| Chinese Student | Ontario Institute For Studies in Education | Culture - China |
| Representative | Alcoholics Anonymous | Alcoholism |
| Probation Officer | Dept. of Correctional Services North York and Weston | Juvenile Delinquency |
| Social Worker | Family Services Assn. | Problems in Marriage |
| Realtor | A.E. LePage | Insight into Real Estate Broker's Role |
| Fashion Co-ordinator | Dominion Textiles | Fashion Arts |

The emphasis in most of the programs presented by resource people was on social problems including emotionally disturbed children, adoption, foster children and battered children, alcoholism, juvenile delinquency and marriage problems. A graduate student from China presented a picture of Chinese culture. In a more traditional vein, there were also programs on fashion arts and real estate.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

These teachers indicated that three of the resource people who came to their classrooms fostered an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|-------------------------|--------------------------------|---------------------------------|
| Social Worker | Children's Aid Society | Adoption and Battered Children |
| Probation Officer | Dept. of Correctional Services | Juvenile Delinquency |
| Social Worker | Family Services Assn. | Problems in Marriage |

QUESTION # 6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada ?

TABLE 6

| | No | % |
|-----------------------|-----|-----|
| Most | 2 | 50% |
| Quite A Few | nil | |
| Some | nil | |
| Few | nil | |
| None | nil | |
| No outside activities | 1 | 25% |
| No response | 0 | 25% |

N= 4

For two of the teachers (50%) most of their outside activities relate to learning about Canada, one (25%) is not involved in any outside activities and one did not respond to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|-----------------------------------|------------------------|---|
| Housing Market | 1 | New Types - Condominiums (single, attached & detached) - Community Planning - Meadowvale |
| Jr. & Sr. Kindergartens | 1 | Observing Children for Reactions and Understanding |
| Interior Decoration - Elte Carpet | 1 | Realize Availability on Canadian Market |
| Eaton's Furniture Rooms | 1 | Observe large Canadian Car Manufacturing Plant |
| National Drapery | 1 | |
| General Motors of Oshawa | 1 | |
| Steel Co. of Canada - Hamilton | 1 | Observe Operation of Steel Making |

Visits to an automobile and a steel plant, an exploration of the new types of housing available and a look at community planning, observation of children in kindergartens and Canadian approaches to interior decorating were among the highlights of visits teachers considered most worthwhile in learning about Canada.

SECONDARY SCHOOL FINE ARTS

Ten questionnaires were returned from teachers of fine arts in the five secondary schools in the sample.

The tables below provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--------------------------------------|------------------|----------|----|----------|----|-----------|---|-----------|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 5 | 1 | 20 | 4 | 80 | | | | |
| Non-Texts (Fiction, Biography, etc.) | nil | | | | | | | | |
| Reference Books | 15 | 14 | 93 | 1 | 7 | | | | |

Although most (80%) of the textbooks mentioned are produced by Canadian authors and publishers, over 90% of the reference books mentioned are non-Canadian. This pattern prevails amongst almost all other materials listed by art teachers. Although few in number, all of the films, filmstrips, slide sets and picture sets mentioned are non-Canadian as are most (78%) of the eighteen magazines and periodicals.

The following comment was made by an art teacher concerning slide sets.

"At present am on committee preparing comprehensive collection of art history slides headed by John Mergler. Have started with Canadian art and have been able to tap Canadian sources".

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|---------|-----|------|----|
| | | Non-Can | | Can. | |
| | | No. | % | No. | % |
| Films | 2 | 2 | 100 | | |
| Filmstrips | 1 | 1 | 100 | | |
| Slide Sets | 5 | 5 | 100 | | |
| Magazines & Periodicals | 18 | 14 | 78 | 4 | 22 |
| Learning Kits | nil | | | | |
| Simulation Games | nil | | | | |
| Picture Sets | 1 | 1 | 100 | | |

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | 3 | 30 |
| Teacher Produced | 4 | 40 |
| Professionally Produced in Canada | 1 | 10 |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 1 | 10 |
| Other | nil | |
| No Response | 1 | 10 |

N= 10

Almost half (40%) of the art teachers indicate that the unpublished material they use is teacher produced, while a further third (30%) indicate that this material is produced by students. A large percentage (90%) of the art teachers indicate that they do use unpublished material to a significant degree.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 2 | 20 |
| Frequently | 1 | 10 |
| Sometimes | 3 | 30 |
| Seldom | 1 | 10 |
| Never | nil | |
| No Response | 3 | 30 |

N= 10

A third (30%) of the art teachers use approved textbooks either most of the time or frequently, a further third use these textbooks only some of the time. Thirty percent of the art teachers did not respond to this item, possibly indicating that textbooks are not often used in art programs.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some fourteen resource people were used by the ten art teachers reporting on this item during the past year.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|------------------------------------|-------------------------------|--|
| Ken Dudley | Milneford Jr. High School | Excellent presentation of Eskimo Culture Art |
| Alan Falconer | 111 Howland Ave., Toronto | Slides - super graphics and light sculpture |
| Wendy Toogood | | Slides and workshop - fabric applique |
| Robin Budd & Rod Heading | | Animator - film - Metric System |
| David Campbell | | Printmaking on a A. S. S. Grant |
| Don Piper | 50 Admiral, Toronto | Advertising |
| Jim Puckett Professional Artist | 482-2149 | Package Design & Const. Demonstrations |

Most resource people listed seem to have provided information in particular art areas for which they have some expertise or background.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Seven resource people were used during the past year who seemed to provide an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|-------------------------|-------------------------------|--|
| Ken Dudley | Milneford Jr. H.S. | Excellent presentation of Eskimo Culture and Art |
| Wendy Toogood | " | Slides and workshop Fabric applique banners |
| Professional Artists | | Illustrated demonstrations |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 5 | 50 |
| Quite a Few | 2 | 20 |
| Some | nil | |
| Few | 1 | 10 |
| None | 1 | 10 |
| No Outside Activities | 1 | 10 |

N = 10

Half (50%) of the art teachers indicate that most of the activities which involve pupils in extracurricular trips relate to learning about Canada. The rest of the respondents offered a variety of responses to this question.

One comment made by a teacher indicates the concern regarding Canadian awareness.

"The art programme at my school is designed and taught by six professional artists. We couldn't do our job if we were lacking in awareness about things Canadian".

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | Times Mentioned | Purpose of Visit |
|---|-----------------|--|
| Royal Ontario Museum | 1 | All visiting experiences are reviewed in the contemporary Canadian experience and given a perspective which will better enable the young student to understand what being a Canadian means |
| Pioneer Village | 1 | |
| Art Galleries | 3 | |
| Macdonald Block of Parliament Buildings | 1 | Canadian Art Collection of Eskimo sculpture |
| McMichael Collection, Kleinburg | 3 | |
| Dominion Tower | 2 | Collection of Eskimo sculpture |
| Tours of Commercial Art Galleries in town | 2 | |
| Special Exhibitions such as Craft Exhibition at the O'Keefe | 1 | To see all Canadian ceramics " " " " " " " " " " " " " " " |
| Can. Guild of Potters | 1 | |
| Can. Guild Crafts Store | 1 | |
| Can. Guild Crafts Gallery | 1 | |
| The Village Weaver | 1 | |
| Sheridan School of Design | 1 | To observe possibilities for art education in Canada |
| The Pottery Studio of Liz and Peter Coviello | 1 | Canadian Potters |
| Shopping Plazas | | To view ads, store locales, posters, window display, etc. |
| Architectural - walking tour of downtown Toronto | 1 | To observe painting, sculpture or architecture (mostly Canadian) |

SECONDARY SCHOOL PHYSICAL EDUCATION

Fifteen questionnaires were returned by teachers of physical education in the five secondary schools in the sample. Tables 1A and 1B list the types of materials used by these teachers, as well as the number of titles in each category, and the sources of those titles.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--------------------------------------|------------------|----------|----|---------|-----|-----------|----|-----------|---|
| | | Non-Can. | | Can.A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 19 | 5 | 26 | 11 | 58 | 2 | 11 | 1 | 5 |
| Non-Texts (Fiction, Biography, etc.) | 2 | | | 2 | 100 | | | | |
| Reference Books | 16 | 12 | 75 | 4 | 25 | | | | |

Table 1A reveals that the texts and non-texts used by the physical education teachers tend to have Canadian sources, on the other hand, 75% of the reference books listed are non-Canadian. Table 1B shows that films are the only material mentioned in a significant number. Eighty-six percent of the films used are non-Canadian, the rest of the materials are divided fairly evenly between Canadian and non-Canadian sources.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|---------------------------|------------------|----------|----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 7 | 6 | 86 | 1 | 14 |
| Filmstrips | 3 | 1 | 33 | 2 | 67 |
| Slide Sets | nil | | | | |
| Magazines and Periodicals | 5 | 3 | 60 | 2 | 40 |
| Learning Kits | 3 | 1 | 33 | 2 | 67 |
| Simulation Games | 2 | 1 | 50 | 1 | 50 |
| Picture Sets | nil | | | | |

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | nil | |
| Teacher Produced | 7 | 47 |
| Professionally Produced in Canada | 1 | 7 |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 6 | 40 |
| Other | 1 | 7 |
| No Response | - | - |

N= 15

All of the physical education teachers use unpublished material to a significant degree, with seven of the fifteen teachers reporting that their material was teacher produced. Another six stated that their material was from a combination of the sources listed. One teacher said his unpublished material was professionally produced in Canada, and one teacher indicated that his material was from a source other than those listed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 4 | 27 |
| Frequently | nil | |
| Sometimes | 5 | 33 |
| Seldom | 3 | 20 |
| Never | nil | |
| No Response | 3 | 20 |

N= 15

Table 3 shows that four teachers use approved texts most of the time, five teachers use them sometimes, and three teachers seldom give preference to approved texts. Three teachers did not respond to this item.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Twenty-one resource people were used by the teachers of physical education.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How to Contact | Description of Program |
|--|---------------------------------------|---------------------------------|
| Robt. Haynes | Not Indicated | Self-defence instruction |
| Ian Kerr | Not Indicated | Self-defence instruction |
| Sue Johannsen | N.Y. Bd. of Health | Venereal disease, birth control |
| Walter Byk | Ontario Science Centre | The Pill |
| Mrs. Barbara Glennie | (personal friend) | Birth of child |
| Mrs. Bebell | Can. Cancer Society | Film and question period |
| Dr. Khan | Not Indicated | Neuro-Surgeon |
| Ron Hickey | Red Cross | Ambulance and First Aid |
| Greg Yarmiske | Clifton Golf School | Golf Instruction |
| Numerous people at Mental Health Wards | Narth York Gen. Hosp. Scarborough " " | Discussion |
| Dept. of Public Health | Narth York Branch | Venereal Disease, Sexuality |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The teachers of physical education used no resource persons who provided an increase in Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 5

| | No. | % |
|-----------------------|-----|----|
| Most | 1 | 7 |
| Quite a Few | nil | |
| Some | 2 | 13 |
| Few | 4 | 27 |
| None | 3 | 20 |
| No Outside Activities | 1 | 7 |
| No Response | 4 | 27 |

N= 15

One physical education teacher reports that most of his outside activities relate to learning about Canada. Two teachers said some, and four teachers said few, of their outside activities were so related. One teacher indicated no outside activities, and four teachers did not respond to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

| Place Visited | Times Mentioned | Purpose of Visit |
|--|-----------------|--|
| Hart Lake | 2 | Outdoor Education |
| Algonquin Park | 2 | Appreciation of natural beauty of Canada |
| Uplands Ski Hole, other facilities in area | 3 | Recreation, Skill |

The places visited by these teachers and their classes would give the students an appreciation of the natural beauty, and outdoor activities of Canada.

SECONDARY GEOGRAPHY

Fourteen questionnaires were returned by geography teachers in the 5 secondary schools in the sample.

Tables 1A and 1B provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--|------------------|----------|----|----------|----|-----------|---|-----------|----|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 30 | 3 | 10 | 27 | 90 | | | | |
| Non-Texts (Fiction Biography, etc.) | 16 | 2 | 13 | 12 | 75 | | | 2 | 13 |
| Reference Books | 32 | 6 | 19 | 24 | 75 | | | 2 | 6 |

Most of the textbooks (90%), non-texts (75%) and reference books (75%) used by geography teachers are Canadian in origin.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|------------------|----------|----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 12 | 5 | 42 | 7 | 58 |
| Filmstrips | 14 | 9 | 64 | 5 | 36 |
| Slide Sets | 3 | 2 | 67 | 1 | 33 |
| Magazines & Periodicals | 10 | 5 | 50 | 5 | 50 |
| Learning Kits | 9 | 2 | 22 | 7 | 78 |
| Simulation Games | 6 | 5 | 83 | 1 | 17 |
| Picture Sets | 2 | 1 | 50 | 1 | 50 |

Approximately two-thirds of the filmstrips and slide sets used are non-Canadian, as are 83% of simulation games. More than three-quarters (78%) of the learning kits, however, are Canadian as are 58% of the films and 50% of the magazines and periodicals.

QUESTION #2: If you use unpublished material to a significant degree please indicate the source.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | 2 | 14 |
| Teacher Produced | 8 | 57 |
| Professionally Produced in Canada | 2 | 14 |
| Professionally Produced Outside Canada | 1 | 7 |
| A Combination of Above | 1 | 7 |
| Other | nil | |
| No Response | nil | |

N= 14

All of the geography teachers report using unpublished material from some source. More than half (57%) indicate that such material is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 4 | 28 |
| Frequently | 4 | 28 |
| Sometimes | 6 | 43 |
| Seldom | nil | |
| Never | nil | |
| No Response | nil | |

N= 14

All of the geography teachers report that they use approved textbooks at least some of the time. Approximately one quarter (28%) use them most of the time, a further quarter (28%) use them frequently and almost half (43%) use them sometimes.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some twenty different resource people have been used by the geography teachers who reported on this question.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|---|---|--|
| John Weston Dr. W.R. Wrightman - U. W.O. Louise McKenzie & Ruth Kelly Mr. Jim McCulloch Smith Planner Geography Co-ordinator, Ben Vass | Ben Vass U.C.L.A. Dept. Geography Personal Friend Pollution Probe Environment Canada Farmer - Vineland St. Catharines North York Board | Development Malawi Intro. to Historical Geography at University Garbage Recycling Upper Atmosphere Question Period-Res. Person Letter Document People or Planes-Pickering Airport Planning a unit of work in The Atlantic Region |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Nine people were listed by geography teachers as providing an increase in Canadian awareness. All of those resource people listed in answer to this question were also mentioned in answer to the previous question.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How to Contact | Description of Program |
|---------------------------------------|-------------------------------------|--|
| Smith Planner | Farmer - Vineland St. Catherines | Question period, resource person Letter Document People or Planes - Pickering Airport |
| Geography - Co-ordinator, Ben Vass | North York Board | Planning a unit of work on the Atlantic Region |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 10 | 71 |
| Quite a few | 1 | 7 |
| Some | nil | |
| Few | 3 | 21 |
| None | nil | |
| No Outside Activities | nil | |

N= 14

Almost three quarters (71%) of the geography teachers report that most of the activities which take place outside the school relate to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|--|------------------------|---|
| Peterborough | 3 | To learn about the geographical features of our area - landforms, farming, sewage treatment, etc. |
| Warsaw Caves | 1 | Water and sewage treatment plants, stream pollution and water studies |
| Norwood Esker | 1 | |
| Richmond Hill | 1 | |
| Don & Humber Rivers | 1 | |
| Farms | 1 | 1 mixed, 1 dairy |
| Royal Ontario Museum | 2 | Dealt with the geomorphology of Ontario |
| Statistics Canada Library | 1 | Dealt with census data and the economic geography of Canada |
| Ontario Science Centre | 1 | Physical Study |
| Planetarium | 1 | |
| Don Valley | 1 | |
| Albion Hills | 3 | |
| Black Creek, Pioneer Village | 1 | The early settlers changing the environment |
| Land forms of S. Ontario - traverse | 1 | Relationship of man to environment |
| Stelco and Hamilton | 2 | Industrial location of heavy industry and effects - resource use - site analysis |
| Pickering nuclear plant | 1 | Energy requirements for future growth and results |
| Toronto Waterfront Project | 1 | For participation into local recreation project |
| Don River Study | 1 | Understanding and planning a local river environment |
| Spadina Transportation Route | 1 | Pros. and cons. of expressways to urban centre |
| Downtown Toronto | 1 | Analysis of function of C.B.D. |
| Toronto Cultural Study and Kensington Market | 1 | Understanding and appreciation of Canadian mosaic |

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|------------------------|---|
| Local River Valley | 1 | Planning and improving their own neighbourhood |
| Niagara Escarpment and surrounding area | 1 | A region in transition |
| Niagara Peninsula | 1 | Factors affecting land use in central Canada |
| Toronto | 1 | Study of landforms and relationship of landform layout to historical development and present day land use |
| Niagara Region | 1 | Urban sprawl |
| Small Village Kleinburg - Bolton | 1 | Urban studies |

SECONDARY SCHOOL HISTORY/SOCIAL SCIENCE

Twenty-one questionnaires were returned by history teachers in the five secondary schools in the sample.

The tables below (Tables 1A and 1B) provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|---|---------------------|----------|----|----------|----|-----------|---|-----------|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 36 | 4 | 11 | 31 | 86 | 1 | 3 | | |
| Non-Texts (Fiction, Biography, etc.) | 19 | 7 | 37 | 12 | 63 | | | | |
| Reference Books | 39 | 12 | 31 | 27 | 69 | | | | |

Most (86%) of the textbooks used by history teachers are Canadian as are approximately two-thirds (63%) of the non-texts and two-thirds (69%) of the reference books.

Slightly more than half (55%) of the films, however, and almost three-quarters (72%) of the filmstrips used are non-Canadian.

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|-------------------------|---------------------|----------|-----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 20 | 11 | 55 | 9 | 45 |
| Filmstrips | 18 | 13 | 72 | 5 | 27 |
| Slide Sets | 3 | 1 | 33 | 2 | 67 |
| Magazines & periodicals | 16 | 4 | 25 | 12 | 75 |
| Learning Kits | 5 | 1 | 20 | 4 | 80 |
| Simulation Games | 4 | 3 | 75 | 1 | 25 |
| Picture Sets | 2 | 2 | 100 | | |

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

| Source | Times Mentioned | % |
|--|-----------------|----|
| Student Produced | 1 | 5 |
| Teacher Produced | 6 | 29 |
| Professionally Produced in Canada | nil | |
| Professionally Produced Outside Canada | nil | |
| A Combination of Above | 2 | 10 |
| Other | nil | |
| No Response | 12 | 57 |

N= 21

Although less than half (43%) of the history teachers report using unpublished material, most (29%) of those reporting indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 7 | 33 |
| Frequently | 8 | 38 |
| Sometimes | 4 | 19 |
| Seldom | 1 | 5 |
| Never | nil | |
| No Response | 1 | 5 |

N= 21

A third (33%) of the history teachers report that they use approved textbooks more frequently than supplementary textbooks most of the time while a further third (38%) indicate that they make use of approved texts frequently. No history teacher reported that he/she never used approved textbooks.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some sixty-seven different resource people have been used by the twenty-one history teachers who reported on this question. This very significant number would seem to indicate a commitment on the part of these teachers towards providing the students with a wide variety of information from many sources.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might Be Contacted | Description of Program Provided |
|------------------------------|--|--|
| Justice E. Hall | Law Society, Legal Aid | Changes in Civil and Criminal Law in Canada |
| Representative | United Farm Workers | Discussion re boycott Labour Unions |
| Dick Smyth | C.H.U.M. | Views on Canadian Nationalism |
| Rev. J. McAllister | 889-3569 | The Charismatic Movement |
| Mr. Ennis | Dept. of Correction Services | Outline - Juvenile and Probation Work |
| Capt. J.R. Cowan | O.P.P. - Downsview | Role of Police - Question and Answer |
| Indian Leader | Through student | Problems faced |
| French Canadian Friend | | Feelings and attitudes |
| Mrs. B. Sutherland | Borough Office | Discussion of Borough Politics |
| Mrs. R. McKinnon | N.Y. Bd. of Ed., Psychological Services | Testing Procedures |
| Miss Sue Gaff | N.Y. General Hospital | Addictions |
| Mr. L. Altilia | Regis College | Lecture on Jesuits |
| Mrs. Isefte | R.O.M. | Archaeology |
| Prof. Schwartz | University of York | American Economic Influence in Canada |
| Prof. Byers | University of York | Lecture and discussion - Canadian and American Relations |
| Sgt. Police from Scarborough | Div. Hall, Scarborough | Talk about police work - this city |

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The history teachers report that twenty-five resource people providing an increase in Canadian awareness were used in the past twelve months. A number of the resource people noted as being most effective were also listed in response to the previous question. In the area of history it would seem that the most effective resource people tend to be those who deal with topics which stimulate an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How He/She Might Be Contacted | Description of Program Provided |
|--|-------------------------------------|---|
| Justice E. Hall | Law Society - Legal Aid | Changes in Civil and Criminal Law in Canada |
| C. Bolt and Co. Dick Smyth | Young People's Theatre C.H.U.M. | Musical Play Views on Canadian Nationalism |
| Mr. Ennis | Dept. of Correction Services | Outline - Juvenile and Probation Work |
| Capt. J.R. Cowan Indian Leader | O.P.P. Downsview Through student | Role of Police Problems faced by Indians |
| Teachers - other subject areas - Geography, French, English French Canadian Friend | | Feelings and attitudes |
| Prof. Byers | York University | Lecture and discussion re Canadian - American relations |
| Gary Smith | College of Education | Lecture on Laurier |
| Rabbi Tarlow | Beth-Am Congregation Toronto | Tour of Synagogue |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 4 | 19 |
| Quite a Few | 3 | 14 |
| Some | 1 | 5 |
| Few | 3 | 14 |
| None | 4 | 19 |
| No Outside Activities | 3 | 14 |
| No Response | 3 | 14 |

N= 21

Almost one-fifth (19%) of the history teachers report that most of the activities which take place outside the school relate to learning about Canada. A further fifth (19%) indicate that at least some of their activities are Canadian oriented. A fairly significant 33% of history teachers indicate either that none of the outside activities relate to learning about Canada or that they do not participate in such activities.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|------------------------|--|
| Local Area Visits - e.g. Beaches of Toronto | 1 | |
| Local Municipal Offices, North York | 2 | |
| Local Churches | 1 | |
| Royal Ontario Museum | 3 | Depts. of Egyptian, Greek or Roman Studies |
| St. Marie | 1 | Among the Hurons |
| Pioneer Village | 1 | |
| Dundurn Castle | 1 | |
| Queenston Heights | 1 | |
| Ontario Legislature | 1) | All of these visits were part of the Man in Society and World Politics courses to help the student develop an awareness of the community in which they live. |
| John Howard Society | 1) | |
| North York United Way Services | 1) | |
| | | |

TABLE 7 (continued)

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|--------------------------------------|------------------------|--|
| Cross Cultural Communications Centre | 1 | |
| The Local Library | 1 | |
| Probation Services | 1 | |
| Correctional Services | 1 | |
| North York General Hospital | 1 | |
| Planetarium | 1 | |
| Black Creek - Pioneer Village | 1 | Compare - Pioneer and Modern Economics and changes in Pioneer Economy from self-sufficient to specialization and trade |
| Toronto Stock Exchange | 1 | Workings of the Exchange and modern equipment |
| Toronto Dominion Bank Building | 1 | Introduction to Business Core |

SECONDARY SCHOOL RESOURCE LIBRARIANS

The resource librarians felt that because of the role they play in the schools it was not possible for them to answer this questionnaire meaningfully. Three out of the four who responded, however, provided general comments on the Canadian content of materials available through the resource centres. These are reproduced verbatim below.

As a resource librarian there are some general comments I have to make with reference to the book collection in our own school. Our selection of Canadian history books at the senior level is good and is well used by the history department. In our fiction collection we are selecting Canadian writers such as Lawrence, Atwood and many authors in the Canadian Series. There is a senior level English course on Canadian literature. However more critical material is needed on Canadian writers. Reference material such as the Canadiana Encyclopedia, the Dictionary of Canadian Biography, Historical Atlases, Almanacs and yearbooks are well used.

There have been several good series on Canada in the geography area but more material is still needed especially on urban areas. There are also several good geography kits. More material needed in the social science area e.g. ethnic groups in Canada. The Vertical file, consisting of newspaper clippings (Globe and Star) and various magazines is extremely well used and very important.

Because of the nature of the survey, it is not appropriate to list the materials used in the Learning Resource Centre. Therefore, a few general remarks may be preferable.

1. There seems to be sufficient Canadian produced material (print and non-print) on Canadian geography at the secondary school level - but Canadian geography is not necessarily studied.
2. Canadian history - sufficient materials available at Grade 13 level - little at Grade 9/10 although improving.
3. Canadian social sciences - relatively little available although strong in a very few specific areas.
4. Canadian science - very little available by Canadians or about Canadian science materials.
5. Canadian literature - lots available especially at senior level although dearth of critical material on Canadian literature, most teachers pushing for Canadian literature, including French Canadian.

Our school Resource Centre is continually acquiring Canadian oriented materials in increasing amounts. Acquisitions are based on recommendations from subject teachers, reviews in Canadian newspapers and periodicals, examination by librarians of materials brought to the school by publishers' representatives or at book displays. As a result most materials purchased are appropriate. Currently a committee of North York Librarians and teachers is compiling a comprehensive list of a variety of materials on Canada recommended for purchase by school libraries.

The Canadian oriented materials we have are in great demand in this school. Many students have been doing reading and research assignments on a wide variety of topics on Canada. These assignments have come from History, Geography, English, Family Studies, Man in Society, Economics, Art, World Politics, World Religions, General Science, Biology, French courses and have been at all grade levels.

From my experience as a school librarian, I would say that the quantity of Canadian oriented material in this school is increasing and the quality is improving. Canadian awareness among students is strong and increasing.

QUESTION: Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|---|--|
| Prof. Blostein | School Library Dept. | Provide lists and talks about materials suitable for High School Resource Centre |
| Prof. Scott | Faculty of Education University of Toronto | Talks on Canadian Publishers |

QUESTION: Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|--|--|
| Prof. Blostein | School Library Dept. | Provide lists and talks about materials suitable for High School Resource Centre |
| Prof. Scott | Faculty of Education, University of Toronto | Talks on Canadian Publishers |

SECONDARY SCHOOL "OTHER"

There were fifteen responses from teachers in the "Other" category. This includes guidance personnel and teachers of classics.

A list of the most commonly used materials and their sources are contained in Tables 1A and 1B

TABLE 1A

| Material | Titles Mentioned | SOURCE | | | | | | | |
|--|------------------|----------|----|----------|----|-----------|---|-----------|---|
| | | Non-Can. | | Can. A/P | | C.A./P.A. | | C.P./A.A. | |
| | | No. | % | No. | % | No. | % | No. | % |
| Textbooks | 26 | 12 | 46 | 13 | 50 | | | 1 | 4 |
| Non-texts (Fiction Biography, etc.) | 12 | 7 | 58 | 4 | 33 | | | 1 | 8 |
| Reference Books | 21 | 14 | 67 | 7 | 33 | | | | |

TABLE 1B

| Material | Titles Mentioned | SOURCE | | | |
|------------------------------|------------------|----------|-----|------|----|
| | | Non-Can. | | Can. | |
| | | No. | % | No. | % |
| Films | 6 | 5 | 83 | 1 | 17 |
| Filmstrips | 3 | 1 | 33 | 2 | 67 |
| Slide Sets | 4 | 4 | 100 | - | - |
| Magazines and Periodicals | 13 | 6 | 46 | 7 | 54 |
| Learning Kits | 4 | 3 | 75 | 1 | 25 |
| Simulation Games | - | - | - | - | - |
| Picture Sets | 1 | 1 | 100 | | |

Textbooks of Canadian origin have a slight edge in use with 50% of the twenty-six titles mentioned having both a Canadian author and publisher and another 4% having a Canadian publisher.

Fifty-eight percent of non-texts are non-Canadian in origin as are 67% of the reference books used.

Among other materials used there is again a heavy weighting in favour of non-Canadian origin - films (83%), slide sets (100%), learning kits (75%) and picture sets (100%). However, there is the reverse situation, which is unusual for filmstrips, 67% of which are Canadian produced, and for magazines and periodicals, 54% of which are published in Canada.

QUESTION #2: If you use unpublished material to a significant degree please indicate the source.

TABLE 2

| Source | Times Mentioned | % |
|---|-----------------|----|
| Student Produced | 1 | 7 |
| Teacher Produced | 7 | 47 |
| Professionally Produced in Canada | 3 | 20 |
| Professionally Produced Outside Canada | 1 | 7 |
| A Combination of Above | 2 | 14 |
| Other | 1 | 7 |

N= 15

The major percentage (47%) of unpublished materials are teacher produced. Twenty percent are professionally produced in Canada, another 14% are produced by a combination of sources, 7% are student produced and 7% come under the category of "other".

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

| | Times Mentioned | % |
|------------------|-----------------|----|
| Most of the Time | 8 | 53 |
| Frequently | - | - |
| Sometimes | - | - |
| Seldom | 2 | 13 |
| Never | 1 | 7 |
| No Response | 4 | 27 |

N= 15

Approved textbooks are used by the majority most of the time (53%), seldom by only 13% and never by 7%.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

This group of teachers used 38 resource people during the past year.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

| Name of Resource Person | How He/She Might be Contacted | Description of Program Provided |
|--------------------------------------|--|---|
| Alon Hill | University of Toronto, Resource Officer | Occupational Information via parents to students |
| Engineering Dept. Art and Science | Seneco College York University | College orientation College orientation |
| Peter Nodus (Psychologist) | North York Board of Education | Human Relations, Sexuality |
| Prof. Virginio Hunter | York University | Women in Society, Yesterday and Today |
| Dovid Clork Howard Lende | C.W. Jefferys S.S. York University | Greek Pottery Mime |

There is a heavy guidance orientation here with representatives of the Universities and the Colleges of Applied Arts and Technology providing information on post-secondary opportunities. There is also a series of programs on human relations and sexuality, women in society - past and present, Greek pottery and mime.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Seven resource people who were brought to the secondary schools by this group of teachers provided an increased Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

| Name of Resource Person | How to Contact | Description of Program |
|-------------------------|--------------------|---|
| Prof. Virginia Hunter | York University | Women in Society |
| Bill Metcalfe | C.W. Jefferys S.S. | A personal viewpoint on Socrates. What he can mean for us today |

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

| | No. | % |
|-----------------------|-----|----|
| Most | 1 | 7 |
| Quite a few | 1 | 7 |
| Some | 2 | 13 |
| Few | 2 | 13 |
| None | 3 | 20 |
| No Outside Activities | 2 | 13 |
| No Response | 4 | 27 |

N= 15

Most out-of-school activities are not related to learning about Canada which is not surprising for this category of teachers. Only 7% indicated that most such activities are so related, another 7% that quite a few are, 13% that some are. another 13% that few are, while 20% stated none are and 27% did not answer this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

| Place Visited | No. of Times Mentioned | Purpose of Visit |
|---|------------------------|---|
| Community Colleges (e.g. Seneca) | 3 | - |
| Ryerson Polytechnical Institute | 1 | - |
| Universities, e.g. Toronto, York | 4 | - |
| Canadian Industries | 2 | Work Study Program |
| Art Galleries (McMichael, Moos, Isaacs, A.G.O.) | 3 | - |
| Ski Trips (cross country & downhill) | 3 | - |
| Canoe Trips | 1 | - |
| Theatres(Tarragon, St. Lawrence Centre, Firehall) | | Useful for investigation of Canadian Plays and Canadian Theatre |

Teachers in this category sought to give their students some exposure to Canadian post-secondary institutions, a Canadian industry, (via the work study program) the works of Canadian painters through visits to local art galleries and to Canadian drama through a sampling of Canadian plays. There also were ski and canoe trips, which, though no purpose was stated, cannot fail to provide young people with a sense of the natural beauty as well as of the geography of the areas explored.

One teacher indicated that as part of the program for an innovative grade 13 course in Ancient Philosophies he plans to take his students to see several modern local plays so they can see "how much Ancient Greek drama still affects Canadian theatre today".

SUMMARY

At the secondary level, 325 teachers received copies of the questionnaire, and of these, 188 or 58% participated in the survey by returning completed forms.

The information provided by these teachers indicates that almost three-quarters (71%) of the textbooks they use are Canadian in origin with almost all of those books being written by Canadian authors and published in Canada. This does not seem surprising in light of the fact that teachers obtain their textbooks from approved sources (Circular 14-Ministry of Education, Board approved textbooks list) where efforts have been made to include a large percentage of Canadian material. However, half of the non-texts (fiction, biography) and half of the reference books used by secondary teachers are non-Canadian. The other materials used by secondary teachers tend to be predominantly non-Canadian in origin. Almost two-thirds (65%) of films used and three-quarters (74%) of filmstrips, are non-Canadian, as are 73% of slide sets, 54% of magazines and periodicals, 51% of learning kits, 61% of simulation games and 55% of picture sets. These results are consistent with the results reported by teachers in the elementary panel and indicated a somewhat greater use of non-Canadian materials than was reported by Junior High teachers.

Three out of five secondary teachers who reported the use of unpublished material indicated that such material was teacher produced.

These teachers indicated that they made use of 258 resource people during the past year. This figure compares favourably with the 255 resource people used by junior high teachers, but seems low in comparison to the 687 resource people used by elementary teachers. However, 101 or 40% of those 258 people were reported by the secondary teachers

as individuals who provided an increase in Canadian awareness. On a percentage basis this figure is three times the size of that reported by teachers in the other two panels.

Slightly more than one-third (35%) of the secondary teachers indicate that at least some of the activities which take place outside the school relate to learning about Canada. This figure is similar to that reported by Junior High teachers but considerably lower than the 66% reported by elementary teachers. Part of the reason may lie in the fact that one quarter of the secondary teachers report that they and their classes never take part in outside activities.

The three places most frequently visited by secondary teachers and their students were the Royal Ontario Museum, The Law Courts, and Stratford.