

History of Social Studies Education 1911-1920

HYPOTHESIS

At this point in Canadian History, Canada fell under the shadow of the British Empire. It is our belief that this along with the War played a large role on the influences on New Brunswick Education regarding History, Geography and Society. Over the course of the past one hundred years, our perception and understanding of social studies and global issues has changed significantly in regards to Canada's altering position in the Worlds stage. We believe this has to do with different implications of the First World War such as gender roles, community needs, schooling, industrialization, and everlasting effects from the First World War.

DISCUSSION OF SOURCES

Primary Sources:

The bulk of our Sources were found at the New Brunswick Provincial Archives:

PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *W.S Carter, Chief Superintendent to Professor A. J. De Poing; 1918- 1920.*

PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *W.S Carter, Chief Superintendent to Mrs. V. M. Whitman, 1916.*

PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *W.S Carter, Chief Superintendent to Mrs. E. W. Ord Marshall, 1916*

PANB. RS 116 B.2.t.1. Chief Superintendant Office Records. *World Wars I and II; 1914-20, 1939-45.*

The Above letters were retrieved from the New Brunswick Provincial Archives, the letters that were of interest surrounded topics of Patriotism, World Relief Efforts, and Enrolment. The letters were correspondence from individual to the Chief Superintendent and the response from the Chief Superintendent W.S. Carter to these individuals in the years 1913- 1920.

Education, B. o. (1913). *Manual of the School Law and Regulations of New Brunswick*. Fredericton NB: The Gleaner Limited.

This Book was used throughout our project for referrals to rules and regulations. The information obtained from this source was the mandatory attendance ruling introduced in 1906 as well as recommended textbooks.

PANB. RS 735 2.a.2 Department of Education Printed Records. *School Law*. 1892-1929.

This book was published in 1892 but was used until 1929. This book included the roles of teachers, entrance exams and enrolment.

New Brunswick Department of Education, *Annual Report of New Brunswick Schools 1913-1916*. Fredericton, NB Canada, 1917

New Brunswick Department of Education, *Annual Report of New Brunswick Schools 1913-14*. Fredericton, NB Canada, 1915

New Brunswick Department of Education, *Annual Report of New Brunswick Schools 1914-15*. Fredericton, NB Canada, 1916

New Brunswick Department of Education, *Annual Report of New Brunswick Schools 1915-16*. Fredericton, NB Canada, 1917

These books included reports from all of the districts of New Brunswick regarding how education was being assessed. Included in the books were a lot of tables and statistics as well as a large number of War Relief efforts from the province on New Brunswick. We also used a large amount of information about the welfare of education in New Brunswick.

Secondary Sources:

A crisis in History Education: The Life Story of Myer's General History Textbook In New Brunswick Schools (1910-1949), Frances M Helyar, Thesis, University of New Brunswick September 2003.

This was a thesis paper produced by a student Frances M Helyar from the University of New Brunswick in 2003. This paper examined the history of education for the period of 1910-1940. Chapter 2 of this thesis was very useful to us as it described the troubles the government and the schools went through when it came to textbooks.

Context of Education in New Brunswick 1911-1920

During the decade of 1911-1920, New Brunswick taught many courses, which are similar to what is still taught today in schools. These subjects included mathematics, physical education, English, history and health. One of the subjects you will not find listed as a course though is social studies. You can find history, geography and even lessons in morals¹, all of which we would now put under the umbrella term “social studies” but at the time were taught as their own separate courses all over New Brunswick.

A big part of public education in New Brunswick during this time was patriotism. Although this is not a subject that would have its own course section, like history or geography would, patriotism was nevertheless being overwhelmingly brought into the schools. This is no surprise considering World War I broke out in 1914 and Canadians were thrown into a state of war. Today patriotism could be found built into our social studies curriculum through the ideas of citizenship and what it means to be a good citizen.

1914

CHIEF SUPERINTENDENT'S REPORT

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TABLE III.—SUBJECTS OF INSTRUCTION.

The following summary of Table III. shows the number of pupils receiving instruction in each subject, both in the Common Schools and in the Superior and Grammar Schools :

COMMON SCHOOL, GRADES I. TO VIII. INCLUSIVE.—YEAR
ENDED JUNE 30TH, 1914.

	First Term	Second Term
Physical Exercises	60,351	60,855
Lessons in Morals, etc	57,965	60,138
Sewing (Optional)	641	569
Knitting, (Optional)	373	323
Reading, Spelling, etc	60,255	62,362
English Grammar, etc	34,144	36,312
History	23,771	25,378
Drawing, etc	59,762	61,820
Writing, etc	60,254	62,385
Singing, etc	35,504	36,663
Arithmetic, etc	60,229	62,256
Algebra	2,094	3,627
Geography	34,471	36,564
Health Lessons	58,128	60,426
Nature Lessons	58,365	60,706
Latin (Optional)	1,914	2,223
French (Optional)	12,579	13,286

HIGH SCHOOL, GRADES IX. TO XII. INCLUSIVE.—YEAR
ENDED JUNE 30TH, 1914.

	First Term	Second Term
English Language and Literature	2,007	1,890
Latin	1,472	1,356
Greek	80	39
French	1,691	1,634
Arithmetic	1,636	1,557
Geometry	1,822	1,749
Algebra	1,911	1,876
Book-Keeping	560	968
Trigonometry	40	61

¹ Annual report of the Schools of New Brunswick 1913-14. Put out by the Chief Superintendent of Education. Fredericton 1915. P. XIII

One patriotic effort being exploited in New Brunswick schools during this time was fundraising efforts for the children of Belgium. Despite the fact that collections in public schools were actually contrary to laws in place during the time, New Brunswick schools managed to raise nearly \$35,000 for the destitute children in Belgium.² In this way students were being exposed to what was happening in the world, what life was like for other children, and would have been exposed to the ideas of thinking critically about what was happening so they could decide to act on it. In the New Brunswick General Reports Josiah Wood, the Lieutenant-Governor, said “the sympathy aroused by the suffering of others, and the planning of ways and means to provide for their relief, have an educational value beyond the amount of money raised”.³

Professor A. J. de Poings,
23 Sussex Ave.,
MONTREAL, P.Q.

Dear Sir:

Replying to your letter of January 8th, I may say the matter came before the Board of Education, and it was ORDERED, - "Pyled."

It is contrary to Law in this Province to take up collections in the public schools. Just one year ago the schools of this Province, by means of concerts and various entertainments, sent nearly \$35,000. - Belgian Relief.

While we entirely sympathize with your position in the matter, I do not think the schools should again be exploited so soon. I have been under the impression that recently the United States Government was making provision for Belgian Relief.

Yours faithfully,

Chief Superintendent.

There were also fundraising efforts from the teachers themselves during World War I. They managed to raise \$1100 for machine guns and other “patriotic purposes”. They funded this sometimes by willingly giving up percentages of their income to the war cause, or by means of “school entertainment”.⁴ While we are unsure of the specifics of what school entertainment means, it sounds like it would have been a community event and effort.

In reading of the Annual General Reports of New Brunswick Geo. W. Mersereau touched on the subject of the flying of the Canadian flag in different districts of New Brunswick, or rather the lack of it. He takes the opportunity to point out “The people don’t consider the flag of much importance or they would surely call the Trustees sharply to account for not having the flag flown on fine days”, going on to point out how in his district (Restigouche) they ensured the flag

² PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *W.S Carter, Chief Superintendent to Professor A. J. De Poing*, 1918- 1920.

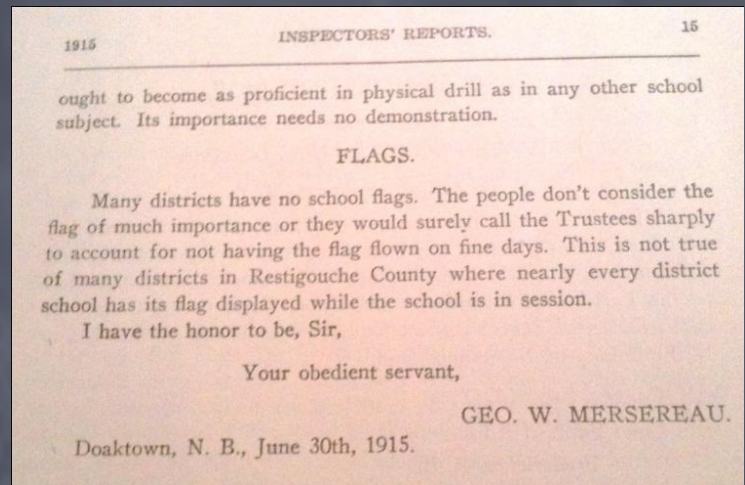
³ Annual report of the Schools of New Brunswick 1915-16. Put out by the Chief Superintendent of Education. Fredericton 1917. P. IVII

⁴ PANB RS 116 B.5.c.2. Chief Superintendant Office Records. *W.S Carter, Chief Superintendent to Mrs. E. W. Ord Marshall*, 1916

flew on fine days.⁵ The sudden surge to show your patriotism obviously made the flying of the flag on school grounds much more important during this time period then it had been previously.

World War I also gave New Brunswick a chance to update what was being taught in history. In the chief superintendents report from 1915 it was mentioned that there had been many examples where teachers had added folklore and history to what they were teaching in an effort to make history more appealing to students but also to “foster love of country”.⁶

Even the subject of geography during 1911-1920 became a way of developing “local patriotic sentiment”. Many teachers were ignorant to the geography of the district that they were teaching in. By using geography class to draw maps of their local district the teachers and the students were able to learn about where they live as well as take pride in where they live. It was perceived that if students developed pride in where they live through this little sentiment of drawing maps of their hometowns, it might eventually grow into a broader version of patriotism extending to their whole country.⁷



⁵ Annual report of the Schools of New Brunswick 1914-15. Put out by the Chief Superintendent of Education. Fredericton 1916. P.15

⁶ Annual report of the Schools of New Brunswick 1914-15. Put out by the Chief Superintendent of Education. Fredericton 1916. pXIVII

⁷ Annual report of the Schools of New Brunswick 1915-16. Put out by the Chief Superintendent of Education. Fredericton 1917. P. 47

INSTRUCTION.

It is not my purpose to report upon the whole course of instruction as carried out in the schools, but merely to mention one or two points applying more particularly to the ungraded schools.

Arithmetic.—There is far too little practical arithmetic taught and far too much of what may be called text-book feeding. All that an Inspector can do during one visit in a term by way of remedy is pretty small, but some practical suggestions have been made, and not all of them have fallen on barren soil.

Local Geography.—To this subject I gave a good deal of attention in the second term. A teacher is very often ignorant of the geography of the district. A good plan then is to make a map of the district. The school as the centre of the district is located, then with the aid of the pupils who have the local knowledge, the various roads may be traced out, the hills, valleys, brooks, rivers, lakes, forest land, swamp, farm land marked, then the residences, churches, stores, mills, cheese factories located. Then special note may be made for each farm that excels in some one feature as an orchard, a herd of cows, a flock of sheep, a crop of potatoes, or a flower garden. To stimulate interest in the subject, I have asked that one pupil of the school send me a copy of the map when completed. Of these I received a considerable number which were an indication as to what teachers were giving attention to the subject.

The study of local geography in a practical way is a means of developing a local patriotic sentiment, a sentiment which precedes and develops into patriotism of the broadest type.

Teaching and Learning Resources in Social Studies Education

We were able to find resources at both the UNB Library Archives and the New Brunswick Archives that speaks about the Compulsory Attendance at Schools from 1906 to present, as well as the required textbooks dictated by the Board of Education. Also we will be discussing the enrolments rates as well as entrance exams. The resources that we were able to obtain this information from were two text books from the Library Archives, “Manual of The School Law and Regulations of New Brunswick” as well as “Annual report of the Schools of New Brunswick 1913-14” and the Chief Superintendent Office Records which were taken from the New Brunswick Provincial Archives.

In 1906, the province of New Brunswick implemented mandatory attendance in schools. The Compulsory Attendance act was implemented by the Lieutenant-Governor and Legislative Assembly. It is up to the Trustees if the school to apply compulsory attendance. The act regulates that before the 1st day of August each year a list of all students age 7-12 inclusive of their name, their parents or guardians will be prepared. After April 1st a list of the children on the original list that have not attended for 80 days during the current school year will be notifying the parent or guardians, and then again after the last day of school who have not attended 120 days.⁸

TABLE I.—PUBLIC SCHOOLS: For the Year Ended June 30th, 1915, Preliminary.

COUNTIES.	FIRST TERM CLOSED SIX DECEMBER, 1914.			SECOND TERM CLOSED SIXTH JUNE, 1915.			YEAR ENDED SIXTH JUNE, 1915.		
	Schools.	Teachers and Assistants.	Pupils in attendance at schools.	Schools.	Teachers and Assistants.	Pupils in attendance at schools.	New Pupils in attendance at schools in open term.	Dropouts from schools in open term.	Net Gain or Loss in Pupils in Attendance at Schools.
Albert	68	68	1,843	67	70	1,809	175	62	1,076
Carleton	158	159	4,054	162	168	4,129	473	91	4,518
Charlotte	126	125	3,939	136	143	4,071	346	37	4,381
Gloucester	130	138	3,564	131	131	3,866	223	4	3,862
Kent	135	138	4,311	128	134	4,425	555	223	5,757
King	117	100	3,086	120	120	3,877	445	125	4,197
Madawaska	83	83	2,107	120	155	3,877	445	116	4,197
Northumberland	162	168	5,702	165	178	5,734	445	116	4,197
Queens	92	91	2,421	90	93	2,118	217	147	2,188
Restigouche	66	70	2,630	66	71	2,082	261	46	2,297
Saint John	255	274	9,611	284	278	9,530	310	29	9,811
Sunbury	44	45	1,174	40	43	1,125	110	12	1,263
Victoria	71	71	2,063	73	74	2,285	307	36	2,556
Westmorland	227	236	8,555	232	240	8,707	669	254	9,122
Yorke	204	211	6,054	203	210	6,330	611	69	6,870
New Brunswick	1,064	2,055	61,645	1,064	2,196	66,505	5,778	1,516	72,013
Cor. Terms 1913-1914	1,021	2,000	62,375	1,022	2,032	61,310	5,542	2,805	70,022
Increase	43	45	2,870	42	74	2,195	236	1,290	1,991
Decrease									

Larger Photo in Appendix A

⁸ Education, B. o. (1913). *Manual of the School Law and Regulations of New Brunswick*. Fredericton NB: The Gleaner Limited.

In the early 1900's the enrolment in public school in New Brunswick was said to be 66 500, enrolment increased by 1911 to 69 000, and again in 1921 to 73,500.⁹ The increase in enrolment has to do with the compulsory attendance, as well as the availability of schools.

According to Chief Superintendent's Records and Annual Reports, there were different topics taught however, "during the 1919-1920 and 1920-1921 school years, between 94 and 99 percent of the nearly 2,500 pupils in Grade 9 through 12 received instructions in History."¹⁰

Entry exams:

Entrance Exams were seen as compulsory by the NB Education Act. High School entrance exams were given at the beginning of First Term in each school year. The Exams were held simultaneously on the Monday following June 15th at each Grammar school or other schools as they may have pupils in Grade VIII.¹¹ The objection of the Entrance Exams was to determine the Division of the students. There were three eligible Divisions, I and II.¹²

Division 1- Those whose aggregate marks amount to not less than two-thirds of the total number of marks

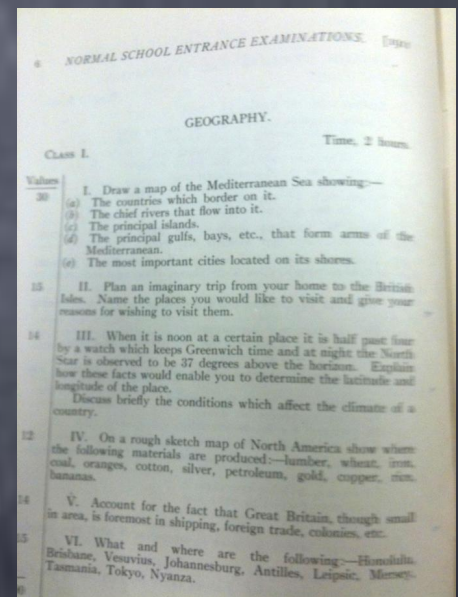
⁹ PANB. RS 735 2.a.2 Department of Education Printed Records. School Law. 1892-1929.

¹⁰ Board of Education. Annual Reports of the Schools of new Brunswick 1919-20. Fredericton:Government of New Brunswick 1921. PANB RS822/A.

¹¹ Annual report of the Schools of New Brunswick 1915-16. Put out by the Chief Superintendent of Education. Fredericton 1917. P. 47

¹² Annual report of the Schools of New Brunswick 1915-16. Put out by the Chief Superintendent of Education. Fredericton 1917. P. 47

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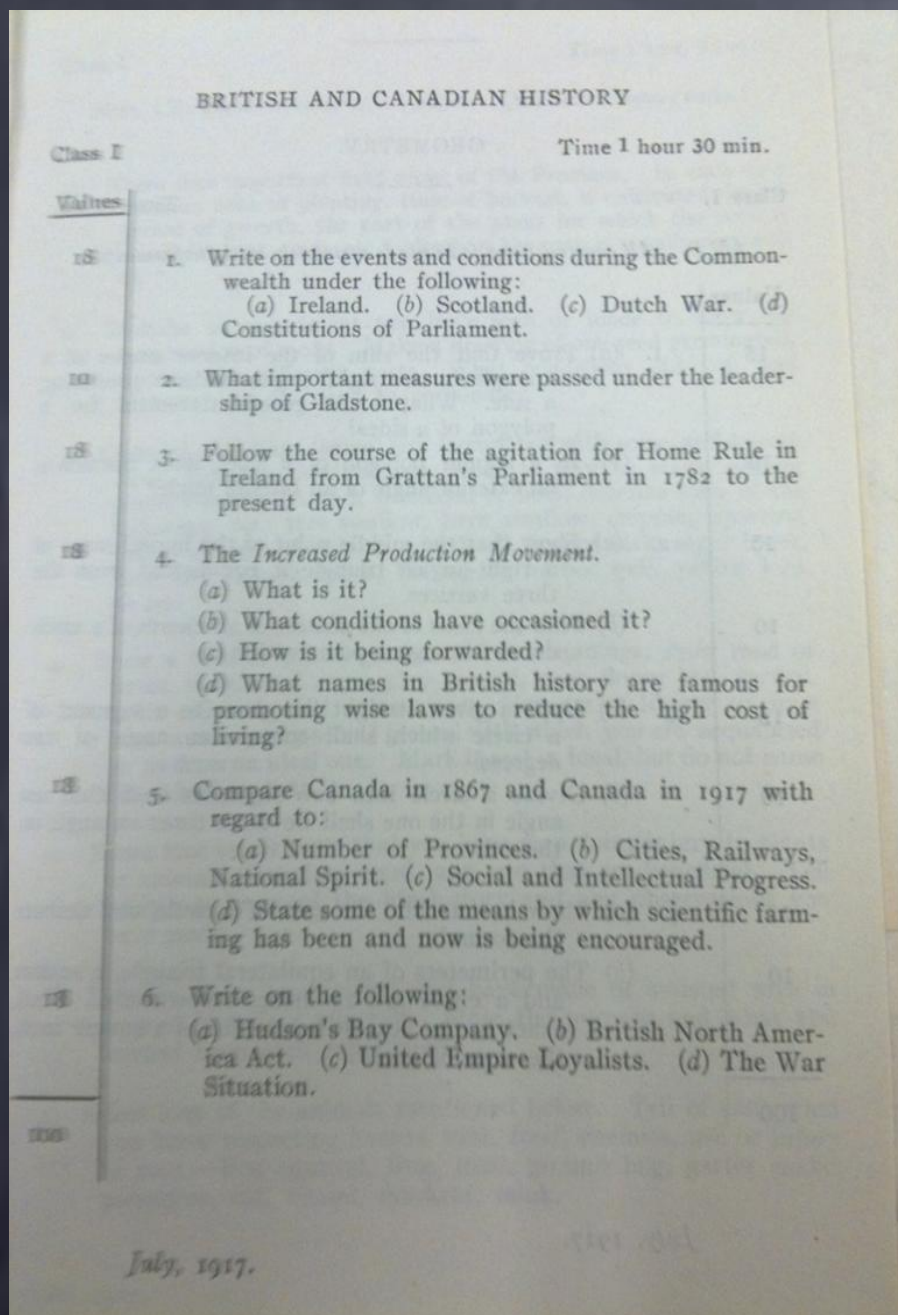
possible to be obtained, and whose marks on each subject shall not be less than one-half of the maximum assigned to such subject.

Division II- Those whose aggregate marks amount to not less than one-half of the

total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-third of the maximum assigned to such subject.

Those students who obtained less than the two divisions would then be further tested by the local Superintendent or Secretary. Those students who would be permitted would then enter the Grammar school or High School under the standard, Division III.¹³

We found this discovery to be very similar to what has been carried forwards to our levelling system we now have in the high school level. We do not conduct entrance exams now until the university level, but there are three different levels of classes present at the high school level.



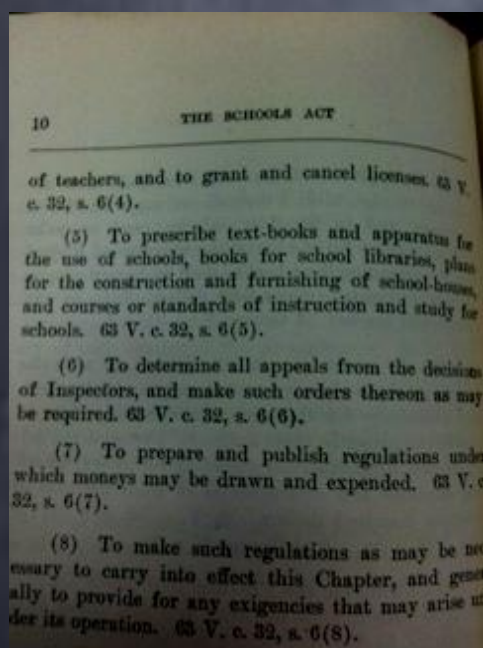
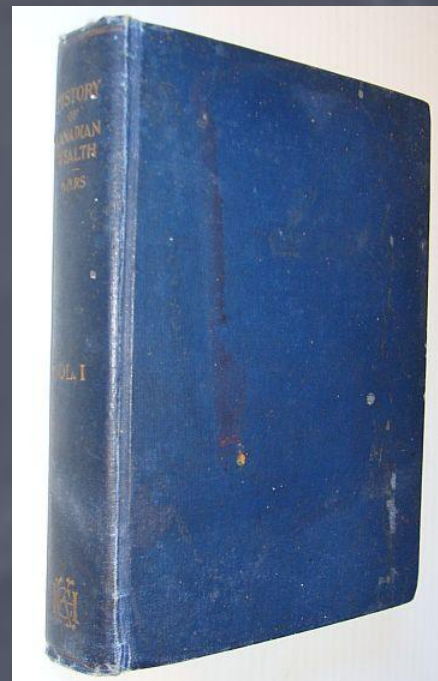
¹³ Annual report of the Schools of New Brunswick 1915-16. Put out by the Chief Superintendent of Education. Fredericton 1917. P. 47

Geography and History are two subjects that students were to write entrance exams for.

Textbook Cost, Origin and Perspective:

Even though there were lack of teacher training and teacher shortages present at this time, these were not major issues. The incurred costs of textbooks were the largest concern voiced by New Brunswickers and administration involved.

In 1915, Carter wrote to W.J.S. Myles of Saint John High School, this was to describe the textbook committee that would be in place and their roles would be to “acts only in advisory capacity, and has no legal existence, but the Superintendents have for the last few years availed themselves of such a Committee, elected by the Provincial Teacher’s Institute” (W.S. Carter to W.J.S. Myles) ¹⁴



Regarding costs of Textbooks in 1917 “Pastor M.L Richard wrote to Carter in 1917 to complain about what he suspected was gouging on the part of the bookseller in his parish”¹⁵ In the letter he explained that he had investigated the matter and found that the book seller was selling the books at 100 percent profit, for more detail was selling “geographies 60 cent 2nd reader 35 cents 1st reader 25 cents etc.” (Richard to Carter)¹⁶ At this point the School Act became involved.

¹⁴ Textbook Committee Report, 20 December 1919. Chief Superintendent Office Records, Correspondence Regarding Textbooks and library books 1915-1920. PANB. RS116 B/2/s/3.

¹⁵ A crisis in History Education: The Life Story of Myer’s General History Textbook In New Brunswick Schools (1910-1949), Frances M Helyar, Thesis, University of New Brunswick September 2003.

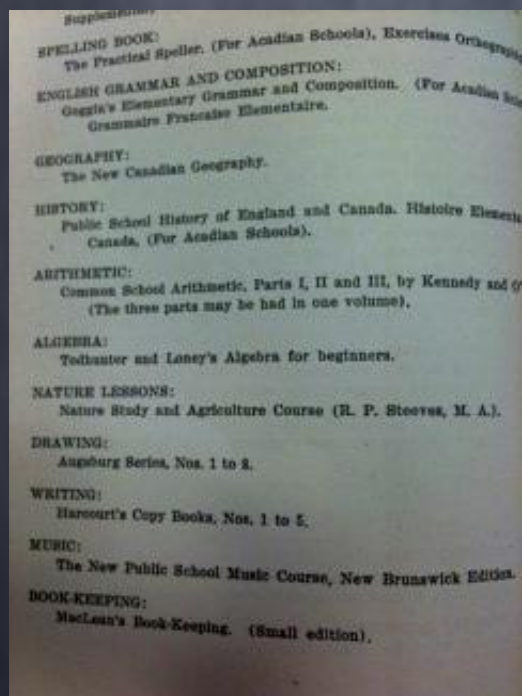
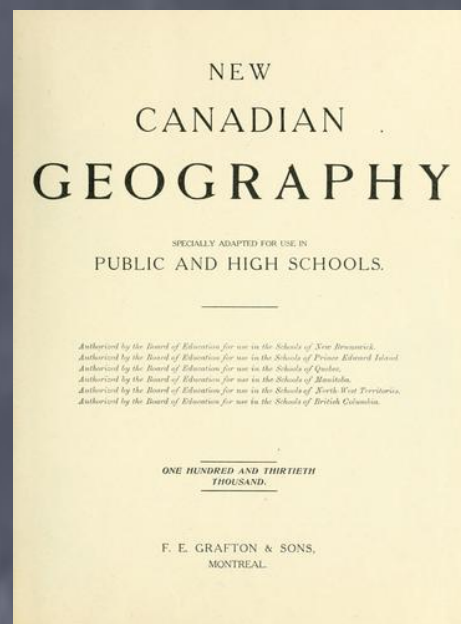
¹⁶ Textbook Committee Report, 20 December 1919. Chief Superintendent Office Records, Correspondence Regarding Textbooks and library books 1915-1920. PANB. RS116 B/2/s/3.

Resources:

The Board of Education empowered to prescribe Apparatus and Text-Books, sec 5, (5).

"If after notice, any parent, master or guardian refuses or neglects to furnish any child with the prescribed books required in his classes, the Trustees are to supply the books to the pupil, and the parent, master, or guardian (the same not being indigent) to be liable for the cost", secs.73, 1905. Education Act¹⁷

Geography: Map of the Maritime Provinces (Mackinlay's recommended); Map of the Dominion; Map of the World, or Parkin's Map of the British Empire; Maps of the Great Divisions of the Earth as needed; Johnson's Maps of the Great Divisions of the



Earth as needed; Johnson's Maps of Ancient Geography for this High Schools only. A Terrestrial Globe.

Natural History: Simple apparatus and material for prescribed course of Nature Lessons, as directed by the Inspector.

Common School Books:

Geography Book: The New Canadian Geography

History Book: Public School History of England and Canada. Histoire Elementaire du Canada (for

Acadian Schools)

¹⁷ Education, B. o. (1913). *Manual of the School Law and Regulations of New Brunswick*. Fredericton NB: The Gleaner Limited.

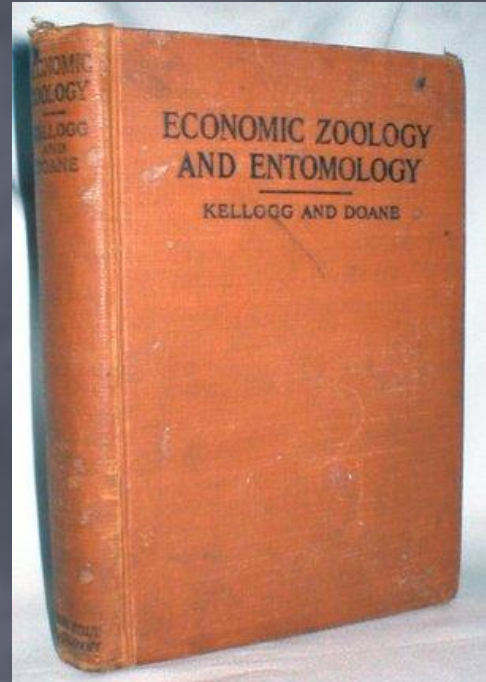
Nature Lessons:_ Nature Study and Agriculture Course

High School books:

History and Geography: Myer's General History.
The New Canadian Geography

Recommended for Teachers:

History: Green's History of the English People;
History of Canada, by C.G.D. Roberts; L'histoire
du Canada, by Rev. Ph. F. Bourgeois¹⁸



Broader Social Contexts 1911 – 1920

From 1914 to 1918 Europe and the rest of the world was engulfed in the First World War. The unprecedented size and devastation of this conflict meant that every aspect of life in nations involved was touched by it, one of the most important and influential was education. In New Brunswick schools the curriculum seemed to take a major shift towards addressing many of the social and political implications of the war. Issues such as food production, nationalism, enlistment and imperialism became a significant part of school.

With the onset of the war many teachers both men and women from New Brunswick enlisted to fight. A list of some of the teachers who enlisted can be seen hear:

¹⁸ Education, B. o. (1913). *Manual of the School Law and Regulations of New Brunswick*. Fredericton NB: The Gleaner Limited.

, N.B., May 6th, 1916.

List of N.B. Teachers who have enlisted.

1. S. B. Anderson,
2. Irenees Arseneau,
3. Arthur Barry,
4. W. Leo Bonnell,
5. Clarence Burden,
6. Hazen Carson,
7. Norman Cass,
8. Geo. W. Chapman,
9. Dean Colpitts,
10. Burwell Douglass,
11. Chester M. Eagles,
12. Theophile Fournier,
13. James Leon Frenette,
14. John R. Gale,
15. Whitfield Ganong,
16. Allen Good,
17. F. A. Good,
18. J. C. Hanson,
19. Hunter,
20. J. Stewart Henry,
21. L. D. Jones,
22. Gordon Jones,
23. Tranquil Landry,
24. Chas. M. Lawson,
25. William Lawson,
26. F. C. Manning,
27. Fred McDonald,
28. Cameron McFarlane,
29. Ralph J. McKenzie,
30. Wesley McNamara,
31. Earle D. MacPhee,
32. George Perry,
33. Leon J. Savage,
34. Leon Savoie,
35. Robert B. Wilson,
36. Ralph C. Gale,
37. Bertram Campbell,
38. Claude Estabrooks,

The large number of people employed by the schools enlisting meant that there was a shift in the structure of teaching faculties across the province. In a letter to a Sir Philip Hutchins in London the chief superintendent in New Brunswick stated:

“...inquiring as to the statistics of the number of teachers who have left their schools in this province to join the war, I may say we have no accurate means of

Knowing these....We have not a large number of male teachers engaged in our service, but to my certain knowledge nearly all of our young men have gone.”¹⁹

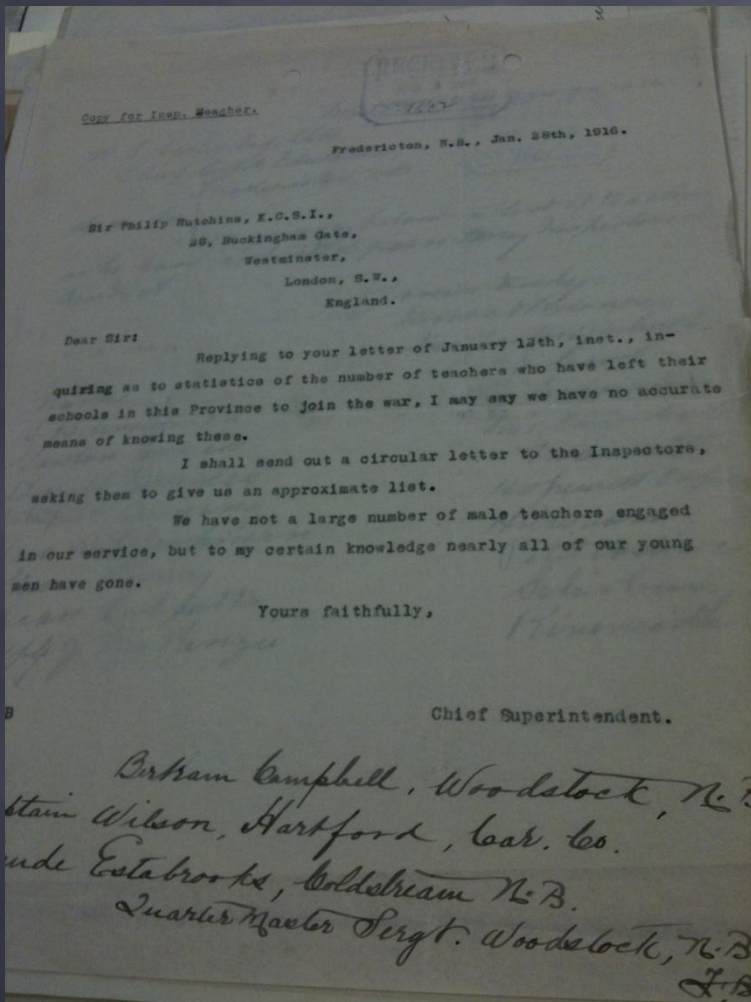
Teaching was generally a profession dominated by women at this time. But like with most other professions during the war it fell to women to expand their efforts and fill the void left by those who went to fight. With women taking on all of these roles during the war and with increasing influence of suffrage movements women were granted voting rights. This had an interesting effect on the interactions between parents and schools. There seemed to be a level of concern regarding women voting on school matters. In a

letter to a Mr. W. E. S. Westmore of Bloomfield Station the chief superintendent stated:

“I may say that I do not think there has been any change in the law with respect to the votes of married women at the school meetings. Single women, having property, are, as you know, are entitled to vote. I do not think that the new law, giving Women Suffrage, as yet applies to school meetings”²⁰

¹⁹ Chief Superintendent of New Brunswick to Sir Philip Hutchins K.C.S.I. London England 1916.

²⁰ Chief Superintendent of new Brunswick Fredericton to W.E.B Wetmore Bloomfield Station 1919



It is evident from this correspondence that the notion of women voting was a contentious issue at the time. Although women's suffrage was met with some concern and caution by schools, it was a driving force of social change which would be integral in shaping the study of history and society.

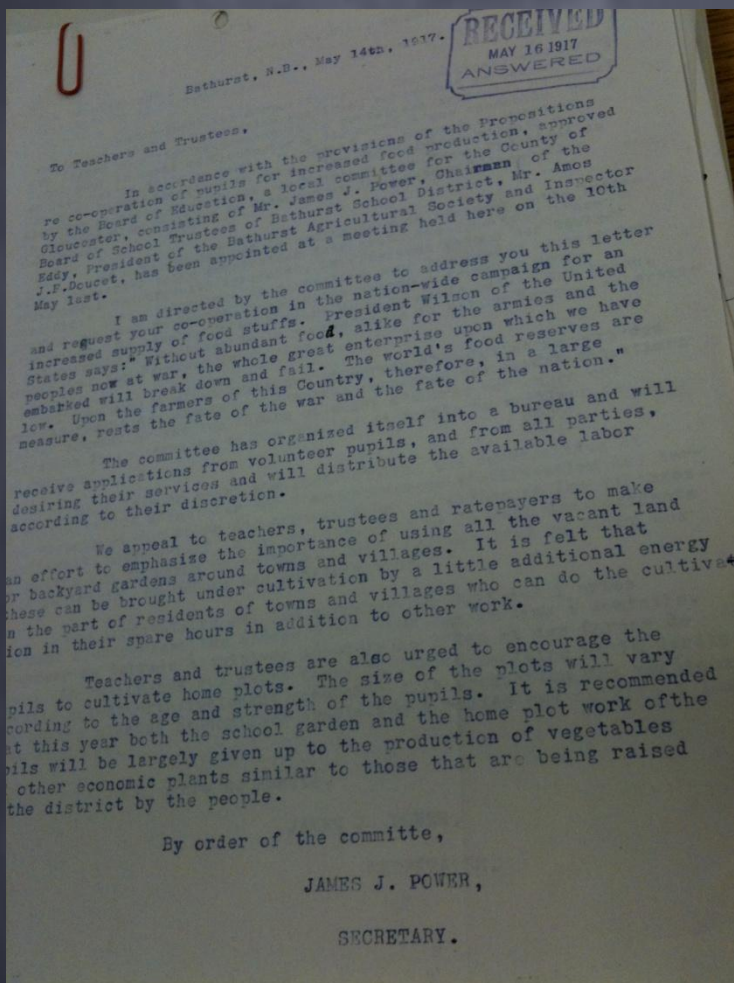
Another contentious issue of this time due to the war was the presence of people of German decent in Canada.

Suspicious of allegiances to Germany and spying were rampant even and even found their way to the school system.

One concerned citizen wrote the superintendent about the appointment of a school mistress. He wrote:

"I have not been in the habit of attending school meetings but I learn that Mrs. Gans has been appointed mistress at the school here.....but as her father in law is of German decent and very pre-German in his sentiments it hardly seems a suitable appointment at a

time like this when one would wish to have only patriotic views set before the children"²¹



²¹ Chief Superintendent New Brunswick Fredericton to unnamed Carleton County New Brunswick 21 July 1916

This letter indicates how strong anti-German sentiments were in Canada at this time and show how perceptions of patriotism and nationalism were central in social thought and study. The man who wrote the letter was not a parent but his concern shows how students and schools were influenced by their communities.

Social trends and hysteria generated by the war affected schools in many different ways. These tended to be geared towards fostering patriotism amongst the students and instilling the sense that everyone had to do their part to ensure victory for king and country. One of the ways in which this was done was through a program to increase food production. According to a letter distributed to teacher and school trustees in Bathurst New Brunswick by James J Power there were growing concerns over the world's food supplies and what that meant for the war effort. A committee was formed consisting of Mr. Power who was Chairman of the board of school trustees in Bathurst, Mr. Amon Eddy President of the Bathurst Agricultural society and Inspector J. F Doucet.

The goal of this committee was to convey this dire message and inspire students to do their part. One way they did this was to act as a recruiting bureau which took applications from students who wished to volunteer for labor. Their pleas also extended into the curriculum. The committee requested teachers emphasize the importance of using all vacant land and as well as backyard gardens in towns and villages. The committee also suggested that each student cultivate their own home plots with size depending on the age of the student. They also suggested school gardens be grown, primarily consisting of vegetables and other "economic" crops. Through this program students gained another connection to the conflict. The idea was they would become part of the war effort itself supporting their troops and their country through citizenship and community involvement.²²

Clearly the First World War had an impact on society and education as a whole in Canada. Students fell into the center of many broad social trends and changes which affected the way society viewed gender, race and nationalism. All

²² James J. Powers to the Teachers and Trustees of the Bathurst School Board Bathurst New Brunswick 1917

of these issues fall into the course that we now call social studies. International awareness, community involvement, history and nationalistic fervor were an integral part of education at this time.

Significance of Study for Education in New Brunswick Today:

Social Studies education between 1911 and 1920 was quite different then it is today. Even though we have most of the same subject in our present school system, today we do not see as large of an emphasis on patriotism. Current social studies classes look more into direct connection in your community and surroundings more so then the overall picture of your country. Our classes today are more so surrounded around being a good citizen and history of events that may have occurred such as the war in 1914. We now categorize subjects such as history and geography all under social studies.

The current curriculum for secondary schooling in New Brunswick has purposely incorporated these ideas into the curriculum appose to relying on current events and suggestions for extra curricular supplementation.

Conclusion:

Some differences that we noted in our research is that many students and teachers were to enlist in the war or the army at a young age. Now we have mandatory school attendance up to grade 12, and also a mandatory age before entering into the army. School attendance is crucial now in schools, there are rules and regulations for time missed and consequences when that occurs. When looking at attendance records we found that some students would only attend school for a small period during 1911-1920. We were able to link time missed in school to participation in the war, distance between homes and schools, finances, health and the home responsibility of helping with farming and housework. These tasks were looked at as more valuable then classroom lessons for some time.

The War most definitely attributed to the difference in attendance by both teachers and students enrolled. More community aide and patriotism was influenced onto the students at this time. Such examples of this would be the war relief efforts, flying of flags and signing of songs.

Appendix A:

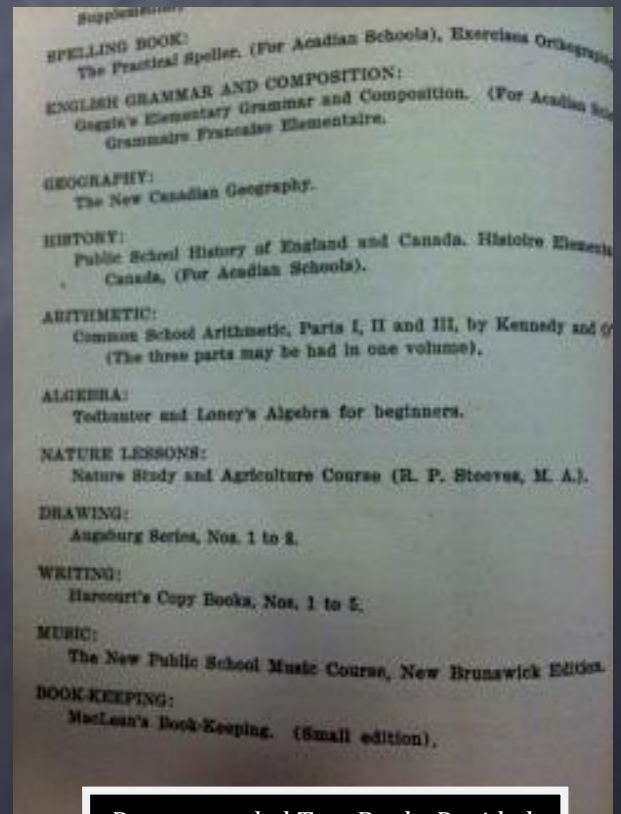
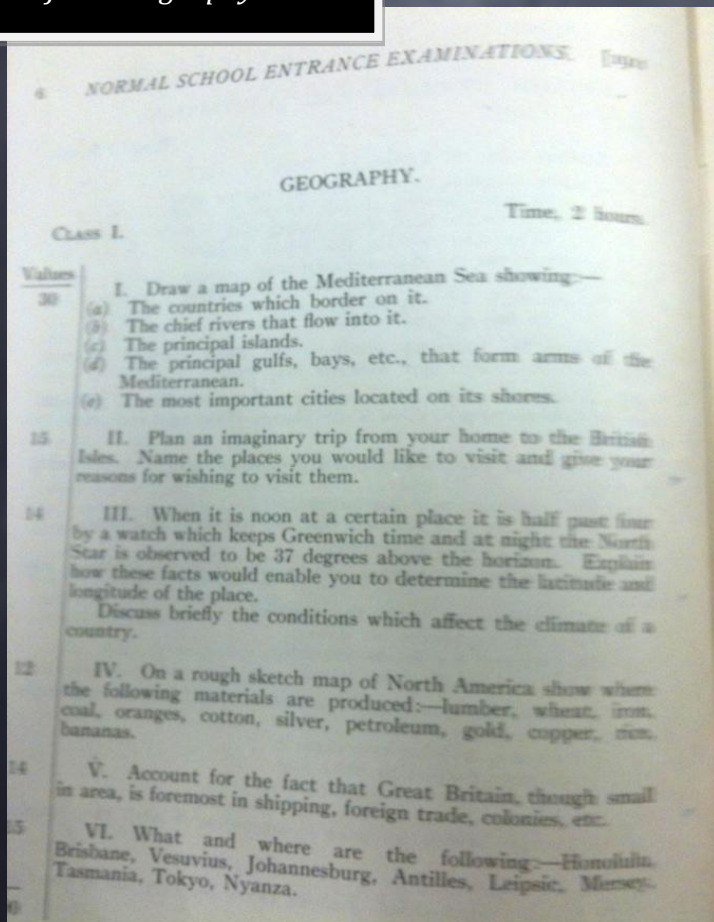
TABLE I.—PUBLIC SCHOOLS: For the Year Ended June 30th, 1915, Preliminary.

COUNTIES.	FIRST TERM CLOSED 31ST DECEMBER, 1914.			SECOND TERM CLOSED 30TH JUNE, 1915.						YEAR ENDED 30TH JUNE, 1915.			
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	Pupils in attendance at Schools in operation at the previous Term.	No. of Pupils having Schools in operation during the Dec. Term, that were without schools in the June Term.	No. of Pupils having Schools in operation during the June Term, that were without schools in the Dec. Term.	Total No. of Pupils in attendance at Schools within the year.	Total No. of Pupils in attendance at Schools within the year.	Total No. of Pupils in attendance at Schools within the year.
Albert.....	68	98	1,843	67	70	1,903	175	52	2	3	2,070	2,070	2,070
Carleton.....	158	159	4,054	162	168	4,429	473	91	3	3	4,018	4,018	4,018
Charlotte.....	136	143	3,939	136	143	4,071	305	57	6	7	4,301	4,301	4,301
Gloucester.....	136	136	5,664	131	151	5,998	595	233	4	7	6,492	6,492	6,492
Kent.....	135	138	4,511	138	134	4,423	433	120	13	6	4,244	4,244	4,244
Madawaska.....	157	160	3,080	153	155	3,877	448	116	11	8	3,038	3,038	3,038
Northumberland.....	162	168	5,702	85	86	3,373	416	115	2	7	2,385	2,385	2,385
Queens.....	92	93	2,021	165	178	5,724	445	140	3	2	1,200	1,200	1,200
Restigouche.....	66	70	2,630	93	93	2,118	217	147	13	8	2,437	2,437	2,437
Saint John.....	235	274	9,611	224	278	9,530	316	48	4	1	9,977	9,977	9,977
Sunbury.....	44	45	1,174	40	43	1,125	307	30	2	2	1,200	1,200	1,200
Victoria.....	71	71	2,063	73	74	2,285	110	12	6	3	2,437	2,437	2,437
Westmorland.....	227	236	8,556	233	246	8,767	699	254	6	12	9,470	9,470	9,470
York.....	204	211	6,054	203	216	6,200	611	69	10	6	6,736	6,736	6,736
New Brunswick	1,064	2,055	64,645	1,064	2,106	66,505	5,778	1,516	86	81	72,013	72,013	72,013
Cor. Terms 1913-1914	1,021	2,009	62,275	1,022	2,032	64,310	5,542	2,805	97	113	70,622	70,622	70,622
Increase.....	43	46	2,370	42	74	2,195	236	1,280	11	32	1,391	1,391	1,391
Decrease.....													

School Attendance 1915

Entrance Exam for High
School Students.

Subject: Geography



Recommended Text Books Decided
by the Board of Directors

Appendix B: Letters

February 17th, 1915,

Mrs. V. M. Whitman,
c/o Judge M. N. Cockburn,
St. Andrews, N.B.

Dear Mrs. Whitman:

Replying to your request of February 15th, asking that a song, entitled "Soldiers of Canada" be introduced into the schools, I beg to state that I am not authorized to grant your request, without the permission of the Board of Education.

I may say that somewhat similar requests to introduce songs of a patriotic nature have been made, and I think in fairness to all that it would be better to advertise the songs in the usual way, and have them introduced that way.

The object is an excellent one, but there is such a tremendous amount of war literature presenting itself to notice that it is very embarrassing to give due attention to all.

We are at present mailing to every school at least four pamphlets relating to the war, and with our present clerical staff, it is at present impossible to do more.

Yours faithfully,

Chief Superintendent.

*Letter from the Chief Superintendent
in response to a request that schools
be able to play "Soldiers of Canada"
to Mrs. V. Whitman*

Letter to Prof. A.J. de Poing
from Chief Superintendent

Professor A. J. de Poing,
32 Sussex Ave.,
MONTREAL, P.Q.

Dear Sir:

Replying to your letter of January 8th,
I may say the matter came before the Board of Education,
and it was ORDERED, - "Filed."

It is contrary to Law in this Province to
take up collections in the public schools. Just one
year ago the schools of this Province, by means of
concerts and various entertainments, sent nearly
\$35,000. - Belgian Relief.

While we entirely sympathize with your
position in the matter, I do not think the schools
should again be exploited so soon. I have been under
the impression that recently the United States Govern-
ment was making provision for Belgian Relief.

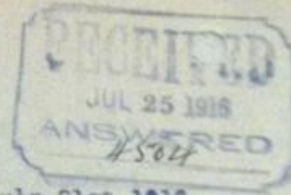
Yours faithfully,

/B

Chief Superintendent.

Upper Woodstock,

Carleton County, N.B.



July 21st 1916.

Dear Sir,

The matter which I wish to bring to your notice does not concern me personally as I have no children and shall probably be leaving Canada, for England, in the autumn. I have not been in the habit of attending the School Meetings but I learn that Mrs. Gans has been appointed mistress at the School here I do not know the woman personally nor do I know anything against her character ; but as her father-in-law is of German origin and very pro-German in his sentiments it hardly seems a suitable appointment at a time like this when one would wish to have only patriotic views set before the children.

Hoping that you will view this matter in the same light in which I do,

Believe me

Yours truly,

Lucy H. Warner

- Carter Esq.

Superintendent of N.B. Schools,

Fredericton, N.B.

A letter to the Superintendent of education, regarding, the appointed mistress and her family background.

Letter from Chief Superintendent of
Education to Mr. J.D. Hasen
Regarding the expulsion of Acadians

Dec. 26th, 1910.

Hon. J. D. Hasen,
Premier & Attorney General,
St. John, N. B.

Dear Sir,-

I beg to acknowledge the receipt of your letter enclosing
extract from the Canadian History, re the Expulsion of the Acadians.

Regarding the words at the end of the last paragraph-
"In the meanwhile, impartial history has not the right to affirm
that the banishment of the Acadians was a necessary or justifiable
measure of administration", I wrote the author that I thought this
paragraph would prove controversial, because there are some who re-
gard the measure as having been both necessary and justifiable, and
others who regard it as a necessary measure but not justifiable.
I did not intend to convey the idea that the paragraph was objecti-
vable in any other way.

Yours faithfully,

Chief Sup't. Education.