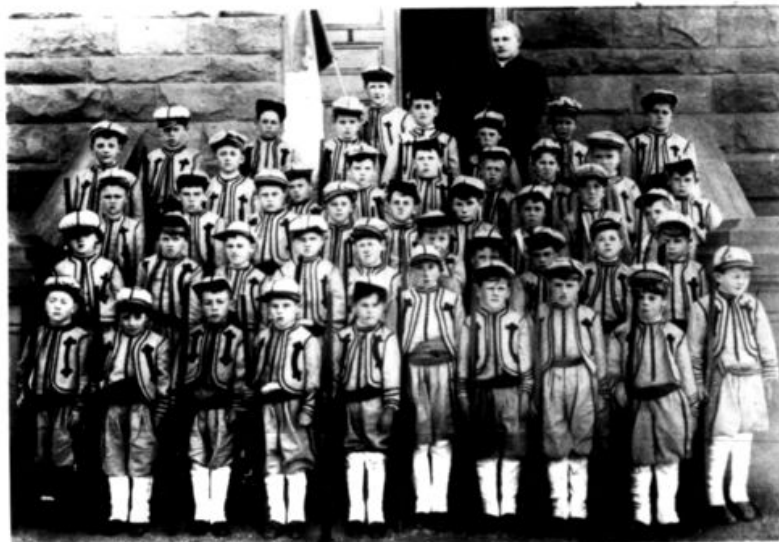


# Social Studies Educational Aims and Practices in New Brunswick during the 1930's



(New Brunswick with Maps, Diagrams, and Illustrations, Wallace, The Educational Book Co.)



(Provincial Archives, A1683)

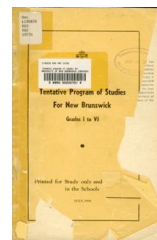
# Hypothesis:

We expected to see more overt stereotypes in textbooks, and exclusion of multicultural issues on a regional scale (i.e. Native and Black Canadian perspectives). We anticipated a focus on nation-building and national pride due to the fact that it was the interwar period, with a greater emphasis being placed on global and national understanding and cooperation. Structurally, we assumed that Social Studies would become a study on internationalism and citizenship as opposed to nationalism. The subjects taught, we expected, would be farming, some biblical history and regional geography and history of trade and resources in NB (vocational education).

We assume that Dewey, and the Progressive Education Societies' theories gained speed and recognition in the twenties and took shape in the early or mid-thirties in Canada—with reservations about its effect on NB education, as it is a province with such a small population. Because of the arms race and need for new forms of industry to match new forms of technology, we assume that better skilled workers were required, which could change the entire physical structure and purpose of education. Additionally, the Stock Market Crash of 1929 led to the recession lasting until 1932 and beyond in some cases and the effect of this downturn on education could be drastic. Furthermore, in 1938 World War Two was in full tilt, loss of life, industrial focuses and the arms race for WWII, conscription, and loss of money for schools may have had devastating effects on education during that time.

On the first day of research we stumbled upon a tiny yellowed booklet in the Government stacks of the UNB Library. It was full of 'progressive-like' teaching rhetoric, and intrinsically-centered lessons. It was the "Tentative Program of Studies for New Brunswick", printed in 1938. We felt that much of this old booklet spoke to the practices that we are being taught to use as educators in the context of 21st century learning. Some concepts of instructions in Social Studies seemed civics driven and community-centered, and much of the instructional advice seemed "before our time". Such ideas advocate pushing rote/memory/standardized testing out and focusing on what many progressive educators referred to as 'true education' (i.e. experiential learning) which is what we still seem to be exploring today.

This book is really the epicentre of our project. Through our research we wish to discover whether the curriculum ideals were ever truly implemented in N.B or if they fell silent with the onset of WWII, and the false economic security formed once the Nazis were defeated and industries grew. We will analyze the Progressive Educational Movements of the era, the social and economic climate of the province, country, and world to best express the role the Social Studies Education played in society at this time.



# Discussions of Sources

## Primary Sources:



- New Brunswick with Maps, Diagrams, and Illustrations, Wallace, The Educational Book Co. Limited, W.J. Cage and Co. Limited Distributing Agents  
*This Original Text book, used to teach during the era offered perspectives on Social Studies as well as population, and geographical facts that helped to describe the 1930s*
- Dent's Canadian School Atlas, J.M. Dent & Sons (Canada) Limited
- The World at Work, Wallace W. Atwood, Ginn and Company
- Modern School Geography and Atlas, T.U. Hall, Colonial Book Store, Saint John NB, originally printed in 1860.
- The World A General Regional Geography, Jasper H. Stembridge, Oxford University Press
- A Commercial and Economic Geography, Neil F. Morrison , M.A. , The Ryerson Press, Toronto

*All of these text books were used in a comparative way. By comparing the perspectives, geographic agricultural and economic focuses we were able to better understand the motives and educational climate of that decade.*

- Provincial Archives, A1683, St Joseph's School for Boys. Journal: Student records correspondence notes, P1912- 1932, 1947- Microfilm, 1981 *The documentation from the microfilm helped us to better*

*understand schools, their identities with small communities, and the ceremonies and activities that took place during the era. It also provided photos.*

- Tentative Program of Studies for New Brunswick Grades-VI, Printed for Study only and not for use in the Schools, July 1938.  
*This is the epicentre of our project. This tiny document is what we have centered our research around. The mystery for us was whether the progressive aims taking shape in the rest of Canada ever took hold in our province.*
- Programme of Studies for New Brunswick Schools, Grade I to VI, The Government of the Province of New Brunswick Authorized by the Board of Education, Hon A P Paterson Minister 1939, Saint John BN, J& A McMillan Limited 1939.  
*This document was implemented into the schools after the Tentative Programme of Studies was presented. This, along with the minute's document, and the Curriculum document used in 39 helped to answer the questions we had about the implementation of Progressivism.*
- A Reader in Canadian Civics, W. Stewart Wallace, M.A., Authorized by the Minister of Education For Ontario, Toronto : The Macmillan Company of Canada Limited, At St Martin's House, 1935  
*This text book on civics has helped to better help us understand the role of Civics in Social Studies Instruction.*
- Success and Health: Canadian Hygiene Series, Andress, and Evans, by J. Mace Andress Ph D. And W. A. Evans. MD. Authorized for use in New Brunswick, Newfoundland, Nova Scotia, Prince Edward Island, Quebec, and Saskatchewan, Ginn and Company Toronto.  
*This text helped show progressive aims of health, ever present in Progressive Educational motives.*
- Provincial Curriculum Committee minutes, 1937-1940, Education Curriculum and Research Branch Records, Provincial Archives of New Brunswick.  
*These minutes were a direct reflection of the administrator's thoughts and reactions to the educational reforms and movements in 1937- 1940.*
- Chief Superintendent of Education. (1931-32; 1932-33; 1933-34). Annual Report(s) of the Schools of New Brunswick. Fredericton, N.B.  
*These Annual Reports helped to describe the cultural, educational, and political climate of the era.*
- Healthy Citizenship, Andress and Evans, Grade VII, Sept 1939,  
*This showcased how citizenship, community, and hygiene had a working relationship through educational eyes of that time.*

# Secondary Sources:

- World Events: Mountain Times. <http://www.mountaintimes.com/history/1930s/world.php3>  
Retrieved 25 February, 2011.
- The Canadian Encyclopaedia: League of Nations. <http://www.thecanadianencyclopedia.com>.  
Retrieved 25 February 2011.  
*Both of these sites were instrumental in helping us understand the interwar period on a global scale.*
- **See:** Canada in the making: Constitutional History, 1931-1982  
[http://www2.canadiana.ca/citm/themes/constitution/constitution15\\_e.html](http://www2.canadiana.ca/citm/themes/constitution/constitution15_e.html). Retrieved  
*This document was used to understand the broader social context of the province.*
- [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com), Timeline 1930's. Retrieved on Feb 25, 2011.  
*This webpage was useful in identifying key events in Canada and in the world, during this time.*
- A New Brunswick Album: Glimpses of the way we were, Mary Biggar Peck, Copyright, 1987.  
*This photo album provided images for the site.*
- Creating Citizens: History and Identity on Alberta's Schools 1905-1980, Amy Con Heyking  
University of Calgary Press: 2006  
*This document was useful in highlighting the community and citizenship components necessary for progressive educators.*
- New Brunswick's Population Growth Strategy in Historical Perspective, Greg Marquis, New Brunswick Atlantic Studies Research and Development Center. 2008  
*This paper showcased similarities between the 1930s and today, and additionally described the province with a pluralist/ standpoint; questioning politics.*
- New Brunswick Schools: A Guide to Archival Sources, Diana Moore, Andrea Schwenke, Academic Press, Fredericton, New Brunswick 1992.  
*This book gave some insight into the educational climate of that decade.*
- The History of Science Education: 1931-1940 (Jill Dryer, Kerrie Sears, Tina O'Toole...A History of Science Education Website)  
*This website helped us very much. It was an excellent template, helped us develop our thesis, and provided a list of resources that helped us better understand the era.*
- Parallel Progressivist Orientations: Exploring the meanings of progressive education in two Ontario Journals, The School and The Canadian School Journal 1919-1942.  
Theodore Michael Christou Queen's, Copyright © Theodore Michael Christou, 2009

*This Thesis discusses helps to describe the movement of progressive education, in Ontario. It helps describe the global and national forces of that time.*

- Education: Two Centuries of Progress 1784- 1984, Published by the Department of Education, Province of New Brunswick.

*This report was used to understand the educational reforms*

- A Common Countenance, Stability and Change in the Canadian Curriculum, George S. Tomkins, Prentice-Hall Canada Inc., Scarborough, Ontario, 1986

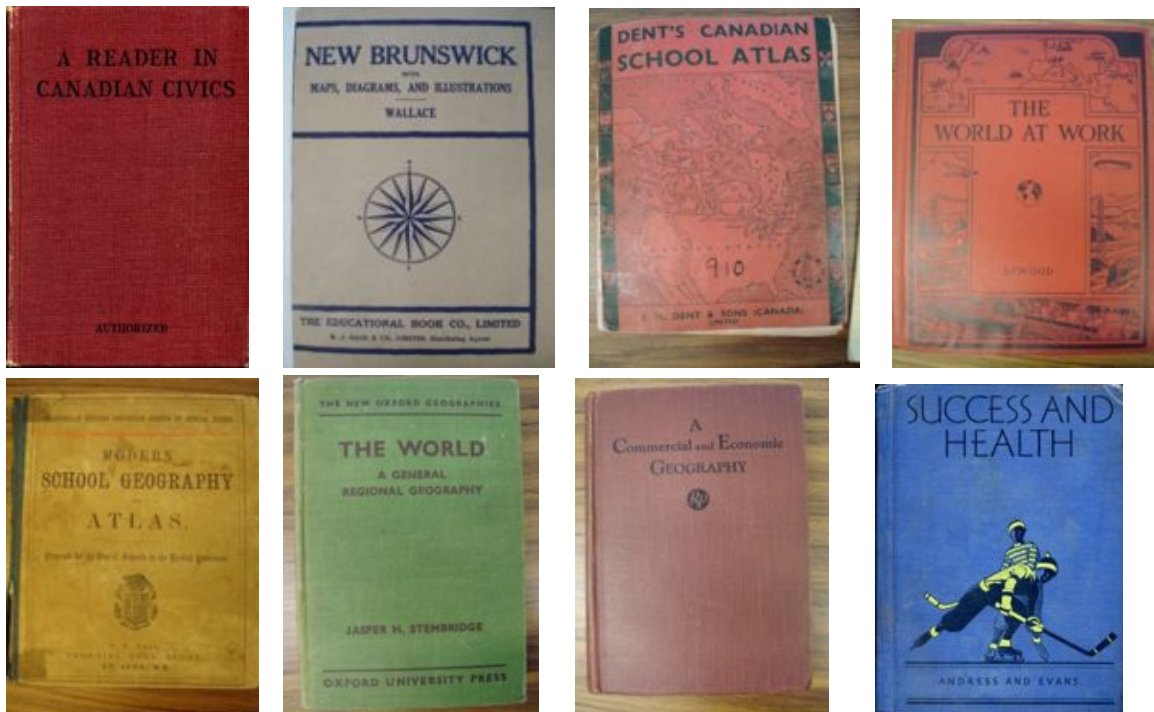
*This book breaks down Canadian Curriculum by decade, educational movement and includes all provinces of relevance.*



(Mary Biggar Peck, Copyright, 1987)

# Teaching and Learning Resources in Social Studies Education

## Text Books



Our research, of the text books of that time especially, led us to believe that the two main focuses in Social Studies during this era were Geography and History. Geographic studies overlapped subjects such as economics and provincial/national industry with a focus on agriculture. It also spoke to Multicultural farming and ways of living as documented in the text.

In this Programme of Studies for New Brunswick Schools, it states that “to understand the organization of society as he meets it the child will need knowledge of Geography, which shows how the physical environment influences social life. This same document states that educators need to place an emphasis on History and Geography which would inform proper habits and attitudes in his relations with his fellow pupils. (p 123 programme of studies for NB, 1939).

“Social Studies Aims” of this programme of studies document 1939:

- 1) Give children and understanding of social organizations as it affects him.**
- 2) Understand how these relationships have been influenced by Geography and History.**
- 3) Create a healthy relationship between peers and the community.**
- 4) Give those same students the tools necessary for them to be adaptable in new social situations.**

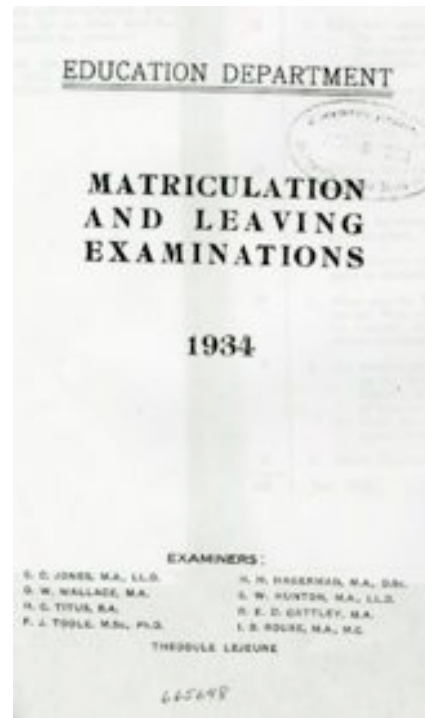
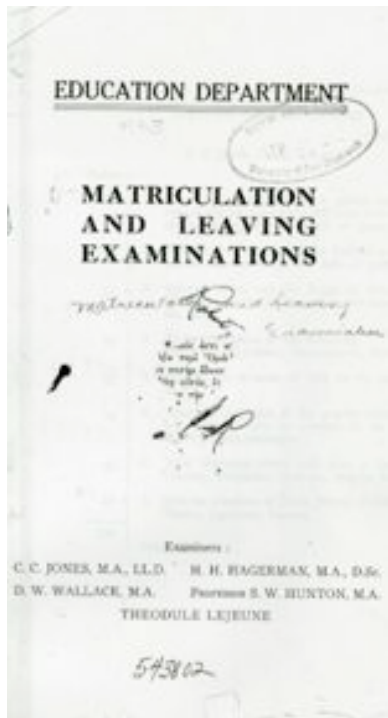
(Programme of studies document-1939)

***“In some respects the Social Studies programme is the most important phase of school life.”*** (p. 124 programme of studies for NB 1939)

***Additionally the document states: “The study of social adjustment involves work in the realms of Geography, History, Civics, and Economics,....too much emphasis being placed on the memorizing facts which, because they are not closely related to the child’s interests, are learned only with difficulty and are soon forgotten..... additionally this document states that project based learning (one of the most popular progressive teaching applications), was focussed on as well.***

***This entire document was saturated with progressive ideals such as project based learning, a departure from facts and memorizing and a focus on intrinsic motivation.***

# Marticulation Exams



These Marticulation Exams were under some scrutiny of the time as they came in an out of use. They were used as a streaming tool . If students passes the exams by 33%, or 50% depending on the year, they were granted permission to attend High School/ Normal/ Secondary School They were taken out of use in the Province before the end of the Decade.

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Outline of  
COURSES of STUDY  
for  
PUBLIC SCHOOLS



1939-1940

### Grade III.

**Reading.**—N. B. Series, Book III.  
**Language.**—Learning to Speak and Write, Book I, Grade III. (In the hands of the teacher only).  
**Spelling.**—The Canadian Speller, N. B. Edition, Book One.  
**Writing.**—MacLean Copy Book, No. III.  
**Music.**—As in Grade III, Prescribed Course.

### Grade IV.

**Reading.**—The Treasury Readers, Book IV.  
**Language.**—Learning to Speak and Write, Book I, Grade IV. (In the hands of the teacher only).  
**Spelling.**—The Canadian Speller, N. B. Edition, Book One.  
**Writing.**—MacLean Copy Books, Book IV.  
**Music.**—First Reader, New Public School Music Course.  
**Arithmetic.**—Junior Arithmetic, Book IV. Oral and Mental Arithmetic.

### Grade V.

**Reading.**—The Treasury Readers, Book V.  
**Language.**—Learning to Speak and Write, Book II, Grade V.  
**Spelling.**—The Canadian Speller, N. B. Edition, Book One.  
**Writing.**—MacLean Copy Books, No. V.  
**Music.**—Second Reader, New Public School Music Course.  
**Arithmetic.**—Junior Arithmetic, Book V. Oral and Mental Arithmetic.  
**Health.**—Success and Health, Chapters 1-18, Pages 1-100.

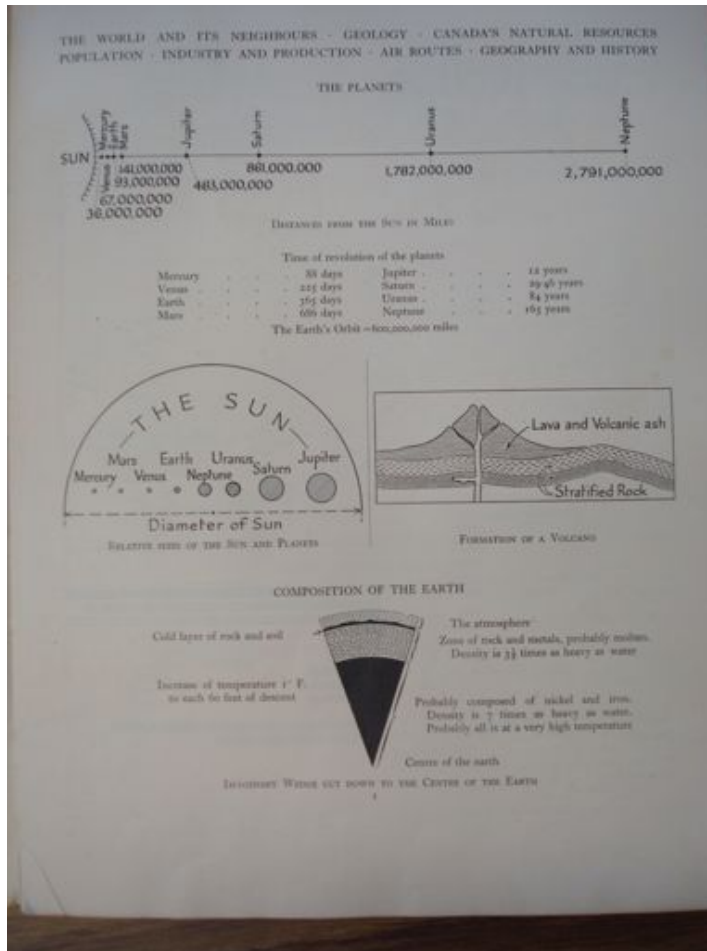
### Grade VI.

**Reading.**—Canadian Reader No. 1, Part 1.  
**Language.**—Learning to Speak and Write, Book II, Grade VI.  
**Grammar.**—Copperhead and Marshall's Part I.  
**Spelling.**—The Canadian Speller, N. B. Edition, Book One.  
**Arithmetic.**—Smith and Roberts' Arithmetic—Gage.  
**Writing.**—MacLean Copy Books, No. VI.  
**Geography.**—Nelson's School Geography, Maritime Edition.  
**History (Canadian).**—A Canadian History for Boys and Girls (Weaver). Pages 1-110.  
**History.**—(British).—Eoyal School Series (Nelson). To the end of the House of Anjou.  
**Health.**—Success and Health, 142-288.

### Grade VII.

**Reading.**—Canadian Reader No. 1, Selections from Part 2. Selections from Stories and Songs. More Animal Stories.  
**Composition.**—"Learning to Speak and Write," Book II, Grade VII. Oral and written exercises, narrative and descriptive, with careful attention to correct English.  
**Grammar.**—Parts 2 and 3 and the first eight sections of Part 4 (verb). Simple analysis continued.  
**Spelling.**—The Canadian Speller, N. B. Edition, Book Two.  
**Writing and Drawing.**—Copy Book No. 1. Drawing Book No. 1.  
**Arithmetic.**—Percentages and its applications, viz: Interest, Taxes, Commission, Trade discount, Profit and Loss. Text—Smith and Roberts' Arithmetic (Gage). Oral and Mental Arithmetic.  
**Geography.**—Text (Nelson). Europe, Central America, Mexico and the West Indies, and the chapter on British Empire at the end of the text. Map drill and drawing. The countries in Europe.

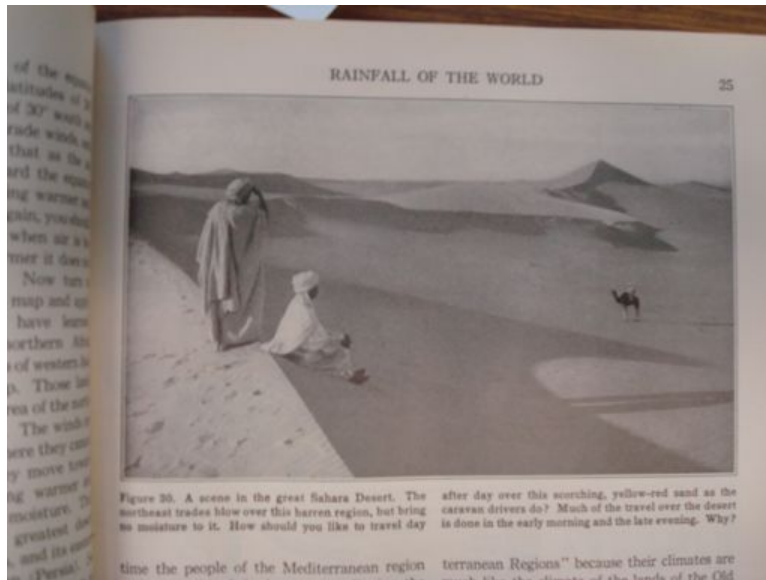
# Diagrams and Visuals used in the texts



Many of the Geographical Diagrams bordered on the edge of being what we would perceive as Science education. Astronomy, and the study of rock formations was under the Social Studies heading rather than science.

# Dents Atlas

## Canadian/New Brunswick Perspectives on the Globe: looking at agriculture, geographical (relationships) and architecture



world. As the United States has become more densely populated, it has shipped less and less meat to Europe, hence the surplus supplies of Argentina and Uruguay find ready markets there. See Figures 96 and 97.

Cargoes of animal products are loaded on large ocean-going vessels at Buenos Aires, the capital of Argentina, and at Montevideo, the chief port and capital of Uruguay, and are shipped to western Europe, to the West Indies, and to the United States. Ocean-going vessels can move up the Paraná River from Buenos Aires to Rosario, a distance of about two hundred miles, and to river ports situated many miles beyond. In addition to the transport of products by water there is an extended system of railroads in Argentina connecting all the important cities with one another and with the grazing and agricultural areas.

**Pastures of Brazil.** Portions of the plateau of central Brazil have small areas covered with tall grass. Grassy areas of this kind are called *campos* in Brazil, and cattle are successfully raised on them. These pasture lands are, however, difficult to reach at the present time because of the lack of railroads or other good routes of travel. The most important cattle-raising region is in southern Brazil, in the highlands and in the lowlands south of them. This is part of temperate Brazil. Here there is abundant and railroad transportation is good. The chief markets and seaports for products of the pastures in southeastern Brazil are Santos, Rio de Janeiro, and Rio Grande



Figure 97. Wool in a warehouse in Bahia Blanca, Argentina. Find this port on the map on pages 50-51. It is one of the most important wool-exporting ports in the country.



Figure 98. Packing hides in Brazil for export. What Brazilian port exports large quantities of hides? For what important industries do hides furnish the raw material?

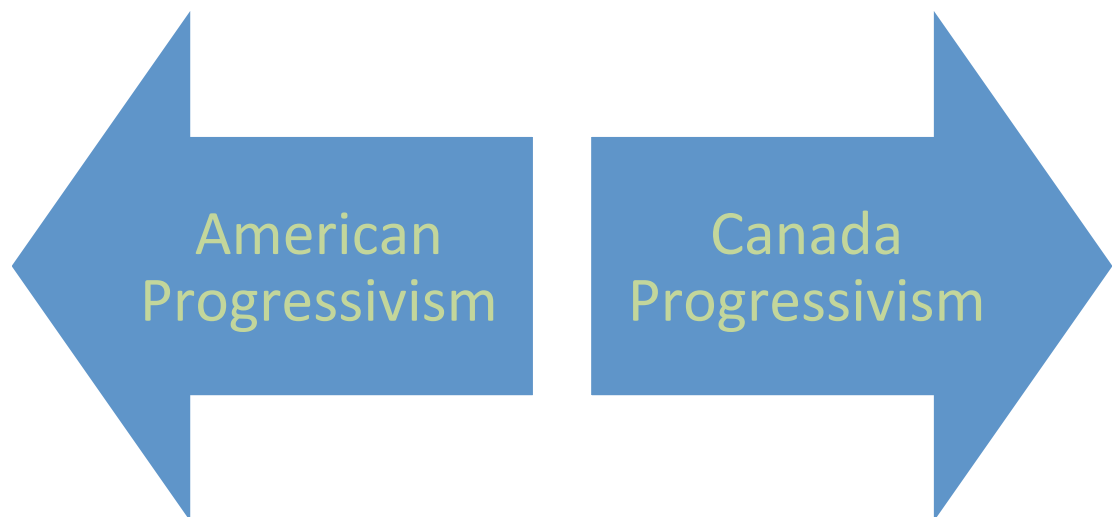
do Sul. Rail connections through the grazing lands to the seaports give to the ranchmen good opportunities to market their products. See Figure 98.

**High pastures.** In the plateau portions of Bolivia and Peru, which are from twelve to thirteen thousand feet above the sea, and in

# Context of Education in New Brunswick

In Ted Christou's thesis on progressive education in Ontario during the interwar period he describes the defining elements of the movement: "*Three distinct interpretations of progressive education* are described. The first progressivist orientation was primarily concerned with *child study* and *developmental psychology*; the second concerned *social efficiency* and industrial order; the third concerned *social meliorism and cooperation*. Hence, I draw not only on three different domains of progressivist rhetoric, but also on three distinct orientations to reform. What emerges is a description of how different progressivists understood and represented. (Christou).

Tompkins states in his book on, "A Common Countenance, Stability and Change in the Canadian Curriculum", that "Although progressive ideas permeated the official Canadian educational literature actual implementation of them was selective" Further Tompkins states that progressive notions were relevant for Canadian educators of the 30's but there were doubts about actual implementation of these new reforms,(p. 199, Tompkins).



Christou states that progressive education is difficult to define (p ), but that additionally the culture and climate of Canada, and intern each province that progressive educational tactics were implements took on a very different shape that the progressive movement in the US. This was good and bad. Dewey himself was concerned that educators were misinterpreting his methods (p ). The students looked like they were experiencing learning, but that simply playing in a schoolyard were not part of the progressive education society aims. Additionally the British educational reforms were directly influencing Canadian teachers. Making progressive education in our province something very uniquely Canadian (Ted: quote/ find a Dewey quote:

“Progressivism and Dewey were not the only influences on Canada, British progressive movements such as, New Education Fellowship , were just as influential, if not more on Canadian educators due to our relationship with the British Empire at that time”.

### Educationalists influencing Progressive Education in Canada:

**Hubert Newland:** Alberta, Wanted to translate Dewey into schools

**W.H. Kilpatrick:** Introduced the “Project Method”...he was from Columbia, and was influenced by Dewey ....his methods may have been the most used during that time, and have direct implications on the NB reforms of the 21 century.

**“A whole hearted, purposeful activity proceeding in a social environment”**  
(p 190 Tompkins)

**Enterprise Education:** “struck a happy balance between the extreme subject matterists and the extreme activists” (Tompkins p. 195)

**Strand/Stamp:** “in spite of the formalism and conservatism of the Canadian high school during the inter-war period, stamp has shown that it was moving in a somewhat more expansive and socializing direction as the majority of Canadian Teenagers began to attend for the first time( pg 203/204 Tompkins)

**Dalton & Winnetka:** unit mastering ...individualized instruction

**Henry C. Morrison:** | unit mastering (University of Chicago)

**Arther Lismer:** Famous and Influential Artist, a member of the Group of 7, wrote “The course of Art in Changing Worlds” and influential essay in education of that era.

**Froebel & Montessori:** Influenced a strong use of play in education, also emphasized a sanitized/ middle class environment

# Looking at the Minutes.....

## Context of Education in New Brunswick

Between 1931 and 1940 public education in New Brunswick was influenced by the broader progressive movement initiated by American Educationalists; however, the movement only effectively took hold in the province much later in the decade whereas other provinces like Alberta, British Columbia, Saskatchewan and Ontario were already using language associated with progressivism (see section on Progressive Education in Canada below). In New Brunswick, these changes were not apparent until later in the decade and by 1940 “activity-based” programs had been introduced in many schools, such as the one in Saint John in 1938 (Von Heyking, 60; minutes, 1938, p.2). Changes were also underway with regards to history, social studies and citizenship education.

In the interwar period, there was more interest in the role of education as a way to restructure society and help create ‘democratic citizens’ who would contribute to fostering a cooperative and peaceful society. Advocates of this ‘new education’ believed that this required a uniquely Canadian curriculum. Such curricula was being developed in other provinces, and education experts in New Brunswick looked to provinces such as Alberta, Saskatchewan and Ontario for guidance in the creation of New Brunswick’s own curriculum, tailored to the needs and realities of the people in the province. For instance, the curriculum committee minutes from February 3<sup>rd</sup>, 1938, show that a gentleman by the name of Dr. Marr was working on a report on the ‘modern course’, geared at reforming the elementary curriculum along the lines of progressive ideals. Before it is finalized it was decided in the meeting that Dr. Marr would visit what they call “Progressive Schools” in Ontario and the States (1938 minutes, p. 6). Subjects mentioned for discussion at a later date: Social Studies, Art and Handicrafts, English and Music (p. 5).

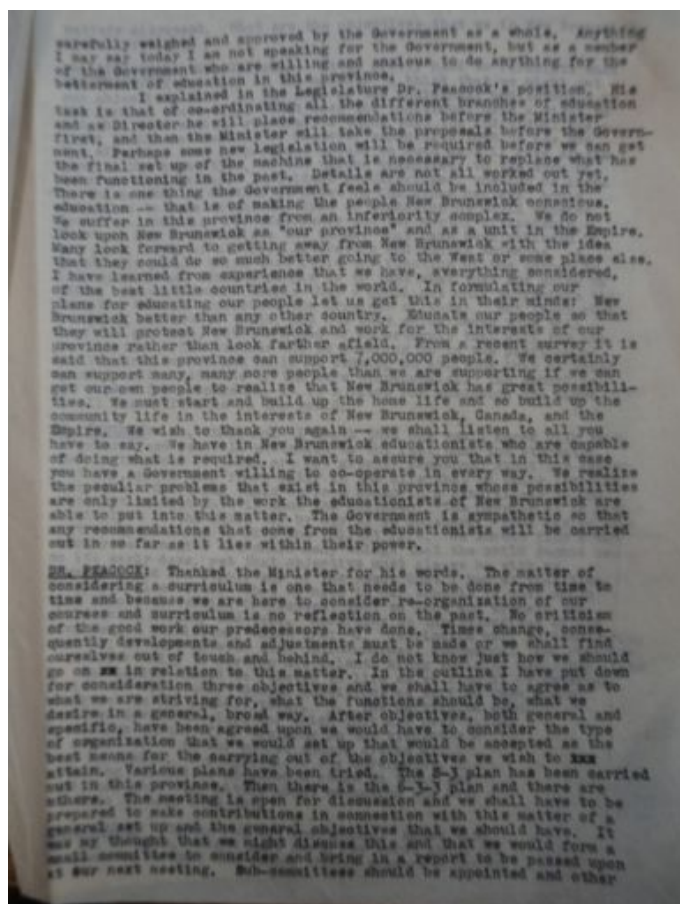
The Minutes from the curriculum committee meetings held in Fredericton in the later part of the decade in addition to the Annual Reports of the Schools of New Brunswick from the earlier years are particularly helpful in helping us understand the context of education in the province. Below is some of the information retrieved in the Provincial Archives.

### Curriculum committee meeting, Fredericton, April 22, 1937

The Minister of Education is present at the meeting to emphasize the support of the present government for the betterment of education in N.B. as well as a willingness to cooperate in every way possible in the face of some of the difficult challenges facing the province. He expresses concern for the “inferiority complex” of N.B. residents; he sees an overall desire to get out and seek a better life in the West and wishes for education to help “build up community” and attract more people (up to 7 million) to the province (2<sup>nd</sup> page; 1937). He admits that the government needs more help from teachers with regards

to decisions made about education and is concerned that the current Board of Education is comprised of eight politicians and only two educationists. He expresses two objectives:

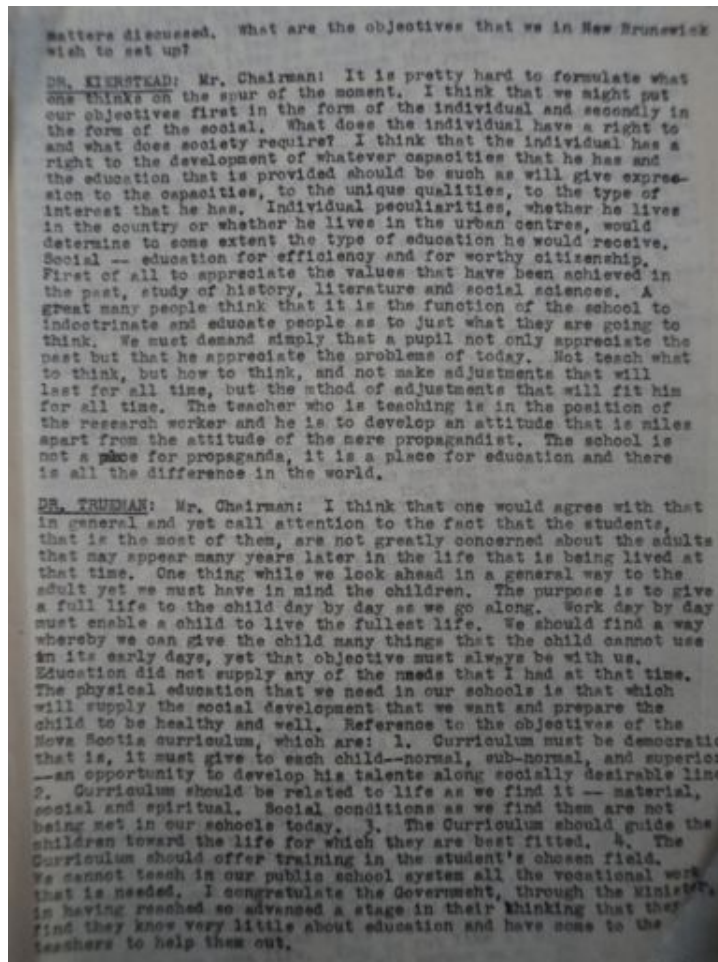
- 1) Initiative: Create a Department of Education, comprised almost entirely of educators—taken on by the Minister but the details are not yet worked out.
- 2) Desired intent of education: Convince that “N.B. is the best country in the world” and we need to protect it rather than look farther afield. (see below, p.2)



Source: minutes; 1937, p.2

After the Minister leaves, the committee moves on to the agenda, which focuses on the reorganization of courses and curriculum. There is recognition that the direction is unclear but that the changing times require course changes in order to keep up. Members are asked to share their thoughts and come up with broad objectives first in order to decide on the means. Dr. Kierstead, for instance, asks: “What does the individual have a right to and what does society require?” He then goes on to talk about both. There is evidence of progressive movement influence when he states that we “must teach not what to think but how to think.” (p. 3) Citizenship is discussed in relation to the school as a place for education and not propaganda.

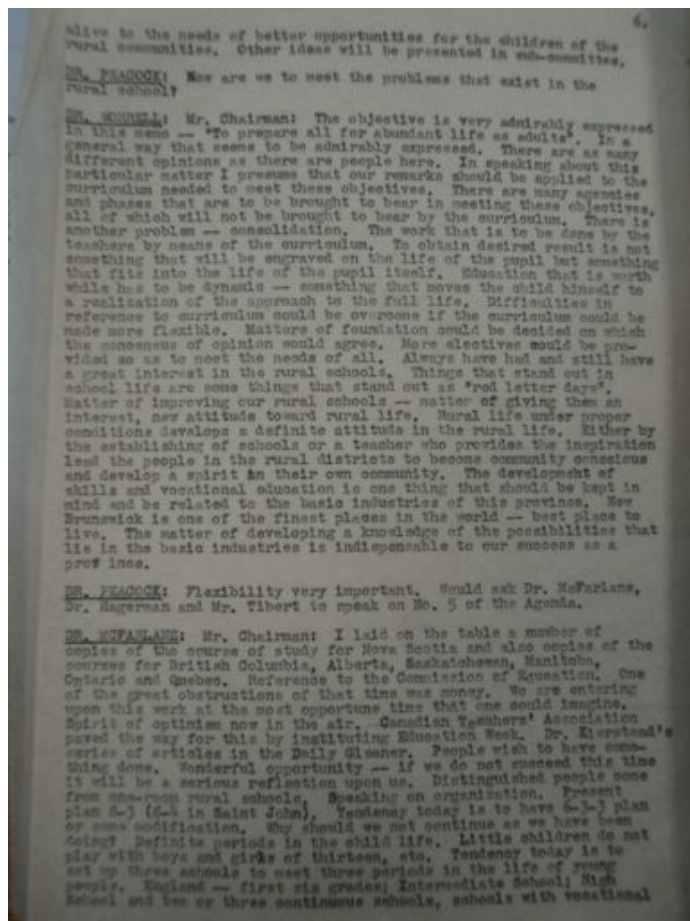
There is a very child-centered language permeating the discussion: “the purpose is to give a full life to the child, day by day” (see below, p. 3) and they refer often to the social development of the child, as well as the importance of religion and spiritual life (p.4). There is much talk about acquiring the skills needed to be effective participants in the ‘real world’, after school. The committee touches on identity, and how New Brunswick seems to be just now “coming into our own” and afforded the “opportunity to express ourselves”; hence the committee stresses the need to build community spirit (p. 6). Emphasis on citizenship and recreation as a way to encourage rural, agricultural living: “100% of agriculture students have gone back to the farm and 25% have taken wives back. They are far better citizens than they were before they went to school.”(p. 10-11).



Source : Minutes ; 1937, p.3

Miss Dolan calls for more books in rural schools, less arithmetic and more literature, history and social sciences. She stresses the need for courses in economic and sociology, especially for rural schools where children “do not like their home life” and need courses and training related to their daily activities as well as the need for equity between rural and urban (p. 5). Interestingly, this is the only time when a woman appears to be present at one of the meetings, and the input from Miss Dolan was minimal albeit important.

There is mention of rural urban discriminations throughout the meeting and the need to give prominence to the pursuit of agriculture and a new attitude toward rural life. Rural schools, as they note, tend to have 40-60 pupils, one teacher and 8 different grades; there is a great demand for consolidation of these schools (see below, p. 7).



Source: Minutes; 1937, p. 7. Rural schools, life and demands are mentioned here.

Members go on to reference what is being done in other provinces and tendency toward developmentally, child-centered set-ups with 3 different schools for three different periods of life: Elementary (1-6), intermediate (7-9) and High School (10-12)—in addition to continuous schools and schools with vocational courses. They claim that the “tendency today” is to cater to individual differences and talents, natural inclinations and interests: Education must “lay a broad foundation” so that students may pursue anything: industry, agriculture, priesthood, etc. and must prepare students to “enter into the activities of life as educated members of society” (p. 7). Ideally, education would develop a habit of thinking, reading and interpreting information. Some of the other more practical concerns mentioned were:

- The need for more teachers training.

- The need for high schools (i.e. composite schools, 200 pupils aged 12-18 yrs. old with courses in, for example, general shop, commercial work, home economics, forestry, cultural studies, and time dedicated to 'hobby interests'.
- The failure rate in Grade 9 is around 50% and few students go on to high school since they must go away to boarding schools for 2 years or more.
- Madawaska is the most illiterate county in N.B. and N.B. is the most illiterate in the Dominion.
- The need for flexibility in matriculation examinations since those that don't pass are seen as failures even later in life.

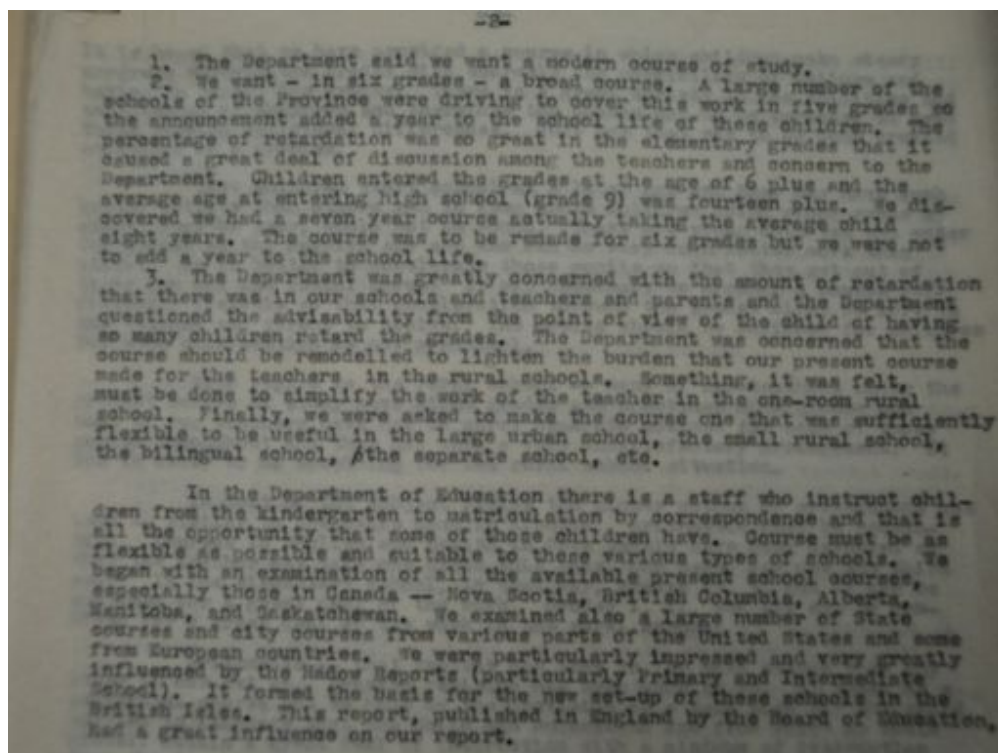
### **Curriculum committee meeting, Fredericton, July 29, 1937**

During this meeting, members acknowledge the need to better understand modern curricula and they suggest going to Columbia University and learning about British Columbia, Alberta, Ontario and Nova Scotia where schooling is more child-centered (p. 12, 15); the focus was moving to teaching children things that are useful to them in the present and not only the future. *Members suggest that attention is focused too much on adult expectations in education and the interests of the child are overlooked:* "We believe that it is the function of the school to provide an environment in which children can grow naturally and their natural growth depends on activity and experience rather than upon knowledge to be gained and facts to be stored" (p. 15) Problem: 25-35% failure rate, so there was talk of developing different examination that test "a pupil's power thinking" as opposed to factual recall (17).

Courses designed to accommodate the "various abilities and experiences of children" (16) and there was talk about including the 'sub-normal' students (i.e. withdrawn) in the classroom. (p. 19).

A major aim of the committee was to create and implement 'a modern course of study' (see below, p. 14): "The aim of the modern course is to meet the present needs of our children of various ages" (18) and they go on to identify five essentials:

- ✓ physical and mental health;
- ✓ Language (English);
- ✓ understanding of their environment (Social and Natural sciences);
- ✓ numbers (arithmetic); and
- ✓ Creative matter (music and arts).



Source: Minutes; 1937, p. 14. The 'modern course' is mentioned, near the top.

### **The Annual Reports of the Schools of New Brunswick, Chief Superintendent, 1931-1935:**

1931-32: The following recommendations were made in this report:

- ✓ That academic, vocational and agricultural education as well as physical training is brought directly under the control of the Board of Education in order to equalize opportunities and taxation by county and move away from rural-urban discriminations.
- ✓ That a permanent advisory board on curricula and texts be set up, and that High School curricula remain the same but that elementary curricular be revised.
- ✓ More focus on languages; the superintendent suggests that textbooks have English on one side and French on the other.\*

\*There is little mention of language in most reports and meeting minutes, however in 1938 there is recognition that francophone students are leaving school early because they are expected to learn in English; recommendations are made by the committee for schooling to be conducted in their first language (Minutes, April 19, 1938, p. 13). In the minutes from 1939, a recommendation is made that French be taught at *all* Intermediate levels to all students (p. 2).

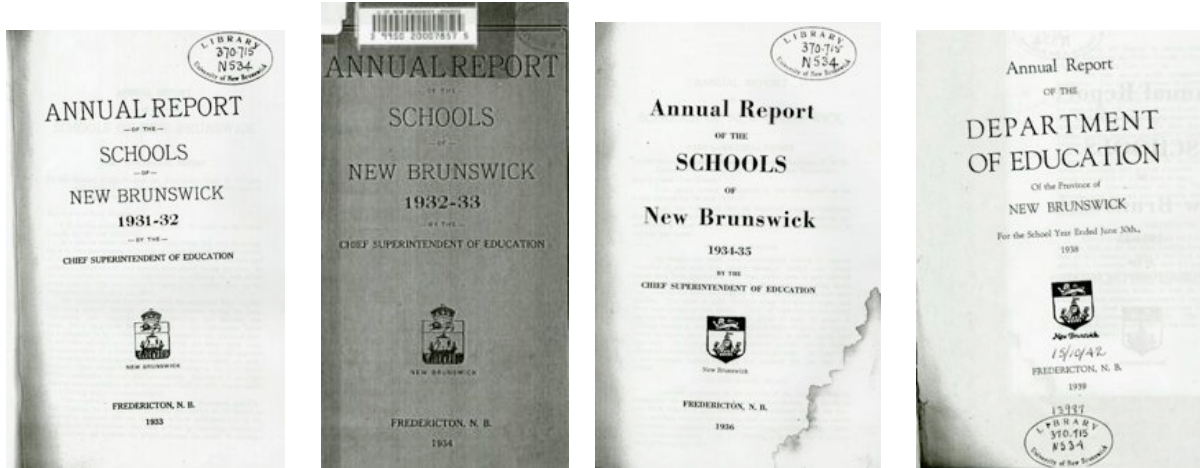
1932-33: In this Report we see evidence of some of the challenges the education system faced as a result of economic hardship. For instance, teachers' salaries, school funding, number of pupils and number of schools all went down; and, there is increased pressure on rural schools to include more levels in the one-room school houses, beyond Grade 9, due to the emphasis on schooling as a result of the Depression. One success is noted: Saint John High opened—the largest and most modern in N.B.

1934-35: There is a shift this year. The Report outlines a number of improvements. Among them are the following:

- ✓ 21 new rural schools were built as well as a new, modern school in Moncton
- ✓ Teachers associations began to form in the valley of the Canadian Pacific Railway, and, as a result, they were cropping up elsewhere in the province.
- ✓ There was a move to strengthen cooperation between schools and communities through events such as Education Week, observed across Canada (p.11).
- ✓ The promotion of free exchange of ideas between British and Canadian educationalists.
- ✓ The first texts on Health and Citizenship were introduced in N.B. schools, *Success and Health* in Grades 5 and 6 and *Healthy Citizenship* in Grades 7 and 8 (p. 13).

There is a strong awareness of major global changes as a result of the war in this Report: “If we are to grow educationally we must change with changing conditions”; however, the general sentiment in N.B. was that “progress is not made by sudden and drastic changes but by steady growth” (p. 14).

# Annual Reports



## Curriculum documents

Education: 2 Centuries of Progress (This document generally explains the decade)

Other issues which slowed the progress of education down were directly linked to the poor economic climate of that time. Some schools were closed, teacher's salaries were reduced. Board of School Trustees looked for cheap teachers, not well educated, more expensive ones. In some cases "minimum salaries paid to teachers was suspended during one year.... [Forcing] teachers to accept salary reductions, although, this time, their government grants were not reduced] (p. 11 Department of Education)

"It was stated that in 1931 Commission on Education had recommended the lengthening of the Normal School Program to two years, thus supporting the views expressed on many occasions by the Chief Superintendents and by the various Principals of that Normal School. ....in 1959, a two-year program was inaugurated to train high school teachers...(by) 1962 the program for elementary teachers was a slot extended to two years." p. 22 Quote: (Department of Education Two Centuries)

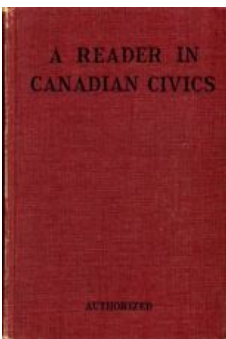
## Progressive Education in Canada Timeline

- 1914: British Educators were focussing on more than just the 3 R's (Tompkins)
- 1920s-30's: "Despite an expanding social role, high schools remained prominently academic institutions. Modest curriculum changes widened the academic base somewhat" (p. 204 Tompkins)
- 1920: According to Tompkins: Policy makers in West Canada began to use the term "Progressive Education,...Elsewhere they used the term New Education" (Tompkins)
- 1924: five year trial of progressive Education placed into Edmonton (Tompkins)
- 1925: curriculum changes in British Columbia.... with a greater emphasis on citizenship and individual initiatives ....inspired by Kilpatrick's educational designs (Tompkins p. 193)
- 1927: Newland formed Edmonton Education Society (Tompkins)
- 1930's: Western provinces adopted system similar to Carnegie Unit (one hour of class taught once a day: similar essentially this is what we use today. (Tompkins)
- 1931: Saskatchewan has the first school that can be referred to as totally Progressive (Tompkins)
- 1933 NB "regional high schools became the rural counterparts of composite urban high schools although composite high schools were developed in most provinces" (Tompkins p. 199)
- 1936- 1940: Alberta curriculum shifts with curriculum revisions. Drew from American : "project methods", and British "Enterprise Methods"
- 1937: that the shift toward a progressivist paradigm  
Would fully transform Ontario's program of study (Christou p. 31)
- 1938 Alberta inspectors asserted "enterprise Technique" used by approximately 60 % of teaching staff (Tompkins p. 199)
- 1941 Saskatchewan's Annual Report indicated clear appreciation of the weakness of progressive education, and the need to avoid its extremes in Canada...the problems of implementation were formidable" (p. 199 Tompkins)

## General Time line of Educational Influences on NB during the 1930s

- 1934-39: New Brunswick Museum opens and builds 5 libraries, including an archives section, a Natural History's collection(Moore& Schwenke)
- 1931: Commissioner of Education insisted that the teachers college be 2 not 1 year long; to better support the Superintendents/ Principals Normal Schools( 2 Centuries of Progress)
- 1931: May 15, A Commission on Education was appointed by Government to investigate the Educational System of the Province. ( 2 Centuries of Progress)
- 1932: The Newly appointed Commissions first order of business is to establish units of taxation for the counties...and to include academic, vocational, agricultural, and physical education brought under the control of the board of education. ( 2 Centuries of Progress)
- 1935: July 1, passing mark of a matriculation exam was raised from 33% to 50%.( 2 Centuries of Progress)
- 1936: September, text books were given out free of charge( 2 Centuries of Progress)
- 1936: The first minister of education is appointed; A.P. Patterson, MLA, from Saint John.
- 1938-39: matriculation exams are abolished, and everyone is allowed into High school. ( 2 Centuries of Progress)
- 1939: the shortage of teachers was serious, Normal School enrolment decreased,

## Progressivism and Civics:



Andress and Evans claim that people “are thinking more about others than ever before” (p. iii Andress and Evans) Here we see the notions of Community, so relevant in progressive rhetoric as a Central component of this 1930's text book.

Additionally the state that “The old fact-cramming physiology is rapidly disappearing from our progressive schools; but there is a general agreement that children today needs

to have substantial facts about the working of the human body.....Health habits are emphasized". (p. iii, iv Andress & Evans)

Stewart Wallace notes in his book, *A Reader in Canadian Civics*, that he "doubted [his] ability to make the subjects of civics interesting to boys and girls. But when it was suggested to me that it was my duty to do the best I could, I accepted the challenge." (p.3, Wallace). This text book was written in 1935, and the challenges of civics education are apparent, but still pressing for the progressive educational influences of the decade.

Progressive educationalists believed that motivation should be at the centre of the learning process and cater to the natural interests and innate curiosity of the child. There was a new understanding of psychology which focused more on the science of behavior as opposed to analysis of the mind (p.66, Von Heyking).

Dewey's emphasis on personal growth and the social development of the child resonated with Canadian educators but his (and others') ideas about schools as instruments of social reconstruction were downplayed. Schools began experimenting with various reforms that were described as progressive and curriculum revisions included language like: child-centered, activity programs, learning-by-doing and democratic education; however, progressive education in Canada was moderate and selective in its policy changes since the Canadian public tended to prefer predictability and stability over innovative social programs (Von Heyking, 60-61).

What was called The New Education of the late 19<sup>th</sup> early 20<sup>th</sup> centuries was influenced by a variety of interests and groups. These included: social reformers, stressing physical education, health, and social justice; naturalists, advocating for teaching methods that nurture natural strengths; scientific educationalists, moral educationalists, and those that wanted to see more practical training and manual labor. There was little consensus on precisely what the focus should be, but basically a more 'scientific' approach to education was called for.

Growth in agricultural education, domestic science, and public health units, as well as the introduction of child-centered kindergartens, courses in citizenship education (see below) and streaming based on IQ testing were some of the changes happening in schools at this time.

In the classroom, teachers were encouraged to celebrate democracy and help students become active future citizens who will take part in shaping a democratic society. It was seen as a place where children should practice democracy. According to Von Heyking, "progressive educationalists insisted on democratic classrooms, characterized by student freedom. The minds and spirits of children could only be liberated when their legs were freed from desks and their voices freed to speak." (Von Heyking, 67).

The progressive educationalists, whose ideas were inspired by American Universities, advocated for the introduction of social studies courses and an abandonment of history courses as they were, but they certainly did not intend to eliminate history altogether: “They argued that history was not about memorizing facts, it was about understanding and explaining trends of the past. It was about using information about the past to make sense of current issues.” (Von Heyking, 69). Objectivity in historical inquiry was beginning to raise concerns and historians were challenged to “assess the validity of historical facts, interpret their significance and use them to build our understanding of ourselves and our world; in other words, to think historically.” (70). In her research on the debates occurring around progressive education and the changing nature of history teaching, Amy Von Heyking claims that “what advocates of social studies failed to recognize was the problematic nature of historical “facts” and the unique nature of historical thinking.” (p. 69).

New social studies courses were created whereby students examined problems, societal impacts (i.e. industrialization) and political solutions (i.e. postwar government decisions in the face of economic problems) yet the lack of Canadian history content was continued to be an issue and there was still a major focus on the study of ancient civilizations. According to the progressive educationalists “history had to be useful (and) demonstrate a direction of the future.” (Von Heyking, 71). The new courses were designed to provide the opportunity for students “to get some experience in democratic leadership and cooperation so that he may adequately discharge his social responsibilities later in life.” (as quoted by Von Heyking, 71). The intent of progressive educationalists in creating new courses and resources was prepare responsible citizens for the task of restructuring society along the lines of social justice: “They sought to create social activists, familiar with local issues and committed to social change.” (Von Heyking, 76).

Summer schools were held for teachers with the aim of familiarizing them with the tenets of progressive education and to provide resources to help them in the classroom. In Western Canada, well-known American scholars and experts in progressive education were brought in by the Department of Education. In Alberta for instance, progressive education was integrated into teacher training at the Normal Schools in the 1930s; however, although techniques were modeled, it was difficult to translate progressive theories into classroom practice if the spirit of the program was not grasped and when little resources were available. If the goal was to create responsible citizens then the evaluation of progress became difficult, not to mention the change in approach, moving from teaching from text to creating lively, buzzing, participatory classroom environments.

## Citizenship Education:

*“There was considerable public pressure to use schools not to convince students of the existing harmony of society but to give students the skills and the sentiment that would result in social stability at home and peace among nations. If the hallmark of the earlier curriculum had been harmony, in the period following WWI, it was cooperation.” (Von Heyking, 45).*

History and Citizenship courses in the period following WWI stressed cooperation and community whereas earlier courses stressed individual virtue and character and essentially focused on the need to behave and conform. Indeed, “the purpose of schooling was to equip children for the expectations of social life, and these expectations should be respected because they are the product of the historical

experience” (Von Heyking, 47). The traditional notion of the ‘good citizen’ as a ‘good person’ remained strong during the 1930s. The good citizen was seen as a person who embodies all the virtues of a righteous human being such as obedience, courtesy, justice, resourcefulness, tolerance, reliability and so on. This was, in part, reinforced by the version of American Progressivism that Canadian educators brought back to the country after studying in places like Teachers’ College Colombia and the University of Chicago and Stanford.

The emphasis on character building and moral education coupled with the notion that the good are rewarded and the bad are punished de-politicized citizenship and can be seen as a way of preventing political radicalism. As Von Heyking notes: “The continuing importance of good character as a hallmark of good citizenship is also demonstrated in the continuing emphasis on the heroes and villains of history. Like the history courses before the war, school history in the 20s and 30s was taught in order to demonstrate the superiority of certain values.” (p.51). In 1939, Social Studies, and Citizenship and Guidance Education reports were underway, but not yet completed or implemented. Minutes from the Curriculum Committee meeting in June 1939 state: “The committee feels that students should study the world of today rather than stress too strongly the past” (p. 3). It is mentioned that such studies should take place through “activity work” and teachers should “take care to avoid indoctrination” (3).

Physical games and sports were focused on in order to develop the habits of good citizenship. The study of history was considered very important in the early part of the decade and continued to focus on individuals who have contributed the progress made in the human condition. Despite the unstable economic climate and the experience of war, “educationalists and textbooks continued to imply that a study of history would reveal an inevitable improvement in the human condition.” (Von Heyking, 39). There was more emphasis on Canadian accomplishments and contributions to the war effort, but the content still reflected pride in the accomplishments of the British Empire and the English people, and there was very little about French Canada, not to mention very little about women and aboriginal peoples.

The Canadian Council for Education in Citizenship was set up in 1940. (p. 5). A group of 30 young people were being trained in Physical Education and Citizenship at the Normal School and were expected to come back and organize study groups around these topics. In 1940, “A Suggested Program of Action to teach Democracy” and plans to develop programs of study in schools similar to those in Western Provinces were underway. (p. 5-6).

Inspector G. J. Marr and J. E. Poirier

As members were furnished with typewritten copies of the minutes of the last meeting, they were accepted as read.

Dr. Peacock drew attention to the fact that certain revisions had been made by Inspector Marr in the Introduction to the Curriculum and in Health Education. Arithmetic, Social Studies and Language were to be considered. He stated that the revision in the Introduction might well be referred to the committee on Aims and Objects. This was agreed.

Health and Physical Education - revised draft headed Health Education was next considered.

It was thought this section could stand practically as written. Dr. Peacock asked that the Chairman of the committee endeavor to obtain more information with regard to the ventilation of school rooms. The question of proper lighting was also

Source: Minutes; April 19, 1938, p. 8. Social Studies and Health education are mentioned.

been sent to each member, they were accepted as read. Dr. Peacock said that the Minister and other members of the Government appreciate very much the service that is being rendered by the members of this committee on a voluntary basis and at a good deal of sacrifice.

Dr. Peacock pointed out that the work of the committee is divided into three divisions: 1) the Elementary School, Grades I-VI; 2) the Intermediate School, Grades VII, VIII, & IX; 3) the High School. A good deal of progress has been made with the Elementary School and at the last meeting a committee consisting of Mr. Barnett and Inspector Lejeune was appointed to make a report on the Intermediate School. Dr. Peacock thought that at this meeting some steps should be taken at least in the field of Science and possibly English for the High School. He also mentioned that the Tentative Program of Studies for Elementary Grades had been studied at the Departmental Summer School and at some of the university Summer Schools. With reference to new text books, Gage Readers have been approved for Grades I-III and Ryerson for IV and V. There are three books for Grade I, Pre-Primer, Primer and Book I, these, with the exception of Book I, are in the schools at the present time. Book I. will be in after the first of the year. All the other Readers are being used. Recommendations of the Arithmetic Committee were not followed as closely as those of the Readers Committee. Finally agreed that Junior Arithmetics be supplied to pupils and that each teacher have a copy of the more detailed Study Arithmetic, and these are now in use in the schools.

Inspector Marr reported briefly on the Demonstration School held in connection with the Departmental Summer School and also regarding the research work that is being carried on under the supervision of Dr. McFarlane and himself in Saint John, Fredericton, Newcastle and some rural schools. The teachers are supplied with books by the Department and are using the tentative curriculum.

Discussion on this research work followed. It was felt that the new curriculum was being pretty well received. A questionnaire is to be sent out for the teachers to fill in. The matter of the "activity" program was discussed. It was unanimously agreed that the success of the activity program depends on the judgment of the teacher.

The matter of any additional steps to be taken before the Tentative Course of Study could be adopted was brought up for discussion. Some additional material on the Art course is needed and the preliminary draft on Music must be approved. This draft was submitted by a committee formed at the Summer School consisting of:

Source: Minutes; April 19, 1938, p. 12. The "activity programs" implemented in N.B. schools are referenced.

PHYSICIAN

Mr. A. E. Robinson -- Moncton  
Mr. R. Grant -- Moncton  
Miss Constance Young -- Sackville  
Miss Annie McGuigan -- St. John

SOCIAL STUDIES

Mr. L. F. McMurray -- St. John  
Mr. Stuart McFarlane -- St. John  
Mr. Raymond Tippet -- Moncton  
Mr. G. A. Richardson -- Fairville  
Rev. Fr. Hill -- Chatham

RECREATION

Mr. Edward Carter -- Fredericton  
Miss Pearl Ross -- Fredericton  
Mr. Fred Galbraith -- St. John  
Mr. D. Wallace -- Fredericton  
Mr. C. B. McLean -- Fredericton  
Miss Lula Hallett -- Marysville  
Miss Evelyn McKay -- Denver Dam

TEACHER

Inspector Lejeune -- Bathurst  
Mr. E. J. Love -- Bathurst  
Mr. J. E. Picot -- Bathurst  
Mr. J. E. Fairier -- Fredericton  
Miss Ethel Thurott -- Fredericton

HEALTH AND PHYSICAL EDUCATION

Inspector Fox -- Gagetown  
Miss Lois Fahn -- Sackville  
Mr. G. F. McIntyre -- Milltown  
Sgt. Oliver -- Fredericton  
Miss Bullock Dykeman -- Fredericton

GENERAL SCIENCE

Mr. F. E. Macdonald -- Fredericton  
Mr. I. H. Fanjoy -- Saint John  
Mr. G. A. Benson -- Moncton

MUSIC

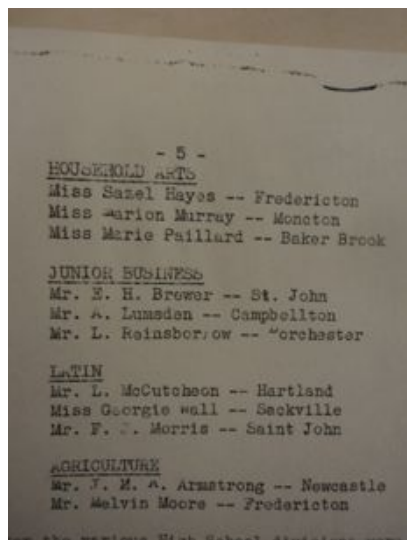
Professor Harrison -- Fredericton  
Professor Hamer -- Sackville  
Professor Smith -- Fredericton

ART

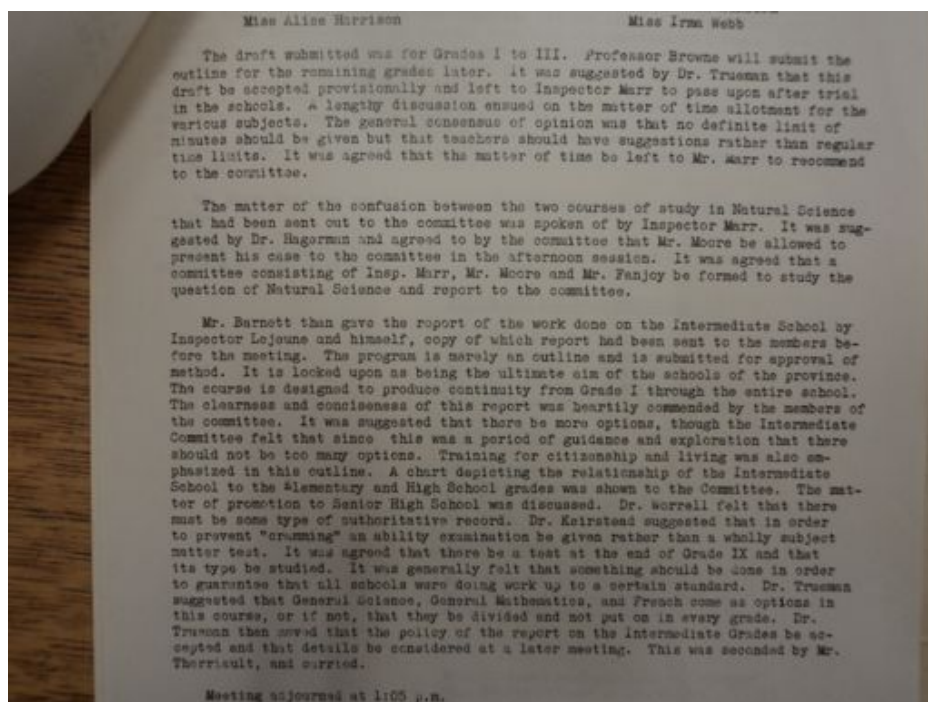
Mr. D. Edwin Campbell -- Fredericton  
Miss Violet Gillett -- Saint John  
Mr. D. C. Telford -- Sussex  
Mr. John Mulvan -- Newcastle

INDUSTRIAL ARTS

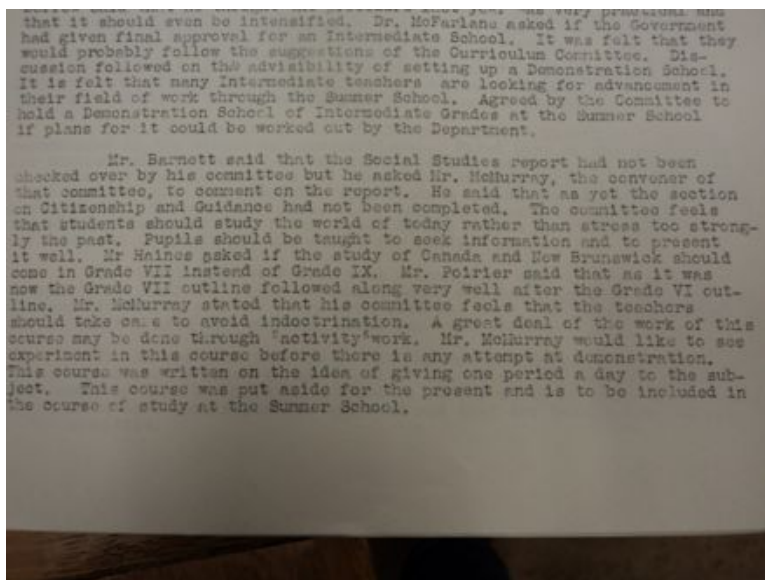
Mr. J. W. McHutt -- Newcastle  
Mr. V. Wierlwein -- Moncton  
Mr. Francis Setmore -- Fredericton  
Mr. A. W. Guter -- Saint John  
Mr. D. W. Robinson -- Sussex



Source : Minutes ; 1938, p. 16-17. Here we can see a list of courses offered.



Source: Minutes; 1938, p. 14. The summary of recommendations and progress made.



Source : Minutes ; 1939, p. 3. Refers to the report on Social Studies Education.

In 1940, the Minister initiated a national movement for Citizenship Education, and the minutes from the Curriculum Committee meeting held on December 12 1940 show that attention was focused largely on this topic. Overall, committee members felt that more emphasis should be given to the duties and responsibilities of citizens in a democracy. The social studies committee urged that a 'motion picture' be made outlining the principles of democracy in order to make it real to the students. (p.1) By this time, the Elementary curricula influenced by progressive educationalists that Dr. Marr and the sub-committee had been working on was being implemented and results were already promising in every area except Social Studies, where teachers were having the most difficulty since an entirely new approach was attempted. They were no longer expected to teach from text but rather more broadly and from a variety of resources, yet the "provision of such books was left mostly to the teachers themselves and to School Boards" (minutes 1940; p. 3). Experimental work in Social Studies in Intermediate Grades is mentioned during the meeting, but again, the teachers were having difficulty.

The following images outline course of study for democratic citizenship; Minutes, 1940 p. 9-12.

#### DEMOCRATIC CITIZENSHIP

"Our ancestors as have enjoyed certain blessings; a stable law, before which the poor man and the rich man were equal; freedom within that law to live their own lives, to write what we pleased, to say what we pleased; a system of government which gave the ultimate power to the ordinary man. We have lived by tolerance, rational compromise and freely expressed opinion, and we have lived very well. But we had come to take these principles for granted, like the air we breathe. . . . Today we have seen these principles challenged in the fundamentals, not by a few archaic theorists, but by great Powers supported by great armies. We have suddenly discovered that what we took for the enduring presuppositions of our life are in danger of being destroyed."

-- Lord Tweedsmuir in "Memory Hold-the-Deer."

Democracy as a form of government and a way of life is in danger and can survive only if every individual citizen realizes its value and his own responsibilities toward the community and the state. It is necessary, therefore, that our young people should be made aware of the meaning of democracy and of their duties in maintaining it. A. L. Hutchinson, in "Education for Citizenship in the Elementary Schools", states the need as follows:

"Education for citizenship is today a universal need, not the privilege of a minority. It must be an education which is suited to a world of change. It must enable in each child the sense of his responsibility for the government and welfare of his community, it must equip each child with sufficient knowledge and reasoning power to be able to exercise this responsibility, and, finally, it must be the means by which the philosophy on which the government of such community is based is handed down from one generation to another."

These truths are already set forth in the Introduction to the "Programme of Studies for New Brunswick Schools Grades I to VI". The paragraphs on pages 1, 2 and 3 are commended again to the attention of teachers for their thoughtful consideration.

It will be noted therein that the whole system of education outlined in that "Programme" aims to produce a citizen "at once able and willing to perpetuate and further develop our democratic ideals." In short, our present course of studies, if rightly interpreted and applied by the teacher, is an effort to give the children a proper appreciation of democratic citizenship in its widest sense, and to prepare them for participation in such citizenship.

"Democracy cannot be taught as grammar or arithmetic. Good citizenship cannot be taught, neither can affection, love of country, or friendship. They can be engendered, fostered and encouraged. It calls, however, for a subtle form of teaching through the elusive factor that is wrapped up in the teacher's personality" -- Dr. Sherwood Fox, President of University of Western Ontario.

It is evident, therefore, that in these elementary grades the "indirect" rather than the "direct" method of instruction is best suited to produce results in democratic citizenship.

We must remember that the child's early years at school are important in that much which makes up the adult's attitude toward life originates during these years. Most of the prejudices and fears of later life begin here. Hence it is important that these early school years should bring to the child experiences that will establish in him right attitudes of tolerance, love of justice and other democratic virtues.

The little child will learn through the tactful guidance of his teacher to be clean and neat, though he may come from a home where such qualities are not much in evidence, and not to be an offence to other children by his uncleanness. He will learn to restrain his desire to talk or play if it interferes with the enjoyment of other children in the story hour. He will learn to do things for himself instead of depending upon the teacher to do them for him. He will, in short, learn to be a truly social being, controlling himself and expanding himself for his classmates and himself.

Democracy as a way of life should be a matter not only of precept but of example in the schools. To subject pupils to an entirely autocratic control and to expect them to learn thereby to direct their own actions intelligently -- to learn self-control --, is a contradiction. The principles of democratic government should find a place in the organization and government of the school. Children of the first six grades are probably too young to be entrusted with actual self government, even under the direction of the teacher, but monitors to take charge of many school room duties may well be voted into office by their fellow pupils. In older classes a measure of self government may be set up with advantage. Thus there will be exemplified in actual practice the democratic principle that every individual citizen has a voice in his government.

These projects involving subject matter from Social Studies, Health and Science courses provide many opportunities to impress upon young minds through actual experience the democratic ideals of individual freedom, contributions to the good of the group. Games and other physical activities also provide many opportunities of teaching the value of team work, consideration for others and general good sportsmanship.

The whole Health programme, as outlined on pages 15-25 of the "Programme of Studies" is an effort to build up a proper attitude toward health as a fundamental requirement of good citizenship.

The course in Social Studies is especially designed to develop good citizenship, and the teacher should read carefully the paragraphs under "Aims" and "Methods" as well as the introductory remarks to the work for each grade. The paragraphs on "Aims" and "Methods" are to be found on pages 125-126. The aims of that course are recapitulated here for the sake of emphasis:

- (1) To give the child an understanding of our social organization as it affects him.
- (2) To give him a knowledge of how this organization has been influenced by Geography and History.
- (3) To develop in him right attitudes toward his fellows and toward organized society.
- (4) To enable him to adjust himself to new social situations and changing conditions.

It is to be feared that he often the second of these aims is the only one striven toward by teachers. All are important.

It may be pointed out that if the first aim is achieved the child will understand and appreciate the democratic way of living. If the second aim is achieved he will develop a pride in democratic achievements. If the third aim is achieved he will be prepared to take his part in the democratic organization. If the fourth aim is achieved he will be able to adjust democracy to the conditions and needs of the future.

In order that children may learn to distinguish between what is right and what is harmful in propaganda, that they may not in later life be easily misled by the clever arguments of self-seeking political candidates, the teacher should help them to form the habit of seeking for reliable information and evaluating it.

The following suggestions are NOT a course in Democratic Citizenship, but are made in order to direct the teachers' attention to opportunities of emphasizing these points as the regular course in Social Studies is carried out.

In order that a pride in our national heritage may be developed special attention should be paid to our national holidays. These are specifically referred to under each grade heading in the Social Studies course. In addition to those noted there, such days as the anniversaries of important events in the history of our people should be observed. Trafalgar Day, Remembrance Day, Tyne Day, Wagon Charta Day and the feast days of St. George, St. Andrew, St. Patrick and St. David are among those which might be especially remembered.

In the story telling period stories of our national heroes and heroines should be told. The qualities of bravery, self-sacrifice, service to others, devotion to duty and loyalty to the flag should be emphasized. The stories of Bonaparte, Grenville and "The Revenge", Drake and the Armada, Sidney at Exeter, Metcaline deVerchères, Nelson, Laura Secord, Grace Darling, Florence Nightingale, Edith Cavell, the "Rasputin", Fogarty Fugate, and a hundred others will thrill the young hearers and make them proud that they are the descendants of such people.

The flag should fly over every school house on every school day that the weather will permit. (See sec. 126, School Law and Regulation 57 (a) ).

Salutation of the flag, as prescribed, should be carried out regularly, at least once a week. (See Regulation 57 (b) ).

The following are specific references to the Social Studies under the heading of each grade:

#### GRADE I.

(Pages 127-128, Programme of Studies)

The emphasis is upon the social significance of the family and the child's own place in the home and in the larger social community of the school.

##### The Home:

The spirit of love and trust between members of the family.  
The happiness of home life.

#### The Home is Vital.

Contrast with conditions under the Nazis where children are taught to spy upon their parents and report their findings to the Gestapo.

Cooperation between members of the family.

#### The School:

The school as a democracy in action. Different children working and playing together with equal rights.

Every right has a corresponding responsibility. N.Y. charter privileges granted. Learning to be attentive, not to whisper, etc.

Duties to the school and to each other. Loyalty to school, courtesy toward teachers and classmates. Politeness at all times. Many children do not learn such little courtesies as "Excuse me" when passing before another person, or polite and respectful greeting of the teacher except at school.

Freedom within bounds. Knowing how far personal feelings may be expressed without infringing on the rights of others. Self discipline.

#### GRADE II.

(Pages 129-132, Programme of Studies.)

Much of the material suggested here is directly concerned with building up attitudes and habits of good citizenship in the child's immediate community.

#### The Community as a Democracy:

All the citizens have equal rights.

All should give their services to community efforts.

All agree to the necessity for laws.

All are free, but obey laws made by all for all. No one person can do entirely as he likes or make others do as he likes.

Teach respect for private property.

Study of the public servants, firemen, police, postmen, etc., will show how much other citizens owe to these guardians and helpers. Contrast our trust in the police as our protectors with the German fear of their police as spies.

Under the heading of "Services to the Community" many practical ways of acting as good citizens of the community will be brought home to the children.

#### GRADE III.

(Pages 132-135, Programme of Studies.)

As this course is a study of life in other countries many opportunities will arise to contrast the personal liberty enjoyed in our own country with the lack of it found in some countries "visited".

Show how much more fortunate we are than the people of countries under totalitarian control. If studies of the Dutch, Norwegian or Danish people are undertaken bring out the present unhappy conditions in these countries in contrast with the peaceful happiness to be found there before the German invasion.

#### GRADE IV.

(Pages 135-139, Programme of Studies.)

As this grade's work consists of a study of the history of civilization there are opportunities of showing how modern democracy grew up and how it differs from the rule of early chiefs, patriarchs and kings who had absolute power over the lives and property of their subjects.

Contrast feudal society with that of today, especially in our own country, where no ranks of society are recognized.

Study the growth of independence in the towns.

#### GRADE V.

(Pages 139-143, Programme of Studies.)

This course deals specifically with our local, provincial, dominion and empire communities.

Careful attention should be given to building up a clear conception of our self government as exemplified in the local school meeting, the meeting of the town or city council, the provincial legislature and the Federal House of Commons.

Show how each citizen, through his vote, helps to determine the policies of the government and has a voice in making the laws.

Dramatization of elections, school meetings, sittings of the town or city council, the county council, the legislature, are most effective in making the organization and working of these bodies clear to the children.

Particular attention is urged to the section, "Our Empire Community". The Empire, its geography, its history, the co-operation of its parts in the war effort are important.

In rural schools probably many of the items listed for Grade V might well be used by the whole school in general lessons on democratic government.

#### GRADE VI

(Pages 143-146, Program of Studies.)

This is virtually a history of the Atlantic seaboard of America. Consequently the whole panorama of the growth of democracy in spirit and in institutions in America lies before the class.

Note especially how early settlers to America came for the sake of freedom, both religious and political.

The American Revolution should be studied as showing the result of ill-advised efforts to restrain democracy and restrain freedom.

The Loyalists are of especial interest to New Brunswick and especially to certain sections where they founded settlements which have flourished since. The Loyalists came to New Brunswick because of their loyalty to their king and flag and to escape American persecution. These people suffered much for the sake of freedom and the flag. They were largely instrumental, later, in obtaining self-government in our provinces. Do we appreciate the gift they left us? Personal liberty and free institutions are still worth personal sacrifices as they were in the days of the Loyalists.

Study Confederation as an illustration of democratic co-operation.

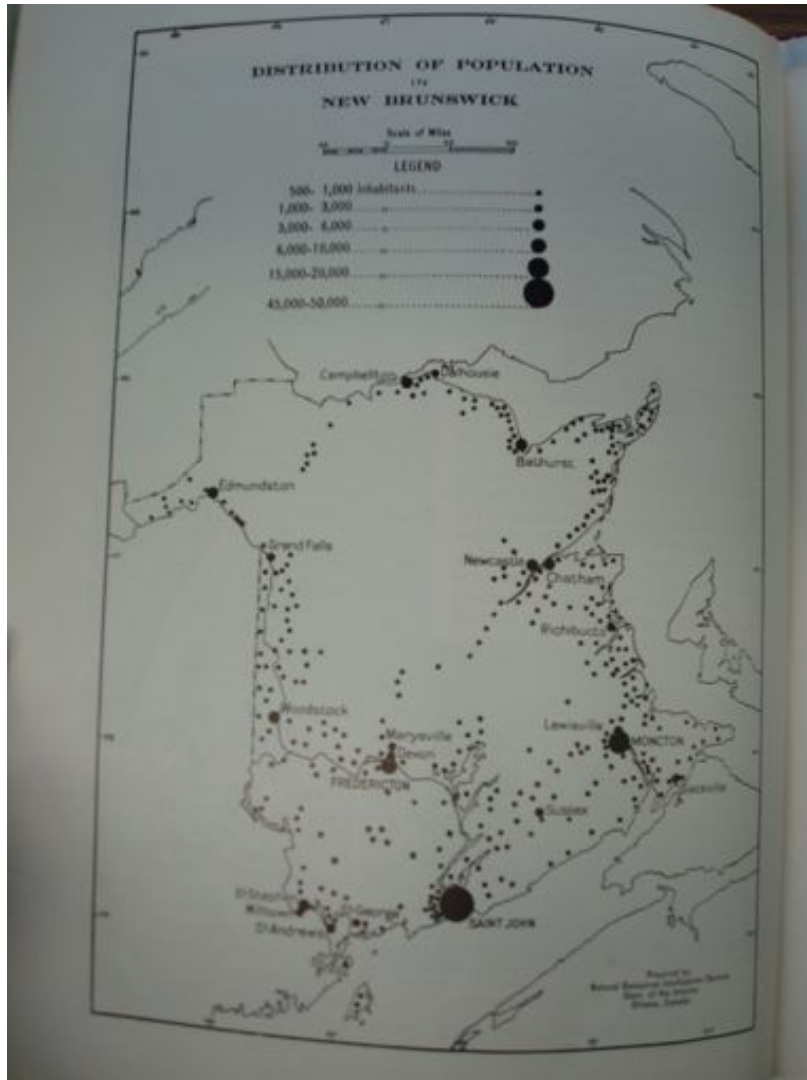
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#### FLAGS.

A section should be added, probably at the end of the suggestions for the higher grades which could contain plates of the flag, showing how the Union Jack developed. The different land and naval flags might be shown, with explanations of their uses. Flag etiquette should be included.

(This section might take the form given in the new Saskatchewan "Citizenship" course.)

# Broader Social and Historical context in NB



In the mid-1930s, at the height of the Great Depression, Prime Minister R.B. Bennett's political demise seemed inevitable. Seeking to reverse the tide running against his Conservative Party, on 2 January 1935 he began a series of live radio speeches outlining a "New Deal" for Canada.

Political History

Bennett's "New Deal" promised a more progressive taxation system, a maximum work week, a minimum wage, closer regulation of working conditions, unemployment insurance, health and accident insurance, a revised old-age pension and agricultural support programs. Nevertheless, Bennett lost the October 1935 general election, and in January 1937 the JUDICIAL COMMITTEE OF THE PRIVY COUNCIL declared most of the "New Deal" ULTRA VIRES.

(<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0000683>)

Population: "population was a public issue during the great depression" (Marquis, 4) Debt: Maritimes had a heavy debt load during the depression

Industry: The pulp and paper grew in the 20's, with job losses in lumber (Chatham, and Newcastle) The Maritimes did not produce "light consumer-oriented industries that were modernizing manufacturing in Central Canada" (Marquis pg 3) In other words, NB was not competing economically for In other words, NB was not competing economically for

Table 1: New Brunswick Population\*

| Year | Population | Increase since last Census |
|------|------------|----------------------------|
| 1911 | 351,889    | 6.2%                       |
| 1921 | 387,876    | 10.2%                      |
| 1931 | 408,219    | 5.2%                       |
| 1941 | 457,401    | 12.0%                      |
| 1951 | 515,697    | 12.7%                      |
| 1961 | 597,936    | 16.0%                      |
| 1971 | 634,560    | 6.1%                       |
| 1981 | 696,403    | 9.7%                       |
| 1991 | 723,900    | 3.9%                       |
| 2001 | 729,498    | 0.7%                       |
| 2006 | 729,997    | -0.1%                      |

Source: *New Brunswick's Population Growth Strategy in Historical Perspective*, pg 12

“New Brunswick, like its neighbours, attracted few immigrants past the mid 1800’s (...) During the first three decades of the 20th century, immigrants, who were 20% or more of Canada’s population, constituted 5-6% of New Brunswick’s population” (Marquis, 4)

# NEW BRUNSWICK

**Position and Extent.**—New Brunswick is the largest of the three Maritime Provinces of Canada, and ranks sixth in size among the provinces of the Dominion. It lies for the most part between the 45th and 48th parallels of latitude and the 64th and 68th degrees west longitude. The province is irregular in shape, its greatest length from north to south being about 230 miles and from east to west about 190 miles. Its total area, including both land and water, is 27,985 square miles, or 17,910,400 acres.

The province is bounded on the north by the entire length of Chaleur Bay and a part of the province of Quebec; on the east by the Gulf of St. Lawrence and Northumberland Strait; on the south by the province of Nova Scotia and the Bay of Fundy and its branches; and on the west by parts of the state of Maine and the province of Quebec.

If you trace on the map the boundary between New Brunswick and the state of Maine, you will notice that the dividing line for some distance is a straight line drawn from point to point. Along this line there is nothing in the nature of the country to show which is Canadian and which is United States territory. Such a boundary is called an *artificial boundary*. On the other hand, you will find that the Restigouche River forms for a part of the way the boundary between New Brunswick and Quebec. Boundary lines formed by lakes, rivers, or mountains are called *natural boundaries*.

**Counties.**—For purposes of local government, New Brunswick is divided into fifteen counties. Those on the east coast are

named *Restigouche, Gloucester, Northumberland, Kent, and Westmorland*; those on the south coast, *Albert, St. John, and Charlotte*; those in the interior, *Kings, Queens, and Sussex*; and those in the west, *York, Carleton, Victoria, and Madawaska*. The counties are irregular in shape and of varying sizes. The largest county is Northumberland, with an area of 2,756,000 acres, and the smallest is St. John, with an area of 386,400 acres. See page 55.

**Test Questions and Problems.**—Draw an outline map of New Brunswick and trace carefully the boundaries of the province. Mark the natural boundaries in red and the artificial boundaries in blue.

Using the scale of miles on the map on page 2, measure the distance around the province. Follow the coast line as closely as you can.

Compare New Brunswick in size with each of the other provinces of Canada.

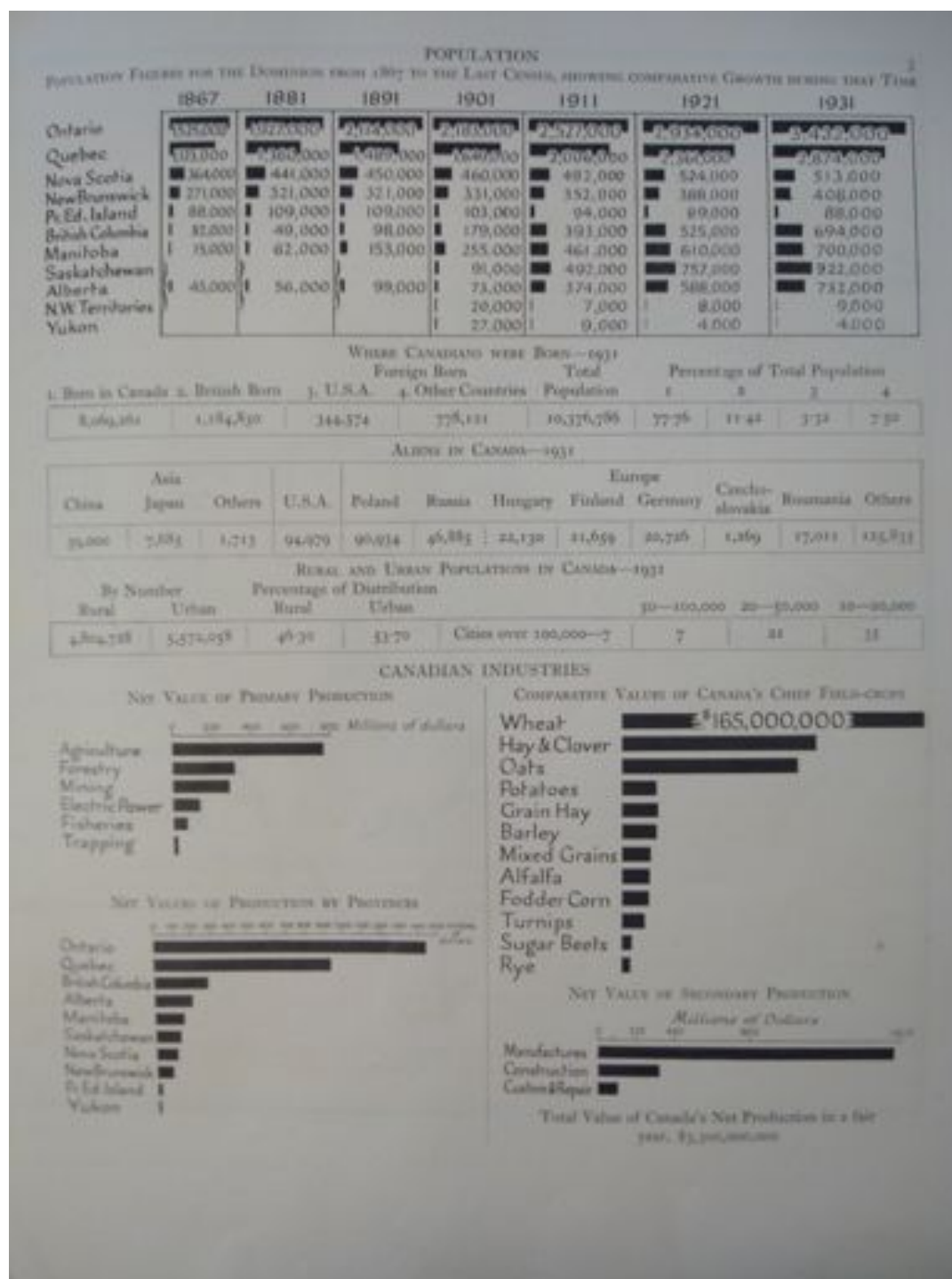
Draw an outline map of the province and fill in the counties. Practice this until you can see clearly the shape and position of the counties without looking at the map.

With the table on page 55 as a guide, arrange the counties in the order of their size. Compare each with your own county as to area.

Using the scale of miles on the map on page 2, measure the boundaries of your own county.

**History.**—The history of New Brunswick begins with 1534, when Jacques Cartier from France first saw the shores of Escuminac, about thirty-five miles from the present town of Chatham. Seventy years later, an expedition under the leadership of the Sieur de Monts, with whom sailed Samuel de Champlain, entered the Bay of Fundy, discovered the St. John and the St. Croix Rivers, and passed the winter on an island in Passamaquoddy Bay not far from where





Source: *New Brunswick with Maps, Diagrams, and Illustrations* textbook

These diagrams show the population of the province in a text book by Wallace used in the 1930s. We get a sense of NB's populous during this decade.

# THE COUNTIES OF NEW BRUNSWICK

55

## THE COUNTIES ON THE EAST COAST

| Name           | Area in Acres<br>Area in round<br>numbers | Population<br>Census of 1901 | Chief Places<br>Shelton in Italic                                       |
|----------------|-------------------------------------------|------------------------------|-------------------------------------------------------------------------|
| Restigouche    | 2,072,710                                 | 29,859                       | <i>Dalhousie</i> , Campbellton.                                         |
| Gloucester     | 1,195,000                                 | 41,914                       | <i>Bathurst</i> , Bathurst Village, Caraquet.                           |
| Northumberland | 2,756,000                                 | 34,124                       | <i>Newcastle</i> , Chatham, Douglastown.                                |
| Kent           | 1,149,000                                 | 23,478                       | <i>Richibucto</i> , Rexton, Buctouche, Harcourt.                        |
| Westmorland    | 887,000                                   | 57,506                       | <i>Dorchester</i> , Moncton, Sackville, Shediac, Salisbury, Sunny Brae. |

## THE COUNTIES ON THE SOUTH COAST

|           |         |        |                                                                |
|-----------|---------|--------|----------------------------------------------------------------|
| Albert    | 435,000 | 7,679  | <i>Hopewell Cape</i> , Hillsborough, Elgin, Albert, Riverside. |
| St. John  | 386,400 | 61,613 | <i>Saint John</i> , Fairville, St. Martins.                    |
| Charlotte | 822,500 | 21,337 | <i>St. Andrews</i> , St. Stephen, Milltown.                    |

## THE COUNTIES IN THE INTERIOR

|           |         |        |                                                      |
|-----------|---------|--------|------------------------------------------------------|
| Kings     | 877,300 | 19,807 | <i>Hampton</i> , Sussex, Rothesay, Norton, Havelock. |
| Queens    | 924,700 | 11,219 | <i>Gagetown</i> , Chipman.                           |
| Frontenac | 686,000 | 6,999  | <i>Oromocto</i> , Fredericton Junction, Minto.       |

## THE COUNTIES IN THE WEST

|           |           |        |                                                          |
|-----------|-----------|--------|----------------------------------------------------------|
| York      | 2,278,000 | 32,454 | <i>Fredericton</i> , Marysville, Devon, McAdam, Stanley. |
| Carleton  | 788,000   | 20,796 | <i>Woodstock</i> , Hartland, Centreville, Florenceville. |
| Victoria  | 1,324,000 | 14,907 | <i>Andover</i> , Perth, Grand Falls.                     |
| Madawaska | 810,500   | 24,327 | <i>Edmundston</i> , St. Leonard.                         |

Source: *New Brunswick with Maps, Diagrams, and Illustrations* textbook

Here we see the divisions of the population within the province.

The following four images are from the Wallace text book. They show how geography was taught.

Explain the reason for the high tides in the Bay of Fundy. What effect have the high tides on the coast line? Describe the tidal bore. What is the name of the bore? What useful purpose does it serve?



Rocky Point and distant Headland, Campobello Island

Describe in your own words Chaleur Bay. Why is there not in Chaleur Bay a high tide similar to that in the Bay of Fundy? If there were such a tide, what would be the effect?

Compare the coast line along the Bay of Fundy with that along Chaleur Bay. Compare the coast lines of Chaleur Bay and the Gulf of St. Lawrence.

Of what use to the province are the many bays along the eastern coast? What is the value of Passamaquoddy Bay to the province? If the St. Croix River flowed directly into the Bay of Fundy, what would be the result?

Find out all you can about Grand Manan and Campobello Islands. Describe them briefly.

**Climate.**—The climate of New Brunswick is exceptionally healthful. "There is not,



A fertile Valley

in fact, any country more free from epidemic diseases or where people live to such a ripe old age." Except along the coast the air is comparatively dry, and there are

extremes of heat and cold. The temperature of summer is 60°, while the temperature of winter is 20° above zero. The winters are colder as one goes north from the Bay of Fundy. The summers and autumn are delightful seasons. There is an abundance of sunshine almost all the time, but they do not extend far into the interior.

Snow usually covers the ground for two or four months, and varies from two or more feet in depth according to the part of the province. Of late, however, snowfall has not been so great, nor has it been so evenly distributed as in former years. The snow in winter not only makes excellent roads for sleighing but also serves a most useful purpose in enabling the



Along the Kennebec River near the mouth

men to carry on their work in the winter. Further, it is of great value to the farmer as it provides moisture for the soil.

The rainfall is fairly evenly distributed over the province and is ample for agricultural purposes. It varies from 36 inches at Fredericton and Dalhousie to 42 inches at Sussex and Chatham, 47 inches at Saint John and 48 inches at Saint John. The average precipitation all over the province is over 46 inches. There are no years of extreme drought. In the northern and interior the snowfall is greater and the rainfall less than on the Bay of Fundy coast.

**Test Questions and Problems.**—Give a description of the climate of New Brunswick. Know it. Describe the weather in your own words during the last winter. Is the weather



Potato Farming

*Courtesy Dept. of Interior, Canada*

of the crops? Had the weather anything to do with this failure? What is the average number of inches of rainfall in your neighborhood?

Why is the winter season valuable to the province? If there were no snow or very little during a winter, what would be the result?

At what time does spring usually begin in your county? Why is spring frequently late? What is the earliest date on which seeding begins in your county?

If there were a range of hills along the east coast, what would be the effect on the climate? What is the prevailing wind in the place where you live? What is the effect of this wind?

What is the cause of the fogs on the Bay of Fundy? Why do these fogs not extend far inland?

**Agriculture.**—Agriculture is the basic industry of New Brunswick. "The soil and climate are admirably adapted for every kind of farming, whether it be the growing

of crops, the breeding of live stock, the production of butter and cheese, fruit growing, or anything else which pertains to the farmers' calling. The winter's frosts, which enter the ground to a depth of three or four feet, serve to separate the soil and render it easy of cultivation. Although farming operations cannot be undertaken much before the middle of April, when some vegetation starts, growth is very rapid." The growing season is somewhat shorter in the northern part of the province than in the southern section, but is marked by a more rapid growth of vegetation.

That part of the soil of New Brunswick which is suited for agricultural purposes may be roughly divided into three classes—*upland*, *marsh land*, and *intervale*.



*Courtesy Canadian Pacific Railway*

Cutting Oats near Brighton



A Hay Field

The term "upland" is applied in New Brunswick to all those lands that are not marsh lands or intervale. The uplands comprise the greater bulk of the farming lands and are of different qualities. They vary from rich alluvial loam, capable of producing large crops of hay, cereals, and roots, to the very light sandy soils not profitable enough for cultivation and suitable only for pasturing sheep.

The marsh lands, which are found all along the Bay of Fundy, eastward from Saint John, form one of the most valuable farming assets of the province. In appearance they resemble flat stretches of prairie meadow covered with

in the neighborhood of Sackville, raspberries, gooseberries, and currants are largely cultivated both for export and for canning.



A Road through the Woods along the Shore of Grand Lake

Cranberries and blueberries grow wild in profusion and are canned in large quantities. Plums also do well.

**Test Questions and Problems.**—Examine carefully the map on page 22 and notice the chief agricultural districts. You will see that in some sections there is no farming. Why? Notice the products in each district. Why do these differ in many cases? What has the soil to do with this? the climate?

In your own neighborhood what are the chief products of the farms? Why? Examine the map on page 22 and notice the products of your own county? Why these particular products? Compare with some other county some distance away.

Describe the marsh lands. How were these marsh lands made? What products are grown on them? Why? What is raised by intervals lands? uplands? Is the land in your neighborhood marsh land, intervals, or upland?

Why are oats so extensively grown? potatoes? turnips? Why is wheat not more grown? barley? Examine the map on page 22 and notice the fruit districts. Why are these districts suited to fruit growing?

Is there much stock raised on the farms in your neighborhood? in your county? Is your county adapted to stock raising? Why are not more sheep raised? In your part of the province are there many hogs, ducks, or turkeys raised? If not, what is the reason? If there are any live farms in your neighborhood? If you have visited a live farm, describe it as fully as you can. What other animals are raised on the live farms besides hogs?

**Lumbering.**—New Brunswick is densely forested. "Roughly speaking, the forest area is bounded on the south by the Canaan River, Grand Lake, and the valley of the St. John from Sheffield to Woodstock; on the west by the settled lands of the Upper St. John; and on the east by the Canadian National line from Bathurst to Moncton. To the north it extends right up to the Quebec boundary. In other words, there is a belt of settled land along the Gulf of St. Lawrence coast, another and wider belt along the Fundy shore, and a third extending along the banks of the St. John River. These settled areas enclose a vast block of wild country, comprising by far the greater part of the province. There are several thousands of square miles north of the Main Southwest Miramichi that are im-

possible to enter except on foot or by canoe. In them the only houses are lumbermen's camps, trappers' shanties, and sportsmen's hunting and fishing lodges. Of course, there are tongues of farm-lands stretching up the river valleys, but even these do not extend far inland except along the Miramichi."

Although much of the forest area of the province has been cut over and some parts have been badly burned, there is still an immense



A Lumber Camp

district awaiting the axe of the lumberman. The total area of merchantable timber is estimated at 18,000 square miles. About

a small proportion of sulphite pulp added to make it more pliable. Better grades of paper contain a larger proportion of sulphite pulp. To make paper the pulp is run on to a fine wire screen in order to allow the water to drain off. The thin mat of fibre which is left is then run through rollers, thoroughly dried, and taken out as paper.

The products of the forest rank next in value to agriculture. In addition to the value of the timber cut, the logging camps, saw-mills, and pulp and paper mills give employment to thousands of men. New Brunswick ranks fourth among the provinces of Canada in timber production, and leads them all in the manufacture of laths.

How long can the lumbermen continue to cut down the forests in New Brunswick? People who have studied this problem tell us that the growth of trees is so rapid and the forests are so large that, if we are careful, we shall always have all the trees that we require. But we are not as careful as we should be. Campers forget to put out their fires, thus burning down thousands of acres of timber which it will take hundreds of years to grow again. Settlers, in clearing the land, allow the fires to escape, thus causing untold damage. Lumbermen, in taking out logs, are not careful to protect the young saplings; they seldom take the trouble to set out trees to replace those cut or destroyed. Unless we protect the forests, the mills will be forced to shut down, and the thousands of men who are employed in the industry will have nothing to do. See map on page 26.

The government is doing all that it can to protect the forests. It has issued strict regulations for the protection of young trees from destruction by lumbermen, for the replanting of cut-over areas, and for the prevention of fires. Rangers patrol the forests to see that these regulations are carried out, and to watch for fires that may prove dangerous. On high hills or mountain peaks, about thirty small lookouts have been built; from these towers, which are connected with Fredericton

by telephone watchmen scan the surrounding forests for signs of fire. In addition, a Forestry School, established at the University of New Brunswick in 1908, is doing valuable work in teaching correct methods of forest management.

**Test Questions and Problems.**—Examine the map on page 26 and notice the forest area still in the possession of the province. Notice the forest area in your county. Why is the province so densely forested? What has the soil to do with this? the climate? Is there much forest in your neighborhood? Are the trees hardwood or softwood? Name as many of the trees as you can. What use is made of them? From the text make out a list of the trees of the province with the use made of each.

If you live in a forest area, tell how lumbering is carried on there. If you do not, find out all you can about lumbering, and give a similar description.



Courtesy Dept. of Forestry, Ottawa

#### The Miramichi Lumber Industry at Loggieville

Describe (a) a lumber camp, (b) a log drive, (c) a saw-mill. If there were no large rivers in New Brunswick, what would be the effect on the lumbering industry?

Tell briefly what the government is doing in your district to preserve the forest. What can you do to assist the government in this work?

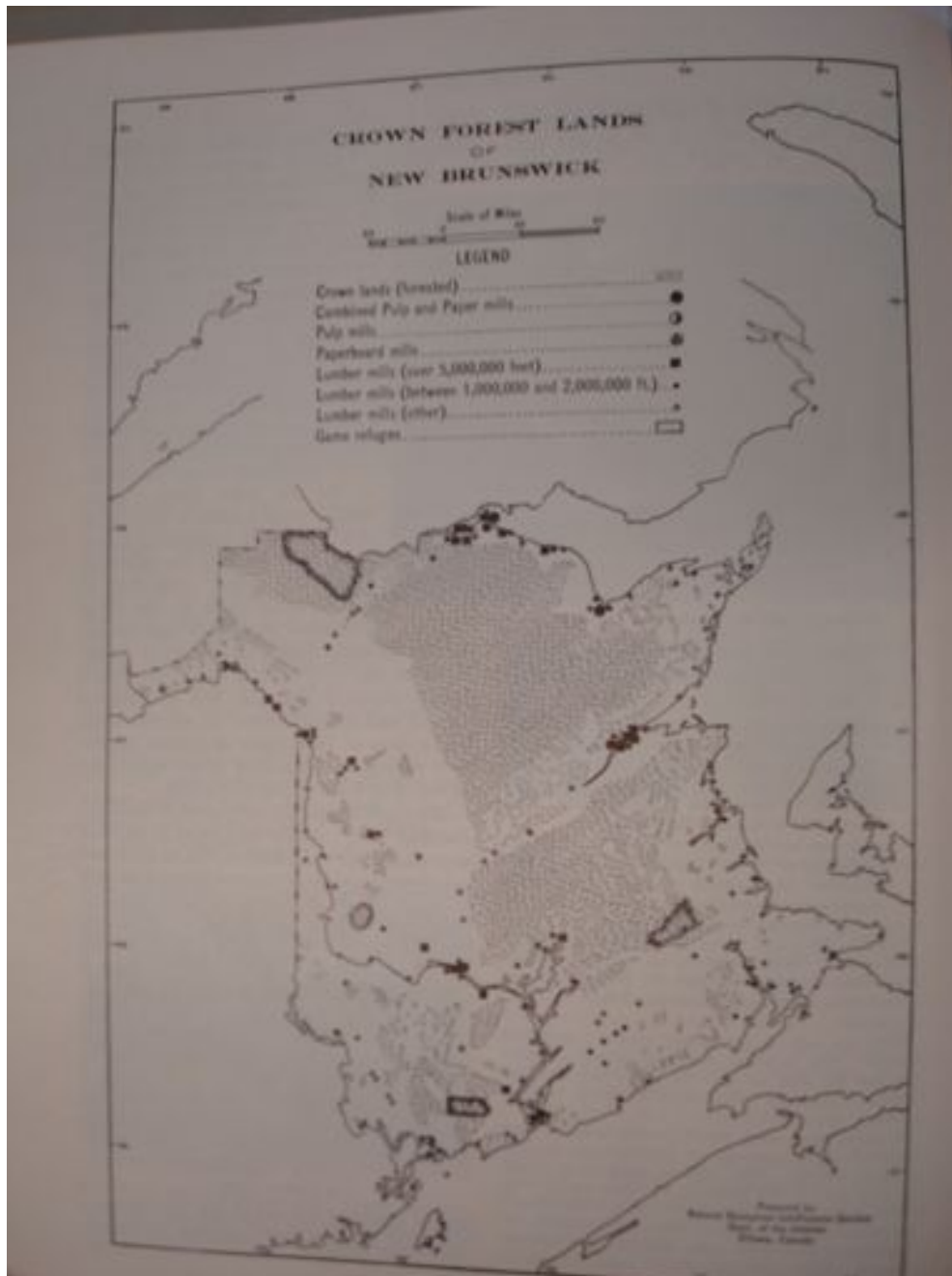
**Fishing.**—The long coast line of New Brunswick, extending over 600 miles, affords excellent opportunities for inshore fishing. The chief fish of commercial value are herring, cod, haddock, hake, salmon, mackerel, pollock, alewives, shad, smelts, sandlimes, lobsters, oysters, and clams. The counties which engage most extensively in fishing are Charlotte, Gloucester, Westmorland, Northumberland, Kent, and St. John. The

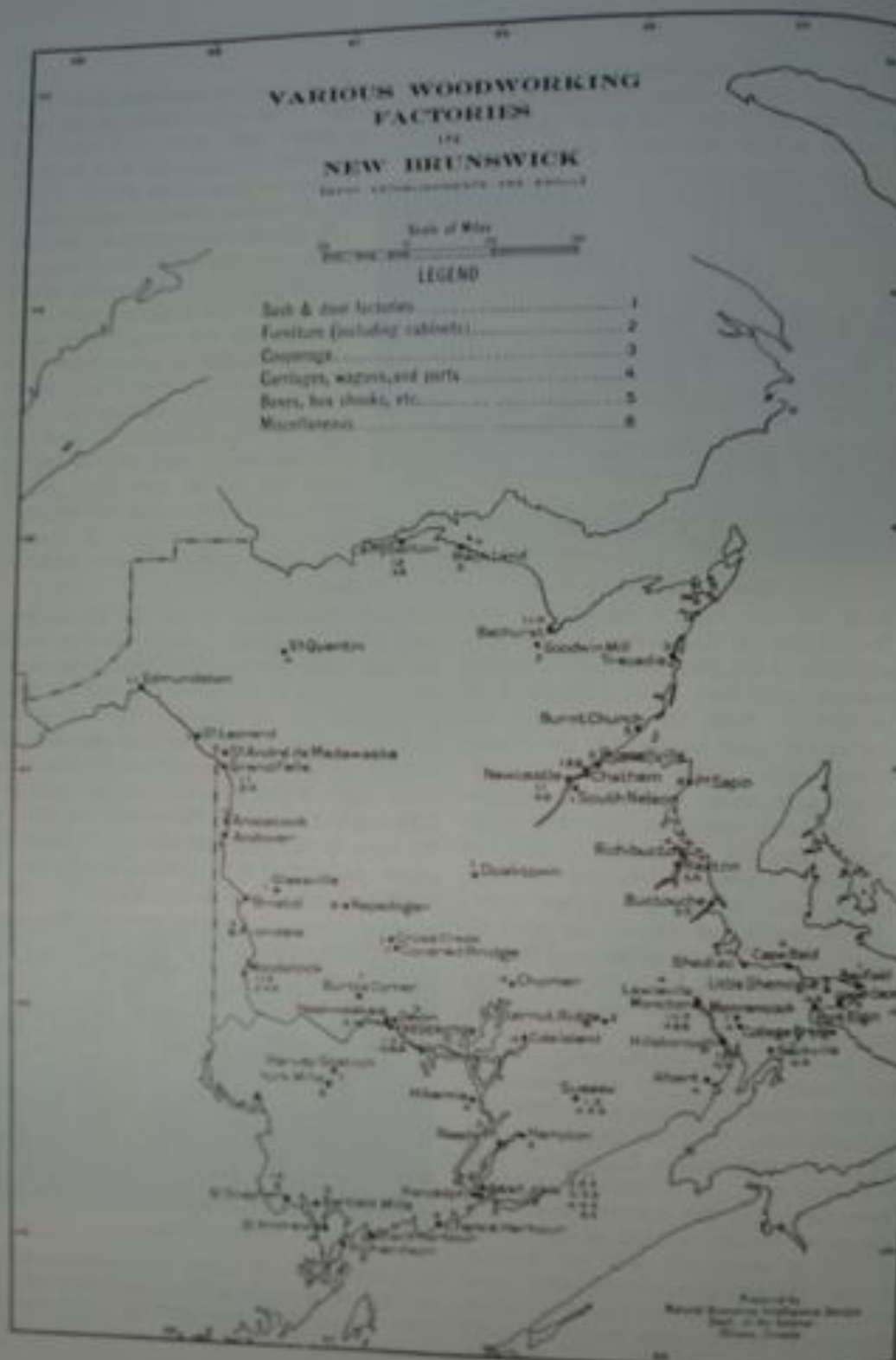


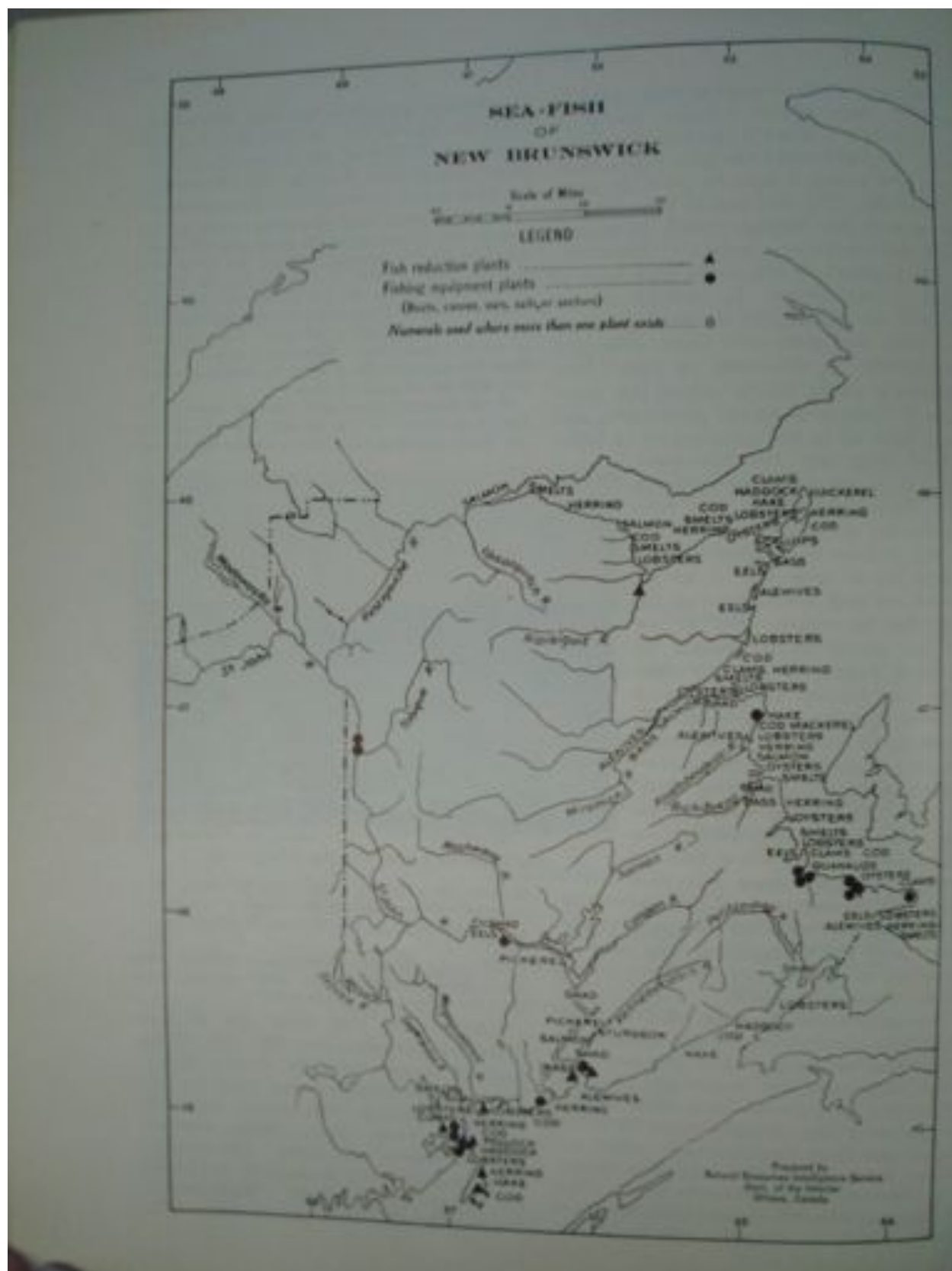
Source: *A Portrait of New Brunswick*, p. 54 (above) and 55 (below)

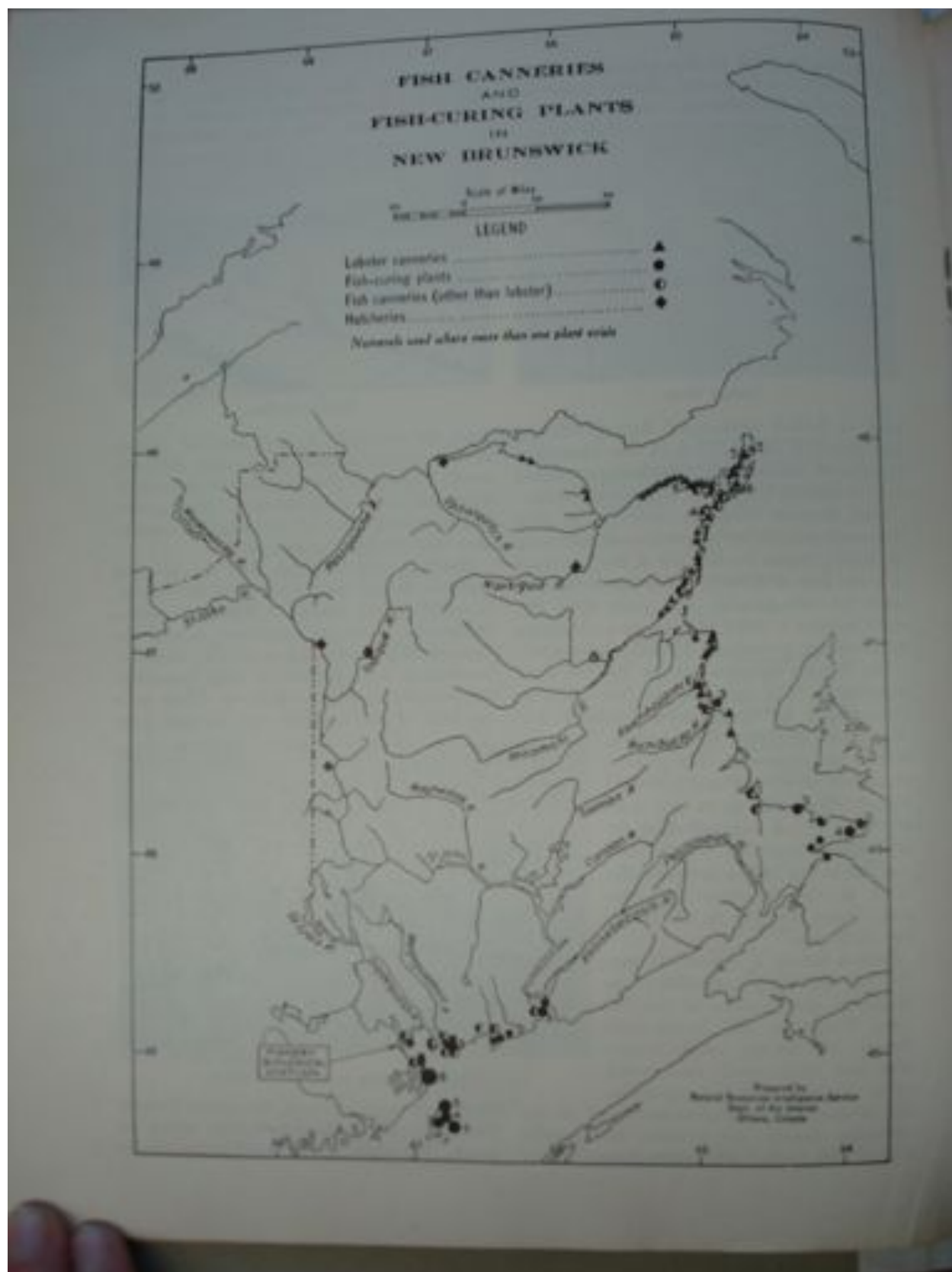


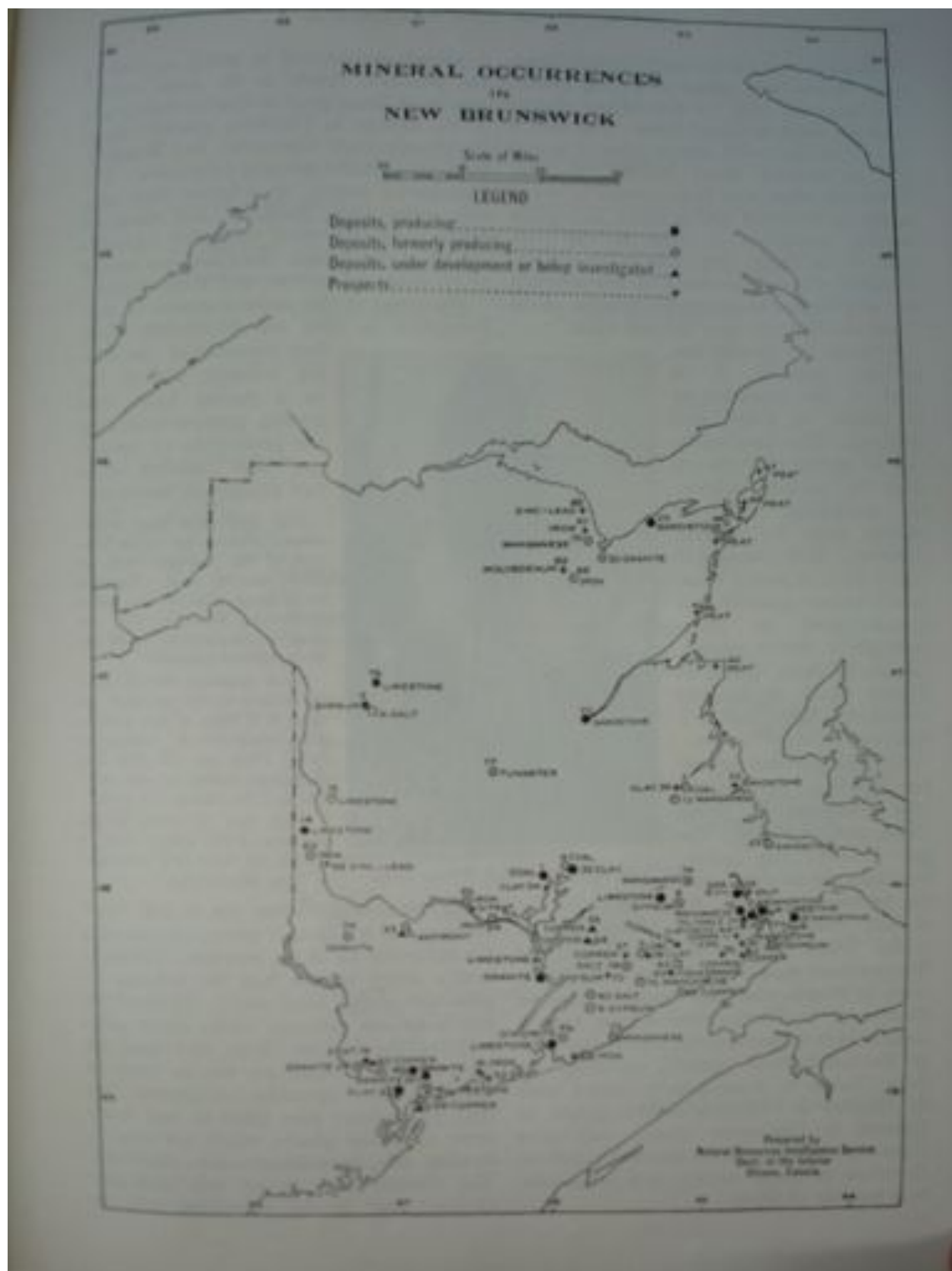
In this Geography text book we get a sense of the work/industry and resources in the province











- (New Brunswick with Maps, Diagrams, and Illustrations, Wallace, The Educational Book Co. Limited, W.J. Cage and Co. Limited Distributing Agents)

## Photographs of NB During the 30's





(Source: *A New Brunswick Album*, p.17 and 33)

# Broader Social Context in Canada

“Education, while often seen as out of touch with the changing and ever-evolving realities of life, was also taken to be a force for remedying ills, preparing for the future, and enabling upcoming generations to deal with the modern world.<sup>14</sup> A new, progressive education was required for a modern, progressive world.<sup>15</sup> Soldiers returning from World War I, for example, found their homes and worlds transformed. Many of their wives and sisters had left home or entered the workplace, gained the right to vote in the federal elections, lobbied for temperance and prohibition of alcohol, and become active citizens.<sup>16</sup> Moreover, a post-war industrial crisis meant many veterans found themselves unemployed upon returning home, while others could not work because of injuries and disabilities brought on by the struggles in Europe.<sup>17</sup> This provoked a sharp increase in strike activity as well as “demands for social justice and decent living conditions.”<sup>18</sup> “(p. 18, Christou)

During the 1930s in Canada, post-war economic political and social repercussions were felt across the country. During this interwar period—between the first and second World Wars, emphasis was on harmony, social stability and peace among nations, and ideas began to shift away from narrow nationalism toward a new internationalism. There was a recognition that this needed to be fostered and taught in schools.

The relationship between the Dominion of Canada and the British Monarchy was evolving, and in 1931 the Statute of Westminster came into effect. After years of negotiation between Britain and the Dominions this statute afforded certain provisions to the government of Canada. These included: The British parliament could no longer nullify laws in the Dominions; Dominions could make their own extra-territorial laws; British law no longer applied to the Dominions. This is why Canada did not immediately go to war with Britain when WWII began in 1939.

Aboriginal political protest movements started in 1910 but gained momentum in the 20s and 30s, fuelled by unfavourable laws and broken treaty promises. Provincial Land Transfer Agreements beginning in 1930 (from: *Canadiana*) brought any autonomy afforded to First peoples into question. For instance, new agreements gave western provinces greater control over natural resources—something the east had already established in British North American Act of 1867. There was no consultation with First Nations peoples whose hunting and fishing and other traditional practices were affected. At this time, pow-wows, sweat lodges and traditional Sun dances were held in secret after having been banned in 1925. (*Canadiana*).

Hope was on the rise in terms of women's rights during this era. After a long struggle, the women's movement won the right for suffrage. Canadian society, through new technology, radio and movies portraying "American-style pleasures" was influenced increasingly by the United States and, on the whole, society was becoming more aware of events around the world as a result of the war.

There was a felt need to restructure society in this inter-war era, and it was assumed that schools were capable of doing this. This new trend had important implications for the teaching of history and citizenship education. Critics argued that these courses "simply inculcated students with an uncritical loyalty and fostered militarism" and some argued that "history teaching had resulted in a 'cult of ancestor worship' among young people and an exaggerated respect for the accomplishments of the upper classes" (Von Heyking, 52). At the same time, there was a return to traditional values, a "rejection of selfish individualism and a return to a healthier sense of community" (Von Heyking, 57).

Post-WWI, an increased sense of patriotism among Canadians led to calls for a uniquely Canadian curriculum whereas prior to the war this was not on the education agenda. New ideas about the nature of good citizenship and Canadian national identity were taking hold and gradually introduced through English, History and citizenship or civics courses, reaching each province at different times (Von Heyking)

# **Broader Social and Historical Context in the World**

During this era, Depression sweeps worldwide while at the same time considerable progress in infrastructure were taking place. For instance, in 1931 the tallest building in the world was built, the Empire State Building and the Benguela-Katanga, Africa's first cross-continental railroad line, was completed and in 1935 the longest bridge in the world opened over the Zambezi River. (Mountain Times). Protectionist policies characterized most major economies and at the same time international cooperation became a major theme. The League of Nations, for instance was founded after the WWI in order to prevent future wars through collective security, the settling of disputes and negotiated diplomacy. (Canadian encyclopaedia) Despite some earlier successes the League, for a variety of reasons, proved incapable of preventing WWII.

During the 1930s, events leading up to World War II were taking place: The Treaty of Versailles, The Burning of the Reichstag, Hitler's plans for expansion put an end to the interwar years as WWII began. These events, coupled with nationalistic tensions and resentment stemming from WWI, the interwar period and the Depression set the stage for the Second World War and a halt to educational progress at that time.

## **Significance of Study for Education in New Brunswick**

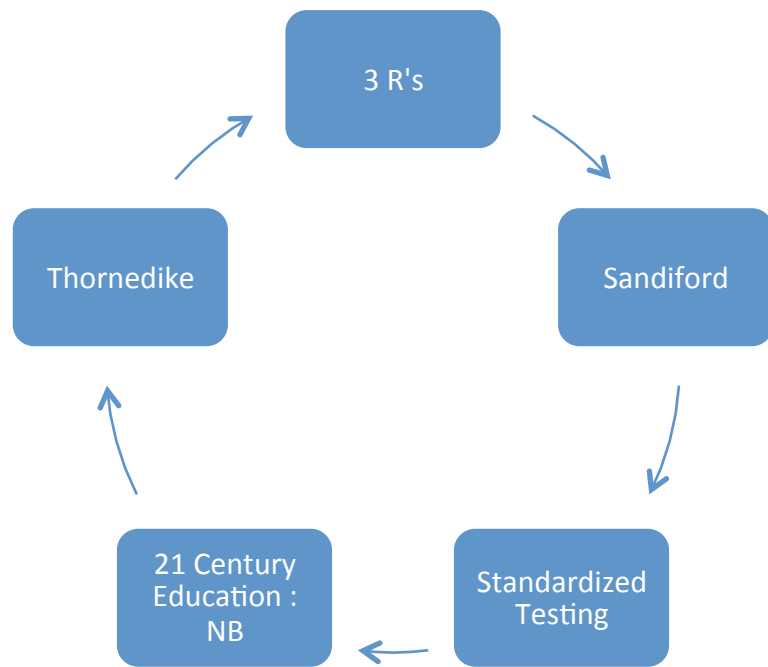
While progressive education was slow to take hold in New Brunswick in comparison with the rest of Canada, the desire and recognition of the need for an educational shift was well underway. This is particularly interesting considering that, much to our surprise, the discussions of reform that were happening in the 1930s in New Brunswick were similar to the discussion around curriculum changes and educational paradigms that we are still having today.

In terms of social studies education, the focus on 21<sup>st</sup> century learning and the emphasis on critical thinking and a style of teaching that follows the ‘problem-posing’ model is reminiscent of some of the texts and discussions of the 1930s. Both speak to challenging students to look at issues critically and come up with solutions that will better both their own local situation and encourage cooperation globally and nationally. This shift in approach was confusing in the 1930s, as we can see from some of the meeting minutes, because it was so contrary to the rote learning and memorization tactics that were traditionally used.

# Conclusions

“Prominent figures in the developing fields of experimental psychology and mental testing included Peter Sandiford of the Ontario College of Education. He had been a graduate student of Edward Thorndike, one of the notable patriarchs of the progressive education movement in the United States, at Columbia University. Sandiford, in Robert Patterson’s assessment, emerged as one of the “educational experts in a variety of specialized areas [who] made recommendations based upon what they felt were sound research techniques and findings.”<sup>70</sup> While John Dewey’s work is associated with the pedagogically progressive (or child-centred education) camp, Thorndike’s contributions are more closely related to the administratively progressive (or mass education) camp exemplified by the rising science of educational testing and by the growth and centralized authority of large bureaucratic school districts. Sandiford, like Thorndike, was drawn to the more scientific and administrative concerns of progressive education. (Christou and Tompkins)

When we consider Sandiford’s influences in the country during the 1930s there is no denying that he was part of a departure from Dewey’s initial educational theories. Standardized testing has taken hold of the educational system(s) nationally, provincially and beyond. New Brunswick was implementing many of these progressivist practices and ideologies, as noted in the texts they used, the administrative records, and the curriculum documents. To what extent is unclear to us at this time, but what is important to note is that New Brunswick did use progressive ideologies to reform their schools.



Above this simple diagram documents the cyclical nature of educational reforms. Educationalists of the progressive movement were trying to teach “true education” (Tompkins). Not just the 3 R’s (Reading, Writing and Arithmetic’s). We have to ask ourselves if the 21C Educational plan in New Brunswick is really pushing our students in any new directions, or if we are just repeating the same things done before us, with shinier technological tools.



Girls' Basketball Team, Frederick Jackson High School, 1916. DMB, 175-47  
 The 1916 graduating class of Jackson Grammar School, 1900s, 175-49



Three students graduated from Jay Junior High School in 1908. DMB, 175-50  
 The well beloved pupils of Grant Center School, Colville County, 1901. DMB, 175-51