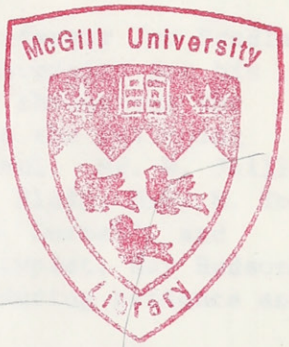
TEACHING HISTORY THROUGH LIVING WITNESSES

A MONOGRAPH
PRESENTED TO
THE FACULTY OF EDUCATION
McGILL UNIVERSITY



IN PARTIAL FULFILLMENT
OF THE
REQUIREMENTS FOR THE DEGREE
MASTER OF EDUCATION

by
JAMES FRANCIS STIRLING

ACKNOWLEDGEMENTS

I would like to express my gratitude to Professor Jon Bradley, my advisor, of the Faculty of Education, McGill University for his guidance, kind encouragement and valuable comments throughout the preparation of this paper. My sincere thanks go to the following people who volunteered to serve as resource personnel: Mr. W. Jaillet, Mrs. L. Lindsay, Mr. and Mrs. M. Marshall, Mrs. H. Blair, Mrs. M. Toomay, Mrs. J. Winter, Mr. A. Robb, Mr. H. Snuggs, Mrs. D. Cornell, and Mrs. E. Savage. Finally, I would like to thank my typist, Kay Hudson, for her efficiency and my wife, Pauline, for her enduring patience and support.

ABSTRACT

The intent of this monograph is to provide a useful teaching unit for Social Studies classes at the Grade six level. The method, oral history, is a theme highly endorsed by many educators and oral historians. Its aims and objectives are also consistent with those of the Quebec Department of Education.

This monograph details the aims and procedures taken by Grade six students inquiring into how a twelve year old lived in the 1920's. Their findings were then compared with their own lifestyles of the 1970's. Data for the comparison is obtained by the students formulating questions, then interviewing selected senior citizens who served as resource personnel.

Based on the results of the interviews, there are suggestions as to how an oral history project can be effectively followed through by the students in meaningful classroom activities.

TABLE OF CONTENTS

CHAPTER 1

Why Use Living Witnesses to Teach History?

When Arnold Toynbee wrote that "one's contemporaries are the only people whom one can ever catch alive,"[1] he might well have been referring to the rarely used, if not forgotten, repository of historical knowledge provided by living, common-day people. Too often, these people become nothing more than mere statistics for governmental departments. Yet, the common person; such as, parent, relative, neighbour, senior citizen, and/or local service person, is a vital historical resource.

The stories these living witnesses can tell of an occupation (blacksmith), of a period (depression years), or of an event (a strike), which are often illuminated and enriched with personal views and comments, have all been drawn from personal experience and intimate knowledge.[2] By asking questions and allowing our living witnesses a chance to reminisce about their past; including their daily routines, ethics and the external factors which influenced their lives, we are brought "face to face" with the Canadian at home."[3] The use of living witnesses in seeking "the first-hand quality and reality of the historical knowledge that they possess"[4] is postulated by H.A. Stevenson:

> Significance is not only the information but also the human reaction to an event or place as revealed in a subtle change of tone, the nuance, and even the fibre of a voice. Who can resist the appeal of a man, aged in the traditions of his area, sobered by changes that have taken place in his own time, matured by the conflicts of his own society and devoted to the locality with which he has become so closely identified? 5

No written source can ever capture the inner feelings and emotion as dramatically as that of listening to a person who has witnessed an event or a period of time.

History and the history curriculum for the nine to twelve year old student must be more than just a cursory study of political, constitutional, military, economic and ecclesiastical concepts. In today's space age world, the history curriculum must deal with those concepts and problems affecting the students and their immediate environment. For far too long, the learning process of history has been too factual and unrelated to the student's experience. Unfortunately, knowledge was generally "learnt" through note taking and memory, while content was basically chronological. Obsession with memorization turned learning history into a "cram session" with the result that what was "taught" was rarely understood.[6] Students often became disinterested and many failed to grasp an appreciation for history before they left school. "True learning is not the accumulation of content but the development of habits of seeking knowledge, and exploring our environment in alternate ways".[7] By using living witnesses as a strategy in the teaching

of history, teachers are offered a new and refreshing approach as to how the history curriculum can become more applicable and relevant to their students' needs.

A child-centered activity approach to learning is needed; the type of activity that is enjoyable and initiates the total involvement of the students in the task they are performing. Most educators agree that the most significant learning is acquired through experience.

> When children are permitted to think their way through new understandings, the concepts they derive in the process have greater depth, understanding and durability. They (the students) become more autonomous and more solidly based in the empirical approach. 8

Yet, whatever the student is intended to learn must be made meaningful to him. As history is essentially a process of relating the past to the students' direct experiences, the motivation desired derives from interest and interest can only be attained by relevance to the child's daily life.[9]

> Children need to be involved in history, to see it, not as a film they simply watch, but as a continuing play in which they themselves are actors. The starting point is the children; their world, their interests, with attention focused in the tangible and observable and with the children constantly challenged to find out for themselves.

When taking an approach to learning where greater student involvement takes place, the teacher cannot ignore the basic skills the students need to complete their activity satisfactorily. An

activity-oriented approach to teaching involves, in Day and Maynes' words, "guiding discovery". While attempting to stretch the students imaginations and spark their creative tendencies by providing variety in the curriculum, the teacher must not leave the learning of the basics to chance.[11] To do so would be dangerous! Without the basics, the student will experience frustration and failure. Teacher guidance is necessary in developing the skills and procedures to be used by the students in their investigations.

> Facilitation of learning is encouraged when the teacher concentrates on providing the kinds of resources which will give his students experiential learning relevant to their needs... The teacher concentrates on making such resources clearly available by thinking through and simplifying the practical and psychological steps which the students must go through in order to utilize the resources. 12

Student orientated activities within the elementary Social Studies curriculum have also been a prime objective with the Quebec Department of Education. The Department has issued several directives for the teaching of Social Studies:..

> endorsing any activity aimed at sensitizing children to their environment or 'milieu' through effective observation and use of historical, economical and social realities existing within the child's locality. We believe that the elementary student is capable of effectively observing his local environment because it is made up of simple, natural realities within his own reach... if the child examines these realities more closely, he will be able to link them to more abstract, underlying realities and to realities of the past. 13

Other provincial governments such as Ontario and many school boards are also concerned with developing their Social Studies programs to include child-oriented understandings and activities that aim to present concepts related to the child's total environment. A principle objective of the Social Studies curriculum as set forth by the Ontario Ministry of Education in its PIJI circular, entitled "The Formative Years", states that the elementary student:

> develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin and by developing a sense of continuity with the past. 14

The teacher has the responsibility of selecting strategies, resources and direction of learning by building variety and choice into the learning sequence and materials. In this sense, the teacher provides a curriculum that is child-centered as well as knowledge and skill-centered.[15]

To meet the concerns of motivation, interest and relevance, the use of living witnesses in the history curriculum has a distinct value. Interest and total participation by the students is ensured. The activity or discussion involving people as resource personnel would actively involve the student in becoming the principle procurer of information; the teacher being used only as an assistant offering direction.

> The teacher sets the stage of inquiry by posing the problems, creating an environment responsive to the learner and giving assistance to the students in their investigative operations. 16

Only then are the witnesses called upon for their expertise thus instilling into the curriculum a human aspect that the children can relate to as well as enjoy. Dialogues are engaged and personalities developed. The students no longer remain spectators but become active participants listening and responding critically and sensitively to the information being obtained.

When using living witnesses as informants, it may become impractical to use a textbook. Indeed, for many branches of history (local, family, and social history) there will probably be a shortage of written information, with the only source of evidence available being that provided by the informants. Living witnesses may therefore replace the textbook which, in itself, offers a distinct educational advantage.

> It opens the way for all sorts of learning situations and participation projects of all levels. The children will enjoy the chance to find out for themselves. This experience can be completely different from anything else in the curriculum and be fresh, stimulating and intellectually invigorating. 17

In elementary school, teachers should not become overly concerned with requiring too much reading and writing of history by their students. One major objective at the elementary level should be to introduce and expose the student to history by attempting to arouse a curiosity, and enjoyment and an interest into wanting to study history at the secondary level. Oral historians such as Baum, Steel and Taylor stress that at

the elementary level emphasis should be on visual information as opposed to written information. Government documents promote this approach by encouraging the types of activities that foster the creative development of each student.[18] Quite often, a living witness will provide visual information in the form of photos, diaries and family heirlooms that they have collected over the years.

The need for students to examine and understand pictures, maps, photos, diagrams and artifacts together with the oral testimony given by the living witnesses, gives rise to a unique opportunity for arousal of historical curiosity as well as skills development. As Steel and Taylor explain; "a vicarious experience of the past is created through the use of a living history laboratory."[19] The students judge and examine the information having few, if any, textbook preconceptions or prejudices. They select the vital from the unimportant, the fact from the hearsay, and organize their inquiry into interesting and original displays.

> Using living witnesses serves as an introduction to the nature of evidence; to the varied kinds of evidence and their inter-relationships; to impartial assessment and elementary research procedures; and an increasing amount of first-hand evidence. 20

As a consequence, it may be possible for some students to become unique authorities on their particular topic of study.

History teachers aim to show the link between the past, present and future. "Emphasis should be on the present and the future with the past being used to help explain the present and to contrast with it."[21] Introducing living informants into the curriculum endeavours to contribute to a better understanding of man in general and of the relations that link him to his environment. Because people have only a limited longevity, this link between past and present can only be traced to the immediate past, roughly seventy years. Even so, this is advantageous for it is this type of personalized contact or link with the immediate past that helps students recognize themselves as part of an ongoing movement of humanity and history.[22] As a result, history is presented at the students' level of conceptual understanding. He is thus able to "explain how it used to be or what it was like."[23]

It would appear that living witnesses are of one type; people who have been the actual participants to an event, an occupation or period of time. Yet, there are other types of historical informants who are as equally important and have just as much value for the history curriculum. A second type would be the "hand-me-down" witnesses. Their expertise exists in the form of knowledge passed down to them from their forebearers. Description of folklore, morals and values of a society (Native Peoples); demonstrations of long established skills or crafts (weaving) are examples of the spectrum of historical data this

type of informant can offer. Since much of what these people do is functional, students would actually be able to observe and perhaps participate in the activity; something a textbook can never achieve.

A third very useful type can be classified as the "history hobbyist"; a person who for some reason or another has become knowledgeable in a particular branch of history. Similar to the other types, these witnesses can be found in the community. Usually they specialize in local history, but some may also have expertise in other fields; such as, military or family history. No matter what type of witness a teacher may select for a particular project, the student benefits.

The training and exercise of a wide range of skills are experienced by any project employing living witnesses. The following cognitive skills are required:

1. development of a mode of inquiry.
2. development of language and communication skills.
3. development of organization and planning skills.

and

4. the development of extended writing skills for the presentation of findings.

In addition, the students must observe patiently, listen, ask questions, and at a higher level, classify, see relationships, draw conclusions, and distinguish fact from opinion.

Projects using living witnesses allow for individual as

well as group presentations by students and ensure success for children at varying levels of ability.

> It enables basic skills to be purposefully used in the discovery of new knowledge and furnishes new occasions for creative activity and the presentation of information in a variety of ways. It provides tasks which offer a sense of adventure and the chance of success to a wide range of individual ability. 24

Working with people develops skills in the affective domain; principally, in the area of socialization. The students are introduced to new people, often much older than themselves. In a relaxed atmosphere, dialogues sharing ideas and information are begun which can directly result in a bridging of a generation gap. By working and cooperating together, each party develops a fresher understanding of how the other thinks, feels and reacts. For an adolescent, this experience with older people "is independent of himself".[25] The informant feels a sense of worth by contributing. Senior citizens would sense this the most for they quickly develop a feeling that someone cares and that something they say or experienced in their lives is meaningful. As a result, acquiring information from a 'witness' can be as important an educational experience (historical) as it can a valuable social experience for both parties.

A variety of topics exist where it is possible for students at any grade level to establish contact with people willing to offer their expertise. Yet it is with the elementary student at the

Grade 6 level that the following project dealing with the teaching and learning of history through living witnesses is concerned.

> History is dull due to the remoteness of the content having no contact, emotional or material, with the children's lives and experience... Instead of a vague sense of time should we not be encouraging the growth of an awareness of change and a sense of development; an appreciation of the links between past, present and future? 26

By using living witnesses, the students become more aware of changes in attitudes, lifestyles and/or human conditions. History is people and by comparing and contrasting the way the student lives with the way people lived in other times, skills and processes are developed that allow students to approach, understand and appreciate the changes they see in the world around them. By doing so we help develop positive attitudes in our students concerning our planet's past, present and future.

Tape recorded interviews would be the method used to collect oral testimony together with any collection of photos, documents and artifacts supplied by the witnesses. The resource personnel used in the project are local senior citizens. Their value in this project can best be described by Robert Douch:

> Old inhabitants will often be the most useful. Memories of changes witnessed in the neighbourhood during the lifetime of an eighty or ninety year old inhabitant are well worth recording in any generation. At present they are especially valuable since today's old people have experienced the transformation of local life brought about by mechanization and by improved means of transport

and communication. Their lives bridge two different worlds and their reminiscences need to be obtained quickly if they are not to be lost forever. 27

FOOTNOTES

1. D.J. Steel and L. Taylor, Family History in the Schools. (London: Phillimore and Co. Ltd., 1973), p.9.

2. H.A. Stevenson, Approaches to Teaching Local History. (Toronto: Oxford University Press, 1969), p.14.

3. H.P.R. Finberg, "The Local Historian and His Theme" in Teaching History in Canada, ed. G. Milburn. (Toronto: McGraw Hill Ryerson Ltd., 1972), p.36.

4. M. Ballard, New Movements in the Study and Teaching of History. (London: Temple Smith, 1970), p.112.

5. H.A. Stevenson, Op. Cit., p.14.

6. M. Ballard, Op. Cit., p.109.

7. H. Day and F. Maynes, "The Teacher and Curiosity" in Must Schools Fail? (Toronto: McClelland and Stewart Ltd., 1972), p.76.

8. C. Rogers, Freedom to Learn. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969), p.137.

9. D.J. Steel and L. Taylor, Op. Cit., p.4.

10. M. Ballard, Op. Cit., p. 109.

11. H. Day and F. Maynes, Op. Cit., p. 74.

12. C. Rogers, Op. Cit., p. 132.

13. Government of Quebec, The Human Sciences in the Elementary School - Methodological Guide. Booklet No. 3. (Quebec: Quebec Official Publisher, 1974), p.6.

14. Government of Ontario, The Formative Years. (Toronto: Ministry of Education Publication, 1975), p.23.

15. _____, Education in the Primary and Junior Divisions. (Toronto: Ministry of Education Publication, 1975), pp.17, 20.

16. C. Rogers, Op. Cit., p.136.

17. D.J. Steel and L. Taylor, Op. Cit., p.30.

18. Government of Quebec, The School a Living Environment. (Quebec: Quebec Official Publisher, 1974), p. 67.

19. D.J. Steel and L. Taylor, Op. Cit., p.10.

20. D.G. Watts, The Learning of History. (London: Routledge and Kegan Paul, 1972), p.66.

21. W. Baum, "Oral History" an article in Looking At, a Social Science Education Bulletin, published by Eric Clearinghouse. No. 23.(Sept., 1975), pp. 2-3.

22. W. Tyrrell, "Tape Recording Local History". History News, Vol. 21.(May, 1973), p.3.

23. M. Ballard, Op. Cit., p. 110.

24. D.G. Watts, Op. Cit., p. 67.

25. R. Douch, Local History and the Teacher. (London: Routledge and Kegan Paul, 1967), p.8.

26. W. Tyrrell, Op. Cit., p.2.

27. R. Douch, Op. Cit., p.111.

CHAPTER 2

The Oral History Method

Introduction:

How many of us have queried aloud, "Geez, I wonder what it was like to live when Grandma was growing up?" I can remember posing similar questions to my Grandmother who fortunately lived with my family. I was always fascinated by her answers. What impressed me the most, more so than her answers, was the patience, enthusiasm and joy she took in responding when actually confronted with someone who cared about her personal history. Yet, how many others have been unable to find answers because the informants best qualified to offer recollections and information about the past; our grandparents or senior citizens, have either died, moved away or failed to write them down because of age, weak writing skills and/or preoccupation with more important personal interests?

Oral history offers a method of preserving historical knowledge. Willa Baum, an eminent oral history practitioner, defines oral history as that which provides planned-in-advance tape recorded interviews with someone who has first-hand knowledge of an event or way of life that's of some historical significance.[1]

Oral history depends primarily upon the memory of the participants for information. Memory affords the best clue as to why something was done or attempted and what the motives of various people were in certain situations.[2] The tape recorder is used as

the vehicle for collecting information from the interview. "A touch of a button gives us instant recall of hopes, fears, joys and disappointments of a real life."[3] So valuable has the tape recorder become as a tool for the historian that A.P. Taylor commented:

> Until recently our knowledge of the past was mostly second-hand; records by one man of what he and others said and did. Now we have recording instruments for both sight and sound and they preserve the past for us in a new, more direct way. 4

A fault that has been attributed to oral history has been its tendency to amass a wealth of trivia. In recent years, however, this fear has proved groundless. No one can judge which human experience is worthless. What is important for one historian isn't important to another.[5] A university historian or student studying the economics of an era would not bother with the fact that only the eldest of a family was allowed a bicycle; yet, for elementary students, this fact would be of vital importance in demonstrating the difference between the prosperity of that family (perhaps even that community)with their own. Robert Frisch, another prominent oral historian, emphasizes "that memory is a reflective process" and that "whatever their limits as history in the traditional terms, these responses are fascinating in what they reveal about historical memory patterns just as cultural documents themselves."[6]

To conclude, oral history uses interviewing techniques and the tape recorder to record the responses of participants whose only source of information comes principally, although often

supplemented by photos, documents and artifacts, from memory. This chapter is basically a description of procedures taken by a group of thirty Grade 6 students who worked on an oral history project involving the interviewing of senior citizens. The purpose of their interviews was to acquire a perspective of how a twelve year old lived in the 1920's and compare it with their own lives in the 1970's.

Objectives:

Before an oral history project can be attempted, it is imperative that the teacher consider the needs of his students and list the specific and performance objectives he hopes will be developed by such a project. Without these guiding principles, it is virtually impossible to decide what people to contact for interviews and to determine the type of questions to ask so as to obtain the desired information.

The specific objectives of the project were:

A) To identify, compare and contrast.

The students will attempt to identify, compare and contrast the value, educational, social and family relationship factors that are influencing a twelve year old in the 1970's with those that influenced a twelve year old in the 1920's.

Six general areas were selected by the students as being the most influential in their lives. These included: school, recreation, church, clothing, going to town and home life.

B) To develop self-esteem in the students.

Self-esteem comes from pride and pride from success in one's individual ability. This project provides success for all levels of ability by its very design. The student must weigh the evidence, draw conclusions and present it in a concise, visual display. A sense of self-worth is increased when their work is presented to their 'witnesses'.

C) To develop the student's sense of self-identity.

Self-identity develops from a recognition of others. The project makes it possible for students to approach older people as sources of information and as individuals whose knowledge of the past includes memories of different economic and social systems and family relationships. Students learn that these people are not worthless problems of a 'jet-set age' but valuable transmitters of knowledge, traditions and skills.[7]

D) To develop an awareness of change in the link between the past, present and future continuum.

By working through the project, students experience the feeling of being part of history, of an on-going cycle. By identifying and understanding the changes of a past era, the pupils will be better able to understand and cope with the changes in his own 'future shock' world.

Performance objectives include:

1. Students will demonstrate accurate use of a tape recorder.

2. Students will demonstrate proper interviewing techniques.
3. Students will construct visual displays comparing differences between the 1920's and the 1970's.
4. Students will write either a diary or biography of their informant's childhood.

Procedures

A well-organized set of procedures is vital for a successful oral history project. These procedures form the framework of the project and develop for the teacher and students a viable method of conducting the project to a satisfactory and meaningful conclusion. At the elementary level, the procedures must be comprehensive and concise; yet, simple enough so that the amount of preparation required does not dull the students' enthusiasm for the project. The following guidelines are designed to give direction to the teacher wishing to prepare an oral history project for a senior elementary class.

A) The Topic

If the project is to be a valuable educational experience for the students, the focus of the work should center around one main topic. If the project has too broad and general a scope it will be difficult to establish meaningful objectives; hence, making any final synthesis of information difficult and rendering the whole project with its multitudinous themes meaningless to the students. Since the assistance of outside personnel is being sought, any aid must be reasonable, limited and specific. It is essential for the witnesses

to understand the reason why they are being questioned. This also requires that the project have a well-defined, central topic.

B) The Witnesses:

An oral history project requires a great deal of personal supervision by the teacher if it is to be successful. Finding witnesses suitable for the topic is an area where the teacher is necessary although some students might be able to discover appropriate witnesses on their own (relatives or neighbours). The teacher, however, should be the person to make the first contacts with the witnesses. Students should not be responsible for explaining the project and risk being turned down simply because they are young.

Witnesses should be selected from within the local community. This serves several purposes. Firstly, because of the proximity to the school witnesses living in the community can easily visit the school or, as in the case with senior citizens, the students can easily visit them. In many cases, the students might even know the informants personally which helps make the questioning and interviewing more relaxed. Finally, the testimony that can be obtained from local people is quite often about the local community. This is especially valuable if the topic of the project concerns some aspect of local history.

There is an important corollary to using living witnesses. That is, the topic chosen should be one for which suitable informants are available. To help track down witnesses, teachers should enlist the aid of parents, fellow colleagues, local clergymen, and local

community organizations such as, arts and crafts guilds, senior citizen organizations and where possible, local historical societies. Not only can these people and organizations help in finding personnel suitable for the project, but by using their names when first establishing contact with tentative witnesses; especially senior citizens who may be suspicious, even afraid of strangers, the 'ice' can be broken and a common relationship established.

C) Contacting Witnesses:

The following list will serve as a guide to the teacher in contacting witnesses for the first time.

1) Introduce yourself and your school and explain, if appropriate, who referred you to this witness.

2) Introduce the project. Ask if the witness would be willing to participate and explain what would be required of him or her. For some apprehensive witnesses it would be advantageous to explain the usefulness and importance the witness would give the project and the benefits the children would derive from his/her participation. During this phase of the introduction it is also possible to discover what strengths and weaknesses the witness has on the topic.

3) Arrange a convenient location and a tentative date for the interview. This should be at least two weeks after first contacting the witnesses. This will allow the witness time to think about his/her own responsibilities for the project and allow the students to prepare for the interview.

4) At this time, it would also be profitable if the witnesses were asked to look for any photos, documents, toys, diaries or other artifacts that might add to the interview.

5) Leave your name, school telephone number and school address in case the witness needs to contact you.

D) The Questions:

Developing questions for the interview is the responsibility of the students. This can be done in class by spending one or two periods formulating the questions. Here too, teacher guidance may be necessary to edit, rephrase and perhaps add questions. Nevertheless, the teacher should use discretion. The questions developed are those which interest the students and as such should reflect the students' curiosity and efforts. Too much censorship from the teacher might change the style of the questioning into something other than the children's with the result of ruining the experience for the children. Children learn by doing and the teacher's role remains one of guidance and direction.

Willa Baum has written that one aspect of preparation is "boning-up" on background information. "Both teachers and students," she encouraged, "should bring in primary source material such as; old newspapers, wills, diaries and photos---things that will help students develop a more immediate feeling for the past than reading textbooks".[8] Again, discretion is necessary. At the elementary level, a successful oral history experience is highly dependent upon the children's inquisitiveness which is reflected by the types of questions they ask

their informants. If their curiosity and method of inquiry is destroyed by their finding the answers by the traditional methods of reading and analysing documents, maps and newspapers then the whole oral history experience becomes worthless. If primary and secondary resource materials should be used before the interviewing, they should be gathered by the teacher and used only to stimulate the student's own curiosity and inquisitiveness.

> A good teacher marshalls evidence from all directions about the questions he wants his students to examine. He presents it clearly and objectively. He pinpoints the contradictions and conflicts. He leaves questions dangling--unresolved for the students. 9

Only the exact nature of the oral history project however, can determine how much background research the teacher should attempt with the class.

The place for primary resource material in the oral history project comes after the completion of the interviews in the follow-up activities. Such material can be arranged in an assortment of classroom displays and questions unanswered during the interviews have an opportunity of being resolved.

Children should not be encouraged to use too many direct questions; the type of leading questions that might threaten the witness in sensitive areas, or the kind of yes-no question answer which often becomes boring and tends to cause the interview to drag. Questions should be broad and written in a variety of forms using comparison and analogy. These questions help stimulate the informant's memory and allow the children to discover the respondents' paths of

association with a particular topic, situation or event. Specific questions can then be used only to seek clarification or more detail on what the witness had already volunteered. Questions broad in nature allow the witness to relax, answer freely and at length, and imparts respect for the witness and gives him/her a feeling of worth.

> By letting him/her tell his/her own story the interviewer is implying a respect for the respondent's ability to report relevant material and implies that the interviewer is more interested in him/her as a unique person then as a source of 'yes and no' responses. 10

Questions should ask for information which is relatively easy for the witness to give. All questioning, as well, must be related to the purpose of the project and interview so that the interviewer is always aware that the witness is pursuing the stated purpose of the interview.

E) The Practice:

Another aspect of preparation is practising interviewing techniques and using the equipment. The equipment must be simple and the portable tape recorder should use the cartridge tape cassettes. Practice may be brief as students can interview each other or practice by interviewing their parents, friends, etc. Discussion on which techniques were and were not successful can then follow in class.

One aspect of interviewing that can be developed from the practice sessions, which although quite effective is difficult to teach and implement, is that interviewing can be a "two-way learning" process. In an interview, one would expect only one learning situation to take place--that of the children learning from

the testimony given them by their witness. As a result, the interview can become dull and with young adolescents as amateur interviewers there is a possibility that their informants may become restless and uninterested. Yet, during the interview, it is possible for the informant to learn from the students. For example, when interviewing elderly people, such as senior citizens or grandparents, some of the children's questions may seem nebulous to them. The students will therefore be forced to use examples of today (their world) so as to enlighten the witness and give them something to compare with their life experiences. A two-way learning experience results with the participants actively involved in not just a structured question-answer session but a free-flowing conversation where opinions and information are equally shared, enjoyed and respected. With teacher supervision simulations can be practiced and questions rewritten to reflect this method.

During the preparation period, work can begin towards setting up visual displays. The method would be to have the students write their relatives (grandparents) telling them about the project and asking if they would lend anything which they think might be of interest for the classroom display. The letters should emphasize that any item would be borrowed for a limited time only and that the greatest of care would be taken of any object lent. A problem arises if many of the children's relatives live too far away making it difficult to have such 'treasures' mailed or picked up. The easiest

source of visual artifacts would be to ask the witnesses who are being interviewed. The asking can be done by the teacher when arranging a date for the interview or after the interview has taken place. The following is a checklist of items that can be used by the teacher and for the student letters:

1. Old domestic utensils--flat irons, butter pats.
2. Photographs and postcards.
3. Documents--diaries, letters, school report cards.
4. Toys, games, dolls.
5. Newspapers, magazines.
6. Children's books.
7. Old school books, exercise books, pens.
8. Clothing, including uniforms.
9. Embroidery and weaving.
10. Ornaments, pins, pennants, medals.
11. Objects related to occupations.[11]

All items should be carefully tagged with the donor's name and address and maintained in the school's safe when not being displayed.

F) The Interview:

The teacher should contact the witness five days prior to the interview to confirm the date of the interview and clear up any problems which may have arisen. The teacher may also choose this moment to ask the witness if he/she had any artifacts to bring to the interview or may list the type of articles the witness could possibly look for to be used during the course of the interview.

Students should be divided into teams of three and where possible should do two separate interviews so that they can profit in the second from what they discovered in the first. Ideally, although not often practical, the teacher should accompany the students to their first interview. The teacher, afterall, is the liaison between the students and the informant. The teacher will therefore be present to lend support to the students and/or provide guidance to the interview. As this practice may become very time consuming for the teacher, interviews could be held at a central meeting place; the school or church basement. The interviews could all be held on one or two days with the interviewing times staggered; one every 20 minutes. Such an arrangement will allow the teacher to 'float' from interview to interview. With the absence of the teacher from the major part of the interview the students will develop a feeling of independence while at the same time developing confidence knowing that their teacher is close by in case of difficulty.

To ensure participation from all members of the team during the interview, each student should be responsible for asking different questions from their questionaire. When not responsible for the questioning the other two members of the team should listen carefully and take notes from which other questions might be asked either to clarify information given or to obtain a more detailed description of what had been said. The member of the team who initiates the questioning on a subject also has the responsibility of seeing

that the witness does not digress too far off the subject. The teacher plays the role of an observer stepping into the interview only to help give the students direction to their questioning.

The interview should be conducted in an area free from noise and disruption. A good recording situation can be established by closing doors, windows, and turning off radios. If the interview is held in the school, the staff room is probably the best location. Testing the tape recorder before the interview begins should be the responsibility of one of the team members. The other members, including the teacher, are then free to chat informally with the witness. During this 'warming-up 'period, the purpose of the interview can again be explained. Extra batteries and cassette tapes should always be handy in case of need. Once the interview begins, it is important not to interrupt the witness. The opening question should be enjoyable and easy to answer. Allow the informant time to reflect on questions and time to answer the question as fully as he/she wants. This makes the witness feel his/her story is important and of interest. Be courteous, be hospitable, and relaxing and try not to hurry the interview. A light beverage such as, tea or coffee, with cookies offered to the informants is a very gracious gesture.

G) The Follow-up:

Upon completion of their interviews, the students should attempt to organize their findings into a series of visual and/or written displays. Each student should summarize his/her findings

from the oral history experience into a display that reflects what he/she learned personally from the experience; what he/she found out about the subject matter; how the findings fit into the broader perspective of the topic the class as a whole was working on. Some part of these exhibits should be presented to the witnessess in appreciation of their help. If artifacts have been brought into the school, a classroom museum can be organized around the students' own displays. Quite important is the students' need to experience a sense of worth. As a result, their work and exhibits should be displayed for their parents, their witnesses and their fellow students to appreciate.

A variety of displays can be developed depicting the aspects of the project most interesting to the student. There could be displays which illustrate a particular generation or era. A second type of exhibit depicts a specific theme. These "thematic displays" can represent a period of time or an event such as; the home front during World War II. Thematic displays can also span several generations such as the study of heating or lighting. The thematic type of display is excellent for exhibits representing changes in lifestyles. A third type, the "focal display", had the exhibit built around a single item such as a school text book or an army medal.[12] The three types can be exciting and easily organized.

FOOTNOTES

1. W. Baum, "Oral History", an article in Looking At, a Social Studies Educational Bulletin, published by Eric Clearinghouse. No. 23. (Sept., 1975), p.1.

2. C. Lord, Teaching History Through Community Resources. (New York: Teacher's College Press, 1967), p.32.

3. G. Shumway and W. Hartley, An Oral History Primer. (Salt Lake City: American Association for State and Local History, 1975), p.1.

4. D. G. Steel and L. Taylor, Family History in Schools. (London: Phillimore and Co. Ltd., 1973), p.62.

5. M. Ebner, "Students as Oral Historians", an article in The History Teacher. Vol. IX. (Feb., 1976), p.197.

6. N. Haomi, "What Are You Doing To My Child?" A paper prepared for the panel on Interpretative Oral History Program: Sectional Meeting 1975, NCSS Annual Conference. (Atlanta, Georgia), p.7.

7. Ibid. p.6.

8. W. Baum, Op. Cit., p.3.

9. H. Day and F. Maynes, "The Teacher and Curiosity" in Must Schools Fail? (Toronto: McClelland and Stewart Ltd., 1972), p.70.

10. R. Gordon, Interviewing, Strategy, Techniques and Tactics. (Illinois: Dorsey Press, 1969), p.367.

11. D.G. Steel and L. Taylor, Op. Cit., p.108.

12. Ibid. p.110.

CHAPTER 3

The Questionaire

A) Preparation

The following is the group of questions designed solely by the Grade 6 students themselves under the tutelage of their teacher. Each question serves to seek a comparison between how a twelve-year old lived in the 1920's with how a twelve year old lives today.

The students felt that there were six important areas of influence which affect twelve year olds today. It was these areas that they desired to investigate when interviewing their senior citizens. The six comparative themes were: school, church, home life, recreation, going to town, and clothing.

B) Initial Questioning:

The project started with the introduction of the witness and a brief statement explaining the purpose behind the interview:

> Mr., (Mrs), (Miss),---, the purpose of our project and this interview is to compare your childhood when you were twelve with that of our own.

Since the informants were unaccustomed to being interviewed, questions were asked that they could answer easily and could respond to with confidence:

> Mr., (Mrs), (Miss),---, where were you born?
>
> When and where did you immigrate or move to Canada?

Was this the town where you grew up when you were twelve?

For the above questions a map or atlas was produced so that the witness could identify the town where he/she grew-up and/or was born. The purpose was to set a frame of reference to be used by the witness and student. It also served to create a more relaxed atmosphere.

Do you remember why your parents decided to settle in _____?

To the best of your knowledge, what do you remember most about your childhood?

This question was used to allow the informant to begin with a subject he/she could reminisce about with ease. The response given to the question also gave each student team an indication of the theme with which the informant was most cognizant. The students then began their interview by asking questions from this theme that had not been answered in the informant's opening response.

For each topic there is an opening question which serves as a stimulant to discussion on the different themes. Each theme also has a list of specific questions which are used as follow-ups for clarification or expansion of what had already been said.

C) The Interview Questions:

Schooling

Opening Question: What do you remember about going to school?

Specific Questions: Was the school close to your home?

How did you get there?

What did your school look like?

Were there many students?

For you, what part of the school day was most interesting?

What subjects were taught?

Which one did you enjoy the most? Why?

Which one the least? Why?

Was Physical Education a subject?

How long was the school day?

What vacations did you have?

On an average, how large were the classes?

Your classmates, do you remember if they were all the same age or if there was more than one grade in each class?

We think discipline in our school is strict, and we have rules we think unfair. Can you tell us how strict discipline was in your school?

What was the worst rule you remember having to obey?

What other rules were there?

Did you ever break any rule?

What would happen if you did?

Were pranks ever played at school?

What kinds?

What kinds of games or sports did you play at recess or after school in the playground?

Today most kids finish high school and many go to college. When you went to school how long did the average student stay in school?

What were the reasons for this attitude?

Did any teacher influence your growing up?

Who had the most influence in forming your values and attitudes.

What were report cards like?

Church

Opening Question: What importance did church have for you and your family?

Specific Questions: Did you attend church regularly?

Was it far from your home?

How did you get to it?

Did you attend Sunday school?

Do you remember what was taught?

Where did your family like to sit in church?

What language was used in church?

What did you wear to church?

Did the minister call at your home often?

For what reason?

Did going to church teach you morals or attitudes which influenced you while you were growing-up?

What were these?

Were there Sunday school picnics?

What happened when you went?

Did going to church serve any other purpose for you and your family other than worshipping?

For example: as part of a family outing or perhaps as a means of meeting people.

Recreation

Opening Question: Did you have much leisure time when you were growing-up?

Specific Questions: When you had time for recreation, was it spent with your family, your friends, or by yourself?

What things would you do with your family?

What things would you do with your friends?

Did they live close by?

What things did you do by yourself?

Did you ever go to a summer camp?

Where was it?

How did you get to it?

What would you do?

Did you have a bicycle?

Let's compare yours with mine.

Do you remember going to the movies?

What were the most popular games children played during your childhood?

Did you belong to any organized sports teams or organization like the Boy Scouts or Girl Guides?

When did teenagers start dating?

How was it done?

What were the popular songs?

Did you have a record player?

Today we can go to McDonalds. Did you or could you go out for hot-dogs or things like that?

Where did you or could you go out for a treat?

What did you do on school vacations?

For summer?

For winter?

What was your favorite toy?

Home Life

Opening Question: Can you give us a description of the house you lived in?

- how many rooms?
- how large was it?
- was there a driveway?

- was there a lawn, shrubs, flowers, or vegetable garden?

Specific Question: Did you ever move?

What was it like?

How many people lived in your home?

Who were they?

What differences exist between the home you were in with the houses today? For example: in bathrooms, in kitchens, in types of furniture.

How would you describe your room?

What chores were required of you?

Did you have any pets or hobbies?

What appliances do we have today that your parents didn't have?

Were there any family rules you had to obey?

What would happen if you broke any of them?

What happened around your home at Christmas?

Were there any family customs?

Was the mail delivered to your home?

- was milk?

- was bread?

- was anything delivered on a regular basis?

How did you communicate with friends and relatives?

By telephone or letter?

Did you phone long distance?

How much did it cost to mail a letter?

How was garbage collected?

What was your favourite meal your mother would cook for you?

Was there anything you could order out for?

Did your mother use many canned or frozen foods?

If you were sick did the doctor come?

Did your mother have any special remedies she would use when you were sick?

Going to Town

Opening Question: Today we have many shopping centers with many stores. What was it like to shop when you were twelve?

Specific Questions: Did you often go to the store?

For what purposes?

Why did people go to town?

Were the prices very different?

Can you give examples?

Did you help with the groceries?

How did you get bread and milk?

Did you visit a dentist regularly?

Did you visit an eye doctor?

Did you visit a regular type of doctor often?

How did his instruments differ or compare with today's?

How did you get to town?

Did your family own a car?

Were there taxis or bus lines?

What did it cost to take public transportation?

Many of us have ways of earning money (eg. paper routes or babysitting). How did you get your spending money?

What did you buy with your money?

Clothing

Opening Question: Was the clothing or the way you dressed when you were twelve any different than the clothing we wear today?

Specific Questions: Today long hair and jeans are popular, were there any particular dress fads in your day?

Were you allowed to choose the clothes you wore?

What were the rules concerning girls wearing jewellery and make-up?

What were bathing suits like?

Did you have different clothes for different occasions? example: school, play, church.

What type of clothing did you wear to keep warm in the winter?

Were the styles of shoes any different than they are today?

Today many of our clothes are wash and wear, were your clothes easy to care for?

Who did your washing?

Was there a washer and dryer in your home?

We have many bright coloured materials with wild designs. Did you have this choice?

D) Evaluations:

Once the interviews had been completed and the students returned to the classroom, a series of follow-up activities were designed to help the students illustrate the contrasts, the changes and in some cases, the similarities that had occurred since the 1920's. Each student team was instructed to listen to their tapes and to catalogue them into the six themes. For example:

1. Introduction - 0- 9
2. School - 10-25
3. Church - 26-35
4. Recreation - 36-50

Then, using a separate worksheet for each theme, the students were instructed to list the differences, changes and the similarities they felt were the most relevant to them. Once completed, the groups assembled to share their findings so that each team could benefit from the contributions made by the others.

Using the evidence, individual and group activities began.

1) Diary or Biography:- The informant is anxious to know how useful his information has become and is keenly interested in

how it was used. A senior citizen especially needs to feel a sense of worth. As a result, each team of students was required to write either a diary or a biography of their witness's childhood. The students were encouraged to add their own pictures, drawings and illustrations. This written record was then presented to their informant in appreciation of the time and efforts he or she gave to the project. Can anyone ever hope to understand the joyous feelings that would overcome a senior citizen as he reads an account of his cherished childhood reminiscences?

2) Classroom museum:- If artifacts and objects have been brought to class a classroom museum can be organized. Each object should have a display card, approximately 8 in. x 6 in. containing such information as: the name of the object, the owner, where and when it was found, and a brief description of the object. At this stage of the project, the students were encouraged to search for secondary sources of information related to the assignment; such as books, catalogues, and newspapers. Much of this can be found in local and school libraries, the local newspaper office, or perhaps even at home.

A thematic approach was taken with a number of exhibits emphasizing the comparisons between the 1920's and 1970's being attempted by the Grade 6 students.

3) Visual Displays:- Students constructed collages, dioramas, models or display boards depicting some aspect of change between the 1920's and 1970's that impressed them during their interview. The change, both as it was and as it is, was illustrated.

4) Audio-visual Displays:- Using old and new pictures and illustrations, students organized a slide presentation with music (both past and present) depicting the major changes between the 1920's and 1970's.

5) Wow, I Never Knew That!:- Each team used part of their tapes to contribute to a class project. It was basically an audio presentation (although use of slides was a possibility) entitled: "Wow, I never knew that!" Each student team selected the most interesting responses from their taped interview and they were recorded on a master tape. All the selections were then put together and played back to the entire class, to their parents, and to an assembly of the senior citizens who contributed to the project.

CHAPTER 4

Conclusion

When seeking research to justify my intended oral history project, I quickly discovered that there was a shortage of literature supporting the use of oral history in Canadian elementary schools. To seek justification for this type of study, reliance on American and British educators who have pioneered the use of living witnesses in local history studies was necessary. Encouraged by their writings, I decided to attempt an oral history project with my Grade 6 class. My class was enthusiastic and my principal supportive. All that was required was for the mechanics and procedures of the project to be established. Although problems arose as the project progressed, they did not dampen the enthusiasm nor success of the experience.

The finding and selection of witnesses suitable for the project was the greatest difficulty encountered. The project originally involved senior citizens in a comparison of Pointe Claire in the 1920's with Pointe Claire of the 1970's. Appropriate witnesses, however, were unavailable. Many viewed the request to be interviewed with suspicion and refused. Others had gone south for the winter on vacation. Yet, the greatest factor contributing to the loss of many potential witnesses was the transient nature of a highly mobile suburban community, such as Pointe Claire. Those most familiar with the history of the community had moved away and their replacements,

often strangers to the community, could not supply the same expertise. The oral history topic required revision.

The project was altered to deal with a comparison between lifestyles of two different periods of time--the twenties and the seventies. Despite the setbacks encountered for the Pointe Claire study, there was little difficulty procuring appropriate senior citizens for the revised project. These had already been contacted with regard to the Pointe Claire study. What was necessary was to select only those witnesses who had lived in Quebec, especially Montreal. Since there were senior citizens who had come from other provinces and countries volunteering, I wanted to narrow the scope of the oral history project as much as possible.

Two major lessons were learned from the initial planning. First, finding witnesses is the most time consuming and frustrating. Rejection is a common occurance. There are people eager to be interviewed who unfortunately will be of little benefit to the topic. Do not give up! Go to as many organizations and people as possible to seek your witnesses. Second, avoid having the project during the winter months. The late fall or spring months are more convenient.

The organization of the interviews is critical. The teacher must contact potential witnesses well in advance of all student participation. Interviews must all be scheduled within days of each other to ensure student enthusiasm and active involvement. To have students prepared and eager to interview only to have them wait a

week for their interview will only weaken their enthusiasm. To ensure that student preparation coincided as closely as possible with the interview days, I was forced to postpone the start of the project for three weeks. It was well worth the wait. After a week of student preparation by the teacher, there followed two days of interviewing. All the students were actively occupied. The timing and organization of the interviews therefore will be the major headaches for anyone attempting an oral history project.

The interviews were an overwhelming success. There were apparent weaknesses in some of the studetns' skills of interviewing and several cases where the quality and quantity of information gathered lacked substance. This was due in part to memory lapses by the senior citizens interviewed and their tendency to drift off the subject. This problem caused a psychological conflict within many of the students. Their concern for politeness and interest conflicted with their desire to interrupt and caution the witness to remain on the subject. Here was a basic weakness in interviewing technique which only practice and maturity could remedy. For some topics, too many questions were asked thus further diluting the quality of information given. A suggestion would be to have each student group select from a questionaire a maximum number of questions (twelve) from each topic to ask their witness. Nevertheless, the information gathered was not as great a concern as was instilling in the students a 'liking' and an 'appreciation' for history. To this end, the oral

history experience and interviews were successful.

The interviews were a pleasurable and enlightening experience for myself as well as for the students. So much of the project's success depended upon the smooth functioning of the interview. I was apprehensive and nervous as were my students. Fear of the unknown and support for my students prompted me to attend each interview and I recommend that any other teacher contemplating doing an oral history project do the same. I was delightfully surprised to discover that the majority of groups could be left on their own. In several instances, I became a silent backbencher. Unlikely students became leaders and contributed in a small group situation as they had never done before in class.

Following the interviews, the students worked very hard in selecting from their tapes what they considered to be the most relevant information. By using this information with the various artifacts borrowed from their witnesses, the class presented a variety of imaginative and creative displays. Eager students searched at home for objects that would enhance their displays while some sought visual material from grandparents. Many items collected for display included clothing, 78 RPM records, books, photo albums, and a variety of household artifacts. The teacher can contribute as well by supplementing materials borrowed by the students with copies of newspapers, photos, and catalogues relevant to the project obtained from local libraries and newspaper offices. It was very gratifying to me to witness the performance of my so-called 'underachievers'.

Rarely had the quality of the work they displayed throughout the interview and follow-up activities been shown in other subject areas. Their performance above all else reinforced my belief that learning is more durable when students become actively involved in the learning process.

A very interesting highlight to the follow-up studies was the integration of the oral history project with other subject areas. The class learned songs from the twenties and listened to 78 RPM records in music class. Advertisements from catalogues and magazines (old and new) were used in Mathematics and Language Arts activities. One group of students even held a fashion show. Dance from the twenties was attempted in Physical Education class but this idea was greeted less enthusiastically by the students. This aspect of the project illustrates that the 'basics', can still be taught in a student involvement activity; but in a more subtle and refreshing manner.

The students became more aware of the importance that change plays in the story of man's development. Change is the story of a community, an occupation, a way of life. By using living witnesses, my elementary students had the unique experience of coming to grips with the reality that the changes they see today and will witness in the future are caused by people who live in communities and homes just like their own. For the elementary student, the study of the

past by using living witnesses found within the local community is a unique method of studying the influence and effect of change.

Using oral history puts interest into the history curriculum by making it more appealing to the student. A variety of oral history themes abound and all that remains is for the teacher to use his or her experience, initiative, and imagination to organize an oral history experience for his or her students. I would definitely do it again! The groundwork has been laid and reliable witnesses already found who are willing to volunteer again.

SELECTED BIBLIOGRAPHY

Books

Ballard, Martin. New Movements in the Study and Teaching of History. London: Temple Smith, 1970.

Baum, Willa. Oral History for the Local Historical Society. Nashville: American Association for State and Local History, 1971.

Beggs, David and Buffie, Edward. Independent Study: A Bold New Venture. Bloomington: Indiana University Press, 1965.

Butterfield, H. History and Human Relations. Boston: Beacon Press, 1960.

Coloria, F. Teach Yourself Local History. London: English Universities Press Ltd., 1958.

Day, Hy and Maynes, Florence. "The Teacher and Curiosity". In Why Must Schools Fail? pp. 70-76. Toronto: McClelland and Stewart Ltd., 1972.

Douch, Robert. Local History and the Teacher. London: Routledge and Kegan Paul, 1967.

Finberg, H.P.R. "The Local Historian and His Theme". An essay within Teaching History in Canada. pp. 36-40. Edited by G. Milburn. Toronto: McGraw Hill Ryerson Ltd., 1972.

Gordon, R. Interviewing, Strategy, Techniques and Tactics. Illinois: Dorsey Press, 1969.

Keller, C. Involving Students in the New Social Studies. Boston: Little, Brown and Co., 1974.

Lord, Clifford. Teaching History with Community Resources. New York: Teacher's College Press, 1967.

McCracken, J. Oral History: Basic Techniques. Manitoba: A Manitoba Museum of Man and Nature Publication, 1974.

Rogers, Carl. Freedom To Learn. Columbus, Ohio: Charles E. Merrill Publication Co., 1969.

Shumway, G. and Hartley, W. An Oral History Primer.
Salt Lake City: American Association for State and Local History, 1975.

Steel, D.J. and Taylor, L. Family History in Schools.
London: Phillimore and Co. Ltd., 1973.

Stephens, L. Probing the Past: A Guide to the Study and Teaching of History.
Boston: Allyn and Bacon, 1974.

Stevenson, H.A. Approaches to Teaching Local History.
Toronto: Oxford University Press, 1969.

Sutherland, Neil. When Grandma and Grandpa Were Kids.
Toronto: W.J. Gage Co., 1970.

Terkel, Studs. Hard Times: An Oral History of the Great Depression.
New York: Random House, 1973.

Ward, C. and Fyson, A. Streetwork: The Exploding School.
London: Routledge and Kegan Paul, 1973.

Waserman, Manfred. Bibliography on Oral History.
New York: The Oral History Association, 1971.

Watts, D.G. Environmental Studies.
London: Routledge and Kegan Paul, 1974.

_____. The Learning of History.
London: Routledge and Kegan Paul, 1972.

Articles

Baum, Willa. "Oral History". An article in Looking At.
A Social Studies Education Bulletin published by Eric Clearinghouse. Sept., 1975. pp. 1-2.

Cornwell, I. "Oral History: A Popular Approach to Historical Research".
The Courier. Vol. XIII, No. 2, 1975. pp. 4-5.

Cutler, William. "Accuracy in Oral History Interviewing".
Historical Methods Newsletter. Vol. 3.
June, 1970.

Ebner, Michael. "Students as Oral Historians".
The History Teacher. Vol. IX. Feb., 1976.
pp. 196-202.

Hirsch, R. and Lewinger, M. "Oral History: The Family is the Curriculum".
Teacher. November, 1975. pp. 60-62.

Ilisevich, Robert. "Oral History in Undergraduate Research."
The History Teacher. Vol. 62, 1973-74. pp.47-51.

Morrissey, Charles. "Oral History as a Classroom Tool".
Social Education. Vol. 32, Oct., 1968. pp.546-550.

Nevins, Allan. "Oral History: How and Why It Was Born".
Wilson Library Bulletin. Vol. 40, March, 1966.
pp. 600-601.

Tyrrell, W. "Tape Recording Local History."
History News. Vol. 21. May, 1973. pp.1-4.

Government Publications

Government of Ontario. The Formative Years.
Toronto: Ministry of Education Publication, 1975.

_____. Education in the Primary and Junior Divisions.
Toronto: Ministry of Education Publication, 1975.

Government of Quebec. The Human Sciences in the Elementary School: Methodological Guide, Booklet No. 3.
Quebec: Quebec Official Publisher, 1974.

_____. The School a Living Environment.
Quebec: Quebec Official Publisher, 1974.

Thesis and Other Papers

Hailey, Naomi, "What Are You Doing To My Child?
A paper prepared for the panel on Interpretative Oral History Program: Sectional Meeting at the NCSS Annual Conference, Atlanta, Georgia, 1975.

Leadbetter, R. Montreal Local History: A Teaching Unit for the 1840's.
A monograph presented to McGill University, Faculty of Education, July, 1975.

Wiser, Geneva. "Listening, Looking, Learning. The Use of Oral History Bringing Alive the Events of the Past". A paper prepared for a panel on Interpretative Oral History Program: Sectional Meeting at the NCSS Annual Conference, Atlanta, Georgia, 1975.