

An open notebook with a dark cover is shown. The left page features a photograph of several old, worn books standing on a shelf. The books have dark spines with gold lettering. The word 'KNOWLEDGE' is clearly visible on the spines of the books in the center and to the left. The right page of the notebook is blank and has a light cream color.

The History of Social Studies Education in New Brunswick, 1941-1950

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Hypothesis

Social studies education in the province of New Brunswick in the 1940s changed dramatically as Canada began to reflect and question what it was teaching its next generation of citizens. It is our belief that Social Studies in New Brunswick started to transform in the 1940s into what is now thought of as a typical Social Studies class placing more emphasis on a 'humanistic study,' which was a movement away from memorization and regurgitation of facts toward a way for student's to open their minds to the world, train their critical thinking abilities, and enrich their imaginations, while contributing by being an active citizen.¹



Introduction to the Decade



The Second World War dominated the decade of the 1940s. In the early 1940s the war effort at home, in Canada, and abroad, dominated how people lived and dictated the education they received. After the Allied victory in 1945 the rest of the decade focused on rebuilding and moving forward to make sure another world war came to pass.

Although the Second World War dominated life in the early 1940s, life still continued and the world evolved, education included. Where most attention is often directed to the war when looking at the 1940s, it is important to take note of other defining characteristics or moments of this fascinating decade including; the emergence of legendary

¹Osborne, Ken, "Canadian History in the Schools: A Brief History," accessed February 27, 2011, <http://www.histori.ca/prodev/article.do?id=11630>.

Frank Sinatra on to the music scene, the premiere of the film *Casablanca* starring Humphrey Bogart and Ingrid Bergman in 1943, George Orwell publishing his iconic novel *Nineteen Eighty Four* in 1949, the establishment of the United Nations in 1945 and the defense alliance NATO in 1949. Mao Zedong claimed victory for the Chinese Communist Party in China in 1949, as well as the establishment of the State of Israel in 1948.²

Discussion of Sources

At the University of New Brunswick Archives, we explored:

Primary Sources:

- Dorland, Arthur G. *Our Canada*. Toronto: The COPP Clark Co. Limited, 1949.
- Hayes, Carlton J., and Parker Thomas Moon and John W. Wayland. *World History*. New York: The Macmillan Company, 1946.
- New, Chester W., and Reginald G. Trotter. *Chapters I-IX of Modern History*. Toronto: Clarke, Irwin & Company Limited, 1945.
- Mainwaring, James. *Man and His World: A Course in History and Geography (Book II: The Evolution of the Modern World)*. London: George Philip & Son, LTD., 1942.

At the University of New Brunswick Harriet Irving Library, we explored:

Primary Sources:

- Department of Education. (1947). *Department of Education Annual Report 1946-1947*.
- Department of Education. (1950). *Intermediate Programme of Studies for New Brunswick Grades VII, VIII, and IX, 1949-1950*.

² Wikipedia, "1940s," accessed February 27, 2011, <http://en.wikipedia.org/wiki/1940s>.

- Department of Education. (1943). *Financing Rural Schools as County Units*. Issued by Hon. C.H. Blankeny, B.A., LL.D. Minister., 1943.
- Picot, J.E. *A Brief History of Teacher Training in New Brunswick 1848-1973*. Fredericton: The Department of Education Province of New Brunswick, 1974.
- The Forum of New Brunswick Education. Fredericton, N.B., March 1941 Vol. 1 No. 3. 1941.
 - These sources provided us with a better picture of what the Education system of New Brunswick looked like throughout the decade of the 1940s.
- New Brunswick Department of Education. (1940). *Outline of Courses of Study for Public Schools 1940-1941*.
- New Brunswick Department of Education. (1941). *Outline of Courses of Study for Public Schools 1941-1942*.
- New Brunswick Department of Education. (1942). *Outline of Courses of Study for Public Schools 1942-1943*.
- New Brunswick Department of Education. (1943). *Outline of Courses of Study for Public Schools 1943-1944*.
- New Brunswick Department of Education. (1944). *Outline of Courses of Study for Public Schools 1944-1945*.
- New Brunswick Department of Education. (1945). *Outline of Courses of Study for Public Schools 1945-1946*.
- New Brunswick Department of Education. (1946). *Outline of Courses of Study for Public Schools 1946-1947*.
- New Brunswick Department of Education. (1948). *Outline of Courses of Study for Public School 1948-1949*.
- New Brunswick Department of Education. (1949). *Outline of Courses of Study for Public Schools 1949-1950*.
 - These outlines of the courses offered in New Brunswick each year of allowed us to analyze the individual documents to see if there were any significant changes in the courses offered throughout the span of the 1940s.

- New Brunswick Department of Education. *Departmental examinations on Completion of High School Subjects*. 1944.
- New Brunswick Department of Education. *Departmental examinations on Completion of High School Subjects*. 1947.
 - The Departmental examinations allowed us to analyze how the examinations changed over the decade.

Secondary Sources:

- Canadian Social Studies Association. "Canada's National Social Studies Journal." Accessed February 27, 2011.
<http://www2.education.ualberta.ca/css/>.
- Canada's World. "Historic Timelines." <http://canadasworld.ca/timeline>.
- Canadian War Museum. "Civilization." Accessed February 27, 2011.
<http://www.warmuseum.ca/cwm/home>.
- Government of Canada. "Human Resources and Skill Development Canada." Accessed February 27, 2011.
<http://www.hrsdc.gc.ca/eng/cs/sp/hrsd/prc/publications/research/2000-002533/page05.shtml>.
- Government of New Brunswick. "Learn About New Brunswick." Accessed February 28, 2011.
http://www2.gnb.ca/content/gnb/en/gateways/about_nb.html.
- Osborn, Ken. "Canadian History in the Schools: A Brief History." Accessed February 27, 2011.
<http://www.histori.ca/prodev/article.do?id=11630>.
- Osborne, Ken. "Historical Consciousness and Education." *MASSTA-The Social Science Teacher*. Accessed February 28, 2011.
<http://www.histori.ca/prodev/file.do?id=22488>.
- Rosenberg, Jennifer. "1940s Timeline." *Timeline of the 20th Century, About.com*. Accessed March 16, 2011.
<http://history1900s.about.com/od/timelines/tp/1940timeline.htm>.
- School Days Museum. "Teacher Education." Accessed February 27, 2011. <http://museum.nbta.ca/teachereducation2.htm>.

- Statistics Canada. Censuses of Canada. "Population Statistics." Accessed February 27, 2011. <http://www.statcan.gc.ca/pub/98-187-x/4151287-eng.htm>.
- Wikipedia. "1940s." Accessed February 27, 2011. <http://en.wikipedia.org/wiki/1940s>.
 - These sources provided us with a very good overview of what the decade of the 1940s looked like in New Brunswick, Canada, and the world. This overview allowed us an insight in what was happening in the world that would affect the evolution of the New Brunswick Social Studies curriculum and classroom.



Images/Media:

- Google Images. "Vintage Books/Maps." Accessed February 27, 2011.
- The Forum of New Brunswick Education. *Merit Certificate*. (March, 1941).
- The Forum of New Brunswick Education. *Harvey High School*. (January, 1946).
- The Forum of New Brunswick Education. *Harvey High School, Floor Plan*. (January, 1946).
- The Forum of New Brunswick Education. *More Money for Schools*. (February- March, 1946).
- The Forum of New Brunswick Education. *New Text Books*. (May, 1949).
- The New Brunswick Provincial Archives. "Civil Support for the Effort." Accessed February 26, 2011. <http://archives.gnb.ca/exhibits/wwii/Default.aspx?culture=en-CA&Panel=4>.
- The New Brunswick Provincial Archives. "D-Day, Juno Beach." Accessed February 26, 2010. <http://wwii.ca/photo/211/normandy-juno-beach/#next>.

- The New Brunswick Provincial Archives. "It's All Over." Accessed February 26, 2011. <http://archives.gnb.ca/exhibits/wwii/Default.aspx?culture=enCA&Image=103&Panel=10>.
- The New Brunswick Provincial Archives. "War Declared." Accessed February 26, 2011. <http://archives.gnb.ca/exhibits/wwii/Default.aspx?culture=en-CA&Image=2-1&Panel=2>.
 - The images and media that we explored further increased our understanding of the decade.

Textbooks:

- *All Sails Set: Canadian Reading Development*. The Copp Clark Publishing Co. Limited, 1948.
- Leacock, Stephen. *Canada: The Foundations of Its Future*. Montreal: Privately printed, 1941.
- McWilliams, Margaret. *This New Canada*. Toronto: J.M & Sons (Canada) Limited. 1948.
- Perdue, A. Avis. *Child Life in Other Lands*. George G. Harrap and Co. Ltd. 1937.
- Thomas, Eugenie. *Our Country. Primary Grades. Towards Democracy Series*. Toronto: School Aids and Text Book Publishing CO., LTD.
- Wittke, Carl. *A History of Canada*. Fifth edition. Toronto: McClelland & Stewart, Limited. 1941.

Curriculum Outcomes for Social Studies 1941-1950

Curriculum outcomes in Social Studies in New Brunswick in the 1940s altered and shifted after the Second World War. In Social Studies before the Second World War there was a clearer emphasis on British and Western European history and memorizing facts on and about Britain and its many colonies, as well as a strong emphasis on Ancient Greece and Rome.³

³ New, Chester W. and Reginald G. Trotter. *Chapter I-IX of Modern History*. Authority of the Minister of Education, New Brunswick, Toronto: Clarke, Irwin & Company Limited, 1945, 10.

Although these topics continue to have a strong presence in even today's Social Studies classrooms, in looking at text books from the 1940s there seemed to be a shift in thinking towards a more globally conscious way of thinking about citizens, Canada, the world and what topics make up 'Social Studies' as an area of study and less of an emphasis on Britain's history.⁴ Also there was a shift in students having to think more critically about issues and topics although memorization of facts still occurred, there was a movement away from this in attempts to have students look at topics and having to think about them at a deeper level.

A change of thinking in the New Brunswick Social Studies curriculum was seen in the archived departmental examinations. Although our research showed that the textbooks used in the classroom remained the same throughout the 1940s the examinations that students did at the end of the school year did indeed reveal a shift in thinking. By 1947 there was a movement away from the simple regurgitation of historical facts to using a more critical thinking approach to historical topics. For example, on the 1944 examination history component, question number eleven asked students to match one set of words with another set of words that would be connected in history.⁵ A simple word matching game that does not test students' knowledge of the information but rather their memorization ability. In comparison, on the Departmental examination of 1947 for the history component one question asked students to discuss why or why not they thought Julius Caesar was a great general or statesman. This type of question prompts students to think about and critically analyze Caesar's life and career and to defend their answer. This type of question was an example of how Social Studies moved towards a different type of teaching

⁴ Osborne, "Canadian History in the Schools: A Brief History," 88.

⁵ New Brunswick Department of Education. *Departmental Examinations on Completion of High School Subjects*, 1944, 11.

and how Social Studies as a teachable subject was being looked at in a different light and from a new perspective.⁶

In looking at the 1949-1950 Department of Education *Intermediate Programme of Studies for grades VII-IX* there was a clear importance on having students become educated in order to become 'good citizens' and "in particular to train [the] young people so that they will be both willing and able to effect an improvement in the social environment of [the] province."⁷ This type of 'global citizen' was not found in curriculum documents or other types of educational documents that we found until after the Second World War.

Context of Education

The qualifications to become a teacher changed in the early 1940s. The issuing of permanent licenses was discontinued in 1941 by the modern day practice of a system where interim licenses are made permanent only after the teacher has demonstrated their ability as a teacher.⁸

This was part of an effort to ensure that only qualified and responsible people were teaching the next generation of citizens. This policy was put to test during the later years of the Second World War. Many young people, teachers included, were signing up for active duty, which caused a great teacher shortage in the early years of the 1940s creating a big concern for the public education system. This left a rather large hole in the education system for qualified and educated teachers, especially in the humanities subjects including Social Studies as they were not often represented as well as math, literacy, and science, a trend

⁶ New Brunswick Department of Education. Departmental Examinations on Completion of High School Subjects, 1947, 11.

⁷ Department of Education. *Intermediate Programme of Studies for New Brunswick Grades VII, VIII, and IX*, 1949-1950, 30.

⁸ Picot, J.E, *A Brief History of Teacher Training in New Brunswick 1848-1973*, The Department of Education Province of New Brunswick, Fredericton, N.B., 1974, 80.

followed even today. During the war years the province of New Brunswick was forced to issue local licenses to people lacking the ideal standard of training. In July 1942 127 local licensees were issued in Fredericton to receive a five-week course in teaching methods to gain a Wartime Emergency License, which allowed them to teach in the province of New Brunswick.⁹ Another course was held again in July 1943. This seemingly

frantic search for teachers who were less qualified and prepared to teach had to have an impact on the quality of material and instruction that students were receiving in New Brunswick during this time period. However, through our research it seemed that the war effort took center stage in the province during this time period and therefore the

quality of instruction and material being taught to students was not mentioned very often.

Another reason for the teacher shortage during the war was that teachers were receiving inadequate salaries. In 1943 the median salary for a rural teacher was \$436 where a teacher of comparable training in Alberta was receiving \$805. With the war effort in full swing and the factories needing all help they could get and teachers who felt they were not being paid enough left their teaching position for a more lucrative position at a factory.¹⁰ This again would have affected the quality of education students were receiving, but again, the war was really the focus of people's efforts and attention.



⁹ Picot, *A Brief History of Teacher Training in New Brunswick*, 88.

¹⁰ Department of Education, *Financing Rural Schools as County Units*. New Brunswick: Department Education, Hon. C.H. Blakeny, B.A., LL.D. Minister. 1943. 11.

After the war ended the province ended the practice of issuing emergency teacher licenses and in 1947 the first seven degrees in teaching were awarded by Saint Joseph's University in Memramcook.¹¹



In 1949 the New Brunswick Teachers College began discontinuing all accelerated classes and put in place a 10-month course for teacher training. However, the province realized the need to extend the training of young teachers as the regional growth of New Brunswick continued in post-war years. As well, new technology, more complex industrial operations, and a growing body of knowledge on how children learn and think were all factors on why it was decided that teachers needed more preparation as they were dealing with an increasingly more complex society. Three years later a Baccalaureate in Education was offered during the regular school year.¹²

Along with a new era of teacher training the New Brunswick curriculum underwent changes as well during the later part of the 1940s. The economic boost that happened during the post-war period forced the New Brunswick education system into rapid developments. Dr. Fletcher Peacock, the Director and Chief Superintendent of Education in 1945-1946 declared that the school year of 1945-1946 had "been one of progress and development in elementary and secondary school education throughout New Brunswick."¹³ This train of progress continued to happen and help evolve the education system with continued changes in curriculum in the following years.¹⁴

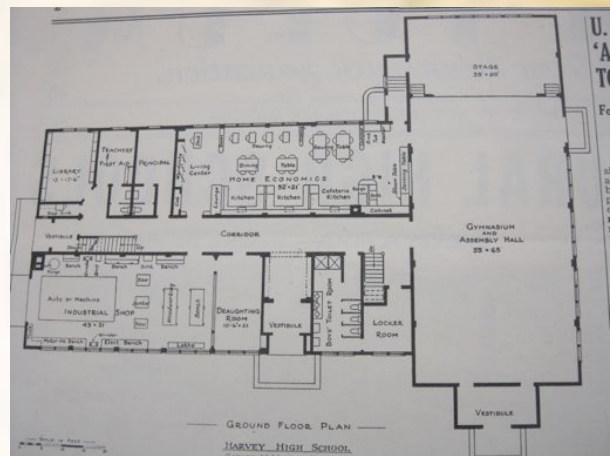
¹¹ Picot, *A Brief History of Teacher Training in New Brunswick*, 80.

¹² School Days Museum. Accessed February 27, 2011.

<http://museum.nbta.ca/teachereducation2.htm>.

¹³ Picot, *A Brief History of Teacher Training in New Brunswick*, 95.

¹⁴ *Department of Education Annual Report of the Province of New Brunswick for the School year 1945-1946*, Fredericton, New Brunswick, 1947, 46.



The 1940s was a decade of turmoil and change for the world which forged a new way of thinking. This was reflected in the change of Social Studies in New Brunswick. By the end of the decade, Social Studies in New Brunswick had a clear objective, which was to “educate for good citizenship, and in particular to train [the] young people so that they will be both willing and able to effect an improvement in the social environment of [the] province.”¹⁵

Broader Social Context

New Brunswick

Throughout the 1940's New Brunswick, as with many places in the world, was in a state of flux. The decade was ushered in with the beginning of the Second World War, which changed the lives of people the world over. A region so heavily dependant on agriculture was brought to a standstill during the preceding decade and the Great Depression and struggled to regain it's footing during the 1940's. While other Canadian provinces rebounded and flourished in the post-war economy, New Brunswick

¹⁵ Department of Education. *Intermediate Programme of Studies for New Brunswick Grades VII, VIII, and IX*, 1949-1950, 30.

faltered and remained idle for many years. Government funded institutions, including education, were poorly funded while the province struggled to establish social welfare programs.¹⁶

Canada

The most defining characteristic of the 1940's will always be the Second World War and understanding Canada's involvement in the war is a key component to the social context within the decade. Over one million Canadians served their country and the allies on the road to defeating the axis powers.¹⁷ The involvement was felt throughout the entire country, as the population at the end of the war was barely more than



12 million.¹⁸ The war was a critical stepping-stone in the formation and independence of our nation as Britain expected Canadians to protect themselves and, in part, North America throughout the duration of the war. Canadian troops served on the front lines and were involved in many famous battles including the Dieppe Raid and D-Day. While the New Brunswick economy stalled post World War Two the nation flourished as a whole. A nation that had previously been extremely agriculturally dependent became industrialized and post-war employment and income

¹⁶ Government of New Brunswick, "*Learn About New Brunswick*," Accessed March 16, 2011. http://www2.gnb.ca/content/gnb/en/gateways/about_nb.html.

¹⁷ Canadian War Museum, "Civilization," Accessed February 27, 2011, <http://warmuseum.ca/cwm/home>.

¹⁸ Statistics Canada, "Censuses of Canada," Accessed March 16, 2011. <http://www.statcan.gc.ca/pub/98-187-x/4151287-eng.htm>.

increased significantly. Canada experienced increased investment in capital goods as well as an increase in personal spending for goods and services. During the war efforts Canada had also become a leading exporter and while the exports may have decreased post-war it was only slightly and exportation remained steady. The beginning of the decade also marked the implementation of the Canadian Employment Insurance Act.¹⁹

The World

The decade of the 1940's was a period of great change for the entire world. The Second World War including the Holocaust, the Establishment of the United Nations and NATO, the development of the Welfare State, the emergence of many new states, an economic increase and developments in technology all occurred within the decade and had great effects on life the world over. The 1940's saw the popularity of many notable figures and political leaders including Adolf Hitler, Franklin Roosevelt, Anne Frank, Winston Churchill, Harry S. Truman and Bob Hope.²⁰



Significance of this period today

H.G. Wells once declared that one of the most basic reasons to study history is to enable people to contribute, however they could, to what he called "the mind of the race," meaning the human race as a whole. Peter

¹⁹ Government of Canada, Human Resources and Skill Development Canada. Accessed February 27, 2011, <http://www.hrsdc.gc.ca/eng/cs/sp/hrsd/prc/publications/research/2000-002533/page05.shtml>.

²⁰ Rosenberg, Jennifer, "1940s Timeline," Timeline of the 20th Century, About.com, Accessed March 16, 2011, <http://history1900s.about.com/od/timelines/tp/1940timeline.htm>.

Lee, of the University of London, would agree with Wells as he believed that "history education in schools should give students an intellectual apparatus for handling history. No one else will."²¹

H.G Wells and Peter Lee are right on the fact that Social Studies are a key component to producing educated citizens and promoting a healthier world. The changes that happened in the Social Studies education system in New Brunswick during the 1940s helped move citizens on the right path towards becoming the people Wells and Lee advocate for.

²¹ Osborne, Ken. "Historical Consciousness and Education," MASSTA-The Manitoba Social Science Teacher, Vol. 32, No.4., April 2006, Accessed February 27, 2011.
<http://www.histori.ca/prodev/file.do?id=22488>.<http://www.histori.ca/prodev/file.do?id=22488>