

## ABSTRACT

An analysis of the stated and practised methods of teaching primary level social studies among Teachers' College staff, final year students and first year graduates in Trinidad and Tobago.

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The Primary Social Studies Syllabus (1988), implies that the goals of social studies primary education include knowledge acquisition and the development of attitudes, values and skills. In order to achieve these goals, teachers must use methods which not only focus on information transmission, but also on process. Such methods should include inquiry, problem solving, critical thinking and decision-making.

In order to explore and describe the state of primary social studies teaching in Trinidad and Tobago, the project examines the intended and actual methods which are presented at the Teachers' College, and also the methods which teachers use during and after their training. Questionnaires, interviews and observations were the main instruments used.

The findings indicate that while the methods class offers much exposure to social studies activities, there is still a need for greater emphasis on process. While these findings are not generalizable, they indicate patterns which could call for policy-makers and teacher educators to devise such programmes that would give the necessary emphasis on process, in order to achieve the goals of primary social studies education.

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