

Social Studies Education and the Context of Public Schooling in New Brunswick, 1900-1910



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Hypothesis

We expected the focus of the Social Studies curriculum to be heavily based on Western centred history and geography and taught with the understanding that most students in the rural setting would need practical knowledge. After careful research we found this to be the case but with even greater emphasis on the field of geography than we first thought. Geography existed as a much broader field than it is in the classroom today, and incorporated much history. We also found that the idea progress was prevalent in all social studies topics. Therefore our thesis is that social studies education in the first

decade of the twentieth century was geared toward the tracing of the progress of man—as exemplified by westerners: the British Empire and the British people being the epitome of this progress. This Whig approach to history traces man’s progress from the ancient Mediterranean to the exploits of the colonial war in South Africa at the time, known today as the Boer War. Such a history is traced heavily through the subjects of geography and history as is seen in an examination of the textbooks used during the period. Other resources will show the prominence of social studies topics in the New Brunswick Education system as well as the importance of Education to the government of New Brunswick during this period.



Figure 1 Picture of the prospective Hampton Consolidated School as illustrated in the *Annual Reports*¹

¹ Inch, J.R. *Annual Reports of the Schools of New Brunswick 1905-1906* (Fredericton: Government of New Brunswick, 1907), appended photos.

Discussion of Sources:

Secondary Sources that gave general background information on the Provincial education system in our period of study and other context included:

- Hamilton, W. D. *The Federal Indian Day Schools of the Maritimes*. Fredericton: The Micmac-Maliseet Institute, University of New Brunswick, 1986.
- Peabody, George. *School Days: The One-Room Schools of Maritime Canada*. Fredericton: Goose Lane Editions, 1992.
- Picot, J. E. *A Brief History of Teacher Training in New Brunswick 1848-1973*. Fredericton: The Department of Education Province of New Brunswick, 1974.
- Fitchett, W. H. *How England Saved Europe: The Story of the Great War (1793-1815) Vol. 4: Waterloo & St. Helena*. London: John Murray, 1909.
- Hamilton, W. D. *The Federal Indian Day School of the Maritimes*. Fredericton: The Micmac-Maliseet Institute, University of New Brunswick, 1986.
- Headrick, Daniel R. *Technology: A World History*. Oxford: Oxford University Press, 2009.
- Lon Bowerman, "Canada Time Line," *Bowman Genealogy*, March 2002. Accessed March 15, 2011. <http://hawshome.net/misc_items/events/canadian_time_line.htm>
- "Map of Canada Circa 1900," *Mappery*. December 2009. Accessed March 09 2011. < <http://mappery.com/Map-of-Canada-Circa-1900>>.
- Times, *The Times History of the War vol. II*. London: The Times, 1916

Statistical data, inspector reports, and Acts of Legislation found in the Government Documents section of the Harriet Irving Library were excellent primary sources which gave further background information on the education system as well as a glimpse into the government of New Brunswick in this decade and a comparative look at the priorities between government departments.

- New Brunswick Legislature, *Acts of the Legislative Assembly 63, AD 1900*, Fredericton: Government of New Brunswick, 1900.
- New Brunswick Legislature, *Acts of the Legislative Assembly 64, AD 1901*, Fredericton: Government of New Brunswick, 1901.
- New Brunswick Legislature, *Acts of the Legislative Assembly 65, AD 1902*, Fredericton: Government of New Brunswick, 1902.
- New Brunswick Legislature, *Acts of the Legislative Assembly 66, AD 1903*, Fredericton: Government of New Brunswick, 1903.
- New Brunswick Legislature, *Acts of the Legislative Assembly 67, AD 1904*, Fredericton: Government of New Brunswick, 1904.
- New Brunswick Legislature, *Acts of the Legislative Assembly 68, AD 1905*, Fredericton: Government of New Brunswick, 1905.

- New Brunswick Legislature, *Acts of the Legislative Assembly 63, AD 1906*, Fredericton: Government of New Brunswick, 1906.
- New Brunswick Legislature, *Acts of the Legislative Assembly 69, AD 1907*, Fredericton: Government of New Brunswick, 1907.
- New Brunswick Legislature, *Acts of the Legislative Assembly 70, AD 1908*, Fredericton: Government of New Brunswick, 1908.
- New Brunswick Legislature, *Acts of the Legislative Assembly 71, AD 1909*, Fredericton: Government of New Brunswick, 1909.
- New Brunswick Legislature, *Acts of the Legislative Assembly 72, AD 1910*, Fredericton: Government of New Brunswick, 1910.

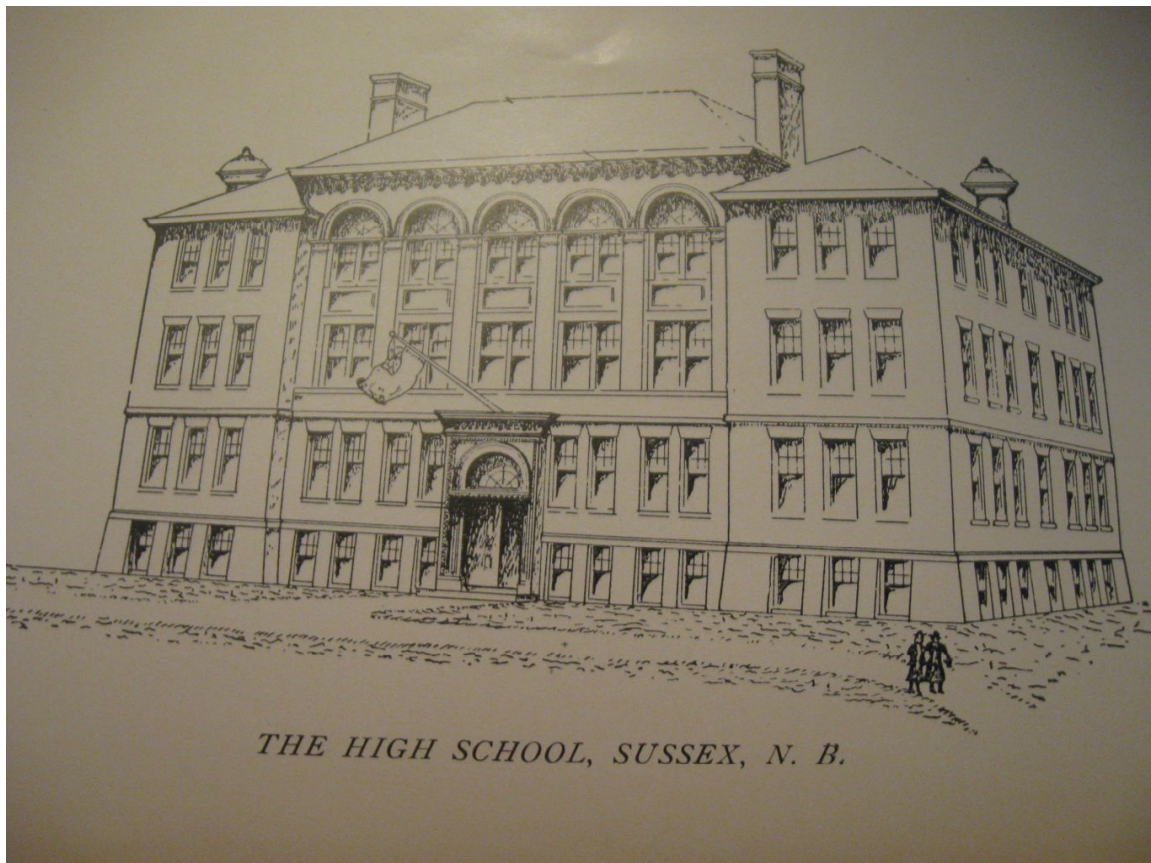


Figure 2: Illustration of Sussex High School from the *Annual Reports*.²

One of the richest sources of information came from the Inspectors' Reports from individual districts, found in the Annual Report of the Schools of New Brunswick by the Chief Superintendent of Education. These were key in a decade when schooling was becoming compulsory across the province. These reports have to be considered carefully, with the knowledge that the writers were not unbiased, but also with the appreciation that they were witnesses of the New Brunswick education system in action in this period and provides perhaps the most candid glimpse into such a system.

² Ibid, appended photos.

- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1900*, Fredericton: Government of New Brunswick, 1901.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1901*, Fredericton: Government of New Brunswick, 1902.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1902*, Fredericton: Government of New Brunswick, 1903.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1903*, Fredericton: Government of New Brunswick, 1904.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1904-1905*, Fredericton: Government of New Brunswick, 1906.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1905-1906*, Fredericton: Government of New Brunswick, 1907.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1906-1907*, Fredericton: Government of New Brunswick, 1908.
- Inch, J.R. *Annual Reports of the Schools of New Brunswick 1907-1908*, Fredericton: Government of New Brunswick, 1909.
- Carter, W.S. *Annual Reports of the Schools of New Brunswick 1908-1909*, Fredericton: Government of New Brunswick, 1910.
- Carter, W.S. *Annual Reports of the Schools of New Brunswick 1909-1910*, Fredericton: Government of New Brunswick, 1911.

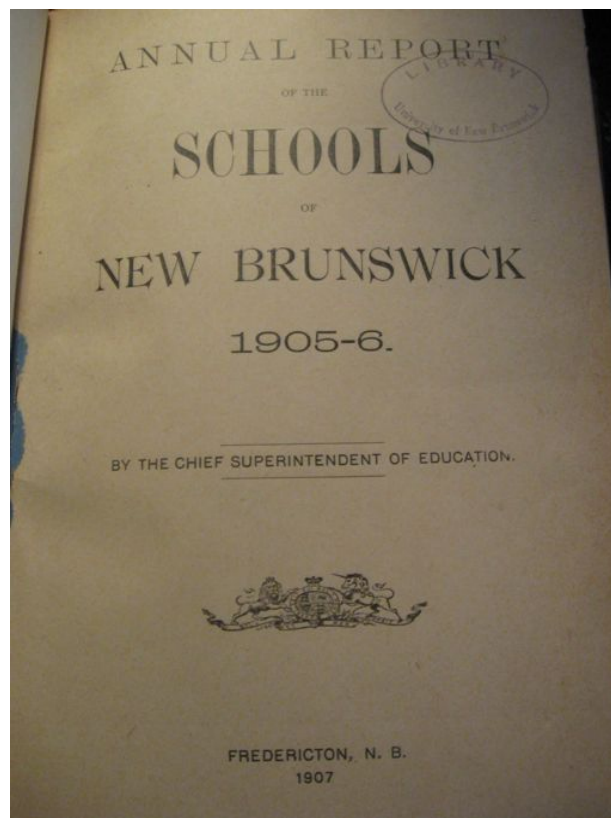


Figure 3: Cover page of the 1905-1906 Annual Reports³

Finally, the *Manual of the School Law of New Brunswick* of 1887 as well as some of the textbooks listed within it are now a part of the public domain and can be found, in full, on Google Books. The Manual lists all of the required texts as of the year 1887, but in some cases without full citations. It is therefore impossible to know if exact editions are correct as newer ones may have been made available before 1900. Please note that the text of *History of England* examined for this paper is an Edition Adapted for American Students whereas in the manual the text listed is a New Brunswick specific edition, however, that particular edition was not located. Also, Swinton's *Outlines of the World's History* is not the revised edition as it is listed in the manual, but the original. The regulations found in the manual list the text-books prescribed by the province as well as the apparatuses with which each class was to be equipped (Please see the list as it appears in the manual in the section entitled "Teaching and Learning Resources in Social Studies Education").

- New Brunswick. *Manual of the School Law of New Brunswick*. Fredericton: New Brunswick Board of Education, 1887.
http://books.google.ca/books?id=KOodHsU8bo0C&pg=PA108&dq=New+Brunswick+Regulations+of+the+Board+of+Education&hl=en&ei=tspqTeX1FoL58AagjMGJCw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDAQ6AEwAA#v=onepage&q=New%20Brunswick%20Regulations%20of%20the%20Board%20of%20Education&f=false.
- Archer, Andrew. *Canada, A Short History of the Dominion of Canada*. St. John: J. & A. McMillan, 1884.
http://books.google.ca/books?id=Dn4rAAAAYAAJ&pg=PA179&dq=A+brief+history+of+the+dominion+of+canada&hl=en&ei=b3NsTdumA4G78gagrKHyBA&sa=X&oi=book_result&ct=book-thumbnail&resnum=3&ved=0CDgQ6wEwAg#v=onepage&q=A%20brief%20history%20of%20the%20dominion%20of%20canada&f=false.
- Bryce, H., Archd. *Ancient Geography for the Use of Schools and Private Student*. London: T Nelson and Sons, 1868.
http://books.google.ca/books?id=qXMDAAAAQAAJ&printsec=frontcover&dq=Ancient+Geography+Bryce&hl=en&ei=3nNsTeL8CoL_8AbcxfXGBQ&sa=X&oi=book_result&ct=book-thumbnail&resnum=1&ved=0CDAQ6wEwAA#v=onepage&q&f=false.
- Collier, William Francis. *History of Greece*. London: T Nelson and Sons, 1866.
http://books.google.ca/books?id=wX8BAAAAQAAJ&printsec=frontcover&dq=History+of+Greece+Collier&hl=en&ei=o3lsTez_A4T48AaFkqTsBQ&sa=X&oi=book_result&ct=book-thumbnail&resnum=1&ved=0CDQQ6wEwAA#v=onepage&q&f=false

³ Inch, J.R. *Annual Reports of the Schools of New Brunswick 1905-1906*, Fredericton: Government of New Brunswick, 1907.

- Collier, William Francis. *History of Rome*. London: T Nelson and Sons, 1866.
http://books.google.ca/books?id=wH8BAAAAQAAJ&printsec=frontcover&dq=History+of+Rome+Collier&hl=en&ei=e3hsTZG2MMKt8AaKy8XrBQ&sa=X&oi=book_result&ct=book-thumbnail&resnum=1&ved=0CDIQ6wEwAA#v=onepage&q&f=false.
- Swinton, William. *Outlines of the World's History: Ancient, Medieval and Modern, With Special Relation to History of Civilization and the Progress of Mankind, for uses in the Higher Classes in Public Schools, and in High Schools, Academics, Seminaries, etc.* New York & Chicago: Ivison, Blakeman, Taylor and Company, 1874.
http://books.google.ca/books?id=Ir8pAAAAYAAJ&printsec=frontcover&dq=Swinton%E2%80%99s+Outlines+of+the+World%E2%80%99s+History&hl=en&ei=CHpsTd-1CYep8Aa4iq2vBQ&sa=X&oi=book_result&ct=book-thumbnail&resnum=1&ved=0CDIQ6wEwAA#v=onepage&q&f=false
- Thompson, Edith. *History of England*. Edward A. Freeman, ed. Edition Adapted for American Students. New York: Henry Holt and Company, 1873.
http://books.google.ca/books?id=z6MuAAAAMAAJ&printsec=frontcover&dq=Thompson%E2%80%99s+History+of+England&hl=en&ei=DnZsTZfJOsKB8gb32LTZBQ&sa=X&oi=book_result&ct=book-thumbnail&resnum=1&ved=0CDUQ6wEwAA#v=onepage&q&f=false.
- *New Brunswick Readers: The Fourth Reader*. Toronto: The Educational Book Co., Limited, 1900. (See Below)

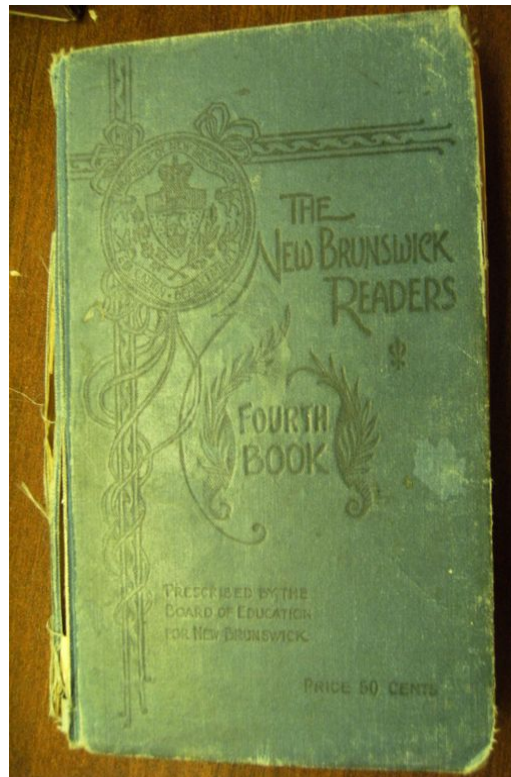


Figure 4: Cover of the 1900 *New Brunswick Readers Fourth Book*, costing 50 cents.

Additional primary documents were found to show what books may have been in use in the schools during the decade. They were not listed in the 1887 *Manual of School Law in New Brunswick*, but may have been added into the curriculum in the next Manual of 1892 (however, we were unable to obtain a copy of this). They were the possessions of teachers who boarded in Smithtown and taught at the one room school there as well as students who attended school there. *The History of Geography, Third Book* was owned by school teacher Harriet Lenore Smith in 1919 (as is written in the front cover; no date of publication was found). It is strictly British history from the British perspective but captures quite poignantly the British outlook on the world at this time, as will be discussed below. *The New Canadian Geography* was likely added to the list of required readings around the beginning of the decade as the front page of this states “Specially Adapted for use in Public and High Schools” and “Prescribed by the Board of Education for use in the Schools of New Brunswick” (also for Quebec, Manitoba, North-West Territories and British Columbia). Finally, among the books was *The Story of South Africa* (1899). This may not have been a prescribed text but certainly this was the important, political focus of the day.

- The Royal School Series. *Highroads of Geography: Book III.—South Britain*. London: Thomas Nelson and Sons, Ltd. (No date available).
- *New Canadian Geography: Specially Adapted for the use in Public and High Schools*. St. John: C. Flood & Sons, 1899.
- Ridpath, John Clark and Ellis, Edward S. *The Story of South Africa: An Account of The Historical Transformation of the Dark Continent by the European Powers and the Culminating Context Between Great Britain and the South African Republic in the Transvaal War*. A.R. Keller and American Historical Press, 1899.



Figure 5: The Four Books owned by students and teachers at the Smithtown one-room school house as described above.

Teaching and Learning Resources in Social Studies Education

Up to and during this decade, New Brunswick students had to pay for their own textbooks, and often these were passed down for generations through families and communities.⁴ Free textbooks to lower grades were not provided until 1928.⁵ Prior to 1870, the primary text for reading and writing was the Bible, along with any “suitable” periodicals or books that made their way into the communities.⁶ It was not until after 1870 that textbooks gradually came to dominate instruction.

No curriculum document was found, but the *Manual of School Law of New Brunswick* offered some insight into teacher guidance of educations. The curriculum seemed to be based on the texts themselves.

Below are excerpts from *the Manual of School Law of New Brunswick*. The Resources are listed as they appeared in the regulations.⁷

REGULATION 15: *Apparatus*

Reference Books for the School-room: A Large English Dictionary, a Biographical Dictionary, a Gazetteer.

Modern Geography: A Terrestrial Globe
Walker & Miles’s Map of the Maritime Provinces
Wall Maps– Canada Publishing Company
Rudiman, Johnston & Co.’s Political Map of the Dominion of Canada and Map of Geographical Terms
-the latter to be used in all Primary and rural Schools.
Logie’s Map of New Brunswick, published by J. & A. MacMillan.
Murby’s Political and Physical Wall Maps.

Ancient Geography: Johnson’s Wall Maps: Orbis Veteribus Notus, Italia Antiqua, Graecia Antiqua, Asia Minor Antiqua, Orbis Romanus.

4 George Peabody, *School Days: The One-Room Schools of Maritime Canada*. (Fredericton: Goose Lane Editions, 1992), 65.

5 Peabody, 65.

6 Ibid, 63.

7 New Brunswick, **Error! Main Document Only.***Manual of the School Law of New Brunswick*. (Fredericton: New Brunswick Board of Education, 1887), 60.

REGULATION 16: *Text-books*⁸

Modern Geography: Calkin's Introduction to Geography (N. B. Edition).
Modern School Geography and Atlas (Canada Publishing Company— N.B. edition).

Ancient Geography: Bryce's, for use as a hand-book.

History: Archer's Short History of Canada (McMillan's, St. John, N.B.).

"Outlines of British History" contained in the prescribed Readers Nos. IV and V.

Thompson's History of England (N.B. school series).
Collier's History of Rome. Collier's History of Greece.
Swinton's Outlines of the World's History (revised edition).

Each of the books obtained and researched provided candid glimpses into the style and method of teaching and learning, into general historical beliefs and mentalities and into the New Brunswick Education system in general.

*Canada, A Short History of the Dominion of Canada*⁹

This text is broken into three main periods which was the way of teaching and understanding the History of Canada in the New Brunswick classroom. Part I was the "Period of Discovery," discussing the discovery of America and highlighting Jacques Cartier.¹⁰ Part II was the "French Period."

Consistent with what was discussed in the Inspector's Reports, it seemed Canadian History was taught with the distinct understanding that the French Period as over—they were defeated by the English and thus came an end to that part of their history. It is not to say they are ignored, but it is a very divisive way of looking at the history and the country even in the contemporary times. The Acadian Region and Quebec are dealt with alone, rather than integrated.¹¹ Much attention is paid to "the War between France and England."¹² Canada's founding is recounted then, as essentially the result of a European proxy-war.

The next, very lengthy period is "the English Period" which includes a chapter on New Brunswick alone and concludes with Confederation.¹³

⁸ Ibid, 65.

⁹ Andrew Archer, *Canada, A Short History of the Dominion of Canada* (St. John: J. & A. McMillan, 1884).

¹⁰ Ibid, 5-8.

¹¹ Ibid, 13-21.

¹² Ibid, 44.

¹³ Ibid, 97-189.

Ancient Geography for the Use of Schools and Private Students¹⁴

This text begins with the Mediterranean Sea, called the “Mare Internum.”¹⁵ It then covers the following regions in Europe: Italy (North, Central, South and Islands of); Greece (Northern Greece, Hellas Proper, Peloponnese and Islands of); Macedonia, Thracia and Illyricum. Then it covers Hispania, Gallia Transalpina, Germina, Asia (Minor, Major, Orientals and Islands of) and Lybia.

The document is very technical and meticulous. It contains no maps, but detailed accounts of the geography of each of the ancient regions. It covers topology, climate, boundaries, food sources, bodies of water, heights, depths, soil and productions, inhabitants and even historical details to define or explain places mentioned.

These regions are deemed important because they “witnessed very many of the grand and striking events which go to make up history of civilization and of man,” as the author says in particular about the Mare Internum:

Around its basin civilization lingered long. Passing from Egypt and Phoenicia to Greece, from Greece to Italy, thence to France and Spain, it cast over all the shores of the Mediterranean a lustre, whose sunset beauty is still mellowing on crumbled pillars and classic fields, the names of which recall the memories and associations of a glorious past.¹⁶

Such a description suggests that land itself is all that is permanent-- the events of history are fleeting. But through the land and geography, we can reconnect to these times and peoples. Knowledge of topology and climate, political and physical boundaries seemed to become essential tools in understanding this history—tools that are certainly not used to the same extent today.

Collier’s History of Greece & History of Rome¹⁷

“These volumes aim at giving a clear outline of the chief events in Grecian and Roman History.”¹⁸

This pair of texts takes students from the Herculean legends to the fall of the Rome (in the Occident). They are intended to be brief overviews and through there is no formal mention of this in the *Manual of School Law*, after examining the Ancient Geography text, one could be fairly comfortable in assuming that these texts were used in conjunction with one another. Again, these texts show that there was a heavy emphasis on Ancient History and what was considered to be the origins of Western Civilization and reiterate much of what was mentioned as focus in geography.

¹⁴ Archd. H. Bryce, *Ancient Geography for the Use of Schools and Private Student* (London: T Nelson and Sons, 1868).

¹⁵ Ibid, xi.

¹⁶ Ibid, xi.

¹⁷ William Francis Collier, *History of Greece* (London: T Nelson and Sons, 1866): iii; William Francis Collier, *History of Rome* (London: T Nelson and Sons, 1866).

¹⁸ Ibid, iii.

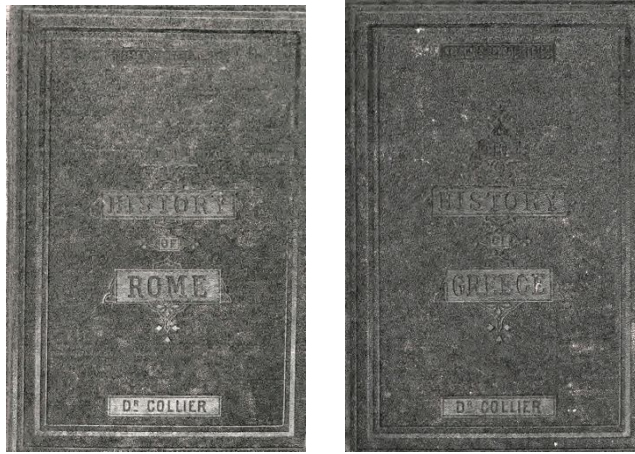


Figure 6 Collier's *History of Rome* & *History of Greece* front covers.

Outlines of the World's History¹⁹

Set on the black cover of Swinton's *Outlines of the World's History* is a Map highlighting Egypt, the Mediterranean Sea, Mesopotamia, and indicating Biblical cities such as Babel and Damascus. It is entitled "Map to Illustrate the Historic Era at the Beginning of Records."²⁰ Already one can see that this text is going to fit into this concentration on the birth of civilization seen in the previous texts.

Certainly the longest and largest of the prescribed texts at 498 pages, Swinton takes on the ambitious task of telling the entire "History of civilization and the progress of Mankind," as he states in his full title. As explained in the preface, this is a text designed for high schools and aims to give a general view of human progress. It does so through providing to answers such questions as

"1. What *were* the Egyptians, Greeks, Persian, Hebrews, Latins, Spaniards, Etc.? What did each of these nations contribute to the common stock of civilization?

2. In what *forms* did the mind of the race express itself: in religion, war, law-making, political organization, literature, art?

3. What was the actual *life of the people* themselves. . .

4. What have been the great *steps in human progress*. . ."²¹

The author goes on to give an insight into the reasoning behind this historical approach. He says that the asking and answering of the above question gives a more *modern* history: "history as a showing forth of the life of nations," rather than mere biographies and chronologies.²² He writes:

19 William Swinton, *Outlines of the World's History: Ancient, Medieval and Modern, With Special Relation to History of Civilization and the Progress of Mankind, for uses in the Higher Classes in Public Schools, and in High Schools, Academics, Seminaries, etc.* (New York & Chicago: Ivison, Blakeman, Taylor and Company, 1874).

20 Ibid, Front Cover.

21 Ibid, iii-iv.

22 Ibid, iv.

The theory of this book may be stated in a single sentence: it is, to bring to the treatment of history for elementary instruction the same method that has proved fruitful and interesting in the larger classic works. . . the author believes, however, that the judgement of progressive teachers will fully coincide with his own in this: that far more valuable and more lasting results can be secured by giving scholars a vivid general view of the institutions and civilizations of the greater nations than by cramming the memory with ever so imparting an array of isolated facts and dates.²³

P R E F A C E .

IN preparing the following Outlines of the World's History the author has assumed that the proper aim of such historical study as can be pursued in high schools and academies should be to give the learner a *general view* of human progress, — to furnish, for example, brief but explicit answers to such questions as these :

1. What *were* the Egyptians, Greeks, Persians, Hebrews, Latins, Spaniards, English, etc.? What did each of these nations contribute to the common stock of civilization?

2. In what *forms* did the mind of the race express itself: in religion, war, law-making, political organization, literature, art?

3. What was the actual *life of the people* themselves, — their condition as regards political freedom, education, physical well-being, food, dress, trade, society, etc.? What were their ways of thinking, and how did these show themselves in the manners, customs, and social usages of the time?

4. What have been the *great steps in human progress*, — the discoveries, social and political changes, advances in thought and skill, that have carried forward civilization and the "betterment of man's estate" (Bacon); and what

²³ Ibid, iv.

is the series of events that has brought the world up to its present standard of enlightenment and knowledge?

These are questions that we have learned to ask only in comparatively recent times. The asking of them and the answering of them have given us history in its modern sense ; that is to say, history as a showing forth of the life of nations, in place of history as the mere biography of kings, or the record of battles and sieges, of dynasties and courts.

The theory of this book may be stated in a single sentence : it is, to bring to the treatment of history for elementary instruction the same method that has proved fruitful and interesting in the larger classic works. Such treatment is in marked contrast with that of the compendiums in ordinary use, which consist mainly of catalogues of facts and of chronologic data. The author believes, however, that the judgment of progressive teachers will fully coincide with his own in this : that far more valuable and more lasting results can be secured by giving scholars a vivid general view of the institutions and civilization of the greater nations than by cramming the memory with ever so imposing an array of isolated facts and dates.

This book has grown out of a great deal of experimenting with classes, — testing of *what* pupils can take in and assimilate, of what becomes fruitful in their minds, and of what, on the other hand, is retained with difficulty or forgotten with ease. Care has been taken to cast the paragraphs into such a form that the subject-matter of each may be easily grasped by the pupil and the same readily elicited by means of the marginal notes, — a device which seems to be better suited to a work of this grade than mere literal *questions* would be. It is scarcely necessary to

call attention to the maps: they have been drawn with great care by Mr. Jacob Wells, and will be found both accurate and ample. The engraving-work, which is exceptionally excellent, is by Mr. John Karst.

In addition to these features there are two salient points to which notice is called: 1. This manual is made from modern *material*, and presents the fruit of those researches that have so essentially modified and so greatly enlarged our views both of antiquity and of more recent times. 2. It is written in the spirit of the modern *method*,—that method which deals with the broad, vital facts, rather than with the pedantries of history.

As, by the courses of study in our public schools, general history is not taken up until after several years' work on the history of our own country, it would have been quite superfluous to insert here an imperfect compendium of what has already been gone over in detail; hence in this book the history of the United States is treated only in so far as it touches that of other nations.

The author is deeply impressed with the conviction that history, studied in the right manner, is of fundamental importance in the growth of the mental and moral nature. And he believes that such study is of especial moment in our own country, as a preparation for citizenship in a free, self-governing nation: for how can we appreciate what we enjoy, unless we know how it *came to be*? In the sincere hope that this survey of the providential ordainment of human affairs may prove helpful, both to intellectual growth and the formation of character, it is commended to the judgment of the teaching profession.

WILLIAM SWINTON.

CAMBRIDGE, Aug., 1874.

Figure 7: Preface to Swinton's *Outlines of the World's History*²⁴

²⁴ Ibid, iii-v.

The sections the book explores are as follows: 1. the Ancient Oriental Monarchies; 2. History of Greece; 3. History of Rome; 4. Medieval History; 5. Modern History (which begins with the fall of the Eastern Empire and with the restoration of the German Empire in the 19th century). Greece and Rome have sections devoted to their culture and politics, and most sections have a discussion on local geography, aided by the inclusion of twenty-eight maps.

It is interesting that China bears no mention in this narrative. The pursuit of tea, silk and other trade with China was well established by this time, yet the influence of Chinese products on the exploration of the globe and politics of Europe is not represented in this text.

In his introduction, Swinton conducts a prolonged discussion on the developmental supremacy of "...Caucasian, or white race. To this division belonged the people of all the elder nations - ".²⁵ He attributes all history of any significance as coming from these elder nations of Egyptian, Assyrian, Babylonian, Hebrew, Phoenician, Hindoo [sic], Persian, Greek, Roman, and from the modern European countries and their colonies.²⁶ He further divides the Caucasian race into A'ryan, Semit'ic and Hamit'ic²⁷, and details at length how the A'ryan races have a history of being more highly developed than the others, and giving a more valuable contribution to civilization. Of the nations situated between the Tigris, the Mediterranean, and the Red Sea, he says,

They have not, like the A'ryans, been the planters of new nations; and they have never attained a high intellectual development, or that progress in political freedom, in science, art, and literature, which is the glory of the A'ryan nations.²⁸

Thus, it seems the seeds of racism are planted early, learned at school directly from the textbook. As disturbing as it is to our modern eyes, it gives us some insight into how such views could be so widespread among the population at the time.

In addition to the ample supply of maps, Swinton's *Outlines* is dense with hand-drawn illustrations which would capture the imagination of its young readers, and give them an enhanced glimpse into the cultures, peoples and times they read about.

Overall, this text gives the reader a wealth of general knowledge about the times, peoples and regions discussed, with good contextual imagery to aid in memory retention.

²⁵ Ibid, 2.

²⁶ Ibid.

²⁷ Ibid, 3.

²⁸ Ibid, 4.

History of England²⁹

Like the other texts examined thus far, this text-book opens with the intentions and purposes of the use of this book:

The object of this series is to put forth clear and correct views of history in simple language and in the smallest space and cheapest form in which it could be done. It is hoped in time to take in short histories of the chief countries of Europe and America, giving the results of the latest historical researches in as simple a form as may be.³⁰

This text seems to be everything Swinton was against, other than a brief history of Britain in the first 35 pages, the other 209 pages are devoted to a chronological, biographical account of the monarchs from William of Orange up to Victoria. It appears from the page below that this text was meant to follow Swinton's, as a detailed, in-depth study of a more narrow portion of History.

HISTORICAL COURSE FOR SCHOOLS,

EDITED BY

EDWARD A. FREEMAN, D.C.L.

16mo. cloth.

The object of this series is to put forth clear and correct views of history in simple language, and in the smallest space and cheapest form in which it could be done. It is hoped in time to take in short histories of all the chief countries of Europe and America, giving the results of the latest historical researches in as simple a form as may be. All the volumes are prepared under the supervision of Mr. FREEMAN. The following are now ready, others will soon follow :

I.

OUTLINES OF HISTORY.

BY EDWARD A. FREEMAN, . . . \$1.25

II.

HISTORY OF ENGLAND.

BY EDITH THOMPSON, . . . \$1.00

Figure 8: Advertisement in the end of *History of England*.

29 Edith Thompson, *History of England*. Edward A. Freeman, ed. Edition Adapted for American Students. (New York: Henry Holt and Company, 1873).

30 Ibid, i.

The Fourth Reader
1870³¹

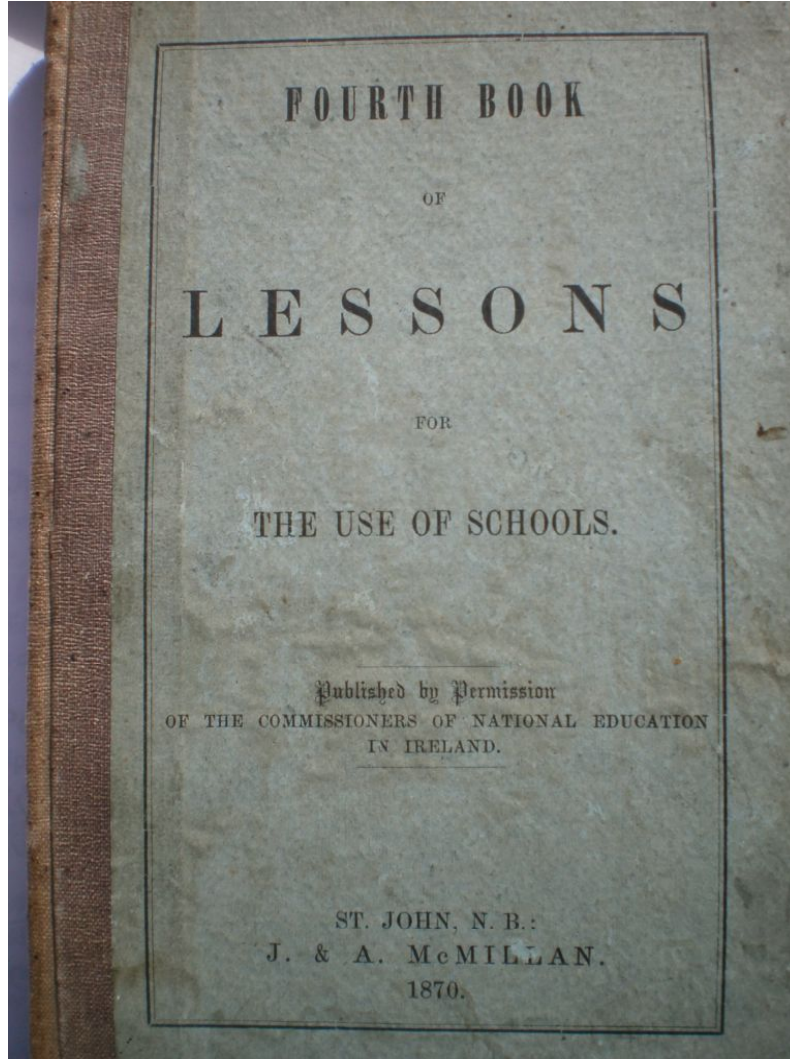


Figure 9: Front Cover of *Fourth Book of Lessons* 1870³².

The inclusion of this text is immediately interesting as it was published by “Permission of the Commissioners of National Education in Ireland.”³³ The Preface outlines the goals of the text to be the instruction of spelling, grammar and geography, as well as lessons on historical portions of the Bible. Teachers are also explicitly directed to supply objects, pictures or maps to illustrate lessons whenever possible, with strong preference to actual artifacts over pictures. Students were required to restate anything they have learned from the text in their own words, as well as add supplementary information and descriptions gleaned from the exemplars and maps.

Latin and Greek were studied according to a strict guideline of one page of reading, “to be spelled, read, and explained, and six roots to be committed to memory”

³¹ J. & A. McMillan. *Fourth Book of Lessons, for The Use of Schools.* (St. John, N.B., 1870).

³² Ibid.

³³ Ibid, front page.

per lesson.³⁴ Teachers were directed to assess students on their ability to form English words from their Latin or Greek roots, “to accustom young persons to habits of combination and analysis, as well as to give them a command of expressions in their own language.”³⁵ This exercise in higher-level thinking would be followed by intense questioning on the content of the reading, requiring students to not only recite the information, but extend it to further meaning.³⁶

The text is divided into five sections, with Poetical Pieces and an Appendix of grammar at the end. Section I is on Natural History, or Kingdoms in Nature, which is divided into three parts: Part I - The Mineral Kingdom, Part II - The Vegetable Kingdom, and Part III - The Animal Kingdom. Section II, in four parts, covers Descriptive Geography, Asia, Africa, and America. Section III discusses the History of the Hebrew nation from its Departure from Egypt to the Reign of Solomon, and ends with a Supplementary Lesson on The Christian Salvation. Section IV is concerned solely with Political Economy, and Section V with Miscellaneous Lessons spanning Printing, discussions of the seasons, gravity, astronomy and stories of famous persons. The wide scope of this text would surely have given the students a wide variety of vocabulary for their spelling and grammar lessons; however it delivers information in a very general way, and lacks the Canadian context of other textbooks which frame information in a way that relates to the student’s experience in Canada.

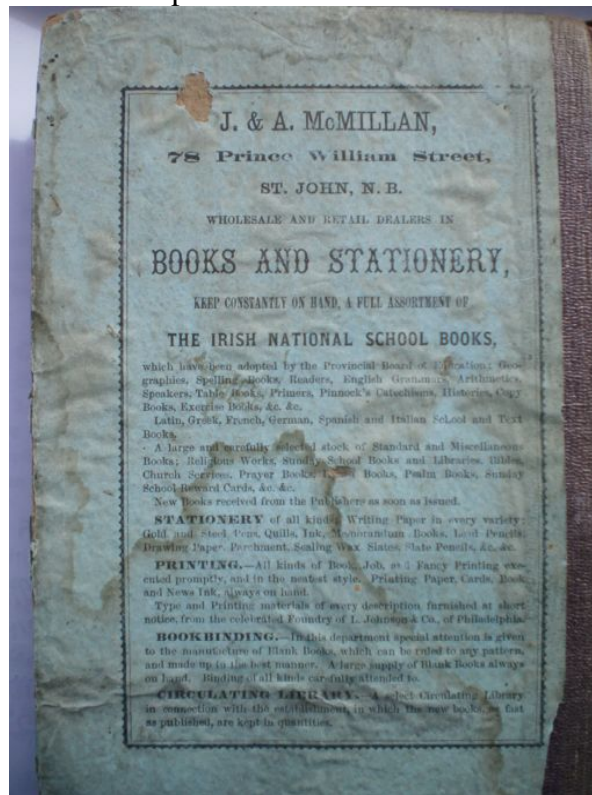


Figure 10: Advertisements found in the back of *Fourth Book of Lessons* 1870.³⁷

³⁴ Ibid, iii.

³⁵ Ibid, iv.

³⁶ Ibid, v.

³⁷ Ibid.

1900³⁸

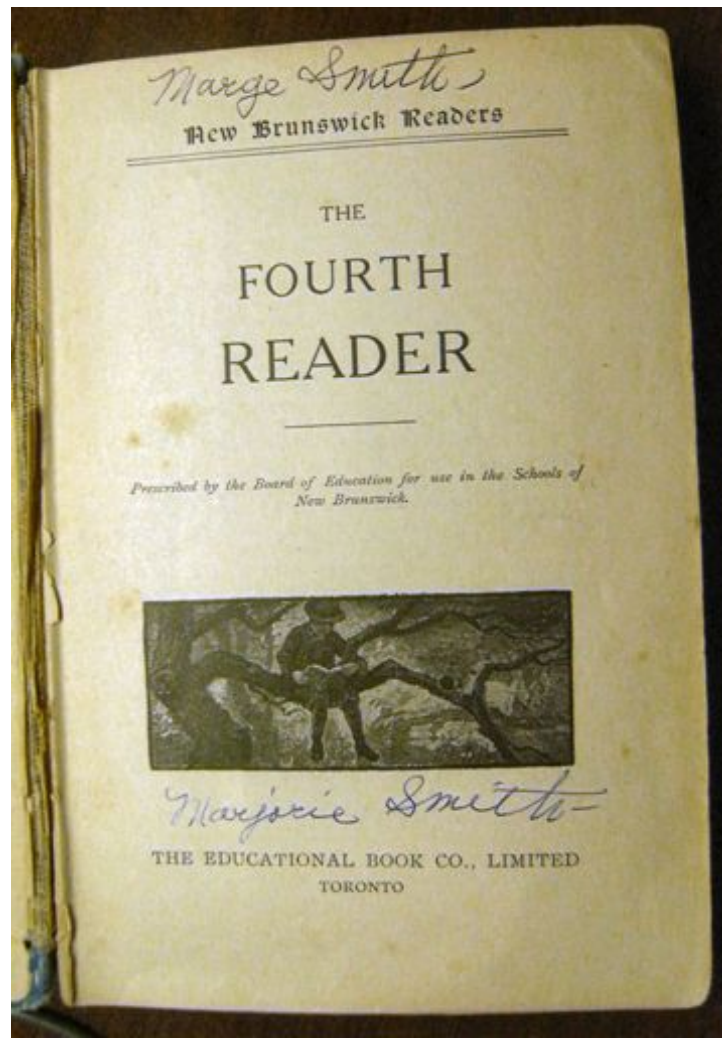


Figure 11 Marjorie Smith (great-grandmother to J. Saunders) owned this book from 1910 onward.

Unlike the 1870 version, this reader was locally oriented, prescribed by the Board of Education for the use of schools in New Brunswick as is stated on the title page. It cost 50 cents (indicated on the front cover). It was published in 1900 so may not have been in the hands of students until later in the century. The former owner of the book, Marjorie Smith, would have only started school in 1910 and her name is inscribed in the book several times. It may have been used before her, but it is certainly not the exact same reader listed in the regulations of 1887. The regulations list Readers numbers IV and V as mandatory for History as they contain “Outlines of British History.” This may have been a reference to a different edition of the Reader IV. However this book has several readings in history, mixed in with hymns, sermons, speeches, biographies, poetry and prose. Below are images of the table of contents that give an idea of what works are contained in the book and how they are mixed together.

³⁸ *New Brunswick Readers: The Fourth Reader*. (Toronto: The Educational Book Co., Limited, 1900).

The Titles of Prose Selections are in Capitals.

	PAGE.
1. <i>To the Queen</i>	11
2. <i>Recessional</i>	13
3. <i>AX-GRINDING</i>	14
4. <i>Charge of the Light Brigade</i>	16
5. <i>THE SERMON ON THE MOUNT</i>	18
6. <i>A Small Catechism</i>	19
7. <i>CHROMWELL AND CHARLES I.</i>	20
8. <i>The Battle of Marston Moor</i>	30
9. <i>The Battle of Naseby</i>	34
10. <i>THE TOWN PUMP</i>	37
11. <i>Nightingale and Glow-worm</i>	44
12. <i>An Adjudged Case</i>	46
13. <i>DEATH OF SIR JOHN MOORE</i>	47
14. <i>Burial of Sir John Moore</i>	52
15. <i>The Soldier's Grave</i>	53
16. <i>HEROES OF THE LONG SAULT</i>	55
17. <i>Jacques Cartier</i>	64
18. <i>THE VISION OF MIRZA</i>	67
19. <i>St. Agnes' Eve</i>	75
20. <i>Sir Galahad</i>	76
21. <i>THE MOONLIGHT SONATA</i>	79
22. <i>A Lost Chord</i>	85
23. <i>The Days that are No More</i>	86
24. <i>A Dirge</i>	87
25. <i>The Poet's Song</i>	87
26. <i>WESTMINSTER ABBEY</i>	88
27. <i>IN WESTMINSTER ABBEY</i>	91
28. <i>In a Country Churchyard</i>	95
29. <i>The Graves of a Household</i>	100
30. <i>JOHNSON'S REPENTANCE</i>	101
31. <i>True Heroism</i>	107
32. <i>Epiphany Hymn</i>	108
33. <i>Lead, Kindly Light</i>	109
34. <i>Rock of Ages</i>	110
35. <i>SPEECH AT GETTYSBURG</i>	111
36. <i>THE SOLDIER'S REPRIEVE</i>	113
37. <i>Abraham Lincoln</i>	119
38. <i>Landing of the Pilgrims</i>	122
39. <i>WILLIAM TELL AND HIS SON</i>	124
40. <i>Impromptu</i>	127
41. <i>A Legend of Bregenz</i>	128
42. <i>The Patriotic Dead</i>	133
43. <i>THE SAGACIOUS CADI</i>	134

Figure 12: Table of Contents of New Brunswick Readers Fourth Book.³⁹

³⁹ Ibid, vii.

		PAGE
44. <i>The Pied Piper of Hamelin</i>	Robert Browning	143
45. THE HOUSE FLY	John Ruskin	152
46. THE BIRD	John Ruskin	154
47. <i>To a Water-Fowl</i>	William Cullen Bryant	155
48. <i>The Eagle</i>	Alfred Tennyson	156
49. <i>The Daffodils</i>	William Wordsworth	157
50. <i>To Daffodils</i>	Robert Herrick	158
51. SPINDLE AND SHUTTLE ..	Jacob Grimm	159
52. <i>The Lady of Shalott</i> ..	Alfred Tennyson	165
53. <i>The Swan's Nest</i>	Mrs. Browning	172
54. THE PANTHERS	Chas. G. D. Roberts	176
55. <i>Hart-Leap Well</i>	William Wordsworth	187
56. PONTIAC	Francis Parkman	194
57. <i>Hiawatha's Picture Writing</i>	Henry W. Longfellow	200
58. LOBO, THE WOLF	Ernest Seton Thompson	206
59. <i>The Chase</i>	Sir Walter Scott	214
60. DOMESTIC BEREAVEMENT ..	Eugene Field	217
61. <i>The Changeling</i>	James Russell Lowell	220
62. <i>Resignation</i>	Henry W. Longfellow	222
63. TOM BROWN AT RUGBY ..	Thomas Hughes	224
64. THE DEATH OF DR. ARNOLD	Thomas Hughes	228
65. <i>Rock Me to Sleep</i>	Elizabeth Akers Allen	231
66. <i>The Burial of Moses</i> ..	Mrs. Alexander	233
67. LINLITHGOW CASTLE	Sir Walter Scott	236
68. <i>Young Lochinvar</i>	Sir Walter Scott	240
69. A NARROW ESCAPE	Alexander Dumas	242
70. <i>The One-Hoss Shay</i>	Oliver Wendell Holmes	250
71. THE BAY OF FUNDY TIDE ..	Sir William Dawson	253
72. <i>The Chambered Nautilus</i> ..	Oliver Wendell Holmes	258
73. <i>The Sea Shell</i>	Alfred Tennyson	260
74. THE DEATH OF BROCK	Anon	261
75. <i>The Red River Voyageur</i> ..	John Greenleaf Whittier	265
76. LAURA SECORD	Anon	267
77. <i>Boadicea</i>	William Cowper	272
78. A PERILOUS ADVENTURE ..	Elihu Burritt	274
79. <i>The Cloud</i>	Percy Bysshe Shelley	280
80. <i>The Evening Cloud</i>	John Wilson	283
81. JUSTICE	Samuel Taylor Coleridge	284
82. <i>Selections from Shakespeare</i>		286
83. TWENTY-THIRD PSALM (REVISED VERSION)		292
84. NINETEENTH PSALM (REVISED VERSION)		293
85. ONE HUNDREDTH AND FOURTH PSALM (REVISED VERSION)		294
86. LABOR	Thomas Carlyle	297
87. <i>To Melancholy</i>	John Milton	301
88. <i>To Mirth</i>	John Milton	303
89. THE LOSS OF THE BRIG ..	Robert Louis Stevenson	305
90. <i>In Memoriam</i>	Alfred Tennyson	310

Figure 13: Table of Contents of *New Brunswick Readers Fourth Book*.⁴⁰⁴⁰ Ibid, viii.

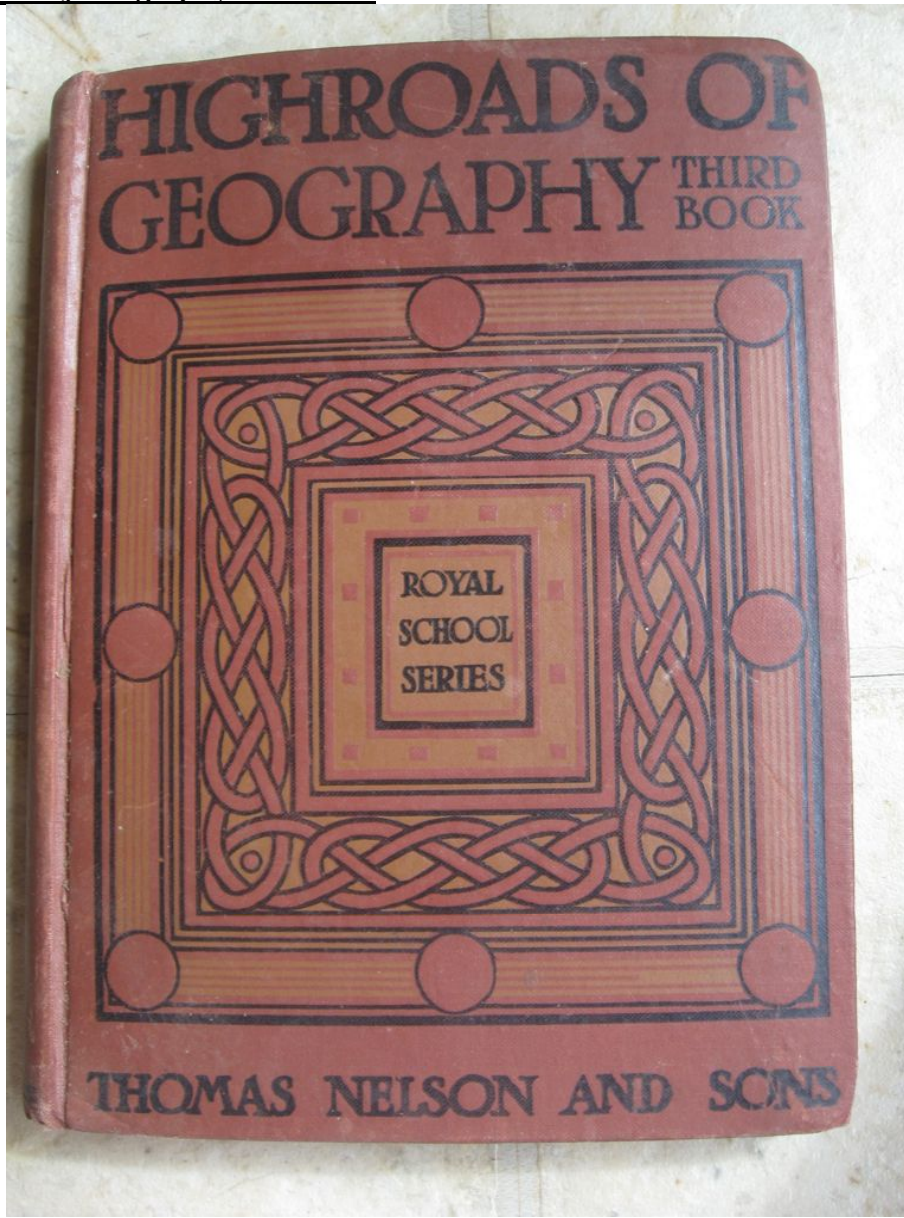


Figure 14: *Highroads of Geography*, Front Cover.

The *High Roads of Geography* is a powerful example of the mentality of the early twentieth century student and teacher of Britain or one of its colonies. As mentioned above in the discussion on sources, there is no publication date, however it was owned and used by a New Brunswick school teacher in 1919, according to the name and date handwritten in the front cover so it can be assumed that it was published prior to this date. Selections from the first chapter can best illustrate the powerful mentality of British pride and superiority of this time. The table of contents pictured below (**fig. 15**) gives an idea of the topics discussed in the book.

41 The Royal School Series, *Highroads of Geography: Book III.—South Britain*. (London: Thomas Nelson and Sons, Ltd.)

CONTENTS.	
1. "The Best of Islands," ...	7
2. Our National Blessings, ...	9
3. The Encircling Sea, ...	14
4. Our First Aeroplane Flight, ...	21
5. Our Second Flight, ...	24
6. Our Third Flight, ...	30
7. Reading the Map, ...	35
8. The Story of Our Land, ...	39
9. Amongst Our Ancient Moun- tains, ...	41
10. Rainfall and Rivers, ...	47
11. The Heart of the Empire, ...	53
12. Rambles in London, ...	58
13. The "Down Country."—I., ...	64
14. The "Down Country."—II., ...	68
15. The Thames Valley.—I., ...	71
16. The Thames Valley.—II., ...	74
17. Devon and the West.—I., ...	79
18. Devon and the West.—II., ...	82
19. The Marches of Wales, ...	86
20. A Little Tour in North Wales, ...	92
21. The Heart of England.—I., ...	97
22. The Heart of England.—II., ...	102
23. Flats and Fens, ...	105
24. The Backbone of England, ...	110
25. The Ancient Cities.—I., ...	115
26. The Ancient Cities.—II., ...	118
27. The Ancient Cities.—III., ...	123
28. Gateways of Trade.—I., ...	125
29. Gateways of Trade.—II., ...	128
30. Gateways of Trade.—III., ...	131
31. Gateways of Trade.—IV., ...	135
32. Gateways of Trade.—V., ...	140
33. Gateways of Trade.—VI., ...	144
34. The Woollen Country, ...	148
35. The Cotton Country, ...	153
36. The Coal-Measures, ...	157
37. The Iron and Steel Country. —I., ...	161
38. The Iron and Steel Country. —II., ...	164
39. Our Railways, ...	168
Poetry for Recitation, ...	173
Exercises on the Lessons, ...	183

Figure 15: Table of Contents from *Highroads of Geography*.⁴²

The first chapter, "The Best of Islands" introduces the character of the 'foreigner'—used as a foil in the text to ask questions to highlight the desired aspects of Britain. "He knows nothing of the land [of Britain] from books, but is making an ocean voyage. In the course of his voyage he learns a good deal about our land, though he has never set foot on its soil."⁴³

In the second chapter, "Our National Blessings," the foreigner learns more:

⁴² Ibid.

⁴³ Ibid, 8.

“Great Britain!” cries the foreigner. “What is that?” He soon discovers. We hand him a map, which shows him British lands on every continent, both of the Old and the New World . . .

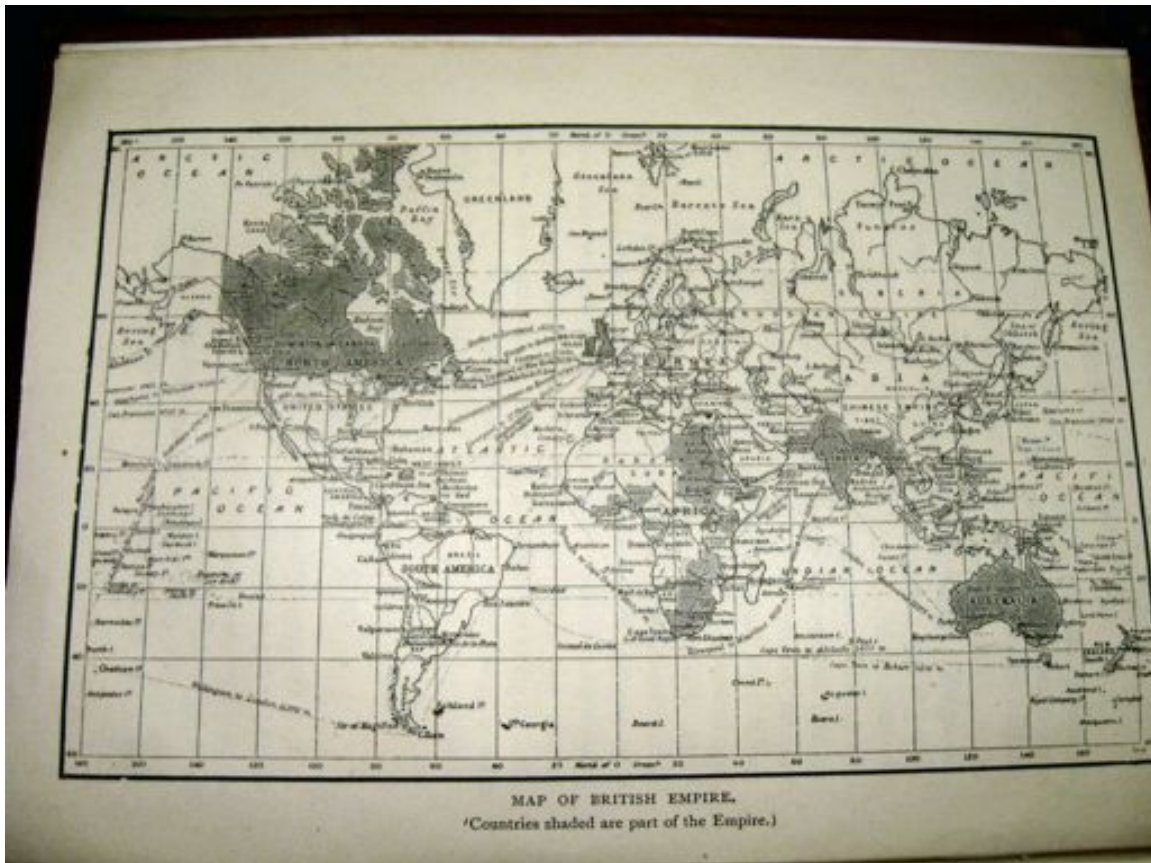


Figure 16: Map shown to the “foreigner” in the narrative.⁴⁴

. . . He looks up from the map. “These British,” he says, “must be the mightiest people on earth. Nearly a quarter of the whole world owns their sway. What a great country the Mother-land of this vast empire must be! Come, I am eager to learn all about it . . . To his surprise, our friend finds that he can cover up the British Isles with the tip of his finger. How small they are compared with the great landmasses of the globe! The continent of Europe, for example, is more than thirty times as large. As for the British Empire, it is actually more than ninety times as large as the Mother-land!

Our foreigner will perhaps say, “These islands are certainly small, but size is not everything. The best goods are often packed into the smallest parcels. The dwellers on these islands have become the foremost people of the world, and have won for themselves vast lands beyond the seas. It is very clear that their small Mother-land must have many and great advantages. What are these advantages?” Let us inquire.⁴⁵

⁴⁴ Ibid, 10.

⁴⁵ Ibid, 13.

The text goes on to discuss the rainy climate, however, notes that “Nevertheless, our climate is not to be despised. Charles the Second said that in Britain a man could be out of doors with pleasure on more days in the year, and during more hours of the day, than in any other country if Europe.”⁴⁶ The author then talks of the fertility of British soil, the animals of the land, British mineral wealth and that “the real secret of British greatness is British Trade.”⁴⁷ From here, a quick look at the table of contents above (**fig. 15**) will show the rest of the layout of the text, the discussing sea, land and trade further along with other British developments.

At the end of the book, there are lessons to be lead by the teacher. This was the only text studies that had pre-made (though brief) lesson plans provided for the teacher. The image below shows an example:

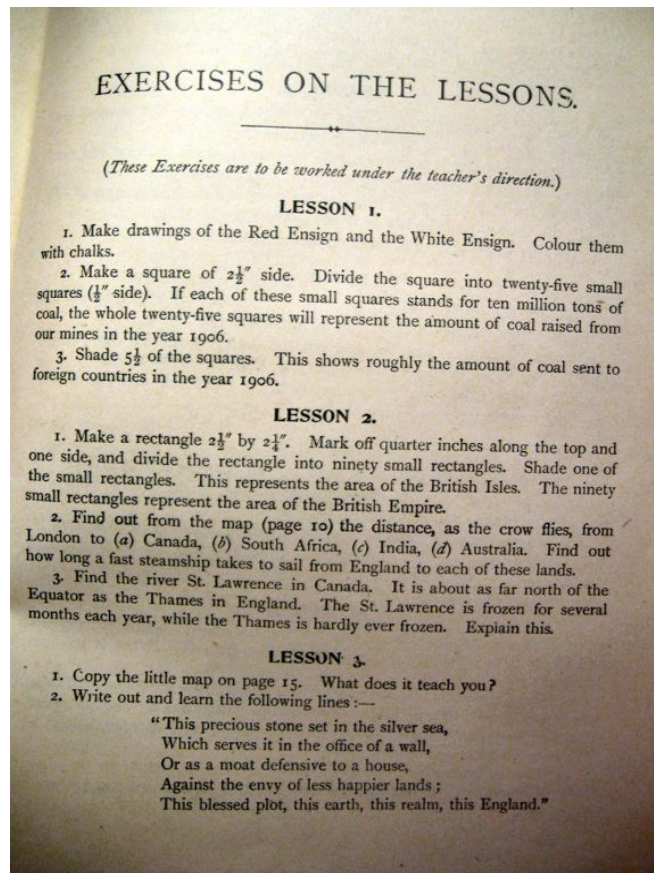


Figure 17: Lessons provided in the end of *Highroads of Geography*.⁴⁸

New Canadian Geography⁴⁹

⁴⁶ Ibid.

⁴⁷ Ibid, 14.

⁴⁸ Ibid, 183.

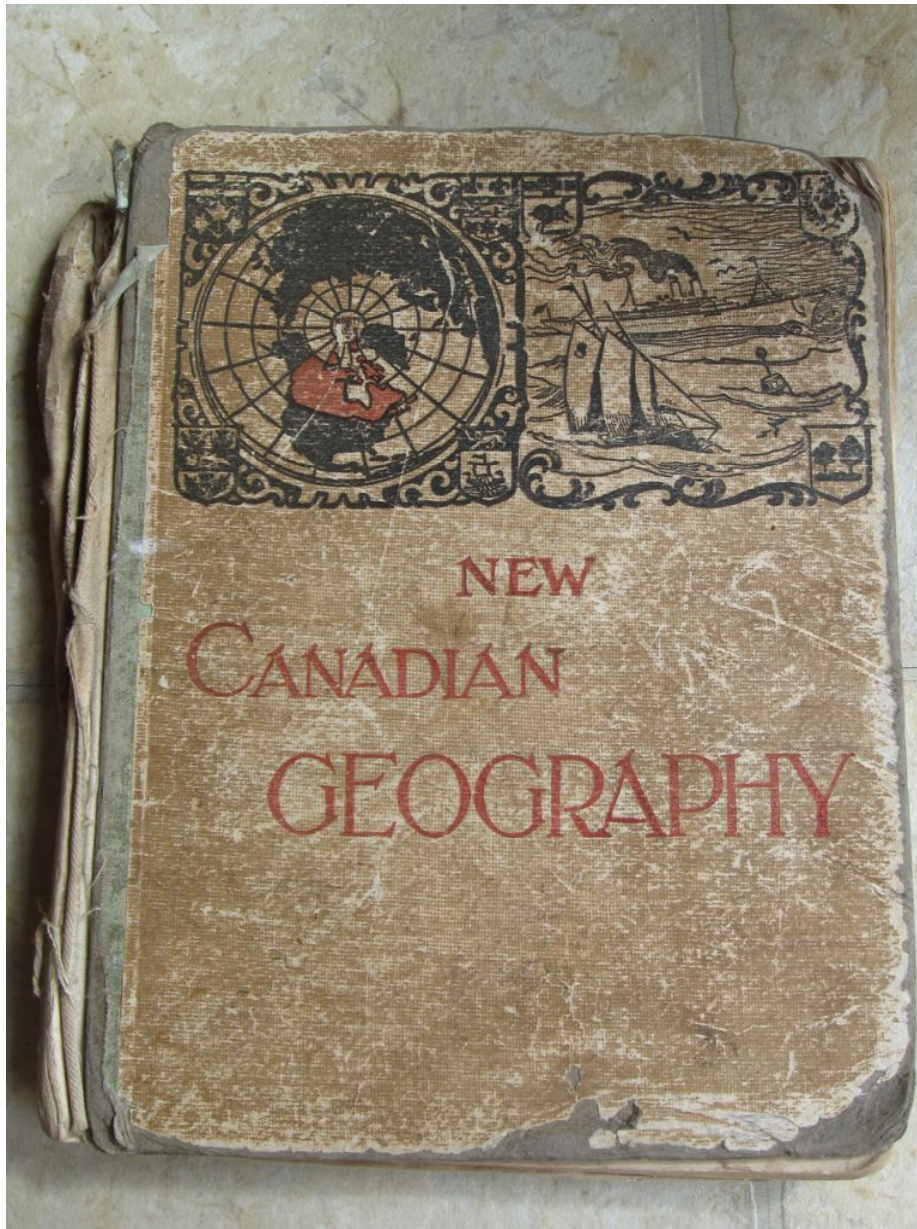


Figure 18: Front Cover of the *New Canadian Geography* 1900.

“Geography is in reality one of the most important subjects taught in school, but it has been degraded in the past to the memorizing of lists of names of places, couple with their location. This exercise is the most barren of all the processes of bad teaching.”⁵⁰ These first words of the text in the Preface (**fig. 20**) describe the author’s pedagogy. It also exemplifies a point that has been made earlier that geography was a very important subject at this time. The focus of this book is described as less political and more

49 *New Canadian Geography: Specially Adapted for the use in Public and High Schools*. St. John: C. Flood & Sons, 1899.

50 *Ibid.*, iii.

structural geography.⁵¹ Also, “special attention is paid to the vegetation and to the animals of all parts of the world.”⁵² It is also very important to the author(s) to give children an accurate depiction of the peoples in the world in their daily lives.⁵³ Please note the division of the “Races of Men” in the table of contents in **fig. 21**.



Figure 19: Preface of the *New Canadian Geography*.⁵⁴

51 Ibid.

52 Ibid.

53 Ibid, iv.

54 Ibid, iii.

TABLE OF CONTENTS.			
	PAGE		PAGE
INTRODUCTION	1	ANIMALS.	
THE EARTH.		1. Animals and their Homes	32
ITS PRODUCTS AND INHABITANTS.		2. South American Realm	33
1. Form and Size of the Earth	3	3. Northern Realm	33
2. The Land and the Sea	4	4. African Realm	34
3. The World Ridge	4	5. Oriental Realm	35
4. Continents or Great Divisions	5	6. Australian Realm	36
5. The Oceans	6	7. The Bottom of the Sea	37
6. Shore Forms	7	8. Coral Islands	37
7. Mountains	9	RACES OF MEN.	
8. Volcanoes	9	1. The Negro or Black Race	38-39
9. Valleys	10	2. The American or Red Race	40
10. Springs and Streams	10	3. The Malay or Brown Race	43
11. Rivers and River Systems	11	4. The Mongolian or Yellow Race	43
12. River Basins and Divides	12	5. The Caucasian or White Race	47
13. Plains and Deltas	12	6. Religions	50
14. The Waste of the Land	14	7. Governments	51
15. Land Waste on the Way to the Sea	15	DOMESTIC AND FOREIGN COMMERCE.	
16. Winds and Rainfall	15	Routes of Trade	52-53
17. Work of the Winds	17	NORTH AMERICA.	
18. Snow and Ice	18	1. Map Studies	54-55
19. Ocean Currents	19	2. Shape and Surface	56
20. The Moon and the Tides	20	3. Climate	56
21. The Motions of the Earth	21	4. Rocky Mountain Highlands	58
22. Results of the Earth's Annual Motion	22	5. The Appalachian Highland	59
23. The Zones and Climate	23	6. The Laurentian Highland	61
24. Belts of Heat	25	7. The St. Lawrence Basin	61
25. Latitude and Longitude	25	8. The Great Central Plain	63
Phases of the Moon	27	9. The Atlantic Coastal Plain	64
PLANTS.		10. The Bahamas and West Indies	65
1. Soil, Water and Heat	28-29	DOMINION OF CANADA.	
2. Plants of the Hot Belt	29	1. Map Studies	66
3. Plants of the Warm Belt	30	2. Canada Past and Present	67
4. Plants of the Cool Belt	31	3. Area	67
5. Plants of the Northern Cold Belt	31		

Figure 20: Table of Contents from the *New Canadian Geography*.⁵⁵

The book is well worn and missing several pages. One can assume it was passed through many hands, but even in such rough condition one can see how it would have been a very appealing text. It has several coloured maps and the pages are filled with illustration of peoples and places discussed within.

⁵⁵ Ibid, v.

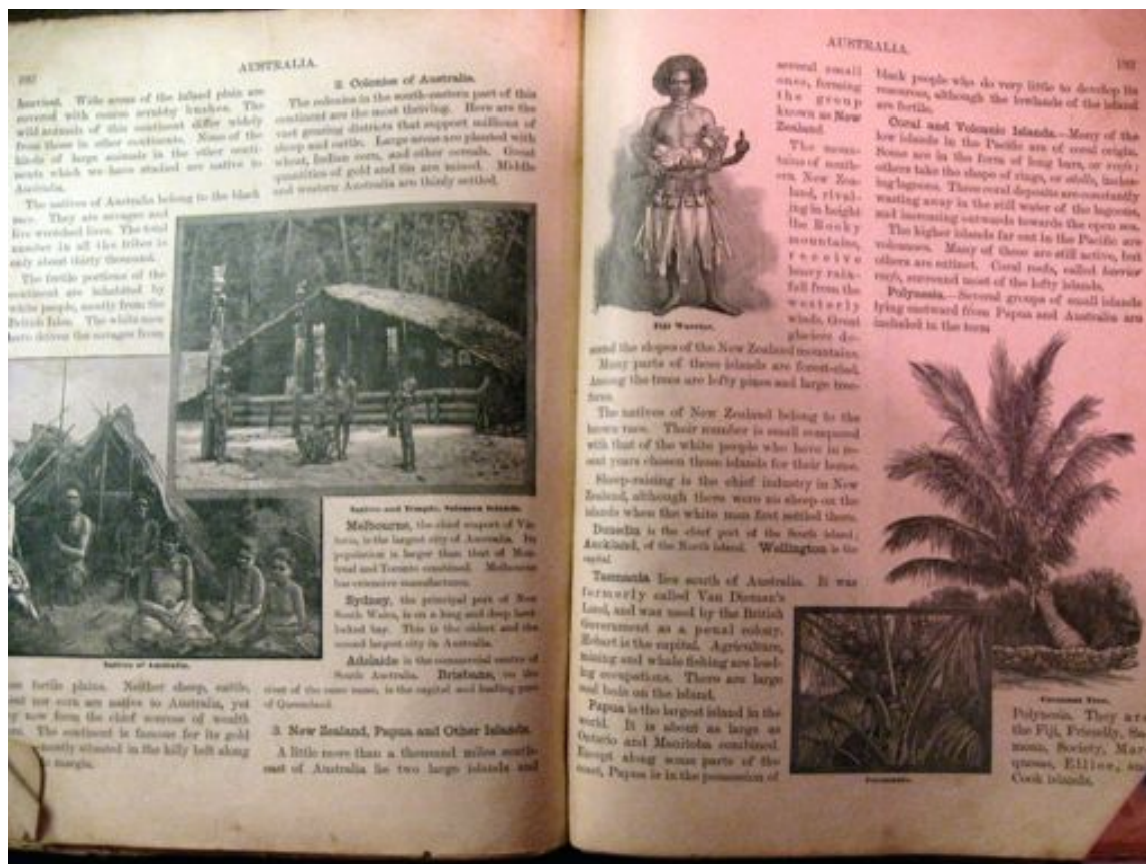


Figure 21: Pages are full of illustrations of plant life, people, houses, etc. The above pages were dedicated to description of Australia.⁵⁶

Canada was a very different place geographically than it is today. Entirely different territories existed, including Athabasca, Ungava, Keewatin. Unfortunately, the text's main map of Canada is torn in two. Please find below (fig 23- fig.26) some maps included in the book, as well as half of the national map (fig. 24). To see a map of Canada circa 1900, please see fig. 31 in the section on "Canadian Context."

56 Ibid, 192-193.

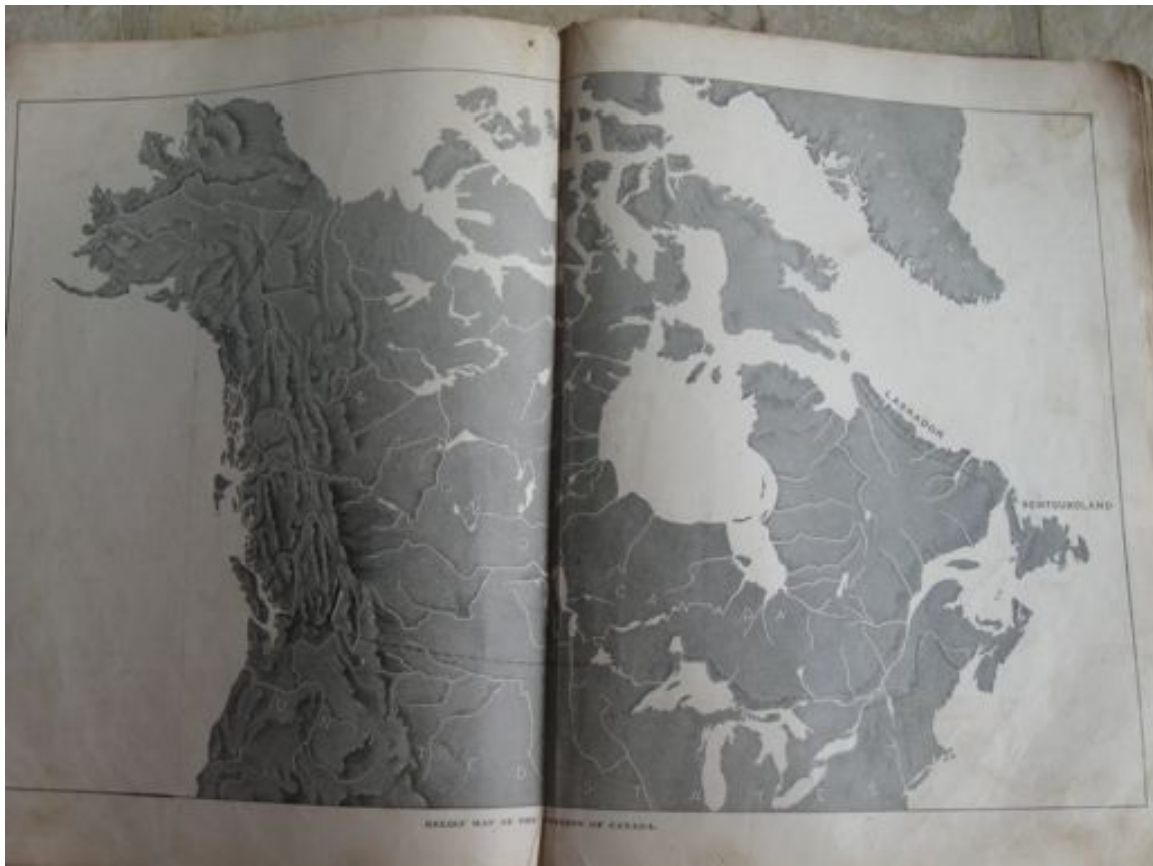


Figure 22: A Relief Map of Canada.⁵⁷

⁵⁷ Ibid, 68-69.



Figure 23: The Eastern half of the full political map of the Dominion of Canada, unfortunately the Western half was ripped out of the book.⁵⁸

⁵⁸ lbdi, 73.

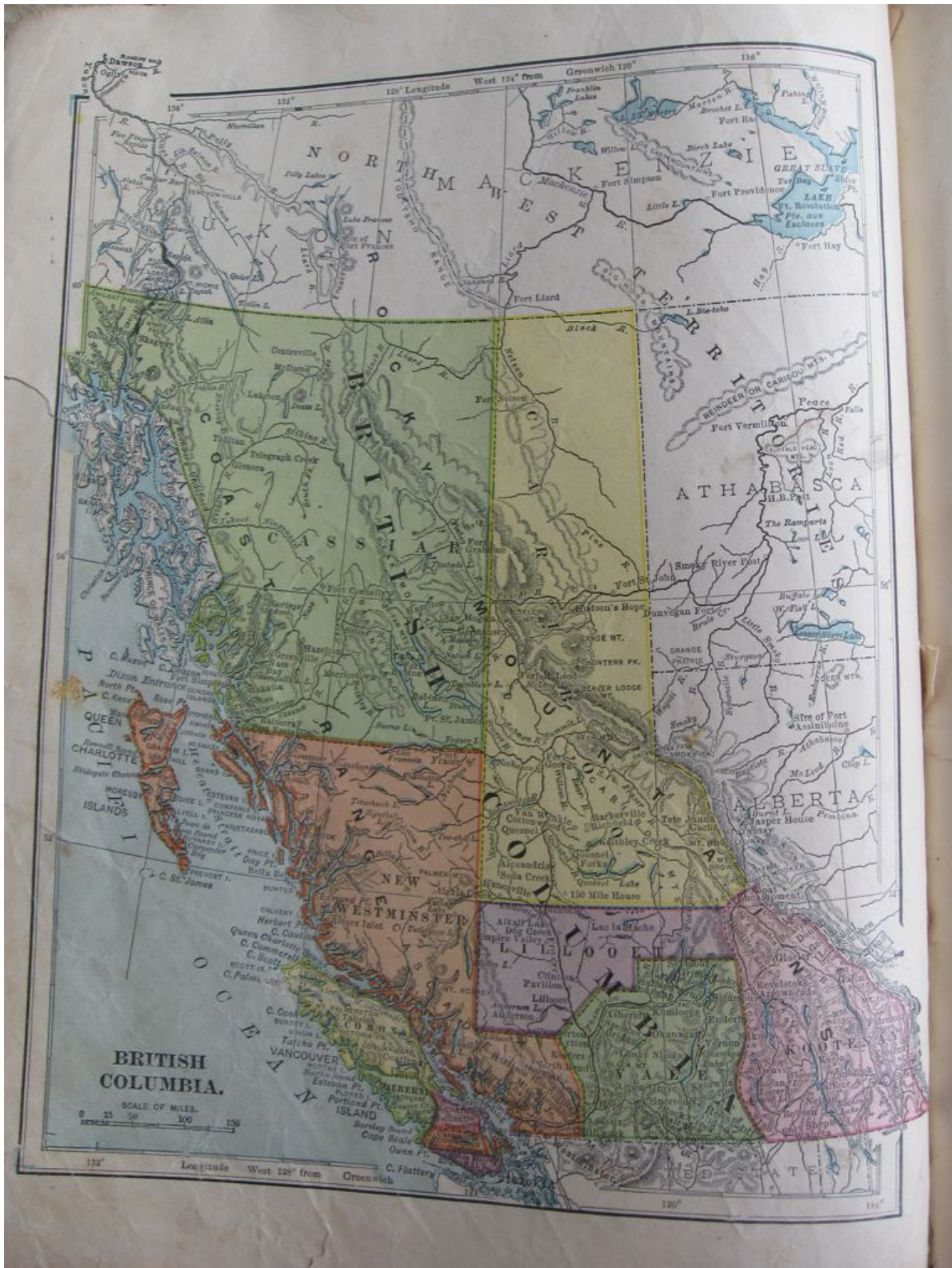


Figure 24: British Columbia circa 1900.⁵⁹

⁵⁹ Ibid, 114.



Figure 25: Part of the North-West Territories at the time, this map shows the territories of Assiniboia, Alberta, Saskatchewan and Athabasca. Also to the East are Keewatin and Manitoba and to the North is Mackenzie.⁶⁰

⁶⁰ Ibid, 117 (for another map, please see fig. 31 the section "Canadian Context").

*The Story of South Africa*⁶¹

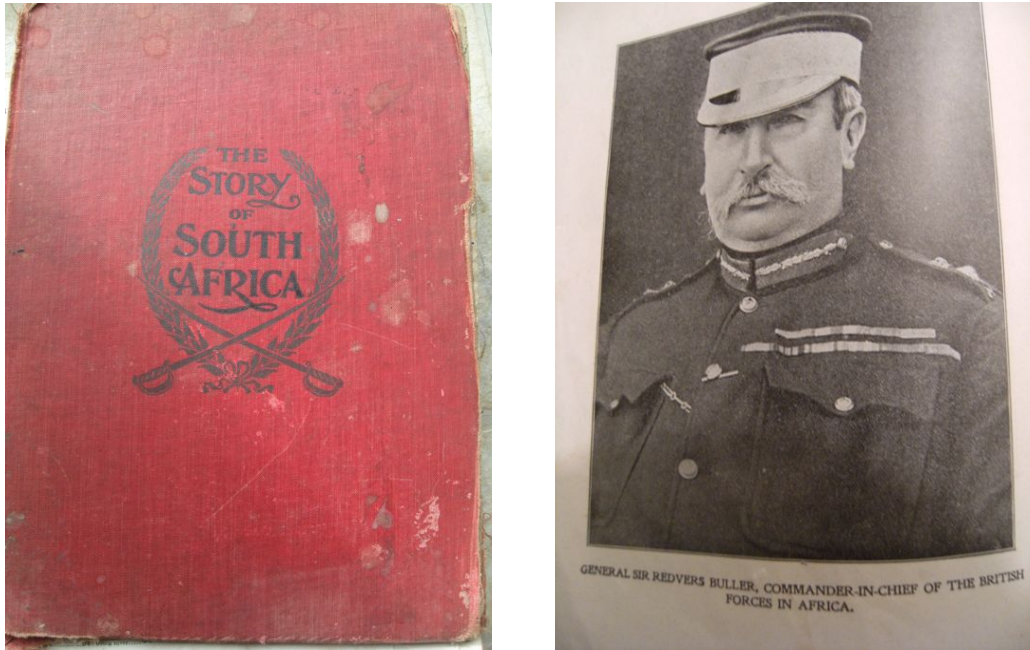


Figure 26: Cover of *The Story of South Africa* & Photo of General Redvers Buller.⁶²

This book was not a prescribed text as far as research can tell. However, it to, was found among the books of the school teachers boarding in Smithtown and it serves to highlight the importance of the Boer War in history and the current events at the time. The name of a war hero, General Sir Redvers Buller, is written in pencil on the cover of one of *New Canadian Geography* by a student. The government granted sums to the Canadian Forces sent to fight with the British in South Africa.⁶³ This text was published in 1899, after the Transvaal War (or First Boer War) and before what is today known as the Second Boer War. The 692 page tome gives an extensive history of the region and the conflict. It is filled with photographs and artwork.

Conclusion on the texts

Unfortunately not all the textbooks on the list were located. However, this selection offers great insight into the social studies classroom of 1900. As has been mentioned, the texts seem to focus on the progression of man and civilization. Geography seems to have played a significant and diverse role in social studies and the breakdown and remembrance of history. Finally, the ideologies behind the books were not uniform, each author or publisher stated their intent at the beginning of their books and some like

61 John Clark Ridpath and Edward S. Ellis, *The Story of South Africa: An Account of The Historical Transformation of the Dark Continent by the European Powers and the Culminating Context Between Great Britain and the South African Republic in the Transvaal War*. A.R. Keller and American Historical Press, 1899.

62 Ibid, 16.

63 New Brunswick Legislature, "CAP XI," *Acts of the Legislative Assembly 63, AD 1900*, (Fredericton: Government of New Brunswick, 1900), 87.

Swinton stood apart in attempting to take a progressive approach (at least in pedagogical terms). Certainly, this examination shows that the approach to social studies was not uniform and was in fact, in flux.

Context of Education in New Brunswick

The first decade of the 20th Century saw the establishment of consolidated schools in New Brunswick.⁶⁴ In 1905, a compulsory education law was passed in New Brunswick.⁶⁵ The Macdonald Consolidated School in Kingston, Kings County became a model for both urban and rural schools to follow, and had the enthusiastic support of the nearby communities. Attendance at the consolidated school nearly tripled compared to previous year's attendance at the separate schools, and the overall percentage of enrolment nearly doubled.⁶⁶ In addition, we see the enrollment of many young adults who had not been able to attend school during their early years, ten of which were over twenty years old.⁶⁷ Other rural regions were not supportive of consolidation, preferring to keep their schools local.⁶⁸

As of 1906, 16% of the total number of teachers employed was men. Less than 24% held licenses above Class II., about 50% held licenses of Class II., and about 26% held the lowest class of license. From 1900 to 1906 saw a rise in the number of untrained teachers employed.⁶⁹

Prior to the emergence of consolidated schools, teacher's salaries were low and their working conditions poor and uncertain.⁷⁰ The move towards consolidated school around the province, coupled with improvements proposed for the Normal School for teacher training,⁷¹ lead to the growing perception of teaching as a profession.⁷² In 1902, an Association of New Brunswick Teachers was established in Albert County, with a membership of 500 teachers over the course of the next two years.⁷³

While improvements to the education system by the Educational Institute in New Brunswick were a great focus during these years, it is interesting to note an absence of discussion on any of the subjects we associate with Social Studies at the Convention held in Saint John in 1904.⁷⁴ Speakers presented papers or gave talks on manual training,

64 J. E. Picot, *A Brief History of Teacher Training in New Brunswick 1848-1973*. (Fredericton: The Department of Education, Province of New Brunswick: 1974), 51.

65 Peabody, 68.

66 Ibid 52.

67 Ibid,

68 Ibid, 104.

69 J.R. Inch, *Annual Reports of the Schools of New Brunswick 1905-1906* (Fredericton: Government of New Brunswick, 1907), xxvi

70 Picot, 54.

71 Ibid, 49.

72 Ibid, 54.

73 Ibid.

74 Ibid, 55.

school gardens and nature study, consolidated schools, domestic science, drawing, literature, music and art.⁷⁵

In spite of the progress made by consolidated schools, during 1903-1904 the province still suffered from a decline in teacher retention. Four hundred school districts lacked a teacher.⁷⁶ Working conditions were still poor, salaries low, and school premises inadequate and often unsanitary.⁷⁷ Trained and capable teachers often moved on to jobs in law, business, medicine or other sectors which paid better.⁷⁸ “The average time a teacher spent in any given district [...] was one and a half years; in the profession, four years.”⁷⁹ Chief Superintendent, Dr. Inch, recommended increases in salaries and the assumption of more administrative responsibilities by the Parish School Board to “take the management of the schools out of the hands of illiterate and incompetent trustees, and [...] diminish the dissensions and factious disturbances” found in many annual school meetings.⁸⁰

By 1909, enrollment in normal School had increased, as had the quality of professional training.⁸¹ An expansion of physical education programs also added the need for more space to the list of recommendations for education improvement.⁸² In March 1910, an Act was passed providing teachers with a four-hundred dollar per year pension, awarded at the age of sixty for men, and fifty-five for women, if they had served for at least thirty-five years.⁸³

Priority of Education

In looking at the Current Revenue Account for the fiscal year of 1900, it is clear that education was a priority to the province at the turn-of-the-century: total expenditures on education amounted to \$203,983.08. This was the highest expenditure between all departments for the year.⁸⁴ Ten years later, education came second only to Public Works at a total of \$265,892.89.⁸⁵ One can easily surmise from this information that Education was, and remained an important focus and top priority in the province over the decade.

Compulsory Attendance

Another indication of the Province’s prioritization of education was The Compulsory Attendance at School Act which was introduced in 1906. It stated that:

⁷⁵ Ibid.

⁷⁶ Ibid, 5.

⁷⁷ Ibid, 57-58.

⁷⁸ Ibid, 58.

⁷⁹ Peabody, 51.

⁸⁰ Picot, 58.

⁸¹ Peabody, 59.

⁸² Ibid

⁸³ Ibid.

⁸⁴ New Brunswick Legislature, “Current revenue account, Fiscal Year 1900,” *Acts of the Legislative Assembly 63, AD 1900* (Fredericton: Government of New Brunswick, 1900), 2.

⁸⁵ New Brunswick Legislature, “Consolidated Revenue Fund, Fiscal Year Ended October 31, 1910,” *Acts of the Legislative Assembly 72, AD 1910* (Fredericton: Government of New Brunswick, 1910), A64-A65

Every Child in the city or town shall attend school during regular school hours every day for at least 120 days in each school year,” the exceptions to this are any child older than 16 who has passed as a satisfactory examination in grade 7 school work and any other child older than 13 in attendance of school 60 days during 14 consecutive weeks preceding in the year may be exempt from certain requirements in order to work.⁸⁶

The Act was not, however, automatically accepted province-wide. Each district had to decide to adopt and enforce it themselves. In his Inspector’s Report for District Number 1, Inspector Fred Dixon said that the new compulsory attendance law “made little difference in the Inspectorate. Few school meetings took up the question. Of those that did, some adopted a resolution putting the law enforced, others voted in the negative.”⁸⁷

Inspector of District Number 6, W.S. Carter’s take on the act was critical:

its provisions were adopted in fully two thirds of my districts. . . the great benefit of such an act will not arise so much and compelling pupils to attend who have never done so before, as in enabling more regular attendance on all, and preventing truancy.⁸⁸

Carter continued in his report that the other problem was that not all districts even had a truant officer.⁸⁹ Likewise, Chief Superintendent, J.R. Inch, thought the only way for the Compulsory Attendance Act could work was if a separate school for ‘incorrigibles’ was provided.⁹⁰ Though the Act was a step forward in New Brunswick education, its effects were in no where immediate or great.

First Nations Education

There were eight Indian Day Schools in New Brunswick during the first decade of the 20th Century.⁹¹ The early years of schooling focused on religious and language curriculum. In a letter to her cousin in 1898, Clara Polchies of the Kingsclear reserve writes that she has been studying the map of New Brunswick and the life of Alfred the Great.⁹² She says she is reading in the Third Book, but for Geography is “given a map” and there is no mention of text for the “lesson” on Alfred the Great.⁹³ It is also interesting to note that a Teacher’s Monthly Report from Big Cove in 1927 indicates

86 New Brunswick Legislature, “C-34.10,” *Acts of the Legislative Assembly 67, AD 1904*, (Fredericton: Government of New Brunswick, 1904), 39.

87 Fred Dixon in *Annual Reports 1905-1906*, J.R. Inch, Ed., 16.

88 W.S. Carter in *Annual Reports 1905-1906*, J.R. Inch, Ed., 50.

89 Ibid.

90 Inch, *Annual Reports 1908-1909*, LIV.

91 W.D. Hamilton, *The Federal Indian Day Schools of the Maritimes*. (Fredericton: The Micmac-Maliseet Institute, University of New Brunswick, 1986), 23-25.

92 Hamilton, 77.

93 Hamilton, 77.

History and Geography were not taught until students had progressed to Book IV, and in that year only one student had reached that level of study.⁹⁴ These two instances serve as bookends of the decade we are looking at, and offer a hint at what level History and Geography were likely taught during the interim period.

Acadian Education

In the inspector reports there was repeated mention of the need of francophone text books in the Acadian schools. These reports show that the district inspectors were aware of the problem, with particular regards to history, and attempting to amend it but by their frustration it seems the superintendent or the government was slow to act:

History seems to be the bete noire with many teachers. This is chiefly true of the Acadian schools. An educationalist recently remarked that the Acadian pupil seems to regard the knowledge of things of the past of very little importance, that his dislike for history is evident. My experience goes to show that this is greatly exaggerated. In schools where the subject is properly introduced history is well liked. The oral work is often satisfactory. But there is a missing link. The pupil is not prepared at this stage to take up an English text. Explanations have to be repeated over and over again. Long, tedious translations have to be resorted to. Much of the interest is lost. What the pupil needs is an elementary French text on Canadian history to act as a connecting link between the oral lessons and the English textbook.⁹⁵

The inspector of bilingual District Number Three, Charles Herbert, makes a very similar comment in his report: “the introduction of the suitable textbook in history in Acadians schools would be a boon to the teachers.” Afterward he stated that history has been poorly taken in his district.⁹⁶

Fredericton Institution for the Education of the Deaf and Dumb

Although a specific list of courses was not given, it is still important to note that New Brunswick had separate schools for the deaf and dumb, and it is implied that these students received similar instruction as their counterparts in primary school. Already in operation for eighteen years, the 1900 report on the Deaf and Dumb Institution was extremely positive. Financially supported in part by a Government Grant, and partly by the contributions of friends and subscribers⁹⁷, the total attendance for the year was 41 students, of which 25 were boys and 16 were girls.⁹⁸ Efforts were proposed to seek out

⁹⁴ Hamilton, 77.

⁹⁵ Flavien Doucet, “Inspectorate District Number 2,” J.R. Inch, *Annual Reports of the Schools of New Brunswick 1908-1909* (Fredericton: Government of New Brunswick, 1907), x.

⁹⁶ Ibid, 31.

⁹⁷ J.R. Inch, *Annual Reports of the Schools of New Brunswick 1900* (Fredericton: Government of New Brunswick, 1901), 148.

⁹⁸ Ibid, 149.

other deaf children from remote areas who were “probably neglected”⁹⁹, and close attention was paid to the health and care of the children attending school. Sloyd, or manual training, was reported to be a great success¹⁰⁰, and continued to be reported so throughout the decade.

The positive feedback on the school’s effectiveness for preparing blind and deaf students for employment and self-sufficiency continued throughout the decade’s *Annual Reports*, as well as notes on support from members of the Community and various branches of Government. Often, requests for more funding from Government complained that neighboring Nova Scotia and Quebec gave more funding to their Deaf and Blind Institutions than did New Brunswick.

Courses Studied with particular consideration of Social Studies

Our decade begins with the *Annual Reports* on the Second Term of the 1899-1900 school year, which lists 1,771 schools in New Brunswick, down 35 from the same term of the previous year. There were 1,856 teachers, and 61,444 students, both showing decreases of 56 and 2,092 respectively, from the previous term¹⁰¹. The proportion of population attending school was 1 in 5.22. Students under the age of five increased from the corresponding term the previous year by 49 to 312; between the ages of five to fifteen, a decrease of 1,654 to total 57,007; over the age of fifteen, student numbers decreased by 487 to total 4,125. The total number of girls attending school was 29,894, a decrease of 670, and of boys attending school, the total was 31,550, with a decrease of 1,422. The average number of students present daily in class was 37,529, another decrease of 242 from the previous year.¹⁰² Inspector Mersereau reports that 1900 saw an epidemic of smallpox, and high prevalence of measles, whooping cough and scarlet fever,¹⁰³ which may account for drops in numbers and lack of progress in some school districts.

The year ends with First Term of the 1900-01 academic year, in which there were 1,812 schools in operation, down 3 from the same term the previous year. Teacher numbers remained the same at 1,893, and the student population decreased by 1,296 to 57,629. The proportion of the population at school was 1 in 5.57, with 225 students under 5 years of age, 55,111 students between the ages of 5 and 15, and 2,293 students over the age of 15. All three demographics decreased by 34, 1,005 and 257 respectively. 28,435 were boys, and 29,194 were girls. The average daily attendance for this term while school was in session was 37,160, which decreased by 1,892 from the same term the previous year.¹⁰⁴

In his summary report, the Chief Inspector highlights certain matters from the various Inspectors’ Reports with which he is in strong agreement or desires to draw attention. He mentions a number of new school buildings built around the province, and

⁹⁹ Ibid, 146, 147.

¹⁰⁰ Ibid, 150.

¹⁰¹ Ibid, x.

¹⁰² Ibid.

¹⁰³ Ibid, 11.

¹⁰⁴ Ibid, x.

a conviction that Music instruction should be available in all high schools. As to concerns that relate to our modern concept of Social Studies, the need for increased stress paid to morals, manners and habits of children, with importance placed on co-operation from parents, ranked high on his list of priorities.¹⁰⁵

The Chief Inspector also reports that Empire Day was celebrated with great success, and directs that the holiday be named *Victoria Memorial Day* for the following year and forward, with expectations that,

the lessons and exercises of the Schools on that day shall have special reference to the progress of the Empire during the Victorian era, and to the gracious influences upon the people of the British Empire and of the world which have come from the life and character of Victoria the Good.¹⁰⁶

He also reports changes were made to School Law and Regulations, so that the school year began on July 1st instead of January 1st, so the school term would not be interrupted by repairs and school improvements which could be done during summer vacation.¹⁰⁷ The minimum school age was also raised from five to six years.¹⁰⁸

In regards to courses studied in the first term of 1900, which relate to our field of Social Studies, Lessons in Morals were taught in all grades, History was taught from Grade V to VIII¹⁰⁹, and Geography from Grade III to VIII¹¹⁰. These continue the same way through the rest of the decade. In this 1900 report, Inspector Carter (St. John) reported that, “Success in this subject [of History] depends upon the teacher and varies accordingly, our text books have been somewhat unfortunate, but we are looking for better ones.”¹¹¹ He also reports that Geography was popular with both teachers and students, and was conducted satisfactorily. In contrast, Inspector Meagher (Woodstock) felt that of Geography, “more attention might well be paid to our own country, not only in respect to its physical features and political divisions, but its development, industries, natural resources, etc.”¹¹² Of Canadian History, he says, “[it] continues to be the *bête noire* of very many teachers”, though signs of improvement were noted “for the necessity of eliminating the salient points ... from comparatively unimportant details, and of presenting the same to the pupils in a concise and interesting form by means of oral lessons, are beginning to be more understood.”¹¹³

¹⁰⁵ Ibid, liv.

¹⁰⁶ Ibid, lx.

¹⁰⁷ Ibid.

¹⁰⁸ Ibid, lxi.

¹⁰⁹ Ibid, A 11.

¹¹⁰ Ibid, A 13.

¹¹¹ Ibid, 32.

¹¹² Ibid, 43.

¹¹³ Ibid, 43.

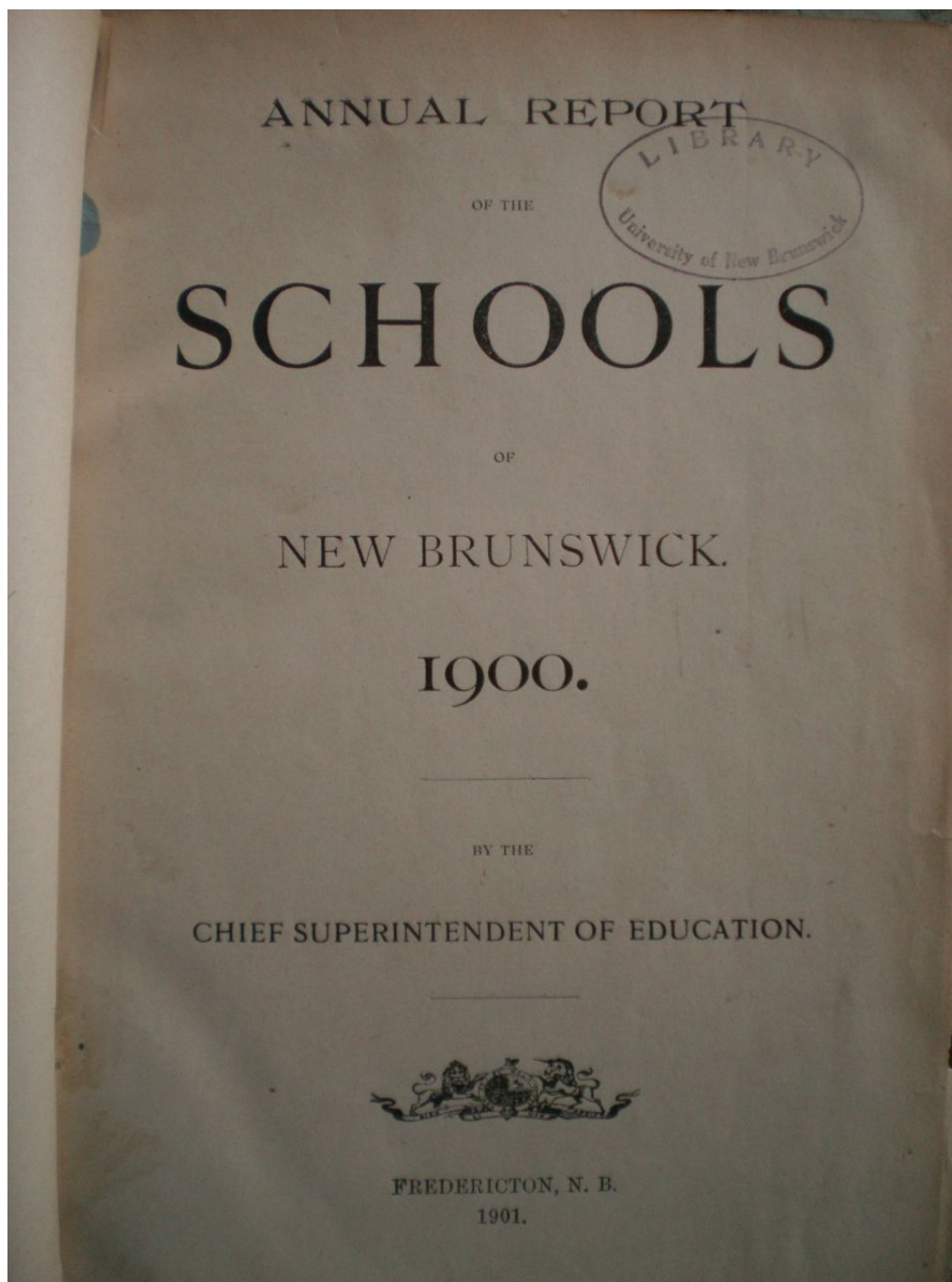


Figure 27: Front Cover of *Annual Reports 1900*.¹¹⁴

¹¹⁴ Ibid, cover page.

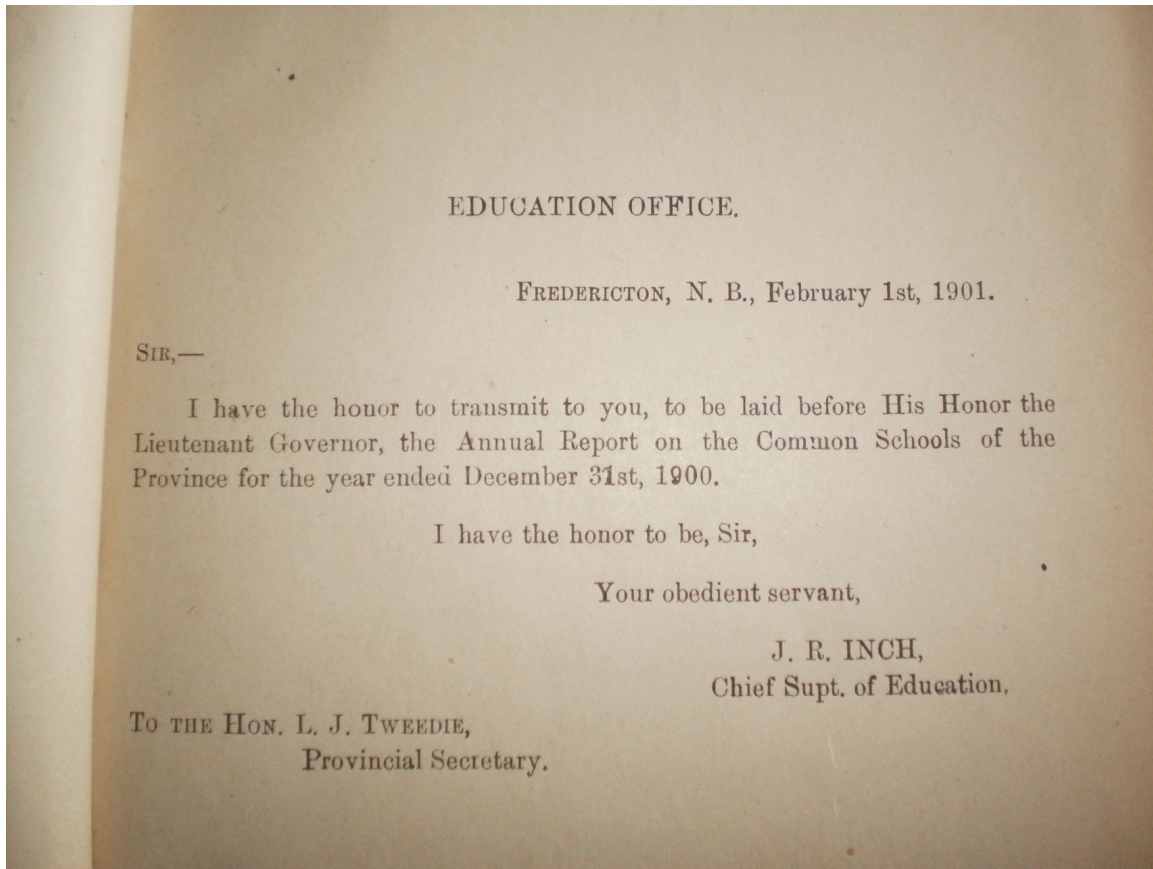


Figure 28: Official Statement by Chief Superintendent of Education J. R. Inch.¹¹⁵



Figure 29: Alexandra School featured in the front pages of *Annual Reports 1900*¹¹⁶

¹¹⁵ Ibid, front pages (unnumbered).

¹¹⁶ Ibid.

The *Annual Report* for 1901-02 shows continuing decreases in student numbers for the Second Term of the 1900-01 school year, down 1,024 to a total of 60,420.¹¹⁷ The number of schools in the province went down 30 to 1,741, and teachers declined by 15 to a total of 1,841. The proportion of population at school in the second term was 1 in 5.31, with the number of pupils aged 5 to 15 years being 56,485, at a decrease of 522 students from the previous year. The number of pupils aged 15 years and over was 3,748, with a decrease of 377. There were 29,550 girls and 30,870 boys registered in school, with an average 37,717 students total present daily when school was in session.¹¹⁸

In the following First Term,

During the previous decade, it was reported that one-eighth of teachers withdrew from their positions each year, but that in 1901, more than 12.5% of teachers withdrew to seek other forms of employment.¹¹⁹ The scarcity of teachers was a growing concern, and a matter Chief Inspector Inch described as “a growing evil”:¹²⁰

There are now many more avenues of activity than formerly, opening up before educated and energetic young people of both sexes, and these new fields of usefulness give promise of much better financial rewards and their cultivation is attended with less nervous strain and self-denial than are usually associated with the charge of a country school.¹²¹

He continues to say that as we lost hundred of highly qualified teachers each year, we were forced to either close schools, or leave them in the hands of less qualified professionals – an economic problem still plaguing New Brunswick today in many areas of industry and academics. Then also, it seemed an increase in the rate of pay would be the only possible solution to stave off what today we call the brain-drain.

Much of the individual Inspector reports in the *Annual Reports* are concerned with items of school building and grounds maintenance, teachers lost or retained, the attendance of students and the desire to amalgamate small outlying schools to a central location. While interesting, these comments usually do not help our understanding of the disciplines of Social Studies being taught in New Brunswick at the time. However, in the 1901-02 report, Inspector Bridges (Fredericton) mentions an interesting note that “Modern, up to date maps of the Dominion of Canada are being provided in many districts as well as maps of the British Empire.”¹²² He also says that Geography is “well drilled” and that the much-needed new History textbooks are coming.¹²³ In contrast, Inspector Meagher (Woodstock) feels Geography in his area needs more drilling, and that

¹¹⁷ J.R. Inch, *Annual Reports of the Schools of New Brunswick 1901* (Fredericton: Government of New Brunswick, 1902), x.

¹¹⁸ Ibid, x.

¹¹⁹ Ibid, xv.

¹²⁰ Ibid.

¹²¹ Ibid.

¹²² Ibid, 46.

¹²³ Ibid, 50.

History was being taught much the same as it has in years past.¹²⁴ Maps figure prominently in his list of the needed improvements for each school in his district.

The 1902 *Annual Report* number schools in the province during the Second Term at 1,736, teachers at 1,825, and students at 60,477.¹²⁵ School and teacher numbers declined by 5 and 16 respectively, while student numbers increased by 57. The proportion of population was 1 in 5.47, with the number of students under the new admittance age of 6 listed as 1522; students between the ages of 6 and 15 were 55,350; students over the age of 15 were 3,605. The number of boys in school decreased by 103 to 30,767, while the number of girls in school increased by 160 to 29,710. The average number of students present in school for this term was 38,736, which was an increase from the corresponding term last year by 1,019.¹²⁶

During the following First Term, 1,778 schools were listed, down 17 from the same term the previous year. There were 1,858 teachers and 57,518 students, each having decreased by 11 and 1,057 respectively. The proportion of the population in school was 1 in 5.75, and of students under the age of six there were 1,482, which had decreased by 163. Students between the age of 6 and 15 decreased by 882 to 53,746, and students over 15 decreased by 12 to 2,290. There were 28,819 boys and 29,329 girls, with an average daily attendance of 37,019 for the full term.¹²⁷

Chief Inspector Inch was pleased to report a unanimous opinion of the Inspectors of rural schools as to their general improvement, however, he was embarrassed to report the continued serious loss of qualified teachers and the increased practice of leaving many schools in the charge of poorly qualified or completely untrained teachers, and the closing of many schools entirely in the absence of even a poor teacher.¹²⁸ He campaigns for the offer of “stronger inducements” to retain good quality teachers, saying that, “The United States are getting our most highly cultured teachers at a great cost to us.”¹²⁹ It seems history is truly bound to repeat itself.

Chief Inspector Inch also reports on a proposal by Professor Robertson for “the grouping of a number of contiguous schools and placing each group under the charge of a traveling instructor.”¹³⁰ It would be the instructor’s duty, to not only supervise the teaching of nature lessons, but also to supervise the maintenance of each school’s garden! The first group of schools to undergo this experiment would be situated along the St. John River, and encompass communities “from Hartland or Florenceville, and extending up the river as far as may be found practical”.¹³¹ These traveling teachers would have had to carry their personal affects and instructional materials with them by canoe up and down river, much like traveling teachers used the railways out west, and board with

¹²⁴ Ibid, 55.

¹²⁵ J.R. Inch, *Annual Reports of the Schools of New Brunswick 1902* (Fredericton: Government of New Brunswick, 1903), x.

¹²⁶ Ibid, x.

¹²⁷ J.R. Inch, *Annual Reports of the Schools of New Brunswick 1903* (Fredericton: Government of New Brunswick, 1904), x

¹²⁸ J.R. Inch, *Annual Reports of the Schools of New Brunswick 1902* (Fredericton: Government of New Brunswick, 1903), lii.

¹²⁹ Ibid, liii.

¹³⁰ Ibid, lxiii.

¹³¹ Ibid.

families in each community. (And the Government wondered why so many New Brunswick teachers left for jobs in the United States!)

For 1903 the *Annual Report* numbers schools in the province during the Second Term at 1,726, teachers at 1,815, and students at 59,313.¹³² School and teacher numbers declined by 10 each, while student numbers decreased by 1,164. The proportion of population was 1 in 5.59, with the number of students under 6 years of age listed as 1258 with a decrease of 264 from the previous year; students between the ages of 6 and 15 were 54,628 with a decrease of 722; students over the age of 15 were 3,427 with a decrease of 178. The number of boys in school decreased by 595 to 30,172, while the number of girls in school increased by 569 to 29,141. The average number of students present in school for this term was 37,552, which was a decrease from the corresponding term last year by 1,185.¹³³

During the following First Term in 1903, there were 1,747 schools, down 31 from the previous year's first term. Teacher numbers decreased by 43 to 1,815, and student numbers decreased by 1,320 to a total of 56,198. The proportion of students in school to the population was 1 in 5.89. There were 1,312 students under the age of 6, down 170 from the previous year's first term. There were 52,824 students between the ages of 6 and 15, a decrease of 922. Students over 15 years of age were 2,062, with a decrease of 228. There were 27,559 boys and 28,639 girls, and the average daily attendance while school was in session was 38,485, showing a decrease of 186 from the same term last year.

Continued yearly decline in student numbers was attributed to the scarcity of teachers, the closing of schools by the Health Officers due to disease epidemics, and the neglect of parents to comply with the Vaccination Acts of 1902 and 1903, either because of "indifference..., unwillingness to incur the trouble and expense of a medical practitioner, [or,] in some cases from exaggerated apprehensions as to the dangers incurred by the operation".¹³⁴ Parents would keep their children home from school to avoid the vaccinations, or alternatively, to avoid the potential for disease. Another reason for the decline in enrolment was attributed to changing the entrance age to six years from the previous five, combined with the reality that high school students were increasingly leaving school early to enter employment.¹³⁵ After giving all these arguments, Chief Inspector Inch undercuts himself by saying that the decline was not as bad as it could have been considering all the circumstances, and illustrates with a table how numbers in recent years have been fluctuating at about the same rate.¹³⁶

Our Chief Inspector also reports that the position of traveling Instructor in Nature Lessons and School Gardens, proposed the previous year, was bestowed upon Mr. John Brittan, who "entered upon his work with energy and success".¹³⁷

We also see for the first time, an entry on Education of the Feeble Minded, which Chief Inspector Inch rightly says has received little attention in years past.¹³⁸ He points

¹³² Ibid, x.

¹³³ Ibid, x.

¹³⁴ Ibid, xi-xiii.

¹³⁵ Ibid, xiii.

¹³⁶ Ibid, xiii-xiv.

¹³⁷ Ibid, liv.

¹³⁸ Ibid, lxi.

out that Canada is far behind other countries in this regard, and remarks on the general success of such schools in improving the physical habits, decency, socialization and employability of even the most “weak-minded” students in these foreign institutions.¹³⁹ He calls for the establishment of an Institution, similar to that of the Deaf and Blind Institution, be formed in New Brunswick to bring “imbecile, semi-idiotic, and idiotic children” under the care and protection of the Government, with help from the philanthropic community.¹⁴⁰

Inspector Mersereau (Doaktown) submitted an exceptionally lengthy and detailed report this year. In it, he complains that schools in his district are generally not sufficiently supplied with teaching materials: “Trustees seem to think that a box of chalk and a bell constitute the general apparatus in a school room, maps are entirely out of the question, and by some considered luxuries.”¹⁴¹ He mentions a number of school in which History or Geography were not taught at all, while all efforts were instead focused on reading, writing and arithmetic. This disparity between some districts or schools which receive glowing reports on their Geography, and others who are reported as very poor or not at all, continue throughout the different 1903 Inspector’s reports.

The 1903-04 *Annual Report* numbers schools in the province during the Second Term at 1,722, with a decrease of 4; teachers at 1,816, with an increase of 1; and students at 58,759, decreased by 101.¹⁴² The proportion of population in school was 1 in 5.63, with the number of students under 6 years of age listed as 1,18 with a decrease of 130 from same term the previous year; students between the ages of 6 and 15 were 54,272 with a decrease of 356; students over the age of 15 were 3,359 with a decrease of 68. The number of boys in school decreased by 280 to 29,892, while the number of girls in school decreased by 274 to 28,867. The average number of students present daily while school was in session was 38,559, which was a decrease from the corresponding term last year by 532.¹⁴³

Chief Inspector Inch reports that attendance in rural schools was below average for this year.¹⁴⁴ He allows that the winter was severe, and that measles were rampant in many areas, “[b]ut even when no such causes prevent attendance many of the children are kept from school for the most trivial reasons and the work of all the classes is much hindered”.¹⁴⁵

In the 1904-05 First Term, there were 1,784 schools, with 1,851 teachers and 57,906 students. All three had increased by 37, 36 and 1,708 respectively. The proportion of the population in school was 1 in 5.71, with the number of students under the age of 6 decreasing by 101 to 1,211; students between the ages of 6 and 15 increased by 1,582 to 54,406; and students over the age of 15 increased by 227 to 2,289. There

¹³⁹ Ibid.

¹⁴⁰ Ibid.

¹⁴¹ Ibid, 24.

¹⁴² J.R. Inch, *Annual Reports of the Schools of New Brunswick 1903-04* (Fredericton: Government of New Brunswick, 1905), x.

¹⁴³ Ibid, x.

¹⁴⁴ Ibid, 33.

¹⁴⁵ Ibid.

were 28,642 boys and 29,264 girls. The average daily attendance during the days schools were in session was 40,501, which increased from the previous year by 2,016.¹⁴⁶

As of the school year of 1905 in 1906, the years during which school in New Brunswick became mandatory, there were 1,807 schools as of the first semester and 1885 teachers. To give some perspective, divided between these were 58,370 students. This meant that 1 in 5.67 of the population was at school. 1094 of these were pupils under the age of six. 54,842 of these were pupils between the ages of six and 15 and 2,434 were over the age of 15. 28,884 were boys and 29,486 were girls.¹⁴⁷

In 1906, school grades ranging from grades 1 to 8 studied three subjects that could correspond to what we now call Social Studies: Lessons and Morals etc.; Geography; and History. In High School grades 9 to 12 inclusive, students received one subject that could be related to contemporary Social Studies: History and Geography. A breakdown of students receiving these classes in the first semester, shows that 53,237 took Lessons and Morals; 32,788 took Geography; and 21,841 took History. 1,695 High School students took History and Geography.¹⁴⁸

In 1910 (the second semester of the 1909-1910 school year) 57,970 students were taking Lessons and Morals; 25,381 were taking History; and 36,683 were taking lessons in Geography. 1,836 High School Students were taking lessons of History and Geography.¹⁴⁹

All of these courses were mandatory. The only optional courses were Sewing, Knitting, Latin and French. The other required courses were Physical Exercises; Reading; Spelling etc.; English Grammar etc.; Drawing; Writing etc.; Singing etc.; Arithmetic etc.; Algebra; Health Lessons; Nature Lessons. In High School the courses were English-language Literature; Latin; Greek; French; Arithmetic; Geometry; Algebra; Bookkeeping; Trigonometry; History and Geography; Drawing; Physics; Physiology and Hygiene; Chemistry; Botany; This remained the same from 1906 onward.¹⁵⁰

To give an indication of the importance of the social science domains one can compare their numbers to the other subjects. For example in 1906, Algebra had 2,050 students receiving instruction in the first term compared to the 53,237 taking Lessons and Morals. Likewise in High School, History and Geography had 1,195 students while Chemistry had 467, Physiology and Hygiene had 629, Physics had 562, Trigonometry had 51. Botany however, had 1,736, and French had 1317. The Arts certainly dominated the decade, but in 1910, Botany and Algebra still had fairly high numbers with 1779 and 1904 respectively compared to the 1,836 in History and Geography.¹⁵¹

¹⁴⁶ Ibid.

¹⁴⁷ J.R. Inch, *Annual Reports of the Schools of New Brunswick 1905-1906* (Fredericton: Government of New Brunswick, 1907), x.

¹⁴⁸ Inch, *Annual Reports 1905-1906*, xxv.

¹⁴⁹ W.S. Carter, *Annual Reports of the Schools of New Brunswick 1909-1910* (Fredericton: Government of New Brunswick, 1911): xiii.

¹⁵⁰ Inch, *Annual Reports 1905-1906*, xxv.

¹⁵¹ Inch, *Annual Reports 1905-1906*, xxv & Carter, *Annual Reports 1909-1910*, xiii.

Broader Social Context (in NB, in Canada, in the world)

The World

The opening of the Suez Canal-- connecting the Mediterranean to the Red Sea, and the opening of the first railroad in the United States to connect the East to the West initiated what has become known as an era of accelerated change in the world. New means of mass production coupled with this opening up of trade routes heralded cheaper, mass produced products, improved forms of energy and an exponential increase in all things related to technology.¹⁵²

Steam power only helped these changes along. Steam engine trains crossed the land while steam ships conquered oceans. "World trade, most of it carried by ship, increased fourfold from 1869 to 1913."¹⁵³ Steam also shaped the rural scene as farmers incorporated the technology into tractors and combines, increasing their potential harvest.¹⁵⁴ Electricity also took the world by storm. Edison completed his first incandescent lamp in 1879, three years after Bell spoke the first words transmitted over a wire telephone.¹⁵⁵

Diesel power took hold just before the turn of the century, opening up further possibilities in the field of transport, especially aviation. The Wright Brothers were already taking passengers on flights in 1905.¹⁵⁶ The first decade of the twentieth century, therefore, was one of great technological progress and change and saw an increase in global connectedness. However, these new inventions and national relationships were also accelerating world problems and in 1914, "the industrial nations turned their weapons on one another."¹⁵⁷

But there had already been a "Great War" that was referred to in the academic world and those in the British Empire were still very much preoccupied with the Boer War, in which Canadian and more specifically, New Brunswickers participated. War and the military history dominated texts, especially the exploits of Napoleon and the achievements of Nelson. The title of one History text tells of the Whigish outlook on history that pervaded at this time: *How England Saved Europe: The Story of the Great War (1793-1815)*. This four volume set concludes with chilling remarks, given that we now know well what was in store for Europe in the first quarter of the 20th century:

War is almost, though not quite the last and worst of evils. It is worth while to endure even the well-nigh immeasurable mischiefs of war to escape the yet worse disaster of lost freedom, of stained honour, of betrayed duty. But what an assurance of the triumph of moral forces, and the final authority of reason in human affairs, it would be to know that the age of war had passed; that

¹⁵² Daniel R. Headrick, *Technology: A World History*, (Oxford: Oxford University Press, 2009), 111.

¹⁵³ Ibid, 112.

¹⁵⁴ Ibid, 117.

¹⁵⁵ Ibid, 115.

¹⁵⁶ Ibid, 120-121.

¹⁵⁷ Ibid, 124.

never again would the soil of Europe shake to the tread of marching armies, and never again would Christian nations hold discourse with each other from the iron lips of a canon.¹⁵⁸

Canada:

The first decade of the twentieth century was a time of invention and changes. It was the end of the Klondike gold rush, and Laurier attempted to plant the beginning of a gradual move towards a Canadian identity as opposed to a distinctly British or French allegiance. There was expansion in the West, and an influx of immigrants from Asia. By 1905, the country was composed of British Columbia, Alberta Saskatchewan, Manitoba, Quebec, Ontario, New Brunswick, Nova Scotia, Prince Edward Island, the Yukon, and The North West Territories, which, when looking at this map circa 1900, one can clearly see the North West comprised much more than it does today.



Figure 30: Map of Canada circa 1900. Note the territories of Ungava, Athabasca, Assinaboia, Keewatin, MacKenzie and the sizes and positions of Alberta, Saskatchewan (not yet provinces at this time) and Manitoba. Also note that Newfoundland was not part of Canada but very much a part of the Empire, and, as was seen above, was studied in geography and history courses.¹⁵⁹

¹⁵⁸ W. H. Fitchett, *How England Saved Europe: The Story of the Great War (1793-1815) Vol. 4: Waterloo & St. Helena* (London: John Murray, 1909), 375.

¹⁵⁹ "Map of Canada Circa 1900," Mappery. December 2009. Accessed March 09 2011. <<http://mappery.com/Map-of-Canada-Circa-1900>>.

In 1900, Canada's Reginald Fessenden sent the first wireless radio broadcast, a year before Marconi's transatlantic broadcast in St. John's, NF.¹⁶⁰ The Married Women's Property Act of 1900 allowed women to have ownership of their own property, wages, profits and joint ownership of their children.¹⁶¹ In 1901, Annie Taylor, a former schoolteacher, successfully went over Niagra Falls in a barrel, and lived.¹⁶² Canada lost the dispute over the Alaska boundary in 1903; 1904 saw the invention of the tea bag;¹⁶³ and in 1905 the provinces of Alberta and Saskatchewan were established.¹⁶⁴ The Hydro-Electric Power Commission was created on May 7, 1906, which was the largest company of its kind in Canada.¹⁶⁵ British Columbia was dealing with Peter Verigin's Sons of Freedom in 1908.¹⁶⁶ 1909 saw the first Grey Cup, the first powered air flight (in Baddeck, NS), and the formation of The Department of External Affairs.¹⁶⁷

New Brunswick:

New Brunswick was lead for most of the decade by the Liberal Party, first with the Province's 10th Premier L. J. Tweedie (1900-1907) then with Premier Clifford Robinson, only turning Conservative in 1908 with the election of John Douglas Hazen. But larger forces than its own government were shaping New Brunswick during the decade:

Situated as it was in the relatively newborn Dominion of Canada, bordered by a mature republic to the south and intimately connected with its own European parent, New Brunswick participated fully in the ethos that electrified Western culture at the end of the nineteenth century.¹⁶⁸

But New Brunswick was on the financial decline. The post-Confederation renovations took a toll on resources such as the shipping trade. A new trend of skilled workers leaving for prospects out West developed. Progressivism dominated New Brunswick politics, especially in the area of education.¹⁶⁹ As has been discussed above, however, education remained a priority in the budget.

¹⁶⁰ Lon Bowerman, "Canada Time Line," *Boweman Genealogy*, March 2002. Accessed March 15, 2011. <http://hawkshome.net/misc_items/events/canadian_time_line.htm>

¹⁶¹ Ibid.

¹⁶² Ibid.

¹⁶³ Ibid.

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

¹⁶⁶ Ibid.

¹⁶⁷ Ibid.

¹⁶⁸ Shawn Stairs Quinn "'Sympathetic and Practical Men?'" School Inspectors and New Brunswick's Educational Bureaucracy, 1879-1909." (Fredericton: University of New Brunswick, 2006), 13

¹⁶⁹ Ibid, 14.

Relation or Significance of Study for Education Today in New Brunswick

“There is room for improvement and the teaching of history,” wrote Charles D. Herbert, Inspector of District 3, in 1906. “Memory-work is the chief factor. The subject receives no systematic care, and its studies pursued without any definite aim or plan.”¹⁷⁰ To Herbert, the focus was rote memorization, but to Inspector Amos O’Blenes of District 4, memorization needed to be replaced by higher level thinking. In the same year he wrote on the topic of Geography, “there are still too many teachers who fail to get people to understand the maps. The subject could be made much more interesting and give a higher educative value if teachers would depart from the beaten paths and ask more questions that require thought and reasoning, instead of mere memorization.”¹⁷¹

This is an interesting and important pedagogical difference. One of the major comparisons of educational philosophies of the past and those of today, especially in the field of History, is the need to escape from meaningless factual information and instead appeal to a wide range of interests and learning styles and above all teach *meaningful* history. Like O’Blenes wrote, today’s social studies teacher seeks to have students make connections, comparisons and contrasts and think analytically. This is especially true now that the Six Benchmarks of Historical Thinking have become incorporated into the teaching of history.

In the 1906 *Annual Reports* a prize winning essay was included in full. The author’s age is not given, but his name was Alber W. Smith of Riverside Consolidated and he was awarded \$25 for his essay “Essay on the history and resources of Albert County.” It is broken into five chapters: Chapter 1: the original inhabitants; Chapter 2: the French; Chapter 3: Settlements by the English; Chapter 4 Industries and Resources Chapter 5: Development.¹⁷²

Smith begins by a discussion of the “savages” and the horrible torturing they committed.¹⁷³ Then he discusses how the French, though Catholic, befriended and lived with different groups of Indians.¹⁷⁴ Smith traces the progress and development of the area and then concludes with two paragraphs comparing the people of his time (1906) to the settlers before them:

The people in the county at the present day have little idea of the difficulties and privatizations endured by their forefathers. There were no roads or bridges and traveling was done mostly on horseback or by water in boats or conditions. Most of the streams could be forded and it was no uncommon sight to see a man with his wife and child started on a journey mounted on a single force. The two

¹⁷⁰ Charles D. Herbert in *Annual Reports 1906-1907*, Inch Ed., 37.

¹⁷¹ Amos O’Blenes, in *Annual Reports 1906-1907*, Inch, Ed., 42.

¹⁷² Albert W. Smith, “Essay on the history and resources of Albert County, *Annual Reports 1906-1907*, Inch, Ed., 172-188.

¹⁷³ Ibid, 172-173.

¹⁷⁴ Ibid, 173-174.

wheeled chaise was afterwards introduced. The first covered carriage was regarded as a curiosity and the first iron shots lead with objective to because it around so easily downhill they thought it must run uphill much harder. Agricultural implements are homemade and were of the crudest kind. The old farmers would have been amazed that they have seen the modern machinery now in use. They rejected the first factory made hay tools because they thought them fit only for playthings. There were no post offices or mail carriers and when these were established the service was very irregular in the posted rates were high. The postage on a letter to St. John was one shilling. The first post office in Shepody was kept by George Rogers, a son of one of the early settlers here it the first stores were established by Mr. Turner at Harvey and by Peter McClelan at Riverside. Provisions were very expensive; sugar cost \$.10 per pound and flour sold as high as \$14 per barrel. There were no flour mills in the county and the farmers had to go to Dorchester to get their milling done. Clothing was carded, spun, died and woven at home.¹⁷⁵

The value of examining such an essay is that it was chosen as the best in the province and thus exemplifies what was considered historically, socially and academically superior. Rather than focusing on the obvious ethnic slanders and those things which are today considered politically incorrect, one can see what the historiographical and methodological trends were in school at this time. This essay is a plain, though, extremely well told and thorough, chronological retelling of history right up to the immediate present. There is no analysis with the exception of the author's comment excerpted above.

This is a particularly poignant section of the essay as we, today, often feel the exact same way as this author did: that we can never quite understand the past but that it was much harder than the present and we ought to respect those who came before us because of it. In this way, it is easy to connect to the student of history of a hundred years ago, but also reminds us of how far apart we really are.

In terms of historiography, one must remember that in the fields of social studies and history at this time, such a thing as "instant history" still pervaded the discipline. One of the greatest examples of this, is the *Times history of the Great War* which would be published during the First World War.¹⁷⁶ Even as the war was still being fought battles were being told as if they were all over and the war long past. Analysis was second to speed and production of history.

Finally, the idea of *progress* is in every aspect of the history studied in this decade. Today's student is still taught in a somewhat "Great-Man Theory" style and there are Whigish tendencies but these were much more glaring in the beginning of the twentieth century. A huge part of this is the vision of Canada. Canada was still very much a part of the Empire whereas now we have a much more defined and separate history from Britain. In the 1900's, the British Empire still held enormous power over the Dominion of Canada, and was much more a focus of study than it is today where Canada is placed in a World context rather than just as it fit in the Empire.

¹⁷⁵ Ibid, 186-187.

¹⁷⁶ Times, *The Times History of the War* vol. II. London: The Times, 1916

Conclusion

Progressivism-- “that movement which embraced so many diverse concepts, blending conservative, idealistic, activist, scientific, and avant-garde ideas into a eclectic set of social prescriptions—pervaded New Brunswick’s educational project by the [19th] century’s end. Even the word “progressive” figured prominently in Canadian school texts, referring to an individual or society’s ability to change and adapt.¹⁷⁷

Despite financial decline taking place in New Brunswick from 1900-1910, this was still a decade in which *progress* was key. New Brunswick was in tune with this energy of invention and acceleration of the western world and would not miss out. This was not a new trend, but one that had taken root in the mid nineteenth century, only growing in force by the turn of the century.

It was within this atmosphere that the notion of progressivism in education took hold, intensifying in this decade before the ‘War to end all Wars.’ It is clear from a close read of the financial statements of the government of New Brunswick that education remained a top priority throughout the entire decade. And within this prioritization, the disciplines that we now consider Social Studies were among the strongest disciplines taught, especially Geography and History.

In our initial hypothesis, we saw Geography as the straightforward study of maps and land and climate but here it was almost another approach to history. We failed to consider the heavy concentration on Ancient History as well as the way in which Geography was so strongly tied to history. There was a sense of permanence about geography and that though history may be fleeting, through Geography and physical landscape the past can be more firmly grasped and revisited. We think that Geography held much greater importance and even meaning 100 years ago than it does today.

It is a mistake to think of the treatment of History and Social Studies in the past as a stagnant discipline. Conflicting pedagogies between district inspectors and Swinton’s attempt at a modern form of history escaping the biographies and chronologies of other works are just two examples of the ways in which this was a living, dynamic field of study and education.

Finally, though we think we were correct in our original assumption that the texts would be focused on the western world, it was perhaps not quite in the way we imagined. The focus was often on Greek and Roman history but all leading to how man and civilization reached its pinnacle: ie the West of 1900. There definitely seemed to be an interest however, in defining “the other” throughout history, be it others in the Orient, Ancient Egypt or the Native Americans of New Brunswick. However, theirs were only ever side stories to the greater narrative of progress of the western, white man. This was Whig history before Butterfield ever coined the term.

Social Studies at the turn of the century in New Brunswick schools was the story of progress. The study of these documents, texts and reports about the subject however, is the story New Brunswick students and educators in a decade of turmoil, in a world of

¹⁷⁷ Quinn, 14.

change and coming from a history of Empire. It is the story of our peers of a hundred years ago, of a different mindset, of a different life-style, but with the same goals, same struggles. It is the story of how we have come to be here, how we will continue the discipline. We'll leave it up to the reader to decide if *that* story is one of progress.